

**School of Special
Educational Needs**
Behaviour & Engagement



School Plan 2016-2018

All students – every opportunity

Vision Statement

All children and young people get to lead healthy, happy and productive lives and successfully engage with learning.

Our Mission

To provide WA public schools with equitable access to integrated and collaborative services, responsive to the unique needs of school communities and of students who face a range of barriers to learning.

Core Values

- Responsiveness
- Collaboration
- Equity
- Learning for life
- Belonging
- Care

Service Principles

- All services are delivered with schools for students.
- All students have a right to a high quality educational program.
- Through a personalised approach support for students focuses on their psychosocial, developmental and learning needs.
- The characteristics and strengths within each student, their peers, school, family and community inform decisions about the 'best-fit' for assessment, intervention and support options.
- Strong partnerships and integrated services are developed and maintained to directly benefit students, families, and schools.
- We acknowledge the traditional custodians of the lands on which our students live and are educated.
- All services are culturally responsive.
- All services are grounded by a strong evidence base and each personalised plan is evidence orientated with clearly described outcome measures.

Conceptual Domains for Engagement

- Personalised learning
- Effective teaching
- Positive behaviours
- Stronger attendance

Tier one drivers for change and continuous improvement

- Strategic Plan for WA Public Schools 2016-2019
- Focus 2016 and future Focus area priorities
- Aboriginal Cultural Standards Framework

Student Support Services Directorate operational principles

- Effective strategic planning;
- Partnerships with Statewide Services teams, schools and agencies which are collaborative, innovative, proactive and responsive;
- A clear commitment to accountability;
- Capacity building of schools; and
- A greater level of internal locus of control in schools

Core Services

The School of Special Educational Needs: Behaviour and Engagement (SSEN: BE) provides educational support and services for students with extreme, complex and challenging behaviours. Support is available across the public school system across Western Australia (WA). Intensive support to students and consultative support to schools is delivered through 13 engagement centres and the Midland Learning Academy (the Academy). The services of the engagement centres and the Academy are coordinated through SSEN: BE, which provides the administrative structure that oversees and manages these services as a statewide model of support for schools, teachers and students.

Engagement Centres coordinate the K-12 provision of the following three services:

- Professional learning to improve student engagement and behaviour.
- Consultative support for schools needing additional advice on dealing with challenging behaviour and managing severely disengaged students and/or those with very complex needs.
- Intensive support for individual students exhibiting the most extreme, challenging and complex needs.

The Academy is a small school model designed for highly disengaged students who are no longer participating in mainstream schooling and are unlikely to reengage with mainstream schooling even with the additional support and services provided by engagement centres. The Academy is more informal than a standard school with students having individualised learning programs based on their interests and aspirations. Teachers guide students through their program with the support of family and mentors. Learning occurs on site and also involves workplace and community engagement related to each student's learning goals.

Priorities

1. High quality teaching, learning, and services
2. Highly effective and supportive learning environments
3. Strong partnerships and integrated services
4. Highly effective leadership and school management that promotes a positive school culture and a focus on learning through engagement
5. The greatest value and benefit from all human, financial and physical resources

Key Strategies 2016-2018

1. High quality teaching, learning, and services			
Priorities and Strategies	Milestones	Outcomes	Timeline
1.1 Professional development for all staff in the core competencies to deliver the professional learning, consultative services, and intensive support for students and schools.	a. Professional learning framework is implemented for all staff.	1.1.1 A measurable increase in number and capacity of SSEN:BE staff to deliver core professional learning for schools (annual operational targets)	2016/17
		1.1.2 Professional learning is systematically provided to support the AITSL Standards being met by all teaching staff	2017
		1.1.3 The Midland Learning Academy staff have highly developed skills with the ability to re-engage students in learning through trauma informed and developmentally responsive practices, and a personalised approach to learning adopting the Big Picture Design principles.	2016
	b. Each SSEN:BE psychologist has a clear understanding of their role within SSEN:BE and the wider School Psychology Service, and how their role connects to other psychologist services across other departments and specialist services.	1.1.4 The psychology role is developed and strengthened towards a closer alignment with mental health services to complement clinical and acute psychological and psychiatric services.	2017
	c. Key staff are trained in a model of process consultation.	1.1.5 Consultative services for schools effectively empower schools and schools report increased capacity to better support students with challenging behaviours.	2017
	d. The role of Youth Transition Coordinators is developed, including the training of key staff, to improve the transition of students from juvenile detention.	1.1.6 All students with a custodial sentence in juvenile detention are provided with effective support that improves the success of their transitions back to their school and community.	2016/17
1.2 Collect high quality data about the provision of services and student progress.	a. SSEN:BE has developed a whole school plan for the systemic collection of student performance data (achievement and non-academic).	1.2.1 Each engagement centre and the Midland Learning Academy is collecting consistent student outcomes data, with a high degree of accuracy and compliance allowing for the analysis required to plan and set annual improvement targets.	2017
	b. The SSEN:BES database captures all student and school service data.	1.2.2 All intensive support, consultative services, and professional learning delivered are consistently recorded in the SSEN:BE student database and reported to the department and public as required in a timely way.	2016
	c. The Midland Learning Academy has a consistent and structured accountability framework to collect the student performance data required to measure the effectiveness of the	1.2.3 Detailed information is reported about the student outcomes as a result of their enrolment at the Midland Learning Academy.	2017

	model of support.	1.2.4 A methodology for measuring student outcomes is developed for students at the Midland Learning Academy and where suitable is applied to students supported intensively at engagement centres.	2017
	d. A tool to measure the efficacy of CMS training on individual teacher performance is developed in partnership with Edith Cowan University.	1.2.5 The tool is used to determine how effective CMS training is on classroom teacher performance.	2016/17
	e. School Principal Survey is administered.	1.2.6 Information collected is used with all staff to determine areas of strength in the model and areas for improvement.	2016
	f. Staff survey is conducted	1.2.7 Information collected is used with all staff to determine areas of strength in the school and areas for improvement.	2016
1.3 Develop services and strategies to promote positive behaviours and student engagement including a range of alternative systems and approaches for schools to consider and adopt that are evidence-based and match the school context.	a. Schools have easy to access information about how to access services that match their needs to improve student support.	1.3.1 The Request for Assistance Pathway is applied to all requests for assistance and services.	2016
	b. Staff have a high level of skill and the capacity to deliver a range of services for students and schools across a full range of evidence based and theoretically ground approaches.	1.3.2 Schools understand what services are available and how to access them.	2016
		1.3.3 All staff have a handbook they use for induction and reference to all school systems and processes.	2016/17
		1.3.4 The model of support has a quality assured triage processes to match resources and services with the needs of students and schools.	2016
		1.3.5 SSEN:BE services complement existing school approaches and are designed to support schools dependent on their context and need for services.	2017
		1.3.6 SSEN:BE services are internally reviewed and evaluated for their effectiveness and value for money as a quality service to schools.	2017
		1.3.7 The roles of teachers – engagement and student behaviour are increasingly integrated and the service is valued as a responsive and timely.	2016/17
		1.3.8 Schools access up-to-date information about SSEN:BE services via information on the web, through online professional learning modules, and Ed-e-mail.	2017
1.4 Develop educative and supportive approaches for all students that demonstrate SSEN:BE is inclusive, equity-focussed, culturally responsive, evidence orientated and strengths-	a. The Aboriginal Cultural Standards Framework is implemented and progress is systematically monitored.	1.4.1 All staff at SSEN:BE are moving towards Cultural Responsiveness (Proficient) across all standards as monitored annually.	2017/18

based.	b. The functional integration of all services within an ecological approach to understanding student behaviour and development and the needs of schools to increase their capacity to better support students.	1.4.2 Each student referral to the Regional Advisory Group contains information (including all relevant assessment data) that identifies the student's psychosocial, developmental and educational needs within the context of the student's school, family and community.	2017
	c. SSEN:BE has clearly described procedures for student assessment, the monitoring and measuring of progress, and how data are reported that respects the student's phase of development, cultural background, and psycho-social and learning needs.	1.4.3 Each student's documented plan clearly describes strategies to achieve developmental goals that are personalised, strengths-based and appropriate for the student's linguistic and cultural background.	2017
1.5 Develop a whole school approach to personalised learning, assessment and reporting.	a. SSEN:BE Curriculum, Assessment and Reporting Policy is developed and lead by an expert committee.	1.5.1 Effective documented planning characterised by SMART goal setting and a high success rate of students achieving their set goals.	2017/18
	b. SSEN Reporting Tool is used for all academy students and where possible for students supported through a Section 24.	1.5.2 All students in the academy have an ongoing documented personalised plan reported through SEN Reporting and have contributed to decisions for determining their learning goals.	2016/17
	c. Big Picture Education Australia partnership is integrated into the practices of the Academy and at the end of 2016 a review is conducted that fully considers the integration of this approach into the work of the engagement centres.	1.5.3 The leadership team and all academy teaching and support staff have completed the BPEA foundation course and participated in coaching.	2016/17
		1.5.4 The CAR committee reports on the benefit and linkage of BPEA approach through the services of engagement centres.	2017/18
1.6 Develop systems and strategies within the new model of support to strengthen student attendance.	a. The role of SSEN:BE, within current systems of support for schools to improve student attendance, is defined and integrated with all other Statewide and Regional level services.	1.6.1 SSEN:BE: has defined collaborative links with Behaviour and Attendance team, resulting in in shared data and reporting responsibilities.	2016/17
		1.6.2 SSEN:BE is able to provide intensive support for students who are severely dis-engaged from schooling and for whom regular schooling is unable to meet their needs (Midland Learning Academy trial).	2016

2. Highly effective and supportive learning environments

Priorities and Strategies	Milestones	Outcomes	Timeline
2.1 Create attractive, stimulating and therapeutic environments that support and encourage learning through engagement.	a. The Midland Learning Academy is fully operational and is a model of effective practice for engaging, therapeutic, and safe learning environments and practices.	2.1.1 The Midland Learning Academy trial is successful and improves student engagement and learning.	2017
		2.1.2 The Midland Learning Academy trial delivers key essential learning for SSEN:BE to apply across all engagement centres and strategies for schools to improve student engagement	2017/18
	b. Schools and key stakeholders participate in a research and co-design process facilitated by SSEN:BE (Tier 2/3 and Tier 3/4 interventions).	2.1.3 Co-Design Workshop (Tier 3/4 interventions) with key strategic partners generates new ideas, partnerships and improved practices to support students who require intensive and integrated services across key support agencies through improved access to timely and responsive services resulting in improved outcomes for students and families.	2016
		2.1.4 The School Innovation Project (Tiers 2-3 level interventions) results in a number of schools integrating new practices to better support student engagement, resulting in improved educational outcomes and preventing the need for intensive student support through an engagement centre.	2017
	c. The quality of each engagement centre facility's learning environments is assessed and where prioritised upgraded including the necessary capital works, minor works, redesigned learning spaces, and replacement of equipment and furnishings.	2.1.5 All engagement centres and the Midland Learning Academy are safe learning environments, valued by staff and students, as effective and fit for purpose learning environments.	2017
		2.1.6 Staff have developed a high level of understating about the effective design of learning environments that are adaptable, flexible, and encourage the engagement of students in learning.	2017/18
		2.1.7 Additional temporary and flexible use sites are secured and used effectively to meet the geographical needs of the service to support students as local as possible to their community.	2016/17

3. Strong partnerships and integrated services			
Priorities and Strategies	Milestones	Outcomes	Timeline
3.1 Develop strategic partnerships with the agencies and services that will improve the access to support, the effectiveness of services, and result in measurable improvements to student behaviour and school engagement.	a. The request for assistance pathway describes the relationship between SSEN:BE, schools, regions, and Statewide Services.	3.1.1 The request for assistance pathway is understood and used effectively by schools to request services.	2016
		3.1.2 Each region is supporting the delivery of SSEN:BE services by participating in the Regional Advisory Group process.	2016
		3.1.3 There is a notable improvement in the integration of Statewide Services to provide integrated and timely responses to the needs of schools, as reported by schools.	2016/17
	b. Key strategic partnerships are developed with other government agencies and non-government services that support the quality of services delivered, the evaluation of services provided, and the efficiency of SSEN:BE to expand services within existing resources.	3.1.4 The partnership with the Department of Corrective Services is defined through an MOU between SSEN:BE and Banksia Hill and wit a direct relationship to the MOU between the Department of Corrective Services and the Department of Education.	
		3.1.5 An MOU is developed between Big Picture Education Australia and SSEN:BE resulting in staff having acquired skills in personalised learning, the implementation of the design principles at Midland Learning Academy, and through engagement centres for students who required long term intensive support.	2017
		3.1.6 SSEN:BE and CPFS have developed consistent approaches for supporting the transition of students from secure care to school, the case management of students in out-of home care who require	2016/17
		3.1.7 Telethon Kids Institute partnered with SSEN:BE to support the evaluation of the Midland Learning Academy through the assessment and analysis of student wellbeing and learning.	2017
		3.1.8 Mental Health Services are integrated with evidence of improved access for students to services through a 'share-care' model of support across CAMHS.	2016/17
		3.1.9 Where practicable and beneficial for the delivery of specialist services, engagement centres and the Midland Learning Academy have co-located services and integrated staff roles and responsibilities.	2017
		3.1.10 There is an increase in the number of students supported in the new model of support (target 1,000 per year)	2017/18

4. Highly effective leadership and school management that promotes a positive school culture and a focus on learning through engagement.

Priorities and Strategies	Milestones	Outcomes	Timeline
<p>4.1 Develop and implement a strong governance and advisory structure.</p>	<p>a. A School Council governing body with strategically aligned advisory groups (including student advisory) are established and operational</p>	<p>4.1.1 The SSEN:BE Council has an independent chairperson and representation of major stakeholders (parents, partners, and staff).</p>	<p>2017</p>
		<p>4.1.2 Students contribute through an advisory group process to SSEN:BE strategic and operational directions.</p>	<p>2017/18</p>
		<p>4.1.3 Students are provided an opportunity to develop leadership skills that contribute to the quality of services available to other students and schools.</p>	<p>2018</p>
<p>4.2 Design and implement comprehensive professional learning program for SSEN:BE leadership.</p>	<p>b. All staff participate in a performance and development process that fosters staff strengths, interests, aspirations and responsibilities.</p>	<p>4.1.4 All staff have a strong sense of commitment to SSEN:BE's vision and mission.</p>	<p>2017</p>
		<p>4.1.5 All parents are valued and contribute to their child's support.</p>	<p>2017</p>
		<p>4.1.6 Students value the support from SSEN:BE and believe they have benefitted from their involvement (over 80% positive response).</p>	<p>2017</p>
		<p>4.1.7 Aspirant group participants are filling acting positions when required.</p>	<p>2017</p>

5. The greatest value and benefit from all human, financial and physical resources

Priorities and Strategies	Milestones	Outcomes	Timeline
5.1. Develop reliable systems to allocate, monitor, and control all resources to maximise the quality and quality of services provided to students and schools.	a. Systems are implemented to account for all assets and physical resources at all sites	5.1.1 All assets and physical resources are able to be accounted for.	2016
		5.1.2 All assets and resources are used effectively by staff for the benefit of students and schools.	2017
		5.1.3 The systems are robust and implemented successfully by relevant staff.	2017
	b. Systems are implemented to process all staff related travel, expenses, leave, and position management efficiently and effectively.	5.1.4 There is a high level of compliance with all processing.	2017
		5.1.5 The systems to collate all processing and data across all sites are working successfully and with a high degree of compliance and accuracy.	2017
5.2 Develop the capacity of staff with responsibility for the management of resources to have the skills and knowledge required to effectively use all human and physical resources with accuracy and compliance.	c. Relevant staff have the skills to effectively use human resources management systems including HRMIS, RAMS, and DAM;	5.1.6 Staff have the required knowledge and skills to use the Departmental and SSEN:BE systems effectively.	2016/17
		5.1.7 The SSEN:BE systems adapted to suit a multi campus school are working with a high degree of efficiency and accuracy.	2016/17
	d. Line managers and performance managers have a high degree of skills to lead performance management, staff development, manage risks, resolve conflict, disputes and issues in the workplace, and manage workplace injuries and workers compensation processes.	5.1.8 Staff report they are well supported to develop their skills and are effective in the roles.	2017
		5.1.9 Staff feel supported and valued in the workplace and are engaged in their own development and where possible contributing to the development of others.	2017
	e. Staff support and contribute to a Safety Culture in the workplace.	5.1.10 There is a develop sense of a positive Safety Culture in the workplace at SSEN:BE measure by the feedback from staff.	2017/18
		5.1.11 Staff have the confidence to report concerns, contribute ideas, and support others in the workplace.	2017/18
		5.1.12 The Sanctuary Model, used within CPFS, as a framework for SSEN:BE to build a safe school community has been explored and implemented if deemed appropriate for all staff.	2018