



# Principal Selection and Placement

## Canning College

- Schools Online report
- School Workforce profile report
- Principal survey report

# Contents

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## Introduction

## Section 1: Quality Teaching and Learning

- Schools Online report

## Section 2: Workforce Characteristics

- School workforce profile

## Section 3: Student, Staff and Community Health, Wellbeing and Engagement

- Principal survey report

# Principal Selection and Placement

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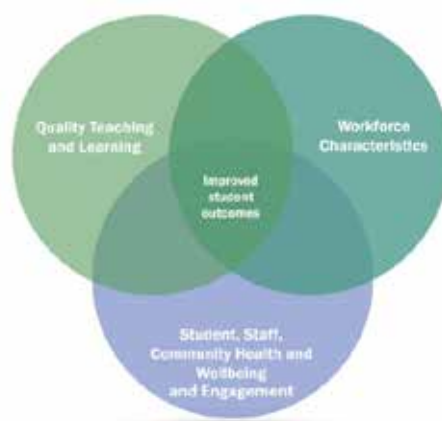
## Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

### Conceptual Model for Workforce Planning and Development

**Workforce Strategy**  
Improving Student Outcomes



## School Profile

This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Department of  
Education

# Quality Teaching and Learning

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This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)

# Schools Online - School Report

## Contact Information

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Code 4500  
Name Canning College  
Physical Address Marquis Street  
Bentley  
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Postal Address  
  
Phone 08 9278 3500  
Fax 08 9278 3599

## School Management

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### Principal

Adelfo Sabatini

### Manager Corporate Services

Jeanette Pol



## Region Management

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### Director of Education

Ken Perris  
South Metropolitan Education Regional Office

**Note:**

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

# School Overview

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## THE QUALITY PATHWAY TO UNIVERSITY FOR INTERNATIONAL STUDENTS

In December 2017 the Western Australian Department of Education Director General announced that 'Canning College will become Western Australia's dedicated provider of education programs for overseas fee paying international students completing senior secondary programs or their equivalent. This is part of the Government commitment to strengthen international education in Western Australia'.

The announcement builds on our 33 year history as Western Australia's leading pathway to university for international students. While we have a special relationship with the universities of Perth, college graduates can enrol at all universities across Australia and at many universities across the world. Our graduates have studied at universities in Australia, England, Ireland, America, Canada, Germany, New Zealand, Malaysia, Hong Kong, Thailand and Singapore.

Our curriculum has been tailored to meet the specific learning needs of international students and provides multiple entry and exit points to best support the transition across education systems and progress to university. International students can commence enrolment in Year 10, Year 11 or Year 12, and at first year university level in Business. Bridging programs of various lengths support the flexible entry arrangements are also offered.

In 2018, 39 students (35% of our February start Western Australian Universities' Foundation Program students) received an Australian Tertiary Admissions Rank between 95 and 100, placing them in the top 5% of all university entrants in Australia. These students came from Malaysia, China, Indonesia, Vietnam, Singapore, Hong Kong, Iran, Korea, India and Zambia. 66% of graduates were eligible to access a 'Group of 8' university and 83% of all graduates met university entrance requirements. These students are now studying engineering, agricultural science, biomedical science (pathway to medicine), marine science, commerce, design, architecture, law, actuarial science, physiotherapy, occupational therapy, medical imaging, nursing, pharmacy, computing, arts and many more.

In a 2018 student survey of international students in Australian schools which offer international education, our students expressed a much higher level of satisfaction than students in all schools across the indicators of learning (95.7% vs 83.1%); arrival and reception (84.6% vs 78.9%), and support for students (97.5% vs 85.6%). This survey was conducted by igraduate, an independent research group.

A student from Hong Kong who graduated in 2018 said, 'Enrolling in Canning College helped me to achieve my goal of entering physiotherapy. I studied the Western Australian Universities' Foundation Program and earned a place in physiotherapy for 2019. The teachers and staff were very helpful in assisting me with subject choices and in helping me to understand what was needed to be successful at Canning College and at university. The staff know the curriculum very well and have a broad knowledge of university programs. As Canning College is very close to Curtin University, the campus was familiar to me when I started my degree which made it easier to settle in. Overall, the Canning College program, staff and environment provided excellent preparation - academically and personally - to perform well at university' - now studying physiotherapy at Curtin University.

Our staff members regularly visit major cities in China and Hong Kong, Singapore, Malaysia (West and East), Vietnam, Indonesia and Zambia. Opportunities are available for potential students and their parents to meet with officers at education exhibitions and other events. We also has extensive partnerships with international education agents throughout South East Asia and Africa.

For further information please refer to our website at [canningcollege.wa.edu.au](http://canningcollege.wa.edu.au) or phone +618 9278 3500.

## Student Numbers (as at 2022 Semester 2)

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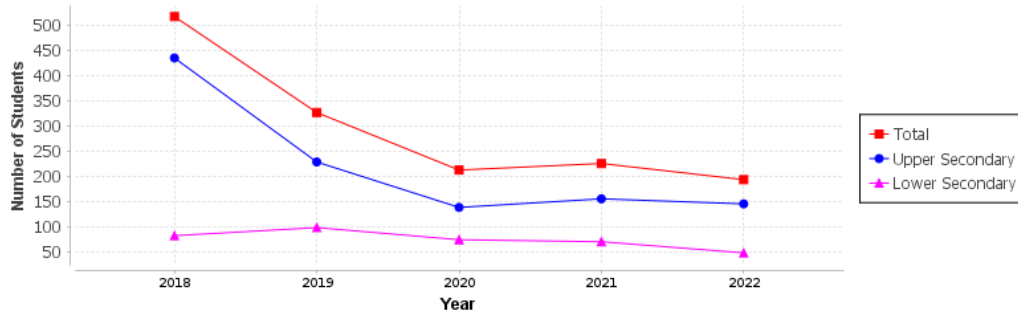
### Secondary

	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time					14	131	48	193

### Sex

	Kin	PPR	Pri	Sec	Total
Male				87	87
Female				106	106
<b>Total</b>				<b>193</b>	<b>193</b>

# Student Number Trends (based on 2022 Semester 2 Census Data)



## 2022 Semester 2

	2018	2019	2020	2021	2022
Lower Secondary	82	98	74	70	48
Upper Secondary	434	228	138	155	145
Total	516	326	212	225	193

**Note:**

The graph and table include only full-time students



## Staff Numbers

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No	FTE	AB'L
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Principals	1	1.0	0
Heads of Departments and Learning Areas	5	5.0	0
Total Administration Staff	6	6.0	0

Level 3 Teachers	2	1.6	0
Other Teaching Staff	13	12.0	0
Total Teaching Staff	15	13.6	0

Clerical / Administrative	9	8.1	0
Gardening / Maintenance	2	1.6	0
Other Allied Professionals	1	0.6	0
Total Allied Professionals	12	10.3	0

<b>Total</b>	<b>33</b>	<b>29.9</b>	<b>0</b>
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**Note:**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

# Student-Centred Funding

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## Student-Centred Funding 2022

Per Student Funding	\$0.00
Student and School Characteristics	\$0.00
Disability Adjustments	\$0.00
Targeted Initiatives	\$23,297.92
Operational Response Allocation	\$26,201.22
Regional Allocation	\$0.00
<b>Total 2022</b>	<b>\$49,499.14</b>
Transition Adjustment	\$0.00
<b>Total After Transition Adjustment</b>	<b>\$49,499.14</b>

## Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality		\$0.00
Disability		\$0.00
English as an Additional Language or Dialect		\$0.00
Social Disadvantage		\$0.00
<b>Sub Total</b>		<b>\$0.00</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$0.00
Locality		\$0.00
<b>Sub Total</b>		<b>\$0.00</b>
<b>Total</b>		<b>\$0.00</b>

### Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,648.96
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,648.96
<b>Total</b>	<b>\$23,297.92</b>

### Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$21,201.22
Operational Response: Covid-19 Support to Schools	\$5,000.00
<b>Total</b>	<b>\$26,201.22</b>



# Workforce Characteristics

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This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

## Canning College

Five Year Profile: 2019 – 2023

Extracted as at **PAYDAY: 19/01/2023**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

## Canning College Profile 2019 – 2023

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

### 1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Canning College as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

Other: library officers, network support officers, technical officers, school psychologists

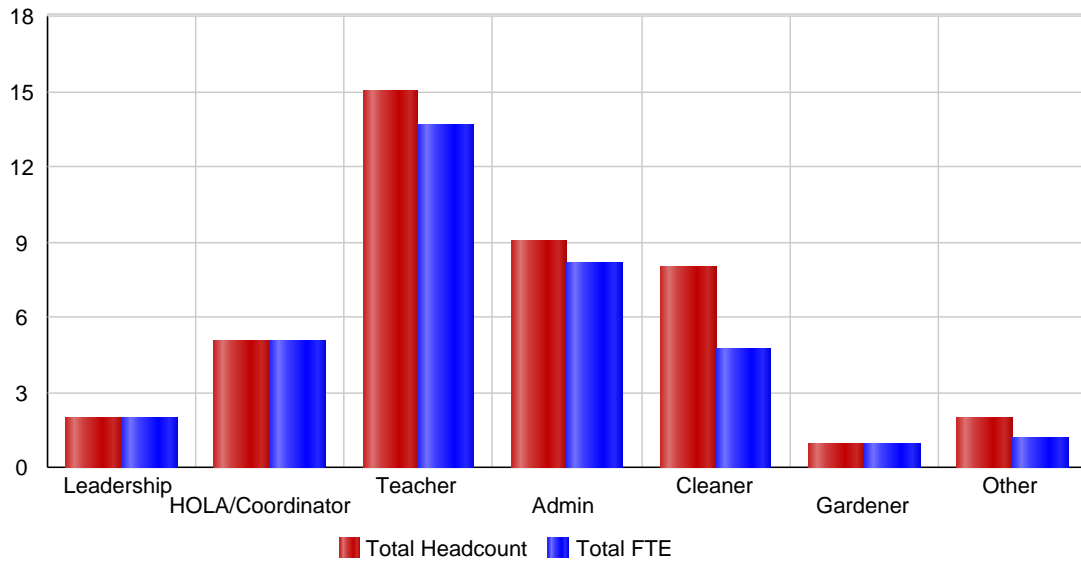
and other staff not included above.

**Table 1 FTE and headcount of staff for occupation groups**

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
HOLA/Coordinator	5	5.0	0	0.0	5	5.0
Teacher	15	13.6	0	0.0	15	13.6
Admin	9	8.1	0	0.0	9	8.1
Cleaner	7	3.7	1	1.0	8	4.7
Gardener	1	1.0	0	0.0	1	1.0
Other	2	1.2	0	0.0	2	1.2
<b>Total</b>	<b>41</b>	<b>34.6</b>	<b>1</b>	<b>1.0</b>	<b>42</b>	<b>35.6</b>

Figure 1 presents the FTE and headcount data from Table 1.

**Figure 1 FTE and headcount of staff for occupation groups**



## 2. Total Employment

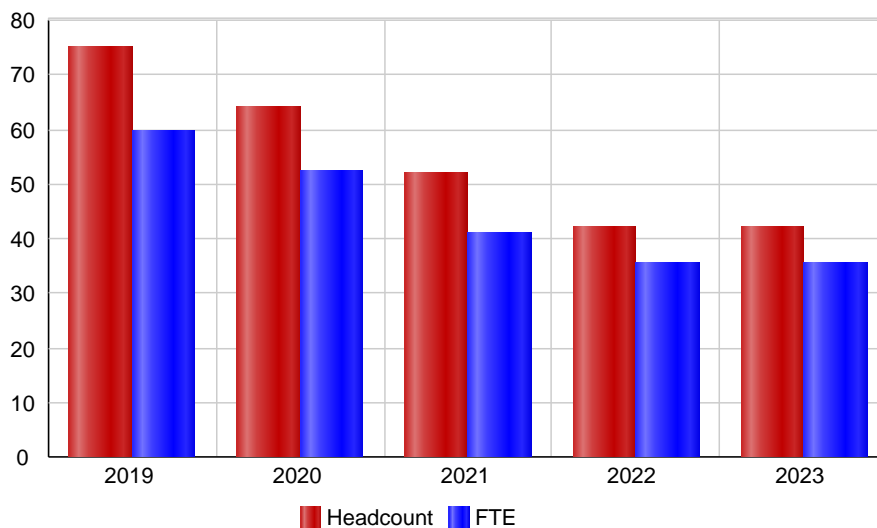
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2019-2023).

**Table 2 Total employment FTE and headcount 2019-2023**

Year	Headcount	FTE
2019	75	59.6
2020	64	52.4
2021	52	41.1
2022	42	35.6
2023	42	35.6

Figure 2 illustrates the above data.

**Figure 2 Total employment FTE and headcount 2019-2023**



**Table 3 Total employment headcount with proportion of full time employees**

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	2	100%	0%
HOLA/Coordinator	5	100%	0%
Teacher	15	73%	27%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Admin	9	67%	33%
Cleaner	8	25%	75%
Gardener	1	100%	0%
Other	2	0%	100%
<b>Total</b>	<b>42</b>		

Table 3 identifies the current proportion of full time employees for each occupational group.

**Figure 3 Categories of staff employment**

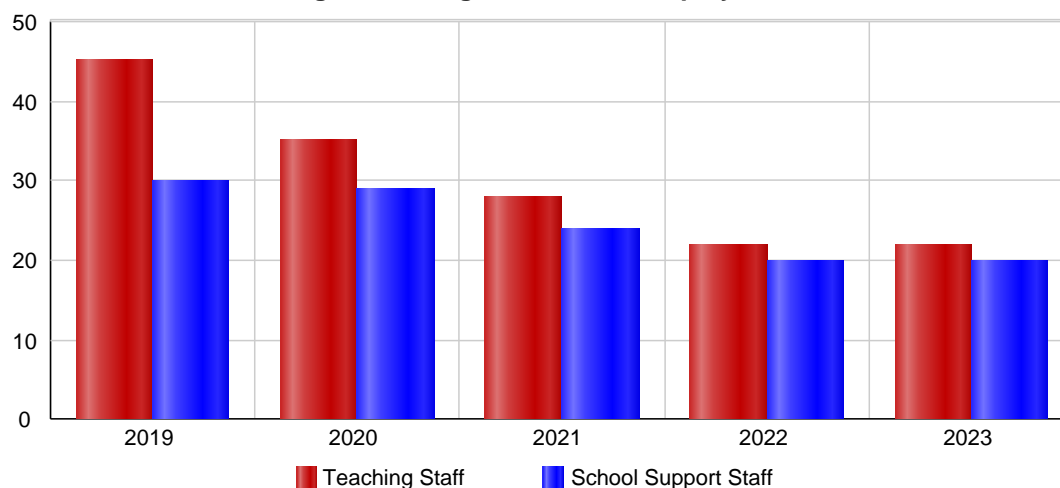


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2019.

**Table 4 Students and staff trend**

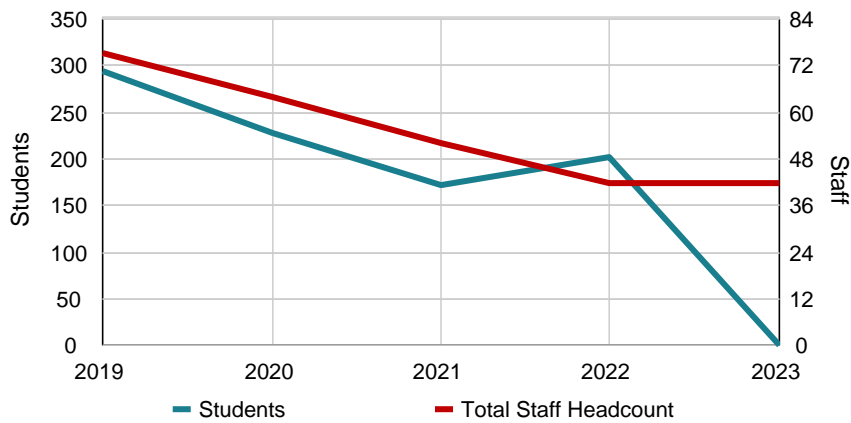
Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	75	45	30	5
2020	64	35	29	
2021	52	28	24	
2022	42	22	20	
2023	42	22	20	

\* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

**Figure 4 Students and Staff Trend**





### 3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Canning College using both headcount and FTE.

**Table 5 Gender profile**

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2019	27	48	18	27	9	21
2020	23	41	14	21	9	20
2021	19	33	10	18	9	15
2022	16	26	8	14	8	12
2023	17	25	8	14	9	11
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2019	22.0	37.5	15.5	22.7	6.5	14.8
2020	19.4	32.9	13.0	19.0	6.4	13.9
2021	15.7	25.4	10.0	14.6	5.7	10.8
2022	13.5	22.1	8.0	13.4	5.5	8.7
2023	14.1	21.5	8.0	12.6	6.1	8.9

### 4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2019 and currently in 2023.

**Table 6 Women in Teaching Leadership roles**

Year	Leadership + HOD
2019	3
2020	3
2021	3
2022	3
2023	3

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2019 and currently in 2023.

**Table 6a Women in School Support Leadership roles**

Year	Manager Corporate Services
2019	1
2020	1
2021	1
2022	1
2023	1

## 5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2019 with the current 2023 data.

**Table 7 Comparison of age profile data**

	2019			2023		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	2	0	2	0	0	0
25 to 34	1	1	0	0	0	0
35 to 44	10	2	8	3	1	2
45 to 54	17	9	8	11	4	7
55 to 59	22	15	7	8	3	5
60 to 64	14	10	4	12	8	4
65 to 69	3	2	1	7	5	2
70 and over	6	6	0	1	1	0

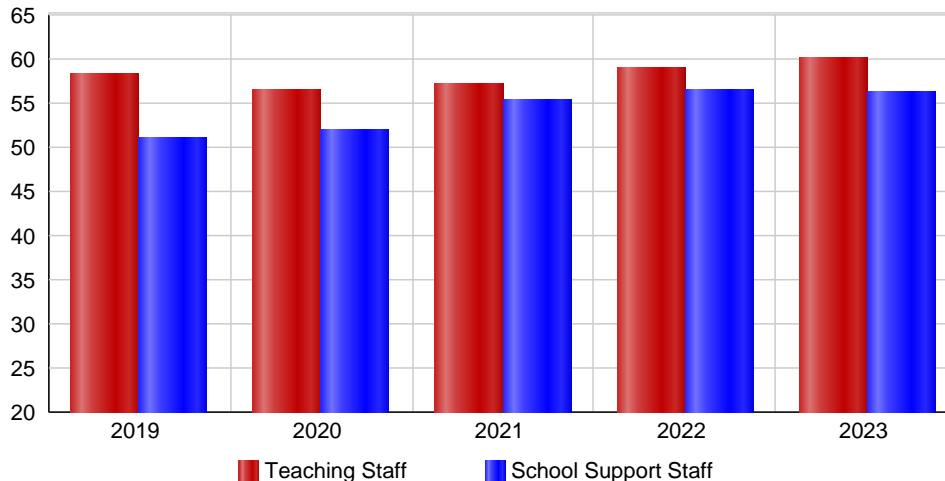
### 5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

**Table 8 Average age of all staff members 2019 to 2023**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2019	54.8	58.2	51.1	58.9	52.6
2020	54.1	56.5	51.9	57.5	52.2
2021	56.1	57.1	55.3	58.2	54.9
2022	57.4	59	56.4	60.4	55.7
2023	57.8	60	56.3	61.3	55.4

**Figure 5 Average age of teaching and school support staff members 2019 to 2023**



## 6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

**Table 9 Diversity of staff members 2019 to 2023**

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2019	0	0.0	25	17.3	3	3.0
2020	0	0.0	21	15.7	2	2.0
2021	0	0.0	18	13.2	2	1.4
2022	0	0.0	18	13.7	1	1.0
2023	0	0.0	18	14.1	1	1.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

## 7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Canning College. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

### 7.1 Sick and Personal Carers leave of teaching staff

**Table 10 Sick leave for teaching staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2019	335.4	65.3	2	12.4
2020	157.5	39.5	0	7.5
2021	61	45.3	0	4.6
2022	223.5	61.1	0	13.2

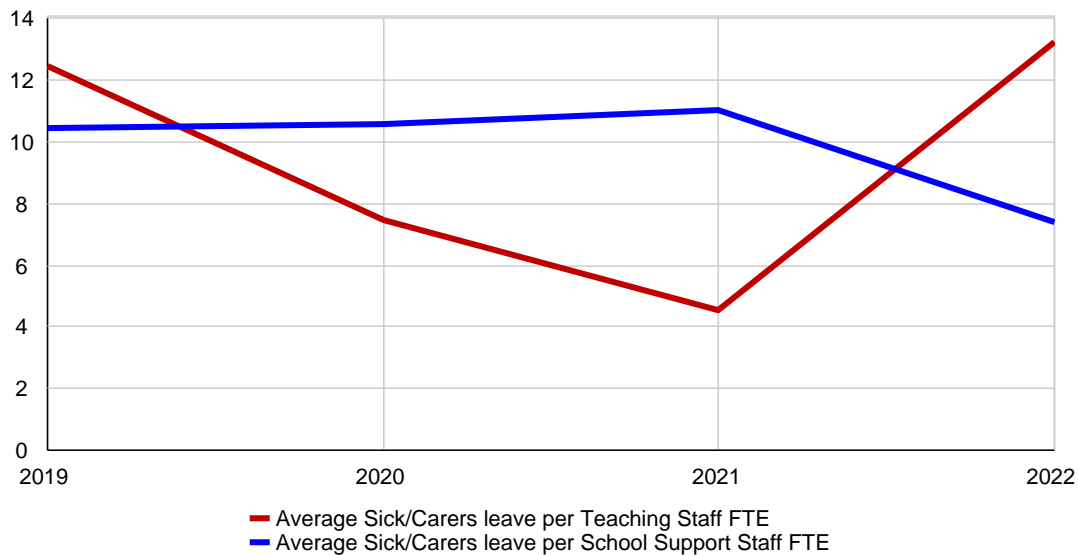
### 7.2 Sick and Personal Carers leave of school support staff

**Table 11 Sick leave for school support staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2019	102.1	71.5	36.3	10.4
2020	82.9	67.4	43.7	10.6
2021	94.8	51.4	14.4	11.0
2022	47.4	49.8	14.8	7.4

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2019 and 2023.

**Figure 6 Sick and Personal Carers leave trends 2019 to 2023**



## 8. Resignations and Retirements

### 8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2019	0	0	0		0.0%
2020	6	2	4	50.6	10.6%
2021	2	1	1	32.4	4.4%
2022	3	2	1	54.6	6.8%
<b>Total</b>	<b>11</b>	<b>5</b>	<b>6</b>		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

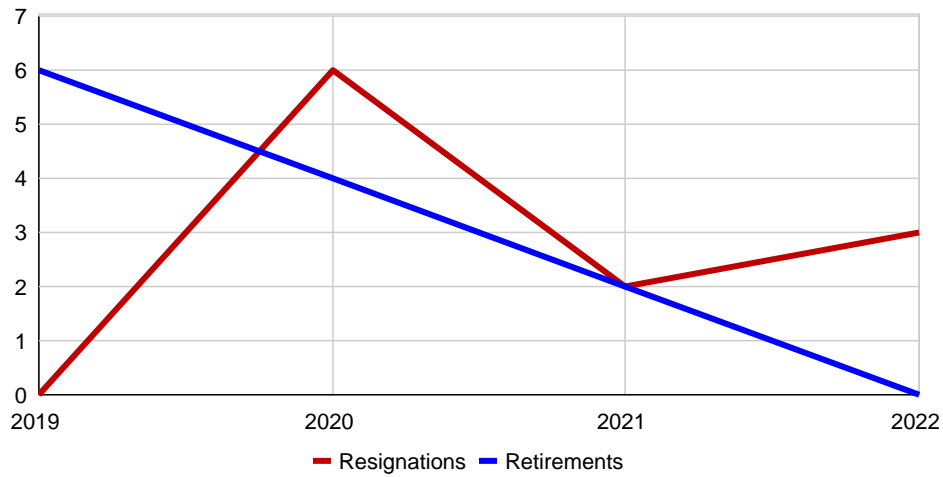
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

### 8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2019	6	4	2	65.2	9.2%
2020	4	4	0	63.3	7.0%
2021	2	0	2	63.9	4.4%
2022	0	0	0		0.0%
<b>Total</b>	<b>12</b>	<b>8</b>	<b>4</b>		

Figure 7 Comparison resignation and retirement numbers



### 8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

**Table 14 Possible Retirements as per age group**

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	0	0.0	1	1.0	1	1.0	0	0.0
HOLA/Coordinator	1	1.0	2	2.0	1	1.0	0	0.0
Teacher	2	2.0	5	4.2	3	2.8	1	1.0
Admin	3	2.5	2	1.6	0	0.0	0	0.0
Cleaner	1	0.4	0	0.0	2	1.4	0	0.0
Gardener	0	0.0	1	1.0	0	0.0	0	0.0
Other	1	0.6	1	0.6	0	0.0	0	0.0
<b>Total</b>	<b>8</b>	<b>6.5</b>	<b>12</b>	<b>10.4</b>	<b>7</b>	<b>6.2</b>	<b>1</b>	<b>1.0</b>

**Figure 8 Potential retirements as per age group**

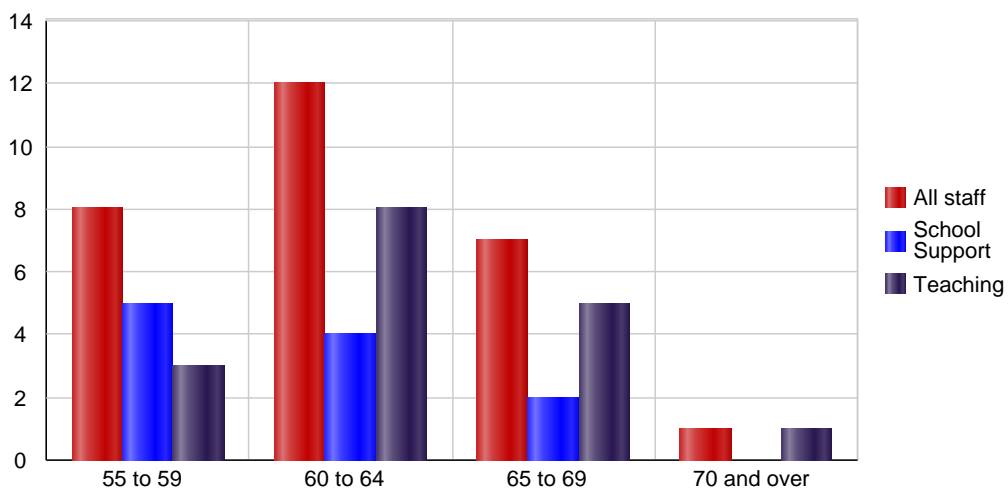


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

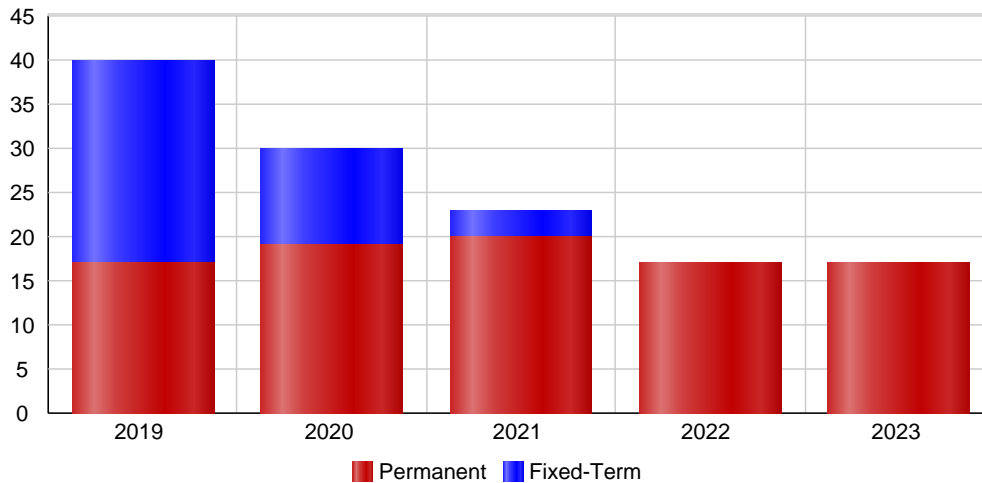
## 9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

**Table 15 Employment Class (Teachers)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	17	23	42%	58%
2020	19	11	63%	37%
2021	20	3	87%	13%
2022	17	0	100%	0%
2023	17	0	100%	0%

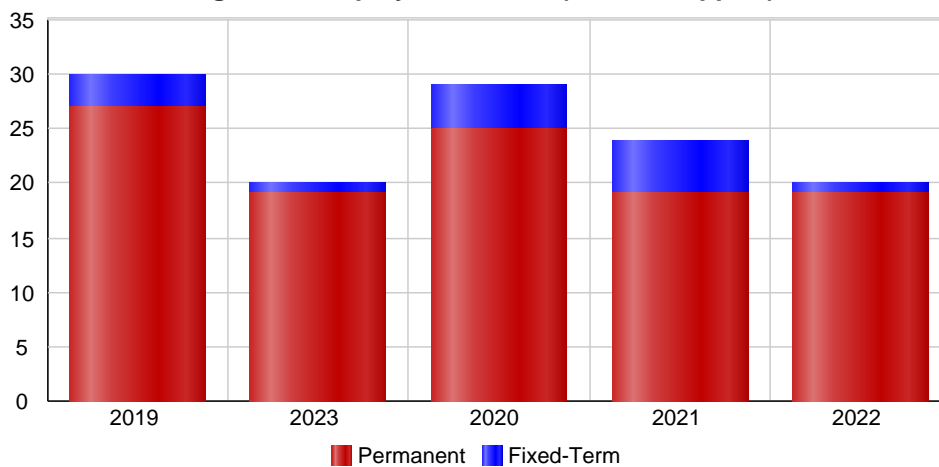
**Figure 9 Employment Class (Teachers)**



**Table 15a Employment Class (School Support)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	27	3	90%	10%
2023	19	1	95%	5%
2020	25	4	86%	14%
2021	19	5	79%	21%
2022	19	1	95%	5%

**Figure 9a Employment Class (School Support)**



## 9.1 Pay Grade

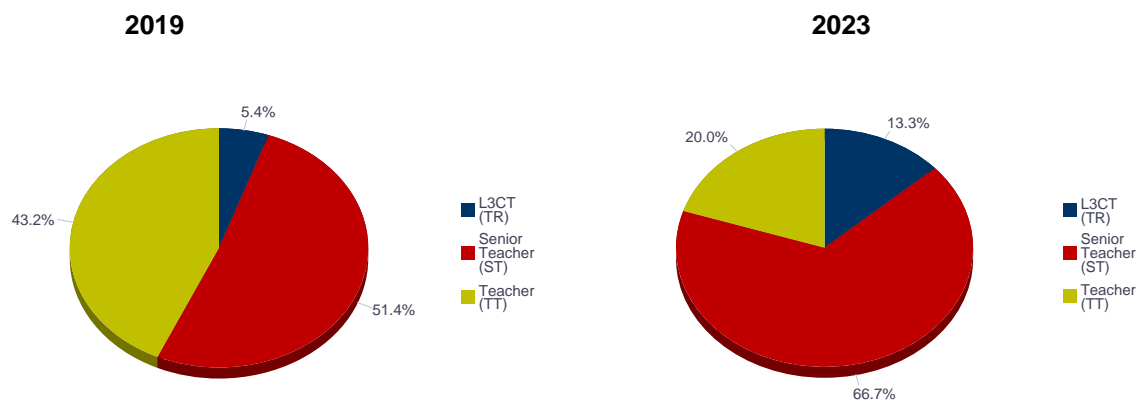
Table 16 provides the pay grade of teachers at Canning College and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2019	2	2.0	19	16.9	16	11.3
2020	1	1.0	16	15.4	10	7.6
2021	1	1.0	12	11.6	8	5.0
2022	2	2.0	10	10.0	3	2.4
2023	2	1.6	10	9.6	3	2.4

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

**Figure 10 Teacher pay grades 2019 and 2023**



## 10.1 Accrued Leave as at **19/01/2023**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

**Long service Leave is required to be cleared within 2 years of the leave becoming available.**

For further information regarding the data presented below please contact Workforce Planning Branch.

**Table 17 Accrued Long Service Leave - Days available**

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	16	6	22
Between 65 and 130	0	1	1

**Table 18 Long Service Leave - Staff with next accrual in 2023 or 2024**

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2023	5	1	6
Next Accrual in 2024	3	2	5

**Table 19 Accrued Annual Leave - Days available**

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	4	4
Between 20 and 40	0	6	6
More than 40	0	4	4

**Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave**

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0





# Student, Staff and Community Health, Wellbeing and Engagement

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This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
  - Search by location to find summary data about early childhood development outcomes in the area

# Principal Survey report: Canning College

<b>Whole school approaches/programs</b>
The top five of the school's key programs or approaches
Diploma in Commerce Curtin and UWA Certificate IV In University Access Program Foundation Program- Pathway program Year 10 Program Mid- Year Foundation Program April Start Foundation Program Year 11 Bridging Program

<b>Targeted programs</b>
School-based programs that target specific groups of students
Literacy Program

<b>Professional learning</b>
Most recent whole-school professional learning activities
Mental Health and Wellbeing Curriculum Development Program First Aid Learning Program Teaching Multi Cultural Multilingual Quality Teaching Strategy

Student welfare	Yes	No	Details/Provider
After school care provision		1	
Pre-kindergarten program or partnership		1	

Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen		1				
School breakfast club		1	N/A	N/A	N/A	N/A



### Parent education

Orientation Program for parents  
Agent Training for overseas providers

School council/board Membership	Number of members
Principal	1
Staff	2
Parent representatives	NIL
Community representatives	4
Other	1

### Voluntary contributions In 2022

None - cost recovery fees-set costs

### Capital works projects

Are there any capital works projects in progress?	No
Are there any capital works projects pending in the next 18 months?	No
Have any capital works applications been submitted and awaiting a decision?	No

### Community based committees, excluding the Council/Board that this school operates

None

### Deed of Licence Agreements

Direct Entry into UWA Uni - entry to Second year on completion of Dip Commence at Canning College - Expires 2024

Direct Entry into Curtin Uni- entry to Second year on completion of Dip Commence at Canning College - Expires 2024

Direct Entry into Murdoch

### Sponsorship arrangements

None

# Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement.

## Commendations

### Four things that the school is doing well

- Student Achievement in the Foundation Program and Diploma Programs- high achievement and high intake into Universities
- Multi entry points into Programs offered at Canning College
- Health and Wellbeing of Students and Staff
- Online delivery to 15 countries when students unable to travel to Australia

## Recommendations:

### Four areas that would benefit from further improvement

- Subject offerings
- Student housing arrangements
- Attendance
- Class sizes