

Annual Report 2025



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



Message from the Principal

On behalf of the staff and School Board, it is my pleasure to introduce the 2025 Annual Report to the school and wider community. We are proud of this report and the students' achievements captured within. The staff have continued their commitment to providing quality education to maximise our students' outcomes.

2025 was the second year of our new Business Plan, with a strong focus on Literacy, Numeracy, Student Wellbeing and Life Skills.

School Context

First opening in 1997, we are a proud Independent Public School in Canning Vale providing outstanding programs and education for students with disability. We provide one of only four Department endorsed Specialist Autism Early Intensive Intervention Programs in the state.

We share a campus with Canning Vale Primary School. Our collaboration with the primary schools fosters inclusive practices and learning experiences to benefit all students. We share recess and lunch times, joint assemblies and graduation ceremonies, a unified Parents & Citizens Association, and integration into classrooms for students at both schools to target the needs of all students. Integration opportunities for our students are 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.

Our Positive Behaviour Support values are *Respect, Engagement, Communication* and *Care*. This is our second year in our PBS journey, and our collective focus is teaching and modelling to our students expected behaviours so our students can flourish and interact with others positively. We are establishing a positive, proactive school wide behaviour support practice so that our students can achieve their personal and academic goals by the time they leave for high school.

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 Associate Principal, a full time Manager of Corporate Services and a full-time School Officer. In 2025, we had 9 teachers (full and part time). 36 Education Assistants (full time and part time) were allocated to classrooms, based on students' needs.

The school accesses the School Psychology Service and has a School Psychologist for 1 day per fortnight in the school to support student wellbeing, facilitate staff learning and capacity building and connect families with specialist support and agencies.

Our school engages a Chaplain from YouthCare for 2 days per week, who supports in classrooms, delivers protective behaviour education and the breakfast program, connects families with a range of services, agencies and networks and provides ongoing pastoral care and support to our whole school community.

Celebrations and Highlights

Each year our students have a opportunities to engage in a range of whole school activities and events with our primary school, or as part of our educational program. Here are some of the highlights from 2025.

Term 1: Harmony Day, Anzac Ceremony.

Term 2: Swimming lessons, school photo day, P&C Disco, Community Access Program for Seniors, Mother's Day stall.

Term 3: Public School Review, New Compass system for parents and staff, Infinite Limits Dance program, Crazy Hair and Sock Day, Life Ed Van, Father's Day stall, Book Week, Year 5/6 Camp, Sci Tech excursion, Fremantle Dockers Players Visit, Sports Carnival.

Term 4: Swimming lessons, Infinite Limits Dance program, Jungle Gym Excursion, Christmas concert, 2025 Year 6 Graduation.



Student Numbers and Characteristics

In 2025, there were a total of 55 students enrolled, of which 10 students were enrolled in our 2-year Autism Early Intensive Intervention Program for Kindy and Pre-Primary. Students arrive from a wide local area including; Canning Vale, Southern River, Piara Waters, Leeming, Brookdale, Cannington, Huntingdale, Roleystone, Hilbert, Thornlie, Armadale, Shelley, Seville Grove and Willetton.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(5)	5	5	8	5	8	7	3	46
Part Time	9								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	7	4	26		37
Female	2	1	10		13
Total	9	5	36		50

There is growing enrolment pressure from parents of children with a disability and who are choosing a specialist and targeted education for their child, particularly wanting to enrol in our school. We are proud of our reputation and good standing within the community, and our ongoing dedication to provide the best educational outcomes for our students. Our school worked collaboratively with local schools, South Metro Regional Office and the Department to find solutions to increasing enrolments in Education Support.

Student Graduation Destinations

Our students typically enrol in local Education Support High Schools such as Leeming SHS ESC, Cannington Community ESC, Atwell College, Byford Secondary College or Castlereagh School. The last few years has seen the opening of Education Support Programs based at high school locations such as Canning Vale College, Piara Waters SHS and Lakeland SHS which has given parents greater choice in enrolling their child closer to their residence.

In 2025, one student went to Kenwick School, one student went to Kensington Secondary School and one student went to Canning Vale College.



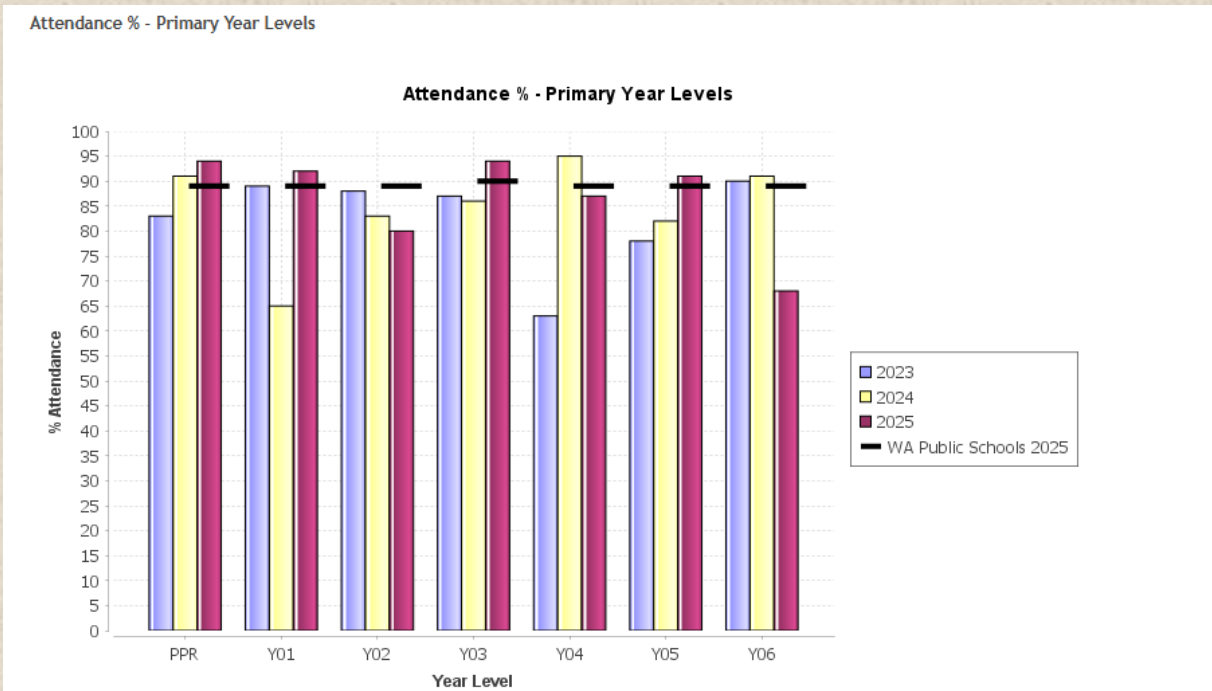
Student Attendance Data

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	85.1%	88.9%
2024	82.7%	89.4%
2025	86.9%	89.1%

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	86.8%		90.3%	38.1%		74.3%	85.1%		88.9%
2024	82.7%		91.0%	83.9%		74.3%	82.7%		89.4%
2025	86.9%		90.7%				86.9%		89.1%



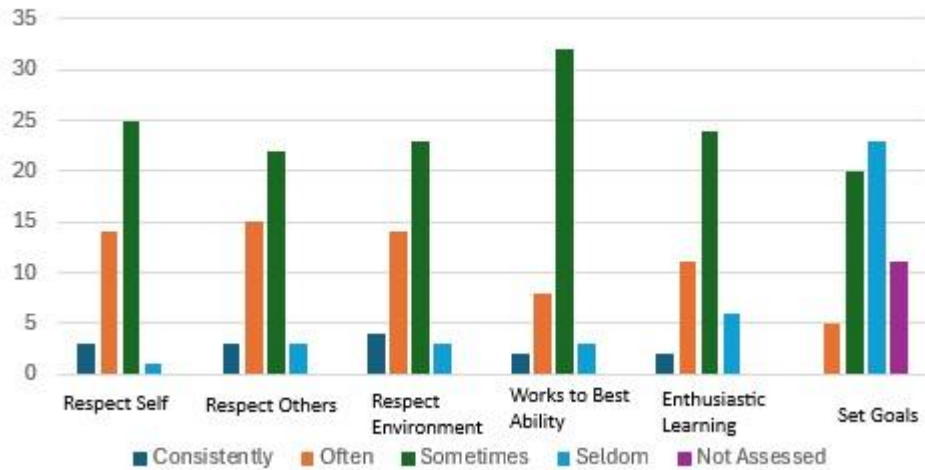
67% of our students access therapy onsite, however there are a small percentage who continue to access therapy offsite at clinics or at home, which affects a student’s attendance rate. 37 students access therapy onsite, 15 students access therapy offsite and we have 100 therapists visit the school over a fortnight.

All unexplained absences from school are promptly followed up with the parent by administration, with case conference for families who have their child in the ‘at risk’ category.

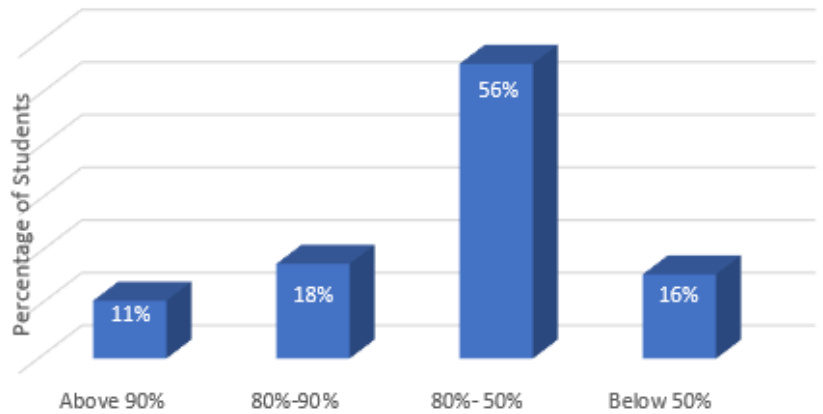


Student Achievement and Progress

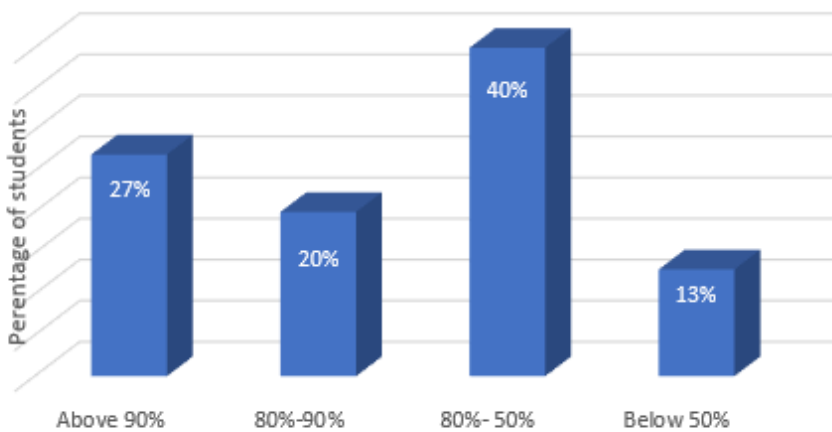
2025 Data on Attitude, Behaviour and Effort



2025 Semester 1 IEP Achievement - Whole School



2025 Semester 2 IEP Achievement - Whole School

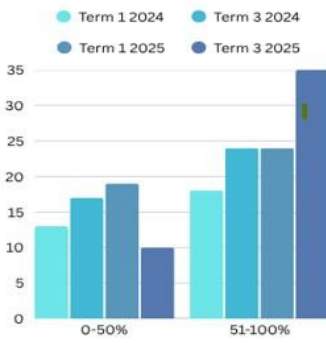


Student Achievement and Progress

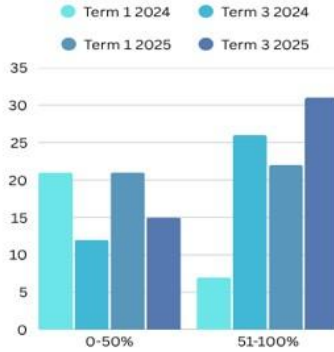
Little Learners Love Literacy Achievement Data

Whole School Little Learners Love Literacy Longitudinal data 2024/2025

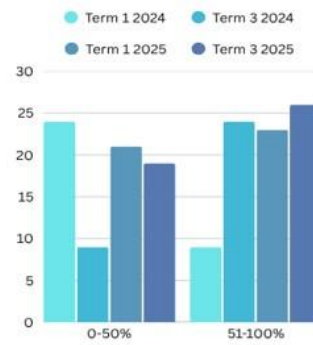
Stage 1



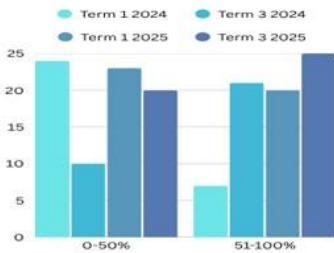
Stage 2



Stage 3



Stage 4



The data demonstrates significant growth between Term 1 and Term 3 across both years. In 2025, the majority of student growth was observed within Stages 1 and 2, while the rate of growth in Stages 3 and 4 was comparatively slower. Overall, the data indicates substantial improvement for the majority of students over the two-year period.

Roadmap of Communicative Competence (ROCC) Assessments

The ROCC is a tool to identify, plan and implement communication change within our school. Teachers can track an individual's progress over time as they move along a continuum towards communicative competence. Simple data tracks outcomes so that staff can see students are progressing and what areas they can focus their efforts in order to continually meet student's communication needs. The ROCC measures progress in smaller increments and achievable goals.

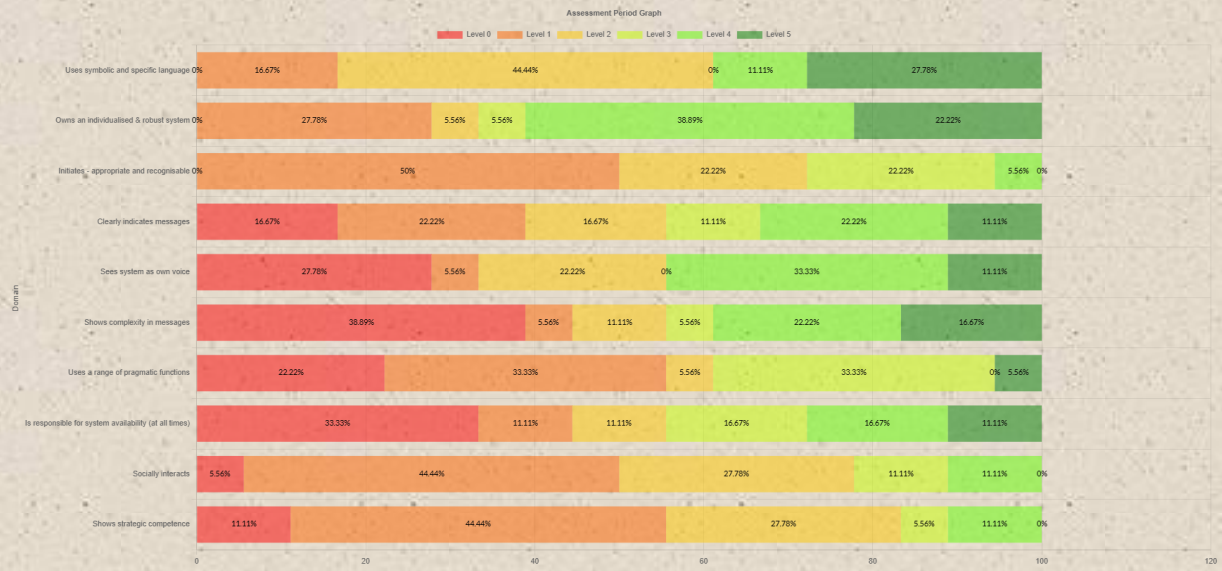
The ROCC scores produce graphs to take a deeper look into the 10 key goal areas that contribute to communicative competence for those who use AAC, speech or sign. It can track students from emergent to competent and independent communicators.



Kindy and Pre-Primary Students



Year 1 Students



Year 2/3 Students



Year 3/4 Students



Year 5/6 Students



Annual Report 2025 - Autism Early Intensive Intervention Program

The Autism Early Intensive Intervention Program (AEIIP) of 2025 has completed the year with all students making progress through the intensive accelerated learning program. A total of five Kindergarten (K) and five Pre-Primary (PP) students enrolled in the program during the year. Of those who were a part of the AEIIP Kindergarten program at the end of 2024, four students selected to attend mainstream for Pre-Primary and two students withdrew from the program to attend an autism Specialist Learning Program (SLP) as parents felt these students would need support beyond the two-year time frame of the AEIIP.

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. Support was also offered to the students who were starting in the SLP schools, but only one of the schools accepted this support in transition week. The other elected to visit the AEIIP to observe the student during the final term of 2024. The new PP student did not attend school in the transition week for medical reasons; their transition support consisted of a meeting of the AEIIP and mainstream teacher only. Each school was receptive to the support offered during transition week. 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, they were not used effectively, and many had not made these available for student use. 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 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. Four of the five schools expressed interest in this option during transition week. Unfortunately, this only translated to one school sending staff to observe. The feedback of those who came to observe in our class continues to be very positive. One challenge throughout the year was the limited or complete lack of response from mainstream schools to emails aimed at collaborating with regarding to our PP students. Phone call follow ups were only marginally better at engaging with schools. At the end of the PP primary year, two out of five PP students sort an ESC placement and one sort a SLP placement. Parents cited insufficient accommodations made by their child's local school as a key reason for their decision.

Kindergarten students began school starting in Week 2 of Term 1. 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. Mr Tim Harries 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. Mrs Sweeney returned in Term 4 on a return-to-work program, with Mr Tim Harries continuing on as her supernumerary during this time. The class was allocated three full time education assistants. One education assistant went on maternity leave in Term 2. Two other education assistants had long service leave scheduled during the year. Mrs Mulder with the support of regular staff made every effort to train new staff and relief staff. The regular AEIIP staff did an excellent job in supporting the relief staff to follow the class routines and education assistants took the lead in group activities as required to limit disruptions to student learning.

The program, which is based on contemporary evidence-based pedagogy with a focus on the science of behaviour, consists of a minimum of three one on one sessions per day. These sessions focus on individualised programs in addition to reading, fine motor, writing, independent work and fluency programs. Other elements of the program included developing skills for group work, language, gross motor and social skills with a particular focus on play skills.

The teachers created individualised Positive Behaviour Support Strategies overview for each of the students. This overview was 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. 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. Throughout the year several therapists came and observed their client in class.

Staff continually monitored antecedents, behaviours and consequences, in alignment with behavioural science best practice. In consultation with AEIIP staff, Mrs Mulder updated the behaviour tracking form to allow more of a focus on possible triggers and staff also updated how consequences were noted.

This information then enabled records to be accurately updated on the new Compass template for Behaviours of Concern. There was noted to be a correlation for the Kindy group between an increase in behaviours of concern when there was a relief or DOTT teacher. 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 along with working with therapists to provide for sensory needs as required.

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. Mrs Mulder continued to refine the assessment tools for baseline and follow up testing by creating a test kit with individual sounds and words ordered on keyrings that was less visually overwhelming than the test sheets. Test kits along with classroom resources were organised into draws, along with additional resources being made that could be reused in future years. Mrs Mulder made Interactive White Board resources for The Initial Code Units 1-7 with adaptations made to better facilitate engagement for students with Autism. During 2025 the free version of the Sounds Write Initial Code iPad application was trialed. As it was found to be a good revision tool and promoted student engagement it was deemed beneficial and the full version was subsequently purchased and used in Term 4. During the year, due to discrepancies in student abilities and willingness to participate, the Sounds Write program was presented in two separate groups. Evidence continues to support the effectiveness of the Sounds Write 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.

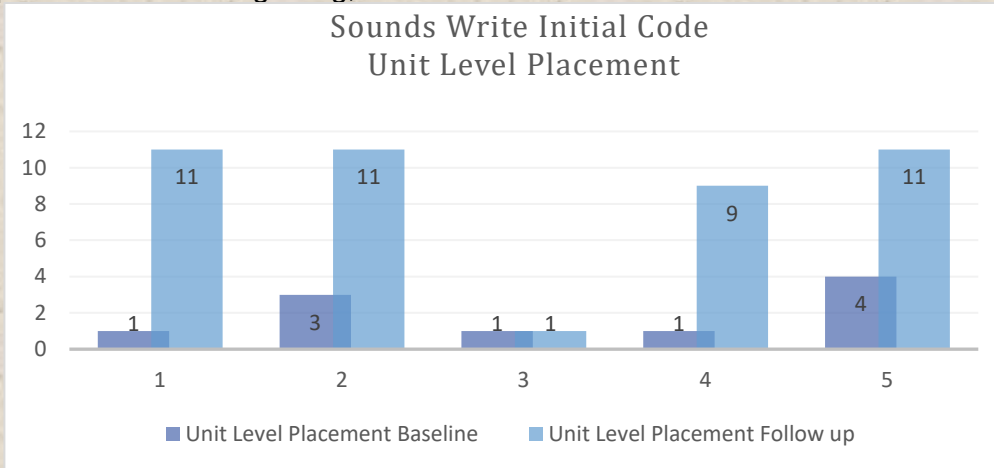


Figure A

- PP Child 3: Had work avoidant behaviours that impacted engagement in the Sounds Write program, particularly in the first half of the year.

All but one student progressed through Units beyond where they started the Sounds Write Initial Code during baseline, to a higher Unit ranging from Unit 9 to unit 11 by the end of the year. As demonstrated below in Figure B, all students progressed significantly in their ability to identify and say single sounds and diagraphs introduced in the units they focussed on. They were able to apply this ability with more than 80% accuracy to both real words in addition to “nonsense” words made of a variety of sounds (see Figure D), that was a significant improvement comparative to baseline testing. Figure C shows that reading accuracy improved for all students when reading words using known sounds. Figure E shows significant improvements in being able to blend sounds to read unfamiliar “nonsense” words for four out of five students indicating most students’ phonemic awareness and application had benefited from the Sounds Write program.



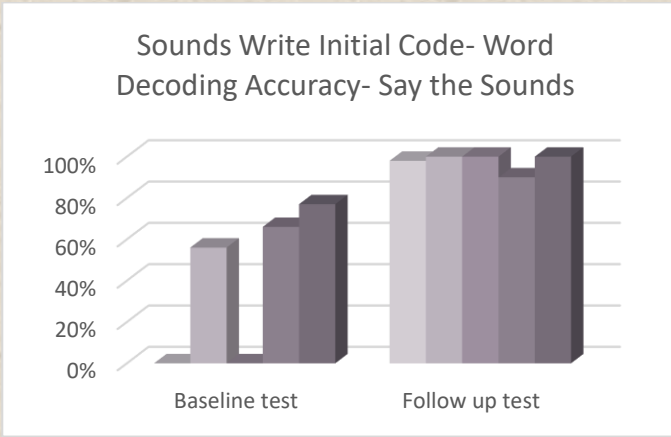


Figure B

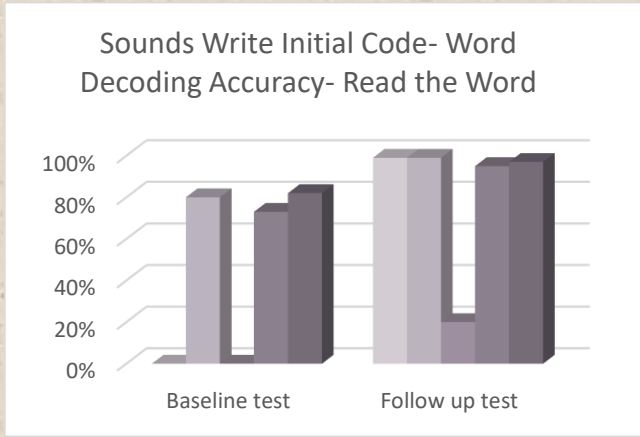


Figure C

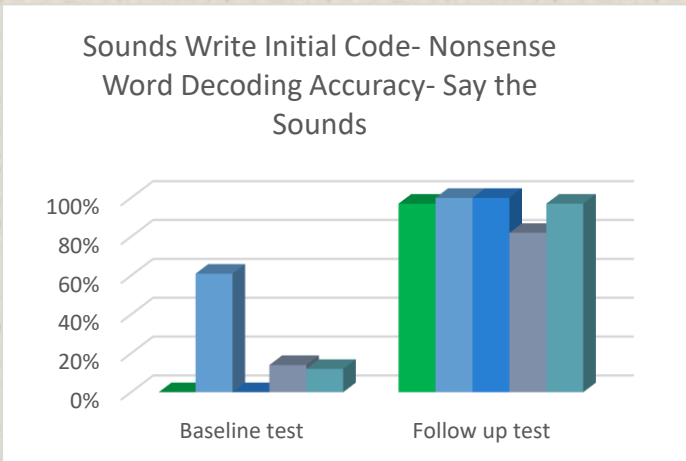


Figure D

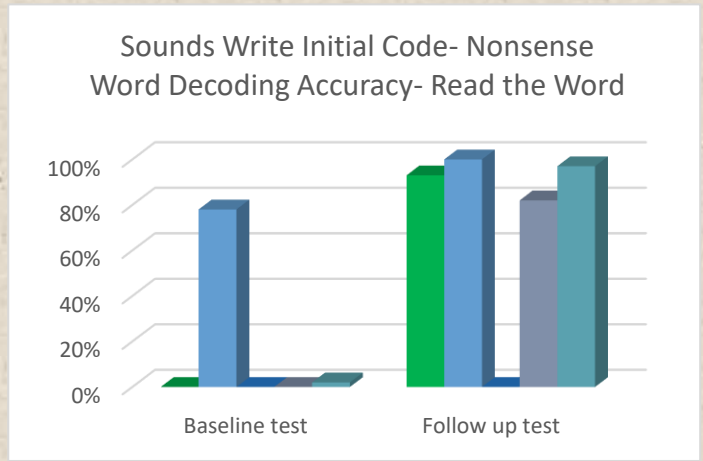
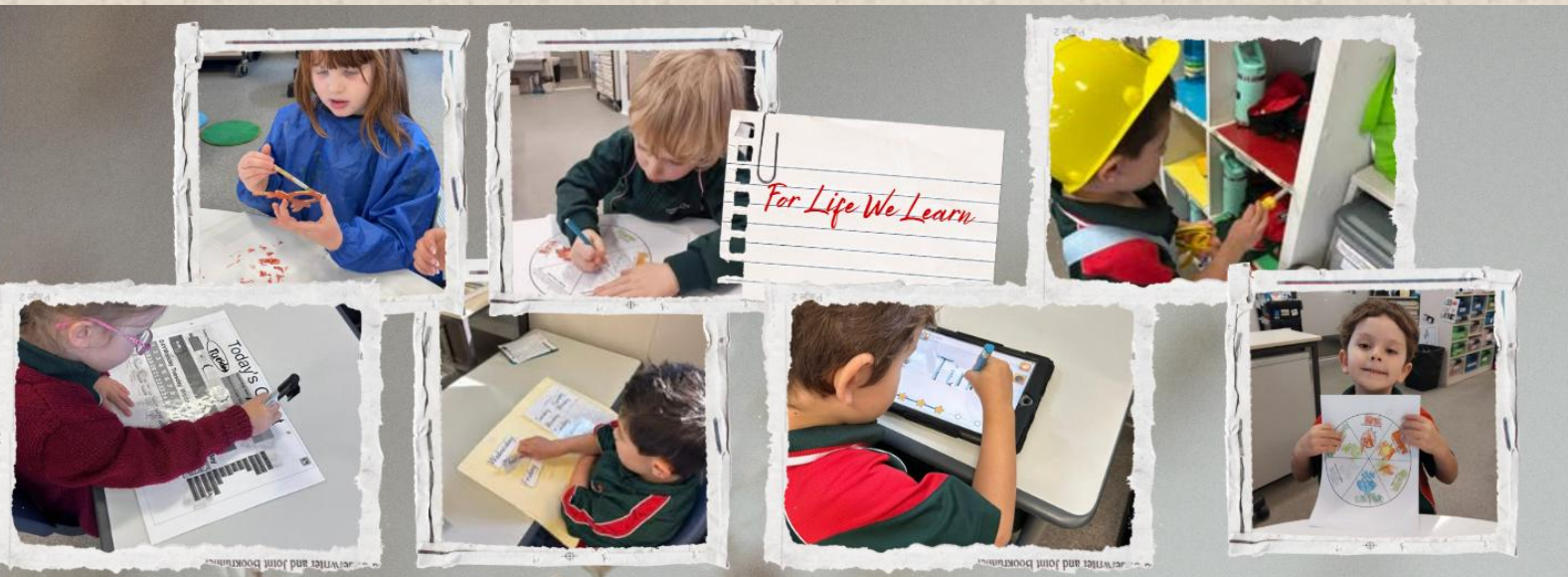


Figure E

Note: Nonsense word testing ceased when students made consecutive mistakes for saying the sounds or reading the words.

Individual Education Plans (IEP) are tailored to students according to baseline testing data. Students are charted on the AEIIP 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. IEPs 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 AEIIP program as indicated by IEP goal achievement.



K Overview of IEP Goal Achievement Sem 1, 2025

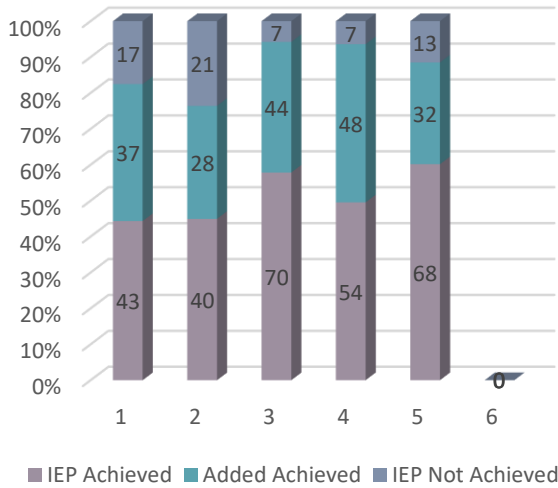


Figure 1

PP Overview of IEP Goal Achievement Sem 1, 2025

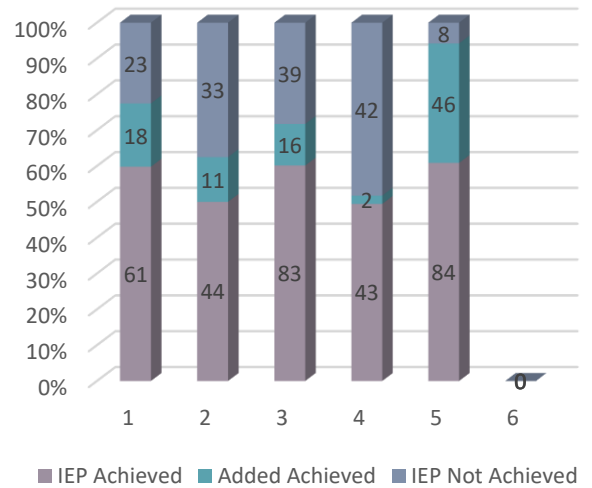


Figure 2

K Overview Of IEP Goal Achievement Sem 2, 2025

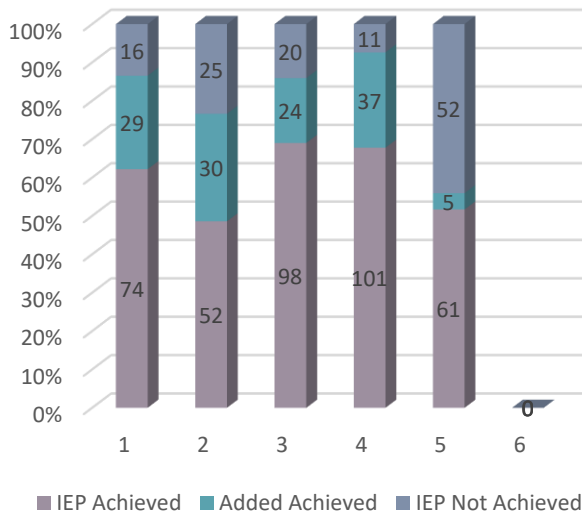


Figure 3

PP Overview of IEP Goal Achievement Sem 2, 2025

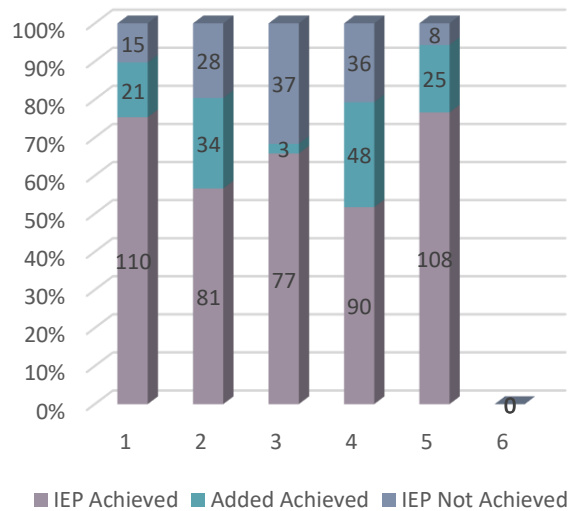


Figure 4

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

- K Child 5: developed some behaviours of concern that then then impacted their level of learning engagement in the AEIIP.
- PP Child 2: was absent overseas for 8 weeks in Semester 1.
- PP Child 3: had some work avoidant behaviours that gradually improved throughout the year, the child also left school early every Tuesday to attend swimming lessons.
- PP Child 4: developed some behaviours of concern in mainstream that then impacted their level of learning engagement in the AEIIP during Semester 1.

Average IEP Goal Achievement

Kindy Year	Semester 1			Semester 2		
	Total Goals Achieved	Students	Average	Total Goals Achieved	Students	Average
2021	417	5	83	507	7	72
2022	494	5	99	603	5	121
2023	503	6	83	680	6	113
2024	429	5	85	693	6	115
2025	465	5	93	508	5	102

The Kindy group demonstrated a high rate of achievement that increased as the year progressed.

PP Year	Semester 1			Semester 2		
	Total Goals Achieved	Students	Average	Total Goals Achieved	Students	Average
2021	407	6	67	463	6	77
2022	127	3	42	184	3	61
2023	393	5	78	424	5	84
2024	410	5	82	482	4	120
2025	408	5	82	597	5	119

The cohort of pre-primary students made excellent progress with a number of the students progressing at a fast pace across several areas. In the second semester this pace increased. At the completion of pre-primary moving to year 1, two of the PP students continued to full time mainstream schooling, which is the goal of the program. Two sort an ESC placement and one sort a SLP placement. Parents who with drew their child from the program cited insufficient accommodations and limited inclusion support at their child's local mainstream school as a key reason for their decision, as well as their child not yet being ready for full time mainstream education in year 1. We began the assessment of potential applicants to the program for 2025 during Term 3 of 2024. 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. There were sixteen children assessed as potential students interested in attending our program. Seven of the children assessed were offered positions for Kindergarten but only five positions filled for the start of 2025. Potential pre-primary children were also assessed (due to students leaving at the end of Kindy to attend an SLP) in the pre-primary class, three students were offered a position but only one student enrolled, leaving one position available in both Kindergarten and Pre-Primary for 2025. This year an ongoing priority of the program was to review our program to ensure that it aligns with current research and best practice. Further updates were made to the AEIIP planning document, individual education plans and reporting documents to reflect changes to English codes by School Curriculum Standards Authority in collaboration with Meadow Springs AEIIP. One of the previous recommendations actioned included regular staff completing the SSEND Autism Modules 1 and 2 as part of their professional learning. Staff also completed professional learning to help our team to be better equipped to operate with trauma informed practice in mind. With student wellbeing being a primary focus of both of these professional learning opportunities, Mrs Mulder made a sensory choice board that can be customised for individual students to help students with regulation. The pre-primary students also had the opportunity to talk about the Zones of Regulation and make a book with personalised photos to help them better understand their own emotions in each zone. A new standardised assessment tool called The Roadmap of Communicative Competence (ROCC) was trialled in the Kindy class. The ROCC was found to be informative to show student progress in their ability to communicate effectively using their unique voice. The ROCC tool will be included in future years as it is useful to guide what communication supports are required from year to year according to student needs in the AEIIP and it give a good indication of student progress that is not covered by other means.

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 the program and given resources to help to prepare their child to start school. Response from parents indicated that it was both informative and helpful and allowed for informed consent. For those parents unable to attend the meeting, teachers spent time in the Individual Education Plan meetings to cover the same information to ensure parents are fully aware of the way our program works.

The program co-ordinator gathered formal parent feedback using a survey during Term 4. The survey focussed on the guiding principles from the National Guidelines for supporting the learning, participation and wellbeing of children with autism and their families. Parents were asked to give a rating and given the opportunity to provide written feedback, and in some cases, further clarification was sought orally. As can be seen by comparing the results from 2024 in Figure 5 to those in 2025 in Figure 6, there was an increase in positive feedback with parents giving ratings for most categories as 'excellent' or 'good'.

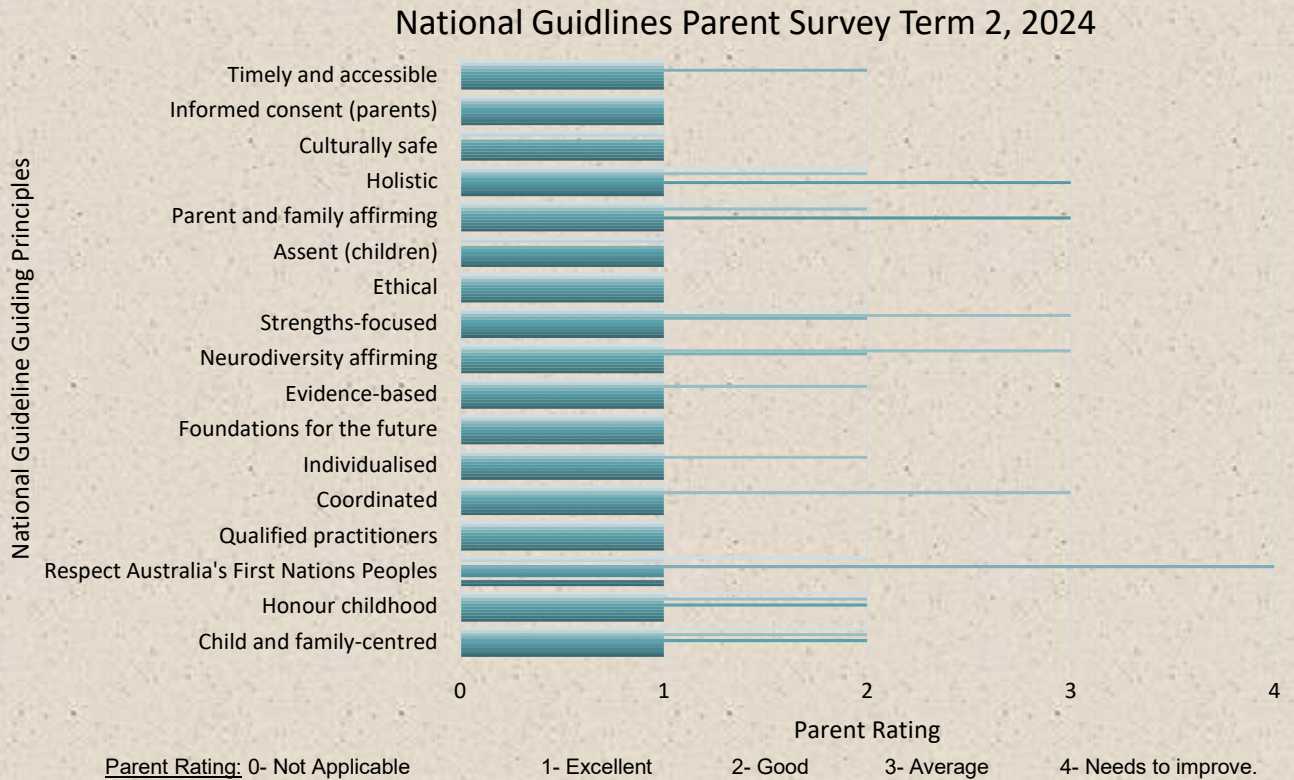


Figure 5

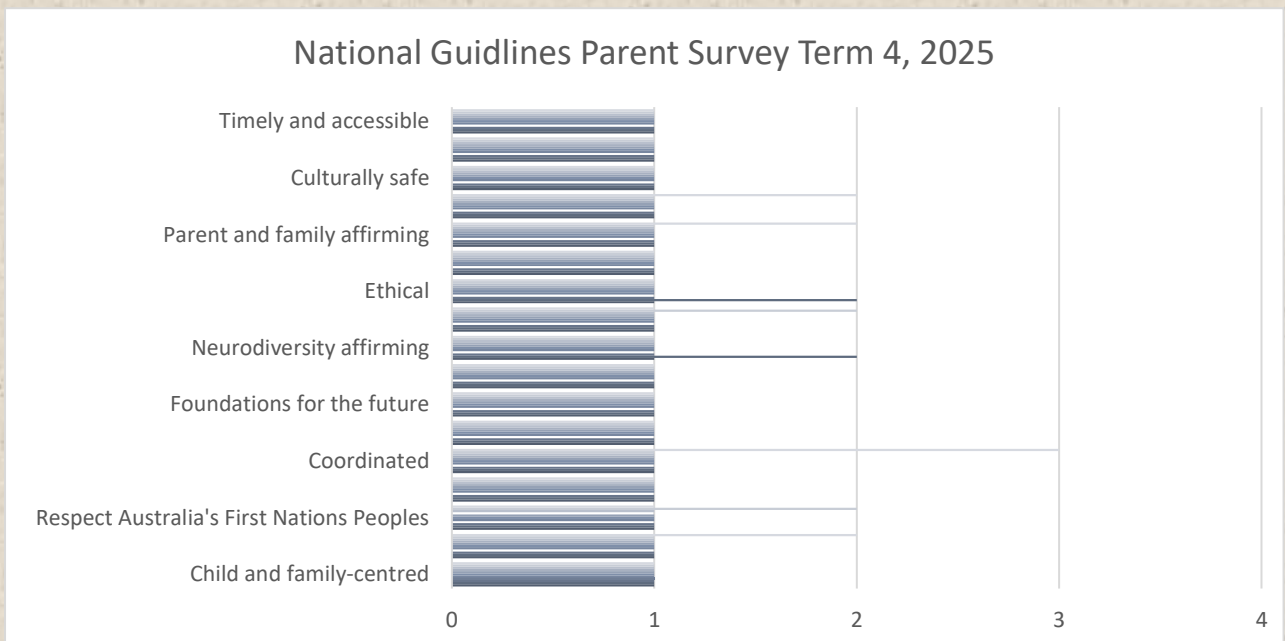


Figure 6

Based on the parent feedback from 2024 the following changes were actioned:

- the survey in 2025 was completed in Term 4 so that parents had the opportunities to be involved in the classroom through classroom visits.
- Showing respect for Australia’s First Nations Peoples was made more of a priority within the program such as displaying a written acknowledgment of country and including it on emails, incorporating more First Nations resources within the class such as reward stamps, colouring in, puzzles and books. Sharing more information with parents through Facebook and doing classroom displays to showcase NAIDOC and Reconciliation focused activities. Interactive White Board activities were also updated to include a simple action-based acknowledgment of country that students could participate in and additional First Nations songs and information about their seasons cycle were included.
- Teachers used a more proactive approach to collaborate with therapists by communicating with parents regarding therapy goals, seeking therapist reports and welcoming classroom observations that would support therapists in identifying goals to support school readiness skills.
- Mrs Mulder made a strength-based and neuro-affirming language communication board that was trialled at the end of Term 4 with the Kindy students. In 2026 the plan is to send a copy of students’ strengths home to parents, a minimum of once per term.
- Mrs Mulder created a neuro-affirming sensory choice board that can be individualised to student’s preferences and needs. These can then be used to share with both parents and mainstream settings to support them in helping students develop self-regulation practices to improve wellbeing. (To be implemented in 2026.)
- Parent involvement for transitioning PP students to their new school was sort by getting parents to complete a single page student profile that was provided to the students mainstream.

One parent in the 2025 survey gave an “average” rating under the coordinated category regarding the continuity of program delivery being impacted by having to remove her child for therapy, as the family could not get a therapy time outside of school hours. She also indicated poor communication between the mainstream schools to the AEIIP led to this rating. As a plan to address this concern in future, changes will be made to the parent information letter to more clearly communicate options about therapy, that will be considered on a case-by-case basis. Further ideas to improve for 2026 based on survey feedback would be to notify parents regarding the AEIIP endeavours to collaborate with mainstream school and include parents in email communications where appropriate.

The teachers completed the Autism Treatment Evaluation Checklist (ATEC) form for each student in Term 1 and then again in Term 4. 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 2025	Kindergarten										Pre Primary									
Student	1		2		3		4		5		6		7		8		9		10	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Speech/Language/Communication	24	12	23	13	7	6	21	10	17	11	7	2	8	7	13	5	18	14	6	0
Sociability	19	13	27	22	14	5	11	2	17	15	8	3	17	11	22	7	19	16	3	1
Sensory/Cognitive Awareness	24	13	32	19	13	3	14	6	17	11	17	4	20	7	17	8	26	21	13	6
Health/Physical/Behaviour	19	10	28	18	15	13	25	9	23	23	16	13	42	43	31	43	14	14	16	8
Total Score	86	48	110	72	49	27	71	27	74	60	48	22	87	68	83	63	77	65	38	15

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.)

OFFICIAL

	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 ranged from moderate to severe in the presentation of Autism. The comparative results for the end of the year indicate that the Kindergarten students improved across most of the areas except for Student 5 who remained the same in the Health/Physical/Behaviour area. Of the Pre-Primary students, two improved across every area, while three students showed better scores in three out of the four areas. Upon completion of the program, Student 10 had progressed to having a '0' score in the Speech/Language/Communication domain, which is noteworthy.

When comparing total scores, all students in the program showed improvement. Four students progressed from 'severe' in presentation to 'moderate', while two students progressed from 'moderate' to present as 'mild' in their presentation of Autism characteristics. These scores clearly indicate the effectiveness of the program regardless of the initial severity of Autism.

The Highlights for 2025 include:

Kindy Highlights:

- All student increased independence in routine tasks such as toileting and packing bags and individualised workstations.
- School nurse visit success with introduction of social story and role play preparation.
- Improved individualised play skills.
- Reconciliation Week activities.
- Student engagement in doing actions and singing during mat songs.
- Gains made in personal hygiene and using manners during eating in preparation for joining with mainstream for eating.
- Students beginning to interact with mainstream peers during outside play.
- Increase speed of response for routine group instructions.
- Parent classroom visits.
- Development of communication for low/non-verbal students.
- ROCC assessment showed progress of all students across most areas.

Pre Primary Highlights:

- Ability grouping and increase in group engagement for Sounds Write program with improvements in saying the sounds and reading the words accuracy for most students. Additional resources made and implemented.
- Low verbal student verbalising more and using a talker less as a result.

- Peer communication in class and with mainstream peers in the playground including responding to and/or initiating play orally.
- Sight word recognition of some students.
- Improved adaptability to change.
- Positive student response to new interactive white board group reward system implementation.

General Highlights:

- Guests from Singapore came to observe in the AEIIP by request. Their feedback indicated that our AEIIP had a strong team and excellent systems in place. They expressed gratitude for the sharing of resources and insights.
- Established ability to back up important individualised adaptations specific to the AEIIP on classroom iPads to One Drive.

REFLECTIONS for the future:

- *Additional staff to be trained in Sounds Write in 2026 (budget request).*
- *Staff iPads for communication modelling with appropriate applications in 2026 (budget request).*
- *More First Nations resources, with a focus on literacy items, in 2026 (budget request).*
- *New AEIIP signage in 2026 (budget request).*
- *Make Sounds Write IWB resources in 2026 for Initial Code Units 8-11 with adaptations to facilitate engagement for students with Autism.*
- *Update to curriculum codes for other learning areas required in 2026.*
- *Implement sensory choice board and strength-based/neuro-affirming language communication supports within the AEIIP.*
- *AEIIP Co-ordinator to attend professional learning by SSEND to be informed about current best practice for behavioural supports.*
- *PP teacher to be trained in the use of the ROCC tool. Investigate options to generate individual ROCC comparative graphs to provide to parents and mainstream settings, in addition to comparative class graphs for information summaries to include in future annual reports.*
- *Changes made to parent newsletter re therapy information.*
- *Keeping PP parent apprised on communication initiatives by AEIIP endeavouring to collaborate with mainstream schools.*
- *Consider making a video for parents to refer to ensure consistency with homework tasks between home and school.*
- *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.*

Financial Summary 2025



Department of
Education

2025 Operational

Canning Vale Education Support Centre (6089)

2025 Minimum Expenditure Requirement

Issued on 28 January 2026

Region: South Metropolitan Region
Aria: 0
Distance to Perth (km): 14.53

2025 Budget = Student-centred Funding + School Transfers + Department Adjustments + Locally Raised Funds (excluding Reserve Transfers)

2025 Carry Forward = Salary Carry Forward + Cash at Bank (excluding Suspense, Tax and Deductible Gift Recipient funds)

2024 Budget = Student-centred Funding + School Transfers + Department Adjustments + Locally Raised Funds (excluding Reserve Transfers)

2025 Budget		
2025 Budget (SCFM and Locally Raised Funds)		
Current Budget	\$	3,345,960
Minimum Expenditure of 96%	\$	3,212,122
2025 Carry Forward (Salary and Cash at Bank)		
Carry Forward	\$	1,085,939
2024 Budget	\$	2,945,976
% of 2024 budget	%	37
Minimum Expenditure of 10%	\$	108,594
2025 Minimum Expenditure Requirement		
96% of Current Budget	\$	3,212,122
10% of Carry Forward	\$	108,594
Total 2025 Minimum Expenditure Requirement	\$	3,320,716
2025 Current Forecast Expenditure		
Salaries	\$	3,151,784
Appointed Staff	\$	2,655,824
New Appointments	\$	0
Casual Payments (General)	\$	93,779
Casual Payments – Leave Relief	\$	390,802
Other Salary Expenditure	\$	11,379
Goods and Services (Cash Expenditure)	\$	207,308
Total Expenditure 2025	\$	3,359,092
Information Used		
2025 Budget		Dec 2025
Verified Cash		Dec 2025

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