Every
Deaf and hard of hearing
student succeeding 2021–25

Vision statement

To provide quality, accessible education for all Deaf and hard of hearing students supporting improved outcomes, language access and enhanced wellbeing, leading to a life of choice – not a life of chance.

Purpose

The Every Deaf and hard of hearing student succeeding plan guides our work to support the needs of students, families, schools and regional staff through cross-sector advisory and direct service provision.

Principles

Alignment

Monitoring student progress enables alignment of leadership, teaching and learning across regions and facilitates access to appropriate environments, pedagogy and peers to support wellbeing and success.

Precision

Evidence-informed decisions focus on the 'right work' to improve student learning, and build capability to provide appropriate quality pedagogy that maximises learning outcomes.

Intentional collaboration

Authentic engagement with students, their families, schools, staff, stakeholders and the Deaf community informs our ongoing work to improve student outcomes.

Support

- The Deaf and hard of hearing statewide services team coordinates strategic implementation of support and advice to build the capability and confidence of school teams
- Teachers of the Deaf (classroom based and Advisory Visiting Teachers HI) support the educational programs of students with hearing loss
- Teacher aide – educational interpreters assist with the communicative needs of Deaf and hard of hearing students using Auslan
- Teacher aide – Auslan Language Models, provide a language model for students learning Auslan, and assist with the communicative and learning needs of these students
- Principal advisors – Auslan are available in each region to support schools where students use Auslan to access the curriculum

Priorities

Improving language and literacy

Providing access to appropriate quality pedagogy

Supporting effective transitions and early years programs

Increasing engagement and wellbeing of students, families, staff and communities

Our context

Students with disability

LGBTIQ+

Gifted and talented students

Refugee students

Our students are Deaf or hard of hearing. They may also be:

Aboriginal and Torres Strait Islander students

Students with mental health needs

from a culturally Deaf family

Students in out-of-home care

culturally and linguistically diverse

Rural and remote

Queensland Government

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Our priorities	Our actions	Our measures
Improving language and literacy	• Analyse statewide Deaf and hard of hearing (DHH) student language and literacy assessment data to inform targeted programming and improve outcomes • Build capacity to identify language and literacy pathways and intervention that inform evidence-based supports and pedagogy for every DHH student • Explore innovative partnership models with established sites to build capacity to deliver evidence-based language and literacy programs • Establish guidelines for best practice in delivering the Auslan Language Curriculum.	• Increased proportion of DHH students achieving C or above in English • Targeted students demonstrate 12 months growth in 12 months on identified assessment tools
Providing access to appropriate quality pedagogy	• Facilitate collaborative professional training in data-informed, evidence-based pedagogy and innovative use of assistive technology and listening devices for all DHH students • Provide quality information, advice and resources to support curriculum access (e.g. classroom acoustics, captioning and Auslan translations) • Establish virtual delivery for direct instruction for remote and isolated DHH students • Provide targeted training and development for specialist support staff to increase skills and capability • Investigate options for training and accreditation for staff who work with DHH students, e.g. Teacher of the Deaf or NAATI qualifications.	• Increased student participation and achievement • Increased access to appropriate pedagogy for targeted students including Deaf, hard of hearing and Aboriginal and Torres Strait Islander populations
Supporting effective transitions and early years programs	• Interrogate statewide transition data (from early years through to post-secondary) to inform best practice transitions and establish supports for students, families and staff at each stage • Create a centralised information portal detailing services and options for schooling, support and resources to maximise success across all stages of schooling • Collaborate with stakeholders to provide evidence-based education support and advice to families at all stages of transition from birth to post–school • Partner with stakeholders to develop a statewide early years outreach hub including the pilot of a bilingual/bicultural kindergarten program • Provide guidelines regarding consistent intervention and support in the early years.	• Increased engagement in all stages of education • Improved outcomes for post-school opportunities including work and study
Increasing engagement and wellbeing of students, families, staff and communities	• Monitor overall wellbeing trends of DHH students through the analysis of data including attendance, school disciplinary absence and student retention as well as results from targeted DHH student wellbeing tools • Provide coordinated access to evidence-based wellbeing programs and interventions for DHH students • Collaborate with best practice sites and external agencies to engage with families, staff and the Deaf community to improve student wellbeing • Develop collaborative case management processes in partnership with parents, caregivers and community stakeholders to support student success and wellbeing • Promote wellbeing practices for DHH staff.	• Increased student attendance and retention and decreased SDAs • Improved wellbeing of students, staff and families tracked using appropriate protocols. • Increased community engagement that supports student wellbeing