



CANNINGTON
COMMUNITY EDUCATION
SUPPORT CENTRE
LEARNING FOR LIFE



ANNUAL REPORT

2018

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CONTEXT

OVERVIEW

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

HISTORY

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

FACILITIES

Facilities at CCESC, as with its partner schools are well maintained and include specialist design and technology workshops, home economics and information technology labs. All CCESC classrooms are air-conditioned with kitchen facilities and computer equipment. In 2010 the construction of a recreation centre on the Cannington site began as part of the federal government funded *Building the Education Revolution (BER) program* and in 2011 the recreation centre was outfitted with a fully functional gym, a kitchen and a multipurpose classroom. The Sevenoaks site has a business centre for staff and students. Currently we have 7 transportable classrooms in addition to our regular classrooms. A therapy room and specialist toilet facilities are also available. Access to a gym, ovals and purpose built tennis and basketball courts enhances health and physical education programs. We have access to a shared bus with partner schools. The campus has full access for students with physical and sensory disabilities.

DEMOGRAPHICS

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

STAFF AND SUPPORT SERVICES

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

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

ETHOS

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

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

SCHOOL PRIORITIES

POSITIVE BEHAVIOUR SUPPORT (PBS)

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

In 2018 we have been implementing Tier 1 and 2 strategies to promote a positive, supportive learning environment. As a school we have developed a matrix of an agreed set of expectations relating to behaviour. We ensure that these behaviours are taught consistently across the school. Our whole school incentives system recognises our core values A.I.R and encourages students to develop and demonstrate the expected behaviours. From PBS Frequent Flyers to end of term Merit Certificates, our system incorporates immediate to long term goals that are intertwined with individual, class and whole school incentives. These defined expectations are held of both staff and students to increase individual accountability and outcomes.

PERSON CENTRED PLANNING

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

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

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

TEACHING AND LEARNING

The Department of Education Strategic Plan lists high quality teaching as one of the four priority areas schools are required to address. At CCESC the teaching staff investigated a variety of methods for analysing their teaching practices.

Classroom observation processes this year, have focused on teachers engaging in peer observation and directed self-reflection. The staff have utilised Swivl technology to assist in the reflective process and collaborated with peers for feedback.



CURRICULUM

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

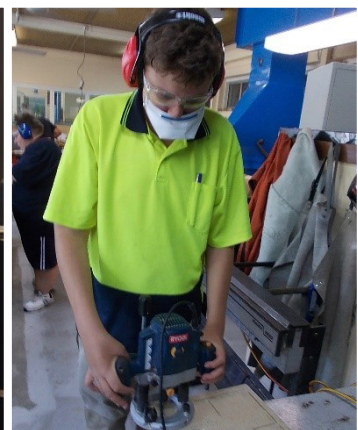
In Years 7-10 the curriculum consists of seven learning areas for students: English, Mathematics, Science, Health & Physical Education, Arts, Studies of Society and Environment and Technology & Enterprise. Students may not cover all strands within each learning area every year. Whilst students participate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

The programs offered in 2018 included **ASDAN** (Award Scheme Development and Accreditation Network) a life skills curriculum that focuses on student centred learning. In Years 10-12 students were enrolled with the **School Curriculum and Standards Authority (SCSA)** in a number of courses. These courses were delivered with a functional and integrated approach and were very successful. Students receive Certificates of Achievement from ASDAN and Statements of Attainment from SCSA acknowledging their achievements at the end of their schooling. By the end of Year 12 all students have compiled a portfolio of their achievements and a resume identifying their skills and accomplishments. The portfolio is important for students when they transition to work, further study or alternative to employment programs.

Students stay with their teacher from Years 7/8 and 9/10. They also stay with one teacher for the 2 years they may spend at our Sevenoaks site. In this way, staff are able to thoroughly understand each student in their class.

Assessments and programs can be sequenced over a long period ensuring a breadth and depth of coverage. Pastoral Care is also enhanced. Students in their final year of school are supported in our Pathways (Year 13) class to support a seamless transition from school. Students in Pathways may have part-time employment, traineeships or be supported by school staff to complete offsite programs.

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



CANNINGTON COMMUNITY ESC

PROGRAMS 2018

SCHOOL CURRICULUM AND STANDARDS AUTHORITY

Courses

- » Health and Physical Education Preliminary Course
- » Health Physical and Outdoor Education Foundation Course
- » Preliminary and Foundation English
- » Preliminary and Foundation Mathematics
- » Preliminary Business Management Enterprise
- » Keys for Life Plus
- » Preliminary Food Science and Technology
- » Endorsed Programs
- » Authority Developed Recreational Pursuits
- » Authority Developed Community Service
- » Authority Developed Community Arts Performance
- » Authority Developed Workplace Learning
- » Provider Developed Duke of Edinburgh – Bronze
- » Department of Fire and Emergency Services
- » ASDAN
- » Coaching Young People for Success – Career and Life Coaching
- » Provider Developed Bike Rescue – Dismantle

SPECIALIST PROGRAMS

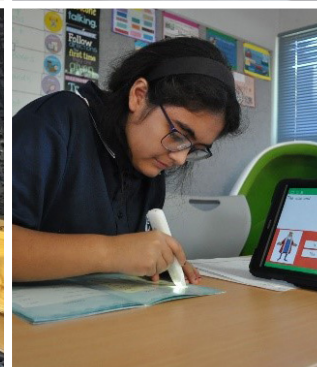
- » Design and Technology / Home Economics / Food Technology
- » Art / Drama / Music
- » Information Technologies
- » Academy
- » Society and Environment
- » Aboriginal Studies
- » Enterprise Education – create. link. participate Market Day.
- » Community partnerships – Chorus, Kent Street Weir, SERCUL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

VET AND CAREER EDUCATION YEARS 11 - 12

- » Vocational Education and Training (VET) program
- » Certificate I in Visual Arts
- » School Based Traineeships (SBTs)

RECREATION, LEISURE AND INDEPENDENT LIVING

- » Travel Training
- » Life Skills
- » Protective Behaviours
- » Building Healthy Relationships
- » Drug Education
- » Safety: Bicycle Education, Road and Water Safety
- » Manual Handling



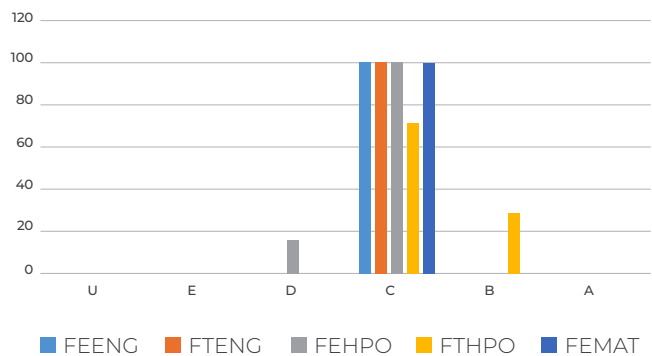
STUDENT ACHIEVEMENT

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

COURSES

Courses of study were offered at Preliminary and Foundation Levels. In 2016 SCSA introduced an online literacy and numeracy assessment (OLNA). The minimum literacy and numeracy standard for General courses is Category 3. Students attaining category 1 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, Outdoor Education, Health and Physical Education Studies, Business Management Enterprise and Food Science Technology.

PERCENTAGE OF STUDENTS ACHIEVING FOUNDATION COURSES



Foundation Courses	Grades (Percentage of Students achieving)					
	U	E	D	C	B	A
English Year 11 FEENG				100%		
English Year 12 FTENG				100%		
Health Studies / Physical and Outdoor Ed Year 11 FEHPO			16%	83%		
Health Studies / Physical and Outdoor Ed Year 12 FTHPO				71%	28%	
Mathematics Year 11 FEMAT				100%		

ENDORSED PROGRAMS

DEPARTMENT OF FIRE AND EMERGENCY SERVICES (DFES) CADET PROGRAM

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

- » Nineteen Year 10 students were enrolled as Cadet Level 1 and 94% went on to achieve competency.
- » Thirteen Year 11 students were enrolled in Level 2 and 76% achieved competency.
- » Twenty-two Year 12 students were enrolled in Level 3 and 86% achieved competency.

COMMUNITY SERVICE

Is a SCSA endorsed program (ADCS) that is graded by the hours delivered. Students made a valuable contribution to the local community and gained skills working with the non-profit organisation including Rio Tinto. 87% of the students achieved the required hours.

ASDAN PROGRAMS

Students get recognised accreditation for their achievements in activity-based curriculum programmes. Students develop skills for learning, employment and life through active and experiential learning. Students in Years 7 and 8 were enrolled in ASDAN Stepping Stones. Students in Year 9 were enrolled in Key Steps. In 2018 all students in Year 10 completed ASDAN E-Safety program and Towards Independence - Healthy Relationships. Years 11 – 13 gained hours towards their Personal and Economic Wellbeing, Social, Health and Ethical Skills Short Course. These short courses will continue over the following years so students have the opportunity to gain 55 hours and course recognition.

WORKPLACE LEARNING

The Workplace Learning program (ADWPL) caters to the differing needs of students. The students must be deemed Work Ready, complete 55 hours in the same workplace, submit a logbook detailing hours worked and skills demonstrated and complete a Skills Journal as evidence of learning to gain 1 achieved program. 76.4% of students met the requirements. 20% of students achieved two programs in 2018.

VOCATIONAL EDUCATION AND TRAINING (VET) ACHIEVEMENTS

Certificate I in Visual Arts was delivered on the school site. Students in years 11 and 12 can choose to enrol in this nationally accredited certificate courses as an elective. Eight students completed Certificate I in Visual Arts with six students gaining the full qualification.

SCHOOL BASED TRAINEESHIPS (SBTS)

Under this arrangement the student is both a full-time student and a part-time employee having on the job training. An SBT contributes to the student's Western Australian Statement of Student Achievement (WASSA). One student completed a Certificate II in Building and Construction, one student completed a Certificate II in Business, two students completed a Certificate II in Retail Services, one student completed a Certificate II in Hospitality.



POST SCHOOL DESTINATIONS

Parents of students leaving school in Year 12 and Pathways are given relevant information to make decisions regarding support and options available when leaving school. The school provides an intensive transition process for graduating students, including a **School to Work** program for students accessing open employment or employment in an Australian Business Enterprise (Business Service). The school hosts an 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 pathway transitions.

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

One of our Cannington Community ESC traditions is the hosting of our annual Destination Survey Morning Tea. Past students and their advocates are invited to attend and enjoy a chat and a coffee as well as provide us with valuable feedback on all things CCESC. Last year we had 17 past students attend along with numerous advocates and feedback from the event was extremely positive.

Students unanimously agreed that the schools' Person Centred Planning Process helped them achieve transitional goals. Pathways included employment with Services Providers such as GSI, ACTIV Industries, Westcare and Work Power.

Several students had secured ongoing employment in private industry in the following industry areas: retail, security, hospitality and the automotive industry. Other students had continued adult learning at TAFE, completing courses in Lifeskills, Media Skills, ICT and Retail. Former students also stated they enjoyed the Physical Education programs and opportunities to participate in Community Service through DFES and the Duke of Edinburgh program.

Since leaving school several ex-students have continued along this pathway and are now engaged in volunteer work and recreational programs.

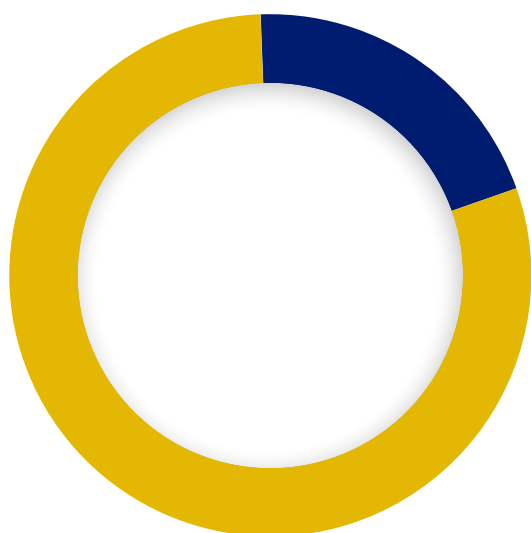
School camp and making friends, made the top of the 'like' list and the large majority of ex-students are now either working and/or engaged in other programs within their local community.



DESTINATIONS SURVEY

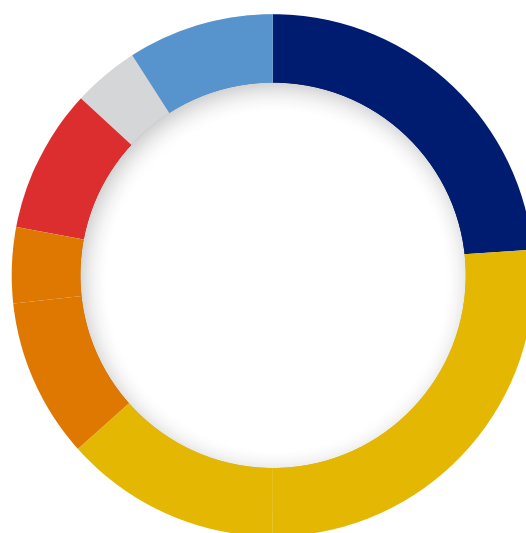
The graphs below illustrate student responses to some of the questions asked during the destination survey.

OVERALL SATISFACTION WITH LIFE



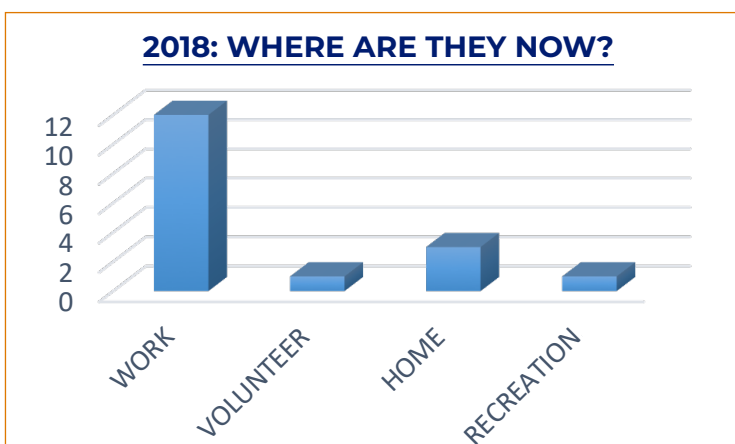
- Sad
- Ok
- Really Happy

2017: WHERE ARE THEY NOW?



- | | | | |
|---|-----|--|-----|
| ● Tafe | 25% | ● Home | 11% |
| ● Work | 31% | ● Recreation & Leisure | 8% |
| ● Volunteer | 14% | ● Other | 11% |

2018: WHERE ARE THEY NOW?



SCHOOL SATISFACTION SURVEY

The school conducted a Culture Survey with Students, Parents and Staff as part of our Independent Public School application process. The survey was sent electronically to Staff and Students and a paper copy was sent home to parents/caregivers. The return rate of over 65% was the highest ever for a parent/caregiver survey.

The responses were highly supportive of the school's culture with 95% expressing positive responses to the questions.

Students responded positively to most of the survey and individual follow up was carried out with the students given their literacy needs. Students said they are happiest and feel safest in their classrooms.

The staff survey was conducted with all teachers, education assistants and office staff. Next time we will differentiate the groups and tailor the questions. Overall staff were responded the most positively to the following questions

- » People work here because they enjoy and choose to be here
- » The student behaviour code is a result of consensus and collaboration among staff
- » Teachers and staff discuss instructional strategies and curriculum issues
- » Our school appreciates and supports the sharing of new ideas by members
- » Our School reflects a true "sense" of community.

CANNINGTON COMMUNITY EDUCATION SUPPORT CENTRE

Ethos: 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 social, emotional, sensory and physical needs

Our Core Values

Achievement
Independence
Respect

#CanDo

ATTENDANCE

Student Attendance Summary for All Public Schools for Semester 1 2018.

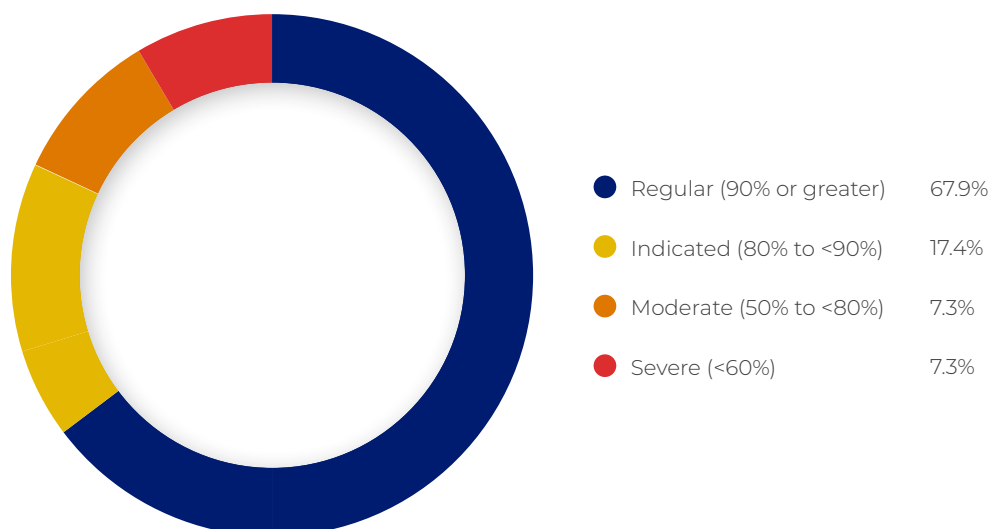
Attendance Rate

Enrolments	Available HD	Total HD Ab	Attend Rate	Auth HD Ab	Unauth HD Ab
Current	19262	2084	89.2%	1532 (74%)	552 (26%)
Former	238	27	88.7%	21 (78%)	6 (22%)
All	19500	2111	89.2%	1553 (74%)	558 (26%)

Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	73 (69%)	18 (17%)	8 (8%)	7 (7%)
Former	1 (33%)	1 (33%)	0 (0%)	1 (33%)
All	74 (68%)	19 (17%)	8 (7%)	8 (7%)

ATTENDANCE PROFILE 2018 SEMESTER 1



ATTENDANCE CONT

Student Attendance Summary for All Public Schools for Semester 2 2018.

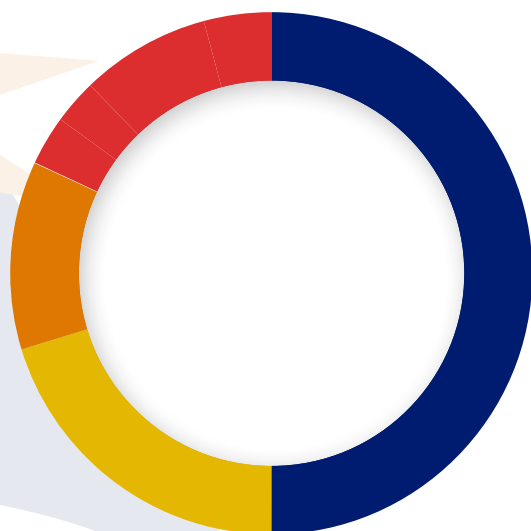
Attendance Rate

Enrolments	Available HD	Total HD Ab	Attend Rate	Auth HD Ab	Unauth HD Ab
Current	21036	3786	82.0%	2933 (78%)	853 (22%)
Former	96	39	59.4%	39 (100%)	0 (0%)
All	21132	3825	81.9%	2972 (78%)	853 (22%)

Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	58 (53%)	20 (18%)	11 (10%)	21 (19%)
Former	0 (0%)	0 (0%)	0 (0%)	1 (100%)
All	58 (52%)	20 (18%)	11 (10%)	22 (20%)

ATTENDANCE PROFILE 2018 SEMESTER 2



Regular (90% or greater)	52.3%
Indicated (80% to <90%)	18.0%
Moderate (50% to <80%)	9.9%
Severe (<60%)	19.8%

2018 HIGHLIGHTS

Stacey Northcott won the Caltex All-Rounder Award.

Ewan Pentland won the West Scheme Award for Excellence in Vocational Education and Training.

The Year 10 Endeavour Award, sponsored by Bill Johnson MLA, was won by Hugo Hendrawan.

The following students represented the school as councillors:

Year 7 Hudson Hough

Year 8 Ashley Pabai

Year 9 Chayton Lloyd

Year 10 Wade Robinson

Year 11 Tyson Worthington

Year 12 Nosisa Mhlope



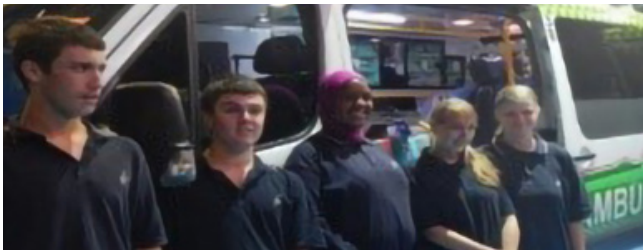
INDEPENDENT PUBLIC SCHOOL

In 2019 CCESC will become an Independent Public School (IPS). The Principal and School Council Chair, Cinnamon Bonnefin presented the schools vision to the IPS panel. The school community confirmed its capacity to take on the additional accountabilities of being an Independent Public School, the local community's support for change and the school's operational performance. Staff were involved at all levels and the school is looking forward to some

We undertook a review of our Ethos and what we stood for in preparation for developing our first business plan. *#Can Do* will be our hashtag and call to arms in 2019 and beyond. It represents our beliefs about students living with a disability as well as our core attitude to our work.

2018 HIGHLIGHTS

- » Senior Students completed Keys for Life Drivers Education and attend the RAC B-Street Smart seminar. Selected students also completed the Provider Developed Bike Rescue – Dismantle Program.



- » The annual school Fun Day was held at Adventure World on 2nd March 2018.
- » The senior school camp was held at Albany – Camp Quararup 2018. Students had the opportunity to visit the Royal Princess Fortress, Greens Pool and Middleton Beach.
- » On the 22nd June we held the school create. link. participate Market Day, followed by the ESSN Market Day hosted by Kensington Secondary School. Classes delivering Business Management Enterprise ran a stall on the day. All the money raised helps fund the school camps.



- » The Cannington Community College and Cannington Community ESC annual Athletics Carnival was held at the Ern Clarke facility. The students prepared for the event during their physical education lessons and took part in both track and field events: 100m, 400m, 800m, cross country, long jump, triple jump, high jump, shot put, discus and javelin.
- » The Cannington Community ESC basketball team won the annual Interschool Basketball Carnival held at the Ray Owen Centre in Lesmurdie against other ESCs from the metro area.
- » In June students from the middle and senior school hosted Australia's Biggest Morning Tea to raise funds for the Cancer Council. Staff and students paid a gold coin to enjoy delicious, healthy food made by the students. As well as volunteering to serve customers, students used a variety of skills while planning and hosting the morning tea and counted hours of service towards their Community Service Program.



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



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



- » The School Council members for 2018 were: Jessica Bates, Tanya Buchan and Andrew Wilson Cinnamon Bonnefin, Denise Barker, Angeline Ransfield, Dawn Lee, Gemma Wilson, Jenny Turner, Zena Gomes, Pam Cave, Bernardo Dewey.
- » The school appointed a student services manager and two student service co-ordinators who supported the implementation of the schools Positive Behaviour Support (PBS) framework. The PBS program includes: explicit social skills education, intensive youth work support to individual students, structured recreational programs during recess and lunch and a daily breakfast club that support students' health and wellbeing goals. The school employed a consulting a clinical psychologist Kat Smith from the Charles Street Clinic. She worked with students to support their social- emotional developmental goals.
- » To help individualise the students' therapy goals the school also consulted a physiotherapist Kath Davies from WizeTherapy who worked with staff to conduct needs assessments for all students within the school.
- » The School Ball was held at The Perth Novotel Langley Hotel. All the students and staff who attended really enjoyed the night.



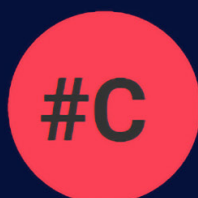
- » The Year 12 Graduation Dinner was held at Brando's Pizzeria in Victoria Park. The students and staff enjoyed the food and social atmosphere and a great night was had by all.
- » Students completed Certificate 1 in Visual Arts.
- » The middle school camp was held at Woodman Point– it was an action packed camp: swimming, abseiling, rock climbing, flying foxing and night discos.



- » During the transition program students in Years 10 and 11 attended a day camp at Woodman Point, it was a fantastic day giving the students the opportunities to develop friendship and practice their fishing and beach swimming skills.
- » CCESC hosted and ran the interschool Soccer Carnival for the Education Support South Network of schools. It was held at Coker Park and the Ern Clark Athletics Track.
- » The school hosted students from other schools who participated in our VET programs as part of the ESSN network.
- » CCESC hosted a variety of parent information sessions including; NDIS Employment Transition Session – NDS WA Parent Employment Information, WA Multicultural Services, Autism Australia and Domenic Murdocca-Money.
- » Ms Judith Hickey-Janes won the WAESPAA Senior Secondary Teacher of the Year Award.



ACHIEVEMENT - INDEPENDENCE - RESPECT



Curriculum

Literacy
Numeracy
Personal and Social
Capabilities - Mental
Health and Wellbeing



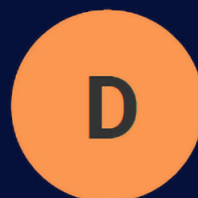
Aboriginal Culture

Aboriginal Culture
Framework



Networks

Parent and
Community
Partnerships
NDIS
Therapy
IEP's/RTP



Directions

Transition Plans
VET/WPL
Senior Curriculum
Pathways



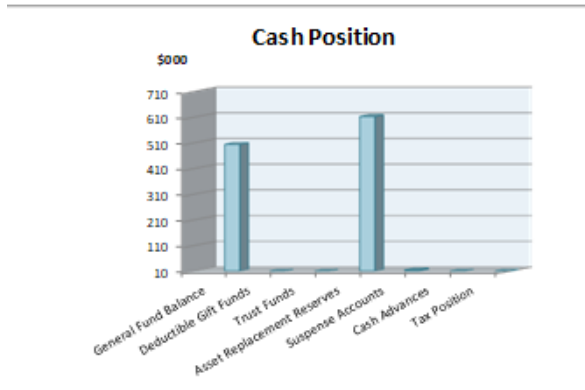
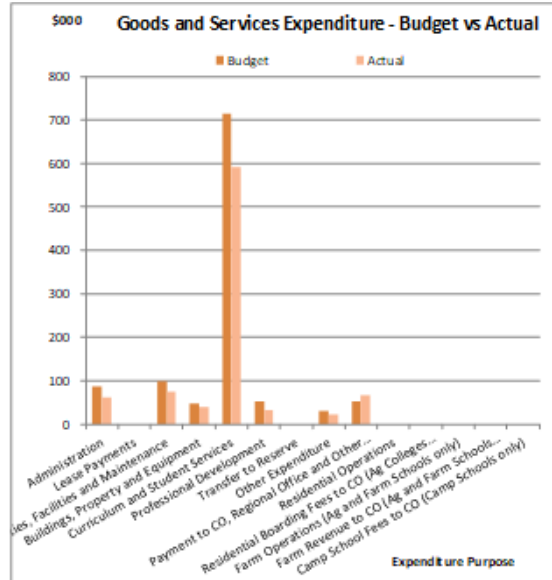
Organisational

Governance
Finance Committee
School Board
KOWS
Performance
Management

FINANCIAL SUMMARY

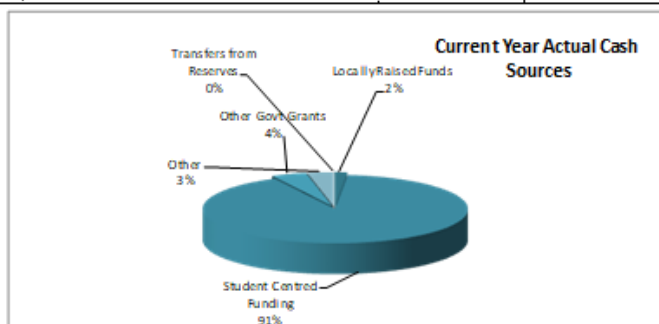
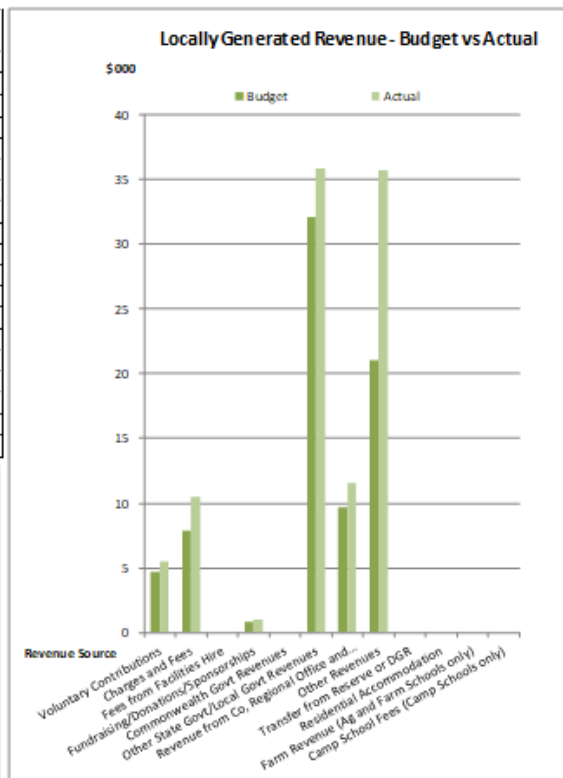
AS AT 31 DECEMBER 2018

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 86,422.00	\$ 60,701.96
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 98,676.00	\$ 73,931.81
4 Buildings, Property and Equipment	\$ 46,538.00	\$ 39,754.41
5 Curriculum and Student Services	\$ 712,691.20	\$ 591,665.19
6 Professional Development	\$ 51,500.00	\$ 31,549.16
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 29,821.00	\$ 21,339.96
9 Payment to CO, Regional Office and Other Schools	\$ 51,088.02	\$ 65,342.85
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	\$ 1,076,736.22	\$ 884,285.34
Total Forecast Salary Expenditure	\$ 4,875,376.00	\$ 4,875,376.00
Total Expenditure	\$ 5,952,112.22	\$ 5,759,661.34
Cash Budget Variance	\$ 28,562.97	



Cash Position as at:	
Bank Balance	\$ 1,125,245.57
Made up of:	\$ -
1 General Fund Balance	\$ 503,787.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 612,364.81
5 Suspense Accounts	\$ 14,769.86
6 Cash Advances	\$ -
7 Tax Position	\$ 5,677.00
Total Bank Balance	\$ 1,125,245.57

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,694.00	\$ 5,491.75
2 Charges and Fees	\$ 7,848.00	\$ 10,526.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 810.00	\$ 1,014.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 32,085.69	\$ 35,831.76
7 Revenue from Co, Regional Office and Other Schools	\$ 9,663.00	\$ 11,573.00
8 Other Revenues	\$ 21,047.00	\$ 35,669.71
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 76,147.69	\$ 100,106.22
Opening Balance	\$ 284,219.00	\$ 284,218.52
Student Centred Funding	\$ 1,001,998.90	\$ 1,003,748.50
Total Cash Funds Available	\$ 1,362,365.19	\$ 1,388,073.24
Total Salary Allocation	\$ 4,904,585.00	\$ 4,904,585.00
Total Funds Available	\$ 6,266,950.19	\$ 6,292,658.24



GLOSSARY OF TERMS

Abbreviation	Term	Meaning
AIEO	Aboriginal & Islander Education Officer	Assist Aboriginal and Islander students engage and access school curriculum and programs.
ASDAN	Award Scheme Development Accreditation Network	A functional life skills curriculum developed in the UK that focuses on student centred learning.
ATE	Alternatives to Employment	Community based recreational programs for people registered with DSC who are not able to work 20 hours a week.
COS	Courses of Study	School Curriculum and Standards Authority accredited subjects.
DFES Cadets	Dept. of Fire and Emergency Services	Cadets program promotes youth development through structured leadership, initiative and team work training activities.
DSC	Disability Services Commission	A government department that assists eligible students to obtain government services especially for people with disabilities.
EVE	Enterprise Vocational Education	Courses and programs that develop enterprising and work related skills and attributes. This includes activities or projects that encourage students to use creative ideas and processes, initiative and team work to produce and market a product.
HPE	Health Physical Education	SCSA Preliminary course for year 11 and 12 students. Combination of health, self-management and sport skills and activities.
HPO	Health, Physical and Outdoor Education	SCSA Foundation Course for year 11 and 12 students. Combination of health, sport and outdoor adventure activities.
ICT	Information Communication Technology	Computers, data projectors, electronic whiteboards, business machines including fax and telecommunication devices.
IEP	Individual Education Plan	An Educational plan that specifies learning objectives to meet the student's individual academic, social, physical and vocational needs.
ITP	Individual Transition Plan	An educational plan that caters for senior school students designed individual needs to prepare them for the transition from school to the workplace and wider community when they leave school.
LC	Local Coordinator	Employed by DSC to support eligible students and their families.
LAEP	Local Area Education Planning	A school facilities development program involved closing some schools and building others.
LOTE	Language other than English	Learning a language at school.
MAP	Making Action Plans	A person centred plan that focuses on the students dreams and aspirations for the future conducted with stakeholders
P Units	Preliminary Units	New preliminary level accredited School Curriculum and Standards Authority Courses.
PSO	Post School Options	A government agency that conducts an assessment of graduating students to determine their ability to access work and leisure opportunities. Students who meet certain criteria will be assisted to obtain a job and/or leisure opportunities.

Abbreviation	Term	Meaning
SAER	Students at Educational Risk	Students at risk of not engaging in school programs and/or leaving school without employment or further training.
SCSA	School Curriculum and Standards Authority	The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Western Australian Minister for Education for Curriculum K-12.
SECCA	Sexuality Education, Counselling and Consultancy agency	Provides sexuality and relationship counselling, education and consultancy to people with disabilities, their families, friends and carers.
SEN	Special Educational Needs	Students requiring learning adjustments and individual education plans
SERCUL	South East Regional Centre for Urban Landcare	Promote and actively participate in an integrated approach to catchment management improving waterways, ecosystems, as well as a cultural change in how the community views and interacts with the environment.
SCF	Student Centred Funding	The Department of Education's resourcing program is based upon a number of factors.
VET	Vocational Education and Training	Courses and programs that develop work related and industry specific skills.
WPL	Workplace Learning	A School Curriculum and Standards Authority subject with a skills assessment structure designed to meet the needs of students in gaining work skills in realistic work placements.



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