



Department of
Education

School of Special
Educational Needs
Medical & Mental Health



SCHOOL OF SPECIAL EDUCATIONAL NEEDS MEDICAL AND MENTAL HEALTH

2021 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

In 2021, the Schools of Special Educational Need continued to provide high quality services and support to our schools and students with complex/diverse needs and challenging behaviour including:

- The School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) managing 812 cases of intensive support for students with extreme, complex and challenging behaviours
- 5,222 students, kindergarten to Year 12 and 555 schools receiving support services from the School of Special Educational Needs: Disability (SSEN:D)
- The School of Special Educational Needs: Sensory (SSEN:S) providing support to 2,218 students from birth to Year 12 as part of its support for students who are deaf or hard of hearing and supporting 460 students from Kindergarten to Year 12, including early intervention for 22 children aged 0–4 years with vision impairment.
- In 2021, 40,968 hours of support provided to 5,356 students by the School of Special Educational Needs: Medical Mental Health (SSEN:MMH).

Principals Jeff Stone, Nicole Lambert, SSEN:BE, Joanna Hall, SSEND, Michelle Browne, Abraham Kassab, SSEN:S and Caleb Jones, SSEN:MMH have ensured that their staff have had the individual student's needs and their families are at the centre of planning. The dedication and flexibility of the teaching and non teaching staff of all the schools must be acknowledged.

I am confident in 2022, under the leadership of Steve Beaton, SSEN:BE, Joanna Hall, SSEN:D, Rick Firms, SSEN:S and Caleb Jones, SSEN:MMH the schools will continue to identify opportunities to strengthen delivery and/or contemporised the services, support and programs.

Catherine Shepherd

**Assistant Executive Director
Professional Capability**

SCHOOL COUNCIL SUMMARY

Introduction

The school has been capably led this year by Principal Caleb Jones with Associate Principals Trevor Briedis, Deb deLacy and Angela Moffat managing the direction and operations of the school across its many locations with the assistance of a group of capable future leaders. The school year began again with some uncertainty due to another lockdown being necessary, as a result of Covid. Staff immediately proceeded to prepare for the possibility of extended remote teaching scenarios. Fortunately, not long into the first term, the whole school were pleased to be able to return to classrooms and workplaces with few requirements, aside from wearing masks. Our classrooms and liaison programs were able to resume teaching and learning support, without too many disruptions, for the remainder of the year

The SSEN:MMH Council met four times throughout the year through a mix of face to face and online platforms. Unfortunately, due to commitments of many members, the business of the fourth term meeting had to be held over because it could not reach a quorum. The chairperson for each meeting this year has been taken on by different council members as we transition from the long-term and very capable leadership of Mary Turner.

Council Membership

During the year there were a few changes to Council membership. In July, we farewelled our outgoing School Council Chair, Mary Turner, with a thank you afternoon tea that was well attended by staff, present/past school council members and members of Mary's family. We are enormously grateful to Mary for her active support of our School Council for more than sixteen years. Her calm and capable leadership of Council meetings and her support for school leaders have been outstanding.

Alison Elgar stepped down after supporting our school for more than 6 years. We are very grateful to her for the inspiration and hope she has given other families, students and staff through her work on the school council. She took on the role of chairing our second meeting this year, before finishing her time with the Council.

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 and correspondence, and kept abreast of the many changes in Council membership and requirements with great efficiency. Michelle has stepped down from the position and we thank her very much for her diligent efforts. Sarah Kelly (Corporate Services Officer, SSEN:MMH) has since been assisting the Council.

Betty Steamer stepped down from her membership of the Council after 2 years contribution as Country Health representative, on her appointment to a CAHS CAMHS leadership position.

We were delighted to welcome Amber Lewis to membership of the Council. She is our first community representative (student) in some time and her position was made possible after the School Council endorsed changes to the Terms of Reference. Amber is a Senior School student who lives with a rare disease. She has had access to SSEN:MMH support at times since relocating to Western Australia and she is particularly passionate about student support continuing in senior secondary across adult health settings.

We also welcomed Aaron Thomas (Principal, Margaret River PS) on to the School Council, at our June meeting.

Finally, we pay special recognition In Memorium to John Hesketh, who was a long-time advocate for SSEN:MMH, both as a Department employee and parent who received SSEN:MMH support. John's critical thinking and first-hand experience helped our school grow in many ways and was an important driver in the school decision of our vision - Connect, Learn and Thrive, so his legacy will continue on. We will always be grateful to John for his contributions.

Public School Review

The preparation and completion of our Public School Review was one of the most significant events during the school year. Our Public School Review (PSR) Validation Visit took place during Term 2 so much of the first half of the year was focused on both progressing the School Plan through working groups and preparing the school self-assessment. Staff worked on preparing for the Review during School Development Days and some school council members were involved in a thirty-minute group interview on the day. Our School Review was highly successful and the school was commended on the work it is doing.

School Plan Update

There was exciting progress on our School Plan during the year despite the time and energy required for the Public School Review. Working groups reached significant milestones in the following areas:

- The *Student Voice Survey* provided worthwhile data to school and teaching teams with almost 200 responses. Most responses were from students who have accessed teaching programs.
- Instructional Coaching began across 4 of the school plan groups—Literacy, Diverse Learning, Personal and Social Capabilities and Play Based Learning.
- School Plan working groups shared practical ideas for staff to try through Catch Up, e.g. Democracy Down Under from the Literacy Group.

Appointment of Aboriginal Islander Education Officer

2021 saw the first appointment of an AIEO for SSEN:MMH, first through Penne Pickett and then Anita Jackman-Davey. Penne did a fabulous job in developing the Aboriginal Islander Education Officer (AIEO) position in the first half of the year, with key events like National Reconciliation Week proving a highlight of the second term. Penne noted how she thoroughly enjoyed her time with our school but decided to return to her work with the students and school community at Balga in the second semester. We wish her the very best, and welcome Anita Jackman-Davey taking up the position with our school.

Statewide Services

Statewide Services has continued progressing the Form and Function Review. The SSEN schools are proposed to continue their federation but will also link to the other schools linked to Statewide Services as 'Specialist Schools', including the School of Isolated and Distance Education (SIDE), School of Alternative Learning Settings (SALS) and Instrumental Music School Services (IMSS).

Trial programs:

- The trial introduction of the Adult Hospitals program has been building momentum with 6 students benefitting from services delivered across SCGH, Hollywood and RPH. We are drafting MoU's with North, South and East Metro Health Services to uplift our capacity to identify and offer support to students across WA Health, particularly in the 16+ age group. This will enable SSEN:MMH to implement a proactive outreach to Adult hospitals, without an embedded program, to senior secondary students.
- The trial of a teacher with the CAHS Palliative Care team began with the teacher building on team relationships and processes to support students with the greatest needs.
- Term 1 adjustments in CAMHS programs and priorities meant the trial agreement for teacher time with Gender Diversity Service was signed during Semester 1.

Special Events

The Council is always excited to hear about the many special events that take place during the year. Some of the highlights in 2021 were:

- The ABC shared an online story titled ['PCH school program offers lessons in resilience as well as education'](#).
- The WASO Hospital Orchestra Project (HOP) took place in Term 2 with a focus on musical learning within PCH classrooms. The musicians later played publicly in the PCH Atrium.
- Student were engaged in several other Arts learning experiences through our CAHS Artist in Residence partnership, including designs for the PCH Kids Bridge Mural with Aboriginal artist Kambarni, animation workshops with Steve Aiton and creative patterning using various mediums.
- Penne Pickett (AIEO) and Sue Blakeman (Teaching and Learning Coordinator) were successful in sourcing a PALS Grant which was invested towards a full week of workshops across National Reconciliation Week. Penne facilitated cross curricular learning across the Arts, History and Languages which were very engaging and enlightening for students. A guest Aboriginal Artist and ex SSEN:MMH student (Jade) also assisted on some workshops. Penne was able to provide first-hand experience regarding NRW dates of significance. The workshops also precipitated follow up sessions such as making Damper at Bentley programs. A morning tea was held at the closing of NRW in PCH Kulunga Moort Mia to display the string artwork and images for the public, and to acknowledge NRW with students, families, staff and health staff attending.

The Council wishes to commend the leadership and staff of SSEN:MMH for their tireless dedication to providing continuing educational opportunities for all young people who are unable to attend school because of ongoing illness and associated, often complex, difficulties.

Marya Stewart
Council Co-Chair

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 learning at home and supported transition to students' enrolled schools. The school's mission is to build the capacity of enrolling 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 2021, the SSEN:MMH operated 70 programs, supporting 5,356 students through 40,968 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, Rockingham, Shenton and Swan Child and Adolescent Mental Health Service Clinics
	Touchstone, Bentley
South Metropolitan Health Service	Fiona Stanley Hospital - Paediatric Unit, State Rehabilitation Service, 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.	

From a school principal:

Thank you for your wonderful support. It is gratifying to know that our system has such targeted personal support.

PUBLIC SCHOOL REVIEW

In Term 2, SSEN:MMH conducted a review by the Department of Education's Public School Accountability Directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review is a self-assessment and validation process which acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

We are pleased to report that our school was congratulated and recognised as operating a highly organised, collaborative and supportive work environment that aligned legitimately and authentically with our school vision to Connect, Learn and Thrive. The reviewers also praised the highly collaborative nature of the self-assessment process including dedicated staff participation in submitting evidence via the Electronic School Assessment Tool (ESAT) in the six domains Relationships and Partnerships; Learning Environment; Leadership; Use of Resources; Teaching Quality and Student Achievement and Progress. The full report can be found on our school website [here](#) and in Appendix 1.

Evidence 2.2 Physical Environment – Modifications

Students at our 2 main metro hospitals are provided with the opportunity to access a shared classroom if medically able. Schoolrooms are secured by swipe card access to support duty of care needs during school times. Internet connectivity and digital technologies are available for all students. Adjustable furniture provides access to those with physical disabilities needing wheelchairs or other physical supports to be ambulant & access learning.

Through handover with ward nurses, identified students who are able to access learning, are referred school- either in the schoolroom or at the bedside. Subsequent school staff huddle identifies study priorities/needs and program delivery for the day. Special considerations/procedures exist for infection control purposes, such as students with cystic fibrosis or those who are immune suppressed. Below specific modifications to suit student access to education.

Schoolroom provision of ICT, including devices & connectivity



Senior Teachers, L3 Classroom Teachers and Teachers organise PL for all staff according to individual needs and to meet DOE after hour requirements. A variety of PL is promoted via the Professional Network Calendar in the Catchup and can be accessed via the SSEN:MMH Connect Professional Learning Community.

THE WEEKLY CATCHUP Term 3 Week 6 – 31 Aug to 4 Sept, 2020				
Calendar Snapshot				
	Monday	Tuesday	Wednesday	Thursday
Term 3 W6 24 – 28 August	24 Senior Secondary In-School Health Working Group 9.30 – 4.30pm	25 Afternoon staff meeting followed by training 9.30 – 4.30pm	26 Personal and Social Community Working Group 9.30 – 4.30pm	27 Standardised Assessment Morning 9.30 – 4.30pm
Term 3 W7 31 – 4 September	31 VC: CLIAA Summary & Reading	1 VC: CLIAA Summary & Reading	2 VC: CLIAA Summary & Reading	3 VC: CLIAA Summary & Reading
Term 3 W8 7 – 11 September	7 VC: CLIAA Summary & Reading	8 VC: CLIAA Summary & Reading	9 VC: CLIAA Summary & Reading	10 VC: CLIAA Summary & Reading

For full detail of upcoming Term 3 Network Meetings click [here](#).
For staff organising network meetings - All PLUS forms are to be submitted to Alison by Monday the week prior to your event at the very latest, to allow time to process the PLUS registration form. If you require assistance with completing a PLUS form, please do not hesitate to email Christine. Thank you.

Week	Start Date	End Date	Title	Presenter	How can our teaching enhance student mental health?
Term 3 W6	24/08/2020	31/08/2020	VC: CLIAA	Christine	The presenters will explore different working strategies to enhance student mental health and wellbeing.
VC Available	24/08/2020	31/08/2020	VC: CLIAA	Christine	VC: CLIAA
Bridge #	VC: CLIAA	VC: CLIAA	VC: CLIAA	VC: CLIAA	VC: CLIAA

Week	Start Date	End Date	Title	Presenter	How can our teaching enhance student mental health?
Term 3 W7	31/08/2020	07/09/2020	VC: CLIAA	Christine	The presenters will explore different working strategies to enhance student mental health and wellbeing.
VC Available	31/08/2020	07/09/2020	VC: CLIAA	Christine	VC: CLIAA
Bridge #	VC: CLIAA	VC: CLIAA	VC: CLIAA	VC: CLIAA	VC: CLIAA

Reporting to Schools, also referenced in the Student Achievement & Progress domain.

REPORTING TO SCHOOL PROCEDURES

1. Contributing teachers will complete a checklist using the template below and submit to the designated person in the school for the program manager to be included in the report to the Department of Education.
2. The report to the Department of Education will include:
 - a. Any teacher or staff member who has been identified as a concern in the report to the Department of Education.
 - b. Any teacher or staff member who has been identified as a concern in the report to the Department of Education.
 - c. Any teacher or staff member who has been identified as a concern in the report to the Department of Education.
 - d. Any teacher or staff member who has been identified as a concern in the report to the Department of Education.
3. The report to the Department of Education will include a summary of the school's performance in the report to the Department of Education.
4. The report to the Department of Education will include a summary of the school's performance in the report to the Department of Education.
5. The report to the Department of Education will include a summary of the school's performance in the report to the Department of Education.

LEADERSHIP AITSL 360° REFLECTION

The SSEN:MMH Leadership team invited staff to provide feedback on their Leadership by completing the Australian Institute for Teaching and School Leadership (AITSL) Reflection Tool. The survey was distributed to 180 people across system, school, staff and community with a 65% response rate.

The survey responses recognised many key strengths of our leadership team whilst also providing the leadership team with areas of development.

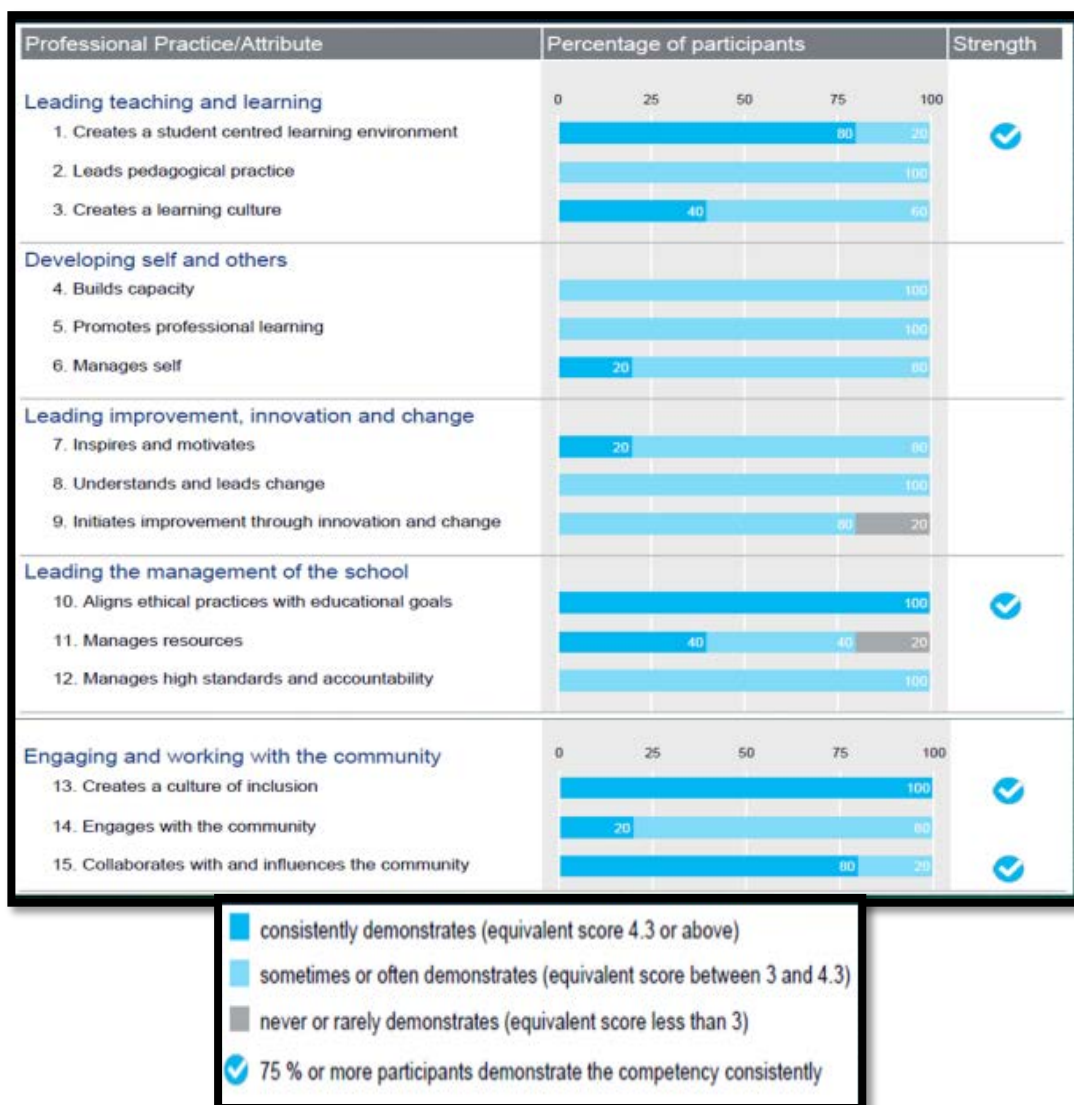


Figure 1: Summary of AITSL Leadership Reflection

APPOINTMENT OF ABORIGINAL & ISLANDER EDUCATION OFFICER

Semester 1, 2021 saw the appointment of our first Aboriginal and Islander Education Officer (AIEO), Penne Pickett for Semester One. Penne came to us from Balga Community College and provided invaluable support to the teaching and learning needs of our Aboriginal students across all teaching programs at SSEN:MMH. Penne was also integral in promoting cultural awareness within our school community.

One of the highlights in 2021 was National Reconciliation Week (NRW) where Penny led a Reconciliation Art Activity with our PCH L4 and Bentley Touchstone cohorts. Staff and students learnt about NRW, Stolen Generations, Referendum 1967 and Eddie Mabo. Archie Roach's song, "Took the Children Away", was played with everyone glued to the screen.



At Touchstone, our students continued their exploration of Aboriginal culture by enjoying Lilly Pilly jam and chutney with homemade bread. Time was spent reflecting, remembering, sharing and healing for Our First Nations People and to learn about our cultural history through dance, art, storytelling and sharing.



At the end of Semester One, Penne decided to return to work with her students and the school community in Balga. As a parting gift, she presented our school with a traditional talking stick that proudly sits at the entrance of SSEN:MMH office at Perth Children's Hospital.



In Semester Two, we welcomed Anita Jackman-Davey to our programs. Anita is equally passionate about educating our younger generation and wants young people to know that different worlds can mix successfully as our students make their way in life.



ABC MEDIA RELEASE

Students, families and staff of SSEN:MMH were featured on ABC radio and online in a story: ["Perth Children's Hospital school program offers lessons in resilience as well as education"](#)



The parents interviewed highlighted how the educational services provided by SSEN:MMH helped their child keep up-to-date in their education and connected to their enrolled school while in hospital. They also added that the liaison support and communication with enrolled schools helped to facilitate their child's positive transition back to school.

The full article can be read in Appendix 2.

CHILDREN'S INITIATIVE DONATION



(Left to Right: James Caffey (Owner - Westbooks), Julie Bumford (School & Public Executive – Westbooks), Madeleine McLeod (Development Executive – Valuing Children's Initiative Program), Caleb Jones (Principal – SSEN:MMH) and Valerie Mancini (Teacher – SSEN:MMH)

As part of an initiative of giving children a voice and valuing what they have to say, *Westbooks* donated 100 book sets to SSEN:MMH to use with our students. Through the use of delightful Australian native animal characters; Kelvin the Kangaroo, Kooky the Kookaburra, Ellie the Echidna and Summer the Swan, each book in the series explores one of the Valuing Children Initiative's four core pillars of Listening, Voice, Safety and Growth.

The books have been created by the Valuing Children Initiative to support children's literacy and to provide parents and teachers with opportunities to connect and discuss important issues with children. The questions on the 'reflection page' can be used by adults to initiate conversations with children in relation to each book's topic."

Our teachers used the books to read to the student and to prompt thoughtful conversations. The book was then gifted to the student to take home.

From a student who was in hospital....

I just wanted to thank you for all of the help and support you provided for me whilst i was both in and out of hospital for my schooling. I wouldn't have been able to submit work, receive work, understand some of the work or let alone pass my classes without your aid. I thought I'd let you know that Murdoch University has given me a conditional offer for their bridging course...

LEGO KIT DONATION: PLAY-BASED LEARNING



SSEN:MMH received a donation of \$1000 from **Firebird Learning (Lego Serious Play) and Essemy** to purchase Lego sets for use in our teaching programs.

The Lego sets have been utilised by teachers in cross-curricular teaching sessions, creating opportunities to engage students in using their critical thinking and problem solving skills.

Play-based learning is a focus of our School Plan and the Lego Kits have enriched these learning experiences embedded in our teaching programs. Students were highly engaged in the activities and were pleasantly surprised when they discovered that they could take the Lego Kits home!



From a parent of a student in hospital....

Thank you to the home teaching team for helping 7... get through the last month of wearing a neck brace. The connection with your teachers has kept him on track and he is happy to be back at school. 7... enjoyed learning from your teachers and they helped him keep motivated to learn more.' - Well done staff who supported 7

HIGHLIGHTS OF 2021

Book Week:

SSEN:MMH celebrated Book Week 2021 with an array of costumes which brought the Book Week Theme “Old Worlds, New Worlds and Other Worlds” to life and added colour to our classrooms. We had Cats in Hats, BFGs, Dinosaurs, farmers, unicorns, witches and Tyrolean goat herders bringing literary joy to the world! Our staff and students explored literary vocabulary, created book reviews, enjoyed story-telling sessions and participated in book prize competitions.



World Teachers' Day:

On the 29th October, SSEN:MMH celebrated World Teachers' Day, a little later than the International World Teachers' Day on the 5th October due to the West Australian school holidays.

This year's theme was #Bright Future and wearing sunnies signified the bright future of teaching. Across all our teaching programs, our teachers upheld the tradition of donning old school uniforms, handing out apples to our valued health colleagues and coming together with all staff for a shared lunch to celebrate and appreciate the great work our teachers do.



STAFF PROFILE

ADMINISTRATION	NUMBER	FTE
Principal	1	1.0
Associate Principals	3	2.8
Program coordinator	1	1.0
Total	5	4.8
TEACHERS		
Level 3 Classroom teachers	3	2.7
Senior Teachers	43	29.3
Teachers	25	14.4
Total	71	46.4
SCHOOL SUPPORT STAFF		
Corporate Services	4	3.2
Resource Centre	4	1.8
Education Assistants	10	6.9
AIEO	1	0.6
Total	19	12.5
TOTAL		
	95	63.7
School Chaplain	1	0.4
Volunteers	16	

Message from a retiring SSEN:MMH teacher:

I would like to thank staff for their friendship and support during my years at SSEN:MMH. The staff are what I am going to miss the most, but it is time for me to move on. I wish you all good health and happiness.

PROFESSIONAL LEARNING DELIVERED BY STAFF

SSEN:MMH delivered 118 Professional learning events attended by a total of 336 attendees over a scope of Medical, Mental Health and Medical and Mental Health learning.

2021	Medical and Mental Health PL
Number of Events	118
Number of Hours	240
Attendees	336 staff; 58 schools

In addition, 298 teaching staff accessed our online learning modules in:

- Chronic Fatigue Syndrome
- Acquired Brain Injury and Rehabilitation
- Cystic Fibrosis
- Eating Disorders
- Oncology
- Epilepsy and;
- Diabetes (type 1)

helping school staff in managing student health conditions in school.

It has been an absolute pleasure working alongside your school. You offer such a wonderful service which I believe has benefited our students enormously.

PROFESSIONAL LEARNING COMPLETED BY STAFF

2021 Australian Pain Society 41st Annual Mtg
Career Development is Everybody's Business
Curriculum Support Training
Dr Paul Swan Impact Strategies
EduTech International Congress and Expo (Virtual 2021)
Engagement Forum 2021
Future Leaders Framework - SSEN Medical & Mental Health
Growth Coaching - An Introduction to Leadership Coaching
Growth Coaching - The Impact Cycle
History Teachers Association National Conference
Introduction to FASD: Sensory Strategies and Supports
Introduction to Neurosequential Model in Education Training Series
Keys 4 Life
Leading Best Practice EAL/D Conference
Letter & Sounds Train the Trainer - DSF
Lifting Literacy in Secondary Schools
Making Space for Learning Australian Childhood Foundation
Managing Wellbeing and Recognising Vicarious Trauma
NAPLAN SAIS Training
NME Training Series
STEAM - Takes a Spark
Supporting Students with Autism -TDS
The Arts of Secondary School Timetabling
Trauma Informed Responses and Self Care
Understanding Learning Difficulties - e course
Youth Mental Health First Aid
WAMCSE Conference
Wraparound (SDERA)

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.

PROFESSIONAL NETWORKS COMPLETED BY STAFF

A Time to Yarn with our AIEO
Career development is everybody's business Session 1 and 2
Coordinating Teacher Role Part 1-3
Correct Procedure for PPE
Demonstration of Education Perfect
Gender Diversity Session with Presentation from School Psychology Services
HaSS Network Meeting
Introduction to AtWork Australia
Literacy Network Meeting
Mathematics Best Practice and Skill Development meeting
Mental Health Liaison NW Meeting
Positive Parenting Program (PPP)
Personal and Social Capability Working Group
Play Based Learning Working Group
Play-based Learning Workshop & Collaboration with SSEN Teachers and PCH OTs
Preparing support materials on how to teach effectively online
Professional Partnerships
Regional Integration Working Group – review draft online Student Mental Health PL
Ronald McDonald Learning Program – Support for Students with Medical Needs
Senior Secondary Resources
Science NW Meeting
Social Skills: Emotional Regulation and Cognitive Flexibility K-2
Staff Well-being Session 1: Resilience in a Challenging School Environment
Staff Well-being Session 2: Balance and Boundaries
Staff Well-being Session 3: Conflict Resolution
Staff Well-being Session 4: Reflective Educator
Standardised Assessment Working Group
Strengthening Curriculum Support for Schools Session 1, 2 and 3
Transition and Readiness Working Group
Using the Neales Analysis to assess reading and comprehension
Young People Employment Pathway Program (Life Without Barriers)

*Thank you for forwarding this information. The information provided is helpful in our continuing endeavours and support of **** at school.*

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.

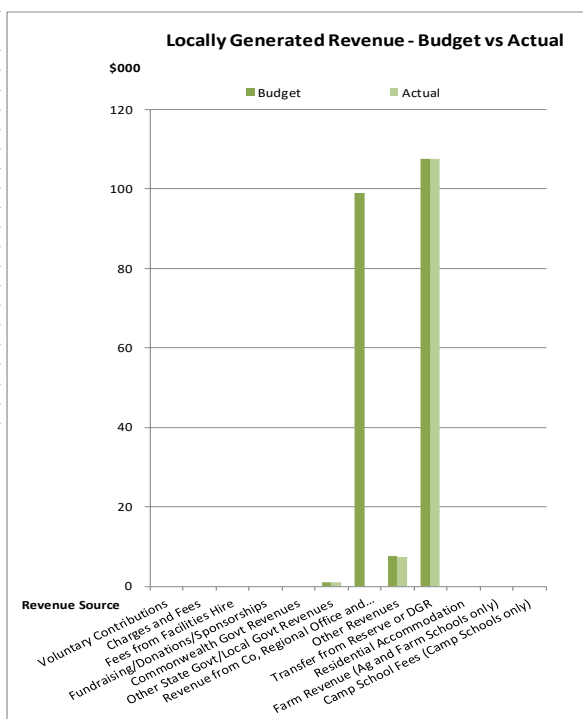
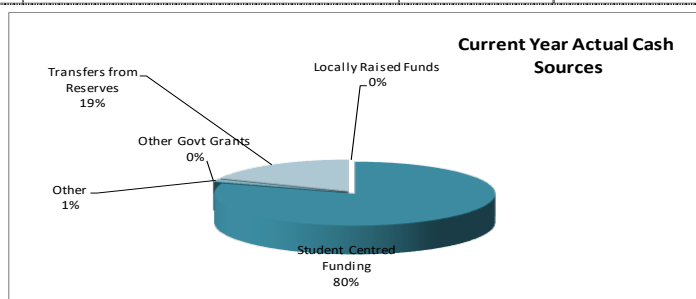
KEY PARTNERS

- [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](#)

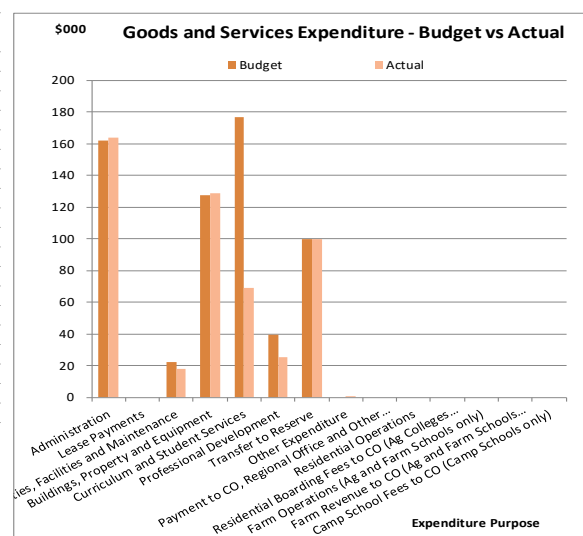
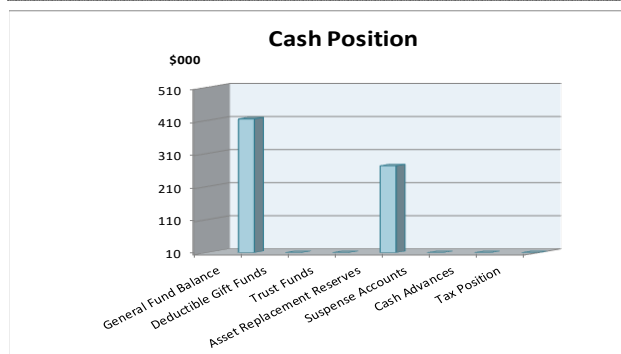
FINANCIAL REPORT 2021

SSEN: Medical & Mental Health Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 99,000.00	\$ -
8	Other Revenues	\$ 7,730.00	\$ 7,412.33
9	Transfer from Reserve or DGR	\$ 107,541.41	\$ 107,541.41
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 215,271.41	\$ 115,953.74
	Opening Balance	\$ 331,300.96	\$ 331,300.96
	Student Centred Funding	\$ 350,000.00	\$ 471,132.67
	Total Cash Funds Available	\$ 896,572.37	\$ 918,387.37
	Total Salary Allocation	\$ 6,777,430.00	\$ 6,777,430.00
	Total Funds Available	\$ 7,674,002.37	\$ 7,695,817.37



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 161,800.46	\$ 163,632.07
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 22,180.00	\$ 17,541.18
4	Buildings, Property and Equipment	\$ 127,666.32	\$ 128,744.19
5	Curriculum and Student Services	\$ 176,782.40	\$ 68,621.95
6	Professional Development	\$ 39,100.00	\$ 25,418.57
7	Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
8	Other Expenditure	\$ -	\$ 4.47
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 627,529.18	\$ 503,962.43
	Total Forecast Salary Expenditure	\$ 6,166,320.00	\$ 6,166,320.00
	Total Expenditure	\$ 6,793,849.18	\$ 6,670,282.43
	Cash Budget Variance	\$ 269,043.19	



Cash Position as at:	
Bank Balance	\$ 675,771.82
Made up of:	
1 General Fund Balance	\$ 414,424.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 272,815.39
5 Suspense Accounts	\$ (9,764.51)
6 Cash Advances	\$ (150.00)
7 Tax Position	\$ (1,554.00)
Total Bank Balance	\$ 675,771.82

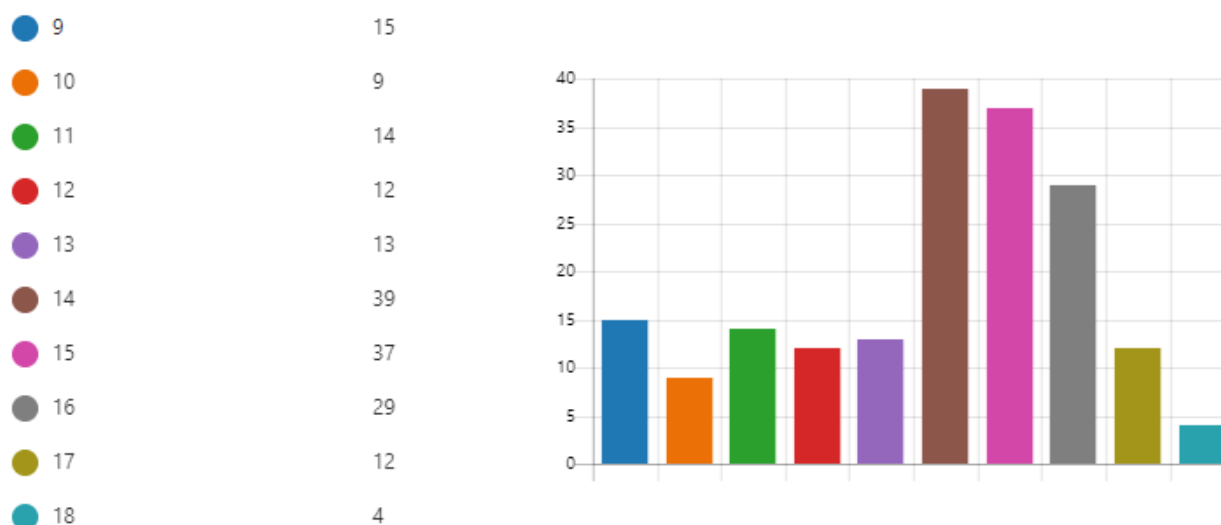
STUDENT VOICE 2021

A key priority of the current School Plan is student voice so, in partnership with research students at the University of Western Australia, Nicholas Damianopoulos and Rudra Bhatt, SSEN:MMH developed a student survey which went live in 2021. The Student Voice Survey received 184 responses from students motivated to provide feedback on their experience of learning with SSEN:MMH while an inpatient or outpatient with PCH, FSH, Bentley Hospitals or WACHS clinics.

Of the students who responded, 125 identified as female, 47 as male, and 12 as other. Of the surveys received, 139 were from students accessing teaching support on wards at Perth Children's Hospital, 34 were from students accessing teaching support at Fiona Stanley Hospital, 8 were supported through CAMHS liaison teachers (CELTS), and 3 through other programs (Home Teaching, Pathways and other hospitals).

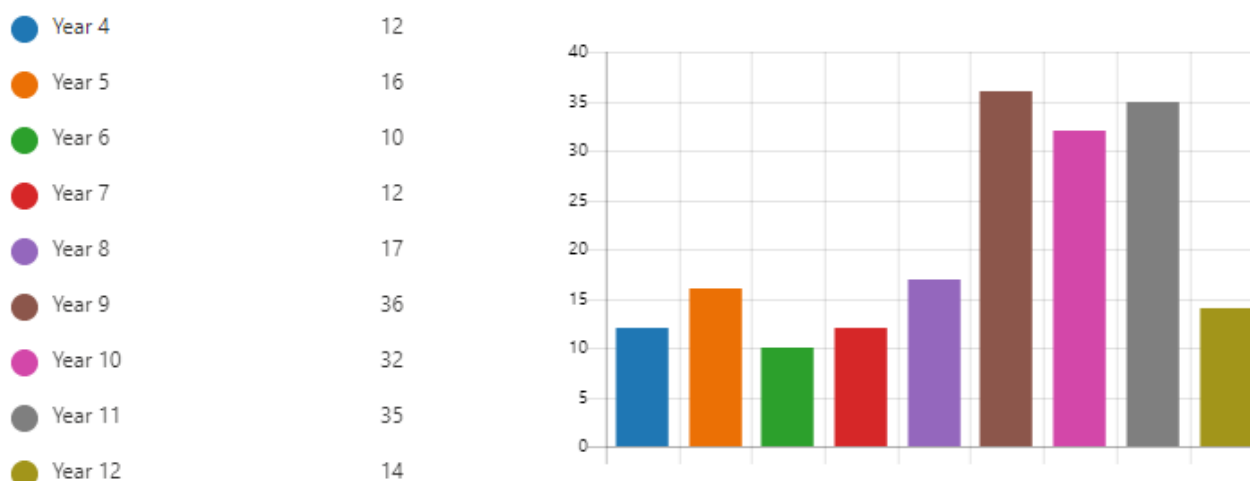
Student Age

The range of student responses was from 9 years to 18 years of age, with the highest representation of ages between 14 years to 16 years of age.



School Year

The range of school years represented was from Year 4 to Year 12, with the highest concentration of responses coming from students in Years 9, 10 and 11.

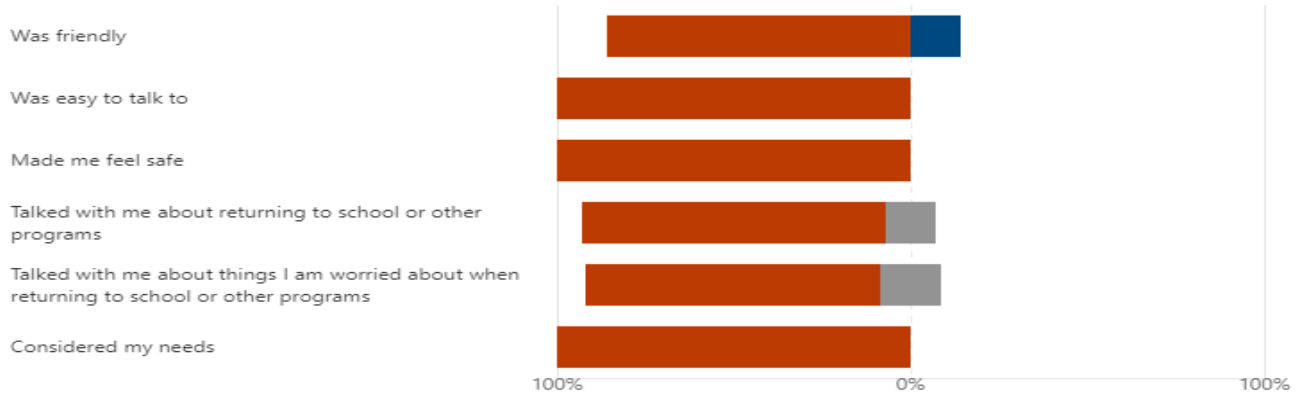


Liaison

Student feedback on liaison teachers was overwhelmingly positive. Students reported a satisfaction rating of 100% for SSEN:MMH teachers in terms of their communication skills, consideration of student needs and capacity to make students feel safe. The feedback for transition support, as reported by students was slightly lower but still impressive with >83% of students reporting that SSEN:MMH teachers discussed transition with students, and discussed the student's concerns worries ahead of their return to school.

My liaison teacher:

Yes No Don't Know

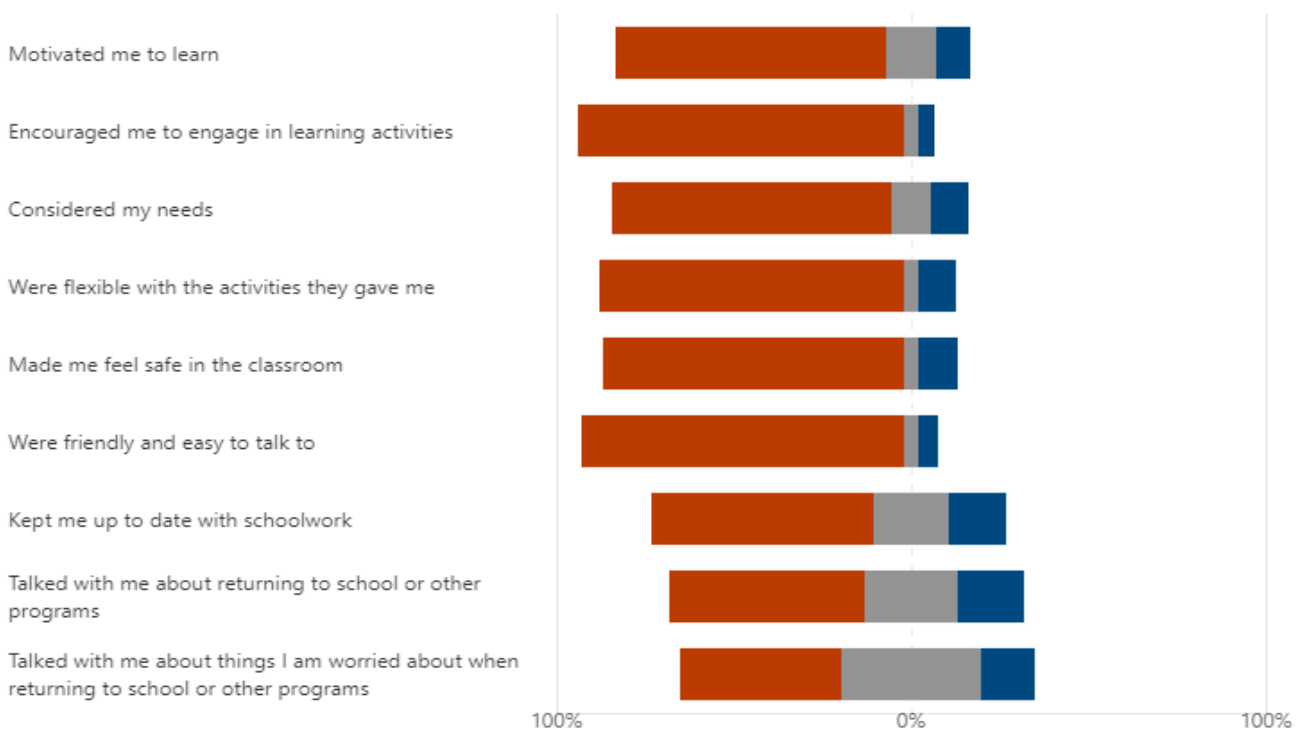


Hospital Teaching

Students reported high levels of satisfaction with teacher motivation, encouragement, flexibility and relatability. However, the survey indicates that ward teachers may need to address transition and return to school more explicitly with students.

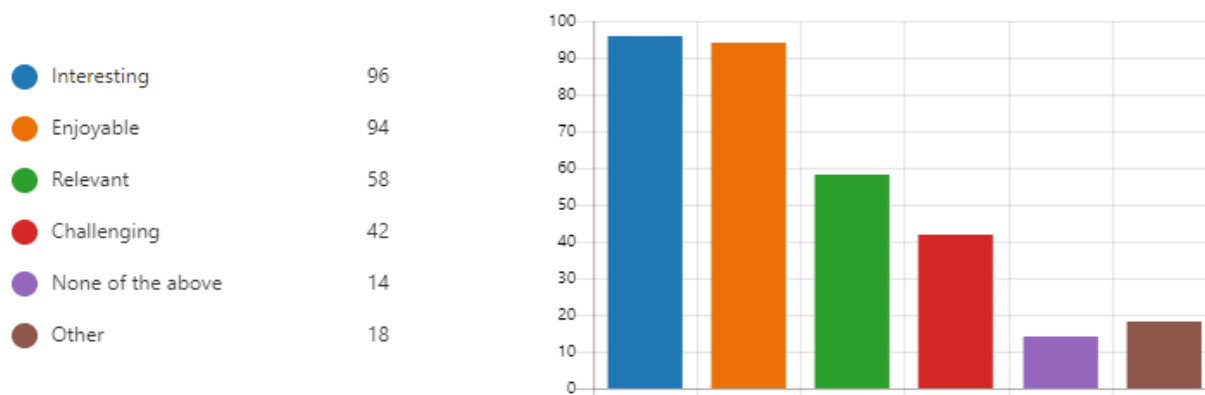
My hospital teacher:

Yes No Don't Know



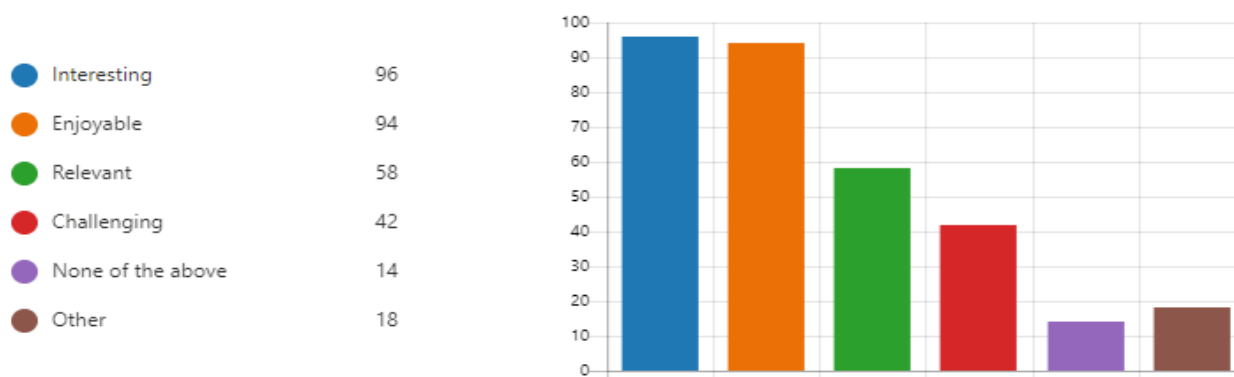
Learning Activities

Learning activities were provided by both students' enrolled schools and teachers with SSEN:MMH. Of the students surveyed, 3% did not know from where their learning activities originated.



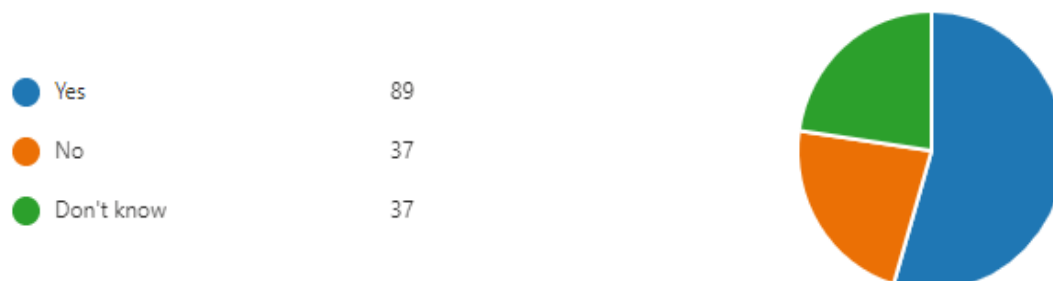
Quality of Learning Activities

Students were able to select multiple categories. Over half of the students surveyed found the activities both interesting and enjoyable with only 7% indicating that none of the criteria described their experience of the learning activities they accessed.



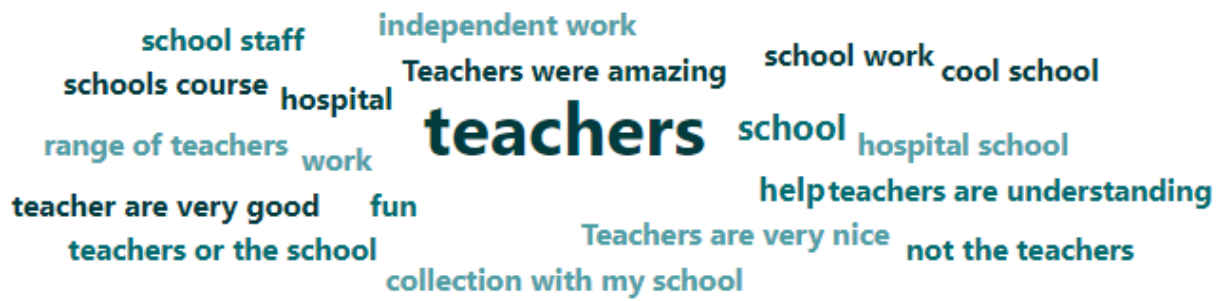
Connection

55% of students reported that SSEN:MMH helped them stay connected to their enrolled school. Of the remaining responses, 22.5% of students reported that SSEN:MMH did not help them retain connection, and 22.5% were unsure.



Student Snapshot

The final question of the survey provided students with an opportunity to add their thoughts on their experience of learning with SSEN:MMH. Over 25% of students nominated teachers as the most memorable aspect of accessing education through our school.



Report Acknowledgments:

SSEN:MMH would like to give special thanks to Senior Teachers, Maureen Nguyen and Dani Valle, and UWA research students Nicholas Damianopoulos and Rudra Bhatt, for their significant work on the surveys conducted. SSEN:MMH and the School Council would also like to recognise the wonderful work of our Annual Report Editor Deb Pieterse with assistance from Gemma Slater, Corporate Services Manager, Michelle Saunders, and Resource Officer, Grace Antonas, in preparing and publishing the SSEN:MMH Annual Report 2021.