



School of Special Educational Needs: Behaviour and Engagement

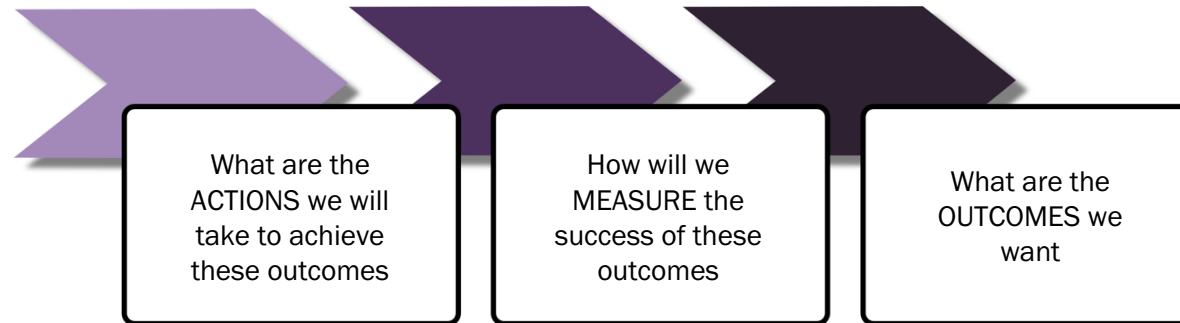
# **Strategic Focus Areas**

2019-2021



# Strategic Focus Areas 2019-2021

## Our Plan



## Three Focus Areas

**1**

Refine services  
and supports.

**2**

Create  
partnerships and  
connections.

**3**

Invest in our  
people.

# 1

## Refine services and supports that deliver the 'best fit' for schools and students.

**Aim:** Build capacity in schools through multi-tiered systems of support that are responsive to identified needs; evidence informed; integrated with other services; and applied consistently applied across the service, and include professional learning, consultative services and intensive support.



## Refine services and supports that deliver the ‘best fit’ for schools and students.

Outcomes	Actions	Measures
Professional learning builds sustainable capacity in school staff.	<ul style="list-style-type: none"> <li>Professional learning (PL) is developed to include three factors outlined by AITSL PL Design Charter:               <ul style="list-style-type: none"> <li>Collaborative,</li> <li>relevant and</li> <li>future focused.</li> </ul> </li> <li>Create a School Admin survey that provides evidence of PL in practice as an evaluation tool and possible measure.</li> </ul>	<ul style="list-style-type: none"> <li>Participants’ evaluation pre and post PL (knowledge/application/confidence).</li> <li>School Admin survey that provides evidence of PL in practice.</li> <li>Observable evidence of transfer in planning by school staff.</li> </ul>
Services are effective in addressing identified needs.	<ul style="list-style-type: none"> <li>Use comprehensive assessment practices to understand the needs of all systems (student, family, school).</li> <li>Refine consistency of application of Service Provision Model phases and practices (purpose, process, expected outcomes, required documentation, evaluation) across the service.</li> <li>Develop evaluation measures that are valid, reliable and consistently collected and collated across Centres.</li> </ul>	<ul style="list-style-type: none"> <li>Collate and analyse data approaches to measure effective services across a wide range of cases, collated and analysed across the service:               <ul style="list-style-type: none"> <li>Service agreement evaluations,</li> <li>intervention plan effectiveness data.</li> </ul> </li> <li>Evidence of comprehensive assessment practices in plan documentation.</li> </ul>

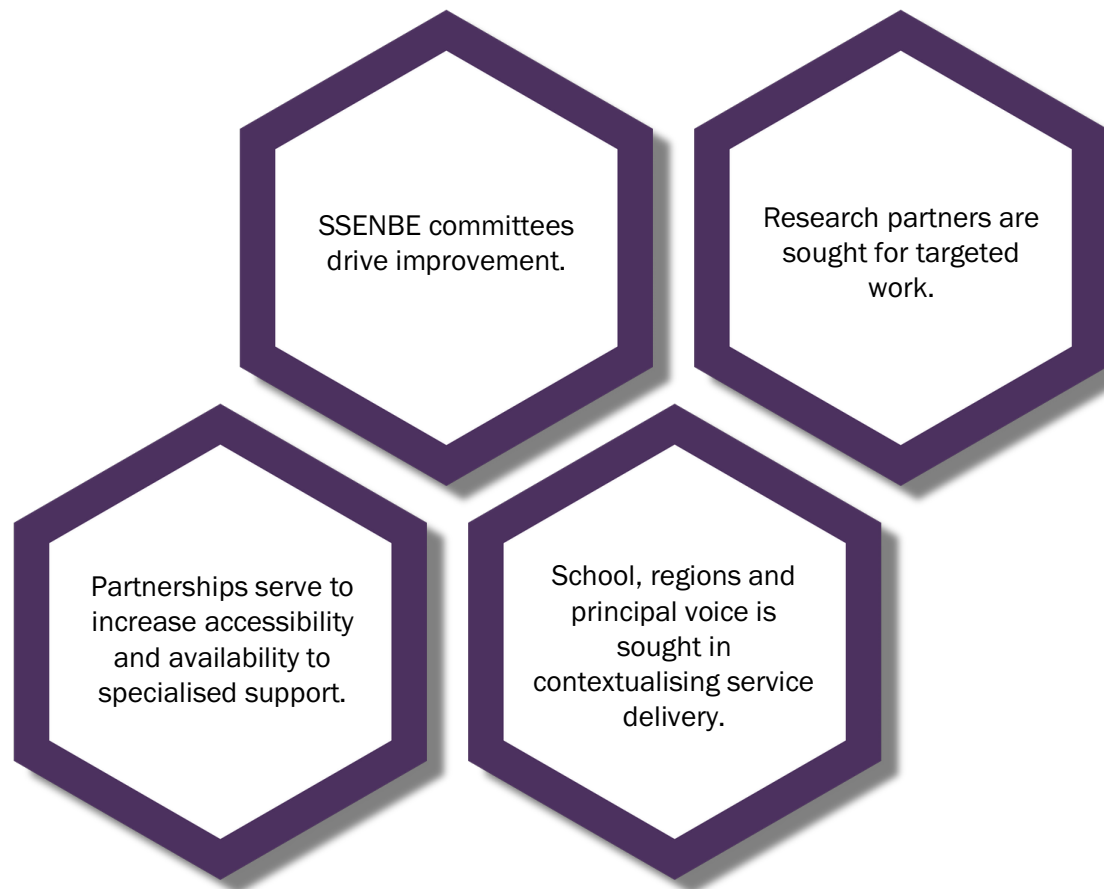


Students, carers and schools benefit from our support and services.	<ul style="list-style-type: none"> <li>• Establish consistency of practice in support of Section 24 (S24) students across all Engagement sites (common intervention framework).</li> <li>• Develop a standardised measure for Client feedback/self-report pre and post .</li> </ul>	<ul style="list-style-type: none"> <li>• Client feedback/self-report pre and post.</li> <li>• Evidence of consistent assessment, planning, intervention and evaluation practices for S24 students across Centres.</li> <li>• Destination data for S24 students.</li> </ul>
Engage students and families in ways that are valued and responsive to cultural and social differences.	<ul style="list-style-type: none"> <li>• Actively build relationships with students and caregivers and provide opportunity to have a voice in planning.</li> <li>• Create environments that are sensitive to individual needs and promote student and parent engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence in personalised learning plans and intervention plans.</li> <li>• Client feedback – student/carer.</li> </ul>
Strategic priorities are embedded across the service.	<ul style="list-style-type: none"> <li>• Embed in practice, TCIS, WA PBS and Berry St Education Model as three strategic priorities across Centres .</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of agreed practice in Intervention Plans</li> <li>• Centres compliance of refreshers (PLIS, TCIS Central records).</li> </ul>

## 2

### Create partnerships and connections.

**Aim:** Promote collaboration in case formulation and management.



## Create partnerships and connections.

Outcomes	Actions	Measures
Partnerships serve to increase accessibility and availability to specialised support.	<ul style="list-style-type: none"> <li>Actively build relationships and trust with schools and networks that increase understanding and confidence in our work and in our Request for Assistance pathway.</li> <li>Collaborate with other schools of SEN and State-wide Services in complex case management.</li> <li>Collaborate with agency partners in service planning and provision.</li> <li>Incorporate school psychology connections within networks and regions (e.g. SSENBE school psychologists and School Psychology Service).</li> </ul>	<ul style="list-style-type: none"> <li>Record of collaboration with a wide range of stakeholders – Department of Communities, Department of Health, YPECN, Justice Department, Not for Profits etc.</li> <li>Outcomes of complex case management (combined SSEN responses; intervention plan measures).</li> <li>Pathways (Specialist CAMHS) specific data – how many SSEN:BE initiated referrals accepted and outcome; how many Pathways recommended school RFAs accepted for SSENBE service; outcomes of collaborative planning.</li> </ul>
SSEN:BE committees drive improvement.	<ul style="list-style-type: none"> <li>Strengthen the role of SSEN:BE school committees (e.g. OSH/Safety Culture) in leading improvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Participation and key policy development – evidence of outcomes of committee actions in practice (committee specific).</li> </ul>
Research partners are sought for targeted work.	<ul style="list-style-type: none"> <li>Proactively investigate what works and support ongoing research to refine practices.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of data to identify need; partnership sought; outcome of project and translation back to SSENBE practice.</li> <li>Attendance projects/Engagement projects.</li> </ul>

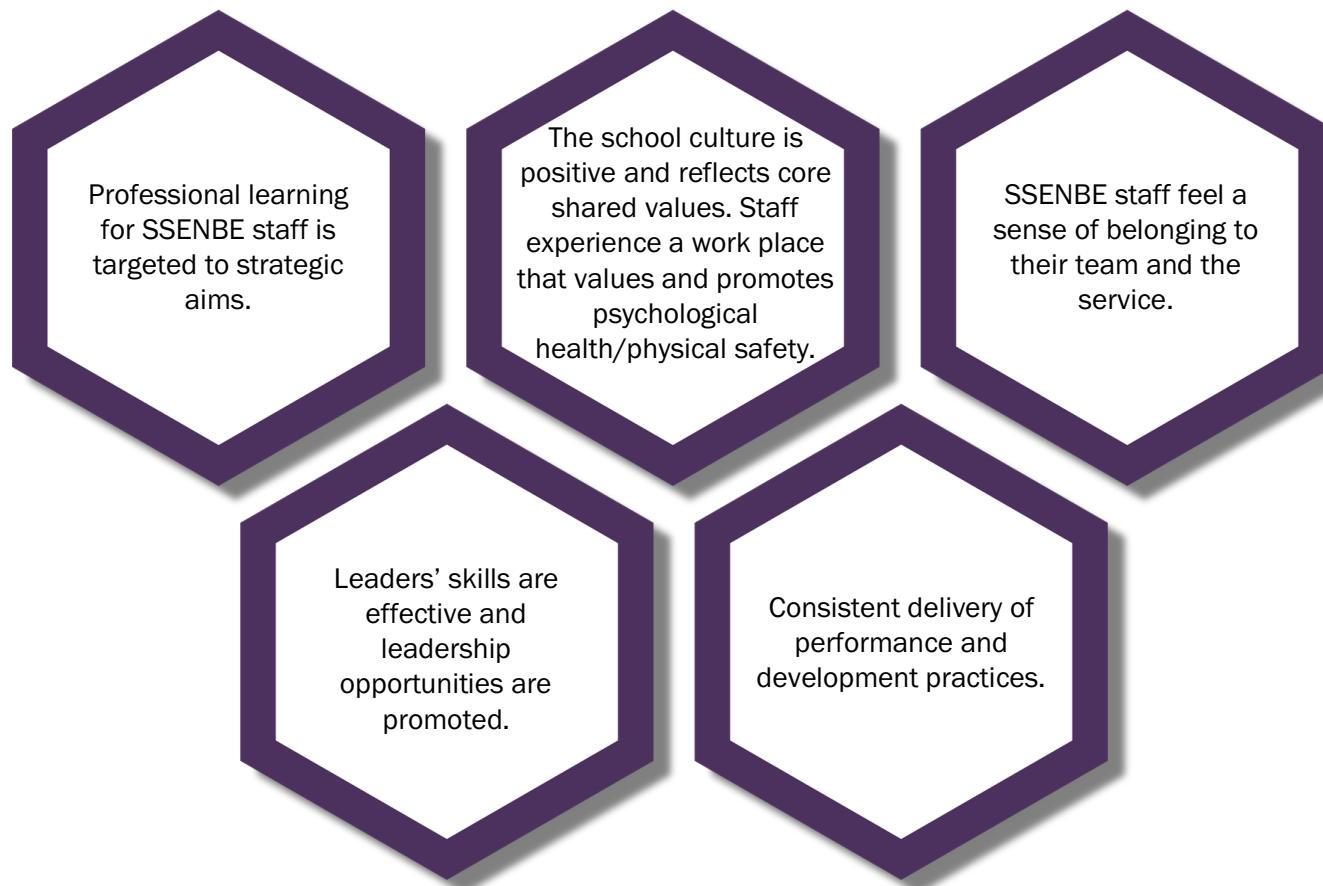
<p>School, regions and principal voice is sought in contextualising service delivery.</p>	<ul style="list-style-type: none"> <li>• Develop a communication strategy to increase schools' understanding of SSENBE processes and services.</li> <li>• Collaborate with regions to prioritise regional needs and contextualise service delivery.</li> <li>• Review purpose of Regional Advisory Group meeting and membership.</li> </ul>	<ul style="list-style-type: none"> <li>• Principals' survey.</li> <li>• School service agreement evaluation.</li> <li>• Evidence of prioritisation of regional need through RAG minutes and SGRs; outcomes of prioritised response .</li> <li>• Regional data, suspensions and exclusions.</li> </ul>
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# 3

## Invest in our people.

**Aim:** Staff have autonomy and confidence to use dynamic, well-grounded practice



## Invest in our people.

Outcomes	Actions	Measures
Professional learning for SSEN BE staff is targeted to strategic aims.	<ul style="list-style-type: none"> <li>• Provide staff with up to date information and support in behaviour and engagement planning through induction processes</li> <li>• Continuously train and develop staff in practices that support SSENBE vision</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning audit – review of data and implementation strategy.</li> </ul>
Leaders' skills are effective and leadership opportunities are promoted.	<ul style="list-style-type: none"> <li>• Provide leadership opportunities across SSENBE.</li> <li>• Leadership strategy created and operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure of leaders' skills – self report, feedback from staff, performance management.</li> <li>• Pool of skilled, aspirant leaders to take up positions.</li> </ul>
The school culture is positive and reflects core shared values. Staff experience a work place that values and promotes psychological health/physical safety.	<ul style="list-style-type: none"> <li>• Create and implement a well-being framework.</li> <li>• Seek feedback from staff in regards to health and well-being and proactively embed practices to support staff well-being.</li> <li>• Review committee structures to promote inclusivity and provide opportunity for staff voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of staff feedback.</li> <li>• Staff PS12 Survey.</li> </ul>
Consistent delivery of performance and development practices	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to work shadow between Centres and other SSEN schools</li> <li>• Use GROWTH coaching as a means for performance and development</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of performance and development in record keeping practices.</li> </ul>

<p>SEENBE staff feel a sense of belonging to their team and the service</p>	<ul style="list-style-type: none"> <li>• Create opportunities for staff and others to connect and share their knowledge and skills by building networks between centres as well as within regions.</li> <li>• Provide opportunity for staff participation in SEENBE planning, monitoring and evaluation of services.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey re: belonging/opportunity for staff voice.</li> <li>• Staff PS 12 Survey.</li> </ul>
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