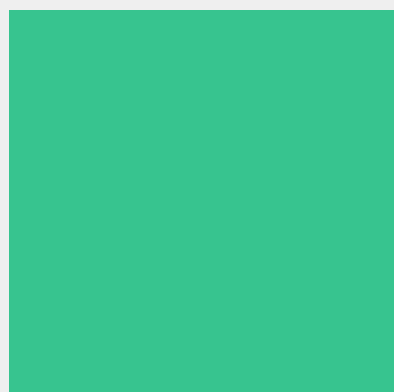
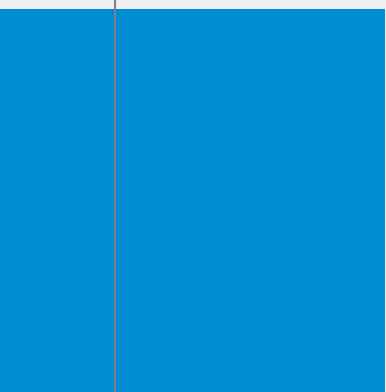
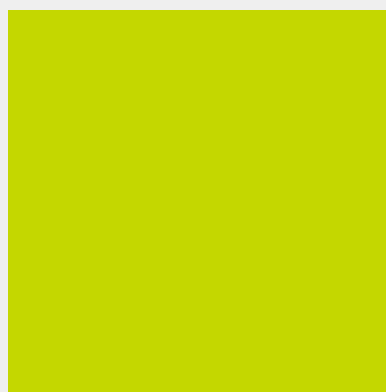


Consortium for Outcomes in Deaf Education (CODE) Report 2023



Consortium for Outcomes in Deaf Education

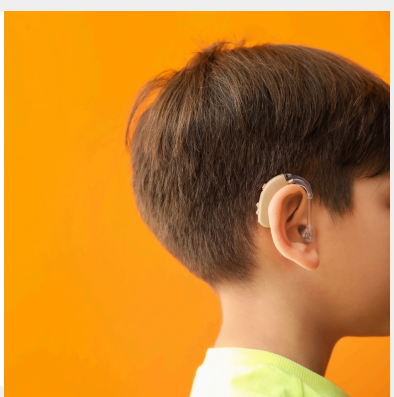


Table of Contents

Introduction	2
Purpose	3
Summary of Key Findings	5
PART A: Number of deaf children and young people receiving a support service - classified by degree of hearing loss and device use	6
PART B: Enrolment information of deaf children and young people in the CODE survey and additional specialist teacher support	9
PART C: Auslan provision.....	11
PART D: Teachers of the Deaf and other specialist staff.....	13
PART E: Additional information	14
PART F: Reflections.....	15

List of Tables

<i>Table 1 Invitations and survey responses</i>	<i>4</i>
<i>Table 2 Number of deaf children and young people identified as receiving additional educational support in the CODE survey 2023 by state</i>	<i>6</i>
<i>Table 3 The number of deaf children and young people identified as receiving additional educational support by state</i>	<i>7</i>
<i>Table 4 Hearing assistive devices used by children and young people.</i>	<i>8</i>
<i>Table 5 Deaf children and young people enrolled in different types of educational settings and additional specialist teacher support provided</i>	<i>10</i>
<i>Table 6 Deaf children and young people identified reported to be using Auslan and the associated support provided</i>	<i>12</i>
<i>Table 7 Additional educators working with deaf children and young people.....</i>	<i>13</i>
<i>Table 8 Time taken to complete the survey and number of personnel involved</i>	<i>15</i>

Introduction

In the United Kingdom, the Consortium for Research into Deaf Education (CRIDE) was established to respond to the need for data collection in deaf education. CRIDE brings together professionals with deep expertise in deaf education, including current and former heads of specialist education services for deaf children, academics, consultants, and representatives from relevant organisations including BATOD and the National Deaf Children's Society. Via a yearly survey, CRIDE gathers information to inform and improve deaf education in the United Kingdom. The information gathered is used widely for a variety of purposes by local and central government including policy makers, academics, heads of services, and other individuals and groups with an interest in deaf education. The information obtained by CRIDE contributes to ensuring that educational practices and standards for deaf children are transparent, appropriate, and effective.

After several years of preparation by special interest groups from the field of deaf education in Australia, inspired by the work of CRIDE, the Consortium for Outcomes in Deaf Education (CODE) was established in 2023. CODE was created with the intention of gathering data on the number of deaf children and young people receiving educational services in Australia and the nature of that service provision. The work of CODE is facilitated by the collaboration of various groups with an interest in deaf education including [Aussie Deaf Kids](#), [Deaf Australia](#), [Deafness Forum Australia](#), and the [National Association of Australian Teachers of the Deaf](#). For the purpose of this report, the descriptor 'deaf children and young people' is used to refer to the school age population of children with reduced permanent and conductive hearing levels, including those who are culturally Deaf and who use Australian Sign Language (Auslan) supported by various education systems.

In Australia, each state and territory is required to comply with Commonwealth laws and policies, including the Disability Discrimination Act (DDA) 1992, the Disability Standards for Education (DSfE) 2005, the National Curriculum, and the Australian Professional Standards for Teachers (APST). However, each state and territory operate its own autonomous education system alongside non-government schools. Within each state or territory, in addition to the government education system, some education providers function as systems or networks. Examples of such systems or networks include the Catholic school system, which operates in each diocese nationwide, and groups of independent schools. Additionally, there are fully independent educational providers, ranging from small, low-fee, often under-resourced schools to large, high-fee schools with extensive facilities.

Across Australia, the development of education policies, including those supporting deaf children and young people, is guided by Commonwealth laws and policies. Some states or territories develop and implement policies based on Commonwealth legislation and policies. State and territory policy implementation occurs in concert with the implementation of Commonwealth policies by systems and schools. Additional support for students with disabilities is primarily funded by state and territory governments, however, Commonwealth funding through the National Consistent Collection of Data on School Students with Disability (NCCD) is provided to all schools to address the educational needs of these students.

In 2023, a CODE working group developed a survey designed to provide a snapshot of the number of deaf children and young people in schools, and the provision of educational supports provided to those students across Australia. The survey was reviewed by a reference group of leaders in deaf education from around Australia before being distributed in mid-2023. It is acknowledged that, to capture accurate information regarding deaf students from the range of educational programs across states and territories, this national survey requires the involvement of all systems. The survey was shared with education systems (state, Catholic and independent systems) around Australia. We thank those state and territory education systems who participated in the 2023 survey and look forward to expanding participation in the future CODE surveys.

Purpose

This report summarises the results of the 2023 CODE survey and is intended for deaf education leaders, policy makers at state, territory and federal levels, academics, citizen advocates, and those with an interest in deaf education.

Education sectors across each state were invited to participate as shown below. State Education Departments have responsibility for the majority of deaf children and young people in Australian schools. Most school-age deaf children and young people are being educated in the state education systems across the country.

Regrettably, responses to the CODE 2023 survey were not received from all state and territory government and non-government sectors. Additionally, not all respondents were able to submit figures for all the requested survey items. *Therefore, when viewing and citing this information, it should be noted that the data in this report are incomplete and should not be considered as representative of all deaf children and young people within education systems in Australia.*

In 2023, 16 systems across all states of Australia were approached to respond to the survey. Nine completed surveys were received, representing a 56% response rate. As this is the first in a planned series of ongoing annual surveys, the rate of responses and data received will continue to be updated in annual reports.

The information provided in this report is based on the responses from the educational systems as indicated in Table 1.

Table 1*Invitations and survey responses*

State	Sectors invites to participate	Responses received
Australian Capital Territory	Directorate- ACT Public Schools	yes
	Catholic Education (Canberra and Goulburn)	yes
New South Wales	Department of Education	yes
	Catholic & Independent Education	no
Northern Territory	Department of Education	yes
	Catholic & Independent Education	no
Queensland	Department of Education	yes
	Catholic & Independent Education	no
South Australia	Department of Education	yes
	Catholic & Independent Education	no
Tasmania	Department of Education, Children and Young People	yes
	Catholic & Independent Education	no
Victoria	Department of Education	no
	St Mary's College for the deaf, Melbourne Archdiocese Catholic Schools	yes
Western Australia	Department of Education	no
	Telethon, Specialist Education Setting	yes

Summary of Key Findings

Overall, 6,552 school-aged deaf children and young people receiving educational support are represented in the data set collected through the 2023 survey—noting that 4 systems provided data on children receiving early intervention before the age of 5 years. It is important to note that this represents a minority of the deaf children and young people that would be expected to be enrolled in educational programs across Australia. According to the 2022 Aided Child Demographics Report provided by Hearing Australia, there were 18,415 deaf children and young people of school age (i.e., between the ages of 5 and 18) in Australia who have been fitted with hearing devices on account of their hearing loss. This suggests that the data available for analysis here represent only about 36% of the potential population nationally.

Different amounts of data and detail were provided by each of the respondents. As shown in the table, while some states provided data across different systems, other states' data only represented a small percentage of deaf children and young people supported by non-government schools or systems. Department of Education data was not provided from Victoria and Western Australia so only a small percentage of the deaf children and young people supported in these populous states are represented.

The Department of Education in New South Wales was the only state system that was able to provide some data for every question in the survey.

All systems who responded to the survey acknowledged that the requested data were important, and some acknowledged the need to ensure processes were in place to provide a more comprehensive response in future surveys.

Some systems experienced difficulties in extracting data about deaf children and young people and there are inconsistencies in how different questions were completed throughout the survey. For example, some systems did not provide data for early intervention services and used different labels to classify education settings. This will be addressed in future surveys.

The CODE Report 2023 has six parts:

Each part reports on a different aspect of the deaf children and young people represented in the CODE data as outlined below:

Part A: Number of deaf children and young people identified as receiving additional educational support in the 2023 CODE survey, including degree of hearing loss and device used, when available

Part B: Enrolment status and specialised teacher support received by deaf children and young people

Part C: Auslan provision for deaf children and young people represented in this CODE survey

Part D: Teachers of the Deaf and other specialist staff supporting deaf children and young people

Part E: Supplementary information shared independently by individual systems

Part F: Reflections from this data collection process.

PART A: Number of deaf children and young people receiving a support service - classified by degree of hearing loss and device use

Respondents were asked to indicate how many deaf children and young people received support from their department or service. Respondents were also asked to categorise their children and young people into groups according to hearing level and device worn. Not all the respondents were able to provide complete data for all categories in the survey.

Table 2 indicates the number of deaf children and young people who accessed additional educational support in each state in 2023.

Table 2

Number of deaf children and young people identified as receiving additional educational support in the CODE survey 2023 by state

State	Sectors invited	Number of deaf children and young people in the service of responding sectors
Australian Capital Territory	Directorate- ACT Public Schools	92
	Catholic Education (Canberra and Goulburn)	64
New South Wales	Department of Education	2,495
	Catholic & Independent Education	DNR
Northern Territory	Department of Education	77
	Catholic & Independent Education	DNR
Queensland	Department of Education	3,273
	Catholic & Independent Education	DNR
South Australia	Department of Education	349
	Catholic & Independent Education	DNR
Tasmania	Department of Education, Children and Young People	431
	Catholic & Independent Education	DNR
Victoria	Department of Education	DNR
	St Mary's College for the deaf, Melbourne Archdiocese Catholic Schools	79
Western Australia	Department of Education	DNR
	Telethon, Specialist Education Setting	92
Total reported		6,952

*DNR- Did not respond

Table 3 provides the numbers of deaf children and young people identified as receiving additional educational support by state, categorised by hearing levels.

Table 3

The number of deaf children and young people identified as receiving additional educational support by state

State	System	Degree of hearing loss [#]						Missing data	TOTAL
		0-20dB	21-40dB	41-60dB	61-80dB	81-90dB	91dB+		
ACT	Education Directorate	3	30	19	7	1	32	0	92
	Catholic Education*								DNR
NSW	Dept of Education	317	666	617	232	110	283	270	2,495
NT	Dept of Education	1	17	9	8	3	24	15	77
QLD	Dept of Education*								3,273
SA	Dept of Education*								DNR
TAS	Dept of Education*								431
VIC	St Mary's College for the deaf	0	0	17	24	7	31	0	79
WA	Telethon, Specialist Education Setting	1	8	28	6	11	38	0	92

*Four respondents were unable to provide information about hearing levels for the deaf children and young people in their sector.

[#] 0-20dB – Typical hearing; 21-40dB – Mild hearing loss; 41-60dB – Moderate hearing loss; 61-80dB – Severe hearing loss; 81-90dB – Moderate-severe hearing loss; 91dB+ - Profound hearing loss

Table 4 includes information on the devices worn by children and young people identified in the CODE survey. The range of devices being worn by Australian deaf children and young people includes hearing aids (HA), bone conductor aids (BCA) and cochlear implants (CI). Additional devices used by deaf children and young people include personal FM systems, remote microphones (RM), and sound field amplification systems (SFS).

Table 4
Hearing assistive devices used by children and young people.

State	System	HA unilateral	HA bilateral	CI unilateral	CI bilateral	HA+CI	BCA	None	Additional devices
ACT	Education Directorate		54		22	8	8		Unknown
	Catholic Education*								
NSW	Dept of Education	77	1,355	8	367	61	148	48	11
NT	Dept of Education	11	32	1	21	4	2		31 RM and 8 SFS
QLD	Dept of Education*								
SA	Dept of Education*								
TAS	Dept of Education*								
VIC	St Mary's College for the deaf		30		31	17	1		76
WA	Telethon, Specialist Education Setting	21	39	2	17	7	4	2	0

* data not available

Only two respondents, the New South Wales Department of Education and Northern Territory Department of Education, were able to provide information about the additional devices worn by the deaf children and young people. The Northern Territory Department of Education reported the number of RM and soundfield systems in use by deaf children and young people. The New South Wales Department of Education identified 11 additional devices used but the specificity of these devices was not outlined. Currently, many sectors are not recording use of these devices.

PART B: Enrolment information of deaf children and young people in the CODE survey and additional specialist teacher support

Respondents were invited to indicate where deaf children and young people were enrolled. They were also asked to identify if additional teacher supports were provided for deaf children and young people.

Table 5 indicates the number of children reported to be enrolled in specific educational settings. Additional information regarding specialist teacher support provided is also noted. In 2023, most deaf children and young people included in the survey were being supported in mainstream settings. Six of the nine respondents indicated that deaf children and young people received visiting teacher services in the mainstream setting. Support provided by onsite special education settings/facilities or units hosted at a mainstream school were described by three respondents. Education Departments in three states, Tasmania, South Australia, and Queensland reported that they provided early intervention services. Only Victoria and Queensland identified specialist schools for the deaf as part of their provision.

It is important to note that early intervention services for deaf children and their families have been impacted by the implementation of the National Disability Insurance Scheme (NDIS). This means that not all deaf children younger than school age are currently engaged with the educational system and therefore these children may not be represented in the data provided.

Supplementary information around support provision was included by four of the respondents as follows:

NSW - The early intervention number represents deaf children below school age receiving visiting/itinerant teacher support.

ACT – Directorate - ACT Public Schools: Teachers of the Deaf do not provide early intervention support to deaf children prior to preschool due to the implementation of NDIS. There are no schools or units for deaf children and young people in the ACT.

SA - Department of Education: The department supports deaf children and young people who are attending specialist education settings such as special classes, disability units and special schools. They might be receiving support from a visiting/itinerant teacher as well as a special education teacher in these settings. South Australia does not have a school for the deaf but does feature specialist units within mainstream schools.

QLD - Department of Education: The department settings do not include a segregated specialist school for deaf children and young people. There are programs where deaf children and young people are clustered together and one bilingual/bicultural program at Toowong State School. There is also a bilingual/bicultural class at Yeerongpilly Early Childhood Development Centre, a specialist centre for deaf children prior to school-age.

Table 5

Deaf children and young people enrolled in different types of educational settings and additional specialist teacher support provided

State	System	Mainstream Classroom with no additional support	Mainstream Classroom + Visiting Teacher service	Onsite specialist education setting/ facility/ unit in a mainstream classroom	Special school that is not a specialist school for the Deaf	Special school that isn't a specialist school for the Deaf + Visiting Teacher service	Specialist School for the Deaf	Early intervention service or setting (e.g., specialist service catering for children who are deaf)
ACT	Education Directorate - ACT Public Schools	83	92		7 +1 modified educational program + 1 student Exemption online program	7		
	Catholic Education (Canberra and Goulburn)	64						
NSW	Dept of Education		1,772	194		94		165
NT	Dept of Education	69	69		8	8		
QLD	Dept of Education*	2,984	2,796	188	274	0	47 bilingual bicultural school	126
SA	Dept of Education*	432		82	11			56
TAS	Dept of Education*	378	116 +9: 1-3 wk. visits +117: as needed					53
VIC	St Mary's College for the deaf				2		79	
WA	Telethon, Specialist Education Setting	92		92				

PART C: Auslan provision

Table 6 shows the number of deaf children and young people using Auslan and the support provision provided.

CODE survey 2023 responses reported 692 deaf children and young people were using Auslan to communicate or to support their communication. Ninety-four of these deaf children and young people were supported by a qualified sign language interpreter and 558 were supported by a communication aide other than a qualified sign language interpreter. Some systems provided additional information as follows:

The sign language provision in the Northern Territory includes Auslan and/or Aboriginal sign languages and/or home sign, and supports alternative augmented communication devices (e.g., Pragmatic Organisation Dynamic Display [PODD], Language Acquisition through Motor Planning [LAMP]).

In South Australia, some deaf children and young people have access to a classroom aide that supports them to complete work and access the curriculum learning in the classroom. Deaf children in preschool settings might have access to an early childhood support person.

Some deaf children and young people attending St Mary's College for the deaf in Melbourne are supported by Auslan interpreters and Teachers of the Deaf who are fluent Auslan users.

In Queensland, all Auslan interpreters are employed under the *Teacher aide: Educational interpreter* role description. While it is understood that some of these people have professional qualifications, specific information was unavailable. All deaf children and young people who use Auslan in Queensland schools are supported by an Auslan Language Model.

Table 6*Deaf children and young people identified reported to be using Auslan and the associated support provided*

State	System	Number of children and young people using Auslan	Provision of a qualified sign language interpreter	Provision of a communication aide (other than a qualified sign language interpreter)	Other Provision
ACT	Education Directorate - ACT Public Schools	8	8	3	
	Catholic Education (Canberra and Goulburn)	2			
NSW	Dept of Education	24			
NT	Dept of Education	12		10	5
QLD	Dept of Education*	548		548	548
SA	Dept of Education*	85	83	Unknown	Unknown
TAS	Dept of Education*		10		4
VIC	St Mary's College for the Deaf	7	3		4
WA	Telethon, Specialist Education Setting*				

*No information provided

PART D: Teachers of the Deaf and other specialist staff

Table 7 shows the number of specialist staff providing support to deaf children and young people as reported in the CODE 2023 survey. Additional staff that support deaf children and young people may be trained or untrained personnel and may be in addition to the classroom teacher in mainstream or specialist settings. Responses to the survey indicated that, in addition to classroom teachers, there were 506 teachers engaged in specialist roles supporting deaf children and young people. The qualifications of these staff were not requested as part of this survey.

Overall, 249 personnel were reported to be working as educational interpreters, with the majority (241) working in Queensland. Survey participants also indicated there were at least 144 personnel working with deaf children and young people in the role of teacher aides/educational support persons. The data provided does not allow for accurate figures regarding the EFT of educational interpreter or teacher aide/educational support staff.

Table 7

Additional educators working with deaf children and young people

State	System	Teachers engaged in specialised role supporting deaf children and young people		Educational Interpreter		Teacher Aide	
		Number	EFT	Number	EFT	Number	EFT
ACT	Education Directorate - ACT Public Schools	12	10.1	6	4.45	1	1
	Catholic Education (Canberra and Goulburn)					64	
NSW	Dept of Education	379					
NT	Dept of Education	3	4			18	
QLD	Dept of Education	41		241		70-80	
SA	Dept of Education	31					
TAS	Dept of Education		9.6 + 2.3 advanced skills teachers		3.7 + 4.8 EFT Auslan assistants 1 EFT deaf Tutor		
VIC	St Mary's College for the Deaf	24		2		7	
WA	Telethon, Specialist Education Setting	16	12.5			47	27.6
TOTAL		506		249		207-217	

PART E: Additional information

Each service was invited to share additional information at their discretion. This information is provided below.

State	Additional information
ACT	Catholic Education (Canberra and Goulburn): The Statewide Inclusive Education Service (SIES) loans sound field systems and hearing augmentation systems to schools and preschools for deaf children and young people. Sites can loan the system for a school term to determine if this adjustment meets the needs of the child. After the trial schools are supported to purchase a system.
NSW	New South Wales Department of Education: The Inclusive Education Support Program (IESP) is the department's additional funding model for children and students with disability. Preschools and schools receive an amount of IESP resourcing through a yearly grant for the delivery of less frequent or intensive level supports. When the frequency and intensity of support exceeds what can reasonably be provided through the school's grant level resourcing, a request will be submitted to the statewide IESP panel. When the school submits a request for additional funding to the IESP panel, the level of funding allocated will be determined by the intensity and frequency of supports identified in the child or student's personalised learning program. There are 9 funding levels in the IESP. Schools may use this funding in a range of ways including the provision of additional teacher time or ECW/SSO support time or access to specific programs/technologies to enhance engagement and participation in the learning program.
Northern Territory	Northern Territory Department of Education: Our services are from birth to school leaving. We provide early intervention (there is no other service in the NT except through NDIS/Next Sense); we have not counted the number of deaf children and young people in the NT who receive support due to conductive hearing loss, and how many use bone conductor hearing aids.
South Australia	Department of Education, South Australia: Deaf children and young people receive a personalised learning program through their school or preschool. Where additional supports are identified (beyond what the class teacher can reasonably deliver as part of the quality teaching program), the preschool and school decide about how support will be provided.
Tasmania	Department of Education, Children and Young People, Tasmania: Deaf children and young people are moderated annually at a statewide level to determine support for the following year. Support is determined by assessment data, academic functioning, and social/emotional needs. Deaf children and young people are classified into 2 categories - either regular (visited weekly+) or consult (visited as required). Assessments are conducted annually until they "top-out", when students are deemed to no longer require specialist support.
Victoria	St Mary's College for the deaf, Melbourne Archdiocese Catholic Schools: The models presented in this questionnaire does not reflect that of the Catholic system in Melbourne. St Mary's College is a registered special school for deaf children and young people but operates from within and in contractual partnership with 6 mainstream Catholic schools across Melbourne. It is not quite dual enrolment with sole responsibility for the education and duty of care sitting with the Principal of St Mary's. The model is similar to that used in New Zealand.
Western Australia	Telethon Speech and Hearing (TSH) Outpost assists deaf children and young people, based at a 'mainstream' school. A teacher takes teacher of the deaf sessions and deaf children and young people are supported by education assistants/note takers. Audiology, Speech Pathology and Occupational Therapy services visit the school depending on student need. Deaf children and young people from Pre-K to Year 12 are provided with an auditory-verbal program.

PART F: Reflections

The information provided in Table 8 indicates the time taken and the number of personnel involved in the completion of the survey.

Table 8

Time taken to complete the survey and number of personnel involved

State	Service	Time taken (hrs)	Personnel involved
Australia	Education Directorate- ACT Public Schools	6	3
Capital Territory	Catholic Education (Canberra and Goulburn)	Not reported	24
NSW	Department of Education	4	1
Northern Territory	Department of Education	15	1
Queensland	Department of Education	6	3
South Australia	Department of Education	3	1
Tasmania	Department of Education, Children and Young People	77 (1 hr per student)	3-4
Victoria	St Mary's College for the deaf, Melbourne Archdiocese Catholic Schools	16	1
Western Australia	Telethon, Specialist Education Setting	5	2

Several respondents reported challenges in accessing, collating, and providing data due to the structure in which education for deaf children and young people is reported on in their systems. Also highlighted was that the provision of data required by the CODE survey could help to guide and support their data collection in the future. The CODE survey process was acknowledged by some respondents to have provided the opportunity and/or the need to develop or adopt processes and structures that support the assembling of such data.

Based on feedback collected during the completion of the CODE survey 2023, the following changes to the survey are recommended:

- Regarding the survey tool: The question about education settings requires a more detailed description of each setting to support accurate responses to reflect the range of settings available nationally.
- Regarding the data collection: Structured levels of follow-up and support should be provided and clearly documented at the initial invitation to promote wider representation from each sector.

The data in this report reflects responses provided by education sectors listed in Table 1. The data covers the 2023 school year. Currently, the data set generated from the CODE survey responses is the most comprehensive source of data available within Australia regarding the characteristics of deaf children and young people and the educational support they receive. We express our gratitude to the state and territory education systems that participated in the 2023 survey and eagerly anticipate broader participation in future CODE surveys. Sustained and expanded support will guarantee that the CODE survey consistently delivers a comprehensive annual overview of the characteristics of deaf children and young people across Australia, as well as an overview of the educational practices tailored to this group. This commitment will significantly contribute to understanding and addressing the educational needs of deaf children and young people.

About CODE

The Consortium for Outcomes in Deaf Education (CODE) was established in 2023. CODE was created with the intention of gathering data on the number of deaf children and young people receiving educational services in Australia and the nature of that service provision.

The work of CODE is facilitated by the collaboration of various groups with an interest in deaf education including [Aussie Deaf Kids](#), [Deaf Australia](#), [Deafness Forum Australia](#), and the [National Association of Australian Teachers of the Deaf](#).

Email: consortiumdeafoutcomes@gmail.com



Consortium for Outcomes in Deaf Education