**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 WHOLE SCHOOL</th>
<th>MONITORING</th>
</tr>
</thead>
</table>
| **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. | • System policies are in place (eg Excursions, CAR, FAAA)  
• PM is being developed  
• Awareness of leadership attributes are consistently developed  
• Vision clearly articulated and identified  
• LA policies and procedures in place | • Policies and targets are realistic and effective  
• Discussions with parents and staff  
• Planning and processes for improvement are evident  
• Leadership teams embrace change and implement appropriately  
• The health and wellbeing of the staff of SC DEC |

| TEAM 2. Professional learning, leadership and collaboration is being developed | • Weekly staff bulletins electronically  
• PD Register kept with School Registrar  
• Range of leadership opportunities  
• Professional sharing opportunities  
• Task designation to enhance collaboration and leadership  
• Term Planner  
• Agenda for weekly meetings  
• Weekly collaborative meetings (Wednesday)  
• Task designation to enhance collaboration and leadership  
• Social opportunities  
• Professional sharing opportunities (drinks) | • Staff involvement in PD through performance management  
• Range of leadership opportunities  
• Feedback to line-manager through survey formal and informal surveys (eg LA meeting agendas, minutes, etc)  
• Survey monkey – Principal  
  - Teachers  
  - Interpreters |

**MANAGEMENT**  • Control Self-Assessment  • School runs smoothly
| 3. The school is well organized and resourced in line with overarching purpose | • Asset registers maintained each month  
• Effective school calendar and timetables from day 1  
• Financial deadlines are met  
• Use of shared facilities  
• Deadlines met (marks, exam setting, reports, etc)  
• Programs and Curric Council requirements met (subject outlines, assess guidelines)  
• Financial deadlines are met  
• Asset registers maintained each month | • Asset registers effectively maintained each month  
• Full audit  
• Minutes of School Council – contributions and charges  
Contributions and Charges collection rate |
| --- | --- | --- |
| COMMUNICATION | 4. The Principal and the College staff are in constant and meaningful communication with the school community and works to build partnerships beyond the school | • Parent information nights  
• Attractive newsletter  
• Constant attention to establish links and relationships with like schools  
• Representation at parent nights  
• Attendance at state LA (association) and district level networks  
• LA requirements  
• Keep executive team informed |
# 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</th>
<th>MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHOLE SCHOOL</strong></td>
<td><strong>CLASSROOM</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Understanding of components of being effective Teachers of the Deaf | • Attendance and ongoing relevant PD  
• Staying up to date with professional and technical knowledge by  
  i) professional reading  
  ii) PD  
  iii) self assessment | • |
| Reflection of teaching practice effectiveness influences/guides future teaching | | |
| Appropriate programs are developed to meet the individual needs of students | • IEP  
• Assessments | • Identified outcomes  
• Appropriate learning outcomes |
| Students are encouraged to accept responsibility for own learning and taught how to continue lifetime learning | • WPL  
• Links made to ‘real world’ experiences through excursions/incursions  
• Students participate in extra-curricular activities  
• Relate learning to ‘real life’ experiences | • Links made to ‘real world’ experiences through excursions/incursions  
• Students participate in extra-curricular activities  
• Relate learning to ‘real life’ experiences |
| Teaching and constructive feedback to students to guide learning | • Reporting to parents  
• Career advice  
• WPL | • Feedback  
• Assessments  
• Test results |
| Teaching and constructive feedback to | • Interpreter consultant  
• Performance Management | • Incidental conversations  
• Feedback opportunities | • Record keeping of paired supportive observation |

<table>
<thead>
<tr>
<th><strong>TEACHING PLAN</strong></th>
<th><strong>OUTCOMES</strong></th>
<th><strong>STRATEGIES</strong></th>
<th><strong>MONITORING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHOLE SCHOOL</strong></td>
<td><strong>CLASSROOM</strong></td>
<td><strong>PERFORMANCE MANAGEMENT</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Understanding of components of being effective Teachers of the Deaf | • Attendance and ongoing relevant PD  
• Staying up to date with professional and technical knowledge by  
  i) professional reading  
  ii) PD  
  iii) self assessment | • Whole school and individual Professional Learning days  
• Performance Management |
| Reflection of teaching practice effectiveness influences/guides future teaching | | |
| Appropriate programs are developed to meet the individual needs of students | • IEP  
• Assessments | • Identified outcomes  
• Appropriate learning outcomes |
| Students are encouraged to accept responsibility for own learning and taught how to continue lifetime learning | • WPL  
• Links made to ‘real world’ experiences through excursions/incursions  
• Students participate in extra-curricular activities  
• Relate learning to ‘real life’ experiences | • Links made to ‘real world’ experiences through excursions/incursions  
• Students participate in extra-curricular activities  
• Relate learning to ‘real life’ experiences |
| Teaching and constructive feedback to students to guide learning | • Reporting to parents  
• Career advice  
• WPL | • Feedback  
• Assessments  
• Test results |
| Teaching and constructive feedback to | • Interpreter consultant  
• Performance Management | • Incidental conversations  
• Feedback opportunities | • Record keeping of paired supportive observation |
| teachers/interpreters to guide learning | • Surveys  
• Paired, supported reflection through observation and coaching | • Feedback to and from staff  
• Self monitoring  
• Performance Management  
• Interpreter consultant  
• Survey results |
| Know their students well (individual interest, backgrounds/motivation and learning styles) | | |
### RATIONALE
Highly effective schools ensure that 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>
</table>
| **1. Learning is the central purpose and takes priority. The classroom is a learning safe 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 engaged in appropriate PD  
• BMIS Rights & Responsibilities  
• Collaborative structure of timetable | • Monitoring of unplanned classtime interruptions  
• School community survey to be completed  
• IEP goals achieved – what strategies? If unsuccessful review strategies |
| **2. A deep belief in the ability of every child to achieve high personal standards**  
Mainstream support – Teacher of the Deaf  
- Notetaker  
- Interpreter | • PM  
• Parent information evenings  
• CAR policy implemented  
• Professional Development  
• Careers Counselling and support  
• Study Skills Program  
• Good working relationship with mainstream teacher  
• Opportunities to enter competitions, scholarships  
• Positive attitudes reflected in work environment  
• Mentor program  
• WPL – Vocational Education  
• Fitness for Life  
• Constructive and timely feedback to students | • Classroom observation  
• Teacher collaboration with mainstream staff & DEC  
• Student attitudes & participation (& survey) to mainstream teacher  
• Degree to which staff are reflective and model willingness to improve (through Performance Management) |
| **3. Success in learning is recognized and celebrated in conjunction with Shenton College** | • School certificates and letters of commendation, awards and rewards  
• Community publicity  
• Assemblies  
• Newsletters/website  
• Local and education news | • Newsletters  
• Assemblies  
• Attitude surveys  
• End of term/semester breakfasts |

### RELATIONSHIPS
RATIONAL: 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</th>
<th>CLASSROOM</th>
<th>MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHOLE SCHOOL</strong></td>
<td><strong>STAFF attend appropriate PD</strong></td>
<td><strong>Supportive observation</strong></td>
<td><strong>Staff meetings</strong></td>
</tr>
<tr>
<td>Staff work collaboratively and cooperatively</td>
<td><strong>School code of conduct</strong></td>
<td><strong>Cooperative learning strategies</strong></td>
<td><strong>PD days</strong></td>
</tr>
<tr>
<td>Students are respected by and respectful of all staff</td>
<td><strong>Parent representative on school council</strong></td>
<td><strong>Adjustments when appropriate</strong></td>
<td><strong>Minutes of school council meetings</strong></td>
</tr>
<tr>
<td>Opportunities for involvement in setting goals and developing policies</td>
<td><strong>Feedback</strong></td>
<td><strong>School newsletters</strong></td>
<td><strong>School newsletters</strong></td>
</tr>
<tr>
<td>Parents/carers take an informed and active role in monitoring and supporting their child’s learning.</td>
<td><strong>Newsletters</strong></td>
<td><strong>Homework diaries</strong></td>
<td><strong>Website</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Term planners</strong></td>
<td><strong>Invites to assemblies and performances</strong></td>
<td><strong>Parents attend IEP meetings</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Parent info nights</strong></td>
<td></td>
<td><strong>Numbers attending parent info nights</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Invites to assemblies and performances</strong></td>
<td></td>
<td><strong>Parents attend report day interviews</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Student involvement in extra curricular activities</strong></td>
</tr>
<tr>
<td>The school is viewed positively in the community</td>
<td><strong>Deafness Awareness Training</strong></td>
<td><strong>Compile newsletter articles after each excursion/incursion</strong></td>
<td><strong>School community survey</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Website</strong></td>
<td><strong>Contribute to website</strong></td>
<td><strong>Parent info nights</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Parent info nights</strong></td>
<td></td>
<td><strong>Continued interest from prospective parents in enrolling their children</strong></td>
</tr>
</tbody>
</table>
### RESOURCES

**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>• School Plus funding</td>
<td>• Mandated reviews of Schools Plus</td>
</tr>
<tr>
<td>• Training and inserviceing of mainstream staff regarding the needs of</td>
<td>• Staff meetings</td>
<td>• Loop systems</td>
<td>• Termly reviews of resource allocation</td>
</tr>
<tr>
<td>Deaf students</td>
<td>• Finance committee meetings</td>
<td>• School Website</td>
<td>• Feed back from parents</td>
</tr>
<tr>
<td></td>
<td>• Staff meetings</td>
<td>• Deployment note takers and interpreters</td>
<td>• Review of Budget</td>
</tr>
<tr>
<td></td>
<td>• I.E.P. meetings</td>
<td>• Management of TOD caseloads</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Deafness Awareness Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maze</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integration into mainstream</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Captioning</td>
<td></td>
</tr>
</tbody>
</table>