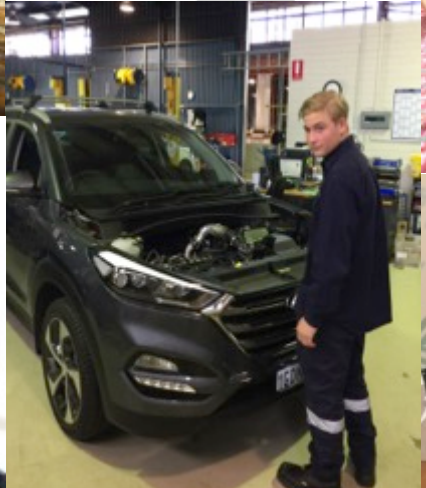
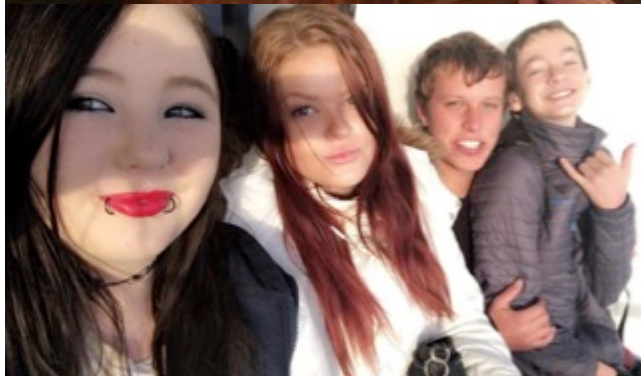


Port School Annual Report 2018



Foreword by Anne Gee - Chair of Port School Incorporated

Every year our Port Family Christmas party grows in numbers. This year it included members of the Port School Board, their partners and families. We celebrated all things Port School with our teaching staff, grounds and maintenance, counselling team, Young Parent and Early Learning Centre teams, the Mobile Classroom Program, Outreach, our RTO, allied agency friends, mural artists, supporters and families.

It's a long list these days, indicative of the 25 years it has taken to arrive at this point on the journey. It is not often that an organisation has an opportunity to look back and take stock to see if it is still on track. In fact, it has taken more than 25 years. Such monumental decisions, such as deciding to start a new school from scratch, do not happen overnight. So now, when we sit down with colleagues to nut out new plans and innovative ideas, and there are many of these times at Port, we should spare a moment to reflect on the Port School pioneers, meeting in coffee shops and around kitchen tables at home to bring this dream to life. Colin Michell has uncovered many magic moments of Port's tricky gestation period, it's much anticipated birth and all the worry, fear and heavy responsibility that comes with the commitment to caring and growing something that is dear to your heart. As with the growth of any child, family or community, there are periods of pain, tears and doubt, mingled with celebration of small wins, signs of hope, as well as that warm inner-glow that says that this is a good thing we are growing here. Would our pioneers be proud to see where their efforts have led? Elements have changed along the way, and the Board is charged with the task of revisiting our constitution to bring it to a new realm. And while much of the wording is awkward and cumbersome (much like a new child) the heart of it, the essence of what these pioneers set out to do, is still central to our mission; to provide a safe, nurturing and supportive environment, in which students are empowered to lead purposeful and fulfilling lives.

I don't think our predecessors would be just proud; they would be incredulous to see how their ideas and hard work has transpired 25 years down the track. The 25th Anniversary Fair celebration and the call-out for early Elders of Port to make contact and contribute to the School's first documented history chronicle, have uncovered much of an untold story. My thanks to the board sub-committee of Ann Hamblin, Craig Menner and Nolene Martin for co-ordinating an ever-growing yet highly successful community event. What has become increasingly obvious, is that we share common goals with our early Port pioneers - faith, a calling of sorts to do good, fix things, make things right, bring joy, hope and a future for kids currently lost and stuck in a not so great place.

For all our current students, 25 years are more than they have been on this earth; for many of us, it is a good proportion of our lives; and for the rest of us, at least half of our lives. 25 years is a long time, and a short time in many ways. Silver is the traditional gift for a 25th anniversary. I find that apt as when you think of medals, achieving a bronze medal is a foot in the door, a place on the podium, looking forward to things to come. A silver medal is placed neither at the top, nor bottom but in a position where you can look back at where you have come from, as well as forward, to where you aim to be. The gold is at the end of the journey. It is when you sit back to rest and the job is done. Our job is however not yet done.

Winston Churchill's famous speech in 1942 addressed the nation after troops drove the enemy out of Egypt, a battle that marked a turning point in the war. "Now, this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning." This is not to say the Port School landscape is somewhat of a warzone or a battlefield, but I am sure that, for all of our staff at the coalface, there are times when it must very much feel that way. Our staff must remember to celebrate

small wins and remember that without their support, and the myriad of contributions, none of this could happen. Whenever you can do more good in your life than harm, build more things than you break down, laugh more than you cry, you will feel tremendous joy and contentment in your life. I have no doubt these are the characteristics and traits of all our staff and generous volunteers – I honestly don't think they would otherwise be here.

I pay tribute to the band of generous and talented volunteers who work on the Port School Board – they have earned their dues this year, as we have grown to create a comprehensive suite of governance plans, documents and policies - not always the fun part – but they are always there, giving freely of their time and wisdom – I thank you.

I also want to take this opportunity to recognise the leadership team at Port School, led by our gentle giant, Barry Finch. Some of the top traits of highly effective leaders are sincere enthusiasm, integrity, loyalty and leading with a sense of humility; Barry emulates these traits in spades. With all good partnerships there is often a ying and yang relationship, here Deputy Mike Gilbert brings 3 more top traits of leadership to the table: great communication, decisiveness and empowerment. He is our energiser bunny; there is no endeavour too grand or mountain too high for Mike. We thank both Mike and Barry for their energy and generosity of spirit. We constantly thank our lucky stars for the day Nolene Martin graced our refurbished squash courts – how we ever survived without her we will never know. Nolene's tasks are often endless and thankless, nothing is ever too much bother and I wonder if she ever gets cranky with our constant demands and crazy pace. Eric Sankey our quiet achiever, the night watchman of the funds the voice of reason and calm – he has seen our budget grow threefold and then some, and we thank him for helping us to grow.

I extend my gratitude to our talented staff, for they are all leaders. My greatest regret and greatest joy happened all on the same day this year when, as part of the professional development day I attended, Barry asked staff to spend a few minutes to share stories about how they came to be at Port and a bit about their roles. As each member spoke, there was a growing sense that this was a phenomenal gathering of kindred spirits, all from different walks of life, different experiences and with a multitude of personal stories. Yet they were bonded by a common drive, clearly full of passion to make a difference. Hearing those stories was my greatest joy – not having recorded those words, my greatest regret. If ever you could describe what Port School was all about – that session captured it.

Winston was right this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning. We look back with gratitude and thanks, we stand here today with well-earned pride and we look forward with great anticipation and excitement.

Happy 25th Birthday Port School.

Anne Gee

Port School Chair

B Ed, ECE, Dip Teach, ECE/HPE

Principal's Reflections – Barry Finch

The essence of the Port School community is keeping a small supportive environment for our students. Through clever management of the School space, and by dividing the School into smaller units, we have been able to grow the number of students from 30 in 2010 to 120 in 2018, while still offering the intensive support that the cohort needs. The predominantly autonomous units allow students to have small group care and support, while also having facilities, counselling services and administrative support. As of next year, our campus will be divided into 6 areas with very specific support networks in each group.

- | | |
|-----------------------|-------------------------------------|
| • Main School | 60 students with 10 full-time staff |
| • Young Parent Centre | 15 students with 3 full-time staff |
| • Middle School | 15 students with 2 full-time staff |
| • Mobile Classroom | 12 students with 2 full-time staff |
| • Outreach | 8 students with 3 full-time staff |
| • Year 13 Transition | 6 students with 2 full-time staff |

The School also has two counsellors and two counselling psychologists, who work across the whole campus, an administration team of six, and seven and other part-time support staff.

Port School is increasingly gaining a reputation as a good place for students with high levels of anxiety and other mental health conditions. Working with an ever-increasing number of students with poor mental health has put us into a higher funding stream and requires increased staff in order to support the complexity of our young people.

Over the School's 25-years history, our cohort has gone from an academic alternative, to a place for youth from low socio-economic families with intergenerational trauma, through to a school that is regarded highly by mental health organisations and their professionals. Our mandate has always been to re-engage students who have lost their way and have, due to a multitude of reasons, disengaged with education. This is still our primary goal.

With steady growth and increased access to mental health funding, the lag-time between increased funding and finding good staff, has left the School with ever-increasing *cash at bank*. This has allowed us to take on important capital works at the School. These infrastructure improvements, as well as the breaking up of the School into units, has enabled the School to maintain moderate growth while still giving students a small and caring environment; much needed for them to flourish.

Barry Finch
Principal

Port School Incorporated Overview

Port School was established in November 1992. It opened its doors to its first students in 1993 and celebrated 25 years in 2018. Originally situated in the heart of Fremantle, the School now resides in the City of Cockburn. Port School is one of Western Australia's Curriculum and Re-engagement in Education (CARE) Schools, specialising in working with adolescents at extreme social and educational risk. Students may be referred to the School having encountered serious problems in a mainstream school environment. These difficulties may arise from academic, social or behavioural issues.

Port School's current Principal, Barry Finch, was appointed at the end of 2009 and is the 8th Principal. During his tenure, Barry and his team have established an impressive range of programs and services, many extending beyond those of other schools.

Port School is an incorporated body, overseen by a board of directors who guide and assist in the direction of the School, and who ultimately performance-manage the Principal. The Principal is the strategic and operational manager of the School.

In 2016/17 the Board approved the development of a new administration block for the School's growing team. Delays in the project resulted in the original commencement date of late 2017 being moved to the end of 2018. The project was finally completed for the commencement of the 2019 school year. This extension improves staff facilities and encompasses a staff meeting room, administration office, Principal's office, counselling room and additional meeting room. Plans were also drawn up for a proposed demountable classroom, bus garage and fitness gym to be located to the south of the main building, with a projected completion date of Term 1, 2019.

Port School Incorporated operates the following entities:

Port School

Port School is a co-educational, independent secondary school that aims to engage at-risk students in Years 8-12 who, for a variety of reasons and circumstances, have not been able to achieve success in mainstream school settings. The students at Port are successful because the school operates in a very different way to most others: small class sizes, hands-on vocational learning, personalised and flexible learning groups, community projects, and excursions. In addition, individual pastoral care and social support in a myriad of formats is offered, from a variety of networks and external agencies.

Port School Mobile Classroom

The Port School Mobile Classroom is an innovative and progressive educational program, aimed at engaging our community's most at-risk, disadvantaged and disengaged youth. The program operates within the community from a 12-seater bus. It is a structured educational program that encourages its participants to re-engage with the community and achieve educational outcomes. Port aims to do this through the building of strong relationships and placing decisions and consequences in the hands of our young people.

Port School Young Parent Centre

Port School's Young Parent Centre (YPC) provides flexible educational and training opportunities to young parents who have disengaged from their education and training, due to becoming pregnant or being a mum. These young people are also supported in transitioning into their parenting role by being

provided with healthy and evidence-based knowledge, as well as effective parenting skills which empower self-belief and confidence.

Port School Early Learning Centre

Port School's Early Learning Centre (ELC) is a fully ACECQA registered childcare facility. This stimulating, age-appropriate learning environment nurtures safety and secure relationships, embedded in a play-based educational care model. The program assists young teen mums to stay in education, undertake parenting programs and improve the health of themselves and their child, through a variety of health and social well-being initiatives.

Port School Registered Training Organisation

In 2015 Port School achieved status as a Registered Training Organisation (RTO number 52718) through the Training Accreditation Council (TAC) of Western Australia. This enables Port School to deliver nationally recognised vocational training.

Port School Outreach Program

Port School's Outreach Program creates a bridge that helps connect students back into life, back into school and a learning environment. The program's main focus is to support students academically, socially and emotionally. The role of the Outreach team is wide and varied: to support students to access health and medical assistance when the parent is absent or unable to support their child; to liaise with parents and carers/guardians when students are in the care of child protection agencies; to bring the classroom and peers to the home when a student cannot come to school; to provide the means for students to attend sport and recreational facilities and assist students to join local sporting teams. Port Outreach is the helping hand supporting students to make contact and maintain healthy relationships within their community.

Port School Student Services

Port School has further developed its Student Services arm in 2018, working collaboratively with students, parents, staff and external community networks. Focus is on offering early supportive intervention with young people who have additional needs or who are at risk. These additional services enable students to achieve successful education and wellbeing outcomes by overcoming barriers to learning. The team provides targeted intervention options and coordinated service provision for young people and their families.

Port School's Teaching and Learning Framework

Quality teaching and learning is central to our purpose at Port School. As a provider to a very specific clientele base, Port staff work together to equip students with the best chance to succeed and grow in a learning environment that is engaging, encouraging, dynamic and purposeful.

Our approach to pedagogy is aligned with the Australian Professional Standards for Teachers (APST) and is communicated through our Teaching and Learning Framework. This framework reflects the shared beliefs of our school community about high quality teaching, pastoral care and professional practice. Our framework guides the actions and behaviours that shape and direct staff practice at our school.

- Engaging, innovated and differentiated programs and delivery
- Aligning curriculum and assessment
- Developing and maintaining positive relationships with high expectations for engagement and achievement
- Creating and maintaining safe, supportive and inclusive living and learning environments
- Ongoing reflection, analysis and adaptation
- Commitment to learning as a lifelong pursuit
- Establishing and maintaining successful partnerships

Our Vision

Port School is an independent school of choice for the local and wider community, for students who have not been able to achieve success in mainstream school settings. Port's vision is to provide a safe, nurturing and supportive environment, in which students are empowered to lead purposeful and fulfilling lives. In achieving this vision, Port School:

- Provides distinctive, specifically designed, holistic education models
- Delivers and strengthens essential literacy/numeracy foundations and life skills
- Implements effective pastoral care and wrap-around health care programs
- Ensures small class sizes and real life, hands-on learning
- Commits to removing conflict between students and the school by developing meaningful and positive relationships

Our Purpose

- Port School creates and uncovers pathways to a meaningful life by providing experiences that enable student potential.
- Port School supports attainment of its vision through an environment that:
 - is safe, nurturing and inclusive
 - fosters confidence, personal best and respect for self and others
 - inspires students to live purposeful lives.

Our Values

- **Empowerment**
We enable each other to experience thoughts and feelings as valid and important
- **Diversity**
We welcome, nurture and promote each others' differences.
- **Growth**
We keep the educational development and wellbeing of people at the centre of what we do.
- **Community**
We provide a safe and secure environment that promotes contribution, ownership and mutual respect.

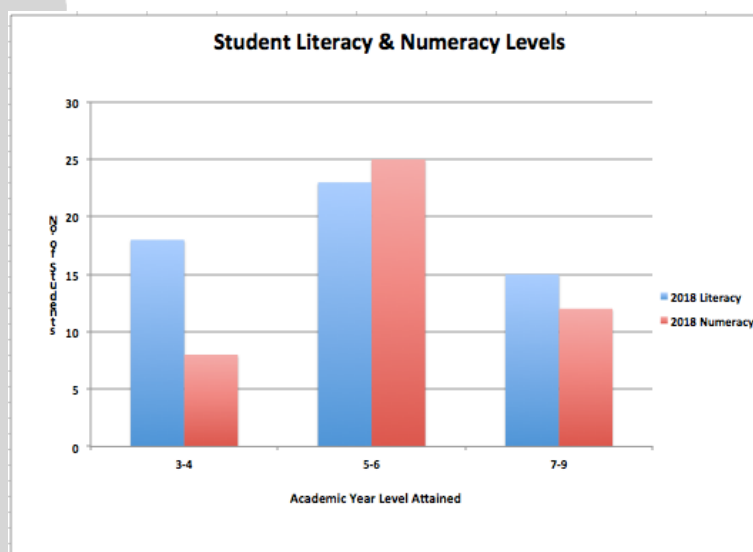
School Performance Report 2018

As per the Australian Education Regulations 2013, the School is required to report on specific performance indicators including the publication of financial information and reporting on school performance.

Academic Levels and Achievements

A key focus area of Port's academic program is tackling low literacy and numeracy levels. Upon enrolment, an individual learning plan is implemented and, using the Australian Council for Educational Research (ACER) Compass model of testing, the student's levels are ascertained and a baseline is established upon which to provide effective and evidence-based teaching of literacy and numeracy. The testing occurs across the school biannually, tracking progress and highlighting persistent problem areas. Compass is aligned to the Australian Core Skills Framework (ACSF), the common national reference point for describing performance in the core skill areas.

On average, students enrol at Port School with a reading age of 10, coupled with rudimentary numeracy skills. Improving student outcomes in these areas is key. A student struggling to read and write will almost invariably present with low self-esteem and feel emotions such as shame, fear and powerlessness when placed in the classroom setting. This can present itself by way of the student feeling ostracised from their peers and/or by disruptive behaviour. They will go to great lengths to avoid situations where they may be discovered and will find themselves unable and unwilling to fully participate in class.



Where Port students sit on the Australian Core Skills Framework (primary to middle school) in Literacy and Numeracy.

Closing the educational gap for these students is crucial, and staff access a variety of pedagogical tools and instruments of different diagnostic, and practical efficacy to adequately assess, as well as, improve the literacy and numeracy knowledge, skills and understanding of our students.

The ACER Compass test is a computer-based assessment of core literacy and numeracy skills, specifically designed for disengaged and educationally marginalised young people and adults. The assessment uses contextually relevant question prompts to actively engage students and provide staff with an assessment of student levels, indicating problem areas with detailed, extensive information on students' knowledge

and understanding, clearly identifying where support is needed. The aim of the Compass test is not to replace all of other tools used by teachers, but to provide a solid framework that addresses the particular needs of Port's students, and upon which their Individual Education Program (IEP) can be built and adjusted accordingly.

NAPLAN

NAPLAN is offered to the Port School Year 9 cohort. However, as the students are not working towards obtaining a Western Australia Certificate of Education (WACE), it is usual practice for students to be formally withdrawn by their guardian. The Port School student cohort is not obliged to sit the Online Literacy and Numeracy Assessment (OLNA).

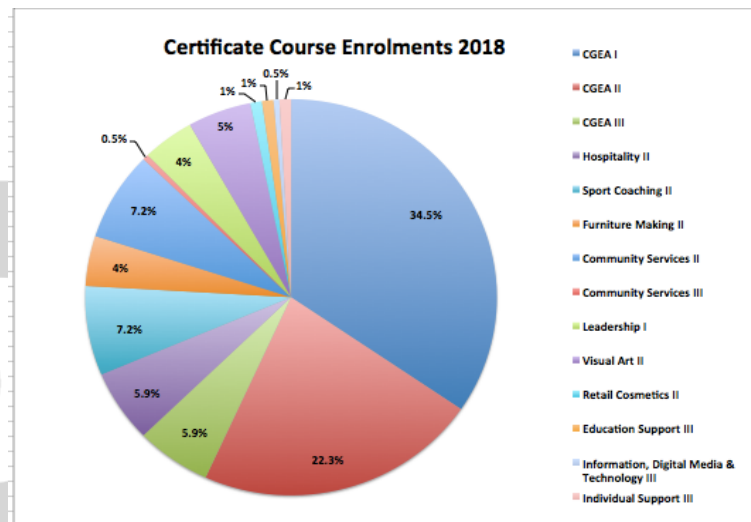
Port School Registered Training Organisation

Port Registered Training Organisation (RTO) allows the School to deliver nationally recognised vocational courses. Ten qualifications are currently being offered, seven on our own scope and three others being delivered via an auspice arrangement. These courses offer great opportunities for our students from Year 10 upwards. Delivery materials and programs for these courses have been created in-house, to best suit our cohort.

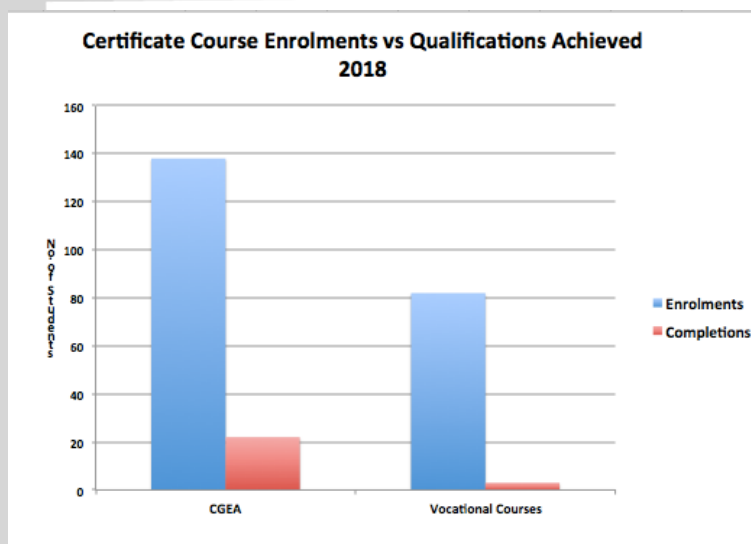
Student enrolments in the Port RTO for 2018 were:

• Certificate I General Education for Adults	76
• Certificate I Leadership (via auspice arrangement with South Metro TAFE)	9
• Certificate II General Education for Adults	49
• Certificate II Community Services	16
• Certificate II Furniture Making	9
• Certificate II Visual Arts	11
• Certificate II Hospitality	13
• Certificate II Sport Coaching (via auspice arrangement with YMCA)	16
• Certificate III General Education for Adults (via auspice arrangement with Communicare Academy)	13
• Cert III Community Services	1

Off campus training with external providers has increased significantly through the "VET in Schools" program, establishing a higher level of expectation amongst our older cohort with regards to their vocational transition beyond Port School.



Enrolment versus achieved qualification data is somewhat skewed, as students commence at different times and progress at differing paces. Courses may therefore be completed over a period of 12, 18 or 24 months.



Pathways

In 2018, thirty-eight students engaged in various pathway programs, including school-based traineeships, work experience placements, Try-a-Trade opportunities, VETiS and external agency qualifications. Some students experienced more than one program.

• Work experience placement	10	
• School-based traineeship	13	4 completed, 5 continuing, 3 did not complete, 1 withdrew to follow University pathway
• Try-a-Trade	14	6 completed, 8 unsuccessful due to poor attendance
• External provider qualifications	5	2 completed, 2 continuing, 1 withdrawn
• VET in Schools (VETiS)	8	3 completed, 1 continuing, 2 progressed to apprenticeship/traineeship, 2 withdrawn
• Employer Community	19	There are a total of 36 active members of the Employer Community

Young Parent Centre

Twenty-two female students enrolled in the Young Parent Centre (YPC) throughout 2018, with ages ranging from 15-21 years. The centre welcomed four new babies, bringing the total of nineteen enrolled in the Early Learning Centre (ELC) throughout the year, and seven newborns, due to commence in 2019.

A number of YPC students successfully completed qualifications, including Certificate III in Individual Support (1), Certificate II in General Education for Adults (2) and Certificate I in General Education for Adults (1). Two students, who left Port at the end of 2018, are in employment and one is enrolled in a Certificate III Disability course at TAFE.

The YPC aims to focus on educational outcomes, as well as enhancing parenting skills. This was implemented through Individual Education Plans and engaging students in the Circle of Security and Red Nose training. Other training programs were delivered including cooking, food and nutrition, healthy cooking on a budget and a money smart program, introducing students to the basics of finance and the importance of budgeting for unexpected expenses.

A myriad of 'in kind' services, providing parenting and health support for the young mums and their babies, supported the program in 2018. These included Red Nose, Meerilinga, Telethon Speech and Hearing, City of Cockburn, Stephanie Dowden (Child Health Nurse Practitioner), Best Beginnings, DCP, Oz Harvest and Better Beginnings. A \$5000 grant from the City of Cockburn was used to support health checks on the babies, which resulted in seven babies being detected as having significant and severe hearing loss, with further follow-ups organised at the Telethon Speech and Hearing Centre.

An application for a Capital Works Grant to extend the YPC facilities was submitted to AISWA. A Grant of \$225,000 was awarded, and the project is due to commence in 2019, with an anticipated completion date of early 2020.

Student Scholarships and Awards

The following scholarships were awarded in 2018:

- Striving for Excellence Scholarship - Kelvin Le
- Health & Wellbeing Scholarship - Ashanti Bell and Michelle Stoddart
- Excellence in Art Scholarship - Emily Frappell
- Workshop Scholarship - Ethan Klompmaker
- Literacy & Numeracy Scholarship - Marlene Ware
- CGEA Scholarship - Ethan Klompmaker
- YPC Striving for Excellence Scholarship – Namina Bangura
- YPC Commitment to Studies Scholarship – Tiana Lovell
- Visual Art Special Endeavour Award - Ashlyn Rose Caddy

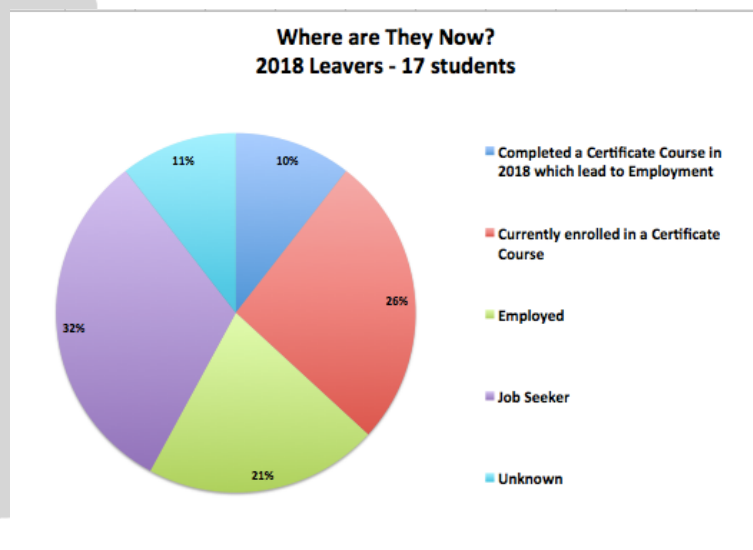
Special recognition was also given to the following students for their achievements:

- Attendance Award - Joachim Carrier
- Excellence in Visual Arts – Ashanti Bell, Cheyenne Bernardi, Jamison Laxton, Brandi Robson, Kelvin Le, Emaly Rauter, Bethany McShane, Eva Earls, Kimmy Wallem, Marlene Ware, Desley Singleton-Hooper
- Masterchef Award – Adam Laxton and Brandi Robson
- Most Improved Student – Adam Laxton
- Citizenship Award – Carlie Monaco
- Excellence in Workshop Award – Emaly Rauter
- Most Valued Player – Luke Roser
- YPC Most Improved Student – Kennedy Tolland
- YPC Attendance Award – Keely Cotton and Sharnie Kiely
- Mobile Classroom Award for Outstanding Resilience and Ultimate Team Player – Jarome Alone
- Mobile Classroom Most Improved Student Award – Brendon Purcell

Student Destinations

Port aims to support students transitioning to the workforce or to further education. Due to the nature of the School's student cohort however, tracking longer term developments remains problematic.

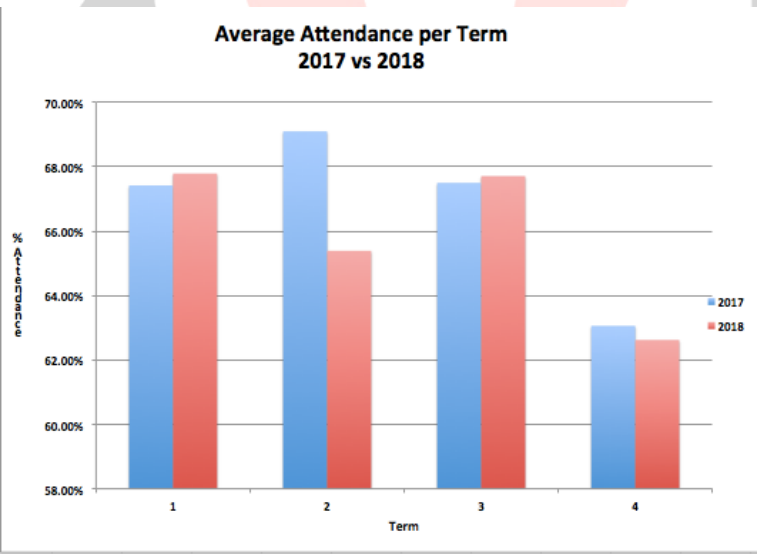
Year 13 is an option for some students who may not be quite ready to transition out of school and into the workforce. Students in the Year 13 program are expected to contribute to the community and take on a leadership role whilst completing an agreed vocational course. An IEP and transition plan is implemented to ensure their readiness to transition into employment or further study.



Student Attendance

The School has a non-attendance management system for absences. If a student is recorded as being absent without an explanation, the parent/guardian is contacted via SMS. If the student continues to be absent, the parent/guardian is contacted by phone.

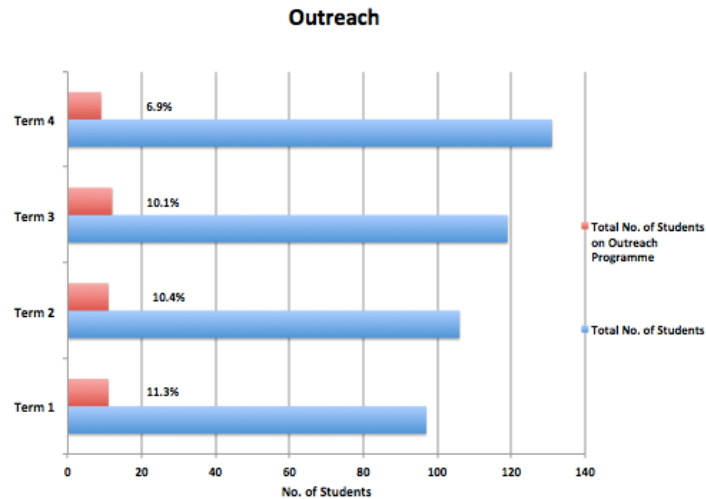
Regular attendance still poses a great challenge for students, some of whom may have not attended school for an extended period of time, before enrolling at Port School. Attendance remains a priority focus for Port School, with a targeted approach to parents/guardians through the IEP process. Students who continue to struggle with engaging on campus, may be referred to the Outreach Program.



Outreach Program

Port School's Outreach Program aims to help encourage disadvantaged adolescents of the community to re-engage back into the education system. The program is also designed to complement a student’s existing school timetable, where possible. In 2018 the program was significantly expanded to match the increasing demands of students struggling for a variety of reasons to attend school.

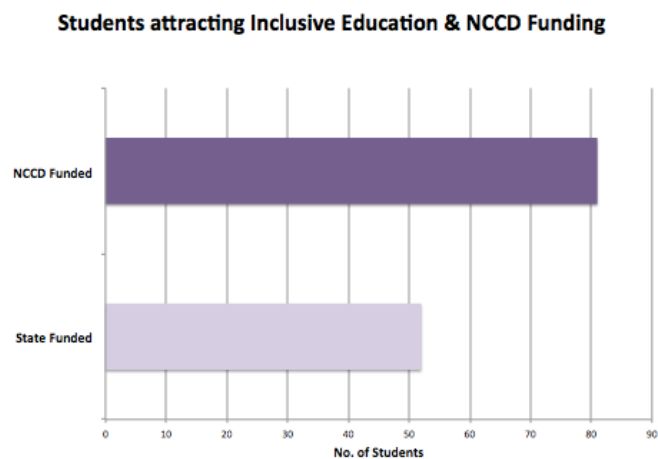
The Outreach team assist young students via positive mentoring, using a mobile education model where activities and enrichment programs are usually done off-site. These programs aim to improve social, emotional and physical wellness and to provide alternative and flexible options for the individual student. The Outreach team also supports students who attend school regularly, but may require support in accessing health and wellbeing-related services.



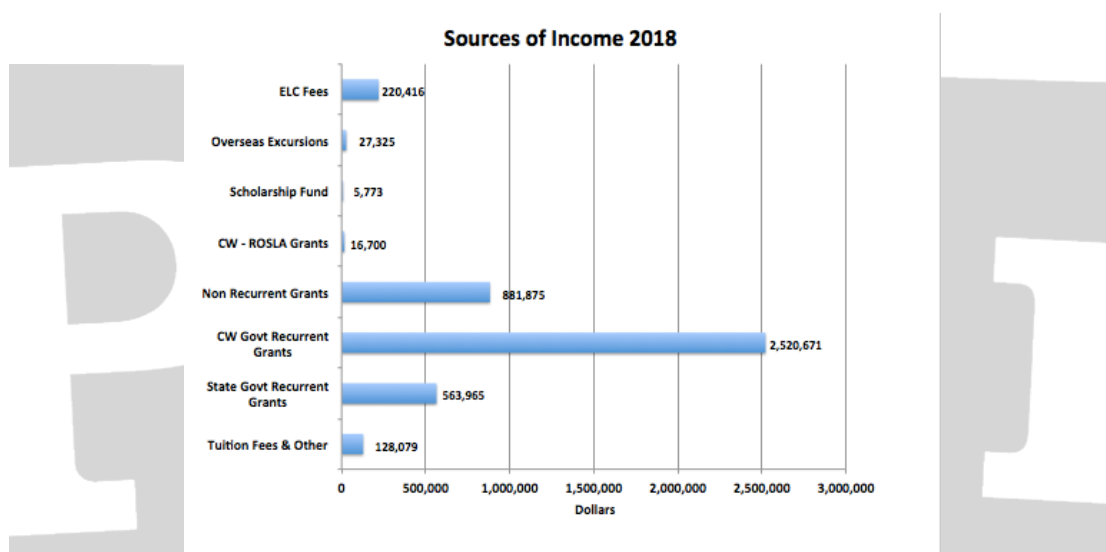
Inclusive Education

Port School, through its student support team of counsellors and psychologists, is strongly focused on student mental health and wellbeing. Mental health challenges impact greatly upon the level of attendance and engagement of many Port students.

Port School is increasingly gaining a reputation with external agencies as a premier institution for adolescents with mental health challenges. Funding received allows the School to engage specialised staff to support the complex needs of these young people.



Sources of Income



Workforce Composition

The following members of staff were employed in 2018. The team consists of a multi-culturally diverse range of staff from ten nationalities.

Role	Number	Full Time	Part Time/Casual	Changes in 2018
Principal	1	1	-	No
Deputy Principal	1	1	-	No
Business Admin	3	1	2	No
School				
Senior Teacher	5	5	-	Yes
Teacher	3	2	1	Yes
Trainer	3	-	3	Yes
Education Assistant	3	1	2	Yes
Psychologist	1	-	1	Yes
Outreach worker	1	1	-	Yes
Counsellor	3	-	3	No
Sports Chaplain	1	1	-	No
Mobile Classroom				
Teacher	2	2	1	No
Youth Worker	2	-	2	No
Young Parent Centre				
Coordinator	1	1	-	No
Teacher	1	1	-	Yes
Education Assistant	1	-	1	No

Early Learning Centre

Coordinator	1	1	-	No
Qualified Educator	1	1	-	No
Cook	1	-	1	No
Casual staff	4	-	4	Yes

Maintenance and Grounds

Maintenance	1	-	1	No
Maintenance/Grounds	1	1	-	Yes

Indigenous Employees

Youth Worker	2	1	1	Yes
Language Trainer	1	-	1	Yes

Specialist

Autism Specialist	1	-	1	Yes
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Teacher Standards and Qualifications

All senior teachers and teachers employed by Port hold the appropriate qualifications and are registered and approved by the Teacher Registration Board of Western Australia (TRBWA). Trainers delivering vocational Certificate courses hold the appropriate option area qualification and a Certificate IV TAE and have extensive industry experience.

Ms. Jane Hawdon	BA Anthropology & Linguistics, GradDipEd
Ms. Joy Cromwell	BEd Secondary, BA English, Cert IV TAE
Ms. Raffaella Fecondi	BA Theology & Philosophy, MA Oxon, GradCertEd, Cert IV TAE
Ms. Dionne Garvey	BEd Secondary, Cert IV TAE
Ms. Eileen Vlahovich	BA Psychology, Master of Teaching Primary, Cert IV TAE
Ms. Jenna Garard	BAS Adventure Ecotourism, GradDipEd, Cert IV TAE
Ms. Elizabeth Love	BEd, Grad Cert Education (Special Needs)
Mr. Phil Brooks	BA Visual Art & the Crafts, GradDipEd, Master of Design, Cert IV TAE
Mr. Matt Hopkins	BEd Primary Cert IV Hospitality Cert IV TAE
Mr. Tom Lee	BA History, English & Cultural Studies, GradDipEd, Cert IV TAE
Mr. Aidan Rowden	BEd Primary, Cert IV Fitness, Cert IV TAE

Family and Guardian Engagement

The Principal and staff maintain an open line of communication with parents/guardians in respect to student's academic program, behaviour and social and educational progress. Port School aims to engage closely with families and guardians, regarding both positive and negative interactions that may be experienced by a student. The IEP process is multi-faceted, with input from staff, student and parent/guardian.

Port also aims to engage families and guardians throughout the year using the following mediums:

Initial Entrance Meeting – Parents and guardians complete a pre-interview with the Principal; they are engaged and empowered to work collaboratively with the School from the onset. This is followed by a second interview with the identified pastoral care teachers.

Proactive Contact – Using a pastoral care approach, staff maintain regular contact with students' families, in order to report positive achievements, challenges and/or behavioural issues which may occur. Student support staff also work collaboratively with parents and guardians, in the best interests of the student.

Port School Website - The newly released Port School website (www.portschool.wa.edu.au) offers an insight into the programs on offer at the School and keeps the School community informed via its 'Latest News' items which are regularly posted.

Termly Newsletter – An extensive newsletter, showcasing the events and achievements of both students and the School community, is produced each term. This is circulated to parents, carers and guardians as well as to the wider community. It is also available to download from the School's website.

Malaysia Newsletter – The Malaysia excursion is a culmination of two terms of planning, including: organisation, fundraising, logistics and culture. The Newsletter produced upon return is sent to all parents, carers and guardians. It highlights and promotes this unique excursion and the opportunities undertaken and experienced by the students.

Facebook – Port has its own Facebook site and Facebook page for the YPC and ELC. It is strictly managed by staff and allows for the promotion of positive activities, events and school-related topics. Parents and students are encouraged to join the site to keep up to date with what is going on on a daily basis.

Consultation Sessions and Parents' Evenings – Port actively tries to engage parents, especially during the Malaysia excursion. Staff are proactively trying to engage with parents, with the positive as well as the negative, to ensure they are part of their student's learning. Parent Satisfaction Surveys have been introduced, but even with incentives offered, such as canteen credits, it has still been hard to get these completed and returned to gain any meaningful data.

End of Year Awards Lunch – The last day of the school year is a time to celebrate the achievements of the Port community. Over 150 people, comprising staff, students, parents, family members, carers and guardians are invited to gather in the School's gym to celebrate the success of Port's young people. Scholarships and awards for student improvement and achievements are presented, followed by a sit down three-course lunch, cooked and served by Port staff.