

SSEN:MMH SCHOOL PLAN 2020-22



Quality of Teaching

Strengthen support for Teaching and Learning Excellence in every classroom

Strategy 1:

Using a whole school approach with evidenced frameworks, embed specific high impact teaching strategies with a focus on Literacy and Personal & Social Capabilities.

Actions

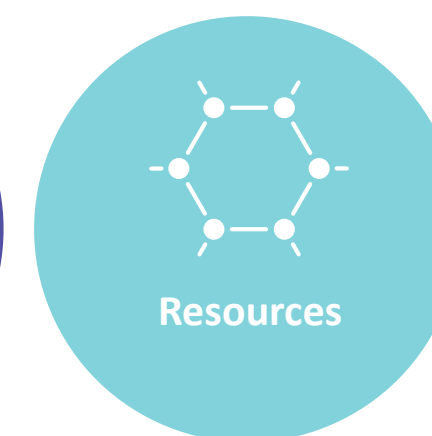
1. Review action learning data on staff familiarisation with evidence based pedagogy during 2019 High Impact Teaching Strategies (HITS) to inform whole school implementation of quality teaching during 2020-22.
2. Establish working groups to lead high impact teaching and coaching in:
 - Literacy;
 - Personal & Social Capabilities (P&SC).Review and identify evidence based practices suited to SSEN:MMH teaching and liaison contexts and focus whole school implementation on an evidence based practice for each phase of schooling eg talk for writing.
3. Seek support from the Statewide Services branch responsible for system-wide K-12 literacy framework in the Department's Strategic Directions.
4. Form local school partnerships to strengthen staff teaching and learning practice eg: staff placements, staff participation in moderation.

Strategy 2:

Build staff and program capacity to support students with complex needs.

Actions

1. Improve staff and program support to students with diverse neuro-developmental and health needs by:
 - Participating in whole school professional learning eg Diverse Learning Needs Resource.
 - Accessing support from relevant Statewide Services branches and SSENs.
 - Establishing collegial and program support methods through senior staff expertise.
2. Conduct staff surveys to confirm improvement in staff and program capacity to support students with complex needs.



Student Achievement & Progress

Provide every student with a pathway to a successful future

Strategy 3: Use student voice to improve data collection methods and evaluate progress.

Actions

1. Establish a student voice working group, incorporating UWA Service-Learning.
2. Seek student feedback and consult experts in designing accessible and age appropriate student surveys to retrieve meaningful feedback for teaching and liaison programs.
3. Align data collection to entry, exit and post school transition milestones to improve judgements on individual student progress and SSEN:MMH’s impact on student success.

Strategy 4: Establish a set of standardised assessment measures in personal, social and academic domains.

Actions

1. Establish a standardised assessment working group to:
 - Review standardised measures of student progress, engagement & wellbeing relevant to our settings.
 - Identify and provide training in a set of standardised assessment tools applicable across SSEN:MMH, specifying 2 tools relevant across each phase of schooling.
2. Incorporate student data from assessment measures and use WA Curriculum’s content and achievement standards to inform student planning and reporting to schools.

(Links to Strategy 1)



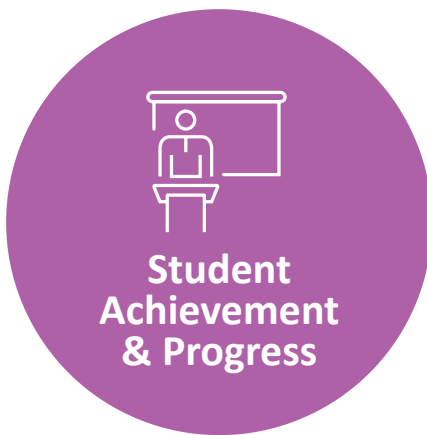
Learning Environments

Maintain safe and supportive
learning environments

Strategy 5:
**Design inclusive learning environments for
early childhood to senior secondary students.**

Actions

1. With a focus on at least 1 program, complete a self-assessment against criteria related to play based learning environments in the National Quality Standards.
2. Provide relevant staff training and support to expand program capacity for online teaching and learning.



Resources

Support increased autonomy within a connected and unified education system

Strategy 6

Align processes and resources across student supports in Statewide Services, Regions and inter-agency providers to respond to regional priorities.

Actions

1. Participate in the integration of student supports across Statewide Services and Regions, including sharing of contextual data and targeting support to regional priorities.

Strategy 7

Strengthen resources that support early years and senior secondary students.

Actions

1. Review and expand service delivery which improves early years readiness for school transition.

Identify a support pathway for early years families who would benefit from the Power of Positive Parenting Program (Triple P) through School Psych Services and Child and Adolescent Health Services.

2. Continue to expand service opportunities for senior secondary students receiving health care from adult hospital settings, building upon service agreements and developing the required human, physical and curriculum resources.



Leadership

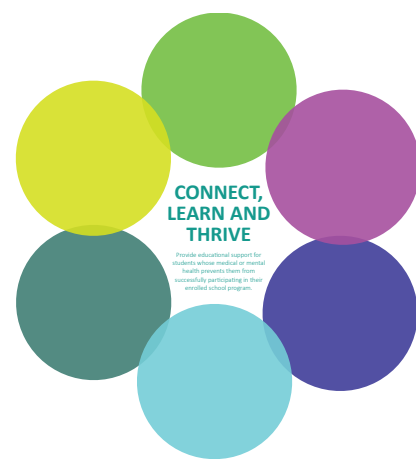
Build capacity of support staff, teachers and leaders

Strategy 8:

Implement the WA Future Leaders Framework and draw on the skills and expertise of senior staff in meaningful school improvement.

Actions

1. Establish and implement the Future Leaders Program. Support development plans of participants and review Future Leaders' progress and experiences of the framework.
2. Adopt project and working groups through Senior Teachers and Extended Leadership to champion the school plan's strategic priorities eg Literacy, Personal & Social Capabilities, Diverse Learning Needs, Student Voice.



Relationships & Partnerships

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

Strategy 9:
Support our most vulnerable students and families, targeting readiness for school and engagement with learning.

Actions

1. As a working group, review and improve SSEN: MMH transition methodology against evidence-based interventions and compare to commonly accepted interventions of other branches and Regions, focussed on improving school readiness and attendance at transition points.

(Links to Strategy 6)

Strategy 10:
Consolidate a culture of wellbeing for students and staff.

Actions

1. Develop and support staff as Emotional Educators through whole school professional learning, tailored to SSEN:MMH by Emotional Education Consultant, Dr Meirav Hen and Murdoch University.

(Links to Strategy 3 & 5)

