



School of Special Educational Needs: Behaviour and Engagement

2020 Annual Report

With Schools for Students

Contents

Our Vision Statement.....	2
Statewide Services Overview: The Schools of Special Educational Needs	3
2020 Highlights	4
School Plan - Top Three Priorities for 2021	6
Working Parties.....	7
Case Studies	8
2020 Service Delivery - Schools	11
2020 Requests for Assistance.....	14
2020 Service Delivery - Student Support.....	15
Midland Learning Academy 2020 Report	17
Professional Learning Undertaken by SSEN:BE Staff	21
Financial Report.....	22
Facilities	25

Our Vision Statement

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

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 successful school engagement.

Our Core Values

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

Acknowledgment 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 live in and share together – Australia.



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.
- 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.

Statewide Services Overview: The Schools of Special Educational Needs

The Department of Education's strategic directions for public schools set clear aspirations for every student and focuses on improvement drivers to strengthen support for teaching and learning.

Through its key focus on inclusion, equity and excellence, public schools foster wellbeing and participation of all of its students. The four Schools of Special Education Needs (Behaviour and Engagement, Disability, Medical and Mental Health, and Sensory) play an important role in providing quality educational experiences for each and every student, family and school community they support. The SSEN schools continue to strengthen partnerships with other services, agencies and Departments in supporting students with disability or young people at-risk.

During the Department's response to the COVID- 19 pandemic, the overriding priority became the safety and health of students and staff and, as far as possible, ensuring continuity of education for all our students. During the response and recovery phase the Schools of Special Education Needs:

- partnered with schools to support learning at home
- led and contributed to system responses and supports;
- ensured that pastoral care supports were in place.

The staff from the four Schools of Special Education Needs are to be commended for their flexibility, resilience and care in supporting students and school communities during this time.

This annual report, and those of the other three schools, details achievements and successes as well as future opportunities. The School of Special Education Needs leadership teams, and all their staff, are acknowledged for their commitment to providing quality support.

The SSEN schools will continue to use Focus and the Department's strategic directions in establishing priorities for the year ahead.

Dene Cranwell
Director, Student Support Services
Statewide Services

2020 Highlights

2020 was a year unlike any other for society and education. Behaviour and Engagement like all facets of the Department of Education Western Australia had challenges and successes. In particular, our work in ensuring:

- A refined model of support over pandemic which saw continued support to vulnerable students and work with Regions to re-engage post school closure
- Delivery of professional learning adapted to support online provision and creation of pilot modules to promote student engagement

was instrumental in ensuring our relevance as a key member of the Statewide Services Student Support directorate.

The efforts of our staff in adapting to new ways of working displayed incredible adaptability and resilience; also on display was the sense of team at sites and centres across the state. Significant efforts included:

- Re-engagement and wellbeing processes enacted to maintain connection to education for students, families and partnerships with Regions in establishing this
- Work from home arrangements that facilitated security and belonging for our staff
- Adaptability in manner of work that embraced online delivery, consultation and development of professional learning.



Key numbers for 2020:

The hours of support each student ultimately receives is based on their specific needs and those of the school. Setting a target for the number of students the service will support in any school year does not provide a useful measure. The success of the work of School of Special Educational Needs: Behaviour and Engagement is measured through the individual goals set for each student and with each school as reflected through the service agreements and personalised plans for each student.

- A total of 944 Requests for Assistance from schools for individual student assistance and consultative support was received, compared to a total of 1 087 in 2019.
- The average hours of support per student was 86, compared to 84 in 2019.
- Student support cases in 2020 totaled 702. It is important to note that a 'student' in this instance refers to the referral by a school of an individual student. The service provided in response to this request could be a Section 24 involving support on site at a centre, individual behaviour support planning, a consultative service to the school supporting the implementation of trauma informed practice, delivered professional learning such as Classroom Management Strategies (CMS) and WA Positive Behaviour Support (WAPBS) as just a few possible negotiated outcomes of a student referral.
- Support was provided to 61 excluded students in 2020, compared to 38 in 2019
- Professional learning CMS in 2020: 3055 participants
- Professional learning WAPBS in 2020: 2391 participants

2020 Snapshot



565

public schools
supported

North Metro	153
South Metro	189
Goldfields	20
Kimberley	17
Midwest	37
Pilbara	25
South West	84
Wheatbelt	40



3055

CMS Participants

2391

PBS Participants



786

Student cases supported in
2020



This included

27

MLA students and

115

YTC cases



588

Male Students



114

Female Students*

5

MLA students completed year 12



each student received on average

86

hours of support**

We provided support to **61**
excluded students

*Some students receive support from more than one region/centre within the year
**Does not include Midland Learning Academy students

With Schools for Students

School Plan - Top Three Priorities for 2021

SSEN:BE's school improvement cycle in 2020 incorporated feedback from our extended leadership team at the end of the year to assess our school's performance in our strategic directions. From this feedback, planning for improvement commenced and top priorities were articulated to enact in 2021.



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

Our aim is to 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.

1. services are effective in addressing identified needs
2. strategic priorities are embedded in practice across the service

Create partnerships and connections

Our aim is to promote collaboration in case formulation and management

1. service delivery is contextualised and responsive to stakeholder needs

Invest in our people

Our aim is for staff to have autonomy and confidence to use dynamic, well-grounded practice

1. school culture promotes psychological health and physical safety

Working Parties over 2020

During 2020, substantial work commenced on professional learning supports. These included **trauma awareness**, student engagement and behaviour support.

School personnel are uniquely situated to identify and respond to students' traumatic stress symptoms due to their central role in children's lives and their continued assessment of children's learning abilities and relationships with peers and school staff.

Professional learning was designed by a team of SSEN:BE staff including program coordinators, school psychology and teachers to assist teachers and schools in recognising and adapting practice to support students in public schools

Members of the Teacher Behaviour team worked to produce an online opportunity for 2021 implementation following pilot work with schools during COVID restrictions. **Promoting Student Engagement** is a self-paced online opportunity to develop your teaching skills to better engage students in educational tasks.



A series of modules divided into 5 units use a variety of presentation techniques including videos, information sheet. Each module consists of viewing strategies, learning opportunities, and exemplars of instructional practice. Processes to enable maximum benefit for schools include guidance on working with colleagues, creation of opportunities to reflect on teaching practices and encouragement to consider professional learning team models or existing collaborative groups.

Professional learning focused on individualised **behaviour support planning** commenced in 2020 for delivery to key staff in schools, including student service teams trialling in Term 3. This will address concepts including understanding principles of behaviour development; effective assessment to inform intervention planning; development of targeted behaviour support plans to address identified needs; and case management processes to support sustainable practice in schools. A hybrid service delivery model has been conceptualised including professional learning with action learning tasks between sessions and targeted consultative support for implementation.

A range of SSEN:BE staff joined **regional re-engagement teams** to support students who were identified at risk of disengaging from learning and school following the COVID-19 pandemic. They worked alongside existing teams that provide schools with support for student attendance, participation, and wellbeing. Our staff's skillset in developing supportive links between the student, the family, the college/school and other appropriate agencies in the community came to the fore and enabled a network of partnerships with other government and non-government agencies.

The work also included regular family contact, including phone calls and home visits and establishes community links to monitor and engage identified students and their families, and the maintenance of student-specific case notes, briefing notes and relevant attendance information, for reporting to the school administration and regional line manager on a regular basis.

Leadership staff participated in developing and presenting a statewide principal professional learning package promoting re-engagement.

Case Studies

Regional Secondary School Case Study – Request for Assistance transfer from metropolitan school

This case commenced as a transfer from a metro SSEN:BE campus. The student was starting Year 7 at a regional high school, and the presenting concerns identified for SSEN:BE involvement and support were (previous) school refusal and transition into the mainstream high school environment. The student's difficulties were influenced by a number of factors, including Post Traumatic Stress Disorder, being in the care of the Department of Communities in Bunbury whilst family connections remained in Perth and low academic levels in literacy and numeracy, with significant gaps in academic ability within these areas. Behaviours of concern included non-compliance, physical aggression and absconding.

Assessment

Upon arrival into the region at the start of 2020, the student's previous attendance rate was 0.5% for Semester 2 2019 and classified as 'at risk – severe'. The attendance rate for Semester 1 2019 was 39.9% ('at risk – severe') and in 2018 was 85.4% ('at risk – indicated'). The student's academic levels were indicated to be low, particularly in the area of literacy. The student had been withdrawn from Year 5 NAPLAN and all Year 6 assessments were marked as 'NA'. Information gathered from the previous (metro) SSEN:BE and the carers identified the student as articulate and knowledgeable in the areas of science and social science. The student had significant gaps in numeracy skills, although was at the appropriate year level for some numeracy concepts.

Our Actions

An intensive transition plan was developed to support the student to re-engage with the mainstream school setting, through full time attendance. This was achieved through a range of intervention strategies by SSEN:BE, supported by the school.

These included:

- intensive onsite student support by SSEN:BE teacher to build a relationship and introduce student to school processes
- development and implementation of a modified transition timetable to build relationships with school staff and ease into lessons
- utilisation of Berry Street Education Model curriculum as part of the program to support student emotional wellbeing and an accompanying home program, including Social and Emotional Learning activities, during a period of brief home schooling due to COVID-19.
- SSEN:BE staff supported student in classes with work, processes and relationships, which was gradually withdrawn and handed over to school staff as student capacity and engagement with school staff increased
- collaborative development of a 'Prevent, Teach, Reinforce' (PTR) Plan (based on function of behaviour) using evidence-based interventions.

Outcome

- Student's overall attendance rate significantly increased, from below 1% in Term 4 2019 to above 60% during Term 4 2020, and showed a trend of increasing each week.
- Student's time onsite at school significantly increased over the final eight weeks of SSEN:BE support, from two hours a day to all day (8.30am-3pm).

- Student's attendance at school lessons significantly increased over the final eight weeks of SSEN:BE support, from an average of less than one lesson a day to attending an average of four lessons every day (five lesson day timetable).
- Student's lesson engagement increased from initially sitting in the classroom not participating, to participation and task completion, including some subject area tests (e.g., Science test with an 86% score).
- At the beginning of the intervention, the student was extremely anxious around the school and other students and would not go out at break times. The student has since formed peer relationships and socialises with peers at break times in the yard.
- When intervention commenced, the student was escorted into school by a carer, who stayed onsite during his sessions with SSEN:BE. At the conclusion of SSEN:BE intervention, the student would arrive independently to school and get to their first class without support.

Regional Primary School Case Study – Request for Assistance showcasing a collaborative approach

A request for service was received for a Kindergarten student at a regional primary school. The presenting concerns identified were aggression, mainly toward staff, and non-compliance. Positive Behaviour Support (PBS) had been set up and implemented in the school since 2016 and the school was working on their Tier 2 implementation. Both an Engagement Teacher and Behaviour Teacher were assigned to assist the school with an intervention, which enabled a whole-school approach through a PBS lens and involved building the capacity of the staff via Functional Behaviour Problem Solving (FBPS) planning.

Assessment

The student was on a modified timetable at the time of referral, attending school for only two hours on their kindy days (five days per fortnight), most of which was spent 1:1 with an Education Assistant (EA) outside of the classroom. The student's attendance rate for Term 1 2019 was 79% and classified as 'at risk – moderate' and had decreased in Semester 2 2019 to 50% and classified as 'at risk – severe'. Attendance records also indicated the student was late to school 40% of the time. In Term 2 2019, out of 25 days of possible attendance, there were five negative behaviours recorded on SIS, mostly for N1 – Physical aggression toward staff. The student had been identified as having speech and sensory issues and was engaged with a Speech Pathologist and Occupational Therapist.



Our Actions

A consultative service agreement was established, with a primary focus on building the capacity of the staff in conducting collaborative FBPS processes and planning. The staff selected to attend the session were the Class Teacher, EAs, Deputy Principal, Learning Support Coordinator and Principal. Prior to the meeting, staff were asked to collect current data around the student's behaviour, to inform the planning process. The capacity-building session included presenting information about the science of behaviour and Functional Behaviour Assessment planning process, which resulted in a completed FBA-PTR plan for the student. The plan was implemented, including a holistic approach involving the School Psychologist and Deputy Principal, links with the Physical Education teacher and gardener, as well as the Class Teacher and EAs. Data was collected by the school and reviewed after 5 weeks.

Outcome

The student showed an improvement in engagement and behaviour, which was evidenced by the data collected by staff over five weeks. This data was then used to inform an updated plan.

As a result of the successful FBPS workshop and plan implementation, the school then engaged the service of SSEN:BE further by requesting the entire school staff receive training in the FBPS process (using PBS lens). On the nominated School Development Day (SDD), school staff came to the Professional Learning having already completed pre-reading, with a specific student in mind to use during the FBPS process. By the end of the whole-day training, every class had developed a plan for one identified student. The plans were then implemented and data was collected, to be reviewed.

The initial Request for Assistance for a single student led to the delivery of a one-day SDD for all school staff, which has since progressed to SSEN:BE continuing to build the capacity of all staff through ongoing coaching and facilitation of the FBA-PTR process within the school. A follow-up program has been set aside to run this process in the school each year, where experienced staff will facilitate FBA-PTR training with new staff under the guidance of a SSEN:BE Behaviour Teacher and a SSEN:BE Engagement Teacher.

2020 Service Delivery - Schools

Engagement centres provided a range professional learning to school staff, aimed at building the capacity of schools to better support students with highly complex needs.

Region	Consultative Support		PL Prep		Professional Learning		Coaching		Needs Assessment		Travel
	No of Schools	Hours	No of Schools	Hours	No of Schools	Hours	No of Schools	Hours	No of Schools	Hours	Hours
South Metro	82	431	257	2,961	217	4,339	115	1,240	121	492	889
North Metro	30	219	153	963	108	2,718	67	624	108	507	498
Pre-filter	0	0	1	1	0	0	0	0	214	460	0
South West	73	657	88	1,552	69	1,548	61	366	40	144	714
Goldfields	17	807	7	77	6	67	10	618	11	194	453
Kimberley	18	130	14	194	13	165	12	210	6	16	352
Midwest	35	265	39	387	33	914	22	115	18	210	316
Pilbara	24	141	22	393	18	141	18	188	16	184	239
Wheatbelt	31	240	9	50	7	28	9	42	22	90	179
Grand Total	310	2,890	590	6,576	471	9,919	314	3,402	556	2,295	3,641

*regional data includes CMS and PBS professional learning

Professional learning delivered by Teachers – Behaviour

There is a total of 22 different Classroom Management Strategies (CMS) professional learning courses and 33 different WA Positive Behaviour Support (WAPBS) professional learning courses conducted in 2020. A total of 392 individual professional learning events were held in 2020.

During 2020 the COVID 19 pandemic provided many obstacles in the Teacher Behaviour arena. Traditional “face to face” Professional Learning delivery, our core business, became impossible. In meeting the challenges head on, Teacher Behaviour staff began developing, planning and modifying our courses in order to be delivered in an “online” platform. Teacher Behaviour began upskilling and adapting to online delivery using a variety of tools such as Webex and Teams.

Working in teams, staff modified courses into formats that would allow us to continue to deliver quality professional learning programs to staff in schools. We have developed flexible learning packages, adapting some of our workshops to meet needs in regions. Courses offered in online facilitation models are:

- WAPBS Internal Coach Team Leader Training – Phases 1, 2 and 3.
- WAPBS Catch-Up Training
- Goal Setting and Feedback
- Promoting Student Engagement
- Conference Accredited Training (CAT) Regional Model

2020 Classroom Management Strategies Professional Learning participants

Region	Foundation Program	Instructional Strategies for Engagement	Conference Accreditation Training (CAT)	Education Assistant	CMS Refresher Workshop	Preservice teacher workshop	Professional Learning Teams	Goal Setting and Feedback workshops	CMS Other	Feedback workshops	Total
North Metro	472	181	36	199	16	0	17	14	5	0	940
South Metro	339	107	53	141	62	0	96	41	14	0	853
Midwest	64	12	0	38	0	0	54	16	17	0	201
South West	137	23	0	81	0	0	0	0	10	0	251
Pilbara	45	0	17	34	0	0	0	0	2	0	98
Kimberley	39	0	0	0	0	0	0	0	0	0	39
Goldfields	54	16	4	30	0	0	0	0	0	0	104
Wheatbelt	13	0	2	26	0	0	0	0	29	0	70
University	1	0	0	0	0	373	0	0	20	0	394
External	0	0	0	20	0	0	0	0	70	0	90
Residential College	0	0	0	0	0	0	0	0	0	0	0
Engagement Centre	3	1	1	0	0	0	0	0	10	0	15
Total	1167	340	113	569	78	373	167	71	177	0	3055

2020 WA Positive Behaviour Support Professional Learning participants

Region	WAPBS Staff Information Session	WAPBS Team Training	WAPBS Coach Training	Tier 2 Training	WAPBS Catch up training	WAPBS other	Total
North Metropolitan	327	151	54	7	30	5	574
South Metropolitan	425	129	18	21	39	25	657
Midwest	0	57	11	0	17	81	166
South West	123	155	29	14	35	221	577
Pilbara	0	40	0	0	34	33	107
Kimberley	14	8	0	0	8	0	30
Goldfields	0	34	0	0	0	42	76
Wheatbelt	96	65	4	0	0	30	195
University	0	0	0	0	0	0	0
External Agencies	0	0	0	0	0	0	0
Residential College	0	0	0	0	0	0	0
Engagement Centre	0	0	8	0	1	0	9
Total	985	639	124	42	164	437	2391

2020 Requests for Assistance

Requests for Assistance 2020

	Total	Region							
		South Metro	North Metro	Southwest	Goldfields	Kimberley	Midwest	Pilbara	Wheatbelt
Student	773	250	191	76	44	54	46	56	56
School	171	45	20	16	20	25	14	13	18
Total	944	295	211	92	64	79	60	69	74

*Individual students may have more than one RFA

Requests for Assistance 2019

	Total	Region							
		South Metro	North Metro	Southwest	Goldfields	Kimberley	Midwest	Pilbara	Wheatbelt
Student	816	259	233	62	46	61	48	51	56
School	271	44	20	33	7	44	16	22	15
Total	1087	310	242	111	60	97	59	68	74

*Individual students may have more than one RFA

Requests for Assistance 2018

	Total	Region							
		South Metro	North Metro	Southwest	Goldfields	Kimberley	Midwest	Pilbara	Wheatbelt
Student	820	266	222	78	53	53	43	46	59
School	170	26	17	69	4	26	13	9	6
Total	990	292	239	147	57	79	56	55	65

*Individual students may have more than one RFA

2020 Service Delivery - Student Support

Support provided to students in each region

Engagement Centre/Region	Student Request for Assistance	Student cases*	Student hours				
			Intensive support	EC PL	Consult	Travel	Total Hours
South Metro	250	206	18,676	210	921	2,996	22,803
North Metro	191	161	15,297	166	1,088	1,816	18,366
South West	76	70	2,907	48	320	475	3,750
Goldfields	44	32	997	3	246	61	1,306
Kimberley	54	47	5,142	2	151	423	5,717
Midwest	46	42	1,552	2	347	243	2,144
Pilbara	56	39	594	10	114	98	816
Wheatbelt	56	42	1,602	16	199	459	2,276
Total Engagement Centres	773	639	46,766	456	3,385	6,570	57,177
Midland Learning Academy		27	-	-	-	-	-
Padbury YTC		115	2,644	6	16	708	3,373
Grand Total		786	49,410	462	3,401	7,278	60,550

*some students may have been supported in multiple regions

** 9 YTC student cases received additional support from an engagement centre

The total number of student cases includes students who received support from more than one region/centre within the school year and therefore is slightly higher than the number of individual students supported each year.

Student hours

Year	Number of students*	Average hours per student
2020	702	86
2019	621	84
2018	716	75

*does not include MLA students

Average hours per student

Average hours per student	2018	2019	2020
Cohort 1: over 400 hours of support	814	864	581
Cohort 2: 100-399 hours of support	181	190	192
Cohort 3: 0-99.5 hours of support	27	30	30

Distribution of students by year level and gender for 2020

Year	Female	Male	Total
KIN	0	0	0
PPR	0	6	6
Y01	4	23	27
Y02	4	38	42
Y03	4	36	40
Y04	6	49	55
Y05	10	43	53
Y06	7	62	69
Y07	8	53	61
Y08	8	40	48
Y09	27	83	110
Y10	20	87	107
Y11	13	65	78
Y12	10	45	55

The data, while limited for analysis purposes, does indicate that many students with challenging and complex behaviours require sustained support to improve engagement. A small number of students require an exceptional level of support sustained over several years in order to achieve the intended goals.

In 2020, SSEN:BE supported 61 excluded students compared to 38 in 2019.

A majority of students continue to access SSEN:BE support at their enrolled school. While it is the exception that students need to attend an engagement centre, some do require a period of time in this type of learning and support environment.

Midland Learning Academy- 2020 Highlights

Enrolment and Attendance

Midland Learning Academy (MLA) concluded the 2020 academic year with 27 enrolled students and two students completing a trial for enrolment. The year presented opportunities to diversify our student supports and find innovative ways to connect with students and families for wellbeing and learning.

Attendance information, discussions with students, families and stakeholders provided valuable information related to needs and concerns of students with the impact of COVID 19. Students and families responded positively to the changes, with several students selecting this time to return after lengthy absences.

Re-engagement during term 2 showed an overall increased attendance; two students from the one family required additional learning support packages and home visits after this period due to health concerns. Student attendance increased from Semester One at 43.1% to Semester Two with 52.4%, demonstrating an eagerness to return to school and learning routines, supports and peer connections.

Wellbeing

A continuing priority for academy students is wellbeing and mental health supports. Students present with a range of needs in this area from generalized social or learning anxiety through to diagnosed mental health conditions. All staff are required to complete three-day Therapeutic Crisis Intervention in Schools training as part of a whole school approach to supporting student self and co-regulation during distress.

The Berry Street Education Model implemented across SSEN:BE provides a whole school preventative and educational approach to supporting student understanding around their personal, social and wellbeing outcomes. Permanent staff at the academy had an opportunity to join trainers and commence the professional learning around this framework prior to COVID 19 interruptions.

In 2020 we worked intensively with Be You consultants to identify the needs of our learning community and ways to support growth across staff, students and families. Leadership and wellbeing team members worked together to develop our Post-vention Plans. Student, staff and family surveys identified the outcomes of our work in providing wellbeing and mental health education and support.

12 students across years 7-12 responded to the survey in 2020 highlighting strengths of MLA staff to provide a mentally healthy community, the promotion of mental health and wellbeing and awareness of mental health issues and patterns in self and others. Responses show growth areas required are further development with developing student early support, family partnerships and learning resilience.

Survey responses from 9 staff displayed understanding and the supportive inclusion of mental health and wellbeing, the factors contributing to student wellbeing and mental health, the need for student belonging within the learning community and agreeance that the academy community actively supports respectful relationships with students, colleagues and families. Growth areas highlighted included more user friendly response plans to incidents, the promotion of mental health and wellbeing, family engagement and support and strategies to assist student planning.

Curriculum

2020 was an unusual opportunity for our year 9 students to participate in OLNA assessments. MLA students took on this opportunity with enthusiasm and produced some outstanding results for their first attempt. 6 of our 7 year 9 students completed this assessment. Information below highlights student participation and achievement for OLNA in 2020 for years 9-12.

	Category 3				Category 2				Category 1			
	Y9	Y10	Y11	Y12	Y9	Y10	Y11	Y12	Y9	Y10	Y11	Y12
Numeracy		1	4	1	4	3	0	1	1	1	1	0
Reading	2	4	4*	1	3	2	1		1	0	1	1
Writing	2	2	1	1	2	1			3	3	1	1

MLA continued to provide various programs which support and extend our students opportunities and competitiveness with mainstream peers at year 12. In 2020, staff participated in ASDAN professional learning and more intensive work was conducted for the identification and planning of student personal and social capabilities. Our first year with onsite VET courses provided great insight into the gaps and supports required in student pathway planning for this cohort, giving us an opportunity in 2021 to better meet the needs around this important work. 5 of our secondary students were support by staff to engage with VET Direct to Secondary Students courses part time at TAFE settings and alongside their support received with their academy enrolment.

Staff Profile

Category	Number of Staff	FTE
Leadership Administration: Principal, Associate Principals, Manager Corporate Service, Program Coordinators	24	24
School Psychology: Lead School Psychologists, School Psychologists	23	16.44
Teaching Teacher Engagement Teacher Behaviour	93	83.5
School Support: Youth Transition Coordinators, Education Assistants Project Support Officers, Business Support Officers, Technical Support Officer, School Officers, Cleaners, Gardeners	75	54.36
Total	215	178.30

Sick Leave and Family Carers Leave

Year	Average Sick/Family Carers leave per Teaching Staff FTE	Average Sick/Family Carers leave per School Support Staff FTE
2016	8.6	5.3
2017	10.4	10.9
2018	9.9	7.7
2019	10.8	12.8
2020	15.3	12.3

Psychological Safety Climate (PSC) Survey

In September 2020, SSEN:BE conducted a survey of all staff to determine the level of psychological safety and work place exhaustion experienced by staff. The aim of this study was to investigate emotional exhaustion, work engagement and changes that occurred within SSEN:BE, since the initial survey in 2018.

The report has the following findings:

PSC Standards	Range 12 — 60	SSEN:BE 2018 Employees n = 112 Number (%)	SSEN:BE 2019 Employees n = 82 Number (%)	SSEN:BE 2020 Employees n = 99 Number (%)	WA (AWB 2014-15, n = 617) Number (%)	National Sample (AWB 2014-15, n = 3736) Number (%)
Low risk PSC (High PSC)	≥ 41	61 (57)	50 (61)	44 (44.4)	385 (62.4)	2092 (56.0)
Medium risk PSC	$41 < \text{and} > 37$	9 (8.4)	6 (7.3)	6 (6.1)	44 (7.1)	362 (9.7)
High risk PSC	$37 \leq \text{and} > 26$	21 (19.6)	19 (23.2)	32 (32.3)	141 (22.8)	851 (22.8)
Very high risk PSC (Very low PSC)	≤ 26	16 (15.2)	7 (8.5)	17 (17.2)	48 (7.7)	430 (11.5)

Key findings in the report were:

- 2020 sample size is statistically valid for purposes of comparison;
- Increase in percentage of staff in high risk PSC-12 categories (low PSC) noted;
- Reduction in reported work engagement;
- Increase in emotional exhaustion noted;
- Satisfaction with school leadership connections were neutral or positive;
- Regional staff reported higher school wide focus/feel and role clarity;
- Perceptions of leadership support and communication during COVID-19 peak were associated with higher PSC (lower risk).

To maintain and improve PSC, SSEN:BE will:

- provide communications about psychological health and risks to enable early reporting, prevention and management;
- develop actions to prevent, reduce or control psychosocial risk factors;
- continue to encourage employee involvement in developing systems and work conditions;
- prioritise PSC measures to foster and support work conditions that protect psychological health;
- it was agreed that the PSC-12 Survey would continue for 2021; and
- constantly monitor PSC (every 6-12 months), as it provides early indications of risks for poor psychological health outcomes - establish PSC as an organisational KPI.

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.

Professional Learning Undertaken by SSEN:BE Staff

SSEN:BE staff undertook training in 2020 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 2020.

Training Category	Total Attendees*
Leadership	4
Mental Health/Trauma	28
Cultural Awareness	16
De-escalation and Restraint	22
Effective Teaching and Learning/Curriculum	9
Wellbeing and Behaviour	21
Administration	15
Risk Management	16

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

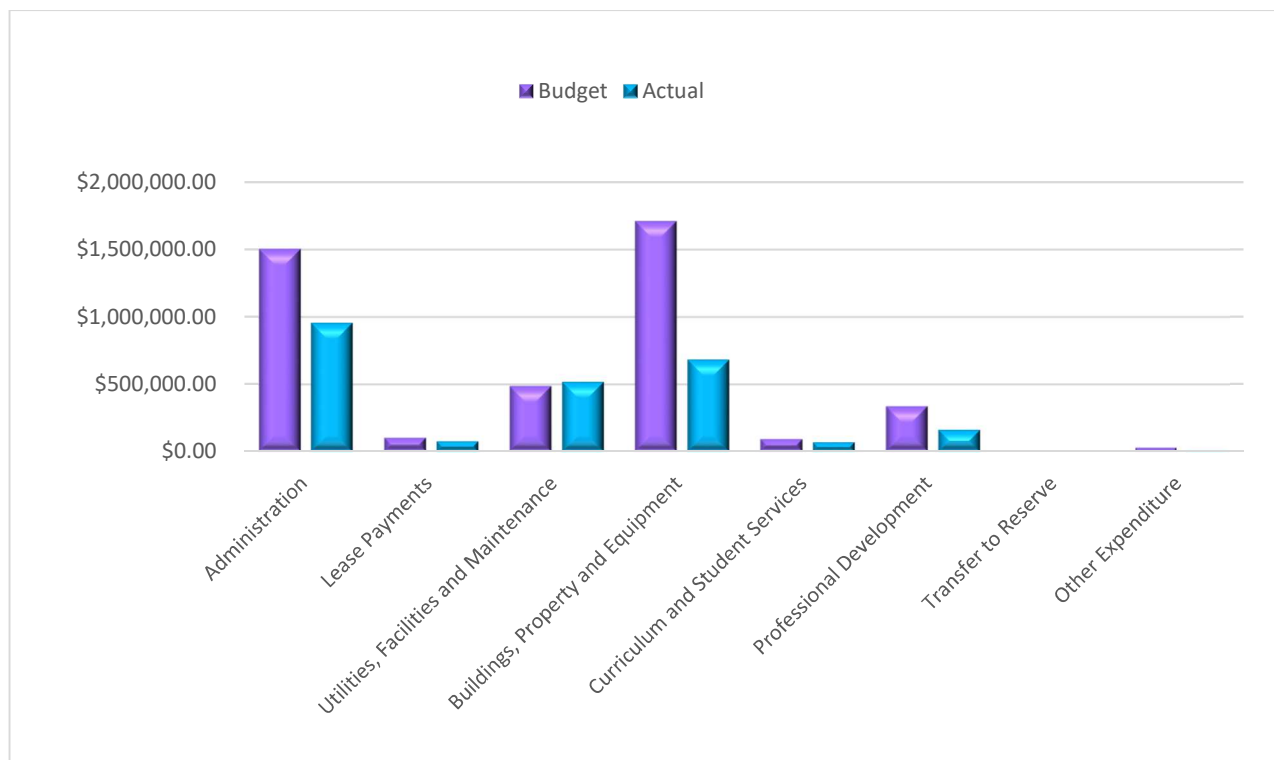
Training name	Total Attendees
Therapeutic Crisis Intervention Course	24

Financial Report

All financial reports are as at 29 January 2021

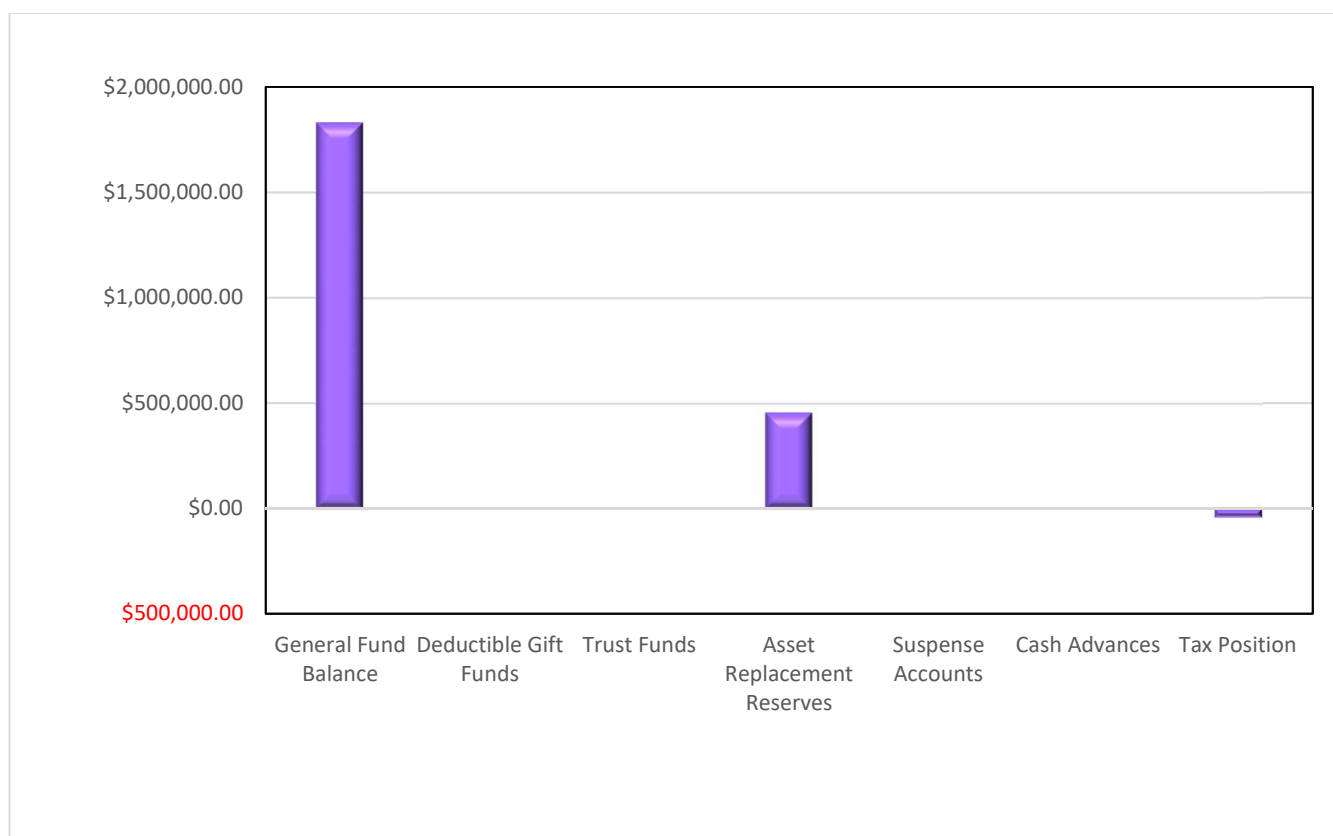
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$26,334.30	\$68,525.17
8	Other Revenues	\$9,489.00	\$19,276.78
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	\$35,823.30	\$87,801.95
	Opening Balance	\$2,088,659.70	\$2,088,659.70
	Student Centred Funding	\$2,129,683.00	\$2,129,683.00
	Total Cash Funds Available	\$4,254,166.00	\$4,306,144.65
	Total Salary Allocation		
	Total Funds Available	\$4,254,166.00	\$ 4,306,144.65

	Expenditure	Budget	Actual
1	Administration	\$1,504,116.00	\$954,573.25
2	Lease Payments	\$102,150.00	\$78,088.99
3	Utilities, Facilities and Maintenance	\$484,150.00	\$519,474.80
4	Buildings, Property and Equipment	\$1,711,050.00	\$684,551.19
5	Curriculum and Student Services	\$90,700.00	\$71,463.44
6	Professional Development	\$334,000.00	\$163,511.87
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$28,000.00	\$4,045.35
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	\$4,254,166.00	\$2,475,708.89
	Total Forecast Salary Expenditure		
	Total Expenditure	\$4,254,166.00	\$2,475,708.89
	Cash Budget Variance		



Cash position

	Bank balance	\$2,244,333.70
	Made up of:	-
1	General Fund Balance	\$1,830,435.76
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$455,464.93
5	Suspense Accounts	\$0.01
6	Cash Advances	-
7	Tax Position	\$(41,567.00)
	Total Bank Balance	\$244,333.70



The SSN: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.

Facilities

	Shared site location	Address
SSEN:BE Padbury	Statewide Services Centre	33 Giles Avenue, Padbury
Midland Learning Academy		22 William Street, Midland

Engagement Centre	Shared site location	Address
Dellar Road	Yule Brook College	61 Dellar Road, Maddington
Goldfields		70 Richardson Street, Boulder
Great Southern	Albany Regional Office	117 Serpentine Road, Albany
Greater Bunbury		18 Forrest Street, Bunbury
Heathridge	Eddystone Primary School	69 Littorina Avenue, Heathridge
Kimberley	Broome Senior High School	69 Frederick Street, Broome
Midwest		92 - 96 Kenny Crescent, Rangeway
Pilbara	Port Hedland School of the Air	Waldron Drive, Port Hedland
Redcliffe Avenue	Warriapendi Primary School	2 Markham Way, Balga
Reid Street	Cyril Jackson Senior College	53 Reid Street, Bassendean
Seville Drive	Cecil Andrews Senior High School	39 Seville Drive, Armadale
Shoalwater	Safety Bay Senior High School	80 Malibu Road, Safety Bay
Wheatbelt	Wheatbelt Regional Office	297 Fitzgerald Street, Northam
Winterfold	North Lake Senior Campus	188 Winterfold Road, Kardinya