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 work places 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.

DET INITIATIVES
Strategic Plan for Government Schools 2012-2015
Focus 2015- Directions for Schools

Support families of severe non attendance students

Focus on positive engagement as a prevention strategy for poor school attendance

Work with the community to promote safe use of social media by students

Implement strategies to develop emotional regulation skills in young students

Integrate ICT across the curriculum
<table>
<thead>
<tr>
<th>DET Priorities</th>
<th>Success for all students.</th>
<th>Distinctive Schools</th>
<th>High Quality teaching and leadership</th>
<th>A capable and responsive organisation</th>
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<tbody>
<tr>
<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>Ensure Students in isolated locations have a safe, stimulating and engaging learning environment through regular support to families.</td>
<td>Quality Teachers, School Leaders and Support Staff are attracted and retained in CSOTA.</td>
<td>Report regularly to Parents on student learning progress in set work, Centra lessons, Teacher visits and formal semester reports and NAPLAN results.</td>
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<td>Align teaching and learning with the Australian Curriculum</td>
<td>An emphasis on Student wellbeing and care at CSOTA.</td>
<td>Quality professional learning opportunities are available for all Staff, Home Tutors and Parents.</td>
<td>Valid, educative, explicit, fair and comprehensive semester reports against specified DOE standards at particular years of schooling.</td>
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<td>Students have access to learning opportunities that respond to the diversity of individual needs and talents, including those of exceptional ability and those at educational risk.</td>
<td>Support Parents and Home Tutors with behaviour management plans within the learning environment.</td>
<td>Staff are well treated, well lead and respected.</td>
<td>CSOTA is reviewed in terms of Student achievement and the effectiveness of its operations.</td>
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<td>Education programs are delivered flexibly supported by the use of effective technologies that meet the needs of all students.</td>
<td>Maintain high levels of Student attendance, retention and engagement.</td>
<td>Staff wellbeing is promoted by providing fair, effective and supportive working environments.</td>
<td>Improvement targets in key areas of performance are established by CSOTA.</td>
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<td>Acquire and implement resources that effectively support learning.</td>
<td>Ensure Parents and the community are actively involved and confident in the education of their children.</td>
<td>Flexible working arrangements that respond to the changing needs of both the workforce and the DOE.</td>
<td>An annual report is provided to the local community by CSOTA detailing its performance.</td>
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<td>Incorporate the following DOE policies and initiatives into the school plan:</td>
<td>Promote School of the Air to our local Gascoyne community.</td>
<td>Facilitate a Home Tutors and Transition Seminar that addresses key aspects of educating Students in isolated locations.</td>
<td>Performance Management processes that improve the performance of Principals, Teachers and Staff.</td>
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<td>Strategic Plan 2012-2015.</td>
<td>Provide quality facilities, infrastructure, seminars and school environments to enhance learning and wellbeing.</td>
<td>Ongoing contact via phone and emails to support Student learning.</td>
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<td>School Accountability Framework.</td>
<td>Provide innovative programs that engage students and instil a love for learning.</td>
<td>Three Teacher visits a year to monitor and support student learning progress.</td>
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<td>Strengthen early childhood education.</td>
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<td>Build and promote family–school partnerships</td>
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<td>How will it be measured?</td>
<td>Using a broad range of formal and informal assessment tools to determine whether student learning progress is occurring according to the Australian Curriculum.</td>
<td>Observation and reporting on learning environments during Teacher visits.</td>
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<td>Attainment of achievement targets and benchmarks in literacy, numeracy and science.</td>
<td>Monitoring Students’ attitude and motivation towards school.</td>
<td>School Self Review process.</td>
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<td>Parent and Home Tutor feedback.</td>
<td>Ongoing review of behaviour management plans.</td>
<td>Teacher and Support Staff performance management meetings with the Principal and registrar.</td>
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<td>-Student ability in demonstrating learning outcomes through ICT modes (e.g. Centra).</td>
<td>Attendance targets and the audit report.</td>
<td>Parent and Home Tutor planning involvement and surveyed feedback on Training Seminars.</td>
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<td>Regular review meetings regarding resources purchased and to be purchased.</td>
<td>Monitor frequency of contact with families.</td>
<td>Ongoing phone feedback.</td>
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<td>Provide opportunities for co-operative learning and social skills development through camps and mini camps.</td>
<td>Monitor level of CSOTA promotion in community events and local media.</td>
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<td>Monitor planning for improving facilities and CSOTA learning environment.</td>
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<td>Use supportive learning community to share innovative teaching practices.</td>
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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. Students 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