

SSEN:MMH SCHOOL PLAN 2023-2025



School of Special
Educational Needs
Medical & Mental Health



SSEN:MMH SCHOOL PLAN 2023-2025



Quality Teaching

Strengthen support
for Teaching and
Learning Excellence
in every classroom.

Strategy 1:

Implement a whole school approach to embed the Quality Teaching Strategy and utilise Teaching for Impact resources.



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| 1. Form a Quality Teaching working group. Consult with Quality Teaching Directorate and Leadership Institute. | S1 2023 |
| 2. Provide staff opportunity to familiarise with the Strategy and Teaching for Impact resources. | S2 2023 |
| 3. Explore what we do well across the Teaching for Impact, the resources available from Resource Centre and other sources, and how the strategy is most effective at SSEN:MMH. | S1 2024 |
| 4. Identify focus areas for growth using the strategy and provide staff with opportunity to engage in action learning cycles and coaching. | S1 2024 |
| 5. Identify programs where the Phonics Initiative is most relevant to plan and deliver to support student progress. | S2 2024 |
| 6. Align our LETS Model, school procedures and resources with the Teaching for Impact cycle using staff feedback to determine what works well for our students' journey. | S1 2025 |
| 7. Advance local school partnerships to foster exchange and staff development opportunities in Quality Teaching and Student Services. | S2 2025 |



Quality Teaching



Student Achievement
& Progress



Learning
Environments



Resources



Leadership



Relationships &
Partnerships

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Student Achievement & Progress

Provide every student
with a pathway to a
successful future.

Strategy 2:

Enable meaningful student progress through the development of flexible learning resources aligned to the General Capabilities.



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| 1. Form a Student Progress working group. | S1 2023 |
| 2. Familiarise with the general capabilities and identify priority areas for SSEN:MMH. | S2 2023 |
| 3. Share, showcase and review resources that can be adapted to school wide teaching and learning contexts. | 2024 |
| 4. Develop a selection of trial resources and teacher guide through the phases of learning for staff to apply and improve. Extend to other General Capabilities. | 2025 |



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Learning Environments

Maintain safe and supportive
learning environments.

Strategy 3:

Implement a cultural action plan which creates culturally safe, engaging learning environments and relationships for students.



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| 1. Form a cultural action group. Build relationships across the school community in Education and Health with cultural supports. | 2023 |
| 2. Provide opportunity for the AIEO to build staff relationships and cultural conversations reflecting the Aboriginal Cultural Standards Framework continuum. | 2023 |
| 3. Ensure all staff complete the Department's online learning in Cultural Awareness and Diversity. | S2 2023 |
| 4. Seek feedback from stakeholders to strengthen culturally safe and supportive processes and environments. | S2 2023 |
| 5. Celebrate and share best practice across programs. | S1 2024 |
| 6. Support staff to familiarise with the EALD Hub and activate PL opportunities through Health and Education partners. | S2 2024 |
| 7. Enhance and innovate engagement with Aboriginal students through the action group and AIEO support to programs. | 2024 |
| 8. Review staff confidence applying knowledge and practice to support students. | 2025 |



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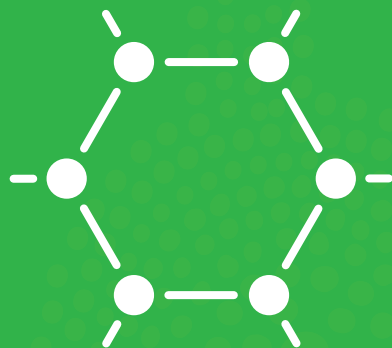


Relationships &
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Resources

Support increased
autonomy within a unified
school system.

Strategy 4: Implement a school marketing and communication plan.



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| 1. Form a marketing and communication working group. | S1 2023 |
| 2. Review existing approach, confirm stakeholders, and define the needs and strategies. | S2 2023 |
| 3. Develop materials that both distinguish SSEN:MMH from other schools and complement the Statewide Services Division. | S1 2024 |
| 4. Simplify and streamline promotional strategies employed by staff and whole school. | S2 2024 |
| 5. Improve the School website and implement contemporary media tools. | S2 2024 |
| 6. Improve the school's profile in WA Schools, Health Settings, and wider community. | S2 2024 |
| 7. Invest in resources and staffing to sustain the strategy. | S1 2025 |



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Leadership

Build the capability of
our principals, teachers,
and allied professionals.

Strategy 5: Strengthen new staff induction and support processes.



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| 1. Form a staff induction working group. | S1 2023 |
| 2. Gather feedback from current staff. Identify strengths and improvements of current induction process and staff supports. | S2 2023 |
| 3. Draw on successes of other schools/specialist schools. | S2 2023 |
| 4. Develop improved staff induction steps and support, tailored according to position. | S1 2024 |
| 5. Trial with new year's staff intake. Review with staff, refine new induction process and support. | S2 2024 |
| 6. Consolidate improvements to induction procedures, communication to all staff and apply to recruitment and induction processes. | S1 2024 |



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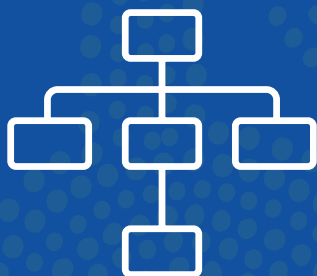


Relationships &
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Relationships & Partnerships

Partner with families,
our community, and agencies to
support the engagement
of every student.

Strategy 6:

**Implement whole school approaches
in co-teaching and inclusive, trauma informed
education.**



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|---|---------|
| 1. Form working groups focussed on co-teaching and trauma informed practices. Consult on Education Department and WA Health endorsed approaches. | S1 2023 |
| 2. Collect data and feedback from staff on current knowledge and attitudes to practices | S2 2023 |
| 3. Provide all staff with training in identified practices, for whole school adoption, common understanding and language. | S1 2024 |
| 4. Provide staff opportunity for further PL, sharing of practice and coaching. | S2 2024 |
| 5. Reflect and share new knowledge and practice, as applied to SSEN:MMH context. | S2 2024 |
| 6. Embed accepted co-teaching and trauma informed practices in standard induction procedures, review new staff current knowledge/skills and provide whole school PL refreshers. | S1 2025 |
| 7. Apply staff knowledge and practices to support student engagement and in supporting enrolling schools to strengthen approaches. | 2025 |



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