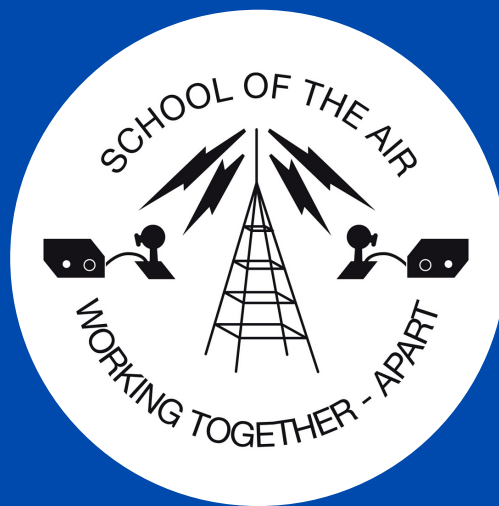


PORT HEDLAND
SCHOOL OF THE AIR

STRATEGIC PLAN 2019-2021

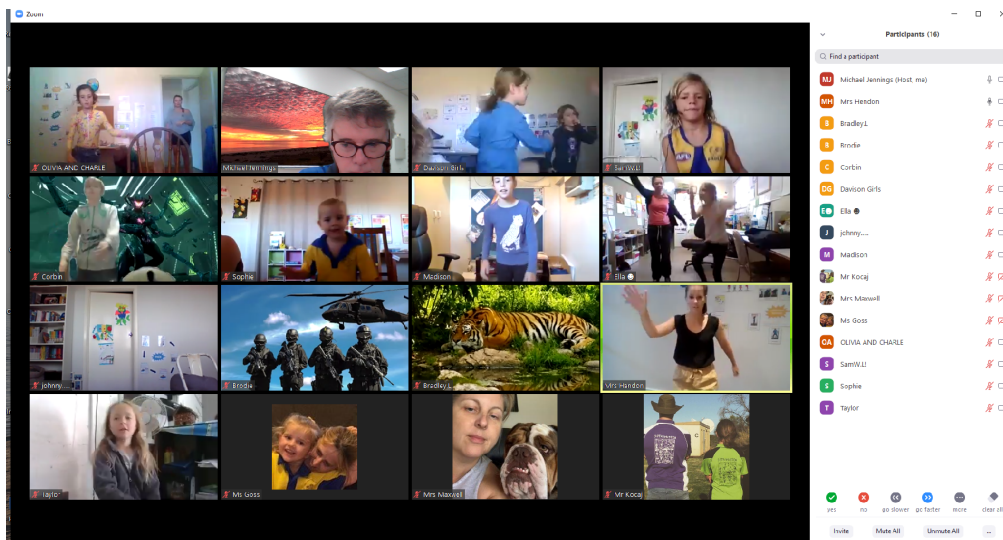
(Revised April 2020)



"NURTURING MINDS SINCE 1964"

SCHOOL CONTEXT

Port Hedland School of the Air (Port Hedland SOTA) was established to enable distance education students in the Pilbara to have peer and teacher contact on a regular basis. The first radio lesson was transmitted on 7th September 1964 with broadcasting ceasing in 2004. Online lessons are now conducted via a virtual classroom.



In October 1998, the school moved to new premises located at the Port Hedland International Airport. This building was constructed as a joint project with the Royal Flying Doctor Service.



OUR VISION

Port Hedland School of the Air seeks to empower students to develop independence and resilience in a diverse learning environment. Through an inclusive and collaborative approach to educational growth, we facilitate a culture of high expectations while creating contemporary opportunities for students to become life-long learners.

OUR PURPOSE

Contribute students to achieve their potential and contribute positively to society by providing relevant and engaging learning programs within a supportive and encouraging learning environment.

OUR VALUES

Achievement

Striving to do your personal best and fulfilling your potential.

Respect

For others, ourselves and our environment.

Responsibility

Being accountable for actions towards ourselves, others, the environment and the community.

Resilience

Our students manage their emotions, are aware of their strengths and weaknesses, are resourceful, reach out to others and actively problem-solve.

Fair Go

Pursue and protect the common good where all people are treated equitably.

SELF-ASSESSMENT OVERVIEW

The Port Hedland SOTA Strategic Plan provides direction and guidance for the school in appointing priorities and implementing strategies and programs to achieve set targets. These are ambitious and exact high academic expectations from our students. Informed judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement are regularly and consistently made.

We monitor each student's achievements using a case management approach across all learning areas. Data collection from system level, standardised and curriculum-based assessments is utilised to inform teacher judgements and form the foundation when setting high expectations and targets for our students. Teachers meet with the support teacher learning (STL) and principal to assess student performance and then set individualised targets. Teachers and the STL work collaboratively with home tutors to plan and implement strategies to build student capacity.



STUDENT ACHIEVEMENT TARGETS

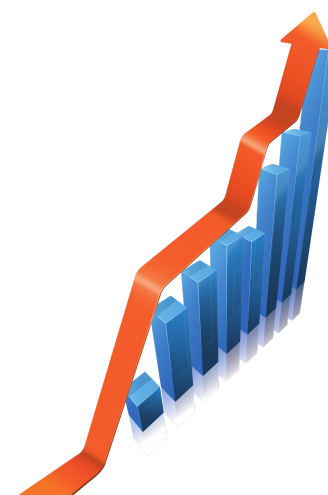
2019-2021

It must be noted that due to the low number of students in these year groups, percentages representing students achievement can vary greatly from year to year.

National Assessment in Literacy and Numeracy (NAPLAN)
Students in Years 3 and 5 complete the NAPLAN testing in Term 2.

TARGET: By 2021, 70% of students in Years 3 and 5 will achieve at, or above, the National Standard in both Literacy and Numeracy

COHORT	YEAR	READING	SPELLING	WRITING	NUMERACY
YEAR 3	2018	50%	50%	50%	50%
YEAR 5	2018	66%	33%	66%	100%
YEAR 3	2019	100%	100%	100%	100%
YEAR 5	2019	100%	100%	100%	100%
YEAR 3	2020	COVID-19	COVID-19	COVID-19	COVID-19
YEAR 5	2020	COVID-19	COVID-19	COVID-19	COVID-19
YEAR 3	2021				
YEAR 5	2021				



TEACHER JUDGEMENTS / SEMESTER REPORTING

TARGET: The majority of children ie. 80% score a 'C' grade or higher in reported learning areas ie. student is at the expected standard or above in each school semester from 2019 - 2021 in Pre Primary – Year 6.

Year (S)	ENGLISH	NUMERACY	HEALTH & PE	SCIENCE	TECHNOLOGY	MUSIC	HASS	ART	LOTE
2018 (2)	65%	75%	95%	85%	95%	95%	85%	95%	100%
2019 (1)	62.50%	75%	100%	100%	94%	100%	94%	100%	85%
2019 (2)	60%	60%	94%	100%	100%	100%	100%	100%	100%
2020 (1)									
2020 (2)									
2021 (1)									
2021 (2)									

TARGET: As a general rule, 80% of students score ratings of 'Often' or 'Consistently' in Attitude, Behaviour and Effort domain.

	2018 (2)	2019 (1)	2019 (2)	2020 (1)	2020 (2)	2021(1)	2021 (2)
Works to the best of ability	90%	100%	94%				
Shows self-respect & care	100%	100%	94%				
Shows courtesy for the rights of others	100%	100%	100%				
Participates responsibly in social & civic activities	100%	100%	88%				
Builds & maintains positive relationships with others	100%	94%	94%				
Is enthusiastic about learning	90%	94%	82%				
Sets goals, works towards them and perseveres	70%	54%	56%				
Confident in making positive choices and decisions	95%	94%	94%				

PROMOTING LITERACY DEVELOPMENT (PLD) SCREENING

TARGET: Students from Kindergarten to Year 6 participate in the PLD phonic spelling programme. By 2021, 70% of students will achieve the appropriate stage corresponding to their cohort.

2018 (%)	2019 (%)	2020 (%)	2021 (%)
60%	63%	66%	70%

ATTENDANCE

Students attend school every day, unless there is a legitimate excuse. (not to ie. sick)

TARGET: Attendance averages 90% or higher across the school for each semester of the academic year from 2019 — 2021 inclusive.

2018 (1)	2018 (2)	2019 (1)	2019 (2)	2020 (1)	2020 (2)	2021 (1)	2021 (2)
99.1	90%	88.50%	79.80%	94.90%			

FOCUS AREAS FOR DEVELOPMENT

• STUDENTS

Student Wellbeing

Targeting self-management and social awareness skills described in the learning continuum, whereby 80% of students will receive a 'C' grade or higher for Personal, Social and Community Health by the end of 2020 and that be continued in 2021.

Students at Educational Risk (SAER)

Curriculum differentiation will occur for all Students at Educational Risk and Talented and Gifted Students ensuring that student interests are included and talents are developed. 90% of Targets set in Special Educational Needs Planning for online lesson components will be met by SAER and TAGS students by the end of 2021.

Design and Digital Technologies

Students will use digital technologies across the WA curriculum to investigate, create and communicate information. 80% of students in the school will achieve a 'C' grade or higher for the Technology learning area through targeting Investigating with Technology, Creating with Technology and Communicating with Technology skills in the learning continuum by mid-2021.



• STAFF & HOME TUTORS

Professional Development

Implement professional learning for staff in enrichment for high performing students such as "Talk for Writing" and "Response to Intervention".

Reporting

SEN policy and procedure to be reviewed. All students with Special Educational Needs will be reported on using the SEN reporting system by Term 2, 2019.

Leadership

Review and document school policies and processes to provide clarity and certainty for staff beginning Term 1, 2019 and to be ongoing.

Provide staff leadership opportunities in curriculum development.

• COMMUNITY

Enhancing the functionality of the school council through regular meetings that include discussion around school performance and provide training to the school council so that the terms of reference and role of the representatives are clear to all.

Strengthen relationships with parents, students and home tutors through teacher home visits to the families at their place of residence.

