



ANNUAL REPORT 2020



CANNINGTON
COMMUNITY EDUCATION
SUPPORT CENTRE
LEARNING FOR LIFE

www.canningtonesc.wa.edu.au

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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 2020. I continue to be incredibly proud as principal of this great school and feel privileged to meet and work with so many wonderful students, staff and community members.

2020 was a year like no other. As a state and country, we were incredibly fortunate not to feel the full impact of the Covid-19 pandemic. Some families decided to keep their children at home, which was their right. We offered an online learning platform as well as a home-delivered curriculum. I was amazed at how well the staff and students adapted to online learning and Web-Ex or MS Teams classes from home.

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 – 2022 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.

2020 has been an interesting yet exciting year. We have continued to strive for excellence in all aspects of school life. We 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

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



In 2019 CCESC was granted Independent Public School status. The school board was very busy in 2020. We approved the school business plan, budget and the delivery and performance agreement as a board rather than a council. A 'code of conduct' was developed as well as a performance checklist for the board to assess its effectiveness.

We oversaw the development of the new Therapy Centre in the middle school. The new flooring and set up of the recreation room were well received, and the work that went into the sensory room was impressive. Considerable input from

therapists was sought and used in the development of these facilities.

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. I will be handing over the chair to Emma Blake but will continue as a member.

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 broader community by meeting their individual intellectual social, emotional, sensory and physical needs. In 2020 we had 120 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-meter 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, 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 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 a diversity of ethnic backgrounds. CCESC commenced the year running two year 7 classes, two year 8 classes, two year 9 classes, two year 10 classes, a year 11 class, two year 12 classes and a pathways class.

STAFF and SUPPORT SERVICES

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

Each class had 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 information technicians. The school purchased consultant therapists to support the students' speech, occupational and physiotherapy goals. Outside agencies provided individual therapy 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.

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 schools Strategic Plan for 2019 - 2022 can also be viewed in Figure 3.

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 intellectual, social, emotional, sensory and physical needs.				
Focus Areas	Goal	Strategies		
C. Curriculum	All teachers will follow a school based instructional model.	11.1 Design a school based instructional model with a phased implementation over a 3 year period.	11.2 Formalise the functional curriculum that focuses upon independent living, vocational, communication and social skills.	11.3 Diagnostic and formative assessments will be used to establish the learning goals outlined in the students documented plans.
	All staff will implement a the Mental Health and Wellbeing initiative.	12.1 Use evidence-based frameworks and programs as part of the Mental Health and Wellbeing initiative.	12.2 Build capacity of staff to implement and deliver the selected MHIS programs.	11.4 Teachers will demonstrate reflective practices using the SWIVL peer review and classroom observations.
	All teachers will deliver a whole school curriculum that has a strong focus on cultural integrity and inclusion, improving the outcomes of all students.	21.1 Increase the staff knowledge and understanding of the Aboriginal Cultural Standards Framework - standards and curriculum.	21.2 Staff will foster and maintain links with services and facilities in our community.	21.3 The study of Aboriginal culture, history and languages will form a part of the schools integrated curriculum.
N. Networks	All students documented planning will incorporate therapy and NDIS goals.	3.1.1 Staff liaise with stakeholders that form collaborative partnerships to support initiatives and maximise student engagement.	3.1.2 Staff will integrate relevant NDIS planning objectives into the students' documented plans.	3.2.3 Strengthen parent and community communication utilising a variety of media.
	School community partnerships and networks are fostered by all staff to nurture student engagement.	3.2.1 Implement the Engaging and Working with your Community Framework with all school staff.	3.2.2 Provide parents and carers with regular timely information sessions via a variety of platforms.	
	All students will leave school with a detailed transition plan that includes employment, support services, further education/VET pathways and/or recreation.	4.1.1 Develop planning and procedures for formal transition pathways.	4.1.2 Connect staff, students and families with external providers and services that support student's individual pathways.	
D. Directions	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.	4.2.1 Upskill school community on NDIS planning processes and NDIS categories.	4.2.2 All student IEP/ITP SMART goals will closely align with individual NDIS plans.	
	An empowered school community investing in and owning their school.	5.1.1 Conduct a comprehensive and cyclic review to provide assurance to the School Board that we are performing to expectations.	5.1.2 Strengthen processes and functions of the School Board by providing ongoing training opportunities for all members.	5.1.3 Continue to attract a diverse board, with members with skill sets that directly benefit our school community.
	Our school is a safe place to learn and work.	5.2.1 Implement the recommendations of the Violence in Schools Minister Statement across the school, utilising the Keeping Our Workplace Safe (KOWS) Framework.	5.2.2 Staff will complete crisis intervention training utilizing the Managing Actual and Potential Aggression (MAPA) course.	5.1.4 Distributive leadership is promoted and leadership roles are articulated within the school community.
O. Organisational	Performance management of school staff will be rigorous and consistent throughout each school year.	5.3.1 Use instructional leadership, professional learning and coaching to build the capacity of the staff and drive improved students outcomes.	5.3.2 Use peer coaching and observation as a key strategy for the development of teaching and non-teaching staff across the school.	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.

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, Studies of Society and Environment and Technology & Enterprise. 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 adopted a **functional cross-curricular** focus to curriculum delivery.

The programs offered in 2020 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 resume 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 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, at home and in the community. These plans also form the basis for reporting to parents on student progress and 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. 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 2020



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
- Enterprise Education – *create. link. participate* Market Day.
- Community partnerships – Chorus, CREEC, 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 2020

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.

ASDAN 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 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 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 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)-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. The program continued in 2020, with staff being trained in the Westmead emotional regulation program.



SENIOR SCHOOL COURSE 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 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 2020 we introduced the Preliminary Units in Materials Design and Technology for the senior student's electives. This was due to Certificate I qualifications not being available for auspice for our students.

Figure 4: Course Achievement

Course Achievements 2020

Course Name	Students Achieved	Course Name	Students Achieved				
Foundation Mathematics		Preliminary English					
FEMAT	2	P1ENG	8				
Foundation English		P2ENG	8				
FTENG	4	P3ENG	16				
Preliminary Business Management and Enterprise		P4ENG	16				
P1BME	19	Preliminary Health and Physical Education					
P2BME	19	P1HPE	8				
P3BME	8	P2HPE	8				
P4BME	8	P3HPE	20				
Preliminary Mathematics		P4HPE	20				
P1MAT	6	Preliminary Food Science and Technology					
P2MAT	6	P1FST	19				
P3MAT	19	P2FST	19				
P4MAT	19	P3FST	5				
		P4FST	5				
Preliminary Materials, Design and Technology							
P1MDT-W	9	P1MDT -M	8				
P2MDT -W	9	P2MDT -M	8				
Foundation Courses 2020		Grades (Percentage of Students achieving)					
		U	E	D	C	B	A
English Yr. 12 FTENG				25%	75%		
Mathematics Yr. 11 FEMAT							100%

ENDORSED PROGRAM ACHIEVEMENT



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

Forty seven cadets were enrolled in this highly successful program that caters to students in years 10-12.

- Nineteen year 10 students were enrolled as Cadet Level 1, and 84% achieved the competency.
- Eight year 11 students were enrolled in Level 2, and 100% achieved competency.
- Twenty year 12 students were enrolled in Level 3, and 95% 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 the Cancer Council. Twenty-eight students were enrolled in Community Service in 2020 and 92% 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 recognises small steps in achievement. ASDAN Short Courses are flexible, accessible curriculum programs that can certificate a wide range of activities and subject areas.

Students in Year 7 were enrolled in ASDAN Stepping Stones. Students in Year 8 and 9 were enrolled in Key Steps. In 2020 all students in year 10 completed ASDAN Towards Independence

in E-Safety program and Work Awareness. 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. 77% of students met the requirements and 11% achieved 2 programs or more in 2020.

Vocational Education and Training (VET) Achievements:

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

In 2020 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 5 outlines CCESC VET data for 2020.

Figure 5: 2020 VET Data

Achievements 2020	Completed		Ongoing for
	2020		2021
Certificate I in Agrifood operations	9	9	
Certificate II in Warehousing operations	1	1	
Certificate II in Logistics	3	1	2
Certificate II in Salon assistant	1		1
Certificate II in Automotive body repair	1		1

POST SCHOOL DESTINATIONS

Parents/caregivers 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.

Due to the pandemic, the Workplace Learning Program was not as successful in securing ongoing work for students as it has been in previous years. With this obstacle, two students left with part-time employment; one student completed a Certificate II in Logistics and was offered full-time work. One student is enrolled at TAFE pursuing a career in construction.

Of the Twenty-four year 12 students who attended school last year, sixteen chose to return to Cannington Community Education Support Centre to further develop their employability and life skills. All students who left had NDIS funding to assist them with their future transition plans. All students left with detailed Individual Transition Plans with goals linked to NDIS, recreation, employment and or support. We wish the students all the very best in their future pursuits.

2020 Destination Survey Results- 'Where Are They Now?'

Our annual Destination Survey provides ex-students the opportunity to share their opinions on their time at CCESC and update us on their current work and leisure timetables. It is invaluable information for the school in planning our programs to meet the ever-changing needs of our students. This year, it was decided that our annual Destination Survey be conducted via phone. This was due to the availability of students who were working, as well as the ever-changing State health directives. Students who graduated in the years of 2017-2019 were invited to participate. A total of fifteen students volunteered their time and opinions. Out of the students

who responded, 53% had regular paid employment, and 73% were involved in Recreational and Leisure programs. A few students also stated that they had regular volunteer positions. However, some of these had been affected by evolving health restrictions and regulations. When asked to plot themselves on a 'happiness scale,' 76% of students responded that they were either 'Very Happy' or 'Happy' with their current life.

SCHOOL PARENT, STAFF and STUDENT SATISFACTION SURVEY

The school must report on the satisfaction of parents, students and staff. 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.

The rating was from 5, as strongly agree, down to 1, which was strongly disagree.

Anything above a 3 is a positive result.

The NSOS was delivered to all staff, students, and families. The return rates for the families were 66%, students 95%, and staff 72%.

The average score out of a possible 5 for families was 4.63. The standard deviation was 0.11, with the lowest score of 4.5 and the highest of 4.8. The highest positives were 'my child's teachers are good teachers,' and 'teachers at this school care about my child.' The average score for staff was 4.17, a standard deviation of 0.28, the lowest score was 3.60, and the highest was 4.60. The highest positives were 'teachers at this school expect students to do their best,' and 'students feel safe at this school'. The student's average was 4.49, a standard deviation of 0.26, and the lowest score was 4.00, with the highest being 4.80. The highest positive was 'staff at school give me information that helps me do better,' and 'staff at school help students do the right thing.'

Full survey results were presented to the board, and the next planned survey will be 2022 at the end of our business planning cycle. The board itself surveyed its performance, and an evaluation tool was developed for use by the members. Members were determined to be accountable and to undertake training to fulfil their roles.



ATTENDANCE 2020



Our attendance rate for the 2020 school year was severely impacted by COVID-19. During Term 1, staff rallied and began the transition to online learning. Our teachers prepared for online lessons and gathered resources for each student to receive a home pack. The staff used the school bus to deliver every pack so students' learning could continue at home.

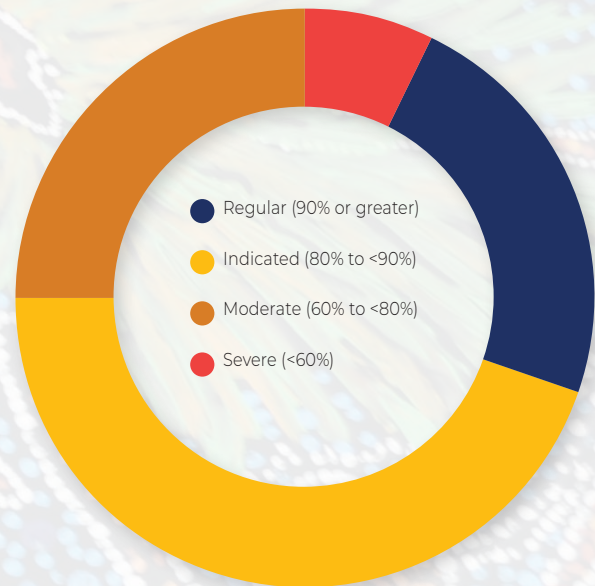
Progressively over the final weeks of Term 1, student's attendance continued to decline as the community was encouraged to stay home and keep social distancing. The school remained open to cater for essential workers until the final week of term when school was closed for student attendance.

During Term 1, when families were encouraged to keep students at home and not physically attend school, attendance was counted as present if there was reasonable evidence of home participation and absent if there was no reasonable evidence.

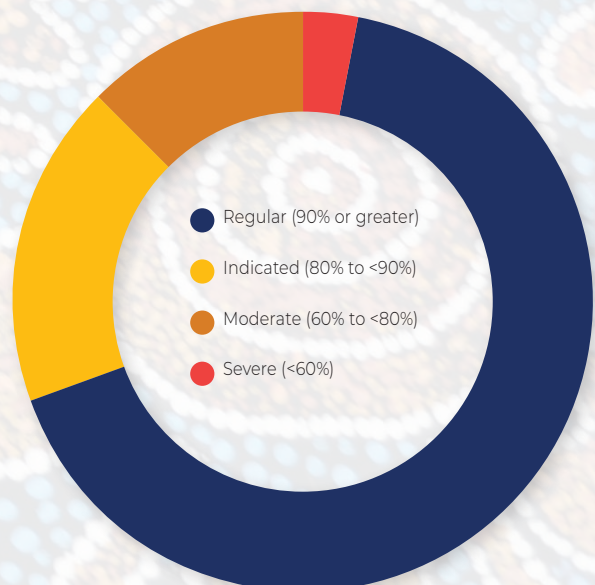
Fortunately, students could return to school in Term 2, and the school settled back into classroom-based learning. Staff supported our students by ensuring to provide online support for our medically vulnerable students who were unable to return to school. Semester 2 allowed CCESC to focus on our school priorities as articulated in our business plan. Our 2020 Target was for: "whole school attendance data to meet state and like school averages."

The pandemic has adversely affected attendance rates across the school thus making data non-comparable to previous years. Staff, therefore, identified all students that had 'at risk' attendance and produced attendance and engagement programs that focused on providing ongoing pastoral care for the individual student. Supports included: providing ongoing services via the school chaplain, ongoing daily support via the breakfast program, the school bus service, and phone calls home via the classroom staff if a student is absent. Promoting school-wide engagement programs such as Dismantle, Music Rocks, Interest Based Options and Drumbeat. Regular attendance continues to be acknowledged by the classroom teachers and during school assemblies, with raffle prizes being offered.

Attendance profile 2020 Semester 1 Compulsory



Attendance profile 2020 Semester 2 Compulsory

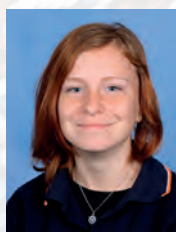


2020 STUDENT COUNCILLORS



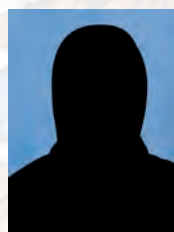
Year 12

Holleigh Jones and Jack Dellaway



Year 11

Stephen Cueva and Hiba Al-Rashid



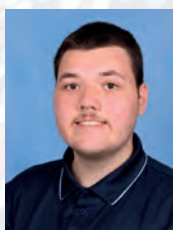
Year 10

Jasmine Sunderland and Ashley Pabai



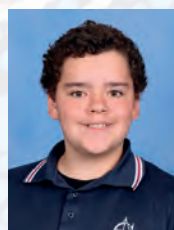
Year 9

Ryan Fennell



Year 8

Monique Park and Daelen Perkins



Year 7

Reon Gill



2020 HIGHLIGHTS

2020 was a challenging year due to the pandemic, and our school, like many others, took on online learning. Classroom Connect pages were popular and so were Microsoft Teams. Teachers delivered lessons via these, and staff continued to have meetings and work collaboratively online. Some staff even taught interstate via Teams and Webex. Education assistants were active in creating small 'how to' videos that gave students another engaging lesson to participate in during lockdown. In 2020 our year 10 team conducted our first virtual assembly.



Congratulations to the following students on their achievements in 2020

Caltex All-Rounder Award – Katie Usher

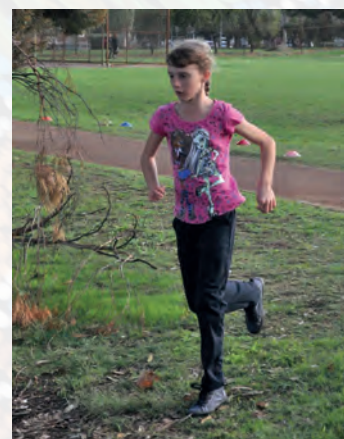
The ESC VET Endeavour Award – Hugo Hendrawan



Year 10 Endeavour Award – Jasmine Sunderland



On Friday the 12th of June, thirty-seven students took part in the Cannington Community College Cross Country 3 km race. Jasmine Sunderland from year 10 was the outright winner. Ryan Grant, Monique Park, and Kiara Adams placed third in their divisions. Well done to all participants.



Workplace learning placements returned after a pause due to Covid-19. Students enjoyed getting back into the swing of things. Our Pathway students are in their final year of school and were keen to continue their placements.



HIGHLIGHTS CONTINUED

In middle school, students have the opportunity, during Academy to choose a recreation/leisure activity each term, based on their interests. This allows students to learn a new skill and establish new friendships, contributing to their achievement of the Ignite Award. Options for 2020 included Music Rocks, Drumbeat, Jewellery Making, Scootering, Learning Italian, Karaoke, Sport, Coding, Cooking, Leather Work and Scrapbooking.



The senior students attended an overnight Department of Fire and Emergency Service (DFES) Cadets camp in Mundaring. The students visited the campsite earlier during the year and spent time practicing assembling tents and discussing essential camping equipment leading up to the camp. The students enjoyed cooking their dinner on the open fire and working together to build shelters and fires. They participated in team-building games, all while practising hand washing hygiene and sleeping in their own tent.

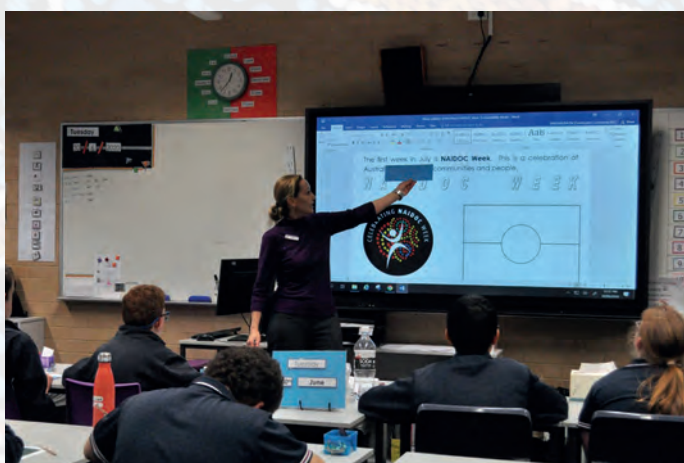


HIGHLIGHTS CONTINUED

Aboriginal Cultural Standards Framework forms an integral part of our school's business plan. We aim for all teachers to deliver a whole school curriculum that has a strong focus on cultural integrity and inclusion, improving the outcomes of all students.

As part of the year 10 transition, students experienced authentic teaching and learning while out in Mundaring bushland with an aboriginal elder. They had the opportunity to discuss culture, history, sustainability and conservation. They also completed activities in milling flour, lighting fire using sticks and identifying bush tucker.

Our *Fun Day* whole school event looked a little different in 2020 with our school's COVID plans in place. We held the event at school and rotated classes through various activities for the day. All students had the opportunity to contribute to the *Urban Indigenous Art* canvas for our Aboriginal artwork. *Laser Quest* was booked to set up battlefield activities for students on the oval and classes got to battle out some laser tag.



HIGHLIGHTS CONTINUED

Our *create.link.participate* Market Day was held on the middle school campus in Term 4 in 2020.

Classes in year 10 and Pathways, delivering Business Management Enterprise, collaborated to run the annual event. A lot of planning and organisation goes into our 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 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.



HIGHLIGHTS CONTINUED

The Key Word Sign Olympic Games were met with significant enthusiasm, a hefty training regime and superb camaraderie within the school. It was a very fair and even battle and students showed their extensive skills with this form of communication. Well done to all students for being engaged and for being excellent Key Word Sign ambassadors for our school.



Congratulations to our senior student Kayleb Dockary who won the "Sevenoaks Got Talent" Kayleb entered the competition with his original song called *Covid-19* which he wrote with his grandfather during lockdown.

Germano Masino won our 'Cannington's Got Talent' at the middle school campus. Germano sung, *Took the Children Away* by Archie Roach. In both these events our students were competing against partner school students.



HIGHLIGHTS CONTINUED

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 a Casino Royale themed Gala Dinner.

Each school nominated a staff member for a certificate of recognition for demonstrating extraordinary spirit and contribution throughout 2020. Cannington Community ESC recognised Hazel Marshall.



The Middle School Athletics Carnival was held at Ern Clarke Athletics Centre. This annual event takes place with our partner school Cannington Community College. Students participated in events such as shot put, discus, running races and long jump.



HIGHLIGHTS CONTINUED

During Term 4, 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.



In October 2020 we held our annual Employers Appreciation Breakfast. Over 47 employers were invited for breakfast and certificates of appreciation were given. 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). Listed are the businesses that supported our students through 2020. We are proud of our partnerships.



BUSINESSES THAT SUPPORTED OUR STUDENTS

Access Office Furniture
ACTIV
Alinea
Armadale Community Animal Rescue
AutoNexus
Bryden Panel & Paint
Cannington Community College
Cannington Leisureplex
Cannington Performance
City of Canning - Youth Development
Coles Supermarket Waterford
Communicare
Chorus
Curtin University
EDGE Employment Solutions
Good Earth
GSI
Goodstart Childcare
Grove Propagation
HD Streetwise
HR Products
Indigo Solutions
Lil's Hair Design
Living Emporium
Music Rocks
Pinjarra Bakery



HIGHLIGHTS CONTINUED

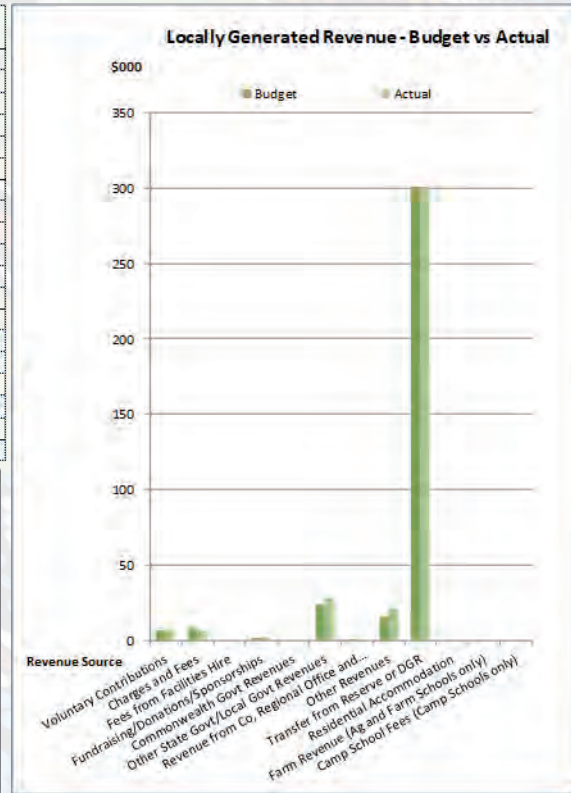
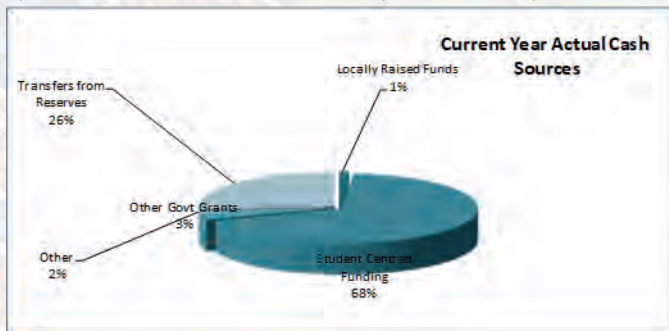
The year 12 presentation ceremony for 2020 was held at Curtin University on the 7th of November. Students had rehearsed for several weeks leading up to the event and on the day were proud and excited, as were the staff and parents who attended.



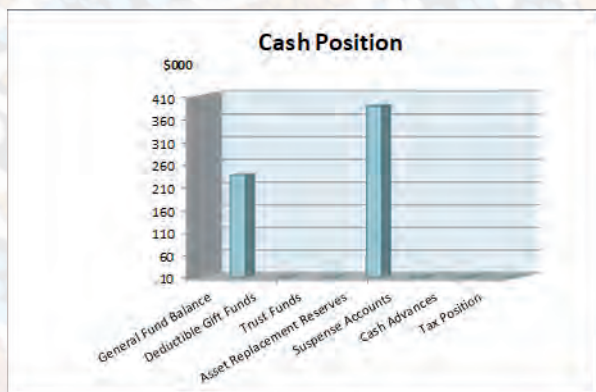
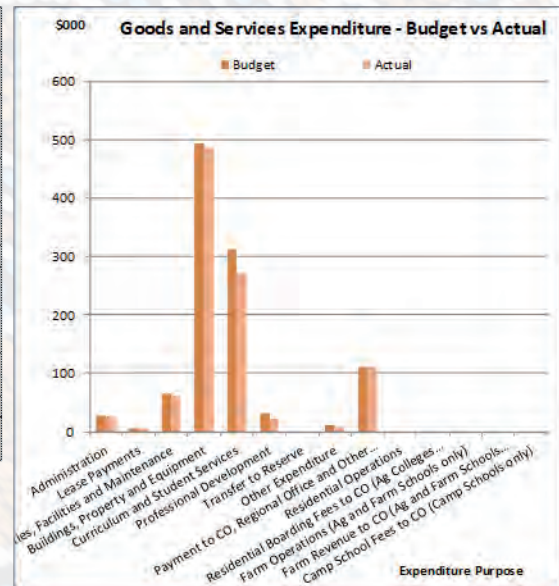
CANNINGTON COMMUNITY ESC FINANCIAL SUMMARY

As at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 6,469.00	\$ 6,997.25
2	Charges and Fees	\$ 7,905.00	\$ 5,983.50
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 1,230.00	\$ 1,317.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 23,808.17	\$ 28,360.16
7	Revenue from Co, Regional Office and Other Schools	\$ 800.00	\$ 800.00
8	Other Revenues	\$ 15,992.00	\$ 20,694.69
9	Transfer from Reserve or DGR	\$ 300,809.00	\$ 300,809.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 357,013.17	\$ 364,962.10
	Opening Balance	\$ 79,789.00	\$ 79,788.71
	Student Centred Funding	\$ 778,884.00	\$ 778,883.71
	Total Cash Funds Available	\$ 1,215,686.17	\$ 1,223,634.52
	Total Salary Allocation	\$ 4,996,932.00	\$ 4,996,932.00
	Total Funds Available	\$ 6,212,618.17	\$ 6,220,566.52



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 28,314.50	\$ 26,751.21
2	Lease Payments	\$ 6,200.00	\$ 4,791.50
3	Utilities, Facilities and Maintenance	\$ 65,301.00	\$ 60,222.92
4	Buildings, Property and Equipment	\$ 493,830.00	\$ 485,392.15
5	Curriculum and Student Services	\$ 312,669.74	\$ 272,295.65
6	Professional Development	\$ 31,000.00	\$ 22,762.67
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 10,321.00	\$ 6,902.45
9	Payment to CO, Regional Office and Other Schools	\$ 110,171.00	\$ 110,170.74
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	\$ 1,057,807.24	\$ 989,289.29
	Total Forecast Salary Expenditure	\$ 4,681,597.00	\$ 4,681,597.00
	Total Expenditure	\$ 5,739,404.24	\$ 5,670,886.29
	Cash Budget Variance	\$ 157,878.93	



Cash Position as at:	
Bank Balance	\$ 625,131.75
Made up of:	\$ -
1 General Fund Balance	\$ 234,345.23
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 386,555.81
5 Suspense Accounts	\$ 4,923.71
6 Cash Advances	\$ -
7 Tax Position	\$ (693.00)
Total Bank Balance	\$ 625,131.75

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