The 2013 year has been a year that has featured positive community camps / seminars and improved student results. Unfortunately there has also been frustration with poor performance of satellite lesson delivery. The school is well underway with Australian Curriculum implementation through teachers delivering new set work and writing their own when needed. The Home Tutors Seminar and Quobba Mini Camp were well attended by students, home tutors and parents. Although we have a very large classroom across the Gascoyne the involvement of parents in their children’s education and school activities is far greater than schools I have worked at in Perth suburbs.

The largest challenge the school community has faced in 2013 has been the satellite connectivity. The day to day delivery of online lessons through the Centra Platform has once again proven to be sporadic. Logging on, poor sound quality and the system dropping out have been challenges for the whole community. Due to the poor delivery of services the Education Department has finally conceded we were not getting what was promised. The department is currently rolling out the New National Broadband Solution (NBN) to all satellite sites. Current usage in connected sites has been promising.

With the day to day teaching, Home Tutors Seminar, Sports and Activity Day, Sports Camp, Canberra and Meedo Camp, Home Visits and SOTA Muster the year has been full of educational and social activities for our students. The school year began with 36 students, peaked at 49 and finished with 46. The school has a stable staff. We continue to strive for strong communication links with families, breaking down the isolation barriers and enable students to achieve social and academic learning outcomes. This is a crucial aspect of our education delivery that we will review in 2013.

Stephen Gossage
Principal

The School
Carnarvon School of the Air (CSOTA) is part of the WA Department of Education’s Schools of Isolated and Distance Education sector. CSOTA provides quality education for students on remote pastoral stations and tourist locations within a 500km radius of Carnarvon that are beyond the reach of normal education services. Daily online teaching, 24 hour online learning systems, postal correspondence programs, home tutor support, camps, seminars, teacher visits and phone contact are all essential components in providing effective education to students in these isolated locations. Another major mode of communication is also maintained with our school community through our interactive website. CSOTA has a strategic focus on Spelling, Number, Information Communication Technology (ICT), Early Childhood Development and Physical Fitness and Skills. This is supported by programs including: Active After-School Communities, Japanese and French LOTE lessons, Music tuition and Students at Educational Risk programs. CSOTA has an onsite classroom with various curriculum and ICT resources and a multi-mode library. Visit the school website.

The Mission
Carnarvon School of the Air will work with families to break down the barrier of isolation through effective communication networking to provide quality education and help foster an environment that is positive, enabling students to achieve their full academic, physical and social potential.
Our Ethos
Reaching out for learning opportunities.

Our Objectives

- Prepare students for having a valuable and successful role in society through sound teaching.
- Comply with the WA Department of Education’s Policies and Initiatives.
- Ensure our school is a good school.
- To provide practical support and a proactive communication network with stakeholders involved with our students’ learning.
- Deliver meaningful accountability.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Title</th>
<th>Number</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Staff</td>
<td>Principal</td>
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<td>1.0</td>
</tr>
<tr>
<td>Teaching Staff</td>
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<tr>
<td>School Support Staff</td>
<td>Registrar</td>
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<td>1</td>
</tr>
<tr>
<td>(Clerical/Administrative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Support Staff</td>
<td>Library Officer</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>(Non-Teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
<td>8.6</td>
</tr>
</tbody>
</table>

Staff Retention
We are fortunate in that we have 6 permanent staff. All permanent staff will continue with us in 2014. Due to increased enrolment throughout the year CSOTA have employed two teachers on fixed term contracts. Thanks to Mrs de Beer and Mrs Grey for their professionalism and dedication to their teaching roles in 2013.

Teacher Qualification
All Teaching Staff met the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the The Teacher Registration Board of Western Australia.

Professional Learning
All Administration and Teaching Staff engaged in professional learning activities according to performance management plans and School/DOE priorities. Average expenditure per teacher on professional learning was $1264 including travel and allowances. This is down on the 2012 amount of $2470 due in the main part to department restrictions on teachers’ travel in an attempt to reduce the department budget. CSOTA used in house expertise, online learning opportunities and workshops on Australian Curriculum Implementation to ensure staff are up to date with current educational best practise. All professional learning workshops were aligned with school and system priorities. Some of these professional learning opportunities included: Australian Curriculum Literacy and Numeracy, Students at Academic Risk, Midwest Executive Conference and Support Teacher Learning Training.
**Student Attendance**

81.8% of students attended 90% or better. This means that we have 8 students who attend between 80% and 90%. This places these students in the “At Risk” category. Carnarvon SOTA Attendance Policy, attendance is determined via contact with students such as email, phone, Centra lessons and completed student learning material submitted. Informing the Teacher when unable to attend Centra lessons due to location related issues were regarded as explained absence. Not informing the Teacher regarding non-attendance was an unexplained absence. Attendance was recorded daily. Unfortunately the poor satellite performance has had a negative effect on student attendance. However each of the 8 students will be targeted with an attendance plan once the NBN has improved Centra Delivery.

There have been a few cases of students who have fallen behind with on air lessons and work completed. These students who are ‘at risk’ are managed in a case management approach.

**Student Achievement**

Priority Learning Areas for 2013

English: Spelling

Mathematics: Number and Australian Proficiency Strands

*Progress on Priority Learning Areas*

**Spelling**

Results right indicate some improvement in spelling results. These are the NAPLAN spelling results from the years 3, 5 & 7. However all NAPLAN results must be treated with caution as the school has very small numbers. The 2011 cohort is largely the same students as the 2013.

The school has adopted one spelling strategy K -7 as a part of its Literacy Policy. The spelling from set lessons has not been able to improve results over the last three years. The Dianna Rigg program has been implemented by staff in an attempt to improve spelling results.
Results in spelling have begun to improve. This particularly apparent in the early years which have shown an upward trend in results when measured against WA State averages.

Various teaching strategies, assessments and programs have been implemented to support this area. Included in this are Pre/Early Literacy Screen and Intervention Program (Diana Rigg), STL Spelling Support Program, on line support programs Reading eggs and Spelladrome.

**Mathematics Number**

Student progress in 2013 has shown a positive trend. The graph left demonstrates progress as measured by NAPLAN 2011, 2012 and 2013 testing. The trend is for increased numbers of students above the Australian Minimum Standard.

Another indication of improving results is a comparison of student results against the Australian student average. The graph left looks a numeracy results in the four Mathematics Strands. Just think yellow above Australian average and green below. In Number, Space and Measurement the school has achieved equal to or above the Australian Average. Algebra we achieved just below the Australian average. These results are a significant improvement on previous results.
Progress in other Learning Areas

**NAPLAN Writing**

**NAPLAN Reading**

**NAPLAN Grammar and Punctuation**

**Reading**: Graphs show those students who are below or very close to the Australian National minimum standard. All students ‘at or below’ were already identified as at risk by staff and the Support Teacher Learning. All of these students have Individual Education Plans that have been developed with STL, class teacher and in consultation with parents. Results indicate sound student progress in most areas. The year 5 and 7 students are in large the same students who sat the 2011 tests. There results have improved.

**Grammar and Punctuation**: The results left are the mean NAPLAN results comparing our students to the WA cohort. NAPLAN results below Early Strategies such as the NAPLAN Grammar preparation tasks, Early Literacy Intervention Strategy (Diana Rigg), one-on-one Teacher support during visits and Centra lessons have made a difference in developing student skills in grammar and punctuation. This learning area still needs to be monitored and have emphasis in the future years.
Science and Society and Environment WAMSE results

Science has been identified as a focus area by both the DOE and our school. Year 5 & 7 students sat the Western Australian Monitoring Standards in Education (WAMSE) tests in term 3 this year. Results for both learning areas are mixed. These results need to be treated carefully as only 6 students sat the tests across the two year levels. CSOTA has sought to give our students more ‘hands-on’ opportunities to develop investigation skills, which is often difficult in isolated locations. Teacher visits, Centra lessons and new equipment gave students prime opportunity to develop these skills, with significant improvement in Science results.

Information Communication Technology (ICT) Skills

With the reliance on technology to deliver lessons ICT is an essential tool across all learning areas. New set work included much curriculum in the form of compact diskettes and access to educational internet sites. Learning tasks including: Online Projects, online surveys, Centra, digital photography, email functions and safe online navigation. Technology & Enterprise Report results reflect the majority of students with satisfactory levels ICT skills. The poor performance of the satellite delivery this year has had a negative impact on some students who have had limited access to air lesson and the internet.

Learning Extension and Support Programs

- Again for 2013, this was an identified focus area to support the high frequency of students in our school at education risk (SAER) due to geographical isolation. Individual Education Plans (IEPs) were developed by Teachers with the guidance of a Support Teacher Learning (STL). These IEPs often involved structured timetables for Home Tutors to implement, incorporation of ‘hands-on resources’, additional support and Centra lessons, literacy support, high interest programs, writing scaffolding tools and the integration of ICT. IEPs were regularly monitored through using the Collaborative Problem Solving Process during review meetings to ensure student learning progress is being made. This year SEN (Special Education Needs) reporting has been implemented to provide detailed feedback to parents regarding the progress students on IEP’s. With the SEN reporting IEP’s have become sharper, achievable and more focused on Student learning. All students are supported in their learning programs according to their specific needs. Significant progress has been observed with all students working on an IEP through assessment monitoring tools including PM Reading Running Records, Pre and Early Literacy Screen, First Steps Number Diagnosis Tasks, The new Pre-primary online Assessment tool and Mathletics Australian Curriculum Assessment Tool.
Physical Education

During 2013 our Physical Education focus has been Fundamental Movement Skills. A ‘Fun Games Challenge’ was run in semester one and two which encouraged students to develop Fundamental Movement Skills through participation in game settings. The majority of CSOTA students have partaken.

Friday Morning Muster continued this year with a regular cohort of attendees. Students shared their photographs to demonstrate the techniques they were using each week and proudly displayed their scores for the weekly ‘minute to win it’ challenges. Fun Games participation awards were given at the ‘in training,’ ‘games player’ and ‘Golden Games Master’ levels. A total of 59 training, 56 player and 44 master awards were given across the year. Games Masters received sew on badges and it has been wonderful to see students proudly wearing these on their sports shirts.

CSOTA applied for and received the AASC grant which enabled us to purchase and distribute $11583.70 worth of equipment to families to implement the before or after school Fundamental Movement Skills programme.

Physical education has also been incorporated into school events with sessions at Home tutors seminar, Sports camp, Quobba Mini Camp and Activity day to follow up the skills students had been learning during the semester.

Sports day was a huge success with very high numbers attending. Preparation for sports day was incorporated into the Fun Games Challenge to familiarise students with events prior to their attendance on the day. A slight modification was made to the events this year to incorporate more of the Fundamental Movement skills for the large early childhood cohort we have at present. We plan to continue the change in 2014 as it was popular with those participating.

It is pleasing to see that students are participating in sporting events in the wider community. CSOTA was represented at Carnarvon’s combined schools cross country event. Our students also participate in community team sports such as Auskick, netball, AFL football and gymkhanas at Winning and Landor.

The Priorities for 2014

As agreed on by all staff according to observations, school and system testing and teacher judgement, the school priorities will be:

- Writing
- Mathematics: Use of efficient mental strategies
- Information Communication Technology (ICT) Skills
As in 2013 there will be fewer priorities in 2013. With a more focussed priority we plan to improve learning in these areas. Innovation, planning and use of online resources are the scaffolding for teachers to make a difference in 2013.

**School Community Satisfaction**
The last Parent Survey was beginning 2012

The areas we could improve generally relate to communication.
The school followed up the survey with:

- A workshop at Home Tutors 2013
- A review of reporting procedures by staff

The whole survey has been placed on the school web site.

Due to the high involvement of Parents implementing learning programs in isolated locations, Carnarvon SOTA worked very closely with families to deliver the best educational service in 2013. Regular phone calls, emails, Teacher visits, School Council meetings, Staff meetings and the annual Home Tutors Seminar were prime opportunities to gain feedback from Parents, Students and Teachers about how effective CSOTA was operating and how we can improve. It was pleasing to see the CSOTA’s strong relationship and communication links with the majority of the community.
## Carnarvon School of the Air

### Financial Summary as at 31 December 2013

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$1,560.00</td>
<td>$1,560.00</td>
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<tr>
<td>2 Charges and Fees</td>
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<tr>
<td>3 Government Allowances</td>
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<tr>
<td>4 P&amp;C Contributions</td>
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<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
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<td>$229,989.82</td>
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<tr>
<td>6 DoE Grants</td>
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<tr>
<td>7 Other State Govt Grants</td>
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<td>$1,192.00</td>
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<tr>
<td>8 Commonwealth Govt Grants</td>
<td>$1,560.00</td>
<td>$1,560.00</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>10 Other</td>
<td>$40,047.00</td>
<td>$40,049.68</td>
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<tr>
<td>11 Internal Transfers</td>
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<td>$15,141.82</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Opening Balance</strong></td>
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<tr>
<td><strong>Total Funds Available</strong></td>
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<td>$360,395.38</td>
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### Current Year Actual Revenue Sources

- **Locally Generated** 75%
- **DoE Grants** 4%
- **Other Govt Grants** 13%
- **Other** 3%
- **Transfers** 5%
- **Revenue** 3%

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>1 Administration</td>
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<td>2 Leases</td>
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<tr>
<td>4 Repairs/Maintenance/Grounds</td>
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<td>5 Building Fabric and Infrastructure</td>
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<td>6 Assets and Resources</td>
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<td>7 Education Services</td>
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<td>8 Other Specific Programs</td>
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<td>9 Trading Activities</td>
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<td>10 Salary Pool Payments to Central Office</td>
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<td>11 Other</td>
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<tr>
<td>12 Transfers to Reserves</td>
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<td>$27,000.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>$350,392.36</td>
<td>$266,737.30</td>
</tr>
</tbody>
</table>

### Bank Position

- **General Fund Balance** $163,065.22
- **Reserves** $75,724.14
- **Cash Advances** $200.00
- **Interest** $4,117.00
- **Total Bank Balance** $163,065.22
**Highlights of 2013 (Value Added)**

### 2013 Home Tutors’ Seminar

Home Tutors, Parents and Students travelled to Carnarvon for a concurrent seminar focussing on student social interaction, Home Tutor training and networking.

### Sports Camp Geraldton

Years 3 to 7 Students went to Geraldton to receive professional training in skills and sport.

### CSOTA Cross Country Team

Several families travelled a long way to participate in the Interschool Cross Country.

We applaud all participants and Sam who came second in his race.

### Sports and Activity Day

Students came to Carnarvon for two days of sports and class activities.

### Teacher Visits

Teachers visited families during the year to give opportunity for ‘hands-on’ learning experiences and enable students to interact with each other.
2013 Combined SOTA Muster in Perth.
Year 4 to 7 students were given the opportunity to finish the year with a camp that included socialisation, various excursions and fun workshops.

CSOTA School Council, P&C and ICPA (Isolated Children and Parents’ Association)

School Council met two times in 2013 with one face-to-face and one Centra meeting. Some major outcomes from the meetings included, reviewing school finances, reviewing the Teacher Visit Policy, planning camps and setting priorities in the school.

The CSOTA P&C also met once a term, including a face-to-face meeting at the Home Tutors’ Seminar.

The ICPA also met during the Home Tutors Seminar and regularly throughout the year, including the state conference in Perth during March.

A big thank you to the Meecham family for having us at Quobba Station 2013.