

# ANNUAL REPORT 2021



**SHENTON COLLEGE  
DEAF EDUCATION CENTRE**



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Shenton College Deaf Education Centre (SCDEC) is proud to be a public school and acknowledges the contribution, dedication and commitment of staff, parents, community, and school board in their ongoing support for our students and school.

We are thankful for the opportunity to come together and learn on this beautiful land. We would like to acknowledge the traditional custodians of these lands past, present and emerging. We also acknowledge and respect the members of the Deaf Community, who preserve their rich heritage, culture, and our language; Auslan.



## 1.0 School Context and Overview

SCDEC is a specialist facility, for Deaf and hard of hearing students. All the Deaf Education Centre facilities are embedded into Shenton College to construct an inclusive learning environment. Shenton College itself is a secondary school divided into three sub-schools, the Middle School, the Lower Senior School, and Upper Senior School. SCDEC is in Shenton Park, opposite Shenton Park train station and only 10 minutes from the Perth CBD by train.

Currently, the Deaf Education Centre (DEC) has 40 enrolments from Years 7 to 12. The students can select subjects and courses offered by Shenton College. Alternatively, the Deaf Education Centre provides programs that are tailored to the students' educational needs and vocational directions. Some students take advantage of mainstream education, but also access tailored and intensive Deaf Centred Teaching. Fully mainstreamed students take advantage of their Liaison Teacher of the Deaf onsite and enjoy the benefits of 'Deaf Friendly' mainstream staff.

Programs are implemented that ensure all students develop socially, emotionally, and academically. These also include mentoring by Deaf staff, Auslan as a LOTE programs, a dedicated VET (Vocational Education Training) Sector and Deafness Awareness Training for all areas around the college.

The SCDEC Council has very experienced representatives and contributes to the smooth operations of the Centre. SCDEC's aim is to connect the students through the school community, to a successful future.

SCDEC has developed a positive reputation within the community. This is highlighted by our reputation at national and international conferences, our focus on Deaf staff, the acceptance and inclusion of the students within the school community, awards for educational interpreting, and students achieving excellent results in both ATAR (Australian Tertiary Admission Rank) and VET sectors.



## 2.0 Values

SCDEC promotes values of equity and diversity across the school and within the school community. SCDEC continuously looks for ways to improve and enhance communicative access within the school for Deaf and Hard of Hearing students, parents, and community members. Students and their families can choose any access to the curriculum that is a 'Best Fit' for them. Some students use both Educational Interpreters and Notetakers particularly if working in an ATAR stream. All students also benefit from the Captioning produced at our Captioning Centre, as all visual texts presented must be captioned.



## 3.0 Students and Demographics

Students enrolled in SCDEC are all unique and are diagnosed with moderate to profound hearing loss and utilise a range of assistive listening devices. Students and families decide the mode of communication, either Oral, Sign Language, or Bilingual. As there is no catchment zone to enrol at SCDEC some students travel extensively using public transport from Rockingham, Cockburn, Ellenbrook, Greenmount and one family relocated to Perth from Broome to access quality Deaf Education.

Student Number	(FTE)
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Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	4	4	10	3	8	11		40

	Kin	PPR	Pri	Sec	Total
Male				18	18
Female				22	22
Total				40	40

## 4.0 Workforce Composition

At the end of semester one 2021, Leanne Potter resigned as the Principal of SCDEC, and Phillip Parkes was appointed. The executive team was expanded and appointed a 0.4 Full Time Equivalent (FTE) Deputy Principal at the beginning of 2021 and increased in Semester Two, to 0.6 FTE. SCDEC employed two new teachers including a new graduate. Four teaching staff are qualified Teachers of the Deaf, three are NAATI (National Accreditation Authority for Translators and Interpreters) qualified interpreters and one teacher is Deaf/hard of hearing.

Students at SCDEC are well supported by Deaf Mentors 3.6 FTE to assist students understand the education program. 21.4 FTE Auslan Interpreters are employed in the classroom to facilitate communication between the Deaf student, the teacher, and other students. All interpreters have a Diploma of Interpreting and 85% of interpreters are NAATI qualified. Notetakers (2.5 FTE) are also employed to assist student learning by providing lesson notes.

SCDEC also employs a School Psychologist 0.4FTE and 1.0FTE administration staff to caption visual resources for Shenton College teaching staff ensuring equal access for D/HH students.

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	0.6	0
<b>Total Administration Staff</b>	<b>2</b>	<b>1.6</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	8	5.7	0
<b>Total Teaching Staff</b>	<b>10</b>	<b>7.7</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	2.4	0
Instructional	1	1.0	0
Other Non-Teaching Staff	31	26.8	0
<b>Total School Support Staff</b>	<b>35</b>	<b>30.2</b>	<b>0</b>
<b>Total</b>	<b>47</b>	<b>39.4</b>	<b>0</b>



## 5.0 Professional Learning

Staff participated in Professional learning as part of whole school staff development and attended learning for their own individual needs and interests. Formal and informal training attended by staff includes:

Professional Learning	Participants
Educational Interpreting: Creating environments where deaf children thrive	30
Fingerspelling our way to reading	2
Compost, Worms, and Food gardens	1
Learning to Read: Strategies for Deaf and Hard of Hearing Children	2
Organisational Enrolment – Epilepsy: An Introduction to Understanding and Managing Epilepsy – 2021	1
In2School: Supporting school refusing students to return to school	2
Aboriginal Cultural Awareness and Understanding Workshop	1
CPR Refresh - Shenton College	2
First Aid Course - Shenton College	4
ICED 2021 International Congress on the Education of the Deaf	3
Trauma informed	1
Language, culture, and identity: supporting positive development of adolescents who are deaf or hard of hearing	30
Self-Advocacy: It is all about the preparation, eLearning	30

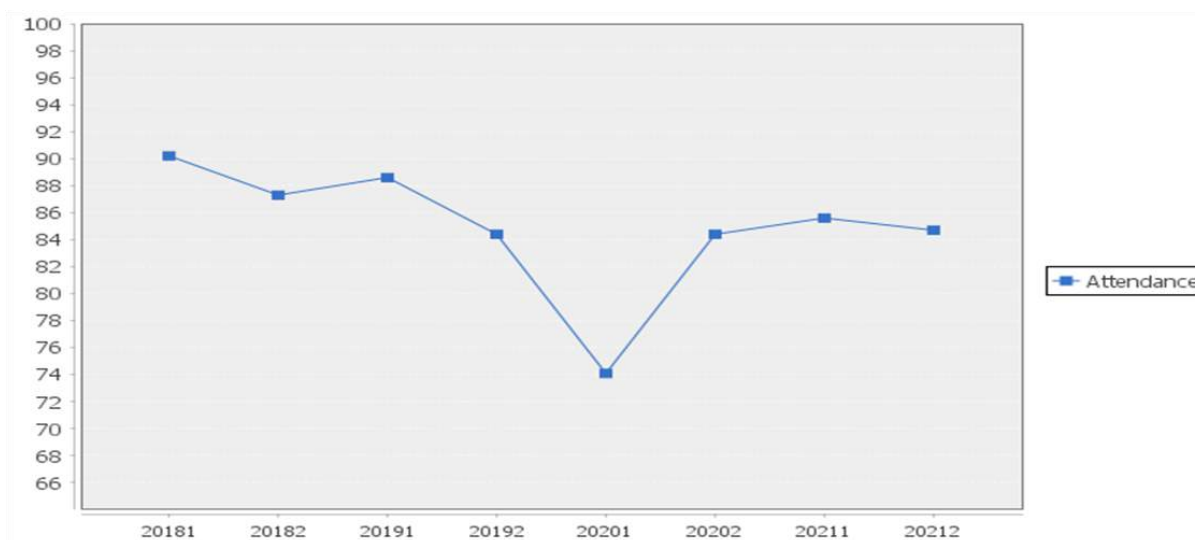


Epilepsy and Seizure Management PD	2
Supporting post-school transition for students who are deaf or hard of hearing	2
Phonological Decoding and Reading Comprehension in Deaf and hard of hearing children	2
Teaching Emotional Regulation Skills	1
ASLIA National Conference - Strength in Adversity	9
Relationships Education	2
Talk for Writing: 2 Day workshop	5
In Focus Webinar - Understanding School Refusal	1
Hearing and Hearing Loss	1
NAPLAN Online SAIS (Student Achievement Information System) Dashboard Training	2
Skills Strategies Professional Development Conference	1
Autism and Asperger: Teaching Strategies and Behaviour Support in Term 2	1
Supporting post-school transition for students who are deaf or hard of hearing	2

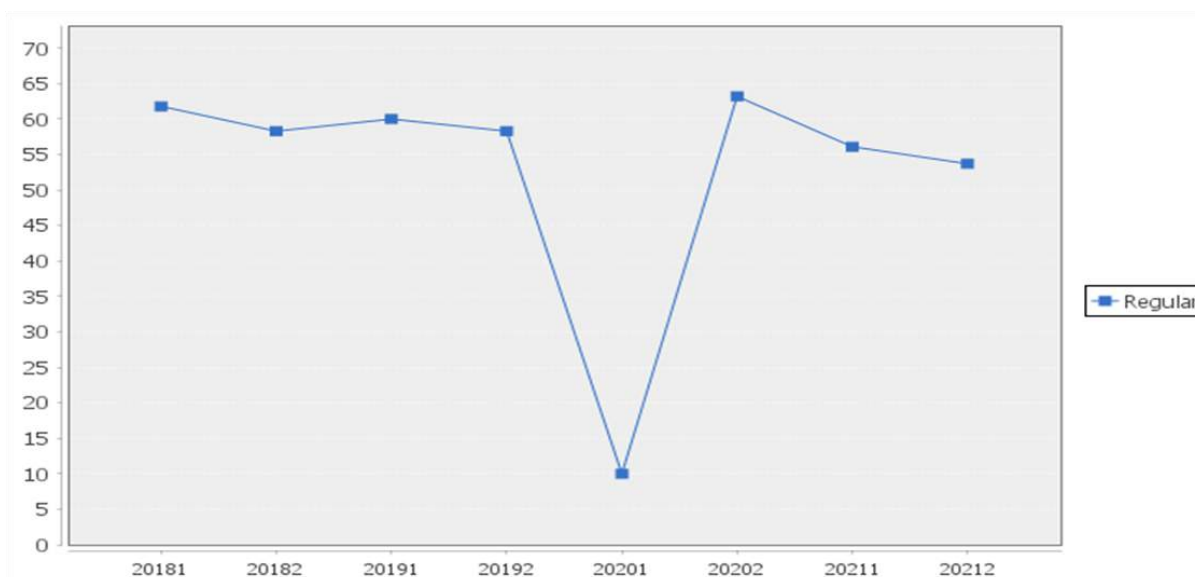


## 6.0 Student Attendance

Student attendance continues to be influenced by COVID-19 since 2020 adding considerable stress (fear, anxiety) to student wellbeing. Some students travel extensive distances using public transport which is increasing their risk of not only contracting COVID-19 but also elevating their anxiety when seeing passengers wearing personal protective equipment and not understanding the nature of the illness. Teachers continue to improve students' understanding of COVID-19 and the school engages individual students and families by developing partnerships to improve student attendance.



Student Attendance Rate by Semester

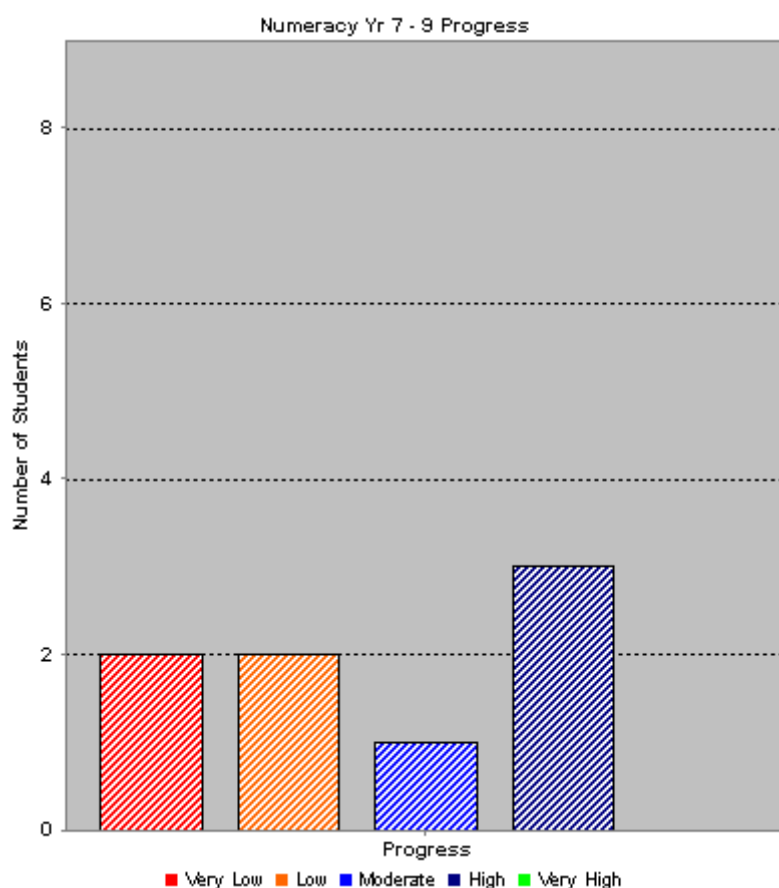


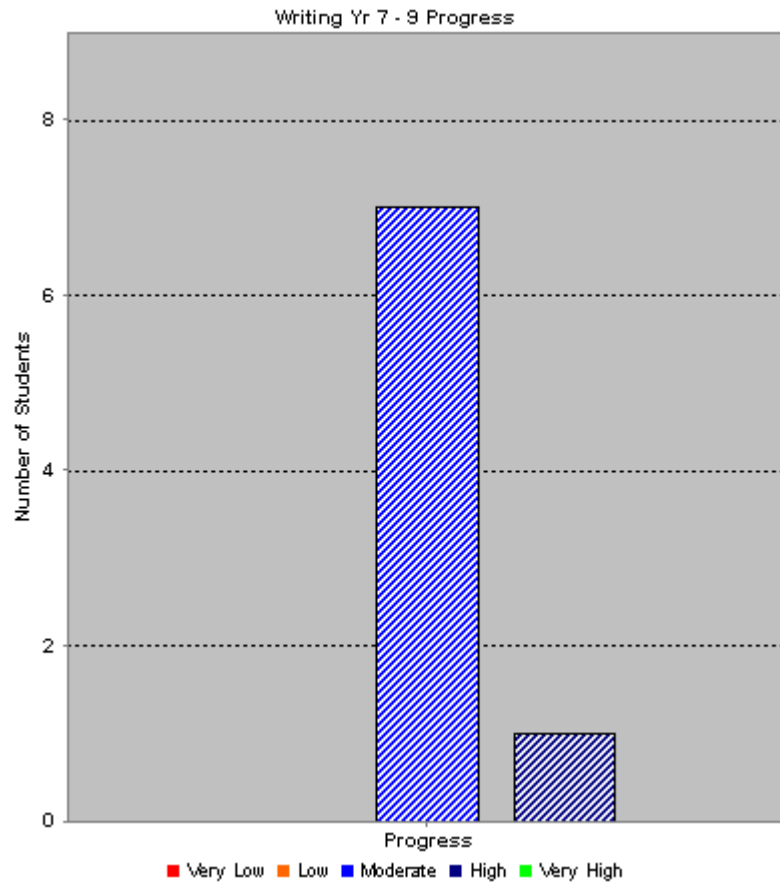
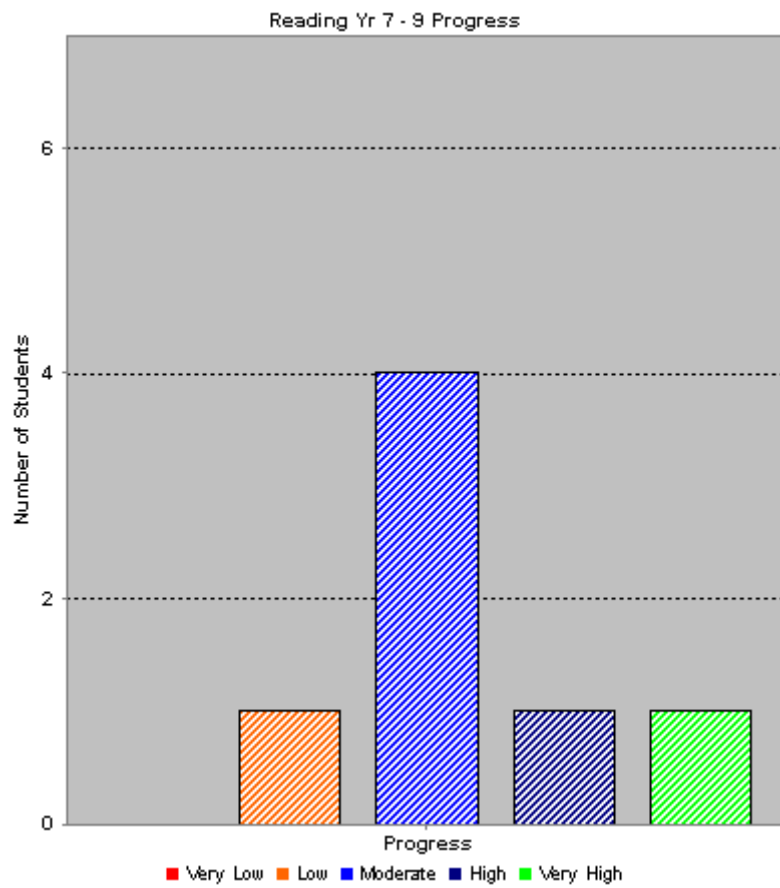
Proportion of Students in Regular Attendance by Semester

## 7.0 Curriculum, Assessment and Reporting

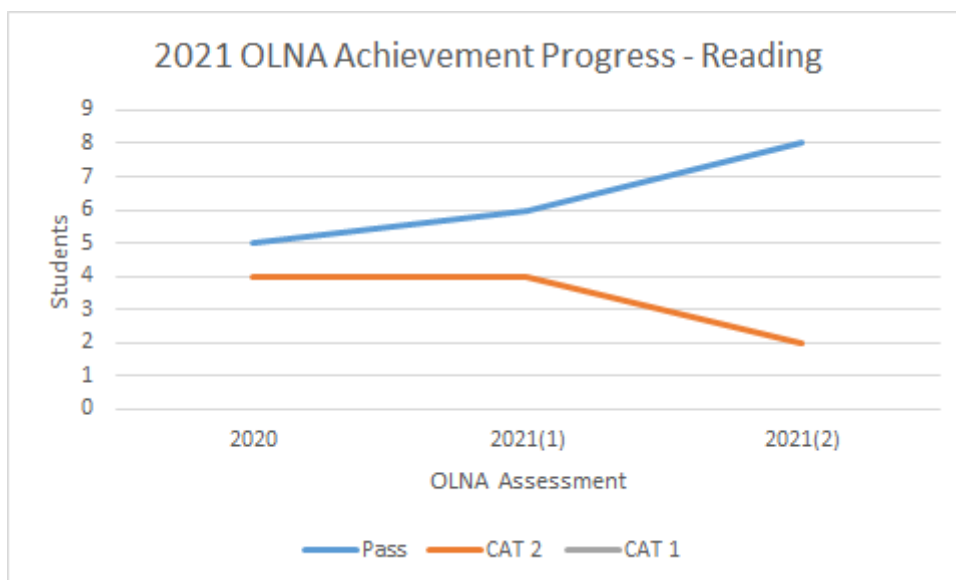
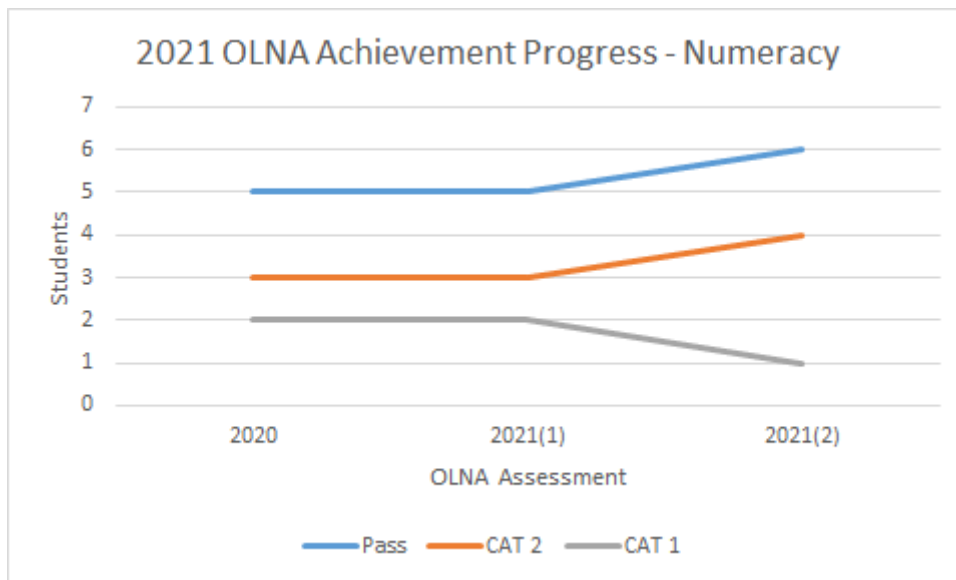
Students' individual progress and achievements continue to be monitored and evaluated through the students' Individual Education Plan (IEP). These individualised targets are developed in consultation with key stakeholders including Teachers, parents, and students and involve a range of conversations and data. Student progress is monitored and analysed on an ongoing basis and the student's IEP targets are formally reviewed with parent/carers at the end of each semester.

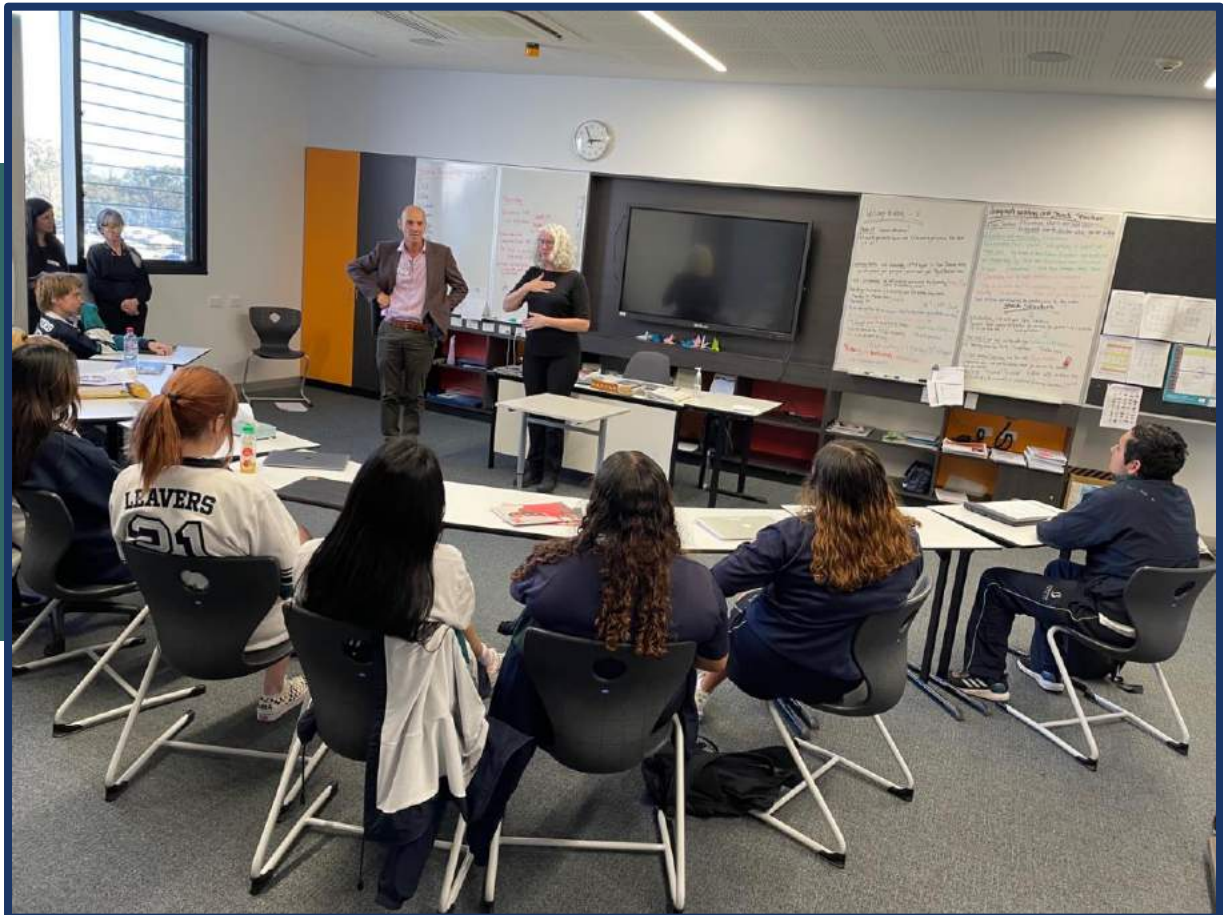
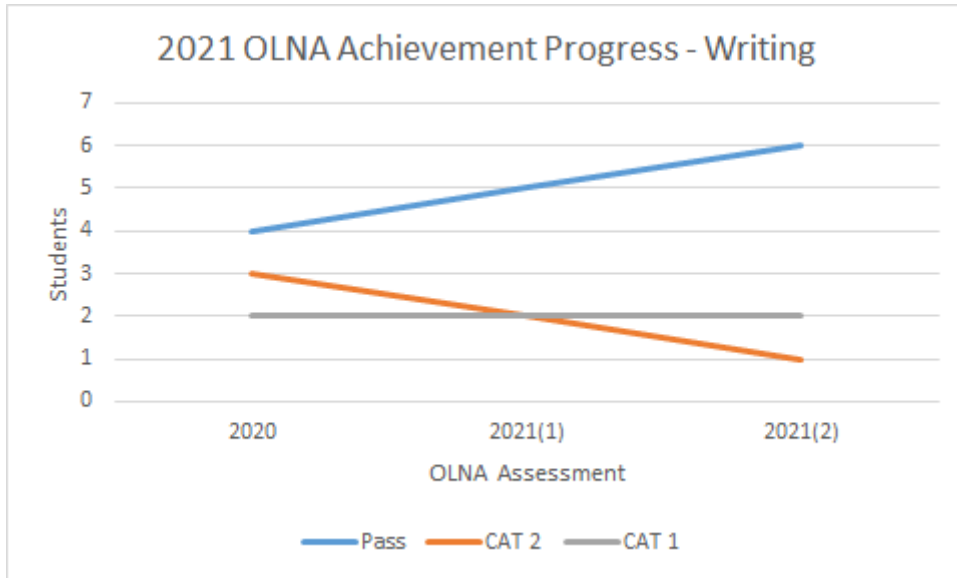
Year 7 and 9 students completed NAPLAN which is used to monitor individual student achievement. Year 9 NAPLAN data illustrates that our students continue to make individual progress regardless of the student accessing the Deaf Education Centre or mainstream. After reviewing Numeracy, a whole school approach is being developed and implemented to improve student progress.





Year 10, 11 and 12 students made progress in all components of Online Literacy and Numeracy Assessment (OLNA), a requirement of the Western Australian Certificate of Education (WACE). A partnership with the School of Isolated and Distance Education (SIDE) to deliver Foundation Literacy and Numeracy continues to support and increase student achievements in Numeracy, Reading and Writing.





## 7.1 Vocational and Education Training

Year 11 and 12 students were provided opportunities to study Vocational Education and Training (VET) from a range of courses through Shenton College, School Based Traineeships, TAFE and RTEOs that are aligned to the students' vocational interest and abilities. Auslan students were also supported by an Auslan Interpreter during their studies offsite. Workplace learning was also arranged to complement student VET training. A table of the VET courses studied by students is below.

<b>VET Qualifications studied in 2021</b>	<b>Number of students</b>
<b>Year 10</b>	
Certificate III in Auslan	3
<b>Year 11</b>	
Cert IV in Auslan	3
Cert II in Electrotechnology (Career Start) – Pre-Apprenticeship	1
Cert II in Automotive Vocational Preparation	1
Cert II in Retail cosmetics - SBT	1
Cert II in Business – SBT	1
Certificate II in Tourism	1
<b>Year 12</b>	
Cert III in Engineering - Technical	1
Cert IV in Education Support	1
Cert IV in Auslan	3
Cert I in Business	3
Cert II in Applied Fashion Design and Technology	1
Cert II in Hospitality – SBT	1

Cert II in Hospitality – School based	2
Cert II in Early Childhood Education and Care	1
Cert III in Sport and Recreation	1
Cert II in Tourism	1

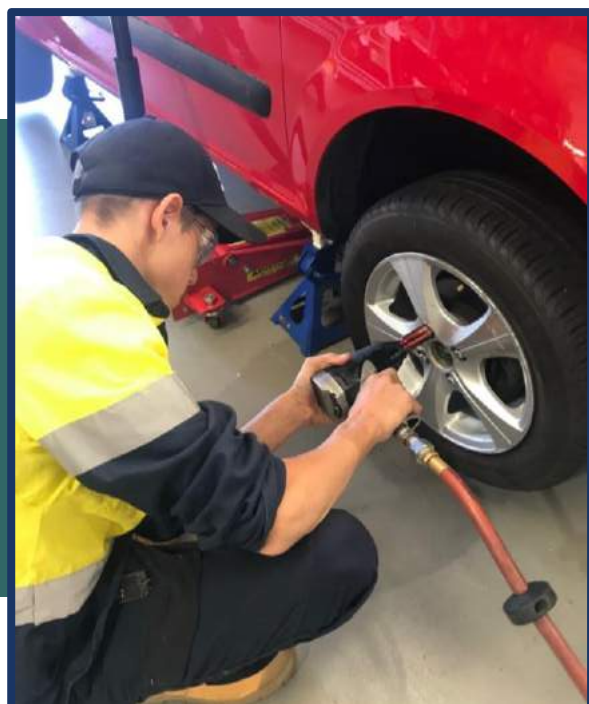




## 7.2 Year 12 Success

SCDEC celebrated the graduation of ten Year 12 students in 2021. All students achieved success in their own individualised pathway. Eight students completed Vocational Education Training and two students completed ATAR and are now studying Engineering at Curtin University and Computer Science at Murdoch University. The table below summarises the VET qualifications earned by students.

VET Qualification	Number of Students
Certificate II Applied Fashion Design and technology	1
Certificate IV Auslan	2
Certificate II Auslan	1
Certificate I Business	2
Certificate III Early Childhood Education and Care	1
Certificate II Community Services	2
Certificate IV Education Assistant	1
Certificate III Engineering	1
Certificate Hospitality	2
Certificate Retail	1
Certificate II Sport and Recreation	1
Certificate II Tourism	1



## 8.0 National Schools Opinion Survey

School surveys allows students, parents, and staff to share their view on our school. The results will be used to assist the development of the 2023 School Business Plan

The parent survey was completed by 24 respondents in August 2021 which equates to a 60% parent response. Most respondents agreed and strongly agreed to the survey statements. The responses highlighted the need to explain the strong relationships we do have with the wider community and Deaf community.

<b>Parent Responses</b>	<b>Agree and Strongly Agree</b>
Teachers at this school expect my child to do their best.	96%
Teachers at this school provide my child with useful feedback about their schoolwork.	91%
Teachers at this school treat students fairly.	96%
This school is well maintained.	96%
My child feels safe at this school.	83%
I can talk to my child's teachers about my concerns.	88%
Student behaviour is well managed at this school.	71%
My child likes being at this school.	79%
This school looks for ways to improve.	79%
This school takes parents' opinions seriously.	71%
Teachers at this school motivate my child to learn.	75%
My child is making good progress at this school.	79%
My child's learning needs are being met at this school.	88%
This school works with me to support my child's learning.	88%
This school has a strong relationship with the local community.	64%
This school is well led.	83%
I am satisfied with the overall standard of education achieved at this school.	92%
I would recommend this school to others.	96%
My child's teachers are good teachers.	83%
Teachers at this school care about my child.	92%

The survey was completed in November by 16 students and did not include any Year 12 responses. The results again were pleasing and highlight the need for a student voice to be more prominent. Strategies will be developed to increase student voice and be addressed in the 2023 Business Plan. A line of inquiry for 2022 is required to understand why 31% of students do not feel safe at school.

Student Responses	Agree and Strongly Agree
My teachers expect me to do my best.	75%
My teachers provide me with useful feedback about my schoolwork.	81%
Teachers at my school treat students fairly.	75%
My school is well maintained.	63%
I feel safe at my school.	69%
I can talk to my teachers about my concerns.	81%
Student behaviour is well managed at my school.	75%
I like being at my school.	75%
My school looks for ways to improve.	75%
My school takes students' opinions seriously.	56%
My teachers motivate me to learn.	81%
My school gives me opportunities to do interesting things.	75%
My teachers are good teachers.	73%
My teachers care about me.	87%



32 staff members completed the staff survey in November and the results indicate that staff are very satisfied with the school's operations. Their responses also support lines of inquiry for community relationships, student safety and student voice.

<b>Staff Responses</b>	<b>Agree and Strongly Agree</b>
Teachers at this school expect students to do their best.	84%
Teachers at this school provide students with useful feedback about their schoolwork.	90%
Teachers at this school treat students fairly.	88%
This school is well maintained.	100%
Students feel safe at this school.	87%
Students at this school can talk to their teachers about their concerns.	81%
Parents at this school can talk to teachers about their concerns.	89%
Student behaviour is well managed at this school.	72%
Students like being at this school.	91%
This school looks for ways to improve.	100%
This school takes staff opinions seriously.	91%
Teachers at this school motivate students to learn.	78%
Students' learning needs are being met at this school.	87%
This school works with parents to support students' learning.	79%
I receive useful feedback about my work at this school.	75%
Staff are well supported at this school.	81%
This school has a strong relationship with the local community.	72%
This school is well led.	94%
I am satisfied with the overall standard of education achieved at this school.	90%
I would recommend this school to others.	94%
Teachers at this school are good teachers.	94%
Teachers at this school care about their students.	97%

## 9.0 School Income and Expenditure

Resources (Salaries, facilities, and materials) were applied in a targeted manner to meet the learning and wellbeing needs of all students at SCDEC. School-wide policies, practices and programs were in place to assist in identifying and address the individual needs of students.

<b>Student Centred Funding 2021</b>	
Per Student Funding:	\$386,018.00
Student and School Characteristics:	\$2,276,545.40
Disability Adjustments:	\$562,436.66
Targeted Initiatives:	\$43,909.93
Operational Response Allocation:	\$7,556.56
<b>Total 2021:</b>	<b>\$3,276,466.55</b>

<b>Income 2021</b>	
Carry Forward (Cash)	<b>\$80,380.00</b>
Carry Forward (Salary)	<b>\$440,452.96</b>
Student-Centred Funding	<b>\$3,276,466.55</b>
Per Student	\$386,018.00
School and Student Characteristics	\$2,276,545.40
Disability Adjustments	\$562,436.66
Targeted Initiatives	\$43,909.93
Operational Response Allocation	\$7,556.56
Transfers and Adjustments	\$27,000.00
School Transfers – Salary	\$-43,000.00
School Transfers - Cash	\$70,000.00
Locally Raised Funds (Revenue)	<b>\$5,050.00</b>
Fundraising/Donations/Sponsorships	\$2,000.00
Other Revenues	\$3,050.00
<b>Total</b>	<b>\$3,829,349.51</b>

<b>Expenditure 2021</b>	
Salaries	<b>\$3,146,718.87</b>
Appointed Staff	\$3,146,718.87
Goods and Services (Cash Expenditure)	<b>\$146,513.00</b>
Administration	\$25,420.00
Utilities, Facilities and Maintenance	\$4,000.00
Buildings, Property and Equipment	\$31,000.00
Curriculum and Student Services	\$47,500.00
Professional Development	\$38,583.00
Other Expenditure	\$10.00
<b>Total</b>	<b>\$3,293,231.87</b>

## 10.0 Community Partnerships

- **Hearing Australia** provides support to students and families twice a year to assist in the management of hearing devices at Shenton College Deaf Education Centre.
- **Australian Association of Teachers of the Deaf Western Australia** one staff member is on the committee to promote unity, diversity and understanding between Teachers of the Deaf and other teachers and professionals involved in the education of students who are deaf.
- **Australian Sign Languages and interpreters Association** one staff member is on the committee, leading and promoting sign language interpreting across Australia and ensuring interpreters are aware of their responsibilities and have adequate training.
- **LAB61** provide opportunities to inspire our Deaf and hard of hearing students to explore the endless STEM possibilities in the robotics industry.
- **Deafness Council:** two staff members reside on the Council to encourage relevant research and represent the needs and interests of the Deaf and hard of hearing to decision makers.
- **School of Special Education Needs: Sensory** - School Psychologist from SCDEC co-facilitating Fear-Less Triple P, to support families of Deaf and hard hearing students in relation to anxiety management.
- **School of Isolated and Distance Education** collaborates in a partnership with SCDEC to provide modified programmes and courses for our senior school students.

## 11.0 Celebrations

- Deaf Education Centre Graduation
- One staff member nominated for the WA Education Assistant awards
- Deaf Education Centre camp

## 12.0 Targeted Projects

Identified Priority	Progress
All students will have a designated pathway at graduation	<ul style="list-style-type: none"> <li>• Parent/ student / teacher / VET meetings in Year 10 implemented</li> </ul>
60% of students have regular attendance	<ul style="list-style-type: none"> <li>• Teacher attendance data reflections</li> <li>• Increased parent engagement</li> </ul>
Holistic literacy approach	<ul style="list-style-type: none"> <li>• Talk for Writing PL (Professional Learning) for teachers in year 7 –10</li> <li>• Working party established to research writing assessment tools</li> </ul>
Holistic Numeracy approach	<ul style="list-style-type: none"> <li>• IXL maths assessment for years 9-10 DEC students               <ul style="list-style-type: none"> <li>• Booker maths assessment for remediation</li> </ul> </li> <li>• Origo – Stepping Maths Program purchased for 2022-2024</li> </ul>
Develop and expand the School Council	<ul style="list-style-type: none"> <li>• New community member appointed</li> </ul>
50% of Parents complete the National School Opinion Survey	<ul style="list-style-type: none"> <li>• 57% of parents responded</li> </ul>
Develop the SCDEC Strategic Plan linked to classroom practice	<ul style="list-style-type: none"> <li>• National School Improvement Tool being used               <ul style="list-style-type: none"> <li>• School Purpose to be established</li> </ul> </li> </ul>

## 13.0 Future Priorities

2021 saw the largest cohort of students attend SCDEC and it is an acknowledgement of the quality education provided to Deaf and hard of hearing students. The growth highlights the need for a renewal of whole school practices to ensure that individual student needs are met. Development of the 2023 – 2025 Business Plan will provide a roadmap for continuous whole school improvements.

