



**Cyril Jackson
Senior Campus**

EDUCATION SUPPORT CENTRE

2025 ANNUAL REPORT



Belonging • Respect • Resilience • Courage

**Cyril Jackson
Senior Campus**

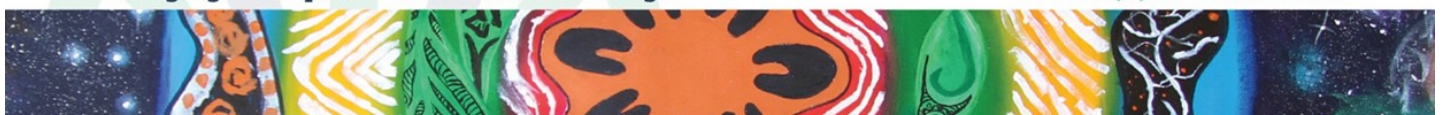
EDUCATION SUPPORT CENTRE

53 Reid Street, Bassendean WA 6054

T: (08) 9413 4850

E: cyriljackson.SCESC@education.wa.edu.au

W: www.cyriljacksonesc.wa.edu.au



CONTENTS

MESSAGE FROM THE PRINCIPAL	3
CONTEXT	4-6
Student no's and characteristics	
Post School destinations	
Attendance and Analysis	
Workforce composition	
School Council	
BUSINESS PLAN 2024—2026	7
CURRICULUM	8-12
Statement	
Preliminary Units & results	
IEP & results	
VET & results	
ENDORSED PROGRAMS & RESULTS	13-15
ADWPL	
ASDAN - Photography	
ASDAN - Personal Care	
ASDAN - Practical Workshop	
Keys4Life	
Bushranger Cadets Program	
STUDENT ENGAGEMENT	16
Health & Wellbeing	
Student Councillors	
ENRICHMENT PROGRAMS	17-18
Rock & Water	
DRUMBEAT	
Yoga	
Music	
Dungeons and Dragons	
COMMUNITY & FAMILY ENGAGEMENT	19
Therapy provision	
Support@bility	
HIGHLIGHTS	20-23
End of Year Awards and Graduation Ceremony	
School Ball	
School Reunion	
ANZAC Assembly	
Bean@bility	
Bushranger Cadets Camp	
Sports Carnivals	
NAIDOC	
Leavers Camp – Rottnest Island	
40 th Year Celebrations	
FINANCIAL SUMMARY	24

MESSAGE FROM THE PRINCIPAL



Thank you to all members of our wonderful school community, including students and their families alongside our staff and staff from the Senior Campus for their outstanding contribution towards creating such a welcoming space with such a sense of belonging for our students to learn and grow. Achieving successful outcomes in all areas during the 2025 school year is a result of ongoing school improvements. Our team of staff have worked tirelessly to engage all students in authentic and meaningful programs which have ensured skill development socially, emotionally and academically.

One of our main target areas over the last two years has been to implement a whole school Literacy Plan which has enabled us to build the capacity of staff to analyse and validate student assessment data to access intervention programs and track student progression over time. Literacy intervention is now embedded in all classrooms, and we begin to see improvements in students reading, spelling and comprehension understanding using longitudinal data.

Many thanks and much appreciation to our School Council members who have worked with us throughout the year, giving up their valuable time, to establish and review our school's objectives and priorities, ensuring financial arrangements are in place to fund our policy directives.

Our dedicated staff are proud of their contributions and commitments in providing a positive learning environment where students can fulfil their potential, both as individuals and as active community members. We value our collaborative partnerships with our parent community, external therapists, our host of employers who support our Workplace Program and RTOs who we auspice with to ensure effective VET delivery. These constructive partnerships are a crucial element to our ongoing successes as a school, and we look forward to continuing these positive partnerships far into the future.

This year, we proudly hosted our first School Leavers Camp to Rottnest Island - a fitting way to celebrate the end of our students' school journey, recognise their many achievements, and look ahead to the exciting opportunities that await them beyond school. We also celebrated our 40 year anniversary as a school, marking a significant milestone and reflecting on the legacy we continue to build together.

I commend this Annual Report to you to further explain our journey at Cyril Jackson Senior Campus Education Support Centre and look forward to receiving valuable feedback to enable further improvements to be made.

Christine Lester, Principal
Cyril Jackson Senior Campus Education Support Centre

OUR MORAL PURPOSE - To provide a range of individual and specialised programs in a safe and inclusive environment where students feel they belong thus increasing their confidence to fully participate in an array of opportunities which promote emotional, social and academic growth, maximising their ability to take an active, independent and valued place in their wider community.

OUR VISION - Empowering every student to identify and reach their full potential through encouragement, opportunity, inclusivity and positive celebration of achievement.

OUR ETHOS - Mutual respect, positive partnerships and professionalism are embedded in our school culture to ensure lifelong learning for all.

OUR VALUES - Belonging; Respect; Resilience; Courage

CONTEXT

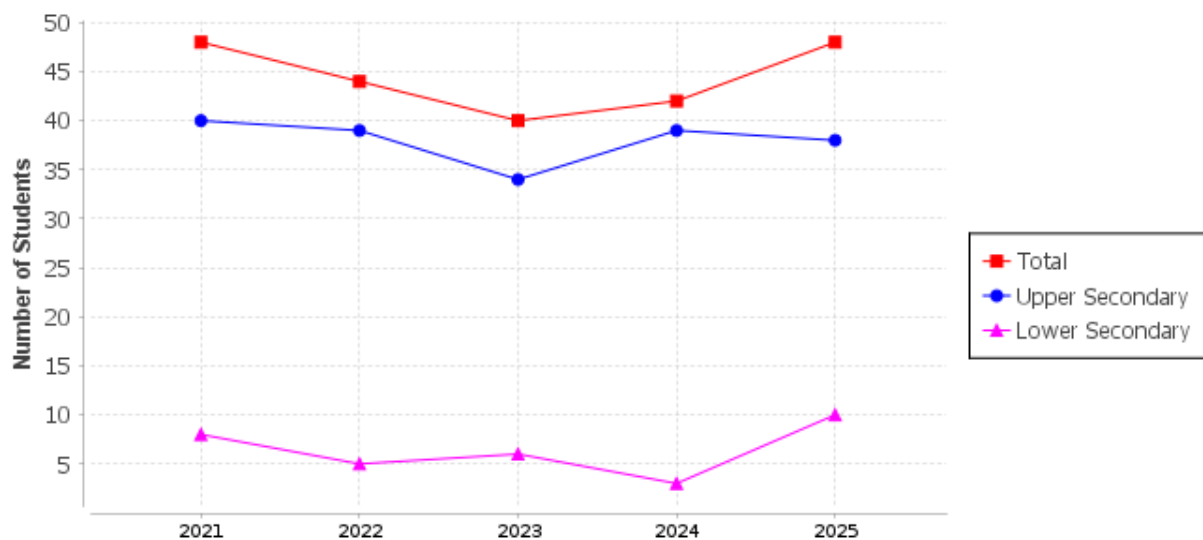
STUDENT NUMBERS AND CHARACTERISTICS 2025

	Kin	PPR	Pri	Sec	Total
Male				28	28
Female				19	19
Total				48	48

	Kin	PPR	Pri	Sec	Total
Aboriginal				4	4
Non-Aboriginal				44	44
Total				48	48

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time				10	6	32		48

Semester 2 Student Numbers



Semester 2	2021	2022	2023	2024	2025
Lower Secondary	8	5	6	3	10
Upper Secondary	40	39	34	39	38
Total	48	44	40	42	48

2025 POST SCHOOL DESTINATIONS

- ◇ Four students have continued into further study, with three enrolled at Cyril Jackson Senior Campus and one enrolled in the GATE program at TAFE.
- ◇ One student has secured supported employment, while another has gained unsupported employment.
- ◇ Four students are currently volunteering at various locations.
- ◇ Two students have engaged in All Abilities sports team.
- ◇ Two Students have engaged with DES providers such as Bizlink.

CONTEXT

ATTENDANCE AND ANALYSIS

Regular attendance is a key focus for our Centre, however, we are flexible in our approach as some of our student cohort are returning to school having not attended school for years. We fully understand and accept that some of these students are unable to attend full time and we endeavour to support students and families to increase attendance over time.

In order to offer continued support to families, our Administration team alongside teachers make daily/ weekly contact with parents and schedule regular case conferences involving all stakeholders where necessary to overcome any barriers to ensure attendance increases over time.

It is important to note that some students at the Centre may be absent from school for valid reasons such as medical conditions and various appointments.

Our flexible approach facilitates successful re-entry to school for students who have in the past struggled to attend school.

Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	75.5%	82.5%
2024	69.6%	82.2%
2025	70.9%	81.7%

Attendance % - Secondary Year Levels

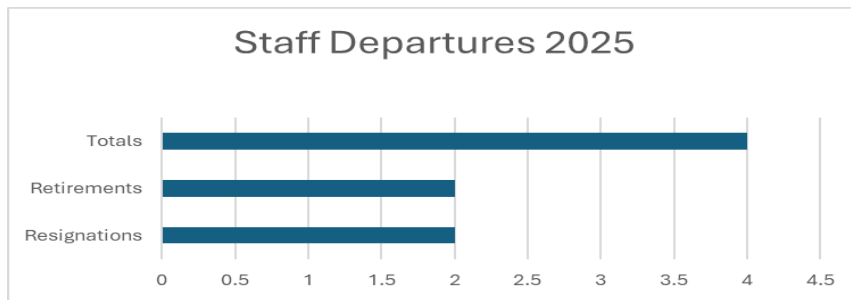
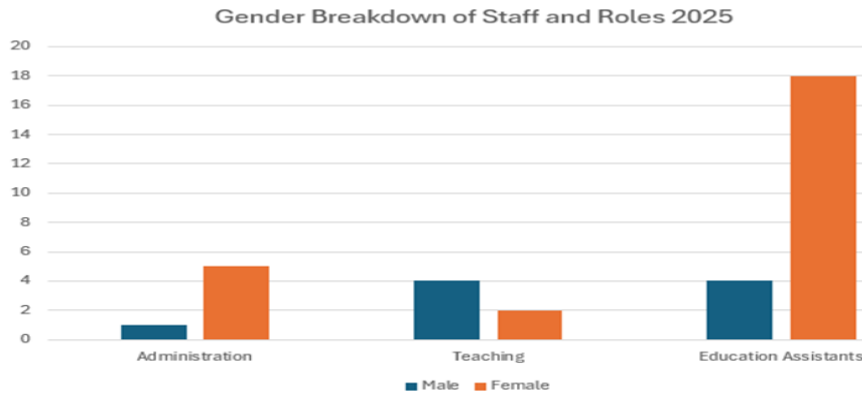
	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2023				N/A	80%	76%
2024				N/A	77%	69%
2025				76%	N/A	71%
WA Public Schools 2025				80%	80%	79%

Note: Cells in the table containing N/A refer to schools or year levels with less than 10 enrolled students.



CONTEXT

WORKFORCE COMPOSITION



SCHOOL COUNCIL

Our School Council is formed with the fundamental purpose of enabling parents and members of the community who have an interest to engage in a way that will enhance the education provided by the school in the best interests of the students. Our School Council members comprising of the parents of current and former students alongside community members, guide the school’s strategic planning, vision and future growth.

2025 School Council Committee included - Chairperson, two parent representatives, three community members and four staff members.

Identified Improvement Target	Progress against Target	Planned Actions
FOCUS AREA 1- Targeted Curriculum		
<p>1.1 Implement a whole school Literacy Plan that builds the capacity of staff to analyse and validate student assessment data to improve student outcomes in Literacy</p> <p>1.2. Develop a clearly defined and targeted curriculum that is functional and differentiated</p>	<ul style="list-style-type: none"> Literacy Coordinator continues to guide whole school practice Teachers are confident to interpret YARK Assessment data Tracking system year on year has been developed and embedded Evidence based Literacy intervention programs are embedded in classrooms and staff in every classroom continue to be trained and coached in delivery of Multilit and explicit phonics teaching programs A Curriculum Assessment and Reporting Policy (CARP) has ensured consistent planning processes for teachers 	<p>Evaluate the effectiveness of the chosen Literacy Assessment tool over time and analyse and interpret data consistently to track progression in reading, spelling and comprehension</p> <p>Literacy Coordinator is able to share longitudinal data to track positive progression in Literacy</p> <p>Plans in place for beginning of 2026 to have two teachers off grid to ensure YARK assessments are completed prior to IEP development in Term 1</p> <p>Differentiation of P Units in Numeracy has been actioned with planning for a teacher off grid for 0.2 FTE each week in 2026</p> <p>Agreed template to be used to update all P Units over an 18-month timeline, ensuring all tasks are differentiated</p>
FOCUS AREA 2-Quality Teaching		
<p>2.1 Implement an agreed Teaching and Learning Framework that drives consistent practice to enable meaningful learning</p> <p>2.2 Implement coaching, classroom observation and feedback to build staff capacity</p>	<ul style="list-style-type: none"> A shared understanding of effective teaching and learning has been established in consultation with teachers An agreed pedagogical model has been agreed with teachers 	<p>Agreed Pedagogical model to be embedded in each classroom. Student 'Ready to Learn' model will be implemented in all classrooms</p> <p>Coaching, classroom and observation is in the developmental stages. Admin to finalise the process and implement in 2026</p>
FOCUS AREA 3- Cultural Responsiveness		
<p>3.1 Develop a whole school approach to move towards becoming a more culturally responsive school</p>	<ul style="list-style-type: none"> An Aboriginal Cultural Standards Framework Committee has been established and meets regularly to plan for upcoming cultural events using cross curricular themes to ensure there is a more in depth understanding of students re the history behind the events i.e. Sorry Day Activities driven by Student Councillors have celebrated culture and diversity within our school and community Aboriginal artists invited into school to share cultural experiences with staff and students. This has included artwork and renaming of classrooms using Aboriginal language for local Flora and Fauna 	<p>Continue to embed Aboriginal and Torres Strait Islanders culture and history cross curricular</p> <p>Connection with local Aboriginal community is ongoing</p>

STATEMENT

In line with the Australian Curriculum, our school integrates the general capabilities of Literacy, Numeracy and Health and Physical Education across all learning areas. In 2025, we offered SCSA (School Curriculum and Standards Authority) Preliminary courses (units one to four) which were delivered with a functional approach. The additional endorsed programs offered in 2025 included ASDAN (Award Scheme Development and Accreditation Network) Out in the Community, Photography and Practical Workshop. Students also engaged in the Key4Life drivers' education program and the Authority Developed Workplace Learning (ADWPL) program where students accessed a wide range of work placements to build upon their work readiness skills. The Bushranger program also provided students with many opportunities to take an active role in conserving the environment and learning about the importance of sustainability and waste wise methods.

In the area of VET (Vocational Education and Training) we engaged with private RTOs to assist student's pathway planning and to achieve School Based Traineeships in specialist areas like Supply Chain Operations. The Centre offered a range of VET certificate courses including Certificate I Retail and Employment Pathways, a Certificate II General Education for Adults, a skill set in Café Culture, Photography and Permaculture, and accessed a Certificate I Hospitality at Dianella Secondary College and a Certificate I Agriculture at Kiara College.

Each student had an IEP (Individual Education Plan). These plans are created in collaboration with parents/staff/therapists & NDIS Planners. These plans form the basis for reporting to parents on student progress of agreed priority objectives. They are reviewed and reported on at the end of each semester. By the end of their schooling, students have compiled a significant portfolio of their achievements which is presented to them at our Graduation Ceremony. This portfolio is utilised to assist in the transition into work, further study, or alternative employment programs.

PRELIMINARY UNITS & RESULTS

The School Curriculum and Standards Authority (SCSA) courses that were offered to students in 2025 were Preliminary Units one to four in English, Mathematics and Health. The achievement in these courses was positive with 87% of students achieving competency in these units.

Course Name	Achievement
Health & Physical Education Preliminary Units	28
English Preliminary Units	28
Mathematics Preliminary Units	28
Total Units Achieved	84



CURRICULUM

IEP & RESULTS

Students at CJSC ESC have Individual Education Plans that are developed by Teachers through their collaboration with parents/carers, therapists and workplace learning staff. Learning objectives are developed under each learning area and are highly individualised to cater to student's learning needs.

Learning Area	Objectives Achieved
English	184
Mathematics	155
Health	114
STEM	104
Physical Education	92
Dungeons and Dragons	21
Home Economics	45
Music	31
Rock & Water	12
Yoga	5
Workplace Learning	118
Art	19
Community Access	101
Total Objectives Achieved in 2025	1001

VET & RESULTS

In 2025, students had access to eight certificate courses that were delivered both on campus and at external RTOs and schools. Students were successful at gaining their full qualifications with an average of 89% achievement across all qualifications. In 2025 CJSC ESC assisted students in accessing a School Based Traineeship (SBT) at an external RTO where students were able to gain valuable on the job training whilst studying a Certificate II Supply Chain Operations. 100% of students successfully achieved this SBT in 2025

Certificate Course	Achievement
Certificate II CGEA	80%
Certificate II Supply Chain Operations	100%
Certificate I Employment Pathways	100%
Certificate I Retail	100%
Certificate I Hospitality	100%
Café Culture Skill Set	100%
Permaculture Skill Set	60%
Photography Skill Set	75%
Total Average Achievement	89%

CURRICULUM

CERTIFICATE I HOSPITALITY

In 2025, two students participated in the Certificate I Hospitality course at Dianella Secondary College. Both students were successful in gaining the full qualification.

Students took part in this course every Wednesday and completed a combination of theory and practical work related to the hospitality industry. Students worked towards achieving six units of competency towards the full Certificate I Hospitality qualification.

Students practiced working hygienically in a kitchen environment to create a range of meals and learn the skills necessary to serve patrons in a hospitality setting. It is fantastic to be able to partner with other like schools to be able to offer these very worthy qualifications to our students.

CERTIFICATE II SUPPLY CHAIN OPERATIONS

In 2025, one student from Cyril Jackson Senior Campus Education Support Centre graduated from the Certificate II Supply Chain Operations School Based Traineeship.

GMS offered our students a mixture of Practical and Theory based learning, focusing on Warehousing where trainees gained the skills & knowledge necessary to perform general work requirements and worked in partnership with GMS Training Academy who delivered the training onsite at Malaga.

Students attended two days a week which consisted of half a day of theory training with GMS Training Academy (RTO) and half a day of practical work in the warehouse.

CERTIFICATE II CGEA

2025 was another successful year for the General Education for Adults Certificate II course. We had 9 students enrolled into the course, 8 of which achieved the full certificate (with 1 student achieving a partial completion). This is a tough qualification comprising of eleven units of competency. Well done everybody.

CERTIFICATE I AGRICULTURE

In 2025, three students participated in the Certificate I Agriculture course at Kiara College. All three students were successful in gaining the full qualification. Students took part in this course every Wednesday and completed a combination of theory and practical work related to the agriculture industry. Students worked towards achieving six units of competency towards the full qualification.

Students had hands on experiences with farm animals and machinery whilst working on the farm each Wednesday and thoroughly enjoyed the many hands-on experiences provided to them during this time.



CURRICULUM

CERTIFICATE I RETAIL SERVICES

The students have had another busy year in Certificate 1 in Retail Services, and complete five units of competency to achieve this certificate, or get a Statement of Attainment if they successfully complete some of the units, but not all five.

The students learnt about applying safe work practices, (W.H.S.), organising themselves and the work area, communication and working effectively in the workplace, and operating retail equipment.

The course involves theory and practical work, and the students practice what they are learning in our simulated workplace Toast 'N Shake. They are supported in making toasted sandwiches and milkshakes, taking and delivering customer orders, taking the payment either in cash or using the Eftpos machine, and ensuring the workplace is clean and they are well presented in our Toast 'N shake uniform.

The students participated in 'mystery shopper' excursions where we visit and evaluate eight businesses, assessing the store layout and the staff. Students confidence completing retail tasks has grown throughout the year, and these transferable skills will help equip the students in future employment opportunities. All thirteen students enrolled for the year successfully completed this qualification.



CERTIFICATE I EMPLOYMENT PATHWAYS

Throughout 2025, Employment Pathway students developed strong skills in identifying job opportunities and worked consistently to create detailed action plans for career planning and employment readiness. They produced impressive portfolios that highlight their work experience, academic achievements, and thoughtfully prepared resumes and cover letters.

A key highlight of the year was an engaging visit to North Metropolitan TAFE and the Perth Careers Expo, where students explored a range of career pathways, learning areas, and demonstrated genuine interest in the opportunities and facilities available. I commend all Employment Pathway students for their outstanding commitment, which has supported the successful completion of their certificates.



CURRICULUM

CAFÉ CULTURE SKILLSET

The 2025 Café Culture students have demonstrated outstanding dedication in developing both the theoretical knowledge and practical skills required for the course. Through consistent effort and perseverance, they have learned to prepare an impressive range of 10 different coffee styles, investing many hours into refining their techniques. A highlight of the year was a visit to Yahava in the Swan Valley, where students experienced coffee bean roasting firsthand an engaging and valuable learning opportunity. Their successful completion of practical assessments and certification reflects their hard work, growth, and strong potential.



PERMACULTURE SKILLSET

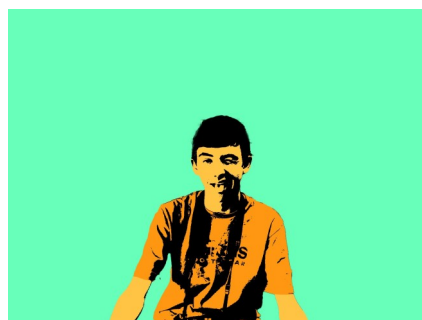
In 2025 3 students enrolled in the Permaculture Skill Set, students needed to complete 5 units. The students had a successful year of learning about permaculture, where they learnt safety in the workplace, how to use and maintain tools, how to make compost using food scraps and how to feed and maintain our worm farm.



PHOTOGRAPHY SKILLSET

This is a skillset pulling three units from the Certificate II of Visual Arts. Students learned the basics of taking care of the camera, along with techniques to improve their photos using the elements of photography.

After this, students learned about the exposure triangle and how manipulating exposure can give us desired effects. Finally, students learned about the artistic movements of Surrealism, Impressionism and Popart to edit their photos on Adobe Photoshop to replicate these artistic styles.



ENDORSED PROGRAMS & RESULTS

AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL)

Workplace Learning is an authority-developed endorsed program that is implemented by individual schools. It provides students with the opportunity to gain real-world experience by participating in one or more workplace settings, where they develop transferable employability skills. To successfully complete the program, students are required to document the number of hours worked and the tasks completed in a workplace learning logbook. Additionally, after every 55 hours of workplace experience, students must demonstrate their understanding of workplace skills by completing the authority's Workplace Learning Skills Journal.

In 2025, students from Years 10–13 actively participated in a wide range of work placement opportunities that were aligned with their individual career interests. At the same time, students were also encouraged to explore new and unfamiliar industries, allowing them to broaden their experiences and discover potential career pathways they may not have previously considered.

It was particularly pleasing to see a strong number of students attending their placements independently, demonstrating increased confidence, responsibility, and readiness for life beyond school.

We continued to build and maintain valued partnerships with local primary schools, while also expanding our program to include a new daycare setting. Additional new placements included a Birds of Prey facility, which proved to be a highly engaging and rewarding experience for the student involved, as well as several busy cafés and sporting retail stores.

Authority Developed Workplace Learning (ADWPL)	Achievement
Unit One (55-110 hours)	12
Unit Two (110-165 hours)	11
Unit 3 (165-220 hours)	3
Unit 4 (220+ hours)	3
Total Achievement	29
Number of Employers	33
Total hours of WPL completed	3,571 Hours



ENDORSED PROGRAMS & RESULTS

ASDAN courses are designed to foster the development of essential skills in learning, work, life, and independence. The skills students gain in ASDAN are not only valuable for academic growth but also contribute to promoting overall health and supporting lifelong independence.

ASDAN Photography

In the ASDAN Photography module, students explored key photographic concepts, including composition, framing, and perspective. They applied these skills to capture a range of high-quality images, which were shared with staff members, including Miss Collodel and Miss Lester.

ASDAN Photography	Achievement
Enrolled – 10, Achieved - 9	90%

ASDAN Out in the Community -

Throughout the year, students engaged in the ASDAN Out in the Community module, with a strong focus on developing independence, social understanding, and practical life skills. As part of this program, students participated in community visits, including an excursion to Chapels on Whatley, where they applied travel training skills such as navigating public transport and engaging appropriately within community environments.

Students also participated in activities that promoted social connection and self-awareness. They shared information about themselves and their peers, including discussing friendships and identifying preferred community locations. During café-based learning experiences, all students independently selected and ordered their preferred drinks, demonstrating increased confidence in communication and decision-making.

ASDAN Out in the Community	Achievement
Enrolled – 10, Achieved - 8	80%

ASDAN PRACTICAL WORKSHOP -

The Bike@bility program continued in 2025 and was aligned with the ASDAN “Towards Independence: Practical Workshop” module. The program provides a simulated work experience environment, offering students the opportunity to develop workplace social skills alongside a structured learning pathway through the ASDAN framework. This ensures clear, measurable outcomes for each participant.

It was particularly encouraging to welcome four students from external schools this year. They worked collaboratively with our students, building new relationships while growing in confidence and independence as young adults.

ASDAN Practical Workshop	Achievement
Enrolled – 7, Achieved - 7	100%



ENDORSED PROGRAMS & RESULTS

KEYS4LIFE

Keys4Life is a pre-driver program that helps to educate young people about safer road use and allows them to sit their Learner's Permit Theory Test. Students also learn about the importance of planning when going out, and strategies to help ensure their safety. We participated in the RACbStreetsmart event, learning from emergency service providers about the importance of road safety, and the consequences of accidents.

This endorsed program is delivered as part of our Centre's focus on promoting independence for our students. There were eight students who completed the Keys4Life program, and six graduates also passed the Learners Permit Test.

Keys4Life	Achievement
Enrolled – 8, Achieved - 8	100%

BUSHRANGER CADETS PROGRAM

Students have had an engaging year in Bushrangers. Our focus for the year was on Bushfire Awareness and Conservation of the Environment. The students participated in many activities, incursions and excursions. A highlight was winning the People's Choice Award at the Bushranger Conference, for our investigation and Art work on endangered species. There were forty one students enrolled in the Bushranger Program.

Bushrangers (Level 1)	Achievement
Enrolled – 45, Achieved – 19	42%



STUDENT ENGAGEMENT

HEALTH AND WELLBEING

The Student Wellbeing Officer worked closely with the school’s admin team to support students’ emotional, social, and mental health, assisting them to engage positively with learning and to promote a positive sense of wellbeing in the school community.

A twice weekly craft & creativity lunch club taught students various mindfulness techniques and improved social connections. Mental health resources and referrals were given as needed, with incursions arranged to inform students of various support services in the community, such as Headspace, ADHD and Autism support. One to one social and emotional support for students was also provided as required, during regular school days as well as during carnivals, camps and the school ball.



STUDENT COUNCILLORS

The Student Council Leadership Team, guided by the Student Wellbeing Officer, promote the school’s core values - Belonging, Respect, Resilience and Courage, and help their cohort foster a sense of wellbeing.

The team assisted to organise school events and fundraisers, such as Autism Day, Anzac Day, Harmony & Wellbeing Day, Bullying No Way Day – Everyone Belongs, Wear It Purple Day, R U OK Day, the school’s Open Days and 40th anniversary celebration, participating in weekly planning meetings and school assemblies.

These activities helped our students foster a positive sense of wellbeing, developing their social and emotional skills and friendship building amongst peers. They also raised awareness of community issues, celebrated diversity and promoted inclusivity, encouraging students to become confident, compassionate and active citizens in the community.



ENRICHMENT PROGRAMS

ROCK & WATER

The Rock and Water course introduces students to the balance in behaviour between being “The Rock” where a person is firm and “The Water” where a person is more flexible and willing to compromise.

There is a high degree of group work and practical exercises, and we practice mindfulness and reflect on and consider the best way to behave in various situations and settings, using Rock and Water to plan for upcoming events including the sports carnivals, school ball, and introducing ourselves at social gatherings. The students learn that to get the best results in various situations it is important to be a combination of both, and to ground themselves in challenging situations through being focussed and using breathing techniques.



DRUMBEAT

DRUMBEAT is an acronym for Discovering Relationships Using Music; Beliefs, Emotions, Attitudes, & Thoughts.

Students enjoyed learning about the drums, and mastering the basic drumming strokes of Bass, Tone, Slap, and Scratch. Learning to work as a team and listening to the beats engages the students and leads to building social skills, and increased self-esteem. Playing rhythm-based games on the drums we have had the opportunity to discuss and explore topics including peer pressure, communication, and dealing with emotions.

During the weekly lessons making music together as a group, the confidence of students to participate and add their own ideas and thoughts increased throughout the year. Games and rumbles on the drums are a way for students to take ownership and discuss topics and themes that are important to them in a safe place. The students have embraced the program and developed a real sense of community in the group and enjoyed welcoming new members.



ENRICHMENT PROGRAMS

YOGA

In 2025 we had some new students join the yoga mindfulness class on a weekly basis. Students learnt Yoga shapes and breathing techniques.

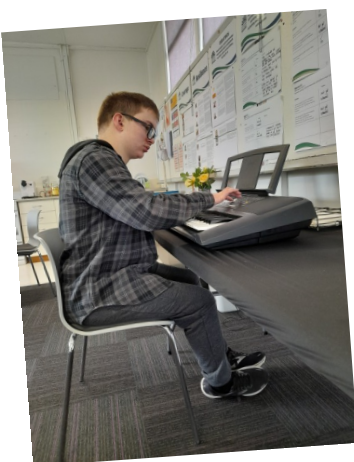
At the end of the semester each student was able to demonstrate the shapes they learnt and breathing techniques to other students. All the students enjoyed meditation, 10 minutes of pure relaxation time.



MUSIC

On Thursdays during option classes, students participated in individualised music lessons with a practical focus. Students learnt and progressed at their own pace covering guitar instrument tuning, chord chart reading and playing personally chosen songs.

The music program also included some keyboard playing and a singing group. Students showcased their talents with a performance of "I still call Cyril Jackson home" at the graduation ceremony.



DUNGEONS AND DRAGONS

In 2025 we introduced Dungeons and Dragons as an option class for students, after running for several years as a lunch time club. Students adventured across the Forgotten Realms, learning to work together and being part of the shared storytelling in D and D. We have been working on writing backstories, learning the rules and working as a party, which has led to some memorable moments across the campaign.

COMMUNITY & FAMILY ENGAGEMENT

THERAPY PROVISION

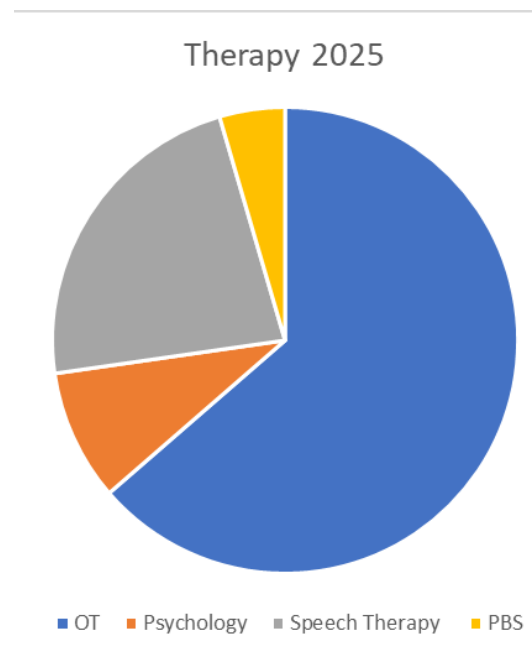
Cyril Jackson SC ESC welcomes therapists as partners who add value to our student’s long-term goals and support in the transition process from school.

Therapists work in partnership with staff by sharing students’ goals so that a collaborative approach is enabled ensuring our students thrive.

Our therapists liaise with classroom teachers to ensure they can deliver therapy at a time that is appropriate and causes least disruption to student’s timetables. In 2025 we had 14 students access therapy at school, with 15 different providers delivering therapy.

The providers are listed below:

- ◇ Autism Association of Western Australia
- ◇ Palms Psychology
- ◇ Ability Action Australia
- ◇ OT Works
- ◇ Roaming Minds
- ◇ ABC Therapy
- ◇ Super You Therapy
- ◇ Target Behaviour Services
- ◇ Lemons OT Services
- ◇ Ability WA
- ◇ Concentric Group
- ◇ ORS Group
- ◇ Therapy Focus
- ◇ Continence Hub
- ◇ Entire OT



SUPPORT@BILITY

In 2025, Cyril Jackson SC ESC delivered Parent Information Sessions aimed at helping parents and caregivers with information and connections to support their young person’s engagement in the community, both during their schooling and as they transition beyond it. These sessions provided a valuable platform for families to build their understanding of available services, programs, and pathways.

A highlight for the year was the introduction of our first transition evening, which proved to be highly successful. This event brought together families, staff, and external providers in a collaborative setting. The inclusion of classroom teachers strengthened communication and support, allowing for connections between the Work Placement Coordinator and teaching staff, and ensuring a shared understanding of each student’s individual needs, goals, and supports.

Throughout the year, a range of external organisations contributed to these sessions. Presenters included GenU, who provided insight into employment pathways and opportunities, Good Sammys, who shared information about their driving lesson programs and Reaching Abilities, who outlined supports related to respite and supported living. In addition, organisations such as Fishability and DADAA shared information regarding inclusive recreational and creative opportunities that promote community participation and wellbeing.

HIGHLIGHTS

END OF YEAR AWARDS AND GRADUATION CEREMONY

Our End of Year Awards and Graduation Ceremony has always been the most memorable event of the year. We had a wonderful turn out of family, guests and staff. Our very special guest presenters were Dave Kelly - Member for Bassendean, Lou Zeid - Assistant Director for Education, Kath Hamilton - Mayor for Bassendean, and Jason Burton from Swan Districts Football Club.

Our graduating students for 2025 were Domenic, Jenae, Kyle, Joshua, Gabrielle, Jaan, Cecilia, Pardhu, Han, Riley O, Monique, Riley P, Natalie, Amelia, Jaime, Bradley, Brooklyn, Jacob, and Luke.

Congratulations to the following students who received an award -

Citizenship Award - *Domenic*

Commitment to Excellence Award - *Jaime*

Ampol Best Allrounder Award - *Jaan*

Ampol Best Allrounder Award - *Domenic*

Student Councillor Award - *Lachlan L*

VET Award - *Yazzi*

ASDAN Award - *Caleb*

Workplace Learning "Independent" Award - *Monique*

Workplace Learning "Supported" Award - *Joshua*

Sportsmanship Award - *Han*

ADF Innovative STEM Award Year 10 - *Ash*

ADF Innovative STEM Award Year 12 - *Joshua*

ADF Long Tan Award Year 10 - *Millie*

ADF Long Tan Award Year 12 - *Jaan*

Most Improved Award Year 10 - *Shaylee*

Most Improved Award Year 11 - *Lachlan Mc*

Most Improved Award Year 12 - *Hayden S*

Most Improved Award Year 13 - *Natalie*

Principals Awards - *Jaime*



SCHOOL BALL

The annual CJ School Ball took place at the Mercure Hotel in Perth City, with 38 students and 19 staff attending, making it one of the largest attended events in a long time. As always students dressed to impress, and were treated to a delicious three course meal and in true CJS ESC manner, were the first to hit the dance floor where staff and students remained for the majority of the evening.



HIGHLIGHTS

SCHOOL REUNION

Student Councillors welcomed guests and articulated the essence of our school with confidence and pride. Past students Josh and Omar, shared their recollections of school life and what to expect post school, inspiring our current graduates.

Their sentimental and meaningful words encapsulated how our school gave them the tools to dare to dream and achieve success once school was over. It truly was a joyous occasion as memories were shared amongst staff, past students and old friends.



ANZAC ASSEMBLY

Lest We Forget. Cyril Jackson Senior Campus Education Support Centre hosted the 2025 ANZAC Day ceremony that was attended by staff and students and our local RSL members David Beecham and George Dickenson.



HIGHLIGHTS

BEAN@BILITY

Bean@bility Café is our Centres simulated workplace, providing students with valuable opportunities to develop practical skills and gain industry knowledge in a real-world hospitality setting. In addition to running the café one day each week, students also catered for special events at the school. They greatly enjoyed serving the school community and took pride in receiving positive feedback for their efforts.



BUSHRANGER CADETS CAMP

The annual Bushranger Cadet Camp in 2025 was held at Swan Valley Adventure Camp for two nights, three days in term three. We also offered, for students who were not comfortable staying overnight, the opportunity to come for the day.

This camp is an important part of the bushranger cadet course, and a great opportunity for students to make friends and try new activities. Students enjoyed activities ranging from icebreaker games, high ropes courses, and a quiz night.



HIGHLIGHTS

SPORTS CARNIVALS

Over the course of 2025, our students participated in five sports carnivals, including Kalability Basketball, Soccer, Cricket, AFL, and Wildcats All Abilities Basketball.

Throughout these events, students demonstrated resilience, teamwork, and excellent sportsmanship. Opportunities provided by Perth Wildcats, Kalamunda ESC, and Dianella ESC enabled our students to create lasting memories and enriched their school experience.



NAIDOC

For NAIDOC Day, we welcomed local Indigenous artist and former Cyril Jackson Senior Campus student, Kylie Graham, to work with our students in a series of inspiring Indigenous art workshops.

These sessions gave our students the opportunity to explore culture, creativity, and storytelling through art - allowing their artistic abilities to truly shine.

The incredible artworks created during these workshops will be used to design and inspire new indigenous images and names of fauna and flora for our classrooms.



HIGHLIGHTS

LEAVERS CAMP - ROTTNEST ISLAND

Our 2025 Leavers were fortunate to travel to Rottneest Island for the Centre’s very first Leavers Camp - a truly memorable experience for all involved.

The group of 11 students and 10 staff travelled by ferry to the island, where they were warmly welcomed by a Traditional Owner with a smoking ceremony. This was followed by an engaging and informative cultural tour of some of the island’s key landmarks. In the afternoon, students and staff participated in a Reef, Wrecks and Daring Sailors educational tour, before enjoying a delicious dinner and dessert at the Kingston Barracks.

Day two brought more exploration and fun, with the group taking part in a guided bus tour of the island. They were able to take in the stunning coastal views and encounter the local wildlife — including everyone’s favourite, the quokkas. The afternoon featured friendly competition and laughter at the island’s mini golf course. After a delicious lunch at Dome, the group made their way back to the ferry for the journey home, bringing with them wonderful memories of this special experience.



40th Year Celebrations

This year marked a very special milestone as we celebrated 40 years of our Education Support Centre. Past and present staff, students and families came together for a wonderful evening filled with connection, laughter, and memories. The event was a true celebration of our school’s history and community spirit.

Guests enjoyed a welcoming atmosphere with delicious food, and plenty of opportunities to reminisce. Our memory tree and photo boards showcased highlights from the past four decades, sparking stories and smiles as everyone reflected on how far our campus has come.

Several past staff and students shared heartfelt speeches about their experiences and the positive impact the school has had over the years. It was a standout event that perfectly captured the warmth, pride, and sense of belonging that make our school so special.



Financial Summary

FINANCIAL SUMMARY

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	32,770	32,770
Carry Forward (Salary):	382,961	382,961
INCOME		
Student-Centred Funding (including School Transfers & Locally Raised Funds):	2,713,703	2,713,703
Locally Raised Funds:	68,375	85,178
Total Funds:	3,197,809	3,214,612
EXPENDITURE		
Salaries:	2,112,186	2,112,186
Goods and Services (Cash):	372,725	334,018
Total Expenditure:		2,484,911
		2,446,204

	Actual YTD (\$)
Carry Forward (Cash)	32,770
Carry Forward (Salary)	382,960
Student-Centred Funding	
Per Student	488,069
School and Student Characteristics	1,930,588
Disability Adjustments	223,377
Targeted Initiatives	85,567
Operational Response Allocation	660
Total Funds:	3,143,991

	Actual YTD (\$)
TRANSFERS AND ADJUSTMENTS	
School Transfers - Cash	454,523
School Transfers - Salary	455,239
Regional Allocation	0
Department Adjustments	13,843
Total Funds:	14,559

	Actual YTD (\$)
Locally Raised Funds (Revenue)	
Voluntary Contributions	822
Charges and Fees	16,553
Fees from Facilities Hire	0
Fundraising/Donations/Sponsorships	21
Commonwealth Govt Revenues	0
Other State Govt/Local Govt Revenues	27,860
Revenue from CO, Regional Office and Other schools	0
Other Revenues	32,920
Transfer from Reserve or DGR	7,000
Total Funds:	85,176