

School of Special Educational Needs: Behaviour and Engagement

Annual Report 2021



With Schools for Students



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Acknowledgement of Traditional Custodians

We respectfully acknowledge the past and present traditional custodians of the lands on which we conduct all of our work. It is a privilege to deliver our services on country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

Our aspiration for students and young people:

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

Our School

Our Mission	Our Core Values
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 successful school engagement.	<ul style="list-style-type: none">• Responsiveness• Collaboration• Equity• Learning for life• Belonging• Care
Our Service Principles	
<ul style="list-style-type: none">• 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.• 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.	

Our 3 Key Priorities

Refine services and supports that deliver the 'best fit' for schools and students.	Create partnerships and connections.	Invest in our people.
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Principals Message

The 2021 school year has been another time of opportunity and innovation as we continued to be agile in our service delivery with schools for students. We saw many of our staff impacted by devastating fires as we spent the first week of the school year in lockdown due to COVID-19. As always, our staff's resilience, professionalism, and ability to create learning environments to engage students and build school capability in complex behaviour shone through.

This year also saw our school reflect on how we can diversify our support to schools through the creation of new online resources. Hard work and dedication by our school teams, across the 2019 and 2020 school years, has seen the launch of our first on-line self-paced professional learning package go live – *Promoting Student Engagement*, along with a comprehensive quality assured professional learning program for schools on Trauma Awareness in Schools. Both of which have received high praise from the profession.

Our school, its staff and allied partners have continued to strive for improvement to effect success in every classroom. Our Academy continues to grow and offer new placements to some of our most vulnerable disengaged students find new connections with education. We continued to partner with *Music Rocks* and *Oz Harvest* and engaged a new one to boost our STEM through *Firetech* – teaching students coding and programming. Eligible students also engaged in the Keys for Life program.

Finally, I would like to take this opportunity to express our sincere thanks to our out-going Principal, Mr Jeff Stone, who led our school for the past 3 years and wish him every success in his new venture. We also welcome in 2021, Mr Steve Beaton, as he commences the principal role at the beginning of the 2022 school year.

Nicole Lambert A/Principal





Statewide Services Overview: The Schools of Special Educational Needs

Throughout 2021, the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) has had a focus on strengthening services and support for students with complex and challenging needs and building the capacity of our school staff. In 2021, SSEN:BE supported more than 800 cases, and provided Classroom Management Strategies and Positive Handling professional learning to over 6000 staff.

Since late 2020, Statewide Services (SWS) has been undergoing a form and function review. Underpinning the SWS review is the shared intent to strengthen service and support to schools, by making services more accessible, better targeted, and more responsive to the practical needs.

The key principles of our new service model, is to maximise our collective impact and to optimise the skills and knowledge across the 3 pillars in responding to school and system need:

- Service Delivery: Service Planning and Coordination, Primary, Early Childhood and Education Support, Secondary Schools, District High Schools and Post-School Pathways and Specialist Schools.
- Professional Capability: Leadership, Teacher Quality and Innovation, Disability and Inclusion, Aboriginal Education Teaching and Learning and Student Engagement and Wellbeing; and
- Service Design and Support: Capability Support, Project Support and System Services and Responses.

A new process for schools requesting assistance will further strengthen the quality of service students and schools receive, provide greater efficiency in resource allocation, and ensure greater coordination between our specialist schools and directorates within SWS. SSEN:BE have been an integral part of the journey.

The work of the SSEN:BE staff is dynamic, in the sense, that not only is the nature of the support constantly challenging but the need for the SSEN:BE staff to approach their work with a positive mindset and have the confidence to explore and implement new evidence-based approaches to support our vulnerable students.

The leadership team and staff of SSEN:BE are to be commended for their work throughout 2021.

Catherine Shepherd



Assistant Executive Director

Professional Capability

Priority 1 – Refining Services & Supports – The Midland Learning Academy

Responsiveness Learning for Life Belonging	Our aim is for all students to access a high-quality educational program. Our personalised approach 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.
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Enrolment & Attendance

	Semester 1	Semester 2
 Students enrolled	23	27
 Student attendance	47.7%	52%



Student Achievement

	Semester 1	Semester 2
SEN student goals achieved	Objectives 79 Goals 8	Objectives 103 Goals 123
OLNA - Literacy	Y10 - 2 Y11 - 0 Y12 - 0	Y10 - 1 Y11 - 0 Y12 - 0
OLNA - Numeracy	Y10 - 1 Y11 - 0 Y12 - 0	Y10 - 1 Y11 - 1 Y12 - 0
OLNA - Writing	Y10 - 0 Y11 - 0 Y12 - 1	Y10 - 0 Y11 - 2 Y12 - 0
Certificate II & III completion		Y9 - 3 (Cert II's) Y10 - 3 (Cert II's) Y12 - 2 (Cert II & Cert III)



2 students pre-qualified for OLNA based on their Year 9 Naplan results.

Priority 1 – Refining Services & Supports – CMS and PBS Behaviour Teams

Responsiveness Collaboration Equity	All services are delivered with schools for students. All services are grounded by a strong evidence base, and each personalised plan is evidence orientated with clearly described outcome measures.
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CMS participants face to face

Metro total	1911
Regional total	892
University total	111
Ext Agency total	41
Eng Centre total	32
Overall participants	2987

CMS online

Metro total	75
Regional total	53
University total	249
Ext Agency total	16
Eng Centre total	21
Overall participants	414

PBS participants face to face

Metro total	1391
Regional total	1440
University total	-
Ext Agency total	-
Eng Centre total	14
Overall participants	2845

PBS online

Metro total	89
Regional total	52
University total	-
Ext Agency total	-
Eng Centre total	10
Overall participants	151



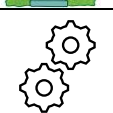


2021 also saw our first online, self-paced modules available, *Promoting Student Engagement*.

Priority 1 – Refining Services & Supports – Engagement Centre Teams

Responsiveness Collaboration Equity Care	All services are delivered with schools for students. All services are grounded by a strong evidence base, and each personalised plan is evidence orientated with clearly described outcome measures. All services are culturally responsive.
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Requests for Assistance 2021

	Total Student: 770
	Total School: 342
	System Generated: 416 (incl 238 carry over from 2020)

GSEC TCIS Review – celebrations and opportunities.



Student Support Hours 2021

	Total Metro support 43, 235 hours
	Total Regional support 14, 033 hours
	YTC support 3, 240
Combined total for 2021: 60, 508 Total student cases: 812 (incl 27 at MLA)	
400 EC metro cases	Av of 108 hours of support
253 EC regional cases	Av of 55 hours of support
132 YTC cases	Av of 25 hours of support

Engagement Centre staff have implemented the new Trauma Awareness Training across the state, capacity building schools in evidence-based trauma education.



School Consultation Hours 2021

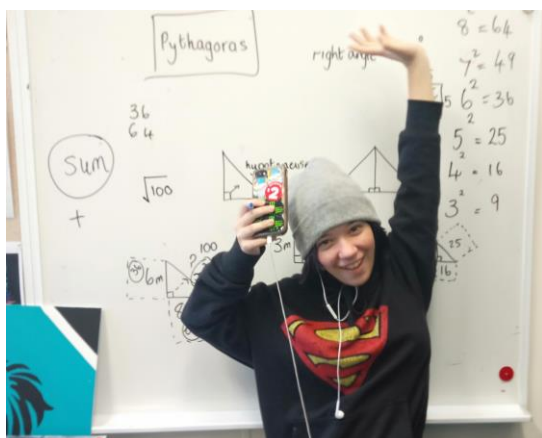
Consultative Support	Metro – 130 schools received 1032 hours
	Regional – 168 schools received 3014 hours
Professional Learning	Metro – 315 schools received 9771 hours
	Regional – 157 schools received 8489 hours
Coaching	Metro – 201 schools received 2023 hours
	Regional – 119 schools received 1541 hours
Needs Assessment	Combined 548 schools received 2, 206 hours
Total Consult Hours	Schools received 28, 076 hours of support.

GSEC staff engaging in NAIDOC activities at a local primary school



Priority 1 – Refining Services & Supports – Engagement Centre Student Teaching & Learning

Responsiveness Learning for Life Belonging	All students have a right to a high-quality program. All services are grounded by a strong evidence base, and each personalised plan is evidence orientated with clearly described outcome measures. All services are culturally responsive. 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.
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Former student affirmations:

Student A requested to visit their old engagement centre. The student presented with maturity and confidence and openly talked about his aspirations. The student thanked staff onsite for all their support and belief.

Student B drove on their P plates to their old site – a significant achievement given previous mental health challenges – had baked muffins for the staff and presented them with a card to say thank you for the journey shared, including her ability to now hold down a job and be independent.

Thanks, from schools:

School A – we wanted to acknowledge the work of your team. You really listened to the needs of our school and took the time to not just focus on supporting the individual student but also to build the capacity of my staff. We now know, 'we've got this'.

School B – I would like to take this opportunity to thank everyone for their support for our students and staff this year. As usual the quality of support received has been excellent.

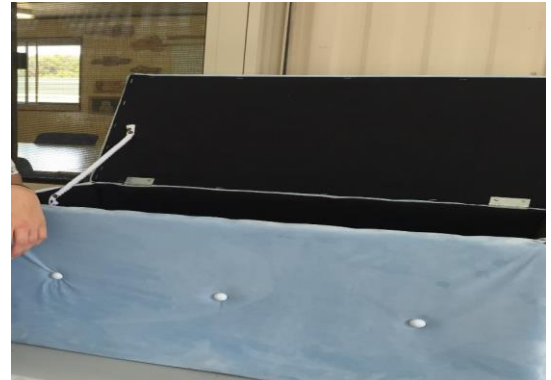
Priority 1 – Refining Services & Supports – Engagement Centre Student Teaching & Learning

A key component of all programs is the building of functional life skills and one way we do this is through cooking. Cooking fosters independence and allows for integrated learning through Math, Science, and English. Students search recipes that are reflective of the healthy food policy, budget their activities, purchase ingredients, and follow instructions to cook and create.



Another way some of our sites build basic skills is through woodworking and textile activities. Experiencing success with a new skill and gaining basic knowledge of tools, plus trust to use them, builds both social skills and self-belief.

Blanket Box



Wood burning



Priority 2 – Creating Partnerships and Connections – Service delivery enhanced through partnerships

Collaboration	Strong partnerships and integrated services are developed and maintained to directly benefit students, families, and schools. All services are culturally responsive.
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With the support of local Aboriginal Language Specialists, Engagement Centres commenced embedding Noongar Language into their Behaviour Expectations.



GREAT SOUTHERN ENGAGEMENT CENTRE NOONGAR MENANG BOODJA			
GNALLA EXPECTATIONS			
School of Special Educational Needs Engagement & Inclusion	NGALAK DJINANG NI KAADJIN (ENGAGE) Ngalak(wu) Djinang (look) Ni(listen) Kaadajin(learn) WE LOOK LISTEN AND LEARN	NGALAK MOORDITJ WEYAN (POTENTIAL) Ngalak(wu) Weyan(aim) Moorditj(best) WE AIM TO BE OUR BEST	NGALAK KAADJINJY (SAFE) Ngalak(wu) Kaardjin (caring/look after) WE ARE CARING
LEARNING SPACE KAADJIN MAYA PLACE OF LEARNING	<ul style="list-style-type: none"> ✓ We engage with our learning ✓ We explore new ways to learn ✓ We focus and actively listen 	<ul style="list-style-type: none"> ✓ We set goals to challenge ourselves ✓ We develop skills that help us to solve problems 	<ul style="list-style-type: none"> ✓ We respect ourselves and others ✓ We encourage others ✓ We use technology and equipment appropriately
CENTRE NGALLA MAYA OUR PLACE	<ul style="list-style-type: none"> ✓ We engage with others ✓ We involve ourselves in centre activities 	<ul style="list-style-type: none"> ✓ We work cooperatively with others ✓ We use equipment and resources ✓ We seek and act on feedback 	<ul style="list-style-type: none"> ✓ We follow plans and procedures ✓ We stay within our boundaries ✓ We respect privacy ✓ We respect equipment and resources
COMMUNITY BANDAK OUTDOORS	<ul style="list-style-type: none"> ✓ We are aware of what our community offers ✓ We contribute or engage with our communities 	<ul style="list-style-type: none"> ✓ We explore community initiatives that support our needs ✓ We show our best in the community ✓ We take responsibility for our own actions 	<ul style="list-style-type: none"> ✓ We are law abiding citizens ✓ We make informed positive choices ✓ We respect people in the community
ONLINE	<ul style="list-style-type: none"> ✓ We put phones away – out of sight, out of hearing – ready to learn 	<ul style="list-style-type: none"> ✓ We reduce our screen time to grow ✓ We keep a balance between on-screen and off-screen 	<ul style="list-style-type: none"> ✓ We consider ourselves and others before we post

SSENBE staff prioritise the partnerships and connections with local Aboriginal communities, families, and elders. Here, GSEC (left) are immersed in cultural knowledge sharing with local Larry Blight on Menang Boodja. GEC staff (right) spent the day at Wangka: Goldfields Aboriginal Language Centre engaging in cultural competency training.

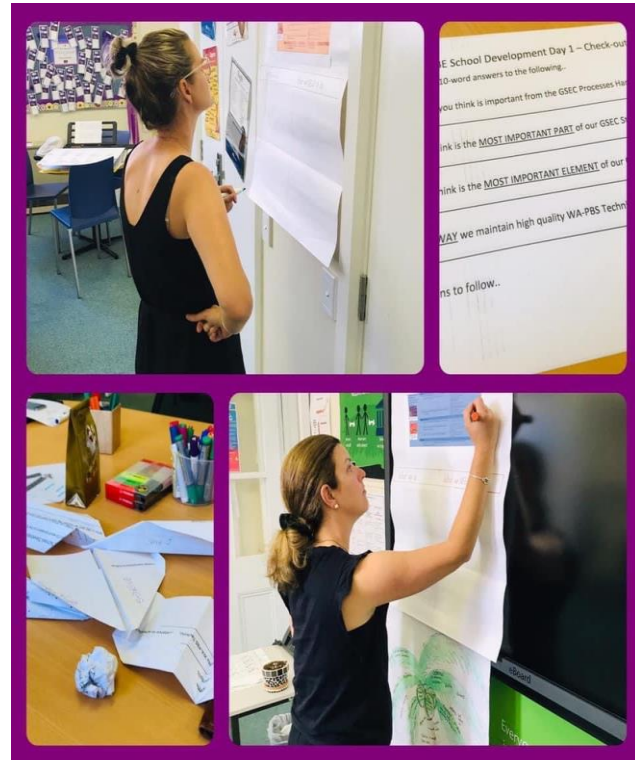
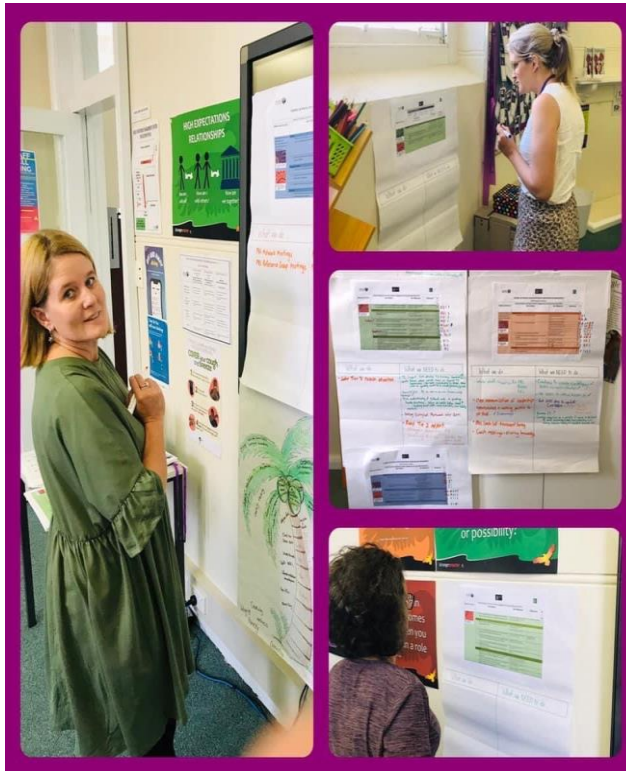


Building networks and partnerships with regional PBS teams, with schools for students.



Priority 3 – Investing in our People – SSENBE improvement is driven by staff voice; and provides opportunity for staff participation in SSENBE planning, monitoring and evaluation.

Collaboration Responsiveness Equity	Strong partnerships and integrated services are developed and maintained to directly benefit students, families, and schools. All services are culturally responsive. All services are delivered with schools for students.
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Priority 3 – Investing in our People – Professional development for SSENBE staff is targeted to strategic aims. Encouraging staff to share practice to learn from each other.

Collaboration Responsiveness Equity	Strong partnerships and integrated services are developed and maintained to directly benefit students, families, and schools. All services are culturally responsive. All services are delivered with schools for students.
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Our SSENBE, Community of Practice, sessions ensure that we celebrate and share the collective knowledge & innovation across our whole organisation.



Priority 3 – Investing in our People – Professional development for SSENBE staff is targeted to strategic aims.

Collaboration Responsiveness Equity Learning for life	Strong partnerships and integrated services are developed and maintained to directly benefit students, families, and schools. All services are grounded by a strong evidence base.
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SSEN:BE staff undertook training in 2021 related to the specific needs of students, staff roles or school functions and leadership. The table below shows the number of attendees for each type of external professional learning event attended in 2021.

Training Category	Total Attendees*
Administration (incl HR, Finance and Processes)	23
Leadership	5
Mental Health/Trauma	47
Cultural Awareness	15
De-escalation and Restraint	19
Effective Teaching and Learning/Curriculum	42
Wellbeing and Behaviour	10
Career Development	13
Occupational Health and Safety	15
Classroom Management Strategies and PBS	2
Positive Behaviour Support (PBS)	6
Disability/Health	5
School Development Day	54

* This figure includes staff who have attended multiple events within the given event type

Training name	Total Attendees
Therapeutic Crisis Intervention Course	27

Priority 3 – Investing in our People – School culture promotes psychological health and physical safety.

Collaboration Responsiveness Belonging Care	Strong partnerships and integrated services are developed and maintained to directly benefit students, families, and schools. All services are grounded by a strong evidence base.
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Psychological Safety Climate (PSC) Survey

SSEN:BE continued its partnership with University of SA surveying all staff to determine the level of psychological safety and work-place exhaustion experienced by staff. The aim of this study was to investigate how we are improving. 106 staff completed the survey.

The report has the following findings:

PSC Standards	Range 12 – 60	SSEN:BE 2019 Employees n = 82 Number (%)	SSEN:BE 2020 Employees n = 99 Number (%)	SSEN:BE 2021 Employees n = 106 Number (%)	WA (AWB 2021, n = 177) Number (%)	National Sample (AWB 2021, n = 1333) Number (%)
Low risk PSC (High PSC)	≥ 41	50 (61)	44 (44.4)	51 (48.1)	105 (60)	951 (66)
Medium risk PSC	$41 < \text{and} > 37$	6 (7.3)	6 (6.1)	13 (12.3)	13 (7.4)	86 (6)
High risk PSC	$37 \leq \text{and} > 26$	19 (23.2)	32 (32.3)	25 (23.6)	35 (20)	268 (18.6)
Very high risk PSC (Very low PSC)	≤ 26	7 (8.5)	17 (17.2)	17 (16)	22 (12.6)	133 (9.3)

Key findings in the report were:

- Overall PSC levels significantly increased from 2020 to 2021, meaning staff are feeling psychologically safe;
- SSEN:BE psychological safety has increased and the number of people in the high or very high risk category has decreased;
- Reduction in staff feeling emotionally drained from their work, and being 'used up' by the end of the workday from 2020 to 2021;
- Decrease in percentage of staff in high risk or very high risk PSC-12 categories (low PSC) noted;
- Reduction in reported work engagement;
- From 2020 to 2021 there was a significant relationship between PSC and organisational changes in SSEN:BE

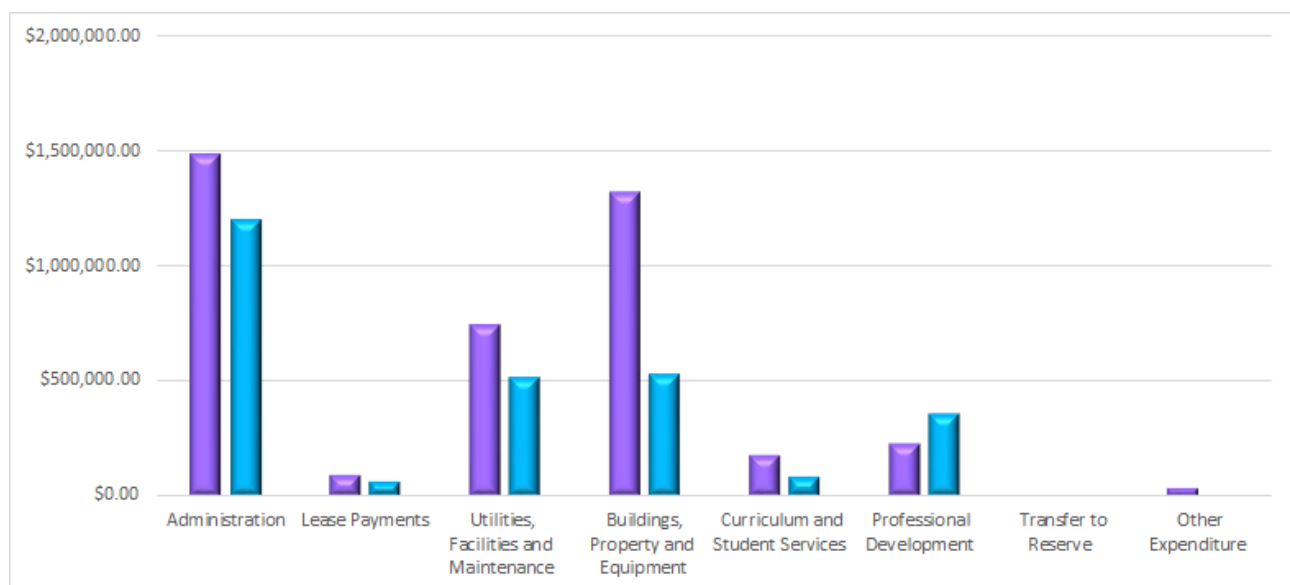
This information is provided through the SSEN:BE Workload Advisory, Safety Culture and Occupational Safety and Health committee who will continue the development of the school wellbeing plan, continue to monitor progress, and provide a yearly report to the principal and School Council.

Financial Report

All financial reports as at 31 December 2021

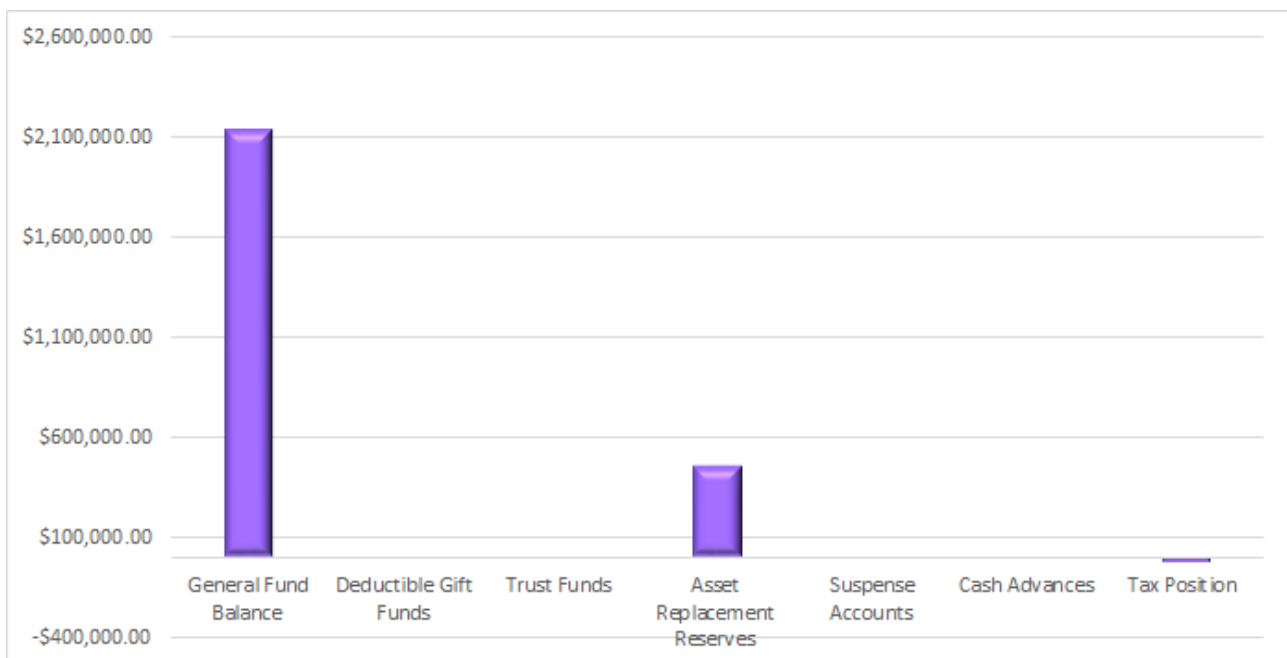
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$70,000.00	\$73,149.24
8	Other Revenues	\$1,000.00	\$1,734.64
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$71,000.00	\$74,883.88
	Opening Balance	\$1,830,435.76	\$1,830,435.76
	Student Centred Funding	\$2,994,800.00	\$3,000,000.00
	Total Cash Funds Available	\$4,896,235.76	\$4,905,319.64
	Total Salary Allocation	\$21,254,428.00	\$21,254,428.00
	Total Funds Available	\$26,150,663.76	\$26,159,747.64

	Expenditure	Budget	Actual
1	Administration	\$1,484,625.00	\$1,194,456.09
2	Lease Payments	\$94,350.00	\$68,171.10
3	Utilities, Facilities and Maintenance	\$744,750.00	\$518,540.68
4	Buildings, Property and Equipment	\$1,315,825.00	\$533,516.16
5	Curriculum and Student Services	\$180,300.00	\$89,208.31
6	Professional Development	\$230,300.00	\$356,828.45
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$40,000.00	\$6,493.79
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	\$4,090,150.00	\$2,767,214.58
	Total Forecast Salary Expenditure	\$16,230,223.00	\$16,230,223.00
	Total Expenditure	\$20,320,373.00	\$18,230,223.00
	Cash Budget Variance	\$806,085.76	



Cash position

	Bank balance	\$2,566,995.99
	Made up of:	-
1	General Fund Balance	\$2,138,105.06
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$455,464.93
5	Suspense Accounts	-
6	Cash Advances	-
7	Tax Position	\$(26,574.00)
	Total Bank Balance	\$2,566,995.99



The SSEN:BE budget is monitored on a regular basis by the school Leadership Team and the Finance Committee, which ensures financial accountability as well as effective planning, and new initiatives and partnerships for the future.