



ANNUAL REPORT 2023



CANNINGTON
COMMUNITY EDUCATION
SUPPORT CENTRE
LEARNING FOR LIFE

www.canningtonesc.wa.edu.au





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MESSAGE FROM THE PRINCIPAL

It is our pleasure to introduce the 2023 Cannington Community Education Support Centre Annual Report to the school and the wider community. We are proud of this report and the achievements of our students. The staff have continued their relentless pursuit of providing the best for our students and families. They have given so much over the year to enable all students the opportunity to participate in many activities and events and to provide differentiated curriculum and instruction to all the students. We are proud of our culture of Can-Do and our desire to find the best in everybody. We value collaboration and know that education outcomes are best achieved in partnerships with all the stakeholders, especially the students.

2023 was a year of reflection and we continued to work on our Business plan goals and targets. Our Business plan was changed to deal with the challenges of Covid with a strong health and wellbeing focus. We are back into our planning cycle and will be developing a new business plan in 2024 as well as having our public-school review.

Our enrolments are always strong, and we started the year at capacity. There is pressure on available space on both our campuses. Unlike many schools, we managed to maintain a full staffing complement throughout the year. There is an

Australia-wide shortage of teachers and we have been involved with several groups looking at ways of recruiting and retaining teaching staff.

It has been very beneficial working with our board who have been stable for a few years. We have succession planning in place for replacing our upcoming board members. Their advice and accountability are highly valued. The middle school P&C has Mrs Turner as the president – an ESC parent which is a great achievement.

We continue to lead innovation in several areas in the education support sector including hiring our school therapists and having an instructional coach work with staff. Our employer base and TAFE links are getting stronger and stronger. Our collaboration with the Education Support South Network (ESSN) has been beneficial in developing NDIS resources as well as in Art and Sporting competitions - something we did very well in terms of participation and wins.

I hope you enjoy our stories from 2023 and if you require any further information or have questions, please feel free to contact me at school.

Andrew Wilson

Figure 1: Our Schools Charter



Cannington Community Education Support Centre

Ethos: Our motto, Learning for Life, reflects our beliefs that learning occurs throughout life and that our students require a specialised curriculum that prepares them for life.

Our Vision

Empowering every student to reach their potential.

Our Purpose

To provide a range of programs for students with special needs that maximise their ability to independently take their place in the wider community by meeting their individual intellectual, social, emotional, sensory and physical needs.

Our Core Values

Achievement
Independence
Respect.

#CanDo



SCHOOL BOARD

The School Board comprises a diverse group of individuals dedicated to the educational community. Our membership includes:

- Three community representatives specializing in disability, employment, and education
- Three parent representatives actively involved in our school and the local community
- Three staff representatives representing various roles within the school
- Our esteemed Principal, Mr. Andrew Wilson

This multifaceted composition ensures a diverse range of perspectives that greatly benefits the school.

The Board convenes at least four times a year to undertake essential tasks vital to the school's development and success. These include:

- Establishing and reviewing school priorities
- Monitoring student progress
- Setting general policy direction
- Ensuring financial accountability
- Scheduling school development days

In 2023, the School Board dedicated significant attention to the Public School Review, focusing particularly on the domain of Relationships and Partnerships, which directly pertains to the Board's role in supporting school governance. We are actively preparing for the Review slated for Term 2 of 2024.

Throughout 2023, the School Board spearheaded efforts to enhance our school's digital presence, culminating in a major website upgrade in collaboration with Concise Digital. Engaging with parents, school leaders, and community members, the Board meticulously reviewed various layout options to ensure the website meets the diverse needs of our stakeholders.

Being part of the School Board is a privilege, allowing us to witness firsthand the dedication and hard work of our staff in ensuring a high-quality educational experience for our students.

Emma Blake
Board Chair



CONTEXT

OVERVIEW

CCESC is a specialist Independent Public School for students with special learning needs. Our purpose is to provide a range of programs for the students that maximise their ability to independently take their place in the broader community by meeting their individual intellectual, social, emotional, sensory and physical needs. In 2023 we had 129 students enrolled across two campuses. The middle school, Years 7 to 10, is co-located on the Cannington Community College site, and our senior school, Years 11 to 12, is co-located on the Sevenoaks Senior College site. Both partner schools are committed to inclusive practices and work collaboratively with us to maximise learning opportunities for students.

HISTORY

CCESC was established in 2001 to serve students with special needs from a number of localities due to an extensive Local Area Education Planning (LAEP) process. It forms part of an education precinct that provides schooling for students 7-12. The school is situated 8 kilometres southeast of Perth in the City of Canning, adjacent to Coker Park and the Ern Clark Athletics Track. Both campuses have easy access to the public transport system and the Cannington Leisureplex, which houses a 25-metre pool with ramp access, sports courts, a multimedia library and function and meeting rooms.

FACILITIES

CCESC and its partner schools are well appointed and include specialist-learning areas, such as design and technology workshops, a horticultural centre, a fully functional gym, a home economics room, and a business centre. All classrooms are air-conditioned with kitchen facilities and state-of-the-art computer equipment. The campuses have full access for students with physical and sensory disabilities. We have two Therapy rooms and a well-equipped Sensory Room specially designed to meet the varying sensory diets of our students.

DEMOGRAPHICS

Geographically, students attend from South Perth in the north, Byford in the south, Belmont and Forrestfield in the east, and Langford in the west. Five buses service our surrounds for students in the Belmont, Bentley, Maddington, Gosnells, and Thornlie areas that are unable to utilise public transport. Students come from diverse ethnic backgrounds. CCESC

commenced the year running two Year 7 classes, two Year 8 classes, two Year 9 classes, two Year 10 classes, two Year 11 classes, two Year 12 classes and one Pathways class.

STAFF AND SUPPORT SERVICES

As a level 5 school, we are staffed with a principal, two deputy principals, a manager of corporate services, three school officers, an aboriginal and islander education officer, a library officer, two student services managers, a school chaplain, one level 3 classroom teacher and two lead education assistants.

Each class had a coordinating teacher and at least three full-time education assistants. An additional 4 full-time and 1 part-time support teachers were appointed to facilitate programs. Two mainstream teachers from our partner schools provided specialist programs. A structured workplace learning coordinator and four education assistants were employed for workplace learning and travel training programs. Our multi-disciplinary team includes a school chaplain, two student service coordinators, lead education assistants, school officers and information technicians. The school employed consultant therapists to support the students' speech, occupational and physiotherapy goals. Outside agencies provided individual therapy services. One EA was upskilled to work alongside the physiotherapist as therapy support. In 2023 the school had two school nurses that were shared with both partner schools and a school psychologist employed 3 days a week. An instructional coach visited one day a week to assist teaching staff to implement our Instructional Model in their teaching.

ETHOS

The school has identified Achievement, Independence and Respect (A.I.R) as our core values. The motto, Learning for Life, reflects our belief that learning occurs throughout life and that our students require a specialised curriculum that prepares them for life.

Our #CANDO business plan summary statement can be seen here in Figure 2, and our full business plan is available on our school website. Our school's Strategic Plan for 2019-2022, can also be viewed in Figure 3 (page 6).

Figure 2: Summary Statement



Figure 3: Strategic Plan

| STRATEGIC PLAN 2019 - 2022 | | | | |
|--|--|--|---|--|
| Purpose: | To provide a range of programs for students with special needs that maximise their ability to independently take their place in the wider community by meeting their individual intellectual, social, emotional, sensory and physical needs. | | | |
| Focus Areas | Goal | Strategies | | |
| Curriculum | All teachers will follow a school based instructional model. | <p>1.1.1 Design a school based instructional model with a phased implementation over a 3 year period.</p> <p>1.1.2 Formalise the functional curriculum that focuses upon independent living, vocational, communication and social skills.</p> <p>1.2.1 Use evidence-based frameworks and programs as part of the Mental Health and Wellbeing initiative.</p> <p>1.1.3 Diagnostic and formative assessments will be used to establish the learning goals outlined in the students' documented plans.</p> <p>1.2.2 Build capacity of staff to implement and deliver the selected MHIS programs.</p> | <p>1.1.4 Teachers will demonstrate reflective practices using the SWIVL/peer review and classroom observations.</p> | |
| Aboriginal Cultural Standards Framework | All teachers will deliver a whole school curriculum that has a strong focus on cultural integrity and inclusion, improving the outcomes of all students. | <p>2.1.1 Increase the staff knowledge and understanding of the Aboriginal Cultural Standards Framework - standards and curriculum.</p> <p>2.1.2 Staff will foster and maintain links with services and facilities in our community.</p> | <p>2.1.3 The study of Aboriginal culture, history and languages will form a part of the schools integrated curriculum.</p> | |
| Networks | All students' documented planning will incorporate therapy and NDIS goals. | <p>3.1.1 Staff liaise with stakeholders that form collaborative partnerships to support initiatives and maximise student engagement.</p> <p>3.1.2 Staff will integrate relevant NDIS planning objectives into the students' documented plans.</p> | <p>3.2.1 Implement the Engaging and Working with your Community Framework with all school staff.</p> <p>3.2.2 Provide parents and carers with regular and timely information sessions via a variety of platforms.</p> <p>3.2.3 Strengthen parent and community communication utilising a variety of media.</p> | |
| Directions | All students will leave school with a detailed transition plan that includes employment, support services, further education/VET pathways and/or recreation. | <p>4.1.1 Develop planning and procedures for formal transition pathways.</p> <p>4.1.2 Connect staff, students and families with external providers and services that support students' individual pathways.</p> | <p>4.2.1 Upskill school community on NDIS planning processes and NDIS categories.</p> <p>4.2.2 All student IEP/ITP SMART goals will closely align with individual NDIS plans.</p> | |
| Organisational | An empowered school community investing in and owning their school. | <p>5.1.1 Conduct a comprehensive review to provide assurance to the School Board that we are performing to expectations.</p> <p>5.1.2 Strengthen processes and functions of the School Board by providing ongoing training opportunities for all members.</p> <p>5.1.3 Continue to attract a diverse board, with members with skill sets that directly benefit our school community.</p> | <p>5.1.4 Distributive leadership is promoted and leadership roles are articulated within the school community.</p> <p>5.1.5 Ensure staff have completed the online Child Protection and Abuse Prevention Training. Teachers will explicitly teach protective behaviour strategies to our students in response to the Child Safe Standards proposed by the Royal Commission into Institutional Responses to Child Sex Abuse.</p> | |
| | Our school is a safe place to learn and work. | <p>5.2.1 Implement the recommendations of the Violence in Schools Minister Statement across the school, utilising the Keeping Our Workplace Safe (KOWS) Framework.</p> | <p>5.2.2 Staff will complete crisis intervention training utilising the Managing Actual and Potential Aggression (MAPA) course.</p> | |
| | Performance management of school staff will be rigorous and consistent throughout each school year. | <p>5.3.1 Use instructional leadership, professional learning and coaching to build the capacity of the staff and drive improved student outcomes.</p> | <p>5.3.2 Use peer coaching and observation as a key strategy for the development of teaching and non-teaching staff across the school.</p> | |

CURRICULUM

In line with the Australian Curriculum, CCESC integrates the general capabilities of Literacy, Numeracy, Information and Communication Technology and Personal and Social Capabilities across all learning areas.

In Years 7-9, the curriculum consists of seven learning areas: English, Mathematics, Science, Health & Physical Education, Arts, Technologies, Humanities and Social Sciences. Students may not cover all strands within each learning area every year. While students participate in programs from within the learning areas, the school has also adopted a functional cross-curricular focus to curriculum delivery.

The programs offered in 2023 included ASDAN (Award Scheme Development and Accreditation Network), a life skills curriculum that focuses on student-centred learning. In Years 10-12 students were enrolled with the School Curriculum and Standards Authority (SCSA) in many courses. These courses were delivered with a functional and integrated approach and were very successful. Students receive Certificates of Achievement from ASDAN and Statements of Attainment from SCSA, acknowledging their achievements at the end of their schooling.

By the end of Year 12, students have compiled a portfolio of their accomplishments and a CV identifying their skills and

achievements. The portfolio is essential for students to transition to work, further study, or alternative employment programs.

Each middle school student has an Individual Education Plan (IEP), and our Year 10 and senior school students, beginning the transition to life beyond school, have an Individual Transition Plan (ITP). It is developed from their Making Action Plans (MAP) meeting with key stakeholders, including parents, teachers, non-teaching staff, therapists and local area coordinators. These plans outline priority objectives for the students at school, at home, and in the community. These plans also form the basis for reporting to parents on student progress, progress reports and formal statements. IEPs and ITPs are reviewed and reported on at the end of each semester. Staff use data collection plans to address student needs across learning areas and monitor progress.

Students stay with their teachers and teams for two years. In this way, the staff can thoroughly understand each student in their class. Assessments and programs can be sequenced over a long period ensuring a breadth and depth of coverage. Pastoral care is also enhanced within the classroom environment and school community.



CANNINGTON COMMUNITY ESC PROGRAMS 2023



SCHOOL CURRICULUM AND STANDARDS AUTHORITY COURSES

- Health and Physical Education Preliminary Course
- Preliminary English
- Preliminary Mathematics
- Preliminary Business Management Enterprise
- Preliminary Food Science and Technology
- Preliminary Materials Design and Technology - Metal and Wood
- Preliminary Visual Arts

ENDORSED PROGRAMS

- Authority Developed Recreational Pursuits
- Authority Developed Community Service
- Authority Developed Workplace Learning
- Authority Developed Music and Performance Ensemble – Music Rocks.
- ASDAN - Preparatory Awards Programs Towards Independence and Short Courses
- Department of Fire and Emergency Services Cadet Recruit, and Cadet Level 1
- Provider Developed Life Business Consultancy-Coaching Young People for Success Program. Life Coaching and Career Coaching.
- Provider Developed Duke of Edinburgh's International Award – Bronze
- Provider Developed Awards WA Ignite Award Level 3 & 4
- Provider Developed School Drug Education and Road Aware – Keys for Life Plus

SPECIALIST PROGRAMS

- Design and Technology
- Home Economics
- Food Technology
- Art
- Drama
- Music
- Information Technologies
- Interest Based Options
- Enterprise Education – create. link. participate Market Day.
- Community partnerships – Chorus, CREEC, SERCUL, Cancer Council.

VET AND CAREER EDUCATION YEARS 11 - 12

Vocational Education and Training (VET) program:

- Certificate I in Agrifood Operations
- School-Based Traineeships (SBTs)

RECREATION, LEISURE and INDEPENDENT LIVING

- Travel Training
- Life Skills
- Protective Behaviours
- Building Healthy Relationships
- Drug Education
- Safety: bicycle education, road and water safety
- Manual Handling



MIDDLE SCHOOL PROGRAMS 2023

ASDAN Key Steps – Years 7 - 9

Key Steps contains challenges to help students develop their knowledge and skills in enterprise, health, environmental matters and personal and social values.

AWARDS WA Ignite Youth Award Level 3 & 4 – Years 7 and 8

Ignite Award is a challenging program of discovery for young people aged 10 – 14 years and provides a framework to learn valuable skills, be physically active, assist others in the community and experience adventures. It is an excellent tool for young people to transition into secondary school and fosters positive self-development and leadership skills.

Duke of Edinburgh – Years 9 and 10

The Duke of Edinburgh's International Bronze Award is a noncompetitive, internationally recognised program designed to encourage young people to develop positive skills and lifestyle habits. This Award is completed in Year 11.

Life Business Consultancy-Coaching Young People for Success (CYPFS) - Year 10

Coaching Young People for Success is a strength and evidence based coaching program to help students to achieve greater wellbeing and performance in all areas of their life, career or study.

Promoting Alternative Thinking Strategies (PATHS) PATHS–Years 7 - 10

In 2019 CCESC successfully applied for additional funding via the Mental Health in School initiative. It was used to promote the use of evidence-based social and emotional learning programs across the school. The school embraced the PATHS Curriculum, which is a program that promotes emotional and social competencies.



SENIOR SCHOOL ACHIEVEMENT



The School Curriculum and Standards Authority (SCSA) is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.

Students in Years 10, 11 and 12 are enrolled in a combination of SCSA Courses, Vocational Education and Training and Endorsed Programs, all of which are formally recognised. Subjects have set requirements that must be met for students to be accredited.

COURSES

Courses were offered at Preliminary (P) level. Preliminary Courses focus on the practical application of knowledge, skills and understandings to a range of environments that will be assessed by students with needs. There are no grades assigned for these units. The courses provide the opportunity for students to prepare for post school options of employment and further training. Students achieved competency in Preliminary Units in English, Mathematics, Health and Physical Education, Business Management Enterprise and Food Science Technology. In 2023 Preliminary Visual Arts and Preliminary Materials Design and Technology (wood and metal focus) formed part of our elective options for Year 11 and 12 students. Student achievements in these electives were positive with 100% of students achieving competency in both P1 and P2 units.



Figure 4: Course Achievements 2023

| Course name | Students achieved | Course name | Students achieved |
|---|-------------------|--|-------------------|
| Preliminary Mathematics | | Preliminary English | |
| P1 | 20 | P1 | 20 |
| P2 | 18 | P2 | 19 |
| P3 | 20 | P3 | 20 |
| P4 | 20 | P4 | 20 |
| Preliminary Business Management and Enterprise | | Preliminary Health and Physical Education | |
| P1 | 21 | P1 | 18 |
| P2 | 20 | P2 | 18 |
| P3 | 5 | P3 | 22 |
| P4 | 2 | P4 | 21 |
| Preliminary Materials, Design and Technology | | Preliminary Food Science and Technology | |
| P1 Wood | 6 | P1 | 5 |
| P1 Metal | 6 | P2 | 4 |
| P2 Wood | 6 | Preliminary Visual Arts | |
| P2 Metal | 6 | P1 | 9 |
| | | P2 | 9 |

ENDORSED PROGRAM ACHIEVEMENT



Department of Fire and Emergency Services (DFES) Cadet Program:

Twenty-two cadets were enrolled in this highly successful program that caters to students in Years 11-12. As the course changed structure at the end of 2021, all students completed the Cadet Recruit program in 2022. 2023 saw our Year 12s complete the second year of the Cadet Level 1 program.

- Twenty Year 11 students began the first year of the Cadet Level 1 program.
- Twenty-two Year 12 students were enrolled in Cadet Level 1 where 86% achieved their certificate.

Authority Developed Community Service (ADCS):

Community Service is graded by the hours delivered. Students made valuable contributions to the local community and gained skills working with non-profit organisations such as Clean Up Australia Day, Adopt-a-Spot and the Cancer Council. Twenty-one students were enrolled in Community Service in 2023, and 100% achieved the required hours.

Duke of Edinburgh's International Award Bronze

The Duke of Edinburgh's International Award is an international youth development program that is flexible, non-competitive, challenging and provides an opportunity for young people to achieve their personal best. Students typically in Year 10 complete their final requirements for this program. In 2023, twenty-one students were enrolled in this endorsed program, and 100% achieved the Bronze award.

ASDAN Programs:

ASDAN Award Programs blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of key skills and other personal and social skills, with emphasis on rewarding achievement. The Towards Independence Award Program is learner-centred, offers structure and flexibility, and recognises small steps in achievement. ASDAN Short Courses are flexible, accessible curriculum programs that cover a wide range of activities and subject areas.

Students in Years 7 to 9 were enrolled in Key Steps where they complete challenges and collate the work they produce in a portfolio of evidence, along with their student book and recording documents. Students must complete 30 hours of challenges to achieve each certificate. In 2023, all students in Year 10 completed ASDAN Towards Independence in E-Safety and Work Right. In Year 11 students work towards gaining hours for their Personal, Social, Health and Economic Short Course, completing this in Year 12. These short courses are delivered over two years, so students have the opportunity to achieve the mandated 55 hours and course recognition. In 2023, ASDAN Short Courses were available to individual students to build upon areas of need and/or in addition to support our Can-do Fresh Food, mini Woolies. ASDAN Certificate/Module achievement can be viewed in Figure 5: ASDAN Certificate/Module achievement.

Keys 4 Life Program - Plus:

Participating students in Year 11, start their licence process while being taught about the importance of driving practice, gaining a licence, safer driving and safer cars, first aid, insurance, planning, assertive communication and decision making. Students can sit their learner's permit theory test. Those that pass this test can take their certificate to a Driver and Vehicle Centre to complete the Learner's Permit process. In 2023, we had 94% of students complete the requirements for this program.

Figure 5: ASDAN Certificate/Module achievement

| Student Achievement ASDAN | | | |
|---------------------------|--|-----------------|-------------------------------|
| Year | Endorsed Program | No. of students | Certificates/modules complete |
| 7 | Key steps | 20 | Certificate 1 |
| 8 | Key Steps | 20 | Certificates 1 & 2 |
| 9 | Key Steps | 19 | Certificates 1, 2 & 3 |
| | Key Steps | 2 | Certificates 1 & 2 |
| 10 | Towards Independence E-Safety | 17 | 5 sections = 1 certificate |
| | Towards Independence Work Right | 15 | 4 Modules = 1 certificate |
| 11 | PSHE Emotional Wellbeing | 22 | 10 hours = 1 credit |
| | PSHE Keeping Safe and Healthy | 22 | 10 hours = 1 credit |
| | PSHE Alcohol | 22 | 10 hours = 1 credit |
| 12 | PSHE Social Media | 22 | 30 hours = 3 credits |
| | PSHE Tobacco and Drugs | 22 | 30 hours = 3 credits |
| | PSHE Careers and Your Future | 22 | 30 hours = 3 credits |
| Individual Short Courses | Towards Independence – Meal Preparation and Cooking - Sensory | 2 | Certificate 1 |
| | Towards Independence – Developing Communication Skills Sensory | 2 | Certificate 1 |
| | Towards Independence – Developing Numeracy Skills (Intro) | 1 | Certificate 1 |
| | Towards Independence – Personal Care Routines -Sensory | 1 | Certificate 1 |
| | Towards Independence – World of Work Retail Assistant | 3 | Certificate 1 |

ENDORSED PROGRAM ACHIEVEMENT CONTINUED

Authority Developed Workplace Learning (ADWPL):

ADWPL caters to the differing needs of students. The students must be deemed work-ready, complete 55 hours in the same workplace, submit a logbook detailing hours worked and skills demonstrated and complete a skills journal as evidence of learning to gain one achieved program. 92% of students met the requirements and 13% achieved two programs or more in 2023.

Work Readiness

Preparing our students for post school options as well as transition from the middle campus to our senior campus, presents many learning opportunities and a lot of essential planning. We are fortunate to have skilled staff who support this transition, giving the students choice and variation in their work experiences. In 2023, our Year 10 cohort completed ASDAN Work Right. This gave the students an insight into careers and job skill sets. Our Workplace Learning Coordinators worked closely with students to map out their likes and dislikes, building on their interests and strengths to develop a plan so that the students could try different workplace options. Feedback was extremely positive, proving that using this strength-based process where student voice is acknowledged is valued and meaningful.

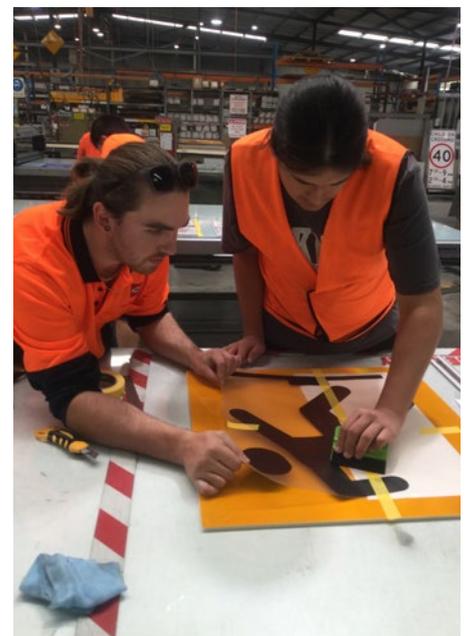
Figure 6: CCESC VET data 2023

| Achievement | | Completed 2023 |
|------------------------------------|---------------------------|----------------|
| Certificate I in AgriFoods | VET Delivered at school | 8 |
| Certificate II in Workplace Skills | School-Based Traineeships | 2 |
| Certificate II in Retail Services | School-Based Traineeships | 2 |

Vocational Education and Training (VET) Achievements:

Certificate I in AgriFoods Operations was delivered on the school site as well as in the community in 2023. The school has developed a strong partnership with Chorus. Chorus works to support seniors and people living with disability to stay independent at home. Our school's Certificate I in Agrifoods Operation team, links in to provide gardening and landscaping services to the Chorus community members. Students in Years 11 and 12 can choose to enrol in this nationally accredited certificate course as an elective. Eight students completed Certificate I in AgriFoods Operations, with all gaining the full qualification. Certificate I in AgriFoods has been delivered by our certified senior teacher for the last 6 years, and previous to that, CCESC delivered Certificate I in Horticulture from 2005 – 2012.

In 2023 CCESC arranged and supported students in School Based Traineeships (SBT). Under this arrangement, the student is both a full-time student and a part-time employee, having on-the-job training. An SBT contributes to the students' Western Australian Statement of Student Achievement (WASSA). All four students worked towards completing an SBT at the Water Corporation and Good Sammy's. All four of these students will complete their traineeships in 2024. Figure 6 outlines CCESC VET data for 2023.



SCHOOL PARENT, STAFF and STUDENT SATISFACTION SURVEY

The National School Opinion Surveys (NSOS) are a voluntary survey to report on the satisfaction of parents, students, and staff.

They must be administered at least every two years. The rating was from 5, as strongly agree, to 1 which was strongly disagree.

The return rate for the parents and carers was 43%, staff 73% and for students 76%.

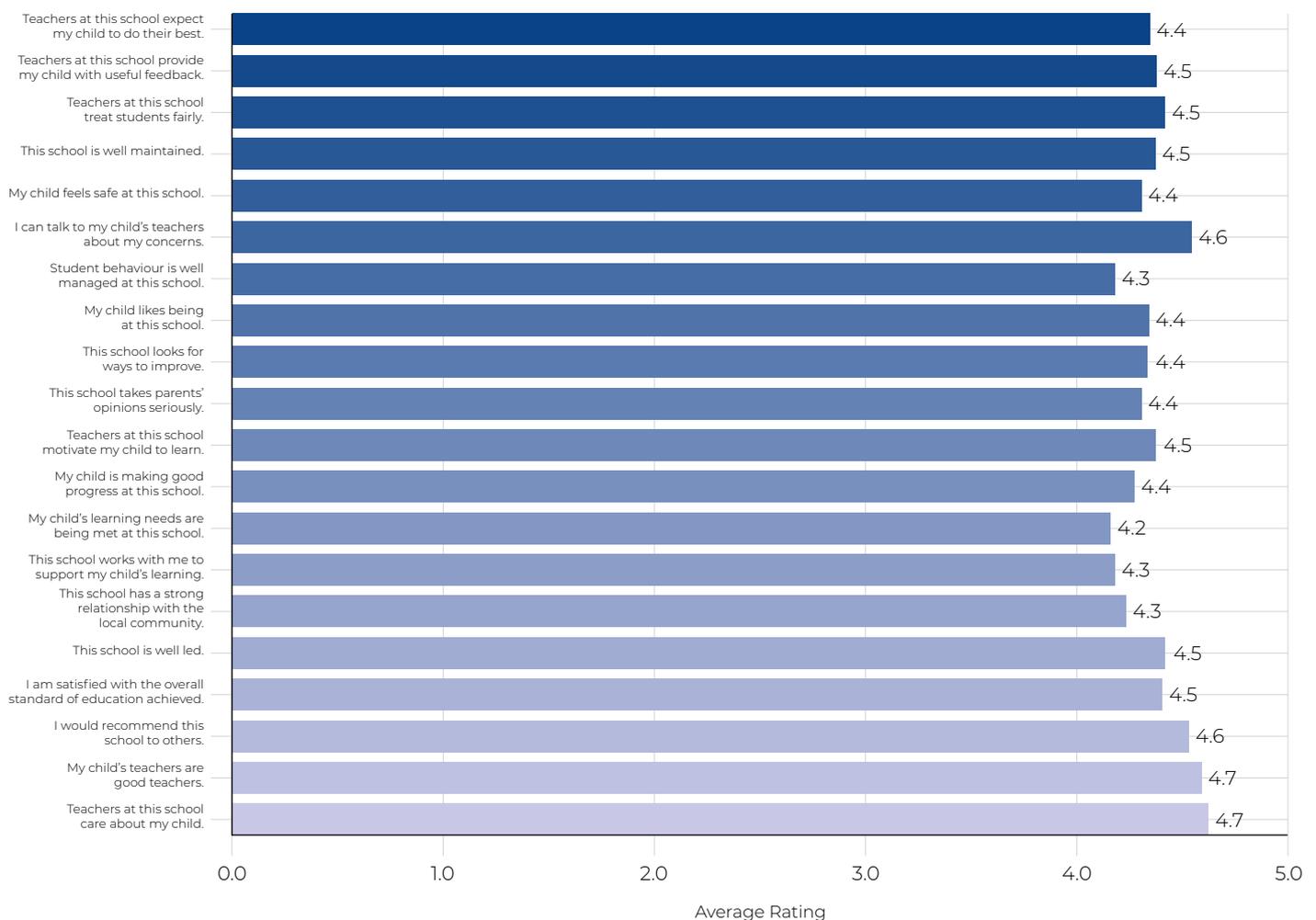
The Parent Survey indicated the three highest scoring positives at a rating of 4.6 and 4.7 were:

- I can talk to my child's teachers about my concerns.
- I would recommend this school to others.
- My child's teachers are good teachers.
- Teachers at this school care about my child.

The average rating for responses was 4.4. Figure 7 shows the overall ratings for each item. The results are very pleasing, and we will continue to work with parents and carers as partners in the education of our students.



Figure 7: National School Opinion Parent Survey Results



SCHOOL PARENT, STAFF and STUDENT SATISFACTION SURVEY CONTINUED

The Staff Survey indicated the highest scoring positives at 4.4 were spread over eleven different items.

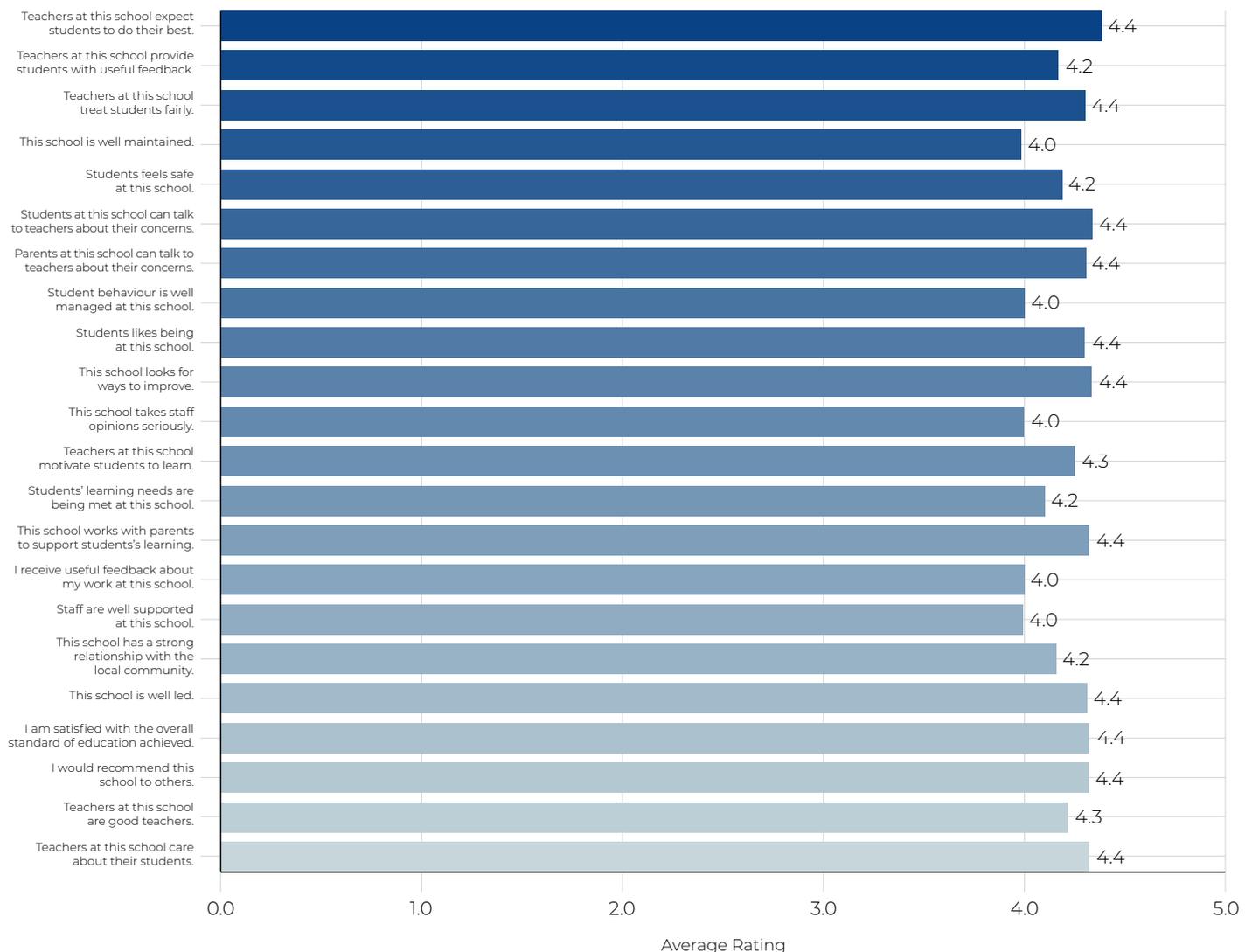
- Teachers at this school expect students to do their best.
- Teachers at this school treat students fairly.
- Students at this school can talk to their teachers about their concerns.
- Parents at this school can talk to teachers about their concerns.
- Students like being at this school.
- This school looks for ways to improve.
- This school works with parents to support students' learning.
- The school is well led.
- I am satisfied with the overall standard of education achieved.
- Teachers at this school care about their students.

The average rating for responses was 4.2. Figure 8 shows the overall ratings for each item.

Full survey responses were presented to the board. The next planned survey will be in 2024, at the beginning of our business planning cycle.



Figure 8: National School Opinion Staff Survey Results



SCHOOL PARENT, STAFF and STUDENT SATISFACTION SURVEY CONTINUED

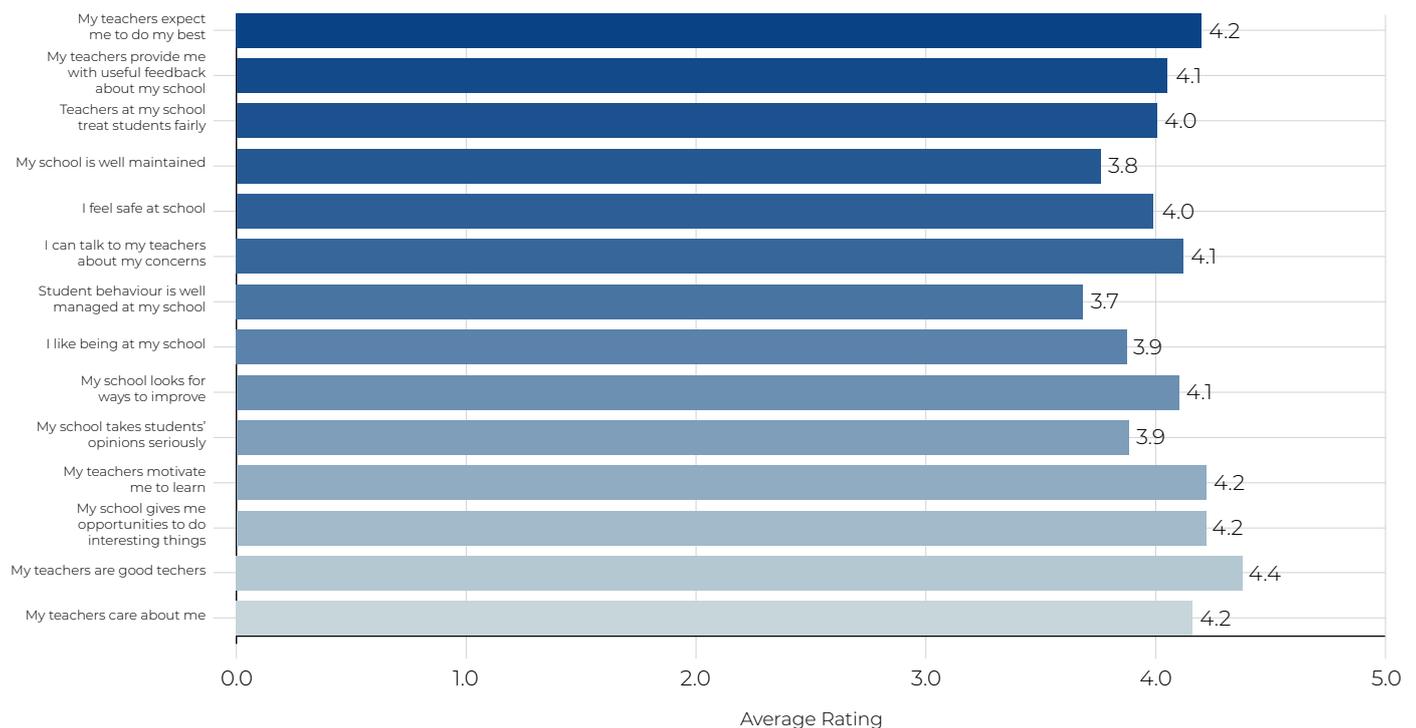
In 2023 we conducted the Student Satisfaction Survey which indicated the highest scoring positives at 4.4, being 'My teachers are good teachers'.

The average rating for responses was 4.2.

Figure 9 shows the overall ratings for each item. The student survey was differentiated to meet the student needs, to allow for strong student voice. We believe this has resulted in reliable data for this year.



Figure 9: National School Opinion Student Survey Results



DESTINATION SURVEY

2023 Leavers

At the beginning of 2024, we conducted our annual Destination Survey, where students who left school in 2022 were contacted to provide the school with valuable information related to their time at school and life beyond.

Fortunately, we had a pleasing response to our contact requests, and had 14 students who offered their opinions:

- All 14 were living with a parent/carer;
- 50% were currently working; and
- 75% of students stated that CCESC prepared them 'very well' for life after school.

When asked to comment on their time at CCESC, all responses were positive with friendships and helpful teachers being their lasting impressions.

Year 12 Students: 2023

Our 2023 Year 12 students were presented with greater employment opportunities compared to the previous few years affected by the uncertainty of Covid. At the conclusion of 2022, changes within The Department of Education WA led to the diminution of a Year 13 option for our students. With a total of 22 Year 12 leavers, 6 students moved on to paid employment with another 8 linked with supported employment agencies and 9 students were actively volunteering in the community or participating in supervised recreation and leisure programs. Figure 9 shows the Post School Activities recorded for 2023.

Figure 9: Post School Activities

Post school activities



■ Employed ■ Volunteer ■ Engaged with Support Services ■ Recreation and Leisure

| Post School Activities | No. of Students |
|-------------------------------|-----------------|
| Employed | 6 |
| Volunteer | 1 |
| Engaged with Support Services | 8 |
| Recreation and Leisure | 7 |



STUDENT ENGAGEMENT

Student Risk Management and Engagement

In 2023 the student services team consisted of a student services manager, a student services co-ordinator, a chaplain, a school psychologist and 2 health nurses (across both campuses). The following table outlines the extensive support that was delivered. A focus for 2023 was to collect meaningful data to inform student services. This was achieved with the development of a student tracker for student service referrals. This has allowed the team to effectively case manage and identify supports required. A focus for 2024 will be to further analyse and breakdown the data to best meet the needs of our students.

Figure 10: Attendance Profile 2023

| Breakdown | Attendance Rate % | Regular | At Risk Indicated | At Risk Moderate | At Risk Severe | Auth. % | Unauth. % |
|------------|-------------------|---------|-------------------|------------------|----------------|---------|-----------|
| Y07 | 90.8% | 13 | 6 | 1 | | 94% | 6% |
| Y08 | 85.4% | 8 | 6 | 5 | 1 | 96% | 4% |
| Y09 | 80.8% | 8 | 6 | 3 | 3 | 96% | 4% |
| Y10 | 90.5% | 14 | 4 | 2 | 1 | 94% | 6% |
| Y11 | 90.0% | 12 | 5 | 3 | | 98% | 2% |
| Y12 | 84.2% | 11 | 7 | 2 | 2 | 88% | 12% |
| Compulsory | 86.9% | 66 | 34 | 16 | 7 | 94% | 6% |

Reports

-  Attendance Summary Report
-  Longitudinal Attendance Report
-  Increasing Unauthorised Absence Report

Conflicts and Faults 0

| Breakdown | Attendance Rate % | Regular | At Risk Indicated | At Risk Moderate | At Risk Severe | Auth. % | Unauth. % |
|------------|-------------------|---------|-------------------|------------------|----------------|---------|-----------|
| Y07 | 92.4% | 16 | 2 | 2 | | 97% | 3% |
| Y08 | 87.1% | 8 | 8 | 3 | 1 | 93% | 7% |
| Y09 | 77.3% | 4 | 8 | 4 | 4 | 99% | 1% |
| Y10 | 89.8% | 14 | 5 | 1 | 1 | 100% | 0% |
| Y11 | 86.6% | 12 | 3 | 4 | 1 | 100% | 0% |
| Y12 | 88.3% | 11 | 7 | 3 | 1 | 94% | 6% |
| Compulsory | 86.9% | 65 | 33 | 17 | 8 | 97% | 3% |

Reports

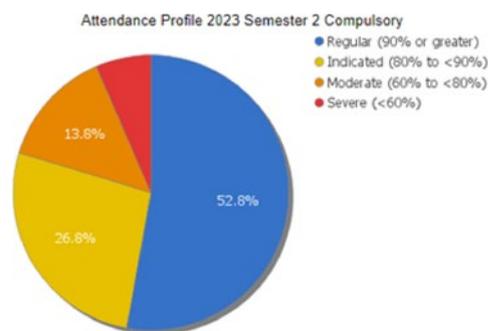
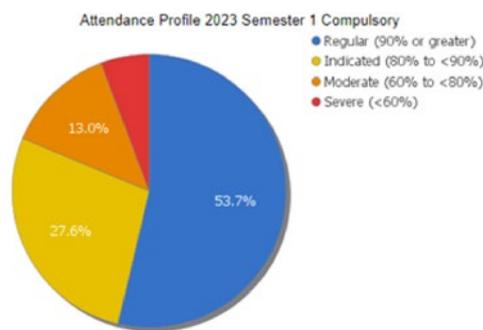
-  Attendance Summary Report
-  Longitudinal Attendance Report
-  Increasing Unauthorised Absence Report

Conflicts and Faults 0

Attendance

The general health of the community continued to play a factor in our attendance data for 2023. With Covid playing less of a role in student and staff absenteeism, as well as the broadening of our student services team in 2023 to include a student services co-ordinator, we look positively towards 2024 and an increase in our regular attendance data.

The graph below illustrates the 2023 Semester 1 attendance rates for the school, with the table highlighting a year group breakdown of all absences. Worth noting is the significant amount of unauthorised absences in the senior school, and we use this opportunity to remind parents of the importance of notifying the school each day that a child is unable to attend.



STUDENT ENGAGEMENT CONTINUED

Mental Health and Wellbeing Educational Programs

Mental Health in Schools Project continued through 2023 and was the 5th year of implementation. PATHS (Promoting Alternative Thinking Strategies) lessons continued through Years 7-10, and various ASDAN health and wellbeing modules were completed in the senior school. There was one Drumbeat program run in the middle school and the Smiling Minds mindfulness program was also implemented.

Events

This year we managed to celebrate the following special events across both campuses: R u ok? Day, Zero to Hero, The Waste Games, Harmony Day, NAIDOC Week, Biggest Morning Tea and Mental Health Week. Events included cultural craft and food stalls, shared morning teas, promotion of important educational messages via various school staff, alternative lunchtime activity timetables, and classroom - based learning opportunities.



Breakfast Club

The school breakfast program continued to thrive throughout 2023. Both campuses boasted a combined total of **4,175** meals supplied to all students. Most of our food was generously donated by Foodbank, OZharvest, Woolworth's CANDO Fresh Food and also budgeted from within our pastoral care school budget. Many people love coming down to the breakfast club area. The atmosphere is usually buzzing with good tunes, the smell of warm toast or pancakes and smiles all around. All students are welcome at breakfast club, and it has become an integral part of our school culture. We look forward to many more opportunities to socialise with our students at breakfast club in 2024.



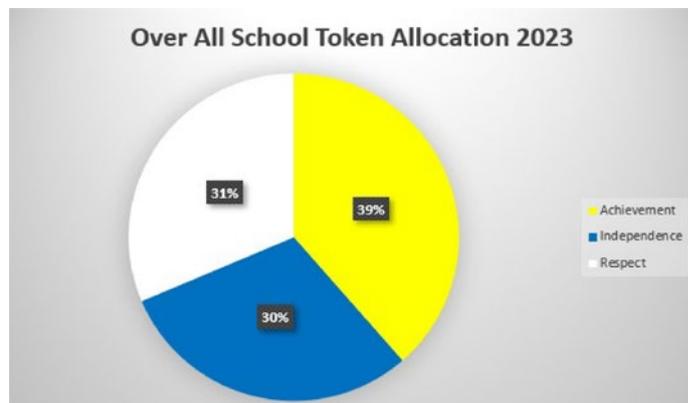
STUDENT ENGAGEMENT CONTINUED

Positive Behaviour Support

Positive Behaviour Support (PBS) has been integrated into our school's framework since 2018, directing our community towards an emphasis on anticipated and constructive behaviours. As a PBS school, we adhere to a structured framework centered around our core values of Achievement, Independence, and Respect (AIR).

Throughout 2023, the staff at Cannington Community Education Support Centre diligently administered tokens based on the PBS Behaviour Matrix. Data was recorded on a weekly basis to facilitate the PBS Committee in making informed decisions. Additionally, the PBS Committee embarked on updating the handbook, with the finalised version slated for printing during Term 2, 2024.

In tandem, strides were taken in the development of lesson plans to align with the Behaviour Matrix, intended for integration into the weekly PBS Theme. These comprehensive lesson plans, complete with PowerPoint presentations and requisite worksheets and resources, aim to equip teachers with a unified approach. This initiative is scheduled for rollout by mid-2024.



Transition

Successful transition planning is critical for students with special needs and at CCESC we begin this process prior to our students starting in Year 7, then again across campus from Year 10 to the senior school and from the senior school into the community for work and/or recreation. The school offers several Parent Information sessions to prospective Year 6 parents and carers and again once enrolment has been successful. Year 7s are introduced to a formal transition process in Term 4 each year, where Year 9 student mentors are assisted to support the students. Transition processes are coordinated formally again when students move from Year 10 across to our senior campus for Year 11. Year 10 students and their families engage in formal Person Centered Planning processes to plan for their specialised transition. School staff support students to develop self-determination, leadership and self-advocacy skills. Giving the students a voice about planning their future is the key to success during this time. Transition planning continues as the students prepare to leave school and get ready to leave routines of high school and transition to adult life. CCESC offers Post School Options Expos, NDIS information sessions, individualised support around planning, and service provider support. We have skilled staff that assist with planning employment, further training and recreational activities that support the young person to lead their best life.



STUDENT ENGAGEMENT CONTINUED

Therapy 2023

This year, we have seen a significant increase in therapy providers, therapists and therapy sessions being conducted at school. For students to have therapy sessions at school, parents must first submit a Parent Therapy Request form, and Therapists must provide a Principal Checklist including SMART (Specific, Measurable, Achievable, Realistic and Timely) goals which are approved by school and linked to student Individual Education Plans (IEP) Years 7-9, and Individual Transition Plans (ITP) Years 10-12, and student educational outcomes.

Overall, there were 36 therapy providers and 100 therapists, seeing 81 students in Years 7-12 for Speech, Occupational therapy, Physiotherapy, Psychology, Behaviour Support and Counselling sessions. Some students were also supported by teachers from (School of Special Educational Needs) SSEN Vision, Disability, and Sensory.

Therapists and classroom staff collaborate to integrate therapy strategies and resources into the class environment and the student's functional curriculum.



Figure 12: Therapy Provision 2023

| Year Group | Number of students | Providers | Speech | OT | Physio | Psych | PBS | Counselling |
|------------|--------------------|------------|-----------|-----------|-----------|-----------|-----------|-------------|
| | | Therapists | 27 | 19 | 6 | 7 | 6 | 1 |
| 7 | 16 | 12 | 16 | 12 | 2 | - | 3 | - |
| 8 | 15 | 9 | 12 | 10 | 5 | - | 3 | - |
| 9 | 9 | 7 | 10 | 6 | 4 | 2 | 1 | - |
| 10 | 15 | 11 | 13 | 15 | 4 | 1 | 1 | - |
| 11 | 7 | 6 | 5 | 3 | 1 | 1 | - | - |
| 12 | 19 | 14 | 9 | 8 | 4 | 7 | 2 | 4 |
| | 81 | 59 | 65 | 54 | 20 | 11 | 10 | 4 |

HIGHLIGHTS 2023

Student Councillors 2023



Year 7 Louise Taylor



Year 8 Oviya Thondaiman



Year 9 Patrick Kargbo



Year 10 Oliver Gallen



Year 11 Jessica Dunn



Year 12 Miracle Fue

Year 12 Presentation Ceremony

20 of our departing Year 12s of 2023 celebrated the end of their schooling at the presentation ceremony at Curtin Stadium in November. They all looked very smart in their gowns and followed the procedures of the day with maturity.



HIGHLIGHTS 2023

CONTINUED

Year 12 Award winners

Congratulation to Reece Hogarth for receiving the VET Award. This award is given to the student who demonstrates energy and integrity in their chosen VET industry area, shows commitment to their skills development, successfully completes Authority Developed Workplace Learning and is punctual, reliable and respected by their peers.

Congratulations to Oliver Thomas for taking out the AMPOL All-Rounder award. This award recognises and celebrates the all-rounder contribution of a final year student beyond academic achievement. The award appreciates qualities that include: attitude, personal conduct, leadership, service and community, sport, arts and culture.



| | |
|--|--------------------------|
| CCESC Authority Developed Community Service and Preliminary Food Science Unit 3 and 4 | Hudson Hough |
| CCESC Authority Developed Workplace Learning and Preliminary Maths Unit 3 and 4 | Turoa Rangiaho-Ransfield |
| CCESC Authority Developed Music Performance Ensemble and Preliminary Visual Arts Unit 1 and 2 | Ryan Fennell |
| CCESC ASDAN Personal Social Health and Economic Education and Preliminary English unit 3 and 4 | Nathan Williams |
| CCESC Certificate I in Agrifood Operations | Ebony Kelly |
| CCESC Department of Fire and Emergency Services - Cadets Level 1 | Jaydene D |
| CCESC Preliminary Health and Physical Education Unit 3 and 4 | Miracle Fue |
| CCESC Preliminary Materials design and Technology - Metals Unit 1 and 2 | Henry Mippy |
| CCESC Preliminary Materials Design and Technology - Wood Unit 1 and 2 | Kiara Adams |

HIGHLIGHTS 2023 CONTINUED

Year 12 Farewell Dinner

Our annual farewell dinner is always a highlight. Brando's Pizzeria in Victoria Park is our regular venue and once again supported this event in 2022. Students dressed to impress and together with staff enjoyed a three-course meal. Students were presented with photo books that were signed by their peers and school staff as a memorable take-home gift. This is always a great night and treasured celebration for the Year 12 cohort.



HIGHLIGHTS 2023

CONTINUED

WAESPAA Recognition Awards

Western Australian Education Support Principals and Administrators Association (WAESPAA) Recognition Awards 2023 was held as part of a conference at Hyatt Regency Hotel Grand Ballroom. The theme was 'Everyday ways we make a difference'. The Awards evening hosted a Master Class where all WAESPAA members were given the opportunity to reflect, recognise and celebrate staff achievements. The evening included a key note presentation from Julayne Charlton. Julayne talked to us about what it means to make a difference – everyday. Mark Arrantash, Catherine Archer, Dee Mincherton and Angela Whittington were all recognised by peers from this 2023 event.



Year 12 Ball

On the 21st July the Year 12 students attended their ball at the Pan Pacific, Grand River Ballroom. This is always a highlight of the students' final years at Cannington Community Education Support Centre, and it was even more special this year, since both 12AF and 12DG arrived at the ball in style in a limo, courtesy of Hayley Bowe and Turoa Ransfield. Students dressed in either formal dress or in Great Gatsby outfits which was the theme of the ball. They all looked incredible and had the most amazing evening. Everyone enjoyed a delicious meal and were keen to dance the evening away on the dance floor. Turoa Ransfield and Kiara Adams were excited to win awards for best male and female dancers. We thank the staff for their support throughout the evening.



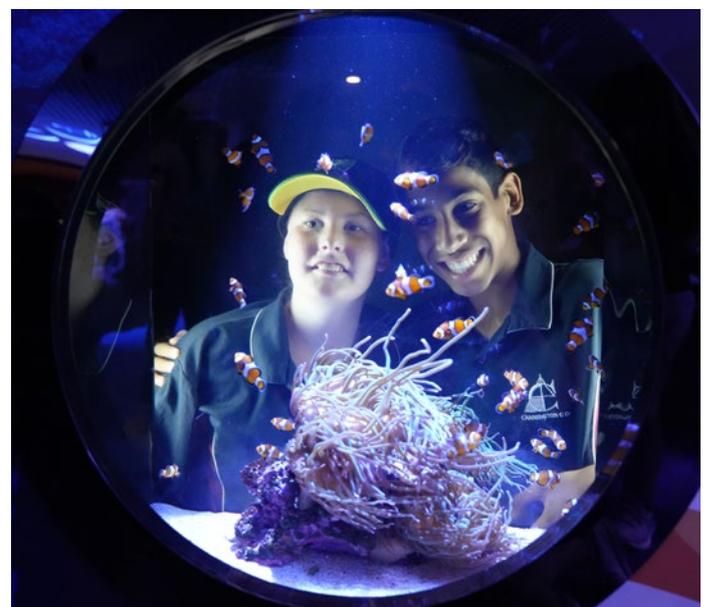
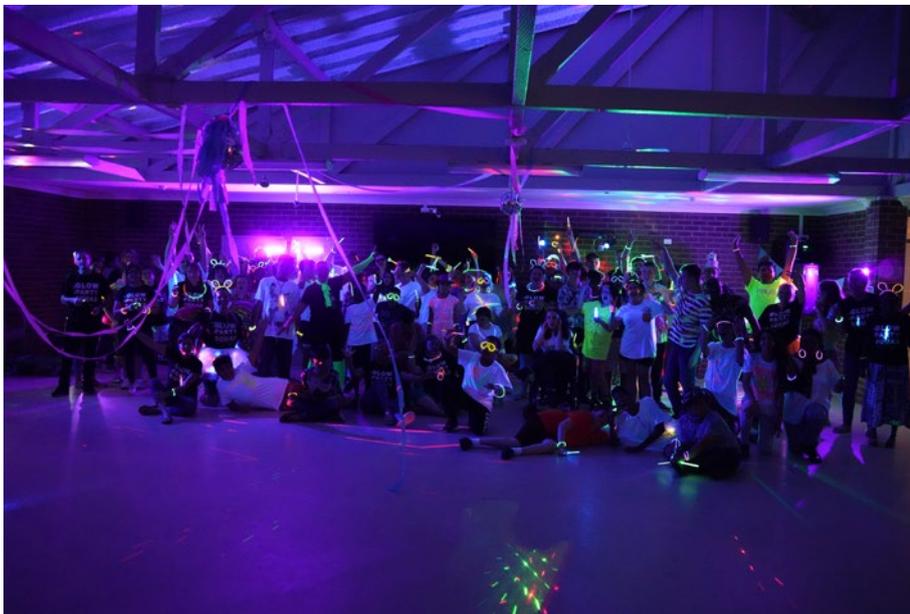
HIGHLIGHTS 2023

CONTINUED

Middle school camp

Middle school students attended the Ern Halliday Recreation Camp in Hilliarys for their annual 3-day camp. The camp gives middle school students the opportunity to further develop their independent living skills and strengthen their peer relationships with other students. It also provides students with a growing sense of adventure which is a fundamental life skill and addresses modules in both the Ignite and Duke of Edinburgh Awards.

Ern Halliday is an exciting camping complex located near the beach in Hilliarys. During the day, students enjoyed a variety of activities which included excursions to AQWA, the Ninja Park, Outback Splash and Synergy playground in Kings Park. In the evening, campers put on their very best 'fluoro' outfits for the funky fluoro disco and then their pyjamas for the pyjama movie night on the following evening. Great fun was had by all, and it is fair to say everyone returned exhausted. We thank all staff for organising the event and for those who attended.



HIGHLIGHTS 2023 CONTINUED

DFES Camp

The Year 12 Department of Fire and Emergency Services Cadet (DFES) Camp was held at the Perth Hills Discovery Centre during term 3 2023. Eighteen students headed out into the bush to experience cooking on an open fire and a night in a tent. For many of our students, this camp presents a significant personal challenge. Participants are expected to put up their tent, manage personal gear and cook several meals on a butane stove.

Once again, a fire lighting training session was a highlight and a new experience for many students. Lit fires were put to the test with a billy boiling competition that included a keenly sought-after prize to the winning team. The main meal was cooked on an open fire followed by a night activity which included students using a GPS unit to guide the group through the bush to the entry to the blind trail. Many students were amazed how much they could see in the bush at night without a torch! On the last day, students cooked pancakes and toast in their groups and topped up with bacon and eggs from the camp kitchen before hiking to Mundaring Weir to learn about Perth's water supply and the pipeline to Kalgoorlie.



HIGHLIGHTS 2023

CONTINUED

Create.link.participate Market Day

Our annual school Market Day was held in Term 2 2023. We then hosted the ESSN Market Day in Term 4. CCESC *create.link.participate* MarketDay gives our students the opportunity to get creative with their enterprise in the classroom and participate as a whole school in hosting a stall at the Market Day. Students develop literacy and numeracy skills as well as practice work readiness skills while selling their products. We have seen some wonderful enterprise products over the years and 2023 was no exception. From sensory play dough and pet rocks, plants and bath bombs, bookmarks and homemade shopping bags to blender smoothies, key rings and cookie jars. Many parents and carers visited to join in on the fun and purchase products. We had three ESSN schools attend to showcase their enterprise: Cloverdale Primary ESC, Kalamunda ESC and Leeming ESC.



HIGHLIGHTS 2023

CONTINUED

Duke of Edinburgh's Awards and Ignite Awards

Students in Year 7, 8 and 10 at CCESC participated in the two Awards to encourage young people to achieve their full potential through participation in physical activity, skills, community service and embarking on adventurous journeys. The Ignite Award allows students aged 9 – 13 in WA to participate in physical activities, skills, community service and adventurous journeys. The Duke of Edinburgh's International Award allows young people all over the world aged 14 – 24 to explore new opportunities in these four areas. In a ceremony in December 2023, the Mayor of the City of Canning, Patrick Hall presented nineteen students the Ignite Award Level 3, nineteen students were awarded their Ignite Award Level 4 and twenty one students received The Duke of Edinburgh's International Award (Bronze).



Celebrations

We had a great year of celebrating and promoting Health and Wellbeing programs and projects on both our campuses this year. The theme for NAIDOC week was 'For our Elders'. We celebrated R U OK? Day with the 2023 theme being, 'I'm here to Listen'. The school also participated and celebrated with The Biggest Morning Tea, Zero to Hero Day and Mental Health Week. The school collaborated with community special guests to assist us in acknowledging these special events. Our student services team and school councillors were the drivers of these events and we appreciate their efforts.



HIGHLIGHTS 2023

CONTINUED

ESSN Athletics/Sports Carnival 2023

In the first week of Term 4 2023 CCESC, the whole of middle school (Years 7 – 10) attended the ESSN Athletics/Sports Carnival hosted by Atwell College. The aim was to encourage student participation in inclusive athletics and modified sports activities. The event was very well organised, with six schools attending and students rotating through different stations every 15 minutes, scoring points for their efforts. Activities included tunnel ball, leader ball, high jump, flag relays, sprints, relays, net-set-go and rugby. A great day was had by all, with CCESC students participating enthusiastically, displaying excellent behaviour, socialising with their peers and giving their best. The efforts of students and staff were rewarded, when at the end of the event CCESC was announced as the winning school!



Kalability Basketball

This year we were fortunate to have 3 Divisions. Division 1 line up consisted of some of our skilled senior school boys – Henry, Lochlan, Isaac, Oliver and Dylan. They played extremely well at each game. Our subs Nathan, Alando, Casey and Jaxon finished the division off with a win. Division 2 didn't win the overall division but won all their games. Their amazing effort was supported by Miracle, Germano, Edmund, Hugh, KoopA, Patrick, Reon, Ryan G, Ryan W. Ryan G's field goal percent was 100% - quoted by Mr. Hussein.

Division 3 saw the girls put in an outstanding performance. Known as the 'SPARKLES' they dominated their first two games beating their mixed team opponents. The girls displayed fair-play and were fierce competitors.



HIGHLIGHTS 2023

CONTINUED

Kalability Soccer carnival

Our Div 1 team included Lochlan Fennell, Miracle Fue, Ryan Grant, KoopA McFarlane, Oliver Thomas, Henry Mippy, Hudson Hough & Nathan Williams. They managed to win all 4 games quite convincingly. Their ability to share the goals, respect one another and take turns being a goalkeeper enabled our team to succeed. Although we didn't win the Division title it was a fantastic performance. Well done to Miracle for helping the opposition team and even scoring a goal.



Perth Wildcats

Cannington Community ESC students were invited to take part in the inaugural Perth Wildcats All Abilities Basketball Carnival held on Thursday 17 August 2023 at the Bendat Basketball Centre. The school fielded a division 1 and division 2 team and although both teams ran into some stiff competition from the likes of Atwell, Dianella and Armadale, the students managed to win both divisions. After the awards and trophies were presented, the organisers named an A division and B division All-Star team that played against the Perth Wildcats. The school had several exceptional players during the day, and most displayed excellent teamwork and sportsmanship. However, the most memorable moment of the day was when Lochlan Fennell produced a buzzer beater against the Perth Wildcats in the All-Star game from half court that ended up making the television news play of the day highlights.



HIGHLIGHTS 2023

CONTINUED

Senior School Albany Camp Quararup

2023 saw the senior school students adventure down south to Albany for their annual camp. The weather was kind with only one day of rain. The students enjoyed the Wind Farm, amazing views from The Gap, kayaking and archery, tours of the Whaling Station, and a quick dip at Frenchman's Bay. Some of the students challenged themselves to hike the Granite Sky Walk where we witnessed some beautiful views. Camps like these provide a wonderful opportunity for our students to experience the outdoors in unfamiliar environments, practice independent living skills and socialise with peers in different settings. We are privileged, and grateful our school supports such experiences.



CANNINGTON COMMUNITY ESC

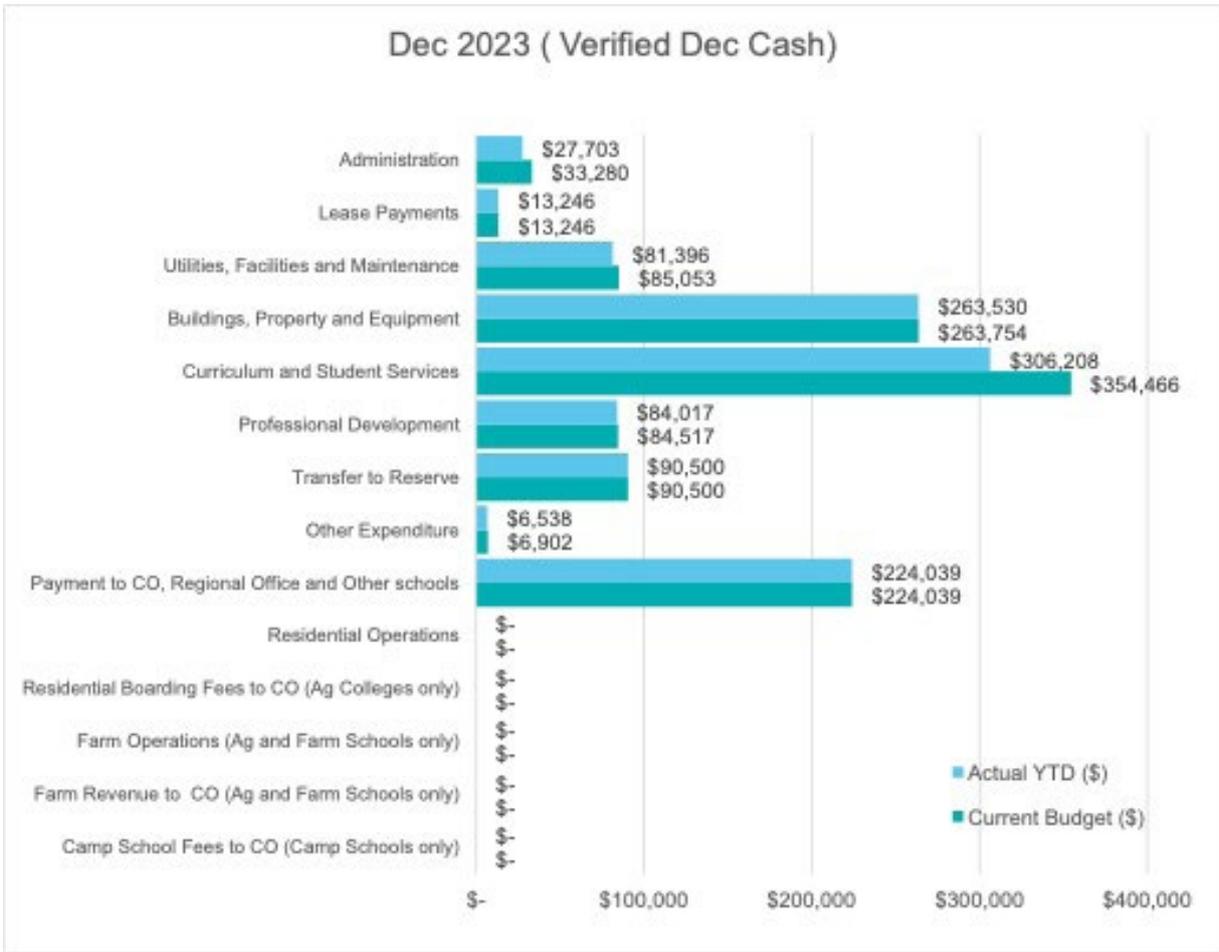
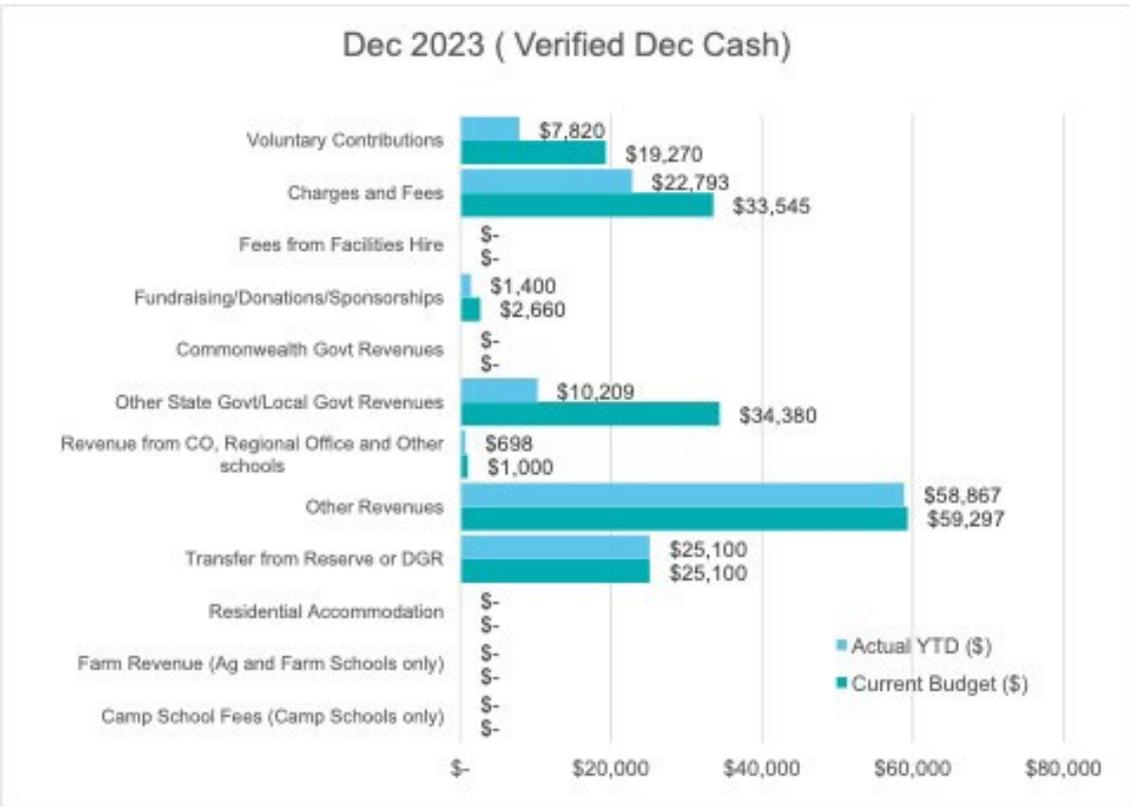
FINANCIAL SUMMARY

as at 31 December 2023

| ONE LINE BUDGET - Dec 2023 (Verified Dec Cash) | | |
|--|---------------------|------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash): | 404,725 | 404,725 |
| Carry Forward (Salary): | 739,858 | 739,858 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments): | 6,170,480 | 6,170,480 |
| Locally Raised Funds: | 175,252 | 126,887 |
| Total Funds: | 7,490,315 | 7,441,950 |
| EXPENDITURE | | |
| Salaries: | 6,226,353 | 6,226,353 |
| Goods and Services (Cash): | 1,155,757 | 1,097,177 |
| Total Expenditure: | 7,382,110 | 7,323,530 |
| VARIANCE: | 108,205 | 118,420 |

| INCOME - Dec 2023 (Verified Dec Cash) | | |
|---|---------------------|------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash) | 404,725 | 404,725 |
| Carry Forward (Salary) | 739,858 | 739,858 |
| STUDENT-CENTRED FUNDING | | |
| Per Student | 1,265,973 | 1,265,973 |
| School and Student Characteristics | 4,893,252 | 4,893,252 |
| Disability Adjustments | (7,239) | (7,239) |
| Targeted Initiatives | 208,454 | 208,454 |
| Operational Response Allocation | 29,805 | 29,805 |
| Total Funds: | 6,390,245 | 6,390,245 |
| TRANSFERS AND ADJUSTMENTS | | |
| Regional Allocation | 0 | 0 |
| Transition Adjustment | 0 | 0 |
| School Transfers – Salary | (764,558) | (764,558) |
| School Transfers - Cash | 544,793 | 544,793 |
| Department Adjustments | 0 | 0 |
| Total Funds: | (219,765) | (219,765) |
| LOCALLY RAISED FUNDS (REVENUE) | | |
| Voluntary Contributions | 19,270 | 7,820 |
| Charges and Fees | 33,545 | 22,793 |
| Fees from Facilities Hire | 0 | 0 |
| Fundraising/Donations/Sponsorships | 2,660 | 1,400 |
| Commonwealth Govt Revenues | 0 | 0 |
| Other State Govt/Local Govt Revenues | 34,380 | 10,209 |
| Revenue from CO, Regional Office and Other scho | 1,000 | 698 |
| Other Revenues | 59,297 | 58,867 |
| Transfer from Reserve or DGR | 25,100 | 25,100 |
| Residential Accommodation | 0 | 0 |
| Farm Revenue (Ag and Farm Schools only) | 0 | 0 |
| Camp School Fees (Camp Schools only) | 0 | 0 |
| Total Funds: | 175,252 | 126,887 |
| TOTAL | 7,490,315 | 7,441,950 |

| EXPENDITURE - Dec 2023 (Verified Dec Cash) | | |
|--|---------------------|------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| SALARIES | | |
| Appointed Staff | 5,384,010 | 5,384,010 |
| New Appointments | 0 | 0 |
| Casual Payments | 802,501 | 802,501 |
| Other Salary Expenditure | 39,841 | 39,841 |
| Total Funds: | 6,226,352 | 6,226,352 |
| GOODS AND SERVICES (CASH EXPENDITURE) | | |
| Administration | 33,280 | 27,703 |
| Lease Payments | 13,246 | 13,246 |
| Utilities, Facilities and Maintenance | 85,053 | 81,396 |
| Buildings, Property and Equipment | 263,754 | 263,530 |
| Curriculum and Student Services | 354,466 | 306,208 |
| Professional Development | 84,517 | 84,017 |
| Transfer to Reserve | 90,500 | 90,500 |
| Other Expenditure | 6,902 | 6,538 |
| Payment to CO, Regional Office and Other schools | 224,039 | 224,039 |
| Residential Operations | 0 | 0 |
| Residential Boarding Fees to CO (Ag Colleges only) | 0 | 0 |
| Farm Operations (Ag and Farm Schools only) | 0 | 0 |
| Farm Revenue to CO (Ag and Farm Schools only) | 0 | 0 |
| Camp School Fees to CO (Camp Schools only) | 0 | 0 |
| Total Funds: | 1,155,757 | 1,097,177 |
| TOTAL | 7,382,109 | 7,323,529 |





Cannington Community Education Support



Canningtoncommunityesc



Connect School Space Cannington Community Education Support Centre

We acknowledge and respect the Wadjuk Noongar people, the traditional custodians of the boodja (land) on which we work and live – Djarlgarro Beelieer.

We recognise their continuing connection to the boodja, bilya (rivers), ngamma (waterholes) and karda (hills) and we pay our respects to their Elders past and present and emerging.

147 WHARF STREET
CANNINGTON WA 6107

PHONE: 08 9351 2480

EMAIL: CANNINGTON.ESC@EDUCATION.WA.EDU.AU

WWW.CANNINGTONESC.WA.EDU.AU



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