



**SCHOOL OF SPECIAL  
EDUCATIONAL NEEDS: SENSORY**

**BUSINESS PLAN**

**2018 - 2022**

## OUR SCHOOL

The School of Special Educational Needs: Sensory (SSENS: S) is based at, and is part of the Statewide Services Centre in Padbury and provides educational support for children with hearing loss and/or vision impairment. The services to support the children are available following the child's diagnosis and once eligibility has been determined. This means that for some children the support is available from a very young age.

Our specialist teachers are committed to supporting young children and families, as well as students in both public and non-government schools throughout Western Australia. Joining our teachers, are other specialist staff such as educational audiologists, school psychologists, braille transcribers, captioner, deaf education officers and educational interpreters.

The Early Childhood Services support families with children with a hearing loss and/or vision impairment from birth to 4 years of age.

Early childhood education programs, including parent education, are run on-site at Padbury Statewide Services Centre and Southwell Primary School and enable children to take part in activities to promote their language, cognitive, social, emotional and physical development. Our specialist staff aim to equip children with the skills to successfully participate in local kindergarten programs and then their mainstream school.

Our school offers individual sessions with specialist teachers on site or at home where needed. Children in regional, rural and remote areas may have the opportunity to access these programs via web conferencing or the Visiting Teacher Services.

Schools that enrol students with hearing loss and/or vision impairment are supported to provide fully accessible learning environments, curriculum and school communities.

The Visiting Teacher Services support classroom teachers and school communities to develop teaching and learning approaches for students. The specialist visiting teacher may directly teach students and/or consult with the school, classroom teacher and parents to assess students' needs and recommend tailored ways to learn.

Rick Firms  
Principal



Our school's Vision, Mission and Shared Values guide all our actions.

## OUR VISION

**Valuing difference**

**Equity in learning**

**Empowering all**

## OUR MISSION

To build the capacity of children with hearing loss and/or vision impairment, families and school communities to optimise opportunities for life-long learning.

## OUR SHARED VALUES

### **Respect**

Treat self and others with consideration, courtesy and care by acknowledging diversity and working cooperatively.

### **Integrity**

Act in accordance with principles of moral and ethical conduct, ensuring a cohesive culture built on trust.

### **Excellence**

Hold high expectations that all have the capacity to learn in order to meet challenges and embrace opportunities.

### **Accountability**

Accept personal and shared responsibility to be solution focused, collaborative and committed.

### Strategic Alignment

- Our school improvement planning is an ongoing process which focuses on every student reaching their full potential.
- The relationship between parents, staff, students and community is essential in delivering the strategies and achieving the outcomes within the Business Plan.
- Our planning is linked to the Department of Education's *Director General's Classroom First Strategy* and *Strategic Plan for WA Public Schools 2016 -19, High Performance – High Care* and the *Statewide Services Strategic Plan 2016 -19*.
- It is also linked to the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals*.
- The school's Business Plan is supported by the annual Sensory Operational Plan and further supported by the Deaf Education and Vision Education Program Operational Plans.
- Our rigorous self-review cycle ensures we respond to the evolving needs of families, students and schools.
- We measure ourselves against identified performance targets and report these as part of the school review process; as well as to the School Council and through the Annual Report.



## OUR KEY OBJECTIVES

**Outcome 1:** Service delivery processes and decisions are considered, fair, transparent; and observe confidentiality protocols.

**Outcome 2:** Enhanced integration of services, collaborative efficiencies and distributed leadership at all levels to facilitate responsive and practical support.

**Outcome 3:** Curriculum, Assessment, Reporting and program decisions maximise opportunities for each child's learning.

**Outcome 4:** Quality teaching and learning through rigorous analysis of relevant data to evaluate student achievement, identify and/or review support needs and modify teaching.

**Outcome 5:** Collaborative relationships and partnerships are established and reviewed to enhance student learning and social and emotional health and wellbeing.

**Outcome 6:** Staff maintain positive, respectful relationships, value continuous professional development and provide opportunities for all to learn.

**Outcome 7:** Resources are aligned to support families and schools to collaboratively meet the learning and wellbeing needs of children.

**Outcome 8:** Staff use a range of effective and efficient electronic technologies for business and communication.

**Outcome 9:** Enhanced on-line access to relevant information about support services, teaching and learning resources and quality professional learning.

## Outcome 1

**Service delivery processes and decisions are considered, fair, transparent; and observe confidentiality protocols.**

### Strategies

Define and communicate the SSEN: S services available within the Student Support Services Directorate *Request for Assistance Pathway* model.

Clearly define and communicate the *eligibility criteria* for intensive-teaching and system-support in line with the World Health Organisation definitions of hearing loss and vision impairment.

Develop clear processes in relation to requests for services, including *referrals* for intensive teaching support.

Develop support level matrices to guide *intake* and Referral, Review, Enrolment and Placement Committee processes and decisions.

Align relevant Sensory student databases, resources and accountability processes.

## Outcome 2

**Enhanced integration of services, collaborative efficiencies and distributed leadership at all levels to facilitate responsive and practical support.**

### Strategies

Develop enhanced integrated Deaf Education and Vision Education programs to facilitate sustainable, collaborative services to families, schools and students.

Provide opportunities for extended leadership, school improvement teams, program-level professional learning communities and support staff to lead school improvement planning.

Define Coordinators Teacher Services (Sensory) universal roles and responsibilities; and develop shared portfolios.

Collaborate with the Schools of Special Educational Needs (SSEN) and Statewide Services branches to develop and manage initiatives in response to requests for professional learning and/or consultancy.

In response to system requests, co-design and coordinate services through SSEN processes.

## Outcome 3

**Curriculum, Assessment, Reporting and program decisions maximise opportunities for each child's learning.**

### Strategies

Develop aligned Sensory Curriculum, Assessment and Reporting guidelines which reflect consistent processes and practices.

Use developmental milestone frameworks/curricula and the Early Years Learning Framework to plan and deliver play-based learning programs for 0-4 year olds.

Develop explicit scope and sequence documents outlining key skills within the Expanded Core Curriculum Deaf and Hard of Hearing and the Expanded Core Curriculum Vision Impairment (ECC) to guide teaching and learning, assessment and reporting.

Provide schools with relevant, practical teaching and learning adjustments that enable students to access and engage in all Western Australian Curriculum and Assessment Outline learning areas.

Assist schools with curriculum, instructional and environmental adjustments that enable students to authentically engage in Science, Technology, Engineering and Mathematics (STEM).

Collaborate with the School Curriculum and Standards Authority, the Australian Curriculum and Reporting Authority, Western Australian education jurisdictions and schools, to ensure that students are able to access and participate in systemic assessments and examinations.

Ensure that quality Sensory Education Plans identify individual student needs related to the ECC and outline evidence-based teaching and learning strategies that are monitored and reviewed.

Ensure that quality Sensory Education Reports indicate individual student progress and achievement linked to Sensory Education Plans.

Expand the delivery of on-line lessons and outreach services to regional and remote areas and public and non-government schools.



## Outcome 4

**Quality teaching and learning through rigorous analysis of relevant data to evaluate student achievement, identify and/or review support needs and modify teaching.**

### Strategies

Ensure staff have access to comprehensive, quality student data at the entry point of the service which is updated at scheduled review intervals.

Ensure that staff fulfil the Sensory Assessment Accountability Framework schedules, develop high level data literacy and access regular collegiate support to enhance reflective approaches to planning cycles.

Organise current student achievement data to ensure relevant information is easily accessible for staff.

Develop processes to track longitudinal student achievement data within nominated cohorts to compare achievement and progress rates with peer groups.

Review and analyse retrospective student assessment data in order to identify achievement patterns to inform future targeted pedagogical practices.

Continue to use the National Quality Standards, the National School Improvement Tool, survey results and student forums to evaluate the effectiveness of school services and practices to inform school improvement initiatives.



## Outcome 5

**Collaborative relationships and partnerships are established and reviewed to enhance student learning and social and emotional health and wellbeing.**

### Strategies

Build the capacity of staff to better meet the social and emotional needs of children and young people through the development and implementation of a comprehensive professional learning framework.

Build the capacity of families to meet the social and emotional needs of children and young people through the development and delivery of a comprehensive support framework.

Build the capacity of staff to support schools in their mental health, pastoral care and child safety initiatives, including *Protective Behaviours* and *E Safety*.

Support authentic opportunities for students to contribute to decision making over matters that affect them.

Promote ear and eye health strategies within school communities to combat the prevalence and impacts of Otitis Media and Trachoma.

Collaborate with families, schools and students to develop and implement transition plans to support key phases of schooling; including pathways to post-school options.

Establish strategic partnerships that enable family and student access to comprehensive community services and resources.

Support parents and schools to identify children's individual needs to enhance access to the National Disability Insurance Scheme.

Maintain links with international and national education jurisdictions, research organisations and key stakeholders to strengthen teachers' evidence-informed professional practices.

Promote opportunities which enable our international colleagues to participate in quality professional learning.



## Outcome 6

**Staff maintain positive, respectful relationships, value continuous professional development and provide opportunities for all to learn.**

### Strategies

Provide opportunities for staff to increase their knowledge, understanding and responsiveness to support the cultural diversity of families and communities.

Build the capacity of staff to implement relevant aspects of the *Aboriginal Cultural Standards Framework*.

Facilitate opportunities for staff to engage in a cohesive culture based on our values of respect, integrity, excellence and accountability.

Implement flexible performance and development processes which build the capacity of all staff to meet current and future directions through reflective practices, enhanced leadership opportunities and relevant professional learning.

Provide opportunities for teachers to reflect on pedagogical practices aligned to the specialist teacher elaborations associated with the Australian Institute for Teaching and School Leadership *Professional Standards for Teachers*.

Develop responsive targeted professional learning and quality assurance frameworks to ensure high standards of delivery; including on-line options.

Engage with Western Australian universities and TAFE WA to develop courses which lead to recognised qualifications and enhanced career opportunities in deaf and vision education.



## Outcome 7

**Resources are aligned to support families and schools to collaboratively meet the learning and wellbeing needs of children.**

### Strategies

In collaboration, establish a student-centred funding model to enable effective and efficient services for families, schools and students; including innovative multi-disciplinary approaches.

Provide resources to build the capacity of students to effectively communicate, use assistive technology and access the learning environment.

Implement considered staffing arrangements to ensure continuity of support for each child's learning and development.

Ensure recruitment processes and staff development opportunities enable timely and targeted succession planning.

Ensure recruitment processes, supervision and people management have a child safety focus.

Provide and manage infrastructure to enable staff to effectively undertake their roles and responsibilities.

Ensure rigorous procurement and contract management processes.

Collaborate with the SSEN to provide strong governance and support to enable staff to comply with legislation, system standards, policies and processes.



## Outcome 8

**Staff use a range of effective and efficient electronic technologies for business and communication.**

### Strategies

Liaise with the Department of Education in the design of an enhanced SSEN: S student database which includes reporting parameters that enable efficient responses to system-initiated requests.

Define workflow, processes and content for teachers to effectively use the Sensory student database.

Assess and review the effectiveness of web based technologies for service delivery to different student cohorts across Western Australia.

Review and update information communication technology guidelines and security.

## Outcome 9

**Enhanced on-line access to relevant information about support services, teaching and learning resources and quality professional learning.**

### Strategies

Ensure *eligibility criteria*, services and requests for assistance information is accessible via the SSEN: S website.

Provide relevant evidence-based professional learning via the SSEN: S website to enhance the capacity of schools to implement quality differentiated teaching and learning practices.

Develop and implement comprehensive communication frameworks.

## Find out more

To find out more about each of the areas covered in our Business Plan, visit:

[www.ssens.wa.edu.au](http://www.ssens.wa.edu.au)

This Business Plan is available on request in alternative formats such as large print, electronic format (email) and Braille.

