



Department of  
Education

School of Special  
Educational Needs  
Medical & Mental Health



## SCHOOL OF SPECIAL EDUCATIONAL NEEDS MEDICAL AND MENTAL HEALTH

### 2018 ANNUAL REPORT



## STATEWIDE SERVICES FOREWORD

Through the leadership of Mr Steve Watson, School of Special Educational Needs: Behaviour and Engagement (SSEN: BE), Mr Rick Firns, School of Special Educational Needs: Sensory (SSEN: S) , Mr Grant Wheatley and Mr Caleb Jones, School of Special Educational Needs: Medical and Mental Health (SSEN: MMH) and Mr Stuart Percival, School of Special Educational Needs: Disability (SSEN: D), the Schools of Special Educational Needs have throughout 2018 continued to provide high quality services, support and interventions to schools, students and their families.

The focus of SSEN: MMH in 2018 was the consolidation of services from the newly opened Perth Children's Hospital and the embedding of practices and processes in the new work environment. SSEN: MMH has continued to strengthen partnerships with health services, in particular Child Adolescent Mental Health Services and the WA Country Health Service. This partnership continues to establish and build upon existing processes to provide shared assessment and management of school aged clients, develop capacity building of staff between agencies and provide an opportunity to clarify processes for the management of sensitive and/or confidential information, emerging issues and research.

SSEN: BE has continued to successfully implement services and support for students who present with the most challenging and complex behaviours. The second half of 2018 was focused on the consolidation of the service delivery model which has strengthened the manner in which SSEN:BE targeted and delivered services and support to schools.

In 2018, SSEN: D implemented a new model of service to ensure a direct link between school requests and consulting teacher skillset allocated to support this need. This has resulted in a model of service that has benefitted schools and students, and which will continue to strengthen over time. SSEN: D continued the rollout of the Specialised Learning Programs for students with Autism. Four primary programs opened in 2018: at Marangaroo, Samson, Cooina and Heathridge Primary Schools; and the first secondary school program opened at Southern River College which, in partnership with the program at Gosnells Primary School, has established the first dedicated Kindergarten to Year 12 pathway for students with ASD.

SSEN: S has, in 2018, focussed on implementing changes in processes and practices, where appropriate, to ensure a more efficient, seamless and transparent model. This work has strengthened the manner in which services and support are delivered to schools. In addition, the school has been developing online resources to assist teachers to deliver teaching and learning that is appropriate for students with disability.

All staff members are to be commended for their work throughout 2018 in areas that are complex and challenging.

Catherine Shepherd  
Director

**Student Support Services**

## SCHOOL COUNCIL SUMMARY

The move from Princess Margaret Hospital to Perth Children's Hospital was the major event in 2018. It was a long time coming and all the SSEN: MMH staff deserve to be congratulated for their patience and preparedness. The school at the hospital was one of the few departments that implemented changes at PMH in readiness for the move, which meant for a lot of stair climbing and changes to daily routine.

This preparation made for a relatively smooth transition to the PCH site and the extra stair climbing has been replaced with greater distances to walk.



*Grant Wheatley and Perry DeLacey cut the ribbon at the new SSEN: MMH offices, PCH*



*Office space!*

The SSEN: MMH areas in the new Perth Children's Hospital are a credit to all staff and especially to the leadership team who have worked for many years to ensure the importance of continued educational and psychological support to patients during their hospital stay and transition back to their enrolled school.

The school rooms are one of the first areas on view when entering the wards and the school administration area has attracted many comments expressing surprise in the size of the school, something not evident at PMH.

The members of Council wish to thank all the teaching and support staff at SSEN: MMH for their commitment and hard work throughout the very busy year. There have been a number of changes in the leadership team with Deb de Lacy securing the position of Associate Principal and Angela Moffatt selected as the Teaching & Learning Coordinator. Grant Wheatley took leave for terms 3 and 4 and his position was filled by Associate Principal, Caleb Jones.



*Ward classroom, PCH*

In 2012 my summary in the Annual Report mentioned the name change from Hospital School Services to SSEN: MMH and with that name change came significant changes in funding. Six years later, the funding model is still a much discussed topic at all council meetings as the Education Department works to confirm funding for all Schools of Special Educational Needs.



*Opening of the Toni Jones Centre*

Council members have been involved in a number of visits from the Minister for Education, the Minister for Health as well as the local member of parliament, as they witness the important role of SSEN: MMH in contributing to the wellbeing of patients. Minister Cook opened the Toni Jones Resource Centre following a generous donation from the Jones family whose mother, Toni, had been a long serving volunteer in hospital school programs at PMH.

Of course, the School of Special Educational Needs: Medical and Mental Health reaches far wider than the new Perth Children's Hospital. Following the transition to PCH we began teaching support in the East Metropolitan Youth Unit (EMyU) and during 2018, we were fortunate to support schools with a full complement of staff throughout all regions of Western Australia.

Thank you all!

Mary Turner  
**Chair SSEN: MMH Council**

**Comments from a leading Perth College staff member following the 2018 Staff Christian Service Day at Perth Children's Hospital**

*"We assisted dedicated and passionate teachers working with sick children who are at risk of educational marginalisation due to their illness. We had to be patient and caring and listen to the children and cater for their unique needs but we were so rewarded by their receptiveness to learning and gratefulness for our time and effort."*



## SCHOOL VISION

The SSEN: MMH vision is to provide educational services to referred students whose medical or mental health presents difficulties in accessing their regular education program and to facilitate their entry or return to a program that best meets their ongoing needs.

The school provides a continuum of educational services from teaching and learning within a hospital or Department of Health (DoH) program, to home teaching and supported transition to a students' enrolled schools. The school's mission is to build the capacity of schools to support students with health related needs by facilitating school links with health teams and collaboratively providing professional learning with DoH staff. The Department of Education's SSEN: MMH supports students from both public and non-government schools. In 2018, The SSEN: MMH operated more than 60 programs, supporting over 5565 students across the following services:

Health Service	Hospital/Clinic
<b>Child and Adolescent Health Service</b>	Princess Margaret Hospital / Perth Children's Hospital - outpatient liaison programs, day and inpatient ward teaching programs
	Pathways, Shenton Park
	Armadale, Bentley, Clarkson, Fremantle, Hillarys, Peel, Shenton and Swan Child and Adolescent Mental Health Service Clinics
	Touchstone, Bentley Hospital
<b>South Metropolitan Health Service</b>	Fiona Stanley Hospital - Paediatric Unit, State Rehabilitation Unit, Mental Health Youth Unit and Youth Community Assessment and Treatment Team (YCATT)
<b>WA Country Health Service</b>	Great Southern, South-West, Wheatbelt, Mid-West, Pilbara, Kimberley and Goldfields Child and Adolescent Mental Health Service Clinics
<b>North Metropolitan Health Service</b>	Joondalup Health Campus
<b>East Metropolitan Health Service</b>	Midland Health Campus, East Metropolitan Youth Unit (EMyU)
<b>Eligible students who were confined to the home due to illness and referred by schools for interim teaching were also supported.</b>	

### Success Story

*A primary School that was finding difficulty implementing approved health care procedures for school, received guidance and policy support from SSEN: MMH teaching staff. The support made a significant difference to the Principal and enrolled school's staff confidence to support students' needs so they can participate at school.*

## 2018 HIGHLIGHTS

The school has enjoyed many highlights in 2018. These include:

- The successful and smooth transition to new offices and classroom spaces at the Perth Children's Hospital.
- The opening of the Toni Jones Resource Centre by the Minister of Health, The Hon. Roger Cooke MLA in May.
- A visit from the WA Minister for Education, The Hon. Sue Ellery MLC in October. Minister Ellery was highly complimentary of our programs and noted the enthusiasm of staff and the 'value SSEN: MMH staff place on the success of every young person they teach'.
- The successful commencement of a school program at the newly minted East Metropolitan Youth Unit (EMyU) at Bentley Hospital.
- The completion of a comprehensive staff survey with an outstanding level of staff participation.

## STAFF PROFILE

ADMINISTRATION	NUMBER	FTE
Principal	1	1
Associate Principals	3	2.8
Program coordinator	1	1
TEACHERS		
Level 3 Classroom teachers	3	2.2
Senior Teachers	38	29.8
Other Teachers	21	14.6
SCHOOL SUPPORT STAFF		
Corporate Services	5	2.7
Resource Centre	14	8.6
TOTAL	86	62.5
Volunteers	48	

## PROFESSIONAL LEARNING DELIVERED BY STAFF

SSEN: MMH delivered 125 Professional learning events attended by a total of 475 attendees over a scope of Medical, Mental Health and Medical and Mental Health learning.

2018	Medical	Mental Health	Medical and Mental Health	Totals
Number of Events	29	86	10	125
Number of Attendees	58	390	27	475

## PROFESSIONAL LEARNING COMPLETED BY STAFF

Art Therapy Workshop
Autism symposium
Body Esteem Educator Training
Celebrate Reading Conference 2018
Child Development Seminar with Dr Lesley-Anne Ey
Collegiate Sharing Opportunity
Complex Trauma Conference - 3 day
Developing Emotional Regulation
Diabetes Congress 2018
Digitech K-6 iDiscover @ Treendale PS
Dyslexia - Defining Features & Effective Strategies
Early Intervention for Eating Disorders
Engagement Forum 2018
FASD Conference
Future Science Conference
Gatekeeper Suicide Prevention
Gender Diversity - management & support
Generation Next
Growing Effective Teams
ICT SOE Fundamentals
Innovative Technologies & Learning Conference
Keys4Life Online: For Agencies
Keeping Our Workplace Safe - Preventing and Responding to Violence in Schools
Managing Challenging Behaviour
Mental Health First Aid Course
Middle Leaders: Leading from Within

National Diabetes in Schools Forum
Positive Schools Conference 2018
Recruitment & Selection Panel Training
Rethinking Thoughts - WAAMH
School Engagement Team Student Services Workshop
School Engagement Team Workshop (Primary)
Science by Doing
SCSA 2018 Key Messages - Secondary School Briefing
Sculpting Masterclass workshop
Secondary STEM Professional Learning
Showcasing Years 7 - 12 STEM activities
SSTUWA Women's Conference
Student Services Workshop - Secondary School Staff
Supporting children with Foetal Alcohol Spectrum Disorder at School
Trauma Informed Practice Symposium
Visible Learning Symposium
WAESPAA Conference
Working with Complex Trauma

### **Success Story**

*A student and her family wished to pass on their sincere thanks and appreciation for the significant difference our school's support had made to her educational trajectory. Our staff provided a supportive environment and course pathway guidance towards TAFE which would still allow her to reach her goal and gave a sense of hope to achieve her goal. The student successfully completed TAFE and gained entry into University this semester. She attributed much of her success to the support of SSEN: MMH. The student recently spoke as a Youth representative in Parliament and wanted to let us know that she praised the service the DoE's SSEN: MMH provides to young people struggling with health needs.*





## PARTNERSHIPS AND COLLABORATIONS WITH OTHER AGENCIES AND ORGANISATIONS

The School of Special Educational Needs: Medical and Mental Health consults with key agency partners, including government agencies, the private sector, non-government organisations (NGOs) and hospital education organisations (domestic and international) in order to enhance student outcomes, inform planning and keep abreast of new trends in service delivery, infrastructure and policy.

The School of Special Educational Needs: Medical and Mental Health works closely with the other Schools of Special Educational Needs: Disability; Sensory; and Behaviour and Engagement.

The embedding of our staff within Department of Health programs is integral to operating under a Memorandum of Understanding between the Department of Education and the Department of Health. Individual service level protocols are in place wherever dedicated staffing is provided.

### Key Partners

- [Association of Independent Schools WA](#)
- [Australian Association for Adolescent Health](#)
- [Be You](#)
- [Catholic Education WA](#)
- [Department of Health](#)
- [Child and Adolescent Health Service](#)
- [Diabetes WA](#)
- [East Metropolitan Health Service](#)
- [Edith Cowan University](#)
- [Fiona Stanley Hospital Volunteer Program](#)
- [Headspace](#)
- [Health Educators Learners Parents \(HELP\) Alliance](#)
- [Hospital Organisation Pedagogues of Europe \(HOPE\)](#)
- [Mental Health Commission](#)
- [Missing School](#)
- [Murdoch University](#)
- [North Metropolitan Health Service](#)
- [Perth Children's Hospital Foundation](#)
- [Perth Children's Hospital Volunteers Program](#)
- [Red Kite](#)
- [Ronald McDonald Learning Program](#)
- [South Metropolitan Health Service](#)
- [Starlight Children's Foundation](#)
- [Telethon Kids Institute](#)
- [The University of Western Australia](#)

- [West Australian Council of State School Organisations](#)
- [WA Country Health Service](#)
- [West Australian Symphony Orchestra](#)
- [YouthCARE](#)



*Dancing with WASO*

### **Success Story**

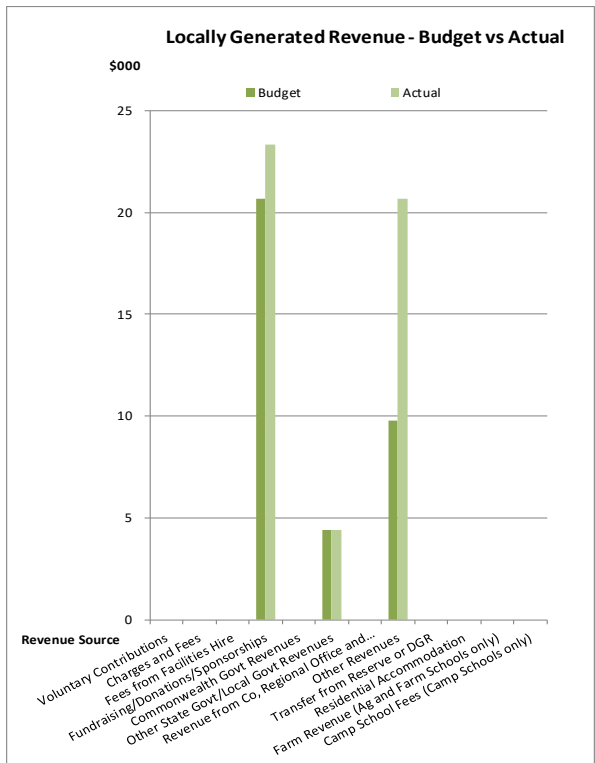
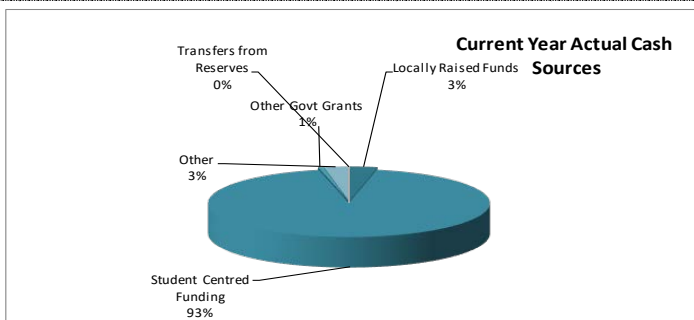
*A great outcome was achieved for a student from Nauru supported by SSEN: MMH staff across Refugee Health and Level 2, which shows how effectively our school operates together, across health and education. Every level of our school contributed to support this very traumatised child; from the teaching team and Chaplain providing him with his first positive experiences of school, our Admin team arranging with PCH Executive and Refugee Liaison working with his health team and family to gain permission and funding for school enrolment. His health team and mother told us how happy they are with his progress. They have seen a big improvement in his level of anxiety and behaviour and he is looking forward to starting at his new school this week.*

# FINANCIAL REPORT

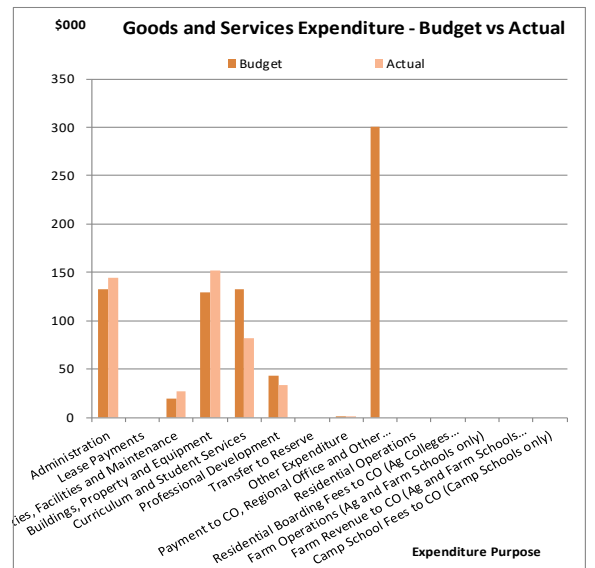
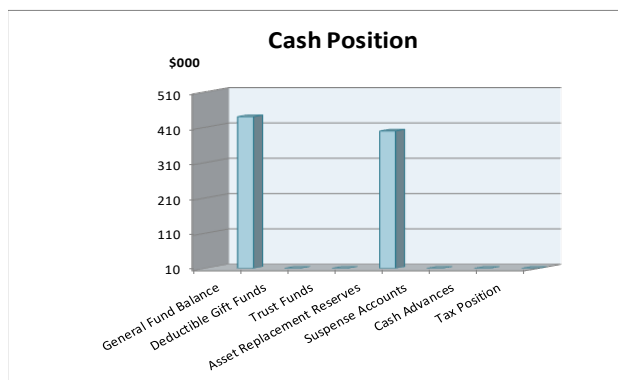
CSSEN: Medical & Mental Health

Financial Summary as at  
31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ -	\$ -
2 Charges and Fees	\$ -	\$ -
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 20,664.55	\$ 23,328.30
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 4,411.33	\$ 4,411.33
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 9,802.00	\$ 20,666.47
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 34,877.88</b>	<b>\$ 48,406.10</b>
<b>Opening Balance</b>	<b>\$ 145,573.00</b>	<b>\$ 145,573.01</b>
<b>Student Centred Funding</b>	<b>\$ 673,951.00</b>	<b>\$ 684,505.31</b>
<b>Total Cash Funds Available</b>	<b>\$ 854,401.88</b>	<b>\$ 878,484.42</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 854,401.88</b>	<b>\$ 878,484.42</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 132,700.00	\$ 144,398.12
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 19,100.00	\$ 27,328.00
4 Buildings, Property and Equipment	\$ 129,264.55	\$ 151,680.12
5 Curriculum and Student Services	\$ 131,956.97	\$ 81,917.91
6 Professional Development	\$ 43,500.00	\$ 33,645.09
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 4.00	\$ 4.01
9 Payment to CO, Regional Office and Other Schools	\$ 300,000.00	\$ -
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 756,525.52</b>	<b>\$ 438,973.25</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 756,525.52</b>	<b>\$ 438,973.25</b>
<b>Cash Budget Variance</b>	<b>\$ 97,876.36</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 834,976.42</b>
Made up of:	
1 General Fund Balance	\$ 439,511.17
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 398,981.25
5 Suspense Accounts	\$ 80.00
6 Cash Advances	\$ 150.00
7 Tax Position	\$ 3,446.00
<b>Total Bank Balance</b>	<b>\$ 834,976.42</b>

## STAFF SURVEY 2018

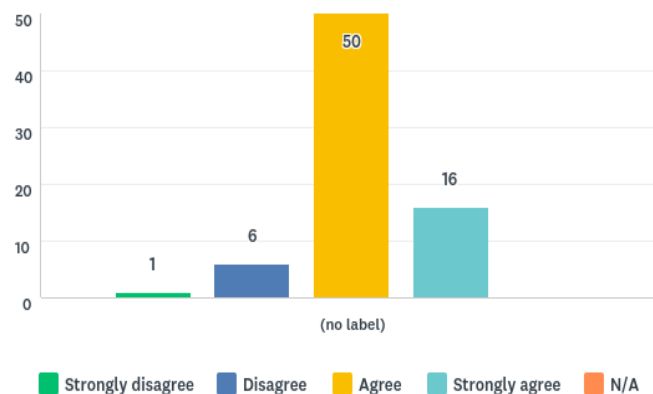
The School of Special Educational Needs: Medical and Mental Health (SSEN: MMH) staff completed a Health & Wellbeing Survey in Term 3, in keeping with the DoE requirement to survey biennially. Week 9 was deemed Survey Week and staff were able to complete the survey in their own time or during a Survey Network Meeting. 86% of staff completed the survey which was a 16% improvement on the 2016 survey. This could be attributed to having a dedicated survey week, a Survey Network Meeting, frequent email reminders to complete the survey online and the opportunity to win a prize upon completion. The survey addressed 4 criteria, in line with the four priorities outlined in the Strategic Plan for WA public Schools 2016-2019: Success for all students; High Quality Teaching; Effective Leadership; and Strong Governance and Support.

### Success for All Students: Communication and Support

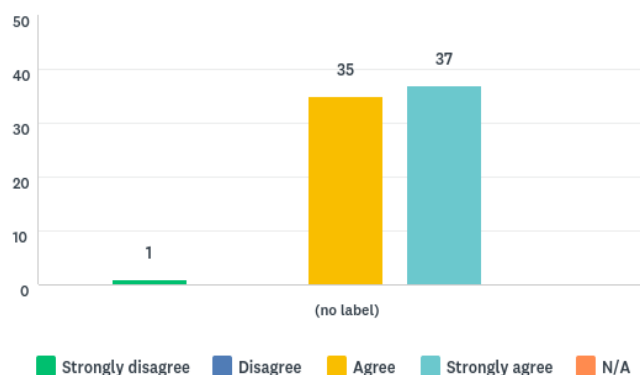
The survey indicated that on average 91% of staff believe that we communicate effectively with each other and with other schools. 88% of staff felt that students enrolled schools' support strategies suggested by SSEN: MMH teachers and 96% of staff felt that our school staff are effective in assisting students with a successful transition back to their enrolled school.

Pleasingly, 99% of staff reported that they felt SSEN: MMH services support the educational needs of students. The data in this category is consistent with the results from the 2016 staff survey.

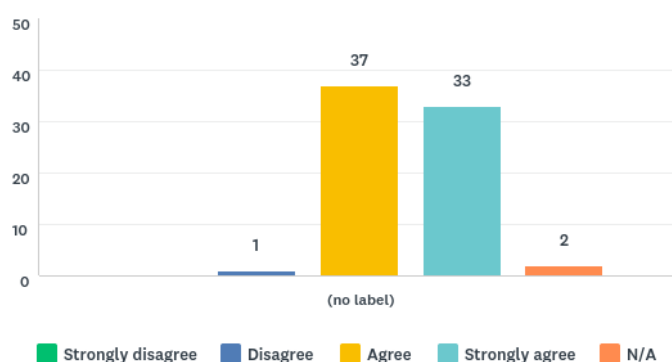
Q1 SSEN:MMH staff communicate effectively with each other.



Q4 SSEN:MMH services support the educational needs of students.



## Q5 SSEN:MMH staff are effective in assisting student transition

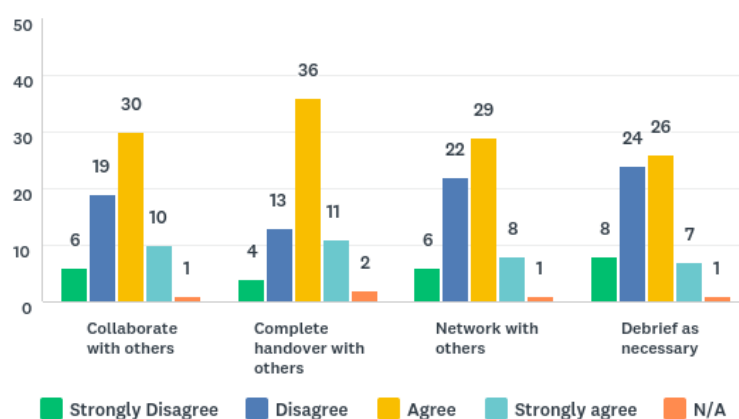


## High Quality Teaching and Learning: Allocation of Time

Interestingly, compared to the 2016 survey, staff felt there is currently less time for collaboration, handover, networking and debriefing, even with collaborative time allocated in the school day. Across all aspects of staff time allocation, the data was less favourable. In particular, 50% of staff felt that there is inadequate time to debrief (up from 38% in 2016), and 37% felt that there is insufficient time to collaborate with others (up from 20% in 2016).

Survey comments reflected that for PCH staff the work environment and open plan office space made it difficult for people to collaborate, meet and connect. This was a common theme throughout the survey.

## Q16 There is sufficient time for me to -



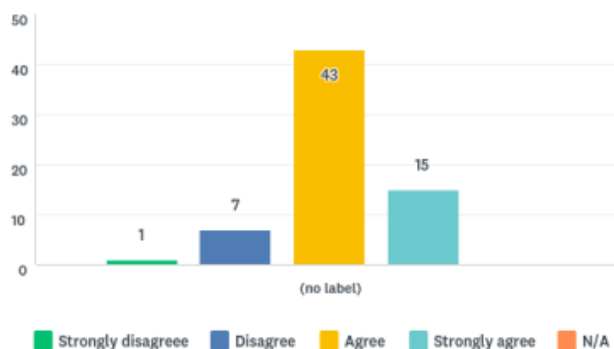
## Professional Learning

89% of staff indicated their PL learning needs are being met and their access to PL is equitable. 81% feel they have attended Network Meetings that support them in their SSEN role. 78% of people indicated that professional partnerships are an effective method of developing professional skills.



Comments included a need for a greater variety & more relevant choices of PL on Staff Development Days. For example, offer a choice of several concurrent sessions run by staff with skills to share and/or external facilitators.

Q17 My Professional Learning needs are being assisted by SSEN:MMH.

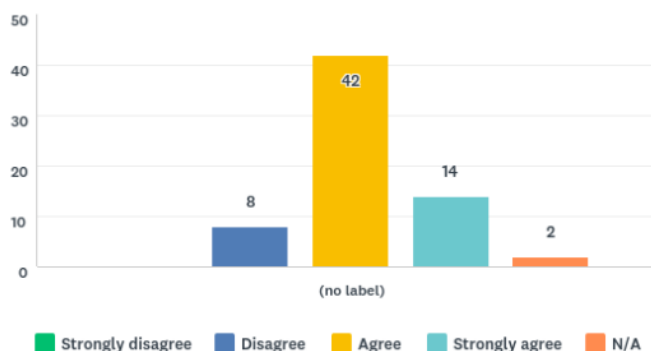


## Support for Aboriginal and CALD students

Results indicated that 86% of staff felt they had sufficient knowledge of cultural differences to engage with Aboriginal students. There has been a 13% improvement in staff knowing who to contact for additional support and a slight increase in the number of staff who felt they had sufficient knowledge of cultural differences to allow them to adapt strategies.

Comments from staff reflect more professional learning in this area would be welcomed.

Q31 I have sufficient knowledge of cultural differences to enable me to effectively engage with aboriginal students and their families.

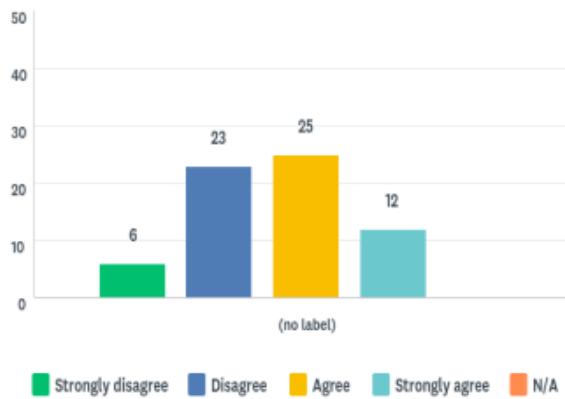


## Effective Leadership and strong Governance and Support: SSEN: MMH Leadership

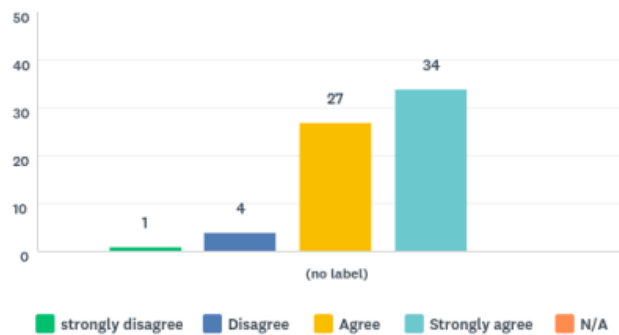
The survey showed 79% of staff felt they received adequate support in times of high need/stress. Over 94% of staff find the Leadership team both available and approachable whilst 81% felt the Leadership Team valued their professional opinions and ideas. 93% of staff found their colleagues at SSENMMH to be supportive and friendly and 83% of staff felt valued as individuals.

However, 44% of staff would like the Leadership Team's decisions more clearly explained. The comments reflected a perceived overlap of administration roles, micro-management and lack of consistency and transparency of decisions on issues.

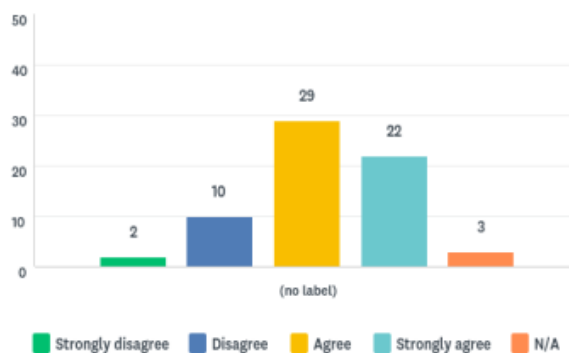
Q35 The leadership team's decisions are clearly explained.



Q38 The leadership team are approachable.



Q40 The leadership team values my professional opinions and ideas.



## In Summary

For the most part, the survey data across the majority of questions is very similar to the data from the 2016 staff survey. The year has brought many significant changes and, despite a sense from comments of staff feeling a loss of identity as a school, 80% of staff report having as strong sense of belonging to SSEN: MMH, while 83% of staff feel that people are valued as individuals.

The comments section of the survey, although reflective of individual opinion demonstrated discrete themes. These have been addressed in each of the three sections of the survey and workshopped by leadership and staff to identify areas for school improvement.

The fact that the survey had such a high completion rate suggests staff are invested and keen to have input into the direction of our school. 74% of staff report they are committed to change and improvement.

## Notes for future survey consideration

- **Survey title:** Staff commented anecdotally that the survey wasn't named appropriately. In future the survey need to be clear it is collecting data across a range of school themes, including staff health and wellbeing.
- **Questions:** Some staff commented that many of the National Survey's questions are too open-ended and require staff to make generalisations (for example, school staff collaborate well with health staff). Some questions, such as those regarding i-coaching, perhaps need removal and add others to address the staff use of mobile devices e.g. Surface Pros, iPads and laptops. There are also no questions on the School Chaplain role.
- **Professional Learning and Video Conferencing (VC):** Some comments reflected that a multi-sited school, part time staffing and increased staff use of public transport make required after hours PL more difficult. However, the use of VC was deemed a helpful option by those attending remotely and the importance of acknowledging staff from other programs during VC meetings.
- **Survey Themes:** Common survey themes have since been workshopped with all staff who have identified strategies for school improvement.

## PARENT AND STUDENT SURVEYS 2018

304 parents/carers of long term students were surveyed in November 2018. In total, 87 surveys were completed. There was an increase in parents with primary aged children, particularly in Year 5, completing the survey and the number of parents with secondary aged children decreased.

In 2018, 27 students completed the survey compared to 35 completed in 2016. The number of students completing the survey across all year groups decreased, with the exception of Year 5 and Year 10.

The survey implemented by SSEN: MMH followed the National School Opinion Survey, provided to all schools by Education Service Australia. This survey was also used in 2016 for the purpose of data comparison.

Parent Survey Summary 2018		
Questions	Results 2018	Results 2016
<b><i>What does SSEN: MMH do well (% agree and strongly agree)</i></b>		
• Teachers at this school expect my child to do their best	81%	84%
• Teachers at these school treat students fairly	79%	84%
• My child feels safe at this school	77%	79%
• I can talk to my child's teacher about my concerns	80%	85%
• This school looks for ways to improve	72%	68%
• My child's teachers are good teachers	77%	84%
• Teachers at this school care about my child	79%	77%
<b><i>Where could we improve? (% disagree and strongly disagree)</i></b>		
• This school takes parents opinions seriously	22%	11%
• My child's learning needs are being met at this school	28%	12%
• I am satisfied with the overall standard of education achieved at this school	21%	9%
• My child is making good progress at this school	21%	11%
• This school helped my child keep up with school work	25%	12%
• This school takes parents opinions seriously	22%	11%
Student Survey Summary 2018		
<b><i>Does SSEN: MMH do well? (% agree and strongly agree)</i></b>		
• My teachers expect me to do my best	88%	100%
• I feel safe at my school	82%	72%
• My teachers are good teachers	80%	83%
<b><i>Where could we improve? (% disagree and strongly disagree)</i></b>		
• I like being at my school	22%	18%
• My school takes students opinions serious	28%	18%
• My school gives me opportunities to do interesting things	21%	6%