

Telethon Speech & Hearing



School Performance Report 2016

Published June 2017

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OUR MISSION

Background

Telethon Speech & Hearing (TSH) is a not-for-profit, registered charity, registered NDIS provider and registered independent school assisting children and adults with hearing, speech and language impairments. TSH provides a range of diagnostic, therapeutic and educational services for children with hearing, speech and language needs. TSH also provides clinical and support services for adults with these needs.

TSH was started in 1966 by a group of parents who had great hopes for the future of their profoundly deaf children. These parents started their own school with five students, no premises, little money and no experience to pursue the very best oral education for their children. The following year the Speech & Hearing Centre was started. From these humble beginnings, TSH has grown to become one of Western Australia's premier providers of services and support for children and adults with hearing or concerns.

TSH offers two school registered programs in Western Australia:

- **Talkabout:** a specialised language program for children who are experiencing a speech and language delay or disorder that may be due to:
 - o A history of middle ear problems [Otitis Media];
 - o Specific language impairment; or
 - o Motor planning difficulties [childhood apraxia of speech].
- **School Support:** a program for students who are deaf or hard of hearing at a network of primary and secondary schools. The program is designed for students who use oral communication, and provides support to maximise their active participation in mainstream schools.

Our Mission

We enable children and adults with hearing and speech and language impairments to communicate.

Our Vision

Telethon Speech & Hearing is a centre of excellence for assisting children and adults with hearing or speech and language impairments. We provide services to families in a professional and effective way that makes us the providers of choice in this field.

We are service-focused throughout the organisation. All visitors, families and associates are treated with a superior experience on every occasion.

We work together, using evidence, to produce outstanding results for those with hearing and speech and language impairments that impact the families and the communities in which we work.

Our Values

We are able to reach our vision through our core values of:

- Teamwork
- Professionalism
- Community
- Respect
- Support



OUR SCHOOL PROGRAMS

School Sector

- Independent
- Co-educational

Characteristics of the Students in the Programs

PROGRAMS	STUDENTS	YEAR LEVEL OFFERED
The Speech & Language [Talkabout] Program	Students with speech and/or language delay or disorder	Playgroups, Kindy and Pre-Primary
School Support [Outpost] Program	Students with hearing impairments	Kindergarten to Year 12

School Addresses & Student Enrolment

Speech & Language (Talkabout) Program

The Speech & Language [Talkabout] Program is delivered at TSH Wembley Campus, 36 Dodd Street, Wembley WA. In 2016, a total of 136 children were enrolled with the program.

SPEECH-LANGUAGE IMPAIRMENT [TALKABOUT] PROGRAM	NUMBER OF STUDENTS
Talkabout Playgroup	50
Talkabout Kindy	48
Talkabout Pre-Primary	38

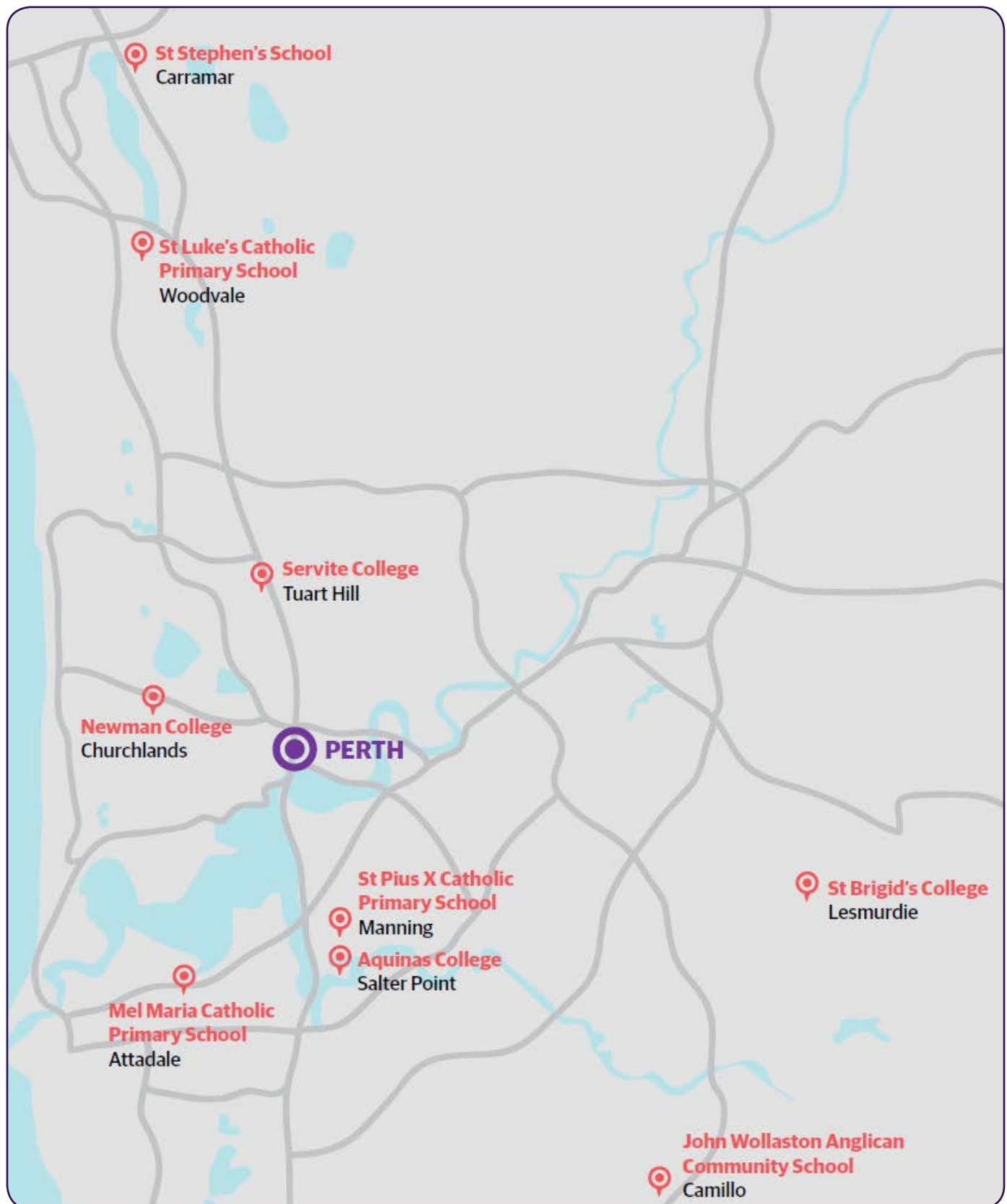
School Support (Outpost) Program

The School Support [Outpost] Program for children with hearing loss is delivered at the following nine partner mainstream schools.

In 2016, a total of 56 students were enrolled with the program.

PARTNER SCHOOLS	ADDRESS	YEAR LEVEL OFFERED
Aquinas College	Mt Henry Rd, Salter Point, WA	Kindy - Year 12
John Wollaston Anglican Community School	Corner of Lake and Centre Road, Camillo WA	Kindy - Year 12
Mel Maria Catholic Primary School	33 Davidson Road, Attadale WA 25 Evershed Street Myaree WA	Kindy - Year 6
Newman College	216 Empire Avenue, Churchlands WA	Kindy - Year 12
Servite College	134 Cape Street, Tuart Hill WA	Years 7 - 12
St. Brigid's College	200 Lesmurdie Road, Lesmurdie WA	Kindy- Year 12
St. Luke's Catholic Primary School	17 Duffy Terrace, Woodvale WA	Kindy - Year 6
St. Pius X Catholic Primary School	Cnr Ley Street and Cloister Avenue, Manning WA	Kindy - Year 6
St. Stephen's School	50 St Stephens Crescent, Tapping WA	Pre Kindy - Year 12

Note. All information included in this report refers to the data at 2016 August Census.



Map of all School Support (Outpost) program locations.

Distinctive Curriculum Offerings

Speech & Language (Talkabout) Campus

TSH runs playgroups, kindergarten and pre-primary programs for children with speech and/or language delay or disorder at its Wembley campus overlooking the beautiful Lake Monger. The early childhood school cultivates a vibrant, interactive environment rich in dynamic pedagogy, individualised learning experiences and innovative approaches to education.

A recognised leader in the field of speech and language, there is a school commitment to small class sizes and a high level of specialist participation. Students access professional support from a multidisciplinary team consisting of Early Childhood Teachers, Speech Pathologists, Occupational Therapists, Psychologists, Audiologists, Special Education Assistants and Family Liaison Officer. The school also operates an extensive parent program which provides information, support, guidance and encouragement to assist in the transitioning of students into mainstream schools.

The TSH Speech and Language program [Talkabout] offers repeated opportunities for children aged 18 months to six years of age to experience, explore and discover language and concepts vital for effective learning.

Through intensive and targeted specialist instructions, the program seeks to help children in areas such as receptive language (what a child understands), expressive language (what they say), phonological awareness (using the sounds of language) and social skills.

The program uses a play-based thematic approach, and is delivered by a range of professionals from multiple disciplines.

School Support (Outpost) Campuses

TSH's school services programs, for students from Kindergarten to Year 12 with hearing impairments, were delivered in nine mainstream private school locations across metropolitan Perth in 2016. In each school, our support program is staffed by an outstanding multidisciplinary team of professionals to ensure students have the highest level of specialist assistance and advice.

Our multidisciplinary team includes Teachers of the Deaf, Psychologists, Speech Pathologists, Audiologists, Occupational Therapists, Notetakers and Educational Assistants who demonstrate the principles of professional collaboration and exemplary instructional practice. Students have full access to the school curriculum in each location and may graduate to a full range of post-school options including TAFE, University, VET, and other pathways.

Other Services

The School works in partnership with other services at TSH. These include:

- An early intervention program for children with hearing impairments from birth to five years of age;
- Audiology clinics for children;
- Audiology clinics for adults and a provider of voucher services for pensioners and veterans;
- An outreach program working to reduce ear disease in Aboriginal children';
- Speech pathology clinics providing private fee-for-service therapy;
- Psychology clinics providing private fee for service therapy for children and adults, specialising in the needs of the deaf and hard of hearing;
- Better Hearing TSH – a program supporting adults with hearing impairments and their families; and
- Venue Hire – a suite of function rooms available for corporate, community or social functions.

For more details, visit www.tsh.org.au.

Professional Engagement

Workforce Composition

WORKFORCE COMPOSITION	NUMBER OF STAFF	FTE
Principal	1	1
Deputy Principal/Teaching Role	2	1.8
Teachers/Teachers of the Deaf (or training to be the Teachers of the Deaf)	18	9.1
Educational Assistants/Notetakers	28	18.7
Family Liaison Officer	1	0.8
Librarian	1	0.6
Speech Pathologists	4	2.2
Occupational Therapists	3	1.4
Psychologists	5	1.5
Aboriginal / Torres Strait Islanders	0	0
Total	63	37.1

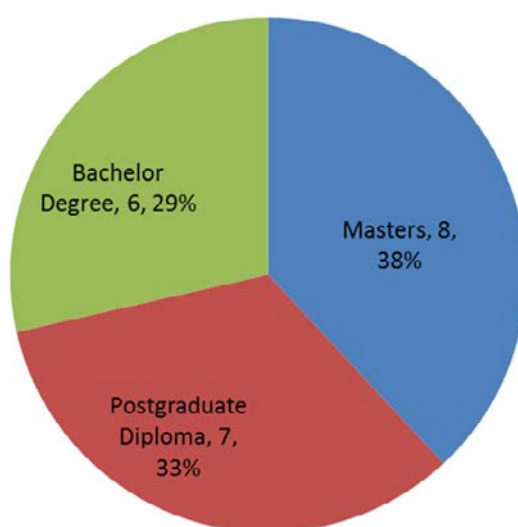


FIGURE 1. Teacher Qualifications
[including Principal, Deputy Principals and Teachers/Teachers of the Deaf]

Professional Learning and Expenditure

Total Number of School Staff	Total Expenditure on School Staff PD as Recorded in the Budget	Average Expenditure on PD per FTE
63 [37.1 FTE]	Total Cost \$50,080 [\$ 6,400 in course costs paid \$43,680 [130 days on paid time to attend]	\$1,350 per FTE

The participation of staff in different professional development activities during 2016 was 100%. The delivery of high standard special education services to students is the central aim of staff development. The aim was achieved through professional learning communities, curriculum development, formal professional learning opportunities, journal studies and workshops.

Some highlighted opportunities included:

- All staff across both programs received training in the delivery of a protective behaviours program called Keeping Schools Safe;
- All staff completed anaphylaxis and click to save refresher training, OSH training including student safety;
- The Talkabout team participated in a refresher course for PART training [Predict, Assess and Respond to Challenging / Aggressive Behaviour];
- Two Talkabout teachers attended the Early Years in Education Conference;
- Two Outpost staff attended the International Conference for Teachers of the Deaf held in Christchurch, New Zealand;
- Some Outpost staff received further PD on the MultiLit Literacy program;
- Four staff across both teams completed refresher First Aid training from St. John's Ambulance;
- An information session on dealing with Family Law was provided for all staff; and
- An information session on NDIS was provided for all staff.

Student Attendance at School

Speech & Language (Talkabout) Program Attendance

The 2016 students' attendance rate [Kindy and Pre-Primary] was 95%.

School Support Program Attendance

Students in the Hearing Impairment School Support Program are co-enrolled with mainstream schools. Student attendance is tracked by the mainstream school according to each individual school's policies. The school informs TSH if any co-enrolled student is absent. The mainstream school and TSH Teachers of the Deaf work together to follow up on any unexplained absences and record them using each mainstream school's attendance register.





**OUR
OUTCOMES**

Student Outcomes

Speech & Language (Talkabout) Program

Playgroup

Parents were invited to complete the Language Development Survey [Achenbach & Rescorla, 2000] in Term 1 and Term 4. Data collected using the survey was used to examine the change in the children's vocabulary and the length of the phrases.

100% of the children whose parents completed the survey in the both terms increased their vocabulary scores from Term 1 to Term 4. On average, children's vocabulary score increased notably from 121.9 at the beginning of the year to 217.1 at the end of the year.

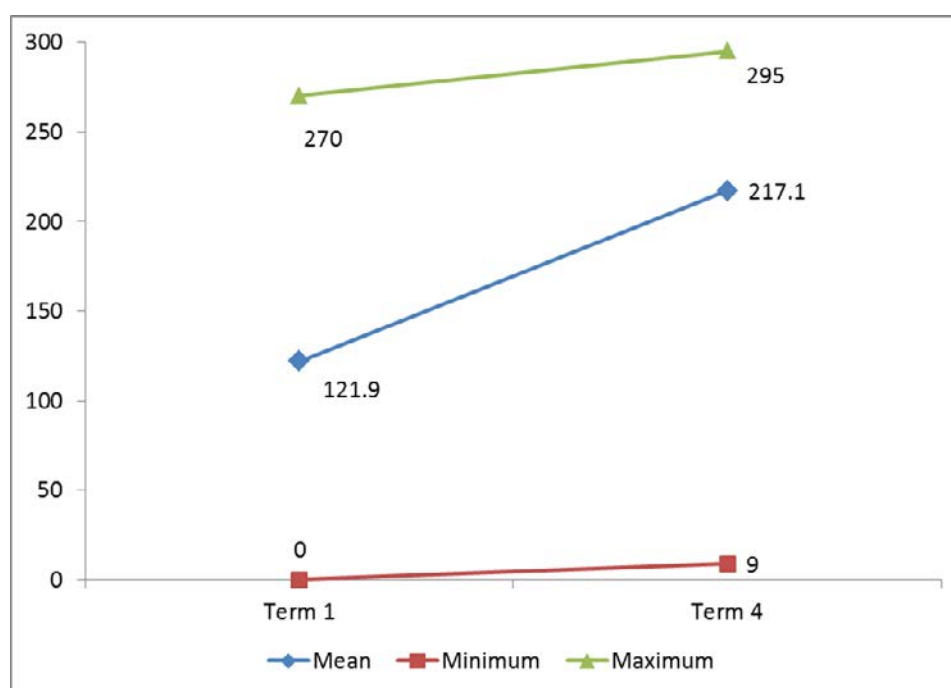


FIGURE 2. Change in the Vocabulary Score

Likewise, 100% of the children increased their average length of phrases from Term 1 to Term 4. On average, children were using 2.7-word sentences at the beginning of the year and were using 5-word sentences by the end of the year.

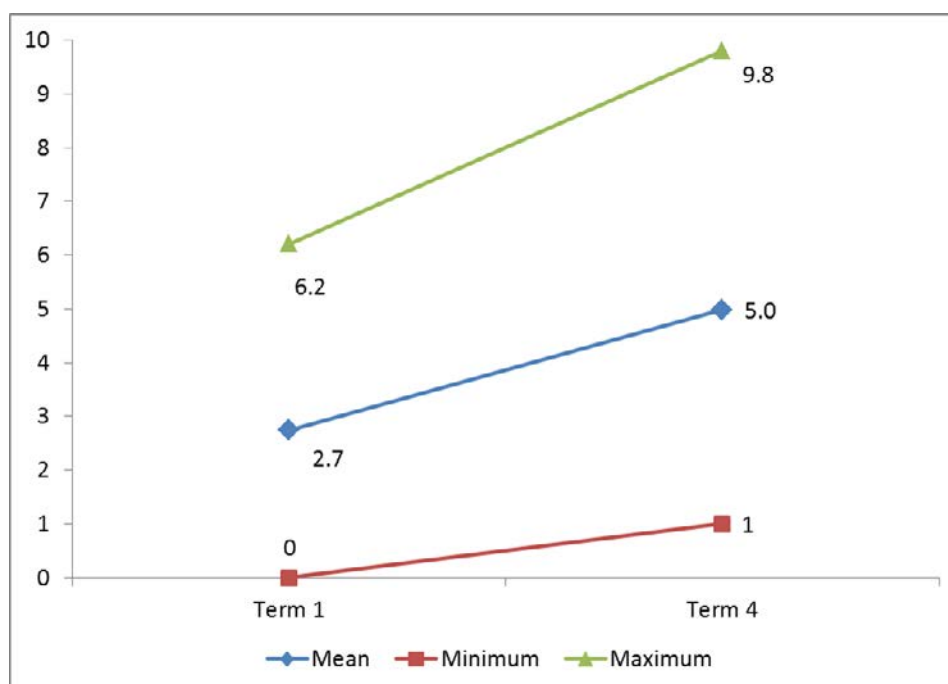


FIGURE 3. Change in the Average Length of Phrases

Kindy and Pre-primary

Students' progress was captured using a comprehensive portfolio including the Talkabout Skills Continuum report. The Talkabout Skills Continuum is designed to indicate students' skill level from Level 1 (lowest) to Level 5 (highest). Various skills of individual students were assessed across developmental areas.

Individual students' levels of development were recorded using the Skills Continuum. A total of 42 skills were recorded for every Kindy student. Similarly, a total of 66 skills were assessed for every pre-primary student. The Skills Continuum report was completed in both Term 2 and Term 4.

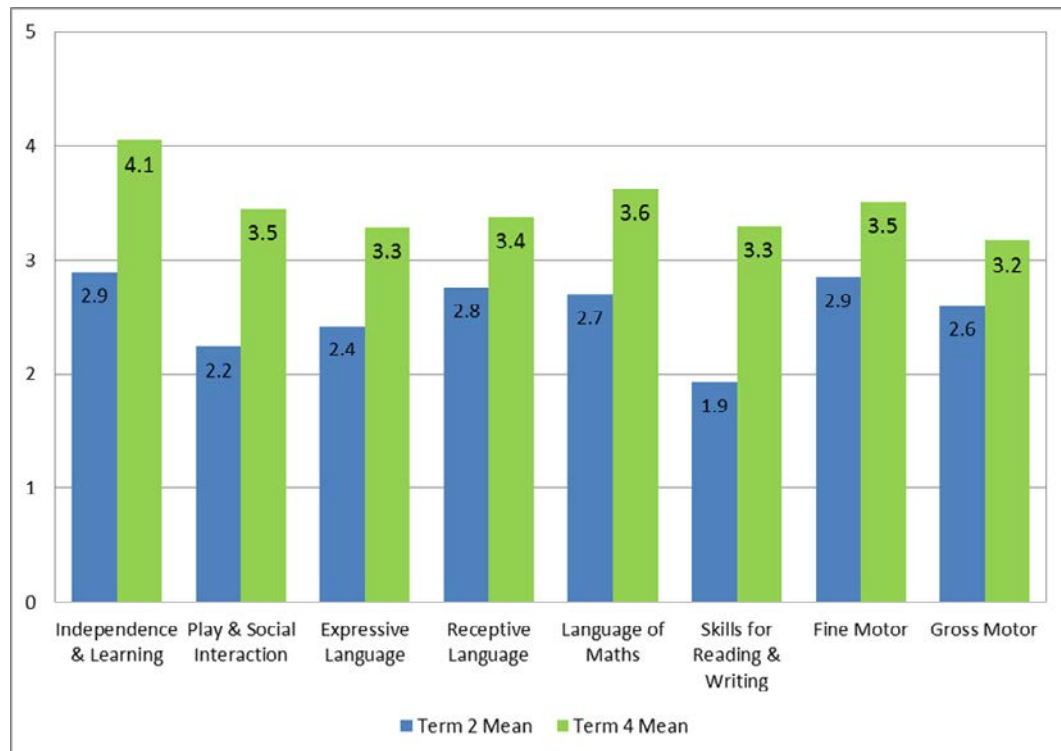


FIGURE 4. Improvement in Students from Term 2 to Term 4 – Kindy

Overall, children in the Kindy program had shown an improvement across areas from Term 2 to Term 4. 100% of the children increased the overall mean score across the eight learning areas. 100% of the children also improved or maintained their mean score in the areas of:

- Independence and Learning
- Play and Social Interaction
- Expressive Language
- Receptive Language
- Language of Mathematics (Concept Knowledge)
- Skills for Reading and Writing
- Fine Motor Skills

93.9% of the children's mean scores in Gross Motor Skills went up or remained the same.

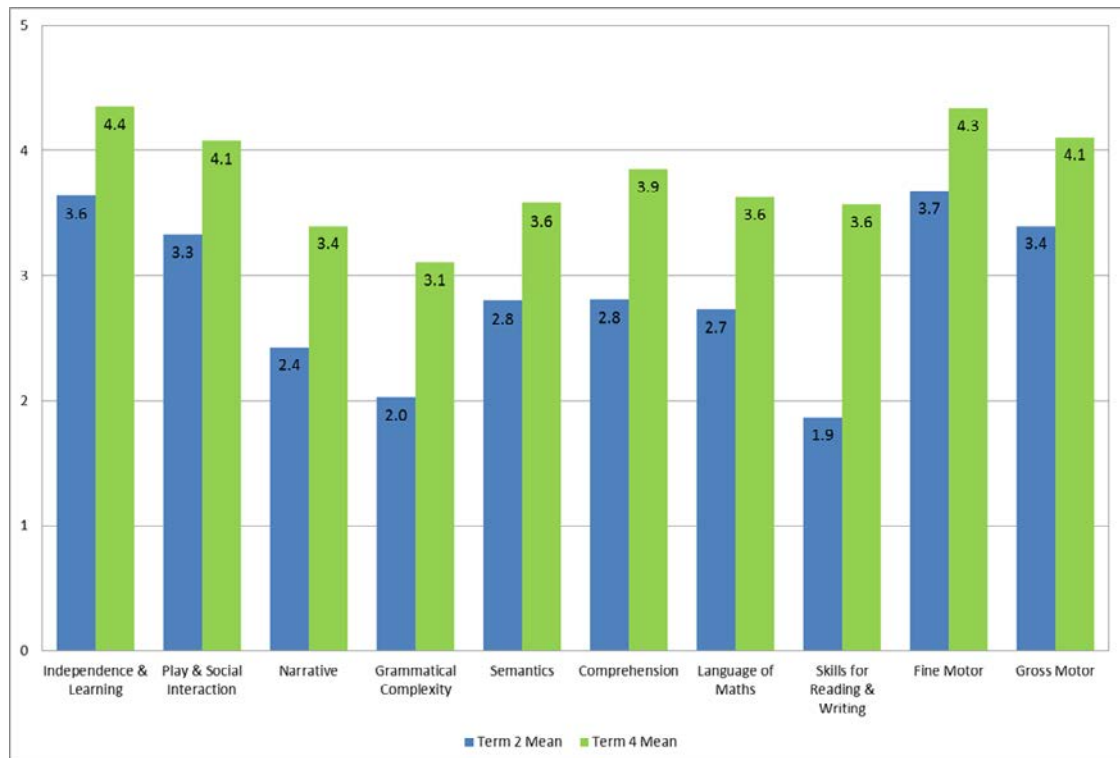


FIGURE 5. Improvement in Students from Term 2 to Term 4 – Pre-Primary

Overall, children in the Pre-primary program had shown an improvement across areas from Term 2 to Term 4. 100% of the children increased the overall mean score across the ten learning areas. 100% of the children also improved or maintained their mean score in the areas of:

- Independence and Learning
- Play and Social Interaction
- Narrative Skills
- Grammatical Complexity
- Semantics
- Comprehension Skills
- Language of Mathematics (Concept Knowledge)
- Skills for Reading and Writing
- Fine Motor Skills

96.9% of the children's mean scores in Gross Motor Skills went up from Term 2 to Term 4.

School Support (Outpost) Program

An Individual Education Plan (IEP) was developed for every student in collaboration with their family, student where appropriate, Teacher of the Deaf, mainstream teachers, TSH Program Support and any other personnel as appropriate or requested by family.

At the end of the school year, performance toward these goals was assessed. The degree of achievement for a total of 1,923 goals across 53 students was then examined.

Overall, 77.1% of the goals were achieved. Students who were deaf or hard of hearing but had no other additional needs had 32 goals on average, and achieved 80.6% of their goals. Students who were deaf or hard of hearing with additional needs had 42 goals on average, and achieved 72.2% of their goals.

Note. Three students left the program before the end of the year. Outcomes of these students were excluded in the analysis.

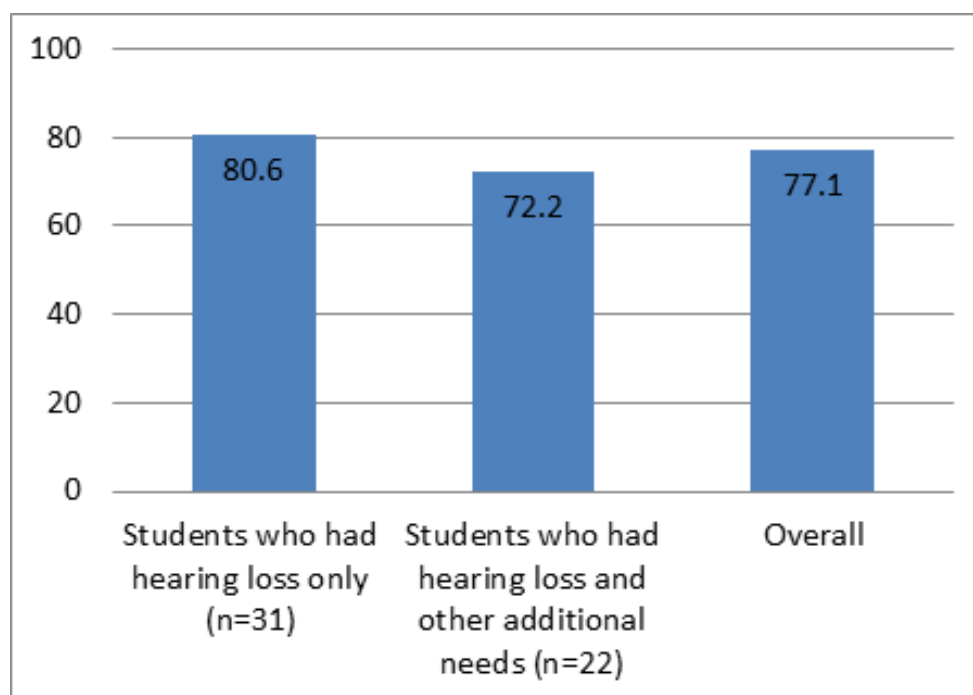


FIGURE 6. Mean Percentages of Goal Achievement

National Assessment Program Annual Assessment

TSH is exempt from reporting for the Australian Curriculum, Assessment and Reporting Authority (ACARA) as it does not meet the reporting threshold due to the number of students.

Please see the ACARA website at www.myschool.edu.au for further information.

Post-School Destinations

There was one Year 12 student enrolled in the School Support program in 2016. This student completed Year 12, and started further study at TAFE.

Parent Satisfaction with the School

TSH utilises a family centred practice. Satisfaction of parents/guardians with the programs is therefore critical for TSH. A survey was conducted to evaluate parent satisfaction. The response rate was 56.4% for the Speech and Language Program, and 47.2% for the School Support Program. In summary, the survey data indicated that the vast majority of the families were highly satisfied with the programs.

Speech and Language (Talkabout) Program

- 100% of the respondents reported that:
 - the program is meeting their child's needs; and
 - their child is making progress towards achieving goals;
- 98.6% of the respondents thought that teaching staff are approachable and professional;
- 97.2% of the respondents felt supported by the staff.

Comments include:

- *“Went from barely any social interaction, very few words, super sensitive to noise and crowd...to being extremely social, following the classroom routine, interacting with his classmates, lots of words and not nearly as stressed by noise!”* [Mother, Playgroup]
- *“The boost in confidence to attend his mainstream kindy and to communicate with people other than his immediate family.”* [Mother, Talkabout 4/5 Speech and Language Program]
- *“His confidence and willingness to express himself with others has grown along with an increased sense of adventure and determination. He has been more outgoing, vocalising more with others outside of family and increased focus of enthusiasm in all he participates”. [Mother, Talkabout 4/5 Speech and Language Program]*

School Support (Outpost) Program

- 100% of the respondents reported that:
 - the program is meeting their child's needs; and
 - the Teacher of the Deaf is approachable and professional;
- 95.7% of the respondents perceived that their child is making progress towards achieving goals;
- 95.7% of the respondents were satisfied with their child's participation in the school.

Comments include:

- *“I believe that she has benefited greatly by being part of the School Support Program and that is reflected in her positive attitude to school and her classes. She enjoys and looks forward to attending classes and without the extra support I think she would be finding school very difficult.”*

We are very appreciative of the current program.” [Mother of secondary-age student, School Support Program]

- *“My child is getting everything he needs from the support program. My child is able to hear and listen properly since the support program.”* [Mother of primary-age student].

The senior staff of TSH examined suggestions and comments that were provided by the families for improvement, and commenced an improvement action plan. A full summary report of the survey can be accessed from: www.tsh.org.au/about/publications.



Highlights

Speech and Language (Talkabout) Program

- Teacher Workshop was held in Term 1 for all mainstream teachers of Talkabout 4 and 5 students.
- Seven Family Information Evenings were held throughout the year in collaboration with other programs in TSH.
- Book Week/Get Loud barbeque events were held for families in Term 3.
- A major revision of the content of the Talkabout reporting tool was completed and rolled out in 2016. A new database system for the reporting tool was also built to be ready to be rolled out in 2017.
- An Open Day for potential referrers to Talkabout was held in Term 4.

From silence to life of the party

Owen was born at just 26 weeks gestation weighing only 960g, and spent four months in the Neonatal Intensive Care Unit. Owen was diagnosed with significant global developmental delays that affected all aspects of his development—gross and fine motor skills, personal and social skills and speech and communication skills.

“The first few years of his life was a whirlwind of therapy and appointments. We had to see separate specialist for each aspect of his development. I had to delay my return to the workplace because my whole week was taken up with Owen’s therapy appointments, and all the therapy I needed to do with him at home,” Tara, Owen’s mum describes.

When Tara discovered the TSH Talkabout program, “I recall seeing a light at the end of a very long tunnel when hearing about the program.” Owen started in the T3 Talkabout Playgroup Program at the beginning of 2016.



“The TSH program was the best thing that happened to us. All the specialists, not just speech, all in the same place at the same time. We were able to be discharged, or significantly reduce the number of other separate therapy appointments and make the best of Owen’s attendance on his T3 day,” Tara continues.

“The difference in Owen from the beginning of the year to the end has been a miracle. He went from a silent little boy who was wary of participation and terrified of the music that preluded mat time – to being a loud, chatty and vibrant life of the party. By the end of the year he was talking in small sentences, first in line to start activities and even learnt to pedal a tricycle. I could not have possibly asked for anything more.”

“TSH did more than support Owen, they also supported me through an extremely tough year.” Tara’s biggest stressor was knowing that technically Owen was going to be in the ‘wrong’ year at school due to his ‘incorrect’ age. “The TSH staff helped me to become the best advocate for my child and to learn how to trust my instincts”.

Owen is now starting Kindy and also continuing the TSH Talkabout program in 2017. “I am confident he will fit in with his peers and that I will have the confidence and support to advocate for him if it does look like he is struggling at the end of the year.”

School Support (Outpost) Program

- Some Outpost students played in the half time interval of an AFL game between Fremantle and Geelong. They joined with other students who are deaf or hard of hearing from School of Special Educational Needs: Sensory.
- 22 students participated in our local Power of Speech event held in August 2016 at TSH.
- Our Youth Leadership team continued to work together throughout the year and hosted a Disney themed movie night for families in early December
- We moved into a brand-new purpose built room at St. Pius X in Manning. Many thanks to St. Pius board and administration for supporting our program in such a generous way.

Understanding and support promotes inclusion

From birth Zachary Nuich and his twin brother Jacob have needed to wear hearing aids after being diagnosed with hearing loss in both ears.

From an early age Zac attended playgroup sessions at Telethon Speech & Hearing.

This program offered support, resources and information for Zac and his family to navigate their way through understanding and supporting Zac with his hearing loss – a path that wasn't always easy.

"It was a major task keeping hearing aids on two five-year-olds," mother Deborah Nuich said.

In July 2014 Zac was fitted with a cochlear implant. When asked what the best thing about his cochlear implant was, Zac said he could swim in a pool and hear now, because it was waterproof.

Zac's hearing loss has not stopped him from pursuing his work and social interests. He has an extreme interest in Tae Kwon Do and has achieved his black belt.

In his final year of school he completed work experience with Martin Cuthbert Landscapes.

This year, Zac commenced his first year of a horticulture apprenticeship with Martin Cuthbert Landscapes and is studying Parks and Gardens at Murdoch TAFE.

"Being in the workplace and going to TAFE is great, because I'm meeting new people," he said. "I started the year sharing lifts to TAFE with a work friend."

"Now I've got my driver's licence I've been able to return the favour."

As a recipient of the Quadrant Energy and Deafness Council WA Scholarship for 2015, Zac has been able to use the funds in 2016 to purchase equipment to help him with his hearing in varied learning and social environments, giving him more confidence and independence.

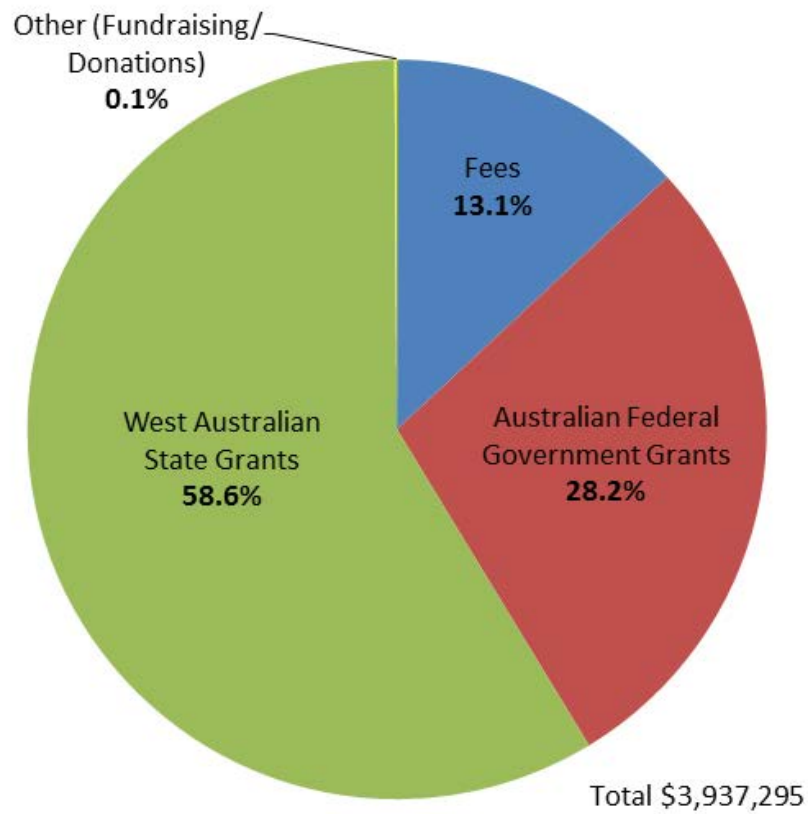
"Since commencing with us we have watched Zac flourish from a school boy into a young man, which is very rewarding for all members of our team," Martin Cuthbert Landscapes Manager Liz Cuthbert said.

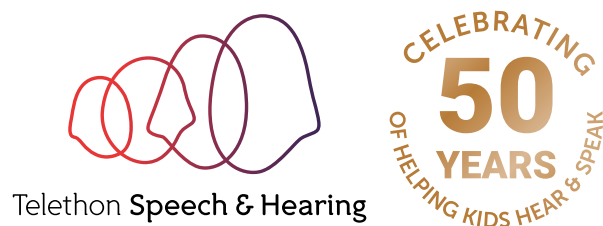


Zachary Nuich (first from left) with his fellow Martin Cuthbert Landscapes staff.

Article first published in "Hearing and Awareness Week" liftout, The West Australian, 2016.

School Income Broken Down by Funding Source





Early Intervention • Hearing Impairment • Speech & Language • Audiology

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