

Telethon Speech & Hearing

School Performance Report 2014



BACKGROUND

Established in 1967, the Telethon Speech & Hearing (TSH) in Perth, Western Australia, is a non-profit organisation that assists children who have speech-language and hearing impairments with listening, speaking and literacy. TSH 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 MISSION

Supporting families who have children with speech and hearing needs.

OUR VISION

To be a world class provider of programs and services for 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 TSH 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

CHARACTERISTICS OF THE STUDENTS AT SCHOOL

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

Students	Year Level Offered
Students with speech and/or language impairments	Playgroups, Kindergarten to Pre-Primary
Students with hearing impairments	Kindergarten to Year 12

SCHOOL ADDRESSES

Speech-Language Early Intervention Program (Talkabout) is delivered at TSH Campus:

- 36 Dodd Street, Wembley

Hearing Impairment School Support Program (Outpost) was delivered at the following mainstream schools in 2014:

- 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

STUDENT ENROLMENT

Speech - Language Impairment Program (Talkabout)	Number of Student At August Census
Kindy	52
Pre-Primary	38
Total	90

Hearing Impairment Program (Outpost)	Number of Student At August Census
Primary School Students	31
Secondary School Students	14
Total	45

DISTINCTIVE CURRICULUM OFFERINGS

SPEECH - LANGUAGE CAMPUS (TALKABOUT)

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, individualised 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 program which provides information, support, guidance and encouragement to assist in the transitioning of students into mainstream schools.

HEARING IMPAIRMENT CAMPUSES (OUTPOST)

TSH's school services programs, for students from Kindergarten up to Year 12 with hearing impairments, were delivered in 7 mainstream private school locations across metropolitan Perth in 2014. 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, Notetakers, 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 pathways.

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.



PROFESSIONAL ENGAGEMENT

STAFF ATTENDANCE - TEACHERS

During 2014, average daily attendance rate of teachers was 98 %.

STAFF RETENTION

Program	Number of Staff	Number of these staff retained in the following year	Retention Rate
Speech - Language	25	21	84%
School Support	33	29	88%
Total	58	50	86%

TEACHER STANDARDS AND QUALIFICATIONS

Category	Number of Staff
Doctorate or higher	0
Masters	4
Postgraduate Diploma	5
Bachelor Degree	6
Diploma	0
Certificate	0

WORKFORCE COMPOSITION

Workforce Composition	Number of Staff
Principal	1
Deputy Principal/Teaching Role	2
Teachers (Speech-Language Program)	5
Teachers of the Deaf (or training to be ToD)	7
Educational Assistants	26
Speech Pathologists	5
Occupational Therapists	3
Psychologists	4
Family Liaison Officer	1
Librarian	1
Aboriginal/Torres Strait Islanders	0

PROFESSIONAL ENGAGEMENT CONTINUED..

PROFESSIONAL LEARNING AND EXPENDITURE

Total Number of Teachers (excludes Principal)	Total Expenditure on Teacher PD as Recorded in the Budget	Average Expenditure on PD per FTE
14 (FTE: 8.7)	\$2372	\$273 per FTE

Note: Does not include paid leave to attend courses.

The participation of staff in different professional development activities during 2014 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.

- All teachers in the Speech and Language Program team attended a PD by Melanie Jansen, Registered Psychologist and Play Therapist on the benefits of play.
- All Outpost teachers received training in use of LARSP (language assessment, remediation and screening)Talkabout teachers continued to attend Early Years Learning Framework and Australian Curriculum training.
- All staff completed an online Cultural Competency Training – Diverse WA.
- Four members of the Talkabout team received full day First Aid Training.
- All teachers and managers completed online training in Difficult Conversations.
- All staff across both programs received training in National Quality Standards.
- All team members received training in Management of Anaphylaxis.
- All staff completed an online condensed version of First Aid Training.



STUDENT ATTENDANCE AT SCHOOL

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 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.

SPEECH - LANGUAGE PROGRAM ATTENDANCE

The Speech and Language Program attendance rate in 2014 was 99.2%.

STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM ANNUAL ASSESSMENT

Telethon Speech & Hearing Centre does not meet the reporting threshold for the Australian Curriculum, Assessment and Reporting Authority (ACARA).

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

STUDENT OUTCOMES

POST-SCHOOL DESTINATIONS

Outcomes for Year 12 Cohort 2014	Percentage of Students
Secondary Graduation	100%
WACE Certificate	100%
Employment	0%
Further Study	100%

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

Income	\$	%
Fees	553,322	16
Australian Federal Government Grants	661,725	19
Western Australian State Grants	2,222,379	65
Other (fundraising, donations)	0	0
Total	3,437,426	100

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 June 2014 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

The response rate was 55%. 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 (96%).
- Their child was making progress towards achieving his or her goals (99%).
- 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 (90-95%).
- The teaching staff, the specialists and the Family Liaison Officer in the Program were approachable and professional (84-100%).
- They had enough opportunity to discuss their child's progress and goals with the teaching staff (97%).
- They were able to contact the teaching staff, the specialist staff and the Family Liaison Officer when necessary (92-100%).
- The specialist staff were clear and easy to understand during discussions about their child (85-94%).
- They felt supported by the Program staff (100%).
- They were satisfied with the format of written reports and portfolios from the program (95%).

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

Parents reported being pleased with the quality of the Program, their child's progress in speech and language, and social interactions with others. Families felt well supported through the Program, and acknowledged the quality of the staff. They also valued the opportunity to meet other families in the program.

Comments include:

- “My child has gained more confidence, his social skills, in particular making friends, has improved greatly. He is well on his way to reading and writing and is more than keeping up with his mainstream class.” [Mother]
- “My Son is now able to communicate with us much more.” [Mother].
- “The small class size has been very helpful to my child. He enjoys it immensely and is far less overwhelmed than in his “usual” kindy. The staff are lovely, very patient and nurturing. My child has definitely improved in his language skills and social skills. Fine-motor work is also very helpful. He loves gym time, play, and library. The themes of the term have been great. The newsletter emailed each week is very helpful. Portfolio was very informative regarding language areas.” [Mother]

A SUMMARY OF SURVEY FINDINGS - HEARING IMPAIRMENT SCHOOL SUPPORT PROGRAM

The response rate was 59.5% (48.4 for primary, 76.9% for secondary). The results indicated that families were generally highly satisfied with the Program, the specialist services and the staff. All or the vast majority of 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 (100%).
- 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 (96-100%).
- The Teacher of the Deaf, the specialists, the Education Assistant/Note-taker were approachable and professional (100%).
- 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 (96-100%).
- The Teacher of the Deaf and 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 pleased with the progress that their child had made and were grateful with the support provided through the Program. They acknowledged how well the staff supported their child. Families of secondary school students often appreciated and valued the assistance for their child from the note-takers.

Comments include:

- “The program is an essential part of obtaining good progress and facilitating parent/class teacher communication and support. Everything about the Program impacts positively on my child and me.” [Mother of primary age student]
- “The incredible support she received from the Teacher of the Deaf within the classroom, especially when my child was having technical difficulties with her hearing aids and later with glue ear, was very reassuring.” [Mother of primary age student]
- “Note-takers and teacher are professional and caring – wonderful.” [Mother of secondary age student]



ACTIONS 2014 FROM THE ANNUAL FAMILY SURVEY

A small number of suggestions 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 2015.

The following table presents issues raised from families of the two programs and the action plan. The status of the action is to be reviewed regularly by the TSH Family Support and Education Committee.

Issues Raised	TSH Actions
Can we receive an invoice via email, and pay online banking?	Provide more choice in how invoices are received and paid.
Could we have more information about behaviour management for our children?	Provide more information for families about behaviour management.
How will my child be supported once they leave TSH?	<ul style="list-style-type: none"> • Continue to provide information for families whose children are transiting to school. • Continue to provide information about Better Hearing TSH services for families of children with hearing impairment who are graduating from school. • Begin to examine extensions to existing TSH services to support children once they leave TSH.
Can we have more opportunities to interact with other parents?	Increase the opportunities that we provide for parents to interact.
Can we access previous issues of Parentlink on TSH website?	Parentlink to be available on the TSH website.
How can we as parents support our teenage children to help them to be a confident young person?	Provide information and activities that support children and their families as they transition from childhood to adulthood.
Can we work together with TSH to grow inclusive communities for our children who are deaf?	Partner with external organisations who are working to build inclusive communities for people who are deaf and hearing impaired and promote best practice to external agencies.