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School Performance Report 2015

Telethon Speech & Hearing



Telethon Speech & Hearing

BACKGROUND

Telethon Speech & Hearing (TSH) is a Western Australian based not-for-profit organisation and registered charity assisting children and adults with hearing and speech & language impairments. We provide services to families in a professional and effective way that makes us the providers of choice in this field. Our programs are developed through evidence based best practice and lead to innovative approaches with the use of techniques and technology.

TSH originated in 1966 with a group of parents who had great hopes for the future of their profoundly deaf children and refused to settle for what they thought was 'second best'. The tenacity of the founding group remains a source of inspiration and motivation to the organisation.

Telethon Speech & Hearing is proud to be a part of the Telethon family and fits its purpose of improving the health and wellbeing of all children.

OUR MISSION

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

OUR VISION

Telethon Speech & Hearing is a centre of excellence for assisting children and adults with hearing and speech & 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 & 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

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 and Language Early Intervention Program (Talkabout) is delivered at TSH Wembley Campus, 36 Dodd Street, Wembley WA.

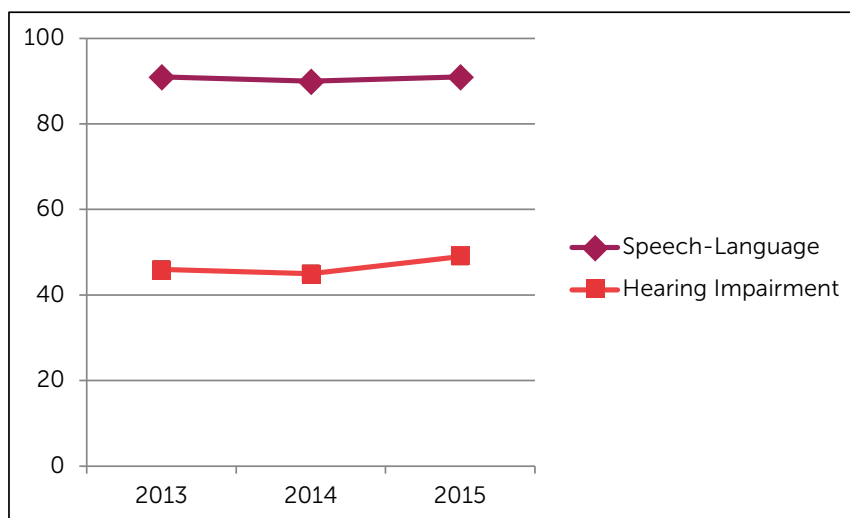
Hearing Impairment School Support Program (Outpost) is delivered at the following partner mainstream schools:

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

STUDENT ENROLMENT 2015

SPEECH-LANGUAGE IMPAIRMENT PROGRAM (TALKABOUT)	NUMBER OF STUDENTS AT AUGUST CENSUS
Kindy	52
Pre-Primary	39
Total	91

HEARING IMPAIRMENT PROGRAM (OUTPOST)	NUMBER OF STUDENTS AT AUGUST CENSUS
Primary School Students	31
Secondary School Students	18
Total	49



Total number of students per program at August Census from 2013 to 2015



DISTINCTIVE CURRICULUM OFFERINGS

SPEECH & LANGUAGE CAMPUS (TALKABOUT)

TSH runs playgroup, kindergarten and pre-primary programs for students with speech and/or 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 and 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, Early Childhood Teachers and Special Education Assistants. 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.

HEARING IMPAIRMENT SCHOOL SUPPORT CAMPUSES (OUTPOST)

TSH's school services programs, for students from Kindergarten up to Year 12 with hearing impairments, were delivered in 9 mainstream private school locations across metropolitan Perth in 2015. In each school, our support program is staffed by an outstanding multi-disciplinary team of professionals to ensure students 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. 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.



DISTINCTIVE CURRICULUM OFFERINGS (CONTINUED)

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 5 years;
- TSH Hearing Services;
- 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;
- TSH Speech Pathology clinic – providing private fee for service therapy;
- TSH 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 to support 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 <http://www.tsh.org.au/>



PROFESSIONAL ENGAGEMENT

STAFF ATTENDANCE - TEACHERS

During 2015, average daily attendance rate of teachers was 98%.

PROGRAM	NUMBER OF STAFF IN 2015	NUMBER OF THESE STAFF RETAINED IN THE FOLLOWING YEAR	RETENTION RATE
Speech - Language	17	16	94%
School Support	32	32	100%
Total	49	48	98%

Note. The table presents the retention rate of the staff in the School Program only (does not include School Support).

TEACHER STANDARDS AND QUALIFICATIONS

CATEGORY	NUMBER OF STAFF
Doctorate or higher	0
Masters	7
Postgraduate Diploma	7
Bachelor Degree	4
Diploma	0
Certificate	0

SCHOOL PROGRAMS WORKFORCE COMPOSITION

WORKFORCE COMPOSITION	NUMBER OF STAFF
SCHOOL PROGRAMS	
Principal	1
Deputy Principal / Teaching Role	2
Teachers (Speech-Language Program)	6
Teachers of the Deaf (or training to be Teachers of the Deaf)	9
Educational Assistants (Speech-Language Program)	7
Educational Assistants (Hearing Impaired School Support Program)	21
Family Liaison Officer	1
Librarian	1
PROGRAM SUPPORT	
Speech Pathologists	3
Occupational Therapists	2
Psychologists	3
Aboriginal/Torres Strait Islanders	0

Note. Students in the School Programs also receive support from TSH Hearing Services (see Organisational Chart page 17).

PROFESSIONAL ENGAGEMENT (CONTINUED)

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
35.46 FTE	Total cost \$97,331.90 (\$7,307.50 in course costs paid, \$90,024.40 [252.16 days] in paid time to attend)	\$2,744.84 per FTE

The participation of staff in different professional development (PD) activities during 2015 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.

These opportunities included (but are not limited to): -

- All staff across both programs received ongoing training in National Quality Standards;
- All schools staff received Mandatory Reporting training;
- All staff received empathy training from a parent of one of our students;
- All Outpost staff received PD on the Early Years Learning Framework;
- Outpost staff received PD on Protective Behaviours programming in schools;
- 17 Outpost staff attended Partnerships in Deaf Education conference;
- Many Outpost staff received PD on the Multilit Literacy program;
- 4 members across both school teams completed a refresher course on Cardio Pulmonary Resuscitation (CPR);
- 2 Talkabout teachers attended a 4 day program throughout the year on "Enhancing Classroom Talk through Sustained Shared Thinking" (Edith Cowan University and Association of Independent Schools WA);
- 2 Talkabout teachers attended a PD on Executive Functioning. The teachers then gave a presentation on Executive Functioning to the other program members;
- 3 Talkabout staff members attended a PD by Dr Tony Attwood on Asperger's / Autism and;
- 2 Talkabout teachers completed a 2 day Hanen Workshop.

STUDENT ATTENDANCE AT SCHOOL

SPEECH & LANGUAGE PROGRAM ATTENDANCE

The Speech and Language Program students' attendance rate in 2015 was 93%.

HEARING IMPAIRMENT 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.

STUDENT RESULTS IN 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.



STUDENT OUTCOMES

SPEECH & LANGUAGE PROGRAM

Students' progress and achievement in the Talkabout Program are captured using a comprehensive portfolio. The Talkabout portfolio is designed to capture 65 skills of individual students across 11 domains: (a) Independence Skills; (b) Play Skills; (c) Pragmatics and Social Skills; (d) Comprehension Skills; (e) Language of Maths; (f) Semantic Organisation; (g) Grammatical Complexity; (h) Narrative Skills; (i) Skills for Reading and Writing; (j) Fine Motor Skills; and (l) Gross Motor Skills .

The classroom teachers assessed their students' progress in Semester 1 (Term 2) and Semester 2 (Term 4). The median and mean scores for each area increased notably from Semester 1 to Semester 2. The difference in the mean scores was statistically significant for all domains.

HEARING IMPAIRMENT SCHOOL SUPPORT PROGRAM

An Individual Education Plan (IEP) was developed for each student in collaboration with their stakeholders (i.e., Family, Student where appropriate, Teacher of the Deaf, Mainstream teachers, TSH Program Support and any other personnel as appropriate or requested by family). A total of 1652 goals were set across 45 students in 2015. The IEPs were then implemented and the students' progress was monitored. The goals in the IEPs were reviewed and updated as necessary and as appropriate throughout the school year.

At the end of the school year, each IEP goal was then assessed for all students. The degree of goal achievement per student was then calculated by using the formula:

The number of goals achieved/(the number of goals achieved + the number of goals working towards) x 100.

The median score of the percentage goal achievement across all students was 78.9% (Mean = 76.1%, SD = 14.8).

SCHOOL SUPPORT PROGRAM POST-SCHOOL DESTINATIONS

OUTCOMES FOR YEAR 12 COHORT (N= 2)	PERCENTAGE OF STUDENTS
Secondary graduation	100%
The Western Australian Certificate of Education certificate	N/A*
Traineeship (and further study)	100%

*Both students graduated from Year 12 and commenced traineeships.

PARENT SATISFACTION WITH THE SCHOOL

TSH continually strives for excellence in service delivery. To obtain feedback on our services, 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 July 2015 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 PROGRAM

The response rate was 54%. The results indicated that families were generally highly satisfied with the program, the specialist services, and the staff. The satisfaction with the family support through the program was remarkably high. Families perceived that:

- The Talkabout Program was meeting their child's individual learning needs (100%).
- Their child was making progress towards achieving his or her goals (100%).
- The teaching staff, the specialist staff and the Family Liaison Officer in the Talkabout Program were approachable and professional (95.9-100%).
- They were able to contact the teaching staff, the specialist staff and the Family Liaison Officer when necessary (95.2-100%).
- 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 (92.3-97%).
- They had enough opportunity to discuss their child's progress and goals with the teaching staff (95.5%).
- The specialist staff were clear and easy to understand during discussions about their child (95.7-100%).
- They were satisfied with the format of written reports and portfolios from the program (98.4%).
- They felt supported by the Talkabout staff (100%).
- The vast majority of the families were satisfied with the administrative service.

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

PARENT SATISFACTION WITH THE SCHOOL (CONTINUED)

Parents reported being pleased with the quality of the program, the improvement in their child's confidence, 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:

- "Many friends and family members have commented that my son is much easier to understand and that his speech is clearer". [Mother]
- "My daughter loves TSH and jumps out of bed to get there. She has stopped stuttering and now isn't scared to talk to her peers". [Mother]
- "My son's confidence and social skills have hugely developed as well as his fine motor skills." [Mother]
- "This is such a fabulous program and we are so happy with our boys' progress. Well worth every bit of time and money!" [Mother]



PARENT SATISFACTION WITH THE SCHOOL (CONTINUED)

HEARING IMPAIRMENT SCHOOL SUPPORT PROGRAM

The response rate was 40.9%. 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 School Support 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 satisfied with in class support for their child including Note-taker and Education Assistant (100%).
- They 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%).
- Their Teacher of the Deaf, the Education Assistant/Note-taker and the specialist staff were approachable and professional (93.8-100%).
- They had enough opportunity to discuss their child's progress and goals with their Teacher of the Deaf (100%).
- They were able to contact the specialist staff when necessary (85.7-100%).
- The Teacher of the Deaf and the specialist staff were clear and easy to understand during discussions about their child (93.8-100%).
- They were satisfied with the format of written reports from the School Support Program (100%).
- They were satisfied with the administrative service (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 grateful with the support provided through the program. They acknowledged how well the staff supported their child. The vast majority of the families believed that increased confidence was the most significant change in their child that was due to the School Support Program.

PARENT SATISFACTION WITH THE SCHOOL (CONTINUED)

Comments include:

- “Having a ‘base’ person to talk with at a regular basis. We have noticed a significant improvement in school based work. Feeling like we belong and that we are all working together to achieve the same for our child”. [Parents of primary age student].
- “Thanks for the fantastic job people working with TSH!!! We love the support we are getting. The people who work for this organisation is truly passionate and it really makes a huge difference. Thank you!!!” [Mother of secondary age student].
- “Making many social and developmental gains. The program has added an added nurturing component to the school environment and my son has settled into the school environment excellently!” [Mother of primary age student].
- “All teachers from TSH have been amazing; they have made my son’s school years easy, and fun. He is improved so much and is only going to get better so I thank you all”. [Mother of primary age student].



ACTIONS 2015 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 2016.

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.

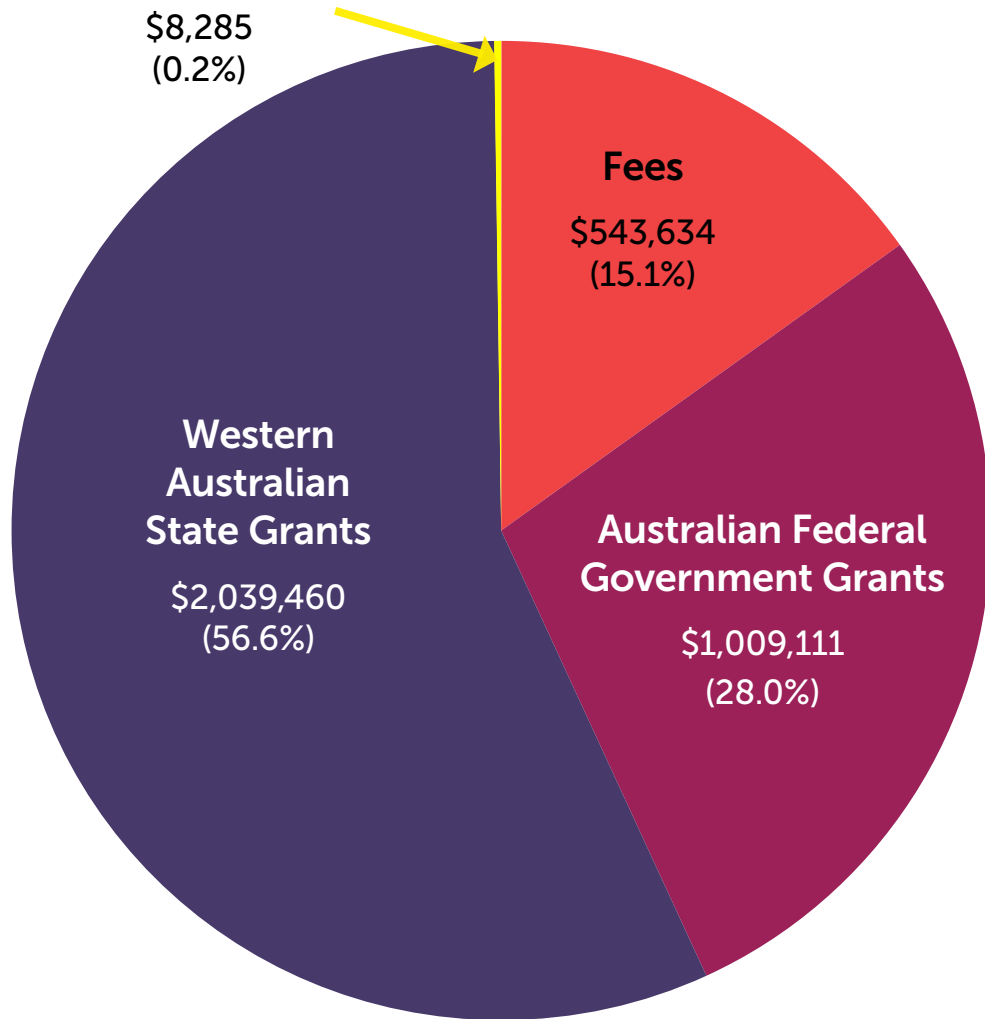
ISSUES RAISED	TSH ACTIONS
Could you provide more training for mainstream teachers in the School Support program about hearing aids, cochlear implants, sound field system and other devices so that they can better help my child?	Provide more information for mainstream teachers in the School Support program.
Could TSH work with mainstream class teachers in the School Support program to develop their understanding and awareness of the access needs of our children, and use captions when possible?	Provide more information for mainstream teachers in the School Support partner schools.
Could we have more audiologist visits in winter in the School Support program to check our children's ears especially primary age- children?	Provide more tympanometry for the students in the School Support program.
Could TSH run the Speech and Language holiday programs?	Provide a fee for service speech and language program during school holidays.
Could we have the parent information session calendar to be available at the beginning of each year so that we can plan in advance to attend?	Provide an annual Parent Information Calendar.
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.

For more details, please see the TSH Annual Family and Client Survey 2015 – Findings and Action Plan.

<http://www.tsh.org.au/resources/publications>

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

Other (Fundraising/Donations)



Total \$3,600,490



Telethon Speech & Hearing