



St Martin de Porres School Annual Reporting Data 2021



1. Contextual Information:

St Martin de Porres School opened on the 20th of July 2020 in Broome, Western Australia. It is a Catholic co-educational secondary CARE (Curriculum and Re-engagement in Education) School which provides an inclusive, safe, and supportive learning environment for students who find mainstream school situations difficult. The focus is on nurturing the wellbeing, strengths and gifts of every young person it serves by providing pastoral care as well as practical, relevant, and motivational learning activities.

Our vision – Inspired by the teachings of Jesus and the life of St Martin de Porres, our young people will be seen, heard, and valued in an inclusive, safe, and supportive learning environment where they will grow socially, emotionally, spiritually, intellectually and physically.

Our mission – To empower young people to become confident, empathetic, creative individuals, engaged in lifelong learning, and active members of the community.

Our values - The four pillars of Faith, Learning, Kinship and Justice underpin the school values and reflect the inspirational model of St Martin de Porres.

Pillars – Faith, Learning, Kinship & Justice

Values – Integrity & Perseverance, Engagement & Growth, Compassion & Connection, Generosity & Service

We are inspired by the teachings of Jesus and the life of St Martin de Porres and his messages of unconditional love, faith, compassion and perseverance. St Martin de Porres was a faith-filled healer of biracial heritage who rose above racism to be a model of compassion, perseverance and unconditional love. His life is a strong inspirational model for students and staff.

2. Teacher Standards and Qualifications:

Teachers highest Qualification	No. of people holding Qualification
Bachelor of Education	2
Master of Education	2

3. Workforce Composition:

	Aboriginal Staff	Female	Male	Total
Teaching	0	3	1	4
Non – Teaching	0	2	0	2
Total	0	5	1	6

**Includes part-time staff*

4. Student attendance:

Cohort	Percentage attendance
Year 7	67%
Year 8	80%
Year 9	66%
Year 11	-
Year 12	89%
Whole-school rate	73%

Attendance is recorded twice a day in SEQTA. Student absences must be explained through a notification from parents. A text message is sent to parents of absent students who have not notified the school of the absence by mid-morning each day. A daily student whereabouts update is then sent from the Administration Officer through to all staff regarding student attendance / absences.

If there has been no response from the parents/carers to the absentee text message by lunchtime, it is then followed up by a phone call home by the Administration Officer. All Student attendance and absences can be viewed on SEQTA.

5. NAPLAN Information:

Not available due to low cohort numbers and privacy considerations.

6. Parent, Student and Teacher satisfaction:

Parent Satisfaction – Anecdotal and written feedback from parents has been very positive.

Student Satisfaction – Student feedback was positive with most students gaining in confidence and some returning to their previous school or continuing their schooling at SMdP School in 2022.

Teacher Satisfaction – Teacher feedback has been positive with extensive professional learning on deepening understanding and practical strategies related to mental health and social and emotional development.

Exit Surveys- Young people who leave St Martin de Porres complete an exit survey at the end of the year. The data is analysed and used to improve processes and strategies with a particular focus on wellbeing. The data affirmed the approach and philosophy at St Martin de Porres School with the young people stating they were grateful for the flexibility, the staff interactions and feeling safe.

7. School Income (2021):

Details pertaining to School income as per below can also be found on the My School website:

Federal Government: \$697,617

State Government: \$1,270
 School Fees: \$0
 Other Private Income: \$1,192

8. Senior Secondary outcomes:

One young person attained a TAFE qualification.

9. Post School destinations:

University degree or Bridging Course	TAFE/Senior College Course	Employment	Total
		1	1

10. Annual School Improvement Plan:

At the end of 2020, the staff reviewed areas of strength and areas for improvement. It was felt that all understood the moral purpose of our work and as a new school the importance of effective systems and processes was a particular focus for improvement. Disciplined dialogue using data, enabled open and transparent discussions that led to daily improvements. Sustaining these actions is now the focus into the future.

School Improvement Plan (SIP) for **St Martin de Porres School**

Commencement Year: **2021**

CECWA Strategic Directions

Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.

The School Improvement Plan (SIP) is not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, the SIP is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of the SIP is encouraged and schools may find the addition of notes and/ or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.



Focus Area	Informed by Evidence <i>Qualitative and quantitative</i> Relevant <i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i> Measurable <i>Evidence that will be used to demonstrate progression and goal achievement</i>	Achievable <i>What actions will we take to achieve the goal?</i> Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i> Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/ how regularly will this be done? How will this be done?</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>
Well-being	<ul style="list-style-type: none"> New staff need to be trained in Trauma-informed practices to ensure a psychologically safe learning environment As a CARE school our focus is on the wellbeing of the young people (YP) in our care – (Maslow before Bloom) 	<ul style="list-style-type: none"> All staff to be trained in trauma-informed practices Consistent and predictable adults and routines Implementation and embedding of the <i>Zones of Regulation</i> across all learning areas 	<ul style="list-style-type: none"> Review Trauma sessions from last year (Term 1 Day 1 & 2) Berry Street Training - 4 days in total (semester 1) Gatekeeper 2 Days (Term 2) YMHFA 2 Days (Term 3) Wraparound PD (Total of 4 days across the year) 	<ul style="list-style-type: none"> CEWA organising Berry Street 4 days Professional learning documents on Teams (PL section) Debriefing/Meetings review and track progress, successes and needs YP to complete Zones of Regulation Booklet & Ready to Learn Plans Daily visual timetables in classroom & main room Term calendars in classroom 	<ul style="list-style-type: none"> Demonstration of unconditional positive regard for all young people YP & adults use of Zones of Regulation terminology and strategies YP feel safe – emotionally & physically Updated daily visual timetables in classroom & main room Referenced and up to date term calendars in classroom
Curriculum Plan Focus	<ul style="list-style-type: none"> Individual Learning Plans for each student - strengths, individual learning needs – adjustments and considerations Linked to staff Growth Plans 	<ul style="list-style-type: none"> Create Individual Learning Plans for each young person by the end of Term 1 Cross-curriculum planning to maximise learning potential Use Microsoft Teams & other 365 tools to enhance learning and recording of learning 	<ul style="list-style-type: none"> AO to create templates for each YP and upload to Teams AO to complete student details section of profile section of templates Staff to complete ILPs in conjunction with young person PD on the use of Microsoft Teams – OneNote, Forms etc Share new skills at staff meetings 	<ul style="list-style-type: none"> 3-way conferences with caregivers/parents, young people and teachers Flow chart detailing process for young people, parents/caregivers and staff Review of ILPs to ensure they are kept up to date each term Set up Teams for key learning areas Term 3 Check-in progress at staff meetings 	<ul style="list-style-type: none"> Increased YP attendance Increased engagement in learning An increase in output from students Microsoft Teams are being utilised to deliver key learning area programs

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Aboriginal Education Plan Focus	<ul style="list-style-type: none"> Cultural safety – ensuring parents/caregivers and all young people feel acknowledged, valued and accepted A focus on Aboriginal people feeling safe in the school 	<ul style="list-style-type: none"> Cultural safety training to be completed by all staff Creation of a culturally safe space for yarning Integrate meaningful lessons relating to Reconciliation & Australia's history 	<ul style="list-style-type: none"> Professional learning at CEWA New staff induction Read and understand the CEWA terminology Guide (Induction + revisit in term3) Build a yarning space under the tree outside Term 2 & 3 	<ul style="list-style-type: none"> CEWA Terminology Guide Read <i>Teaching at St Martin de Porres School booklet</i> Teaching SAE to Aboriginal young people phases of development Consult with Elders to create a yarning space – using ideas in NAIDOC Week, Sorry Day & Reconciliation Week 	<ul style="list-style-type: none"> (Adults) Self-reflection mapping using the phases of development document All students & parents/caregivers feel safe (psychologically, culturally and physically) A yarning space with appropriate & welcoming visuals
Evangelisation Plan Focus	<ul style="list-style-type: none"> Aligning our personal values with the Catholic faith & traditions FSW Relates to Developing the Person Within (Our Evangelisation Plan) 	<ul style="list-style-type: none"> All staff are to embed the school values in how they model and witness to young people Incidental learning – usually at staff meetings, PDs or faith formation/ content course days Opportunity to learn about Catholic beliefs, traditions and practices 	<ul style="list-style-type: none"> Discuss the school's Principles, Pillars and Values Staff to share their personal values & link to school's Conduct VIA survey to highlight strengths (term 3) 	<ul style="list-style-type: none"> Revisit the values each term Reflect on how they are embedded in our daily school life Celebrate our successes Adult & YP Values displayed 	<ul style="list-style-type: none"> Level of engagement and participation Increased knowledge of Catholic traditions, history and prayers Accreditation levels attained and maintained

- Informed by evidence from:**
- CECWA Strategic Directions (2019-2021)
 - School Strategic Plan
 - Evangelisation Plan
 - Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
 - Curriculum Plan
 - Student data analysis, e.g. Appraise & other achievement data, attendance, wellbeing etc.
 - National Quality Standard (NQS) Audit
 - Quality Catholic Schooling Component Reviews
 - School Cyclic Review
 - School Climate Survey
 - Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)



11. School Community Report

School Advisory Council Report

St Martin de Porres School Advisory Council Report 2021 December 2021

In 2021 the school has had 12 young people enrolled during the course of the year with a consistent enrolment of 8 young people. The young person cohort is mostly made up of non-Aboriginal female young people. It would be hoped to grow the number of male students as well as increase the number of Aboriginal students. It has been great to see a number of students gain confidence in themselves and their abilities and return to their original school. One of the greatest successes this year was the year 12 student who attained a TAFE Education Certificate after completing her practicum at St Mary's College. Given the school only opened in July of last year this is a huge accomplishment.

It is also acknowledged that the dedicated staff have engaged willingly in extensive professional learning on trauma-informed learning, the science of wellbeing and mental health and the use of technology to engage young people in their learning. The use of iPads and Microsoft Teams has meant that students can engage with online learning should they not be able to attend school.

It is heartening to hear about the connections SMdP School has made with other organisations in and beyond Broome. The celebration of St Martin de Porres' Feast Day was a feel-good experience for the young people as well as those who received home-made bookmarks and fruit baskets. It certainly highlights the joy of giving as well as the sense of achievement in creating lovely gifts for others. The

visit of year 11 students from Sacred Heart College was also a very successful connection, enabling two-way learning.

It is hoped that a new location can be found to house the school as the land it is on has been sold. It will be wonderful to move from a rental situation to having its own permanent spot. Some time may be required for the new build but with the classroom and ablution block being able to be moved this should reduce the time required. Minimal disruption and negative impact on the students would be the ultimate goal.

Erica Bernard
School Advisory Council Chairperson