



# ANNUAL REPORT 2021



CANNINGTON  
COMMUNITY EDUCATION  
SUPPORT CENTRE  
LEARNING FOR LIFE

[www.canningtonesc.wa.edu.au](http://www.canningtonesc.wa.edu.au)

# CONTENTS

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Message from the Principal .....	3
School Board .....	4
Context .....	5
Curriculum.....	7
Programs 2021.....	8
Middle School programs .....	9
Senior School Achievement.....	10
Endorsed Program Achievement.....	11
SMART Goals 2021 .....	13
School Parent, Staff and Student Satisfaction Survey.....	14
Destination Survey .....	16
Student Engagement.....	17
Therapy 2021 .....	20
Highlights 2021 .....	21
Financial Summary .....	30

# MESSAGE FROM THE PRINCIPAL



Congratulations to all of the students and staff on their outstanding efforts throughout the 2021 school year. Our school community worked tirelessly to continue to provide our students with a platform for *learning for life* and delivered a wide range of programs that focus on the social, emotional, intellectual and physical development of our students. At Cannington Community Education Support Centre (CCESC) we are committed to ensuring that all students achieve to their own personal best. The 2021 school year was a year filled with many success stories and I commend all of the achievements made by individuals, groups and classes. We all worked together to get through some challenging times.

Due to COVID-19 interruptions and restrictions in 2021, many school programs, assessments and initiatives could not be continued as normal. The School Business Plan was reviewed at the end of 2021. Many of our targets will not be reached and we have looked at ways of increasing student agency

and engagement during these difficult times. The school was thanked by the Department of Education for its contribution to the Connected Learning Hub which enabled students to work from home during the pandemic.

Our School Board worked in partnership to review school progress and achievement in line with the Funding Agreement. I would like to extend my thanks to the members of our school board for being so committed and dedicated to our school. A special farewell to Mrs Cinnamon Bonnefin who retires from our board after being the chair and helping us achieve our Independent School status in the past.

I commend this report to you and look forward to receiving any feedback as we strive to provide the best for our students who all encompass our values of Achievement, Independence and Respect.

**Andrew Wilson**

Figure 1: Our Schools Charter



## Cannington Community Education Support Centre

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

### Our Vision

Empowering every student to reach their potential.

### Our Purpose

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

### Our Core Values

Achievement  
Independence  
Respect.

**#CanDo**

# SCHOOL BOARD



The School Board structure and membership now includes 3 community representatives, 3 parent representatives and 3 staff representatives plus the principal. This structure arose out of the work the board did in 2021 going through a self-reflection process.

The Board undertook some detailed training to ensure everyone was clear on their roles and responsibilities. A School Board Connect page was established for board members to access documents and conduct on line discussions.

The Cannington Community Education Support Centre Board continued to meet despite Covid to participate in establishing and reviewing school priorities, student progress, general policy directions and financial accountability plus approving

charges and contributions and setting dates for School development days.

The Board spent considerable time looking at the proposals around the new Canning City Centre. In particular, around the extension of new roads across the existing Coker Park. Our Board Chair Mrs Emma Blake worked with the board chairs of Sevenoaks and Cannington Community colleges to lobby for the safest crossings possible. The area around our school will also be impacted by the Metronet project in 2022 and we will work hard to ensure our students are not adversely impacted by the changes.

**Emma Blake**  
Board Chair



# CONTEXT

## OVERVIEW

CCESC is a specialist Independent Public School for students with special learning needs. Our purpose is to provide a range of programs for the students that maximise their ability to independently take their place in the broader community by meeting their individual intellectual, social, emotional, sensory and physical needs. In 2021 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. We have two new Therapy rooms and a well – equipped Sensory Room specially designed to meet the varying sensory diets of our students.

## DEMOGRAPHICS

Geographically, students attend from South Perth in the north, Byford in the south, Belmont and Forrestfield in the east, and Langford in the west. Five buses service our surrounds for students' in the Belmont, Bentley, and Maddington/Gosnells/Thornlie areas that are unable to utilise public transport. Students come from 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, two year 11 classes, one-year 12 class and two Pathways classes.

## 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, two student service coordinators, lead 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. In 2021 the school was without a nurse and school psychologist for the majority of the year.

## ETHOS

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

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

Figure 2: Summary Statement



Figure 3: Strategic Plan 2019 - 2022

STRATEGIC PLAN 2019 - 2022	
<b>Purpose:</b>	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.
<b>Focus Areas</b>	<b>Goal</b>
<b>C. Curriculum</b>	All teachers will follow a school based instructional model.
<b>A. Aboriginal Culture</b>	All staff will implement a the Mental Health and Wellbeing initiative.
<b>N. Networks</b>	All students documented planning will incorporate therapy and NDIS goals.
<b>D. Directions</b>	All students will leave school with a detailed transition plan that includes employment, support services, further education/VET pathways and/or recreation.
<b>O. Organisational</b>	Our school is a safe place to learn and work.
	Performance management of school staff will be rigorous and consistent throughout each school year.
	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.
	An empowered school community investing in and owning their school.
	Our school is a safe place to learn and work.
	1.1.1 Design a school based instructional model with a phased implementation over a 3 year period.
	1.1.2 Formalise the functional curriculum that focuses upon independent living, vocational, communication and social skills.
	1.1.3 Diagnostic and formative assessments will be used to establish the learning goals outlined in the students documented plans.
	1.1.4 Teachers will demonstrate reflective practices using the SWIVL peer review and classroom observations.
	1.2.1 Use evidence-based frameworks and programs as part of the Mental Health and Wellbeing initiative.
	1.2.2 Build capacity of staff to implement and deliver the selected MHIS programs.
	2.1.1 Increase the staff knowledge and understanding of the Aboriginal Cultural Standards Framework - standards and curriculum.
	2.1.2 Staff will foster and maintain links with services and facilities in our community.
	2.1.3 The study of Aboriginal culture, history and languages will form a part of the schools integrated curriculum.
	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.
	3.2.1 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.
	3.2.3 Strengthen parent and community communication utilising a variety of media.
	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.
	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.
	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.
	5.1.4 Distributive leadership is promoted and leadership roles are articulated within the school community.
	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.
	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.
	5.3.1 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.

# CURRICULUM

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

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

The programs offered in 2021 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 2021



### 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
- Preliminary Materials, Design and Technology - Metal and Wood
- Preliminary Visual Arts

### ENDORSED PROGRAMS

- Authority Developed Recreational Pursuits
- Authority Developed Community Service
- Authority Developed Workplace Learning
- Authority Developed Music and Performance Ensemble – Music Rocks.
- ASDAN - Preparatory Awards Programs Towards Independence and Short Courses
- Provider Developed Bike Rescue – Dismantle
- Department of Fire and Emergency Services Level 1, 2 and 3
- Provider Developed Life Business Consultancy-Coaching Young People for Success Program. Life Coaching and Career Coaching.
- Provider Developed Duke of Edinburgh's International Award – Bronze
- Provider Developed Awards WA Ignite Award Level 3 & 4
- Provider Developed School Drug Education and Road Aware –Keys for Life Plus

### SPECIALIST PROGRAMS

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

### VET and CAREER EDUCATION years 11 - 12

Vocational Education and Training (VET) program:

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

### RECREATION, LEISURE and INDEPENDENT LIVING

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



# MIDDLE SCHOOL PROGRAMS 2021

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## **ASDAN**

- **Key Steps – years 7 - 9**

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

## **Awards WA**

- **Ignite Youth Award Level 3 & 4 – years 7 and 8**

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

- **Duke of Edinburgh – years 9 and 10**

The Duke of Edinburgh's International Bronze Award is a 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)**

- **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 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 2021 we introduced the Preliminary Visual Arts course as an elective option for students on Fridays. Student achievements in these electives were positive with 100% of students achieving competency in both P1 and P2 units.

Figure 4: Course Achievements 2021

Course name	Students achieved	Course name	Students Achieved
<b>Foundation</b>		<b>Preliminary English</b>	
Foundation Maths FEMAT	2	P1	14
Foundation English FEENG	3	P2	14
<b>Preliminary Business Management and Enterprise</b>		P3	9
P1	21	P4	7
P2	19	<b>Preliminary Health and Physical Education</b>	
P3	14	P1	13
P4	14	P2	13
<b>Preliminary Maths</b>		P3	9
P1	14	P4	9
P2	14	<b>Preliminary Food Science and Technology</b>	
P3	9	P1	19
P4	7	P2	18
<b>Preliminary Materials, Design and Technology</b>		P3	6
P1 Wood	8	P4	7
P1 Metal	5	<b>Preliminary Visual Arts</b>	
P2 Wood	8	P1	10
P2 Metals	5	P2	10

# 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.

- Twenty one year 10 students were enrolled as Cadet Level 1 and 90% achieved the competency.
- Seventeen year 11 students were enrolled in Level 2 and 94% achieved competency.
- Nine year 12 students were enrolled in Level 3 and 88.8% 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 SERCEL, Adopt -a-Spot and the Cancer Council. Twenty-five students were enrolled in Community Service in 2021 and 96% 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 to 9 were enrolled in Key Steps where they complete challenges and collate the work they produce in a portfolio of evidence, along with their student book and recording documents. Students must complete 30 hours of challenges to achieve each certificate. In 2021 all students in year 10 completed ASDAN Towards Independence in E-Safety and Work Right. Years 11 – 12 gained hours towards their Personal, Social, Health and Economic Short Course. These short courses are delivered over two years, so students have the opportunity to gain 55 hours and course recognition. Our year 13 (Pathways) class complete ASDAN Short Courses on topics of high interest to the cohort. ASDAN Certificate/Module achievement can be viewed in Figure: 5 ASDAN Certificate/Module achievement

Figure 5: ASDAN Certificate/Module achievement

Student Achievement ASDAN			
Year	Endorsed Program	No. of students	Certificates/modules complete
7	Key steps	16	Certificate 1
8	Key Steps	22	Certificate 1 & 2
9	Key Steps	17	Certificate 1, 2 & 3
	Key Steps	1	Certificate 3
	Key Steps	2	Certificate 1
	Key Steps	1	Certificate 2 & 3
10	Key Steps	1	Certificate 1 & 2
	Towards Independence E-Safety	21	5 sections = 1 certificate
	Towards Independence Work Right	21	4 Modules = 1 certificate
11	PSHE Emotional wellbeing	16	10 hours = 1 credit
	PSHE Keeping Safe and Healthy	16	10 hours = 1 credit
	PSHE Alcohol	8	10 hours = 1 credit
	PSHE Tobacco and Drugs	8	10 hours = 1 credit
	Towards Independence Work Right	4	4 Modules = 1 certificate
12	PSHE Social Media	8	30 hours = 3 credits
	PSHE Careers and your Future	8	30 hours = 3 credits
Pathways	Short Course Careers and My Future	16	60 hours = 6 credits
	Short Course Independent Living	15	60 hours = 6 credits

**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. 39% of students met the requirements and 16% achieved 2 programs or more in 2021. Workplace learning in 2021 was challenging. Many workplaces were operating under new COVID -19 restrictions and were hesitant to take on students as part of the program. Most service providers also had restrictions with who could be on site therefore some students didn't get to start WPL in Term 1, reducing their total hours and programs achieved. Year 10 is the beginning of formal work readiness at CCESC, and in 2020 many students were not ready to gain industry experience as well as being impacted by restrictions after term 1 lock down. This means that this cohort, as they transitioned to the senior school, were not ready to commence ADWPL Semester 1 of 2021. This impacted on the total hours completed throughout the year.

**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 enrol in this nationally accredited certificate course as an elective. Six students completed Certificate I in AgriFood Operations, with all gaining the full qualification. Certificate I in AgriFood has been delivered by our certified senior teacher for the last 4 years, previous to that CCESC delivered Certificate I in Horticulture from 2005 – 2012.

In 2021 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). All three students completed an SBT at Australia Post and gained permanent full time employment after completion. Figure 6 outlines CCESC VET data for 2021.

**Figure 6: CCESC VET data 2021**

Achievements 2021		Completed 2021
Certificate I in Agrifoods	VET Delivered at school	6
Certificate II in Logistics	School based Traineeships	3



# SMART Goals

## 2021

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Students in years 7 – 9 have Individual Education Plans through SEN planning. SMART goals are formed for students under collaboration with parents/carers, therapist and the classroom teacher. Goals are formed under each curriculum area and build on the student's strengths and functional skills.

Students in year 10 – 13 have Individual Transition Plans (ITP's). These are focussed around a person centred approach to help the students and families plan for the future. SMART goals and plans are built on dreams and hopes of the student and allows teams to look ahead to what the student wants and needs before, during and after transition from high school to adult life. These plans are formed in collaboration with the classroom teacher, education assistant, therapists, parent/carer and student.



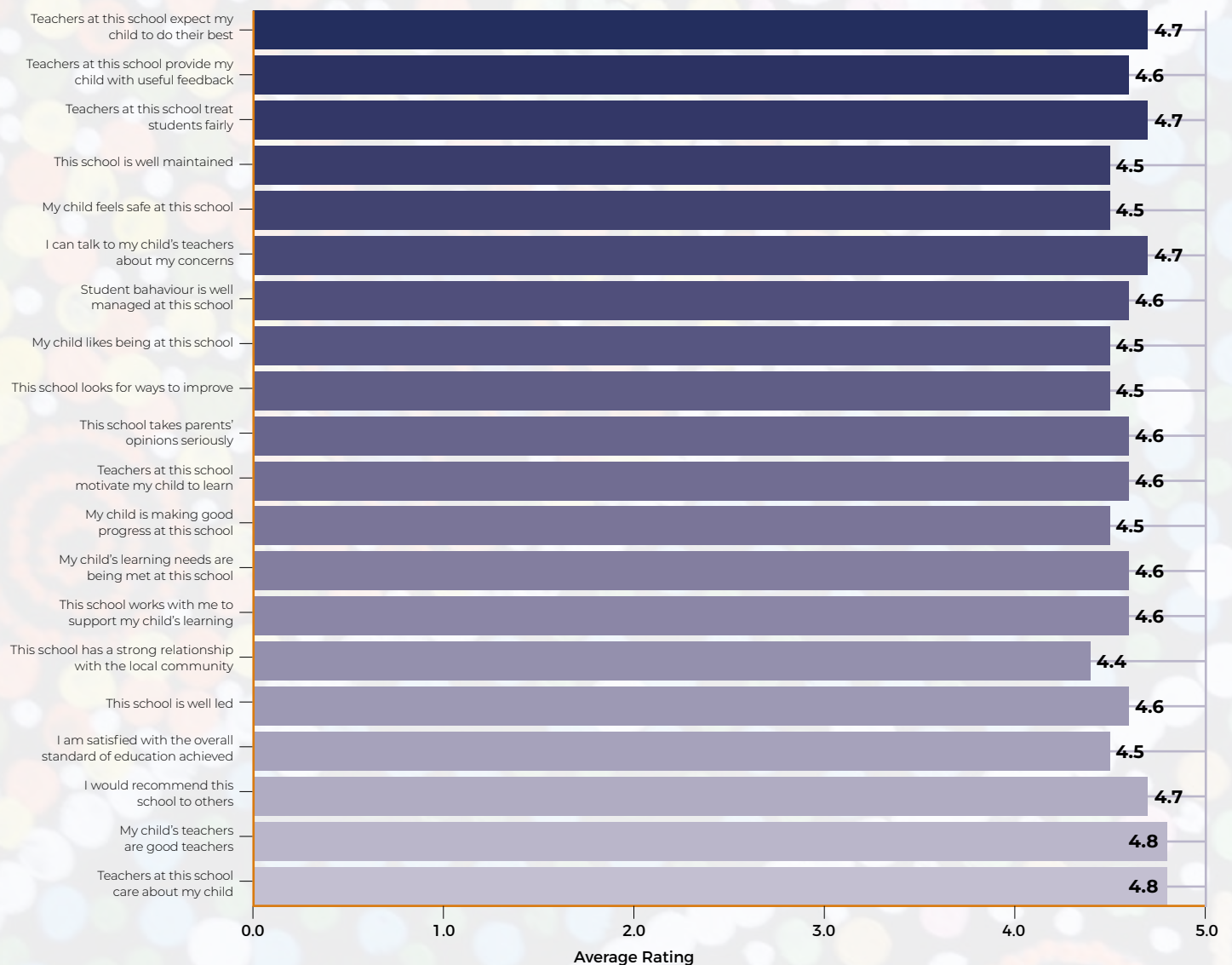
A dream written  
down with a  
**DATE**  
becomes a goal. A goal broken  
down into  
**STEPS**  
becomes a plan.  
A plan backed by  
**ACTION**  
makes your dreams  
come true.

# SCHOOL PARENT, STAFF and STUDENT SATISFACTION SURVEY

The National School Opinion Surveys (NSOS) are a voluntary survey to report on the satisfaction of parents, students and staff. They must be administered at least every two years. The rating was from 5, as strongly agree, to 1, which was strongly disagree.

The return rate for the parents and carers was 66.6%, students 79.2% and staff 63%. The parent survey indicated the two highest scoring positives at a rating of 4.8 were 'my child's teachers are good teachers' and 'teachers at this school care about my child'. The average rating for responses was 4.6. Figure 7 shows the overall ratings for each item.

**Figure 7: National School Opinion Parent Survey results.**



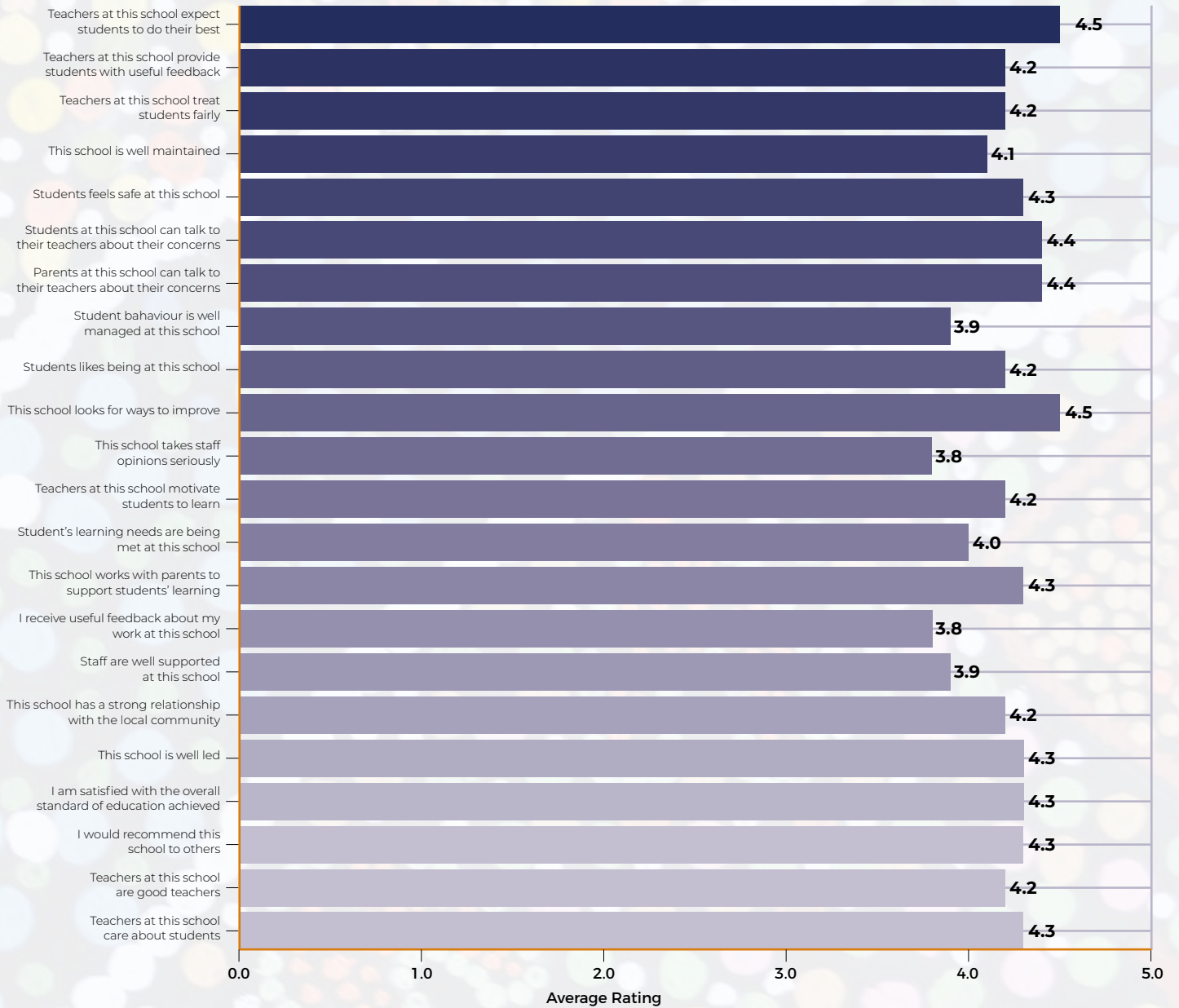
Results indicated that 83% of students say 'they feel safe at school' and 87% agree, 'staff at school look after me' and the highest positive was at 90% with, 'staff at school help students do the right thing'.

A total of 49 staff completed the staff NSOS in which 94% were permanent staff. The highest rated positives were, 'teachers at

this school expect students to do their best' and 'this school looks for ways to improve'. The average rating response was 4.1. Figure 8 displays the staff ratings for each item.

Full survey responses were presented to the board. The next planned survey will be 2022 at the end of our business planning cycle.

**Figure 8: National School Opinion Staff Survey results.**



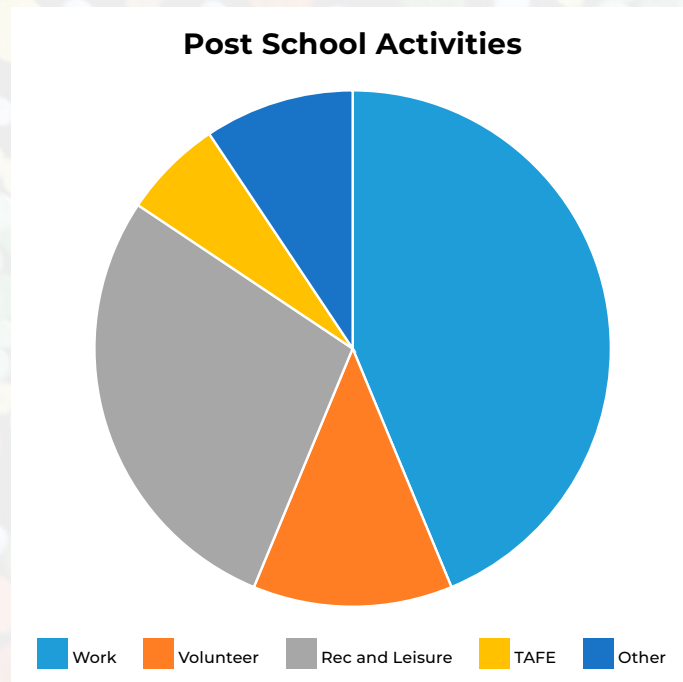
# DESTINATION SURVEY

Once again our annual destination survey was conducted over the phone due to the various health restrictions, as well as feedback from previous students who found a phone call easier than a physical meeting. Of the 24 students surveyed who left the school in **2018-2020**, 92% of students were still living with their guardians and 58% were involved in some form of paid employment. See Figure 8 Post School Activities pie graph. Overall, 96% of students found the school's workplace learning program either Very helpful or helpful and the majority of students were very happy when asked about the quality of teaching they received while at CCESC.

## 2021 leavers - where are they now?

2021 was a challenging year with many employment agencies and work opportunities affected by the uncertainty of Covid. As such, we experienced a record low in students leaving us with established employment. Out of a total of 22 leavers, 4 students moved on to paid employment with another 2 linked with supported employment agencies. One student was continuing a Childcare Certificate, 4 students were returning to school to complete Year 13 (Pathways) and a total of 11 students were otherwise not engaged in any form of external employment or recreation and leisure pursuits.

Figure 9: Post School Activities





# STUDENT ENGAGEMENT

## Student Risk Management and Engagement

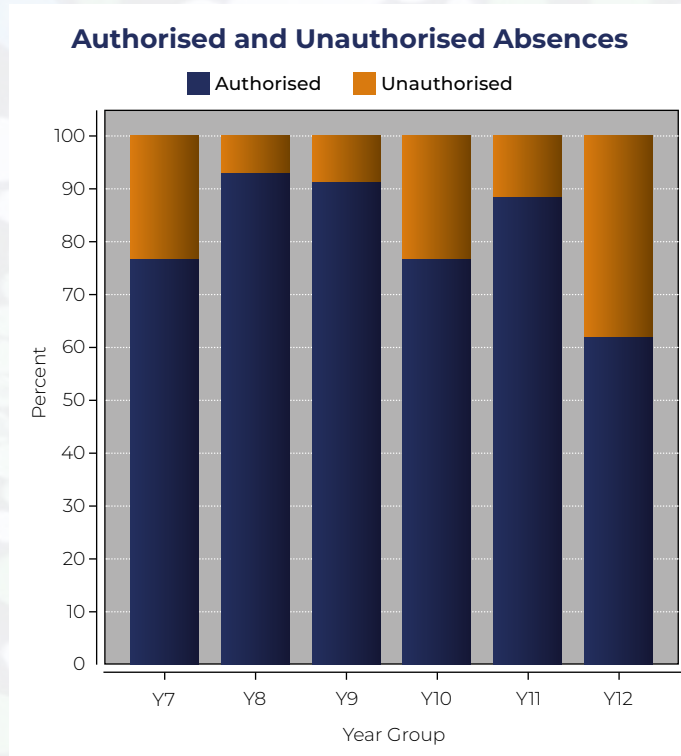
In 2021 the student services team experienced multiple staffing challenges but continued to focus on the individual mental health and well-being of students by conducting Risk Assessments and developing Risk and Behaviour Management Plans accordingly. This often involved coordinating extra student supervision, alternative education plans and timetables, as well as involving various external stakeholders such as counsellors, psychologists and other medical and therapy professionals.

Data collection regarding Student Services Referrals was highlighted as an area needing improvement and, as such, new SIS parameters were added and a tracking spreadsheet created for implementation in 2022.

## Attendance

Regular attendance is a constant focus for our school community and 2021 highlighted the need to further explore engagement strategies for students experiencing regular non-attendance. Figure 10 below illustrates the majority of guardians are communicating absences to the school and we are grateful for this collaboration.

Figure 10: Semester 2/2021 Attendance Data



# STUDENT ENGAGEMENT CONTINUED

## Mental Health and Wellbeing Educational Programs

2021 saw our Mental Health in Schools Project funding being extended through to 2026. This follows three positive years of planning, implementation and review. PATHS (Promoting Alternative Thinking Strategies) lessons continued through Years 7-10 and various ASDAN health and wellbeing modules were completed in the senior school.

Unfortunately, due to challenges relating to staffing and Covid-19, some of our Tier 2 small group programs such as Drumbeat did not run in 2021 but we look forward to reviewing our programming in 2022.



## Events

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



## Breakfast Club

The school breakfast program continued to flourish on both campuses in 2021. Our food was sourced from Foodbank donations as well as budgeted for within our Pastoral Care school budget. Breakfast club is an important part of our school culture. It is a social place to be in the morning where all students are welcome to take a piece of toast, a glass of Milo, some fruit and sometimes a pancake and be encouraged to start the day with a fresh attitude towards learning, focusing on friendly interaction with others. Overall, there were **3,414** breakfasts served over the year with an overall increase of students participating in the program.

## Speaking out Survey

The need to collate data on student mental health and wellbeing led to the school opting to participate in the 'Speaking out Survey' developed by the Commissioner for Children and Young People to address gaps in wellbeing data. There were 74 students who participated from Years 8-12 with 75% of students reporting that it was important to them to be at school every day and 70% stating that they liked learning at school.

With regards to mental health, 76.4% of students agreed that they were happy with themselves and on average the students had an overall mean life satisfaction rating of 2.5 (on a scale from 1 to 3).



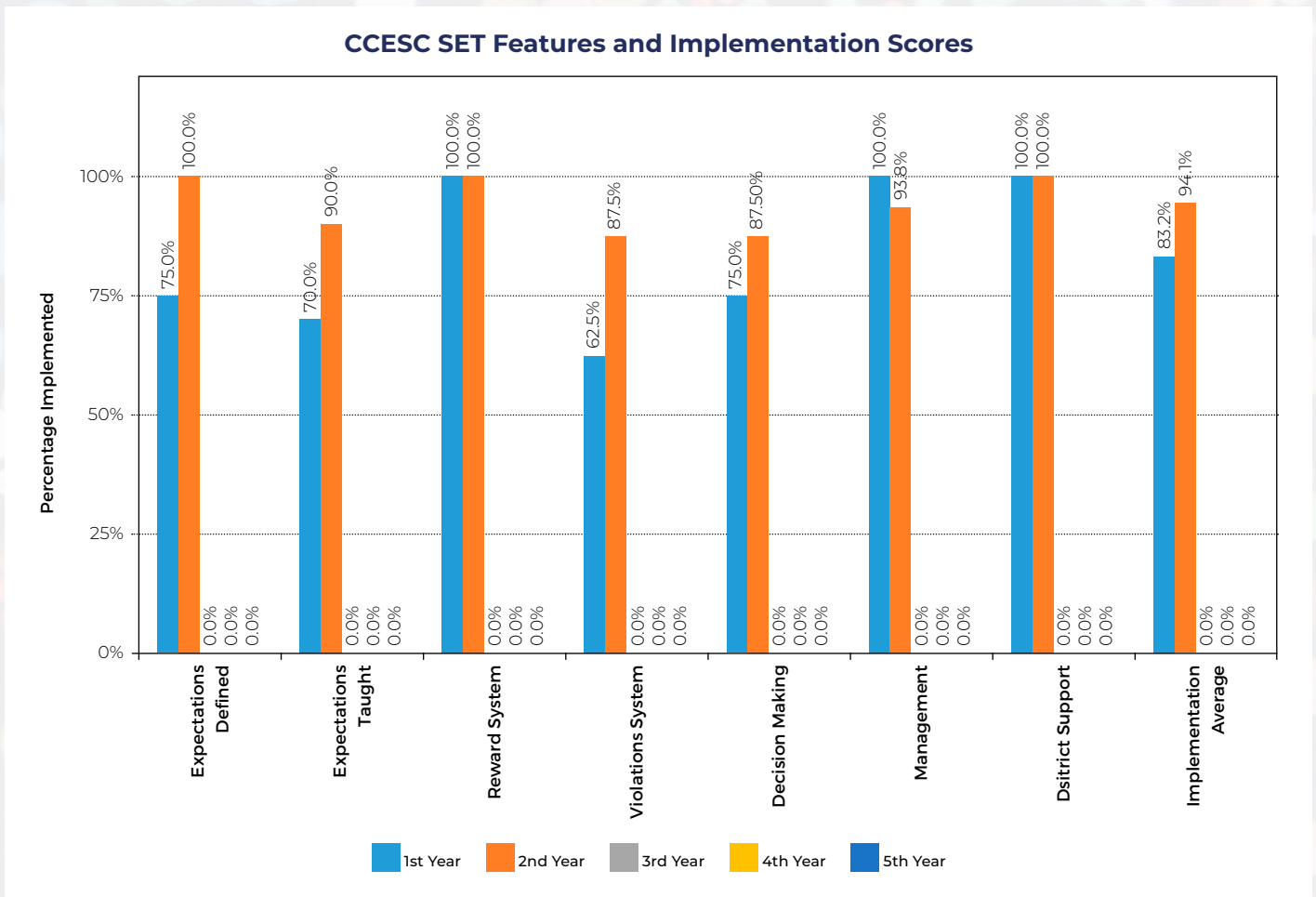
# STUDENT ENGAGEMENT CONTINUED

## Positive Behaviour Support

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

Every two years the school receives a School-wide Evaluation Tool (SET) review, by an independent Western Australian PBS network coach. The SET aims to determine how accurately our school PBS systems are being implemented and consists of a number of evaluation questions that are divided into seven sub-scales. The following graph in Figure 11 illustrates the sub-scales and specifically highlights the strengths of the implementation at the school, with clear evidence that our implementation is improving in the majority of sub-scales.

Figure 11: CCESC SET Features and Implementation Scores



# STUDENT ENGAGEMENT CONTINUED

## Therapy 2021

During the past few years we have seen a significant increase in the number of therapists seeking time to visit their clients for school based therapy during the school day. Parents must request that their student's therapist visit during the school day and therapists must provide the school with educational SMART goals. These goals form part of the students' Individual Education Plans and Individual Transition Plans and therapist collaborate with teachers and education assistants to integrate therapy strategies and resources into the student's functional curriculum. In 2021 we had 18 different therapy providers visit the school for individual school based therapy.

Therapy providers include;

- Therapy Focus
- Autism Association
- ORS Group
- Ability Centre
- KZ Speech
- Directions
- St Judes
- Senses Australia
- Neurological Anderson Group
- Rocky Bay

Figure 12: Therapy Provision 2021

Therapy Provision 2021						
Year Group	Number of Students	Number of different Providers	Speech Therapists	Occupational Therapists	Physiotherapists	Psychologist
<b>7</b>	12	5	9	6	3	
<b>8</b>	10	5	9	6	2	
<b>9</b>	11	8	10	5	1	1
<b>10</b>	13	6	6	3	1	1
<b>11</b>	4	3	2	2		
<b>12</b>	5	4	4	3	1	2
<b>13</b>	5	2	2	2		1
<b>Total</b>	<b>60</b>	<b>33</b>	<b>42</b>	<b>27</b>	<b>8</b>	<b>5</b>

# HIGHLIGHTS

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## 2021

### Student Councillors 2021



Year 7 - Charley Bracegirdle



Year 8 - Jayden Keymer



Year 9 - Jessica Dunn



Year 10 - Oliver Thomas



Year 11 - Jasmine Sunderland



Year 12 - Jasmine Robinson

### Year 12 Presentation Ceremony

The Year 12 Presentation ceremony was held at Curtin Stadium on Saturday October 23<sup>rd</sup>. Students had rehearsed for several weeks leading up to the event and on the day were proud and excited. Staff, parents/care givers and students in attendance had a catered morning tea after the ceremony, followed by photos.



# HIGHLIGHTS 2021

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## CONTINUED

### Year 12 Award winners

In 2021 we had two outstanding students who received awards at the presentation ceremony.

Jasmine Robinson was the recipient of the ESC VET Endeavour Award, this award is given to the student who demonstrates energy and integrity in their chosen VET industry area, shows commitment to their skills development, successfully completes Authority Developed Workplace Learning and is punctual, reliable and respected by their peers.

Jason Petoe was the recipient of the AMPOL Best All Rounder Award, This award recognises and celebrates the all-rounder contribution of a final year student, beyond academic achievement. The award appreciates qualities that include; attitude, personal conduct, leadership, service and community, sport and arts and culture.

We congratulate both students on their achievements.



### Year 12 Farewell Dinner

Our annual farewell dinner is always a highlight. Brando's Pizzeria in Victoria Park is our regular venue and supported this event in 2021. Students dressed to impress and both staff and students enjoyed the evening. Those in attendance selected a main meal from a set menu with garlic bread, followed by a celebration chocolate mud cake. Students spent the evening having their photo frame gifts signed by peers and staff.



# HIGHLIGHTS 2021

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## CONTINUED

### Year 12 Ball

On Friday 19<sup>th</sup> February our year 12 students attended their Ball at the Pan Pacific, Grand River Ballroom. This is always a highlight of the students' final years at Cannington.



### Middle school camp

For 2021 Point Peron was the chosen destination for the middle school camp. It was held on the 23<sup>rd</sup> – 25<sup>th</sup> August. Over 70 students attended and their days were full of adventure, from beach activities and tug of wars, bouncy castles, volleyball, blind trail and scootering. A highlight of the camp was the

entertainment on Tuesday evening with the Mucky Duck Bush Band. Students had practiced their line dancing leading up to camp and it was amazing to see them enjoy the bush dance together.



# HIGHLIGHTS 2021

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## CONTINUED

### DFES Camp

Department of Fire and Emergency Services Cadet Camp was held at the Perth Hills Discovery Centre in Term 3 2021. We had 17 senior school students attend and participate in the Nearer to Nature Schools Education Program. Students had the

opportunity to take part in hands-on experiential learning in the natural environment. Students explored seasonal native bush foods, went on guided ecology walks through the forest and were educated on fire awareness and bushfire risks.





# HIGHLIGHTS 2021

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## CONTINUED

### Athletics Carnival

At the end of Term 4 years 7 – 10 students attended the ESC and CCC Athletics Carnival. Students had the opportunity to train leading up to the big day and participated in track and field events including, high and long jump, discus, turbo jav and

shot put. We have some amazing athletes at our school with students achieving outstanding results. Students displayed outstanding sportsmanship, teamwork skills, kindness, resilience and perseverance.



# HIGHLIGHTS 2021

## CONTINUED

### Duke of Edinburgh's Awards

On 17 November at the City of Canning Function Centre Patrick Hall, Mayor of the City of Canning, Jessica Mosely, Program Development Officer from Awards WA and Rowena Purdy, Project Officer for the Ignite Award, presented students with the Ignite Award and The Duke of Edinburgh's International Award in the City of Canning's Function Rooms. Forty Year 7 and 8 students received the Ignite Award and 21 students were presented The Duke of Edinburgh's International Award (Bronze). Each Award challenges students to participate in physical recreation, skills, community service and undertake adventurous journeys.



### Harmony Day

Harmony Day celebrations came together to embrace and learn about different cultures. CCEC shared this experience with our partner schools of Cannington Community College for years 7 – 10 and Sevenoaks Senior College for years 11 – 13. Food was shared, traditional clothing was shown off and music was played. The senior students worked together to cook a BBQ and make stress balls in colours to represent different country flags.



# HIGHLIGHTS 2021

## CONTINUED

### WAESPAA Art project

The Western Australia Education Support Principal and Administrators Association (WAESPAA) commissioned a collective canvas to be created for use at the annual conference. The title of the artwork was **Katta Dijinoong** ('See us, Understand us'). The design company Urban Indigenous, designed the canvas, and the artists included students from Cannington Community ESC, Cloverdale ESC and Maddington ESC. The conference was later cancelled due to COVID-19 and the artwork is currently on display at our middle school front office. We are hopeful it will be used at a conference in 2022.



# HIGHLIGHTS 2021

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## CONTINUED

### Basketball Competition

The annual Kalability All Stars Basketball carnival was certainly another hit. Many of our students showed a keen interest and as a result, we took 3 teams. The students had a great time showcasing their skills, working together as a group, and sharing strategies to beat the opposing teams. Although the results did not go our way, the students thoroughly enjoyed themselves and demonstrated outstanding sportsmanship from start to finish.

Well done to everyone who attended.

Congratulations to:

Lochlan Fennell - All Star

Jaxon Hay - Best Team Member

Dylan Ryan - Most Valuable Player

Alando Anderson - Best Team Member

Zidane Hartono- Most Valuable Player

Zac Bonnefin - Best Team Member



# HIGHLIGHTS 2021

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## CONTINUED

### Senior school Busselton camp

Our 2021 senior school camp was held at Camp Grace in Busselton, a beautiful bush setting camp ground right on the beach. We had 35 students attend the camp and 12 staff. The days consisted of beach activities of kayaking and swimming, cave exploring, movie nights, Yallingup Maze and the Forest Adventures high ropes course. Students had a night out at the Pan and Grill restaurant and a disco on the last evening. Students were able to practice their independent living skills during the 3 nights away – making their bunk beds, packing their daypacks, assisting with making their lunches, serving and cleaning up after dinner.



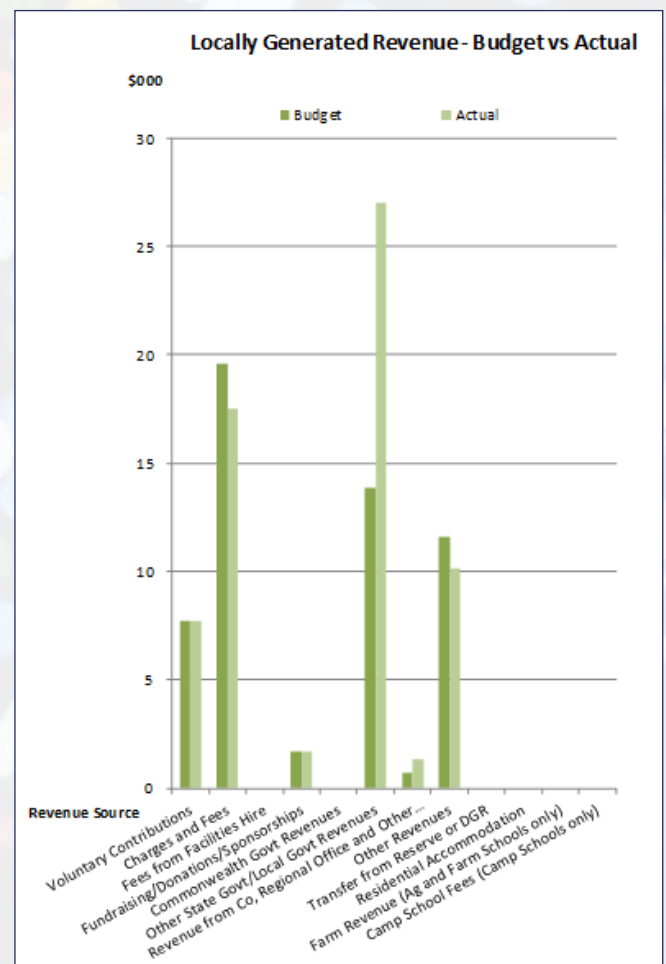
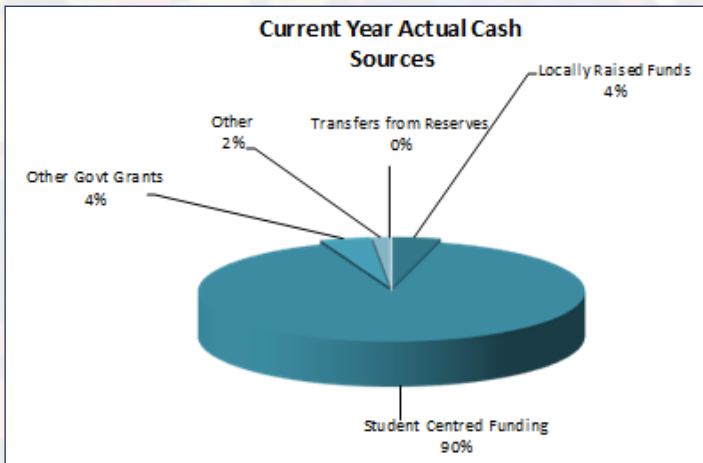
# CANNINGTON COMMUNITY ESC

## FINANCIAL SUMMARY

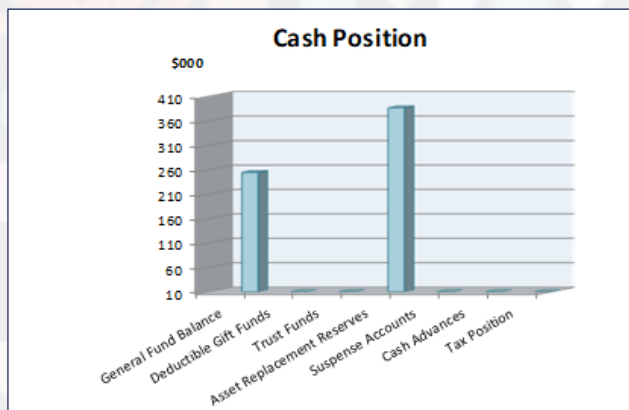
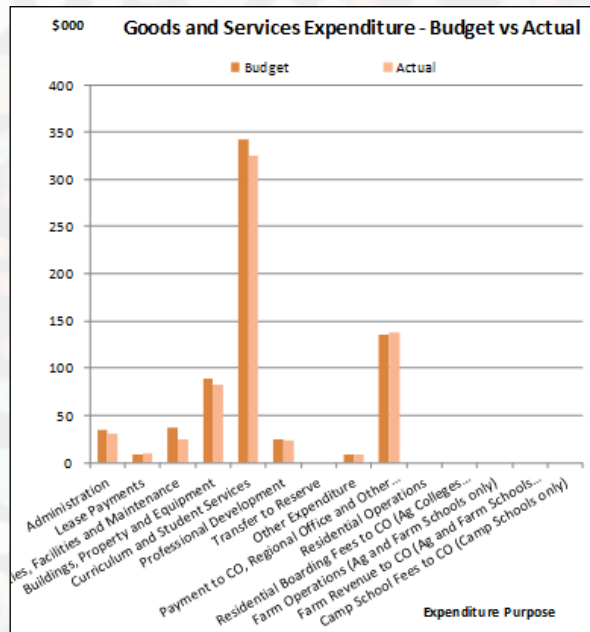


**Cannington Community ESC**  
Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$	7,739.00	\$ 7,738.50
2	Charges and Fees	\$	19,596.00	\$ 17,501.32
3	Fees from Facilities Hire	\$	-	\$ -
4	Fundraising/Donations/Sponsorships	\$	1,691.00	\$ 1,690.00
5	Commonwealth Govt Revenues	\$	-	\$ -
6	Other State Govt/Local Govt Revenues	\$	13,860.00	\$ 27,016.00
7	Revenue from Co, Regional Office and Other Schools	\$	698.00	\$ 1,346.02
8	Other Revenues	\$	11,610.07	\$ 10,174.65
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>55,194.07</b>	\$ <b>65,466.49</b>
	Opening Balance	\$	234,345.00	\$ 234,345.23
	Student Centred Funding	\$	859,452.67	\$ 597,543.67
	<b>Total Cash Funds Available</b>	\$	<b>1,148,991.74</b>	\$ <b>897,355.39</b>
	Total Salary Allocation	\$	-	\$ -
	<b>Total Funds Available</b>	\$	<b>1,148,991.74</b>	\$ <b>897,355.39</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 34,542.00	\$ 31,325.13
2	Lease Payments	\$ 8,654.00	\$ 9,487.78
3	Utilities, Facilities and Maintenance	\$ 36,367.00	\$ 24,876.40
4	Buildings, Property and Equipment	\$ 88,544.00	\$ 82,132.31
5	Curriculum and Student Services	\$ 341,853.17	\$ 325,042.10
6	Professional Development	\$ 25,000.00	\$ 23,636.76
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 8,370.00	\$ 8,414.49
9	Payment to CO, Regional Office and Other Schools	\$ 135,774.00	\$ 138,250.06
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure:</b>	<b>\$ 679,104.17</b>	<b>\$ 643,165.03</b>
	<b>Total Forecast Salary Expenditure:</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure:</b>	<b>\$ 679,104.17</b>	<b>\$ 643,165.03</b>
	<b>Cash Budget Variance:</b>	<b>\$ 469,887.57</b>	



Cash Position as at:	
Bank Balance	\$ 642,353.42
Made up of:	
1 General Fund Balance	\$ 254,190.36
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 386,555.81
5 Suspense Accounts	\$ 4,810.25
6 Cash Advances	\$ -
7 Tax Position	\$ (3,203.00)
<b>Total Bank Balance</b>	<b>\$ 642,353.42</b>



Cannington Community Education Support



Canningtoncommunityesc



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