



CANNINGTON  
COMMUNITY EDUCATION  
SUPPORT CENTRE  
LEARNING FOR LIFE

# ANNUAL REPORT 2017



# CONTEXT

## OVERVIEW

Cannington Community Education Support Centre (CCESC) is a government school catering for over 100 students from years 7-12. All students have been offered an enrolment at the school via Disability Resourcing or local area placement. CCESC has two sites. Years 7-10 attend the Cannington Community College site whilst Years 11 and 12 attend the Sevenoaks Senior College site. Both partner schools are committed to inclusive practices and work collaboratively with the CCESC to maximise learning opportunities for students.

## HISTORY

CCESC was established in 2001 to serve students with special needs from a number of localities as the result of an extensive LAEP process. It forms part of an education precinct that provides schooling for students 7-12. The School is situated 8 kilometres south east of Perth in the City of Canning, adjacent to Coker Park and the Ern Clark Athletics Track. The school is close to a major regional centre with accessible transport links.

## FACILITIES

Facilities at CCESC, as with its partner schools are well maintained and include specialist design and technology workshops, home economics and information technology labs. All CCESC classrooms are airconditioned with kitchen facilities and computer equipment. In 2010 the construction of a recreation centre on the Cannington site began as part of the federal government funded *Building the Education Revolution (BER) program* and in 2011 the recreation centre was outfitted with a fully functional gym, a kitchen and a multipurpose classroom. The Sevenoaks site has a business centre for staff and students. Currently we have seven transportable classrooms in addition to our regular classrooms. A therapy room and specialist toilet facilities are also available. Access to a gym, ovals and purpose built tennis and basketball courts enhances health and physical education programs. We have access to a shared bus with partner schools. The campus has full access for students with physical and sensory disabilities.

## DEMOGRAPHICS

Geographically, students attend from as far as Lathlain in the north, Gosnells in the south, Belmont and Forrestfield in the east and Langford in the west. The school has bus services for students in the Belmont, Bentley and Maddington/Gosnells areas who are unable to utilise public transport. There are 4 buses servicing our surrounds. Students come from a diversity of ethnic backgrounds. CCESC commenced the year running two Year 7 classes, one Year 8 class, two Year 9 classes, two Year 10 classes and five Years 11/12 groups with approximately 10 students in each class.

## STAFF and SUPPORT SERVICES

As a level 5 school we are staffed with a principal, two deputy principals, manager of corporate services, two school officers, an AIEO and a library officer, a student services manager, a student support co-ordinator, a School Chaplain and two Level 3 Classroom teachers.

Each class has a co-ordinating teacher and at least two full time education assistants. An additional three support teachers and three education assistants were appointed to facilitate programs. A student support co-ordinator and four education assistants were employed for workplace learning and community access programs. The majority of teaching staff have special education qualifications. CCESC purchased teacher and school officer time from its partner schools to run a number of specialist programs. School psychology, chaplain, nursing and information technology services were also available and utilised. Therapy services were provided by outside agencies such as the Autism Association, Senses and Therapy Focus. The school also funded a private speech pathologist to provide advice and conduct communication audits and also used private clinical psychology services.

## 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.

CCESC and its partner schools aim to foster a cooperative and supportive learning environment that is inclusive and responsive to the needs of all students. Our goals will be realised through an enduring partnership involving all members of the school community.

## SCHOOL PRIORITIES

### Positive Behaviour Support (PBS)

The purpose of PBS at CCESC is to create and maintain a safe and supportive learning environment for all. We encourage positive attitudes through the explicit teaching and modelling of our core values, A.I.R.



In 2017 we have been implementing Tier 1 and 2 strategies to promote a positive, supportive learning environment. As a school we have developed a matrix of an agreed set of expectations relating to behaviour. We ensure that these behaviours are taught consistently across the school. Our whole school incentives system recognises our core values A.I.R and encourages students to develop and demonstrate the expected behaviours. From PBS Frequent Flyers to end of term Merit Certificates, our system incorporates immediate to long term goals that are intertwined with individual, class and whole school incentives. These defined expectations are held of both staff and students to increase individual accountability and outcomes.

### Person Centred Planning

Person Centred Planning (PCP) is a process empowering the student to focus on their dreams and hopes for the future. It is a range of tools to assist the individual with future planning and ultimately leads to greater inclusion as a valued member of both community and society. At CCESC we engage the students, parents, carers, outside agencies and stakeholders in the Making Action Plans (MAPs) process.

MAPs are a planning tool which results in an outline of where a student wants to go, and how he/she will get there. The process uses a personal futures planning approach, in which plans for an individual's future are built on the dreams and hopes of that person, rather than on the ideas of professionals about what seems 'best' for him or her.

MAP is one PCP tool that is intended to help families plan for the future. This begins in Year 10 and is reviewed biannually until the student transitions out of school. Person Centred Planning extends beyond this process and also focuses on documented plan portfolios including; One Page Profiles, Behaviour Management Plans, Health Care Plans, their MAP and MAP Review plans, Action Plans and IEP's.

### Teaching and Learning

The Department of Education Focus 2017 document listed high quality teaching as one of the four priority areas schools are required to address. At CCESC the teaching staff investigated a variety of methods for analysing their teaching practices. Peer observation was chosen as the desired method and teachers have been collaborating with colleagues to implement classroom observations.

Classroom observation processes this year have focused on teachers being engaged in peer observation and directed self-reflection. The staff have utilised Swivl technology to assist in the reflective process.





# Curriculum

In line with the Australian Curriculum, CCESC integrates the General Capabilities of Literacy, Numeracy and Personal and Social Capability across all learning areas.

In Years 7-10 the curriculum consists of seven learning areas for students: English, Mathematics, Science, Health & Physical Education, Arts, Studies of Society and Environment and Technology & Enterprise. Students may not cover all strands within each learning area every year. Whilst students participate in programs from within the learning areas the school has adopted a functional cross-curricular focus to curriculum delivery.

The programs offered in 2017 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 a number of 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 all students have compiled a portfolio of their achievements and a resume identifying their skills and accomplishments. The portfolio is important for students when they transition to work, further study or alternative to employment programs.

Students stay with their teacher from Years 7/8 and 9/10. They also stay with one teacher for the 2 years they may spend at our Sevenoaks site. In this way, staff are able to 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. Students in their final year of school are supported in our Pathways (Year 13) class to support a seamless transition from school. Students in Pathways may have part-time employment, traineeships or be supported by school staff to complete offsite programs.

Each middle school student has an Individual Education Plan (IEP). Year 10 and our senior school students beginning transition to life beyond school have an Action Plan which is developed from their 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, home and in the community. These plans also form the basis for reporting to parents on student progress along with progress reports and formal statements. IEPs are reviewed and reported on at the end of each semester. MAPs are reviewed throughout the year and reported on bi-annually.



# Cannington Community ESC Programs 2017

## School Curriculum and Standards Authority

### Courses

- Health and Physical Education Preliminary Course
- Health Physical and Outdoor Education Foundation Course
- Preliminary and Foundation English
- Preliminary and Foundation Mathematics
- Preliminary Business Management Enterprise
- Keys for Life Plus
- Preliminary Food Science and Technology

### Endorsed Programs

- Authority Developed Recreational Pursuits
- Authority Developed Community Service
- Authority Developed Community Arts Performance
- Authority Developed Workplace Learning
- Provider Developed Duke of Edinburgh- bronze
- Department of Fire and Emergency Services
- ASDAN
- Coaching Young People for Success – Career and Life Coaching

## Specialist Programs

- Design and Technology
- Home Economics/Food Technology
- Art/Drama/Music
- Information Technologies
- Academy
- Society and Environment
- Aboriginal Studies
- Enterprise Education – create.link.participate Market Day
- Community partnerships – Chorus, Kent Street



## VET and Career Education Years 11 - 12

- Vocational Education and Training (VET) program:
- Certificate I in Visual Arts
- Certificate 1 in Construction
- 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

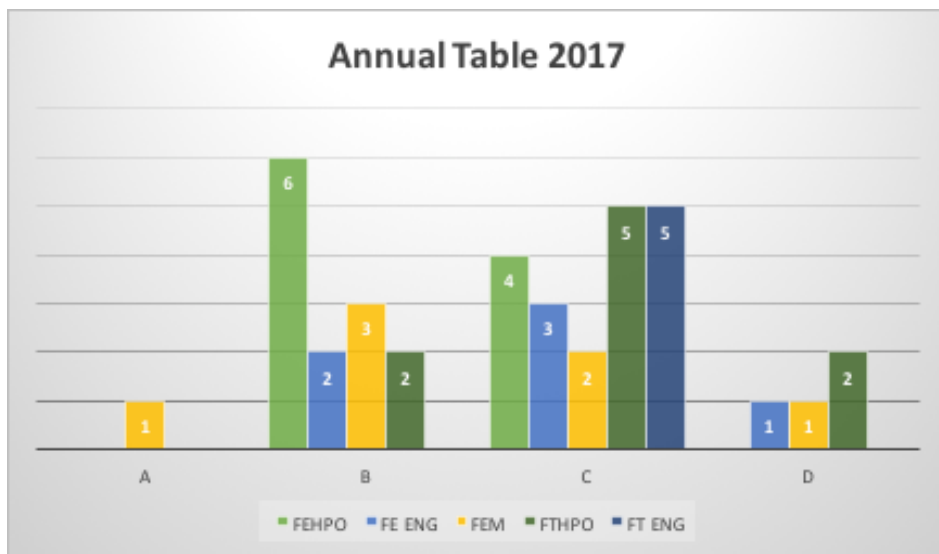


# STUDENT ACHIEVEMENT

Students in Years 10, 11 and 12 are enrolled in a combination of SCSA Courses, VET and Endorsed Programs, all of which are formally recognised by the School Curriculum and Standards Authority (SCSA). SCSA subjects have set requirements that must be met for students to be accredited.

## Courses

Courses of study were offered at Preliminary and Foundation 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 or 2 were enrolled in Preliminary Units and 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, Outdoor Education, Health and Physical Education Studies, Business Management Enterprise and Food Science Technology.



Foundation Courses	Grades (Percentage of Students Achieving)					
	U	E	D	C	B	A
English Yr. 11			28%	42%	28%	
English Yr. 12				100%		
Health Studies/Physical and Outdoor Ed Yr. 11				40%	60%	
Health Studies/Physical and Outdoor Ed Yr. 12			22%	55%	22%	
Mathematics Yr. 11			14%	28%	42%	14%



# ENDORSED PROGRAMS:

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

49 cadets were enrolled in this highly successful program that caters for students in years 10-12.

- Thirteen Year 10 students were enrolled as Cadet Level 1 and 77% went on to achieve competency.
- Nineteen Year 11 students were enrolled in Level 2 and 95% achieved competency.
- Seventeen Year 12 students were enrolled in Level 3 and 100% achieved competency.

## Community Service:

A SCSA endorsed program (ADCS) that is graded by the hours delivered. Students made a valuable contribution to the local community and gained skills working with the non-profit organisation including Rio Tinto. 100% of the students achieved the required hours.

## ASDAN Programs:

Students get recognised accreditation for their achievements in activity-based curriculum programs. Students develop skills for learning, employment and life through active and experiential learning. Students in Years 7 and 8 were enrolled in ASDAN Stepping Stones. Students in Year 9 were enrolled in Key Steps. In 2017 all students in Years 10-12 completed ASDAN E-Safety program.

## Workplace Learning:

The Workplace Learning program (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. 75% of students met the requirements.

## Vocational Education and Training (VET) Achievements:

Certificate I in Visual Arts and Certificate I in Construction are delivered on the school site. Students in years 11 and 12 can choose to enrol in these nationally accredited certificate courses as electives. Seven students completed Certificate I in Construction and six students completed Certificate I in Visual Arts.

## School Based Traineeships (SBTs):

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 student's Western Australian Statement of Student Achievement (WASSA). Three students completed Certificate II in Warehousing Operations, one student completed Certificate II in Retail, one student completed Certificate II in Kitchen Operations, one in Certificate II in Process Manufacturing gaining full time employment upon completion.



# POST SCHOOL DESTINATIONS

Parents of students leaving school in Year 12 and Pathways are given relevant information to make decisions regarding support and options available when leaving school. The school provides an intensive transition process for graduating students, including a School to Work program for students accessing open employment or employment in an Australian Business Enterprise (Business Service). A destination survey has been developed by the school to survey students who have left school.

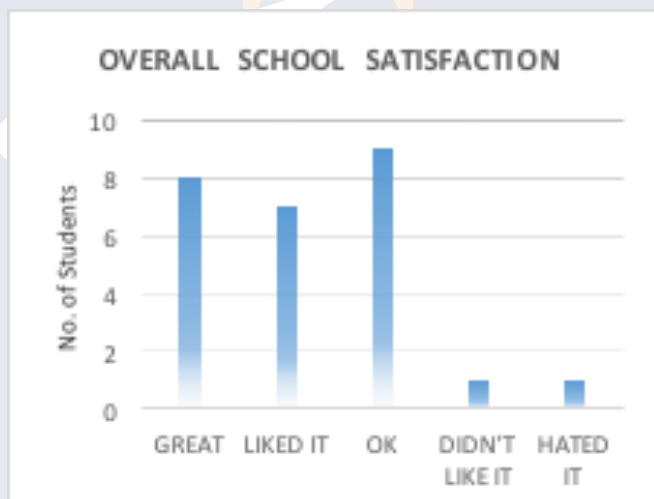
In 2017 a random sample of students who finished their schooling at CCESC between 2010 and 2016 were contacted. Students unanimously agreed that the schools' Person Centred Planning Process helped them achieve transitional goals. Pathways included employment with Services Providers such as GSI, ACTIV Industries, Westcare and Work Power. Several students had secured ongoing employment in private industry in the following industry areas: retail, security, hospitality and the automotive industry. Other students had continued adult learning at TAFE,

completing courses in Lifeskills, Media Skills, ICT and Retail. Former students also stated they enjoyed the Physical Education programs and opportunities to participate in Community Service through DFES and the Duke of Edinburgh program. Since leaving school several ex-students have continued along this pathway and are now engaged in volunteer work and recreational programs.

Last year students who graduated between 2014 to 2016 were invited to attend the school for our annual destination survey. Students and their advocates were treated to a delicious morning tea where they had the opportunity to catch up with past and present students and staff. Students were also required to participate in a written or oral survey giving valuable feedback to staff regarding their time at CCESC. Feedback from the event was extremely positive with Mathematics being listed overwhelmingly as the most popular subject. We thank each and every person who attended and look forward to hearing from our graduates again in 2018.



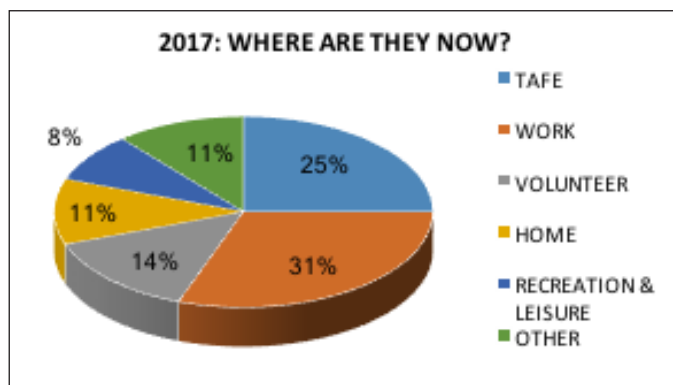
The graphs below illustrate student responses to some of the questions asked during the destination survey.





## School Satisfaction Survey

The school conducted a trial of the National School Opinion survey for parents, staff and students. Staff and students were able to log on electronically to do the survey. Only 4 parents replied to the survey which is not a big enough sample size. Student overall satisfaction was 83% whilst Staff Satisfaction was 87%. Full details of the survey are available from the school.



## Attendance

Student Attendance Summary for All Public Schools for Semester 1 2017

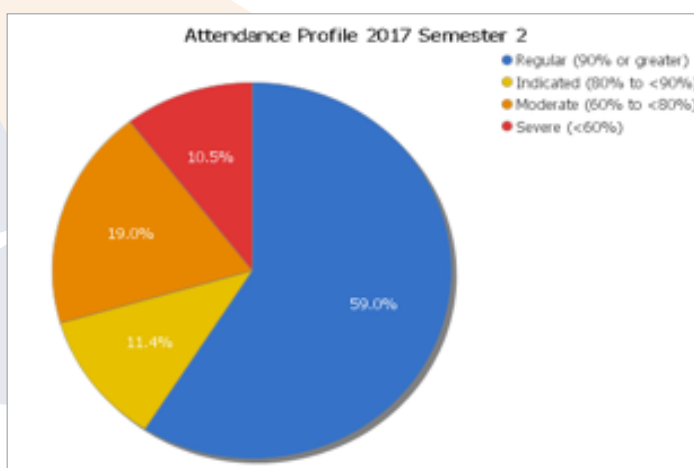
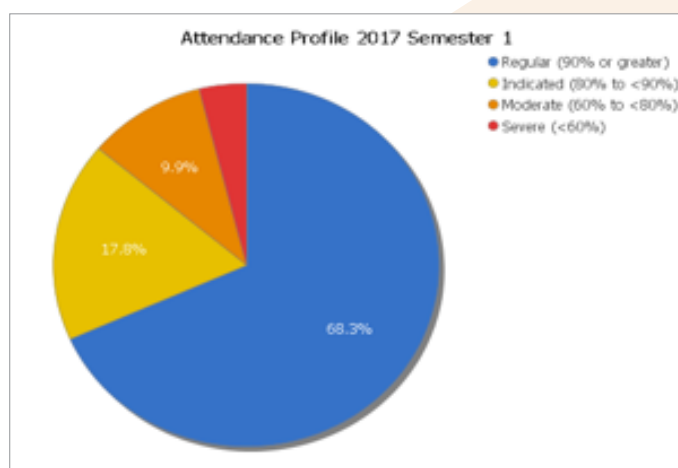
Attendance Rates

Enrolments	Available HD	Total HD Ab	Attend Rate	Auth HD Ab	Unauth HD Ab
Current	51233342	4592770	91.0%	2794643 (60.8%)	1798127 (39.2%)
Former	478158	127815	73.3%	58792 (46.0%)	69023 (54.0%)
<b>All</b>	<b>51711500</b>	<b>4720585</b>	<b>90.9%</b>	<b>2853435 (60.4%)</b>	<b>1867150 (39.6%)</b>

Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	200618 (72.4%)	47724 (17.2%)	19158 (6.9%)	9484 (3.4%)
Former	2045 (39.7%)	764 (14.8%)	864 (16.8%)	1472 (28.6%)
<b>All</b>	<b>202663 (71.8%)</b>	<b>48488 (17.2%)</b>	<b>20022 (7.1%)</b>	<b>10956 (3.9%)</b>

## CCESC Attendance Semesters 1 & 2 2017



# 2017 Highlights



*Bradly Adamson won the Caltex All-Rounder Award.*

*Nadia Stevens won the West Scheme Award for excellence in Vocational Education and Training.*

*The Year 10 Endeavour Award, sponsored by Bill Johnson MLA, was won by Nicholas Fuller.*

*The following students represented the school as councillors:*

*Year 7 Reece Wilkie*

*Year 8 Kayleb Dockary*

*Year 9 Lily Dowsett*

*Year 10 Isabella Orr*

*Year 11 Nosisa Mhlope*

*Year 12 Jasmin Steiner*





*Senior Students completed Keys for Life Drivers Education and the Dismantle Program.*



*The annual school Fun Day was held at Adventure World on the 31st March 2017.*

*The senior school camp was held at Rottnest Island in Term 1 2017. Students had the opportunity to visit The Basin, cycle around the Island on treasure hunts and stay at the historical Kingstown Barracks.*

*On the 23rd June we held the school create. link. participate Market Day, followed by the ESSN Market Day hosted by Malibu School. Classes delivering Business Management Enterprise ran a stall on the day. All the money raised helps fund the school camps.*



*The Cannington Community College and Cannington Community ESC annual Athletics Carnival was held at the Ern Clarke facility. The students prepared for the event during their physical education lessons and took part in both track and field events: 100m, 400m, 800m, cross country, long jump, triple jump, high jump, shot put, discus and javelin.*



*The CCESC basketball team won the annual Interschool Basketball Carnival held at the Ray Owen Centre in Lesmurdie against other ESCs from the metro area.*



*In May students from the middle school hosted Australia's Biggest Morning Tea to raise funds for the Cancer Council. Staff and students paid a gold coin to enjoy delicious, healthy food made by the students. As well as volunteering to serve customers, students used a variety of skills while planning and hosting the morning tea.*

*During Naidoc Week in June CCESC students participated in a variety of activities relating to our Aboriginal culture. Boomerang painting and creating a garden for bush foods were among the activities enjoyed by students.*



*In November CCESC hosted an Employer's Breakfast to thank all the companies who allow our students to attend workplace learning at their sites. Attendees received a certificate of appreciation for their commitment to supporting our school.*

*The School Council members for 2017 were: Cinnamon Bonnefin, Claire Lomas, Eva Khalil, Vicky Kau Kau, Rose Kilinc, Jessica Bates, Tanya Buchan and Andrew Wilson.*

*Mrs Pam Cave won the WAESPAA Secondary Teacher of the Year Award.*

*The school appointed two student service co-ordinators to run programs with the students during break times and to provide youth work services. Dolly Bhargava, Disability Speech Pathologist, was hired for the year and worked with staff and students. The Charles Street Clinic was used as we purchased clinical psychology time to work with at-risk students and families.*



*The School Ball was held at The Perth Novotel Langley Hotel. All the students and staff who attended really enjoyed the night.*

*The Year 12 Graduation Dinner was held at Brando's Pizzeria in Victoria Park. The students and staff enjoyed the food and social atmosphere and a great night was had by all.*

*We were the aggregate winner at the Education Support South Network Secondary Athletics carnival held at Leeming ESC.*



*Students Completed Certificate 1 in Construction or a Certificate 1 in Visual Arts.*

*The middle school camp was held at Point Walter – it was an action packed camp: swimming, canoeing, rock climbing, flying foxing and night discos.*

*During the transition program students in Years 10 and 11 attended a day camp at Woodman Point, it was a fantastic day giving the students the opportunities to develop friendship and practice their fishing and beach swimming skills.*

*CCESC hosted and ran the first interschool Soccer carnival for the Education Support South Network of schools. It was held at Coker Park and the Ern Clark Athletics Track. We emerged victorious as the champion school.*

*The school hosted students from other schools who participated in our VET programs as part of the ESSN network.*

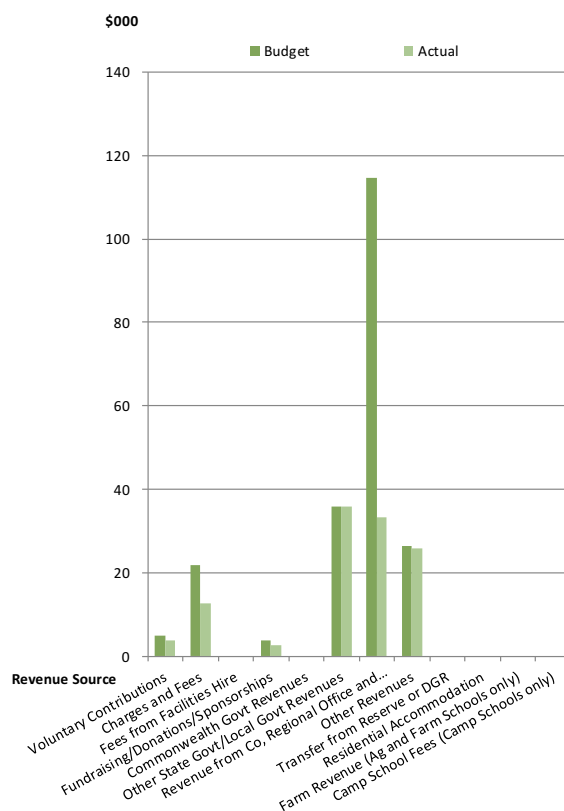


# Financial Summary

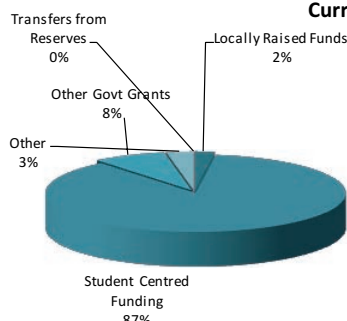
as at 31st December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,000.00	\$ 3,719.00
2	Charges and Fees	\$ 21,900.00	\$ 12,686.93
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,745.00	\$ 2,495.41
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 35,820.00	\$ 35,819.95
7	Revenue from Co, Regional Office and Other Schools	\$ 114,555.00	\$ 33,394.56
8	Other Revenues	\$ 26,390.00	\$ 25,707.68
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 207,410.00</b>	<b>\$ 113,823.53</b>
	<b>Opening Balance</b>	<b>\$ 496,903.90</b>	<b>\$ 496,903.90</b>
	<b>Student Centred Funding</b>	<b>\$ 760,486.00</b>	<b>\$ 760,486.16</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,464,799.90</b>	<b>\$ 1,371,213.59</b>
	<b>Total Salary Allocation</b>	<b>\$ 7,331,662.00</b>	<b>\$ 7,331,662.00</b>
	<b>Total Funds Available</b>	<b>\$ 8,796,461.90</b>	<b>\$ 8,702,875.59</b>

Locally Generated Revenue - Budget vs Actual

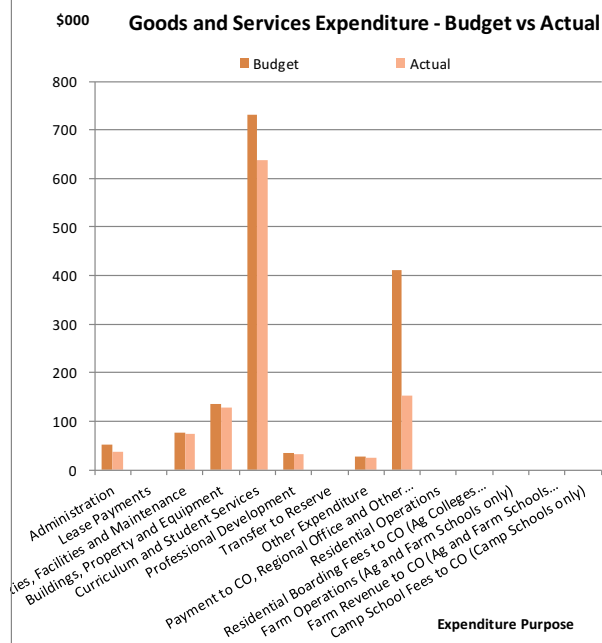


Current Year Actual Cash Sources

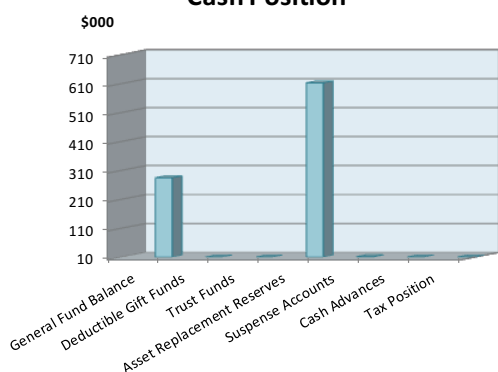


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 50,999.00	\$ 36,677.33
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 76,204.00	\$ 74,018.07
4	Buildings, Property and Equipment	\$ 134,381.00	\$ 127,907.07
5	Curriculum and Student Services	\$ 730,465.06	\$ 638,429.02
6	Professional Development	\$ 33,270.00	\$ 32,488.68
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 27,310.00	\$ 23,678.22
9	Payment to CO, Regional Office and Other Schools	\$ 410,176.00	\$ 153,796.68
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,462,805.06</b>	<b>\$ 1,086,995.07</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 4,677,144.00</b>	<b>\$ 4,677,144.00</b>
	<b>Total Expenditure</b>	<b>\$ 6,139,949.06</b>	<b>\$ 5,764,139.07</b>
	<b>Cash Budget Variance</b>	<b>\$ 1,994.84</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

<b>Bank Balance</b>	<b>\$ 898,726.39</b>
Made up of:	
1 General Fund Balance	\$ 284,218.52
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 612,364.81
5 Suspense Accounts	\$ 11,302.06
6 Cash Advances	\$ -
7 Tax Position	\$ 9,159.00
<b>Total Bank Balance</b>	<b>\$ 898,726.39</b>



# GLOSSARY OF TERMS

Abbreviation	Term	Meaning
AIEO	Aboriginal & Islander Education Officer	Assist Aboriginal and Islander students engage and access school curriculum and programs.
ASDAN	Award Scheme Development Accreditation Network	A functional life skills curriculum developed in the UK that focuses on student centred learning.
ATE	Alternatives to Employment	Community based recreational programs for people registered with DSC who are not able to work 20 hours a week.
COS	Courses of Study	School Curriculum and Standards Authority accredited subjects.
DFES Cadets	Dept of Fire and Emergency Services	Cadets program promotes youth development through structured leadership, initiative and team work training activities.
DSC	Disability Services Commission	A government department that assists eligible students to obtain government services especially for people with disabilities.
EVE	Enterprise Vocational Education	Courses and programs that develop enterprising and work related skills and attributes. This includes activities or projects that encourage students to use creative ideas and processes, initiative and team work to produce and market a product.
HPE	Health Physical Education	SCSA Preliminary course for year 11 and 12 students. Combination of health, self-management and sport skills and activities.
HPO	Health, Physical and Outdoor Education	SCSA Foundation Course for year 11 and 12 students. Combination of health, sport and outdoor adventure activities.
ICT	Information Communication Technology	Computers, data projectors, electronic whiteboards, business machines including fax and telecommunication devices.
IEP	Individual Education Plan	An Educational plan that specifies learning objectives to meet the student's individual academic, social, physical and vocational needs.
ITP	Individual Transition Plan	An educational plan that caters for senior school students designed individual needs to prepare them for the transition from school to the workplace and wider community when they leave school.
LC	Local Coordinator	Employed by DSC to support eligible students and their families.
LAEP	Local Area Education Planning	A school facilities development program involved closing some schools and building others.
LOTE	Language other than English	Learning a language at school.
MAP	Making Action Plans	A person centred plan that focuses on the students dreams and aspirations for the future conducted with stakeholders
P Units	Preliminary Units	New preliminary level accredited School Curriculum and Standards Authority Courses.
PSO	Post School Options	A government agency that conducts an assessment of graduating students to determine their ability to access work and leisure opportunities. Students who meet certain criteria will be assisted to obtain a job and/or leisure opportunities.
SAER	Students at Educational Risk	Students at risk of not engaging in school programs and/or leaving school without employment or further training.
SCSA	School Curriculum and Standards Authority	The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Western Australian Minister for Education for Curriculum K-12.
SECCA	Sexuality Education, Counselling and Consultancy agency	Provides sexuality and relationship counselling, education and consultancy to people with disabilities, their families, friends and carers.
SEN	Special Educational Needs	Students requiring learning adjustments and individual education plans
SERCUL	South East Regional Centre for Urban Landcare	Promote and actively participate in an integrated approach to catchment management improving waterways, ecosystems, as well as a cultural change in how the community views and interacts with the environment.
SCF	Student Centred Funding	The Department of Education's resourcing program is based upon a number of factors.
VET	Vocational Education and Training	Courses and programs that develop work related and industry specific skills.
WPL	Workplace Learning	A School Curriculum and Standards Authority subject with a skills assessment structure designed to meet the needs of students in gaining work skills in realistic work placements.



20  
17



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