SCHOOL MISSION

Reaching out for Opportunities

SCHOOL PRIORITIES

Spelling
Number
Information Communication Technology

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.
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<thead>
<tr>
<th>Key objectives</th>
<th>Outcomes</th>
<th>How will it be measured?</th>
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<tr>
<td>Prepare students for having a valuable and successful role in society through sound teaching.</td>
<td>Incorporate the following DOE policies and initiatives into the school plan:</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 and the Curriculum Framework.</td>
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<tr>
<td>Comply with the WA Department of Education Policies and Initiatives.</td>
<td>Ensure our school is a good school.</td>
<td>-Attainment of achievement targets and benchmarks in literacy, numeracy and science.</td>
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<td>Ensure our school is a good school.</td>
<td>To provide practical support and a proactive communication network with stakeholders involved with our students’ learning.</td>
<td>-Parent and Home Tutor feedback.</td>
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<td>To provide practical support and a proactive communication network with stakeholders involved with our students’ learning.</td>
<td>Report regularly to Parents on student learning progress in set work, Centro lessons, Teacher visits and formal semester reports and NAPLAN results.</td>
<td>-Student ability in demonstrating learning outcomes through ICT modes (e.g. Centro).</td>
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<td>Deliver meaningful accountability.</td>
<td>Quality Teachers, School Leaders and Support Staff are attracted and retained in CSOTA.</td>
<td>-Individual Education Plan review meetings with the Teacher and the Support Teacher Learning.</td>
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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>Quality professional learning opportunities are available for all Staff, Home Tutors and Parents.</td>
<td>-Regular review meetings regarding resources purchased and to be purchased.</td>
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<td>-Align teaching and learning with the Curriculum Framework and the Australian Curriculum</td>
<td>Staff are well treated, well lead and respected.</td>
<td>-Provide opportunities for co-operative learning and social skills development through camps and mini camps.</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>Staff wellbeing is promoted by providing fair, effective and supportive working environments.</td>
<td>Formal Semester Reports for each student that are authorised and discussed with the Principal.</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>Flexible working arrangements that respond to the changing needs of both the workforce and the DOE.</td>
<td>School Self Review overseen by Regional Executive Schools.</td>
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<td>-Acquire and implement resources that effectively support learning.</td>
<td>Facilitate a Home Tutors and Transition Seminar that addresses key aspects of educating Students in isolated locations.</td>
<td>Observing whole school assessment data that has been collated to determine academic and non-academic learning aspects that need improvement.</td>
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<td>Ongoing contact via phone and emails to support Student learning.</td>
<td>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.</td>
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<td>Three Teacher visits a year to monitor and support student learning progress.</td>
<td>Ongoing phone feedback.</td>
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<td>Build and promote family-school partnerships.</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