



Comet Care School Annual Report 2015

Context

School Name:	Comet Care School	School Number:	1497
Principal:	Richard Furber	Region:	North Metro
Chairman :	Robert Munz	CEO/Director:	Mark Waite

Comet stands for Community Outreach Model of Education and Training. The school exists to provide an alternative setting to mainstream education for students who have been unable to successfully access education at conventional mainstream schools at Years 10, 11 and 12.

Comet prides its success on the fostering of excellent relationships between school staff, students and their families. These relationships, which are based on empathy and respect, underpin the learning process. Comet runs a highly student centered learning model and much of the learning is student paced in relation to their needs rather than students having to conform to an inflexible educational model which may not meet their requirements. Students have access to VET learning pathways including Year 9, 10 and 11 equivalencies as well as some WACE elements.

2015 Highlights

2015 was the inaugural year for Comet Care School. Throughout the year the school maintained a full enrolment of students, with a waiting list, evidencing the need for this model of education as well the excellent level of educational provision on offer to Comet students. Our students performed admirably in regards to attendance, engagement, personal and social education as well as academic achievement which is illustrated later in the report.

Over the year Comet students have had many opportunities for educational excursions which have included the Royal Mint, Caversham Wildlife Park, The Duyfken, Scitech and Fremantle Prison. All of which were well attended and the school was commended on the behavior attitude and presentation of Comet students while visiting external venues. The school also attended Career expos and the RAC 'Bstreetsmart' Conference which supports the School Protective Behaviour Curriculum.



Some Comet students at the RAC Streetwise conference.

There were also many incursions supporting the protective behaviour framework. These ranged from hard hitting real life stories and lessons relating to education around alcohol, drugs, driving and sound decision making but also included nutritional literacy which educated students about healthy nutrition as well as giving them the chance to actually plan and cook healthy meals. Curtin University also provided in house science courses. The Baby Think it Over program was also a resounding success. This is the program where students adopt an electronic baby for a week and have to attend to its needs 24 hours a day providing students with actual experience of parenting a baby and empowering them to make more informed decisions.



The Baby Think it Over Program

Another initiative to assist our students onto the next stage was run by the Beacon Foundation. Beacon delivered a full day program to all of our students which included interview skills and building confidence and self-esteem to the level where students were able to interact with adults on a level playing field and utilise their newly learnt skills in mock job interviews to normalise the process with them. The students reacted and achieved to these challenges very well and the presenters from the Beacon Foundation were extremely impressed by our students and their progress.

The school also provided fitness training and driving lessons for students who gained their “Ls” through our Keys 4 Life driving program.



The school year also included a number of incentive outings for students who attended, achieved, engaged well at the school. All students were involved in a number of these fun, incentive and relationship building excursions which included golf, cinema, laser tag, ice skating, sport and picnics.

THE highlights of the year however are the individual students and the pathways they have followed and obstacles they have overcome to be successful and confident learners at Comet. Some of these successes were demonstrated to staff and students at graduation where several Comet students felt they had grown in self-esteem and confidence to the point they were keen and able to stand up and share their reflections and stories with everyone at graduation.

Site Improvement Planning

Due to a number of circumstances including a successful 2015 at Comet school and difficulties faced by others in this education sector, Comet will be adding a second campus in 2016. The new campus is in

Caversham, formerly Caversham Training and Education Centre (CTEC). This will provide educational provision for up to 60 students in the first year and increase the scope of delivery at Comet Care School by adding a number of VET Industry courses. The Clarkson site itself has been secured for a further two years in the new agreement with City of Waneroo.

Student Achievement

Comet had a maximum enrolment of 40 students in 2015, these students have recorded some excellent achievements.

34 students completed a CGEA Qualification at Level 1, 2 or 3, (Year 9, 10 or 11 equivalency) the backbone of the Comet Curriculum with foundations in literacy and Numeracy but also branching into Australian history and culture as well as the sciences.

11 students completed 'Keys for Life'

2 students achieved Cert III School Based Traineeships

7 students received 'Safe Talk Certification'

7 students completed WHS Certificates

18 students successfully transferred onto TAFE, Traineeships, apprenticeships or employment

3 students transitioned back into mainstream education

Comet staff continually review student learning and achievement to ensure that the best possible education is being presented to our students as well as to investigate how well our students are actually achieving. This has led to changes in some course work and units of learning, to promote student achievement, as well as better prepare students for their future after Comet School which may include traineeships, TAFE apprenticeships or employment but will certainly require the skills for students to be independent and life-long learners.

Student Data

Attendance

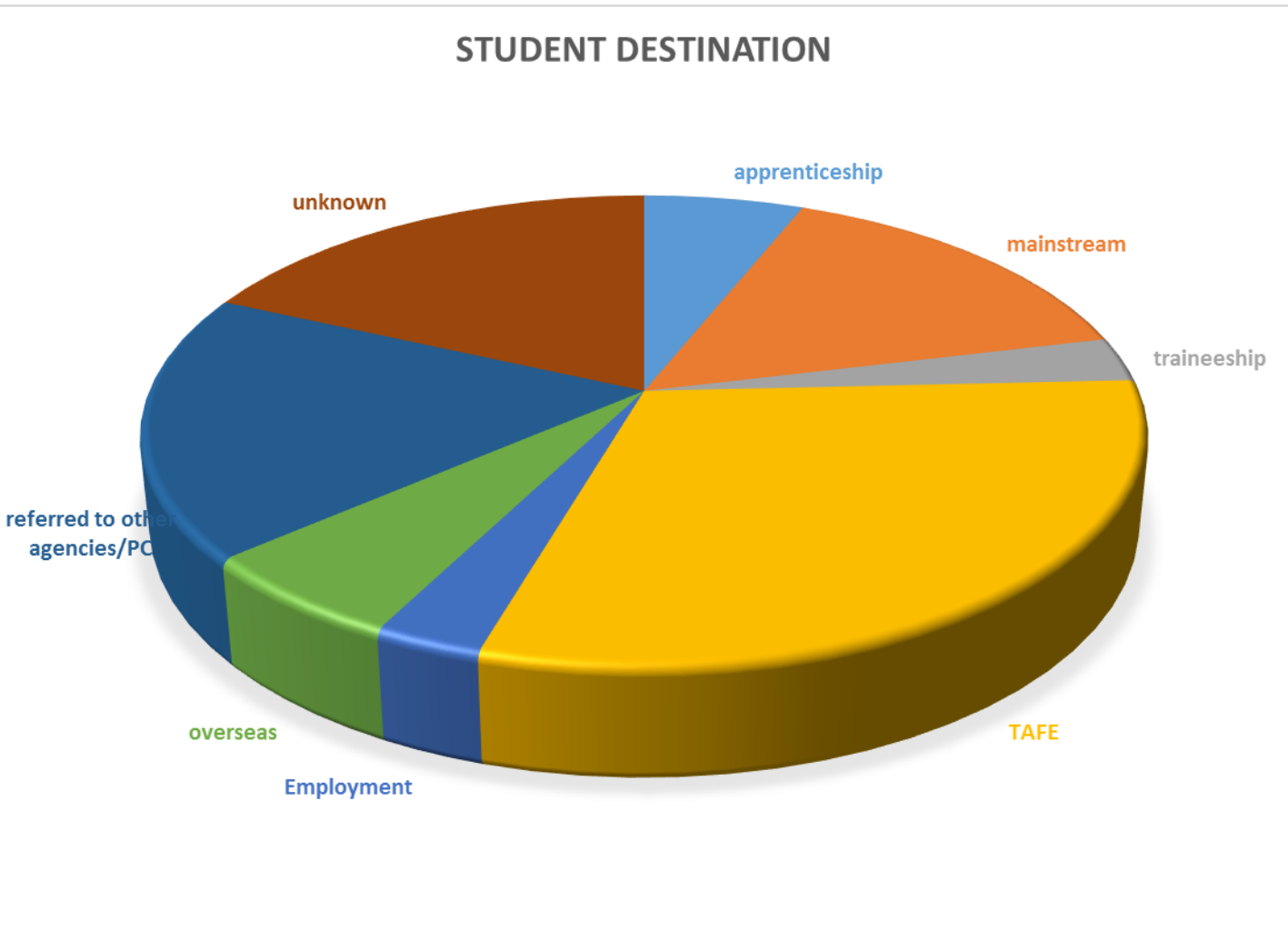
Attendance at Comet Care School is rigorously supported and recorded, as low school attendance is the predominant factor precluding students from mainstream schooling. Many Comet students have not regularly attended school for their entire Secondary School learning pathway. To support this, Attendance Officers, Participation Coordinators, Youth Support Workers, Teachers and Principal are constantly involved with families and external agencies to support students into school and ensure they are reinforced with positive experiences. Positive relationships are key here and staff at Comet are

committed to fostering these relationships with students and families to remove barriers and assist students back into school where positive messages about school engagement can be reinforced and students led to success. Comet School also removes some physical and fiscal barriers with the provision of a school bus run and ‘Smartrider’ cards where necessary to support students into school. Comet also provides incentives in the form of excursions and a range of positive experiences and awards to promote an encouraging relevant and enjoyable educational experience.

Overall Attendance	Non Indigenous Attendance %	Indigenous Attendance %
59.67%	62.08%	12.77%

Destination

Student destination includes all students who leave the school in Year 10, 11 or 12 not just year 12. This does affect the data towards ‘unknown’ as some year 10 and 11s have moved on without notification. The data still however evidences a positive trend in destination where the majority of Comet Students who were previously disengaged from schooling have now embarked on employment, training or tertiary education. Year 10 and 11 were included as some of these students have also successfully transitioned into main stream schooling and TAFE.



Client Opinion

Feedback was sought from students as well as parents on how the school was performing by use of the student and parent School Satisfaction Surveys. While the students completed their surveys in school, the parent surveys were posted with an enclosed stamped addressed return envelope. Giving a return rate of only just over 10%. Below is a summary of some of the findings.

School Satisfaction Survey

Student Feedback

My teachers expect me to do my best.	Agree/strongly agree
Teachers at my school treat students fairly.	Agree/strongly agree
Teachers at my school help me with my personal needs as well as my academic needs	Agree
I feel safe at my school.	Strongly agree
I can talk to my teachers about my concerns.	Agree/strongly agree
Student behaviour is well managed at my school	Agree/strongly agree
My school takes students' opinions seriously	Unsure / agree
My teachers motivate me to learn.	Agree
My school gives me opportunities to do interesting things.	Agree

Parent Guardian Feedback

Teachers at this school expect my child to do his or her best.	Strongly agree
Teachers at this school treat students fairly.	Agree / strongly agree
Teachers at this school work hard to engage and create relationships with their students.	Agree /

My child feels safe at this school.	Strongly agree Agree / strongly agree
Student behaviour is well managed at this school.	Agree
This school takes parents' opinions seriously.	Agree
Teachers at this school motivate my child to learn.	Agree / unsure
This school works with me to support my child's overall development.	Strongly agree / agree

Staff

Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	4.5	0	1
Persons	0	5	0	1

The school also has access to an AISWA funded Clinical psychologist for those students with complex levels of needs.

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	451,642.47 (43%)
2	Grants: Commonwealth	588,599.00 (56%)
3	Parent Contributions	100.00 (0%)
4	Other	7,770.00 (1%)

