



Department of  
Education

**Shaping the future**

# Mount Hawthorn Education Support Centre

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also inform the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Mount Hawthorn Education Support Centre was established in 1988 and is less than 6 kilometres from the Perth central business district in the North Metropolitan Education Region.

In 2012, Mount Hawthorn Education Support Centre became an Independent Public School. The school shares a site with Mount Hawthorn Primary School.

Currently there are 23 students enrolled at the school from Kindergarten to Year 6. It has an Index of Community and Socio-Educational Advantage of 1072 (decile 2).

Mount Hawthorn Education Support Centre shares the School Board and Parent and Citizens' Association (P&C) with the co-located primary school.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an account of the school's reflective processes, with clear alignment between the judgments made, supporting evidence and planned actions.
- Staff described the process as an opportunity to discover things that could be improved, while at the same time, being satisfied with much of the work being undertaken to ensure programs designed for students meet their unique needs.
- Prior to the school visit, staff engaged in an authentic and comprehensive consultation process to reflect upon the school's performance in each domain.
- School Board members, P&C representatives and staff offered feedback and insights during the validation visit, elaborating on evidence submitted through the ESAT.

The following recommendations are made:

- Continue to explore the types of evidence considered to be credible and best able to demonstrate the school's performance in each domain.
- Maintain the evidenced-based research approach to guide decisions in seeking and applying contemporary teaching practices for students with special needs.

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### Relationships and partnerships

The purposeful development of a positive school culture is built on the belief that ethical and transparent decision making unites the team. By extension, this gives confidence to families that their children will be given every chance to thrive.

### Commendations

The review team validate the following:

- The school's cohesive and inclusive relationship with Mount Hawthorn Primary School contributes to students' sense of safety, belonging and connection.
- Parents place high value on the 'two schools, one campus' setting, which is viewed as a 'tremendous asset' in supporting their children to thrive and learn within an authentic, inclusive environment.
- The school is fortunate to have the expertise of a joint School Board, a School Board sub-committee and the P&C. This contributes to a positive, diverse school community focused on creating success for all students.
- Teachers and education assistants are held in high regard by the community and are considered a strong collaborative team dedicated to optimising student success.
- Parents reported high levels of satisfaction, applauding the celebration of individual similarities and differences within a genuine spirit of inclusion, trust, and care.

### Recommendation

The review team support the following:

- Examine further opportunities, using risk management data, to achieve increased specificity of the daily reporting to parents, where their child's dysregulated behaviour is impacting on learning.

### Learning environment

The inclusive and supportive learning environment is valued by parents and staff. Risks are carefully assessed in terms of student behaviours and staff safety. This ensures due regard is given to how the learning environment is framed and managed for the benefit of all students.

### Commendations

The review team validate the following:

- The National Quality Standards (NQS) framework, designed for early childhood settings, has been applied to the whole school. This means classrooms are now viewed through the NQS 'lens', initiating informed discussions with staff on how best to set classrooms up to maximise student learning.
- Whole-school learning environment approaches to positive behaviour support, including data collection, prevention practices and identification of students' needs are aligned to targeted strategies.
- With all students receiving National Disability Insurance Scheme funding, students have access to therapists who can partner with the school in providing advice and training to ensure the work of the school and therapists has maximum impact for students.
- The school has adapted the environment to meet the needs of students through sensory supports, access to specifically designed outdoor areas and excursions to enrich student learning and life experiences.
- The priority of developing a Reconciliation Action Plan to build and extend staff knowledge of Aboriginal culture has triggered amplified cultural awareness and access and to a suite of resources suitable for students with special needs.

### Recommendation

The review team support the following:

- Continue to monitor all aspects of safety for students and staff, particularly with the procurement of Personal Protective Equipment.

## Leadership

The Principal has developed a clear vision and coupled with a continuous improvement agenda, which is embraced by staff, has created the conditions for improved student learning and wellbeing outcomes.

### Commendations

The review team validate the following:

- Modelled by the Principal, a culture of leadership is evident in staff willingness to initiate ideas, share practice and support each other to progressively build capacity and capability.
- School Board members view the Principal as continually focused on improvement and effectively striving to provide an environment to maximise independence for all students.
- A range of designated roles for teachers and education assistants ensures leadership is distributed and yet connected. This drives school improvement and professional development.
- The Team Teach and Early Intervention Intensive Programs afford opportunities for staff to take on roles which facilitate leadership growth and development.
- A shared understanding of key staff personal behaviour attributes, reviewed regularly, contributes to staff cohesion and a strong framework for authentic collaboration.
- Leading change management is enhanced through the effective cultivation of high levels of trust and respect between the Principal and staff to achieve understanding and acceptance for planned initiatives.
- Staff performance management is valued as a result of achieving a healthy balance of informal and formal engagement between the leadership and staff. A key feature of this process is the high-quality written feedback prepared by the Principal.
- A school-wide ethos of mentoring means graduates, and new staff receive thoughtful, customised support to ensure they quickly feel confident to contribute to the school's teaching and learning priorities.

### Recommendation

The review team support the following:

- Continue to monitor the impact of performance management by gauging the extent to which the process applied is fit for purpose for all categories for staff.

## Use of resources

Sound management of the school's human, physical and financial resources is evident. The school is well resourced with an understanding that decisions made are linked to identified priorities and when appropriate are shared with the mainstream school.

### Commendations

The review team validate the following:

- Investment in professional learning is valued and appreciated by staff. This promotes growth in their skills and knowledge, and further, it contributes to the goodwill between staff and the leadership.
- The reserve replacement plan is regularly adjusted accordingly to ensure sound financial planning.
- The school ensures disability resourcing funds are received through the completion of checklists and mandated student assessments. These are carefully monitored by the manager corporate services (MCS).
- Led by the MCS, the Finance Committee contributes to the budgetary decision-making in relation to school priorities.
- Workforce planning includes providing opportunities for staff to undertake leadership roles such as Occupational Health and Safety. Succession planning is a key focus of the workforce management plan.

### Recommendation

The review team support the following:

- Continue to demonstrate transparent decision-making in relation to staff deployment.

## Teaching quality

Authentic collaboration between staff takes place every day in the classroom. This adds value to judgements made about student progress, contributes to delivering targeted professional learning, and strengthens the consistency of assessment and reporting.

### Commendations

The review team validate the following:

- A team of highly motivated teachers and education assistants work collaboratively to provide research-based programs and consistent teaching and learning practices across the school.
- Staff engage in regular collegiate discussions to reflect on their practice, ensuring ongoing development. This contributes to a flexible teaching and learning environment that is adaptive to student needs.
- The school identifies professional learning opportunities in accordance with school-based programs/initiatives that will meet student and staff needs.
- A compelling body of work has been devoted to the development of a Reconciliation Action Plan. In collaboration with Mount Hawthorn Primary School, each member of staff is committed to improving educational outcomes for Aboriginal and Torres Strait Islander students.
- A designated teacher supports classes to implement whole-school practices in literacy and numeracy, augmented with classroom observations and support for planning.
- The school is successfully implementing Treatment and Education of Autistic and Communication related handicapped CHildren (TEACCH) methodology and station rotations to address the core learning areas of English and mathematics.
- All staff receive regular workshops in emotional regulation strategies such as Team Teach, Mindfulness and Resilience Training.

### Recommendation

The review team support the following:

- Continue to explore options for strengthening the analysis of data at the classroom level.

## Student achievement and progress

The school has implemented clear data collection and student tracking processes and has worked to build the data literacy of staff.

### Commendations

The review team validate the following:

- Teachers use a range of assessments to inform judgements of student performance including academic, behavioural and health. Learning programs are adjusted in a timely and student-centred manner where appropriate.
- A data collection schedule ensures the school has a systematic approach to assessment and data collection.
- Standardised testing, Abilities Based Learning Education, Western Australia (ABLEWA) data and Individual Education Plan (IEP) goal achievement data are used to identify student progress and inform school planning.
- In-built screening and testing within the school's learning program have improved the tracking of student progress.
- Teacher devised assessment tools are used to augment existing traditional assessment information gathered on student performance. These data are incorporated into formal reports to reflect IEP progress.

### Recommendation

The review team support the following:

- Place an elevated focus on analysing classroom data through targeted professional development sessions.

## Reviewers

Rod Lowther  
**Director, Public School Review**

Catriona Marcoolyn  
**Principal, Creaney Education Support Centre  
Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 3, 2025.



Melesha Sands  
**Deputy Director General, Schools**