**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>
</tr>
</thead>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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 • Partnerships with SCDEC and the Shenton College community</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES (who, what, when, where, why)</th>
<th>MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of all components of being effective Teachers of the Deaf</td>
<td>• Attendance and ongoing relevant PL</td>
<td>• Whole school and individual Performance Learning days</td>
</tr>
<tr>
<td></td>
<td>• Staying up to date with professional and technical knowledge by professional reading, PL, self assessment of needs, sharing with colleagues</td>
<td>• 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</td>
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<tr>
<td></td>
<td>• How we resource FTE</td>
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<td></td>
<td>• How we know what’s happened</td>
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</tr>
<tr>
<td>Reflection of teaching practice - effectiveness influences/guides future teaching</td>
<td>• Colleague mentoring</td>
<td>• Student surveys</td>
</tr>
<tr>
<td></td>
<td>• Mentor groups</td>
<td>• Moderation</td>
</tr>
<tr>
<td></td>
<td>• Reflective journaling (personal)</td>
<td>• Performance management</td>
</tr>
<tr>
<td>Appropriate programs are developed to meet the individual needs of students</td>
<td>• IEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessments</td>
<td>• Formal/informal assessments – students sit NAPLAN Yrs 3, 5, 7, 9</td>
</tr>
<tr>
<td></td>
<td>• Literacy</td>
<td>• WAMSE</td>
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<tr>
<td></td>
<td>• Numeracy</td>
<td>• Use of assessment rubrics</td>
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<tr>
<td></td>
<td>• Auslan proficiency</td>
<td>• Kendall sign proficiency</td>
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<tr>
<td></td>
<td>• Behaviour management programs</td>
<td>• Anecdotal records</td>
</tr>
<tr>
<td>Students are encouraged to accept responsibility for own learning and are instilled with values of lifelong learning</td>
<td>• WPL</td>
<td>• Work samples</td>
</tr>
<tr>
<td></td>
<td>• Links made to ‘real world’ experiences through excursions/incursions</td>
<td>• Records</td>
</tr>
<tr>
<td></td>
<td>• Students participate in extra-curricular activities</td>
<td>• Database in SPSS</td>
</tr>
<tr>
<td></td>
<td>• Relate learning to ‘real life’ experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Protective behaviours/students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Auslan proficiency</td>
<td></td>
</tr>
<tr>
<td>Constructive feedback to students to guide learning</td>
<td>• Reporting to parents (including Auslan translations)</td>
<td>• Record of all incursions/incursions</td>
</tr>
<tr>
<td></td>
<td>• Career advice</td>
<td>• Records of teacher PD and educational background recorded on SCDEC website for community students/parents to see</td>
</tr>
<tr>
<td></td>
<td>• WPL</td>
<td>• Performance Management</td>
</tr>
<tr>
<td></td>
<td>• Links made to ‘real world’ experiences through excursions/incursions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students participate in extra-curricular activities</td>
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<tr>
<td></td>
<td>• Co-operative learning</td>
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</tr>
<tr>
<td></td>
<td>• Role of Deaf mentors on staff</td>
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</tr>
<tr>
<td>Constructive feedback to teachers/interpreters to guide learning</td>
<td>• Interpreter consultant/mentoring of interpreters</td>
<td>• SPSS database – longitudinal mapping of student development/test results</td>
</tr>
<tr>
<td></td>
<td>• Professional learning opportunities</td>
<td>• Work samples and records</td>
</tr>
<tr>
<td></td>
<td>• Performance management</td>
<td>• Copies of reports</td>
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<tr>
<td></td>
<td>• Surveys</td>
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<tr>
<td></td>
<td>• Paired, supported reflection through observation and coaching of interpreters and teachers</td>
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<tr>
<td></td>
<td>• Auslan reports</td>
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<tr>
<td></td>
<td>• Employment of accredited interpreters who are actively revalidating with NAATI</td>
<td></td>
</tr>
<tr>
<td>Know their students well (individual interest, backgrounds/motivation and learning styles)</td>
<td>• Private talk</td>
<td>• Survey results</td>
</tr>
<tr>
<td></td>
<td>• Mentoring groups</td>
<td>• Relationships and connectedness between staff and students</td>
</tr>
<tr>
<td></td>
<td>• Expert knowledge of deafness, adolescent development</td>
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<td></td>
<td>• Student surveys</td>
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<td></td>
<td>• Incidental conversations</td>
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<td></td>
<td>• Small teaching groups</td>
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<td></td>
<td>• One on one teaching</td>
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</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHOLE SCHOOL</strong></td>
<td><strong>STRATEGIES</strong></td>
<td><strong>MONITORING</strong></td>
</tr>
</tbody>
</table>
| 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, rubrics |
| 2. A deep belief in the ability of every child to achieve high personal standards | • 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 |
| 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 |                                                                                                                                           |                                                                                                                                           |
| 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 |
**RATIONALE:** Highly effective schools build and maintain strong links between staff, students, parents, the wider community and other interested parties.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES WHOLE SCHOOL</th>
<th>CLASSROOM</th>
<th>MONITORING</th>
</tr>
</thead>
</table>
| 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 |
**RATIONALE:** Highly effective schools ensure that resources are allocated across the school equitably to enable staff and students to achieve outstanding results.

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