



Comet Care School Annual Report 2016

Context

School Name:	Comet Care School	School Number:	1497
Principal:	Richard Furber	Region:	North Metro

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 centred 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.

2016 Highlights

2016 was a fantastic year at Comet CaRE School both in terms of consolidating the platform of engagement, academic and personal and social development which was laid in 2015, as well as the opening of the new Comet campus in Caversham at the start of 2016.

At Clarkson, WACE Foundation Units were offered for the first time and it was pleasing to see students achieve positive results here. The Clarkson site again maintained a full enrolment throughout the year and as well as performing well academically managed to represent themselves and their school in a very positive light. On a joint project with the Caversham students at World of Work (WOW) a Foundation for Young Australians program, the students attended placements in several businesses. After one such placement, an employee at Shell contacted the school in praise as “These were the best mannered and hardest working students we have ever had on placement.” All students involved received certification for their efforts and gained much from the experience. Throughout the year students performed admirably in regards to attendance, engagement, personal and social education as well as academic achievement which is illustrated later in the report.

The staff and students at Caversham had to work very hard together to build a positive ethos and positive working relationships within a new school. The students contributed in terms of both attitude towards academic achievement as well as demonstrating their investment in the school with physical investment, assisting staff to shape their new school. Students have been involved in planning developments, building furniture from pallets as well as laying patio to enhance their environment. Their efforts here have been rewarded as all students achieved success at the end of the first school year as well as having developed a real sense of ownership of their new school.

As well as the new offering of Building and Construction Pathways at Certificate II level, which is run at Caversham, 12 students also completed a Certificate III in Civil Building and Construction including Traffic Management. These students also received their Whitecard.

Over the year Comet students have had many opportunities for educational excursions which have included the Royal Mint, Caversham Wildlife Park, Scitech, Department of Fisheries and Fremantle Prison, the Clarkson Fire Station. 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.



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 school also provided fitness training and driving lessons for students who gained their "Ls" through our Keys 4 Life driving program. The driving and road safety program has been a great success in terms of students both being more aware of road safety as well as removing barriers to employment by providing a means to a drivers license.

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, zoos and wildlife centres 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.



Some of the Comet graduates.

Site Improvement Planning

Although The Clarkson campus is maintained under an agreement with City of Waneroo, Comet remains responsible for developments at the Caversham campus. An unprecedented effort was required to ready the Caversham campus for students for the 2016 academic year. There were only 13 days between receiving School Registration and the start of the school year. During this time, remedial works were undertaken to rebuild verandahs, floors walls, roofs and windows. The entire campus was repainted, the electricity was upgraded, new laptops, servers and internet connection to service staff and students. 30 skip bins of rubbish were removed from the site and new classroom furniture was installed throughout. Alongside this a new staff team were inducted and curriculum, policies and procedures adapted for the campus. The physical work involved in readying the campus became an excellent team building exercise. Future planning for this site in 2017 includes the refurbishment of a student 'common room' and the installation of a large concrete pad and shade sail covering an outdoor lunch areas with lunch tables as well as a pool table and table tennis table.

Student Achievement

Comet students achieved well in 2016 with WACE Foundation elements added for the first time

43 students completed CGEA qualifications at Certificate I, II or III.

6 students achieved 'B' and 'C' grades in Foundation Maths and English.

19 students completed 'Keys for Life

39 students completed 'Save a Mate'

2 students have achieved School Based Traineeships

23 students completed WHS certificates

22 students completed First Aid certificates

18 students transferred into TAFE, training or employment

2 students achieved scholarships

1 student completed 2 pre-apprenticeship courses

12 students transitioned back into mainstream education

5 students completed the Certificate III in Civil Construction with Traffic Management

1 student is currently serving his apprenticeship won at the start of Semester 2

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.

2015 attendance

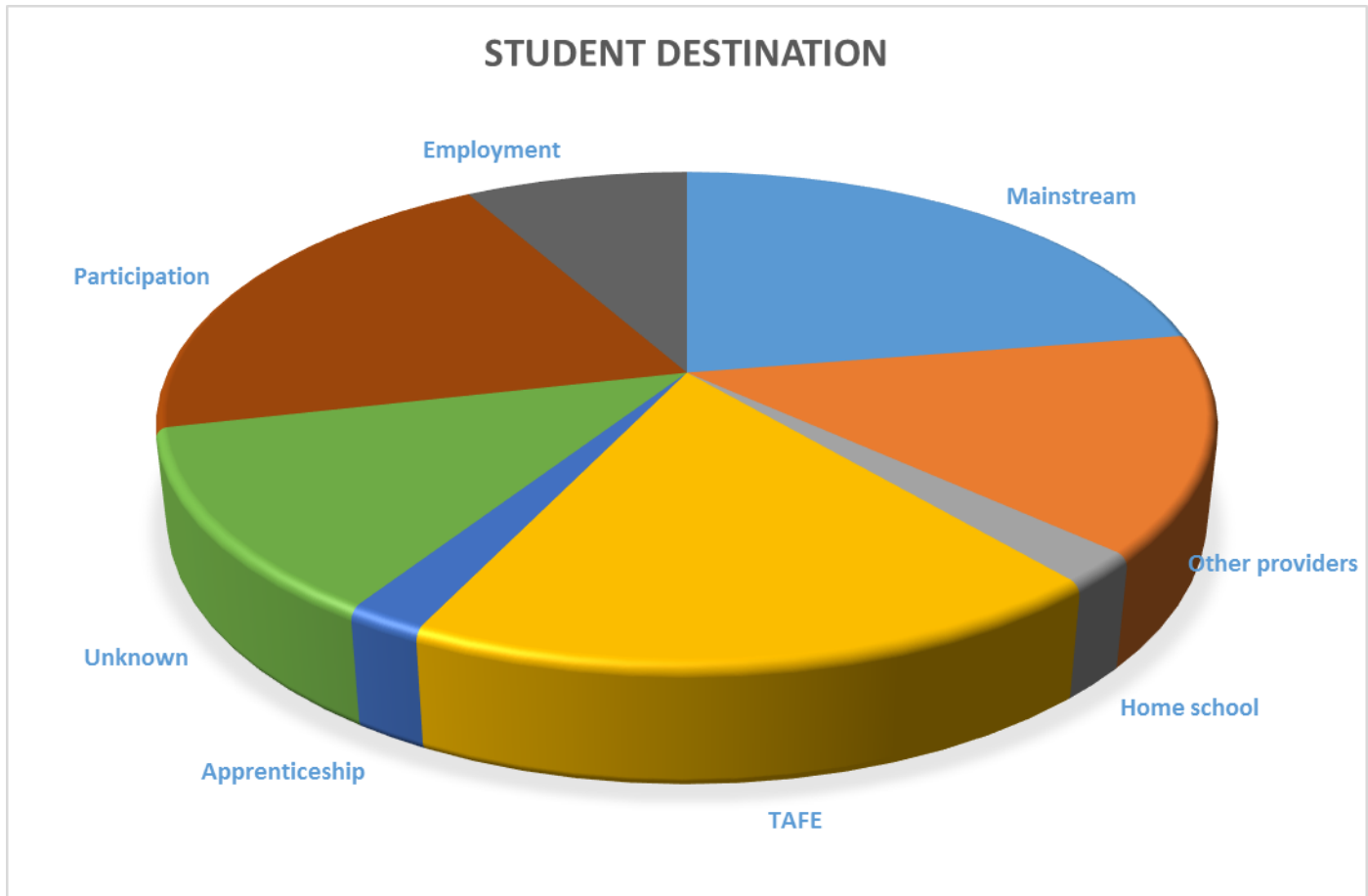
Overall Attendance	Non Indigenous Attendance %	Indigenous Attendance %
59.67%	62.08%	12.77%

2016 attendance

Overall Attendance	Non Indigenous Attendance %	Indigenous Attendance %
62%	78%	52%

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 / Strongly agree
My child feels safe at this school.	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		Training Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	1	7	0	1	1	3
Persons	1	7	0	1	1	3

All teachers are TRBWA registered with either a Diploma or Bachelor Degree in Education. All teaching staff also hold Cert IV TAE allowing them to deliver VET training as well as school education.

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

Net recurrent income 2015		
Australian Government recurrent funding	\$ 1,510,484.00	66.2%
State/territory government recurrent funding	\$ 748,516.70	32.8%
Fees, charges and parent contributions	\$ 10,295.00	0.5%
Other private sources	\$ 10,700.88	0.5%

TOTAL GROSS INCOME 2016

