

ANNUAL REPORT 2025



CANNINGTON
COMMUNITY EDUCATION
SUPPORT CENTRE
LEARNING FOR LIFE

www.canningtonesc.wa.edu.au





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ACKNOWLEDGEMENT OF COUNTRY

In the spirit of reconciliation, we acknowledge and respect the Wadjuk Noongar people, the traditional custodians of the boodja (land) on which we work and live – Djarlgarro Beelier. We recognise their continuing connection to the boodja, bilya (rivers), ngamma (waterholes) and karda (hills), and we pay our respects to their Elders past and present.



MESSAGE FROM THE PRINCIPAL

It is our pleasure to introduce the 2025 Cannington Community Education Support Centre Annual Report to the school and the wider community. We are proud of this report and the achievements of our students. The staff have continued their relentless pursuit of providing the best for our students and families. They have given so much over the year to enable all students the opportunity to participate in many activities and events and to provide differentiated curriculum and instruction to all the students.

We are proud of our culture of Can-Do and our desire to find the best in everybody. We value collaboration and know that education outcomes are best achieved in partnerships with all the stakeholders, especially the students. 2025 was a year of reflection and we continued to work on our Business Plan goals and targets. Our Business Plan was changed to deal with the challenges of Covid with a strong health and wellbeing focus. We are back into our planning cycle and will be developing a new Business Plan. Our focus areas will be Differentiation, Assessment, Resilience and Engagement. In 2026 we DARE to develop our programs even further and work closer with our partners. We appreciate its a complex world for many of our families and when we work together – great things happen.

Our enrolments continue to be strong, and we started the year at capacity. There is pressure on available space on both our campuses. We are pursuing some infrastructure with the Department as some of our facilities are now aging and require updating.

It has been very beneficial working with our Board who have been stable for a few years. We have succession planning in place for replacing our upcoming Board members. Their advice and accountability are highly valued. The middle school P&C has Mrs Turner as the President – an ESC parent which is a great achievement.

We continue to lead innovation in several areas in the education support sector including hiring our school therapists and having regular training on WHS, First Aid and behaviour management with staff. We have employed Resilient Safe Organisation to work with all our staff to make our school safe and for staff to be mentally strong and agile.



Our employer base and TAFE links are getting stronger and our Mini – Woolies is flourishing. Our collaboration with the Education Support South Network (ESSN) has been beneficial in developing NDIS resources as well as in Art and Sporting competitions - something we did very well in terms of participation and wins. I have been the Network Principal in 2025.

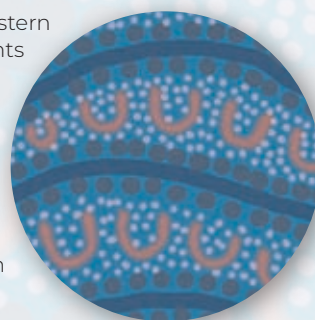
I hope you enjoy our stories from 2025 and if you require any further information or have questions, please feel free to contact me at school.

Andrew Wilson

Rosie Made was created by Rosie Paine, a Yilka artist from Cosmo Newberry, an Aboriginal community in the north-eastern Goldfields of Western Australia. Rosie is a proud Noongar and Yamatji woman. She is a talented artist and has been creating art for many years. She is also an advocate for indigenous culture and has shown her work at different events across Australia.

Traditional textiles are an important part of Indigenous Australian culture and Rosie Paine created 2 collections that are inspired by the traditional patterns of Australia's Aboriginal and Torres Strait Island people.

Bilya-k Kadadjiny (Learning at the River) reflects the significance of water in many Aboriginal cultures across Western Australia. This design represents our school as a place of learning at the river, where growth, connection, and knowledge are nurtured. The colours within the textile were also significant, representing our school, strengthening the connection between the design and our school identity.



SCHOOL BOARD



It has been a year of significant achievement for Cannington Community Education Support Centre, reflecting our shared commitment to ensuring every student is supported to succeed.

The year began strongly, with CCESC actively involved through the Education Support South Network, in partnership with the Education Support North Network, to host the 2025 School Development Day Conference. Held at the Perth Convention Centre, the theme Kaadaniny on the Derbal Yerrigan provided a meaningful and inclusive focus for the day. With more than 15,000 education support staff engaged across the two networks, the conference was a valuable opportunity for professional learning, collaboration and connection, supported by a diverse range of high-quality presenters.

Throughout the year, the school celebrated a number of important milestones. Continued progress was made in the development of the school's Reconciliation Action Plan (RAP), including the introduction of dual signage supported through the Partnership Acceptance Learning Sharing (PALS) Grant. The school's RAP was submitted and accepted at the Reflect Level, which is a huge achievement. Reconciliation Week was recognised across both campuses through shared food, social activities, student artwork and excursions, providing meaningful opportunities for reflection, learning and community connection.

In August 2025, the school introduced the Compass student management system. This was implemented through a staged roll-out, initially focusing on attendance and behaviour processes for staff and families. Staff were well supported through professional learning, development sessions and collaborative networking to ensure a smooth transition. Further functionality will be introduced in 2026 to continue strengthening communication and supporting school operations.

The Board is pleased to see the continued focus on practical, hands-on learning experiences to support student outcomes. Workplace Learning remains a key strength of the school, with valued partnerships acknowledged at the Employers Appreciation Breakfast in Term 3. Students also benefited from a range of camp experiences, with middle school students attending Woodman Point and senior students traveling to Busselton. Year 12 students participating in the Department of Fire and Emergency Services cadet program further developed their skills through a valuable experience at the Perth Hills Discovery Centre in Mundaring.

The School Board has worked closely with the leadership team throughout the year to review and shape the school's future direction. This has included a strong focus on Teaching for Impact, cultural responsibility, complex case management, and the health and wellbeing of both staff and students. This collaborative work has informed the development of the new Business Plan, which will be launched in 2026.

On behalf of the School Board, I would like to acknowledge and thank the staff for their ongoing dedication, professionalism and care. Their commitment continues to foster a positive, inclusive environment where all students are supported to thrive.

The Board looks forward to continuing this important work and to another successful year ahead.

Emma Blake
Chair, School Board,
Cannington Community Education Support Centre

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

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 2025 we had 120 students enrolled across 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, is co-located on the Sevenoaks Senior College site. Both partner schools are committed to inclusive practices and work collaboratively to maximise learning opportunities for students. However infrastructure pressures have limited integrated opportunities.

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 Years 7 to 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-metre pool with ramp access, sports courts, a multimedia library and function and meeting rooms. We are seeking to upgrade our classrooms.

FACILITIES

CCESC and its partner schools are well appointed and include specialist-learning areas, such as design and technology workshops, a horticultural centre, a fully functional gym, a home economics room, and a business centre. All classrooms are air-conditioned with kitchen facilities and state-of-the-art computer equipment. The campuses have full access for students with physical and sensory disabilities. We have two 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, Maddington, Gosnells, and Thornlie areas that are unable to utilise public transport. Students come from diverse 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, two Year 12 classes and one Pathways class.

STAFF AND SUPPORT SERVICES

As a level 5 school, we are staffed with a Principal, two Deputy Principals, a manager of corporate services, three school officers, a student coordinator and a Student Services Manager, a school Chaplain, one level 3 classroom teacher and two lead education assistants.

Each class had a coordinating teacher and at least three full-time education assistants. An additional four full-time and one part-time support teachers were appointed to facilitate programs. Two mainstream teachers from our partner schools provided specialist 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 employed consultant therapists to support the students' speech, occupational and physiotherapy goals. Outside agencies provided individual therapy services. In 2025 the school had two school nurses that were shared with both partner schools and a school psychologist employed three days a week. An instructional coach visited one day a week to assist teaching staff to implement our Instructional Model in their teaching.

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. In 2025, significant progress was made towards the development of our new Business Plan, with clear priorities established and key goals and strategies taking shape. While this work has advanced substantially, the plan is not yet finalised and will continue to be refined to ensure it reflects our school's vision and future direction and aligns with the 2026 Department of Education Strategic Plan.

Figure 2: Summary Statement



CURRICULUM

In line with the Australian Curriculum, CCESC embeds the general capabilities of Literacy, Numeracy, Information and Communication Technology, and Personal and Social Capability across all learning areas, with a strong emphasis on differentiation and functional application. Curriculum delivery is responsive to individual student needs and is informed by evidence-based practices and data.

In Years 7 to 9, students engage in the eight learning areas: English, Mathematics, Science, Health and Physical Education, The Arts, Technologies, Humanities and Social Sciences. While not all strands are delivered every year, programs are designed to provide meaningful and relevant learning experiences through a functional, cross-curricular approach. This ensures students develop practical skills that support independence and participation in everyday life.

In 2025, CCESC continued to deliver ASDAN (Award Scheme Development and Accreditation Network) programs, supporting a student-centred, life skills curriculum. In Years 10 to 12, students were enrolled in School Curriculum and Standards Authority (SCSA) courses, delivered through an integrated and functional model aligned to post-school pathways. Students receive Certificates of Achievement from ASDAN and Statements of Attainment from SCSA, recognising their learning and

achievements. By the end of Year 12, students compile a portfolio and resumé that reflects their skills, experiences, and accomplishments, supporting successful transitions to employment, training, or community participation.

Each middle school student has an Individual Education Plan (IEP), while senior students develop an Individual Transition Plan (ITP) to support their pathway beyond school. These plans are developed collaboratively through Making Action Plans (MAP) meetings, involving families, school staff, and allied professionals. They outline targeted goals across school, home, and community contexts and form the basis for monitoring, assessment, and reporting. Plans are reviewed each semester, with staff using data-informed practices to track progress and adjust teaching accordingly.

Students remain with their classroom teacher and support team over a two-year cycle, allowing for the development of strong relationships and a deep understanding of individual needs. This model supports continuity of learning, effective program sequencing, and enhanced pastoral care, contributing to a safe, supportive, and highly responsive learning environment.



SENIOR SCHOOL PROGRAMS 2025



SCHOOL CURRICULUM AND STANDARDS AUTHORITY COURSES

- Health and Physical Education Preliminary Course
- Preliminary English
- Preliminary 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
- Department of Fire and Emergency Services Cadet Recruit, and Cadet Level 1
- 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 AND 12

Vocational Education and Training (VET) program:

- Certificate I in Agrifood Operations
- Certificate I in Leadership
- School-Based Traineeships (SBTs)
- South Metropolitan Partial Completion courses

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
- First Aid



MIDDLE SCHOOL PROGRAMS 2025

ASDAN

Key Steps – Years 7 to 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 to 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 – Year 10

The Duke of Edinburgh's International Bronze Award is a non-competitive, internationally recognised program designed to encourage young people to develop positive skills and lifestyle habits.

Life Business Consultancy-Coaching Young People for Success (CYPFS) – Year 10

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 to 10

The school receives additional funding via the Mental Health in School initiative to deliver and promote a variety of wellbeing programs. The school embraced the PATHS Curriculum, which is a program that promotes emotional and social competencies.



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 (P) level. Preliminary Courses focus on the practical application of knowledge, skills and understanding to a range of environments that will be assessed by students with needs. There are no grades assigned for these units. The courses provide the opportunity for students to prepare for post school options of employment and further training. Students achieved competency in Preliminary units in English, Mathematics, Health and Physical Education. In 2025 Preliminary Visual Arts and Preliminary Materials



Design and Technology (wood and metal focus) formed part of our elective options for Years 11 and 12 students. Student achievements in these electives were positive with 93.3% of students achieving competency in P1, P2, P3 and P4 units.

Figure 3: Course Achievements 2025

Course name		Students achieved	
Preliminary Mathematics		Preliminary English	
P1	18	P1	18
P2	13	P2	13
P3	14	P3	14
P4	15	P4	15
Preliminary Health and Physical Education			
P1			18
P2			16
P3			21
P4			21
Preliminary Materials, Design and Technology		Preliminary Visual Arts	
P1 Metal	7	P1	6
P2 Metal	7	P2	6

ENDORSED PROGRAM ACHIEVEMENT

Department of Fire and Emergency Services (DFES) Cadet Program

Thirty - eight cadets were enrolled in this highly successful program that caters to students in Years 11 and 12. Our Year 11 students participated in the Cadet Recruit program and Year 12 students enlisted in the Cadet Level One program.

- Seventeen Year 11 students began the first year of the Cadet Level 1 program with 82% achievement.
- Twenty-one Year 12 students were enrolled in Cadet Level 1 where 100% achieved their certificate.

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 Clean Up Australia Day, Adopt-a-Spot and the Cancer Council. Nineteen students were enrolled in Community Service in 2025, and 94% achieved the required hours.

Duke of Edinburgh's International Award Bronze

The Duke of Edinburgh's International Award is an international youth development program that is flexible, non-competitive, challenging and provides an opportunity for young people to achieve their personal best. Students typically in Year 10 complete their final requirements for this program. In 2025, nineteen students were enrolled in this endorsed program, and 94% achieved the Bronze award.

ASDAN Programs

ASDAN Award Programs blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of key skills including 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 cover a wide range of activities and subject areas.

Students in Years 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 2025, all students in Year 10 completed ASDAN Towards Independence in E-Safety and Work Right. In Year 11 students work towards gaining hours for their Personal, Social, Health and Economic Short Course, completing this in Year 12. These short courses are delivered over two years, so students have the opportunity to achieve the mandated 55 hours and course recognition. In 2025, ASDAN Short Courses were available to individual students to build upon areas of need and/or in addition to support our CANDO Fresh Food, mini Woolies. ASDAN Certificate/Module achievement can be viewed in Figure 4: ASDAN Certificate/Module achievement.

Keys 4 Life Program - Plus

Participating students in Year 11, start their licence process while being taught about the importance of driving practice, gaining a licence, safer driving and safer cars, first aid, insurance, planning, assertive communication and decision making. Students can sit their learner's permit theory test. Those that pass this test can take their certificate to a Driver and Vehicle Centre to complete the Learner's Permit process. In 2025, we had 78% of students complete the requirements for this.

Figure 4: ASDAN Certificate/Module achievement

Student Achievement ASDAN			
Year	Endorsed Program	No. of students	Certificates/modules complete
7	Key Steps	22	Cert 1
8	Key Steps	21	Cert 1, 2
9	Key Steps	8	Cert 1, 2, 3
10	Towards Independence - E-safety	19	5 sections = 1 cert
	WorkRight	19	4 modules = 1 cert
11	PSHE Emotional wellbeing	14	10 hours = 1 credit
	PSHE Keeping safe and healthy	14	10 hours = 1 credit
	PSHE Tobacco and Drugs	14	10 hours = 1 credit
	Towards Independence - Developing Numeracy Skills: Introduction	10	6 sections = 1 cert
	Towards Independence - Developing Communication Skills: Introduction	8	6 sections = 1 cert
	Towards Independence - Using Transport	2	5 sections = 1 cert
	Towards Independence - Meal Prep and Cooking	1	6 sections = 1 cert
	Towards Independence - Sound, Rhythm and Music	2	5 sections = 1 cert
12	PSHE Social Media	17	10 hours = 1 credit
	PSHE Careers and your future	17	10 hours = 1 credit
	PSHE Alcohol	17	10 hours = 1 credit
	Towards Independence - Developing Numeracy Skills: Progression	4	6 sections = 1 cert
	Towards Independence - Developing Communication Skills: Progression	4	6 sections = 1 cert
	Towards Independence - Meal Prep and Cooking	6	6 sections = 1 cert
	Towards Independence - Sound, Rhythm and Music	3	5 sections = 1 cert

ENDORSED PROGRAM ACHIEVEMENT CONTINUED

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 one achieved program. In 2025, 39 Year 11 and 12 students were enrolled in ADWPL, 61% achieved 2 programs or more over the course of the year.

Work Readiness

Preparing our students for post school options as well as transitioning from the middle campus to our senior campus, presents many learning opportunities and essential planning. We are fortunate to have skilled staff who support the transition process, giving the students choice and variation in their work experiences. In 2025, our Year 10 cohort completed ASDAN Work Right. This is a mandatory work readiness program that prepares the students for ADWPL in Year 11. Our Workplace Learning Coordinators worked closely with students to map out their likes and dislikes, building on their interests and strengths to develop a plan so that the students could try different workplace options. Feedback was extremely positive, proving that using this strength-based process, student voice is acknowledged, valued and meaningful. In 2025, twenty students completed work experience as part of their Work Right Industry tasters. Students were supported to attend up to five different industry placements including; Best and Less, Wattle Grove Plant Farm, Australia Post, Citipace Community Centre and Armadale Community Animal Rescue Group.



Figure 5: CCESC VET data 2025

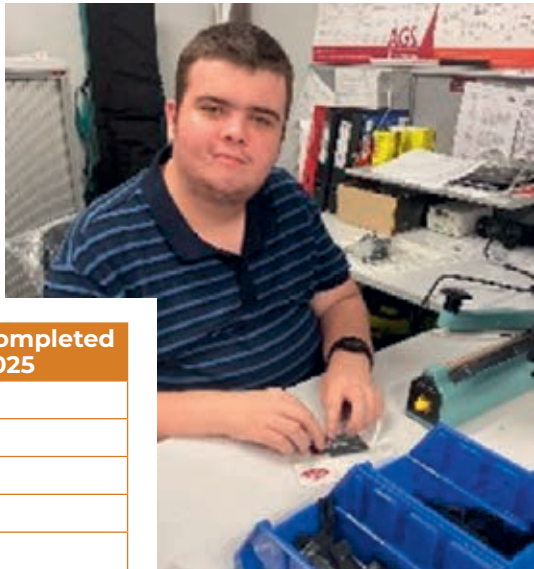
Achievement		Completed 2025
Certificate I in AgriFoods	VET Delivered at school	6
Certificate II in Retail	School-Based Traineeships	2
Certificate II in Process Manufacturing	School-Based Traineeships	1
Certificate II in Supply Chain Operations	School-Based Traineeships	1
Certificate II in Hospitality	School-Based Traineeships	1

Vocational Education and Training (VET) Achievements

Certificate I in Agrifoods Operations was delivered on the school site as well as in the community in 2025. The school continued to work within collaboration with Chorus. Chorus works to support seniors and people living with disability to stay independent at home. Students enrolled in Certificate I in Agrifoods provided gardening and landscaping services to the Chorus community members. Years 11 and 12 students can choose to enroll in this nationally accredited certificate course as an elective. Six students completed Certificate I in Agrifoods Operations, with all gaining the full qualification. Certificate I in Agrifoods has been delivered by our certified senior teacher for the last seven years, and is a well established course in the senior school.

In 2025, we trialled running a Certificate 1 in Leadership, with two students that showed an interest in managing our CanDo Fresh Food mini-Woolies. This Certificate was auspiced through Progressive Training and delivered by a classroom teacher. The course was designed to develop entry-level foundation employability and leadership skills. Its focus is on building confidence, personal management and teamwork, the practical project of managing our mini-Woolies store fitted perfectly into this model. Both students were awarded the full qualification.

In 2025 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. A SBT contributes to the students' Western Australian Statement of Student Achievement (WASSA). Five students finalised their SBTs in 2025 receiving a full qualification and three of these students gained permanent part time employment. In 2025 we also had five students begin their SBT journey. Employer partnerships include, Jason Windows, and Good Sammy's. Figure 5 outlines CCESC VET data for 2025.



STAFF PROFESSIONAL LEARNING

Crisis Prevention Institute Program (CPI)

In 2025, our school continued to strengthen its commitment to creating a safe, calm and caring environment for every student by engaging in two key Crisis Prevention Institute (CPI) programs: Safety Intervention Foundation Training and Reframing Behaviour. CPI is an internationally recognised organisation that provides safe, respectful and trauma informed approaches to supporting children.

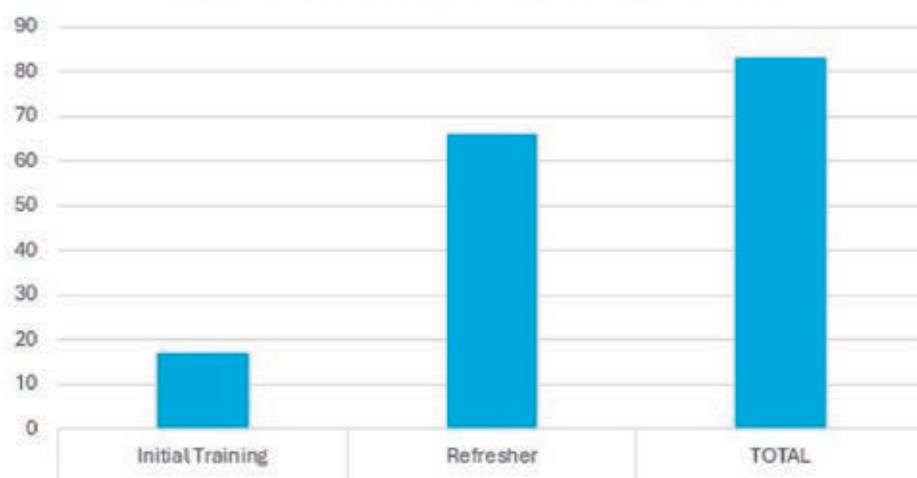
The Safety Intervention Foundation training helps protect students' physical and emotional safety by giving staff practical strategies to respond early and supportively. This helps children feel safe, calm and understood. Students experience consistent and predictable interactions that build a strong sense of security, while staff provide caring, respectful support that protects each child's dignity and wellbeing. These positive, confidence building moments help students settle more easily and return to learning with reassurance and stability.

The Reframing Behaviour program complements this training by helping staff deepen their understanding of how the brain influences behaviour and how their own responses can support student wellbeing. Using simple ideas from neuroscience, staff practise emotional regulation strategies, reflect on their interactions with students and develop consistent approaches that help children feel safe, ready and able to learn. The program focuses on four key areas: understanding the brain, recognising our own emotions, responding with compassion, and building strong, trusting relationships. By practising these skills regularly, staff are creating calmer, more connected and supportive classrooms where every student can thrive.

Together, CPI Safety Intervention and Reframing Behaviour strengthen our ability to keep students safe and help them feel safe every day. Staff are equipped with the knowledge, strategies and confidence to respond calmly, consistently and compassionately, ensuring students are supported by adults who understand them and prioritise their wellbeing.



CPI Safety Intervention Foundation-Working with Children and Young People 2025 (Version 3)



COMMUNITY ENGAGEMENT

CULTURAL RESPONSIVENESS

Reconciliation Action Plan (RAP)

The school demonstrated significant success in January by advancing cultural responsiveness through its implementation of its first Reconciliation Action Plan (RAP), a formal plan that organisations in Australia use to build respectful relationships with Aboriginal and Torres Strait Islander peoples. Goals and targets in the “Reflect” RAP were chosen by a Working Party Committee inclusive of Aboriginal parent representation to encourage this initial stage of reviewing the school's current cultural responsiveness. In many ways, our school community was already demonstrating a good level of cultural responsiveness through its yearly commemoration of Harmony Week, National Reconciliation Week and NAIDOC Week and so the RAP was held in good stead.

The school community was provided with regular updates about the RAP's goals and targets, and staff had opportunities to embed the RAP into the curriculum by using online resources such as Wingaru with the students, and into daily practice through using an Acknowledgement of Country as part of the morning classroom welcome routine.

A number of the RAP's goals and targets were able to progress with a successful Partnership Acceptance Learning Sharing (PALS) funding grant that allows projects to promote understanding of Aboriginal cultures, histories and reconciliation. A Noongar language expert Sharon Gregory provided consultation on words and signage for the school community, plus she delivered language lessons to the Year



9 students. The Noongar language signage project is still in progress with a couple of Indigenous businesses providing quotes and further support to see this project come to fruition in 2026.

Overall, the combined impact of the RAP and PALS grant has fostered a stronger sense of pride, belonging, and shared responsibility for reconciliation among staff, students, and families.



DESTINATION SURVEY

In 2026, Cannington Community Education Support Centre conducted a follow-up survey of the 2024 graduating cohort, after 12 months post-school. A total of 12 out of 16 former students participated in structured interviews exploring their post-school pathways and experiences.

Overall, the data reflects positive post-school engagement and outcomes. Eleven of the 12 respondents reported that they enjoyed their time at CCESC. Four students are currently engaged in part-time or casual employment, including two through Workpower and two in open employment settings. Notably, three of these employment opportunities were directly linked to connections established through the school's Workplace Learning program, highlighting the impact of authentic, supported transition pathways. Engagement in community and lifestyle activities remains strong, with seven students regularly participating in recreation or leisure pursuits. Ten of the 12 respondents are accessing support through the National Disability Insurance Scheme (NDIS), with nine actively engaging with support workers and/or therapeutic services, supporting continued development of independence and wellbeing.

When reflecting on their school experience, 83% of students indicated that CCESC had prepared them well for life beyond school and that they felt happy and supported during their time at the Centre. Feedback also identified an opportunity for continued growth, with one student expressing a desire for a stronger academic focus.

These outcomes reinforce the school's commitment to providing meaningful, individualised pathways that support successful transitions to employment, community participation, and ongoing support services.

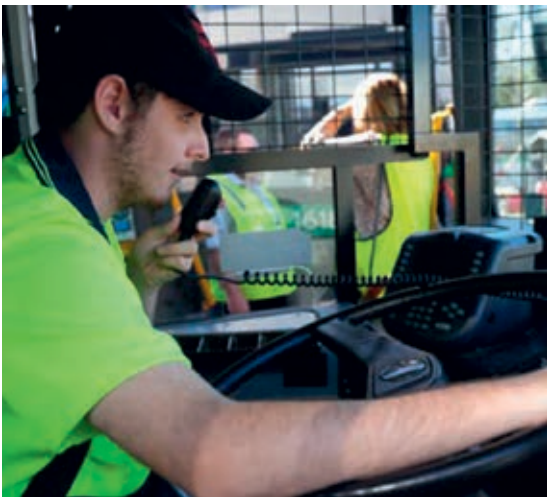
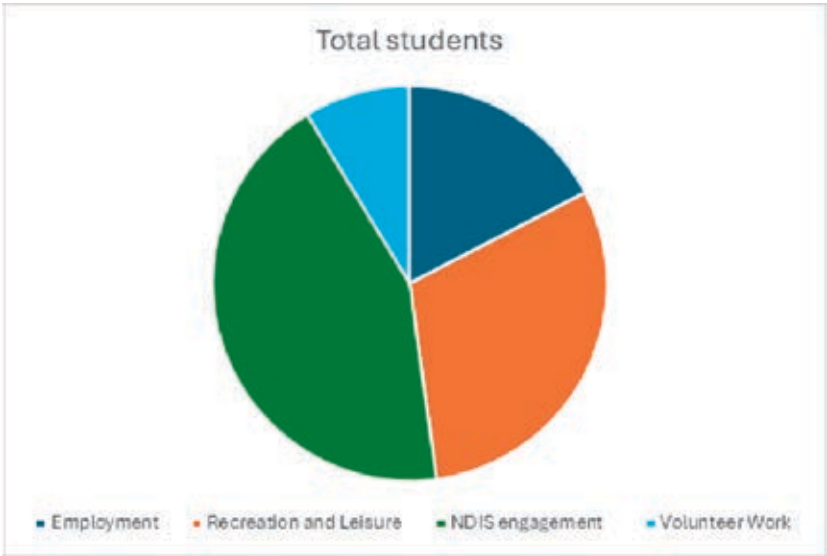


Figure 6: Post School Activities



Post School Activities	No. of Students
Employed or SBT	4
Volunteer	2
Engaged with NDIS	12
Recreation and Leisure	7



STUDENT ENGAGEMENT

Student Risk Management and Engagement

In 2025 the Student Services team consisted of a Student Services Manager, a Student Services Co-ordinator, a chaplain, a school psychologist and two health nurses (across both campuses). In 2025, the school continued to prioritise strong student engagement through consistent attendance. Across both semesters, attendance patterns showed steady participation, with a majority of students maintaining regular attendance.

Semester 1 Overview

The compulsory-aged student attendance rate for Semester 1 was 87.1%.

- 62.2% of students attended regularly ($\geq 90\%$).
- 18.1% were in the indicated risk category (80–89%).
- 14.2% were in the moderate risk category (60–79%).
- 5.5% were at severe risk ($<60\%$).

Year 12 achieved the highest attendance (93.2%), while Years 8 and 11 recorded lower averages and remain a focus for targeted support.

Semester 2 Overview

Semester 2 showed a slight improvement in overall attendance, rising to 84.9% for compulsory-aged students, although the distribution across risk categories shifted:

- 50.4% attended regularly ($\geq 90\%$).
- 22.8% were in the indicated range.
- 18.9% fell into the moderate risk category.
- 7.9% were in the severe risk category.

Attendance varied across year levels, with Year 12 again demonstrating the strongest attendance (88.5%) and overall engagement.

Annual Summary

While the proportion of regular attenders decreased from Semester 1 to Semester 2, most students remained engaged in learning, with a consistent pattern of authorised absences across the year. Students in the moderate and severe risk categories continue to be supported through individualised attendance plans, strengthened family communication, and early intervention strategies.

The school and our Student Services team remains committed to improving overall attendance, reducing chronic absence, and ensuring that all students are supported to participate fully in their education.

Figure 7: Attendance Profile 2025

Semester 1 Collection (Finished for this Year/Semester)

Breakdown	Attendance rate	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	88.50%	13	6	3		96%	4%
Y08	79.60%	12	1	4	4	94%	7%
Y09	90.10%	11	5	2		96%	4%
Y10	88.60%	13	3	3	1	100%	1%
Y11	81.40%	8	6	4	2	90%	10%
Y12	93.20%	22	2	2		96%	4%
Compulsory	87.10%	79	23	18	7	94%	6%

Semester 2 Collection (Finished for this Year/Semester)

Breakdown	Attendance rate	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	83.70%	12	2	7	1	79%	21%
Y08	78.10%	7	7	3	4	96%	4%
Y09	88.60%	11	6		1	93%	7%
Y10	89.20%	12	4	4		96%	4%
Y11	82.10%	7	3	7	3	88%	12%
Y12	88.50%	15	7	3	1	90%	10%
Compulsory	84.90%	64	29	24	10	90%	10%



STUDENT ENGAGEMENT CONTINUED

Mental Health and Wellbeing Educational Programs

The Mental Health in Schools Project continued through 2025 and was the seventh year of implementation. PATHS (Promoting Alternative Thinking Strategies) lessons continued through Years 7 to 10, and various ASDAN health and wellbeing modules were completed in the senior school.

Harmony Week

This year's Harmony Week theme, "Everyone Belongs," was proudly celebrated through a collaborative event involving Cannington Community Education Support Centre, Cannington Community College, and Sevenoaks Senior College. Across our three campuses, we are enriched by over 60 nationalities and cultural backgrounds, and these celebrations highlighted the diversity, values, and talents of all our students and staff.

Two major events were held, one at each of our campuses. Both were filled with vibrant presentations and activities including flag-making, cultural face painting, student poetry, a large harmony mural, live podcast recordings, a photo booth challenge, and students proudly wearing traditional cultural attire. We were also treated to incredible performances from African drum dancers and Aboriginal dancers, followed by a cultural feast in our garden to close the week.

Harmony Week was a powerful reminder that our schools are communities where every culture is valued, every voice is heard, and everyone belongs.

R U OK Day

Our school recognised R U OK? Day on 11 September 2025, a national day that encourages checking in on others and building meaningful connections to support positive mental health. Led by our school nurse, Amy, and the Student Services team, we hosted a whole school pancake breakfast at the Middle School campus in collaboration with Cannington Community College staff—cooking nearly 1,000 pancakes. We also had the pancake breakfast celebration at our senior campus.

Students eagerly participated, asking staff and peers "R U OK?" and demonstrating a strong understanding of the importance of caring for one another. Many wore yellow to show their support for the day and to promote the message of looking out for each other.

Mental Health Week

The theme for 2025 was "Taking Steps on Your Wellbeing Journey." This year's theme is all about recognising and celebrating the steps we take, big or small, towards better mental health and wellbeing. This was a full week of positive healthy Mental Health activities in and out of the classroom. We had sensory play, magic carpet, meditation, drumbeat, photo booth, blender bike smoothie making, a pamper station, IPLAY, Nintendo Switch, sensory mat, a visit from Perth Farm Animal (our students loved this incursion) and we ended our Mental Health week with free dress day (footy colours) Inflatable sport games including: soccer, darts, American football, baseball, and axe throwing.



STUDENT ENGAGEMENT CONTINUED

Positive Behaviour Support

Positive Behaviour Support (PBS) is a whole school initiative introduced at Cannington Community ESC in 2018. Developed in the United States more than 30 years ago, PBS is an evidence based framework designed to improve social, emotional, and academic outcomes for all students, including those with disabilities. The approach strengthens and integrates the data, systems, and practices that influence student outcomes every day, helping create school environments where all students can succeed. During 2025, the PBS Committee undertook a significant review of the school's Behaviour Matrix. After gathering feedback from staff, the committee began work to simplify and streamline the matrix to make it more accessible and user friendly. This collaborative process ensures the updated matrix will reflect shared expectations and supports consistent practice across the school.

The committee also built on work initiated in 2024, with staff continuing to trial explicit teaching of the Behaviour Matrix. Lessons were implemented across classes, and ongoing feedback helped refine both the teaching approach and the supporting resources. In addition, the committee facilitated professional development during a School Development Day, providing staff with opportunities to deepen their understanding of PBS and contribute further feedback to guide future improvements. Staff at CCESC consistently distributed AIR tokens in alignment with the school's PBS Behaviour Matrix. Token data was collected weekly, enabling the PBS Committee to monitor trends, make informed decisions, and refine implementation strategies to better support students and staff. Looking ahead, the committee will continue to oversee the explicit and consistent teaching of expected behaviours across all classes, ensuring alignment with the updated Behaviour Matrix as PBS remains a central part of CCESC's school culture. It is expected that data collation will be further enhanced by introducing Pulse on Compass (a whole school data system).

Transition

In 2025, the school held several parent/carer information sessions to prospective Year 7 parents and carers. During Term 3 our staff visit the incoming Year 7 students at their primary schools to provide a familiar face when they attend the 2 half day transition sessions.

In Term 4, the incoming Year 7 parents/carers are invited to a morning tea, where current Year 7 students have the opportunity to share their experiences, milestones and passion about high school. Parents also get the opportunity to have a look at the classrooms and and chat with support staff who will be involved with the transition days. The formal transition days are held over two half days towards the end of Term 4.

In 2025, Transition planning for our Year 10 students commenced at the beginning of the school year, with a strong focus on building confidence, familiarity and readiness for the senior campus. Students participated in integrated curriculum experiences at the senior site, with individualised transition opportunities provided based on need to support, reduced anxiety, and successful adjustment. The Workplace Learning team engaged with students weekly, introducing the endorsed Workplace Learning program and facilitating industry taster experiences linked to WorkRight. Formal transition processes were further strengthened in Term 4 through scheduled weekly visits, classroom-based learning and excursions connected to DFES and Health and Physical Education. These experiences provided valuable opportunities for students to build relationships with senior staff and peers, supporting a smooth and positive transition into their senior years.



STUDENT ENGAGEMENT CONTINUED

Therapy Provision

Therapy sessions conducted at school must be initiated by parents through the Parent Therapy Request Form. Therapists are required to complete a Therapy Service Schedule Form, including SMART goals (Specific, Measurable, Achievable, Realistic, and Timely) that align with student Individual Education Plans (IEPs) for Years 7–10 and Individual Transition Plans (ITPs) for Years 11–12, as well as each student's broader educational goals and outcomes. Once approved, therapists may schedule sessions on site.

Therapists work collaboratively with parents, teachers, and classroom staff to implement IEP, ITP, and SMART goals. They use targeted therapy strategies and resources within the classroom environment to support students in achieving their educational outcomes.

In 2025, therapy providers remained consistent with 2024, with 41 companies supporting 128 therapists — an increase of 25 therapists from the previous year. These therapists delivered school-based services to 80 students across a range of disciplines, including speech therapy, physiotherapy, occupational therapy, psychology, behaviour support, counselling, and support work. Of the 80 students, 51 engaged with multiple therapists, and 19 therapists supported multiple students. Several students also received additional support from School of Special Education Needs (SEN) Vision, Disability, and Sensory teachers.



Figure 8: Therapy Provision 2025

Therapy Type		Speech	OT	Physio	Psych	PBS BSP	Counselling	Support Work	
Providers 41	Therapists 128	49	41	17	3	14	2	2	
Year Group	Total # of Students								Total Therapists
7	16	14	11	6	-	1	-	-	32
8	13	12	9	6	-	5	-	-	32
9	13	10	12	2	-	1	-	-	25
10	10	7	7	3	-	2	-	-	19
11	14	9	5	1	2	2	-	-	19
12	14	8	6	4	2	2	2	2	24
TOTAL	80	60	50	22	4	13	2	2	151

HIGHLIGHTS 2025

Student Councillors 2025



Year 7 Summer Lingius



Year 8 AJ Robertson



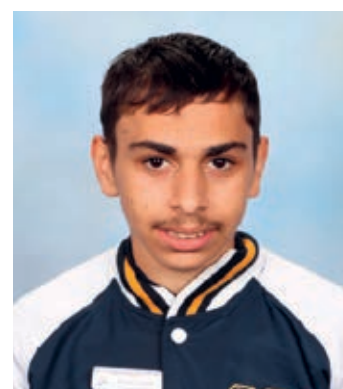
Year 9 Elina Skrgic



Year 10 Kyle Poland



Year 11 Lars Roche



Year 12 Edmund Dann

Year 12 Presentation Ceremony

The Year 12 Class of 2025 Presentation Ceremony was held in the Sevenoaks Lecture Theatre. It was a spectacular event and fantastic to see our Year 12 students put on their gowns and be presented with their portfolios and graduation bear. We were also fortunate to have our Federal Member of Parliament Zaneta Mascarenhas attend the evening, along with Ms Emma Blake, Chair of our School Board. Thank you to all the parents, friends and families who attended. Our Year 12 students have certainly taken home great memories. I would like to take this opportunity to wish our Graduating Class of 2025 the very best of luck for their future endeavours.



HIGHLIGHTS 2025

CONTINUED

Year 12 Award Winners

Congratulations to Robbie for receiving the VET Endeavour Award. This award recognises a student who demonstrates energy and integrity in their chosen VET industry area, shows a strong commitment to developing their skills, successfully completes Authority Developed Workplace Learning, and is known for being punctual, reliable and respected by their peers. In 2025, Robbie began a School-Based Traineeship (SBT) with Jason Windows, where he has thrived in the workplace environment. Robbie has embraced every opportunity to learn on the job, demonstrating dedication, a strong work ethic and a positive attitude. His growth and success in the program are a wonderful reflection of his determination and the respect he has earned from both colleagues and peers.

Congratulations to Ryan for receiving the AMPOL Best All-Rounder Award. This award recognises and celebrates the outstanding contribution of a final year student beyond academic achievement, acknowledging qualities such as attitude, personal conduct, leadership, service to the school community, and involvement in sport, arts and culture. Ryan truly embodies the spirit of this award. A passionate and talented sportsman, he throws himself into every opportunity available, approaching each activity with enthusiasm, persistence and determination. Ryan's positive attitude, willingness to participate, and commitment to giving his best in everything he does, makes him a valued member of our school community and a wonderful role model for others.



Preliminary Maths Unit 3 and 4	Jayden Keymer
Preliminary English Unit 3 and 4	Charli Pugh
Preliminary Health and Physical Education Unit 3 and 4	Hugh McDonnell
Preliminary Materials design and Technology - Metals Unit 1 and 2	Reon Gill
Authority Developed Workplace Learning - VET	Robbie Burton
Authority Developed Community Arts Performance	Devyn Smith
Department of Fire and Emergency Services - Cadets Level 1	Edmund Dann
Certificate I in Agrifood Operations	Wah Sa Lay Paw
ASDAN Personal Social Health and Economic Education	Maddison Wheeler
Authority Developed Music Performance Ensemble (Music Rocks)	Summer Mulder
Preliminary Units 1 & 2 Visual Arts	Summer Mulder
ASDAN Meal Prep and Cooking	Cameil Walton
ASDAN Developing Numeracy and Communication Skills	Jai Efferille

HIGHLIGHTS 2025 CONTINUED

Year 12 Farewell Dinner

Our annual Year 12 Farewell Dinner is always a special highlight of the school calendar. Once again, Brando's Pizzeria in Victoria Park generously hosted the event in 2025, providing a wonderful setting for the evening. Students arrived dressed to impress and together with staff, enjoyed a delicious three-course meal while sharing stories and reflecting on their time at school. Each student was presented with a personalised photo book, signed by their peers and staff, as a lasting keepsake of their school journey. The evening was filled with laughter, celebration and a few heartfelt moments as we acknowledged our leavers.



Year 12 Ball - Masquerade Theme

On 30 August, our Year 12 students celebrated the Senior Ball in style at the elegant Westin Hotel. The theme was 'Masquerade' and our students wore amazing masks and looked fantastic. It was a spectacular evening filled with music, fine dining and dancing, marking a memorable milestone for our students in their final year of school.

Students and their partners were praised for their outstanding behaviour, positive attitude, and impressive dance moves. A heartfelt thank you to the dedicated staff who attended and supported the event. It was truly a night to remember for all involved.



HIGHLIGHTS 2025 CONTINUED

Middle School Camp

The annual three-day Middle School Camp was held at Woodman Point Recreation Camp in Coogee, with 60 students in attendance. The camp provided students with valuable opportunities to further develop their independent living skills while strengthening friendships with their peers and building positive connections with staff. For some students, the experience presented a significant personal challenge, encouraging resilience, confidence, and personal growth.

The camp also fostered a sense of adventure, enabling students to work towards meeting module requirements for both the Ignite and Duke of Edinburgh Awards. Located along the beautiful Coogee beach-front, Woodman Point Recreation Camp offered an ideal setting for a variety of outdoor activities.

Students enjoyed beach swimming at Coogee, fishing off the Ammo Jetty, and participating in tabloid sports on the grassed area at John Graham Reserve. A pleasant day was also spent at Cockburn ARC, where students swam and played basketball. At the campsite, activities included craft sessions, archery, beach games, and ultimate sports, ensuring there was something for everyone to enjoy.

Evening entertainment added to the excitement, with a Western-themed disco and a retro movie night featuring *Back to the Future*. Great fun and laughter were shared by all, and it is fair to say that everyone returned home happily exhausted.

We extend our sincere thanks to the staff who organised the camp and to all those who attended and participated with such positive spirit.



HIGHLIGHTS 2025

CONTINUED

DFES Camp

The Year 12, Department of Fire and Emergency Services Cadet (DFES) Camp was held at the Perth Hills Discovery Centre during Term 3 2025. Twelve students headed out into the bush to experience cooking on an open fire and a night in a tent. For many of our students, this camp presents a significant personal challenge. Participants are expected to put up their tent, manage personal gear and cook several meals on a butane stove.

This year, our students visited the Kalamunda Volunteer Bushfire Brigade in the Wollaston Industrial area on the way to camp. Students completed a session in the training room on the new 3 symbol warning system and talked about how to prepare a bushfire plan with their family. Some students were invited to try on a fireman's safety gear and find out how hot and heavy all of the protective clothing can be. The group completed a tour of the fire station and appliances before having a turn at using a fire hose on the forecourt of the station. For many students, it was the first time they had been able to get close to operational emergency vehicles. Many thanks to the volunteers who gave up their time to give our students such a hands on experience.

The main meal was cooked on an open fire followed by a night activity which included students using a GPS unit to guide the group through the bush to the entry to the blind trail. Many students were amazed how much they could see in the bush at night without a torch! On the last day, students cooked pancakes and toast in their groups and topped up with bacon and eggs from the camp kitchen before hiking to Mundaring Weir to learn about Perth's water supply and the pipeline to Kalgoorlie. The students used the camp kitchen to produce some very tasty hamburgers before returning to school.

Wildcats All Ability Basketball Carnival

Early in Term 3, we took two teams of our best players to compete in the Perth Wildcats All-Ability Basketball Carnival. Other secondary ESC schools involved included, Armadale, Belridge, Dianella, West Coast, Atwell, Cyril Jackson, John Tonkin, Leeming, Warnbro, Rockingham and Malibu. Our students showed exemplary behaviour and sportsmanship, with our division 1 team winning all their games. Cannington Community ESC was declared the champions for the third year running. The top players from each school (Patrick and Elina from CCESC) were formed into 'All-Stars' teams which played the Wildcats players in a short game. Winners of the best sportsmanship medals were Lochlan and Emily.

On Tuesday the 19th of August, our school was visited by members of the Wildcats, to present the champions trophy to our players. They spent invaluable time with our students, shooting baskets, interacting and having fun. Everyone got a real buzz from meeting the professional players, and were impressed with their kindness and intimidating physical presence.



HIGHLIGHTS 2025 CONTINUED

Create.link.participate Market Day

In 2025, Cannington Community ESC was proud to host two significant Market Day events, each demonstrating the strength of our Enterprise program and the impressive capabilities of our students. Both the Term Two Market Day and the Christmas Market Day in December provided meaningful opportunities for students to apply their learning in authentic, real world contexts while engaging with our wider school community. Our Term Two Market Day showcased the culmination of Semester One Enterprise learning. Students worked diligently to design, create and prepare a diverse range of products, developing essential skills in communication, numeracy, problem solving and teamwork. The event allowed students to put these skills into practice as they interacted with visitors, managed transactions and presented their work with confidence. Their preparation and professionalism were evident throughout the day. Later in the year, our Christmas Market Day on 11 December brought a festive and welcoming atmosphere to the school. Despite the warm weather, the event was exceptionally well attended by families, carers and community members. The variety and quality of products reflected the creativity and craftsmanship of our students, and the enthusiasm with which they engaged with visitors demonstrated their pride in their achievements.

We were also pleased to welcome Castlereagh School, whose participation and partnership added further diversity. Across both events, the support from our school community was outstanding. The presence of families and carers contributed greatly to the success of each Market Day and reinforced the strong sense of connection that underpins our school culture. These events continue to highlight the value of Enterprise learning in building student confidence, independence and social skills.

Looking ahead, our goals for future Market Days include:

- Expanding cross school collaboration, with opportunities for additional partner schools to participate.
- Increasing student leadership roles, allowing students to take greater responsibility in planning, marketing and managing their stalls.
- Strengthening sustainability practices, including the use of recycled materials and environmentally conscious packaging.

These goals reflect our commitment to continuous improvement and providing students with rich, practical learning experiences that build confidence and independence.



HIGHLIGHTS 2025 CONTINUED

Duke of Edinburgh's Awards and Ignite Awards

2025 marked the final year of our longstanding partnership with Awards WA, who concluded their service provision at the end of the year. Throughout this final year of collaboration, they worked closely with our school to deliver the Ignite Award for Years 7 and 8, as well as the Bronze level Duke of Edinburgh Award. Once again, our students were supported by dedicated staff as they worked toward their awards across the key areas of Adventure, Hobbies, Physical Recreation, and Community Service, all embedded within the daily school curriculum. The programs require our students to set goals in each challenge area which encourages a level of research and planning. Our staff encourage our students to collaborate with each other as well as incorporating as many life skills as possible such as using public transport and helping others as they work towards their award. Our school's program structure offers an amazing array of hobby, sporting and adventure options to support students to achieve their award. We would like to thank the City of Canning and the Mayor Patrick Hall for providing a venue and assisting us to formally recognise our students' achievements.

As we look forward to 2026 and beyond, our school has established new partnerships with a local provider for the Duke of Edinburgh Award and an Eastern States provider for a replacement for The Ignite Award, is now called the Compass Award.



Reconciliation Week

On the 26th May 2025 our school acknowledged National Sorry Day with a moment of silence and a joint video presentation created by Cannington Community ESC and Cannington Community College, featuring students sharing reflections on the Stolen Generations and how we can work toward a better future. This continued into National Reconciliation Week, themed "Bridging the Gap," where students collaborated on footprint murals symbolising walking together toward reconciliation. The week also included Tucker tasters: Emu, Crocodile, Kangaroo, Damper, a Didgeridoo performance by Sevenoaks Senior College students, ESC senior students participating in the Djarlagarra Yarning Project excursion, and a regional Yarning Circle Watch Party, all providing meaningful opportunities for learning, connection, and truth telling in support of our commitment to reconciliation.



HIGHLIGHTS 2025 CONTINUED

CCESC & CCC ATHLETICS CARNIVAL

We had a combined ESC / mainstream Athletics carnival in Term 2 at Ern Clark athletic track. ESC students competed alongside their mainstream counterparts in traditional events such as running, long jump, shot-put and javelin/vortex throws. The students also enjoyed novelty events such as tug-o-war, sumo suits.

A real achievement on the day was ESC student Ali Saad who was runner up Year 10 champion boy.



Kalability Interschool Sports Carnivals

CCESC participates in four Inter-school Sports Carnivals a year (1 per term), namely cricket, AFL, basketball and soccer. These are hosted by Kalamunda ESC and provide a focal point for our school-based PE lessons. They motivate and extend our students, developing both physical and social skills in the 'real world'.

These integrated sporting events are for Years 7 to 13 students with a disability, from Education Support schools across the Perth metropolitan area. The carnivals are a great way to introduce students with a disability to different sports and encourages them to get involved with local junior clubs in their area.

The carnivals are held at Kostera Oval (Kalamunda), with the basketball carnival held at Ray Owen Sports Centre. The sports are all modified versions, allowing students of all abilities to participate and enjoy themselves in a safe, inclusive environment. In 2025 CCESC was fortunate enough to emerge as first division champions in both basketball and soccer. Students also performed strongly in the cricket and AFL carnivals, displaying excellent behaviour, effort, and sportsmanship. Standout performances include; Nur Elina, Rocco, Summer and Mitchell for AFL; Edmund and Ron for cricket; Patrick, Lochlan and Lawrence for soccer; Ali Saad and Ryan for basketball.



HIGHLIGHTS 2025 CONTINUED

Senior School Camp

Our senior students attended the Busselton Camping Centre in Term 1, 2025, where they participated in a highly engaging and memorable camp experience. Students stayed in dormitory-style accommodation and were actively involved in planning and preparing their own meals, supporting the development of independence and daily living skills. The camp program included a range of recreational and community-based activities such as visiting the Busselton Jetty, kayaking, swimming, exploring local caves, excursions to the Capes Raptor Centre and A-Maz'n Margaret River. This experience provided valuable opportunities for students to build confidence, strengthen peer relationships, and engage with the wider community.



CANNINGTON COMMUNITY ESC

FINANCIAL SUMMARY

as at 31 December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	58,367	58,367
Carry Forward (Salary):	211,121	211,121
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	7,957,103	7,957,103
Locally Raised Funds:	400,300	162,275
Total Funds:	8,626,891	8,388,866
EXPENDITURE		
Salaries:	6,511,514	6,511,514
Goods and Services (Cash):	1,348,612	903,270
Total Expenditure:	7,860,126	7,414,784
VARIANCE:	766,765	974,082

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	58,367	58,367
Carry Forward (Salary)	211,121	211,121
STUDENT-CENTRED FUNDING		
Per Student	1,382,446	1,382,446
School and Student Characteristics	6,229,435	6,229,435
Disability Adjustments	8,066	8,066
Targeted Initiatives	208,601	208,601
Operational Response Allocation	7,992	7,992
Total Funds:	7,836,540	7,836,540
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	71,344	71,344
School Transfers – Salary	(793,937)	(793,937)
School Transfers - Cash	843,156	843,156
Department Adjustments	0	0
Total Funds:	120,563	120,563
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	18,800	5,710
Charges and Fees	35,145	27,061
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	6,108	4,728
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	37,940	35,627
Revenue from CO, Regional Office and Other schools	223,685	49,925
Other Revenues	41,622	39,224
Transfer from Reserve or DGR	37,000	0
Residential Accommodation	0	0
Farm Revenue (Ag and Fam Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	400,300	162,275
TOTAL	8,626,891	8,388,866

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,545,377	5,545,377
New Appointments	0	0
Casual Payments	945,368	945,368
Other Salary Expenditure	20,768	20,768
Total Funds:	6,511,513	6,511,513
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	63,722	47,385
Lease Payments	13,000	10,353
Utilities, Facilities and Maintenance	47,092	32,110
Buildings, Property and Equipment	186,359	171,375
Curriculum and Student Services	494,679	405,180
Professional Development	54,118	51,008
Transfer to Reserve	256,152	0
Other Expenditure	9,847	6,794
Payment to CO, Regional Office and Other schools	223,643	179,065
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,348,612	903,270
TOTAL	7,860,125	7,414,783



Cannington Community Education Support



Canningtoncommunitypesc



Connect School Space Cannington Community Education Support Centre

All artwork featured throughout this Annual Report was created in 2022 by local artists and by students from Cloverdale ESC, Maddington ESC, Armadale ESC, and Cannington Community ESC, in collaboration with Djuandi Dreaming.

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