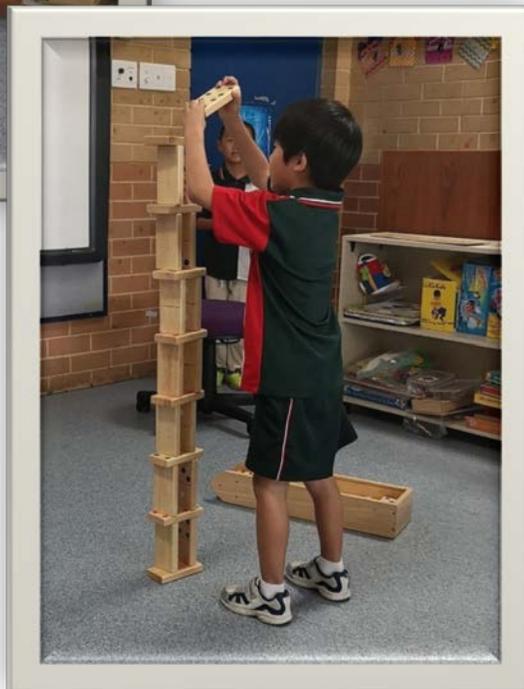
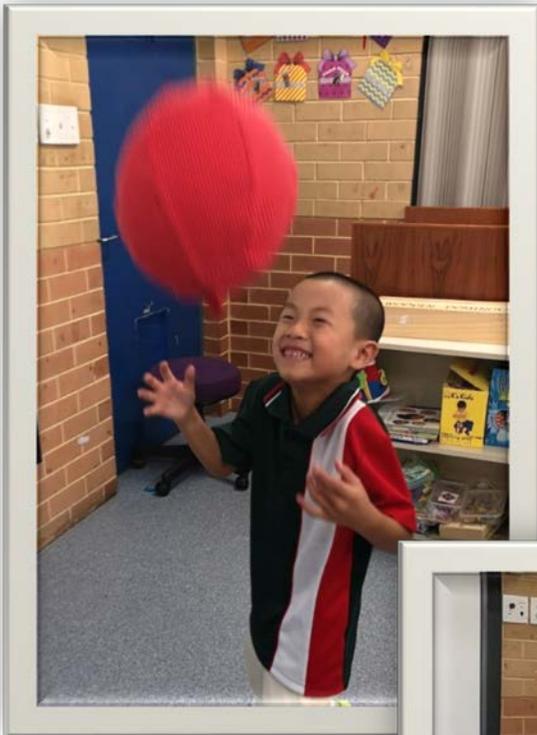


Canning Vale Education Support Centre

Independent Public School

ANNUAL REPORT 2018



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 Integration skills.

CVESC has a full time Principal, a full time Manager of Corporate Services and a School Officer. In 2018, we had nine teachers (full and part time). 25 Education Assistants were allocated to classrooms, based on children's needs.

Overview

Our school community believes that our students with special needs should all be supported to learn essential independent living skills, acceptable social skills and effective communication, to become happy, resilient members of society. We pride ourselves on the programmes we offer, (including our Autism Early Intensive Intervention Programme) to enable students to develop independence. Our other teaching and learning programmes reflect this belief too and accordingly are delivered by teachers using a variety of teaching strategies to suit the differing learning styles of students and to enable students to work towards and achieve their individual goals. Every student has an Individual Education Plan with pertinent short term and long term goals developed through team work with the student's parents and associated therapists and teaching staff and then delivered through our specialised programmes.

We have a proactive school board comprising mainly parents, staff and two community members and we have a happy school community generally with a high, annual, attendance rate reflecting this. Every classroom has the sign Positive Voices displayed and we all endeavour to follow this simple school devised strategy so that classrooms only ever have quiet teaching voices and positive comments at all times, whether it is a compliment or to redirect behaviour. Visitors to our classrooms (of which there are many) often comment on the 'on task' and quiet, contented demeanour of the students. We use visual cues gestural prompts and waiting out strategies to redirect students and to wait for them to make a good choice. There are no harsh words!!

Our most popular programme (with parents, students and staff) Community Access Training Programme (CATP) comprises students learning to use public transport safely, to navigate safely as pedestrians and to be considerate of other members of the public and to be mindful of their own safety (Protective Behaviours) in public situations. Every student has a Smartcard and a Companion Card and from year one when they have learnt to stay with their group when moving around our school grounds (a shared campus with co-located Canning Vale primary school) they are able to participate in CATP. Local high schools have commented on the travel skills of our students who enrol there for year seven. Our students are excellent role models for those students who have never experienced direct community access training and the associated protective behaviours.

In all our classrooms, the emphasis is on independent living and functional academics. Students are offered cooking, laundry, self-care, gardening and housekeeping sessions and computer and iPad

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sessions. It is not unusual for students to harvest vegetables from the garden to use in their cooking activities. The school now has an independent living and sensory building which has been specifically built with cooking and laundry and relaxation facilities for students. The nearby copse of Casuarina trees is a wonderful, peaceful place for students to just enjoy being a part of nature.

Our kindergarten and pre-primary students are offered early intervention programmes with evidenced based Applied Behavioural Analysis Philosophy strategies adhered to, to ensure student progress through incremental steps to achieve outcomes. We follow an accelerated curriculum (ALCA) for those students who will go onto their local schools for year one and deliver it at a slower pace to deliver this curriculum to students who require it.

We consider 'Joining in' activities essential to enable students to participate outside of school in the community. We offer three dance programmes (one session per week over two terms) and a school Conga dance session which a staff member delivers. Swimming and bowling are features of our 'joining in' focus and we encourage integration into mainstream, art and physical education classes and all our students participate in the annual primary school Athletics Carnival and our year five and sixes, in an annual camp.

Di Harper
Principal

Tamara Michaels
School Board Chairperson



Successful Students and High Quality Effective Teaching (Classrooms First)

Business Plan Target: All students leave school with at least one means of communication. Recognising that one student may not respond to every teaching strategy and children are motivated differently to learn, we use a variety of pedagogies to assist students to communicate. In 2018 we had many students using their speech devices with minimal assistance and many nonverbal students started to communicate requests using Key Word Sign or their speech device. Staff found it hard as different speech therapists provide so many different speech devices that it was impossible for staff to learn how to use them all, let alone model them for individual students as requested by speech therapists. To continue teaching students effectively staff all agreed to focus on the continuation of teaching students to use the Proloquo2Go app and Touch Chat only, in conjunction with Key Word Sign and verbalisation.

Business Plan Target: Students demonstrate improved self-regulation. Appropriate Pedagogy. Our application of Applied Behavioural Analysis Philosophy (ABA) for which 99.5% of our staff have received the essential Professional Learning for, ensures consistency when following our Positive Behaviour Support Policy. The related Positive Voices by staff that we encourage at all times, in all situations assist our students to achieve this Business Plan target of increased self regulation. Our staff treat each other and students kindly and with respect, and continuously model that in our classrooms. It is a recognised explicit teaching strategy, I do, We do, You do. With the encouragement to give compliments to their friends at assemblies and in class, students also learn to appreciate and respect others. The use of visual cues to guide behaviour and schedules help students to feel safe and to develop a sense of belonging and to know they are accepted, liked and safe.

We provide a space in the King garden area for students to relax and take some time out when they need to, especially when they feel frustrated and are unable to communicate and so present this in an aggressive manner. This space is known as the Calming Garden which is especially important and successful for students to calm and self-regulate. The copse of Casuarina trees predominates and provides a natural area for students to just relax and sit on the needles (the actual pine like leaves underneath the trees), to look at them, walk and touch the bark of the trees or hug them. Particular students are happy to go there and always are willing to come back to class when they feel okay. A valuable life skill.

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Bike riding is a popular activity with students and staff and occurs regularly on a purpose built bike path adjacent to the Calming Garden. Teachers' timetable activity breaks into daily schedules and this is a popular one with our students.

As many of our students have autism, staff received professional learning on delivering Sensory activities for special needs students.; notable the Crash Smash Bang sensory program in 2018. Professional Learning was delivered by Therapy Focus and teachers have since implemented the Crash Bang Smash Program to meet the sensory needs of our students. Students are always fully engaged and happy during this activity. With built in physical and play activity breaks to individual and class schedules, daily fitness and Physical Education focussing on physical fitness and the development of Fundamental Movement Skills contributes to contented students and is a change from repetitive tasks and intensive learning critical to the teaching and learning of students with special needs.

No student was suspended or indeed withdrawn from class in 2018 which is credited to our use of visual cue cards; students are made aware of schedules and notified in good time of any changes to these; the relevant programmes we offer and scheduled breaks and access to calming areas; in particular, the Calming Garden. Staff are all currently receiving training in Team Teach for instance, when they may be required to calm students down or use strategies to prevent escalations of behaviour.

With staff focusing on teaching students to communicate and the evident improvements, there are less behavioral issues by students who get frustrated when they can't make their needs understood. There is a strong correlation between improved communication and self-regulation.

The Autism Early Intensive Intervention Programme (AEIIP). The Autism Early Intensive Intervention Programme (AEIIP) of 2018 has completed another year with all students making progress through the intensive accelerated learning programme. There were a total of four Kindergarten and eight Pre-Primary students enrolled in the programme during the year. One of our Kindergarten students started with us part way through term three. All of the Pre-Primary students enrolled in their local schools which is the goal of the programme.

The transition timetable for Pre-Primary students into their mainstream classes was adjusted from two weeks down to one week at the beginning of term one this year. This was facilitated by having adequate staff that had previous knowledge of the students, being available to go to each of the seven different schools on several occasions. This adjustment also allowed for the Kindergarten students to begin school starting in week two of term one, rather than week three.

The programme 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 programmes in addition to reading, writing, independent work and fluency programmes. Other elements of the programme included developing skills for group work, language, gross motor and social skills with a particular focus on play skills.

During 2018 the class invested in a new kitchen and restaurant booth play set that was put into the play corner providing additional opportunities for children to be taught play skills incidentally. The Interactive White Board (IWB) has been increasingly utilised to facilitate achievement of both individual and group learning goals within the classroom with a focus on mat time goals. The Kindergarten students in particular benefited from the use of the IWB to provide visual support for the lyrics of age appropriate songs. There was a notable increase in students participating in singing once the IWB was used. The Pre-Primary students were prepared for their transition to year one towards the end of year by setting up the desks facing the IWB during term four. The activities focussed on group instruction involving imitating fine motor tasks using the interactive white board.

In order to create consistency across settings for the management of student behaviour the Kindergarten teacher created an individualised Positive Behaviour Support Strategies overview for each of the students in her class. Every effort was made to communicate and co-ordinate with staff, mainstream schools, parents and therapists on an as need basis. Staff implemented the ABA approach to manage all behaviours with a focus on positive reinforcement. Across the twelve students, none of the students required an Individual Behaviour Plan for more severe behaviours. During 2018 the AEIIP continued the process of transferring across to the revised Accelerated Learning Centre for Autism (ALCA) Manual by updating resources as needed, the main focus of this was updating three of the fine motor resource files during a period where an additional Education Assistant was allocated to the class for a short period. Two Education Assistant new to the programme received AEIIP specific on the job training. In addition

one relief Education Assistant who was on a short term contract was given the opportunity to learn about the discrete trial process.

Due to only having three Kindergarten enrolments, we began the assessment of potential applicants to the programme for 2019 during term two. Thorough records were made of skills and abilities that were observed. The Kindergarten teacher and the Principal evaluated the children's assessment and then met to reach a consensus on which children would be accepted into the programme. Those accepted to the programme for 2019 include seven Kindergarten students and two Pre-Primary students. In doing this we aim to ensure the ongoing success of the AEIIP.

Highlights for 2018

- Rate of progression through discrete trials and most students requiring additional IEP goals due to mastery of initial goals.
- Development in communication ability of all students ranging from increased use of key sign, visuals and augmented devices for non-verbal students to improved speech for verbal students
- Improvement in play skills including increase in imaginative play
- Extension of self-management skills with increase in independence
- Student initiation of peer interaction
- Development of classroom behaviours for group involvement and more responsive to group instructions.
- Improvement in gross motor skills
- Autonomy and development in social skills

Semester 1, 2018	Kindergarten			Pre Primary							
Student	1	2	3	4	5	6	7	8	9	10	11
Number of Goals in Term 1 IEP	36	30	31	55	36	56	58	73	64	52	61
<u>Additional goals added</u> (due to mastery)	107	76	34	24	76	17	10	12	30	17	4
Goals Not Achieved	30	20	10	18	24	26	21	33	32	16	28
Total Goals Achieved	113	86	55	61	88	47	47	52	62	53	37
Total Number of Goals	143	106	65	79	112	73	68	85	94	69	65

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

Semester 2, 2018	Kindergarten				Pre Primary							
Student	1	2	3	4	5	6	7	8	9	10	11	12
Number of Goals in Term 3 IEP	90	33	61	78	68	89	51	48	43	43	48	50
<u>Additional goals added</u> (due to mastery)	13	34	20	18	7	18	15	45	19	20	18	18
Goals Not Achieved	24	13	8	10	21	18	20	8	2	11	26	17

Total Goals Achieved	79	54	73	86	54	89	46	85	60	52	40	51
Total Number of Goals	103	67	81	96	75	107	66	93	62	63	66	68

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 three.

The teachers completed the Autism Treatment Evaluation Checklist (ATEC) form for each student in term one and then again in term four. The purpose of the ATEC is to measure change in an individual due to intervention and evidence based research studies have shown the validity of this tool.

Score Distributions for ATEC

The purpose of the ATEC is to measure change in an individual due to various interventions - that is - the difference between the initial (baseline) ATEC scores and later ATEC scores. Nevertheless, we are often asked for normative data, which permit comparison of one individual with others. Here are the score distributions. (The lower the scores, the better.)

	Scale I	Scale II	Scale III	Scale IV	
	Speech Sociability Sensory/Cognitive Health/Physical/				
			Awareness	Behavior	
	Range: 0-28	Range: 0-40	Range: 0-36	Range: 0-75	Total Range: 0-180
Centile					
<i>Mild</i>	0-2	0-4	0-5	0-8	0-30
	0-9	3-5	5-7	6-8	9-12
	10-19	6-7	8-10	9-11	13-15
	20-29	8-10	11	12-13	16-18
	30-39	11-12	12-13	14-15	19-21
	40-49	13-15	14-15	16-17	22-24
	50-59	16-19	16-18	18-19	25-28
	60-69	20-21	19-21	20-21	29-32
	70-79	22-24	22-25	22-25	33-39
	80-89	25-28	26-40	26-36	40-75
	90-99				103
<i>Severe</i>					104-179

The initial results indicated that students ranged from moderate to severe in the presentation of Autism. The comparative results indicate that all the Kindergarten students and two of the Pre

Primary students improved across every area. Five of the Pre Primary students improved across three out of the four areas. One student’s score remained in the same percentile for their overall score while ten out of the eleven students improved in their total score. The range was mild to moderate in the presentation of Autism. These scores clearly indicate the effectiveness of the programme regardless of the initial severity of Autism.

ATEC 2018	Kindergarten						Pre Primary															
	1		2		3		4		5		6		7		8		9		10		11	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Speech/Language/Communication	27	23	9	6	20	11	15	12	14	11	7	6	12	9	2	9	10	3	3	3	14	21
Sociability	28	17	11	2	18	7	20	13	17	7	17	12	14	10	24	19	4	4	6	4	9	7
Sensory/Cognitive Awareness	32	25	11	6	17	8	17	11	16	11	14	11	15	12	9	11	11	7	10	8	17	13
Health/Physical/Behaviour	22	14	19	7	20	14	24	12	9	5	18	19	13	14	29	30	17	10	6	2	14	6
Total Score	109	79	50	21	75	40	76	48	56	34	56	48	54	45	64	69	42	24	25	17	54	47

Table Three: ATEC results for by students in AIIP

Note: a lesser score shows improvement. Items in bold indicate improved score. The student who started part way through term three has not been included in the ATEC data comparison.

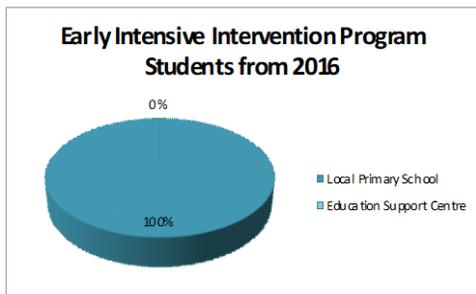


Figure One: % of students in 2016 who enrolled in their local primary school after attending the two year AIIP

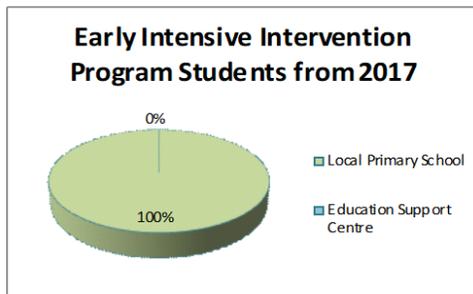


Figure Two: % of students in 2017 who enrolled in their local primary school after attending the two year AIIP

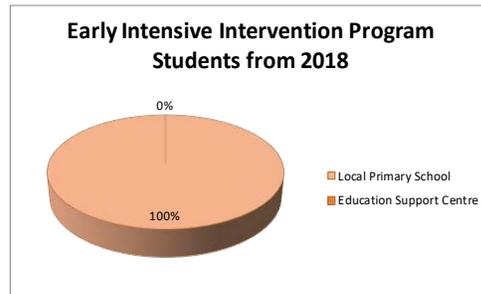


Figure Three: % of students in 2018 who enrolled in their local primary school after attending the two year AIIP

The school has demonstrated continuous success in this vital programme as indicated in the figures above. Every student who attended the AEIIP have enrolled in their local primary school for year one over the last three years.

Business Plan Target: Students demonstrate achievement against IEP’s annually. Teachers received in situ Professional learning on the writing of SMART (Specific, Measurable, Achievable, relevant and Timely) goals earlier in the year and most welcomed and were receptive to the feedback offered after writing them in first term. There has been a notable decrease in the number of goals from the huge number we had five years ago and 2018 saw another decrease which within given more reasonable timelines allowed for careful monitoring and assessment by teachers. The graphs indicating the average number of goals achieved per semester illustrate this. The goals are now aligned with the SMART goals needed for valid Individual Education Plans.

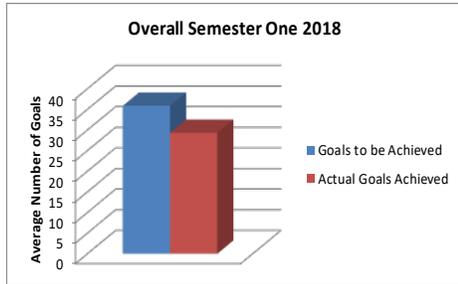


Figure Four: Student Achievement of 2018 IEP Goals (Average for Semester One)

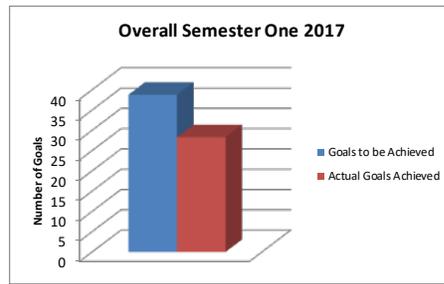


Figure Five: Student Achievement of 2017 IEP Goals (Average for Semester One)

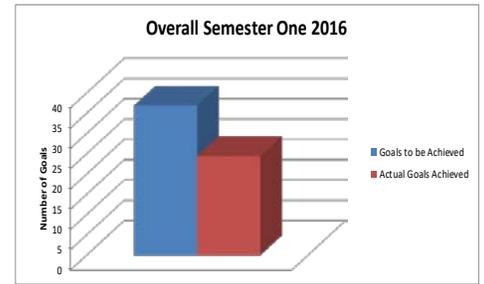


Figure Six: Student Achievement of 2016 IEP Goals (Average for Semester One)

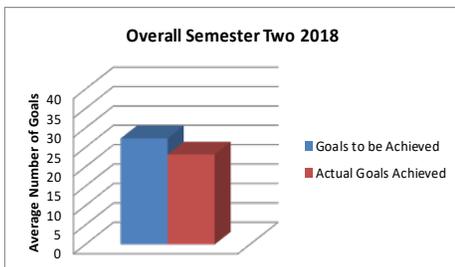


Figure Seven: Student Achievement of 2018 IEP Goals (Average for Semester Two)

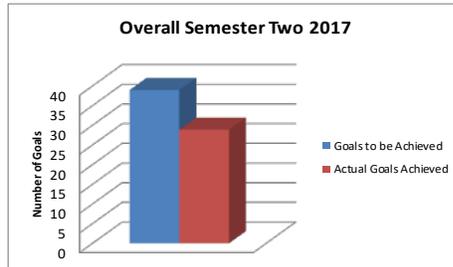


Figure Eight: Student Achievement of 2017 IEP Goals (Average for Semester Two)

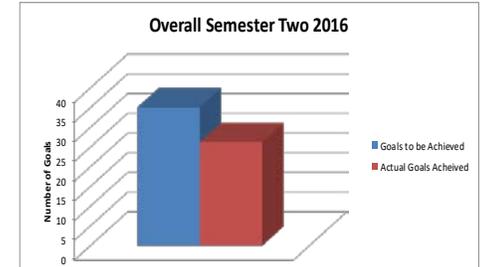


Figure Nine: Student Achievement of 2016 IEP Goals (Average for Semester Two)

Student Attendance and Enrolments		
Year	CVESC	WA Public Schools
2016	94.0%	92.6%
2017	92.9%	92.7%
2018	93.7%	92.6%

Table Four: Data from the Department of Education indicates CVESC’s overall attendance rate in comparison to the state average for 2018. 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.

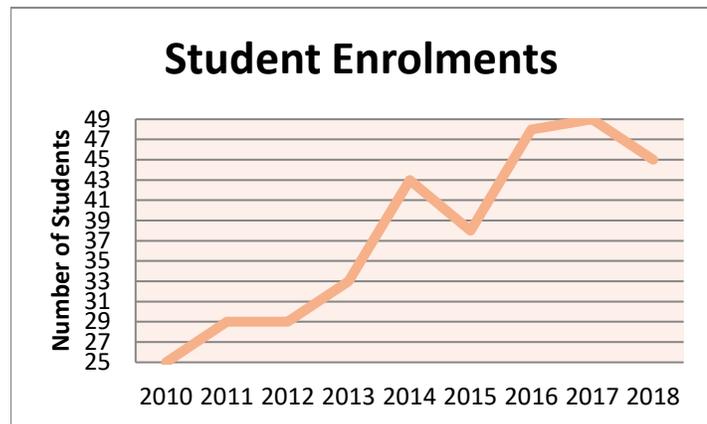


Figure Ten: Student Enrolment data from February 2018 Department of Education Census and school records. By the end of 2018 we had 45 students enrolled and of those, six were in the Autism Early Intensive Intervention Program (AEIIP) and eight were year six students. The year six students graduated to Leeming Senior High School, Cannington Community College and Byford College. We had six external Pre-Primary students attending the EIIP for two days per week and their local primary school for the other three days.

Business Plan Target: Effective Leadership

Business Plan Target: Department of Education Strategic Plan, High Performance High Care Implemented.

Students Health and Well being

All the programmes our school offers are offered to foster independence and resilience and to develop essential healthy life skills. We recognise that eventually as adults our students might work and live independently or in group homes or possibly stay in the family home. The skills we foster are all designed to teach students how to join in leisure activities (social skills, protective behaviours, dancing, bowling swimming, integration) to live a healthy social life. Additionally, to develop functional independent living skills we offer a variety of programmes to promote communicating, self-care and the interaction safely with others (cooking, laundry, self-care, gardening, CATP and Healthy Eating). We teach these skills using targeted teaching and follow the Applied Behaviour Analysis Philosophy (ABA) for maximum success. We implement varied reward systems, both school wide and classroom based, to encourage successful teaching and learning outcomes. Skills achieved in our school by students can be built on in high school years when the focus is on employability skills.

Our school chaplain has provided counselling to staff and students and her employment one day a week has helped us to ensure students at risk have strategies to cope and overcome stress. She provides an “ear” for everyone. She successfully applied for and received a grant to buy an indoor table tennis table which was well received by students and staff and the senior students in particular, have used the table for activity breaks and physical education.

Our school vision encompasses what we do every year to ensure the health and wellbeing of our students.

Our vision is to nurture and develop each child holistically; to cultivate a child who will become resilient, independent and 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, utilising all technologies and innovative programs in the field of special education

Staff Capacity Building

Staff received a variety of Professional Learning this year depending on priorities of the school and their own identified needs evolving from our Performance Management process. Being competent effective teachers in our classrooms requires varied pedagogy and behavioural management strategies and staff are aware of and confidently request Professional Learning to improve their delivery and classroom management.

Self-reflection is significant in our very competent special needs teachers and generally they are always wanting to improve their expertise and in 2018 the SWIVL technology was introduced for staff to film themselves delivering in the classroom and acting on feedback. Teachers who were confident enough to embrace the SWIVL found viewing themselves at work in the teaching and learning process worthwhile.

Peer observations were again implemented and the feedback provided by a senior teacher was generally well received and advice accepted and acted upon. Peer Observations are a strength of our school along with other performance management processes being considered Exemplary Practice when we were audited.

Some of the professional learning that the staff attended in 2018 were: AAC in the Classroom, Effective Utilisation of Education Assistants, Team Teach, the Crash, Bang, Smash program, STEM in the Education Support Context, Thrive Health and Wellbeing PD, Introduction to Oral Language and the Positive Partnership workshop and in situ SMART Goal Development. All staff, non-teaching and teaching, participated in a whole day workshop with schools in the Education Support South Network (ESSN).

Staff Health and Wellbeing

The well-known organisation Thrive, which is currently addressing the Health and Wellbeing needs of some Department of Education Principals, presented to us for a whole pupil free day at the beginning of the year. Staff indicated the worth of such a day. They learned the value of Sleep; Exercise and Nutrition as the three most important precursors to good Health. This set the tone for staff meetings during the year with the Health and Wellbeing Committee presenting to staff regularly, focusing on strategies to alleviate stress. Yoga chair exercises were included by a member of staff to teach staff

how to keep their bodies flexible. A staff weight loss group weighed in weekly and the collegiality and support assisted associated staff to lose weight.

The school has an active Occupational Health and Safety committee. Last year with our co-located primary school, we were audited by the Department of Education Employee Relations. It was recommended that we replace our ladders as they are non-compliant. Personal Safety equipment such as industrial gloves (to alleviate effects of biting), goggles (to prevent eye infection from spitting) are provided when staff may require them. Team Teach training and regular Education Assistant meetings with the Principal and weekly teacher meetings help ensure everyone follows and uses safe practices at work. Our Positive Behaviour Policy ensure injuries to staff are kept to a minimum. We had a visit from Employee Relations and our ladders are non-compliant so will be replaced.

The Staff Wellness Committee 2018 Report

Wellness is an active process of becoming aware of and making choices towards a healthy and fulfilling life. Ten committee members, including the Principal, led by an experienced teacher, met on average once per term to brainstorm and co-ordinate activities that would promote wellness throughout the school. In 2018, a number of opportunities were provided for staff to grow in their knowledge and understanding of healthy lifestyles. Staff were also given time, during whole school meetings, to put into practice some strategies to promote their physical and mental wellbeing. This committee came to the fore in 2018 with counselling of some staff members losing loved ones tragically and the associated grief and stress.

The highlights for the year include:

- Professional Learning day run by staff from Thrive with particular focus on the research behind why we need sleep, good nutrition and exercise. Practical strategies focused on these three areas were also discussed.
- The committee conducted a survey of staff to determine interest in social and wellness activities in and out of work hours. The outcome was that most staff would prefer onsite activities within work hours.
- Wellness strategies for parents and children were supplied and included in every school newsletter by the staff Health and Wellbeing Committee Coordinator.

- An education assistant coordinated the collection of resources that were made available to staff at whole school meetings in the form of a borrowing library.
- Principal approved "Leave Early Card"- a one off option to leave at 3:00pm on an approved day and time suited to each individual staff member.
- A comprehensive list of computer applications for emotional wellbeing aimed at adults, teens and children, was delivered to staff, and parents by the Health and Wellbeing Committee chairperson.
- A sharing of mindfulness strategies afternoon combined with afternoon tea was provided for staff by the Wellness Committee Members.
- A staff member who also teaches dance organized a dance activity to get staff active in a fun way.
- The Staff and Wellbeing chairperson shared practical strategies for managing stress and anxiety throughout the year. This was done during EA meeting, Teacher meetings and whole school meetings. Staff were given opportunities to implement some of these strategies to identify what worked for them.
- A teacher coordinated a table tennis fun afternoon for all staff. Staff had the chance to talk to those from other classes when not engaged in table tennis.



Business Plan Target: Good School Community (Classrooms First)

Business Plan Target: The Australian Curriculum (WA) is implemented according to system requirements. IEP's are now written and reported on in the SEN format (Documented Plans). Teacher still use their own formulated IEP goals and assess with ABLEWA assessment tool at least once a year. Senior teachers have conveyed interest in creating a bank of goals under our learning areas. This accompanies each student's report enabling parents to get a profile report to explain where their child is in their learning for Maths and English, and Movement and Physical Activity and for aspects of Personal and Social Capacity (Self; Social; and Emotion) and Critical and Creative Thinking. A learning Readiness Report is also created for all those areas. The process takes a long time for teachers to assess each student so once a year is the preferred option. Smaller classes may have this assessment done twice per year.

Each student has an assessment file for other testing too, which accompanies the student as they move to new classes and teachers in the school. With the ABLEWA assessment tool and previous IEP's and reports within these important folders. Each teacher has plenty of data and information about their students to work with at the beginning of each year and to access that data to build on for new IEP's.

Business Plan Target: School Board is effective. The school had an active school board in 2018 with parents, staff and two community members. Unfortunately, one community member had to resign due to work commitments during the year but offered to join again if time commitments suited. We had two new parent members join us in 2018.

Business Plan Target: Requirements of National Quality Standard for WA public schools in early childhood are addressed.

NQS Road to excellence. Midyear two Early childhood teachers attended a PD to gain more insight on the National Quality Standards (NQS). It was a Road to excellence bus tour visiting several childcare places that had reached outstanding on their audits. It was an opportunity to reflect upon the many forms of "excellence" within the context of the Australian National Quality Framework. Using the inspiration gained from visiting services, the staff were able to use their observations to provide

further stimulus for change on how services approach practice and the continued journey towards excellence.

Revised NQA Workshop. The acting Principal and an Early childhood teacher attended a workshop which was designed for those who are interested in understanding more about the revised National Quality Standard (NQS) and how exceeding the revised National Quality Standard is assessed and demonstrated. As of the 1st February 2018, a revised NQS was implemented, along with the requirement for services to demonstrate three exceeding themes for a standard in the NQS to be rated Exceeding NQS. We got to spend the day sharing ideas to improve practice, reflect and demonstrate our practice exceeds the NQS.

We gained insights into:

- Changes to the NQS
- How to demonstrate that your high-quality practice is embedded in service operations
- How to demonstrate that your practice is informed by critical reflection
- How to demonstrate that your practice is shaped by meaningful engagement with families and/or the community.

Business Plan Target: Parent involvement significant. Two of our parents were on the Campus P&C in 2018; one as secretary and one as a member of the fundraising committee. Our school staff helped set up for school discos and assisted with the supervision of students worked at the twice yearly sausage sizzles to raise funds for campus students. We changed to an afternoon meeting time to encourage new parent members and more parents joined the board during the year.

We constantly liaise and communicate with parents daily through each student's communication diary and our twice yearly Individual Plan meetings are extremely well attended (100%). Therapists and key agencies are joining these meetings more and more each year which makes IEP's really workable as we can develop goals collaboratively and monitor them at home and school more consistently.

Our twice a year classroom visits for parents to observe their child at work in their classroom is very popular with our parents with most attending and the feedback is positive. For parents who can't make

it during the allocated week, our teachers are flexible and organise other times conducive to parent and teacher.

Our annual Barbeque Breakfast was well attended this year. Staff provided, prepared, cooked and set up table with flowers around the courtyard and Calming garden of the King area. It allowed staff, parents and their families to mingle and chat in a less formal setting.

In 2018 we conducted a Parent National School Opinion Survey. We had ten responses, all of which were overall satisfied with Canning Vale Education Support Centre.

Positive Partnerships (for the entire school community). The Principal and two teachers attended the Positive Partnerships two-day face to face workshop that incorporated online learning that resulted in an accredited five-day equivalent learning program. The Department of Education and Positive Partnerships teamed up to give an in-depth workshop that focussed on:

- building schools' capacity to support students on the autism spectrum and maximise learning in the school and home environment;
- exploring processes and strategies that strengthen effective partnerships between home and school;
- providing an opportunity to explore the experiences of young people on the autism spectrum and their families;

A whole school survey was sent out to all staff members which gave the team critical information to be able to create a school plan than highlighted the key areas that needed to be worked on and working together to come up with an action plan to better improve practice.

We completed pre-online workshops of "Understanding Autism" and "An introduction to the Planning Matrix" before attending the two-day face-to-face course. The workshop sessions included:

- Autism: characteristics, impacts and strategies
- Understanding sensory processing
- Understanding behaviour
- Understanding mental health and wellbeing
- Making adjustments
- Working Together

Development of the School Plan: Where are you now? and Where are you heading.

There were four mandatory tasks to be completed after the completion of the two-day face-to-face workshop. Spotlight on the Planning Matrix, Sensory Processing, Supporting Successful Transitions and Change and Unpacking Behaviour.

We implemented the school plan that was developed in the workshop and several months later re-evaluated on how we did. Copies of the plan, reflection and results are available on the school website. Parents will now be included in workshops as the planning matrix is for our parents and carers too. Indeed, it is for the whole school community. A teacher was selected by the Principal to lead positive Partnerships and involve the parents which will be done in the future.

Canning Vale Education Support Centre Chaplain's report

As Chaplain at Canning Vale Education Support Centre my role is to provide pastoral care for staff, students and families. At the start of the day I am in the undercover area to greet students, staff and parents. After discussion with the principal I am sent to a class to provide extra support for a student who requires help or for a staff member who may need extra support. This year I have spent time in each class and have got to know new students too. I enjoy doing Jiggle Jam and yoga with the students.

School Chaplain

For life we learn

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,770.00	\$ 1,672.00
2 Charges and Fees	\$ 10,338.85	\$ 10,546.45
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,013.87	\$ 1,013.87
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 515.09	\$ 515.09
7 Revenue from Co, Regional Office and Other Schools	\$ 2,240.00	\$ 2,240.00
8 Other Revenues	\$ 4,493.53	\$ 4,673.84
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 20,371.34	\$ 20,661.25
Opening Balance	\$ 63,621.42	\$ 63,621.42
Student Centred Funding	\$ 128,980.03	\$ 128,980.03
Total Cash Funds Available	\$ 212,972.79	\$ 213,262.70
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 212,972.79	\$ 213,262.70

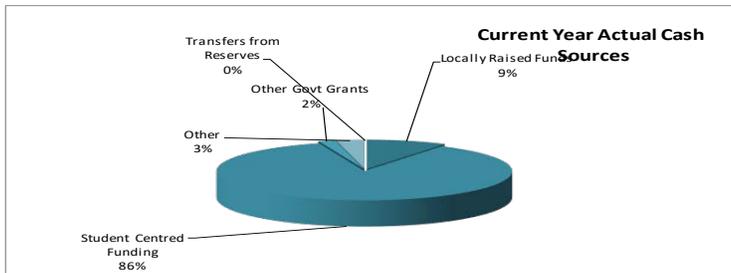
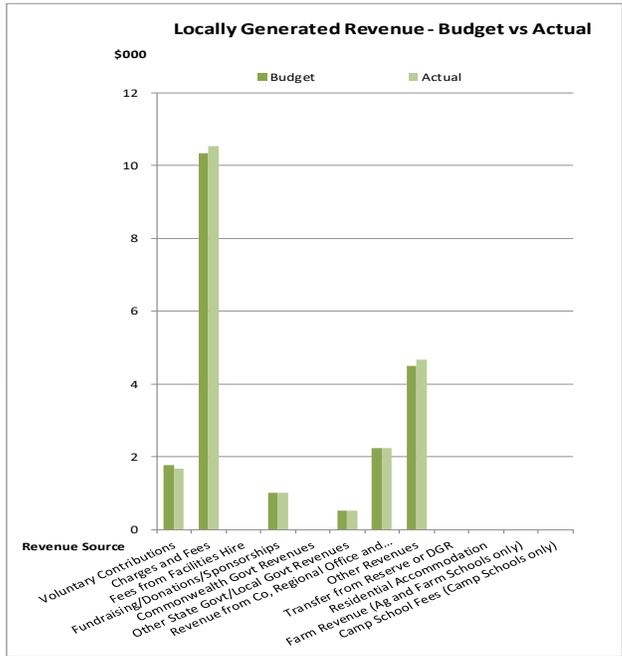


Figure Eleven: % of where CVESC Cash funding came from for 2018

Figure Twelve: Income Received Actual vs Budget for 2018

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 13,834.00	\$ 12,044.49
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 54,780.00	\$ 51,694.05
4 Buildings, Property and Equipment	\$ 37,435.52	\$ 33,968.27
5 Curriculum and Student Services	\$ 64,993.32	\$ 30,122.13
6 Professional Development	\$ 14,879.22	\$ 9,655.29
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 460.00	\$ 464.34
9 Payment to CO, Regional Office and Other Schools	\$ 11,084.20	\$ 10,856.94
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	\$ 197,466.26	\$ 148,805.51
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 197,466.26	\$ 148,805.51
Cash Budget Variance	\$ 15,506.53	

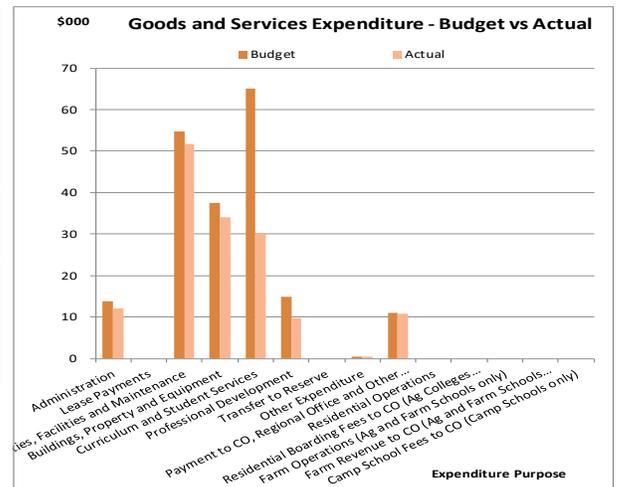


Figure Fourteen: Areas money is spent from Budget vs Actual for 2018.

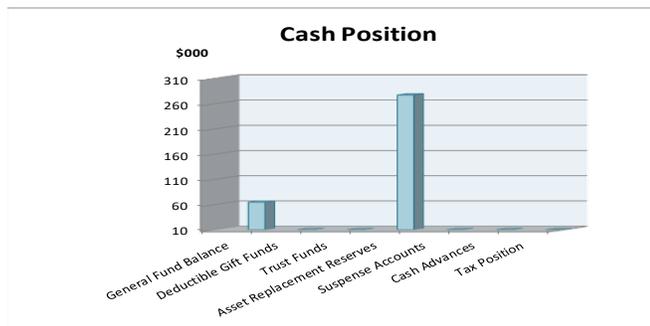


Figure Thirteen: Final cash position for 2018

Cash Position as at:	
Bank Balance	\$ 346,428.12
Made up of:	
1 General Fund Balance	\$ 346,428.12
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 277,128.00
5 Suspense Accounts	\$ 279.00
6 Cash Advances	\$ -
7 Tax Position	\$ 151.00
Total Bank Balance	\$ 346,428.12