

SHENTON COLLEGE DEAF EDUCATION CENTRE
Literacy Plan 2012 - 2014

Element	Action	Resources	Monitoring/ Assessment	Timeframe
<p>1. <u>Belief & Understandings</u></p> <ul style="list-style-type: none"> • High expectations are essential • Literacy needs to be taught in context and across all key learning areas • Every day there will be a minimum of 2 periods of explicit teaching devoted to literacy • Authentic assessment is part of the teaching/learning cycle and will be collected to monitor and assess student progress • Teachers will work collaboratively to support student development • Teachers will share resources and programs • Students will be catered for on an individual basis as diverse needs are identified, not at a year level • Communication requirements of students will be supported • Multi-level planning is essential to improve reading & writing outcomes • An ESL approach will be prioritized for most students 	<ul style="list-style-type: none"> • Access current research • Attend relevant conferences and professional learning events • School will subscribe to relevant journals • Staff deliver PD where applicable • The timetable schedules literacy in the first few periods of the day, every day • Deaf mentors are present in all literacy classes • A current audit and list of literacy resources is maintained • Instructional skills, strategies and tactics are varied to suit small group / individual literacy teaching • Sufficient funding will be allocated in the budget for professional learning in the literacy area 	<p>School funds</p> <p>Time for professional discussion</p> <p>Materials and instructional resources</p> <p>Journals and books</p>	<p>Monitoring through IEPs</p> <p>Neale Assessment for reading age</p> <p>Kendall writing levels</p> <p>Staff, parent and student surveys</p> <p>Annual performance management</p> <p>Timetable</p> <p>Log of literature and research circulated to staff</p> <p>Number and type of professional learning events attended and by how many staff</p>	<p>End 2014</p>

<ul style="list-style-type: none">• Exposure to opportunities to enhance and develop Auslan will be valued, acknowledging that a strong first language foundation will support the development of a second language, where applicable• An evidence based approach informed by contemporary research will be valued				
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<p>2. <u>Monitoring & Assessment</u> Assessment will be used to:-</p> <ul style="list-style-type: none"> • Determine students interests, strengths and phases of literacy development • Inform decisions about how best to support students literacy development • Monitor student development • Provide a tool for reflecting upon and improving teaching • Provide information about students that can be shared with others to help prioritise support required • Formal assessments to determine reading and writing age • Referral to school psychologist for formal testing as needed • IEPs – a tool to plan, monitor, evaluate and assess progress • Informal assessment – journal, samples of language, portfolios • Auslan assessment – video sample collected annually • Future planning - Auslan as a TEE subject – will require construction of assessment tools to suit 	<ul style="list-style-type: none"> • Professional Learning on IEP writing • Teachers complete and review IEPs each term/semester • School tests <ul style="list-style-type: none"> - NAPLAN - NEALE - Probe - Social skills checklist - Kendall writing - Kendall Auslan proficiency • ESL progress maps • Moderation meetings • Make student progress and results known to all members of team • Update student data annually on S Drive for mainstream teachers to access (so they are aware of reading ages of individual deaf students) • Record data in SPSS – database set up for ongoing tracking of student progress 	<p>SPSS package</p> <p>Computer able to run SPSS package</p> <p>Various tests as noted</p> <p>ESL materials and resources</p>	<p>SPSS data collection and analysis – longitudinal mapping of individual student progress</p> <p>Test results</p> <p>Annual surveys</p> <p>Anecdotal evidence</p> <p>Portfolios of student work</p>	<p>End 2014</p>

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<p>3. <u>Standards & Targets</u></p> <ul style="list-style-type: none"> • Ongoing analysis and interpretation of student outcome data • Evaluation of targets at school, class and individual level • Explicit targets are set each year and identified in IEPs for each individual student • Students with an intellectual disability develop functional literacy based on a “life skills” approach • Narrow the gap between chronological age and reading age for all students • Set clear expectations for each year level / class group 	<ul style="list-style-type: none"> • Administer <ul style="list-style-type: none"> - standardized DET tests - school tests - keep a copy of student answer sheets for all tests (including DET ones) in Principal’s filing cabinet • Targets listed in IEPs • Consider previous assessments • Word level – vocabulary building • Phonics – decoding words • Sentence level – Reading texts/grammar lessons 	<p>Various test materials</p> <p>Appropriate readers and reading programs</p> <p>Literature on assessment of deaf students in literacy areas</p>	<p>Test scores and analysis, stored in SPSS database, including but not limited to:-</p> <ul style="list-style-type: none"> • Neale • Kendall writing • NAPLAN levels <p>Increase in use of various measures</p> <p>Improved documentation</p>	<ul style="list-style-type: none"> • End 2014

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<p>4. <u>Classroom Management & Instructional Strategies</u></p> <ul style="list-style-type: none"> • Learner-centred instruction • Explicit teaching of literacy • Scheduled daily literacy classes • Implementation of ESL strategies/approaches in literacy classes • Develop a whole school approach to literacy • Whole school emphasis on a variety of instructional strategies and tactics used to engage learners 	<ul style="list-style-type: none"> • Professional Learning on Co-operative Learning • Develop consistent paperwork and procedures for collection of literacy data and progress mapping across middle and senior schools • Deaf mentor involvement in all classes • First Steps – professional learning • ESL professional learning • Use of a variety of instructional strategies to engage students • Storytelling and book sharing by Deaf mentors • Individual reading • Paired reading/group reading • Silent reading • Dialogue journals • Explicit English instruction • Reading logs • Word charts • Grammar lessons (disc) 	<p>First Steps Books</p> <ul style="list-style-type: none"> - Reading - Maths <p>PD opportunities</p> <p>Posters</p> <p>Computer games / online literacy activities (eg. subscriptions to Ziptales etc)</p> <p>Books for shared reading and storytelling</p> <p>Individual readers – for high interest low ability students</p> <p>Small student textbooks for dialogue journaling</p> <p>Grammar disc and grammar books for explicit teaching and worksheet activities</p>	<p>Student surveys</p> <p>Teacher feedback</p> <p>Anecdotal observation</p> <p>Student work samples</p>	<p>End 2014</p>

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<p>5. <u>Professional learning teams and collaborative processes</u></p> <ul style="list-style-type: none"> • Encourage and promote embedded collaborative practices that allow for discussion, sharing and promotion of successful teaching and learning strategies • A commitment to resourcing regular professional learning for teachers in identified priority areas • Capacity building amongst staff by capitalizing on the skills and expertise of teaching staff to upskill others • Allocation of sufficient funding in the budget for professional learning in the literacy area • Timetabling to create opportunities for staff to come together and work collaboratively (in terms of planning and teaching) 	<ul style="list-style-type: none"> • Buddy systems/working as a team/peer mentoring of teachers • Regular meetings – collaborative time for teachers • Lesson guidelines – routine/consistency in program • Professional learning teams • Scheduled time for planning together (timetabled) • Contact with emails/text • Communication book between teachers • Sharing of knowledge and support of colleagues • Writing monitoring group assessments / moderation meetings 	<p>Sharing of knowledge and support of colleagues</p> <p>Funding of programs and professional learning</p> <p>Relief staff provided as needed if staff attending PD or observing others teach</p>	<p>Evaluation of teachers – peer feedback</p> <p>Teaching staff surveys</p> <p>Attendance at professional learning events</p> <p>Number of timetabled opportunities to come together to collaborate</p>	<p>End 2014</p>

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<p>6. <u>Intervention Programs & Processes</u></p> <ul style="list-style-type: none"> • Intervention is provided as a collaborative process • Teachers plan and teach intervention programs according to individual education plans • Students identified as at risk receive support in class and on a withdrawal basis • Each term the IEPs of at-risk students are re-evaluated to ensure priority needs for support and intervention are being met • Programs are linked to standardised test results and are evidence based • Programs are evaluated on a term by term basis 	<ul style="list-style-type: none"> • Intensive reading programs for selected students • Trial reading program before school • Structures in place in order to ensure students requiring extra support are identified and appropriately targeted • IEPs are developed in consultation with stakeholders • Programs are tailored to suit individual students 	<p>High interest low ability readers suited to age of SCDEC students</p> <p>Reading programs for struggling secondary students</p> <p>Vimeo computer program</p> <p>Spelling programs to suit individuals</p> <p>Materials on intervention and assessment for struggling learners</p>	<p>Initial Neale reading age assessment – retested at end of each year</p> <p>Other standardized assessments</p> <p>Program evaluation at end of each term</p> <p>Student progress</p> <p>Surveys & IEPs – parental input</p>	<p>End 2014</p>

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<p>7. <u>Home-School-Community Partnerships</u></p> <ul style="list-style-type: none"> • Sharing information with relevant parties external of staff • Relationship building with stakeholders • Responsibility to ensure that parents understand how their child learns and how the school caters for the individual needs of deaf students 	<ul style="list-style-type: none"> • Partnership with parents and the community • School Council meetings • Liaison with the Deaf community (eg. NWDP, WAAD etc) • Deaf Role Model project (funded mentoring project 2012) • Parent meetings to construct IEPs • Clarify role of Deaf mentors with family and community • Report meetings as required • Communication – email/text/homework diary • Parent nights (social, informational) • Home literacy programs • Vimeo spelling revision 	<p>Funding for Deaf mentor project in 2012</p> <p>Staffing resources to conduct parent nights</p> <p>Links with Deaf community</p> <p>Communication tools (mobile / diary etc)</p>	<p>Parent surveys</p> <p>School Council meeting minutes</p> <p>Number of events held with the Deaf community</p> <p>Uptake of home literacy and Vimeo programs</p> <p>Any concerns registered from home / community?</p> <p>Participation in IEP meetings</p>	<p>End 2014</p>

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<p>8. <u>Leadership</u></p> <ul style="list-style-type: none"> • On-going support from leadership team • Focusing, coordinating and disseminating data re: student literacy achievements to teaching team members • Timetabling appropriately • Communication amongst team and from top down • Monitoring implementation of literacy programs • Team approach to constructional leadership • Accessing 'New Directions' 	<ul style="list-style-type: none"> • Review school policies every 2 years, detailing clear expectations in all areas of literacy • Establish literacy support team • Identify key staff members as ESL specialists • Plan for professional development of key ESL teacher/s • Team planning timetabled to suit key teachers • Identify and participate in district priorities planned for staff inservice on ESL initiatives • Plan for teacher opportunities to observe best practice in other classrooms and to consult with Shenton College ESL teachers 	<p>Financial support of literacy programs</p> <p>Relief staff as needed to support literacy teachers meeting and attending professional learning opportunities</p>	<p>Student data and progress</p> <p>Annual surveys – staff, parents, students</p> <p>School Council reports and recommendations</p> <p>Performance management of the Principal</p> <p>Performance management of all staff</p>	<p>End 2014</p>