

Canning Vale Education Support Centre

Independent Public School

ANNUAL REPORT 2017



Our School Background and Culture

Canning Vale Education Support Centre (CVESC) is an Independent Public School, primarily for students with an intellectual disability, who may or may not have other disabilities. Our vision is to nurture and develop each child holistically; to cultivate resilient, independent children who are able to confidently participate in modern society. To foster and achieve this, we work closely with children and their families to provide a safe and dynamic learning environment. We utilise all available technologies and innovative programs in the field of special education.

We exist on a shared campus with Canning Vale Primary School. We share policies and procedures, but most importantly the core values of Pride, Respect and Excellence. Our focus on respect encompasses self-respect and respect for others, and is pivotal to the development of each student's resilience. Integration of our students is encouraged by both schools. This provides role modelling for appropriate behaviours, communication and interpersonal skills, as well as an opportunity for our students to practice and generalise mastered skills in a mainstream setting.

Each student is assessed individually and has his or her own Individual Education Plan (IEP) which is developed by all key stakeholders including parents, teachers and outside agencies. Meetings are held twice a year to formulate suitable IEP goals, with additional meetings available if needed. The IEP provides a form of accountability for all people involved in the student's education, and a means of measuring progress.

We actively encourage student independence through our Whole School Planning and Learning Priorities. These Priorities are reflected in each student's IEP: Communication (Listening and Speaking), Interpersonal and Self-Management skills.

CVESC has a full time Principal, a full time Manager of Corporate Services and a School Officer. In 2017, we had seven classroom teachers (full and part time) and one Support Teacher. 26 Education Assistants were allocated to classrooms, based on children's needs.

Overview

2017 proved to be another successful year for our students, and the Centre. Communication skills were, and are, our most important priority. This is embodied in our Business Plan Target that 'All students complete the school year with at least one form of communication'.

We recognise that one pedagogical strategy does not suit every student, and that students respond to different motivations. Therefore, we utilised a variety of different teaching strategies to teach students to communicate. During 2017, we experienced a number of successes on this front. Many of our reluctant and nonverbal speakers started to communicate using words for the first time. Staff and families were thrilled, and the students themselves enjoyed the accolades they received.

New approaches

We implemented a new whole school approach to communication, namely Key Word Signing (KWS). KWS is an extension of Auslan, differentiated by the verbalisation of words in conjunction with signing. Some members of staff undertook professional learning in KWS this year, and shared their new skills with staff. We have advocated the use of KWS by parents too at every opportunity, for example Individual Education Plan meetings and through our fortnightly newsletter Kudos, in which we introduced new KWS signs. We also held a workshop for parents on how to implement KWS with their child at home, where natural gestures were emphasised. This workshop was interactive, and strengthened continuity of learning between home and school. As a result, KWS has been increasingly implemented in classrooms.

New voices

Many of our students experienced success, facilitated by these different teaching strategies. The use of Alternative Augmentative Communication devices as well as KWS encouraged some of our students to verbalise. The Picture Exchange System was also in place for some students. We observed a new student, who could speak, though not clearly, successfully communicate by combining his speech with the use of a Pragmatic Organisation Dynamic Display communication book (PODD book). This success prompted our staff to introduce PODD books throughout the school to assist other students to improve their articulation skills. Several staff undertook intensive professional development on this teaching strategy, and an education assistant was deployed to create PODD books for designated students.

We seek to ensure a calm atmosphere in our busy classrooms, in which 'positive voices' are used by adults and our students are happy and responsive. In 2017, we developed a Positive Behaviour Support Policy to complement this communication strategy. It is also embodied in the Applied Behaviour Analysis philosophy which emphasises quiet, positive and interesting teaching voices. We minimise interruptions to learning by familiarising students with visitors entering their classrooms, including from parents, therapists, and the Principal. In the classroom, we use visual cues to instruct, modify and encourage student on-task behaviour. We avoid excessive verbal prompting. This is emphasised as a whole school initiative, and will continue, as it provides students with the opportunity to communicate, whether verbally or through signing. We want to hear student voices and to allow students to feel heard.

New amenities

Excitingly, construction of our new multipurpose building, the King Building (named for popular, departed Primary School Deputy Mr Neil King) was completed in Term Four. It comprises an independent living area (cooking and laundry) and a sensory area for small groups.

Continuing programs

Our programs for independent living, functional academics and off-site community education continued through the year. Notably, these included swimming, ten pin bowling, Jiggle Jam, Humphrey's Dance tuition and our Community Access Training Program. Our Autism Early Intervention Program (a Targeted initiative by the Department of Education) thrived, in contrast to the discontinuation of this specialist program at some Education Support Centres, whose numbers were affected by the introduction of Autism Units at nearby primary schools.



Business Plan Target: Successful Students (Classrooms First)

All students leave school with at least one form of communication. To address student differing learning styles and needs, staff continued to deliver varied pedagogy to encourage student communication. For example, two teachers went on PODD professional learning to assist those students for whom using Proloquo2Go on the iPad wasn't always practical. Often these students had difficulties navigating through the program which precluded using the program independently, A PODD book was easier to use for these students as it simply requires page turning skills. PODD books are excellent for students who speak, but don't do so clearly, as they point to and say the word at the same time. Their speech is then comprehensible and they are understood. Frustration is lessened as is any associated irregular behaviour. Using speech devices along with encouraging natural talk develops their vocabulary too.

Our teachers are increasingly including speech therapists in IEP meetings. One junior classroom teacher had the speech therapist for each of her students in every IEP meeting during the year. The teacher also enjoyed having them working with their clients directly in the classroom as she picked up new skills and was better able to meet her students' communications needs.

Key word signing is of course still used for reluctant or nonverbal students, including our weekly assemblies. Through our Kudos newsletter, parents too are encouraged to use it, as every issue introduces new signs.

Integration into mainstream for physical education predominates with some smaller groups attending Music and Art classes. The school gave an acknowledgement award to the primary school physical education specialist teacher for his inclusive practices through the years and his encouragement of integration. Three of our year five students entered the Cross Country competition and all our students participated in the Athletics carnival in term four. Our students also provided a parachute ball activity for the primary school students, which was fun for all. All classes participated in the primary school assemblies and the ESC assembly item when it fell due. At the end of year ESC Christmas concert reluctant speakers used Proloquo2Go to address parents and this year they were encouraged to speak into the microphone and then to repeat it using Proloquo2Go. They were able to participate fully in the concert.

Students demonstrate improved self-regulation. Communication and improved self-regulation are related. Students who can express their needs or feelings have less behaviour issues. At school, staff use pictorial cues, Key Word signing and social stories to instruct, communicate and manage behaviour. This is especially important for students with Autism. When offsite, our students generally follow instructions and model appropriate behaviour. The school has a policy that should a student repeatedly not follow instructions and their behaviour is unsafe, that student misses CATP next time. In 2017, we had one suspension. There were four incidents on CATP where a student was taken back to school. Respect Cards are issued daily to encourage appropriate behaviour, and the students from each class with the most Respect Cards are given a prize at the CVESC assembly.

Integration into the primary school classrooms for Art, Music and Physical Education offered opportunities for students to observe other students modelling correct behaviours. Attendance at the ESC assemblies and the following of campus protocols, such as sitting cross-legged for a long period of time and standing

for the national anthem, provide the students with the opportunity to learn appropriate behaviour required at a whole campus assembly.

This year the bikes and sensory area supported students with Autism who need activity or sensory breaks. These breaks are incorporated into daily class schedules. Some students with difficulties regulating their behaviour have their own scheduled breaks on the bike or in the sensory area.

In term four, with the completion of our multipurpose building, students had access to a purpose built sensory room and an outdoor, natural sensory area under the Casuarina trees.

Our new Individual Positive Behaviour Support Policy also includes Individual Positive Behavior plans (IPBP) and reward systems which are often child specific due to differing student characteristics and our teaching pedagogy. In 2017, two students were on IPBP's. There is no punishment, only consequences with positive reinforcement and redirection being the key to success. This reflects our endeavors to follow the Applied Behaviour Analysis (ABA) philosophy.

Students demonstrate achievement against IEP's annually. Goals were carefully selected based on the SMART concept (Specific, Measurable, Achievable, Relevant and Time-limited) with significant results. In 2017, there was a slight improvement in goals achieved.

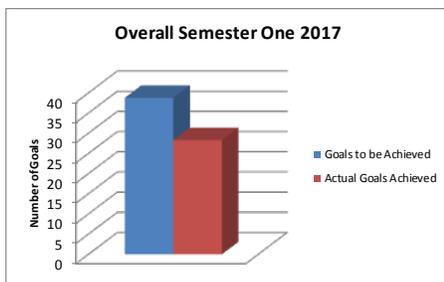


Figure One: Student Achievement of 2017 IEP Goals (Average for Semester One)

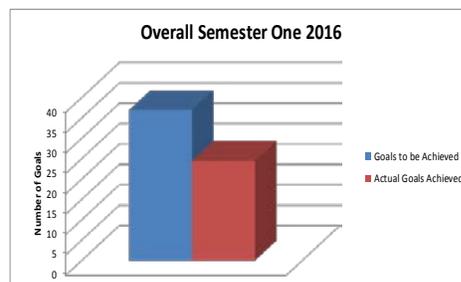


Figure Two: Student Achievement of 2016 IEP Goals (Average for Semester One)

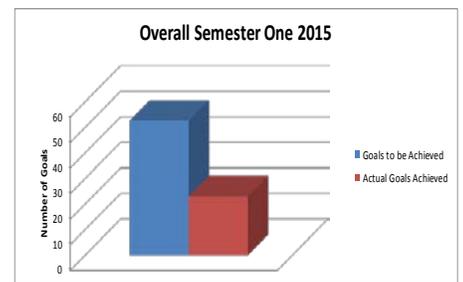


Figure Three: Student Achievement of 2015 IEP Goals (Average for Semester One)

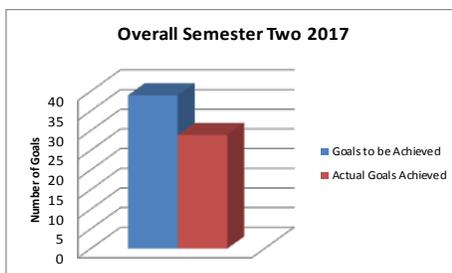


Figure Four: Student Achievement of 2017 IEP Goals (Average for Semester Two)

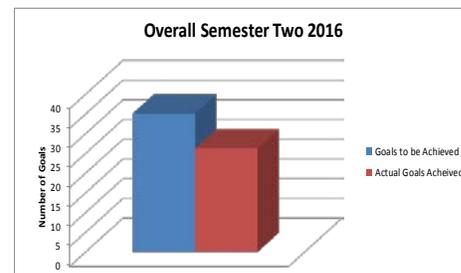


Figure Five: Student Achievement of 2016 IEP Goals (Average for Semester Two)

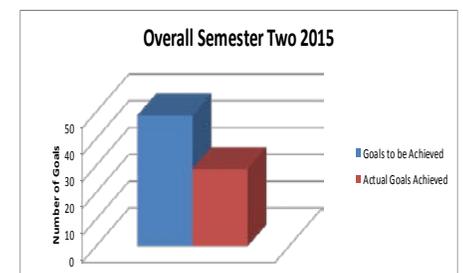


Figure Six: Student Achievement of 2015 IEP Goals (Average for Semester Two)

Autism Early Intensive Intervention Program. The Autism Early Intensive Intervention Program (AEIIP) of 2017 has completed another year with all students making progress through the intensive accelerated learning program. There were eight Kindergarten and four Pre-Primary students enrolled in the program during the year. One of our Kindergarten students started with us part way through term two then withdrew from the program in term three in order to be home schooled full time. Another Kindergarten student didn't come to the AEIIP until term four. A Pre-Primary student withdrew from the program when her family moved out of the area. All of the Pre-Primary students enrolled in their local schools which is the goal of the program.

The program which is based on contemporary Applied Behaviour Analysis (ABA) with evidence based pedagogy consists of a minimum of three discrete trial sessions per day. Discrete trial sessions focus on individualised discrete trial programs in addition to reading, writing, independent work and fluency programs. Other elements of the program included developing skills for group work, language, gross motor and social skills with a particular focus on play skills.

At the beginning of 2017 the AEIIP changed classrooms, to a newer demountable classroom. The new classroom structure enabled a play corner to be set up providing additional opportunities for children to be taught play skills incidentally. The new class also has an Interactive White Board. This has been utilised to facilitate achievement of both individual and group learning goals within the classroom.

Across the twelve students, two Pre-Primary students required an Individual Positive Behaviour Plan (IPBP). Staff implemented the ABA approach to manage these behaviours with a focus on positive reinforcement.

In addition, the Kindergarten teacher introduced individualised positive behaviour support strategies for each of the Kindergarten students in her class. In order to create consistency across settings for the management of student behaviour, every effort was made to co-ordinate and communicate with classroom staff, mainstream schools, parents and therapists.

During 2017 the Early Intervention teachers continued incorporating the revised Accelerated Learning Centre for Autism (ALCA) Manual by updating resources as needed. The Pre-Primary teacher completed the ABA course during semester two and one Education Assistant new to the program received AEIIP specific 'on the job' training.

During term three we began rigorous assessment of potential applicants making thorough records of skills and abilities. The Kindergarten teacher and the Principal evaluated the children's assessment and then met to reach a consensus on which children the program would most likely be suited to. In doing this we aimed to ensure the ongoing success of the AEIIP.

Highlights for 2017

- Rate of progression through discrete trials
- Improvement in play skills including increase in imaginative play
- Extension of self-management skills with increase in independence
- Increase in oral language skills and peer interaction
- Development of classroom behavior's for group involvement and individuals being more responsive to group instructions.
- Improvement in gross motor skills

- Autonomy and development in social skills

The philosophy in the AEIIP is that not one minute will be wasted. The Individual Education Plans (IEP) reflect this by being a working document as indicated by the fact that as a goal is mastered, then the task is extended or a new goal is added. This reflects the intensity of the AEIIP. The data in the table below is an indication of student progress according to their IEP summaries.

<i>Semester 1, 2017</i>	<i>Kindergarten</i>							<i>Pre Primary</i>			
<i>Student</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
Number of Goals in Term 1 IEP	47	49	49	48	52	88	86	88	99	108	87
<u>Additional goals added</u> (due to mastery)	18	36	25	28	29	0	-	0	0	0	1
Goal achievement in progress	18	26	19	23	22	42	51	28	27	49	27
Total Goals Achieved	47	59	55	53	59	46	35	57	72	59	61
Total Number of Goals	65	85	74	76	81	88	86	88	99	108	88

Table One: Semester One IEP Goals Achieved by students in AIIP

Note: One Kindy student did not start in the AEIIP until part way through term two.

<i>Semester 2, 2017</i>	<i>Kindergarten</i>							<i>Pre Primary</i>		
<i>Student</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Number of Goals in Term 3 IEP	101	105	100	110	125	25	72	55	69	61
<u>Additional goals added</u> (due to mastery)	8	0	6	2	15	34	6	16	7	8
Goal achievement in progress	22	33	38	32	36	10	34	19	41	7
Total Goals Achieved	87	72	68	80	104	49	44	52	35	62
Total Number of Goals	109	105	106	112	140	59	78	71	76	69

Table Two: Semester Two IEP Goals Achieved by students in AIIP

Note: One Kindy student did not start in the AEIIP until part way through term 4 so goals were added to the child's existing IEP.

Business Plan Target: Effective Teaching (Classrooms First)

Appropriate pedagogy. Morning teacher meetings are held weekly. They foster consistency across classrooms, especially with adherence to the ABA philosophy and its principles that as a school we strive to follow. The sharing of ideas and resources and new pedagogy from professional learning attended by teachers is presented at these meetings, and teachers can take on any new methodologies to assist students.

Our school developed a “Positive Voices” emphasis, which has continued for 2017. All staff remind each other to use quiet, positive voices in all situations with students, parents and each other. A reminder to use positive voices at all times is displayed in poster form, in every classroom.

Our regular Community Access Training Program (using public transport to access different facilities in the community) for three classes, has proved excellent for consolidating classroom teaching and in particular the generalisation of social skills, protective behaviours and independence. This authentic learning is popular with students and their parents.

Our teachers focus on delivering functional academics and life skills, specific for each student according to their individual need, through targeted teaching for students to achieve their IEP goals. For our students, success is essential and a feature of all our teaching and learning. It is ensured by the breaking down of each skill to ensure success at every level (known as task analysis). Staff undertakes professional learning to add to or update their pedagogy repertoire. During the latter part of the year, as a team, we decided to include Pragmatic Organisation Dynamic Display Communication Books (PODD) for those students who have difficulty using Proloquo2Go independently and as aided language stimulation for reluctant speakers.

After the principal had attended relevant Professional Learning on developing peer observations, she enlisted one of our experienced, highly competent teachers to develop and then implement peer observation in our classrooms in 2017. This was very successful and our teachers valued the experience and opportunity to receive feedback and learn new strategies. Previously at our school peer observations had been done informally with a senior teacher. The principal visits classrooms everyday several times and therapists are often working in classrooms with students so it wasn't too daunting as staff were used to others being present while they taught. When our school was audited for Performance Management processes, the auditors informed us that they were going to let the Director General know of our exemplary practices in regard to Peer Observation.

In line with the Department of Education's High Performance – High Care strategic plan, we ensure our students have a healthy cooking program consisting of simple menus and the use of produce from their plots in the learning garden where they learn to prepare the soil, plant seeds or seedlings, cultivate, water and harvest. Students participate in the whole campus Crunch and Sip program. Along with gardening skills, self-care and physical fitness, delivered through Fundamental Movement Skills instruction, morning fitness and integration into mainstream classes for physical education. Dancing, swimming and bowling classes complement these sessions and are all life skills. Food preparation and cooking skills along with associated basic housekeeping skills such as washing and drying dishes and general cleaning are also taught. Every student has to wipe down their own table each day. Every class room has a broom and a brush & pan. Laundry skills are taught and our school is responsible for washing second hand uniforms for the combined campus P&C.

Student Attendance and Enrolments		
Year	CVESC	WA Public Schools
2015	93.0%	92.7%
2016	94.0%	92.6%
2017	92.9%	92.7%

Table Three: Data from the Department of Education indicates CVESC's overall attendance rate in comparison to the state average for 2017. Several of our students have chronic medical conditions causing many days off school. This effects our attendance data due to our small numbers and can negatively distort graphs trends. Most of our students have excellent attendance records.



Figure Seven: Student Enrolment data from February 2017 Department of Education Census and school records. By the end of 2017 we had 49 students enrolled and of those, seven were in the Autism Early Intensive Intervention Program (AEIIP) and four were year six students. The year six students graduated to Canning Vale College, Kenwick College. We had three external Pre-Primary students attending the EIIP for two days per week and their local primary school for the other three days.

Excellence in teaching. One of our teachers, Mrs Rochelle Mulder, was nominated by the school community for the Premier's Primary School Teacher of the Year Award and the Western Australian Education Support Principals and Associates (WAESPAA) Early Childhood Teachers' Award. While not successful in either, the nomination was well deserved and she was very competitive. She has the respect of all staff and parents for her professionalism and her expertise as a teacher in the classroom and in the field of Early Intervention. Mrs Mulder has refined our assessment processes over the past two years for entry into our Department of Education Targeted Initiative Autism Early Intensive Intervention Program for kindergarten and pre-primary students. This has ensured that the students enrolled are in a program suited to them. The aim of this two year program is for students to enroll in their local primary school for year one. Mrs Mulders implementations have ensured all pre-primary students in this program at Canning Vale Education Support Centre have enrolled into their local school for year one. Mrs Mulder started teaching in the program in 2015 and the graphs show her profound influence on its success rates.

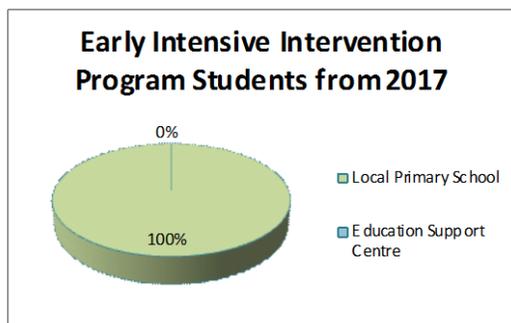


Figure Eight: % of students in 2017 who enrolled in their local primary school after attending the two year AIIP

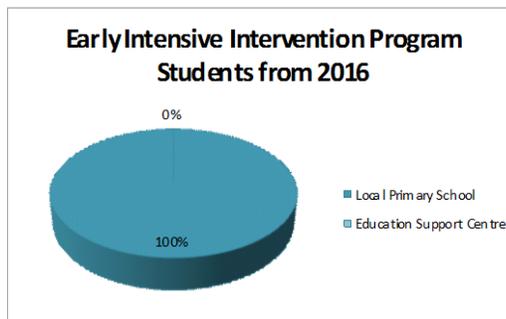


Figure Nine: % of students in 2016 who enrolled in their local primary school after attending the two year AIIP

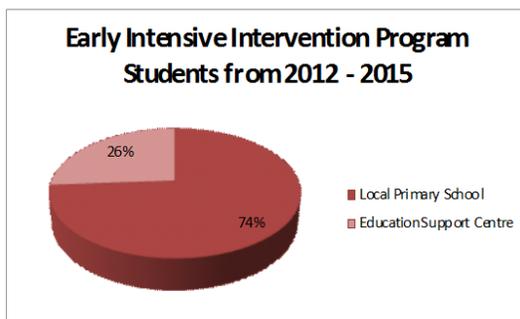


Figure Ten: % of students who enrolled in their local primary school after attending the two year AIIP from 2012 - 2015.

All teaching staff participates in annual performance management, against Australian Institute for Teaching and School Leadership Standards (AITSL) with the principal and all willingly undertake Professional Learning to keep up to date with their knowledge and teaching practice. Their willingness to engage in our new peer observation process was admirable and a reflection of their commitment to improving teaching and learning in their classrooms.

Business Plan Target: Good School Community (Classrooms First)

WA Curriculum is implemented within system requirements. Our school was a trial school for Abilities Based Learning Education, Western Australia (ABLEWA) assessment in 2015. We continued our Learning Readiness Reports, done twice annually for each student for English (Speaking and Listening and Reading and Writing), and for Personal and Social Capability (self, social and self-emotion). A Profile Report for each student is then generated after assessments are completed and these are sent home to parents with both the midyear and end of year reports. We are dedicated to keep up to date. We are already using the SEN reporting format and we will align our IEP format with the SENAT format in 2018. ABLEWA (which is based on student abilities and tracks their progress) was developed by the Department of Education. The rubric developed allows us to demonstrate the growth and progress for our lower functioning students too, as each assessment level is broken down into finer increments. It is also linked to the Western Australian curriculum which is wonderful as all students have a right to an education that is equitable and embraces diversity.

Our school is committed to ensuring we are on target to ensure all our students (low and high functioning) are assessed fairly and ABLEWA enables assessment of a student's readiness to learn and assists the development of appropriate IEP goals, providing a monitor of progress to review the impact on a student's learning of those goals. The Principal and a teacher participated in professional learning at SSEND: Disabilities, in 2017, to ensure the validity of our practices using the ABLEWA assessment tool with our students. We started implementing the ABLEWA assessment tool in semester one, 2017, in some classrooms in the second semester and will continue using them for all our students in 2018. These student assessment levels, for key learning areas, are plotted on a grid annually to be used continually through each student's primary school years and will follow them to any new schools they attend, (including secondary schools).

With Science and Maths being considered vital learning areas for all students, we ensured our students were able to participate as fully as possible with Science Technology Engineering and Mathematics (STEM). One of our teachers, who is passionate about Robotic Science introduced robotics into all our classrooms. All our iPads were connected to Dash and Dot programs and the students all learned the rudiments of coding; they were all able to command the robot to follow a set pattern created by the

student on a grid. They were all engaged which was a wonderful outcome even those who had self-regulation deficits.

Requirements of National Quality Standards in early childhood are addressed. After specific NQS meetings amongst core teaching staff and an in-school evaluation of our adherence to the seven quality areas using reflection tools and discussion, the school rated ourselves very highly in all seven quality areas. The seven national quality standards are:

- Education program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

Physical Environment

We have three early childhood classrooms but one is not considered to be a regular early childhood classroom, as a staff we decided we were still working towards achieving an optimal, physical environment for our early childhood students. In 2018 we will ask for an audit of our Early Childhood programs. These aren't mandatory but we as a school would value the feedback.

Increase in parent involvement. IEP meetings, held twice a year, have had an extremely high percentage of parents attending (100%). Our Barbeque Breakfast, early in Term One, had an overall 44% attendance of parents. In 2017 we combined with the main school for our annual Barbeque Breakfast. There was a noticeable decrease in turnout of our parents. It was decided to review this in 2018. Our Open Classrooms, with parents observing their child at work, had a turnout of 56% overall.

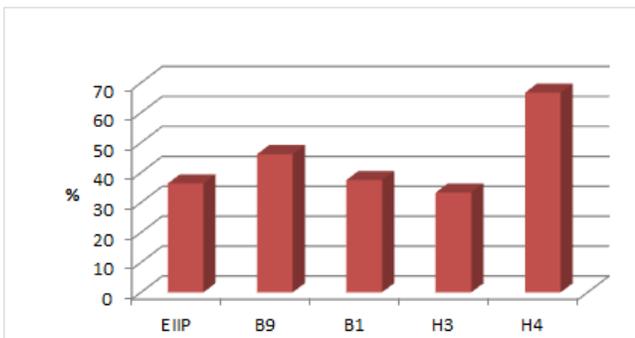


Figure Twelve: Parent Attendance to BBQ Breakfast 2017

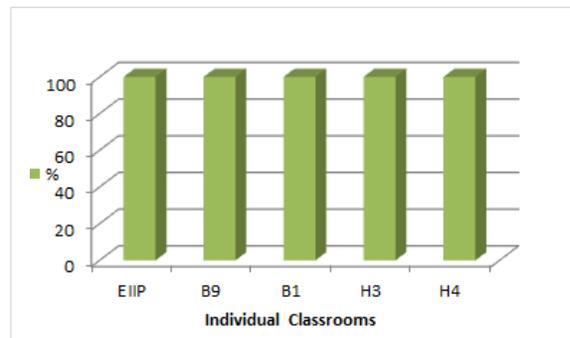


Figure Eleven: Parent Attendance to IEP Meetings 2017

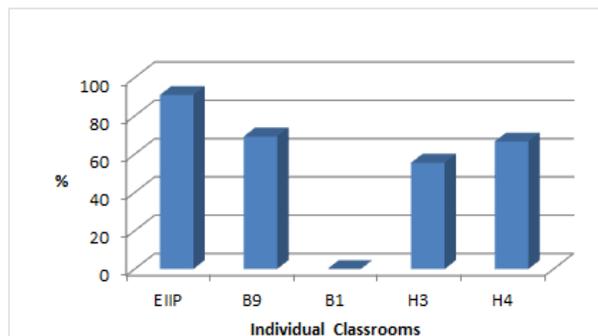


Figure Thirteen: Parent Attendance to Classroom Observation Visits 2017

Parent attendance at our whole campus ESC assembly in Term Three was well attended, as was our ever popular Humphreys Dance Concert in Term Three with many parents and extended family joining in the final dance concert. Our Festival of Dance Christmas Concert was well attended by families and friends.

The Canning Vale Primary School and Education Support Centre are jointly represented by the CVPS & ESC Parents and Citizens Association (P&C). 2017 was a busy year for the P&C full of activity and support which we were able to provide to the campus, staff and students. In December each year, the primary school celebrates volunteerism at the school with a special assembly and morning tea. At this event the P&C were happy to announce they had been in the fortunate position of being able to gift over \$2000 in 2017 as a result of consistent fundraising efforts on behalf of a dedicated team of individuals. A large proportion of this is being spent on refreshing the computer facilities in the school and providing specific needs equipment to our ESC students.

The P&C community has culminated in a strong team of dedicated individuals that is currently driving a renewal of members from the community as our executive endeavor to pass the reins to new parents in the coming year. Meeting attendance was good with our core group of dedicated contributors. Our organisation is blessed with strong continuous support from the leadership of the schools who attend nearly all P&C meetings championing the organisation with staff and students. Our amazing volunteers and staff served over 6000 lunches, sold a multitude of second hand uniforms, cooked a truck load of sausages, banked a bunch of money in student banking and raised awareness in the community of Canning Vale Primary School and Education Support Centre.

Another event that the P&C enjoy each year, is the annual school picnic held in term one as a way to welcome new and returning families to our community, and for the P&C to say thank you to everyone's contributions the year before.

School Board is effective. Canning Vale ESC Board is an effective board due to the strong shared belief and value about what is possible for our students, their ability to learn, and the teaching methods which enable all the children to reach their goals. The Board is driven to spend less time on operational issues and more on the policies to improve our student's achievements. Our effective board also has a collaborative relationship with all the staff and the community which establishes a strong communication structure. In 2017, CVESC conducted a School Board Effectiveness Survey. Out of the nine board members, six responded to the survey. The responses showed the majority of members were satisfied with the processes of the meetings, which include minutes and agenda preparation, start times and the use of meeting time. The majority felt the board was welcoming and allowed for all members to contribute, although some (17%) felt individuals could dominate during discussions.

The board members felt they contribute to the school through business plans, budgets, policies and procedure review. The survey showed the board has confidence in the Principal, whom they find approachable and were overall in strong agreement (67%) that the Principal ensures all programs are relevant to the students.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 2,427.00	\$ 2,382.00
2	Charges and Fees	\$ 11,470.70	\$ 11,530.13
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 1,050.94	\$ 1,050.94
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 6,508.99	\$ 5,508.99
8	Other Revenues	\$ 5,211.25	\$ 5,375.59
9	Transfer from Reserve or DGR	\$ 657,210.84	\$ 657,210.84
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 683,879.72	\$ 683,058.49
	Opening Balance	\$ 28,961.00	\$ 28,960.68
	Student Centred Funding	\$ 122,091.00	\$ 122,091.00
	Total Cash Funds Available	\$ 834,931.72	\$ 834,110.17
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 834,931.72	\$ 834,110.17

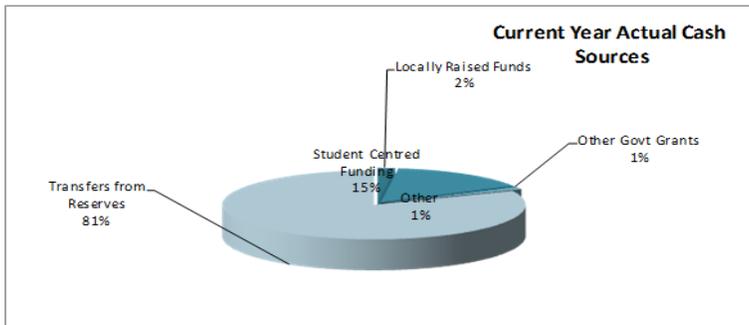
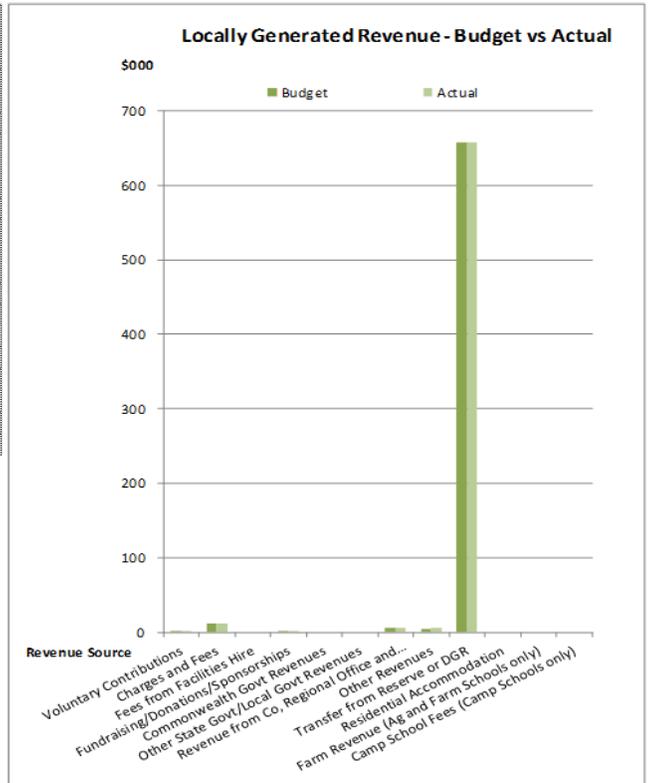


Figure Fourteen: % of where CVESC Cash funding came from for 2017

Figure Fifteen: Income Received Actual vs Budget for 2017.

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 7,140.84	\$ 6,720.01
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 46,185.86	\$ 44,691.55
4	Buildings, Property and Equipment	\$ 669,670.68	\$ 639,073.23
5	Curriculum and Student Services	\$ 66,417.65	\$ 38,751.92
6	Professional Development	\$ 17,622.65	\$ 17,622.65
7	Transfer to Reserve	\$ 11,544.51	\$ 11,544.51
8	Other Expenditure	\$ 131.35	\$ 136.24
9	Payment to CO, Regional Office and Other Schools	\$ 11,948.64	\$ 11,948.64
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 830,662.18	\$ 770,488.75
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 830,662.18	\$ 770,488.75
	Cash Budget Variance	\$ 4,269.54	

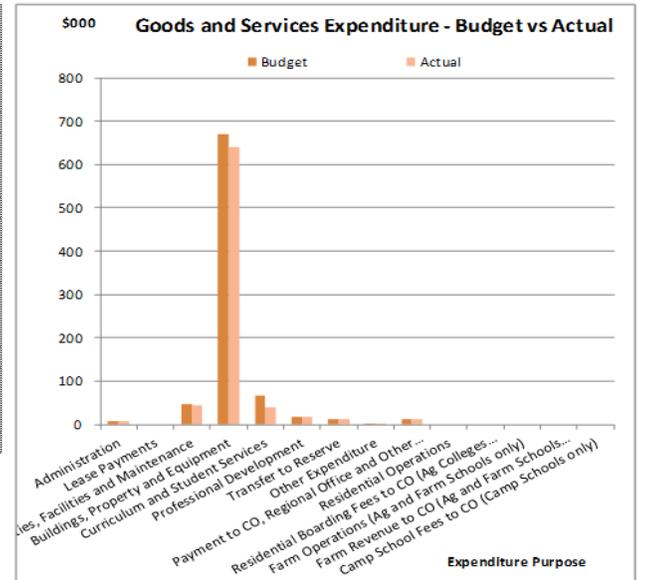


Figure Seventeen: Areas money is spent from Budget vs Actual for 2017.

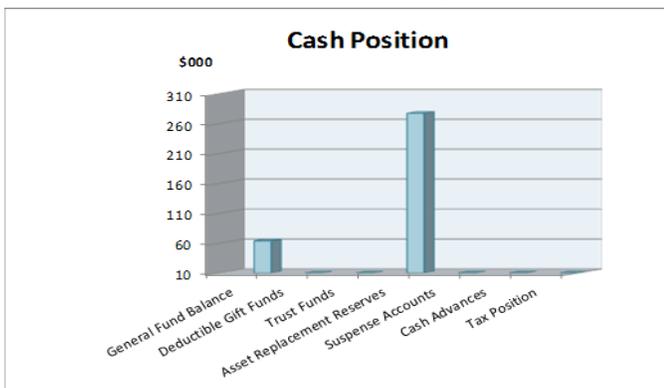


Figure Sixteen: Final cash position for 2017

Cash Position as at:	
Bank Balance	\$ 318,430.55
Made up of:	\$ -
1 General Fund Balance	\$ 63,621.42
2 Deductible Gift Funds	\$ 2,814.00
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 277,128.00
5 Suspense Accounts	\$ 193.20
6 Cash Advances	\$ -
7 Tax Position	\$ 25,327.00
Total Bank Balance	\$ 318,430.55