



Department of
Education

Shaping the future

School of Special Educational Needs: Sensory

School of Special
Educational Needs
Sensory



**Annual Report
2025**

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Acknowledgement of Country



We acknowledge the Traditional Custodians of the lands on which we work and learn throughout Western Australia. We pay our respects to Elders past and present, and recognise their enduring connection to land, its waters and communities. Delivering services on Country is a privilege. We value the Kaartdijin (knowledge) and strength shared by Aboriginal students, families, staff and communities, which continue to guide and enrich education for all. We further acknowledge the many Countries visited by our visiting teachers across regional Western Australia, fostering strong relationships and promoting learning statewide.



Assistant Executive Director's Report

The following message from the Assistant Executive Director provides an overview of the important role that our specialist schools play within the Statewide Services' Service Delivery pillar.

As we reflect on the achievements of 2025, I would like to acknowledge the exceptional work of our Specialist Schools – the Schools of Special Educational Needs, the School of Alternative Learning Settings, the School of Isolated and Distance Education, School of Swimming and Water Safety and the School of Instrumental Music. Together, they have made a significant contribution to our shared aspiration that every student in Western Australia achieves their potential through quality teaching and learning supported by purposeful leadership and clear system direction.

Across 2025, our specialist schools have continued to model a connected, transparent and responsive approach to service delivery, supporting Statewide Services to meet the diverse and complex needs of students and schools. Their work continues to strengthen a coordinated system of universal, targeted and intensive supports across our key service areas – quality teaching, curriculum implementation, student engagement, wellbeing, leadership, and positive behaviour.

In the spirit of the Aspirations for All statement, our specialist schools embody a culture of high expectations and high support – fostering environments where staff feel confident, capable and connected in their work, and where collaboration and innovation are central to improving outcomes for students. Their efforts help ensure that every student, regardless of their circumstances or location, can access a public education that builds on their strengths and enables them to thrive.

This Annual Report captures both the significant achievements of 2025 and the ongoing priorities that will shape our next phase of improvement. I commend the principals and staff of our specialist schools for their dedication to culturally responsive, evidence-informed and inclusive practice, and for the way they build productive relationships that empower schools and communities statewide.

Our specialist school leaders continue to demonstrate purposeful and courageous leadership, balancing the demands of their own school communities with a systemwide commitment to improving outcomes for all students. Under their guidance, our specialist schools will continue to play a pivotal role in ensuring that Western Australian public schools have timely access to the expertise, services and supports they need to enable every student to achieve their potential.

Stuart Percival
Assistant Executive Director
Service Delivery
Statewide Services

School Overview

The **School of Special Educational Needs: Sensory (SSEN: S)** provides statewide specialist educational support for children and students with hearing loss, vision impairment, or dual sensory loss.

We recognise that each child’s learning journey is unique and continuous — beginning from birth and extending through to the completion of school. Our specialist educators are committed to delivering inclusive, engaging, and evidence-informed teaching and learning programs that support every child to thrive.

In alignment with the Department of Education’s *Aspirations for All*, SSEN: S is focused on ensuring every child and young person experiences success, belonging, and achievement. We work collaboratively with public and non-government schools across Western Australia to strengthen educator capability, build inclusive learning cultures, and promote equitable access to high-quality education for all students with sensory disability.

Guided by our **Strategic Plan 2024 – 2026** and the **Public School Review (2025)** recommendations, SSEN: S continues to enhance service delivery through collaboration, innovation, and evidence-based practice. Our multi-tiered, responsive model of support enables schools to provide accessible learning environments, curriculum, and communication pathways that foster engagement, wellbeing, and academic growth.

Our mission remains clear — to empower every child and student with hearing loss, vision impairment, or dual sensory loss to achieve their fullest potential.

Our educators demonstrate professional excellence through continuous learning, research engagement, and knowledge sharing across Western Australia and nationally. They are supported by a dedicated multidisciplinary team, including audiologists, school psychologists, braille transcribers, captioning officers, educational interpreters, Deaf Education Officers, and committed support staff. Together, we strive to build on individual strengths and ensure that every learner is confident, connected, and capable of leading a purposeful life.

Student Numbers and Characteristics

In **2025**, SSEN: S provided tiered educational support to **2,249** children and students from birth to Year 12 for students with hearing loss, vision impairment and dual sensory loss. This included support to:



- **1,724** children with hearing loss from birth to Year 12, including early intervention for 150 children aged 0 to 4 years.
- **525** children with vision impairment from birth to Year 12, including early intervention for 37 children aged 0 to 4 years.
- **50** children with both hearing loss and vision impairment were supported by both programs.

Referrals and Enrolments

The tables below show the referral and enrolment totals for 2025.

Deaf Education Program – Early Childhood Service: 0 - Kindergarten	
Referrals received: 0 - Kindergarten	108
Intake appointments	83
Eligible Enrolments	79

Deaf Education Program – Visiting Teacher Service: Pre-Primary – Year 12	
Referrals received: Pre-Primary - Year 12	127
Intake appointments	42
Eligible Enrolments	62

Vision Education Program – Early Childhood Services: 0 – Pre-Kindergarten	
Referrals received: 0 – Pre-Kindergarten	23
Eligible consultation support services in homes	3
Eligible Enrolments	20

Vision Education Program - Visiting Teacher Services: Kindergarten - Year 12	
Referrals Received: Kindergarten – Year 12	99
Eligible consultation support services in schools	22
Eligible Enrolments	59

As per the World Health Organisation’s approach, SSEN: S considers a holistic view of the child. Allocation of support is determined according to the diagnosis and the individual educational needs.



Service Delivery

Strategic Plan 2024 – 2026 Key Performance Indicators

- 1. Achievement - P1.1 Delivering quality individualised specialist teaching and learning tailored to learner needs.
- 2. Achievement - P1.2 Developing quality teachers and leaders who achieve excellence in teaching practice.
- 3. Inclusion - P2.4 Providing an effective and inclusive online service delivery model.
- 4. Independence - P3.1 Building stronger connections with families, schools and external providers to contribute to the enabling of every learner to reach their potential for independence.

The table below shows the total students supported by SSEN: S Program Services from 2023 to 2025:

Program Services	2023	2024	2025
Deaf Education Program Visiting Teacher Service	1717	1664	1574
Deaf Education Program Early Childhood Service	121	115	150
Vision Education Program Visiting Teacher Service	417	457	488
Vision Education Program Early Childhood Service	20	29	37
Dual Enrolled	39	45	50



Quality Teaching

Strategic Plan 2024 – 2026 Key Performance Indicators

1. Achievement - P1.1 Delivering quality individualised specialist teaching and learning tailored to learner needs.
2. Achievement - P1.2 Developing quality teachers and leaders who achieve excellence in teaching practice.
3. Achievement - P1.3 Accessing, interpreting, understanding, and utilising educational data to enhance teaching and learning engagement and achievement.
4. Inclusion - P2.1 Promoting inclusive teaching and assessment practices.

Professional Learning Participation

All SSEN: S staff value opportunities to develop capabilities, knowledge and understanding, and career and leadership pathways; aligning directly to the Department's focus in Every student, every classroom, every day – Strategic directions for public schools 2020 – 2024, and Aspirations for all: Our students, our people, our schools – our system.

SSEN: S provides opportunities for all staff to complete and refresh the Professional learning mandated by the Department; and continues ongoing Professional learning opportunities to ensure the provision of quality services that respond to the evolving need of families, students and schools.

SSEN: S continued prioritisation of quality professional development at local and national level. Key national highlights were:

- Leaders in Vision Education Conference 2025.
- NextSense Certificate: Early Intervention for children who are blind or have low vision.
- Unified English Braille (UEB) literary and numerical weekly lessons.
- VISCON 2025
- Dr Helen Street Building Whole School Wellbeing from the Inside Out
- Positive Schools Conference 2025
- SPARK Communication.
- Auslan classes.



Title	Attendees	Number of Hours
Auslan Training for staff (level 1 & 2)	12	8 per person
Catholic Education Western Australia (CEWA) Child Protection Procedures and Mandatory Protection Training	109	1 per person
Developmental disability & deafblindness workshop	5	14 per person
Early Intervention for children who are blind or have low vision	33	30 per person
Educational Interpreters	4	6 per person
Encouraging Language Development in Early Childhood Settings	4	6 per person
Foundations for Literacy for Deaf and hard of hearing children	4	12 per person
Leaders in Deaf Education Conference 2025	3	12 per person
Leaders in Vision Education Conference 2025	3	13 per person
Making the Leap to Deputy Principal	9	6 per person
Positive Schools Conference	6	12 per person
Recruitment and Selection Panel Training	11	7 per person
SPARK Communication Workshop	7	6 per person
VISCON 2025	4	13 per person
WASBPA Conference & Workshop	5	22
Fingerspelling/ Health & Wellbeing/Making Sense of Superannuation/Neurodiversity	All staff	1 per session (per person)
Individual events/requests	50	1515

Interstate professional learning

The Associate Principal, Deaf Education Visiting Teacher Service, together with Coordinator Teachers from the Deaf Education Visiting Teacher and Early Childhood Services programs, attended a two-day Leaders in Deaf Education collaboration hosted by NextSense in Macquarie Park, New South Wales, in October 2025. This national forum, which also included representation from New Zealand, provided an opportunity to share models of school-based support, clarify individual Teacher of the Deaf roles, examine assessment data and protocols, and highlight local innovations.

The event also enabled NextSense/Macquarie University, the University of Melbourne, and Massey University to showcase current research. Discussion around national approaches to Auslan in schools and improved resource sharing emerged as a key strength of the collaboration.

Attendees reviewed the 2024 Consortium for Outcomes in Deaf Education (CODE) Report, which documents the number of deaf and hard-of-hearing children and young people receiving educational services across Australia. Recruitment and support of Teachers of the Deaf, supervising teacher feedback, the NAATD Expanded Core Curriculum, and planning for future meetings and collaboration were also central topics.

Staff additionally participated in Foundations for Literacy professional learning, an evidence-based intervention program designed specifically for preschool and kindergarten-aged children who are deaf or hard of hearing.

Professional Learning Provision

The table below shows full day professional learning delivered to groups at Statewide Services or online by SSEN: S for 2025:

Title	Audience	Attendees	Number of Hours
Teaching Deaf and Hard of Hearing Children	Government and non-government school employees delivered at Statewide Services or online.	70	6 per person



The table below shows targeted professional learning delivered to public or non-government schools by SSEN: S for 2025:

Title	Audience	Number of Schools	Number of Hours	Number of participants
Teaching Deaf and Hard of Hearing Children	Government school employees at government school sites.	1	1	12
	Non-government school employees at non-government school sites.	4	1	35
Low Vision – Supporting Students Who Have Low Vision & Braille - Supporting Students Who Use Braille in the classroom	Government school employees at public school sites.	13	21	146
	Non-government school employees at non-government school sites.	5	3	63
Unified English Braille Lessons	Public and non-government education assistants via correspondence	6	80	8
SSEN: S Vision Education Program	WA Country Health Service, Population Health Service, Community Nursing Directors and Leadership		1	250

Unified English Braille Certificate

From the lessons and professional learning above, 3 Statewide Education Assistants (in students' schools) and 3 Visiting Teachers achieved their SSEN: S Unified English Braille Certificate in 2025. This significant undertaking requires learning a complex international code that is used throughout the English-speaking world for literary and technical materials.

Planned Actions

Continue to provide high quality professional learning to school leaders, teachers, health colleagues and educational allied professionals working with students with hearing loss, vision impairment or dual sensory loss.

Student Achievement

Strategic Plan 2024 – 2026 Key Performance Indicators

1. Inclusion - P2.1 Promoting inclusive teaching and assessment practices.
2. Inclusion - P2.2 Providing accessible resources for learners.
3. Independence - P3.3 Enabling accessible learning environments through disability specific adjustment recommendations and skills training for independence.
4. Empowerment - P4.3 Empowering autonomy in learning styles and delivery, and engaging feedback.

School Curriculum and Standards Authority

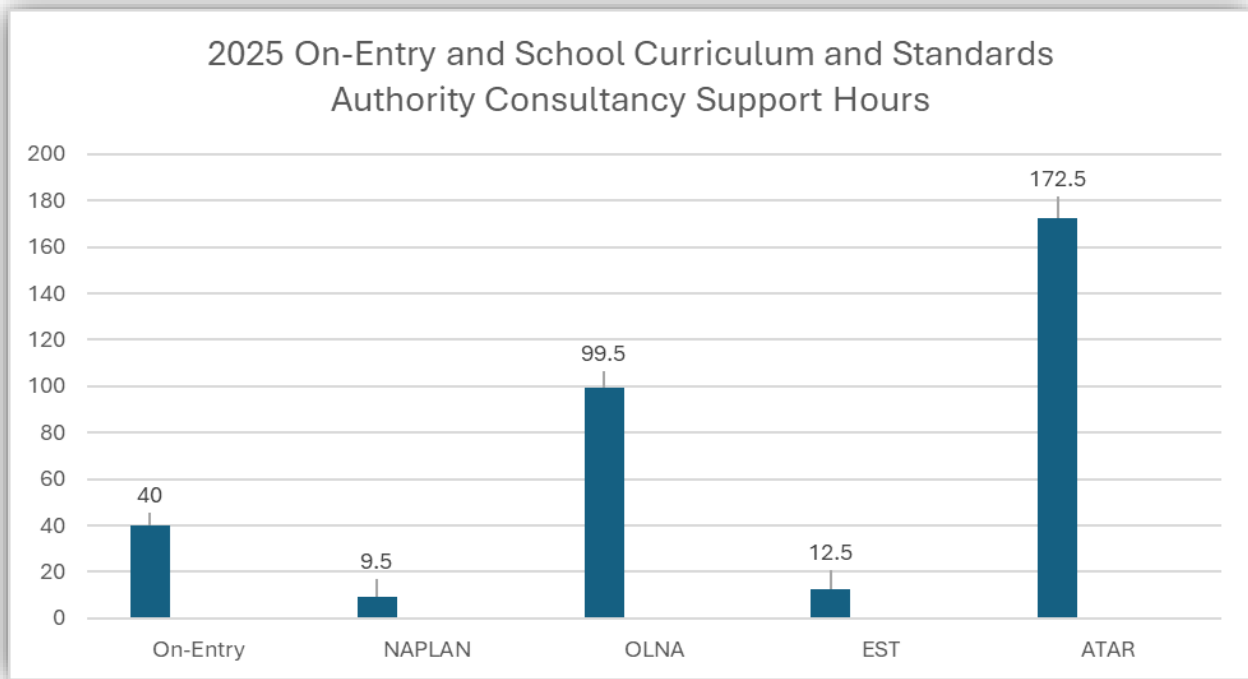
SSEN: S provided 294 hours of Vision Education Program consultancy professional engagement and 35 hours braille transcription and production with School Curriculum and Standards Authority (SCSA) to facilitate educational access to systemic assessments for students with vision impairment:

- National Assessment Program – Literacy and Numeracy (NAPLAN) 9.5 hours
- Online Literacy and Numeracy Assessment (OLNA) 99.5 hours
- Externally Set Tasks (ESTs) 12.5 hours
- Australian Tertiary Admissions Rank (ATAR) Examinations 172.5 hours.

On Entry Assessment

SSEN: S provided 40 hours of Vision Education Program consultancy and professional engagement and 67.5 hours braille transcription and library resource production to facilitate educational access for students requiring alternative formats for the 2026 Pre-Primary Module 1 On-Entry assessment.

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Planned Actions

Continued engagement with School Curriculum and Standards Authority and the On-Entry team relevant to On-Entry, NAPLAN, OLNA, ESTs and ATAR assessments ensuring equitable access for students with vision impairment. The volume of consultancy time required fluctuates annually dependent on student and system needs.

Progress 2026 updates to large print and braille alternative formats for Module 2 On-Entry Assessment.

Professional learning provision to On-Entry and Authority teams on vision impairment, print disability and universal access as requested.

Assistive Technology

Students with vision impairment have unique learning needs requiring specific teaching and learning adjustments, curriculum modifications, and specialised equipment. The Vision Education Program continued provision of vital assistive technologies (AT) and low vision aids to facilitate equitable educational access. A range of electronic devices, software and electronic magnifiers, suitable for the educational context, were trialled, purchased or recommended for purchase.

Consultancy was provided by the Vision Education Program Visiting Teachers, Assistive Technology Instructional Leader, and SSEN: S Information Technology and Library Officers to ensure compatibility, access, suitability and site viability.

A 2025 initiative as led by the AT Instructional Leader was to engage an external AT provider to provide quality teaching, learning and troubleshooting for students accessing their curriculum using highly specialised and complex braille devices. Sam Taylor, Access Technology

Specialist at Vision Australia, who lives with blindness, provided the following Braille Consultancy Services to our students.

1. **AT Support & Troubleshooting:** expert support and troubleshooting for all braille devices and access issues faced by students in school.
2. **Teaching & Upskilling:** regular teaching sessions for students using braille to enhance skills in device use and access technologies, such as screen readers, refreshable braille displays, laptops, and tablets.

Vision Education Program Assistive Technology Actions	Service Delivery Outcomes	
New Equipment Purchases for Public School Student Loans (under \$5000.00)	31 purchases	
New Equipment Purchases for Public School Student Loans (over \$5000.00)	4 purchases	
Non-Government AT trials and Formal School Purchase Recommendations	20 recommendations	
2025 SSEN: S Assistive Technology Library Loans	645 training, trial and equipment loans	
Assistive Technology Instructional Leadership SSEN: S and School consultancy	495 Students	101 hours
Sam Taylor Braille Consultancy Services	3 students	4.5 hours

Planned Actions

Continue provision of targeted contemporary resources, assistive technologies and high-quality consultancy to ensure access and inclusion for students engaging in Expanded Core Curriculum teaching and learning programs. Students require AT specialist skills and inclusive learning opportunities.

Vision Education Program Student Services

In ensuring outstanding educational outcomes for children and students with vision impairment the Vision Education Program early childhood and visiting teacher services continued provision of supports to ensure holistic approaches. These approaches were additional services and supports beyond the child or student’s ongoing educational provision. Such approaches included:

- Physical education specialist student assessment, review and provision of adjustments to ensure engagement and access in students’ school physical education programs.
- Learning media assessment reviews designed to assist in the selection of appropriate literacy and learning media. A specialist team uses an ongoing assess, plan, act, review process to evaluate sensory function and channels to guide trials and decisions of

learning and instructional mediums such as braille, print, dual media (braille and print), auditory, tactile or combinations.

- Early childhood lead educator family service profiles and home engagement supports. Developing a holistic understanding of child and family needs, and wrap-around complementary services and supports, is a vital pre-cursor to inform development of the Sensory Education Plan and teaching and learning program.
- Three teachers delivering specialist braille music instruction. The braille code for music is an internationally agreed standard enabling reading and writing of music braille to facilitate engagement in class or instrumental music lessons. Our 3 musical specialists read print music, play an instrument, have additional training in music braille, and play a vital role in fostering our students' academic musical pursuits.

Actions	Service Delivery Outcomes
Physical Education Referrals	11 referrals
Learning Media Assessments (Assess, plan, act, review comprehensive learning media assessments)	36 assessments
Early Childhood Family Service Profiles	12 Profiles
Early Childhood Family Initial Home or Enrichment Lead Teacher Visits	12 home visits
Braille music	4 students

Planned Actions

Continue provision of responsive and tailored learning and student service experiences to facilitate inclusion and meet individual educational needs.

Add to Vision Education Program student services an intensive Assistive Technology 1:1 Support option for student referral. Incorporate a regional Physical Education Specialist.

Charles Cornish Memorial Rotary Scholarship Trust

The Vision Education Program Charles Cornish Committee continued its wonderful 52-year association with the Rotary Club of Mount Lawley in allocating assistive technology and magnification aids to 2 nominated and deserving students pursuing academic excellence.

The Charles Cornish Memorial Rotary Scholarship Trust was established in 1973 via a bequeath to honour the memory of Charles Cornish, a foundation member of the club; Club President in 1951/52; and Managing Director of the Royal Institute for the Blind for some 30 years.

The aim of the trust was to establish and maintain a scholarship for one or more students with vision impairment or blindness (Primary, Secondary schools or transition to university studies) to support academic engagement and achievement. Each year the interest raised from the capital investment (originally £1200) is used to fund specialised personal access devices or

software for study. Visiting Teachers provide written nominations for deserving students and the Committee select the recipients.

The award ceremony occurred on the evening of Monday 10 November 2025 with students, family and Visiting Teachers enjoying the occasion. Over the history of the Trust 60 awards have been made to the value of \$80,000.00.

Planned Actions

Continue SSEN: S partnership with the Rotary Club of Mount Lawley Charles Cornish Memorial Awards to facilitate academic achievement.

Student Wellbeing and Engagement

Strategic Plan 2024 – 2026 Key Performance Indicators

1. Inclusion - P2.3 Celebrating and facilitating cultural and linguistic diversity in teaching and learning.
2. Independence – P3.1 Building stronger connections with families, schools and external providers to contribute to the enabling of every learner to reach their potential for independence.
3. Independence - P3.2 Continuing evidence-informed social and emotional programs to foster independence, wellbeing, and connectedness.
4. Empowerment - P4.2 Promoting learner wellbeing, engagement, knowledge and achievement.

SSEN: S Group Programs

During 2025 engagement in many of our group programs has expanded. Both our early intervention programs and our student engagement days have shown an increase in numbers and regular attendance. Our group programs occur onsite at Padbury Statewide Services Centre and Southwell Primary School, Hamilton Hill.



Lighthouse Families

Lighthouse Families caters for families and their children who are deaf or hard of hearing aged 0-3 years with a focus on child development through play-based activities.

During 2025, 34 families engaged with our educational playgroup program and experienced:

- Family education through discussions, conversations, and modelling.
- An Auslan book session and activities with *The Auslan Factory*.
- An interactive farm animal session with *Barnyard Buddies*.
- Visits from WAFDC and Wanslea, network and support groups for Deaf and hard of hearing families.



Weekly sessions provide families with practical, relevant, and effective specialist support to assist children in achieving their optimal educational outcomes.

During Term 4 our Audiologists introduced short parent education discussions centred around specific topics of interest related to hearing loss. Parent feedback indicated that the discussion topics were extremely well received; sessions will continue as a new initiative during 2026.

Lighthouse Littlies

Lighthouse Littlies caters for children who are deaf or hard of hearing aged 3-4 years. The program focuses on language development through, play-based learning and meaningful interactions, communication, self-identity and well-being. During 2025, 37 young children accessed the Lighthouse Littlies program, enhancing communication and social skills, as well as building knowledge and understanding to support them with school readiness and transition.

Throughout the year children engaged in a variety of learning experiences and planned special events to motivate curiosity and exploration such as:



- acknowledging and celebrating different cultures through stories, art and food on Harmony Day and during NAIDOC week
- participating in activities for Auslan Day
- actively engaging with peers at our Teddy Bears Picnic
- observing and interacting with Australian animals from West Oz.

Peer Engagement Days – Deaf Education Program

Peer Engagement Days (PED) provide opportunities for students from Pre-Primary to Year 6 to engage with peers who are deaf or hard of hearing. The program is aimed at developing social and emotional skills and enhancing feelings of connectedness and belonging.

In 2025, 68 students enrolled in the metropolitan program at either Padbury or Southwell sites. Our programs in the Southwest region at Bunbury and Busselton were accessed by 25 students.

One of the highlights during the year was a visit from guest speakers Ethan Powell and Josh Reeve. The two teenagers were representing Australia at the 2025 Deaf Olympics in Japan. Ethan and Josh gave presentations about their individual sport, highlighting key achievements that enriched their success. They also spoke to students about different areas of support and the types of accommodations that enabled them to thrive both at school and in their sporting profession.

Parent engagement was promoted to build stronger connections with families, and opportunities for parents to attend informative presentations were offered.

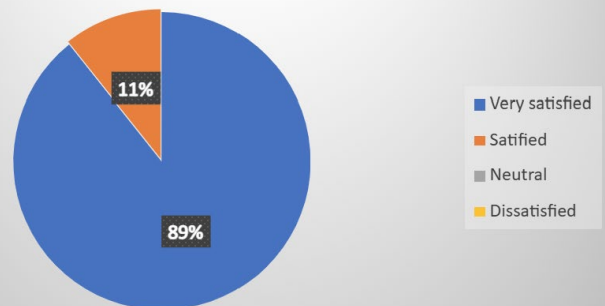
Parents were encouraged to complete a survey and provide feedback about the program, excerpts below.



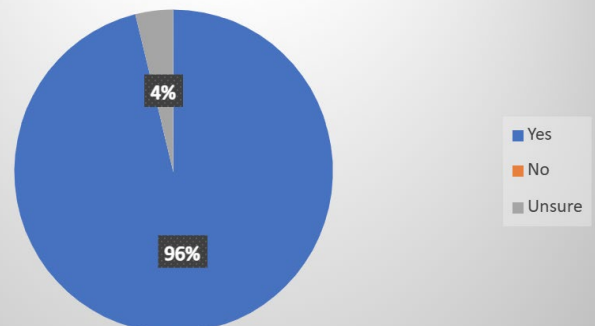
“We loved having the opportunity to meet Ethan. I think positive role models and even allowing our kids to meet and see more deaf/HOH adults/teens who are achieving their goals or succeeding as an older deaf/HOH person. Thank YOU.” Parent feedback.

“Thank you for this wonderful program. It has helped Penny to feel less isolated as a child that is HoH and develop new friendships.” Parent feedback.

How satisfied are you with the program?



Has the program improved your child's social and emotional development?



Youth Engagement Days – Deaf and Vision Education Programs

Youth Engagement Days (YED) support students from Years 7 to 10 with a hearing loss, vision impairment or dual sensory loss. The opportunity to connect and interact with peers who have a sensory loss enables students to gain a broader understanding of individual challenges.

During 2025, 13 students engaged in collaborative problem-solving activities using practical knowledge, sign language, and braille, which strengthened peer relationships and their self-confidence. They also attended sessions with speakers from the deaf and blind communities.



Students participated in four workshops throughout the year. The common focus for each session is to develop an identity and community beyond their school environment through group work, team building and problem-solving activities.

Country Girls Group– Deaf Education Program

The Country Girls Group is a program designed to support the social and emotional wellbeing of adolescent high school aged girls, who are identified as being at risk due to their geographical location.

The Teams based program takes place three times per term and provides students with the opportunity to make connections and share experiences with other students in similar circumstances to their own.

In 2025 six students accessed the group and worked together on communication styles, negotiation and conflict resolution; giving and receiving both positive and negative feedback; and ways to expand friendship circles.

The group also had the opportunity to interview a past SSEN: S student about their life, experiences, challenges and successes navigating adult life as a Deaf person.

Planned Actions

- Continue to provide inclusive opportunities for student engagement in SSEN: S group programs.
- Expand PED program for Pre-primary students to further support and enhance transition to full-time schooling.
- Continue to promote the value and importance of our group programs to encourage wider participation across our school.

Student & Family Learning and Engagement

The Vision Education Program identified the importance of engaging families and students in meaningful learning opportunities as a collective group. Therefore, an evening event on Wednesday 19 November promoted key domains of the Expanded Core Curriculum for Students with Vision Impairment (ECC) such as Career Education, Social Interaction Skills, and Self-Determination Skills via the secondary, tertiary and career experiences of 3 wonderful, successful and highly motivating guest speakers.

27 parents and students, along with 11 SSEN: S educators attended the “Student and Family Night”. Many families and staff attended in an online capacity.

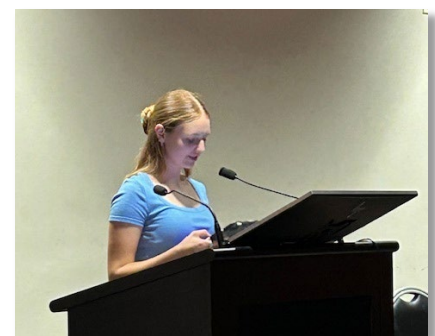
Event feedback was overwhelmingly positive, with attendees surveyed to gauge interest in future events. The event successfully fostered collaboration between families, students, and staff, supporting ECC development and new peer relationships.

Planned Actions

- In 2026 continue to deliver Vision Education Program Student and Family Learning & Engagement opportunities. Three late afternoon or evening Vision Education Program Education and Engagement Events are planned for 2026:
 - Self-Determination (13 May 2026)
 - Supporting Children and Students with Additional Needs (12 August 2026)
 - Family Picnic with tactile activities, team building and adapted sports (6 November 2026).
- Align initiatives with the 2025 Public School Review recommendation: Expand wellbeing and engagement opportunities for students enrolled in the Vision Education Program.

“(..) I really want you to know how much that meant to both Warren and me. It gave us hope, courage, and the positivity we needed to move forward in a constructive and confident way - and that has meant more than I can say.”

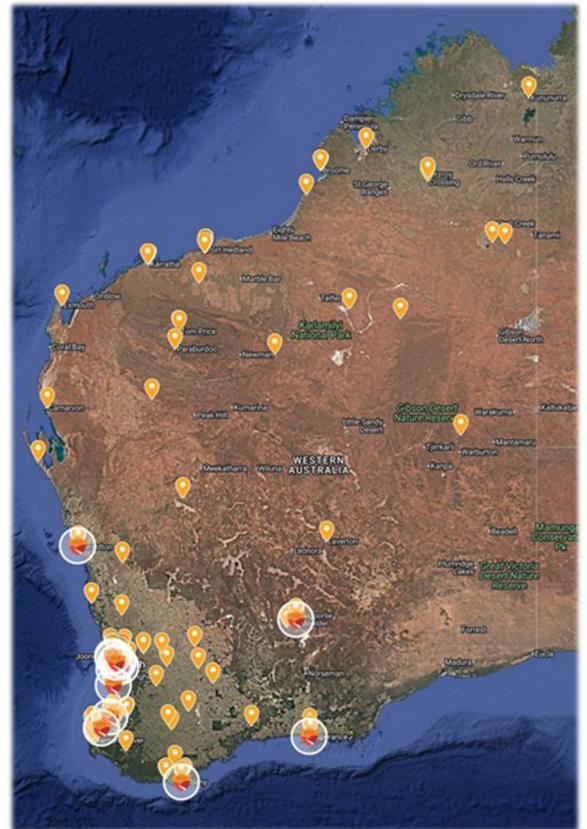
Parent & student feedback



Support to the Regions

Ongoing collaboration with education and health professionals, regional stakeholders, and schools has enabled SSEN: S to strengthen service coordination and deliver integrated support for students with hearing loss across the Kimberley. Regular engagement with schools, including planned visits, has supported the identification of student needs, clarification of support pathways, and provision of direct assistance to teachers and education assistants. This approach ensures support is responsive to local contexts and aligned with effective classroom practice. Professional learning in conductive hearing loss (CHL) remains a planned priority for SSEN: S, supported through flexible, self-paced learning pathways that build staff capability and promote inclusive classroom strategies.

SSEN: S has developed a suite of self-paced professional learning modules, supported by practical, classroom-ready resources, which have been accessed by teachers across the region. Several schools have embedded these modules into scheduled professional learning time to support consistency of practice. To further enhance accessibility, engagement and sustainability, the modules are being redeveloped into interactive online learning using Articulate Rise. Increased uptake is anticipated at the commencement of the next school year, particularly to support the induction of new staff.



Planned Actions

Responsive School Support: SSEN: S will maintain regular contact with Kimberley schools enrolling SSEN: S students and provide responsive, needs-based support. Support options include face-to-face visits, video-conferenced assistance from a Visiting Teacher of the Deaf, and practical classroom strategies to support students with conductive hearing loss.

Flexible Professional Learning Access: SSEN: S will continue to promote flexible, self-paced professional learning on conductive hearing loss, with targeted engagement of new and key staff. This will be complemented by video-conferenced support in larger centres and on-demand access to resources for remote schools where staff release is limited.

Monitoring, Feedback and Continuous Improvement: SSEN: S will monitor engagement through embedded feedback surveys and tracking of support requests, using this data to refine professional learning content, improve delivery methods, and identify emerging regional needs.

Regional Expansion and Scaling: SSEN: S will extend the Kimberley support model to the Pilbara and Goldfields by identifying priority schools, local needs and regional partnerships. Schools will have access to self-paced and online learning modules, supported by a clear plan for ongoing support, review and regional adaptation.

This approach allows SSEN: S to establish a consistent, flexible and scalable support model for remote and regional schools. It ensures sustainable, needs-based support for students with conductive hearing loss while enabling continuous improvement and regional responsiveness over time.

Enhancing Supports and Services for Students with Hearing Loss and their Families

Contract Management

In 2025, SSEN: Sensory partnered with the WA Foundation for Deaf to enhance services supporting students with hearing loss, ensuring alignment with SSEN: S programs. This collaboration delivered a diverse range of activities for metropolitan and regional students and families, including:

Student and Family Engagement

- Face-to-face student forums
- Teenage social event at Fremantle Prison
- Optus Stadium tour
- Family camp
- Parent training sessions and forums
- South West Christmas
- **Deaf Strengths Camp** – 31 students participated



Community Events

- Arts & Crafts workshops
- Mentor training sessions
- **Deaf Express** – attracted 110 community members and featured 16 presenters
- Auslan classes – Esperance and metro regions
- UWA Audiology students
- Communicare

These initiatives strengthened and enabled students with hearing loss and their families to connect with peers, access specialist support and resources, and build skills for participation in school and community life. They aim to foster in student's self-advocacy, resilience, and confidence, while supporting key transition points throughout their education and beyond.



Audiologists

SSEN: S audiologists work alongside our teachers to determine the educational impact of hearing loss to support parent education and students access to the curriculum. The audiologists have supported our students and school community through educational sessions and 1:1 individual student service provision.

Service support	Total
Student report reviews	434
Middle ear checks and reports	107
Individual parent education sessions	72
Group parent education sessions	8
Professional learning sessions to staff	15 hours

Throughout the year the audiologists have continued to strengthen collaboration with Earbus and Hearing Australia to improve audiology collaboration for Aboriginal children in remote areas. An improved communication pathway now enables our visiting teachers to be aware of when other supports are in the region, helping them connect with families and schools more effectively.

Planned Actions

SSEN: Sensory and WA Foundation for Deaf will continue to collaborate on programs, parent and community engagement activities, and student development initiatives. The partnership will also focus on transition support and sharing specialist resources to enhance participation and inclusion for students with hearing loss.

Universal Services and Supports

Strategic Plan 2024 – 2026 Key Performance Indicators

1. Inclusion - P2.2 Providing accessible resources for learners.
2. Empowerment - P4.1 Enhancing our website for ease of access and to build capability of learners and the wider community.

SSEN: S has a shared journey with families to ensure the strongest educational engagement and achievement through culturally inclusive evidence-informed specialist educational practices within the Deaf Education and Vision Education Programs. SSEN: S values its journey with families and the privilege of sharing resources to build knowledge and understanding.

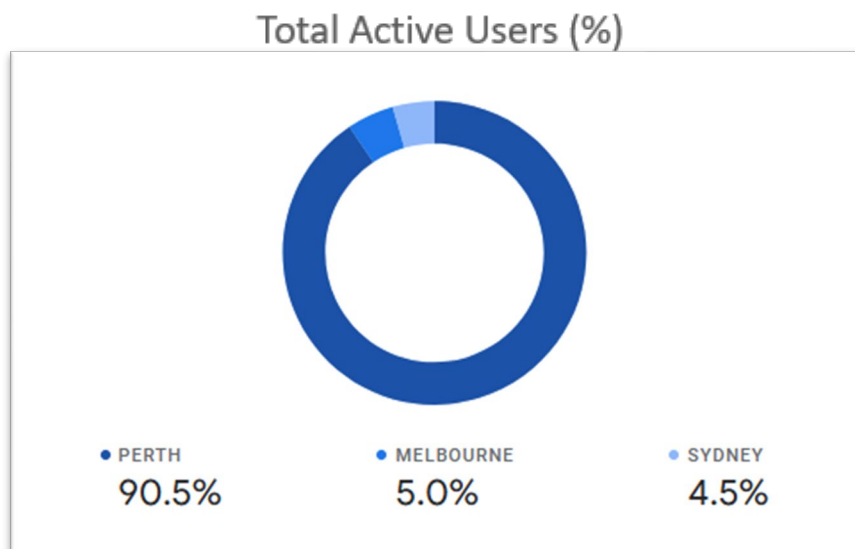
SSEN: S maintains a collection of information and fact sheets, relating to sensory loss and appropriate educational adjustments, which have been carefully researched and developed to assist families and educators in supporting the engagement and inclusion of students with sensory loss.

Resources include:

- classroom adjustments
- fact sheets
- videos
- links to recommended websites.

During the active analysis period from 1 January to 15 December 2025, SSEN: S website analytics recorded 20,348 page views by 8,695 users which averaged 1,849 views per month (data captured from 11 months). The number of Australian active users was 6,300 which included 714 interstate users.

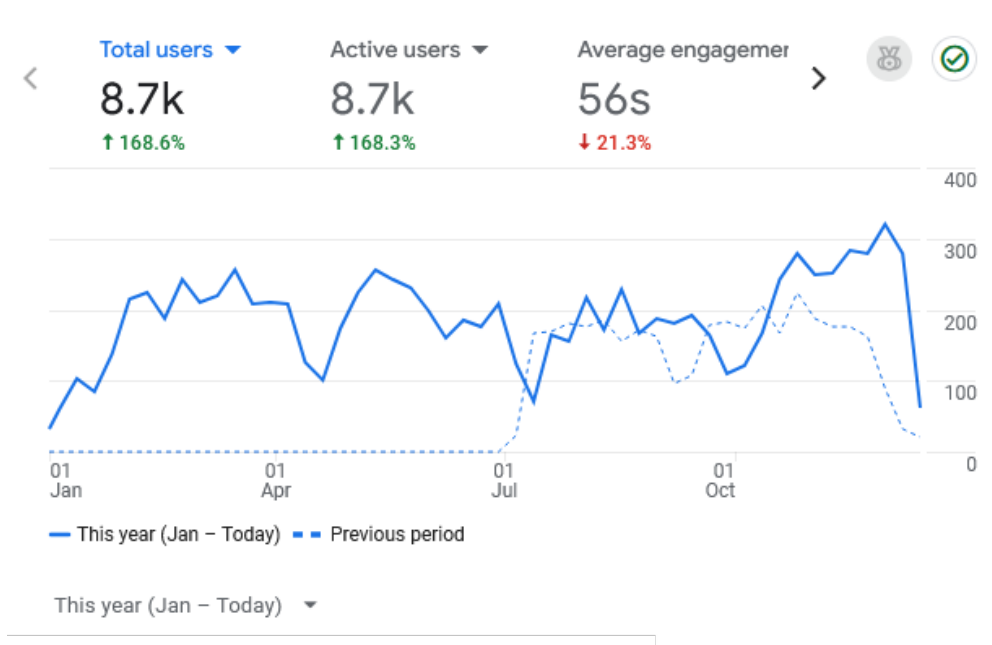
The remaining visits were from overseas which included China, Singapore, United States, Germany and the United Kingdom. Whilst the average engagement time was under a minute there were 1,045 registered downloads of resources.



Active users by Country



COUNTRY	ACTIVE USERS
Australia	6.3k ↑136...
China	1k ↑3,62...
Singapore	538 ↑6,62...
United States	524 ↑84.5%
Germany	131 ↑114...
United Kingdom	100 ↑244...
Indonesia	48 ↑1,10...



The table below is an overview of user views on the SEN: S website for the period from 1 January to 15 December 2025.

Web Page	Views
Contact us	1,039
Request for Assistance	526
News & Events	537
Parent & Carers – Resources access	224
Schools & Educators – Resource access	469

Planned Actions

Continue to review and adjust website content for resource accessibility to ensure schools and families have access to resources to support students with sensory loss.

Upload the recently developed Orientation and Mobility Information Resource to the website.

Use of Resources

Strategic Plan 2024 – 2026 Key Performance Indicators

1. Inclusion - P2.2 Providing accessible resources for learners.
2. Empowerment - P4.1 Enhancing our website for ease of access and to build capability of learners and the wider community.

Alternative Format Production

The SSEN: S Transcription and Resource Unit created alternative formats (and associated tactile graphics) for young children and students with vision impairment. These services enabled young children to access early childhood literacy and numeracy resources and school age students to access the Western Australian Curriculum, including assessments and examinations.

Categories	Volume	Research and/or production time
Braille text – 214 Requests (including associated tactile graphics & 5 ATAR exams)	26,350 pages of braille, which equates to 527 volumes (50 braille pages per volume)	4457 production hours
Large print books – 143 Requests	35 students (14,704 pages)	Data not available

The Captioning Officer provided captioned videos for students who are Deaf or Hard of Hearing. These services ensured participation in the classroom setting.

Categories	Titles
Number of videos captioned – 33 school requests	73
Video-views on Clickview	2,076



SSEN: Sensory Library

In 2025 the SSEN: S library continued outstanding services to ensure student achievement and engagement. Within the school year:

- 1,086 new resources were accessioned to the OLIVER library database.
- 124 new borrowers were added.
- 3,577 loans occurred including 1,795 braille and large print loans, and 750 equipment or assistive technology loans.
- Deaf Education Program loaned 582 items (ear models, microphones, cochlea wands)
Vision Education Program loaned 2,936 items (resources, toys, puzzles, biological models).

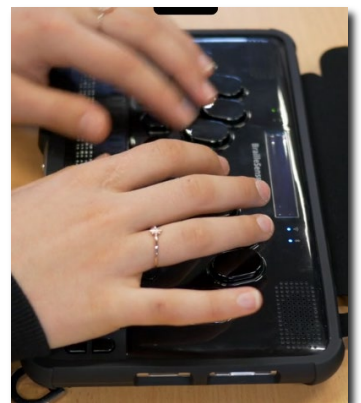
An alternative formats library officer enhanced accessible and safe resource production for students with vision impairment. These resources form the basis of experiential learning and development of conceptual understanding. Resources produced or repaired in 2026 include:

- 23 new tactile books, 4 repaired tactile books
- 16 new tactile graphics and 1 repaired
- 10 3-Dimensional materials and resources including 3D printing
- 7 electronic text items.

Planned Actions

Continue timely and efficient provision of high-quality resources to ensure access and engagement in contemporary learning experiences.

Continue SSEN: S interstate engagement with the 2025 SSEN: S initiated Alternative Formats working group to expand our electronic text options for student accessibility.



Minor Works

In 2025, 32 Consultation Reports Minor Works (Public Schools) or Minor Works Consultation Letters (Non-government schools) were progressed to ensure safe environmental access and engagement at school for students with vision impairment.

SSEN: S provided 54.5 hours of consultation which included on-site visits and discussions with key stakeholders. In strengthening relationships, SSEN: S and Department of Education's Capital Works and Maintenance collaboratively met the needs of students with vision impairment.

Planned Actions

Continue collaborative and productive relationships with the Department of Education Infrastructure Delivery Maintenance Branch to deliver various infrastructure modifications within the built environment and ensure independent access for students in public schools. Continue providing formal recommendations to non-government school principals to enhance access and inclusion in safe learning environments.



Orientation and Mobility Contract Management

SSEN: S contract manages the Community Services Agreement for Orientation and Mobility (O&M) Assessment and Instruction Services for School Students with Vision Impairment.

In 2025, SSEN: S continued contract management of the VisAbility O&M service agreement. This required regular communication and ongoing referrals for O&M Specialist assessment and instruction services, professional learning provision, regional negotiations, and ongoing governance and compliance to the regulatory requirements to work with SSEN: S students.

SSEN: S must manage contracts in accordance with the Western Australian Procurement Rules. A foundation for procurement and contract management is value for money, and as a key priority for the Department of Education and the Department of Finance, SSEN: S maintained the commitment and alignment to these key priorities in its engagement of VisAbility to ensure outstanding educational and social and emotional outcomes for our students.

Following a rigorous review and approvals process, SSEN: S liaised with VisAbility and Commercial Services to amend contract terms to reflect pricing changes and align community-based off-site O&M to National Disability Insurance Scheme (NDIS). The amendments provide enhanced clarity for families and students' schools on the differences in educational and community O&M and facilitate far greater family flexibility and clarity in managing community O&M under their NDIS planning. The changes are effective from 2 February 2026.

Orientation and Mobility Assessment and Instruction

SSEN: S managed VisAbility's O&M service to school students ensuring 37 referrals for Assessment and Instruction were actioned.

Assessment and instruction were delivered to students within a variety of educational settings, in metropolitan and regional areas throughout Western Australia. Provision of O&M service enabled students to develop the necessary skills to independently access and navigate their environment safely, enhancing self-confidence, self-advocacy and wellbeing. Visiting Teachers consistently reinforce any new skills learned in their daily teaching and learning.

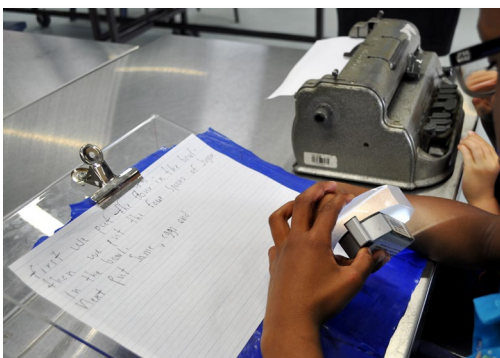
2025 O&M student achievement data indicate exceptional performance across the population referred to the service provider with the greater population completing O&M instruction achieving 90% or above for the intended educational outcomes. Others achieved over 83% success in their skills consolidation.

Professional learning was presented VisAbility staff outlining the Department of Education Duty of Care for Public School Students policy and procedures and Incident Management on Department of Education Sites policy and procedures.



Planned Actions

Continue to collaborate with VisAbility to ensure O & M skills and capabilities are developed and strengthened through assessment and instruction that supports safe and efficient educational navigation and travel at all schooling phases, especially key points of environmental and educational transition.



Further 2026 theoretical and practical professional learning for educators to ensure continuity and reinforcement of taught skills in the educational environment to enhance student achievement and progress.

Enhancing Supports and Services for Students with Hearing Loss and their Families – Contract Management

SSEN: S manages the contract for the provision of services that support students with hearing loss to complement its internal programs and services.

These broadly include services and activities which:

- enable students with hearing loss and their families to connect and engage with their peers outside of the school setting.
- enable students with hearing loss and their families to access other specialist support services, information and resources to support them to improve participation and engagement in school and community.
- support students with hearing loss to develop self-advocacy and practical life skills and confidence to manage their disability at home, school and in the community.
- support students with hearing loss to develop positive self-image and resilience through access to Deaf mentors and role models.
- support students with hearing loss, and their families with key transition points, including into and inter school transitions, and out of school transitions.

Planned Actions

Continue to work collaboratively with WAFDC to ensure the provision of services that support students with hearing loss to complement SSEN: S programs and services.



Staff Profile 2025

The table below shows the staffing details as at Term 4, 2025 and their Full Time Equivalent (FTE) totals:

	Positions	Number	FTE
Administration	Principal	1	1
	Associate Principal	3	3
	Coordinator Teacher Services	13	10.9
	Manager Corporate Services (Admin)	2	2
	Human Resources Officer (Admin)	1	1
	Executive Support Officer (Admin)	1	1
	School Officer	6	4.53
Teaching staff	Vision Education Program	31	26.3
	Deaf Education Program	61	42
Support staff	School Psychologist	2	0.8
	Audiologist (Admin)	2	1.6
	Braille Transcribers (Admin)	5	4.75
	Captioner (Admin)	1	0.6
	Library Officer	2	2
	Education Assistant Auslan	6	2.4
	Education Assistant (Special Needs)	4	3.1
Information Technology Support	2	2	
Total		143	108.98

Position	Program Area	Number
Level 3 Teachers	Deaf Education	7
	Vision Education	2
Senior Teachers	Deaf Education	42
	Vision Education	26



Financial Summary

SSEN: S finances are closely monitored and reviewed by the Finance Committee. This committee consists of the Principal, Manager of Corporate Services, and other relevant staff members. The Finance Committee evaluates and endorses recommendations related to the Annual Budget, which are then presented to the School Council for acknowledgement. Additionally, the School Council is regularly updated on the financial status of the school, including detailed reports on cash expenditure and salary budgets.

School:	School Of Special Educational Needs: Sensory	School Year:	Dec 2025 (Verified Dec Cash)
Region:	Statewide Services Centre	Aria:	0
		Distance to Perth (km):	18.79

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 292,860	292,860	0
Carry Forward (Salary):	\$ 926,626	926,626	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 14,321,659	14,321,659	0
Locally Raised Funds:	\$ 420,615	438,126	-17,511
Total Funds:	\$ 15,961,760	15,979,271	-17,511
EXPENDITURE			
Salaries:	\$ 12,016,883	12,016,883	0
Goods and Services (Cash):	\$ 2,587,896	2,432,363	155,533
Total Expenditure:	\$ 14,604,779	14,449,247	155,533
Variance:	\$ 1,356,981	1,530,024	-173,043

Student-Centred Funding		
Per Student	\$	0.00
School and Student Characteristics	\$	0.00
Disability Adjustments	\$	0.00
Targeted Initiatives	\$	14,418,863.14
Operational Response Allocation	\$	329.93
Regional Allocation	\$	0.00
Total	\$	14,419,193.07

Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	\$	14,424,339
Minimum Expenditure Requirement		
96% of current budget	\$	13,847,365
10% of carry forward	\$	340,573
Total Minimum Expenditure	\$	14,187,938
Current Forecast Expenditure		
Salaries	\$	12,016,883
Goods and Services (Cash Expenditure)	\$	2,082,363
Total Forecast Expenditure (cash and salaries)	\$	14,099,247



School of Special
Educational Needs
Sensory