SCHOOL VALUES

Learning
We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

Excellence
We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

Equity
We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

Care
We treat all individuals with care. Our relationships are based on trust, mutual respect and acceptance of responsibility. We recognise the value of working in partnership with parents, home tutors and the wider community in providing a quality education for our students.

Communication
We acknowledge the importance of regular, proactive and honest communication between stakeholders in our students’ education to give them the best opportunity to learn in an isolated education setting.
**SCHOOL OBJECTIVES**

(1) Prepare students for having a valuable and successful role in society through sound teaching.

(2) Comply with the WA Department of Education Policies and Initiatives.

(3) Ensure our school is a good school.

(4) To provide practical support and a proactive communication network with stakeholders involved with our students’ learning.

(5) Deliver meaningful accountability.
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<th>Key objectives</th>
<th>Success for all students.</th>
<th>Comply with the WA Department of Education Policies and Initiatives.</th>
<th>Ensure our school is a good school.</th>
<th>To provide practical support and a proactive communication network with stakeholders involved with our students’ learning.</th>
<th>Deliver meaningful accountability.</th>
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<td>-Students achieve the standards expected of them at particular years of schooling with a focus on literacy, numeracy, science and the priorities identified by the school (see priority areas).</td>
<td>Incorporate the following DOE policies and initiatives into the school plan: Strategic Plan 2012-2015. Plan for Public Schools 2012-2015. Directions for Schools FOCUS 2014. Effective Teaching Initiative. Inclusive Schooling SAER Policy. Integrate ICT Across the Curriculum. Implement Australian Curriculum (English, History, Mathematics and Science). School Accountability Framework. Strengthen early childhood education.</td>
<td>Ensure Students in isolated locations have a safe, stimulating and engaging learning environment through regular support to families. An emphasis on Student wellbeing and care at CSOTA. Support Parents and Home Tutors with behaviour management plans within the learning environment. Maintain high levels of Student attendance, retention and engagement. Ensure Parents and the community are actively involved and confident in the education of their children. Promote School of the Air to our local Gascoyne community. Provide quality facilities, infrastructure, seminars and school environments to enhance learning and wellbeing. Provide innovative programs that engage students and instil a love for learning.</td>
<td>Quality Teachers, School Leaders and Support Staff are attracted and retained in CSOTA. Quality professional learning opportunities are available for all Staff, Home Tutors and Parents. Staff are well treated, well lead and respected. Staff wellbeing is promoted by providing fair, effective and supportive working environments. Flexible working arrangements that respond to the changing needs of both the workforce and the DOE. Facilitate a Home Tutors and Transition Seminar that addresses key aspects of educating Students in isolated locations. Ongoing contact via phone and emails to support Student learning. Three Teacher visits a year to monitor and support student learning progress. Build and promote family–school partnerships.</td>
<td>Report regularly to Parents on student learning progress in set work, Centra lessons, Teacher visits and formal semester reports and NAPLAN results. Valid, educative, explicit, fair and comprehensive semester reports against specified DOE standards at particular years of schooling. CSOTA is reviewed in terms of Student achievement and the effectiveness of its operations. Improvement targets in key areas of performance are established by CSOTA. An annual report is provided to the local community by CSOTA detailing its performance. Performance Management processes that improve the performance of Principals, Teachers and Staff.</td>
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| Outcome | Using a broad range of formal and informal assessment tools to determine whether student learning progress is occurring according to the Australian Curriculum. | Awareness and implementation of the DOE policies and initiatives through staff meetings and performance management. Level of incorporation into the CSOTA school plan. School report and review process. Implement K and PP curriculum changes. (Australian Curriculum) | Observation and reporting on learning environments during Teacher visits. Monitoring Students’ attitude and motivation towards school. Ongoing review of behaviour management plans. Attendance targets and the audit report. Review Attendance Targets for each year. Monitor frequency of contact with families. Monitor level of CSOTA promotion in community events and local media. Monitor planning for improving facilities and CSOTA learning environment. Use supportive learning community to share innovative teaching practices. | School Self Review process. Teacher and Support Staff performance management meetings with the Principal and registrar. Parent and Home Tutor planning involvement and surveyed feedback on Training Seminars. Continue ‘Yellow Day’ Staff Planning Meetings. Parent and Home Tutor feedback surveys after seminars and Teacher Visits. Ongoing phone feedback. | Formal Semester Reports for each student that are authorised and discussed with the Principal. School Self Review overseen by Regional Executive Schools. Observing whole school assessment data that has been collated to determine academic and non-academic learning aspects that need improvement. A CSOTA annual report collated by the Principal that measures and details: attendance, academic success, non-academic success, expenditure in professional learning, focus programs and key activities. Ongoing performance management that focuses on CSOTA priorities and the Teacher Competency Framework. |

| How will it be measured? | -Attainment of achievement targets and benchmarks in literacy, numeracy and science. -Parent and Home Tutor feedback. -Student ability in demonstrating learning outcomes through ICT modes (e.g. Centra). -Individual Education Plans. Case conference with the Teacher and the Support Teacher Learning. -Regular review meetings regarding resources purchased and to be purchased. -Provide opportunities for co-operative learning and social skills development through camps and mini camps. | -Using a broad range of formal and informal assessment tools to determine whether student learning progress is occurring according to the Australian Curriculum. | -Using a broad range of formal and informal assessment tools to determine whether student learning progress is occurring according to the Australian Curriculum. | -Using a broad range of formal and informal assessment tools to determine whether student learning progress is occurring according to the Australian Curriculum. | -Using a broad range of formal and informal assessment tools to determine whether student learning progress is occurring according to the Australian Curriculum. |
CURRICULUM FRAMEWORK

Overarching outcomes-

1. Students use language to understand, develop and communicate ideas and information and to interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Student select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and be prepared to test options.
7. Students understand the physical, biological and technological world and have the knowledge, skills, and values to make decisions in relation to it.
8. Students understand their cultural, historical and geographical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and well being.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly and care for others.

TEACHING & LEARNING

Opportunity to learn
Connection & Challenge
Action & Reflection
Motivation & Purpose
Inclusively & Difference
Independence & Collaboration
Supportive environment

ASSESSMENT

Valid
Educative
Explicit
Fair
Comprehensive