



## **Finding balance between Staff Wellbeing and School Improvement: Do they belong in the same sentence?**

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South Bunbury Education Support Centre has combined a range of systems and approaches to develop a structure and approach to school improvement in all areas. Through the use of multi-tiered systems and supports, the school leadership team has developed Aligned Pedagogical Practices (affectionately known as APP – “there’s an APP for that”). Within this framework, key teaching and learning values have been developed with staff as an attempt to structure and format the highly individualised world of Special Education. Through the conversation of “What is effective teaching at SBESC?”, the APPs developed are:

- Relationships
- Developing practices outlining school expectations around relationships with parents, stakeholders and fellow staff (integrating Positive Partnerships)
- Structure and Organisation
- Recognising that our school requires structure and organisation to be efficient and cater to the needs of our students with autism spectrum disorder, including the use of TEACCH structures pervasively across the school
- Health and Wellbeing
- The HAPEER (named after the 6 domains of wellbeing) team is the acknowledgement that all staff and student wellbeing is valued
- Positive Behaviour Support
- Fidelity in implementation of the 3 tiered PBS philosophy and practices
- Professional Learning Communities
- Supporting all staff to grow and develop understanding relevant to their roles
- Whole School Approaches
- Supporting our students and staff through a relentless focus on evidence based practices across all curriculum areas

Through the development of school based teams in all of these areas, the leadership team has worked together with staff to develop multi-tiered structures within each APP, and therefore increasing staff understanding of expectations, accountabilities and valuing the improvement cycle of the school. Through the engagement of senior staff within the school, systems have developed to ensure that all APPs cater specifically for each of three tiers, aligned with the Positive Behaviour Support framework. This includes professional growth of staff, environment improvements, introduction of whole school approaches and a relentless focus on Health and Wellbeing of staff. The leadership team has combined Positive Education strategies with school targets to ensure that every staff member feels valued and supported, through the three tiered support system across the school.

This presentation will provide an overview of SBESC's school journey in terms of introducing this Aligned Pedagogical Practice structure, supporting staff to meet expectations, and the framework utilised to develop supports for staff from general school wellbeing support to intensive individualised support through mental health planning and care.