<table>
<thead>
<tr>
<th>Element</th>
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<th>Resources</th>
<th>Monitoring/Assessment</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Belief &amp; Understandings</strong></td>
<td>• High expectations are essential</td>
<td>School funds</td>
<td>Monitoring through IEPs</td>
<td>End 2014</td>
</tr>
<tr>
<td></td>
<td>• Literacy needs to be taught in context and across all key learning areas</td>
<td></td>
<td>Neale Assessment for reading age</td>
<td></td>
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<tr>
<td></td>
<td>• Every day there will be a minimum of 2 periods of explicit teaching devoted to literacy</td>
<td></td>
<td>Kendall writing levels</td>
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<tr>
<td></td>
<td>• Authentic assessment is part of the teaching/learning cycle and will be collected to monitor and assess student progress</td>
<td></td>
<td>Staff, parent and student surveys</td>
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<tr>
<td></td>
<td>• Teachers will work collaboratively to support student development</td>
<td></td>
<td>Annual performance management</td>
<td></td>
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<tr>
<td></td>
<td>• Teachers will share resources and programs</td>
<td></td>
<td>Timetable</td>
<td></td>
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<tr>
<td></td>
<td>• Students will be catered for on an individual basis as diverse needs are identified, not at a year level</td>
<td></td>
<td>Log of literature and research circulated to staff</td>
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<tr>
<td></td>
<td>• Communication requirements of students will be supported</td>
<td></td>
<td>Number and type of professional learning events attended and by how many staff</td>
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<tr>
<td></td>
<td>• Multi-level planning is essential to improve reading &amp; writing outcomes</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• An ESL approach will be prioritized for most students</td>
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</table>
• 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
## 2. Monitoring & Assessment

Assessment will be used to:
- 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

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<tr>
<td>Assessment</td>
<td>Professional Learning on IEP writing</td>
<td>SPSS package</td>
<td>Test results</td>
<td>End 2014</td>
</tr>
<tr>
<td></td>
<td>Teachers complete and review IEPs each term/semester</td>
<td>Computer able to run SPSS package</td>
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</table>
| | School tests  
  - NAPLAN  
  - NEALE  
  - Probe  
  - Social skills checklist  
  - Kendall writing  
  - Kendall Auslan proficiency | Various tests as noted | | |
| | 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) | ESL materials and resources | | |
| | Record data in SPSS – database set up for ongoing tracking of student progress | | | |

## Shared:Admin:DeafEd:Policies:LiteracyPlanMay201
### 3. Standards & Targets

- Ongoing analysis and interpretation of student outcome data
- Evaluation of targets at school, class and individual level
- Explicit targets are set each year and indentified 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

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<td></td>
<td>• Administer&lt;br&gt;- standardized DET tests&lt;br&gt;- school tests&lt;br&gt;- keep a copy of student answer sheets for all tests (including DET ones) in Principal’s filing cabinet&lt;br&gt;- Targets listed in IEPs&lt;br&gt;- Consider previous assessments&lt;br&gt;- Word level – vocabulary building&lt;br&gt;- Phonics – decoding words&lt;br&gt;- Sentence level – Reading texts/grammar lessons</td>
<td>Various test materials&lt;br&gt;Appropriate readers and reading programs&lt;br&gt;Literature on assessment of deaf students in literacy areas</td>
<td>Test scores and analysis, stored in SPSS database, including but not limited to:-&lt;br&gt;- Neale&lt;br&gt;- Kendall writing&lt;br&gt;- NAPLAN levels&lt;br&gt;Increase in use of various measures&lt;br&gt;Improved documentation</td>
<td>End 2014</td>
</tr>
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| 4. Classroom Management & Instructional Strategies | • 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) | First Steps Books - Reading - Maths  
PD opportunities  
Posters  
Computer games / online literacy activities (eg. subscriptions to Ziptales etc)  
Books for shared reading and storytelling  
Individual readers – for high interest low ability students  
Small student textbooks for dialogue journaling  
Grammar disc and grammar books for explicit teaching and worksheet activities | Student surveys  
Teacher feedback  
Anecdotal observation  
Student work samples | End 2014 |
## SHENTON COLLEGE DEAF EDUCATION CENTRE
### Literacy Plan 2012-2014

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| 5. **Professional learning teams and collaborative processes** | • 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 | Sharing of knowledge and support of colleagues  
Funding of programs and professional learning  
Relief staff provided as needed if staff attending PD or observing others teach | Evaluation of teachers – peer feedback  
Teaching staff surveys  
Attendance at professional learning events  
Number of timetabled opportunities to come together to collaborate | End 2014 |

*Shared: Admin: DeafEd: Policies: LiteracyPlanMay2012*
### Element: Intervention Programs & Processes

- 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.

### Action

- 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.

### Resources

- High interest low ability readers suited to age of SCDEC students.
- Reading programs for struggling secondary students.
- Vimeo computer program.
- Spelling programs to suit individuals.
- Materials on intervention and assessment for struggling learners.
- Initial Neale reading age assessment – retested at end of each year.
- Other standardized assessments.
- Program evaluation at end of each term.
- Student progress.
- Surveys & IEPs – parental input.

### Timeframe

- End 2014.
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| 7. **Home-School-Community Partnerships** | • 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 | Funding for Deaf mentor project in 2012  
Staffing resources to conduct parent nights  
Links with Deaf community  
Communication tools (mobile / diary etc) | Parent surveys  
School Council meeting minutes  
Number of events held with the Deaf community  
Uptake of home literacy and Vimeo programs  
Any concerns registered from home / community?  
Participation in IEP meetings | End 2014 |
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<td>Leadership</td>
<td>Review school policies every 2 years, detailing clear expectations in all areas of literacy</td>
<td>Financial support of literacy programs</td>
<td>Student data and progress</td>
<td>End 2014</td>
</tr>
<tr>
<td></td>
<td>Establish literacy support team</td>
<td>Relief staff as needed to support literacy teachers meeting and attending professional learning opportunities</td>
<td>Annual surveys – staff, parents, students</td>
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<td></td>
<td>Identify key staff members as ESL specialists</td>
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<td>School Council reports and recommendations</td>
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<td></td>
<td>Plan for professional development of key ESL teacher/s</td>
<td></td>
<td>Performance management of the Principal</td>
<td></td>
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<tr>
<td></td>
<td>Team planning timetabled to suit key teachers</td>
<td></td>
<td>Performance management of all staff</td>
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<td></td>
<td>Identify and participate in district priorities planned for staff inservice on ESL initiatives</td>
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<td></td>
<td>Plan for teacher opportunities to observe best practice in other classrooms and to consult with Shenton College ESL teachers</td>
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- 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’