

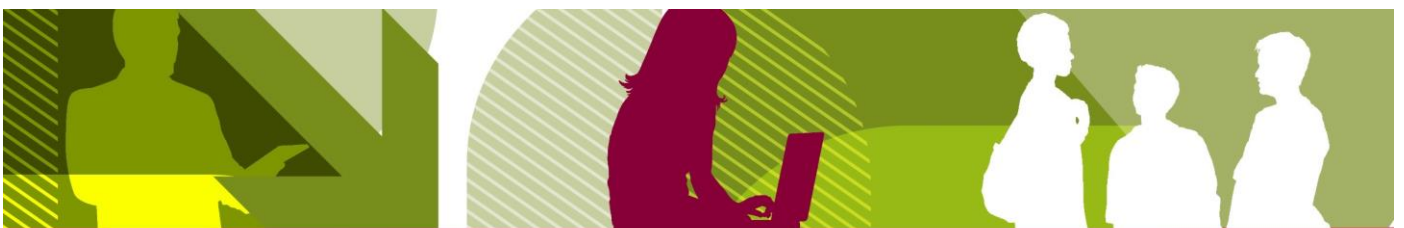


Government of Western Australia
Department of Education

Mount Hawthorn Education Support Centre

2017

Review Findings



Independent Public School Review

Disclaimer

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School and Review Details

Principal:	Dr Alison Harman
Board Chair:	Mr Michael Jenkin
School Address:	Killarney Street, Mt Hawthorn WA 6016
Number of Students:	27
Reviewers:	Ms Margaret Banks (Lead) Ms Maureen Lorimer Ms Denise Hilsz
Review Dates:	15 and 16 November 2017
Initial Review Year	2014

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*[®] website
- School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Mount Hawthorn Education Support Centre is an IPS that is co-located with Mount Hawthorn Primary School in a cluster arrangement. The centre is centrally located on the campus and encompasses an administration area, central kitchen, three classrooms, a conference room and an outdoor sensory area. In addition, the Autism Early Intervention Centre (AEIC) is housed in a demountable classroom located close by in the early childhood area of the primary school. The education support centre currently caters for 32 students from Kindergarten to Year 6 who come from various surrounding suburbs. The Public Transport Authority provides two buses for students not within the school's local-intake area.

The students in the main centre have a recognised intellectual disability diagnosis, with 80% of students having a comorbid autism spectrum disorder diagnosis, 50% with an intellectual disability and 10% having a Down syndrome diagnosis. The AEIC caters for five Kindergarten students (Wednesday to Friday) and five Pre-primary students (Monday and Tuesday), all high functioning. The Pre-primary students are all enrolled with their local public primary school, which they attend for the other three days each week. These students will transition full-time into a mainstream classroom in Year 1. Student numbers in the main centre can vary, impacting on both teaching and support staff employment, which is managed by the principal and manager corporate services at point of need.

The centre collaborates with the co-located mainstream school and integrates for uniforms, student play, sports days, assemblies and the use of some common facilities. There are also integration opportunities for centre students in mainstream classes. The two schools share a common board and Parents and Citizens' Association (P&C). There is a board subcommittee for the centre consisting of the principal, three staff members and five parents. The subcommittee plays a greater role in the day-to-day issues of the centre and reports back to the board via their board representative. Apart from the principal and the manager corporate services the staff includes six teachers (4.8 full-time equivalent [FTE]) and 22 education assistants (14.2 FTE). The centre has access to a speech therapist (one day per week), a music therapist (half day per week for one semester) and a dance specialist (half day per week for one semester). The centre is well supported by the strong relationship with the primary school, the parent subcommittee and the school board.

Findings

- The Business Plan 2015–17 outlines the focus for an improvement agenda based on a detailed analysis of school-based data. The centre’s targets, focus (priority) areas, context, purpose, vision, values and behaviours are documented in the business plan and reflected in the centre’s practices.
- The business plan includes 17 whole-school achievement targets, five Years 1–6 targets and nine AEIC targets, together with milestones and strategies which are aligned to the centre’s four major priorities and respond to the specific context of the centre.
- Identified targets for teaching and learning are not used for measuring student achievement across the centre although the principal acknowledges that they are aimed at all students.
- The centre’s vision to “provide a safe, caring and stimulating environment where each student is supported and challenged to achieve their potential” is embedded in its day-to-day practices, explicit teaching, evidence-based programs and integrated life skills programs.
- Shared values, beliefs and behaviours are outlined in the business plan and provide the foundation for teaching and learning. The centre’s aim is for all students to move towards independence and develop the ability to go through their daily routines with minimal help. Teachers believe that all students can learn and this was demonstrated when they discussed the principles of applied behaviour analysis (ABA) which is central to the centre’s method of operation across the school.
- The business plan is supported by whole-centre approaches to language development, numeracy and communication, together with explicit teaching and a targeted approach to monitoring student progress. Combined with supportive school leadership, an embedded approach to building staff capacity, a collaborative culture and an enthusiastic and dedicated staff, these approaches underpin the centre’s successful outcomes.
- Collaboration between the principal, teachers and education assistants (EAs) has supported the implementation of the focus areas of the business plan. The staff who were interviewed were aware of the business plan and their collaborative planning processes responded to the identified achievement targets, strategies and milestones.

- The 2014 IPS Review report detailed 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.” The business plan identifies common goals of the cluster; however, the purpose and the expected educational benefits of the cluster still requires greater clarity in the plan and formalised procedures to ensure sustainability.
- The business plan has been endorsed by the school board and is publicly available on the centre’s website.

Area of strength

- Key focus areas are fundamental to school activities and were developed through a self-review process, which continues to inform the next iteration of the business plan.

Areas for improvement

- Use the whole-school targets in the business plan to measure student progress and achievement.
- Develop specific, measurable, achievable, relevant and time limited targets in collaboration with Mount Hawthorn Primary School to effectively guide and support the cluster arrangement.
- Embed business plan targets in the operational plans for each focus area and link explicitly to students’ individual education plans (IEPs).

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- All students have an IEP and the outcomes for students are aligned to the Western Australian Curriculum and Assessment Outline through the learning areas of English, health and physical education, humanities and social science, mathematics, science, technologies and the arts. IEPs are developed in collaboration with parents.
- The Reporting to Parents – Special Education Needs planning tool is aligned with the IEP review process allowing for monitoring of achievement of individual student goals. A four-point achievement scale of “achieved”, “consolidating”, “developing”, and “not attempted” is used for students’ individual objectives, together with the level of support required to complete the task – “no help”, “spoken help”, “gestural help” and “physical help”.
- The centre has previously used ‘P scales’ testing to inform teaching and learning. In 2017 the centre commenced using the Abilities Based Learning Education, Western Australia (ABLE WA) assessment tool and confirmed that it will be used to monitor student progress more effectively and provide strategies to enhance the teaching program.
- Baseline testing is undertaken with AEIC students to inform future planning. The centre is considering developing a similar test suitable for higher needs students in 2018.
- The business plan contains four focus areas with achievement targets, strategies and milestones:
 - literacy and oral language and numeracy
 - computer assisted learning and communication skills
 - moving towards independence
 - communication through music and movement.
- Reviewers noted that the school has not collected specific data on the achievement of the business plan targets due to the individualised progress of students achieving their IEP objectives.

- The principal does provide comprehensive data of Semester 1 report objectives (by learning area and class group) to enable staff to critically assess the objectives achieved by each student and inform future planning.
- The whole-school “literacy and oral language and numeracy” focus area has four achievement targets relating to use of language (both spoken and non-verbal), selecting and using technologies to engage with literacy and numeracy and increasing student independence. To provide greater differentiation between class groups and the AEIC, two additional achievement targets have been identified for Years 1–6 and five achievement targets for the AEIC.
- To achieve the whole-school objectives there is an emphasis on life skills, while the AEIC targets emotional regulation and literacy in readiness for students transitioning to mainstream schooling.
- The whole-school “computer assisted learning and communication skills” focus area has four achievement targets relating to independent use of tablets and computers, increased fluency in using technology for literacy and numeracy, appropriate choice of websites by students and using interactive whiteboards for simple games and programs. One additional achievement target has been identified for Years 1–6 and also the AEIC.
- Students use a range of electronic devices to assist their literacy and communication skills. The centre reports that all students, with prompting, are able to use the interactive whiteboards for numeracy and literacy games and programs. Students may require additional help in reaching some targets such as assistance in accessing a website that is known to them, while for others it may be broadening their choices.
- The whole-school “moving towards independence” focus area has seven achievement targets relating to students achieving individual and personal tasks, improved emotional regulation, functioning independently and coping with change. An additional achievement target for Years 1–6 relates to improved public independence with minimal prompting. The AEIC has three additional achievement targets with a focus on greater independence and on positive interactions with mainstream students while at recess or in the classroom.
- A whole-school plan for prompting strategies is in place and regular excursions assist students to be independent. It is recognised that calmness and motivation are key qualities to be in place before learning can commence. There has been a change in emphasis from behaviour management to emotional regulation across the school and this will be reflected in the next iteration of the business plan.

- The whole-school “communication through music and movement” focus area has two achievement targets and one additional target for Years 1–6. The targets focus on the use of musical instruments and performance of simple dance routines with minimal prompting and to use these skills at the end of year concert.
- The centre supports the communication needs of students through the appointment of a speech therapist, music therapist and dance teacher. IEPs and student reports reflect student achievement in music and movement.
- The principles of ABA are used in every classroom of the centre. ABA has a focus on teaching small, measurable units of behaviour in a systematic way. A task is broken down into small steps with frequent reinforcement and repetition both in the classroom and less structured situations such as excursions and group activities.
- A range of programs including excursions, tools and strategies have been developed by staff to enhance student learning. The teaching program incorporates an explicit, repetitive and systematic approach to teaching and learning and the centre’s research and interest in experimentation contributes to the learning program.
- All aspects of the centre’s purpose have been demonstrated in its teaching and learning practices. The centre has embedded practices in collaboration, whole-centre planning, data collection and data analysis which continually build staff capacity ensuring improved classroom practice.

Areas of strength

- A collaborative approach that embraces teamwork which is central to the school’s practices.
- The use of ABA across the centre provides a consistent framework for the teaching and learning program.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- The centre has review processes in place to verify performance which include:
 - National Quality Standard (NQS) review by staff
 - staff and parent survey data analysis
 - workforce planning review by the principal and manager corporate services
 - Aboriginal Cultural Standards Framework review by staff
 - performance management of staff.

Reviewers verified that these processes were understood and enacted by staff.

- The centre uses a range of self-assessment processes to determine the standards of student progress and achievement made. These include:
 - review of targets, milestones and strategies outlined in the business plan
 - analysis of IEP objectives
 - analysis of 'P scales' and/or ABLEWA learning readiness reports, profile reports and class reports
 - analysis of specific programs
 - feedback from school support staff (eg therapists and the school psychologist)
 - IEP meetings and parent feedback.
- Student learning is monitored using teacher checklists and observational assessments as evidence for making valid and reliable judgements about student progress. Analysis of collected data is used to monitor and compare learning objectives at the individual and class level and to inform centre planning.
- Every student has an IEP that identifies individualised objectives against which their progress is measured as the goals are achieved and recorded with evidence. Student learning is monitored to inform evidence-based decisions around instructional strategies and assessment processes.

- A customised daily diary has been implemented in the last three years and is used as a key communication tool with parents, particularly those who do not live locally and also for parents of students who are unable to communicate verbally. Parents are informed of observed behaviours and activities undertaken during the day.
- Student assessment data is reviewed and analysed by staff to inform decision-making and adjustments to programs. Data for individual students is collated for tracking and identifying progress towards IEP objectives. Informal teacher meetings assist in developing consistency in teacher judgements across the centre.
- Staff continually review progress, modify plans and adjust learning and teaching practices to ensure students progress towards achieving their IEP objectives. An assessment and reporting cycle outlines the process for monitoring student progress. It is embedded in the centre's operations and informs future planning. Centre performance is reported to the board and discussed formally and informally with teachers and EAs.
- The centre's data self-review process is comprehensive and thorough. Staff meetings and school development days are used to review and analyse data. This has led to a review of the current business plan focus areas. The 2018–20 Business Plan will have five overarching priority areas with a greater emphasis on moving students towards independence and behavioural and emotional self-regulation.
- Annual reports are prepared and made publicly available. They provide details regarding enrolment data, school context, shared beliefs and behaviours, purpose and vision. The 2016 Annual Report included a brief overview of the business plan focus areas and targets but did not comment on the extent to which targets had been addressed.
- The centre has reflected on its performance against the NQS and determined that it has met the seven quality areas. Planning for teaching and learning is based on the Western Australian Curriculum and Assessment Outline, the Early Years Learning Framework and centre-based programs. The principles of ABA are embedded in the curriculum and together with an emphasis on emotional and behavioural self-regulation, ensure that students move towards independence in all areas of their life. Outdoor and indoor spaces are safe and routines well established.

- Building the capacity of the staff is a feature of the centre and both formal and informal meetings provide staff with opportunities to plan collaboratively and meet with peers for professional conversations. The collaborative approach was acknowledged and valued by staff during interviews. The centre works in partnership with families and parents and this was verified at interview. A culture of continuous improvement underpins the centre's philosophy.
- The principal and teachers have assessed themselves against the Aboriginal Cultural Standards Framework. Although not at the proficient level, the centre will continue to improve their understandings of Aboriginal culture and use Aboriginal themes as appropriate in all classes.
- A detailed annual tracking audit of Semester 1 student reports is conducted by the principal to assess the proportion of IEP objectives achieved. The audit reviews both learning areas and class groups. Teachers are required to review students' progress towards objectives and coverage of the Western Australian Curriculum and Assessment Outline.

Area of strength

- Collaborative practices, the centre's self-review processes and the comprehensive way in which staff collect and analyse data indicates that student performance monitoring practices are both effective and sustainable.

Area for improvement

- Include in the annual report the focus areas and targets as described in the business plan and provide information pertinent to student progress.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- Education programs are designed and delivered to meet the needs of students and are in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997*.
- The AEIC delivers a Department of Education approved program for high functioning Kindergarten and Pre-primary students with autism. The program uses ABA to support students to transition to full-time mainstream classes in Year 1. The centre has 10 students enrolled on a part-time basis and is staffed by a highly trained teacher and EAs.
- The “communication through music and movement” focus area of the business plan has resulted in funding being directed to support specialised programs in music, dance and speech therapy. The therapists and specialists work with teachers and EAs enabling staff to maintain the strategies throughout the week. Progress and achievement are reflected in system reporting and specialist reports. Parents and staff confirmed student engagement, progress and enthusiasm for these activities.
- The school has a Hale Boys program which involves a group of Year 9 students from Hale School working with individuals and small groups to build relationships and confidence. Weekly visits to the school pair the students in activities including art, cooking and sport. The program is highly regarded and provides significant benefits for all students.
- The management of the school is effective and ensures the complex needs of students are met and parents are engaged and supported. The school communicates with parents regularly regarding student progress, behaviour and wellbeing. Email, phone contacts, meetings, written reports, a daily diary, newsletter and the recently updated website all contribute to effective and individualised communications. Meetings with parents affirmed the positive communications they have with staff.

- The principal has developed effective and supportive relationships with parents, the primary school principal, school board and P&C. Discussions with all parent representatives confirmed a shared commitment to collaboration between schools and recognition of the value of the partnership.
- A whole-school commitment to being child safe is promoted in all school documents, staff training and school programs. Staff demonstrated their understanding and application of their responsibilities and roles in ensuring a safe learning environment.
- The increased level of risk and vulnerability of students has required the school to implement a range of policies and procedures which ensure the safety and wellbeing of students. Staff commented that their knowledge and skills were supported by regular training and ongoing reviews to maintain a safe and positive learning environment.
- The manager corporate services works collaboratively with the principal to ensure that staff allocations are managed to support work safety and minimise stress. Recent changes to the allocation of staff resulted in some tensions; however, staff confirmed that improvements had resulted from the reorganisation.
- The “moving towards independence” focus area of the business plan sets out a range of strategies to integrate students into mainstream classes. A teacher takes responsibility for coordinating activities and liaising with teachers to ensure successful transitions into classroom activities. Students regularly engage with mainstream students in the playground, Edu-dance, assemblies and special events.
- Given the quality and professionalism of the staff and the focus on continuous improvement, the school is well placed to sustain its work in providing programs that support learning, independence and wellbeing for all students.

Area of strength

- Specialised programs in music, dance and speech therapy which provide enrichment and successfully support the diverse needs of students.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- Resourcing and support is focused on providing an individualised approach to teaching and supporting students in their learning. There is commitment to fund an extensive range of curriculum, enrichment programs, services and resources to assist each student achieve their potential.
- The principal, manager corporate services and finance committee work collaboratively to manage and align resources to deliver appropriate education programs for all students. The finance committee meets regularly to monitor, review and allocate funds to support the school's business plan.
- The education support subcommittee is led by the principal and includes the board representative, parents and staff. The group meets regularly to consider programs, evaluation, resourcing and support. Reports are shared and discussed at the board meetings. Positive feedback reflected their understanding and support for the centre and respect for the work of the principal and her team.
- Targeted initiative funding for the AEIC provides a specialised program for Kindergarten and Pre-primary students.
- A workforce plan has been developed and outlines context, current staffing, additional staffing, long service leave and future staffing needs. The workforce plan details contingency plans for potential reduction in staff and increasing staff diversity. The workforce plan also addresses the variable student needs and numbers which impact on the number of classes and available resourcing.
- Staff to student ratios are high to match the needs of the students and the allocation of staffing is managed effectively to ensure quality learning, safety and staff wellbeing.
- Resources are managed and allocated to provide additional services including speech and music therapy, dance and a school psychologist who works across both schools.

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- Professional learning for teaching and support staff is given a high priority and enables staff to participate in a wide range of training and professional learning to support curriculum implementation, health and safety, wellbeing and specialised programs. Staff confirmed the high levels of support they received in this area and the importance of ongoing professional learning.
- The centre has invested in information and communications technology to ensure students and staff are able to utilise up to date online communications. Students and staff use iPads, laptops and interactive whiteboards to support learning.
- Upgrades to the kitchen, administration area and classrooms have been completed. Given the age of the facility there is ongoing funding to maintain and enhance the buildings and facilities.
- The centre's resources are managed and applied effectively and there is ongoing support from the school community. The reviewers are confident the school will be able to continue to provide a relevant and engaging learning environment for all students.

Area of strength

- The collaboration of staff and parents within the subcommittee of the board to ensure transparency and understanding of the program.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- The board membership is representative of both schools and complies with the *School Education Act 1999* and *School Education Regulations 2000* which specify the membership categories and composition. The board members display a good understanding of their functions and role, as prescribed in the *School Education Act 1999*, *School Education Regulations 2000* and Department policy. An open meeting is held each year.
- Board representatives come from a wide range of professions associated with education, strategic management, science, law, local government and business. This strong skillset is recognised by the principals and provides valuable input into the endorsement of the DPA and the broad range of board activities.
- The board chair has provided consistent and highly effective leadership over five years. This has provided strong advocacy and support for the leadership of both schools and clarity relating to governance and operations.
- Board members receive, analyse and provide advice on:
 - financial reports
 - results of school audits and reviews
 - principal's reports
 - school policy review and development
 - performance and student improvement targets as detailed in the school's business plan
 - results of surveys of parent, staff and student satisfaction.
- Board communications with the broader school community are effective. Ongoing review and improvement strategies have been implemented to ensure parents and staff are aware of the role and functions of the board.
- Terms of reference and a code of conduct have been developed and are set out in a school board section of the school website which includes board membership, minutes of meetings, reports and the role of the board.

- Discussions with board members, and the review of board minutes, confirmed rigorous analysis of school assessment data, program reports and anecdotal evidence in identifying what is working well and what needs to be improved. Members recognise their role in explaining and supporting decisions made by the board to members of the wider community.
- The structure of the board includes subcommittees that are aligned with the four priority areas of the business plan. Representatives from these committees work with staff to review annual plans, evaluate data and report back to the board. This effective model ensures that board members are fully aware of the school's plans, implementation process and progress.
- The centre is currently represented on the board by the principal and one parent representative. A subcommittee made up of parent and staff representatives receives regular reports from their board representative and the principal and can provide feedback to the board on all matters currently under consideration by the board.
- The majority of board members are staff and parent representatives of the primary school. The partnership between the schools is evident; however, strategies to strengthen the profile of the centre could be considered as part of the board's self-review and commitment to ongoing improvement.
- A parent survey has provided the board with feedback on their performance, community understanding and communications. The board has not conducted a board self-review and this process would provide further direction for ongoing improvements.
- Board members are active in many of the school programs and initiatives including the Commendations Scheme, Building Program and Welcome to Country Project.
- Board membership has been stable and induction processes have ensured that new members are supported to fulfil the functions of their role. A new board chair will be appointed in 2018 and work is under way to ensure a smooth transition.
- Constructive collaboration between the board chair, board members and principals has been maintained throughout the period of the DPA. The reviewers are confident that the board will continue to provide quality governance for both schools.

Areas of strength

- The strong sense of purpose and awareness of board members to address the ongoing needs and progress of the school.
- The highly effective and strategic leadership of the board chair over the period of the DPA and his advocacy and support for the principals and staff of the schools.

Area for improvement

- Implement a board self-review process to gain additional feedback from the board representatives to complement ongoing self-reflection and improvement.

Cluster

How well has the cluster met its purpose for this school and supported improved student learning?

Findings

- In the 2014 IPS Review reports for both schools, recommendations were made for the next business plan to include the purpose of the Mount Hawthorn Schools Cluster with targets and educational benefits. Both schools responded separately to this recommendation making it difficult for reviewers to verify the achievement of cluster targets. Interviews with the principals provided evidence of collaboration and a mutually beneficial arrangement existing for the cluster.
- The benefits of the cluster were described by the principals as: improving teaching and learning by sharing resources, expertise and experience among staff; inclusion of students into programs, activities and playgrounds; and facilitating administration and resource management across the site. To ensure the benefits of the cluster are sustained, explicit and shared documentation on the purpose, objectives, areas of agreement, management and review need to be developed and implemented.
- A shared board is a key feature of the cluster arrangement. It operates effectively on behalf of both schools ensuring the requirements of the two DPAs are met. Further consideration of the centre's profile within the board and improvement target is encouraged.
- The purpose of the cluster is defined in the business plan with targets and objectives. These were evaluated as part of the self-review process and shown to be an important strategy for inclusion of all students in the cluster. Integration of students from the centre into mainstream classes occurs through a case managed approach but generally includes specialist programs and whole-school activities and events such as assemblies, sports days, incursions and the Anzac Day service.
- The primary school business plan includes joint targets with the centre. These targets focused on the common practices in the areas of the progress of students on IEPs, teachers using the Australian Professional Standards for Teachers and achievement of excellence in the Department of Education audits. No evidence was provided on the implementation or analysis of these targets.

- Agreement has been reached on management of the site conducted through the primary school with shared costs for power, water, cleaners, gardeners and internet service provider. Collaboration on arrangements for building placements, playground, parking and tree issues was shown by principals to be strong. Two-way sharing of expertise is of mutual benefit and evident: on placements and integration of students with special needs; between office staff; and between teachers on student behaviour management. The informal nature of these agreements makes them reliant on individual cooperation. The culture of collaboration within the cluster benefits all students and should be secured for the future.

Area of strength

- Collaboration between the two schools aimed at inclusion of all students, building teaching and learning practices and efficient resource management.

Area for improvement

- Formalise a shared agreement on the common purpose of the cluster including the educational benefits, expected outcomes and processes or strategies, including endorsement by the board, to ensure benefits are sustained.

Conclusion

Mount Hawthorn Education Support Centre provides a quality service for the two groups of students in its care – students with disability and additional learning needs and students with autism but no intellectual disability. There is a comprehensive suite of programs in place to enable students the opportunities to engage in both academic and non-academic learning goals. The school has effective monitoring processes in place, which inform teachers and assists planning for individual students.

The challenging context of the school with respect to student behaviour is effectively managed by thorough processes and procedures, together with a strong collaborative team approach to all aspects of school operations. An emphasis on ABA supports the centre's belief in moving students towards independence in all areas of their life and being able to take control of their own emotional state and behaviour.

The centre has identified key focus areas for the next planning cycle and reviewers recommend the identification of appropriate targets to measure improvement in student learning across the school to be a feature of the business plan.

There is a positive culture evident within the team of staff. The professional commitment of the teachers and EAs was reflected in their meetings with the reviewers.

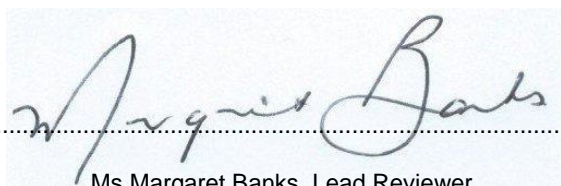
Parents are engaged on a regular basis in the development of IEPs for their children, which include goals identified by them as being important. The parents expressed their appreciation of the work undertaken by staff in providing for their children's individual learning requirements and support the centre's emphasis on promoting the capabilities and independence of each student.

Reviewers believe that the centre has met its commitment to its DPA and with its sustainable practices is well placed to move forward into its next planning cycle.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Mount Hawthorn Education Support Centre, true and correct.

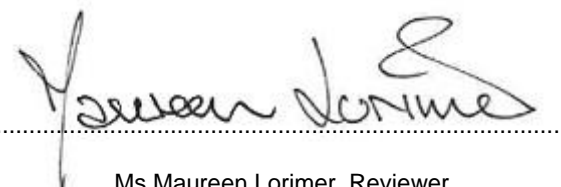
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Ms Margaret Banks, Lead Reviewer

21 December 2017

Date



Ms Maureen Lorimer, Reviewer

21 December 2017

Date



Ms Denise Hilsz, Reviewer

20 December 2017

Date



Mr Ken Perris, Director,
Independent Public School Review

24 January 2018

Date