



Annual Report 2019

School of Special Educational Needs: Sensory



INTENTIONALLY LEFT BLANK

CONTENTS

THE SCHOOLS OF SPECIAL EDUCATIONAL NEEDS.....	2
SCHOOL OVERVIEW	3
KEY OBJECTIVES	4
REFERRALS AND ENROLMENTS 2019.....	5
DEAF EDUCATION PROGRAM	6
VISION EDUCATION PROGRAM.....	7
WHOLE SCHOOL PROGRAMS.....	8
SYSTEM SUPPORT	9
PROFESSIONAL LEARNING PARTICIPATION	11
PROFESSIONAL LEARNING DELIVERY	12
PROFESSIONAL RELATIONSHIPS AND PARTNERSHIPS	13
STAFF PROFILE 2019 – AS AT TERM 4	14
FINANCIAL REPORT	15
FINANCIAL CHARTS	16

THE SCHOOLS OF SPECIAL EDUCATIONAL NEEDS

The four Schools of Special Educational Needs (Behaviour and Engagement, Disability, Medical and Mental Health, Sensory), are at the heart of the Department's commitment to ensure all students have access to the support they need to learn and grow. The range of services and the level of expertise within the four schools is a result of a long history of dedicated staff who are committed to ensuring students receive the best possible education, that parents are valued partners, and teachers, support staff and school leaders have the skills and capabilities they need to create outstanding schools. This annual report, and those of the other three schools, highlights the extent to which the schools go to ensure these shared goals are achieved.

I would like to acknowledge and thank each school's leadership team and all their staff for the relentless commitment to high standards and for the results they collectively achieve. I trust that all those that take the time to read these annual reports will appreciate the important role the four schools play towards the quality educational experience aspired to for each and every student, family, and school they support.

Steve Watson
A/Director, Student Support Services
Statewide Services

SCHOOL OVERVIEW

The School of Special Educational Needs: Sensory (SSEN: Sensory) is based at, and is part of the Statewide Services Centre in Padbury and provides educational support for children with hearing loss and/or vision impairment. The services to support the children are available following the child's diagnosis and once eligibility has been determined. This means that for some children the support is available from a very young age.

Our specialist teachers are committed to supporting young children and families, as well as students in both public and non-government schools throughout Western Australia. Joining our teachers, are other specialist staff such as educational audiologists, school psychologists, braille transcribers, captioner, deaf education officers and educational interpreters.

The Early Childhood Services support families with children with a hearing loss and/or vision impairment from birth to 4 years of age.

Early childhood education programs, including parent education, are run on-site at Padbury Statewide Services Centre and Southwell Primary School and enable children to take part in activities to promote their language, cognitive, social, emotional and physical development. Our specialist staff aim to equip children with the skills to successfully participate in local kindergarten programs and then their mainstream school.

Our school offers individual sessions with specialist teachers on site or at home where needed. Children in regional, rural and remote areas may have the opportunity to access these programs via web conferencing or the Visiting Teacher Services.

Schools that enrol students with hearing loss and/or vision impairment are supported to provide fully accessible learning environments, curriculum and school communities.

The Visiting Teacher Services support classroom teachers and school communities to develop teaching and learning approaches for students. The specialist visiting teacher may directly teach students and/or consult with the school, classroom teacher and parents to assess students' needs and recommend tailored ways to learn.

KEY OBJECTIVES

Our school improvement planning is an ongoing process which focuses on every student reaching their full potential; and the relationship between staff, students and community is essential in delivering the strategies and achieving the outcomes within school of *School of Special Educational Needs: Sensory Business Plan 2018 -2022*.

OUTCOMES

- OUTCOME 1:** Service delivery processes and decisions are considered, fair, transparent; and observe confidentiality protocols.
- OUTCOME 2:** Enhanced integration of services, collaborative efficiencies and distributed a leadership at all levels to facilitate responsive and practical support.
- OUTCOME 3:** Curriculum, Assessment, Reporting and program decisions maximize opportunities for each child's learning.
- OUTCOME 4:** Quality teaching and learning through rigorous analysis of relevant data to evaluate student achievement, identify and/or review support needs and modify teaching.
- OUTCOME 5:** Collaborative relationships and partnerships are established and reviewed to enhance student learning and social and emotional health and wellbeing.
- OUTCOME 6:** Staff maintain positive, respectful relationships, value continuous professional development and provide opportunities for all to learn.
- OUTCOME 7:** Resources are aligned to support families and schools to collaboratively meet the learning and wellbeing needs of children.
- OUTCOME 8:** Staff use a range of effective and efficient electronic technologies for business and communication.
- OUTCOME 9:** Enhanced on-line access to relevant information about support services, teaching and learning resources and quality professional learning.

REFERRALS AND ENROLMENTS 2019

The tables below show the referral and enrolment totals for 2019:

DEAF EDUCATION PROGRAM	
Referrals Received	195
Intake Appointments	73
Enrolments	64

Table 1 - Referral Review Enrolment and Placement Deaf Education Program

VISION EDUCATION PROGRAM	
Referrals Received	90
Enrolments	59
Request for Assistance Consultation Visits	21

Table 2 - Referral Review Enrolment and Placement Vision Education Program

Eligibility for SSEN: Sensory support is in accordance with the World Health Organisation's definition of hearing loss and vision impairment. Allocation of support is determined according to the diagnosis and the individual educational needs of the child.

YOUNG CHILDREN AND STUDENTS SUPPORTED BY SSEN: SENSORY

The table below shows the total students supported by SSEN: Sensory from 2017 to 2019:

PROGRAM AREA	2017	2018	2019
Deaf Education Service	2,079	2,202	2,143
Deaf Education Early Childhood	99	95	110
Vision Education Service	415	383	410
Vision Education Early Childhood	6	17	14
TOTALS	2,599	2,697	2,677

Table 3 - Young Children and Students Supported by Vision and Deaf Education Services 2017 – 2019

DEAF EDUCATION PROGRAM

Early Childhood Service

Group programs continued to operate on-site at Padbury Statewide Services Centre and Southwell Primary School. Individual programs occurred either on-site in the metropolitan area or in the child's home in country areas. Children in rural and remote areas also had the opportunity to access these programs via web conferencing. Group programs continue to link to the Early Years Learning Framework supporting a smooth transition to school. The National Quality Standards audit continued to guide improvement targets in all areas.

Visiting Teacher Service

The specialist Visiting Teachers of the Deaf provided educational support and advice on teaching and learning adjustments in relation to student access to and engagement in the Western Australian Curriculum learning areas; including systemic assessments and examinations.

They also provided individualised educational instruction in the Expanded Core Curriculum - for Deaf and Hard of Hearing (ECC-DHH). The ECC-DHH refers to essential skills for students with hearing loss that are required to achieve success in educational and post school settings. The domains are:

- Audiology
- Language and Communication
- Functional Skills for Curriculum Access
- Social and Emotional Skills
- Family Education
- Career Education

Supporting Student Social and Emotional Health and Wellbeing

In 2019, 73 students with hearing loss from Pre-Primary to Year Six participated in the Deaf Education Peer Engagement Day program in the metropolitan and southwest regions. Groups of students met twice per term to learn about their hearing loss, practise key skills in relation to making and keeping friends, develop cooperative and negotiation skills, and problem solving and communication skills in a safe and supportive environment.

Students in Port Hedland also participated in the Peer Engagement Day program in 2019. This provided students with invaluable opportunities to network with each other, develop their social interactions and teamwork, and gain an understanding that they are not the only ones with a hearing loss. The opportunity for students to explore their shared experiences as young people with hearing loss was the standout of the Peer Engagement Days in Port Hedland, with one parent sharing her daughter's experiences, "For the first time she said that she didn't feel alone."

This year also saw the finalisation of the Peer Engagement Day program outcomes, which draw on the Western Australian Curriculum as well as the ECC-DHH to provide a comprehensive set of developmentally appropriate outcomes that build key skills over time. The outcomes are now firmly embedded in the Peer Engagement Day planning and assessment processes.

VISION EDUCATION PROGRAM

Early Childhood Service

The Vision Education Program early intervention education support service for babies and young children continued to grow with both home-based and group programs operational.

The specialist Visiting Teachers – Vision provided parent education and child development support through early learning experiences via home and/or playgroup visits. Individualised programs focused on individual needs, including the development of: conceptual understandings; sensory development; emergent literacy and numeracy; tactile skills; functional vision skills; orientation and mobility; and emergent braille reading and writing skills.

The program continues to link to the Developmental Journal for Babies and Children with Visual Impairment, the Expanded Core Curriculum - Vision Impairment and the Early Years Learning Framework; supporting a smooth transition to school.

Visiting Teacher Service

The specialist Visiting Teachers – Vision provided educational support and advice on teaching and learning adjustments in relation to student access and engagement in the Western Australian Curriculum learning areas; including systemic assessments and examinations.

They also provided individualised educational instruction in the Expanded Core Curriculum - Vision Impairment (ECC-VI). The ECC –VI refers to essential additional disability-specific skills for students with vision impairment that are required to achieve success in educational settings. The domains are:

- Assistive Technology
- Career Education
- Compensatory or Access Skills
- Independent Living Skills
- Orientation and Mobility
- Recreation and Leisure Skills
- Self Determination Skills
- Sensory Efficiency Skills
- Social Interaction Skills

Supporting Student Social and Emotional Health and Wellbeing

Supplementary *Expanded Core Curriculum* (ECC-VI) support was provided during the 2019 Braille Day Excursion. Five students (Pre-primary to Year 6) engaged in complementary learning of braille through interaction with peers in a semi-structured, socially engaging environment. Acquisition and development of braille literacy and numeracy skills, through an integrated program of activities, was the focus. ECC-VI skills such as compensatory or access skills (for example, the learning and consolidation of pre-braille and braille literacy) was reinforced. Sensory efficiency skills were enhanced through involvement in holistic learning activities which included orientation and mobility, tactile discrimination and fundamental movement skills.

WHOLE SCHOOL PROGRAMS

Youth Advisory Council

In 2019 the SSEN: Sensory Youth Advisory Council (YAC) consisted of seven very enthusiastic secondary school students who met two evenings per term. There were four students enrolled from Deaf Education and three from Vision Education.

Participation in YAC enabled the students to identify leadership skills and explore what makes a successful leader. They were involved in activities designed to help identify their own strengths and skills and provide opportunities to explore strategies to develop and improve their own leadership skills. The students were keen to learn about successful adults with a sensory loss.

Speakers were invited to attend the meetings to share their personal stories, experiences and challenges, as they worked towards a leadership role within their respective careers; which the YAC students found particularly valuable and inspiring. A number of students involved in the YAC program took on leadership roles at their mainstream schools in 2019, and regularly utilised the skills they practiced within YAC to support their work in this area.

The students were very passionate about the need for other students to be aware of and have the opportunity to join the YAC. They looked at ways to promote YAC to others across SSEN: Sensory and developed several creative ways to make contact with like-minded students and encourage attendance at the YAC meetings. At the end of the year the students designed and published a range of Christmas cards, promoting the group. These were sent to every high school aged student on the SSEN: Sensory database.

Virtual Classroom Partnership

In March 2019, SSEN: S and Catholic Education of Western Australia (CEWA) commenced the *Virtual Classroom Partnerships for Students with Sensory Loss in Regional, Rural and Remote Locations*. With the support of CEWA, SSEN: S has implemented a suite of Office 365 applications to enhance teaching and learning support provided to students with hearing loss or vision impairment in regional, rural and remote locations.

An end of year review of the partnership by SSEN: S teachers indicated the collaboration between SSEN: S and CEWA had been highly successful and resulted in timely and consistent support to schools and students. Evidence suggests that this partnership has enhanced student learning, inclusion, wellbeing, and social and emotional health.

Student engagement with SSEN: S teachers was positive, with students demonstrating progress in the learning targets within their individual Sensory Education Plans. Additionally, the teacher facilitation of online collaboration between students at different locations has been highly successful.

SYSTEM SUPPORT

Otitis Media, Conductive Hearing Loss and Trachoma

In 2019 SSEN: Sensory further enhanced the professional learning available to teachers supporting students with otitis media, conductive hearing loss and trachoma. SSEN: Sensory developed and delivered six culturally responsive online professional learning workshops to 54 teachers in the Metropolitan, Midwest, Goldfields, Pilbara and Kimberley regions. These workshops support teachers to embed preventative otitis media, conductive hearing loss and trachoma understandings, and teaching and learning adjustments, into classroom and whole school practices for Aboriginal students.

Consultative Support to the School Curriculum and Standards Authority (SCSA) and Australian Curriculum, Assessment and Reporting Authority (ACARA).

SSEN: Sensory provided 211 hours of consultative support to SCSA. These hours are inclusive of consultation, braille production, braille editing, paper modifications, staff training, travel and Australian Tertiary Admissions Rank (ATAR) examination supervision.

National Assessment Program Literacy and Numeracy (NAPLAN) Recommendations

SSEN: Sensory - Vision Education supported SCSA and ACARA with:

- NAPLAN review-panel support in relation to vision and specific disability adjustments and print modifications;
- online NAPLAN accessibility and disability adjustment advice relating to students with vision loss;
- advice relating to the complexities of visual access to the online platform; and
- reviewing and scrutinising test items to support online accessibility.

A total of 43 hours of consultative support was provided to ACARA.

SSEN: Sensory Website

The SSEN: Sensory website (www.ssens.wa.edu.au) was updated in March, 2019. This included, the development of a range of video resources and fact sheets for parents and schools supporting students with hearing loss or vision impairment.

Alternative Formats

The SSEN: Sensory Captioning Officer provides captioned footage for students who are Deaf or Hard of Hearing, whilst the Transcription and Resource Unit creates text in alternative formats (and associated tactile graphics) for young children and students with vision impairment. These services enable young children with vision impairment to access early childhood literacy and numeracy resources, and students with hearing loss and/or vision impairment to access the Western Australian Curriculum; including assessments and examinations.

CATEGORIES	VOLUME	RESEARCH AND/OR PRODUCTION TIME
Braille Text (including associated tactile graphics) 419 Requests	32,200 pages of braille which equates to 705 volumes (50 braille pages per volume)	4161 production hours
WACE Exams - Braille	13	150 production hours
OLNA Assessments - Braille	0	N/A
Large print books	371 titles (26357 pages)	Data not available
Requested footage provided from SSENS free-to-air titles.	71 titles	1027 hours Research/Production Range: Between 30 minutes and 30 hours per title, according to complexity involved.
Requested footage captioned by SSEN: Sensory Captioner.	64 titles	
Searches, including Copyright: <ul style="list-style-type: none"> Requested footage was found to be already available with appropriate captions, online. (e.g. <i>YouTube</i>, <i>Vimeo</i>, individual school subscriptions such as <i>Clickview/TV4Education</i> etc.) 	5 titles	
<ul style="list-style-type: none"> Requested footage was found to be available in the market place with captions. 	2 titles	
<ul style="list-style-type: none"> <i>Sally and Possum</i> series 	185 episodes	
Free to air recordings that were migrated onto hard-drive.	31 titles	

Table 4 -Alternative Format Requests and/or Production Statistics

Auslan Development

The Auslan team continued to develop resources for the Auslan library, resulting in a catalogue of 300 Auslan videos. These include:

- Vocabulary lists by theme
- Social stories/scenarios
- Talk for Writing resources (providing consistency in the signs used)
- Stories

Collation of videos and resources from other states and schools have also been incorporated into the SSEN: S Auslan library.

PROFESSIONAL LEARNING PARTICIPATION

All SSEN: Sensory staff value opportunities to develop capabilities and career pathways; contributing directly to the Department's focus in Classroom First on a strong public school system; where every school is a good school; every teacher is effective and every student is successful.

Accordingly, the SSEN: Sensory provides opportunities for all staff to complete and refresh the Professional Learning mandated by the Department; and also continues to provide ongoing Professional Learning opportunities to ensure the provision of quality services which respond to the evolving need of families, students and schools.

The table below show the Professional Learning attended by SSEN: Sensory staff in 2019:

PROFESSIONAL LEARNING TITLE	PRESENTER/S OR ACCESS	ATTENDEES	NUMBER OF HOURS
Child Protection and Abuse Prevention	The Department's Online Professional Learning (OPL)	Mandatory for all staff	Not recorded
Record Keeping Awareness Training	OPL	Mandatory for all staff	
Accountable and Ethical Decision Making	OPL	Mandatory for all staff	
Access Plus	WA Deaf Society	73	0.5
Career Education Information	Shirley Parer	31	0.5
Aussie Optimism – Optimistic Thinking Skills	Robyn Green	100	6
Vision Education Series Lectures	Dr Carolyn Palmer	22	30.5
Facilitating Professional Learning	Feni Bembridge	22	2
Braille Sense Polaris Workshops	Sam Taylor	8	2.5
York Assessment of Reading for Comprehension (YARC) Workshop	Kelly Fullarton	60	2
Eye Gaze Technology	Independent Living Centre	31	2
Mind Resilience and Team Cohesion	Todd Hutchinson	93	1
Individual Professional Learning Sessions	Various	196	Not recorded
Developmental Course Auslan	Angela Linfitt	11	62
Developmental Course Braille	Phyllis Dougall and Nancy Henderson	43	4

Table 5 - Professional Learning Attended by SSEN: Sensory Staff in 2019

PROFESSIONAL LEARNING DELIVERY

The tables below show professional learning delivered by SSEN: Sensory for 2019:

Professional Learning Delivery by Deaf Education Statistics

PROFESSIONAL LEARNING TITLE	AUDIENCE	ATTENDEES	NUMBER OF HOURS
Teaching Deaf and Hard of Hearing Children	Government and non-government school employees delivered at Statewide Services	148	22
	Government school employees delivered at Public School Sites	316	21
	Non-government school employees delivered at non-government school Sites	47	
	University of Western Australia employees delivered at the University of Western Australia	10	1

Table 6 - Professional Learning Delivered by Deaf Education Statistics

Professional Learning Delivery by Vision Education Statistics

PROFESSIONAL LEARNING TITLE	AUDIENCE	ATTENDEES	NUMBER OF HOURS
Low Vision – Supporting Students Who Have Low Vision	Government and non-government school employees delivered at Statewide Services	73	12
Braille – Supporting Students Who Use Braille in the Classroom	Government and non-government school employees delivered at Statewide Services	26	6
	Government school employees delivered at Public School Sites	316	21
	Non-government school employees delivered at non-government school Sites	47	
	University of Western Australia employees delivered at the University of Western Australia	10	

Table 7 - Professional Learning Delivered by Vision Education Statistics

PROFESSIONAL RELATIONSHIPS AND PARTNERSHIPS

SSEN: Sensory considers the relationship between parents, staff and community as essential in delivering the strategies and achieving the outcomes set out in the *Special Educational Needs: Sensory Business Plan 2018 – 2022*.

Consequently, strong relationships and partnerships are established and reviewed to enhance student learning and social and emotional wellbeing. Currently, these are:

Telethon Speech and Hearing

Collaboration to improve the service and support offered to children with a hearing loss and their families.

WA Foundation for Deaf Children

Provision of family support services and resiliency programs for students with hearing loss.

Hearing Australia

Collaboration and communication to support children and families in accessing audiology services, including hearing tests and hearing device management and maintenance.

Deafness Council

Initiatives to support children with a hearing loss and their families.

Pilbara Hearing Interagency Group

Supporting collaboration between education and health teams to improve outcomes for Aboriginal students with otitis media and conductive hearing loss in the West Pilbara.

VisAbility

Continued support from VisAbility relating to the Orientation and Mobility Tender.

Perth Children's Hospital and private Ophthalmologists

Communication with Perth Children's Hospital and private Ophthalmologists regarding the accessing of student vision reports.

Lions Outback Vision Van

Continued communication and liaison with the Lions Outback Vision Van.

Lions Eye Institute

Continued access to guest speakers for targeted professional learning delivery.

University of Melbourne

Communication regarding the Elimination of Trachoma by 2020/21 project and links to the Western Australian Trachoma Reference Group; inclusive of the Aboriginal Health Council of Western Australia, Indigenous Eye Health, The University of Melbourne, and the Department of Health W.A.

STAFF PROFILE 2019 – AS AT TERM 4

The table below shows the staffing details as at Term 4, 2019 and their Full Time Equivalent (FTE) totals:

POSITIONS	FTE	Number
ADMINISTRATION	18.4	21
Principal	1	1
Associate Principal	3	3
Coordinator Teacher Services	6.2	7
Manager Corporate Services	2	2
School Officer	6.2	8
SUPPORT STAFF	14.7	20
Braille Transcribers	4	4
Captioner	0.6	1
Deaf Education Officer	0.86	3
Education Assistant (Special Needs)	2.64	4
Educational Audiologist	1.2	2
Educational Assistant (Auslan)	1.6	2
Gardener	1	1
IT Support	1	1
Library Officer	1	1
Psychologist	0.8	1
TEACHING STAFF	73.42	97
Teachers of the Deaf	50.46	69
Teachers Vision Education	22.96	28
TOTAL	106.52	138

FINANCIAL REPORT

Budget Revenue – Cash

As at 31 December 2019:

REVENUE - CASH	BUDGET	ACTUAL
Voluntary Contributions	\$ -	\$ -
Bank Interest	\$ 15,000.00	\$ 16,596.00
Transferred from Reserves	\$ 213,000.00	\$ 213,000.00
PLIS	\$ 8,310.00	\$ 8,310.00
Student Centred Funding	\$ 1,300,189.00	\$ 1,300,189.00
Job Access	\$ 8,576.00	\$ 8,576.00
Other	\$ 8,811.00	\$ 8,809.00
Opening balance	\$ 208,504.00	\$ 208,504.00
TOTAL	\$ 1,555,918.00	\$ 1,555,921.00

Table 8- Budget Revenue – Cash

Budget Expenditure

As at 31 December 2019:

EXPENDITURE	BUDGET	ACTUAL
Administration	\$ 970,346.00	\$ 973,358.00
Lease payments	\$ 22,491.00	\$ 17,900.00
Utilities, Facilities & Maintenance	\$ 129,545.00	\$ 117,165.00
Building, Property & Equipment	\$ 357,628.00	\$ 338,894.00
Curriculum & Student Services	\$ 116,139.00	\$ 81,231.00
Professional Development	\$ 59,000.00	\$ 57,609.00
Payment to CO, Regional Office and Other	\$ 50,000.00	\$ 44,952.00
TOTAL	\$ 1,705,149.00	\$ 1,631,109.00

Table 9 - Budget Expenditure

Cash Position

As at 31 December 2019:

CASH POSITION	
Opening Balance	\$ 1,016,845.00
General Fund Balance	\$ 133,245.00
Deductible Gifts	\$ 0.00
Trust Funds	\$ 0.00
Reserves	\$ 891,054.00
Suspense Accounts	\$ 1,325.00
Cash Advances	\$ 100.00
Tax Position	\$ 8,679.00
TOTAL	\$ 1,016,845.00

Table 10 – Cash Position

FINANCIAL CHARTS

BUDGET - REVENUE

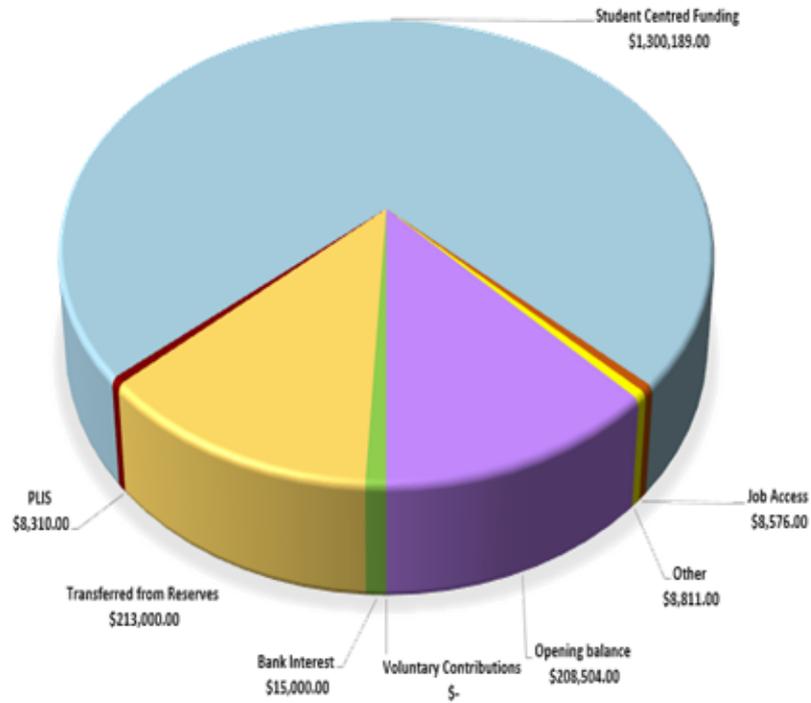


Figure 1 - Pie chart representation of Budget Revenue

BUDGET - EXPENDITURE

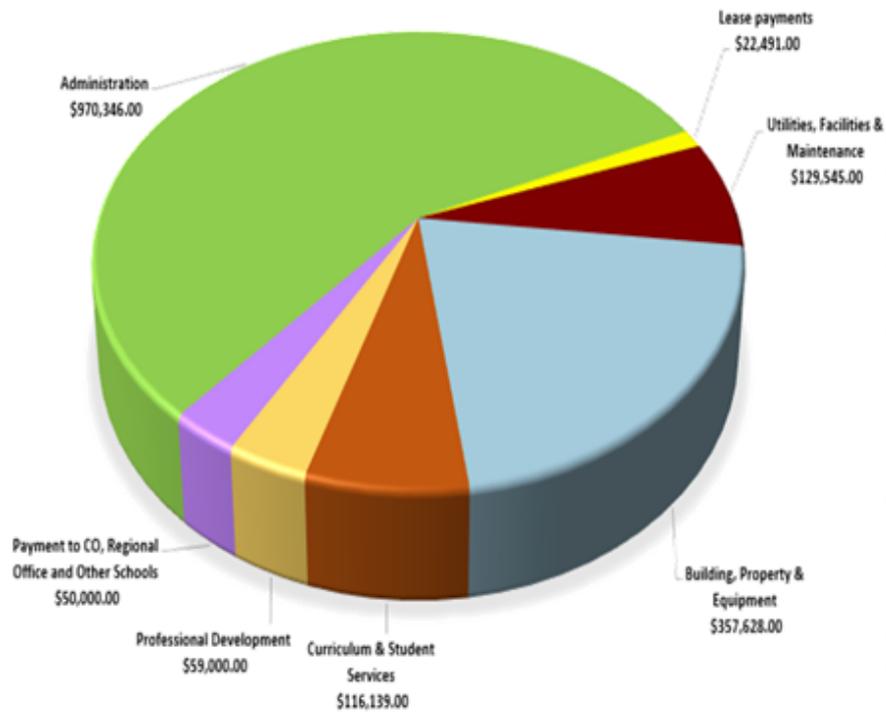


Figure 2 - Pie chart representation of Budget Expenditure

INTENTIONALLY LEFT BLANK

School of Special Educational Needs: Sensory

Department of Education, Statewide Services

a: 33 Giles Ave, PADBURY WA 6025

t: 9402 6409

w: ssens.wa.edu.au
