



CANNING VALE
EDUCATION SUPPORT CENTRE
INDEPENDENT PUBLIC SCHOOL
For Life We Learn

Annual Report 2021

Pride, Respect, Excellence

Message from the Principal

2021 saw the introduction of our new Business Plan with the key focus on:

Communication – *Our students are effective communicators and access a range of receptive and expressive modes to suit their individual abilities in developing social competency.*

Literacy – *Students build literacy skills towards independence along their personalized learning continuum.*

Technology – *Our students engage in their learning through a variety of digital technologies which suit their learning styles and needs.*

COVID-19 continued to be a challenge for our students, families and staff however

Our School Background and Culture

Canning Vale Education Support Centre (CVESC) is an Independent Public School 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, their families and outside agencies 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 opportunities for 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 their 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 as needed. The IEP provides 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 part-time School Officer. In 2020, we had nine teachers (full and part time). 24 Education Assistants were allocated to classrooms, based on children's needs.

Enrolment trends

44 students were enrolled at Canning Vale ESC in 2020, of which 12 students arrived by the Public Transport Authority School Bus Services. Students arrive from a wide catchment area including;

Canning Vale, Thornlie, Southern River, Piara Waters, Huntingdale, Brentwood, Willetton, Harrisdale, Bibra Lake, Leeming, Kensington, Maddington, Oakford and Forrestfield.

Overview

Our school community believes that our students with disability and additional needs should be supported to learn functional literacy and numeracy skill, independent living skills, social skills and effective communication, to become productive, resilient members of society. We pride ourselves on the programs we offer, (including our Autism Early Intensive Intervention Program) to enable students to develop independence. Our teaching and learning programs reflect this belief too and accordingly, are delivered by teachers using a variety of teaching strategies to suit the differing learning styles of students to enable students to work towards achievement of their individual goals. Every student has an Individual Education Plan with short term and long term goals developed in consultation with the student's parents and therapists.

We have a proactive School Board comprising of parents, staff and community members and we have a happy school community, 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 often comment on the 'on task' and engaged demeanour of the students. We use visual cues, gestural prompts and 'waiting time' strategies to redirect students and to wait for them to make good choices.

Our Community Access Training Program (CATP) enables student learning in the community to use public transport safely, to navigate journeys safely as pedestrians, be considerate of other members of the public and to demonstrate their own safety (protective behaviours) in public situations. Every student has a Smartcard and a Companion Card. Pre-Community Access Training begins in Year 1 when they have opportunities to learn to stay with their class group when moving around our school grounds (a shared campus with co-located Canning Vale Primary School). Local high schools have commented on the travel and independence skills of our students who enrol for Year 7. 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 independent living and cooking lessons, self-care and gardening sessions, and IT and STEM lessons. As the school now has an independent living and sensory building, students have a purpose built building to undertake their learning in, with a dedicated sensory room to address emotional regulation needs and promote relaxation and mental health.

Our kindergarten and pre-primary students are offered Early Intervention programs with evidence-based Applied Behavioural Analysis Philosophy strategies adhered to, to ensure student progress through developmental steps to achieve outcomes. We follow an accelerated curriculum (ALCA) for those students who will go onto their local schools for Year 1 and deliver it at a slower pace better suited to student learning needs.

We value the reciprocal relationship we have with our co-located primary school and integration into the primary school art, music and physical education classes is a key focus for our students. All students participate in the annual primary school Athletics Carnival, beach swimming, student leader meetings and associated activities and whole school assemblies.

Jodie Norwell
Principal

Alison Murray
School Board Chairperson

2020 Priority Areas Review

Success for all students

Business Plan Target: *All students leave school with at least one means of communication.*

PECs, coreboards, choice boards, visuals, personal speech devices and Key Word Signs are used pervasively throughout the school day to support the understanding of students and give them a means to communicate their needs and wants to others.

In Semester 2, all students achieved their individual goals in English under the Speaking and Listening strand.

Recommendations for 2021:

- A continued focus on using visuals to support receptive and expressive communications in all classrooms.
- Further refinement by teachers in writing *challenging* SMART goals.
- Revise assessment schedule of standardised testing used to inform the development of IEPs.

Business Plan Target: *Students demonstrate improved self-regulation.*

All staff explicitly teach and model emotional regulation, identifying moods and how to treat others with courtesy and respect through a long standing strategy; "I do, We do, You do".

With the development of the Sensory Room and associated resources, students have an opportunity to learn to self-regulate in a safe, supported environment with sensory stimuli matched to their needs. The Calming Garden provides students with outdoor sensory experiences in a secluded, natural environment to meet their needs. Using choice boards, students are given a choice as to their preferred option in which to self-regulate.

In Semester 2, all students achieved their individual goals in *Self-Management*.

Recommendations for 2021:

- Develop the range of resources in the Sensory Room to meet student's sensory needs.
- Continue the *Crash, Bang, Smash* occupational therapy program to support students to learn physical strategies to maintain alertness and concentration in the classroom.
- Re-develop the Calming Garden area with appropriate sensory resources to meet student's sensory needs.

Business Plan Target: *Students demonstrate achievement against IEPs annually*

Given the extended time to work on their individual goals, all students across the school demonstrated achievement within their IEPs.

Recommendations for 2020:

- A continued focus on IEP development and data analysis each semester to inform further teacher planning.
- Key focus on writing SMART goals which are challenging and differentiated to meet individual learning needs.

High Quality Effective Teaching**Business Plan Target:** *Appropriate pedagogy – Excellence in Teaching*

All staff undertook a range of professional development and learning to meet their individual needs through performance development processes and identified, whole school needs.

Formal and informal professional development and training in 2020 included the following;

- First Aid training
- Be You – Mental Health and Wellbeing
- Child Protection and Abuse Prevention Education
- AAC device program training
- Occupational Health and Safety training
- Recordkeeping Awareness Training
- Diverse WA Competency Training
- Key Word Signs
- Phoneme Awareness and Phonics instruction
- Accountable and Ethical Decision Making

Recommendations for 2021:

- Increase teacher knowledge of assessment, planning and programming to promote individualised learning aligned with IEP goals.
- Monitor progress of online professional learning as part of Department policy and procedure.

- Continue a whole school Performance Management process incorporating both school priority areas and individual need.
- Implement TEACCH and rotations for targeted lessons.

Effective Leadership

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

Student Health and Wellbeing

Our school 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 achieve this, we work closely with children, their families and service providers to provide a safe and dynamic learning environment, utilising technology and innovative programs to support student learning.

All programs are designed specifically to the individual student needs to support independence, resiliency and develop functional life skills. The skills we focus on are social/emotional learning, protective behaviours, functional academics (communication, literacy and numeracy) as well as functional independent living skills such as personal hygiene, cooking, laundry, gardening and community access. We teach these skills using explicit teaching strategies for maximum achievement. Skills achieved by our students can be built on in high school years where there is a continued focus is on functional academic, independence and employability skills.

Our school chaplain has provided counselling and support to staff and students each Tuesday. Steph is timetabled into each classroom across the day and facilitated varied activities to support protective behaviour programs, social – emotional skill learning and promote positive relationships with others. Our Chaplain has also supported the school by applying for various grants for specialised equipment for our students to further their learning.

Staff Health and Wellbeing

The Staff Wellness Committee provided a range of activities throughout the year to promote self-awareness of strategies to cope with stress, engage with a range of colleagues and promote a culture of emotional wellbeing. Sharing of mindfulness strategies and combined with practical strategies for managing stress and anxiety throughout the year were key focus areas. Staff were given opportunities to implement strategies which worked for them. Targeted information on the Department of Education's free, confidential counselling and support service, PeopleSense, was also presented to all staff.

Good School Community

Business Plan Target: *The Australian Curriculum (WA) is implemented according to system requirements.*

The Department's SEN Reporting to Parents is used to develop and report on all IEPs for students, with clear links to the WA Curriculum. Teachers use the Abilities Based Learning Education WA (ABLEWA) Assessment Tool to inform IEPs and further curriculum planning for students. The ABLEWA reports are sent home with all reports at the end of the year. Other diagnostic baseline testing tools are also used to collect data on each child's progress in key areas such as Literacy and Numeracy.

Business Plan Target: *The School Board is effective.*

The School Board met once per term to discuss key strategic directions of the school and endorse finances. There were 9 members on the School Board who actively participated in all meetings and decision-making processes. The School and Board acknowledge those members whose tenures were up at the end of the year, with nominations for parent representatives to be advertised to the community early in 2021. It is recommended all school board member undergo training in 2021.

Business Plan Target: *Parent involvement is significant.*

All parents are encouraged to be active members in their child's education through IEP development meetings, case conferences, therapy plans and daily contact with teachers to discuss the progress of their child. Attendance at these meetings is very high and evidence of parents and carers involved in ongoing discussions of their child's progress and achievement. Regular and ongoing communication is through each student's communication diary, with daily opportunities to meet with teachers formally and informally through case conferences, IEP meetings and progress reviews.

Autism Early Intensive Intervention Program Annual Report

The Autism Early Intensive Intervention Program (AEIIP) of 2020 has completed the year with all students making progress through the intensive accelerated learning program. There were a total of six Kindergarten and six Pre-Primary students enrolled in the program during the year. One of the Kindergarten students didn't start until week six of term three. All of the Pre-Primary students enrolled in their local schools during 2020, which is the goal of the program.

Rochelle Mulder, the program co-ordinator, further improved the transition profile by adding detailed information into the proforma that can be individualised and supplied to schools at the end of each year. The feedback from mainstream schools continues to be that the AEIIP student profile is very thorough and gives helpful insight regarding what to expect and prepare. The AEIIP provided visual resources to teaching staff via email that were relevant to each child. The contact person in the majority of the mainstream schools passed this information to the class teacher, enabling them to be prepared when the AEIIP student arrived on day one at their local school. However, this year there was one school where the teacher did not receive this information and was not aware that it had been provided to the school. Due to this being an issue in past years, the AEIIP took a hard copy to give to the teacher and EA in mainstream on the first day of school. We also followed up by emailing the teacher resources in this case.

The transition timetable for Pre-Primary students into their mainstream classes was undertaken over one week at the beginning of term one this year. The presence of the AEIIP staff on the first day students started in their local school was well received, in particular by the classroom staff that had not been forwarded the transition profile. AEIIP staff familiar with the students used their knowledge to ensure all our Pre-Primary students were adequately supported in their mainstream class throughout the transition week.

Kindergarten students began school starting in week two of term one. The AEIIP classes had two different teachers. Mrs Rochelle Mulder taught Kindergarten on Monday, Wednesday and Friday. Ms Siobhan Sweeney taught Pre-Primary on Tuesday and Thursday. Mrs Mulder also worked a half-day in the Pre-Primary class as DOTT provider. The class was allocated three full time Education Assistants. 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, fine motor, writing, independent work and fluency program. Other elements of the program included developing skills for group work, language, gross motor and social skills with a particular focus on play skills. Mrs Mulder revised the proforma for a number of checklists used on a regularly basis were update using task analysis, in order to create more consistency between staff regarding expectations.

Both teachers have added to the Interactive White Board (IWB) with a particular focus on phonological awareness and reading skills. Other areas where resources have been created for the IWB include science, social scripts, NAIDOC activities and COVID 'social distancing' information. The Pre-Primary students were prepared for their transition to year one towards the end of year by setting up the desks, a different way each day, facing the IWB during term four. The activities focussed on group instruction involving reading, writing and number skills using the interactive white board in addition to completing

work sheets. During 2020 the AEIIP continued the process of transferring across to the revised Accelerated Learning Centre for Autism (ALCA) Manual by updating resources as needed across all areas. In addition many resources that had been damaged or were missing items have been remade as time allowed, with a particular focus on independent work resources.

The teachers created individualised Positive Behaviour Support Strategies overview for each of the students. This overview was located in student's files so that regular staff and relief had access to it. This continued to help to further enable consistency across settings for the management of student behaviour. These strategies were also updated with the mainstream staff to help create constancy for students. 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.

Individual Education Plans (IEP) are tailored to students according to baseline testing data. Students are charted on the ALCA Planning Document and the next steps for each section in the program are outlined in the IEP. Due to the 'not a minute wasted' approach to teaching and learning, many aspects of the program are taught concurrently resulting in some students exceeding the expectations outlined in the IEP. IEP's are therefore treated as a working document that can be added to. In some situations, when students' progress at a slower rate, the IEP will reflect a modified curriculum goal. The tables below indicate student progression through the ALCA program as indicated by IEP goal achievement.

**Data has been de-identified to protect the privacy of students in the program.*

| Semester 1, 2020 | Kindergarten | | | | | | Pre Primary | | | | | |
|--|---------------------|-----------|-----------|-----------|-----------|---|--------------------|-----------|-----------|-----------|-----------|-----------|
| Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Number of Goals in Term 1 IEP | 73 | 53 | 52 | 52 | 46 | Student did not attend in Semester 1 | 35 | 23 | 42 | 36 | 29 | 39 |
| Goals Not Achieved | 4 | 11 | 5 | 8 | 5 | | 2 | 16 | 18 | 9 | 9 | 6 |
| Percentage of Initial set goals achieved | 94% | 79% | 90% | 84% | 89% | | 94% | 30% | 57% | 75% | 68% | 84% |
| Additional goals added (due to mastery) | 44 | 40 | 38 | 32 | 52 | | 10 | 19 | 8 | 9 | 5 | 6 |
| Total Goals Achieved | 113 | 82 | 90 | 76 | 93 | | 43 | 26 | 32 | 36 | 25 | 36 |
| Total Number of Goals | 117 | 93 | 95 | 84 | 98 | | 45 | 42 | 50 | 45 | 34 | 45 |
| Total Percentage Achieved Overall | 96% | 88% | 94% | 90% | 94% | | 95% | 61% | 64% | 80% | 73% | 80% |

| Semester 2, 2020 | Kindergarten | | | | | | Pre Primary | | | | | |
|--------------------------------------|---------------------|------------|------------|------------|------------|-----------|--------------------|-----------|-----------|-----------|-----------|-----------|
| Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Number of Goals in Term 3 IEP | 140 | 126 | 132 | 141 | 145 | 63 | 35 | 35 | 27 | 41 | 50 | 58 |

| | | | | | | | | | | | | |
|--|------------|------------|------------|------------|------------|-----------|------------|-----------|-----------|-----------|--|------------|
| Goals Not Achieved | 14 | 27 | 22 | 18 | 22 | 11 | 0 | 9 | 2 | 5 | | 0 |
| Percentage of Initial set goals achieved | 90% | 78% | 82% | 87% | 84% | 82% | 100% | 74% | 92% | 87% | | 100% |
| Additional goals added (due to mastery) | 10 | 9 | 23 | 17 | 27 | 46 | 72 | 9 | 35 | 34 | | 63 |
| Total Goals Achieved | 136 | 108 | 133 | 140 | 150 | 98 | 107 | 26 | 60 | 70 | | 121 |
| Total Number of Goals | 150 | 135 | 155 | 158 | 172 | 109 | 107 | 44 | 62 | 75 | | 121 |
| Total Percentage Achieved Overall | 90% | 80% | 85% | 88% | 87% | 89% | 100% | 59% | 96% | 93% | | 100% |

Average IEP Goal Achievement

| K Year | Semester 1 | | | Semester 2 | | |
|-----------|----------------------|----------|-----------|----------------------|----------|------------|
| | Total Goals Achieved | Students | Average | Total Goals Achieved | Students | Average |
| 2017 | 319 | 7 | 45 | 504 | 7 | 72 |
| 2018 | 254 | 3 | 84 | 292 | 4 | 73 |
| 2019 | 410 | 7 | 58 | 465 | 7 | 66 |
| 2020 | 454 | 5 | 90 | 765 | 6 | 127 |

The average number of goals achieved this year by the Kindergarten students recognises that the group was, in general, progressing at a higher rate than in previous years. These figures also indicate that kindergarten students show a tendency to progress more swiftly during their second semester.

| PP Year | Semester 1 | | | Semester 2 | | |
|------------|----------------------|----------|---------|----------------------|----------|---------|
| | Total Goals Achieved | Students | Average | Total Goals Achieved | Students | Average |
| 2017 | 249 | 4 | 62 | 149 | 3 | 49 |
| 2018 | 447 | 8 | 55 | 477 | 8 | 59 |
| 2019 | 210 | 5 | 42 | 231 | 5 | 46 |

| | | | | | | |
|------|-----|---|----|-----|---|-----------|
| 2020 | 198 | 6 | 33 | 384 | 5 | 76 |
|------|-----|---|----|-----|---|-----------|

The number of goals achieved in PP may have been negatively impacted in first semester due to COVID19, but during semester two was overall higher than in previous years.

COVID19 presented a unique opportunity for staff to co-ordinate with families choosing to self-isolate. All students self isolated for between 2-5 weeks, excluding the two-week holiday break. The primary focus of resource packs sent home was generalisation of taught concepts, oral communication, reading, fine motor and writing activities. In addition the teachers created videos of routine mat and round table activities such as reciting the days of the week, counting, labelling, imitation and phonic sounds, for students to continue to work on while at home. Teaching staff trialled ways to use "Zoom" to teach and sorted through programs that would be able to taught using this method. However, with the ever-changing circumstances surrounding COVID19, students returned to attending school in person before these methods were utilised. Staff were pleasantly surprised that after isolation most students maintained much of what was taught previously. Although some differences were noted in student behaviours these improved and overall the impact of COVID19 was minimal for the majority of the students' learning.

The one major adjustment due to COVID19 restrictions was students being dropped off and picked up at the front gate. This was viewed as yet another opportunity to develop independence, particularly with regard to walking in line and road safety awareness, as students were required to cross a car park on their way to class. Later this practice was retained for most students as they were dropped at the side gate nearer the classroom, rather than having parents drop them or pick them up directly at the classroom.

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.

The initial results indicated that the students new to the program ranged from moderate to severe in the presentation of Autism. The students who had attended the AEIIP during the previous year presented as mild to severe upon initial assessment. The comparative results indicate that all of the Kindergarten students and one of the Pre Primary students improved across every area. Three Pre-Primary students improved across three out of the four areas, and one only improved in a single area.

When comparing total scores, ten out of eleven students showed improvement. Seven of the students now rate as 'mild' and three as 'moderate' in their presentation of Autism characteristics. These scores clearly indicate the effectiveness of the program regardless of the initial severity of Autism.

| ATEC 2020 | Kindergarten | | | | | | | | | | | Pre Primary | | | | | | | | | | | | | |
|-------------------------------|---------------------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|--------------------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|---|-----------|-----------|-----------|
| Student | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | |
| Semester | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | |
| Speech/Language/Communication | 12 | 8 | 12 | 7 | 20 | 10 | 22 | 9 | 17 | 3 | 19 | 12 | 3 | 1 | 22 | 18 | 11 | 4 | 8 | 5 | 18 | | | 5 | 1 |
| Sociability | 20 | 6 | 17 | 3 | 32 | 17 | 25 | 3 | 29 | 9 | 35 | 9 | 1 | 0 | 17 | 19 | 8 | 0 | 6 | 1 | 22 | | | 1 | 2 |
| Sensory/Cognitive Awareness | 24 | 8 | 14 | 3 | 31 | 15 | 19 | 4 | 29 | 7 | 31 | 11 | 6 | 8 | 18 | 21 | 7 | 0 | 10 | 2 | 18 | | | 8 | 0 |
| Health/Physical/Behaviour | 25 | 9 | 25 | 7 | 25 | 10 | 21 | 8 | 20 | 9 | 28 | 11 | 5 | 1 | 23 | 32 | 5 | 4 | 14 | 18 | 29 | | | 16 | 9 |
| Total Score | 81 | 31 | 68 | 20 | 108 | 52 | 87 | 24 | 95 | 28 | 113 | 43 | 15 | 10 | 80 | 90 | 31 | 8 | 38 | 18 | 87 | | | 30 | 12 |

Note: A lesser score shows improvement. Items in **bold** indicate improved score. (Child '6' started with the AEIIP Term 3, Week 6. As such both his initial and final scores are in semester 2.)

Score Distributions

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 Speech Range: 0-28 | Scale II Sociability Range: 0-40 | Scale III Sensory/Cognitive Awareness Range: 0-36 | Scale IV Health/Physical/Behaviour 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 | 31-41 |
| 10-19 | 6-7 | 8-10 | 9-11 | 13-15 | 42-50 |
| 20-29 | 8-10 | 11 | 12-13 | 16-18 | 51-57 |
| 30-39 | 11-12 | 12-13 | 14-15 | 19-21 | 58-64 |
| 40-49 | 13-15 | 14-15 | 16-17 | 22-24 | 65-71 |
| 50-59 | 16-19 | 16-18 | 18-19 | 25-28 | 72-79 |
| 60-69 | 20-21 | 19-21 | 20-21 | 29-32 | 80-89 |
| 70-79 | 22-24 | 22-25 | 22-25 | 33-39 | 90-103 |
| 80-89 | 25-28 | 26-40 | 26-36 | 40-75 | 104-179 |
| 90-99 | | | | | |
| <i>Severe</i> | | | | | |

All students started the year in the AEIIP enrolled in their local school. One of the Pre-Primary students withdrew from our program half way through the year. The student's mainstream school encouraged the parents to enrol their child into an education support facility on the same campus. The reason behind this was that the child was displaying an escalation in inappropriate behaviours attributed to difficulty dealing with multiple settings and difficulties establishing a routine. The mainstream school agreed to offer ongoing opportunities for integration, once the student was more settled, for core subjects such as reading and phonics that the student had displayed strength in. Five of the Pre-Primary students completed the year with dual placement in the AEIIP and their local school. However, only four of the six Pre-Primary students remain enrolled in their local mainstream school for Year 1. One other student will be going to an Education Support Centre next year, as arranged by the mainstream school.

We began the assessment of potential applicants to the program for 2021 during term 3. Thorough records were made of skills and abilities that were observed. Through the selection process conducted by the program co-ordinator, prospective students with excellent potential were offered a position on the day of assessment. Those who had some potential were offered a position within two to three weeks of assessment. Delays in diagnosis, possibly due to COVID19, meant that potential applicant assessments were not completed until week 8 of term 4. Five positions for Kindergarten have been filled for 2021. Of the students selected each year there are often a couple that have speech delays, however, the majority of students offered positions for 2021 in Kindergarten have speech delays, which is unusual. There will be six Pre-Primary students in 2021. A total of eleven students enrolled in the AEIIP for 2021 ensures the ongoing viability of the program.

The Highlights for 2020 include:

- All students made progress through the Accelerated Learning Centre for Autism (ALCA) program. In particular, the Kindergarten students achieved goals at an accelerated rate, possibly due to higher ability and similar skill levels allowing for more cohesive planning of class activities.
- Development in communication ability of all students ranging from increased use of visuals and talker devices, to improved speech for verbal students.
- Improvements in play skills including increase in imaginative play and a most students developing the skills to interact during play with their peers.
- Extension of self-management skills with increase in independence.
- Development of classroom behaviours for group involvement and more responsive to group instructions.
- Improvement in gross motor skills and fine motor development.
- Autonomy and development in social skills.
- In 2020 prospective applicants who showed excellent potential during initial assessment were offered a position promptly, rather than delaying this process until all applicants had been assessed. This increased the follow through on enrollment at Canning Vale ESC.
- Mainstream schools were contacted via phone, if possible, on School Development days prior to day one in term one to promote a smoother transition. AEIIP staff also took a printed transition profile with them to schools on the first

day to pass on to staff, in the event that the mainstream teacher had not received a copy. This proved to be a positive solution to address previous issues that had been noted.

REFLECTIONS for the future:

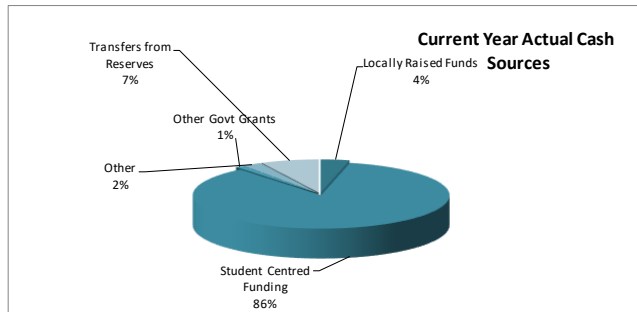
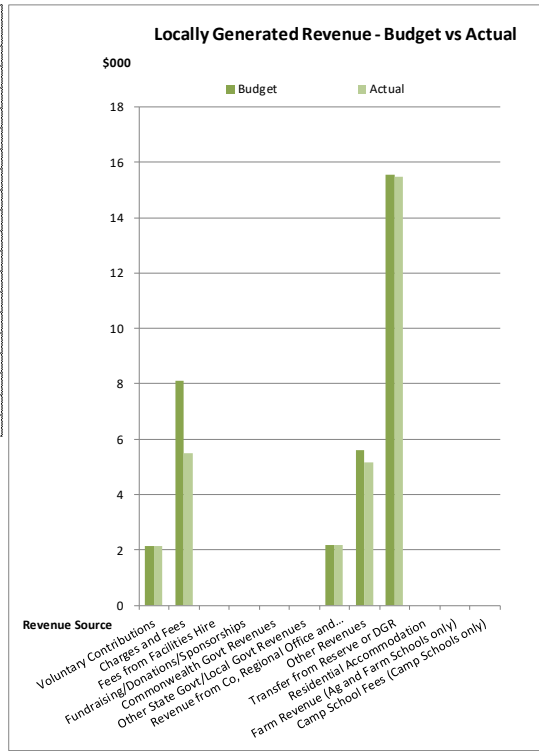
- *Consider doing an analysis of the areas where students are less likely to achieve predicted IEP goals within the program, with an aim to modify IEPs or the number of goals, in order to improve student achievement in these areas.*
- *Consider all AEIIP staff having a turn at using the Swivel during one-to-one sessions to improve practice. Videos to be reviewed by self and/or peers as a means of peer and self-assessment.*
- *Consult with principal regarding the possibility of setting a regular time each term to have a class meeting for performance development purposes on a Wednesday afternoon*
- *Consider having a book that notes areas staff need to work on that is reviewed once a term.*

For life we learn

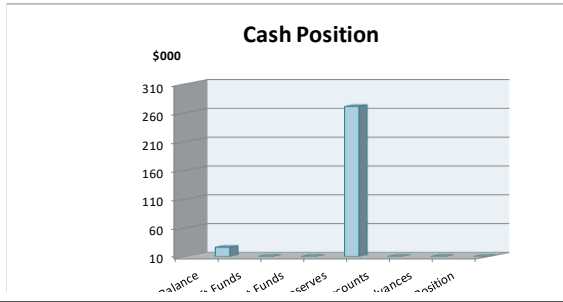
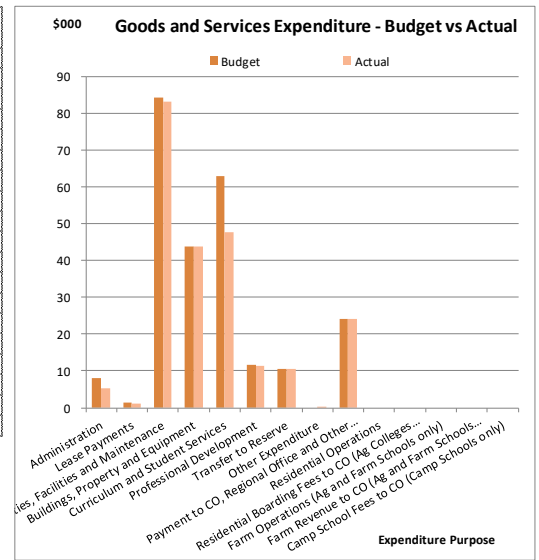
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required

Canningvale ESC
Financial Summary as at
31st December 2020

| Revenue - Cash & Salary Allocation | Budget | Actual |
|--|----------------------|----------------------|
| 1 Voluntary Contributions | \$ 2,135.00 | \$ 2,135.00 |
| 2 Charges and Fees | \$ 8,121.00 | \$ 5,509.00 |
| 3 Fees from Facilities Hire | \$ - | \$ - |
| 4 Fundraising/Donations/Sponsorships | \$ - | \$ - |
| 5 Commonwealth Govt Revenues | \$ - | \$ - |
| 6 Other State Govt/Local Govt Revenues | \$ - | \$ - |
| 7 Revenue from Co, Regional Office and Other Schools | \$ 2,170.00 | \$ 2,170.00 |
| 8 Other Revenues | \$ 5,592.78 | \$ 5,177.37 |
| 9 Transfer from Reserve or DGR | \$ 15,543.00 | \$ 15,460.50 |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 33,561.78 | \$ 30,451.87 |
| Opening Balance | \$ 42,356.57 | \$ 42,356.57 |
| Student Centred Funding | \$ 179,826.20 | \$ 179,826.20 |
| Total Cash Funds Available | \$ 255,744.55 | \$ 252,634.64 |
| Total Salary Allocation | \$ - | \$ - |
| Total Funds Available | \$ 255,744.55 | \$ 252,634.64 |



| Expenditure - Cash and Salary | Budget | Actual |
|---|----------------------|----------------------|
| 1 Administration | \$ 7,894.10 | \$ 5,165.99 |
| 2 Lease Payments | \$ 1,457.86 | \$ 1,148.55 |
| 3 Utilities, Facilities and Maintenance | \$ 84,267.02 | \$ 83,160.37 |
| 4 Buildings, Property and Equipment | \$ 43,830.34 | \$ 43,668.53 |
| 5 Curriculum and Student Services | \$ 62,756.04 | \$ 47,699.22 |
| 6 Professional Development | \$ 11,654.55 | \$ 11,396.10 |
| 7 Transfer to Reserve | \$ 10,427.00 | \$ 10,427.00 |
| 8 Other Expenditure | \$ - | \$ 4.23 |
| 9 Payment to CO, Regional Office and Other Schools | \$ 23,958.89 | \$ 23,958.89 |
| 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 | \$ 246,245.80 | \$ 226,628.88 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 246,245.80 | \$ 226,628.88 |
| Cash Budget Variance | \$ 9,498.75 | |



| Cash Position as at: | |
|------------------------------|---------------|
| Bank Balance | \$ 297,450.53 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 26,005.76 |
| 2 Deductible Gift Funds | \$ 1,029.27 |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 176,382.50 |