

**SHENTON COLLEGE DEAF EDUCATION CENTRE
STRATEGIC PLAN – 2013-2015**

ELEMENTS	OBJECTIVES	STRATEGIES	TIMELINE	EVALUATION
<p>Teaching: 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.</p>	<ul style="list-style-type: none"> • Classroom practices reflect new strategies • Staff develop their knowledge in identified areas • Improve data collection • Students improve reading ages by better than 9 months • Auslan as a LOTE (via SC) in 2014 • Employ accredited interpreters who revalidate with NAATI • Employ skilled teachers • Employ Deaf mentors 	<ul style="list-style-type: none"> • Intensive Literacy Program • Cooperative Learning • Problem solving • Instructional Strategies • First Steps – Reading/Maths • Vocational/academic programs • IEP • ASDAN • NAPLAN • Auslan proficiency 	Ongoing	<p>Observation</p> <p>Data collection</p> <p>Performance management</p>
<p>Learning Environment: Highly effective schools ensure that learning is the focus of all staff and takes priority over all other considerations.</p>	<ul style="list-style-type: none"> • Safe and supportive environment to ensure learning is the primary focus • Build accurate picture of mental health of students • Accountable and responsible classrooms • Skilled teaching and non-teaching staff • Use IT to best effect in classroom (eg. moodle, laptops) • Nurture a bilingual-bicultural learning environment • Focus on a language-rich environment rather than communication methodology 	<ul style="list-style-type: none"> • Teaching behaviour patterns – CMS • Protective behaviours program • BMS - Psych • Team teaching • Mentoring options for staff • Auslan spelling lists – Vimeo • Protective Behaviours • Auslan translation of reports • Deaf mentors • Employ bilingual-bicultural staff • Value both languages and cultures • Enhance opportunities for visual learning • Establish a visual environment conducive to learning (visual aids, word walls, appropriate lines of sight, clean presenting background etc) • Differentiated assessment of learning, e.g. use of rubrics (self, peer, teacher assessment) • Provision of assessment expectations in advance to students 	Ongoing	<p>Review T4</p> <p>Feedback from surveys</p> <p>Anecdotal records</p> <p>Observation</p> <p>Reports and student results</p>
<p>Relationships: Highly effective schools build and maintain strong links between staff, students, parents, the wider community and other interested parties.</p>	<p>Enhance inclusivity and collaboration - build and maintain relationships with:</p> <ul style="list-style-type: none"> • Staff (of and between SC and SCDEC) • Students • Parents (present and prospective) • WAIDE • WADS • Shenton College • School Council • Deaf community • Other like-school communities (e.g. Bairnsdale, VCD, Sweden etc) • ASLIA • AATD • WAAD • Places of employment (work placements) • NAATI • TAFE/CIT • Deaf / access organizations (e.g. Ai-Live) • Employment agencies, workplace learning 	<ul style="list-style-type: none"> • Newsletters • Staff meetings • Website • School Council meetings • Staff bulletins • Term planners • Assemblies • Parent information nights • School camps • NWDP • Newspaper articles 	Ongoing	<p>Feedback from website</p> <p>Surveys</p> <p>Parent/staff communications</p> <p>Feedback from staff</p>

<p>Leadership: 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.</p>	<p>and traineeship providers</p> <ul style="list-style-type: none"> • Develop “whole of staff” team culture • Build a ‘solution focused culture’ • Identify leadership portfolios for staff 	<ul style="list-style-type: none"> • Professional learning • Whole school planning • Staff meetings (in smaller teams, as well as larger teams and whole of school) • Surveys • Team building activities and events, including social networking opportunities • Staff hierarchy flow chart established • Offer promotional opportunities and access to aspirant programs 	<p>Ongoing</p>	<p>Staff surveys Parent surveys Student surveys Feedback from PD and mentoring opportunities Anecdotal</p>
<p>Resources: Highly effective schools ensure that resources are allocated across the school equitably to enable staff and students to achieve outstanding results.</p>	<ul style="list-style-type: none"> • Staff and material resources are allocated equitably • Appropriate consultation 	<ul style="list-style-type: none"> • Identification of students’ needs • Staff meetings • Finance committee • IEP meetings • School Council meetings • Students handover meeting from MS to SS at end of year. (handover IEP, latest one) • School fundraising • Laptops for students • Staff access to technology and resources 	<p>Ongoing</p>	<p>Reviews of student successes Feedback from staff meetings Reviewing budgets</p>