



Department of  
Education

School of Special  
Educational Needs  
Medical & Mental Health



## SCHOOL OF SPECIAL EDUCATIONAL NEEDS MEDICAL AND MENTAL HEALTH

### 2019 ANNUAL REPORT



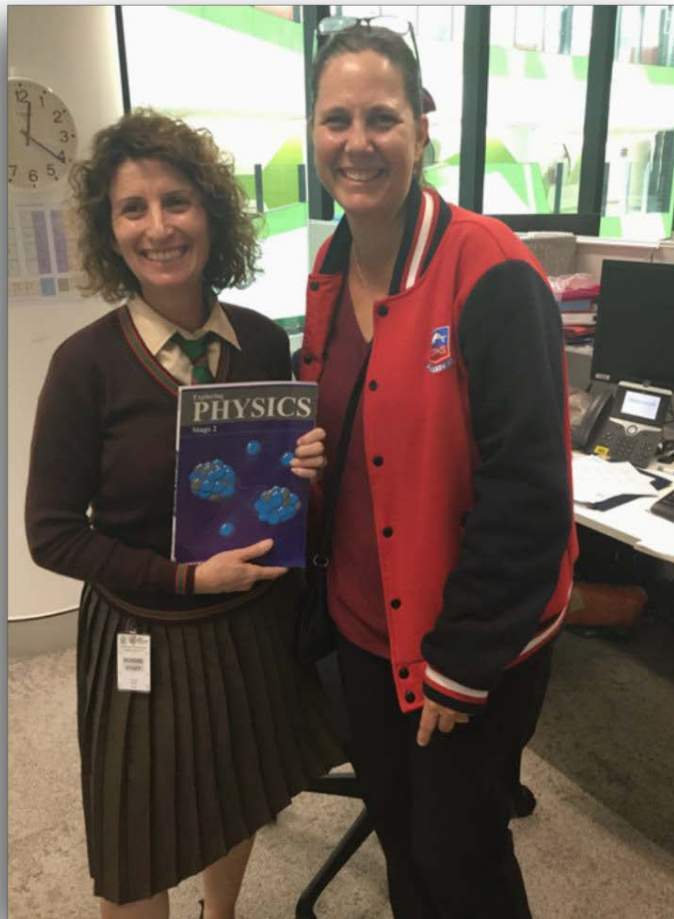
***Connect, Learn and Thrive***

## STATEWIDE SERVICES FOREWORD

The four Schools of Special Educational Needs (SSEN): Behaviour and Engagement, Disability, Medical and Mental Health and Sensory are at the heart of the Department's commitment to ensure all students have access to the support they need to learn and grow. The range of services and the level of expertise within the four schools is a result of a long history of dedicated staff who are committed to ensuring students receive the best possible education, that parents are valued partners, and teachers, support staff and school leaders have the skills and capabilities they need to create outstanding schools. This annual report, and those of the other three schools, highlights the extent to which the schools go to ensure these shared goals are achieved.

I would like to acknowledge and thank each school's leadership team and all their staff for the relentless commitment to high standards and for the results they collectively achieve. I trust that all those that take the time to read these annual reports will appreciate the important role the four schools play in facilitating the quality educational experience aspired to by each and every student, family, and school they support.

Steve Watson  
A/Director, Student Support  
Services Statewide Services



## SCHOOL COUNCIL SUMMARY

The Council learnt at their last meeting for 2019 of the endorsement of the SSEN Funding Model by the Department of Education's Corporate Executive, after more than six years of uncertainty. Council members acknowledge the hard work and determination of the Department's Financial Services and the school leadership team, particularly Grant Wheatley, to resolve the funding model. This will allow services and the School of Special Educational Needs: Medical and Mental Health (SSEN:MMH) to respond to changing student and enrolled school needs in the community.

The members of Council wish to thank all teaching and support staff across the many locations for their commitment and dedication to supporting students and schools, especially during adjustments to programs and staffing allocations under the new funding model.

Grant Wheatley announced his retirement at the end of Term 2, after many years at the helm of Hospital School Services and SSEN:MMH. Grant said in his retirement letter to staff that he "felt very reassured that the vision and purpose of the school that we have created together, is firmly on the right track".

Past and present members of the School Council attended a farewell for Grant held during a School Development Day in July along with a range of colleagues, friends and supporters of Grant from many disciplines.

It was under Grant's leadership and strategic approach that the Memorandum of Understanding was signed between the Departments of Education and Health in 2005, from which many more relationships developed. Grant was always thinking of ways to improve the opportunities for students whose medical and mental health prevent them from successfully participating in education.

There were many changes to the leadership team at SSEN:MMH during 2019. As Caleb Jones filled the role of Acting Principal, Angela Moffatt stepped up to work with Trevor Briedis and Deb deLacy as Associate Principals and the Teaching & Learning Coordinator was rotated amongst the aspirant leaders during Grant's absence. Council members were delighted to hear of the appointment of Caleb Jones as Principal, SSEN:MMH and subsequent confirmation of Associate Principals to permanent positions.

In addition to the two SSEN:MMH staff representatives on Council, we have appreciated the attendance of other staff as they presented reports on School Surveys, Online Learning Modules for Managing Health Needs at School, School Vision, Public School Review, Reporting to Schools Review and the new partnership with SCGH to support students over sixteen years of age. The contribution of so many capable senior staff demonstrates the depth of talent, willingness and passion in the SSEN:MMH staff.

We have also welcomed new council members representing the Child and Adolescent Health Service (CAHS) Community Health and the East Metro Health Service's Youth Unit as we endeavour to seek input from community members across Education and Health and continue to encourage further community contribution from the parent body.

On behalf of the SSEN:MMH Council and staff I extend my gratitude and best wishes to John Hesketh who stepped down from the council in June due to health reasons. John was an inaugural member of the School Council, initially as a representative from the Department of Education and more recently as a community member. John always contributed to discussions with great insight and could always be relied upon for his expression and superior editing skills.

John passed on his thanks to Grant and his staff for being so professional and caring for kids in need. He also expressed a desire for us to look at the important link to sanity, hope and a future that SSEN:MMH brings to these children.

Thank you, on behalf of SSEN:MMH Council members, to all the teaching and support staff.

Mary Turner  
SSEN:MMH Council Chair



*Grant Wheatley retires from SSEN:MMH*



## SCHOOL VISION

The SSEN:MMH mission 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.

In 2019, a collaborative effort to ground our purpose saw the school vision for the SSEN:MMH crystallised through the statement: 'Connect, Learn and Thrive'.

The school provides a continuum of educational services from teaching and learning within a hospital or Department of Health (DoH) programs, to home teaching and supported transition to a students' enrolled schools. The school also endeavors to build the capacity of enrolled schools to support students with health needs by facilitating school links with health teams and facilitate professional learning alongside health staff. The Department of Education's SSEN:MMH supports students from both public and non-government schools. In 2019, The SSEN:MMH operated more than 60 programs, supporting 5961 students through 47399 support hours, across the following services:

Health Service	Hospital/Clinic
<b>Child and Adolescent Health Service</b>	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 Health Campus
<b>South Metropolitan Health Service</b>	Fiona Stanley Hospital - Paediatric Unit, State Rehabilitation Service, Youth Mental Health Unit (YoU), Youth Community Assessment and Treatment Team (YCATT) and Adult Ward Teaching.
<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 - Paediatric Unit, Sir Charles Gardiner Hospital (SCGH)
<b>East Metropolitan Health Service</b>	East Metropolitan Youth Unit (EMyU), Midland Health Campus Pediatric Unit
<b>Eligible students who were confined to the home due to illness and referred by schools for interim teaching were also supported through visits and video calls.</b>	

### Success Story

*Email feedback received from a school with a new diabetes student:*

*"Thank you for SSEN:MMH involvement - it was great having the liaison teacher and health team behind us. It has made for an easier road, helping the student on their journey thank you for all you have done."*

## 2019 HIGHLIGHTS

The school has enjoyed many highlights in 2019. These include:

- A Sarawak Ministerial Delegation Visit to SSEN:MMH in July;
- World Teacher's Day, celebrated with class activities focusing on the prompt "If I were a teacher";
- A visit from Mr. Einar Hansen, school principal Hollenderhaugen Skolesenter, Norway on a one- week study tour to experience the SSEN:MMH school model and functions; and share across systems;
- A generous donation from Clarkson Community High School, whose students raised funds for the SSEN:MMH during a school 'Wellbeing Week'. These funds were used to purchase a range of beautiful books that were donated to students over December;
- Continued collaboration with CAHS and the *Arts, Play, Entertainment, Education and Recreation* (APEER) committee at Perth Children's Hospital on activities, learning projects and events, such as the Artist in Residence Program, Superhero Day, International Day of Disabilities and the PCH Christmas Market;  
Facilitation of a 'virtual' graduation for a regional from primary school student at PCH, who was unable to return to her enrolled school due to health concerns.
- WASO Hospital Orchestra Project visited SSEN:MMH classrooms at PCH on two occasions: one providing small group interaction with musicians and the other a special Christmas visit with small choirs visiting classrooms and a concert with a large ensemble and chorus.
- To support Staff Health and Wellbeing, the Social Team held an end of year Christmas function, Mindful lunchtime walks, and the School Chaplain coordinated a lunch to 'reveal' staff Secret Friends from this year.
- The painting 'Thorny Lizard Dreaming' by Caroline Numina Napanangka, was unveiled. The painting is dedicated in memory of our beloved Marilyn Price, courtesy of her partner, Greg McPherson. Marilyn, a long standing teacher with SSEN:MMH, passed away in 2016.



*The Sarawak Delegation*

## STAFF ACHIEVEMENTS

Leasa Ashton was confirmed as a 2019 Churchill Fellowship Award Recipient. Leasa will embark on research to explore evidence based strategies which increase quality of life and schooling outcomes for adolescents with chronic pain.

Our Diabetes teachers contributed to the PCH Diabetes Service being nominated as finalists in the WA Health Excellence Awards 2019 for the development of Ambulatory Care for Children with Newly Diagnosed Diabetes and their supported transition home and to school.

We congratulated Amanda Betts on receiving the Western Australian Premier's Book Award Fellowship, 2019.

## STAFF PROFILE

ADMINISTRATION	NUMBER	FTE
Principal	1	1
Associate Principals	3	2.8
Program coordinator	1	1
TEACHERS		
Level 3 Classroom teachers	5	3.9
Senior Teachers	33	25.7
Other Teachers	26	18.2
SCHOOL SUPPORT STAFF		
Corporate Services	4	3.4
Resource Centre	4	2.2
Education Assistants	10	6.9
TOTAL	87	66.9
School Chaplain	1	0.4
Volunteers	37	

## PROFESSIONAL LEARNING DELIVERED BY STAFF

SSEN: MMH delivered 117 Professional learning events attended by a total of 1529 attendees over a scope of Medical, Mental Health and Medical and Medical and Mental Health learning.

2019	Medical and Mental Health PL
Number of Events	117
Number of Hours	220
Number of Attendees	1529

### Success Story

*Feedback from Spinal Rehab Seminar survey indicates the PL was highly regarded and well received by the ~ 60 attendees from schools, the large majority believing it has had a significant impact on their knowledge and practice. The Spinal Rehab health team passed on special recognition to the Spinal Rehab teachers for their high level of organisation and professionalism, fundamental to the seminar's success.*

## PROFESSIONAL LEARNING COMPLETED BY STAFF

Aboriginal Cultural Standards - Culturally Responsive Relationships
ACT for Teacher Wellbeing
AGOSCI Conference
ALEA National Conference (Invited guest speaker)
Animation Workshop with Steve Aiton
Application Writing & Interview Skills for Leaders
Australian College of Educators Conference
Be You Essentials and Mental Health Risk in Primary Schools
Be You - Mental Health Risk in Secondary Schools
Bindjareb Pinjarra & Desert River Sea
CONSTAWA 2019
De-escalating Skills
Email & Workflow Mastery
Engagement Forum 2019
Fierce Conversations
Future Science Conference 2019
Gamefikasi - Motivating Secondary Learners in Languages
Gatekeeper Suicide Prevention Workshop
GATZ - The Great Gatsby from Text to Theatre
HaSS Conference 2019
HELP Conference 2019
Introduction to NME Training Series
Languages & STEM
Leading a Culture of Whole School Assessment
Leading Best Practice in EAL/D
LAN Tracks to Two-Way Learning
MAWA Conference
Mental Health & Wellbeing of Young People
Minecraft Education Edition
NDIS Information Session
Oral Language Games Make & Take session



Positive Schools Conference 2019
Practicing Mindfulness
RAMS Introductory Training
Teachers of Gifted & High Ability Students
Team Teach Intermediate Tutor Refresher Course
Tracks to Two Way - Learning
Search & Download in SCIS DATA
Senior Teacher - Information Session Online
Sexual & Gender Dysphoria Mental Health
Suicide Ideation in Primary School Aged Children
SSTUWA Women's Conference
OSH Representative Training - Introductory
Talk for Writing
Therapeutic Crisis Intervention
TRIM Introductory Training
Understanding Anxiety
Understanding Learning Difficulties - e-Learning
Understanding Subject headings in SCIS
Understanding Treating & Managing School Refusal
Voices from Beyond the School Gates
Western Australian Mental Health Conference 2019
Youth Mental Health First Aid



## PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

The SSEN:MMH consults with key agency partners, including government agencies, the non-government school sectors, not for profit organisations (NFPs) 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 SSEN:MMH, works closely with the federated Schools of Special Educational Needs: Disability; Sensory; and Behavior & Engagement.

The embedding of our staff within WA Health programs across all WA Health Services is integral to operating under a Memorandum of Understanding between the Department of Education and the Department of Health. Individual service level agreements 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](#)
- ☐ [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](#)
- ☐ [WASSEA](#)
- ☐ [WAPHA](#)

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

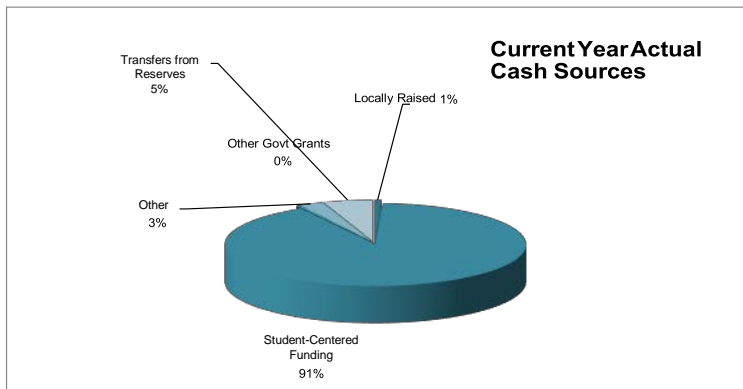
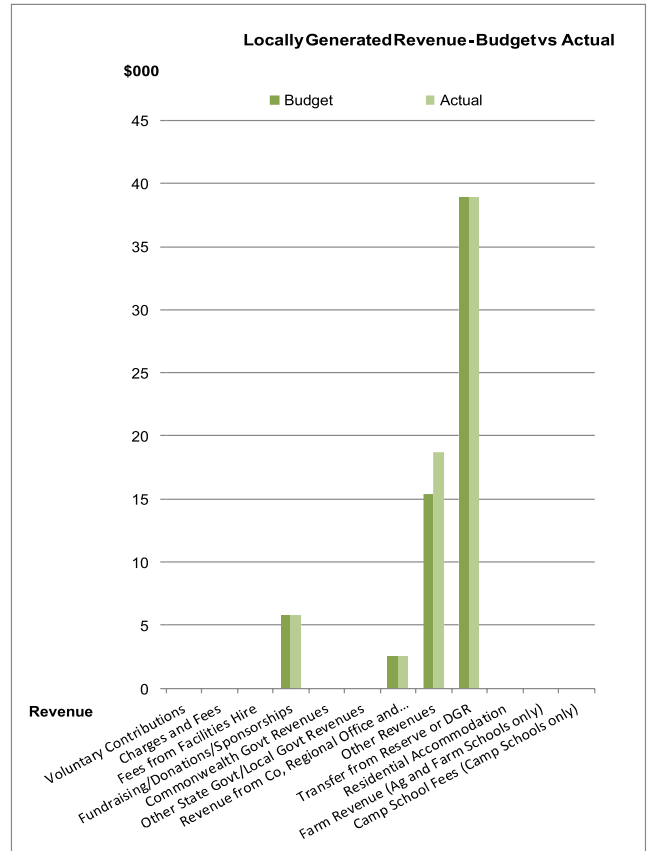


### **Success Story: Feedback and thanks from Penrhos College**

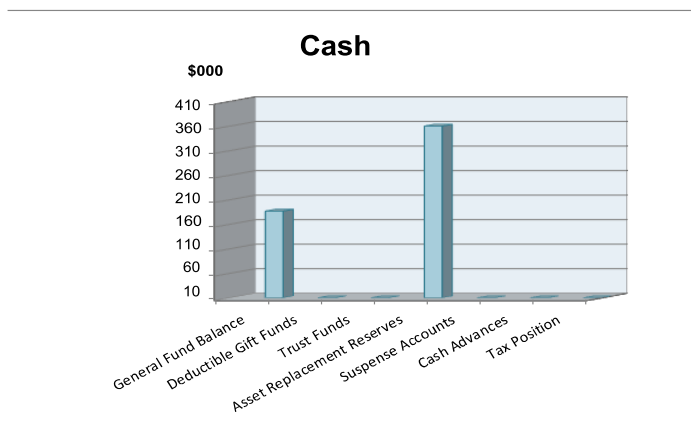
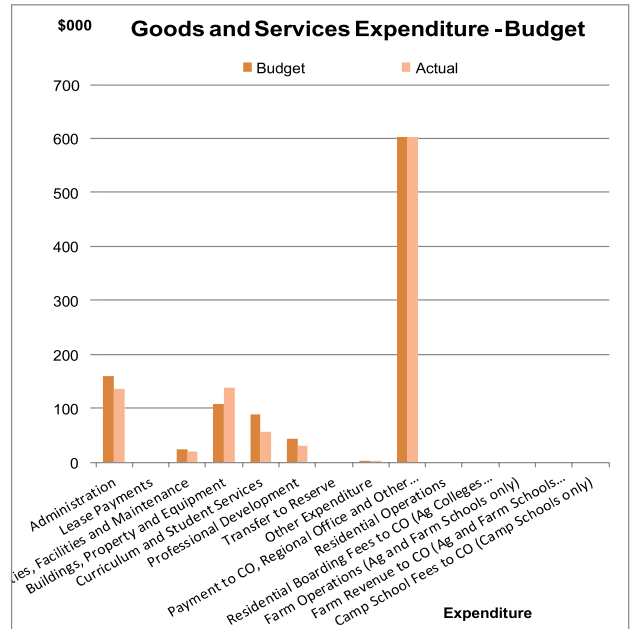
*"I want to thank you for your support for the placement of Penrhos students for the Work Experience program over the past decade. Words cannot express my gratitude for all your help and if the world had more people like you it would be a better place. You have made a difference to all those students in one way or another and made my job pleasant and easier to handle".*

# FINANCIAL REPORT

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 5,802.16	\$ 5,802.16
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other	\$ 2,500.00	\$ 2,545.41
8	Other Revenues	\$ 15,427.27	\$ 18,727.70
9	Transfer from Reserve or DGR	\$ 38,914.10	\$ 38,914.10
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 62,643.53	\$ 65,989.37
	<b>Opening Balance</b>	\$ 439,511.00	\$ 439,511.17
	<b>Student Centered Funding</b>	\$ 640,000.00	\$ 661,739.76
	<b>Total Cash Funds Available</b>	\$ 1,142,154.5	\$ 1,167,240.3
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 1,142,154.53	\$ 1,167,240.30



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 160,140.00	\$ 136,679.77
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 24,400.00	\$ 19,235.86
4	Buildings, Property and Equipment	\$ 107,349.10	\$ 137,669.05
5	Curriculum and Student Services	\$ 88,525.00	\$ 56,106.01
6	Professional Development	\$ 43,102.27	\$ 30,805.96
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3.00	\$ 5.45
9	Payment to CO, Regional Office and Other	\$ 600,000.00	\$ 600,000.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ -	\$ 980,502.10
	<b>Total Forecast Salary Expenditure</b>	\$ -	\$ -
	<b>Total Expenditure</b>	\$ -	\$ 980,502.10
	<b>Cash Budget Variance</b>	\$ 118,635.16	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 544,695.35</b>
<b>Made up of:</b>	<b>\$ -</b>
1 General Fund Balance	\$ 186,738.20
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 360,067.15
5 Suspense Accounts	\$ 80.00
6 Cash Advances	\$ -
7 Tax Position	\$ -
<b>Total Bank</b>	<b>\$ 544,695.35</b>

## SCHOOL PLAN 2018-19 REVIEW

The 2018-19 School plan was reviewed at the conclusion of 2019. Eight out of nine strategies implemented to meet the four goals were achieved by SSEN:MMH.

### SCHOOL OF SPECIAL EDUCATIONAL NEEDS: MEDICAL & MENTAL HEALTH SCHOOL PLAN 2018-19

Statewide Services Directorate - Goals	SSEN	SSEN:MMH - Major Strategies
Students with special needs receive the support and services they need to engage in learning.	Increase student access to support services through digital transformation.	<ul style="list-style-type: none"> <li>Increase student access to quality teaching and learning while supported by SSENMMH.</li> <li>SSEN: MMH staff digital literacy is advanced.</li> </ul>
Schools receive the advice, support and services they need to: <ul style="list-style-type: none"> <li>Strengthen student attendance;</li> <li>Create and maintain positive student behaviour;</li> <li>Deliver effective teaching in every classroom and,</li> <li>Personalise learning for every student.</li> </ul>	Increase SSEN workforce capability.  Improve SSEN workforce attraction and retention.	<ul style="list-style-type: none"> <li>Increase enrolled school staff understanding of medical and mental health problems.</li> <li>Improve SSEN:MMH reporting to schools.</li> <li>Explore residency programs to ensure recency of SSEN:MMH teaching skills.</li> <li>Ensure Health and Wellbeing of SSEN:MMH staff is well supported.</li> <li>Expand the capacity of SSEN:MMH to deliver professional learning to schools in situ/on school sites.</li> </ul>
Statewide Service develops and maintains governance, organisational capacity and partnerships that deliver proactive and responsive service and support.	Service co-design and delivery.	<ul style="list-style-type: none"> <li>Extend the research of SSEN:MMH support to students.</li> <li>Strengthen links with all Statewide Services.</li> </ul>

Strategy 1, *to increase student access to quality teaching and learning while supported by SSEN:MMH*, was achieved with 6 students participating in the Missing Schools SeeBe robots program, and 152 case conference and teaching sessions delivered through video conferencing. In addition, quality teaching supported by action learning of High Impact Teaching Strategies (HITS) commenced in 2019, supported by Level 3 Classroom Teachers.

Strategy 2, *to enhance staff digital literacy*, was augmented by the Digital Literacy School Grant that was received in 2019. All staff completed relevant digital literacy professional learning and groups of teachers and education assistants were provided with intensive coaching to champion project areas.

Strategy 3, *to increase enrolled school staff understanding of medical and mental health problems* exceeded its target of providing 50 formal professional learning events to schools and networks, delivering a total of 210 events to 1432 attendees. SSEN MMH online seminars were tracked and an average of 6 completions of seminars was achieved weekly.

Strategy 4, *to improve SSEN:MMH reporting to schools processes* saw the trialing of new reporting methods in response to the 2017 schools survey results. The new reporting methods will be aligned to future student and community voices, assessment and reporting strategies.



Strategy 5, *to explore residency programs to ensure recency of SSEN:MMH staff teaching skills* resulted in more than 75% of staff rostered across teaching programs over 2018 and 2019, with 6% of staff using their professional partnership to shadow or teach in another school or teacher development school. An identified outcome to have 25% of SSEN:MMH teaching staff work or shadow in another SSEN school was not achieved: although discussed, agreement was only reached in principle with other SSENs.

Strategy 6, *to ensure staff health and well-being is well supported* was developed through ongoing social and collegial events to promote connection and engagement with each other. A health and well-being session was incorporated into each staff development day. Finally, the staff survey returned largely positive results, with all constructive feedback considered and workshopped, with relevant actions initiated.

Strategy 7, *to extend the review of SSEN:MMH support to students* was addressed by the completion of the Telethon Kids phase 2 research and the publication of its findings. The report detailing these findings, ["Levelling Education Outcomes for Students with Medical and Mental Health Needs"](#) was submitted to *Continuity in Education* in October 2019 and will be published in August 2020.

Strategy 8, *to strengthen links with all Statewide Services*, had some success in joint professional learning events and SSEN participation in key strategic developments in Statewide Services. However, the target objective of holding one joint professional learning event with all SSEN schools was not met, due to difficulties in aligning the staff development days of the schools.



## TELETHON KIDS INSTITUTE REPORT

In 2019, a project commissioned by the Telethon Kids Institute was finalised and its findings released in report form. The project was considering the impact of hospital school teaching and liaison on the educational, behavioral, and attendance outcomes of students who required SSEN:MMH support.

The project used data routinely collected and held by the Western Australian Department of Education (DoE) and data collected by the SSEN:MMH between 2008 and 2016, a total of 28,697 students. The dataset provided by the SSEN:MMH included information about their students related to:

- Number of contacts students have had with SSEN:MMH
- Number of teaching hours students received within a semester period with the SSEN:MMH either within a program or home teaching.
- Number of liaison hours attributed to students including transition support and liaison between SSEN:MMH, enrolled schools, healthcare teams and families.

The datasets provided by the DoE for this project included:

- Enrolment details
- Attendance records
- Teacher grades
- NAPLAN test scores
- Teacher judgements of attitude, behaviour and effort.

These databases included all students enrolled in a Government school at any time during 2008-2016 (inclusive). Due to the longitudinal nature of this data, the project was able to follow the educational, attendance and behavioural trajectories of students over time, accounting for changes in these outcomes before, during and after engagement with the SSEN:MMH. The project then narrowed its focus to two cohorts and collated data from 2467 students who had a Year 4 contact and 2,992 students who had a Year 8 contact between 2008 and 2016.

## Findings

The report found that detecting any difference is difficult because SSEN:MMH students are a variable group, with conditions ranging from simple and short-stay to complex and severe. However, the report found:

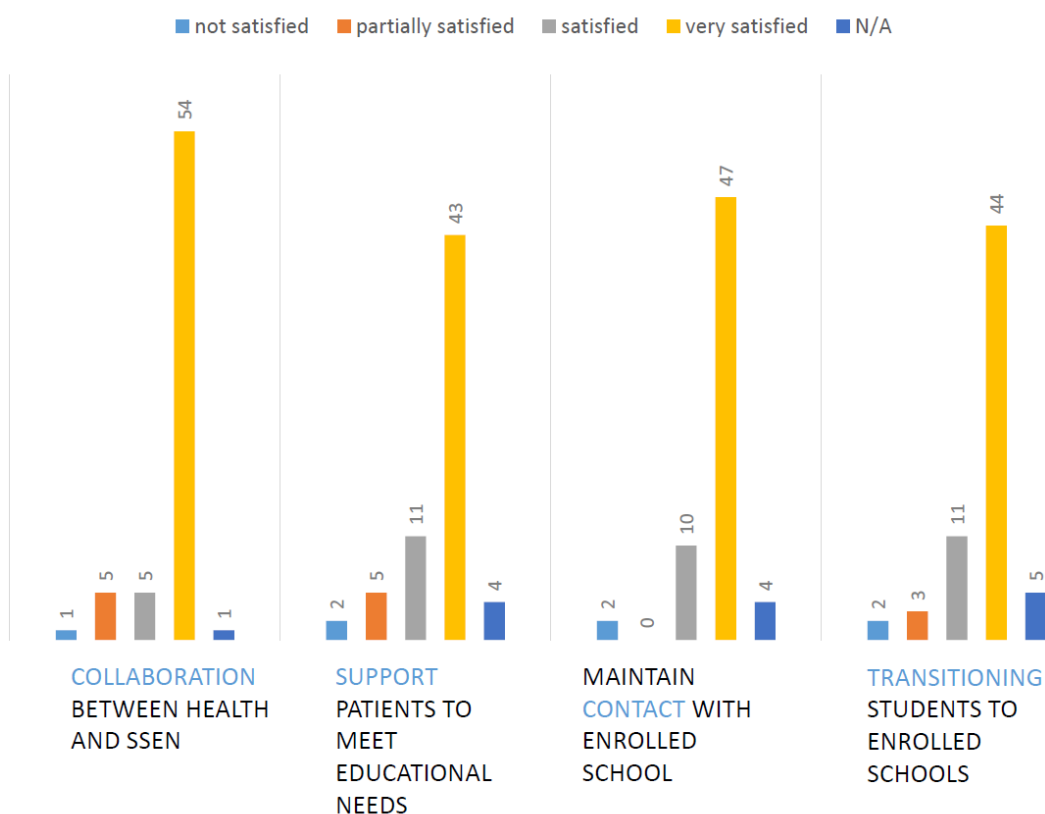
- students with more teaching or liaison hours maintain similar / slightly lower outcomes (but not statistically significant).
- Year 4 results show generally positive albeit imprecise effects on Year 5 educational outcomes including NAPLAN numeracy, writing and reading scores and with an increase in teaching contact hours from the SSEN:MMH.
- No change was observed in Year 5 GPA or behavioral outcomes including the ABE total score and social aptitude and school engagement sub-scores, while an imprecise negative effect was observed in Year 5 attendance rates.
- Results from Year 8 show generally negative effects on Year 9 educational outcomes and Year 9 attendance with an increase in teaching contact hours from the SSEN:MMH.
- Liaison activities have been identified as particularly effective for improving educational outcomes in students with chronic health conditions where these activities improve communication between healthcare teams and educators from student's enrolled schools.
- The results highlighted the challenges faced by the SSEN:MMH in terms of the broader absence patterns of students and the opportunity they have to impact on the negative effects of missing school.
- Overall, the effects observed in this analysis highlight the complexity of student experiences prior to, during, and following hospital school support and the challenges of ongoing and evolving data collection within a system designed to privilege support for vulnerable children and adolescents over data administration.

## HEALTH SURVEY 2019

The results of our 2019 SSEN:MMH Health Survey of WA colleagues mirrored very strongly the 2017 Survey results across the board. This year we had 70 responses compared to 71 in 2017. Of these in 2019, 29% were clinical staff, 26% were Heads of Department and 23% were Allied Health. The other respondents were made up of 15% Nursing & 8% Other (which included CAMHS clinicians). These numbers were similar to 2017 with the only difference being slightly less HOD's (33) and more clinicians completed the surveys this year.

This reflects well on our aims to improve the survey this year with efforts put into identifying the most relevant members to reach in health teams (most likely clinicians rather than HOD's) via current liaison teachers. This process was very helpful in updating our bank of health contacts and could be further developed next time by targeting more clinicians in particular those doing a lot of the hands-on work in collaboration with our teachers.

### HEALTH SURVEY



#### Collaboration

Within the health teams, liaison and support were identified as being the most useful form of SSEN: MMH collaboration. Educate and Transition however were areas that followed closely behind and are strongly valued by health teams as well.

89.5% of respondents were satisfied/very satisfied with the collaboration with SSEN:MMH.

#### Educational Needs, Connection & Communication

83% were satisfied/very satisfied with how SSEN:MMH have helped patients/students meet their educational needs, and 90.5% felt very satisfied/satisfied that SSEN:MMH staff have helped patients/students maintain connection with their enrolled school.

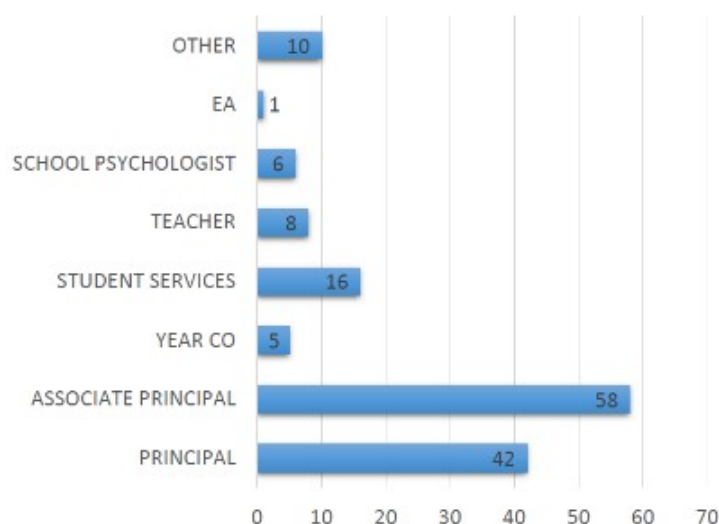
In terms of the very important role of transitioning students back to school 85% were highly satisfied/satisfied with the role SSEN:MMH staff played, and 85% feeling highly satisfied/satisfied with the support teachers provide to maintain communication between health teams and enrolled schools concerning patient's needs.

91% of respondents felt very satisfied/ satisfied with the role SSEN:MMH staff play in supporting positive health outcomes for their patients. Also 89% were very satisfied/ satisfied with the assistance provided by SSEN staff to health teams in understanding education processes and procedures.

## SCHOOL SURVEY 2019

184 staff from WA schools completed the enrolled School Survey in 2019, compared to only 89 in 2017. Of these 64% were either Principals or Associate Principals and 10 % Students Service managers. At the ground level, Teachers and Year Coordinators made up only 8% of the respondents. These are the staff members that would be involved with a lot of the day to day support provided to students while receiving SSEN:MMH support. Compared to 2017, we have improved across the board, with increased percentages for satisfied and very satisfied across all questions relating to collaboration, exchange of information, communication/maintaining contact and transitioning students back to their enrolled school. In terms of Professional Learning, it is fairly consistent with 2017 that staff are unaware or not accessing this service.

### WHO COMPLETED THE SURVEY?



### Collaboration

Liaison and support were identified as being the most useful SSEN:MMH collaboration with enrolled schools, which is comparable to the 2017 survey, although all four areas are valued. 72% of respondents were satisfied/very satisfied with collaboration with SSEN:MMH.

71% were satisfied/very satisfied with the information exchange between SSEN:MMH staff and the enrolled school.



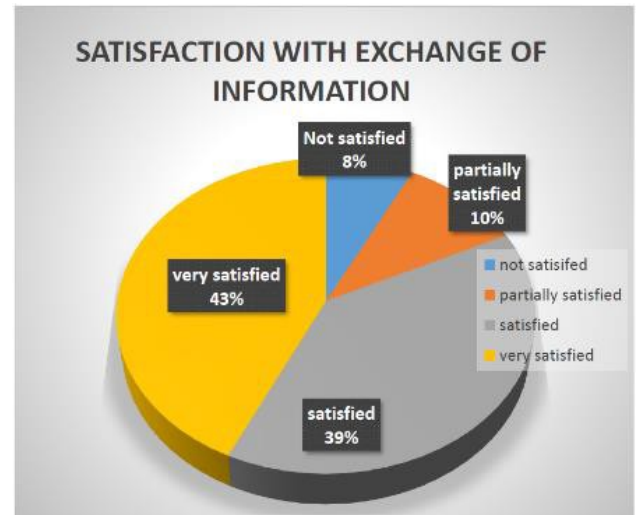
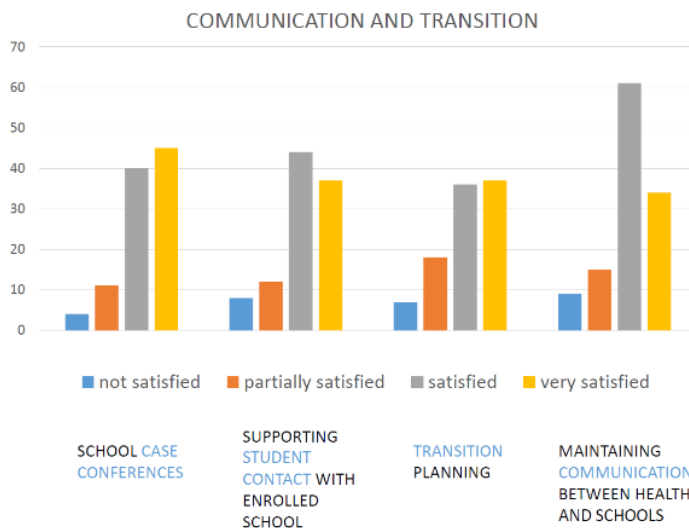
### Case conferences

Of the respondents that have had case conferences, 85% report feeling satisfied with the collaboration.

## Maintaining contact, information exchange and transition

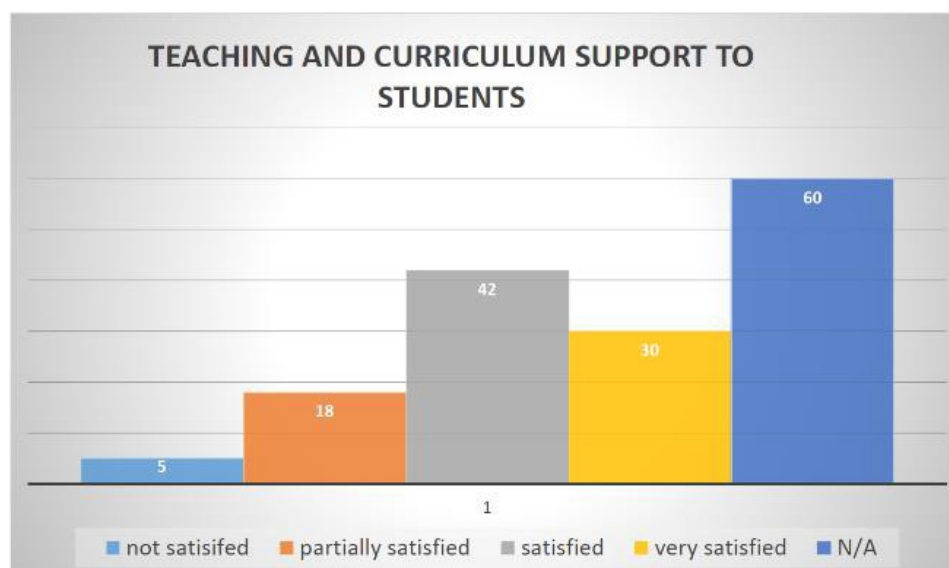
Due to the respondents not being ground level staff, questions relating to maintaining connections between students and school had high percentage of respondents with N/A. However, those that could comment, 80% felt that SSEN:MMH supported students to remain in contact with their enrolled school. Similarly, with transition, given the administrative role of the majority of respondents, there were significant numbers of N/A responses.

71% of respondents are satisfied/very satisfied with the exchange of information.



## Teaching and curriculum support

38% of respondents answered N/A with regards to teaching and curriculum support inpatients received. This again reflects that the survey is perhaps not targeting the right staff for feedback from enrolled schools



## Work records

76% of respondents did not receive a work record. This can be true of liaison and outpatient roles.

However, of those that did receive them, over 90% deemed the information to be useful.

23% were unsure if the attendance data gets entered. Maybe greater scope for coordinating teachers to reiterate the entering of data that when sending reports, or needs to feature in the cover letter as being important.

72% of respondents said the work record information was shared with class teachers and 65% report that the information was useful for supporting the student when they return to school.

43% were not sure that the information is used to inform reporting. Again, this perhaps needs reinforcing through liaison after students receive teaching support during admissions.

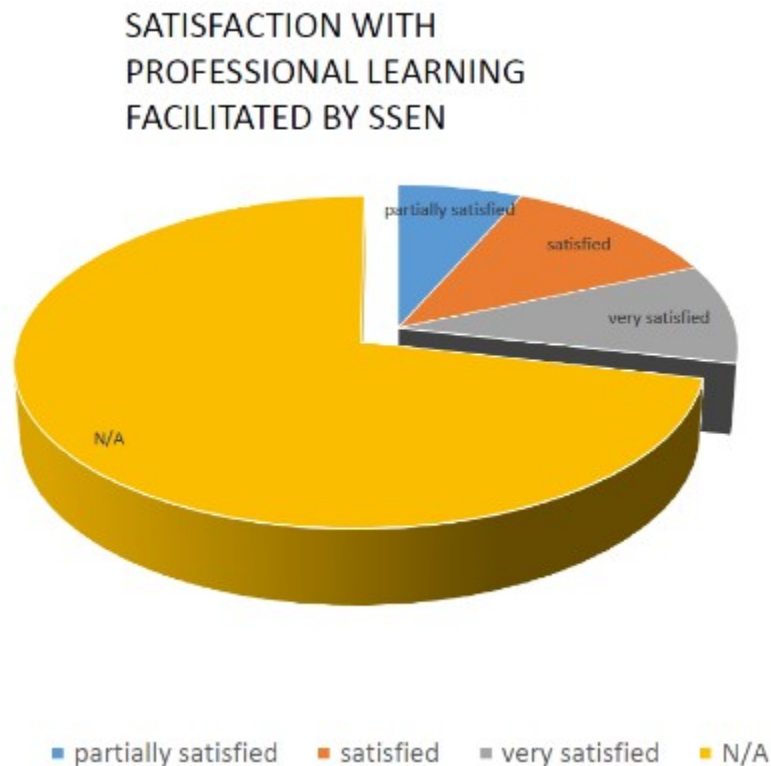


### Documentation

33% responded N/A. Of those that did respond, 53% were satisfied/very satisfied with any document support that was needed by schools from health teams. The comments reflected confusion as to what kind of documentation SSEN:MMH could support with.

### Professional Learning

69% of respondents answered N/A. This is indicative of school staff being unaware of the PL that we provide. Only 59 responded, 129 skipped the question. 57 responded No, to accessing online PL.



### What are we doing well?

The comments reflect that teachers in enrolled schools feel very positive on the whole about the quality of the collaboration. Individual SSEN:MMH staff names were frequently mentioned along with very positive comments.

### What could we do better?

Feedback to school about the work that they send- comments reflect a lack of knowledge of how much curriculum support the student receives while an inpatient (evidenced by 39% responding N/A)  
The dominant theme through the comments reflect that the staff in schools would appreciate more regular contact/communication from SSEN: MMH, particular with follow up after transition.

### Improvements

The survey be completed during the time of SSEN:MMH involvement. Staff seem unaware as to which students are involved, possibly because the wrong staff are completing the survey, or because too much time has lapsed since involvement.

Improved marketing of our PL. More on the ground staff in schools could be targeted to complete the survey, as it is the class teachers that would have more insight in to the teaching and curriculum and maintaining contact aspects.

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