



Department of
Education

School of Special
Educational Needs
Medical & Mental Health



School of Special Educational Needs: Medical and Mental Health

2022 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 2022, the Schools of Special Educational Needs continued to provide high quality services and support to our schools and students with complex/diverse needs and challenging behaviour during the COVID-19 pandemic. During the year, all schools provided timely service and expertise. This included the provision of staff to schools to provide relief for staff affected by COVID-19. The schools provided a balance of ongoing service to the students and schools that needed it the most and supported the entire system in a professional and responsive manner. The support included:

- The School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) supporting 752 students and their schools with intensive support for extreme, complex, and challenging behaviours.
- 2,599 students, Kindergarten to Year 12 and 348 schools received support services from the School of Special Educational Needs: Disability (SSEND).
- The School of Special Educational Needs: Sensory (SSEN:S) providing support to 1,969 students from birth to Year 12 as part of its support for students who are deaf or hard of hearing and supporting 469 students from Kindergarten to Year 12, including early intervention for 20 children aged 0–4 years with vision impairment.
- 4,651 students received 33,072 hours of teaching and liaison support by the School of Special Educational Needs: Medical and Mental Health (SSEN:MMH).
- In 2022, the School of Alternative Learning Settings (SALS) was formally established. A total of 170 students engaged with programs provided by the SALS across 11 existing sites.

Principals Steve Beaton - SSEN:BE, Joanna Hall - SSEND, Nicole Lambert - SALS, Rick Firms and Rebecca Hunt - SSEN:S, Caleb Jones and Debbie de Lacy - SSEN:MMH ensured that school staff had the individual student's needs and their families at the centre of planning. The dedication and flexibility of the leadership, teachers and support staff of all the schools must be acknowledged.

I am confident in 2023, under the leadership of the Principals, Associate Principals and the respective staff, the schools will continue to identify opportunities to strengthen delivery and contemporise the service, support and programs.

Neil Darby
Assistant Executive Director
Service Delivery, Statewide Services

School Council Summary

As all of Western Australia experienced, the SSEN:MMH was significantly influenced by the increase of COVID cases and the response of health settings following the opening of state borders. This significantly changed the school's approach to teaching and learning for students and liaison to enrolling schools. With these significant challenges came also a great many innovative solutions by staff. The school demonstrated enormous teamwork and agility to pivot to an online, blended learning model between March and November. The model saw teaching teams plan, communicate, and deliver across face-to-face support and virtual classrooms. The task was compounded by most staff experiencing COVID-19 related absence at some stage, much of which required staff to redeploy internally due to restrictions in health settings, taking them away from other student needs. Students continued receiving support to learn at home during the COVID-19 State of Emergency where they were unable to attend school due to them, or a family member, having an immune compromised medical condition. SSEN:MMH (from Tuart College) and the School of Isolated and Distance Education (SIDE) partnered to provide learning at home and return to school support for 92 students, with every student successfully returning to their enrolling school or a suitable alternative enrolment before the end of the year. Staff have inspired us throughout all the above demands, as did the students who navigated through this period.

SSEN:MMH began new support, including further expansion into adult hospitals, Youth HITH and increased staff for the Midwest and Southwest. The launch of the Rare Care Centre, with a teacher, in Term 3 was a real positive for our school council given our student representative is a young person living with a rare disease. The leadership team also participated in consultation working groups for the Infant Child and Adolescent (ICA) Mental Health Ministerial Taskforce.

We completed the School Plan 2020-22. While aspirational and pressured by COVID, the school improvements proved to be highly successful. The last 3 years saw the launch of a whole school approach to Lifting Literacy; greater student voice through the Student Voice Survey and Learner Profiles; new guides for Personal & Social Capabilities, Transition and Assessment; a Staff Wellbeing Framework with support modules, increased early years support into Kindy, participation in Regional leadership groups and contribution to the Statewide Services Form and Function Review. School wide professional learning included remote teaching methods/tools, Aboriginal responsiveness, diverse needs, play based learning and curriculum support. The school completed the first cycle of the Future Leaders Framework Program and successfully expanded to a Network approach across all seven Specialist Schools. An updated MOU between the Department of Education (for SSEN:MMH) and the five Health Service Providers is close to execution, which will see long term benefits for students.

As the year closed, the final Staff Development Day's wellbeing theme saw staff 'pay it forward' and experience helping others in a selection of community organisations such as Ronald McDonald House Charities, a call centre, community garden and dog refuge.

The school council thank Marya Stewart for fulfilling the role of Chair during 2022. Special thanks also to outgoing council members Deb Stamatiou (Staff), Terri-Lee Barrett (Health - CAHS) and Louise Splatt (Health - EMHS) who made an important contribution in the last few years.

The efforts of all Statewide Services, including the SSEN:MMH, were recognised late 2022 by winning the IPAA Award for Best Practice in Innovation, for keeping WA schools open. Congratulations to all the amazing staff of the SSEN:MMH. While the challenges of 2022 have impacted the school's capacity to deliver the volume of student support previously expected, in the new year we hope the newfound practices will combine with longstanding strengths to see more students Connect, Learn and Thrive.

Marya Stewart
School Council Chair 2022

From a student who was in hospital....

A student and family involved in the Adult Hospital program provided glowing feedback on the "amazing transition and teaching delivery" provided for a Year 12 student.

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 continuity of education from teaching and learning within a hospital or health program, to learning at home and supporting students' return to school. The school is focused on partnering with enrolling schools to support students with health needs; building schools' capacity by improving collaboration between enrolling schools, health teams and families; and facilitating professional learning alongside WA Health staff. The Department of Education's SSEN:MMH supports students from both public and non-government schools. In 2022, the SSEN:MMH operated 55 programs, supporting 4651 students through 33072 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
	Child and Adolescent Mental Health Service Clinics in North and South Metropolitan Education Regions across Armadale, Bentley, Clarkson, Fremantle, Hillarys, Peel, Rockingham, Shenton, Swan and Warwick clinics
	Touchstone, Bentley
South Metropolitan Health Service	Fiona Stanley Hospital - Paediatric, Rehabilitation and Youth Mental Health Services inpatient unit, YCATT and YHITH.
WA Country Health Service	Child and Adolescent Mental Health Service Clinics in South-West, Wheatbelt, Midwest, 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 were also provided interim learning at home and transition support.	

School Plan 2020-2022

This year saw the completion of our School Plan 2020-22. The plan has been the culmination of efforts distributed across all staff through working groups, under the guidance of extended leadership and school council. What was most affirming is the enthusiasm of staff to apply their skills and expertise and create positive change together. We congratulate all staff on the collective success of this school plan.



The following outlines our achievements across the school improvement domains:

Quality Teaching

Strengthen support for teaching and learning excellence in every classroom:

- Lifting Literacy embedded, with a focus on Reading and Vocabulary.
- Professional learning in Personal & Social Capabilities.
- Developed and implemented a Guide to Reporting on Personal & Social Capabilities.
- Professional learning in Diverse Needs.
- Developed and implemented Learner Profiles.

Student Achievement and Progress

Provide every student with a pathway to a successful future:

- Design and implemented a new Student Voice Survey.
- Professional Learning on a range of assessment tools, with key staff trained in identified diagnostic tools.
- Review and implemented a Guide for Literacy and Numeracy Assessment Tools.

Learning Environments

Maintain safe and supportive learning environments:

- Review of two program's learning environment using the National Quality Standards.
- Professional learning in Play-based learning.
- Professional learning in remote teaching methods and tools.
- Delivery of online and blended learning through all teaching programs and medical referrals during COVID-19 emergency.

Resources

Support increased autonomy within a connected and unified education system:

- Participation in new regional leadership groups in Pilbara and Southwest.
- Contribution to the Statewide Services Form and Function Review.
- Expansion of early years support to prepare students for Kindy.
- Pending 2023 execution of new Memorandum of Understanding between Department of Education (for SSSEN:MMH) and the 5 Health Service Providers.
- Expansion of student programs in adult hospitals.
- Increased staff capacity in range of senior secondary pathways.

Leadership

Build capacity of support staff, teachers and leaders:

- Successful implementation of WA Future Leaders Framework. Eight participants with six stepping into leadership positions.
- Expanded to a Network approach across seven Specialist Schools.

Student Achievement & Progress

Partner with families, our community and agencies to support educational engagement:

- Review of past Transition Booklet and current evidence. Developed and implemented a new Student Transition Guide.
- Staff Wellbeing Framework implemented, with a series of support modules.

We began reviewing our school plan with staff mid-year. The workshops were facilitated by Joel Birch, Lego Serious Play Facilitator. Staff appreciated a fresh and practical way to explore our successes and express areas for growth. We began developing broad strategic concepts for the School Plan 2023-25.

Enrolling School Survey

Questions corresponded to the SSEN:MMH model of support as a measure of school improvement and accountability - Liaise, Educate, Transition, Support. 53 staff from WA schools completed the SSEN:MMH Survey of Enrolling Schools 2022. This was significantly lower than the previous survey, however the 2019 survey coincided with a considerable stakeholder consultation while reviewing reporting to school methods by SSEN:MMH.

Liaise - Educate

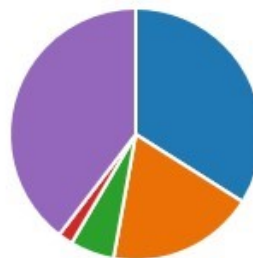
79% of schools indicated that collaboration with SSEN:MMH was always or often professional, appropriate, relevant, and useful in supporting their enrolled student.

When accounting for N/A responses, most respondents felt SSEN:MMH helped to maintain student contact with their enrolled school and that curriculum and teaching support were of a high standard. The ~40% N/A responses to these questions indicates a higher rate of respondents did not receive teaching support and may have only received outpatient liaison support.

12. The teaching and curriculum support provided by SSEN:MMH to your student/s was of high standard.

[More Details](#)

Always	18
Often	10
Sometimes	3
Never	1
N/A	21



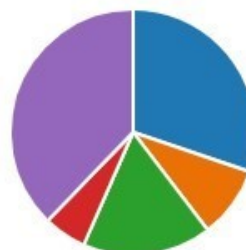
Transition - Support

When accounting for N/A responses, 65% of respondents found SSEN:MMH transition planning supported their student to attend, participate and return to their enrolled school. The ~40% N/A responses to these questions indicates many respondents did not have a student receiving more active transition support.

15. The transition planning provided by SSEN:MMH staff supported your student/s to attend/participate/return to their enrolled school.

[More Details](#)

Always	16
Often	5
Sometimes	9
Never	3
N/A	20



SSEN:MMH staff were considered to have always or often maintained appropriate and consistent communication between Health and school staff concerning the student's needs.

Almost 50% responded N/A to support received with requested documents from Health, which indicates not all respondents receive or seek SSEN:MMH support to facilitate planning documents.

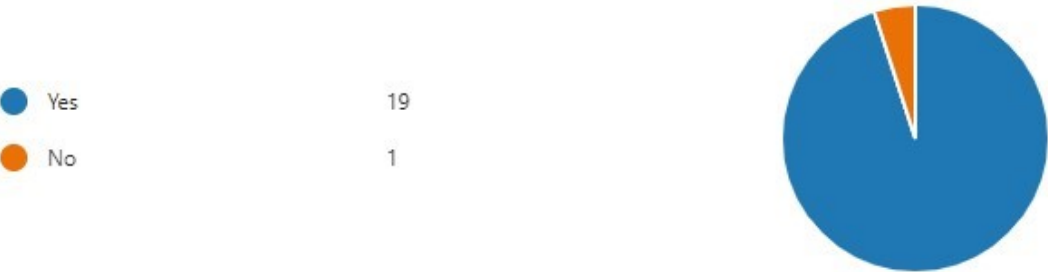
Overall, responses indicate positive feedback about SSEN:MMH collaboration, with wide variability in N/A responses due to the range of supports a student and school may access while with SSEN:MMH.

Reporting to Schools

40% of respondents indicated they received a Report to School. Of those, 95% found the report to be appropriate, relevant, and useful in supporting the student’s educational needs. 80% of the reports were shared with classroom teachers and the information used to support the student’s learning once returned to school. Only about half respondents used the information when reporting to parents. This data has improved significantly from previous years when only 65% of respondents found our reporting useful. Many respondents were unsure if the student attendance information was entered in their school attendance system, similar to 2019, which suggests attendance is frequently not entered into records by the enrolling school.

- 4. The information provided in the SSEN:MMH Report to School is appropriate, relevant and useful in supporting the student’s educational needs.

[More Details](#)



Professional Learning

When asked if respondents accessed SSEN:MMH’s online professional learning modules through our school’s website, 60% responded they were unaware of the modules. Around the time of this survey, the online modules became available to search through the Department of Education’s intranet portal.

Areas to Celebrate

- Most schools find SSEN:MMH’s overall support helpful to a student’s educational pathway.
- Most respondents believe SSEN:MMH staff are professional, appropriate and relevant.
- SSEN:MMH Reporting to Schools has significantly improved, is more useful and relevant to ongoing student learning and transition and in a format appreciated by schools.
- Schools feel SSEN:MMH provides structure and support while students are unable to attend school.

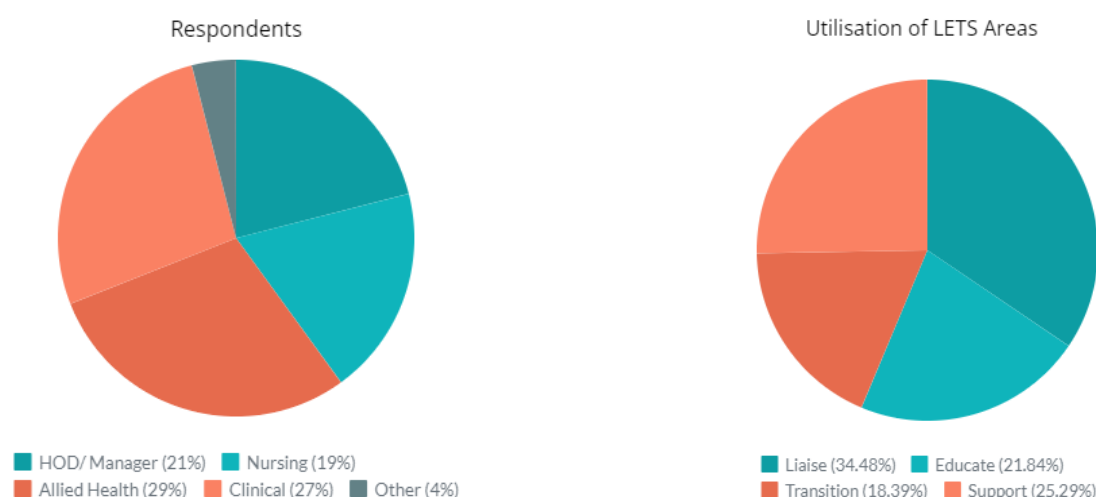
Opportunities for Growth

- Promotion of online professional learning across sectors to benefit enrolling school staff.
- Increase communication of importance for schools to enter attendance records or explore a viable linkage for automated data entry.
- Improve strategies and frequency enhancing student connection with peers and class teachers.
- Improve consultation on practical class strategies and curriculum adjustments to support students once they return to school.

Health Teams Survey

There was a wide range of respondents from many different disciplines of health teams. The questions were answered to determine frequency on a four-point ordinal scale. Questions corresponded to the SSEN:MMH model of support as a measure of school improvement and accountability - Liaise, Educate, Transition, Support.

Survey respondents indicated excellent distribution across all areas of service.



Areas to Celebrate

Collaboration with Health Staff and Students

Previous surveys have indicated an effective working relationship between SSEN:MMH and health teams. This year was no different and our survey reported significant increases in the areas of:

- Collaboration between our staff and patients described as always professional, appropriate, relevant and useful at 90% (increase of 9%)
- Health teams always supported to understand education processes and procedures at 77% (increase of 7%)
- SSEN:MMH staff always maintaining appropriate and consistent communication between health and school at 83% (increase of 6%)
- Support for patients is always or often improving positive health and education outcomes at 95% (increase of 4%).

Many health teams described our teachers as kind and caring, and note our teachers build confidence in learners to address their educational circumstances. The respondents recognised the use of cultural awareness and trauma informed practice in our staff interactions and further reported a positive contribution to a diverse range of school issues such as school refusal, bullying, alternative educational pathways and return to school transitions. Feedback from many respondents requested more time allocation for staff linked to their health team.

Opportunities for Growth

Streamlining processes

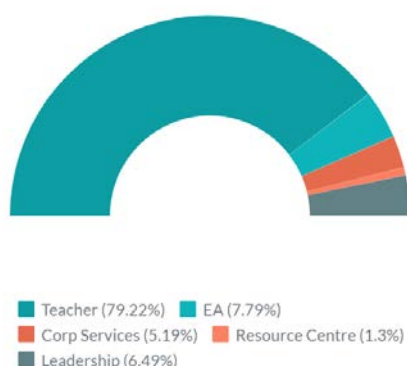
A comment suggested a need to streamline handover between teachers in programs - this is an area school are already seeking to improve, with significant changes to staffing principles in 2023, including staff continuity in teaching programs.

Concern that school closures are not well communicated within health teams was expressed and our leadership team have sought to highlight with health team leaders the importance of forwarding notices of school closures.

The location of referral forms continues to provide challenges, SSEN:MMH intends to continue promoting easy access to current referral and consent forms for health staff through our service pages on the Healthpoint intranet portal.

Staff Survey

Completion rate of the Staff Survey increased from 69% in 2020 to over 80% this year, with 77 staff members taking the opportunity to provide valuable positive and constructive feedback. Based on previous suggestions, questions were filtered so staff could respond more accurately according to their role and contribution to the school purpose.



Questions remained largely unchanged and organised in the six domains corresponding to school improvement and accountability and the School Plan - Quality of Teaching, Student Achievement & Progress, Learning Environments, Resources, Leadership and Relationships & Partnerships.

Areas to Celebrate

Capacity building in teaching and learning

Previous surveys have highlighted a key strength of our school as staff confidence in their ability to improvise and adapt. This was further enhanced as we rose to the challenges presented throughout 2020 to 2022, including the need to implement online and blended models teaching and learning during COVID measures.

Staff reported significant increases in skills and confidence in the areas of:

- implementing inclusive strategies
- creating safe and supportive learning environments, and



- providing digital/remote teaching and learning programs.

Always have a Plan B. Be prepared. Ask for help if needed. Don't just rely on **technology.**

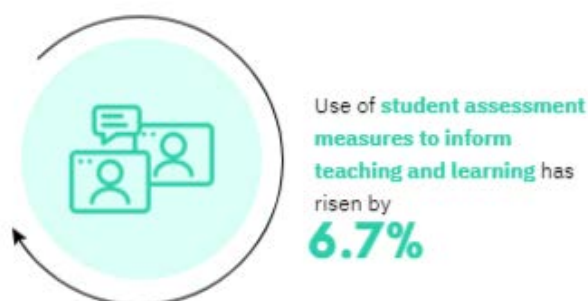
Students and teachers are adaptable. Never underestimate your **capability.**

The knowledge, resources and experience gained during this period will be taken forward and applied across various contexts to improve access and outcomes for all students.

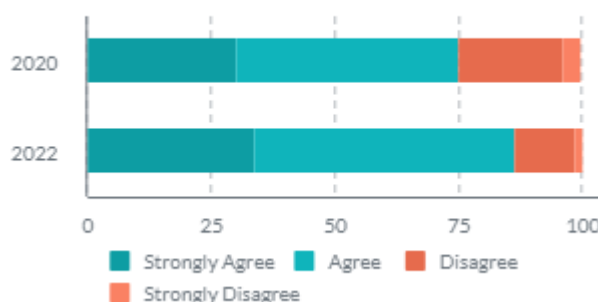
Consolidation of School Plan priorities

Consistent progress was measured across priority areas of the 2020-22 School Plan, affirming the efforts of working groups. Areas of improvement included:

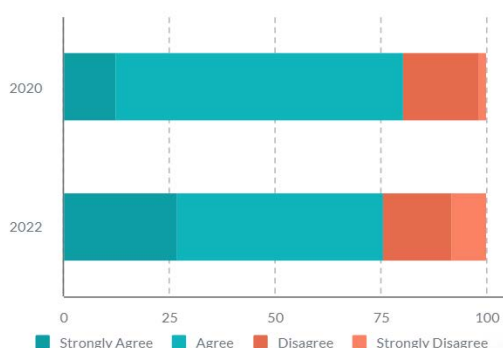
- diverse learning,
- literacy,
- personal & social capabilities and
- assessment.



Confidence reporting on P&SC



Opportunities for Growth



Cultural responsiveness

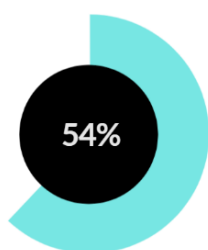
24% of staff do not feel confident in their knowledge and skills to implement effective teaching strategies or access support from community representatives for Aboriginal students. This is an area we expect to see growth in over the coming years, with a cultural focus in the coming School Plan. The introduction of an Aboriginal & Islander Education Officer (AIEO) role has only begun since the last survey and will also help support staff development and student access.

In this, and a number of other areas, a trend has emerged of staff responses diverging to include a greater number both in the disagree and strongly agree categories. This is an indicator perhaps of increased self-reflection and awareness of the potential for growth in certain areas moving into focus for the school.

Streamlining processes

Survey comments consistently identified opportunities to clarify school processes in areas such as Induction, Communication and Finance. The launch of a refreshed Operational File, with all key documents and policies updated, plus the move to a consistent platform for communication in Teams, are examples of school initiatives to streamline and coordinate processes.

Valuing staff strengths



"People are valued as individuals at SSEN:MMH" - down from 80% in 2020 to 54% in 2022.

Lastly, standing out as an area that requires further examination is the number of staff (46%) who reported they do not feel valued as individuals. Meanwhile, over 93% of staff relate to the SSEN:MMH vision and enjoy their work, so it would seem this highlights the need for balance between individuality and whole school identity.

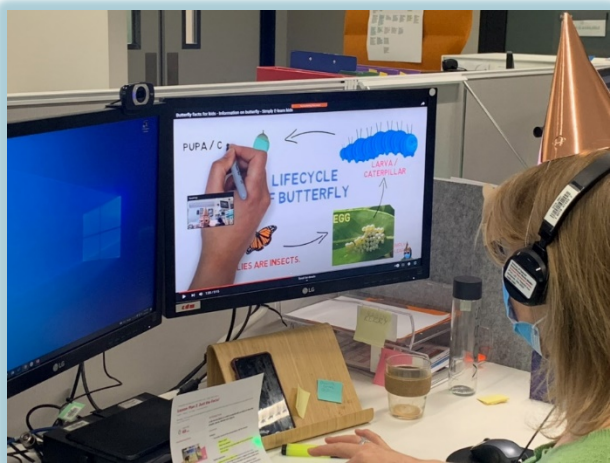
Moving forward, while maintaining commitment to our school's vision and department values, we will strive to share, acknowledge and celebrate the individual strengths we each bring to benefit the school and students.

From a school:

Thank you so much for sending the Report to School for XXX. Thank you also for all the support provided to XXX from SSEN. Your teacher is always a pleasure to liaise with and it is wonderful to know our students are so well supported while with SSEN:MMH at PCH. Kind regards, Head of Year-Learning Engagement / Student Exchange Co-Ordinator.

The Year's Highlights

Blended Learning in Hospitals



WA Health's System Alert and Response (SAR) requirements significantly changed our approach to delivering teaching and learning for students and liaison to enrolling schools. For the period from March to November, the majority of students accessed their teaching and learning from SSSEN:MMH staff through online classrooms, and meetings with schools, parents, health and teachers were held remotely. There was limited face to face education support permitted for students who would be highly vulnerable otherwise. All staff were required to receive fit testing for masks and complete PPE training to work in clinical areas.

Our usual classroom operations moved largely to a blended learning model, incorporating the delivery of online teaching and learning programs with a skeleton staff supporting students face to face on inpatient units to facilitate access to learning. The challenges associated with implementing the model included engagement of students as well as the complexities of technology. Technical difficulties, barriers to obtaining required parent consents and mastering various online platforms were but a few of the challenges staff rose to meet with agility, creativity and commitment. In doing so, staff reported collegiate relationships were strengthened by the experiences of learning, sharing resources, facing shared challenges and problem solving together. Similarly, experiencing something new with students provided many opportunities to build rapport and have fun in the learning process.



Feedback suggested that in certain cases the blended learning model generated increased engagement, success and virtual access to a range of education staff which was of particular benefit for some of disconnected students with extended stays. While we returned to our usual operations in Term 4, the knowledge, skills and experience gained during the blended learning period continue to be built upon and applied by staff to maximise access to education for all students as isolation is a regular issue to overcome for our students.



Connect, Learn and Thrive

COVID Medical Referral Project

The COVID Medical Referral project was re-established in 2022 at Tuart College, with SSEN:MMH and SIDE partnering to support continuity of learning for 92 referred students unable to attend school due to either themselves or a family member being immune compromised. All students were provided with online learning over a period of time before receiving support to successfully return to their enrolled school or transition to an alternative education program (1 TAFE enrolment and 1 home school registration). The team comprised of experienced permanent staff and training to casual/fixed term staff working with acting program coordinator, Julie Bush, to meet students' teaching and learning needs. To tailor for individual education needs, students were supported through this project by:



- remote teaching or face to face delivery when the student level of need required direct contact.
- consultation and advice through email, phone calls and online meetings.
- transition support for the student to return to school.
- guidance for staff at the student's enrolled school who wish to provide remote learning through their classroom/s.

H.E.L.P Conference Sydney 2022

Caleb Jones - Principal, Jenny Martino - Level 3 Classroom Teacher and Helen Kerr - Teacher were accepted by the Department to attend the biennial H.E.L.P (Health, Educators, Learners, Parents) Conference, held in Sydney from 29th and 30th August 2022. The theme for this year's conference was "*Re Connect and Re Imagine*". There were 45 speakers who delivered 34 presentations and 2 networking events over the 2 days. The conference brings together Health and Education professionals and parents to discuss the implications of chronic illness on children and consider practical strategies to help children and families maintain continuity in education. The presentations included the latest research and innovations in health and education practices to

improve educational and health outcomes for children with serious illness. Conference attendees were able to re-connect in person following the lifting of COVID restrictions.



For SSEN:MMH, the opportunities were significantly improved by the conference decision to offer virtual attendance for the keynote presentations. This allowed 50 SSEN:MMH staff to benefit from several of the professional learning sessions on offer. The three delegates also presented to staff at development days and network meetings upon their return.

Churchill Fellowship by Leasa Ashton

To increase the quality of life and educational outcomes for young people with chronic pain.

One of our teachers, Leasa Ashton, was awarded a Churchill Fellowship for the above project in 2019, however due to COVID-19, she was unable to travel until Term 3, 2022. Leasa's goals were to meet, observe and learn more about the people, care and processes in place to support young people with chronic pain as they navigate both health and school systems. Leasa also intended to learn more about specific strategies and resources which improve school reintegration after long absences from schools, from both a health and hospital school perspective. As SSEN:MMH is the only school in Australia with a Complex Pain liaison teacher, she was keen to learn from others with similar roles internationally to understand how expert education and health teams collaborate and plan with their enrolling school, to support young people with chronic pain and investigate the training goals for schools. Leasa visited international hospital schools and paediatric pain programs in The Netherlands, UK, the United States and Canada.

Leasa is currently compiling her report. She hopes to implement some new initiatives to improve the life and educational outcomes of young people with chronic pain in Australia by increasing chronic pain education in the community and in schools, and thus decreasing chronic pain stigma.



Launch of the Rare Care Centre

Western Australia has taken a global leading role in holistic care for children with rare and undiagnosed diseases. During Term 4 2022, a new PCH Rare Care Centre was launched, to provide a holistic model of care for children with rare and undiagnosed diseases. It now provides improved support and care coordination, better interagency partnership and improved access to community resources, clinical trials and research. The Centre also focuses on the physical health and mental health Aboriginal young people, connecting the child and their families with a wider range of services, such as education and disability services.

The Principal of SSEN:MMH has participated in Model of Care groups and the Department has also represented on the Project Control Group and mEDUrare, which is a team collectively working towards improved professional learning resources for health and education professionals. A number of organisations have partnered to bring significant financial support with the state government to establish the Centre. Clinical geneticist and Centre Medical Director, Dr Gareth Baynam has stated that while they are called 'rare' diseases, cumulatively they are common, and the impact of rare diseases in our community is massive. More than 60,000 children and young people live with a rare disease in WA, which is enough to fill Optus Stadium.

The Rare Care Centre hold clinics out of Mount Lawley TAFE's REACH Clinic with regular contribution from the team's inaugural SSEN:MMH teacher, Julie Bush. Early observations from the education work supporting students through the Centre has been the long diagnostic journeys, high transition and education support needs, resourcing challenges for schools and increased collaboration due to multi-systemic complexities.



CAHS Artist in Residence Program

The Artist in Residence Program (AiR) was another highlight of the year for students supported through Child and Adolescent Health Service Programs and was offered to students across respective SSEN:MMH programs. SSEN:MMH worked collaboratively with the Arts Coordinator and resident artist, Steve Aiton, to provide Digital Animation Workshops to students. Another innovative success was the way the program was so successful through the restrictions to face to face learning. Steve ingeniously set up a studio in an area of PCH Fun on Four and SSEN:MMH staff assisted in delivering and setting up the mobile animation trolley to student in their hospital rooms. The learning was then provided to students virtually and students created their animations with remote support from Steve and school staff. The initiative provided an opportunity for students to have fun learning new Digital Technology and Arts techniques animation apps and Apple devices, as well as bringing their drawings and plasticine sculptures to life using stop motion animation. You can watch the **PCH Artist in Residence 2022-23 Animation compilation online** [here](#).



WASO Hospital Orchestra Project

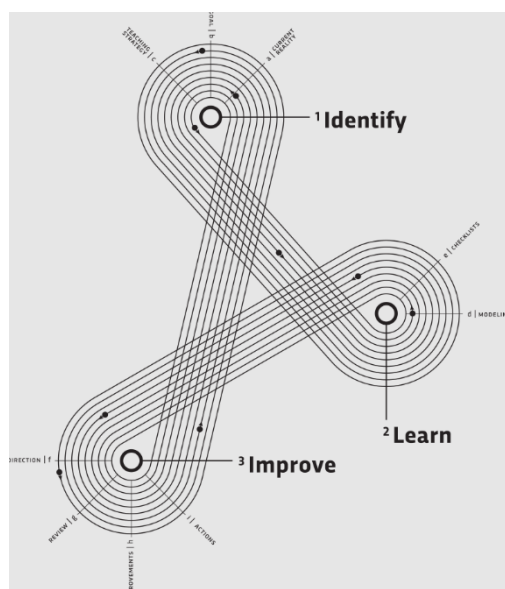
In May and September, the West Australian Symphony Orchestra (WASO) Hospital Orchestra Project (HOP) also stretched provision of musical learning experiences through two virtual WASO education sessions. This was the first (and second) attempt of SSEN:MMH and WASO to use an online platform for a live and interactive performance and learning interaction with students.



There was plenty of preparation and testing completed before offering the sessions to our students. Thanks to Deb Pieterse and Sue Blakeman - Coordinators, Maureen Elphick - Arts Teacher, and the WASO Musicians, for all their efforts and flexibility. Students were able to access the WASO 'visit' and experience The Arts virtually all over the state.



LETS Coaching



There are many ways to approach school improvement and workforce development. Many schools, including our own, have adopted professional learning communities, external training, on the job training, action research, mentoring and so on. The unique context of SSEN:MMH, our LETS (Liaise Educate Transition Support) model and the responsibilities of our teachers gave reason to select an approach which could tailor to the individual and the nuances of teaching across many contexts. For these reasons, The Impact Cycle by Dr Jim Knight was selected as an instructional coaching approach to build upon.

The Impact Cycle's simple steps of Identify, Learn and Improve allows coaching cycles to be succinct for school staff in a busy workplace. The dialogical and facilitative coaching methods are peer to peer and personalised. They feature a two-way partnership where both the coach and the teacher bring

knowledge and practices to share and learn. The coach focuses on inquiry, listening and supporting the teacher to find the goals and strategies best for them and the teacher determines what they want to action. For our school, this coaching is the best opportunity to tailor individual growth beyond external PL and the school's Professional Networks and Development Days. In applying coaching to our SSEN:MMH LETS Model, it becomes an important strategy in building and sharing the corporate knowledge and practices of experienced and new staff.

Steve Graham and Julie Bush had periods as the LETS Coach role during 2022. As highly accomplished SSEN:MMH teachers, trained in The Impact Cycle, they have partnered with many staff during the year. Each staff member received approximately 5 weeks of support over a few individual sessions. Feedback from staff on the process has been extremely positive and proved to be of great benefit to both staff in the partnership as well as to the future of our school. Staff appreciated having a colleague other than a line manager to engage in meaningful, time-limited goal setting and to receive productive feedback. LETS Coaching balances advocacy and modelling with inquiry, listening and conversation so both teachers bring something valuable to the table.



Teacher feedback on LETS Coaching...

Initially I assumed the process would be like other coaching/mentor meetings I have been involved with over the years. However, I quickly noticed that this was something quite different and I was impressed by the many positive attributes of this model.

I walked away from each session feeling motivated, more confident and a part of something very productive.

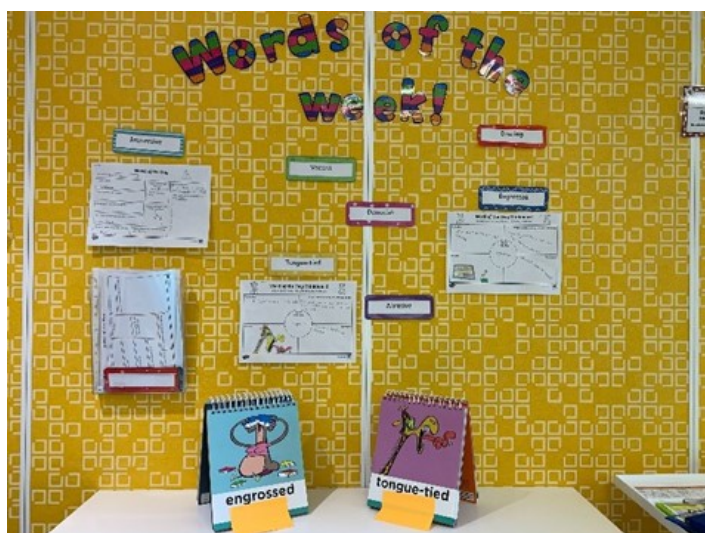
Reconciliation Week

At the end of May (27th May – 3rd June) SSEN:MMH celebrated National Reconciliation Week. Our AIEO and Coordinators promoted culturally responsive, place-based approaches and activities at Term 2's teacher meeting and the Resource Centre staff shared learning activity links that promoted the 2022 theme, Be Brave Make Change. Teaching teams were then able to provide learning activities with students in their classrooms with the support of the AIEO throughout the week. It was a highly positive and enjoyable learning experience for students and staff.

Lifting Literacy

As part of our school plan, the Literacy working group have been building a whole school Lifting Literacy approach. An example of this initiative in action through one of our classrooms was a Words of the Week (WOW) Wall, inspired by words generated from *Mrs Wordsmith - Storyteller's Word a Day* books and a variety of Word of the Day templates.

Rather than being *tongue-tied*, the young people in hospital were *engrossed* in building their vocabulary through this *immersive* literacy activity. Gone are the *vacant* expressions and those *grating* and *abrasive* routines of bored students...the students now *demolish* these engaging literacy tasks with *gusto*! Even the staff came away with an increased vocabulary.



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

Thank you and your team for a great learning [experience] and supportive environment during [my son's] stay [in hospital], it really helped him through a challenging time and gave him the motivation to be strong enough for the GATE exam. Today [he] went back to School for the week before the Easter break, which was a great achievement, as he now feels strong enough to do half days, he was really delighted to get such a positive response from his classmates and teachers on his return.

CBCA Book Week



CBCA Book Week has become a highlight each year for SSEN:MMH and 2022 was no different, with an array of costumes based on the Book Week Theme “Dreaming with Eyes Open”. We had Cats in Hats, Thing One and Thing Two, a few Mad Hatters, Coraline, Pig the Pug, Grumpy Bear, Queen of Hearts and sleepy characters bringing literary joy to the world! The colour and fun of costumes by the staff certainly not only raised a few giggles from the students but also celebrated the fun of learning and reading in our classrooms. Our staff and students explored literary vocabulary, created book reviews, enjoyed story-telling sessions and participated in the book prize competitions.

Donations by Essemy and St John WA

We began our School Plan 2020-22 review through hands-on workshops with **LEGO Serious Play Facilitator, Joel Birch**. The sessions were a fun and creative way to explore our progress and planning. The workshops followed an earlier donation of LEGO by the training group who facilitate Joel's workshop delivery, **Essemy**. Our sincere thanks for the wonderful donation of LEGO which have brought joy, creativity and learning to many students at SSEN:MMH.



During 2022 Book Week, we also received a generous donation of 200 books by **St John WA**. The books were the newly published, *Land of Legends*, which explores real life stories of the true heroes in WA emergency services. Learning resources accompanied the books which staff used for learning activities before gifting the books to students to take home. Thank you for the generous donation to WA students, St John WA.



Staff Profile

ADMINISTRATION	NUMBER	FTE
Principal	1	1.0
Associate Principals	3	2.8
Program coordinator	3	3.0
Total	7	6.8
TEACHERS		
Level 3 Classroom teachers	4	3.0
Senior Teachers	39	28.6
Teachers	33	23
Total	76	54.6
SCHOOL SUPPORT STAFF		
Corporate Services	4	3.2
Resource Centre	3	1.8
Education Assistants	9	6.7
AIEO	1	0.6
Total	16	11.7
TOTAL		73.1
School Chaplain	1	0.4
Volunteers	20	-

The staff profile varied during 2022 due to adjustments in staffing needs for COVID-19 responses.

Professional Learning Delivered by Staff

SSEN:MMH delivered 39 face to face professional learning events to 177 attendees over a range of topics to support the education of students with medical and mental health needs.

2022	Medical and Mental Health PL
Number of Events	39
Number of Hours	160
Attendees	177 staff; 33 schools

In addition, 521 education staff accessed SSEN:MMH's online learning modules which build staff capacity to support the education of students with health conditions. The following are provided through our school website:

- Chronic Fatigue Syndrome
- Acquired Brain Injury Rehabilitation
- Cystic Fibrosis
- Eating Disorders
- Oncology; and
- Epilepsy.

SSEN:MMH online learning modules are now referenced through the Department of Education's Ikon intranet portal. 2022 saw an increase in module completion from previous years. SSEN:MMH staff also assist school staff to access online learning provided by organisations endorsed by WA Health and the Department of Education, such as Type 1 Diabetes.

From a parent:

"I wish to wholeheartedly thank the teachers who cared for my daughter with professionalism and compassion. It was a particularly anxious time, however through their care and sharing of information we always felt assured." Parent, Fiona Stanley Hospital.

Professional Learning Completed by Staff

ADHD & Autistic Minds Conference
ADHD WA – Success for Students with ADHD
Adolescent Medicine Workshop – Functional Neurological Disorders
Assets & Resources Manual Updates
Berry Street Education Model - Take Two
Bone Marrow Transplant Protocols
Career Conversations - Professional Learning for Schools
Complex Trauma Training WA - Elephant in the Room!
Coping with Pressure
Curriculum Support K-12 Secondary & Primary Languages
DSF - Understanding Learning Difficulties e-training course
Educational Counselling
Emerging Manager Corporate Services Program
End of Calendar Year Processes
Engagement Forum
English Teachers Association of WA Conference
Exploring Curriculum Materials
Ferocious Warmth
Finance Updates
Financial Management Foundations
Gatekeeper Suicide Prevention
Happy Healthy Deputy Principals
Health Educators and Academic Liaison Virtual Conference
Healing experiences: Trauma interventions with children
Health Educators Learners and Parents Conference, Sydney (and virtual access)
Introduction to Sexual Behaviours in Children
Leading a Learning Culture – ACEL with James Nottingham
Making Space for Learning Webinar, Australian Childhood Foundation
Microsoft 365 Office Tools - various

Pasi Sahlberg Workshop
Positive Schools Conference
Prepare for Remote Learning
Principal Wellbeing Series
Quality Teaching Strategy
Rhythm2Recovery
SCFM - Planning Your School Budget
SCSA - Explore Curriculum Resources
Seven Steps to Transform Writing
Shifting Paradigms in Languages Education
SIS Classic - RM Finance
Top 10 Tips for Effective Online Teaching & Learning
Tough Conversations
Complex Trauma Conference - Kununurra
WAMSCE Conference
Wraparound - Early Intervention Program
Youth Mental Health First Aid

From a Parent:

"I just wanted to email you all to share some good news with you and to say thanks again for everything you have done for [my child] and our family. [She] was finally allowed to wear the girls uniform on Friday at school and use the girls bathrooms and she will now be allowed to participate in activities designed for the female gender in school. The school finally got onboard and implemented a wellbeing support plan for her and conducted various education sessions with the staff and kids. This has made a massive difference to her mood and outlook; that she is finally accepted for who she is. She received a merit award for her focus and positive attitude and I have received an email to say how well she is doing. I can't tell you how happy and relieved I am. It is early days and I am sure there will be some bumps in the road but so far so good."

Professional Learning Community

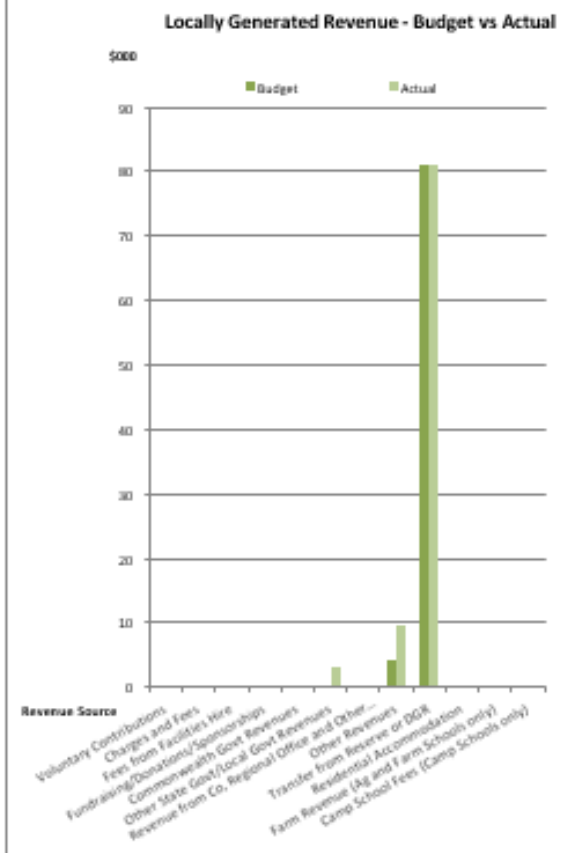
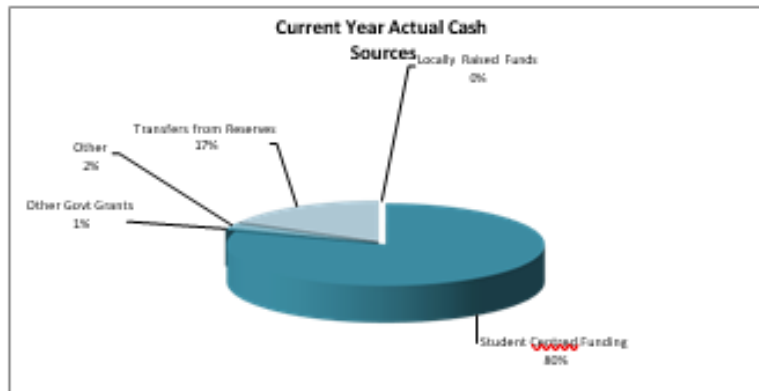
With restrictions in place during most of 2022, SSEN:MMH staff attended most Network Meetings online, which is fortunately a widespread practice now. To improve staff skills in delivering online learning, numerous sessions were provided to support delivery of teaching and learning using the WEBEX platform. Staff were also fortunate to be able to participate in the 2022 HELP Conference 2022, through virtual access to keynote conference speakers. Below lists the network meetings held this year, covering a wide range of current teaching and learning practices, school plan working groups and PL to improve learning engagement for students with medical or mental health conditions.

Professional Networks completed by staff:

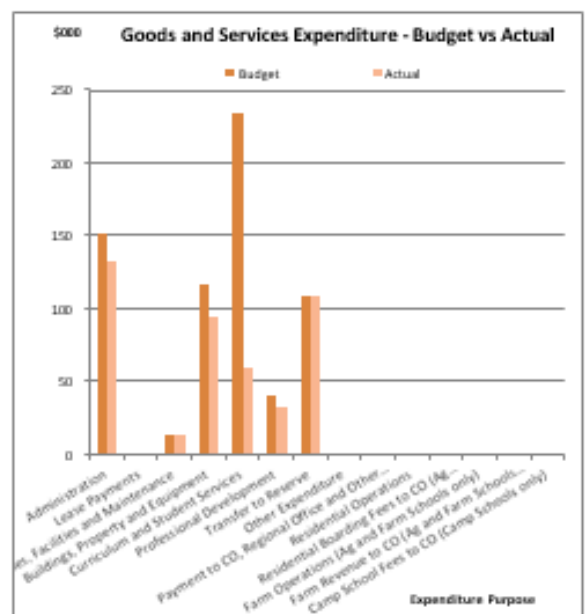
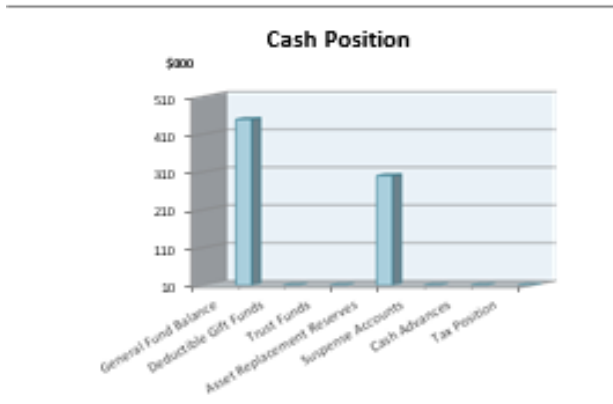
Be You Program
Bone Marrow Transplant Protocols
Career Development and Transition from School to Post School Options
Coordinating Teacher role, Database and Reporting to Schools
Eating Disorders (Part 1 and 2)
Engaging students in Mathematics through gamification
Help Conference 2022 KEYNOTE: Be Brave to Dream a little Bigger, Dreamers make a Difference.
Help Conference 2022 KEYNOTE: Hope and Resilience in the face of adversity
Help Conference 2022 KEYNOTE: Stories worth celebrating- Reconnecting with our Humanity through art and storytelling
Help Conference 2022 KEYNOTE: The Importance of the first 2000 days of life
Help Conference 2022 KEYNOTE: Why a car accident made me grateful
How to Host a Webex Meeting
How to implement Play-based learning in our classroom
Introduction to Participation team
Journal Club "Intro to professional profile for hospital teachers"
Lifting Literacy - more practical tips and tricks for teaching literacy
Makers Empire –3D Printing
My experience at Iona -ponderings from a mainstream school teacher.
Partridge in a Petri Dish' STEAM Christmas HITS.
Online Learning Tips and Tricks
Ronald McDonald Learning Program – Education Support for Students with Medical Needs (Part 1 and Part 2)
SCSA Special Provisions
Staff Wellbeing Series - Using reflection for success with yourself and others in the workplace (The theory of reflection) Session 1 - 4
Standardised Assessment (YARC)
Supporting Gifted and Talented (Twice Exceptional) Students (Part 1 and Part 2)
Teaching Reading Comprehension – Practical ideas for embedding comprehension into teaching and learning programs at SSEN:MMH
Using Phonics Decodables & Letters and Sounds to Assess Reading Skills in K-6
Webex - Beginner and Advanced Training

Financial Summary 2022

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	\$ -	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 4,000.00	\$ 9,652.45
9 Transfer from Reserve or DGR	\$ 80,985.37	\$ 80,985.37
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 84,985.37	\$ 93,637.82
Opening Balance	\$ 414,424.94	\$ 414,424.94
Student Centred Funding	\$ 300,000.00	\$ 378,767.29
Total Cash Funds Available	\$ 799,410.31	\$ 886,830.05
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 799,410.31	\$ 886,830.05



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 150,820.00	\$ 132,102.32
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 12,080.00	\$ 12,901.40
4 Buildings, Property and Equipment	\$ 116,305.37	\$ 94,957.37
5 Curriculum and Student Services	\$ 233,730.94	\$ 58,555.49
6 Professional Development	\$ 39,500.00	\$ 31,764.10
7 Transfer to Reserve	\$ 108,000.00	\$ 108,000.00
8 Other Expenditure	\$ -	\$ 4.46
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	\$ 660,436.31	\$ 438,285.14
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 660,436.31	\$ 438,285.14
Cash Budget Variance	\$ 138,974.00	



Cash Position as at:	
Bank Balance	\$ 740,868.93
Made up of:	
1 General Fund Balance	\$ 438,544.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 300,830.03
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (7,506.00)
Total Bank Balance	\$ 740,868.93

Partnerships

The School of Special Educational Needs: Medical and Mental Health consults with key partners, including government agencies, the private sector, not for profit organisations and hospital education organisations (domestic and internationally) to enhance student outcomes, inform planning and keep abreast of current trends and evidence on program delivery, pedagogy, organisational development and procedures. The School of Special Educational Needs: Medical and Mental Health works closely with the other seven Specialist Schools.

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

Key Partners

- Association of Independent Schools WA
- Catholic Education WA
- Department of Health WA
 - Child and Adolescent Health Service
 - East Metropolitan Health Service
 - North Metropolitan Health Service
 - South Metropolitan Health Service
 - WA Country Health Service
- Diabetes WA
- Health Educators Learners Parents (HELP) Alliance
- Hospital Organisation Pedagogues of Europe (HOPE)
- Instrumental Music School Services
- Mental Health Commission
- Missing School
- Perth Children's Hospital Foundation
- Perth Children's Hospital Volunteers Program
- Red Kite
- Ronald McDonald House Charities and Learning Program
- School of Alternative Learning Settings
- School of Isolated and Distance Education
- Starlight Children's Foundation
- Telethon Kids Institute
- University of Western Australia
- West Australian Symphony Orchestra
- YouthCARE

Report Acknowledgments:

SSEN:MMH and the School Council recognise the wonderful work of our Annual Report Editor, Deb Pieterse with assistance from Senior Teacher, Kellie MacNicol. Thanks also to the Toni Jones Resource Centre for assistance in publishing the SSEN:MMH Annual Report 2022. We also thank Sue Blakeman, Julie Bush and Deb Pieterse for their significant work on the 2022 community surveys.