



ANNUAL REPORT 2022



CANNINGTON
COMMUNITY EDUCATION
SUPPORT CENTRE
LEARNING FOR LIFE

www.canningtonesc.wa.edu.au





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MESSAGE FROM THE PRINCIPAL



On behalf of the School Board and school staff, I am pleased to present Cannington Community Education Support Centre's (CCESC) 2022 Annual Report.

Looking back on 2022 and all that the staff and community of Cannington Community ESC have managed to achieve fills me with a great deal of pride and gratitude. The last few years have brought with them many challenges, changes and situations requiring flexibility, resilience, and positivity. Despite the burden of working with Covid, this school report reflects the vast opportunities that were created by the school for the school community. We are committed to constant improvement.

Our Business Plan 2019-2022 has provided our focus areas for growth. Given the uncertain times, we as a school had to curtail some of our priority areas and focus on the wellbeing and

support of staff and students. Our fantastic students have had a lot to cope with and they all have done so well. It will make them stronger. Learning for Life.

During 2022 we have focussed our attention on the following areas;

- Functional curriculum
- Detailed assessment of learning and teaching
- Aboriginal culture and history
- NDIS links to school planning
- Staff leadership
- A safe place to learn and work.

I commend this report to you and if you have any 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 structure and membership includes three community representatives, who work in the areas of disability, employment, and education, three parent representatives who are active in our school and the local community, three staff representatives from different roles within the school, and the Principal, Mr Andrew Wilson. Having members on the board from diverse backgrounds and roles gives helpful and insightful perspectives which benefit the school.

The board meets at least four times a year and establishes and reviews school priorities, student progress, and general policy direction, provides financial accountability and sets dates for school development days.

The board was privileged to attend the opening of the Mini Woolworths - the first in the state. This event was attended by The Hon Mrs Sue Ellery MLC, Minister for Education and the Member for Cannington, Hon Mr Bill Johnson MLA. It

provides an incredible opportunity not only for learning life skills, numeracy, literacy, and social skills but also training and experience for future employment opportunities.

The Canning City Centre Regeneration Program is in full swing. There will be many changes with surrounding roads and developments. As board chair, I have been meeting with representatives of the City of Canning and have found they are doing all they can to inform the school of works occurring and are committed to the safety and wellbeing of the students, staff and parents. When the revitalization is completed, it will greatly benefit the school and the surrounding area.

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 2022 we had 129 students enrolled. CCESC has 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, attend our senior campus, which 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, and Maddington, Gosnells,

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, two level 3 classroom teachers and two lead education assistants. A senior teacher was employed on a part-time basis to assist student services.

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 programmes. 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 2 days a week alongside the physiotherapist as therapy support. In 2022 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>3.2.1 Implement the Engaging and Working with your Community Framework with all school staff.</p>	<p>3.1.2 Staff will integrate relevant NDIS planning objectives into the students' documented plans.</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	School community partnerships and networks are fostered by all staff to nurture student engagement.	<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>	
	All students will leave school with a detailed transition plan that includes employment, support services, further education/VET pathways and/or recreation.			
	Person centred planning will be closely linked with NDIS plans to support students with disability to exercise more choice and control over their individualised support services and personal goals.	<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 and cyclic 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 utilizing 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 students' 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 and 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 2022 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.



CANNINGTON COMMUNITY ESC PROGRAMS 2022



SCHOOL CURRICULUM AND STANDARDS AUTHORITY COURSES

- Health and Physical Education Preliminary Course
- Health, Physical and Outdoor Education Foundation Course
- Preliminary English
- Foundation English
- Preliminary Mathematics
- Foundation 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, 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 2022

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) and Foundation (F) levels. In 2016 SCSA introduced an online literacy and numeracy assessment (OLNA). The minimum literacy and numeracy standard for General courses is Category 3. Students attaining Category 1 were enrolled in Preliminary Units, and those achieving Category 2 or 3 were enrolled in Foundation level courses correspondingly. Students are given opportunities to sit the OLNA test in Years 10, 11 and 12. Foundation courses have graded results. Students achieved competency in Preliminary Units in English, Mathematics, Health and Physical Education, Business Management Enterprise and Food Science Technology. In 2022 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 2022

Course name	Students achieved	Course name	Students achieved
Foundation		Preliminary English	
Foundation Math FEMAT	10	P1	39
Foundation Math FTMAT	3	P2	22
Foundation English FEENG	2	P3	15
Foundation English FTENG	3	P4	15
Foundation Health, Physical and Outdoor Education FEHPO	11		
Foundation Health, Physical and Outdoor Education FTHPO	3		
Preliminary Business Management and Enterprise		Preliminary Health and Physical Education	
P1	17	P1	11
P2	16	P2	11
P3	5	P3	15
P4	2	P4	15
Preliminary Mathematics		Preliminary Food Science and Technology	
P1	32	P1	18
P2	12	P2	18
P3	15	P3	4
P4	15	P4	4
Preliminary Materials, Design and Technology		Preliminary Visual Arts	
P1 Wood	8	P1	9
P1 Metal	7	P2	9
P2 Wood	8		
P2 Metal	7		

ENDORSED PROGRAM ACHIEVEMENT



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

Fifty-eight cadets were enrolled in this highly successful program that caters to students in Years 10-12. As the course changed structure at the end of 2021, all students completed the Cadet Recruit program in 2022.

- Twenty-one Year 10 students were enrolled in Cadet Recruit, and 95% achieved competency.
- Twenty-two Year 11 students were enrolled in Cadet Recruit, and 95% achieved competency.
- Eighteen Year 12 students were enrolled in Cadet Recruit, and 94% achieved competency.

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-five students were enrolled in Community Service in 2022, and 88% 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 2022, twenty students were enrolled in this endorsed program, and 95% 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 2022, 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. Our Year 13 (Pathways) class completed ASDAN Short Courses on topics of high interest to the cohort. 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 at school 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 2022, we had 90% 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
Pathways	Short Course Careers and My Future	4	60 hours = 6 credits
	Short Course Independent Living	4	60 hours = 6 credits
	Towards Independence Developing Numeracy Skills (Intro)	1	5 sections = 1 certificate

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. 78% of students met the requirements and 31% achieved two programs or more in 2022. Workplace learning still faced many challenges in 2022 as many workplaces continued to operate under COVID-19 restrictions and were hesitant to take on students as part of the program.

Vocational Education and Training (VET) Achievements:

Certificate I in AgriFoods Operations was delivered on the school site. Students in Years 11 and 12 can choose to enrol in this nationally accredited certificate course as an elective. Seven 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 5 years, and previous to that, CCESC delivered Certificate I in Horticulture from 2005 – 2012.

In 2022 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 three students completed an SBT at Australia Post and gained permanent full-time employment after completion. Figure 6 outlines CCESC VET data for 2022.

Figure 6: CCESC VET data 2022

Achievements 2021		Completed 2022
Certificate I in AgriFoods	VET Delivered at school	7
Certificate II in Hospitality	School-Based Traineeships	1
Certificate II in Leadership	Profile hours skill set	1
Certificate II in Animal Studies	Profile hours skill set	1
Certificate II in Hospitality	Profile hours skill set	3



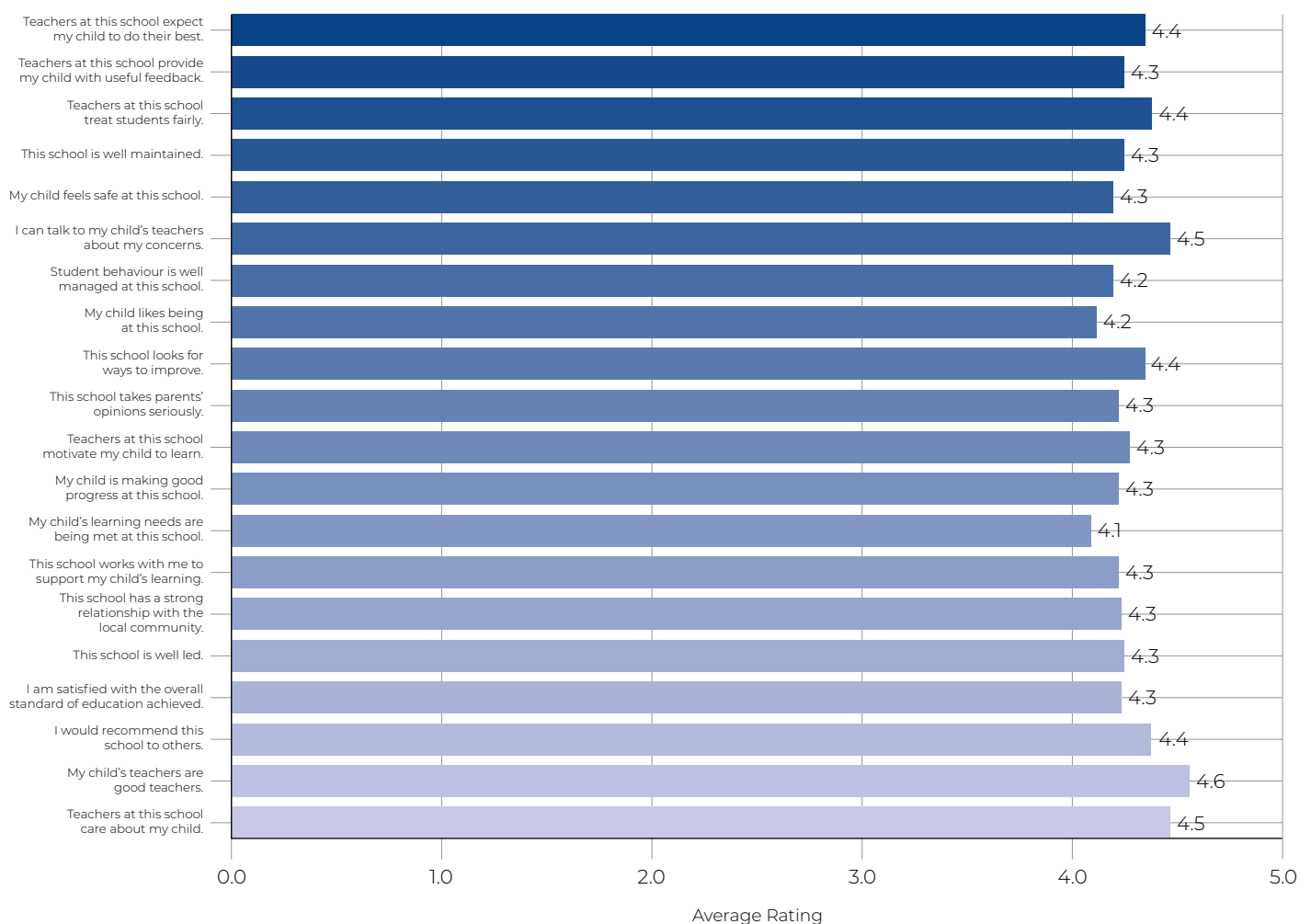
SCHOOL PARENT and STAFF SATISFACTION SURVEY

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 42% and staff 55%. The parent survey indicated the three highest scoring positives at a rating of 4.5 and 4.6 were 'my child's teachers are good teachers' and the two areas both scoring equal 4.5, 'teachers at this school care about my child' and 'I can talk to my child's teachers about my concerns'. 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 and STAFF SATISFACTION SURVEY CONTINUED

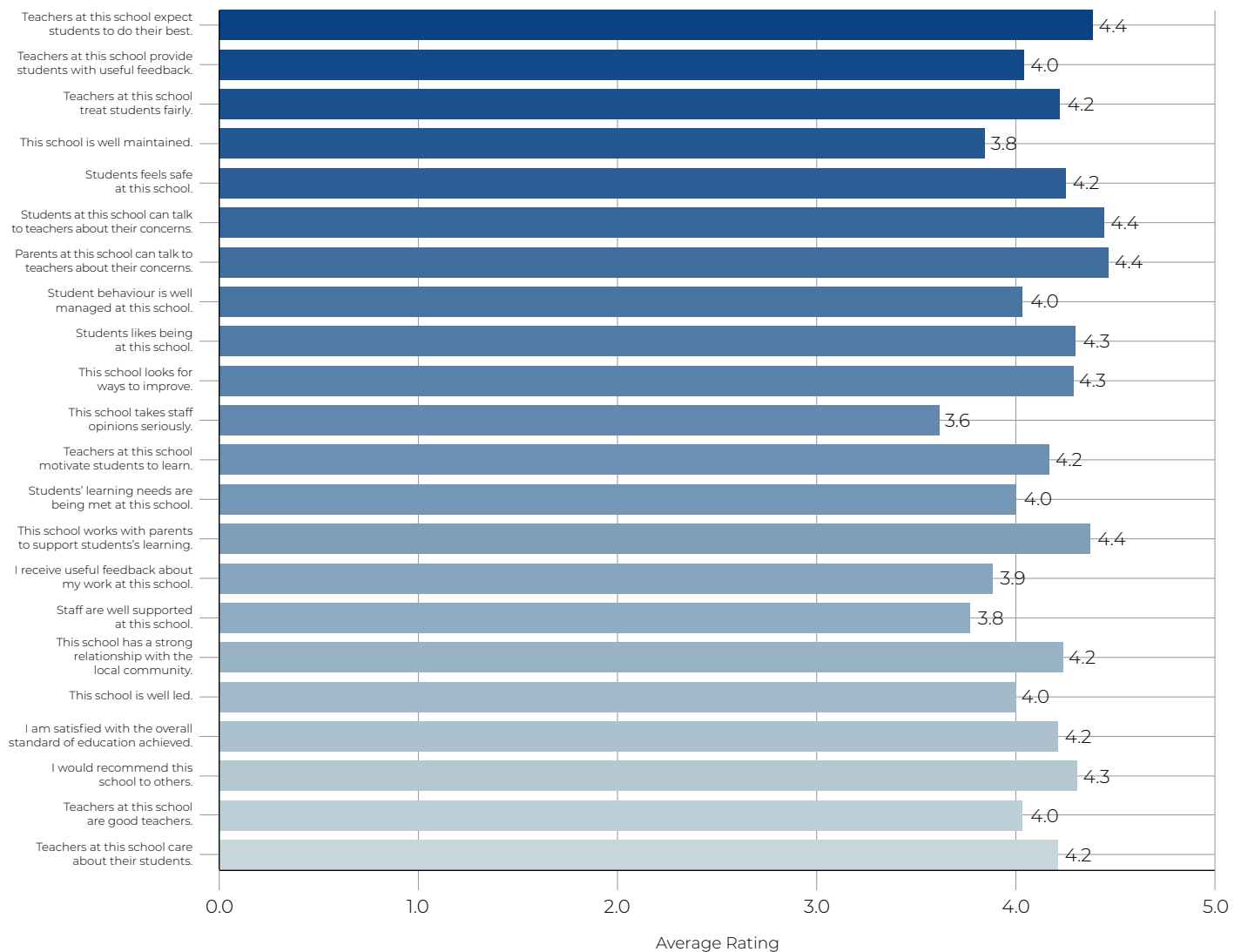
The staff survey indicated the three highest scoring positives at 4.4 were 'Students at this school can talk to their teachers about their concerns', 'Parents at this school can talk to teachers about their concerns' and 'This school works with parents to support student's learning'. The average rating for responses was 4.1. Figure 8 shows the overall ratings for each item.

Full survey responses were presented to the board. The next planned survey will be in 2023, at the beginning of our business planning cycle.

Student surveys were not conducted but it is planned this will occur in 2023. Adaptions have been made to the student survey to allow for a strong student voice, that will result in reliable data.



Figure 8: National School Opinion Staff Survey Results



DESTINATION SURVEY

2019 – 2021 Leavers

At the conclusion of 2022, we conducted our annual Destination Survey, where students who left school between the years 2019-2021 were contacted to provide the school with valuable information related to their time at school and life beyond. Unfortunately, there was a limited response to our contact requests, however of the 12 students who offered their opinions:

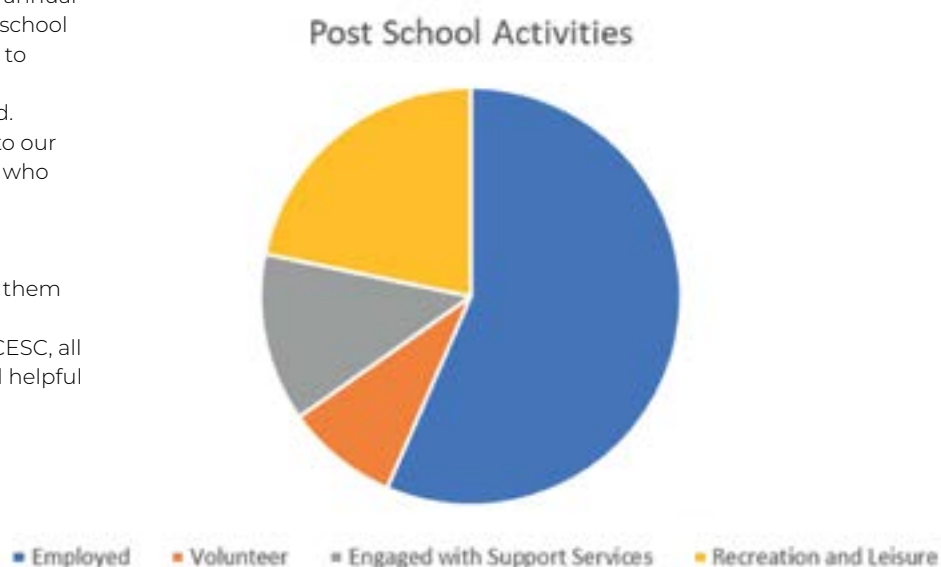
All 12 were living with a parent/carer; 50% were currently working; and 75% of students stated that CCESC prepared them 'very well' for life after school.

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: 2022

Our 2022 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 23 Year 12 leavers, 13 students moved on to paid employment with another 3 linked with supported employment agencies and 7 students were actively volunteering in the community or participating in supervised recreation and leisure programs. Figure 9 shows the Post School Activities recorded for 2022.

Figure 9: Post School Activities



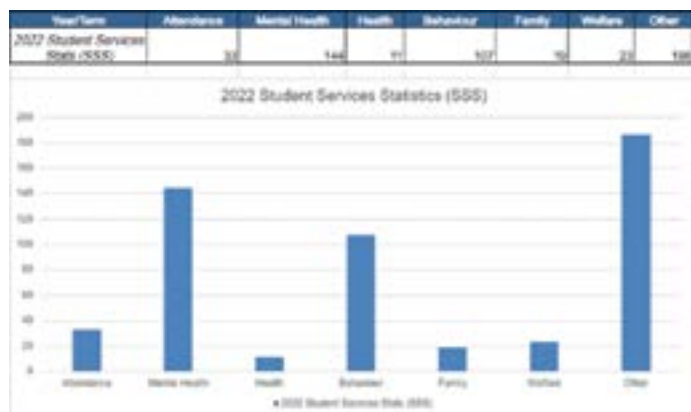
Post School Activities	No. of Students
Employed	13
Volunteer	2
Engaged with Support Services	3
Recreation and Leisure	5



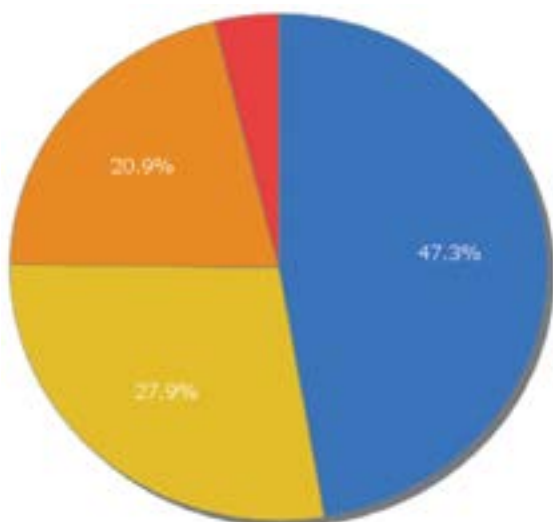
STUDENT ENGAGEMENT

Student Risk Management and Engagement

In 2022 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 2022 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 2023 will be to further analyse and breakdown the data to best meet the needs of our students.



Attendance Profile 2022 Semester 2



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

Attendance

The general health of the community continued to play a factor in our attendance data for 2022. With Covid playing less of a role in student and staff absenteeism, as well as the broadening of our student services team in 2022 to include a student services co-ordinator, we look positively towards 2023 and an increase in our regular attendance data.

The graph below illustrates the 2022 Semester 2 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.

Figure 10: Semester 2, 2022 Attendance Data

Authorised and Unauthorised Absences

	Authorised	Unauthorised
Y07	93%	7%
Y08	92%	8%
Y09	98%	2%
Y10	97%	3%
Y11	83%	17%
Y12	84%	16%



STUDENT ENGAGEMENT CONTINUED

Mental Health and Wellbeing Educational Programs

Mental Health in Schools Project continued through 2022 and was the 4th 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, 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 2022. Both campuses boasted a combined total of **3,263** meals supplied to all students. Most of our food was generously donated by Foodbank 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 2023.



STUDENT ENGAGEMENT CONTINUED

Positive Behaviour Support

Positive Behaviour Support (PBS) has been implemented at the school since 2018 and continues to lead our school community in focusing on expected and positive behaviours. Being a PBS school, we follow a framework of expected behaviours focusing on our school's chosen values of Achievement, Independence and Respect (AIR).

Throughout 2022, Cannington Community Education Support Centre staff have continued to distribute tokens based on the PBS Behaviour Matrix. A more user-friendly spreadsheet was developed for staff to record data on. This was completed on a weekly basis per child, with a new spreadsheet used for each term. In 2023, staff are being encouraged to continue keeping their data recording up to date so that accurate analysis can be completed in preparation for the SET (School-wide Evaluation Tool) Review that is scheduled to occur in 2023.

The following graph in Figure 11 illustrates data collection of tokens for one class and specifically highlights the "free and frequent" nature of rewards at the school to reinforce expected behaviours.

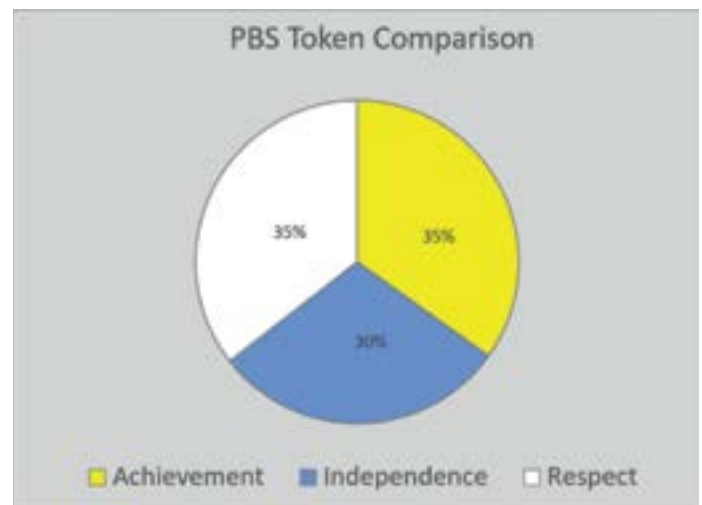


Figure 11: CCESC AIR tokens and Distribution for a class

Example CCESC Token Data Collection for 2022 for a class

		Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Totals
Achievement	1	60	67	58	40	46	57	48	44	47	35	502
	2	55	55	38	42	42	45	58	48	48	57	488
	3	48	73	58	40	58	63	54	46	66	58	564
	4	52	70	65	42	55	63	53	56	54	59	569
	Total	215	265	219	164	201	228	213	194	215	209	2123
Independence	1	53	59	41	23	57	53	89	34	34	44	487
	2	69	47	33	41	46	35	47	34	57	54	463
	3	53	82	62	26	86	74	55	71	38	52	599
	4	54	73	70	54	61	63	42	52	48	68	585
	Total	229	261	206	144	250	225	233	191	177	218	2194
Respect	1	47	58	47	40	49	42	55	32	24	31	425
	2	65	66	49	47	54	45	48	43	43	53	513
	3	50	94	65	45	55	71	66	62	45	63	616
	4	55	77	66	26	69	67	49	50	60	72	591
	Total	217	295	227	158	227	225	218	187	172	219	2145
		661	821	652	466	678	678	664	572	564	646	
Year Total												6402

STUDENT ENGAGEMENT CONTINUED

Therapy 2022

In 2022, there was an increase in therapy providers, and therapists accessing their clients during school hours, for school-based therapy sessions. Overall, there were 21 therapy providers, and 66 individual therapists, offering Speech Therapy, Occupational Therapy, Physiotherapy, Psychologist, Positive Behaviour Support, Mentoring, and Counselling services, to our students. In addition, some students are supported by the visiting teacher service from School of Special Education Needs: Disability (SEND).

Therapy is parent-driven, via a Parent Request form to school, and therapists must provide SMART goals which link to educational outcomes in line with students' Individual Education Plans (IEPs) and Individual Transition Plans (ITPs).

Therapists, teachers, and education assistants all collaborate to integrate therapy strategies and resources into the student's functional curriculum.

Some of the therapy providers include:

- Therapy Focus
- Autism Association
- ORS Group
- Communicare
- Senses WA
- Early Start Australia
- Rocky Bay
- Directions Disability Support Services

As more families access funding through the National Disability Insurance Scheme, it is expected that the number of therapists visiting our school will increase again in 2023.



Figure 12: Therapy Provision 2022

Year Group	Number of students	Providers	Speech	OT	Physio	Psych	PBS	Counselling
		Therapists	27	19	6	7	6	1
7	16	10	10	13	4	1	2	1
8	8	4	7	5	3	1	1	-
9	13	9	11	6	2	1	2	-
10	5	5	1	1	-	1	1	1
11	17	10	7	8	-	3	2	1
12	9	4	4	4	-	1	-	2
Pathways	2	2	3	1	1	-	-	-

HIGHLIGHTS 2022

Student Councillors 2022



Year 7 Gianni Canzuro



Year 8 Reed Wilson



Year 9 Charli Pugh



Year 10 Khalid Hussein



Year 11 Nathan Williams



Year 12 Aaliyah Bright

Year 12 Presentation Ceremony

The departing Year 12s of 2022 celebrated the end of their secondary schooling at the presentation ceremony at Curtin Stadium. Those students that attended looked great in their gowns and followed the procedures for the day with maturity.



HIGHLIGHTS 2022

CONTINUED

Year 12 Award winners

Congratulations to Brianna Exell 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 Ashley Pabai 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.

Our other award winners were:

Preliminary English (PENG): Jeremy Dela Serna

Preliminary Mathematics (PMAT): Sharnie Ransome

Preliminary Health and Physical Education (HPE): Amihan Parker

Foundation English (FENG): Charlotte Brims

Foundation Mathematics (FMAT): Brianna Exell

Foundation Health and Physical Outdoor Education (FHPO): Jarrod Hicks

ASDAN PSHE (Personal Social Health and Economic Education): Jasmine Sunderland



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 2022

CONTINUED

WAESPAA Recognition Awards

2022 saw the Western Australian Education Support Principals and Administrators Association (WAESPAA) Recognition awards evening held as part of the conference called *Katta-Djinoong- See Us, Understand Us*. Our deputy Jessica Bates did a brilliant job at organising both events which included aboriginal artwork done by our very own students. Our award winners for the night were Mr Hussein, Mr Panizza, Miss Cook, Mrs Egan and Ms Gale. They were all worthy recipients and enjoyed a delicious celebratory dinner together at the Pan Pacific.



Year 12 Ball

On Friday 22nd July, our 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. Students dressed the part and looked incredible. They thoroughly enjoyed a sumptuous meal and were keen to dance the evening away on the dance floor. We thank the staff for their support throughout the evening.



HIGHLIGHTS 2022 CONTINUED

Middle school camp

Middle school students attended Point Walter Recreation and Conference Centre in Bicton for their annual camp. Students stayed two nights overlooking the Swan River and Point Walter Reserve. The days were filled with activities including archery, the flying fox, swimming and bike riding.

At night the students were entertained with a pyjama party disco and movie night. It is fair to say everyone returned exhausted. We thank Mrs Martlew for organising the event and all the staff who attended.



HIGHLIGHTS 2022

CONTINUED

DFES Camp

In Term 3, 2022, the Year 12 Department of Fire and Emergency Services Cadet (DFES) Camp was held at the Perth Hills Discovery Centre. We had 17 senior school students attend and participate in the program. Students enthusiastically engaged in hands-on learning activities in the natural environment. This included successfully setting up tents and blow-up mattresses to ensure they all got a good night's sleep!

Students were educated on fire awareness, bushfire risks and learnt how to safely start and maintain a campfire. They used the campfire to cook and prepare a meal. Some students completed the blind trail during the day and at night. This was a great trust and teamwork exercise. On the last day, students participated in cooking breakfast and hiked to Mundaring Weir.



HIGHLIGHTS 2022

CONTINUED

Athletics Carnival

At the end of Term 3, students in Years 7 – 10 attended the ESC and CCC Athletics Carnival. Students had the opportunity to train leading up to the big day and participated in track and field events including high and long jump, discus, turbo jav and shot put. Our students entered nearly every event, and there were many outstanding efforts. We thank Mr Hussein and the team for their organisation of the day.

Ryan Grant won the runner-up champion boy for Year 9, and Monique Park was the runner-up champion Year 10 girl. They both attended the mainstream interschool athletics carnival. We have some amazing athletes at our school with students achieving exceptional results. All students displayed excellent sportsmanship, teamwork skills, kindness, resilience and perseverance.



Education Support South Network (ESSN) Carnival

Our annual ESSN athletics carnival was hosted by Atwell College. It was a great event, and our students should be commended for demonstrating great enthusiasm, resiliency, and sportsmanship. We were very proud that Cannington Community ESC was crowned the champion school. Well done to all involved.

Congratulations to our individual award winners:

Ken Tran - Yr 7 Fine motor drawing competition (most creative)

Edmund Dann - Yr 9 Fine motor drawing competition (most creative)

Ryan Grant - Champion boy

Monique Park - Champion girl



HIGHLIGHTS 2022

CONTINUED

Duke of Edinburgh's Awards

Duke of Edinburgh Awards WA offers 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 these activities and The Duke of Edinburgh's International Award allows young people all over the world aged 14 – 24 to explore new opportunities. At CCESC in 2022 twenty Year 7 students and nineteen Year 8 students completed the Ignite Award. Nineteen students in Year 10 achieved The Duke of Edinburgh's International Award (Bronze).



Harmony Day

Harmony Day celebrations came together to embrace and learn about different cultures in March 2022. CCESC shared this experience with our partner schools of Cannington Community College for Years 7 – 10 and Sevenoaks Senior College for Years 11 – 13. Food was shared, traditional clothing was shown off and music was played. The senior students worked together to cook a BBQ, presented the Australian Anthem with Key Word Sign and hosted a stall making beaded bracelets in the colours of different country flags.



HIGHLIGHTS 2022

CONTINUED

Special Olympics

We had four students attend the Special Olympics Australian National Games in Launceston and bring home medals. Turoa Rangiaho-Ransfield, Germano Masino, Lochlan Fennell and Aminhan Parker were all successful and brought home a total of ten medals, while Lochlan also managed a bronze in soccer. These students have been training with the Western Australian Disabled Sports Association, and the school is incredibly proud of their performance.



Kalability Soccer

Kalability Soccer is an interschool soccer competition between ESSN schools. The division 1 boys' team did a phenomenal job this year! They gave it their all and their efforts were rewarded. The statistics were 2 wins, 1 draw and a very close loss. Special mentions to Isaac Beard & Lochlan Fennell our main goal contributors. It was great to see the rest of the team playing their part and defending at a high level.

Division 2 played exceptionally well. Out of the three games, we managed a win, a loss and drew the final game. Well done to Edmund Dann for being an outstanding goalkeeper and Ali-Saad Hamad for scoring 3 quality goals.

Our heroic girls' team consisted of Oviya, Fame, Paige, Summer, Monique, Amihan and Jasmine. The girls demonstrated great resiliency against strong opposition. We were very proud of the girls - they left the field with a smile and showed great sportsmanship. Well done.



HIGHLIGHTS 2022

CONTINUED

Woolworths CANDO Freshfood

In November 2022, CCESC officially opened the first Mini Woolies in WA. The Hon Mrs Sue Ellery MLC, Minister for Education along with the Member for Cannington, Hon Mr Bill Johnson MLA, joined Mr Wilson to officially open the Mini Woolies by cutting the ribbon at the launch. With over 80 people in attendance, including the School Board members, parents and carers, Woolworths manager and Fujitsu representatives, local Carousel Woolworths staff, students and staff, the morning was a well-celebrated school event.

CCESC has always provided students with a functional curriculum. CANDO Freshfood will extend skills learnt in the community, and functional numeracy and literacy programmes. Students' will have opportunities to prepare budgets, and have real conversations around financial literacy, while working and shopping in a simulated Woolworths store. Other opportunities that students are excited to start are class shopping, preparing click and collect orders, stocking shelves and serving customers. We plan for some students to commence workplace learning at CANDO Freshfood in 2023 before taking their skills into the community. We also look forward to opening the store to our school community and extend selling school enterprise products on special days.



HIGHLIGHTS 2022

CONTINUED

Senior School Swan Valley Adventure Camp

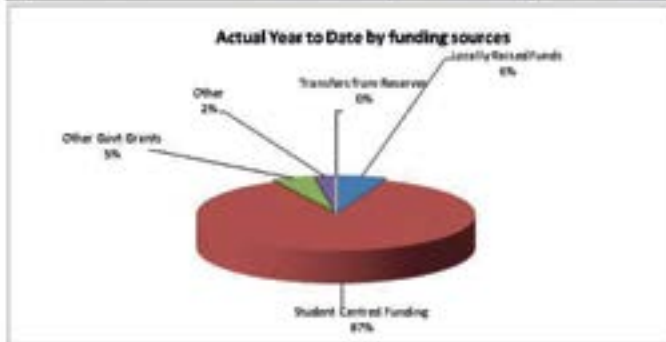
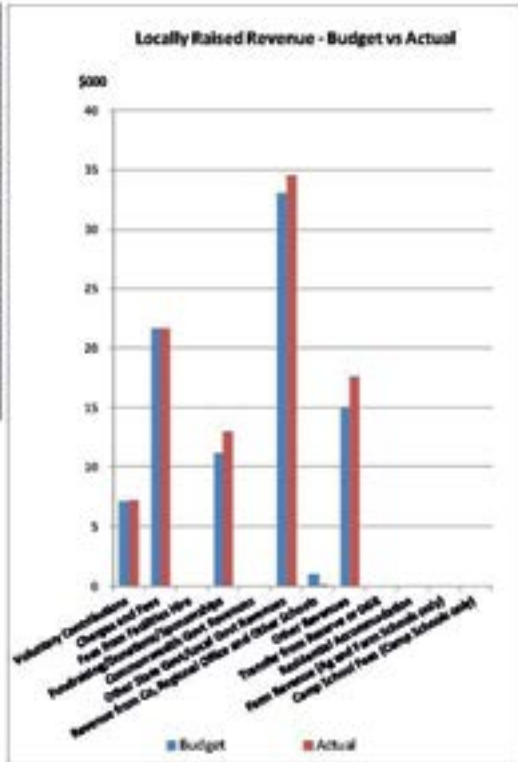
With COVID restrictions delaying our annual camp in 2022, the senior school finally made it to Swan Valley Adventure Camp in July. The students were kept very busy during the two-night camp, completing team activities including mountain bike riding, a Commando Course, high ropes, archery and a flying fox. We set off to the movies on the first evening at Ace Cinemas in Midland to watch *Thor – Love and Thunder* and danced the night away with a disco on the last night. Students visited Caversham Wildlife Park before returning to school. We are fortunate to have so many keen and dedicated staff that enjoy organising the camps and supporting the students outside of school.



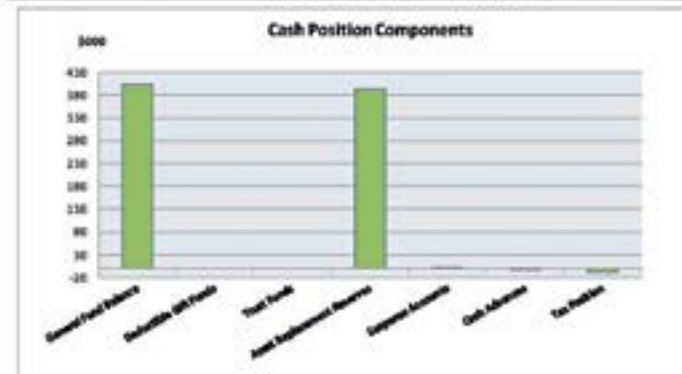
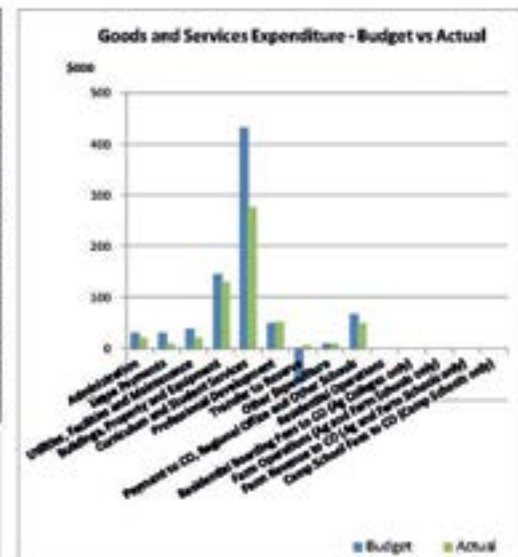
CANNINGTON COMMUNITY ESC FINANCIAL SUMMARY

as at 31 December 2022

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 7,096.00	\$ 7,226.00
2. Charges and Fees	\$ 21,629.00	\$ 21,628.96
3. Fees from Facilities Hire	\$ -	\$ -
4. Fundraising/Donations/Sponsorships	\$ 11,163.00	\$ 11,890.27
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ 32,963.00	\$ 34,953.58
7. Revenue from Co, Regional Office and Other Schools	\$ 1,000.00	\$ 64.69
8. Other Revenues	\$ 25,021.00	\$ 27,553.30
9. Transfer from Reserve or DGB	\$ -	\$ -
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 88,862.00	\$ 93,904.40
Opening Balance	\$ 254,190.00	\$ 254,190.36
Student Central Funding	\$ 638,252.72	\$ 630,027.72
Total Cash Funds Available	\$ 981,294.72	\$ 908,122.48
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 981,294.72	\$ 908,122.48



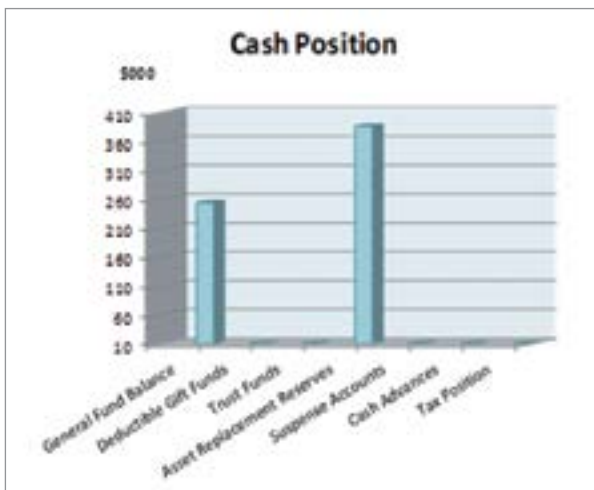
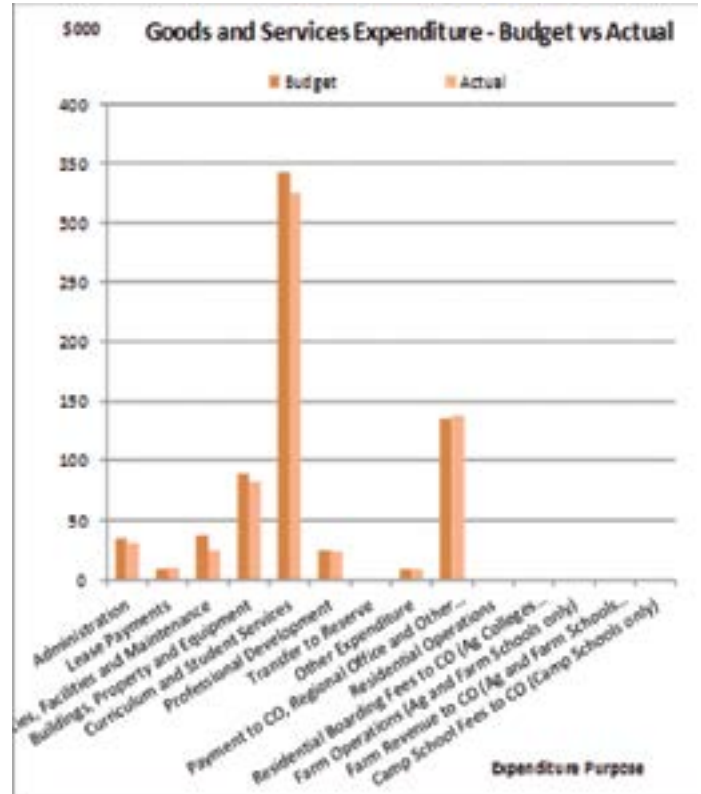
Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 30,725.00	\$ 20,036.57
2. Lease Payments	\$ 31,000.00	\$ 30,339.68
3. Utilities, Facilities and Maintenance	\$ 37,429.00	\$ 21,672.59
4. Buildings, Property and Equipment	\$ 145,873.00	\$ 130,795.06
5. Curriculum and Student Services	\$ 431,346.00	\$ 275,377.24
6. Professional Development	\$ 50,112.00	\$ 42,513.13
7. Transfer to Reserve	\$ (16,000.00)	\$ 6,000.00
8. Other Expenditure	\$ 9,662.43	\$ 9,098.60
9. Payment to Co, Regional Office and Other Schools	\$ 66,446.00	\$ 48,787.23
10. Residential Operations	\$ -	\$ -
11. Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 736,583.43	\$ 573,397.40
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 736,583.43	\$ 573,397.40
Cash Budget Variance	\$ 244,711.29	



Cash Position Components	
Bank Balance	\$ 790,841.59
Made up of:	
1. General Fund Balance	\$ 404,125.08
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 393,555.81
5. Surplus Account	\$ 3,700.70
6. Cash Advances	\$ (250.00)
7. Tax Position	\$ (8,210.00)
Total Bank Balance	\$ 790,841.59



Expenditure - Cash and Salary		Budget	Actual
1 Administration	\$	34,542.00	\$ 31,325.33
2 Lease Payments	\$	8,654.00	\$ 9,487.78
3 Utilities, Facilities and Maintenance	\$	36,387.00	\$ 24,876.40
4 Buildings, Property and Equipment	\$	88,544.00	\$ 82,132.31
5 Curriculum and Student Services	\$	343,853.17	\$ 325,042.30
6 Professional Development	\$	25,000.00	\$ 23,636.76
7 Transfer to Reserve	\$	-	\$ -
8 Other Expenditure	\$	8,370.00	\$ 8,434.49
9 Payment to CO, Regional Office and Other Schools	\$	135,774.00	\$ 138,250.06
10 Residential Operations	\$	-	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$	-	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$	-	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$	-	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$	-	\$ -
Total Goods and Services Expenditure	\$	675,104.17	\$ 643,165.05
Total Forecast Salary Expenditure	\$	-	\$ -
Total Expenditure	\$	675,104.17	\$ 643,165.05
Cash Budget Variance	\$	469,887.57	



Cash Position as at	
Bank Balance	\$ 642,353.42
Made up of:	
1 General Fund Balance	\$ 254,190.36
2 Deductible-Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 386,555.81
5 Suspense Accounts	\$ 4,810.25
6 Cash Advances	\$ -
7 Tax Position	\$ (3,208.00)
Total Bank Balance	\$ 642,353.42



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.

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CANNINGTON
COMMUNITY EDUCATION
SUPPORT CENTRE
LEARNING FOR LIFE