



MOUNT HAWTHORN  
Education Support Centre  
*Reaching for independence*

# Business Plan 2018 - 2020

## *Vision Statement*

The purpose of the school is to provide an alternative learning environment for students with special needs and to promote and develop abilities, independence and educational, physical and social skills and knowledge in preparation for the opportunities, responsibilities and experiences of the future.



# Cluster Goals

Mount Hawthorn Primary School (MHPS) and Mount Hawthorn Education Support Centre (MHESC) form the Mount Hawthorn cluster of schools and work together to achieve common goals which are to continue at 2018 levels of collaboration to:

- improve teaching
  - » sharing resources, experience and expertise among teaching staff of both schools
  - » sharing class space determined on an individual basis according to need and availability
    - \* integration of ESC students into some MHPS classes as needed, eg Music, Sport and Art
    - \* provision for MHPS students with special needs in MHESC classes
- facilitate administration by sharing
  - » server and IT backup
  - » managers corporate services, office staff
  - » P&C
  - » School Board
- utilise facilities and resources by sharing
  - » undercover areas, library, playgrounds, oval
  - » costs (cleaning, gardening, utilities as determined by the Mount Hawthorn Campus Cost Sharing Policy 2015)
- foster an open, collegiate and respectful relationship with the needs of all students considered the overriding priority

These goals are also embedded in the Business Plan of Mount Hawthorn Primary School

# Context

MHESC is a government school for children with special needs and shares a campus with MHPS. Our staff work together with all stakeholders and the staff and community of MHPS, to provide a safe, socially just and supportive environment.

The school has 2 classrooms for Pre Primary (PP) to Year 6 students, a general purpose room for dance/sensory needs, music, and class splitting, a demountable classroom housing the Early Intervention Centre, a small conference/therapy room, a kitchen used for cooking classes.

An outdoor sensory area with sensory walls and play equipment enclosed with high fences provides students with a safe play and emotional regulation area with a sandpit and toys as well as a lunch area.

Our students mingle with their Primary School peers in the playground every day.

The school has internet linked computers, laptops, iPads, interactive whiteboards and a Magic Carpet - a very interactive motion sensitive whiteboard projecting onto the floor.



# Objectives

- A positive and mindful approach to learning
- Maximising independence for all students
- Ensuring all students learn to capacity
- Recognition of the differing needs of all students
- Compassionate treatment of colleagues, students and their parents
- A school that is free from discrimination

# Values

**inclusivity** Students are included in as many activities, social groups and places as their individual abilities dictate

**independence** Students are encouraged to be active participants in all they do, with minimal prompting required

**flexibility** Staff will reflect regularly on what they do and direction of progress will be determined by this feedback

**individuality** Planning for each student will suit his or her unique strengths and interests

**mindfulness** Staff will be 'in the present', observant, non-judgemental and focussed on the task in hand





# Learning & Assessment

Our students comprise two separate groups;

- Pre-primary to Year 6 students all of whom either have an intellectual disability or severe autism. Students engage in all areas of the Australian Curriculum except for LOTE, with a strong emphasis on working towards independence.
- Autism Early Intervention Centre students (Kindy and Pre Primary) with average to high IQ and mild autism, who attend 2.5 and 2 days a week respectively. The AEIC program is specifically designed for students who will be able to transition fulltime into a mainstream classroom in Year 1 and focusses on communication, behaviour and social skills within the context of the Australian Curriculum.



# Class Structure

Years PP - Year 6 students are divided into 2 rooms based on ability levels and partly on age.

Room 2 caters to 8 - 10 students who are mostly PP - Year 3 and spend time working individually or in small groups doing tasks that have been broken down into very small steps but also work in larger groups for some activities to practise social interactions.

Room 3 comprises 8 - 10 students who are somewhat more mature, generally Year 3 - 6 and the classroom is run with more group work and less individualised teaching to increase independence and prepare students for High School.

Excursions and incursions are an integral part of our learning programme for students in PP - Year 6 and are planned to provide generalisation opportunities, to supplement and augment the curriculum and to increase independence. They take place throughout the year.

The Autism Early Intervention Program runs on 5 days a week;

- 2.5 days for Kindy students
- 2 days for PP (students are enrolled at and attend their local primary school PP class on the other three days)

There are 5-6 students in each class and the program runs according to the ABA model specified by the DoE for students with high functioning autism. The Autism Early Intervention students may go on an excursion late in the year.



# Applied Behaviour Analysis

Mount Hawthorn ESC uses an applied behaviour analysis (ABA) approach with students of all ages.

Centre staff are trained and experienced in the theories and practice of ABA, functional behaviour analysis and behaviour shaping. Reinforcements and sensory breaks are used as often as needed for each student.

Objectives and tasks are broken down into steps small enough for students to achieve success regularly. To maximise a child's success and independence, emerging skills are practised and reinforced in many less structured situations e.g. group activities in class, on excursions and at home.

Prompting is subsequently faded.

# MHESC Priorities

Although we cover the Australian Curriculum, we have identified the following priority areas for our school for 2018 - 2020.

Overarching Priority			
Independence			
Priorities			
Behavioural and Emotional Self-Regulation	Communication and Social Skills	English	Maths
<b>Targets</b>			
<p>For each student: Improved self-regulation of emotional state and behaviour to enable regular engagement with the curriculum. Assessed by use of MHESC Independence Checklist. All staff regularly trained in emotional regulation strategies such as TEAM TEACH</p> <p style="text-align: center;"><b>Target</b></p> <p>Average improvement of 10% of scores on the MHESC Independence Checklist for Subheading:  <ul style="list-style-type: none"> <li>Emotional Regulation</li> </ul> </p>	<p>For each student:</p> <ul style="list-style-type: none"> <li>An effective means of communication found and support provided to learn how to communicate wants and needs and make choices.</li> <li>Improved communication, attention skills necessary for classroom learning to take place.</li> <li>Improved attention, memory, interactions with peers and using social skills to enhance independence.</li> <li>Improved toileting, eating skills leading to complete independence.</li> </ul> <p>All assessed by use of MHESC Independence Checklist.</p> <p style="text-align: center;"><b>Targets</b></p> <p>Average improvement of 10% in scores on MHESC Independence Checklist for Subheadings of:</p> <ul style="list-style-type: none"> <li>Communication</li> <li>Toileting</li> <li>Eating</li> <li>Personal Hygiene</li> <li>Independent Movement</li> <li>Academic Skills</li> <li>Social Skills</li> </ul>	<p>For each student:</p> <ul style="list-style-type: none"> <li>Speaking and Listening - Improved use of language, whether spoken, written word, Key Word Sign, Compic, PECS or electronic choice boards to interact with others.</li> <li>Writing - intensive learning to produce improvement in writing skills as far as possible.</li> <li>Reading - improvement in understanding and interpreting written word and/or visual supports.</li> <li>Comprehension -Improvement in comprehension of written and spoken words and pictures.</li> </ul> <p>All assessed by use of MHESC Numeracy and Literacy Checklist as well as MHESC Independence Checklist.</p> <p style="text-align: center;"><b>Target</b></p> <p>Average improvement of 10% in scores on MHESC Independence Checklist Subheading  <ul style="list-style-type: none"> <li>Communication</li> </ul> </p> <p style="text-align: center;"><b>Target</b></p> <p>Average improvement of 10% increase in scores on MHESC Numeracy and Literacy Checklist Section  <ul style="list-style-type: none"> <li>Literacy</li> </ul> </p>	<p>For each student:</p> <ul style="list-style-type: none"> <li>Improved understanding of basic Maths concepts, Number, Space, Measurement.</li> <li>Improved understanding of numeracy concepts useful for context and environment; money recognition, concept of time, following a schedule, timetables, calendars, mapping</li> </ul> <p>All assessed by use of MHESC Numeracy and Literacy Checklist.</p> <p style="text-align: center;"><b>Target</b></p> <p>Average improvement of 10% in scores on MHESC Numeracy and Literacy Checklist Section  <ul style="list-style-type: none"> <li>Numeracy</li> </ul> </p>
<b>Milestones</b>			
<ul style="list-style-type: none"> <li>3% Improvement of scores in each section of MHESC Numeracy and Literacy Checklist per year</li> <li>3% Improvement of scores in each section of MHESC Independence Checklist per year</li> </ul>			
<b>Strategies</b>			
<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>baseline testing determines where to start with each student</li> <li>progression follows the Australian Curriculum</li> <li>all lessons broken down into discrete, simple steps to ensure learning is maximised</li> <li>progress in all areas moves at a pace suitable for each individual student</li> <li>students practise skills, which have been taught and achieved in the classroom, in the wider environment (generalisation)</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>daily reports in diaries about activities undertaken in class</li> <li>parent/therapist meetings as requested</li> <li>IEP meetings twice a year</li> <li>formal reports developed from IEPs twice a year</li> <li>yearly photo story of student's activities, work and progress</li> <li>dance, music and in house speech therapist additional comments added to reports as applicable</li> </ul>		<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>collaboration with external agencies such as physiotherapists, occupational therapists, with their student goals embedded in IEPs</li> <li>to determine baseline or assess progress, use of <ul style="list-style-type: none"> <li>» ABA Baseline Testing (AEIC)</li> <li>» parent questionnaire (AEIC)</li> <li>» ATEC autism severity checklist (AEIC)</li> <li>» in house developed MHESC Numeracy and Literacy Checklist (Rooms 2/3)</li> <li>» in-house developed MHESC Independence Checklist to measure progress in individual students (Rooms 2/3)</li> <li>» ABLES WA as an individual as well as a whole school assessment (whole school)</li> <li>» diagnostic rubrics e.g. First Steps Numeracy, First steps Literacy (Rooms 2/3)</li> <li>» Waddington Reading Assessments (as needed Rooms 2/3)</li> <li>» Easymark Maths (as needed Rooms 2/3)</li> </ul> </li> </ul>	



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