



Annual Report 2024

Pride, Respect, Excellence

Message from the Principal

2024 saw the introduction of our new Business Plan with school priorities identified as:

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

Numeracy – *Students build functional numeracy skills towards independence along their personalised learning continuum.*

Student Wellbeing – *Social Emotional learning program and Positive Behaviour Support to support student wellbeing across the school.*

Life Skills – *Students build their fundamental life skills in increase their independence.*

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 share a campus with Canning Vale Primary School. We share policies and procedures, however, this year we began our Positive Behaviour Support (PBS) journey.

Our PBS values are :

Respect
Engagement
Communication
Care.

Our collective focus through our PBS journey is to teach the expected behaviours so that our students can flourish. We are establishing a positive, proactive school-wide behaviour management practice so that our students can achieve their personal and academic goals.

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 and form meaningful friendships.

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.

CVESC has a full time Principal, a full time Manager of Corporate Services and a full-time School Officer. In 2024, we had 9 teachers (full and part time). 27 Education Assistants were allocated to classrooms, based on students' needs.

Enrolment trends

51 students were enrolled at Canning Vale ESC in 2024, of which 10 students are enrolled in our Autism Early Intervention program for Kindy and Pre-primary. Students arrive from a wide catchment area including; Canning Vale, Ferndale, Piara Waters, Brookdale, Huntingdale, Waterford, Bertram, Camillo, Harrisdale, Beeliar, Mt Pleasant, Bibra Lake, Leeming, Kensington, Maddington, Thornlie, Southern River, Armadale, Shelley, Cannington and Kalamunda.

Overview

Our school community believes that our students with disability and additional needs should be supported to learn functional literacy and numeracy skills, 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. 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).

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 and sensory garden 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 programs and lessons are a key focus for our students. All students participate in the annual primary school Athletics Carnival, student leader meetings, shared break times and whole school assemblies.

Jodie Norwell
Principal

2024 Priority Areas Review

Business Plan Target: Literacy

All staff continue to implement TEACCH rotations each morning to explicitly teach literacy skills. Students continued to demonstrate achievement against their individualised Education goals and demonstrated progress in ABLEWA reports. Little Learners Love Literacy is a whole school developmental literacy program implemented in 2024.

Recommendations for 2025:

- A continued focus on resourcing and implementation of a whole school Literacy program - Little Learners Love Literacy (LLLL) as endorsed by the Department's phonics initiative.
- Continue to track student progress through a whole school assessment matrix for Little Learners love Literacy.

Business Plan Target: Numeracy

Staff began to implement Top 10 Maths as a whole school numeracy program, with opportunities to undertake staff development in this new program. All teachers were given resource packs and lesson plans to assess the students and record data.

Recommendations for 2025:

- Continue to implement the Top 10 Maths whole school numeracy program to support student's learning needs.

Business Plan Target: Life Skills

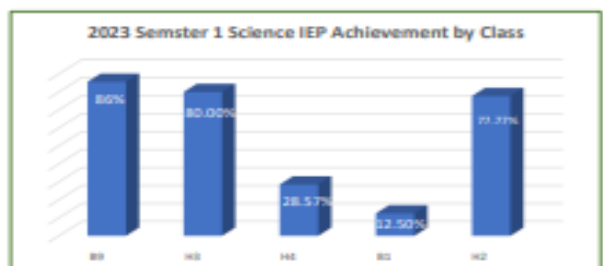
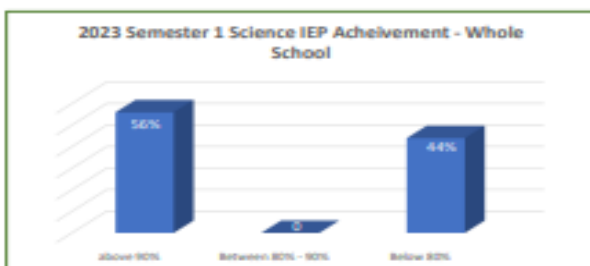
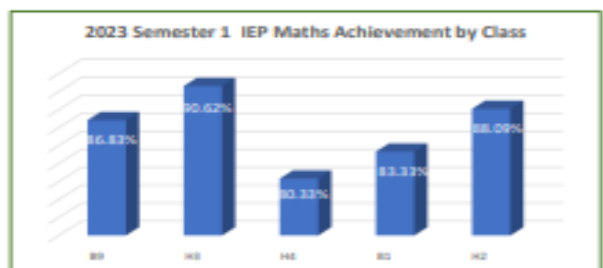
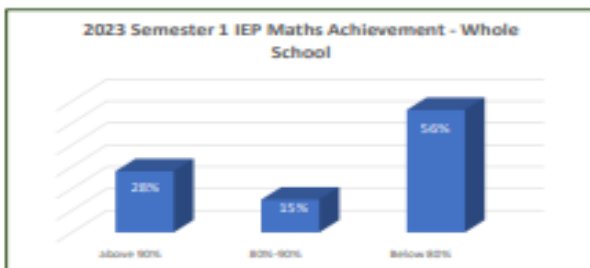
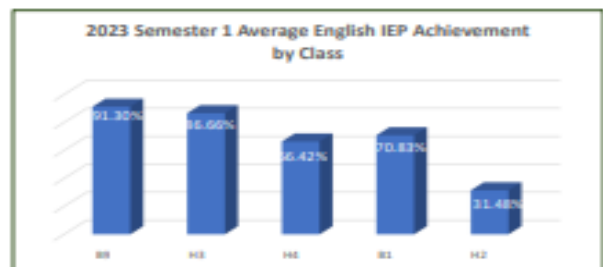
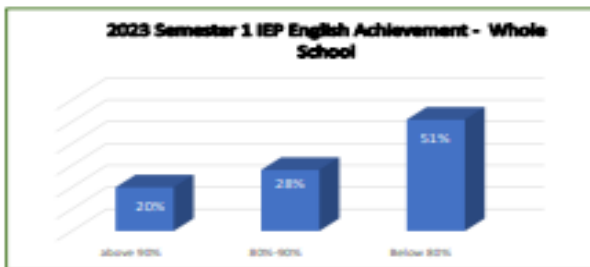
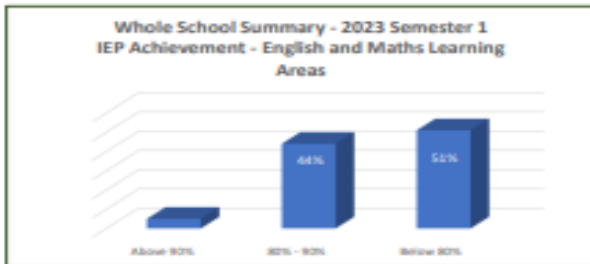
Students

Recommendations for 2025:

- A continued focus on using visuals to support receptive and expressive communications in all interactions with students.
- A continued focus on Key Word Signs across the school.
- All students to undergo the ROCC (Roadmap of Communication Competence) assessment to inform further teaching

Achievement Data

English and Maths data is based on 39 students, **not** including students enrolled in the Autism Early Intensive Intervention Program (AEIIP).
 Science data does **NOT** include the Kindy students.
 AEIIP Student IEP Achievement data and analysis is conducted with AEIIP staff and monitored by DoE.
 Data is volatile due to small numbers within data set.



Autism Early Intervention Program

The Autism Early Intensive Intervention Program (AEIIP) of 2023 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. The Kindergarten had one student who left the program at the end of term three. Of those who were a part of the AEIIP Kindergarten program in 2022, all students selected to attend mainstream full time for Pre-Primary. Of the Pre-Primary students, one student withdrew from the program to attend mainstream full time for the start of term two.

The AEIIP Pre-Primary students were supported to transition to their local school with positive feedback from mainstream schools and parents regarding the support provided. Each school was receptive to the support offered. One area that every mainstream school needed guidance on was the use of visuals, in particular a visual timetable to create predictability and independence. Although all schools were provided with a variety of options to use to make a visual timetable suited to their setting, most schools did not have it ready for use. AEIIP staff were able to make a temporary timetable for use by students as needed. However, feedback from parents indicated that the timetables were not used in the classrooms after transition week. Advocating with mainstream staff, to convey the importance of differentiation for students with autism by using visual timetables, will continue to be a priority.

A part of the support offered is encouraging mainstream staff to visit the AEIIP in order to observe implementation of support strategies through prompting and the specific use of visual resources. For this to occur, mainstream staff need to be provided with relief or use their DOTT time to come and visit our school. Unfortunately, during 2023

we had three schools decline to take up this offer with only three schools sending staff to visit. The feedback of those who came to observe in our class continues to be overwhelmingly positive. Mainstream staff often communicated the value of seeing both the type of language we use, and the learning supports in action that they could transfer across into their own classrooms to make them more inclusive.

Kindergarten students began school starting in week two of term one. The AEIIP classes had three different teachers. Mrs Rochelle Mulder (program co-ordinator) taught Kindergarten on Monday, Wednesday and Friday. Mrs Julie Atkinson taught Pre-Primary on Tuesday and Thursday. Mrs Siobhan Sweeney worked on Monday as DOTT provider for Kindy and Mrs Mulder also worked a half-day Tuesday in the Pre-Primary class as DOTT provider. The class was allocated three full time education assistants. Mrs Mulder took long service leave for four weeks at the beginning of term two to minimise the impact on students learning due to the lack of available relief teacher's trained in ABA and the administration of the AEIIP processes. The AEIIP staff did an excellent job in supporting the relief teachers to follow the class routines and took the lead in group activities as needed to maintain consistency in delivery of the program.

The program, which is based on contemporary evidence-based pedagogy with a focus on the science of behaviour, 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.

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, particularly for students with more challenging behaviours. One child required an Individual Behaviour Management Plan due to the severity of their behaviours. Positive behaviour support strategies were also updated with the mainstream staff with the aim 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 continually monitored antecedents, behaviours and consequences, in alignment with behavioural science best practice. Explicit teaching of desired behaviours paired with specific praise and positive reinforcement were used to teach desired classroom behaviours. In addition, every effort was made to accommodate parent preferences regarding the management of their child while at school.

Mrs Mulder co-ordinated the delivery of the Sounds Write evidence-based phonics, reading and spelling program for two sessions per week with the help of Mrs Linda Taylor and Mrs Tammy Pollard. Mrs Mulder continued to refine the assessment tools used to improve the administration and reliability of the test in consultation with others with Sounds Write training and trialed these changes. A recommendation acted on was the purchase of the Sounds Write Interactive White Board resources, however the resource was not able to be used due to the outdated technology. It is hoped that the planned update of the Interactive White Board in 2024 will enable this tool to be used. In term four an online resource portal was established by Sounds Write that Mrs Mulder registered and accessed as a generalisation tool when preparing the pre-primary students for year 1. Evidence supports the effectiveness of this program in developing sound knowledge, increasing the student's confidence and abilities to segment and blend words, along with manipulate phonemes in the beginning, middle and end of words in order to make new words.

Three students progressed from the Sounds Write Initial Code Unit 1, to Unit 8 and the other two students progressed from Unit 7, to Unit 11. As demonstrated below in Figure A, all students progressed significantly in their ability to identify and say single sounds and diagraphs introduced in the units they focused on. They were able to apply this ability with less accuracy to some "nonsense" words made of a variety of sounds (see Figure C), however they still all showed improvement comparative to baseline testing. Figure B shows that reading accuracy improved for all students, with the three students that had limited word decoding accuracy improving to above 80% accuracy when reading words using known sounds. Figure D shows some improvement in being able to blend sounds to read unfamiliar "nonsense" words. It was noted that students often reverted to guessing using known words rather than relying on applying what was accurately sounded out.

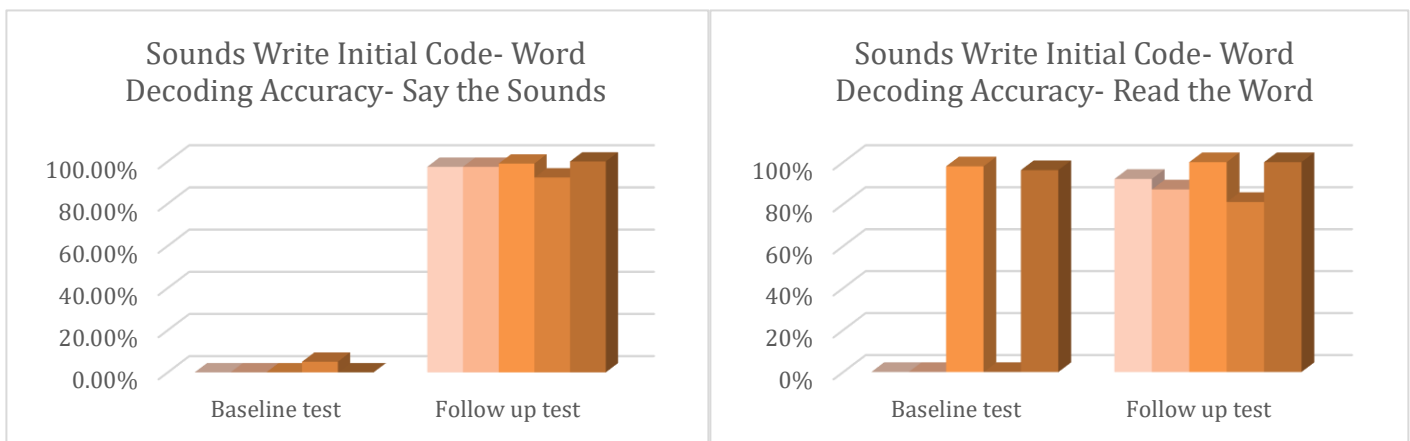


Figure A

Figure B

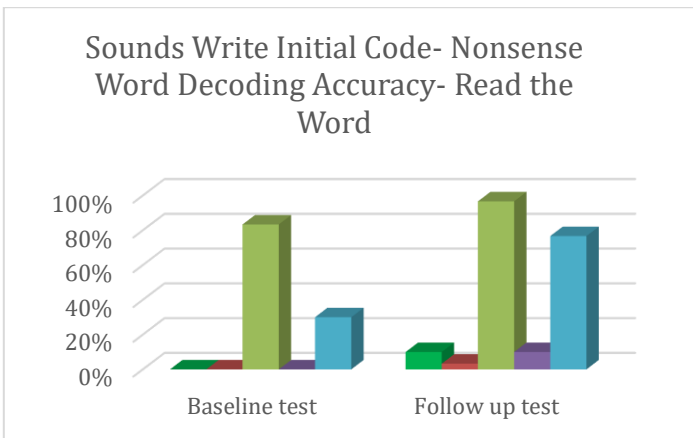
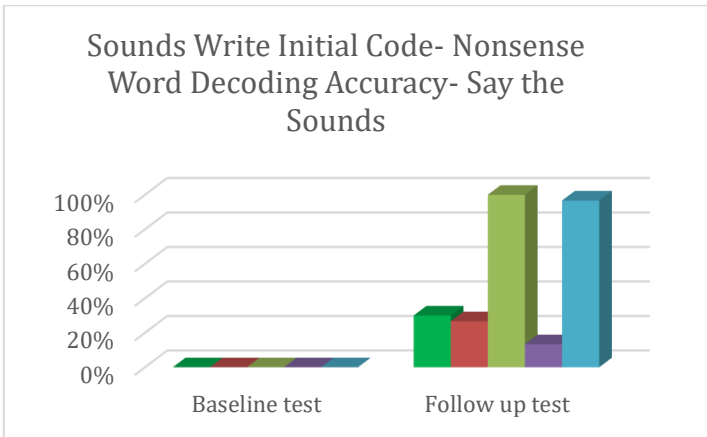


Figure C

Figure D

Note: Nonsense word testing ceased when students made consecutive mistakes for saying the sounds or reading the words. Some students with a lower score got 80% accuracy or above with sounding out those words attempted, but testing ceased due to poor reading accuracy. This was not able to be portrayed in Figure C as scores were calculated based on total number of words in the test, not on how many words were tested.

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 following graphs indicate student progression through the ALCA program as indicated by IEP goal achievement.

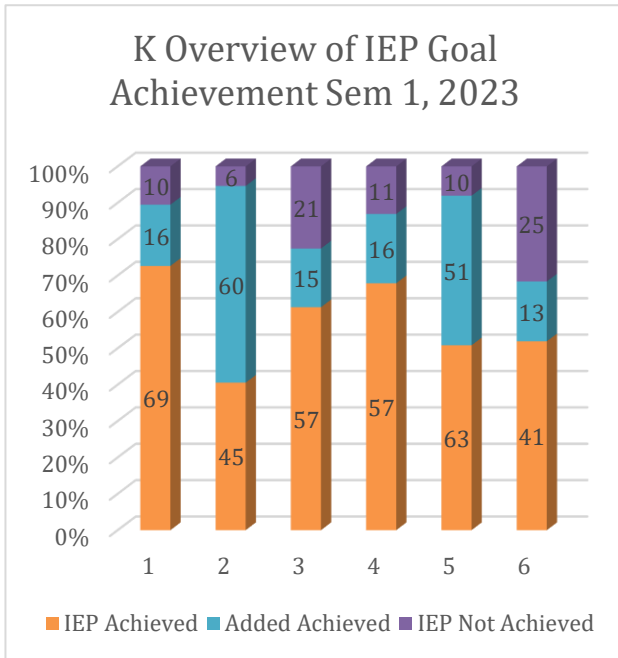


Figure 1

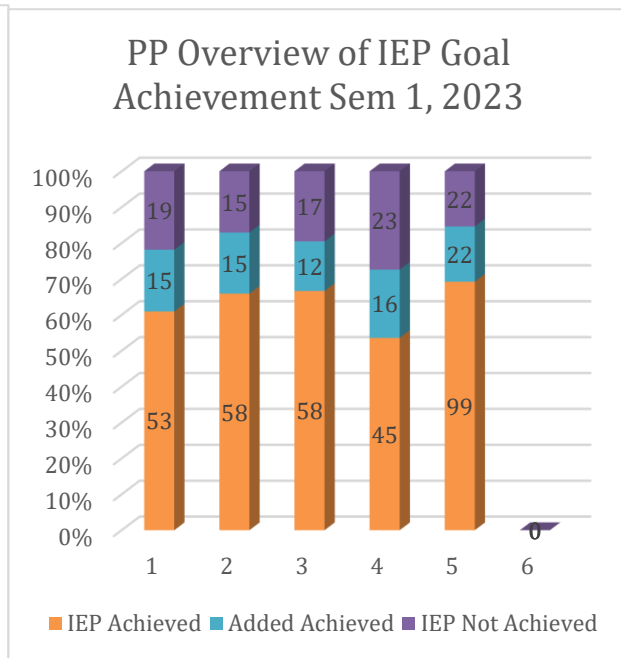


Figure 2

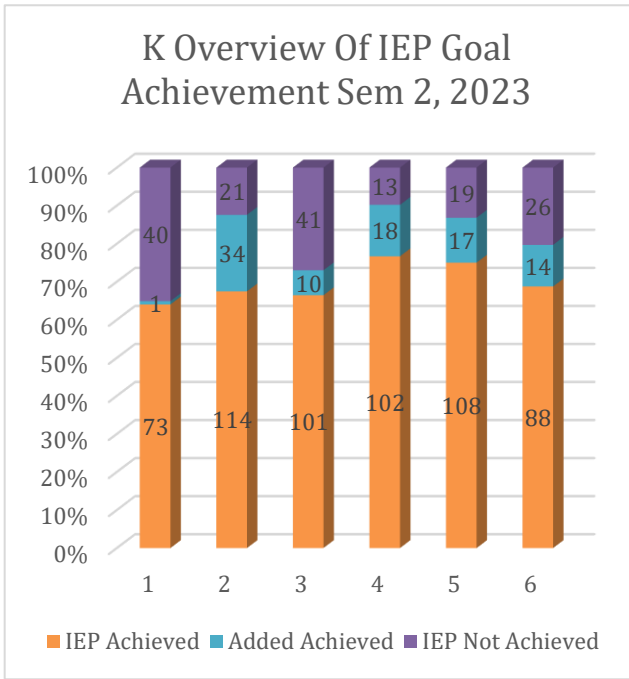


Figure 3

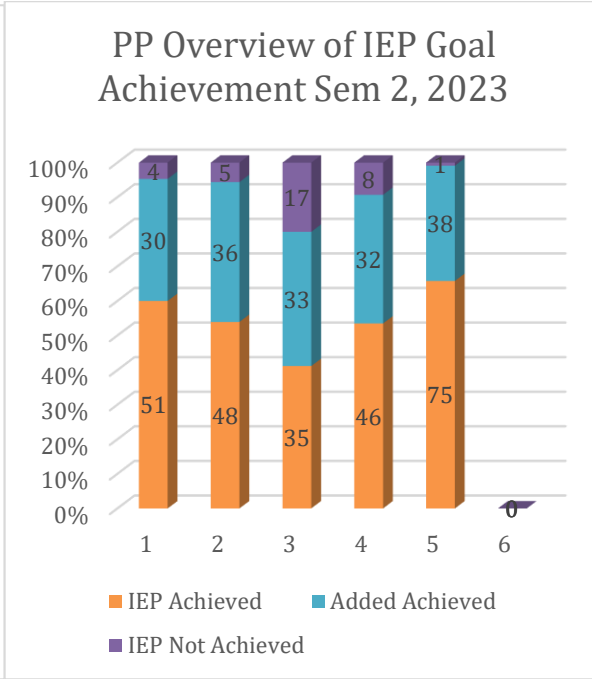


Figure 4

It is recognised that the following factors may have impacted on goal achievement:

K Child 1: Withdrew from the program at the completion of term 3 in semester 2

K Child 6: Absent due to illness 16 half days in semester 1 and absentees in Semester 2 with a overall average of 84% attendance for the year.

PP Child 1: Absent on Family Holiday for a total of 8 weeks in semester 1 and then due to illness for a total of 5 1/2 weeks in semester 2

PP Child 3 : Absent on Family Holiday for a total of 8 weeks in semester 1 and then another 2 weeks in semester 2

PP Child 4: Absent for Therapy sessions for a total of 20 half days

NOTE- PP Child that withdrew from the program at the commencement of term 2 has not been included in the data collection overview.

Average IEP Goal Achievement

Kindy Year	Semester 1			Semester 2		
	Total Goals Achieved	Students	Average	Total Goals Achieved	Students	Average
2019	410	7	58	465	7	66
2020	454	5	90	765	6	127
2021	417	5	83	507	7	72
2022	494	5	99	603	5	121
2023	503	6	83	680	6	113

PP Year	Semester 1			Semester 2		
	Total Goals Achieved	Students	Average	Total Goals Achieved	Students	Average
2019	210	5	42	231	5	46
2020	198	6	33	384	5	76
2021	407	6	67	463	6	77
2022	127	3	42	184	3	61
2023	393	5	78	424	5	84

The 2022/2023 cohort of students demonstrated a high level of achievement through both years that they attended Canning Vale AEIIP.

All of the Pre-Primary students remained enrolled in mainstream schools during 2023, which is the goal of the program. However, parent feedback indicated that two students changed to a different mainstream school for 2024 because they felt the local school was not meeting their child's needs sufficiently. Out of the Kindergarten class, all students who remained in the program have enrolled in mainstream for 2024.

We began the assessment of potential applicants to the program for 2024 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 good to excellent potential were offered a position on the day of assessments. Where appropriate students were provided with information about their options for placement in education support facilities. Seven of the children assessed were offered positions for

Kindergarten but only five positions have been filled for 2024, leaving one position available in both Kindergarten and Pre-Primary.

Each year we have an introductory parent information session, for parents of students that will be starting with in the AEIIP the following year. Parents are given the opportunity to view a video about prompting, talk about what to expect from program and given resources to help to prepare their child to start school. Response from parents indicated that it was both informative and helpful.

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.

ATEC 2023	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	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Speech/Language Communication	14	7	7	3	25	14	16	6	17	11	13	7	12	2	12	Child withdrew from program	11	6	8	4	12	5	8	6
Sociability	19	9	11	5	32	18	15	6	22	9	16	2	4	0	2		8	1	18	17	10	3	23	10
Sensory/Cognitive Awareness	22	9	8	3	28	16	16	5	21	9	23	4	18	5	16		16	6	19	12	19	7	15	4
Health/Physical/Behaviour	18	23	10	13	15	29	14	37	9	8	23	14	5	26	1		13	22	17	19	9	18	27	14
Total Score	73	48	36	24	100	77	61	54	69	17	75	27	39	33	31		48	35	63	52	50	33	73	34

Note: A lesser score shows improvement. Items in **bold** indicate improved score.

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>					

The initial results indicated that the students new to the program in Kindy ranged from moderate to severe in the presentation of Autism. The students who had attended the AEIIP during the previous year presented as moderate to severe upon initial assessment. The comparative results indicate that eight of the students improved across three out of four areas, while three students improved across every area.

When comparing total scores, all students showed improvement. These scores clearly indicate the effectiveness of the program regardless of the initial severity of Autism. Three students have progressed to present as 'mild' in their presentation of Autism characteristics.

The Highlights for 2024 include:

- All students made progress through the Accelerated Learning Centre for Autism (ALCA) program with the Pre-Primary cohort demonstrating an exceptional high level of achievement throughout their two-year placement.
- 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.
- Extension of self-management skills with increase in independence and self-regulation supported by the Zones of Regulation.
- Success of the Sounds Write program in improving literacy outcomes.
- 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.
- Positive parent feedback. Many parents commented on the transformation that their child had undergone as a result of the program. One parent conveyed to staff after the Christmas Concert that the program *gave back her child. That because of the program and work staff had done, her child is now able to interact with her, show affection and engage with their environment in a way she never believed her child would be able to when first diagnosed. That alone was invaluable, but on top of that her child was also learning academically and that words could never adequately express her gratitude adding that the AEIIP was “the best thing that ever happened to us”.* Such comments demonstrate the meaningful impact that early intervention can have in supporting children with Autism to reach their full potential and that this in turn has a profound impact on families as well.

REFLECTIONS for the future:

- *Implement the use of the Sounds Write IWB resources in 2024 and update resources according to Unit content as needed. Purchase storage units for resources to be more easily accessible.*
- *Consider 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.*
- *Consider making a video for parents to refer to ensure consistency with homework tasks between home and school.*
- *Staff to do Autism Professional Learning as a priority recommended by SSEND to ensure the Canning Vale AEIIP reflects current best practice in its implementation.*
- *Specific professional learning about Pathological Demand Avoidance (PDA) to familiarize staff with new methods of supporting students that demonstrate this profile alongside Autism.*
- *Update the AEIIP planning document to reflect alignment to School Curriculum Standards Authority.*
- *Update the AEIIP brochure to reflect current best practice terminology.*
- *Pre-Primary teacher to follow up emails to mainstream schools with a phone call to ensure regular collaboration and consistency between schools is taking place for students. AEIIP CARP document to be updated accordingly and AEIIP coordinator to be included in correspondence with mainstream.*

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	189,580	189,580
Carry Forward (Salary):	720,121	720,121
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,895,098	2,895,098
Locally Raised Funds:	45,460	50,879
Total Funds:	3,850,258	3,855,677
EXPENDITURE		
Salaries:	2,853,010	2,853,010
Goods and Services (Cash):	324,079	227,881
Total Expenditure:	3,177,089	3,080,891
VARIANCE:	673,169	774,786

Goods and Services vs Salary expenditure

