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

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>OBJECTIVES</th>
<th>STRATEGIES</th>
<th>TIMELINE</th>
<th>EVALUATION</th>
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</table>
| **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. | • 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 | • Intensive Literacy Program  
• Cooperative Learning  
• Problem solving  
• Instructional Strategies  
• First Steps – Reading/Maths  
• Vocational/academic programs  
• IEP  
• ASDAN  
• NAPLAN  
• Auslan proficiency | Ongoing | Observation  
Data collection  
Performance management |
| **Learning Environment:**  
Highly effective schools ensure that learning is the focus of all staff and takes priority over all other considerations. | • 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 | • 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 | Review T4  
Feedback from surveys  
Anecdotal records  
Observation  
Reports and student results |
| **Relationships:**  
Highly effective schools build and maintain strong links between staff, students, parents, the wider community and other interested parties. | Enhance inclusivity and collaboration - build and maintain relationships with:  
• 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 | • Newsletters  
• Staff meetings  
• Website  
• School Council meetings  
• Staff bulletins  
• Term planners  
• Assemblies  
• Parent information nights  
• School camps  
• NWDP  
• Newspaper articles | Ongoing | Feedback from website  
Surveys  
Parent/staff communications  
Feedback from staff |
**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.

- Develop “whole of staff” team culture
- Build a ‘solution focused culture’
- Identify leadership portfolios for staff

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

- Staff and material resources are allocated equitably
- Appropriate consultation

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<th>and traineeship providers</th>
<th>Professional learning</th>
<th>Ongoing</th>
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<tbody>
<tr>
<td></td>
<td>Whole school planning</td>
<td>Staff surveys</td>
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<td></td>
<td>Staff meetings (in smaller teams, as well as larger teams and whole of school)</td>
<td>Parent surveys</td>
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<td>Surveys</td>
<td>Student surveys</td>
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<td>Team building activities and events, including social networking opportunities</td>
<td>Feedback from PD and mentoring opportunities</td>
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<td>Staff hierarchy flow chart established</td>
<td>Anecdotal</td>
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<td>Offer promotional opportunities and access to aspirant programs</td>
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<tr>
<th>Ongoing</th>
<th>Reviews of student successes</th>
<th>Feedback from staff meetings</th>
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<td>Reviewing budgets</td>
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