## LEADERSHIP PLAN

**RATIONALE:** Highly effective schools have strong and effective leaders at all levels, including administration, classroom teachers and interpreters. Effective leaders ensure a culture of learning is developed across the school.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>MONITORING</th>
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<tbody>
<tr>
<td><strong>DIRECTION</strong></td>
<td>1. The Principal, with the support from leadership across the school, has driven the development of policies and goals for improvement including the setting and articulation of targets.</td>
<td>• Systemic policies are in place (eg Excursions, CAR, FAAA) • Performance management procedures are in place • Awareness of leadership attributes are consistently developed • Vision clearly articulated and identified • Policies and procedures are in place</td>
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<td><strong>TEAM</strong></td>
<td>2. Professional learning, leadership and collaboration is being developed</td>
<td>• Weekly staff bulletins distributed electronically • PD register kept with School Registrar • Range of leadership opportunities • Professional sharing opportunities (team meetings, formal and informal debriefing, collegial discussions, facilitated discussions on research articles/activities etc, moderation opportunities about assessment) • Term planner • Agenda for weekly collaborative meetings • Task designation to enhance collaboration and leadership • Social opportunities for team building • Information sharing (latest research articles / news / info) amongst staff</td>
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<td><strong>MANAGEMENT</strong></td>
<td>3. The school is well organized and resourced in line with overarching purpose</td>
<td>• Control self-assessment • Asset registers maintained each month • Effective school calendar and timetables • Financial deadlines are met • Student assessment data collated in SPSS • Use of shared facilities • Deadlines met (marks, exam setting, reports, etc) • Programs and Curriculum Council requirements met (subject outlines, assessment guidelines)</td>
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<td><strong>COMMUNICATION</strong></td>
<td>4. The Principal and the College staff are in constant and meaningful communication with the school community and work to build partnerships beyond the school</td>
<td>• Parent information nights • Attractive newsletter • Maintain and develop links and relationships with like schools • Representation at parent nights • Attendance at state LA (association) and district level networks • Relevant PD learning areas, survey of staff, students, etc • LA conferences • Keep executive team informed • Website is kept up to date</td>
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**Rationale:** Highly effective schools have staff with a thorough and up to date knowledge of their teaching area and a deep understanding of the specific learning styles of the students on their caseload.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES (who, what, when, where, why)</th>
<th>MONITORING</th>
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<tr>
<td>Understanding of all components of being effective Teachers of the Deaf</td>
<td>• Attendance and ongoing relevant PL&lt;br&gt;• Staying up to date with professional and technical knowledge by iv) professional reading&lt;br&gt;  ii) PL&lt;br&gt;  iii) self assessment of needs&lt;br&gt;iv) sharing with colleagues</td>
<td>• Whole school and individual Professional Learning days&lt;br&gt;• Performance management</td>
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<td></td>
<td>• Implementation of relevant PL into classroom by teachers making changes to their teaching/learning strategies&lt;br&gt;  • How we resource FTE&lt;br&gt;  • How we know what’s happened</td>
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<td>Reflection of teaching practice - effectiveness influences/guides future teaching</td>
<td>• Colleague mentoring&lt;br&gt;  • Mentor groups&lt;br&gt;  • Reflective journaling (personal)</td>
<td>• Observation by colleagues&lt;br&gt;• Team teaching</td>
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<td>Appropriate programs are developed to meet the individual needs of students</td>
<td>• IEP&lt;br&gt;  • Assessments&lt;br&gt;  • Literacy&lt;br&gt;  • Numeracy&lt;br&gt;  • Auslan proficiency&lt;br&gt;  • Behaviour management programs</td>
<td>• Identified outcomes&lt;br&gt;• Appropriate learning outcomes&lt;br&gt;  • Differentiation&lt;br&gt;  • In-class support</td>
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<td>Students are encouraged to accept responsibility for own learning and are instilled with values of lifelong learning</td>
<td>• WPL&lt;br&gt;  • Links made to ‘real world’ experiences through excursions / incursions&lt;br&gt;  • Students participate in extra-curricular activities&lt;br&gt;  • Relate learning to ‘real life’ experiences&lt;br&gt;  • Protective behaviours/students&lt;br&gt;  • Auslan proficiency</td>
<td>• Links made to ‘real world’ experiences through excursions/incursions&lt;br&gt;  • Students participate in extra-curricular activities&lt;br&gt;  • Co-operative learning&lt;br&gt;  • Relate learning to ‘real life’ experiences</td>
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<td>Constructive feedback to students to guide learning</td>
<td>• Reporting to parents (including Auslan translations)&lt;br&gt;  • Career advice&lt;br&gt;  • WPL</td>
<td>• Feedback&lt;br&gt;• Assessments&lt;br&gt;• Test results</td>
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<tr>
<td>Constructive feedback to teachers/interpreters to guide learning</td>
<td>• Interpreter consultant / mentoring of interpreters&lt;br&gt;  • Professional learning opportunities&lt;br&gt;  • Performance management&lt;br&gt;  • Surveys&lt;br&gt;  • Paired, supported reflection through observation and coaching of interpreters and teachers&lt;br&gt;  • Auslan reports&lt;br&gt;  • Employment of accredited interpreters who are actively revalidating with NAATI</td>
<td>• Incidental conversations&lt;br&gt;• Feedback opportunities</td>
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<td>Know their students well (individual interest, backgrounds/motivation and learning styles)</td>
<td>• Private talk&lt;br&gt;  • Mentoring groups&lt;br&gt;  • Expert knowledge of deafness, adolescent development&lt;br&gt;  • Student surveys</td>
<td>• Incidental conversations&lt;br&gt;• Small teaching groups&lt;br&gt;• One on one teaching</td>
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**RATIONALE**: Highly effective schools ensure that teaching and learning is the focus of all staff and takes priority over all other considerations.

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| 1. Learning is the central purpose of the environment and takes priority. The classroom is a safe learning environment, allowing flexibility to meet individual requirements. | • Events planned through school and reporting calendars  
• Planning is evident (eg calendars) in partnership with Shenton College  
• Minimum unplanned disruptions to school  
• Staff engage in appropriate PD  
• BMIS Rights & Responsibilities  
• Collaborative structure of timetable  
• Identify how students perceive themselves as learners  
• Employment of Deaf mentors  
• Employment of accredited interpreters  
• Employment of skilled teachers | • Monitoring of unplanned classtime interruptions  
• School surveys to be completed  
• IEP goals achieved – what strategies? If unsuccessful, review strategies  
• Assessment, questionnaires, teachers’ observations |
| 2. A deep belief in the ability of every child to achieve high personal standards  
Mainstream support – Teacher of the Deaf  
- Notetaker  
- Interpreter | • Performance management  
• Parent information evenings  
• Curriculum assessment policy implemented  
• Professional development  
• Careers counselling and support  
• Study skills program  
• Good working relationships with mainstream teachers  
• Opportunities to enter competitions, scholarships  
• Positive attitudes reflected in work environment  
• Mentoring of staff  
• WPL – Vocational Education  
• Fitness for Life  
• Constructive and timely feedback to students | • Classroom observation  
• Teacher collaboration with mainstream staff & SCDEC  
• Student attitudes & participation  
• Surveys of mainstream teachers  
• Surveys of parents & SCDEC staff  
• Degree to which staff are reflective and model willingness to improve (through performance management and professional learning opportunities sought) |
| 3. Success in learning is recognized and celebrated in conjunction with Shenton College | • School certificates and letters of commendation, awards and rewards  
• Community publicity, including newspaper articles  
• Assemblies  
• Newsletters/website  
• Local and education news  
• Scholarly publication of articles (eg. IJIE)  
• Presentation of successful results at conferences | • Newsletters  
• Assemblies  
• Surveys  
• End of term/semester breakfasts or other social gatherings  
• Invitations to present / contribute to journals or conferences |
### RATIONALE

Highly effective schools build and maintain strong links between staff, students, parents, the wider community and other interested parties.

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<th>CLASSROOM</th>
<th>MONITORING</th>
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| Staff work collaboratively and cooperatively | • Staff attend appropriate PD  
• Team teaching approaches  
• Environment of team work | • Supportive observation  
• Cooperative learning strategies in classrooms | • Staff meetings  
• PD days  
• Social opportunities |
| Students are respected by, and respectful of, all staff | • School code of conduct  
• BMIS | • Deaf mentors  
• Connections between students and staff | • Behaviour incidents |
| Students develop a sense of purpose and pride about themselves and take an active role in planning for their futures. | • WPL  
• WADS / WAAD collaborations  
• Staff attend Mental Health and Wellbeing PD | • Future planning  
• Meetings with career advisors  
• Deaf mentors | • Records of students post school options  
• Records of student participation in extra curricula activities |
| Opportunities for involvement in setting goals and developing policies | • Parent representative on school council  
• Feedback | • Adjustments when appropriate | • Minutes of school council meetings  
• School newsletters  
• Website  
• Surveys |
| Parents/carers take an informed and active role in monitoring and supporting their child’s learning. | • Newsletters  
• Term planners  
• Parent info nights  
• Invites to assemblies and performances | • IEPs are developed with parents/carers  
• Homework diaries | • Parents attend IEP meetings  
• Numbers attending parent info nights  
• Parents attend report day interviews  
• Student involvement in extra curricular activities |
| The school is viewed positively in the community | • Deafness Awareness Training  
• Website  
• Parent info nights  
• Invitations to assemblies and performances  
• Excursions/incursions  
• Newspaper articles  
• Links to WAIDE  
• School newsletter  
• Links to outside agencies  
• WPL  
• School camp  
• NWDP  
• Deaf Community  
• ASLIA  
• WAAD | • Compile newsletter articles after each excursion/incursion  
• Contribute to website  
• Invitation to assemblies and performances | • School community survey  
• Parent info nights  
• Continued interest from prospective parents in enrolling their children  
• Articles published in local newspaper  
• Formal and informal feedback  
• Access to website |
**RATIONALE**: Highly effective schools ensure that resources are allocated across the school equitably to enable staff and students to achieve outstanding results.

**RESOURCES**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>IDENTIFIED RESOURCES</th>
<th>MONITORING</th>
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</table>
| • Equitable allocation of resources  
  • Training and inservice training of mainstream staff regarding the needs of Deaf students | • Identification of students needs  
  • Staff meetings  
  • Finance committee meetings  
  • Staff meetings  
  • I.E.P. meetings  
  • Role models  
  • Deaf mentors | • Schools Plus funding  
  • Loop systems  
  • School Website  
  • Deployment of note takers and accredited interpreters  
  • Management of Teacher of the Deaf caseloads  
  • Deafness Awareness Training  
  • SIS  
  • Integration into mainstream  
  • Captioning  
  • Psych time allocated  
  • Additional staff employed as needed for behaviour observation  
  • Deaf mentors | • Mandated reviews of Schools Plus  
  • Termly reviews of resource allocation  
  • Feedback from parents  
  • Review of Budget  
  • Surveys |