

Telethon Speech & Hearing

School Performance Report 2013



BACKGROUND

Established in 1967, the Telethon Speech & Hearing Centre in Perth, Western Australia, is a non-profit organisation that assists children who have speech-language and hearing impairments with listening, speaking and literacy. Telethon Speech & Hearing was originally founded by parents to provide a high quality option for families who wanted their children to use spoken language as an alternative to sign language. Underpinned by the core values of excellence, passion, respect, commitment, professionalism and innovation, the Centre's undertaking was to teach children to listen and speak.

OUR VISION

Our vision is to be a world class provider of programs and services for families who have children with speech and hearing needs.

OUR MISSION

Our mission is to support families who have children with speech and hearing needs.

OUR BELIEF

We believe children with speech or hearing impairments can participate independently in our society if they acquire good spoken language.

VALUES

At Telethon Speech & Hearing we value:

- Teamwork
- Professionalism
- Community
- Respect
- Support

These values enable us to build upon the historical roots of our organisation which are grounded in high parental involvement, innovation and technology, and highly skilled staff who partner with parents to promote spoken language in the home and community. This value system is pivotal to enabling greater collaboration and collaboration enables mutual accountability for results.

SCHOOL SECTOR

Independent

CO-EDUCATIONAL

Co-educational

YEAR LEVELS OFFERED

Pre-Kindergarten to Year 12

SCHOOL ADDRESSES

Telethon Speech & Hearing Centre has one main campus with 7 Outpost programs:

- 36 Dodd Street, Wembley

Outpost units:

- Mel Maria Catholic Primary School, 33 Davidson Road, Attadale & 25 Evershed Street, Myaree
- Newman College, 216 Empire Avenue, Churchlands
- Servite College, 134 Cape Street, Tuart Hill
- St. Lukes Catholic Primary School, 17 Duffy Terrace, Woodvale
- St. Pius X Catholic Primary School, Cnr Ley Street and Cloister Avenue, Manning
- St. Stephen's School, 50 St Stephen's Crescent, Tapping
- St. Brigid's College, 200 Lesmurdie Road, Lesmurdie



DISTINCTIVE CURRICULUM OFFERINGS

Students enrolled across the two school programs come from two distinct groups of students.

SPEECH LANGUAGE CAMPUS

TSH runs playgroup, kindergarten and pre-primary programs for students with speech-language impairments at its Wembley campus overlooking the beautiful Lake Monger. The early childhood school cultivates a vibrant, interactive environment rich in dynamic pedagogy, personalised learning experiences and innovative approaches to education.

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

HEARING IMPAIRMENT CAMPUSES

TSH's school services programs, for students from Kindergarten up to Year 12 with hearing impairments, are delivered in 7 mainstream private school locations across metropolitan Perth. In each school, our support program is staffed by an outstanding multi-disciplinary team of professionals to ensure children have the highest level of specialist assistance and advice.

Our multi-disciplinary team includes; Teachers of the Deaf, Psychologists, Speech Pathologists, Note-takers, Educational Assistants, and Audiologists who demonstrate the principles of professional collaboration and exemplary instructional practice. Children 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 options.

OTHER SERVICES

The school works in partnership with other services at TSH including an early intervention program for children with hearing impairments, an audiology department and outreach program to provide a world class service for our students.

TEACHER STANDARDS AND QUALIFICATIONS

Category	Number of Staff
Doctorate of higher	0
Masters	6
Post Graduate Diploma	5
Bachelor Degree	6
Diploma	0
Certificate	0

WORKFORCE COMPOSITION

Workforce Composition	Number of Staff
Teachers	14
Educational Assistants	23
Speech Pathologists	5
Occupational Therapists	2
Psychologists	2
Family Liaison Officer	1
Deputy Principal/Teaching role	2
Principal	1
Aboriginal/Torres Strait Islanders	0

STUDENT ATTENDANCE AT SCHOOL

Students in the Telethon Speech & Hearing Centre Outpost 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 Telethon Speech & Hearing Centre if any co-enrolled student is absent. The mainstream school and Telethon Speech & Hearing Centre teacher of the deaf work together to follow up on any unexplained absences and record them using the mainstream school's attendance register. Students in the Talkabout Speech and Language program attend for part of their school experience. Kindy students attend one day per week and Preprimary students attend for two days per week. Attendance is listed below.

Talkabout Class	Possible Attendance	Absences
Kindy	4 classes x 37 days	90 days absence
Pre-Primary	3 classes x 74 days	163.5 days absence

STUDENTS RESULTS IN NAP ANNUAL ASSESSMENTS

NAPLAN RESULTS FOR YEARS 3, 5, 7 AND 9 IN 2013

Telethon Speech & Hearing Centre does not meet the reporting threshold for ACARA. | Please see the ACARA website at www.myschool.edu.au for further information.



FAMILY FEEDBACK

PARENT SATISFACTION WITH THE SCHOOL

TSH continually strives for excellence in service delivery. In order to obtain feedback on our services to evaluate our programs and to incorporate families' voices into future planning of service delivery to meet their needs, TSH conducts an Annual Family Survey.

All families of children enrolled in the Telethon Speech & Hearing educational programs in August 2013 were invited to complete the survey. Responses to the survey were anonymous. The data was always kept confidential to protect privacy. If families had either a compliment or complaint that they wished to take further they were given the option of further contact.

A SUMMARY OF SURVEY FINDINGS - SPEECH & LANGUAGE EARLY INTERVENTION PROGRAM

A total of 72 families participated. The response rate was 53%. The results indicated that families were generally highly satisfied with the program, the specialist services and the staff. Families perceived that:

- The Program was meeting their child's individual learning needs (97.1%).
- Their child was making progress towards achieving his or her goals (97.5%).
- They were generally kept up to date with their child's progress in various areas including language, social skills and play, independence, fine and gross motor skills, behaviour, and ear health (Ranged from 85% to 97.1%).
- The teaching staff, the specialists and the Family Liaison Officer in the Program were approachable and professional (over 90%).
- They had enough opportunity to discuss their child's progress and goals with the teaching staff (92.7%).
- They were able to contact the teaching staff, the specialist staff and the Family Liaison Officer when necessary (about 95%).
- The specialist staff were clear and easy to understand during discussions about their child (about 95%).
- They felt supported by the Program staff (97.1%).
- They were satisfied with the format of written reports and portfolios from the program (91.5%).

Note: The figures present the percentages of the respondents who agreed or strongly agreed with the statements.

Parents reported being pleased with their child's progress, confidence, social interactions with others and enjoyment in the program. They also acknowledged the staff attributes, knowledge and skills and how well they supported the children and their parents.

A SUMMARY OF SURVEY FINDINGS – HEARING IMPAIRMENT SCHOOL SUPPORT PROGRAM

A total of 22 families participated. The response rate was 54%. The results indicated that families were generally highly satisfied with the program, the specialist services and the staff.

Families perceived that:

- The Program was meeting their child's individual learning needs (100%).
- Their child was making progress towards achieving his or her goals (100%).
- They were satisfied with their child's participation in the school (95.5%).
- They were generally kept up to date with their child's progress in various areas including listening skills, their ability to manage audiological equipment, language, literacy and communication, social skills, independence and their ability to access the curriculum (100%).
- The Teacher of the Deaf, the specialists, the Education Assistant/Note-taker were approachable and professional (over 95%).
- They had enough opportunity to discuss their child's progress and goals with the Teacher of the Deaf (92.7%).
- They were able to contact the specialist staff when necessary (over 95%).
- The specialist staff were clear and easy to understand during discussions about their child (100%).
- They were satisfied with the format of written reports from the program (100%).

Note: The figures present the percentages of the respondents who agreed or strongly agreed with the statements.

Parents reported being satisfied with the information they received on their child's progress. They acknowledged the Staff attributes, knowledge and skills and how well they supported their child.



ACTIONS 2013 FROM THE ANNUAL FAMILY SURVEY

A small number of suggestions and comments were also received. Each single comment has been examined by the senior staff of TSH, and a quality improvement action plan commenced. It is expected that the quality improvement action plan will be fully implemented by the end of 2014.

The following table presents issues raised from families of the two programs, the action plan and the status of the implementation.

Issues Raised	TSH Actions	Status
What happens to my child after TSH?	<ul style="list-style-type: none"> • Provide information about service options for families. • Provide information about Better Hearing TSH for families in the Program (lifelong support for hearing impaired). 	Completed
I don't know what follow up tests my child needs and when they need to have them.	<ul style="list-style-type: none"> • Establish a testing map for all programs and ages and share with families. • Information provided at enrolment. • Develop a comprehensive communication strategy around how this information is provided • Provide parent information sessions for all parents about all specialist health services and how they can support their children. 	Will be completed by Dec 2014
I don't always know what is going on at TSH.	<ul style="list-style-type: none"> • Improve family contact details database and updating system. • Provide a hard copy of newsletter in the appropriate areas (e.g., receptions, parent waiting areas across TSH) 	Completed
I don't always know about the other programs at TSH. <ul style="list-style-type: none"> • Not aware of other TSH programs and fund raising events • Didn't know about the TSH library 	<ul style="list-style-type: none"> • Provide parent information sessions about TSH programs generally across the year. • Articles/updates in an e-newsletter (Parentlink). • Review information provided at enrolment. 	Completed
I would like more updates about my child. What happens when the staff work with my child?	<ul style="list-style-type: none"> • Timely communication with families. • Review ways to communicate to ensure each family receive information. • Review how it's updated and how it's tracked. • Inform families how it's updated. 	Part 1: Completed Part 2: Will be implemented in 2015
I would like to be able to better network with other parents.	<ul style="list-style-type: none"> • Consider ways to facilitate parent networking. Some families suggested exchanges of family contacts for those who gave permission. • Consider more social events if appropriate. • More parent and family information groups. 	Completed
I have problems with the phone message system. Goes straight to answering machine.	<ul style="list-style-type: none"> • Investigate the current system. • Upgrade staff training in how to use the system. 	Completed

A summary of the survey findings is available from: <http://www.tsh.org.au/resources/publications>

School income broken down by funding source

Income	\$	%
Fees	446,836	13
Australian Federal Government Grants	1,021,598	30
Western Australian State Gvernmnt Grants	1,911,106	56
Other (Fundraising, Donations)	6,947	1
TOTAL	3,386,487	100

Senior Secondary outcomes, including the percentage of Year 12 students undertaking vocational training or training in a trade: and the percentage of Year 12 students attaining a Year 12 certificate of equivalent vocational education and training qualification, and post school destinations.

Outcomes from Year 12 Cohort	Percentage of Students
Secondary Graduation	100
WACE Certificate	100
Employment	0
Further Study	100