



**CANNING VALE**  
EDUCATION SUPPORT CENTRE

# Business Plan



2018 – 2020

*“If a child cannot learn in the way we teach . . .  
we must teach in a way the child can learn”*

Ivar Lovaas

# School Culture

Canning Vale Education Support Centre is an Independent Public School for students with an intellectual disability. Our students may also have comorbid conditions such as cerebral palsy or autism for example. The complex learning needs of our students require specialised individualised instruction and an Individual Education Plan (IEP). At our school, our students have access to the very best in special needs education combined with a unique opportunity to integrate into a mainstream school's curriculum. We are part of a large campus in which our students move fluidly between our school and Canning Vale Primary School.

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, dynamic learning environment, utilising all technologies and innovative programmes in the field of special education.

Our Business Plan builds on the successes and recommendations from the previous three year cycle, and in keeping with the Department of Education Strategic Plan High Performance-High Care, three foci: Success for all Students, High Quality Effective Teaching, Effective Leadership and Good School Community. On advice from our last IPS review and after further consultation with the Department of Education, we have revised and refined our Business Plan to improve our delivery of world class education to our students.

Each student (assessed individually by staff) has their own Individual Education Plan developed by all key stakeholders: teachers, parents, education assistants, parent contracted therapists and outside agencies. Where possible, students are able to have input too. Meetings are held twice a year to formulate suitable short term and long term goals using the SMART (Specific, Measurable, Achievable, Relevant and Time based) criteria for the setting of objectives . As IEP's are dynamic in nature, informal meetings often occur to discuss or refine goals at other times. Current IEP goals direct the selection of teaching strategies, and the data collected validates goal achievement. The IEP provides a form of accountability for all those involved in the student's education. Delivering high quality teaching to ensure students reach their potential through IEP's is our school's core business.

Students are encouraged to be independent. Teachers use visual cues to guide students and break skills down into incremental steps (known as Task Analysis) to assist them to achieve their IEP goals. Staff are encouraged to use the evidence based, Applied Behaviour Analysis, a data driven philosophy including positive reinforcement, quiet instruction voices, and visual prompting to allow our students to listen and to allow them processing time to follow instructions and complete tasks. There is no hurrying of students. Classrooms are calm, students engaged, and teaching and learning is at a pace in which learning opportunities are presented to allow students the opportunity to achieve. These achievements are then celebrated in the school at weekly school assemblies and through our Respect Card system. Students are rewarded for demonstrating self respect, respect for others and respect for the environment.

We have a committed, dynamic School Board. We welcome visitors to our classrooms and employ campus parents to work with us. This reflects our confidence as educators, our pride in what we do and the value we place on our working relationship with our parents and school community. Students are thriving at our school. Our annual open classrooms is a popular event with the school community. Parent attendance is high at these. We pride ourselves on an extremely high parent attendance at IEP meetings too, and consider our school-parent partnership to be healthy and a key to the success of our students.

As a school community, we are looking forward to the next phase of our Business Plan.

**School Board Chairperson**

*H Craig*

**School Principal**

*D Harper*

# Targets and Considerations

## Success for all Students

<u>Targets</u>	<u>Considerations</u> <i>The assessment of these Targets includes consideration of the extent to which data indicates:</i>
1. All students leave school with at least one form of communication	<ul style="list-style-type: none"> <li>Students communicate to indicate choices, make requests and statements</li> </ul>
2. Students demonstrate improved self-regulation	<ul style="list-style-type: none"> <li>Participation both onsite and offsite</li> <li>Positive Behaviour Support strategies effective</li> <li>The number of awards issued</li> <li>Behaviour in community</li> <li>Following of class and school rules</li> <li>Positive feedback from community surveys</li> </ul>
3. Students demonstrate achievement against IEP's annually	<ul style="list-style-type: none"> <li>Baseline data is used to formulate IEP goals</li> <li>Audit guides improved SMART goals</li> <li>IEP data is collected and acted on</li> </ul>

## High Quality Effective Teaching

<u>Targets</u>	<u>Considerations</u> <i>The assessment of this target includes consideration of the extent of:</i>
1. Appropriate pedagogy	<ul style="list-style-type: none"> <li>A Whole school approach using:           <ul style="list-style-type: none"> <li>i) Applied Behaviour Analysis (ABA) strategies</li> <li>ii) Communication Pedagogies relevant for individual student's needs</li> <li>iii) Targeted, individualised instruction</li> <li>iv) Student health and wellbeing</li> </ul> </li> </ul>
2. Excellence in teaching	<ul style="list-style-type: none"> <li>The highlighting and celebration of staff achievements</li> </ul>

## Effective Leadership

<u>Targets</u>	<u>Considerations</u> <i>The assessment of this target includes consideration of the extent of:</i>
1. Department of Education Strategic Plan, High Performance High Care implemented	<ul style="list-style-type: none"> <li>Classroom observation processes</li> <li>Staff capacity building</li> <li>360 degree feedback for Principal</li> <li>Student and staff health and wellbeing</li> <li>Staff and students' survey results</li> </ul>

## Good School Community

<u>Targets</u>	<u>Considerations</u> <i>The assessment of this target includes consideration of the extent of:</i>
1. The Australian Curriculum (WA) is implemented according to system requirements	<ul style="list-style-type: none"> <li>ABLEWA implementation</li> <li>Timelines met</li> <li>Revised Child Protective Behaviour Curriculum implementation</li> </ul>
2. School Board is effective	<ul style="list-style-type: none"> <li>Positive School Board survey results</li> </ul>
3. Requirements of National Quality Standard for WA public schools in early childhood are addressed	<ul style="list-style-type: none"> <li>Mandated timelines met</li> <li>Audit findings addressed</li> </ul>
4. Parent involvement significant	<ul style="list-style-type: none"> <li>Parents participation in key annual events</li> </ul>

# School Priorities

## Communication Skills (Speaking and Listening)

Communication skills are of the highest priority for all our students. Individual goals are developed after determining each student's needs, methods of communication and ability level. Students who have verbal skills will further improve articulation, learn to speak in full sentences, demonstrate comprehension skills (verbal and written) and respond to instructions. Non-verbal and reluctant speakers will develop individualised and effective forms of communication, utilising appropriate augmentative and alternative communication, such as PECS (Picture Exchange Communication System), Key Word signing, AUSLAN, and electronic speaking devices such as Proloquo2Go on an iPad and PODD Books. Some non verbal students have good receptive language and communicate using word processors.

## Interpersonal Skills (Social Skills)

Our students learn essential interpersonal skills, for example greetings and farewells, eye contact, and common courtesies. Some skills are directly taught, including turn-taking, waiting, sharing and interacting with members of the community, particularly on our Community Access Training Program (CATP). Peer modelling is important for social skills development and being on a shared campus with a primary school is extremely beneficial. Within the school, students are encouraged to interact with their primary school peers and participate in campus sporting activities, games and assemblies.

## Integration

Being on a shared site offers opportunities for our students to integrate into mainstream for subjects such as Music, Art and Physical Education, as well as in the playground. Integration for academic subjects is negotiated for individual students with the co-located Canning Vale Primary School, Deputy Principal, who then liaises with the primary school teachers. Students who have strengths in a particular academic area for example, Maths or Spelling might be able to integrate for these subjects. Integration is invaluable for our students to observe and learn social skills from their mainstream peers. Students have the daily opportunity to practise these skills during recess and lunchbreaks as they share the playground with their mainstream peers and at whole school assemblies.



# Key Educational Programmes

*Some of our strategies to achieve our Business Plan targets are evident within our key education programmes and different modes of classroom instruction. All programs have an independent living focus and are taught directly in small groups, one to one or with a cross curricular approach.*

## Autism Early Intensive Intervention Programme

Canning Vale Education Support Centre offers a two year early, intensive, intervention program for kindergarten and pre-primary aged children who have a diagnosis of autism. The programme is based upon the principles of Contemporary Applied Behaviour Analysis and employs the latest research based pedagogy for students with Autism Spectrum Disorder (ASD). Students enrol at their local school for their pre-primary year and participate in the programme at Canning Vale Education Support centre for two days per week.

The programme places an emphasis on accelerated learning of academic behaviors, social skills and communication. This encompasses skills such as fine motor ability, writing and gross motor skills. Play and interpersonal skills are taught in an intensive and structured way, initially using visuals supports. Communication and literacy skills are taught in a structured way throughout the day both in individualised programmes and small group activities. All students have an Individual Education Plan which is formulated using baseline data and put into place in collaboration with parents. Early Intervention gives students the greatest opportunity of reaching their potential and experiencing success in their school years.



## Functional Literacy

Literacy skills are delivered intensively and explicitly daily. Literacy skills are then strengthened, as they are practiced and extended into other learning areas as students engage in a range of learning activities throughout the day. Literacy components encompassing reading, listening, viewing, speaking (including Augmentative and Alternative communication) and writing, form the key components of our programme. Students are pre-tested and a carefully planned individualised road to literacy is developed by the teacher then followed through during the course of each day.

## Functional Numeracy

Numeracy work is completed by all students daily. The aim is to undertake Mathematical tasks that are functional in nature. As the work provided to students is ability based, the range of what is taught in any one lesson can vary significantly. For example, for many students this will involve identifying prices in sales catalogues and offering the correct tender to make small purchases, while, others will be asked to identify their home phone numbers. Students with higher numeracy skills engage in activities that are more consistent with the Western Australian curriculum.



# Key Educational Programmes

## Independent Living Skills

At Canning Vale Education Support Centre all students are involved in aspects of an Independent Living Skills Programme. Laundry, cooking, gardening, housekeeping, self-care and protective behaviours are integrated into daily teaching and learning activities.

## Community Access Training Programme (CATP)

Most students from year two to six participate in CATP. CATP is an intensive, structured travel training programme conducted on a weekly basis, with students using public transport and/or walking, to various locations within the community. Essentially, the focus is on the journey to the venue, with safety being the key feature. It is cross curricular in nature, for example, students learn to identify numbers in the community and to read a wide variety of community signs. This cross-curricula approach reinforces many lessons taught in the classroom. For example, students are engaged in life skills; protective behaviours; road safety; communicating with unfamiliar people; queuing, waiting, and sitting quietly for long periods as a spectator or member of an audience. It is a programme highly valued by all in the school community, especially parents.



## Physical Education—Fitness and Movement

Canning Vale Education Support Centre recognises how important gross motor movement and core body strength is to students' fitness. Here, at school, we pride ourselves on the varied and comprehensive opportunities offered to students to improve their fundamental movement skills. Our dedicated Physical Education Specialist consults with parents, caregivers and teachers during the I.E.P. process to ensure an individual specialised plan is drafted for each student, that can be monitored, adapted and assessed daily, weekly, monthly and annually. Our physical education curriculum boasts Fundamental Movement Skills, swimming lessons, bowling, dancing and a host of other activities during the year provided by recognised external providers such as Humphrey's Dance, the West Australian Disabled Sports Association (WADSA), and the AFL and the West Australian Cricket Association. As we share a campus with Canning Vale Primary School, we also participate in the sports Carnival Day, as well as our own Education Support Carnival with other like schools.

## Music Therapy

Compelling evidence supports the beneficial influence of music therapy in developing socio-emotional responsiveness and communication, as well as encouraging fundamental movement. Students are offered opportunities to engage in interactive music and movement sessions. Students play percussive instruments and learn how to keep time to a beat. We have an aerobic dance program that the students learn quite intricate movements. Our school assemblies include a combination of movement and song.





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*for life we learn*

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