



MHESC BUSINESS PLAN 2024–2026

ACKNOWLEDGEMENT OF COUNTRY

Mount Hawthorn Education Support Centre (MHESC) is located on Whadjuk boodja. We acknowledge and show our respect to the Noongar Elders and people, both past and present and embrace their contribution to the education of all students.



OUR SCHOOL

MHESC provides a learning environment that supports students who generally have a moderate to severe intellectual disability and often an accompanying diagnosis. We are a small independent public school and share a campus with Mount Hawthorn Primary School (MHPS). The schools share a joint board and P&C, with a strong emphasis on supporting our neurodiverse community.

The education support program at Mount Hawthorn Education Support Centre is responsive to individual students by identifying areas for development, individualising strategies to enhance progress and reporting against bespoke outcomes that are aligned to the Western Australian Curriculum. Our students benefit from a high care, high support environment provided by an experienced team of specifically-trained educators. We also offer a specialised two-year Early Intensive Intervention Program (EIIP) for autistic students who will transition to mainstream in Year 1. The EIIP focuses on the development of students' language, social and behavioural skills, while supporting their curriculum engagement.

MHESC works closely with other education support centres and schools in our network to leverage skills that enhance teaching practice, encourage student success, and connect our staff and students to wider opportunities, including quality professional learning and education support sports carnivals.

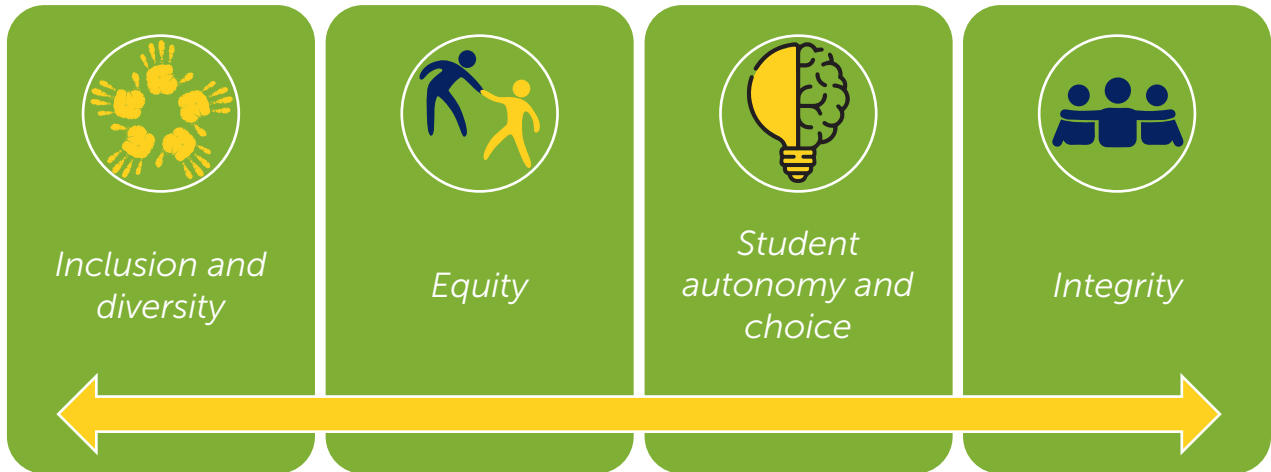
Our funding is applied to maximise student benefit and engagement in learning programs and enables our high support environment. Our facilities are maintained through a combination of school funding, provided by the Department of Education, and grant submissions.

Individual education plans (IEPs) are developed in consultation with parents/caregivers and set learning goals appropriate to each student's point in time needs. Therefore, judgements about the standards of student achievement, both academic and non-academic, are measured by the extent to which goals in personalised learning plans are achieved. IEP goals are achievable, but sufficiently challenging to maximise student achievement.



OUR VALUES

Every student is provided with a pathway to a successful future, underpinned by values that support each child to achieve both academic and non-academic outcomes. MHESC staff embrace the varied strengths and interests of our students, provide equitable supports to facilitate individual success and empower students to exercise choice, with respect and integrity.



OUR COMMITMENT

Mount Hawthorn Education Support Centre has a deep commitment to providing a safe and engaging learning environment, that is highly responsive to the diverse needs and cultural backgrounds of our students. We are committed to leveraging partnerships and employing best practice principles to lay the foundation for a successful future for every student. The following five pillars underpin our vision and commitment.

SAFETY

Prioritise the physical and psychological well-being of staff and students, to support meaningful participation in learning.

ENGAGEMENT

Design an environment to support the strengths and interests of students and deliver an individualised curriculum that promotes independence and success.

FOUNDATION FOR THE FUTURE

Provide every student with a pathway to a successful future by prioritising emotional wellbeing, participation, learning, choice, self-identity and independence.

COLLABORATION

Streamline pedagogical practice with our partners to reduce variation for children between school, home and therapy to maximise individual progress.

HONOURING CHILDHOOD

Honour the goals and activities of childhood including play, relationships and personal discovery.

ALIGNMENT TO SYSTEM PRIORITIES AND DIRECTIONS

The Mount Hawthorn Education Support Centre Business Plan reflects the priorities of the Department of Education and aligns to the principles outlined in the Department's publications:

- ▶ Every student, every classroom, every day: Strategic directions for public schools 2020–2024
- ▶ Quality Teaching Strategy/ Teaching for Impact
- ▶ Focus 2024
- ▶ Aboriginal Cultural Standards Framework
- ▶ School Accountability and Improvement Framework
- ▶ National Quality Standards

MHESC PRIORITIES

To maximise outcomes for our students, MHESC has defined the following four priorities:

1. High Quality Teaching and Individual Success
2. Independence
3. Connected Communities
4. Well-being

PRIORITY ONE – HIGH QUALITY TEACHING AND INDIVIDUAL SUCCESS

Design meaningful and relevant learning activities aligned to students' cognitive strengths, needs and preferences to enhance participation, and celebrate individual achievement.

Strategies

- Develop highly individualised education plans for each student, which are reflective of current capabilities and priorities
- Assess students' foundational skills using a standardised assessment tool, for students developing pre-curriculum to Year 2 skills
- Assess student's mathematical skills using the Joondalup ESC Maths Assessment for students operating up to Year 2 in the WA curriculum
- Implement a whole school structured synthetic phonics program, e.g. (Promoting Literacy Development - PLD)
- Build capacity of staff to employ student strengths to deliver an engaging and relevant curriculum
- Weekly support provided by Speech Pathologist to build staff capacity with AAC
- Develop students' skills that are foundational to learning within the curriculum
- Introduce attendance initiatives to promote positive attendance patterns for increased engagement
- Professional learning related to the DoE Teaching for Impact framework to strengthen teaching practices
- Ongoing professional learning and induction processes to ensure currency of knowledge and best practice
- Utilise whole school approaches to the teaching of literacy and numeracy

Targets

By the end of each semester:

- ▶ Whole School Phonics (PLD) data will demonstrate an average student improvement of at least 10% in each semester.
- ▶ Maths Assessment data will reflect an average student performance increase of 10% or more in each semester.
- ▶ Foundational Skills Assessment data will reflect an average student performance increase of 15% or more in each semester.

PRIORITY TWO – INDEPENDENCE

Promote an environment and learning program that helps students to acquire skills to maximise their choice and participation in activities, learning and life skills. Students develop functional skills in understanding and interpreting other people's spoken, non-verbal and visually presented communication. Students are supported to express their needs, wants, dissent and feelings in their preferred mode of communication.

Strategies

- Promote engagement in everyday childhood activities
- Develop student personal care skills
- Whole school approach to supporting communication (PODD)
- Onsite Speech Pathologist as consultant to develop staff capability to support language development in students, and the usage of alternative augmented communication (AAC), where appropriate
- Training and implementation for teachers on essential communication, behaviour and functional skills assessment and curriculum

Targets

- ▶ Each semester, the Essential for Living Quick Assessment data will be reflected in IEP goals for all students who score a 2 or below on the Essential Eight.
- ▶ The Essential for Living data demonstrates that all students show improvement each semester.

PRIORITY THREE – CONNECTED COMMUNITIES

Create partnerships that maximise student progress and reduce variation across practice, and promote and enhance an environment that encourages active parent participation, cultural respect and solicits opinions and feedback. We support collaboration between school and therapists. Inclusion in the school community and beyond is the basis of providing our students with autonomy and choice, and MHESC works collaboratively with our stakeholders to implement inclusion and ensure fidelity.

Strategies

- Work with parents as partners, through collaboration, feedback and planning
- Liaison with therapists to reduce variation across settings
- Seek and provide integration opportunities with MHPS
- Engage with Education Support North Network (ESNN) schools to leverage skills and knowledge
- One staff member will actively represent MHESC on the MHPS RAP committee

Targets

- ▶ Develop and implement a framework for inclusion to ensure fidelity through clear outcomes and processes
- ▶ 100% of integration outcomes achieved by participating students.
- ▶ Co-host one School Development Day each year, with another ESC, on a common priority.
- ▶ The relationships domain of the National School Opinion Survey will demonstrate a score of at least 4.7 out of 5.





PRIORITY FOUR – WELL-BEING

Prioritise the development of social-emotional skills that support students to understand, express and regulate their emotions as a foundation for learning, participation and well-being; and individually respond to the way each child interacts with others and learning. Focus on structuring all elements of the environment and school experience to support children to learn in a way that is best suited to them; remove barriers and increase opportunities for children to discover and pursue who they want to be. Equip students with strategies to support their sensory needs and foster a positive environment for happy, safe and calm learning.

Strategies

- Understand the purpose of behaviour and the environmental factors influencing behaviour from the student's viewpoint
- Develop students' understanding of Zones of Regulation to better identify and articulate their feelings and access required supports
- Identify environmental adjustments required to support each student
- Implement trauma informed practice to better support the wellbeing of students
- Enrich the learning environment to promote the engagement, curiosity and safety of students, and reflect the individual learning styles of students
- Build an individual profile of strengths, skills and interests for each student to inform learning and life pathways, as well as environmental supports and accommodations to enhance access to learning

Target

- ▶ All staff complete four days of Berry Street Education Model Training by mid-2025.
- ▶ Each student has an Individual Student Profile.
- ▶ Action intentional design on learning spaces to reduce risk and promote regulation.

SELF-ASSESSMENT PROCESS/REVIEW

The school improvement cycle, where schools assess their performance, plan for improvement and act on their plans, is a continuous process that is central to effective school improvement and accountability. This Business Plan is reviewed annually, in consultation with our School Board, parents and staff, and is aligned to key Department of Education accountability documents and the National Quality Standards (NQS). This review provokes a reflection on our success and guides future improvement efforts that set realistic expectations for sustainable improvement.

