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.

OUTCOMES	STRATEGIES WHOLE SCHOOL	MONITORING
DIRECTION 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.	• 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	• Policies and targets are realistic and effective • Discussions with parents and staff • Annual surveys of staff, students and parents • Planning and processes for improvement are evident • Leadership teams embrace change and implement appropriately • The health and wellbeing of the staff of SCDEC

TEAM
2. Professional learning, leadership and collaboration is being developed
	• 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
		• Staff involvement in PD, guided by performance management process
		• Range of leadership opportunities
		• Team staff meetings
		• Meeting agendas, minutes, etc
		• Survey monkey data collection
		    – Principal
		    - Teachers
		    - Interpreters
		    - Parents
		    - Students

MANAGEMENT 3. The school is well organized and resourced in line with overarching purpose	• 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)	• School runs smoothly • Asset registers accurate and up to date • Full audit • Minutes of School Council meetings • Contributions and charges collection rate – fees up to date

COMMUNICATION
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
	• 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
	• Partnerships with SCDEC and the Shenton College community
		• School receives positive feedback from parents and other members of school community
		• Annual surveys – Principal
		    - Teachers
		    - Interpreters
		    - Parents
		    - Students

TEACHING PLAN

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.

OUTCOMES	STRATEGIES (who, what, when, where, why)		MONITORING
	WHOLE SCHOOL	CLASSROOM	
Understanding of all components of being effective Teachers of the Deaf	• Attendance and ongoing relevant PL • Staying up to date with professional and technical knowledge by professional reading, PL, self assessment of needs, sharing with colleagues	• Implementation of relevant PL into classroom by teachers making changes to their teaching/learning strategies • How we resource FTE • How we know what's happened	• Whole school and individual Professional Learning days • Performance management
Reflection of teaching practice - effectiveness influences/guides future teaching	• Colleague mentoring • Mentor groups • Reflective journaling (personal)	• Observation by colleagues • Team teaching • Feedback from Deaf mentors	• Student surveys • Moderation • Performance management
Appropriate programs are developed to meet the individual needs of students	• IEP • Assessments • Literacy • Numeracy • Auslan proficiency • Behaviour management programs	• Identified outcomes • Appropriate learning outcomes • Differentiation • In-class support • Employment of Deaf mentors • Rubrics • Visual aids / approaches • Authentic assessment • Experiential learning	• Formal/informal assessments – students sit NAPLAN Yrs 3,5,7,9 • WAMSE • Use of assessment rubrics • Kendall sign proficiency • Anecdotal records • Work samples • Records • Database in SPSS
Students are encouraged to accept responsibility for own learning and are instilled with values of lifelong learning	• WPL • Links made to 'real world' experiences through excursions / incursions • Students participate in extra-curricular activities • Relate learning to 'real life' experiences • Protective behaviours/students • Auslan proficiency	• Links made to 'real world' experiences through excursions/incursions • Students participate in extra-curricular activities • Co-operative learning • Relate learning to 'real life' Deaf role model program	• Record of all incursions/excursions • Records of teacher PD and educational background recorded on SCDEC website for community / students / parents to see
Constructive feedback to students to guide learning	• Reporting to parents (including Auslan translations) • Career advice • WPL • Role of Deaf mentors on staff	• Feedback • Assessments • Test results	• SPSS database – longitudinal mapping of student development / test results • Work samples and records • Copies of reports
Constructive feedback to teachers/interpreters to guide learning	• Interpreter consultant / mentoring of interpreters • Professional learning opportunities • Performance management • Surveys • Paired, supported reflection through observation and coaching of interpreters and teachers • Auslan reports • Employment of accredited interpreters who are actively revalidating with NAATI	• Incidental conversations • Feedback opportunities • Expertise of Deaf mentors	• Record keeping of paired supportive observation • Feedback to and from staff • Self monitoring • Performance Management • Employment of interpreter consultant as needed • Portfolio evidence collected by interpreters for PM & revalidation • Survey results
Know their students well (individual interest, backgrounds/motivation and learning styles)	• Private talk • Mentoring groups • Expert knowledge of deafness, adolescent development • Student surveys	• Incidental conversations • Small teaching groups • One on one teaching	• Survey results • Relationships and connectedness between staff and students

LEARNING ENVIRONMENT PLAN

RATIONALE: Highly effective schools ensure that teaching and learning is the focus of all staff and takes priority over all other considerations.

OUTCOMES	STRATEGIES WHOLE SCHOOL	MONITORING
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 <u>unplanned</u> classtime interruptions • School surveys to be completed • IEP goals achieved – what strategies? If unsuccessful, review strategies • Assessment, questionnaires, teachers' observations, rubrics

2. A deep belief in the ability of every child to achieve high personal standards
 	
DEC teaching team – Teachers of the Deaf, Deaf mentors, accessible bilingual-bicultural learning environment with emphasis on visual learning strategies.
 	
Mainstream support – Teacher of the Deaf
   - Notetakers
   - Interpreters
   - Ai Live real time captioning
	• 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
	• Equitable and empowering learning environment
	• Bilingual-bicultural philosophy
	• Focus on language-rich environment, not communication methodology
		• 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)
		• Data collection

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 • 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

RELATIONSHIPS

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

OUTCOMES	STRATEGIES		MONITORING
	WHOLE SCHOOL	**CLASSROOM**	
Staff work collaboratively and cooperatively	• Staff attend appropriate PD • Team teaching approaches • Environment of team work within SCDEC and between SCDEC and Shenton College	• 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

RESOURCES

RATIONALE: Highly effective schools ensure that resources are allocated across the school equitably to enable staff and students to achieve outstanding results.

OUTCOMES	STRATEGIES	IDENTIFIED RESOURCES	MONITORING
• Equitable allocation of resources • Training and inservicing 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 • Captioning	• 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 • Psych time allocated • Additional staff employed as needed for behaviour observation • Deaf mentors • Caption Centre • Macbook laptops • Access to moodle	• Mandated reviews of Schools Plus • Termly reviews of resource allocation • Feedback from parents • Review of Budget • Surveys