



Government of Western Australia  
Department of Education Services

# Mount Hawthorn Education Support Centre

2014

## Independent Review Findings



Independent Review of  
Independent Public Schools

## Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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## School and Review Details

<b>Principal:</b>	Dr Alison Harman
<b>Board Chair:</b>	Mr Michael Jenkin
<b>School Location:</b>	Killarney Street, Mount Hawthorn WA 6016
<b>School Classification:</b>	ES Class 3
<b>Number of Students:</b>	19 (Education Support Centre) 9 (Early Intervention Centre)
<b>Reviewers:</b>	Mrs Kerry Usher (Lead), Mrs Margaret Brede
<b>Review Dates:</b>	16, 23 and 24 June 2014

## Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.



## Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- the Department of Education School Performance Monitoring System
- Schools Online reports.

Department of Education Services reviewers met with the Principal and the Board Chair on day one to determine the school's conclusions from its self-review. Following the school's self-review presentation the schools in the cluster met with the reviewers for the cluster self-review discussion. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

## School Context

### ***What are the important features of this school's context that have an impact on student learning?***

Mount Hawthorn Education Support Centre is an independent public school for children with special needs. The vision for the school is to 'promote the abilities and independence of each student and develop the necessary skills and knowledge, educationally, physically and socially so that each student will be prepared for the opportunities, responsibilities and experiences of life'.

The school is located in the suburb of the same name in the Town of Vincent and is in close proximity to Perth. In recent years, the Mount Hawthorn area has undergone considerable change with younger, professional families taking up residence in renovated or new housing and taking advantage of transport links and proximity to the Perth central business district.

The school shares a campus with the Mount Hawthorn Primary School which has, as a result of demographic change, experienced a rapid growth in enrolments to capacity level. The two schools also share a Board and Parents and Citizens' Association (P&C). The P&C provides generous financial support to educational programs for the education support centre. The school receives special needs funding from the Department of Education and additional funding to operate an early intervention program.

The education support centre comprises two separate groups of students. In 2014, the one group consists of 19 students from Year 1–7 identified with a variety of intellectual disabilities and who may also have Autism Spectrum Disorder. Additionally, a specialist program, the Early Intervention Centre, delivers a Department of Education-approved program for Kindergarten and Pre-Primary high-functioning students with autism. The intervention program uses Applied Behaviour Analysis to enable identified students to transition to full-time mainstream classes in Year 1. The Early Intervention Centre has the capacity to enrol 12 students on a part-time basis and is staffed by specially trained teachers and education assistants.

Students attending the education support centre come from suburbs as far away as Mosman Park and Bayswater, predominantly outside the immediate local catchment area. Buses from the Public Transport Authority enable eligible students to access the school as their closest education support



facility. Parents also choose to transport their children to the school from areas within and outside the area serviced by buses.

Staff include six education support trained full-time and part-time teachers and 21 mostly part-time education assistants. The part-time nature of staff allows for considerable flexibility in managing diversity in student needs and catering for leave provisions. In addition, speech and music therapists and a dance specialist provide support to the school's educational program.

The education support centre staff have developed partnerships that support the engagement of students. Notable aspects include the arrangement for Year 9 students from Hale School to visit the school and pair with students in classroom activities such as art, cooking, making models and sport on a weekly basis. The education support centre has arrangements with TAFE trainees, The University of WA psychology students and the University of Notre Dame trainee teachers, to support class teachers and the learning program.

The joint School Board has been developed as an outcome of the Mount Hawthorn Primary School and the Mount Hawthorn Education Support Centre becoming independent public schools. Previously, two separate school councils provided parent representation in governance. The joint Board maintains oversight of the two schools' planning (each school having its own Business Plan), the separate budgets and financial requirements and student performance. The Board includes the principals of both schools and a designated position for an education support parent representative. In addition, a board sub-committee consisting of education support centre parents, staff, registrar and principal provides advice and community input on more operational matters relating to curricular activity, staffing, planning targets and meeting school objectives.

Mount Hawthorn Education Support Centre provides educational opportunities to support special needs students to meet their potential and develop the skills of independence in preparation to take their place in society.

## The School's Self-Review Process

### ***How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?***

Mount Hawthorn Education Support Centre staff are involved in a thorough analysis of student achievement viewed through an individual profile of student progress. Comprehensive self-review processes, documented procedures and timelines that outline a cyclical review process, ensure that students are able to achieve the school's vision for them on an individual basis. Key elements in the 2012–2014 review process are: the assessment and reporting cycle that focuses on student performance and reporting to parents of individual student progress; the online individual education plans (IEPs) that support analysis of progress in meeting objectives and in reporting; achievement of the Business Plan targets and milestones; the extent to which the school is meeting obligations in its Delivery and Performance Agreement, and the reporting of outcomes from the self-review process in the school's Annual Report.

The school uses a range of review processes and information gathering in assessing its performance. They include:

- review of targets, milestones and strategies in the Business Plan
- National Quality Standards review by staff
- staff and parent survey data
- progress on Workforce Plan objectives
- analysis of staff IT skills, teacher performance reviews and performance management for education assistants
- student assessment data and analysis of IEP objectives, P Scales, individual testing, baseline data, therapist assessments and feedback from support staff
- Individual curriculum progress monitoring and emotional regulation assessment.

Standards of student achievement and progress are regularly assessed through IEP monitoring. A rigorous process of reviewing the success of strategies to support achievement of targets is a regular feature of review meetings involving all staff with evidence-based decisions being made about school strengths and weaknesses and recommendations made for future action and planning.

The thorough process of self-review that contributes to the development of planning and strategies to improve learning and meet school objectives for its students is commended.



## School Performance—Student Learning

### ***How well has the school performed in improving learning (achievement, progress and engagement) for all students?***

The Business Plan 2012–2014 sets out the vision, objectives and values that are the basis for the delivery of an education suited to the Mount Hawthorn Education Support Centre's special needs students. All students are on IEPs and staff use a diverse range of appropriate strategies to support learning. The Applied Behaviour Analysis philosophy is used with students of all ages to enhance skills and knowledge. The outcomes sought for students are aligned with the Western Australian Curriculum. The business and operational plans for the school were developed with the input of all staff and the Board Sub-Committee.

The school has identified four focus areas to demonstrate its purpose to develop independence by students:

- literacy and numeracy for the community
- computer assisted learning and communication skills
- moving towards independence
- communication through music and movement

Each focus area has achievement targets, strategies and milestones. The review of the Business Plan noted that the individualised nature of assessing student progress and achievement of targets meant that students arrived at the target at different times depending on need. The school staff also recognised in the review that targets may need adjustments to ensure they were more specific and achievable for some students. It was also acknowledged that the milestones were useful as IEP objectives, enabling assessment to be made of each child's success in achieving them. As the IEPs are used for online reporting, all reports are analysed by staff in review meetings. Reviewers noted the comprehensive documented plans used in reporting to parents as an effective communication tool about student achievement as well as providing a data source. The analysis of the achievement of objectives provided valuable information to staff in determining whether objectives were set too high or low for a particular child as well as moderating judgements by staff.

The focus on meeting targets for improvement in individual student learning is clearly evident through documentation supporting achievement, observation in the classroom and through discussion with staff. The independent review process was able to verify the school's use of highly individualised planning and delivery in meeting the diverse needs of each child at the whole-school and classroom level. In reviewing and developing planning for improvement the school goes to considerable lengths to ensure it is providing the best possible opportunities for learning. The ongoing research and development by the Principal and staff to enhance teaching and learning is commended.

The 'literacy and numeracy for the community' focus area has five achievement targets relating to use of language (including non-verbal strategies), accessing reading and numeracy programs independently, writing a diary, following a daily timetable and simple shopping transactions. Strategies to develop student achievement included whole-school plans in literacy and numeracy, sharing of teacher expertise, use of assessment tools and teacher-developed assessment. Self-review indicated there was considerable diversity in achievement of targets, particularly between the achievement of higher functioning students in the Early Intervention Centre and those in the Year 1–7 classes. As a result of self-review, the school has now introduced subsets of objectives to cater for differences in the capabilities of students in Years 1–7 and the EIC.

Staff resolved that in future, targets need to be student-specific and the role of daily timetables needed further consideration. It was noted the literacy and numeracy planning also required greater differentiation between the two class groups and the Early Intervention Centre. This was verified through discussion with staff and the Principal.

The 'computer assisted learning and communication skills' focus area set five achievement targets for using tablets and computers: increasing fluency in using tablets for literacy and numeracy; appropriate choosing of websites by students; electronic whiteboards as a teaching and communications tool and using tablets for communication. Strategies included an ICT action plan, staff professional learning, networking with other schools and infrastructure upgrades. The self-review noted that all students were working towards the targets with varying degrees of success and often at different individual levels noting that not all targets may be achievable by some students. The self-review also determined student tablet and electronic whiteboard use was increasing to the extent all students were able to access the electronic whiteboard with some prompting. There were some students who were



reluctant to engage in using tablets and will require more time. Therapist interaction with these students aims to use tablets as communication devices. It was also noted staff confidence had increased and use of applications with students was enhanced by involvement in the *More Support for Students with Disability* project funding. Reviewers were able to observe in classrooms the extent to which targets for this focus area were being met or worked towards.

The 'moving towards independence' focus sets out targets for students to achieve individual and personal tasks and to improve their independence while at school and in the community. Strategies to deliver programs to meet targets include enhancing educational programs through: collaboration with the primary school; generating innovative education programs to meet local needs; a whole-school approach to 'prompting' strategies; using performance information to meet accountability requirements; staff development and increasing reverse integration activities. Staff and parents were able to confirm the importance and success of the independence strategies. Considerable effort has been undertaken in the emotional regulation assessment strategies and processes embedded in classroom practice and staff have been trained in supporting its implementation. Self-review of the targets indicated all were achievable by students given time, with 'prompting' an important strategy for success. The increase in the integration opportunities in mainstream classes in the primary school and incursions/excursions are considered to have been successful in adding value to strategies aimed at developing greater independence in students.

The 'Communication through music and movement' focus area has three targets: to engage students in the use of musical instruments; to perform simple dance routines, and perform dance and music items at the end-of-year concert. The increased flexibility as an IPS has supported student communication needs through the appointment of a speech therapist, music teacher, dance teacher and music therapist. Strategies to engage students included staff delivering timetabled music and movement programs, the use of the music therapist skilled at working with special needs students, the planning of two concerts per year and professional learning for staff. The reviewers observed examples of the music program during the school visit with drumming and processes for social learning through sharing being developed by staff. Additionally, IEPs viewed reflected the achievement of objectives in music and movement. The school self-review considered the targets were being achieved and would continue the programs with students



enjoying the activities with a corresponding improvement in skills and participation, particularly in the concerts attended by parents and friends.

Self-review analysis by staff considered the diverse range of assessments carried out for each individual in determining progress. The school has indicated consideration needed to be given to pre and post-testing in areas identified for improvement. The school believes this would provide better support for the analysis of progress and achievement as the degree to which students arrive at a target varies according to ability. A key review strategy for the school is an outcome of the online IEPs and reporting system which enables analysis of the proportion of objectives achieved by students. The discussion of differences in achievement allows comparisons between teachers, students, learning areas and classes. This practice supports change in teaching to better target the abilities of individual students and is affirmed by the independent review process. It has also ensured that teachers have become more skilled in setting SMART objectives at a level that meets the individual's need.

## School Performance—Quality of the Learning Environment

***How well has the school performed in creating an environment that promotes learning and wellbeing for all students and the attainment of the school vision?***

The school vision and values of *Inclusivity, Independence, Flexibility, Individuality and Mindfulness* feature prominently at the forefront in all levels of their documentation. They are clearly articulated in conversations with school leaders, teachers, assistants and parents. There is an evident united aim to promote the development of independence in the students through a mindful approach to teaching and learning where emotional regulation is a priority as a precursor to curriculum engagement.

The reviewers met with the majority of teachers and education assistants who all expressed an enthusiasm for their work at the school. Indeed, in the school's documentation the term 'staff' refers to the teacher and education assistant team. They felt empowered to approach their work creatively and supported to trial experimental, evidence-based initiatives that could then be evaluated to ensure they were providing the best experience possible in meeting the disparate needs of their students. Both teachers and assistants felt encouraged to take leadership roles in their areas of interest and expertise.

The way in which staff trial, evaluate, adjust and adapt a wide range of programs addressing the school's literacy and numeracy targets to achieve the most effective application for the education support centre students is commended. These programs include Applied Behavioural Analysis SPECTRA, Makaton, Compic, the Ziggurat Model, Team Teach and Barry Prizant's research that supports the school's priority belief in the primary need for emotional regulation. Teachers and assistants are confident they have ample access to any relevant professional learning they identify and they are supported in this identification during their annual performance management process.

A deliberate policy to rotate education assistants between classrooms ensures students do not become dependent on one particular assistant, provides greater breadth of relationships and increases knowledge of the students to the shared staff.



Students are carefully supervised with close attention to maintaining high staff/student ratios and the reviewers saw ample evidence of firm but kind, respectful management of students by all members of the staff team. The physical facilities have evolved over time and provide a warm, safe environment where children move happily, displaying a sense of security and confidence. The learning environment is configured to provide a variety of areas that effectively accommodate the various learning experiences and the wide range of student needs.

The learning experiences of the students are greatly enriched by the specialist programs offered in music and dance. More recently, the engagement of a music therapist and a speech therapist has received very positive feedback from staff and parents. Education assistants and teachers appreciate the opportunity to work with the speech therapist which enables them to maintain the strategies throughout the week. Speech and music therapy objectives are now incorporated in IEPs and parents provided with suggestions to maintain strategies at home. Morning teas are held for parents to socialise, share experiences, support each other and receive information in areas relevant to supporting their children's learning at home. The therapists and specialists work with the teaching staff to achieve the communication goals through speech, music and dance. The way in which the school engages with specialists and therapists, to maximise their specialised skills for the increased benefit of students is commended.

Parents are encouraged to be involved in their child's education and the school facilitates their participation when their varied circumstances allow. Several parents reported to the reviewers that the school and the Principal had supported their family in ways that went well beyond their professional obligations to make significant and permanent differences to their lives and, as a consequence, to their children's education. The school's determination to address the complex needs of their students through involving and supporting their families is commended.

The school communicates with parents on a daily basis through the student communication diaries which will be given even greater importance with the developments planned for 2015. Email, face-to-face communication, telephone reports and end-of-semester written reports addressing IEP objectives provide a suite of tools supporting effective, individualised communication. The school website provides an alternative means of communicating to parents and the community. It is current and comprehensive with an increasing range of information. Efforts have also



been made to ensure the prominence of the school's site on the web and to use a structure designed to be accessible to parents.

Surveys of staff and parents are conducted regularly and as required. Results are collated, analysed, programs initiated and changes enacted, maintained or withdrawn in the light of evidence and relevant feedback. For instance, a survey is planned to gain feedback on the effectiveness of the speech therapy initiative.

The learning environment expands beyond the school. Collaboration with Mount Hawthorn Primary School staff and students provides opportunities for participation in events such as the ANZAC Day Service and the Christmas Concert which the children enjoy and parents appreciate. Through numerous arrangements such as shared play times, buddy programs, appropriate integration in mainstream classes and participation in *Edu-Dance*, relationships are nurtured between mainstream students and the education support students that are mutually beneficial to all involved. The school's positive, constructive relationship with Mount Hawthorn Primary School, which is a major factor in achieving the vision for their students' independence and social skill development, is commended.

Opportunities are also taken for older students to generalise their skills learned in school and further develop their independence in the community through activities such as bike riding, horse riding, shopping and transport training. Parents expressed appreciation for these activities and described how much their children enjoyed the experiences.

Parents and staff report the excited anticipation and enjoyment each week of the visit from a group of boys from Hale School who spend the afternoon doing activities with the students in the centre. This program has been running for several years and is reported as a highlight for the students and highly regarded and sought after activity by the Hale School students.

The Early Intervention Centre is one of only ten in the metropolitan area. The children are carefully selected, high-functioning students with autism spectrum disorder who aim to access mainstream schooling from Year 1, so have different needs to be met. Teachers and assistants focus significantly on emotional regulation, Applied Behavioural Analysis and integration with mainstream students. This integration occurs informally through shared recess and lunch playtimes and more formally through Early Intervention Centre students joining the Mount Hawthorn Pre-Primary classes, when

appropriate, including *Edu-Dance* and the buddy system whereby mainstream children join the Early Intervention Centre dance program.

Staff in the education support centre enact the belief they have a professional responsibility to share their knowledge about best practice education strategies for students with special needs with colleagues; teaching students with similar needs in the mainstream at Mount Hawthorn Primary School.

The reviewers were impressed by the warm, positive and purposeful tone in the school where staff and students were happy, parents were welcomed and all parties were valued and respected.



## School Performance—Sustainability

### ***How well placed is the school to sustain and improve its performance into the next planning cycle?***

Discussions with staff confirm the staff team, including teachers and education assistants, create a culture where collaboration and ongoing communication establish an effective cycle of continual improvement. Documentation clearly shows the use of scientific method in assessing, evaluating, changing and re-evaluating teaching and learning programs.

Individual education plans are developed for every student with input from teachers, education assistants, parents and therapists, adjusted frequently and targets formally reviewed every semester. A measure of whole-school achievement of targets facilitates a review of the appropriateness of the targets set, of student progress across the school and the effectiveness of the programs in place. This embedded culture of self-review demonstrates fine-grained analysis through effective mapping and monitoring of student progress and achievement of IEP targets which, of necessity, can be extremely small in this environment.

Membership of the Board Sub-Committee comprises parents, teachers, education assistants and school leadership. Through discussions with representatives, the reviewers confirmed the active role they play in reviewing expenditure and finances and the implementation and evaluation of education programs within the school. There is a place available for a parent from the Mount Hawthorn Education Support Centre on the combined Mount Hawthorn Primary Schools' Board but their current circumstances prevents any of the sub-committee parents participating on the Schools' Board so their deliberations are reported by the Principal. As a measure of the community support for the education support centre, the sub-committee expressed their appreciation for the way in which the joint P&C Committee membership provided financial support to both the education support centre and the primary school. The Board clearly expresses its support for both schools and its valuing of the mutual benefits of the current locations and staff, student and parent relationships.

Leadership is openly nurtured by the Principal in such a way that staff express a feeling of empowerment and professional invigoration. Leadership is encouraged and fostered in all members of the staff team, comprising both teachers and education assistants, who participate regularly in available



professional learning and feel supported to implement and evaluate evidence-based initiatives. One such initiative is their participation in a *More Support for Students with Disabilities* (MSSD) project which entails a teacher and an education assistant preparing and presenting their research to a group of staff from other education support centres. Staff involved expressed an enthusiasm for the challenges, professional growth and resultant satisfaction for this ongoing project. The culture of continual professional learning and enthusiasm for analysis of current practice within the school and wider education community which is modelled by the Principal and emulated by the staff in such a way as to ensure ongoing best practice, is commended.

There has been considerable consideration given to the targets of the next Business Plan. Staff have collaboratively identified a number of key targets for the Business Plan 2015–2017 such as the need for separate targets for the Early Intervention Centre and the Education Support Centre Years 1 to 7, the need for these targets to be specific, measurable, attainable, realistic and timed (SMART) and to continue the current focus on independence, literacy and numeracy. Staff have a clear expectation collaborative practices currently in place and used to develop the original plan will form the process for the next iteration and ensure communal ownership.

The school's Workforce Plan takes into consideration the variable nature of student needs and numbers. While teacher numbers are likely to be constant, the education assistant requirements can vary. With the large number of part-time assistants there is an understanding that specific loads can vary from one year to the next and throughout the year and assistants are prepared to negotiate to accommodate these changes wherever possible.

Given the collaborative practices in the education support centre, the positive leadership engendering invigoration within the staff team and the positive support of the parent body and the Mount Hawthorn Primary Schools' Board, the school is in a strong position to continue to address the challenging learning and social needs of their students.

From the school staff's claims, and the evidence provided, the reviewers are assured of their ability to maintain achievements and provide for future improvement through target setting, workforce planning and resourcing.

## School and Cluster Performance

### ***Has the cluster met its intended purpose and supported improved student learning?***

The cluster arrangement between the primary school and the education support centre is based on the theme of 'One School'. The two schools and two principals have achieved a seamless approach to manage an integrated environment based on the strong leadership of the principals and the Chair of the joint School Board. The reviewers were impressed with the intention of the cluster to move into the future with a committed Board and a focus on improvement planning and sustainability.

Traditionally, the two schools have collaborated to develop appropriate teaching and learning programs for students and in enhancing the professional learning program for staff. Principals from both schools indicate that every year there is an increase in the integration between the two schools.

Discussions with staff and parents indicate one of the key benefits of the cluster is that it gives parents the opportunity to make an informed choice of school for their child. There is the flexibility to give students the opportunity to attend either school on a casual basis for a period of time to help determine the most appropriate learning environment for a particular student. Students can move between schools with minimal transition issues.

The two schools' business plans currently do not refer to any planned outcomes for the cluster. As an area for improvement it is recommended the next Business Plan for each school includes the purpose of the cluster and how it plans to provide mutual benefits and positive educational outcomes to the staff and students of both schools.



## Conclusion

Mount Hawthorn Education Support Centre provides educational opportunities to support special needs students in meeting their potential and develop the skills of independence in preparation to take their place in society.

Comprehensive self-review processes, documented procedures and timelines that outline a cyclical review process ensure students are able to achieve the school's vision for them as individuals.

The independent review process was able to verify the school's use of highly individualised planning and delivery in meeting the diverse needs of each child at the whole-school and classroom level. In reviewing and developing its planning for improvement, the school goes to considerable lengths to ensure that it is providing the best possible opportunities for learning.

The reviewers were impressed by the warm, positive and purposeful tone in the school where staff and students were happy to be there, parents were welcomed and all parties were valued and respected.

From the school's claims and the evidence provided, the reviewers are assured of the school's ability to maintain achievements and provide for future improvement through target setting, workforce planning and resourcing.

## Commendations

The reviewers commend the school for excellence in the following areas:

- the school's thorough processes of self-review that contribute to the development of planning and strategies to improve learning and meet school objectives for its students
- the ongoing research and development by the Principal and staff to enhance teaching and learning
- the way in which staff trial, evaluate, adjust and adapt a wide range of programs addressing the school's literacy and numeracy targets to achieve the most effective application for the education support centre students
- the way in which the school engages with specialists and therapists, to maximise their specialised skills for the increased benefit of students.

- the school's determination to address the complex needs of their students through involving and supporting their families
- the positive, constructive relationship with Mount Hawthorn Primary School which is a major factor in achieving the vision for their students' independence and social skill development
- the culture of continual professional learning and enthusiasm for analysis of current practice within the school and wider education community which is modelled by the Principal and emulated by the staff in such a way as to ensure on-going best practice.

## **Areas for Improvement**

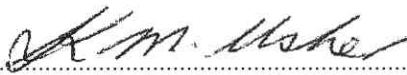
The reviewers identify the following area for improvement:

- the next Business Plan to include the purpose of the cluster and how it plans to provide mutual benefits and positive educational outcomes to the staff and students of both schools.



## Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Mount Hawthorn Education Support Centre as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mrs Kerry Usher, Lead Reviewer

16 July 2014

Date



Mrs Margaret Brede, Reviewer

16-7-2014

Date



Mr Richard Strickland, CEO, Department of Education Services

23/7/14

Date