Developing in each student the ability to function independently at school, in the workplace and in the community.

THE SCHOOL COMMUNITY

Cyril Jackson Senior Campus Education Support Centre caters for students with intellectual disabilities and Autism Spectrum Disorders. The school community is made up of students from diverse socio-economic and cultural backgrounds. Our proximity to the railway line facilitates independent travel and students commute daily from many Perth suburbs. Our co-location on the Senior Campus provides a supportive, inclusive and adult-oriented environment for students with special needs. It promotes an adult ethos, fosters social skills and assists students in their preparation for independent life. We provide individually tailored programs for students in years 11, 12 and 13. Our dedicated team of staff are proud of the contribution they make in providing a positive learning environment where students can fulfil their potential, both as individuals and as active community members.

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Our Program is specifically designed to cater for students with disabilities.

Our Career Education, Community Access and Academic programs are tailored to meet the individual needs of the students.

Independent travel training and fully supported work placements are key features of our program.

The outcomes of our program demonstrate students have developed the necessary skills to achieve inclusion and independence both in the workplace and the general community.

As part of the Centre’s philosophy of inclusivity, students also take classes at the main campus in Hospitality, Engineering (Automotive), Music and Media.

Integration is also fostered for students who desire extension in their academic pursuits.

Our Workplace Learning Program educates and provides students with the necessary skills to enable a successful transition from school to the work place.

Workplace Learning is one of the most important areas students will be involved with at Cyril Jackson Senior Campus Support Centre. It aims to prepare students for the dramatic transition from school to work.

**CAREER EDUCATION INCLUDES:**

- Work Experience
- Occupational Health & Safety
- Manual Handling
- Job Seeking Skills
- Travel Training
- Certificate 1 Retail
- Certificate 1 Agrifood
- ASDAN Workright

**ACADEMIC PURSUIT:**

- Preliminary English
- Preliminary Maths
- Preliminary Health and Physical Education

**VOCATIONAL EDUCATION & TRAINING:**

- Certificate 1 Engineering (Automotive)
- Certificate 1 Retail
- Certificate 1 Agrifood (Pathways)

**ENDORSED PROGRAMS:**

- Bush Rangers - 3 day School Camp
- Keys for Life Program (Drivers Ed)
- ASDAN Workright (Career Education)
- ASDAN Meal Preparation and Cooking

**OPTION PROGRAMS:**

- Media
- Art
- Outdoor Education
- Music Rocks Australia
- Sexual and Reproductive Health

**TRANSITION PATHWAYS**

- WACE
- TAFE
- Employment
- Alternative to Employment
Individual Pathway Plans (IPP’s) are developed in collaboration with parents, the school and other relevant agencies and sets the direction and focus for an individual student’s education for the following two to three years until graduation.

Individual Pathway Plans document major goals and specific objectives for students in the following areas:
Functional Academics (Literacy/Numeracy); Workplace Learning; Career Education; Independent Living; Health; Community Access; Communication and/or Behaviour.

Individual Pathway Plans incorporate a brief description of Future goals, the Action and who is Responsible to action that long term goal.

IPP’s include learning activities or strategies that will be utilised to develop objectives.

**IPP objectives are linked to the broader goals included in the student’s Individual Pathway Plan. In effect, IPP objectives describe what part of the major goal will be developed in a particular semester or year.**

**IPP’s provide the fundamental basis for all teaching and learning for a given term, semester or year.**

Individual Pathway Planning meetings provide a forum for parents/caregivers to clarify their hopes, expectations and aspirations for their child. Through the IPP process the needs of individual students are clearly identified and parents/caregivers, the school and other agencies are able to formulate broad goals and specific objectives for that semester or year.

IPPs encourage teachers to be accountable for the quality of the services being offered. Families and students are more aware of the services being offered and those provided.

IPPs provide continuity in educational programs ensuring that common goals and approaches are adhered to from year to year, enhancing the possibility of each student realising his or her potential.

IPPs describe what the school will be accountable for over a given time period. Families are more aware of the specific objectives that pertain to their child.

IPPs allow schools to demonstrate accountability to the system.
Course Unity Achievement

- P1 ENG: 75% achieved
- P1 MATHS: 87.5% achieved
- P1 HEALTH: 87.5% achieved

VET Unit of Competency Achievement

Students enrolled in 102 Units of Competency

- Certificate I in Retail: 4 enrolled – 100% achieved all five competencies
- Certificate I in Engineering: 5 enrolled – 100% continuing or achieved all 14 competencies
- Certificate I in Agrifood Operations: 2 enrolled – 100% achieved six or more competencies

Endorsed Program Achievement

- CDEC1 (Bush Rangers) - 12 enrolled – 92% achieved
- ASDAN Workright - 12 enrolled – 67% achieved
- ASDAN Meal Preparation and Cooking – 16 enrolled - 93.8% achieved
Each year, our Centre achieves outstanding results by registering graduating students with Disability Employment Service Providers, Community Support Groups and Post School Options.

The table below displays the destination of graduating students for the past three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Destination</th>
</tr>
</thead>
</table>
| 2015 | • One student enrolled in further education at Cyril Jackson Senior Campus.  
    • One student seeking employment.  
    • One student registered with Edge Employment Services.  
    • One student seeking transition to further education / or employment |
| 2014 | • Six students registered with Disability Employment Service Providers.  
    • One student registered with a Community Support Group (RISE).  
    • One student registered with Post School Options.  
    • Four students enrolled in further education at Cyril Jackson Senior Campus.  
    • One student enrolled in further education at Tuart College. |
| 2013 | • One student registered with Interwork through the Seamless Transition – PSO process.  
    • One student registered with Bizlink through the SPICE Program which is a partnership between Woolworths and Bizlink.  
    • One student secured part-time work.  
    • One student registered with Autism Association through the Seamless Transition – PSO process.  
    • Two students registered with Bizlink Employment Services.  
    • One student works part time at McDonalds. |
In term 3, students participated in Music Rocks Australia program for 10 weeks.

MRA is a mobile school of music performance creating bands from ESC classes with music technology and instruments to use music as a vehicle for personal, social and musical development.

This program engaged our students in 30 minute weekly sessions over a ten week period commencing in Term 3.

The students found their strengths in music and formed a band (vocals, drums, guitars and keyboards) and learnt two songs to perform at a concert, along with all other Music Rocks Australia performers at The Games Sports Bar. This required all students to work together harmoniously towards a single goal.

Music Rocks Australia encouraged our students to collaborate in a team setting which promoted discipline, communication, confidence and self-esteem along with enhancing the student’s ability to problem solve and promote patience and encouragement. The program saw students thrive both on a personal level and group level, overcoming fears and anxieties.

Bush Rangers is a natural conservation program designed for teenagers. The program gives students the opportunity to develop practical life skills, team and interpersonal skills as well as offering a variety of leadership opportunities and fosters community responsibility.

Our highlight is the annual Bush Rangers School Camp which is a 2 night / 3 day event where students enjoy a range of tailor made outdoor educational activities.

This years highlights for our Bush Ranger excursions have included – Hillarys Fisheries Department, Fish Market Reserve, Bob Cooper Bush Survival incursion, Kanyana Wildlife Injured Animal incursion, visit to Armadale Reptile Park, Jane Brook & Hovea Falls National Park Tours, Adopt A Spot at Point Reserve and Sandy Beach Reserve, Red Hill Recycle Management Plant, Perth Hills Discovery Centre, Kings Park Wetlands, Baigup Wetlands Water testing and bird spotting at Eric Singleton Bird Sanctuary, just to name a few.
Workplace Learning students attend work placements generally 1 day per week, with graduate students being involved with Workplace Learning at least twice a week in preparation for job expectations in the following year. Students in their final year are being linked up with work place service providers. It is pleasing to see that some students have already been offered extra days of work.

2015 year was extremely busy, with students being supported by Education Assistant staff at various work experience placements and courses both on and off Campus.

The students really deserved a lot of credit for the way they worked so hard in all areas of workplace learning.

The Education Assistants have been adaptable and caring in their supporting roles. Our efforts are always aimed at trying to achieve the best possible outcomes for our students, and the students for this year were enthusiastic and motivated in the workplace environment.

‘Keys for Life’ program is designed to help young people learn the correct road and safety rules to develop positive attitudes and behaviours while driving.

Our Centre believes that helping students develop their independence is an important part of students’ education and transition. ‘Keys for Life’ program is a great opportunity for students who have aspiration, to get their licence.

Throughout the program students learn about risk management and decision making in traffic–related situations and have the opportunity to sit their Learner’s Permit at the end of the program.

In 2015 three students passed their Keys for Life Learners Permit.
Our Graduation Ceremony is always the most special event of the year. This year we had four graduating students from our Centre. There was a wonderful turn out of family members, Senior Campus staff, VIPs and employers to share in the celebration.

Our official Graduation Ceremony was held on the Senior Campus at Jackson’s Café, followed by Graduation Lunch at Caversham House.

STUDENT AWARDS

Ambassador Award      Beau Wheatley  
Commitment to Excellent Award     Amy Brown  
Citizenship Award      Amy Brown  
Caltex Allrounder Award     Ellen Chong  
Workplace Learning Award Independent    Luke Apted & Beau Wheatley  
Workplace Learning Award Supported     Michael Geralis  
Most Improved Student Award B1      Baqir Rahimi  
Most Improved Student Award B3     Wade Holden
Develop a whole school approach for implementing curriculum development. To provide a responsive outcome/competency based curriculum that develops holistic needs and enables teaching staff to develop learning programs that are student centred.

**RAISING STANDARDS IN LITERACY AND NUMERACY**

**GOAL**
Develop a whole school approach for implementing curriculum development. To provide a responsive outcome/competency based curriculum that develops holistic needs and enables teaching staff to develop learning programs that are student centred.

**EVIDENCE**
- 100% of targets met

**TRANSITION PLAN**

**GOAL**
Students will experience comprehensive programs that include diverse work placement options and flexible curriculum delivery and/or alternative to employment recreation/ independent living activities.

**EVIDENCE**
- 67% of targets met

**iPADS**

**GOAL**
Students will utilise iPad technology to raise their achievement in literacy and numeracy, engage in play or manage their behaviours.

**EVIDENCE**
- 86% of targets met

**TECHNOLOGY**

**GOAL**
The Technology and Enterprise curriculum delivered by teachers is consistent with the Curriculum Framework. Student use of contemporary software and hardware enhances their communication, independence and social interactions.

**EVIDENCE**
- 50% of targets met

**STUDENT WELLBEING PLAN**

**GOAL**
Staff and students will be supported to achieve optimal behaviour and welfare outcomes through targeted interventions at the individual, classroom and whole-school level.

**EVIDENCE**
- 90% of targets met
Staff are knowledgeable in areas of best practise and are able to employ a wide range of education support specific pedagogy to enhance student learning. Staff performance is continuously reviewed and developed systematically to achieve best practice standards. Staff promote a shared vision for the school and a commitment to its purpose.

- 63% of targets met

To maintain ongoing review of planning, monitoring and reporting of student outcomes at an individual level. To demonstrate high levels of accountability to the community.

- 100% of targets met

Parents trust our school with the education of their child, and for the wider community to regard our school as well managed and with the interests of students and their parents first.

- 100% of targets met

Parents trust our school with the education of their child, and for the wider community to regard our school as well managed and with the interests of students and their parents first.

- 82% of targets met
TEACHING STAFF QUALIFICATIONS

All teaching staff met the professional requirements to teach in WA schools and were registered with the WA College of Teaching.

Two staff members have Certificate IV in Assessment and Workplace Training which allows assessment of TAFE courses on site and in the workplace - Certificate 1 courses in Retail and Agrifood.

<table>
<thead>
<tr>
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<tr>
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<td>Principal</td>
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<td>Administrative</td>
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<td><strong>Teaching Staff</strong></td>
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<td></td>
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<tr>
<td><strong>Non-Teaching Staff</strong></td>
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<td></td>
<td>9</td>
<td>8.1</td>
</tr>
<tr>
<td><strong>Staff Total</strong></td>
<td>14</td>
<td>12.3</td>
</tr>
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</table>

ENROLMENT TRENDS

Consistent with Government requirements, students must complete their senior schooling years, schools are now obliged to offer senior schooling programs to all students. Several schools including Independent and Catholic schools have referred students to Cyril Jackson SC ESC to take advantage of the courses we offer.

PROFESSIONAL DEVELOPMENT

Teacher and Education Assistant Professional Learning in 2015 was directly related to the needs of the student cohort.

The professional learning list highlights our focus on supporting students with mental health challenges.

Apart from in-house performance days, staff members attending development days at a cost of $3,380.00.

2015 Staff Professional Learning

- Bushrangers WA - Cadets
- Social Networking Mild IS and ASD in Teens
- St John Ambulance and First Aid
- ASDAN Training
- Teaching Kids to Read – Reading Doctor
- WAESPAA Conference
- WAMBE Conference
- DTS – SEN K-6 Special Ed In Gr
- RM Billing
- Anaphylaxis Prevention & Management
- Assets
- Performance Management
- SCF OLB
- Asset manager
- EOY Procedure
BIKE RESCUE

Bike Rescue Program encourages young people to become active members of the community while fostering values of worth in themselves and everything around them.

Our students’ mentor is Tony - A Master Mechanic who has leading edge expertise and over 35 years experience in cycle servicing, bike building and restoring bikes, has kindly offered his services each Friday to support the students in this innovative program.

The program originally was modelled on a highly successful “earn a bike program”, operating in numerous cities around the world. Based on a 2 hour per week commitment over a 10 week period. Students spent the first 14 hours of the program learning aspects of bike mechanics and restoration. Facilitators and volunteer mentors ensured every nut and bolt was covered in this comprehensive course. Participants learnt all aspects of bike maintenance and restoration. Students were taught theory and hands on skills, then had the opportunity to apply these skills with a tangible reward for their efforts.

A key focus is that students will DONATE a bike to a local organisation of their choice, giving back to the community and also get to keep a bike for themselves.

THE PROJECT takes a hands-on approach to repair and bike maintenance while promoting health, sustainable transport and recycling. This program is a social enterprise program that uses bike culture to engage, inspire and mentor young people.

OUTCOMES increase social and emotional wellbeing; build new friendships; improve attendance while students connect and contribute to the community.

Bike rescue program is one of the most effective engagement programs we are running in the north metro region.”

Towards the end of 2015, Senior Campus kindly donated a workshop for our program. This custom made space enables our students to work on their projects without disruption and to utilise the space to create a proper bike workshop environment.
In March, 2015 we were contacted by The West Australian Newspapers advising their interest in publishing an article on our Bike Rescue Program.

A member of the Community’s response to the Bike Rescue article published in WAN on 27 March.

A joy to see
My heart had a little lift when reading about the bike restoration program at the Cyril Jackson Senior Campus Education Support Centre, above (Teens up to putting bikes on road again, News 20-3). What an encouraging story — it’s nice to have some good news for once.

Not only is bike restoration engaging young people in the program, making them more industrious and revealing some latent talents, but it’s benefitting others in the community at the same time. It’s a win-win.

David Whelan, Nollamara
BICKLEY SCHOOL CAMP
Our three day Bushrangers Recreation Camp at Bickley was fantastic. We enjoyed all activities - search & rescue hunt, raft building, flying fox, crate and rope climbing, camel riding, barbeques, canoeing and a movie night. The activities required students to overcome physical and mental challenge.

WATER SKIING AT MccALLUM PARK
Our end of year excursion was at McCallum Park where students enjoyed a fantastic experience on the water biscuit towed by the WA Disabled Water Ski Club speed boat. Students engaged in developing team building skills and social well being.

ANNUAL SCHOOL BALL
Our annual school ball was hosted by the Senior Campus at the Hyatt Regency Perth. Students and staff had a gala of a time enjoying every moment of this special evening.
In November, 2015 our Centre was nominated winner of Education Support Centre School Award by West Australian Education Support Principals and Administrators’ Association (WAESPAA),

In December, 2015 we held a very successful Transition Day for new students who will be coming to our Centre in 2016. At the start of the day, new students and parents were given a tour of our Centre and the Senior Campus, before joining us on the final Bushrangers Excursion for 2015 to Armadale Reptile Park! We all got to see lizards, turtles swimming and geckos sunbaking, touch a snake (eek!), watch a crocodile have lunch, enjoy a sausage sizzle, and most importantly, MAKE FRIENDS! It was a fantastic opportunity for new students and returning students to get to know each other.
B1 classroom had a very productive and interesting year in 2015. At the start of the year our Centre was involved in an ANZAC Day Ceremony held outside the CJ’s Café, with 2 special guests from the RSL Eastern sub branch, who shared their experiences with us. Our Bush Ranger Level 2 Cadets were responsible for ensuring the music, poppies and raising of the flag was carried out on the day. Each class created a wreath and poppies to give. B1 & B3 classes visited the new Bassendean Memorial where students laid the wreaths and poppies they made.

As part of our Maths Program, B1 registered for the annual RSCPA Cupcake Day. Students decorated cupcakes and set up a market stall at the Main Campus. Students took turns selling the cupcakes, collecting the money and answering questions relating to the flavours of cupcakes as well as what the fundraiser was for. It was an excellent day and we raised just over $100 for a great cause.

We enjoyed a lot of whole school activities through our involvement in Bush Rangers designed to incorporate the environment, team building and leadership skills. This year we experienced Hillarys Fisheries Department, Fish Market Reserve, Bob Cooper Bush Survival Incursion, Kanyana Wildlife Injured animals Incursion, Armadale Reptile Park, Jane Brook & Hovea Falls National Park Tours, Adopt a Spots- Point Reserve & Sandy Beach Reserve, Red Hill Recycle Management Plant, Perth Hills Discovery Centre-fire, Kings Park Wet Lands PD, Baigup Wetlands Water testing and Eric Singleton Bird Sanctuary- bird spotting, just to name a few.

Our Bush Ranger highlight was the school which was at Bickley Recreation Camp for 2 nights and 3 days. Students engaged in fun activities like canoeing, raft making, rope climbing, flying fox (across a river), orienteering activities and camel rides. It was a fun time for all where students demonstrated not only mature behaviour whilst on camp, but also a great team spirit by helping each other out.

Our recreation excursions this year have been to - Bowling, Bounce, Laser tag, City Sight Seeing bus tour, visit to Fremantle Prison, Scitech and the movies. At the end of each year we have a whole Centre water-skiing excursion to McCallum Park This was a great activity and lots of fun for all.
B3 classroom had another exciting year in 2015, our year was filled with many interesting and enjoyable activities and opportunities to learn. Students undertook many activities including Work Place Learning, Certificate Courses, ASDAN, Bushranger Cadets, Recreation excursions and Bike Rescue.

We had a mix of new students to our Centre, and students continuing their studies at Cyril Jackson from previous years. All the students have contributed to a great learning environment, where students encourage each other, and enjoy each other’s company and successes.

We had the opportunity to experience Media and Music at the Main Campus; engaged in Meal Prep Cooking as part of the “Towards Independence” program in ASDAN, and used our new interactive Smart Board and IPads which was a fun learning experience. We participated in the Music Rocks program in term three, culminating in a Rocking performance at The Game Sports Bar in Perth.

This year we concentrated on developing independence, while using these skills, such as money handling, that we learn in class, out in the real world. During our class Shopping Program, all the students demonstrated their communication, cash handling, and teamwork skills, and made some yummy meals.

Students had the opportunity to learn and practice new skills, and consolidate their existing skills in a variety of work placements, and other settings. Some of the workplaces included Men of the Trees, Foodbank, Vinnie’s and Salvo’s stores. Students, and the staff supporting them in their work places are to be congratulated on the enthusiasm and resilience they displayed, and the challenges they met and overcame. The positive feedback from these placements was a pleasure to read, and a credit to all involved.

Students also took part in community activities such as the ANZAC Day Ceremony, Harmony Day, and Adopt A Spot, through the Bush Rangers Program. Students behaved in a mature and positive manner, which is another reason why the Cyril Jackson Senior Campus Education Support Centre was selected as The Centre of the year in 2015.
Our students and staff attended the Abilities Careers’ Expo at Crown Perth, Burswood in September, 2015. The Abilities Careers’ Expo provided information to all students, schools and families on employment, further education and/or post school options available to students with a disability. The expo is a Unique Cross sector and interagency initiative that benefits students and their families to explore post-school options and employment information.

We were privileged to have Industry Presenters from Transperth, Centrelink, National Disability Insurance Agency and WA NDIS My Way, for the first time ever. Students were invited to engage with Schools/ Trade Training Centres and Institutions to gain hands on practical experience, leisure, art, volunteering, bike rescue, hospitality, and building and construction to name a few.

Our Centre had three fantastic interactive displays at the Expo: one performing Music Rocks, one for Bike Rescue and one showcasing our school, thank you to staff for all your hard work on this.

Cyril Jackson was privileged to have been part of the organising committee with a highlight introducing the Hon Peter Collier MLC Minister for Education, Aboriginal Affairs and Electoral Affairs and Ms Sharyn O’Neil—Director General from Dept. of Education.

We were pleased to receive the letter below from Mr Paul Meacock, Assistant Regional Executive Director from the Department of Education.
Cyril Jackson Senior Campus Education Support Centre completed the biennial mandatory National School Opinion Surveys during 2014. Surveys were made available on-line for parents, students and staff. Please find below a snapshot of the results from each category:

**Student Responses**

![Bar chart showing student responses](file)

The chart above illustrates the average ratings for various aspects of the survey, ranging from 0.0 to 5.0. Icons represent the percentage of responses for each rating category:

- **Strongly disagree**
- **Disagree**
- **Neither agree nor disagree**
- **Agree**
- **Strongly agree**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>5</td>
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<tr>
<td>Disagree</td>
<td></td>
<td>4</td>
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<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>3</td>
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<tr>
<td>Agree</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
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</tbody>
</table>
Parent Responses

Bar chart showing the average ratings for various school aspects and the percentage of responses for each rating category.
### Staff Responses

<table>
<thead>
<tr>
<th>Topic</th>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect students to do their best.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Teachers at this school provide students with useful feedback.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Students feel safe at this school.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Students at this school can talk to their teachers about...</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Parents at this school can talk to teachers about their concerns.</td>
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<td>0</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Students like being at this school.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>This school takes staff opinions seriously.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Teachers at this school motivate students to learn.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Students’ learning needs are being met at this school.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>This school works with parents to support students’ learning.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I receive useful feedback about my work at this school.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Staff are well supported at this school.</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

#### Graphical Representation

- **Strongly disagree**
- **Disagree**
- **Neither agree nor disagree**
- **Agree**
- **Strongly agree**

---

BASKETBALL
Our annual Basketball Game against Kalamunda SHSESC has become a favourite tradition.
# 2015 Financial Summary

## Cyril Jackson ESC

### Financial Summary as at 31 December 2015

### Revenue - Cash

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
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<tr>
<td>Commonwealth Government Revenues</td>
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<tr>
<td>Other Revenues</td>
<td>$119,837.66</td>
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<tr>
<td>Transfer from Reserves</td>
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<td>$504,415.68</td>
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<tr>
<td>Total Locally Raised Funds</td>
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<tr>
<td>Total Cash Funds Available</td>
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<td>$385,302.14</td>
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### Expenditure

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<th>Budget</th>
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<tr>
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<tr>
<td>Transfer to CO, Regional Office and Other Schools</td>
<td>$920.00</td>
<td>$715.00</td>
</tr>
<tr>
<td>Retirement Arrangements</td>
<td>$10,200.00</td>
<td>$10,200.00</td>
</tr>
<tr>
<td>Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>$506,035.32</td>
<td>$504,415.68</td>
</tr>
<tr>
<td>Camp School Fees to CO (Camp Schools only)</td>
<td>$225,330.25</td>
<td>$225,330.25</td>
</tr>
<tr>
<td>Other State/Local Govt Revenues</td>
<td>$11,980.25</td>
<td>$10,055.00</td>
</tr>
<tr>
<td>Other Revenues at Regional Office and Other Schools</td>
<td>$11,980.25</td>
<td>$10,055.00</td>
</tr>
<tr>
<td>Total Goods and Services Expenditure</td>
<td>$586,058.24</td>
<td>$585,562.28</td>
</tr>
<tr>
<td>Total Forecast Salary Expenditure</td>
<td>$586,058.24</td>
<td>$585,562.28</td>
</tr>
</tbody>
</table>

### Contingencies Revenue - Budget vs Actual

![Contingencies Revenue - Budget vs Actual](Contingencies_Revenue_Budget_vs_Actual.png)

### Contingencies Expenditure - Budget vs Actual

![Contingencies Expenditure - Budget vs Actual](Contingencies_Expenditure_Budget_vs_Actual.png)

### Locally Raised Funds

- **Student Centred Funding**: $81%
- **Other Govt Grants**: $13%
- **Other**: $5%

### Cash Position

- **General Fund Balance**: $30,000
- **Reserves**: $3,000
- **Trust Funds**: $2,000
- **Suspense Accounts**: $1,000
- **Cash Advances**: $500
- **Tax Position**: $0
- **Total Cash Position**: $385,302.14