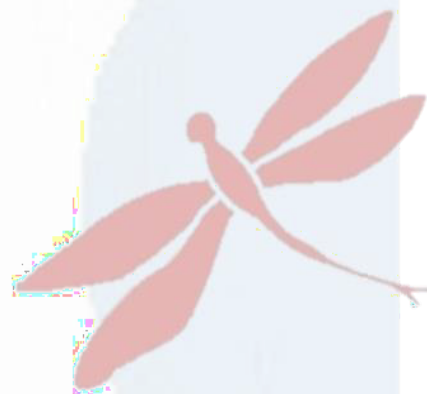
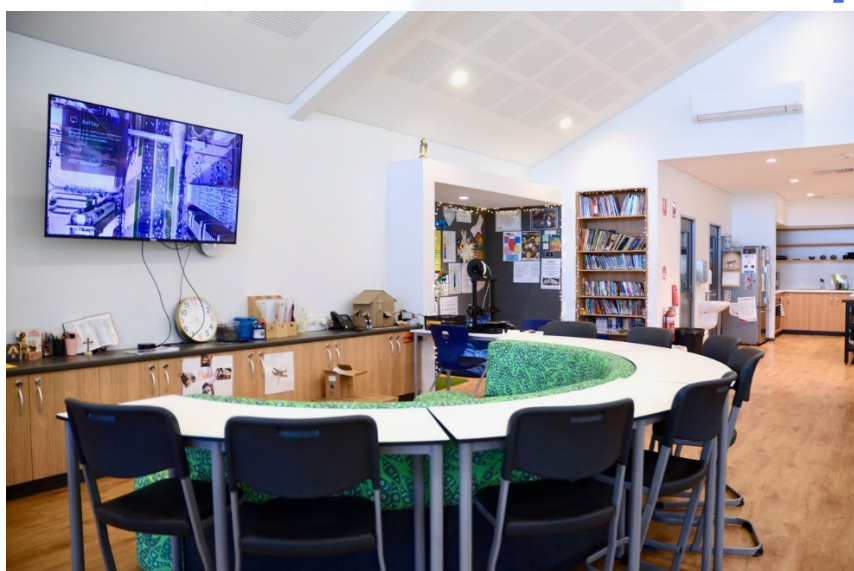




St Martin de Porres School Annual Report 2025



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, with all young people on a personalised learning and transition plan for post school.

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

All team members 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 young people and the team.

2. Teacher Standards and Qualifications

Teachers highest Qualification	No. of people holding Qualification
Bachelor of Education	3
Master of Education	1

3. Workforce Composition

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

** Note, the Youth worker and Admin Assistant left the school during term 3 to pursue other career options.*

4. Student attendance:

Cohort	Percentage attendance
Year 7	85%
Year 8	60%
Year 9	44%
Year 10	73%
Year 11	56%
Year 12	11%
Whole-school rate	56%

The pastoral care process ensures contact and appropriate follow-up with parents/carers regarding school absences by both administration and a member of the pastoral care team. Attendance is recorded twice a day in SEQTA. All absences must be explained through a notification from parents/carers. A text

message is sent to parents/carers of absent students who have not notified the school of the absence by mid-morning each day. A daily update is sent by the Administration Officer on Teams to all team members regarding absences for the day. All attendance and absences can be viewed on SEQTA. The outreach team visits and engages with families regularly to support attendance.

5. NAPLAN Information:

Two students completed NAPLAN in 2025. Due to low numbers completing the assessment, this data is not shared publicly.

6. Parent, Student and Teacher satisfaction:

Parent Satisfaction – The team at SMdP work hard to develop relationships with families, as partners in their children's education. Feedback from parents has been very positive, with parents being very appreciative of the school's support in encouraging their children to attend, and the outreach service we provide.

Student Satisfaction – Students regularly express positive regard for the school in supporting them through their educational journey through daily feedback during daily debrief. Students report their wellbeing and feelings of pleasantness using the RULER scale. Successes are celebrated weekly and students report feeling positive when they are acknowledged on their achievements.

Teacher Satisfaction – Teacher feedback has been positive with professional learning on deepening understanding and practical strategies related to mental health and social and emotional development, and differentiation strategies for curriculum delivery and behaviour management.

Exit Surveys - Before leaving St Martin de Porres, young people complete an exit survey. The insights gathered are carefully reviewed to inform and improve our practices, with a strong emphasis on wellbeing. The feedback consistently supports the school's philosophy and approach and the environment fostered by staff.

7. Senior Secondary Outcomes

One Year 12 student finished schooling at St Martin de Porres School in 2025.

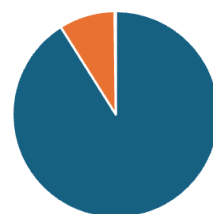
8. Post School destinations:

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

9. School Income (2025)

St Martin de Porres School (Broome)											
Detailed Income Statement											
For period ending 31/12/2025											
		Actual									
0330	Interest Received	2,307									
0370	Miscellaneous Income	64									
	TOTAL OTHER RECURRENT INCOME	2,371									
0600	State Government Per Capita Grant	77,356									
0610	State Government SWD Funding	10,923									
0650	State Government Grants paid via CEWA-Other	15,211									
	TOTAL STATE GOVERNMENT GRANTS	103,490									
0700	AGRF - Base	164,983									
0710	AGRF - CECWA System Initiatives	403,900									
0720	AGRF - ATSI Loading	34,711									
0730	AGRF - Location Loading	119,674									
0740	AGRF - Students with Disability Loading	63,278									
0750	AGRF - SES Loading	33,409									
0760	AGRF - Size Loading	245,703									
	TOTAL AUSTRALIAN GOVERNMENT GRANTS	1,065,658									
0791	AG Grants paid via CEWA-Other	9,819									
0795	AG Grants paid directly to school-Other	1,205									
	TOTAL AUSTRALIAN GOVERNMENT OTHER GRANTS	11,024									
	Total Recurrent Income	1,182,543									
	Total Recurrent and Capital Income	1,182,543									

School Income 2025



■ Australian government recurrent funding
 ■ State government recurrent funding
 ■ Fees, charges and parent contributions
 ■ Other private sources

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</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>
For all to understand the concept of the inherent dignity of the human person and embed this in the culture of the school and beyond to ensure the pastoral care of all at SMdPS. <i>This may be an ongoing goal given the transience of our young people & for most, this is their first experience of a Catholic school.</i>	• RE lessons teaching the concept to our young people • Positive affirmations & reminders of innate worth • Embedding social and emotional program into the school culture – with a focus on character strengths • Regular and embedded reflection of what is going on in the lives of our young people when they are in need • Link PERMAH wellbeing framework with Catholic teachings • Link this concept as the foundational aspect of our pastoral care/wellbeing model – conceptualise & embed into PLC learnings, induction and school documents (link wellbeing, pastoral care with our Catholic identity) • Every Friday – Case management/pastoral care meeting for whole team to discuss needs of young people • Outreach to young people not attending school	• Teach this concept of innate dignity and revisit at least once each term • Ongoing • Term 1 • Regular, ongoing and when required • Start Term1 – Ongoing throughout the year • PCT to meet every week • Two days a week timetabled from Recess to lunch	• Religious Education resources • Celebrations, birthday cake, cards, merit certificates etc • REC meetings and REC Coordinator from Broome Regional Office • Opportunities (ie. Martin de Porres Feast Day activities) + Christian service learning • Links between PERMAH & Dignity of the Human person captured and displayed in school • Policy regarding safety protocols when conducting outreach	• Changes in attitude, beliefs & self-belief of young people (Less negative self-talk) • Young people feel a sense of pride and treat each other with respect • Team trained, engaged in PL and embedding practices into school culture • Team members are able to articulate how this concept relates to what we do and how we do things at our school (+Unconditional positive regard) • Young people are always treated with dignity regardless of behaviour • Increased engagement and attendance with disengaged young people	• Principal • Whole team – Youth worker/Admin Assistant • Principal • Whole team • Feedback from young people - survey • Principal to drive and create documents/conceptual framework & upload to website • Pastoral Care Team = Outreach teacher, Youth worker & Principal • Outreach Team = Frank & Youth worker

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</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>
To improve young people's emotional literacy by recognising and managing their emotions and how they impact on others.	• Continue to use Energy & Pleasantness level check-ins • Embed induction process for new young people including (Me booklet • Build knowledge of Character Strengths – spot strengths in young people and adults • Create an adult survey of young people's character strengths • Build vocabulary – fine grain definitions of similar emotions	• Each month at the Friday meeting dedicate 10 minutes to analysing young people's check-in/checkout data • At the end of each term reflect on induction booklet and Social & Emotional program to embed new learning • Term 2 – Adults to complete VIA survey and model use/spotting character strengths • Term 3	• RULER Check-in/out laminated sheets • Me Booklet (Induction booklet) – adapt from last year • Create placemats for everyone with their character strengths on them • Survey (forms) adults about YP character strengths • RULER resources – Mood Meter • Resources to assist YP wellbeing	• Young people able to share their energy and pleasantness levels • articulate their feelings • Increase in young people's emotional vocabulary • Induction booklet engagement/ feedback from young people • YP engaged in Social and emotional program embedded in timetable • YP able to manage emotions better • Resources are used and assist with YP wellbeing	•Teaching Team •Principal •Principal •Teaching Team

With three new teaching team members, cultivate a high-functioning, trauma-informed school team that effectively utilises wellbeing strategies, ensuring the emotional and psychological wellbeing of both staff and students, and fostering a nurturing, safe, and nonjudgmental educational environment	• Co-create a team culture overview (values, priorities, norms, rituals, psychological safety, decision-making) • Co-create team charter (How do we want to feel at school = behaviour) • Share Learning & Teaching at SMdPS Handbook (trauma-informed, culturally responsive pedagogy etc.) • Share, read and discuss Wellbeing Handbook for adult team •	• Term 1 Induction • Term 1 Day 1/2 • Term 1 Induction • Term 1 – ready for inducting new team members • By June 30 2024	• Design Culture template • Use last years as an example • Use updated handbook • Resources gathered from studies last year (Professional Cert- UNDA) • Books and resources bought to support adult understanding of wellbeing and appropriate strategies/interventions	• Team manages work together well & understand our mission • Team demonstrate unconditional regard for all YP • Team puts into practice knowledge learnt about wellbeing, PERMAH, character strengths • Resources used and accessed by team members	• Principal to share template – Admin Assistant to fill in from Team • Whole Team • Principal • Principal • Principal
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COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</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>
Continue to build strong relationships with the wider community.	- Continue to apply for different grants to support learning projects for the school. - Invite different agencies for afternoon teas and tours of the school - Update school website	Ongoing	- CEWA communications team - CEWA communications Team & IT coordinator	- All agencies know where we have moved	- Principal & Youth worker to liaise with other schools & agencies - Admin Assistant – Facebook posts - Principal & Admin Assistant - Newsletter/Pamphlet - Admin Assistant, Youth worker & principal – organise afternoon teas - Youth worker – to liaise with TAFE, shire and town agencies regarding young people involvement - Outreach teacher

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <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>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</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>
To increase the student population to 25 and maintain this number	- Marketing strategy - Pamphlet drops to schools, HeadSpace, CAMHS, PATCHES, Helping Minds & private medical clinics, Health centres, drop-in clinics, Anglicare etc. - Regular Facebook posts (focus on wellbeing + academic activities in the school/curriculum) - Re-connect with student services team at BSHS and other health agencies - Update school website	- Term 1 – Work with the CEWA Communications team on a marketing strategy - Social Media - Weekly postings and sharing of wellbeing resources (Wellbeing Wednesdays) - Term 1 and continue to connect	- CEWA communications team - Access digital skill training – Digital Learning Consultant to learn how to create engaging newsletters, Facebook posts and pamphlets - Use local parish bulletin to promote school - Afternoon teas Pamphlets & Eol forms	- Increase in enrolments - Increase in people knowing about the school's mission, vision, purpose and offerings - Increase in social media traffic	- Principal to drive – with assistance from the outreach team - Admin Assistant to post at least weekly on Facebook page
Meet minimum standards for the compliance review in the Stewardship Pillar	- Unpack evidence required from each member of the team - Set up Compliance Channel in Teams to collect evidence	- Term 1 - Principal to list evidence requested - Prioritise work that requires the most work - Give a progress report each week to the team at Tues or Fri meeting	Principal to complete weekly tasks	All evidence uploaded by due date	- Principal - Admin Assistant to work on Admin related evidence - All team members to assist where needed

School Improvement Review and Progress Milestones

Date

Progress, notes and key points

Sem 1/2 2025	Enrolment growth continues. 5 new young people enrolled in 2025. Currently 21 enrolled.
Sem 1 2025	Religious education lessons that promote the dignity of all, using Bible stories as examples, with links to CSL.
Sem 2 2025	Christian service-learning activities to extend love and compassion to vulnerable communities in the Kimberley
Sem 2 2025	Immersion to Beagle Bay community to deliver hygiene packs for community members and learn about the Beagle Bay Church.
Sem 1/2 2025	PERMAH lessons taught throughout the year, with a focus on emotional literacy. Explicit teaching of PERMAH principles
Sem 1	Student self-identifying, reflecting on and expressing positive experiences (“Glimmers”)
Sem 1	Discussion starters during check in and check out to encourage social interaction and dialogue between students
2025	Assemblies on Friday – highlights of the week, awards for individuals based on character strengths
2025	Ready to learn plans for all students at start of both semesters
2025	Developing individual behaviour plans linked to IEP goals
2025	Explicit teaching of Above the line behaviours throughout the school
	Using Ai tools and teacher questionnaires to produce Resumes outlining strengths and capabilities
	Enrolments in TAFE courses
	TAFE career taster programs
	Job ready skills: Keys for Life, Tax file numbers, White card, First aid
	Established relationship with Headspace (leadership visit, excursion, student referral assistance)
2025	University of Notre Dame and Broome Parish – Clergy and staff invitations to SMdP excursions
	Incursions and excursions with community groups
	Participation in National and State competitions (Minecraft, Premier’s Reading Challenge, PM spelling test)
	Student participation in community public speaking events and competitions
	Established relationship with community organisations through service
	Establishment of relationships with community groups (Broome Youth and Families Hub, Broome Shire)
	Established Outreach program

11. St Martin de Porres School Community Report

In 2025, the school had a change of Principal, from term 2. With the vision and mission of SMdP School still at the forefront, the school continued its focus on young people feeling safe and ready to learn. Wellbeing lessons continued as an important part of the curriculum. Multi age classes continued for English, Maths, HASS, Health, PE Science and Religious Education. It was important to maintain regular routines throughout the day, with daily timetables visible to all to ensure they felt safe, with clear, consistent routines, with a structured yet flexible approach by staff, ensuring the safety and wellbeing of all young people.

We continued with the explicit social and emotional learning program using PERMAH as our framework. Regular check-ins, morning and afternoon with the young people and team, and informal debriefs with teachers regarding young people, supplemented by regular case management as a team.

Enrolments continue to increase steadily, and outreach work continues, to ensure the incidents of unexplained attendance fall and engagement improve. Engagement strategies are personalised, according to individual needs, with flexible attendance options in place when additional support is required for struggling students.

In planning for 2026, with the support of all staff, new study options were investigated for 2026. All young people will begin to focus more on their strengths, interests and capabilities to start to plan for a positive future. Year 10, 11 and 12 students have enrolled for the TAFE in Schools program, when combined with SCSA courses, will give them opportunities to see what is possible for them post school. The focus for young people in lower years will be to develop lifelong skills and capabilities that support their emotional, spiritual, and academic development.

