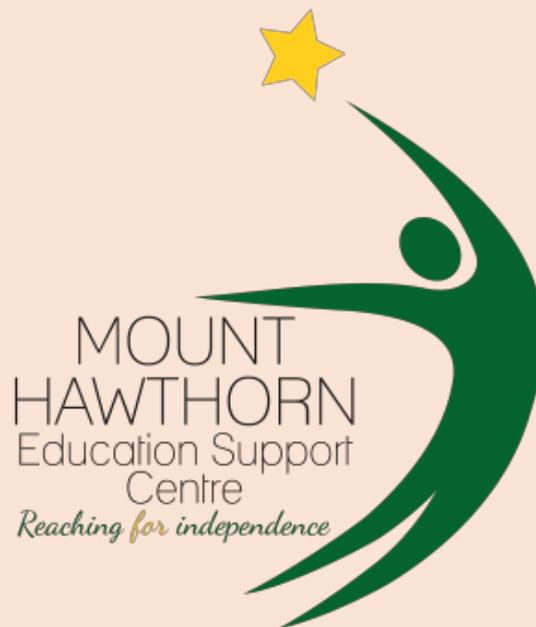


Annual Report 2020

Mount Hawthorn Education Support Centre



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08 9338 0500
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About Us

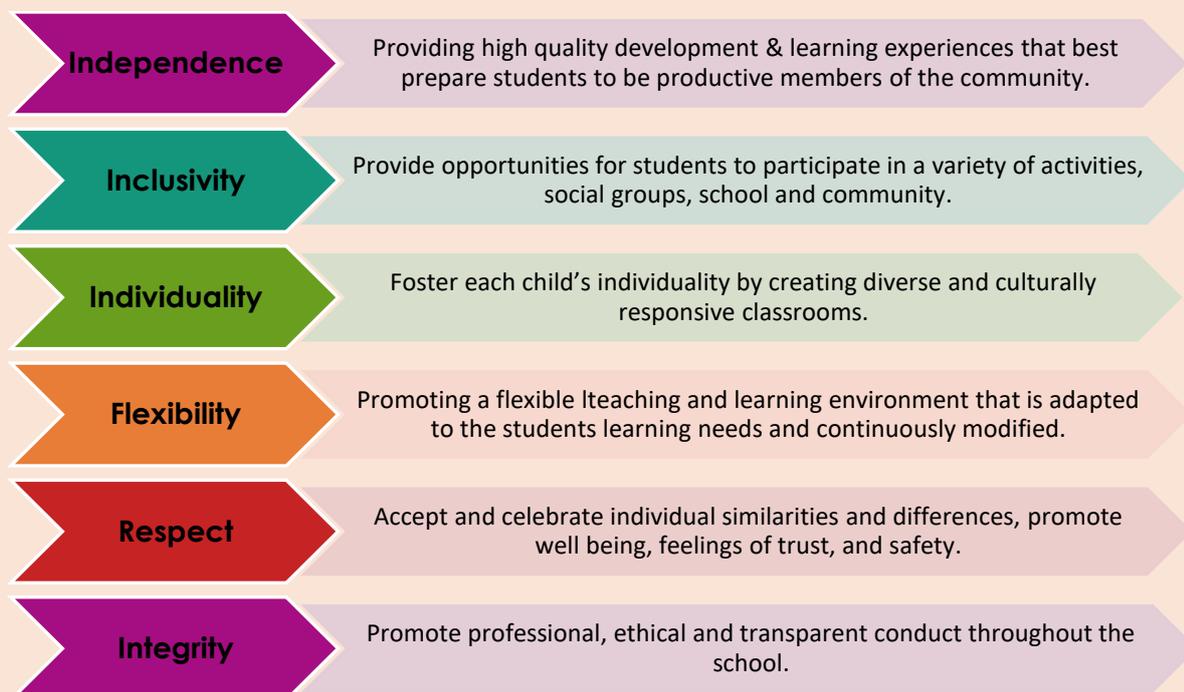
Vision

Mount Hawthorn Education Support Centre (Mount Hawthorn ESC) provides an alternative learning environment for students with special needs. The school aims to promote and develop students' educational, physical and social skills while increasing independence and knowledge in preparation for the opportunities, responsibilities and experiences of their future.

Objectives

- Maximise independence for all students
- Ensure all students learn to the best of their ability
- Offer exposure to a variety of experiences in school and within the community to maximise learning opportunities
- Provide practical support and strategies to students, staff and families to overcome challenges to learning
- Deliver a variety of learning experiences in recognition that students have differing needs and learning styles

Values



Our Community

Mount Hawthorn Education Support Centre is in the North Metropolitan Education Region and became an independent public school in 2011. We share a campus with Mount Hawthorn Primary School; the two schools share a P&C and School Board.

The primary school only accepts students from the local intake area in Mount Hawthorn. We are different; our students come from various surrounding suburbs and our catchment area includes North Perth, Dianella, Yokine, Tuart Hill, Herdsman, Subiaco, Nedlands and Wembley.

The Public Transport Authority provides two buses for our students to transport them to and from school. Students can come to us by these buses if we are their nearest education support centre and if there is space on the bus and in the route. Parents of potential new students who will only be able to come by special bus are advised to check with the bus company before enrolling with us.

Infrastructure

Our Centre has three classrooms in the main building opening off a central kitchen. We also have a small conference room and specialised student toilets. In addition, we have an Autism Early Intensive Intervention Program for Kindy and Pre Primary students in a small demountable classroom nearby. Classrooms have a wide range of age-appropriate educational and sensory equipment. We have an enclosed sensory/lunch area in which students can take breaks during lesson times and eat recess and lunch. There is plenty of specialised play equipment available.

Administration

- Principal – Dr Alison M Harman
- Manager Corporate Services – Ms Ailsa Moore
- Technical and Admin Support – Ms Amber McCahey

Teaching Staff

Teachers 2020

- Kaylene Allen (Level 3 Teacher) - EIPP
- Kathleen Davison (Senior Teacher) - Room 3
- Julie Percy-Spargo (Senior Teacher) - Room 2 and Room 1
- Anita Haar-Bellekom – Room 1 and EIPP
- Dylan Spiby – Room 2 and Room 3



Teacher Qualifications

All of our teachers meet the professional requirements to teach in Western Australian schools and are registered by the Teacher Registration Board of Western Australia (TRBWA). They also have qualifications and extensive experience in the field of disability support and specialised education.

Education Assistants

In 2020 we employed 21 mostly part-time education assistants funded by the Department of Education's Disability Resourcing System.

Education Assistant Qualifications

All of our education assistants are either highly experienced or, if more newly qualified, are mentored by our experienced staff. All staff hold the Certificate IV Special Needs qualification as well as training in Applied Behaviour Analysis (ABA), Team Teach and First Aid.

Staff Recruitment and Retention

The principal and main teachers have all been at the Centre for at least 10 years, as have a majority of the education assistants. New education assistants are chosen for their skills and experience in education support facilities and have a minimum of Certificate IV Special Needs. The centre is popular as a training ground for school psychologists (UWA), special needs teachers (Notre Dame, ECU) and education assistants (TAFE, ECU).

Staff Professional Learning

The Covid 19 pandemic disruption meant almost no face-to-face professional learning was possible. In 2020, staff took professional learning online, either during the school day (relief provided) on school development days or after hours. Topics normally include speech and communication, applied behaviour analysis, first aid, protective behaviours, autism, health and wellbeing, aided language, epilepsy, emotional regulation, Team Teach, ABA and TEACCH. Most of these were, in fact, covered in 2020. Staff also continued to have regular training visits from a speech pathologist during the year to help maximise communication.

School Board

We have a joint Schools Board and joint P&C with Mount Hawthorn Primary School which oversees the schools' objectives and funding as well as campus wide issues. In addition, we have an ESC School Board Subcommittee which meets once a term to review issues particular to the day-to-day running of the ESC. We had 4 parents on the ESC School Board Subcommittee in 2020, although meetings were reduced due to the Covid 19 pandemic. We greatly appreciated all the input we received from them.



The Impact of Covid-19

In 2020, we, along with the rest of the country and world, were disrupted by the Covid 19 pandemic. Although this disaster turned out to have a relatively minimal impact on our school, at the beginning we had no idea how things would unfold. There was considerable anxiety amongst some staff for a short while and daily staff meetings, held outside to allow for social distancing, took place to allay staff fears. Staff at MHESC carried on adapting to the rapidly changing rules and environment. We eventually had almost no students for the last 2 weeks of Term 1.



Staff were also preparing for online learning, producing a wide variety of packages which were sent home, learned to use Zoom with parents, and produced a new website for teachers to upload ideas and suggestions for parents. As it turned out, students returned in Term 2 and the disruption never returned as it did in most other places.

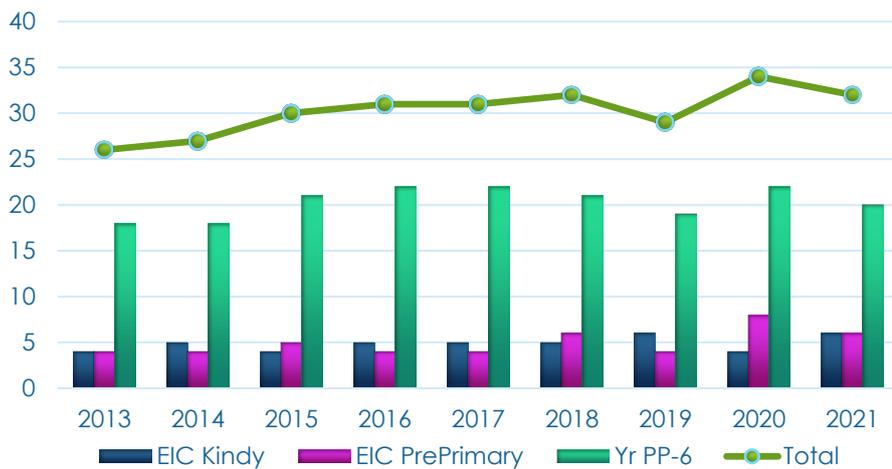
Additional practices were put in place for the rest of the year such as parents not coming into the school, at first not at all and later, for the morning drop-off. This morning measure was very beneficial for our classes, which could commence each day without numerous interruptions and for our students who seemed to prefer the much faster transition from parent to school every day. Sanitisers and hand-washing practices were scrupulously carried out and additional cleaning was continued for the rest of the year. Supplies of PPE were ordered and stored in case of need. The outcome was that professional learning took place mostly online in 2020, but disruption to classes and students at MHESC was minimal after that initial period early in the year.



Enrolments

Our student numbers have remained fairly steady in recent years at around 28-32, which is a maximum for our small school. In 2020 we had 22 students in three classes in the main centre and 12 students in the Kindy/Pre Primary Early Intensive Intervention Program (EIIP). Our students in the main centre have

Student Numbers



predominantly a diagnosis of severe autism or Down syndrome while those in the EIIP all have an autism diagnosis with no intellectual disability.

Attendance Rates

In 2020 our student attendance rate was 91%.

Our Underlying Principles

Applied Behaviour Analysis

The principles of applied behaviour analysis (ABA) are central to our method of operation across the school. The Centre staff are experienced and trained in ABA principles as well as discrete trial training. We keep pace with progress in research and development in this field and refine our instruction accordingly.

ABA focuses on teaching small, measurable units of behaviour in a very systematic way; tasks are broken down into small steps and taught in a one-on-one situation with frequent positive reinforcement guiding behaviour. To maximise a child's success, emerging skills are practised and reinforced in many less structured situations e.g. group activities in class, on excursions, and at home. We use the principles of ABA in every classroom all the time. Some parents have private service providers working with their child at home using ABA. Collaboration between teachers and these professionals enables a more co-ordinated approach and allows for their goals to be added to our Individual Education Plans.



Special Needs Pedagogy

- baseline testing determines where to start with each student
- progression follows the Australian Curriculum
- all lessons are broken down into discrete, simple steps to ensure learning is maximised
- progress in all areas moves at a pace suitable for each individual student
- students practise skills, which have been taught and achieved in the classroom, in the wider environment (generalisation)
- wait time and sensory breaks are built in to all work sessions to suit each student and aid engagement and focus.



Aims for Our Students

- to be self-motivated and confident in their approach to learning and to be able to work individually and collaboratively
- to implement practices that promote personal growth and well-being
- to use language (aided as necessary) to understand, develop and communicate ideas and information and interact with others
- to recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others
- to select and use technologies to increase independence
- to select, integrate and apply numerical and spatial concepts and techniques
- to describe and reason about patterns, structures and relationships in order to understand better the world around them
- to understand and appreciate the physical, biological and technical world and have the knowledge and skills to make decisions in relation to it
 - to understand their own cultural, geographic and historical contexts and have the knowledge, skills, and values necessary for active participation in life in Australia
 - to interact with other people and cultures other than their own and be equipped to contribute to the global community



- to participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others

Priority Areas

The key areas of priority as identified in the 2018-2020 Business Plan were - Overarching Priority of Independence, main Priorities - Maths, English, Communication and Social Skills, Behavioural and Emotional Regulation. These priority areas were revisited in 2020 and the new Business Plan 2021 – 2023 Priority Areas are as follows:



Overarching Priority – Increase Independence

- PRIORITY 1.** Adherence to the Aboriginal Cultural Standards Framework and Culturally Responsive Classrooms
- PRIORITY 2.** Increased Use of STEAM (Science Technology Engineering Arts Mathematics) Integrated into Classroom Practice
- PRIORITY 3.** Health and Well Being
- PRIORITY 4.** Numeracy and Literacy
- PRIORITY 5.** Assessment

Individual Education Plans

All of our students have Individual Education Plans (IEPs), constructed in Reporting to Parents with all objectives for a student embedded in the Learning Areas of the Australian Curriculum - English, Maths, History, Geography, Civics and Citizenship, Science, The Arts, Health & Physical Education and Technology & Enterprise.

Early Intensive Intervention Program (EIIP)

Our Centre has an Early Intensive Intervention Program for Kindy and Pre Primary students with high functioning autism which has been running successfully for 14 years. In 2020 we operated K and PP classes with 4 and 8 students respectively. Departmental policy is that these students must have high functioning autism with full time mainstream as their destination in Year 1.

This program has a very specific content and structure and is aligned closely to the Australian Curriculum. Our target for all students in the EIP, which is to progress to and remain in mainstream primary schools, is now close to being achieved, 99% have achieved this over the past three years.



TEACCH

The Treatment and Education of Autistic and related Communication-Handicapped Children (TEACCH) was developed in the mid-1960s in the United States, based on the work and theories of Eric Schopler, an autism spectrum disorder (ASD) researcher. In 2018 our staff commenced training in the TEACCH Program and this continued into 2020. Classroom modification have resulted in improved outcomes and increased emotional regulation for students.

The following are typical classroom characteristics of TEACCH:

- integral to this program, class and individual schedules help to overcome difficulties with sequential memory and organization of time which is very often seen in autism
- the physical layout of the classroom is arranged in a way that avoids distractions
- materials are clearly marked and arranged
- the classroom layout and the lessons are planned to take into consideration the individual needs of students
- prompts and reinforcements are used in an organized, systematic manner to build success
- directions are tailored to individual students and are given both verbally and with alternative forms such as written, PECS, or gestures.
- the focus of teaching is on strengths while remediating difficulties



Assessments

We use several assessment methods specifically designed for or chosen for our students;

- in house developed MHESC Numeracy and Literacy Checklist (Rooms 1/2/3)
- in-house developed MHESC Independence Checklist to measure progress in individual students (Rooms 1/2/3)
- collaboration with external agencies such as speech therapists, physiotherapists and occupational therapists, with their student goals embedded in IEPs

- use of ABA Baseline Testing to determine baseline or assess progress (EIP)
- parent questionnaire (EIP)
- ATEC autism severity checklist completed by parents at start of Kindy and end of Pre Primary (EIP)
- diagnostic rubrics e.g. First Steps Numeracy, First Steps Literacy, if appropriate (Rooms 1/2/3)

Numeracy and Literacy Checklist and Independence Checklist

We have developed a Numeracy and Literacy Checklist and also an Independence Checklist, both specific to our MHESC students.

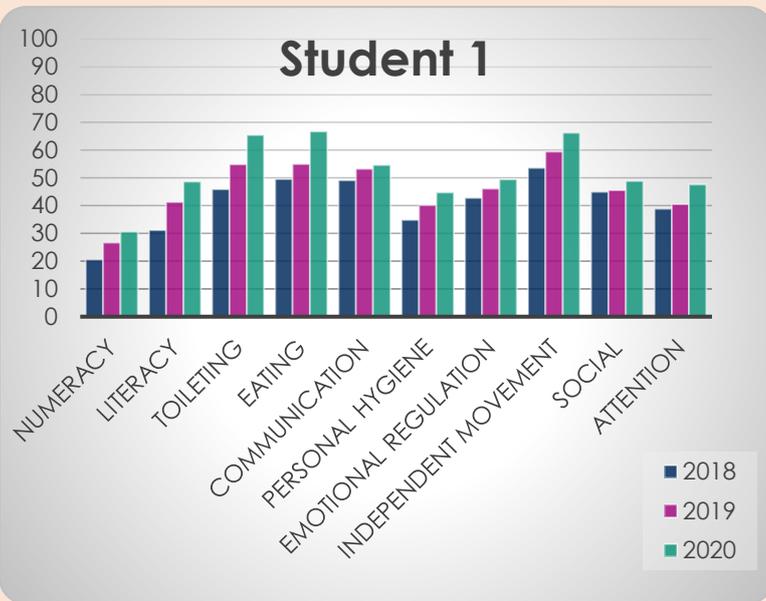
The Areas assessed were:

- Numeracy (simple early use of numbers increasing to more complex operations)
- Literacy (earliest discrete reading and writing skills increasing to more complex skills)
- Toileting (ability to use toilet independently)
- Eating (ability to eat and drink independently)
- Communication (ability to respond to others, initiate communication)
- Personal Hygiene (hand washing, clothing, tidying)
- Emotional Regulation (ability to regulate own emotions independently, recognise emotions)
- Independent Movement (ability to perform tasks and move around the school independently)
- Social Skills (ability to interact with others)
- Attention (ability to focus attention appropriately in a variety of settings)

Each assessment provides a range of objectives starting from very simple earliest discrete skills through to increasingly more complex ones.

We assess progress for each student using this very fine grained tool and used it for the first time in 2018. We further assessed students in 2019 and again in 2020. We previously predicted that, on average, student progress would be to achieve a 10% increase in scores over a three-year period. So far we have seen that Independence Checklist scores increased on average 9% per year, with a range across students of 5% to 22%. Numeracy and Literacy Checklist scores increased on average per year by 13%, with a range across students of 1-27%. We believe these checklists will be useful to show improvement of individual students rather than school averages. These checklists are also proving useful for teacher planning.



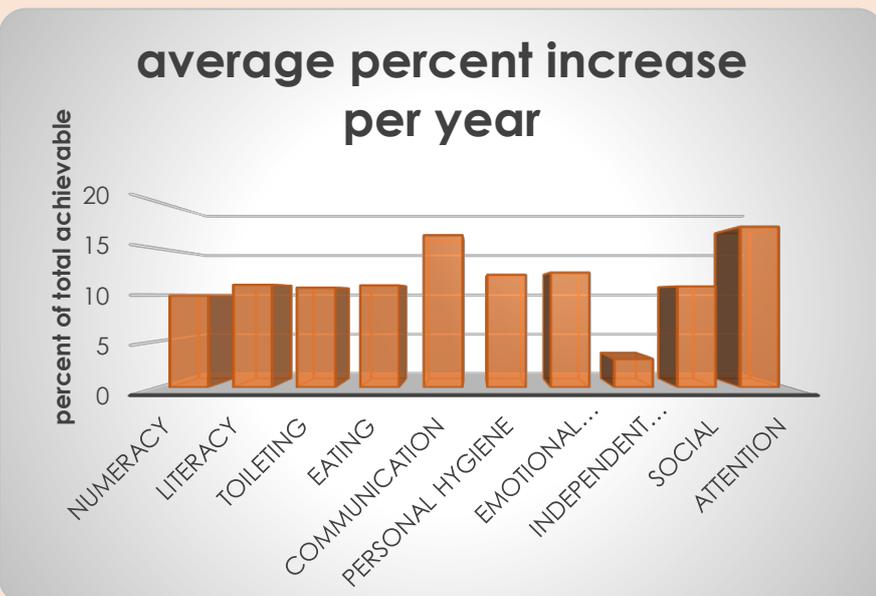
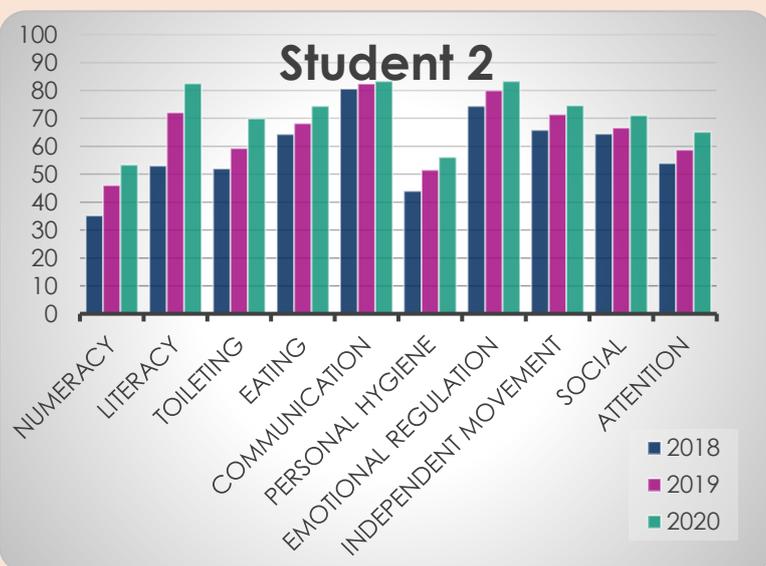


Our assessments are suitably fine grained to show achievement in higher needs students (Student 1) as well as in someone more capable (Student 2).

As examples:

Achievement graphs for two students of very different abilities.

Achievement across the three years could be seen for both students.



This graph shows the percent increase per year over three years for all students in the school.

Apart from Independent Movement, all other measures increased on average by at least 10% per year.

Reporting to Parents/Carers

We use the Department online reporting system for construction of Individual Education Plans (IEPs) and reports for all students. Each Semester, parents and carers and relevant support staff, such as private therapists are invited to meet with teachers to review the students' progress and agree on the student learning goals which are then included on IEPs. Additional areas specific for some of our students such as behavioural, health, hygiene, eating and social needs are fitted into the appropriate areas of the Australian Curriculum, generally Health and Physical Education - Personal, Social and Community Health.

IEPs form the basis for ongoing assessment and recording, with teachers using a range of assessment tools such as formal and informal testing, check sheets, staff observation, anecdotal records, collaboration with therapists and outside agencies and parent notes.



Although the IEP is reported on at the end of each semester, the students' progress is also communicated to parents regularly daily or weekly through student communication diaries, phone calls, email and daily personal contact through a communication app, ClassDojo. We use our own designed and printed personalised diaries for students with a variety of useful information in them about our centre.

Regular email correspondence between parents and principal/teachers also keep our school community informed as to events and information. ClassDojo has proved to be extremely useful for informing parents throughout the day about student wellbeing and their current activities. Photos can be sent to all parents in a class or individual parents, showing them what their children have been doing and that they are happy and busy. The handy translator ability in the app has been extremely useful and regularly used by some parents. The Principal also passes on communications from therapy groups, NDIS and others to parents as well as latest status updates. This app proved to be of major use to us during the pandemic.



Excursions

Our overarching Priority is Independence. We aim to generalise the skills learned in the classroom and therefore excursions are an integral part of the learning program in the main centre classes. As students get older they progress from regular local trips to the shopping centre and park to longer, more regular trips on public transport. While some excursions are for the entire school, classroom teachers mostly plan class excursions. Parents value the skills we teach this way as their children become increasingly able to participate in family outings and trips without anxiety.

In 2020, despite Covid 19, students were still able to participate in a variety of excursions which are outlined in the Highlights section at the end of this Report.



Assessing Ourselves and What We Do

Evaluating Effectiveness

We used the following procedures and protocols in 2020 to evaluate our effectiveness:

- baseline testing
- in house developed Independence Checklist longitudinal data
- in house developed Numeracy and Literacy Checklist longitudinal data
- compare current levels to a student's past performance, teacher checklists and observational assessments, IEPs/reports objectives
- teacher checklists, skills analysis
- analyse behaviour/emotional regulation recording profiles over time
- life skills recording profiles
- collaborating on our effectiveness
- according to student outcomes, analysis of objectives achieved on reports by teachers
- comparison of specific programs e.g. ASD, therapy programs
- staff moderation via meetings, self-reflection, spontaneous informal collaboration between staff throughout year
- performance management – all staff
- regular professional development for all staff
- feedback from therapists
- student IEP meetings

- parent feedback via phone, email, in person, daily diaries, ClassDojo
- feedback from school support staff e.g. school psychologists, speech therapist
- analysis of results from staff surveys, parent surveys communicated to all staff and discussed at staff meetings
- community support – many of our new students come as a result of recommendations from private therapists and disability associations or by word of mouth from previous parents

Staff and Parent Surveys

We surveyed staff and parents in 2020 using the online National School Survey. Nine parents responded and 8/9 seemed to be very happy with the school. The disruption caused by Covid 19 may have been a factor in one unhappy parent's responses. A total of 13 staff responded and overwhelmingly seemed happy with the way the school is running and how the school responded to the Covid outbreak. The results, as always, were discussed at a staff meeting, following the results being circulated by email as well as the impact Covid 19 has had on the school, staff morale, students and parents.

Finances

Income and Expenditure in 2020

The collection rate for Voluntary Contributions K-6 Combined in 2020 was 88%. Major expenditure in 2020 included – speech therapy PL for staff, music therapy, dance/music, installation of hammocks and soft form, contribution towards the new outdoor classroom and painting. An overview of our finances is shown below.

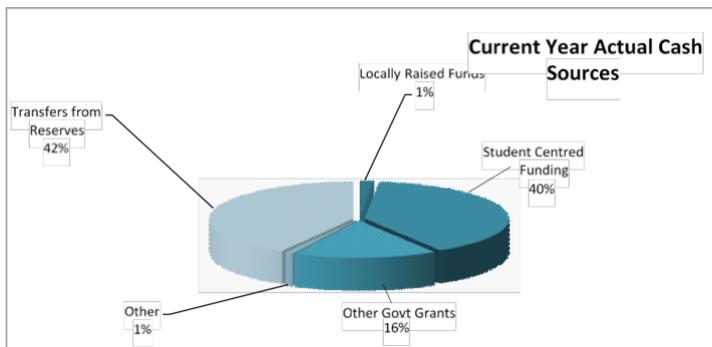
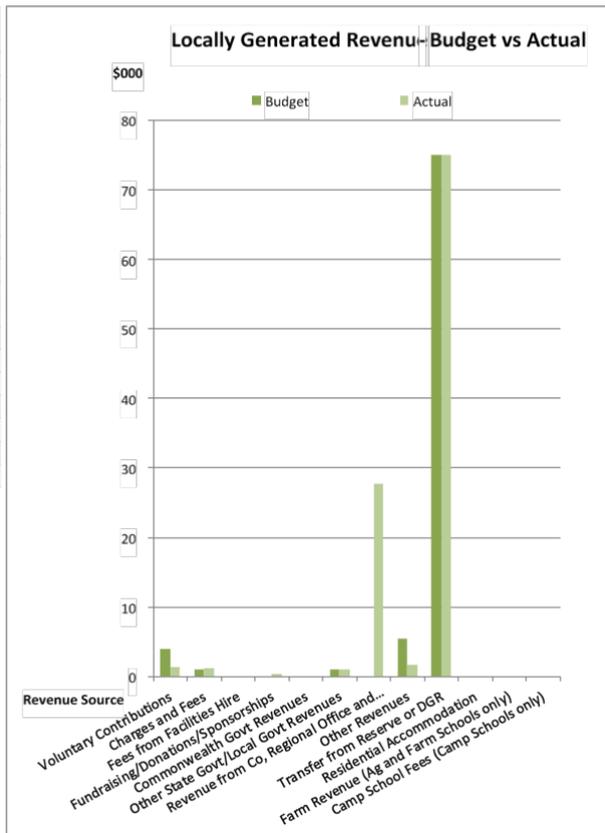


Financial Summary

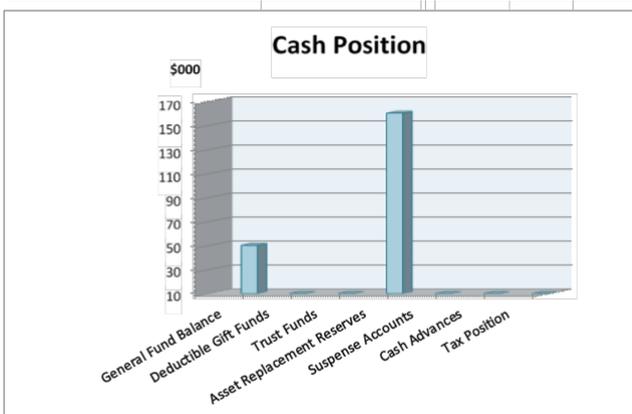
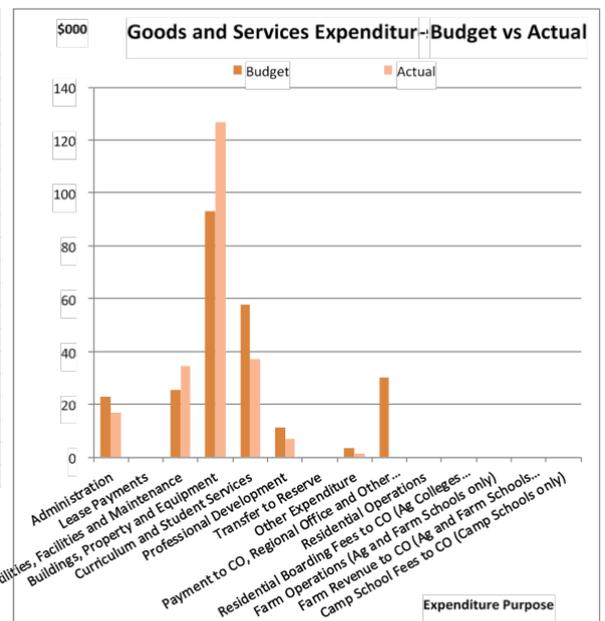
Mt Hawthorn Education Support Centre

Financial Summary as at
December 2020

	Revenue	Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions		\$ 3,881.00	\$ 1,380.00
2	Charges and Fees		\$ 1,040.00	\$ 1,170.00
3	Fees from Facilities Hire		\$ -	\$ -
4	Fundraising/Donations/Sponsorships		\$ -	\$ 304.00
5	Commonwealth Govt Revenues		\$ -	\$ -
6	Other State Govt/Local Govt Revenues		\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools		\$ -	\$ 27,738.66
8	Other Revenues		\$ 5,500.00	\$ 1,595.36
9	Transfer from Reserve or DGR		\$ 75,000.00	\$ 75,000.00
10	Residential Accommodation		\$ -	\$ -
11	Farm revenue (Ag and Farm Schools only)		\$ -	\$ -
12	Camp School Fees (Camp Schools only)		\$ -	\$ -
	Total Locally Raised Funds		\$ 86,421.00	\$ 108,188.02
	Opening Balance		\$ 93,847.38	\$ 93,847.38
	Student Centred Funding		\$ 71,250.00	\$ 71,250.00
	Total Cash Funds Available		\$ 251,518.38	\$ 273,285.40
	Total Salary Allocation		\$ -	\$ -
	Total Funds Available		\$ 251,518.38	\$ 273,285.40



	Expenditure	Cash and Salary	Budget	Actual
1	Administration		\$ 22,920.00	\$ 16,659.48
2	Lease Payments		\$ -	\$ -
3	Utilities, Facilities and Maintenance		\$ 25,350.00	\$ 34,574.32
4	Buildings, Property and Equipment		\$ 93,000.00	\$ 126,655.08
5	Curriculum and Student Services		\$ 57,833.65	\$ 36,868.22
6	Professional Development		\$ 11,000.00	\$ 6,866.96
7	Transfer to Reserve		\$ -	\$ -
8	Other Expenditure		\$ 3,410.00	\$ 1,460.83
9	Payment to CO, Regional Office and Other Schools		\$ 30,000.00	\$ -
10	Residential Operations		\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)		\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)		\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)		\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)		\$ -	\$ -
	Total Goods and Services Expenditure		\$ 243,513.65	\$ 223,084.89
	Total Forecast Cash Expenditure		\$ -	\$ -
	Total Expenditure		\$ 243,513.65	\$ 223,084.89
	Cash Budget Variance		\$ 8,004.73	\$ -



Cash Position as at:	
General Fund Balance	\$ 209,965.51
Made up of:	\$ -
1 General Fund Balance	\$ 50,200.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 160,300.00
5 Suspense Accounts	\$ 785.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,320.00)
Total Bank Balance	\$ 209,965.51

Highlights of 2020

Room 1

- Anzac day
- Remembrance Day
- NAIDOC week
- stem/science week with buddy class
- Edudance



Room 2

- shopping pre- COVID
- Anzac day
- Remembrance Day
- NAIDOC week
- stem/science week with buddy class
- book week parade
- Edudance



Room 3

As part of the Independence and HASS programs, Room 3 visited various shopping centres, libraries and community venues. Students learned about the different features of the following venues:

- Joondalup shopping centre
- Hyde Park
- Volcano Park in Belmont
- Fremantle
- community access around Mount Hawthorn
- Woodbridge Park
- South Perth
- Kings Park
- Perth Art Gallery



Early Intensive Intervention Program

- Significant improvements in Independence, Communication, Behaviour and Social Skills for all Kindy and Pre Primary students.
- Pre Primary students - Successful integration into local schools for Year 1
- Kindy students - End of year excursion, Mueller Park in Subiaco
- Pre Primary - End of year excursion, Ivy Watson Playground in Kings Park

Other Activities

- Aboriginal Incursion Virtual Reality (Rooms 1/2/3)
- specialised fitness dance (Kate Morier) - Semester 1 (Rooms 1/2/3)
- specialised dance (Kelly Buckle) - Semester 2 (Rooms 1/2/3)
- weekly Year 6 Buddies Group from MHPS (Rooms 1/2/3)
- weekly visiting by Hale School students (Rooms 1/2/3)
- Christmas concert (Rooms 1/2/3/EIIP)
- Edudance with Primary School (Rooms 1/2/3, EIIP)
- in -term swimming (Rooms 1/2/3)



Mount Hawthorn ESC 2020

