



ANNUAL REPORT

2019

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MESSAGE FROM THE PRINCIPAL



It is with great pleasure that I present our Cannington Community Education Support Centre (CCESC) Annual Report for 2019. I continue to be incredibly proud as principal of this great school and privileged to meet and work with so many wonderful students, staff and community members.

In 2019 CCESC became an Independent Public School (IPS). The School Council chair, Cinnamon Bonnefin and I presented the schools vision to the IPS panel and the IPS application was successfully granted. As a new IPS, the school council is now the School Board. The board will grow and develop its skills and knowledge to nurture our positive school culture.

Each year we are guided by our business plan. We continue our commitment to offering quality teaching and learning

which draws on pedagogical practice that is data informed and evidence based. Our 2019 – 2021 Business Plan is based on our five main priority areas * Curriculum, * Aboriginal Culture * Networks * Directions * Organisational. The acronym for these five priority areas forms #CANDO.

2019 has been an exciting year. We have continued to strive for excellence in all aspects of school life and have worked hard to develop a collaborative team approach to ensure a continuous improvement culture is embedded across the school. We hope you find this information useful and please feel free to contact the school for further information about our performance.

Andrew Wilson
Principal

Figure 1: Vision Statement

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.

<h3>Our Vision</h3> <p>Empowering every student to reach their potential.</p>	<h3>Our Purpose</h3> <p>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.</p>	<h3>Our Core Values</h3> <p>Achievement Independence Respect</p>
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#CanDo

SCHOOL BOARD



In 2019 CCESC was granted Independent Public School status. Our inaugural year as a school board was very busy. We approved the school business plan, and completed the Public School Review process. The school review process reviews all Western Australian public schools and acknowledges the achievements of the school and also gives feedback to support future planning. The school was reviewed as **'effective'** in all six areas. Below are the extremely positive overall comments for the six areas which are worth celebrating as a school community. A copy of our Public School Review can be seen on our school website.

RELATIONSHIPS AND PARTNERSHIPS

'The leaders and staff are united in their commitment to building authentic and purposeful connections with families to support each child's development. Their passion and determination to achieve the best outcomes for all students, underpins a high-performance, high-care culture.'

LEARNING ENVIRONMENT

'Clear and well-communicated expectations together with cohesive and connected systems, create the conditions for student success, provide certainty for staff and students and underpin an inclusive, safe and engaging learning environment.'

LEADERSHIP

'The leaders are unified in their leadership of the school. They are highly capable, provide complementary skill sets and are cohesive in their efforts to build confidence in the school's direction and a collective responsibility for school improvement.'

USE OF RESOURCES

'The Manager of Corporate Services and Principal work together to manage and monitor the school's finances. They are diligent in meeting their obligations to ensure allocated funds are best used to support the personalised learning needs of each student.'

TEACHING QUALITY

'Staff are enthusiastic learners, committed to ensuring their practice is inclusive and provides tailored curriculum access for all students. A culture of teaching excellence is reflected through an integrated and engaging curriculum characterised by personalised learning and choice.'

STUDENT ACHIEVEMENT AND PROGRESS

'The leaders understand student performance data and acknowledge the need to identify and develop data sets and assessment protocols that are appropriate to their context and can reliably inform whole-school planning and improvement.'

I would like to give my sincere thanks to all the parents, community members and staff who gave up their time to be part of the school board, especially to Jenny Turner, Gemma Barbatano, Denise Barker and Pam Cave whose tenures on the Board came to an end.

Cinnamon Bonnefin
School 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 wider community by meeting their individual intellectual, social, emotional, sensory and physical needs. In 2019 CCESC had 106 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 as the result of an extensive Local Area Education Planning (LAEP) process. It forms part of an education precinct that provides schooling for students in years 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. 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.

DEMOGRAPHICS

Geographically, students attend from as far as South Perth in the north, Byford in the south, Belmont and Forrestfield in the east and Langford in the west. There are four buses servicing our surrounds for students in the Belmont, Bentley and Maddington/Gosnells/ Thornlie areas who are unable to utilise public transport. Students come from a diversity of ethnic backgrounds. CCESC commenced the year running two year 7 classes, two year 8 classes, two year 9 classes, one year 10 class 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, a manager of corporate services, three school officers, an AIEO and a library officer, a student services manager, a student support co-ordinator, a school chaplain, three level 3 classroom teachers and a lead education assistant.

Each class has a co-ordinating teacher and at least two full time education assistants. An additional five support teachers were appointed to facilitate 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, a nurse, a school psychologist, teachers, education assistants, school officers and ICT technicians. The school contracted consultant therapists to support the students' speech, occupational and physiotherapy goals. Individual therapy services were provided by outside agencies.

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.

Figure 2: #CANDO Business Plan Summary



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 for students: English, Mathematics, Science, Health & Physical Education, Arts, Humanities and Social Sciences, 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 2019 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. These are important for students when they transition to work, further study or alternative to employment programs.

Each middle school student has an Individual Education Plan (IEP) and our year 10 and senior school students beginning transition to life beyond school, have an Individual Transition Plan (ITP). This is developed from their Making Action Plan (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 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 to monitor progress.

Students stay with their teacher and teams for two years. 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 by this approach.. Students in their final year of school are taught 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.



CANNINGTON COMMUNITY ESC PROGRAMS



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
- » Preliminary Food Science and Technology

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
- » Provider Developed Bike Rescue – Dismantle
- » Department of Fire and Emergency Services Cadets Level 1, 2 & 3
- » Provider Developed Life Business Consultancy-Coaching Young People for Success Career Coaching and Life Coaching program
- » Provider Developed The 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
- » Academy
- » Society and Environment
- » Aboriginal Studies
- » Enterprise Education – create. link. participate Market Day.
- » Community partnerships – Chorus, Kent Street Weir, SERCUL, Cancer Council.
- » Trade Start

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

ASDAN

Stepping Stones – Year 7

Stepping Stones contains challenges to help students develop their skills. The topic areas are made up of identity, money matters, health and community spirit.

Key Steps – Years 8 and 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 a great 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 non-competitive, internationally recognized 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)

Steps for School Success – Year 9

Coaching Young People for Success is a strengths and evidenced 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) – Years 7 -10

In 2019 CCESC successfully applied for additional funding via the Mental Health in Schools initiative. The initiative 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.



STUDENT 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 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 were enrolled in preliminary units and those achieving a category 2 or 3 were enrolled in corresponding 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.

Figure 3: Course Achievements 2019

Course Name	Students Achieved C or higher	Course Name	Students Achieved C or higher
Business Management and Enterprise		English - Foundation	
PIBME	7	FEENG	6
P2BME	7	English Preliminary	
P3BME	8	PIENG	15
P4BME	8	P2ENG	17
Food Science and Technology		P3ENG	8
PIFST	8	P4ENG	8
P2FST	8	Health and Physical Education	
P3FST	7	PIHPE	17
P4FST	7	P2HPE	17
Health Physical and Outdoor Education Foundation		P3HPE	5
FEHPO	9	P4HPE	5
Mathematics Foundation		Preliminary Maths	
FEMAT	6	P1/P2 MAT	15
		P2/P3 MAT	10

Foundation Courses 2019	Grades (Percentage of Students achieving)					
	U	E	D	C	B	A
English Yr. 11 FEENG			20%	60%	20%	
English Yr. 12 FTENG				100%		
Health Studies/ Physical and Outdoor Ed Yr. 11 FEHPO				66%	33%	
Health Studies/Physical and Outdoor Ed Yr. 12 FTHPO				66%	16%	16%
Mathematics Yr. 11 FEMAT		16%		66%		16%

ENDORSED PROGRAM ACHIEVEMENT

DEPARTMENT OF FIRE AND EMERGENCY SERVICES (DFES) CADET PROGRAM

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

- » Eight year 10 students were enrolled as Cadet Level 1 and 77% went on to achieve competency
- » Twenty year 11 students were enrolled in Level 2 and 90% achieved competency
- » Ten year 12 students were enrolled in Level 3 and 90% 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 including the Cancer Council. 85% of the students achieved the required hours.

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 provides recognition for small steps in achievement. ASDAN Short Courses are flexible accessible curriculum programs that can certify a wide range of activities and subject areas. Students in year 7 were enrolled in ASDAN Stepping Stones. Students in years 8 and 9 were enrolled in Key Steps. In 2019 all students in years 10 completed the ASDAN E-Safety program. Years 11 – 13 gained hours towards their Personal, Social, Health and Economic Short Course. These short courses will continue over the following years so students have the opportunity to gain 55 hours and course recognition.

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 1 achieved program. 76% of students met the requirements and 23% of students achieved 2 programs or more in 2019.

VOCATIONAL EDUCATION AND TRAINING (VET) ACHIEVEMENTS:

Certificate I in Agrifood Operations was delivered on the school site. Students in year 11 and 12 can choose to enrol in this nationally accredited certificate course as an elective. 6 students completed Certificate I in AgriFood Operations with all gaining the full qualification.

In 2019 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 student's Western Australian Statement of Student Achievement (WASSA). Figure 3 outlines CCESC VET data for 2019.

Figure 4: VET Achievement Data

Achievements 2019	No of Students
Certificate II in Information Technology	1
Certificate II in Hospitality	4
Certificate III in Hospitality	1
Certificate I in Agrifood Operations	3
Certificate II in Warehousing	2

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 leaving students, including transition planning through our MAPs process. We also hosted our annual Post School Options evening where service providers, disability employment services, Centrelink and other stakeholders hold stalls and interact with parents, carers and students to offer advice and support on existing transition options.

2019 saw 12 students leave us and venture into the big wide world. 41% left with part-time work, 66% were linked with employment agencies and 25% were exploring other options. We wish the students all the very best for their future pursuits.

2019 DESTINATION SURVEY RESULTS

A destination survey has been developed by the school to survey students who have left school.

Each year we invite ex-students back to the school for a chance to network with other leavers, chat to current students, provide us with feedback on our teaching and learning programs as well as get a current update on their work/leisure programs. In 2019, students from the years 2016-2018 were invited to attend our Destination morning tea and a total of 11 students presented on the day. Several others were unable to attend due to work commitments and this is something we will look to better manage in 2020.

Pleasingly, 81% of students stated that they still had contact with friends from school and 90% stated that they had made some new friends since leaving. When asked to plot themselves on a 'happiness scale' ranging from 'very happy' to 'not happy', 72% stated that they were either 'happy' or 'really happy' with the remainder stating that they were 'ok'.

SCHOOL PARENT AND STAFF SATISFACTION SURVEY

The school must report on the satisfaction of parents, students and teachers. National School Opinion Surveys (NSOS) must be administered at least every two years. NSOS data may be supplemented with other sources of information such as focus groups, records of interaction and school-based surveys.

We conducted a thorough survey in 2018 involving a NSOS and our School culture survey as part of our IPS preparations. We have developed a School Board reflection tool to use with members in the future. 2020 will be our next cycle for surveys.



ATTENDANCE



Our attendance rate for the 2019 school year was 88.7% which shows an increase from the 2018 average of 85.5%. This is below the state average for secondary schools.

Due to an increase in students experiencing medical and mental health issues, the school had a small number of severe non-attenders in 2019. These students accounted for a significant amount of non-attendance. The situations for these students' and their families or carers is often very complex.

To support families, the Student Services team maintain regular contact through phone calls, liaise with family and their support services and conduct home visits when necessary. In some cases, an attendance plan is established for the student.

To help reduce the number of unauthorised absences, the school has implemented a number of strategies to make it easier for parents to notify teachers of student absences. These processes include consistent and timely phone calls and /or communication through Message You.

Regular attenders are acknowledged during school assemblies with the winners being rewarded through a raffle system. The school promotes engagement and pastoral care programs such as Drumbeat, Breakfast Club, Dismantle, Music Rocks and sporting carnivals.



Figure 5: Attendance profile 2019 Semester 1

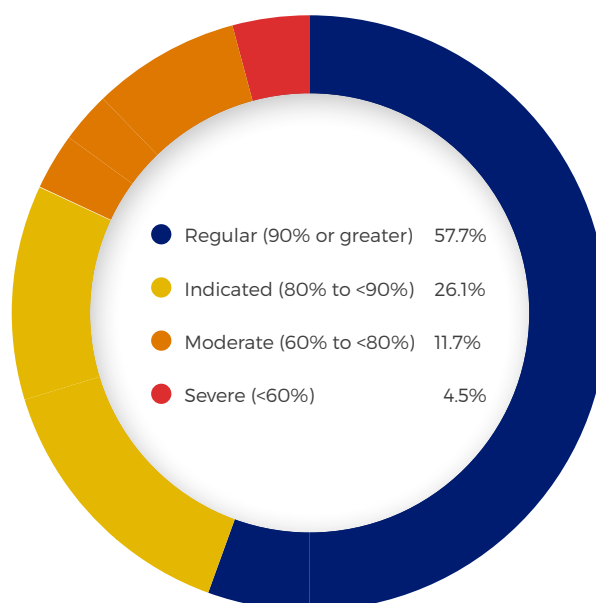
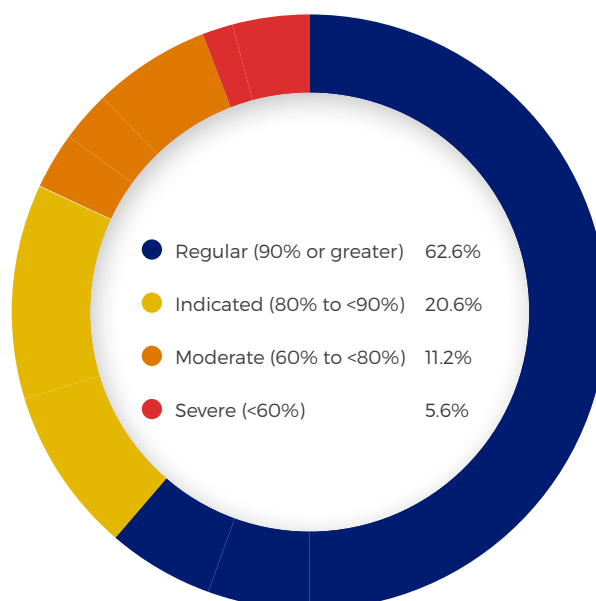


Figure 6: Attendance profile 2019 Semester 2



2019 HIGHLIGHTS

Congratulations to the following students on their achievements in 2019.



Caltex All-Rounder Award
Nicholas Fuller



AustSuper VET Award
Panthi Patel

The following students represented the school as councillors:



Year 7
Jaimie Hayes



Year 8
Nathan Williams



Year 9
Shamira Martinez



Year 10
Cameron Banks



Year 11
Courtney
Francis-Duckworth



Year 12
Isabella Orr

The Year 10 Endeavour Award, sponsored by Bill Johnston MLA, recipient was Cameron Banks.

The annual school Fun Day was held at Adventure World in Term 1, 2019. The students' behaviour on the day was exceptional with members of the public complementing the positive behaviours displayed throughout the day.



The senior school camp was held at Rottnest in 2019. Students stayed at the Kingstown Barracks and their days were filled with swimming, snorkelling, bike riding and exploring the island. The students completed community service, DFES cadet and outdoor education requirements.



Our *create.link.participate* Market Day was held on the middle school campus in term 2. Classes delivering Business Management Enterprise ran a stall on the day and each class team created products to sell. A lot of planning and organisation goes into our annual Market Day and it is enjoyed by our school community including parents, carers and partner schools. 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 year 12 school ball was held at The Perth Novotel Langley Hotel. Our students looked stunning and enjoyed a buffet dinner and a lot of dancing. Our Leavers also had a dinner at Brando's Pizzeria in Victoria Park. All the students and staff who attended really enjoyed these nights.



As part of our communication focus we introduced Key Word Sign into our middle school curriculum. A specialist teacher ran lessons across all year groups and it quickly became an alternative communication method for our students. The middle school staff and students competed in our first Key Word Sign Olympics and were presented with certificates of commendation at a school assembly.

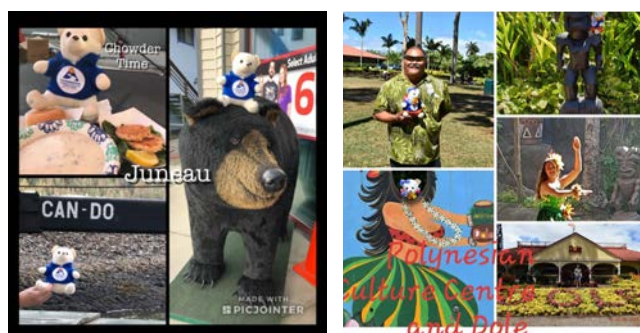
KEY WORD SIGN OLYMPIC AWARD WINNERS

Gold Girl	Mandy Ballard
Gold Boy	Jeremy Dela Serna
Silver	Jaimie Hayes
Bronze	Dylan Johnson
Champion Teacher	Charline Martlew
Champion Class	7MTT

At the West Australian Education Support Principals and Administrators Association (WAESPAA) Awards night we celebrate the hard work of many staff. The theme of the evening was *Masquerade*.

Staff have the opportunity to select colleagues whom they deem to be an outstanding example in their area of expertise and nominate them for an award. Our staff who were nominated this year were: Lisa Benstead for the Manager Corporate Services and Support Staff Award; Sharon Reale, Joanne Heynen and Anna Sands for the Secondary Non-Teaching Award; Dwayne Griffin for the Secondary Teacher Award and Jacob Sands for the Early Career Teacher. Congratulations to all nominated staff.

In 2019 we introduced our school mascot - **AIR Bear** - Air Bear represents our school values of *Achievement, Independence and Respect* and is always a welcome companion at school events. In 2019 AIR Bear was fortunate to attend the WAESPAA Awards night and was also lucky enough to holiday with staff in Alaska, Hawaii and Canada.



Cannington Community Education Support Centre was ranked equal tenth for The Duke of Edinburgh's International Bronze Award in 2019. The top ten schools are were as follows:

1. Perth College
2. Aquinas College
3. Willetton Senior High School
4. Scotch College
5. Christ Church Grammar School/Rossmoyne Senior High School/Trinity College
6. Australian Army Cadets 511 Busselton
7. Hale School/ Perth Modern School
8. St Hilda's Anglican School for Girls
9. Bush Rangers WA – John Tonkin College
10. Cannington Community Education Support Centre/ Guildford Grammar School



Coinciding with the UN's International Year of Indigenous Languages, middle school students contributed to a large mural which was exhibited at the 2019 Canning Show. Created using recycled plastic bottle tops, the artwork depicts a blossoming boab-shaped tree. Each bloom is representative of an Indigenous language native to the major regions of Western Australia. The five roots represent the support system required to keep Indigenous languages alive: communication, legislation, education, integration and celebration.



Our middle school attended a two-night camp at Kerem Adventure Camp in Bullsbrook, where the students enjoyed an action packed few days. Activities included: a disco, going to the movies, swimming in the pool and a colour run. Staff worked hard to adapt activities to keep everyone cool and relaxed during the camp, as the weather soared to over 38 degrees each day.



On 25th November, the year 10 students attended a lunch at The Bentley Pines Training Restaurant at South Metropolitan TAFE. This lunch celebrated the students' end of middle school and also gave them the opportunity of a fine dining experience.



On 18th October 2019 CCECSC held our annual Employers Appreciation Breakfast. Over 47 employers were invited for breakfast and certificates of appreciation were awarded. The employers work in partnership with our school and liaise closely with the Workplace Learning team to support students in gaining employability skills through the Authority Developed Workplace Learning program (ADWPL).



In July 2019, one of our year 12 students, Tyson Worthington, made his debut as a state AFL football player and was selected in the All Australian squad as a midfielder after attending the AFL National Inclusion Carnival held in NSW. He travelled to Brisbane to take part in an exhibition match at the 2019 INAS Global Games which is the largest sporting event for elite athletes with an intellectual disability.

Tyson has also represented Western Australia in the State men's basketball team. We are so proud of his achievements.



Turoa Rangiaho-Ransfield will be representing Western Australia at the Junior National Special Olympics in October 2020 in Tasmania. Turoa was awarded three gold, two silver and one bronze medal in 2019 at the State Special Olympics and was presented these by the Police Commissioner, Chris Dawson. We look forward to watching his success at these games! Congratulations Turoa.



Each year, our middle school students partner with the Cannington Community College to participate in the annual cross country. In 2019 our year 8 students were placed in the top three in both the year 8 boys' and girls cross country race.



In 2019 students in years 10-13 had the opportunity to participate in the Music Performance Ensemble as an elective subject. Music Rocks Australia delivered this program each Friday throughout the year. Students performed at the Rosemount Hotel, Badlands, The Newport and several school events. We have some very talented students.



The year 12 presentation ceremony for 2019 was held at the Crown Grand Ballroom on Saturday 9th November. Students had rehearsed for several weeks leading up to the event and on the day were proud and excited, as were the staff and parents who attended.



As part of the senior school students integrated curriculum, students participate in a variety of health, physical and outdoor education activities and excursions. These form part of the student's curriculum performance assessments. Years 11 and 12 students participated in a Cottesloe Surf Rescue course with Surf Life Saving WA and learnt how to kayak at Palm Beach and Shelley Bridge.



CANNINGTON COMMUNITY ESC

FINANCIAL SUMMARY

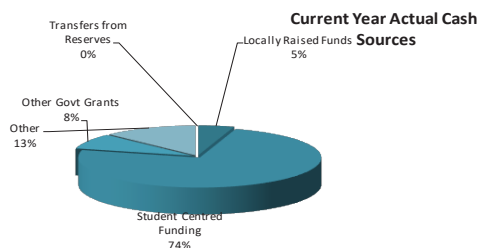
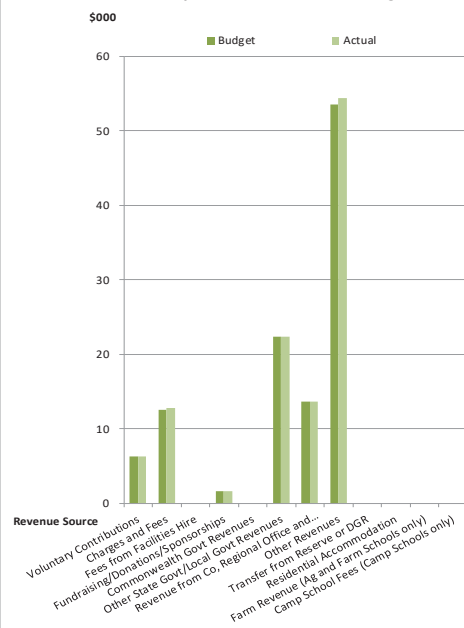
As at 31 December 2019



Cannington Community ESC Financial Summary as at 31 December 2019

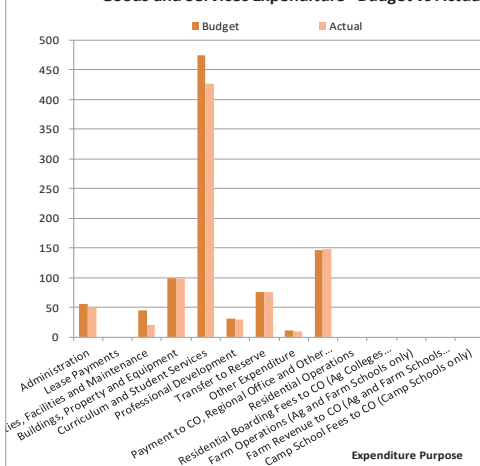
Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 6,261.00	\$ 6,261.00
Charges and Fees	\$ 12,516.00	\$ 12,746.00
Fees from Facilities Hire	\$ -	\$ -
Fundraising/Donations/Sponsorships	\$ 1,662.00	\$ 1,661.90
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ 22,386.00	\$ 22,385.00
Revenue from Co, Regional Office and Other Schools	\$ 13,709.00	\$ 13,708.63
Other Revenues	\$ 53,530.00	\$ 54,433.04
Transfer from Reserve or DGR	\$ -	\$ -
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 110,064.00	\$ 111,195.57
Opening Balance	\$ 503,788.00	\$ 503,787.90
Student Centred Funding	\$ 320,036.81	\$ 320,037.06
Total Cash Funds Available	\$ 933,888.81	\$ 935,020.53
Total Salary Allocation	\$ 4,915,160.00	\$ 4,915,160.00
Total Funds Available	\$ 5,849,048.81	\$ 5,850,180.53

Locally Generated Revenue - Budget vs Actual

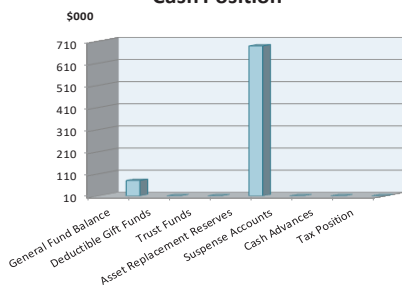


Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 55,461.34	\$ 48,727.75
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 44,349.00	\$ 19,303.95
Buildings, Property and Equipment	\$ 98,638.00	\$ 98,638.00
Curriculum and Student Services	\$ 473,172.47	\$ 426,270.05
Professional Development	\$ 30,490.00	\$ 29,881.15
Transfer to Reserve	\$ 75,000.00	\$ 75,000.00
Other Expenditure	\$ 10,262.00	\$ 9,999.70
Payment to CO, Regional Office and Other Schools	\$ 146,516.00	\$ 147,411.22
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 933,888.81	\$ 855,231.82
Total Forecast Salary Expenditure	\$ 4,895,206.00	\$ 4,895,206.00
Total Expenditure	\$ 5,829,094.81	\$ 5,750,437.82
Cash Budget Variance	\$ -	\$ -

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 766,398.93
Made up of:	
1 General Fund Balance	\$ 79,788.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 687,364.81
5 Suspense Accounts	\$ 3,322.41
6 Cash Advances	\$ -
7 Tax Position	\$ (4,077.00)
Total Bank Balance	\$ 766,398.93

GLOSSARY OF TERMS

Abbreviation	Term	Meaning
ADWPL	Authority Developed 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.
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.
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.
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 around individual needs to prepare them for the transition from school to the workplace and wider community when they leave 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	Preliminary units and courses provide opportunities for practical and well-supported learning to help student develop a range of skills to assist them upon leaving school. Preliminary units are accredited School Curriculum and Standards Authority courses.
PSO	Post School Options	A government agency that conducts an assessment of 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.
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.
SEN	Special Educational Needs	Students requiring learning adjustments and individual education plans
VET	Vocational Education and Training	Courses and programs that develop work related and industry specific skills.



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