



Department of
Education

School of Special
Educational Needs
Medical & Mental Health



SCHOOL OF SPECIAL EDUCATIONAL NEEDS MEDICAL AND MENTAL HEALTH

2020 ANNUAL REPORT



We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated throughout Western Australia



STATEWIDE SERVICES FOREWORD

The Department of Education's strategic directions for public schools set clear aspirations for every student and focuses on improvement drivers to strengthen support for teaching and learning.

Through its key focus on inclusion, equity and excellence, public schools foster wellbeing and participation of all students. The four Schools of Special Education Needs (Behaviour and Engagement, Disability, Medical and Mental Health, and Sensory) play an important role in providing quality educational experiences for each and every student, family and school community they support. The SSEN schools continue to strengthen partnerships with other services, agencies and Departments in supporting students with disability or young people at-risk.

During the Department's response to the COVID- 19 pandemic, the overriding priority became the safety and health of students and staff and, as far as possible, ensuring continuity of education for all our students. During the response and recovery phase the Schools of Special Education Needs:

- partnered with schools to support learning at home
- led and contributed to system responses and supports; and
- ensured that pastoral care supports were in place.

The staff from the four Schools of Special Education Needs are to be commended for their flexibility, resilience and care in supporting students and school communities during this time.

This annual report, and those of the other three schools, details achievements and successes as well as future opportunities. The School of Special Education Needs leadership teams, and all their staff, are acknowledged for their commitment to providing quality support. The SSEN schools will continue to use Focus and the Department's strategic directions in establishing priorities for the year ahead.

Dene Cranwell

**Director, Student Support Services
Statewide Services**

SCHOOL COUNCIL SUMMARY

No doubt most annual reports around the world for the year 2020 will be dominated by the COVID-19 pandemic and its effect on organisations, programs, personnel, young people and their families. The staff at the School of Special Educational Needs: Medical and Mental Health (SSEN:MMH) showed great fortitude, connectedness and compassion as they, along with their health colleagues, continued to provide for their students in their efforts to fulfill the SSEN:MMH Vision of enabling students to Connect, Learn and Thrive. This included an additional 678 referrals through the COVID-19 Medical Referrals Project which they stood up for the Department of Education.

The SSEN:MMH Council met four times throughout the year through a mix of face to face and online platforms, with the third term meeting deferred until November.

During the year there were a few changes to Council membership. We thanked and farewelled Nicky Guilfoyle (Director, Child and Adolescent Health Service), Leasa Ashton (Senior Teacher, SSEN:MMH) and Armando Giglia (President, Western Australian Secondary School Executives Association). We appreciated the contribution of all three retiring members who represented their specific areas of mental health, SSEN:MMH staff and public education in Western Australia.

The Council was delighted that Jo Hicks, Senior Teacher SSEN:MMH who is currently based at Fiona Stanley Hospital (FSH), joined after Leasa Ashton completed her tenure in the middle of the year. Sharon Delahunty, Nurse Director FSH, also joined the Council continuing our strong links with the South Metropolitan Health Service. We have been keen for many years to add to our parent representation with a parent of a current SSEN:MMH student and it was with great pleasure we welcomed Sylinda van Amerongen who has joined as a parent community member.

For the first time in six years, uncertainty around funding was not documented in Council meetings as the Department's SSEN:MMH funding model was endorsed to begin the 2020 school year.

Throughout this difficult year, Principal Caleb Jones with Associate Principals Trevor Briedis, Deb de Lacy and Angela Moffat managed the direction and operations of the school across its many locations with the assistance of a group of capable Future Leaders, some who acted into higher duties while others supported the Department's COVID-19 priorities, including Sue Blakeman, Deb Pieterse, Dani Valle, Christina Robinson, Julie Van der Ende and Gemma Slater, who led coordination of the COVID-19 Medical Referrals Project.

Trevor Briedis was seconded to the COVID-19 Team in Central Office to support in the development of an online student well-being hub, and to advise a wellbeing response & recovery team that assisted schools and families during the pandemic. Another SSEN:MMH Future Leader, Meagan Pass, was seconded to Student Wellbeing, Statewide Services to support major Departmental projects such as Student Health Care & Attendance. Council members were all impressed by the adaptability and preparedness of SSEN:MMH leadership and staff to adapt to necessary changes in a very short time frame.

As was the case for many teachers, the holiday break between terms one and two was hardly a break as staff worked hard to upskill in the use of video conferencing and other technologies as

they embraced the new approaches to a pandemic effected work and life.

The Department of Education required SSEN:MMH to offer learning at home for medical vulnerable children and families who were not attending school for a period of time. The school's existing home teaching program was up-scaled to meet the sudden demand, with 35 new staff employed and another metropolitan location established at Tuart College. Teaching of K-12 classes was conducted via as many as 200 virtual classrooms for 470 students in a given week.

By the end of term three, many students in the COVID-19 Medical Referrals Project had been supported to return to their enrolled schools and most of the school's partner organisations such as CAHS Volunteers, Artist in Residence Program, Starlight Children's Foundation, WASO Hospital Orchestra Project and the Telethon Kids Discovery Centre recommenced their involvement.

New Council members continue to complete the School Council Training Modules as required by the Department of Education and the School Council also completed a self-assessment survey to ascertain strengths and areas for improvement. All school staff are involved in developing and achieving the School Plan and updates are tabled at each Council meeting. SSEN:MMH's Public School Review was rescheduled until Term 2, 2021 and we expect there will be input from Council members.

Michelle Saunders, Corporate Services Manager SSEN:MMH, has been the Executive Officer on the Council for many years and has guided the Council members through financial reports, minutes, record keeping, correspondence and kept abreast of the many changes in Council membership and requirements with great efficiency. Michelle now steps down to make way for other Corporate Services team involvement and we thank her very much for her diligent efforts.

Lastly, after more years than I dare count, this will be my last Annual Report for the SSEN:MMH Council. Having been involved with Hospital School Services and SSEN:MMH throughout all of Grant Wheatley's stewardship and seen the smooth transition of Principalship to Caleb Jones, I feel very confident about the future of SSEN:MMH.

I thank all staff, Council members, families and community for their support during my tenure, to the school through 2020 and for your continued involvement in helping students to Connect, Learn and Thrive.

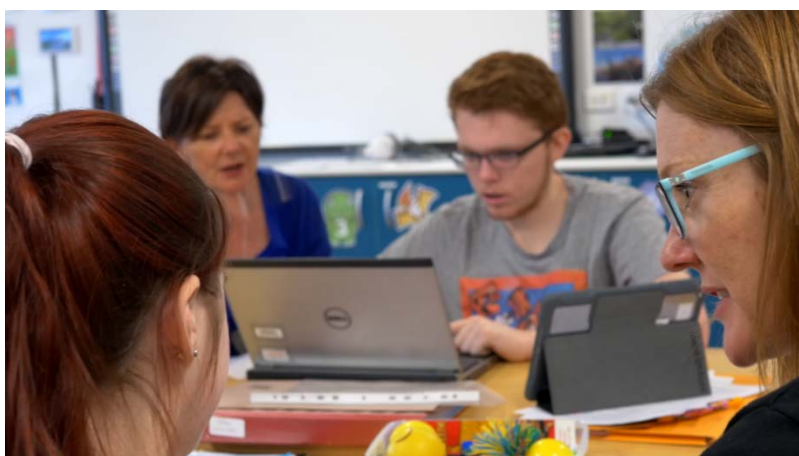
Mary Turner
School Council Chair, SSEN:MMH

SCHOOL VISION

The SSEN:MMH vision is to give every student the opportunity to Connect, Learn and Thrive in spite of the health challenges they may face. To help achieve this vision, SSEN:MMH's 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.

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 needs by facilitating school links with health teams and collaboratively providing professional learning alongside WA Health staff. The Department of Education's SSEN:MMH supports students from both public and non-government schools. In 2020, the SSEN:MMH operated more than 40 programs, supporting 5,513 students through 43,959 hours, across the following services:

Health Service	Hospital/Clinic
Child and Adolescent Health Service	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
South Metropolitan Health Service	Fiona Stanley Hospital - Paediatric Unit, State Rehabilitation Unit, Mental Health Youth Unit and Youth Community Assessment and Treatment Team (YCATT)
WA Country Health Service	Child Adolescent Mental Health Service Clinics in South-West, Wheatbelt, Mid-West, Pilbara, Kimberley and Goldfields Education Regions
North Metropolitan Health Service	Joondalup Health Campus, Sir Charles Gairdner Hospital
East Metropolitan Health Service	Midland Health Campus, East Metropolitan Youth Unit (EMyU)
COVID-19 Medical Referrals Project	Tuart College Campus
Eligible students who were confined to the home due to illness and referred by schools for interim teaching were also supported.	



Connect, Learn and Thrive

COVID-19 MEDICAL REFERRAL PROJECT

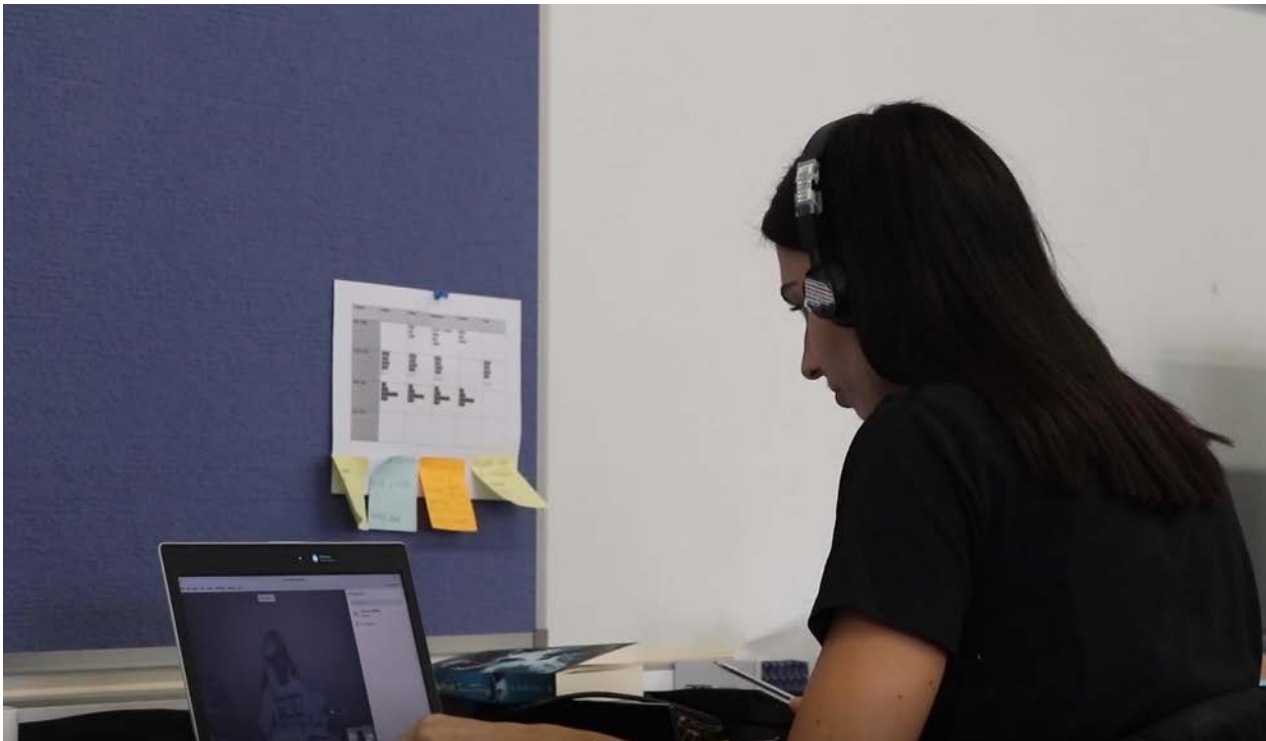
The COVID-19 pandemic imposed many limitations and restrictions on movement within the community, but especially on immune-compromised students and families for whom attending their enrolled school posed health risks. In response to this SSEN:MMH, in partnership with the School of Isolated and Distance Education (SIDE), expanded its Home Teaching program to deliver quality teaching to students who were medically vulnerable, and to students with medically compromised family members.



In April, a section of Tuart College was allocated by the Department of Education to accommodate more than 30 additional teachers, plus mobilised support staff from SSEN:MMH and SIDE, across all phases of learning. Teachers were quickly and efficiently upskilled in the online learning platforms to partner with enrolled schools of 679 students and deliver remote teaching to more than 400 of the students across the state.

SSEN:MMH teachers worked in conjunction with the students' enrolled schools and parents to determine the best way to support the students' learning at home. This included continuity of the enrolled school's learning program, utilisation of the Connected Learning Hub, priority access to SIDE and other services in addition to teaching delivered by the SSEN:MMH teachers.

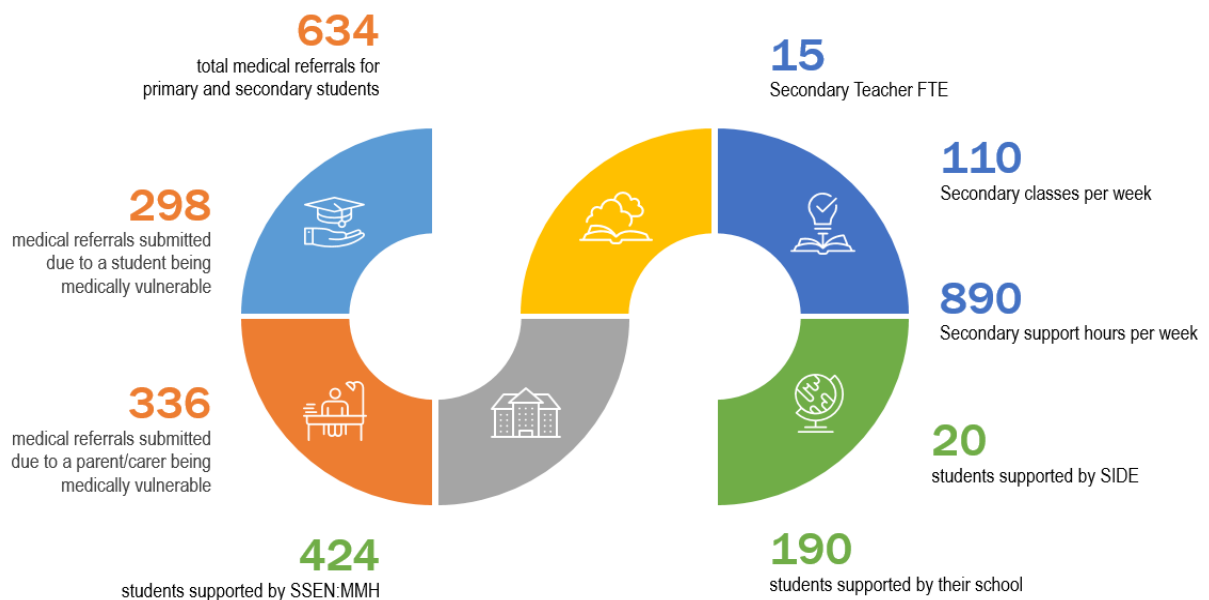




Of the students who accessed the project, 98% returned successfully to their enrolled school by the end of 2020, with transition support from SSEN:MMH to enrolled schools where necessary.

Support for medically referred students

by School of Special Educational Needs: Medical and Mental Health (SSEN:MMH), School of Isolated and Distance Education (SIDE) and their schools.



“Thank you for your help and understanding, your time and support and teaching my child online. This has been a very strange year to say the least. We are all lucky to be in WA. I also want you to know that he has enjoyed his online schooling experience you have provided.”

DIABETES IN SCHOOLS PROGRAM LAUNCH

The Diabetes in Schools (DiS) program launch was held at St Peters Primary school on the 17th of February. The launch was attended by Professor Liz Davis, Head of Diabetes at Perth Children's Hospital, Professor Greg Johnson, CEO of Diabetes Australia, Trevor Briedis, Associate Principal SSEN:MMH and members of Diabetes Australia.

The Federal Government allocated \$6 million to all jurisdictions through the Federal Government to improve services to school children with diabetes. Students across Australia now have consistent planning and practices implemented in school. Free online training for school staff is available through the DiS website and specialised training is also provided to school staff who need to assist a student with managing injections. SSEN:MMH diabetes liaison teachers are referred to when a student is newly diagnosed with diabetes. Our staff help parents and schools with planning and training around daily management of diabetes (including emergency procedures) in collaboration with PCH Endocrinology doctors and diabetes nurse educators.



Professor Liz Davies (HoD, PCH) with Professor Greg Johnson (CEO, Diabetes Australia) and Taryn Black (Diabetes Australia)



Parents and students of St Peters Primary School with representatives

From Paula, PCH Nurse Manager: "As I hope you already know, I value and appreciate all the support and help from your school with our dialysis group. Thank you."

SCHOOL VISITS

WASO Hospital Orchestra Project at Perth Children's Hospital with Dr. Aresh Anwar, Chief Executive CAHS; M.s Lisa Rodgers, Director General Education WA; Mr. Caleb Jones, Principal SSEN:MMH; Mr. Paul Shannon, CAHS Chief Executive WASO.

In 2020, the Director General of Education, Lisa Rodgers visited SSEN:MMH on two occasions.

Ms. Rodgers visited our COVID Medical Referral Project staff at Tuart College in June to acknowledge their work for help students learning at home across the state. She enjoyed a morning tea with staff and learned of the strategies staff were employing to reach the educational outcomes for students across primary, secondary and educational support domains.



WASO Hospital Orchestra Project at Perth Children's Hospital with Dr. Aresh Anwar, Chief Executive CAHS; M.s Lisa Rodgers, Director General Education WA; Mr. Caleb Jones, Principal SSEN:MMH; Mr. Paul Shannon, CAHS Chief Executive WASO.



WASO Orchestra Project play for the children at Perth Children's Hospital.

In December, Ms. Rodgers also visited the SSEN:MMH classrooms and administrative office at Perth Children's Hospital and enjoyed the WASO Hospital Orchestra Project's Christmas Concert hosted by Libby Hammer and WASO musicians. Ms. Rogers addressed SSEN:MMH teachers and students to reinforce the role that education plays in supporting young people through health difficulties and commended our work with students and schools across Western Australia.

STAFF PROFILE

ADMINISTRATION	NUMBER	FTE
Principal	1	1.0
Associate Principals	3	3.0
Program coordinator	2	2.0
Total	6	6.0
TEACHERS		
Level 3 Classroom teachers	4	3.7
Senior Teachers	39	29.8
Teachers	45	31
Total	88	64.5
SCHOOL SUPPORT STAFF		
Corporate Services	4	3.6
Resource Centre	4	2.0
Education Assistants	10	6.3
Total	18	11.9
TOTAL		
	112	82.4
Volunteers	26	

PROFESSIONAL LEARNING DELIVERED BY STAFF

SSEN:MMH delivered 47 Professional learning events attended by a total of 427 attendees over a scope of Medical, Mental Health and Medical and Mental Health learning.

2020	Medical and Mental Health PL
Number of Events	47
Number of Hours	172
Attendees	427



PROFESSIONAL LEARNING COMPLETED BY STAFF

Application Writing & Interview Skills for Emerging School Leaders
Conversations – Principal Facilitator Workshop
English Teachers Association 2020 State Conference
Explore a Career in School Leadership
Future Science Conference 2020
Gatekeeper Suicide Prevention Workshop
Growth Coaching Program
MAWA Conference
Pathways to University
Positive Schools Conference 2020
Recruitment & Selection Panel Training
Senior Teacher - Information Session Online
Source Analysis Masterclass
STEM – Getting the Ball Rolling and Building Momentum
Talk for Writing DSF
Two Way Science
Tracks to Two Way Learning
Trauma Response in Education
Triple P – Raising Resilient Children
TRIM Introductory Training
Zones of Regulation Training
Webex Training

“Thank you for your help and understanding, your time and support and teaching my child online. This has been a very strange year to say the least. We are all lucky to be in WA. I also want you to know that he has enjoyed his online schooling experience you have provided.”

“Thank you for teaching me during these times at the hospital. I have been taught well by you all.”



PROFESSIONAL NETWORKS COMPLETED BY STAFF

Adolescent Sexual Health
LGBTIQ+ Awareness
Diabetes in Schools
Preparing for Remote Teaching
Preparing for Distance Education
School Refusal
CONNECT
Literacy Working Group
Reporting to Schools
ASD Modules 1-3
ASD: Behaviour and Supports
ASD: Curriculum Access
Journal Club
School Transition and Readiness Planning
Play-based Education for the Hospital Context
Diverse Learning Hub - FASD
Diverse Learning Needs
Assessing and Teaching General Capabilities
Teaching to Enhance Mental Health
Personal and Social Capabilities
Standardised Assessments
Alternative Pathways to University
WACE Requirements and Updates
Supporting Students with Complex Needs
Teaching Synthetic Phonics
Assessment to Differentiation
Curriculum and Cost Centre Planning
Strengths Game

PARTNERSHIPS

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 Behavior 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.

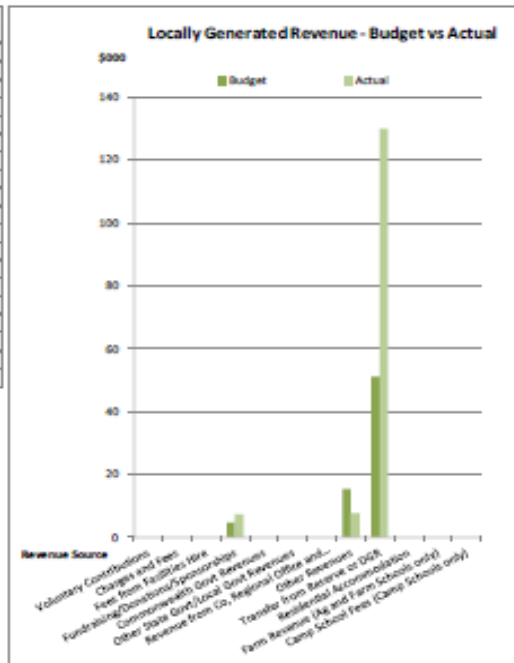
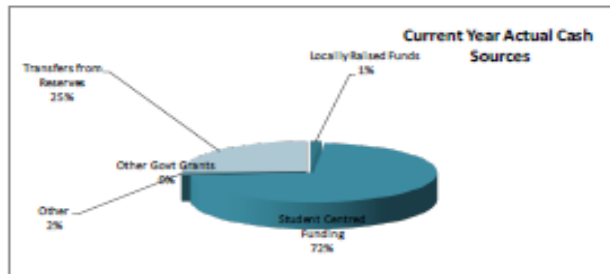
KEY PARTNERS

- [Association of Independent Schools WA](#)
- [Be You](#)
- [Canteen](#)
- [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 House Charities and Learning Program](#)
- [School of Isolated and Distance Education](#)
- [South Metropolitan Health Service](#)
- [Starlight Children's Foundation](#)
- [Telethon Kids Institute](#)
- [The University of Western Australia](#)
- [WA Country Health Service](#)
- [West Australian Symphony Orchestra](#)
- [YouthCARE](#)

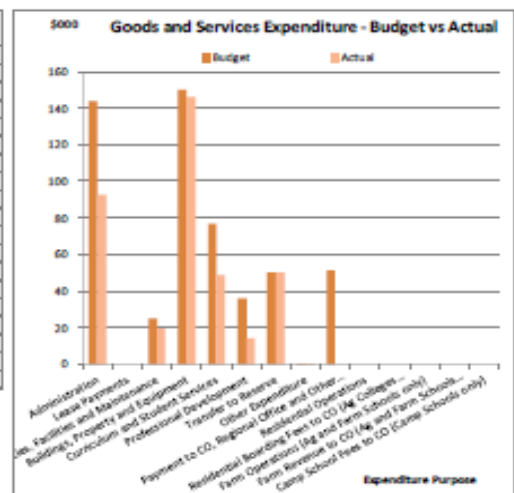
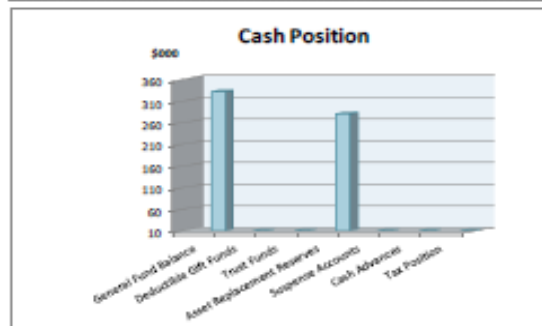
FINANCIAL REPORT 2020

SSEN: Medical & Mental Health Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ -	\$ -
2 Charges and Fees	\$ -	\$ -
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 4,600.00	\$ 7,356.42
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 15,200.00	\$ 7,500.16
9 Transfer from Reserve or DGR	\$ 51,000.00	\$ 129,710.35
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 70,800.00	\$ 144,566.93
Opening Balance	\$ 186,738.20	\$ 186,738.20
Student Centred Funding	\$ 350,000.00	\$ 371,769.13
Total Cash Funds Available	\$ 607,538.20	\$ 703,074.26
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 607,538.20	\$ 703,074.26



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 143,900.00	\$ 92,735.05
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 25,200.00	\$ 19,800.53
4 Buildings, Property and Equipment	\$ 150,350.35	\$ 146,238.34
5 Curriculum and Student Services	\$ 77,025.00	\$ 48,658.18
6 Professional Development	\$ 35,700.00	\$ 14,247.23
7 Transfer to Reserve	\$ 50,000.00	\$ 50,000.00
8 Other Expenditure	\$ 2.00	\$ 3.97
9 Payment to CO, Regional Office and Other Schools	\$ 51,000.00	\$ -
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	\$ 533,177.35	\$ 371,773.30
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 533,177.35	\$ 371,773.30
Cash Budget Variance	\$ 74,360.85	\$ -



Cash Position as at:	
Bank Balance	\$ 606,102.64
Made up of:	
1 General Fund Balance	\$ 311,300.96
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 280,356.80
5 Suspense Accounts	\$ (4,158.12)
6 Cash Advances	\$ (150.00)
7 Tax Position	\$ (3,247.00)
Total Bank Balance	\$ 606,102.64

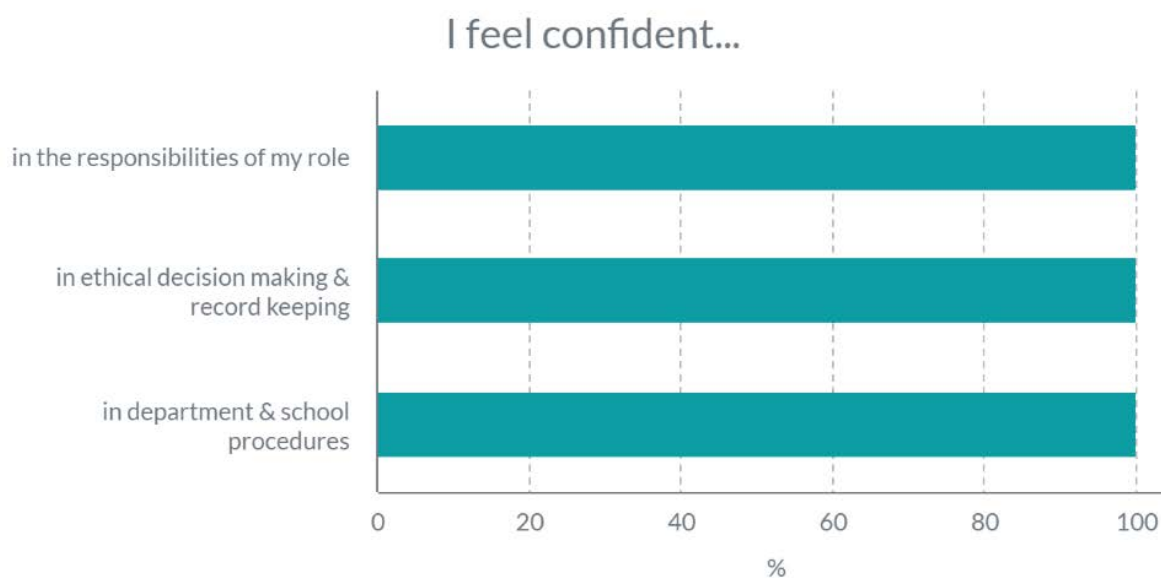
STAFF SURVEY 2020

The Staff Survey is an opportunity for all staff to provide a meaningful voice. Reflective of our school population, teachers made up the vast majority (79%) of respondents with the rest being comprised of Leadership, Ministerial Officers and Education Assistants. Suggestions for improvements to methodology have been responded to for the next survey cycle, such as inclusion of some N/A options and filtering of questions by role so staff can respond more accurately according to their role and contribution to the school purpose.

The survey questions were organised in the six domains corresponding to the Public School Review and School Plan as a measure of school improvement and accountability: Quality of Teaching, Student Progress & Achievement, Learning Environments, Resources, Leadership and Relationships & Partnerships.

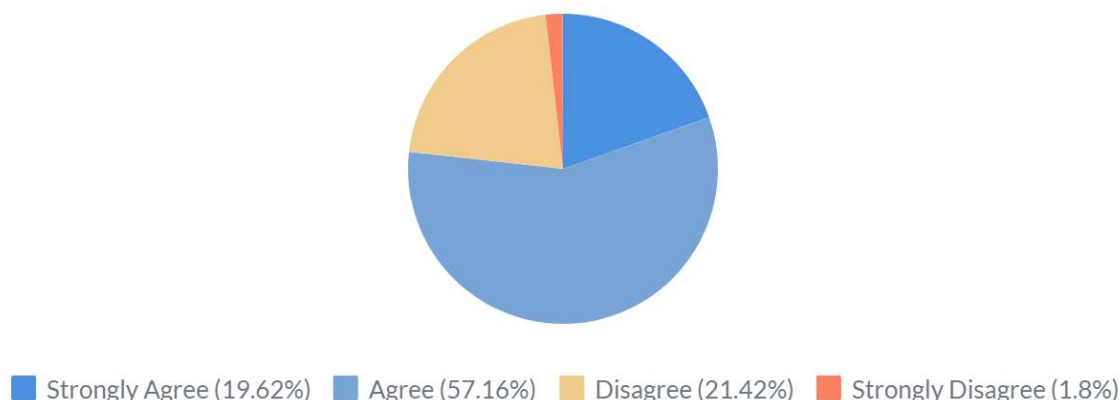
1. Quality of Teaching

A key strength of SSEN:MMH is in providing differentiated teaching that caters for the learning needs of a diverse range of students across a state-wide K-12 context. In this area, an average of 98% of staff feel confident in their ability to improvise and adapt, integrate a diverse range of tools and activities, and implement effective teaching strategies to meet specific needs of students across abilities. Moreover, 100% of staff reported feeling confident in the responsibilities attached to their role, and their compliance with ethical decision-making, record keeping, and department and school procedures.



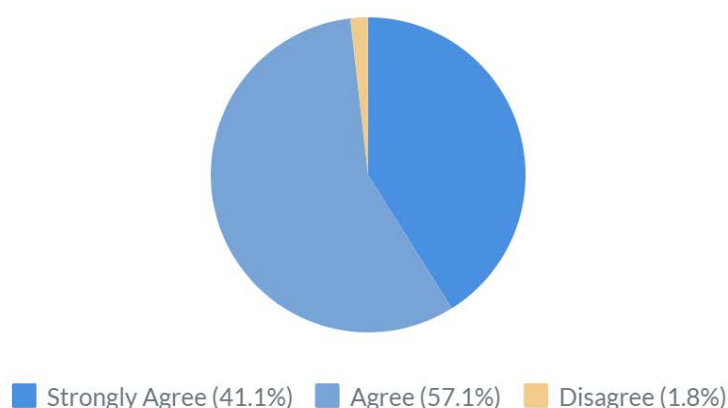
In previous surveys, staff indicated that time for handover, communication or debrief with others was inadequate. This has been a target area for improvement in recent years and pleasingly, 77% of staff now feel that there is sufficient time to complete handover with others, which is an increase from 71% in 2018 and 67% 2016.

There is sufficient time for me to complete handover with others



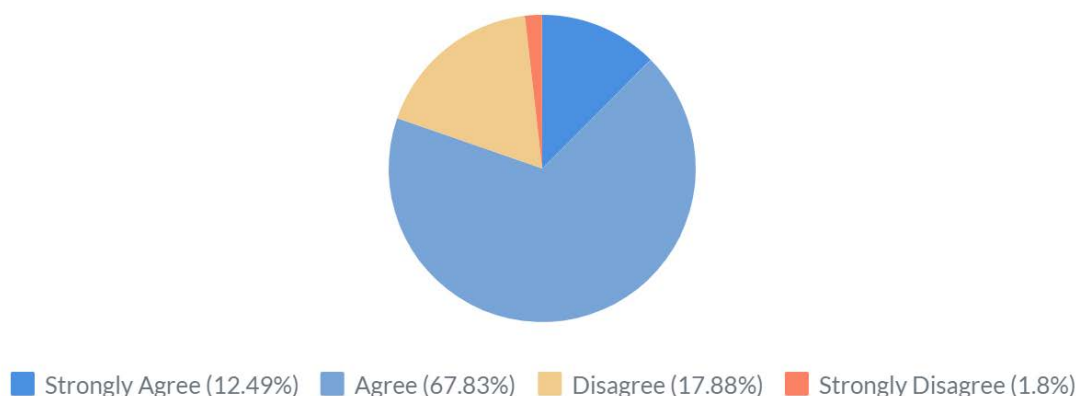
Professional Learning is another area that has seen significant progress over recent survey cycles. 98% of staff currently feel that their PL needs are being met and 95% believe access to PL is equitable at SSEN:MMH. This is up from 89% and 81% percent respectively from 2018 feedback.

My professional learning needs are supported by SSENMMH



20% of staff do not feel confident in their knowledge and skills to implement effective teaching strategies or access support from community representatives for Aboriginal students. This is an area of expected growth within the next cycle following the introduction of the AIEO role to SSENMMH staff this year and a continuing focus on developing cultural responsiveness.

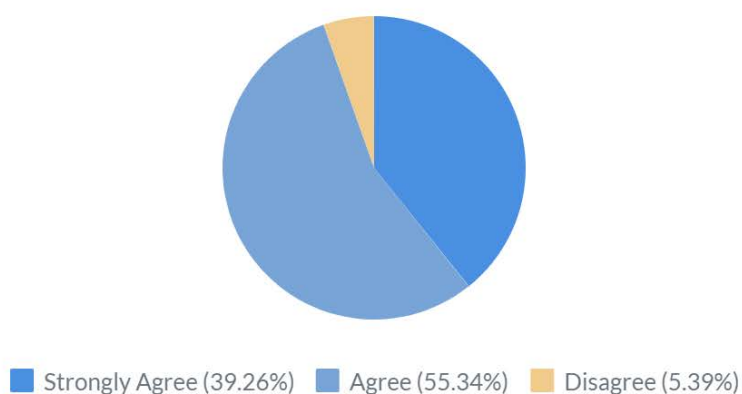
I feel confident implementing effective teaching strategies for Aboriginal students, and accessing community support



2. Student Progress & Achievement

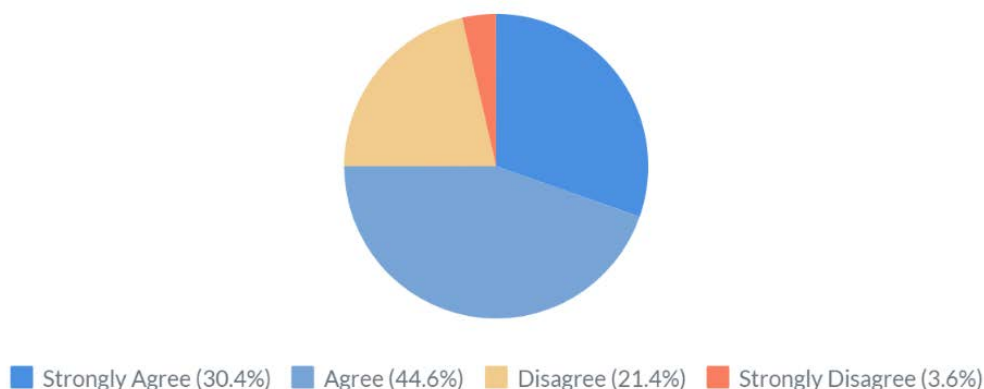
95% of staff report using a range of information to develop an understanding of students' learning strengths and needs, and supporting students to set and review learning goals.

I use a range of information to develop an understanding of students' learning strengths & needs



80% of staff use assessment measures to inform teaching and learning; and while 95% feel confident reporting to schools on student achievement and progress, 80% feel confident reporting specifically on Personal & Social Capabilities. School Plan working groups are aimed at building staff capacity in these areas.

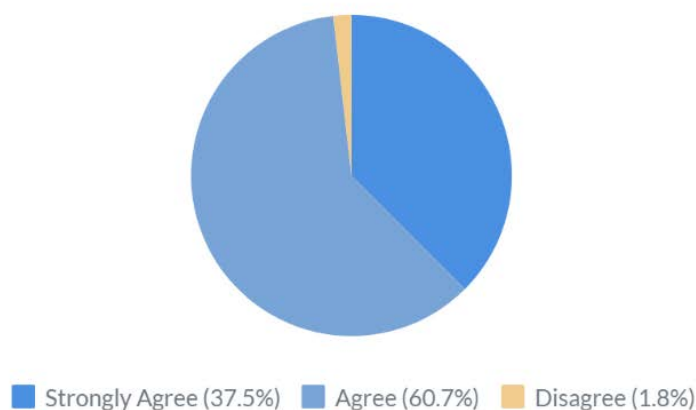
I feel confident addressing & reporting on Personal & Social Capabilities



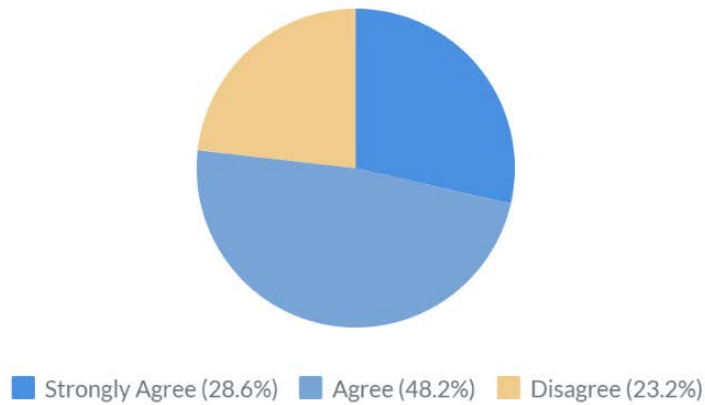
3. Learning Environments

97-98% of staff feel confident in providing safe, supportive, functional and positive physical learning environments. Staff confidence using technology with students, or providing remote and digital teaching and learning for students is 77%. Comments on learning environments included references to limitations within the PCH design, as well as the challenges of co-teaching and staff timetabling. As our programs are based on co-teaching models, this is an area for consideration to support staff development in the future.

I feel confident establishing physical learning environments that are safe & supportive for all students

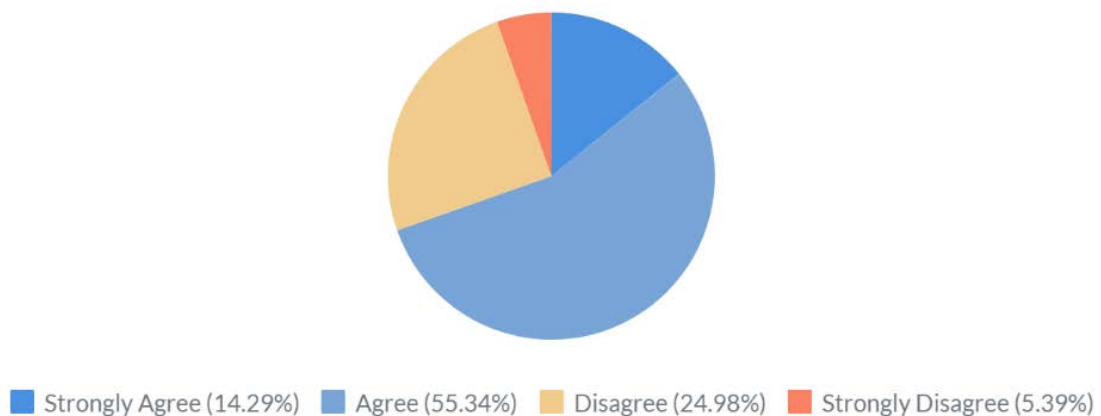


I feel confident in my capacity to provide remote & digital teaching & learning programs for students



Currently 30% of staff are not confident incorporating play-based learning into teaching and learning programs. As a priority area within the current School Plan, it is expected staff will be supported to increase their knowledge and skills in this area by next cycle.

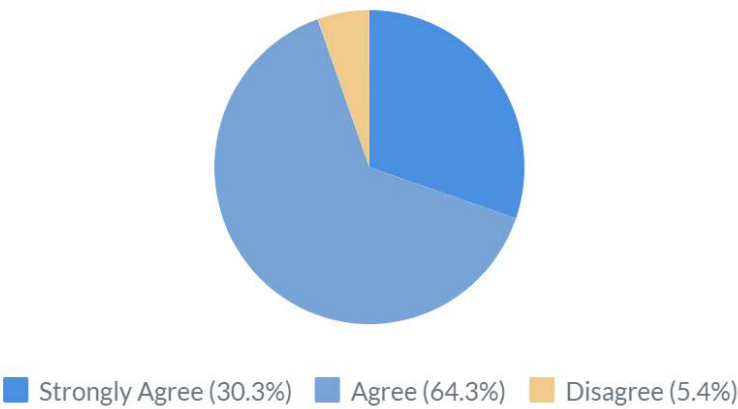
I feel confident incorporating play based learning into my teaching



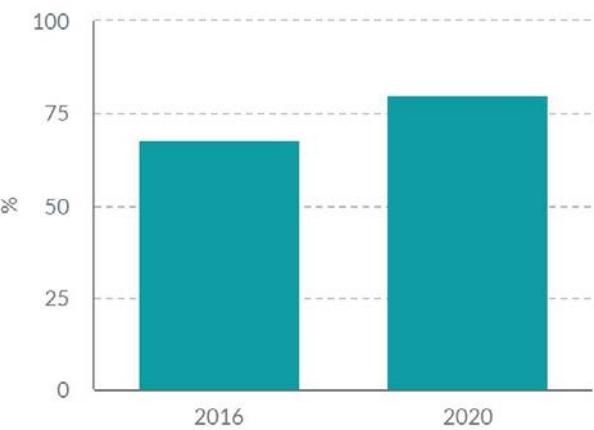
4. Resources

SSEN:MMH staff consistently feel our school is effective in supporting student transition (94-96% across surveys 2016-2020). There has been a considerable increase in staff understanding of and collaboration with other SSEN schools over recent survey cycles. Currently 80% of staff understand the roles of the other SSEN schools (up from 68% in 2016) and 71% of staff collaborate with other SSEN schools to support students (up from 57% in 2016).

SSENMMH is effective in supporting student transition



I understand the roles of other SSEN schools



The Toni Jones Resource Centre and Corporate Services staff were acknowledged in comments as highly valued sources of information and support.

5. Leadership

Comments in this area indicated that staff would like more opportunities for consultation, debrief, and support from line management. 68% of staff are motivated or inspired by the leadership team and 66% feel that the leadership team's decisions are clearly explained. This is an increase of 10% and 14% respectively who agree with these statements since 2018. As an area targeted for improvement, the expectation is that this trend will continue with the leadership team's ongoing focus and action.

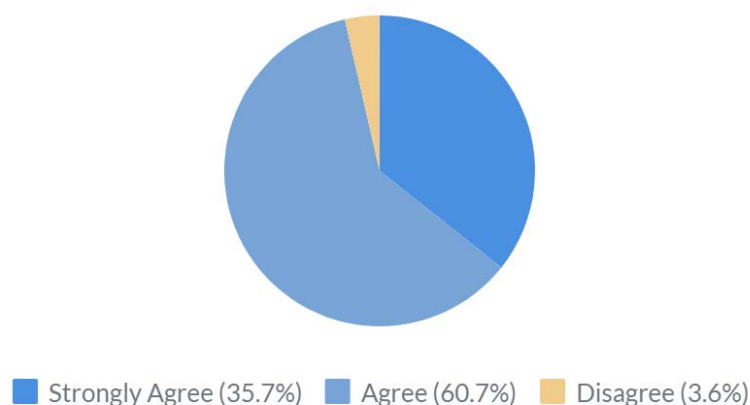


6. Relationship & Partnerships

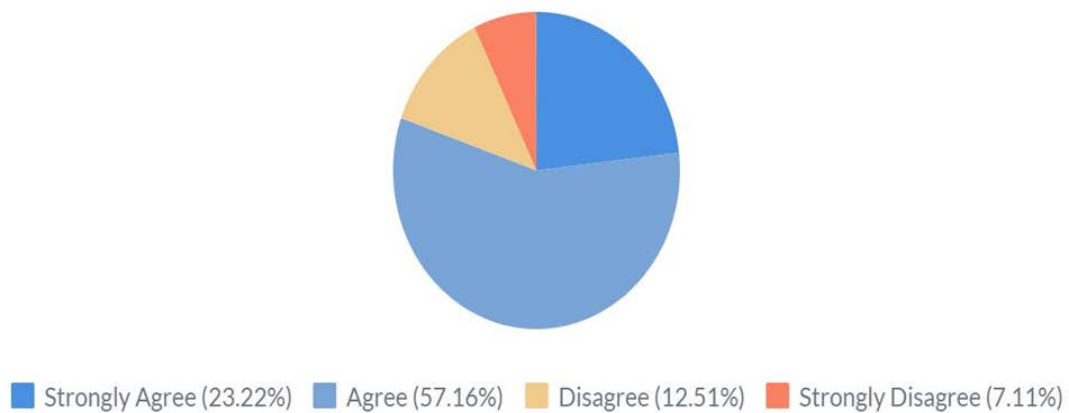
Strong positive responses across statements in this domain reflects the confidence of SSEN:MMH staff in facilitating effective communication and collaboration. More than 95% of staff agree that SSEN:MMH communicates effectively with schools, and collaborates well with health and other agencies, to improve student outcomes. Staff report a rating of 4.64/ 5 for their confidence supporting students' wellbeing, and 97% feel that our staff are friendly and supportive.

A question requiring further exploration is the number of staff who reported they do not feel valued as individuals. It is interesting to note this in the context of positive feedback about staff relationships, communication and belonging. It highlights the need for balance between individuality and whole school identity.

SSENMMH staff are friendly & supportive



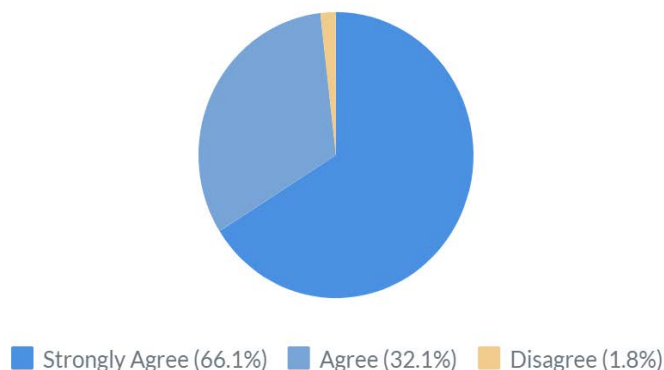
People are valued as individuals at SSENMMH



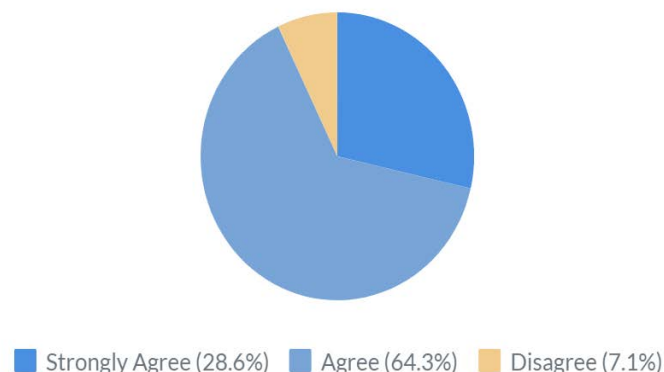
In Summary

Over 98% of staff are proud to work at SSEN:MMH, with this being the most strongly agreed to statement of the survey. Additionally, there has been a 10% increase in staff reporting a sense of belonging to SSEN:MMH. Given that comments in 2018 reflected themes of loss of identity as a school after numerous relocations including PCH, FSH, Bentley and Regional hospitals, these positive results indicate that staff may be feeling more settled at new locations and more broadly connected by a shared SSEN:MMH Vision.

I am proud to work at SSENMMH



I relate to our SSENMMH Vision (Connect, Learn, Thrive)



82% of staff (up from 74% in 2018) are committed to change and improvement at SSEN:MMH, so the survey is a valuable tool for staff evaluation and input into the school direction. Staff will have the opportunity at an upcoming School Development Day to reflect on common themes which emerged from the survey and workshop actions that can build upon feedback for the benefit of the whole school community.

Overall staff wellbeing at SSEN:MMH



“I enjoy working with staff at SSENMMH and collaborating with colleagues in support of the students.”

“I feel the staff at SSENMMH are one of the most positive attributes of the school – friendly, supportive & welcoming.”

“I appreciate how hard it has been to sail our ship this year, particularly after a terrible end to 2019 in terms of staffing, staff wellbeing, funding etc well before the Covid-19 drama hit. There have definitely been improvements in communication from Admin (& in staff morale as a result) & I think the ship has been steered well through a difficult time – thank you.”



RESEARCH: MOBILE TECHNOLOGIES FOR TEACHING & LEARNING

A previous action research study conducted within the school has recently been published in two journal articles. The major focus of the study was given to the role of professional learning to integrate mobile technologies for teaching and learning.

One aspect of the study examined the effects of a coaching model as part of a professional learning effort to support integration of mobile technologies in a hospital school setting. The professional learning consisted of two components: (a) the researchers introduced pedagogical models for incorporating mobile technology in education and (b) a technological expert (the iCoach) provided one-on-one and small-group personalised coaching. After studying the contextual challenges and teachers' needs over a period of 12 months, an effective coaching model emerged. This was a personalised approach geared to each teacher's goals and tailored to the unique features of this hospital context. An integral part of the model was a reflection strategy, which encouraged teachers to question their teaching through the purposeful use of technology. Data collection involved teachers' reflections, iCoach reflections, and semi-structured interviews. Many themes emerged from the data analysis; the two main ones were the uniqueness of the setting and the multiplicity of demands on the teachers and the iCoach. The study developed a set of guidelines to help teachers use technology in an integrated pedagogical way.

This qualitative study also explored the use of mobile technologies to connect students to their enrolled schools, student peers, and families in an effort to reduce their isolation and disrupted schooling experiences. We found that mobile technology use in a hospital school was critical to engage adolescents in learning and keep them up-to-date with their learning program. One of the major recommendations is that mobile technologies should be used as a wellbeing tool to overcome hospitalised adolescents' social isolation and improve their connectedness to school staff and peers.

Maor, D., Mitchem, K., & Drewry, R. (2020). The Art of Coaching: Addressing Mobile Technology Integration in a Complex Hospital School Environment. *Continuity in Education*, 1(1), 83–97. DOI: <http://doi.org/10.5334/cie.6>

Maor, D., Mitchem, K. (2020). Hospitalized adolescents' use of mobile technologies for learning, communication, and well-being. *Journal of Adolescent Research*. 35(2), 225-247. 5-years impact factor: 1.979 DOI: 10.1177/0743558417753953

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