The 2014 year has been a year that has featured several positive community camps / seminars, improved student learning and frustration with poor performance of satellite lesson delivery. The school is implementing Australian Curriculum through teachers delivering new set work and writing their own when needed. The Home Tutors Seminar and Wooramel 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 indicative of a Supportive Learning Community

The largest challenge the school community has faced over the last two years 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. During 2014 the Federal Government and the department rolled out the National Broadband Solution (NBN) to all satellite sites. The NBN connection has not solved the problems listed above. Download speed is slow and errors in connectivity continue. Currently we await the launch of a new satellite sometime in 2015. This, we are told, should increase bandwidth and reduce problems with connectivity.

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 41 students, peaked at 45 and finished with 38. 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

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>
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<th>Staff</th>
<th>Title</th>
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<td>Total</td>
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**Staff Retention**
We are fortunate in that we have 6 permanent staff. All permanent staff will continue with us in 2015. Unfortunately Mrs Mullane left the school after over 20 years at the school. The CSOTA community wish her well in her move to Perth.

**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 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 $1263 including travel and allowances. 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**

78.1% of students attended 90% or better. This means that we have 6 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. 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 2014

English: Writing

Mathematics: Number

**Progress on Priority Learning Areas**

**Mathematics Number**

Student progress in 2014 has shown a positive trend. The graph left demonstrates progress as measured by NAPLAN 2011, 2012, 2013 and 2014 testing. The trend is for increased numbers of students above the Australian Minimum Standard.
There has not been an improvement in Naplan results in Writing. Teacher judgement and school data support the poor results. Data and individual assessments have been examined. The evidence indicates that CSOTA students are weakest in the Grammar area. A narrowing of the focus with writing should lead to more achievable improvement in student learning. Writing, Grammar will be a priority for 2015.

**Progress on Other Learning Areas**

**Spelling**

Benchmark results indicate this year’s NAPLAN cohort have achieved poorly when compare to the previous years. However all NAPLAN results must be treated with caution as the school has very small numbers.

The school has adopted one spelling strategy K-7 as a part of its Literacy Policy in 2012. The Dianna Rigg program has been implemented by staff in an attempt to improve spelling results.

Further examination of results indicates the achievement of students from year 5 3 to 5 as being high progress – higher achievement. The year seven results are from 1 student.

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, online support programs Reading eggs and Spelladrome.
**Progress in other Learning Areas**

**NAPLAN Reading**

*Reading Benchmark*

**NAPLAN Grammar and Punctuation**

*Grammar & Punctuation Benchmark*

**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.

**Grammar and Punctuation** The results left are the mean NAPLAN results comparing our students to the WA cohort. NAPLAN results below Increased numbers of students in the At or Below Benchmark levels. This are will be a targeted priority for 2015

**Student Progress and Achievement Compared with Like Schools**

*NAPLAN Year 3 2012 to Year 5 2014 - Carnarvon School Of The Air*

- Higher Progress - Lower Achievement
- Higher Progress - Higher Achievement
- Lower Progress - Lower Achievement
- Lower Progress - Higher Achievement

**Year 3 to 5**
The progress of the year 5 students is indicated as being in the Higher progress / Higher achievement quadrant. This is a particularly pleasing result. Only on student from year 7 sat the test.

**Science and Society and Environment WAMSE results**

CSOTA staff have 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 support programs:**

CSOTA ran a variety of support programs in 2014 which were prepared using evidence based research for students at educational risk. Support ranged from minor adjustments in standard teaching and learning programs, additional teacher time, structured daily individual support lessons to fully tailored individual education programs.

All individual education programs were conferenced with STL, teachers, parents and home tutors prior to implementation. This year plans were written and reported on using the SEN planning and reporting tool in the Department of Education’s Reporting to parents package. This enabled objectives to be directly reported against at the end of each semester to provide detailed feedback to parents regarding student progress.

The Support Teacher Learning spent $4407.31 on preparing and resourcing learning support programs during the year. Additional training was attended at the School of Special Educational Needs during semester 1 and a visiting teacher attended CSOTA during semester 2 to assist in the planning of support of students at educational risk.

Significant progress has been shown with students working on learning support programs.

**Physical Education:**

During 2014 our focus has been on Fundamental Movement Skills. Each student was encouraged to develop Fundamental Movement Skills through daily participation in the CSOTA Physical education logbook activities. 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. Physical education participation awards were given at bronze, silver and gold levels. A total of 61 bronze, 49 silver and 28 gold awards were given across the two semesters. Gold awards 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 $11480.64 worth of equipment to families to implement the before or after school Fundamental Movement Skills programme. This is the final year that the AASCG will be available.

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

Sports day was a success with high numbers attending. Preparation for sports day was incorporated into the Physical Education logbook to familiarise students with events prior to their attendance on the day. A slight modification was made to the early childhood events to incorporate more of the Fundamental Movement skills for the large early childhood cohort we have at present.

An indication of the success of the PE program has been the CSOTA success at the interschool sports carnival held during Muster at the end of 2014. The CSOTA student won the overall trophy for best performing school.

The Priorities for 2013

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

- Writing
  - Grammar (text Structure and Organisation)
- Information Communication Technology (ICT) Skills

As in 2014 there will be fewer priorities in 2015. 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 2015.
School Community Satisfaction

The last Parent Survey was beginning 2012. Another will be held this year.

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

- A workshop at Home Tutors 2013 & 2014
- 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 2014. 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.
### Revenue - Cash

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<th>Actual</th>
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**Opening Balance** $93,658.08

**Total Funds Available** $393,824.46

### Revenue Source

- **Locally Generated Revenue**: 7%
- **DoE Grants**: 81%
- **Other Govt Grants**: 5%
- **Other**: 3%
- **Transfers**: 4%

### Expenditure - Budget vs Actual

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### Cash Position

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<td>DoE Grants</td>
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<td>Commonwealth Govt Grants</td>
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<td>Trading Activities</td>
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<td>Other</td>
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<tr>
<td>Internal Transfers</td>
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<tr>
<td>Total</td>
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### Bank Balance

- **Opening Balance**: $93,658.08
- **Total Bank Balance**: $209,240.74

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**Revenue Source**

- **Locally Generated Revenue**: 7%
- **DoE Grants**: 81%
- **Other Govt Grants**: 5%
- **Other**: 3%
- **Transfers**: 4%

**Expenditure Purpose**

- **Cash Position as at**: $209,240.74
- **Made up of**:
  - General Fund Balance: $132,913.98
  - Deductible Gift Funds: $244,560.18
  - Trust Funds: $82,953.76
  - Reserves: $6,427.00
  - Cash Advances: $200.00
  - Tax Position: $8,147.83

**Total Bank Balance**: $209,240.74
Highlights of 2014 (Value Added)

2014 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.

Sports and Activity Day
Students came to Carnarvon for our annual of sports day.

SciTech Activities
The SciTech crew visited the school to give students a ‘hands-on’ learning lesson.

Canberra Camp
The bi-annual Canberra camp for 6/7 students was a huge success.
2014 Combined SOTA Muster in Perth

Year 4 to 7 students were given the opportunity to finish the year with a camp that included socialisation activities, various excursions and fun workshops to experience.

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

School Council met two times in 2014 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 P&C was very successful in raising funds to fund the Canberra Camp in 2014.

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

Wooramel Mini Camp

A chance to play

Photography

A big thank you to the Steadman family for having us at Wooramel Station 2014.

Photo Competition