



# Carnarvon School of the Air 2019 Annual Report

## The School

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 lessons, online learning systems, postal schooling programs, home tutor support, camps, musters, assemblies, seminars, teacher visits, email and phone contact are all essential components in providing effective education to students in these isolated locations. CSOTA has a strategic focus on writing, number, information communication technology (ICT), early childhood development and physical fitness and skills. This is supported by programs including: sporting schools, LOTE lessons, music tuition, PEAC extension 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.](#)

## From the Principal

Since the demise of the 'Radio' in 2004, satellite technologies have played a major role in the delivery of lessons to students. The latest evolution occurred when the SABA system finished at the end of 2018. WebEx is now being implemented school wide at CSOTA from 2019 for lesson delivery. Zoom is utilised by our STL for individual lessons and conferences.

Our families use satellite technologies to access student lessons. The majority of our families utilise the National Broadband Network with a few families still using dongles. This has offered a greater degree of connection stability across the school. Students still experience the usual satellite delays and drop outs but have learned to take these in their stride.

In 2019 the school went through the 'School Review' process. After input from across our community our school was validated as an 'Effective' school. Our ongoing commitment to improving educational outcomes for our students will continue to drive future planning.

With the day to day teaching, Home Tutors Seminar, Sports Camp, Sports and Activity Days, Home Visits and SOTA Muster, the year was bursting with educational and social activities for our students. The school year began with 39 students and finished with 40 students. Projections for 2020 are for 38 students. A number of staff changes will occur early in 2020 as permanent staff leave.

Moving into 2020 we will continue to transition to the Student Centred Funding Model. The timeline for this was extended however continued restructuring will be required. On current student projections we will no longer receive the transition funding after next year.

As we continue to make this transition operational changes will be required as the school considers how we can best meet student needs with the resources allocated.

Max Gronwald  
Principal

## From the School Council Chair

Our Council meets on a minimum of four occasions per year, on air and face to face. One of these being at Home Tutors Seminar in Term 1, to consider school matters related to Carnarvon School of the Air. Our School Council fulfils the key role of endorsing the School Plan for the year, endorsing the annual budget as well as noting the final draft of the Annual Report. It is chaired by a parent member and has elected parents, staff and community based members, the principal is a permanent member of the Council. 2019 saw stability returning to the leadership team with the return of Mr Max Gronwald in the substantive position as Principal.

The Vision and Mission Statement were reviewed by the whole school at the beginning of the year with input from all interested parties, the updated statements have now been adopted in the School Strategic Plan.

Term 2 saw CSOTA undertake the School Review process, with the performance rating of Effective given. The School Council appreciates and thanks the tremendous effort and thought given by all involved stakeholders in the lead up to this process. Over the next three years our school will continue to focus on school's vision for students, its mission, values and objectives and the key targets set in alignment with student outcomes before undertaking the next review process. Going forward the School Council will play a part in supporting the school to ensure the fidelity and ongoing upskilling of Home Tutors, initiating a program of support based on regular catch ups and updates, and exploring options to update the school's communication protocols.

The School Council was presented with a very lean but balanced budget to endorse. A shrinking financial situation continues to be a very real challenge to delivering a level of service that the school community has previously experienced. Delivering this expected service whilst continuing to provide an optimal learning environment for our students with a very much constricted budget will require creativity and compromise.

The Council remains proud of its efforts and would like to thank the departing members and those remaining for another year of service to the Carnarvon School of the Air and its' community.

Mrs Rebecca Davies  
CSOTA Council Chair

## Our Mission

We equip students to achieve their potential and contribute positively to society by providing relevant and engaging learning programs within a supportive and encouraging learning environment, preparing each student with the necessary academic, physical, social and emotional skills, understandings and values.

## School Vision

Carnarvon 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 instill a culture of high expectations while creating contemporary opportunities for students to become life-long learners.

## Staff

	Title	Number	FTE
Administration Staff	Principal	1	1
Teaching Staff	Teachers	5	4.4
School Support Staff (Clerical/Administrative)	Manager Corporate Services	1	1
School Support Staff (Non-Teaching)	Library Officer	1	1
School Support Staff (Non-Teaching)	Cleaner	1	0.3
<b>Total</b>		<b>9</b>	<b>7.7</b>

## Staff Retention

Mrs Rebekka Sinclair, Mrs Annette Kuhlmann, Ms Heidi Gardiner, Ms Joy Standen and Ms Debra Burrige left in 2019. Mrs Rachel Johnson has been appointed as the permanent MCS and Mrs Melanie Schmitz as the permanent ECE teacher. Mr Toby Chapman will return for term 1 in 2020 until the position vacated by Mrs Kuhlmann can be permanently filled.

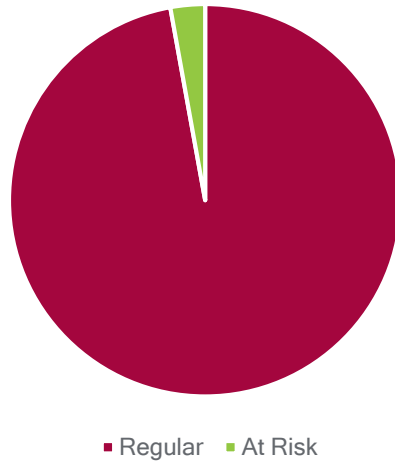
While on long service leave for term 4, Max Gronwald was replaced as Principal by Penny Gray, with Bridget Conlon taking the middle primary class. Tammy Bumbak continued as the Art teacher and Jacintha Page as the STL. Cleaning is still done by Janice Williams.

## Staff Qualifications

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. In order to maintain the professional standard Teaching and non-teaching Staff engaged in professional learning activities according to performance management plans and School/DOE priorities. Average expenditure per person on professional learning was \$1477.88 including travel and allowances. All professional learning workshops were aligned with school and system priorities. Some of these professional learning opportunities included: NAPLAN Online Training, Keeping Our Workplace Safe, HRMIS Training for School Based Staff, Finance for School Officers 2019, Finance 2019, Planning for 2019: SCF School Budget, Brightpath and 7 Steps.

## Attendance

Carnarvon SOTA Attendance



Regular	97.15%
At Risk	2.85%
Moderate -	
Severe -	

At Carnarvon SOTA attendance is determined via contact with students such as email, phone, WebEx lessons and completed student learning material submitted. Informing the Teacher when unable to attend Saba 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.

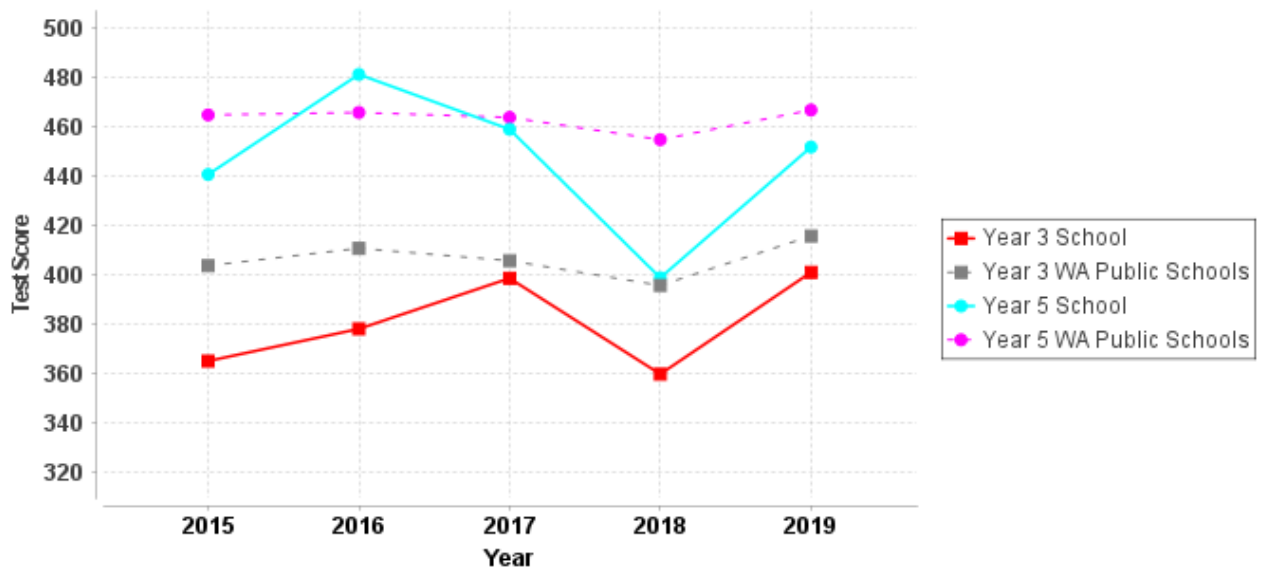
## Student Achievement

Priority Learning Areas for 2019

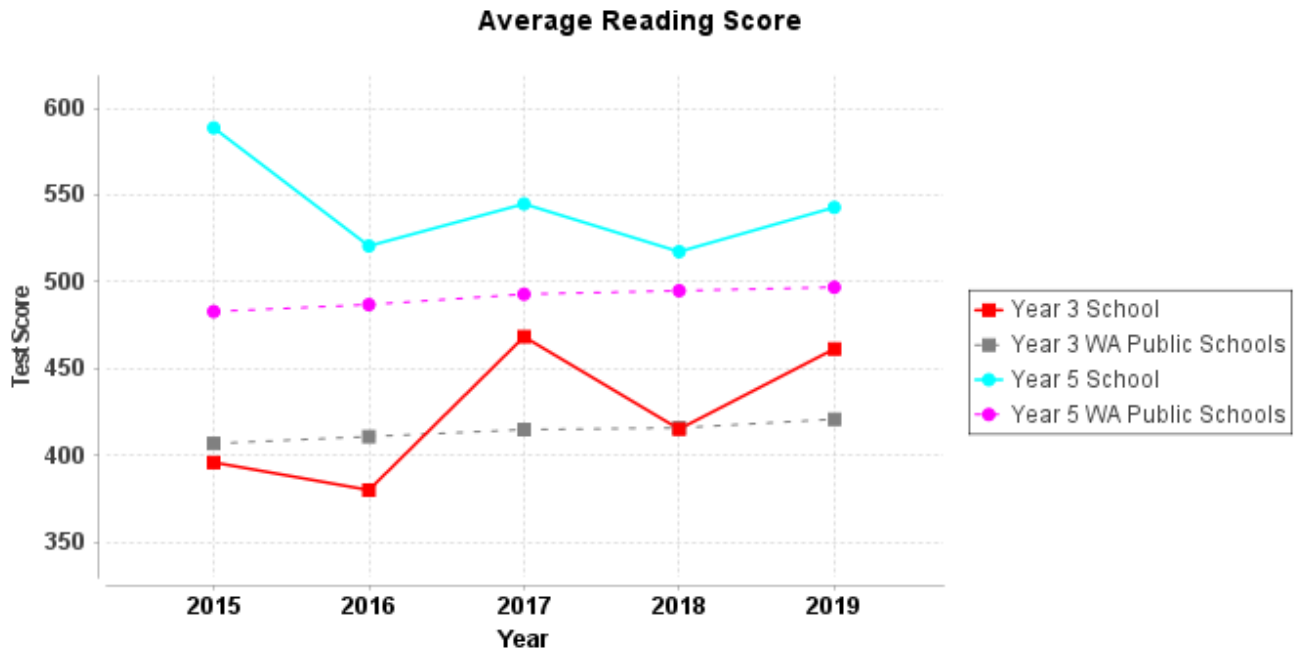
- Writing; (Paragraph and Sentence Structure)

It is important to note the tested cohort in 2019 was only a small group. For this reason, results can vary depending on individual student performance.

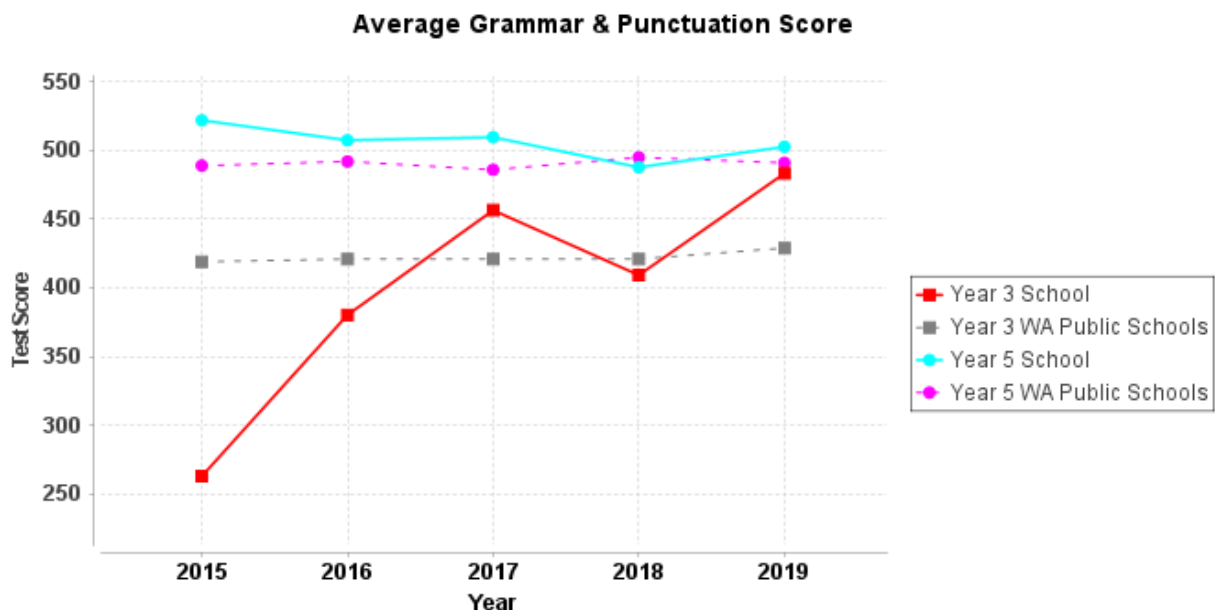
Average Writing Score



**Writing:** Student progress in 2019 has shown a positive trend for increased numbers of students above the Australian Minimum Standard. Our students on IEP's continue to make progress however in some instances will not attain the minimum standard. Overall our year 3 and year 5 students were just below the WA State average in Writing. This is confirmed by teacher Judgements, observations and Writing seems to be the recurrent Learning area for improvement. In 2020 the school will move to implement Brightpath and Seven Steps to assist in raising our students writing skills and standards across all year levels.

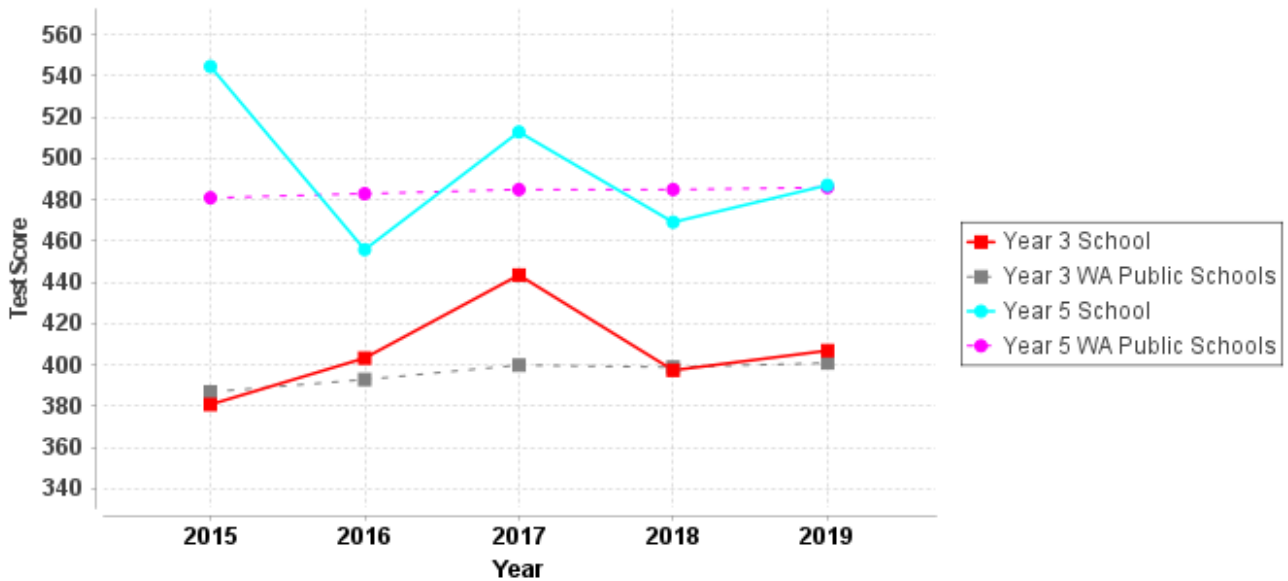


**Reading:** Student averages above the Western Australian Public Schools average. All students 'at or below' were previously identified as at risk by staff and the Support Teacher Learning. All identified students have Individual Education Plans that have been developed with STL, class teacher in consultation with parents.



**Grammar and Punctuation:** The average NAPLAN results compare our students to the Western Australian cohort. NAPLAN Longitudinal data places students above the Western Australian average.

Average Numeracy Score



**Numeracy:** Results from NAPLAN testing indicate that our year 3 and 5 students are generally above the Australian Average. However, as we have small cohorts, teacher judgements and local data have been used to confirm the NAPLAN results.

**Spelling:** Benchmark results indicate this year's cohort have achieved positively when compare to previous years. The school adopted one spelling strategy for K - 7 as a part of its Literacy Policy since 2012. Various teaching strategies, assessments and programs have been implemented to support this area. Included are Pre/Early Literacy Screen, Intervention Program (Diana Rigg) and STL Spelling Support.

### Learning Support Programs

CSOTA ran a variety of support programs in 2019 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 the Support Teacher Learning, teachers, parents and home tutors prior to implementation. During 2019 CSOTA has continued to use the SEN planning and reporting tool in the Department of Education's Reporting to Parents package, which enables objectives to be directly reported against at the end of each semester. This assists us in providing detailed feedback to parents regarding student progress.

The Support Teacher Learning ensures their budget is spent on preparing and resourcing learning support programs during the year. Training was attended in 2019 and networking between other STL's online and in person occurred throughout the year. The school receives funding for the STL position but no longer receives the inclusive schools project budget. The school now funds the learning support programs and training to maintain best practice for the support program.

## Physical Education

During 2019 each student was encouraged to develop skills and be physically active 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 via Seesaw. Physical education participation awards were given at students at Friday Morning Muster.

CSOTA applied for and received the 'Sporting Schools Grant' which enabled us to purchase and distribute equipment to families to implement the Physical Education Program.

Physical education has also been incorporated into school events with sessions at Home Tutors Seminar, Sports camp, SOTA Muster and Activity days. This allowed students to follow up the skills they had been learning during the year. Sports Day was held in Carnarvon with a preceding Activity Day. High numbers of students and families attended. Preparation for Sports Day was incorporated into the Physical Education logbook to familiarise students with events prior to their attendance.

## Art 2019

For a second year we had a dedicated Art teacher provide a whole school Art Program via WebEx. The Art teacher ran weekly lessons with all Year levels (K-6) across the school. The Art program focused on 4 different strands of Art including Visual art, Media art, Dance, Drama and also included a separate music lesson each Friday. Through this program we were able to provide the students with an opportunity to experience different forms of art. In the past our Art Program has been based around the SIDE visual Art books however we found many students were not completing these tasks and therefore missing out on Art altogether.

We covered many aspects of the Visual Art curriculum and also incorporated many 'Special Days' such as Naidoc Week, Mother's Day etc.

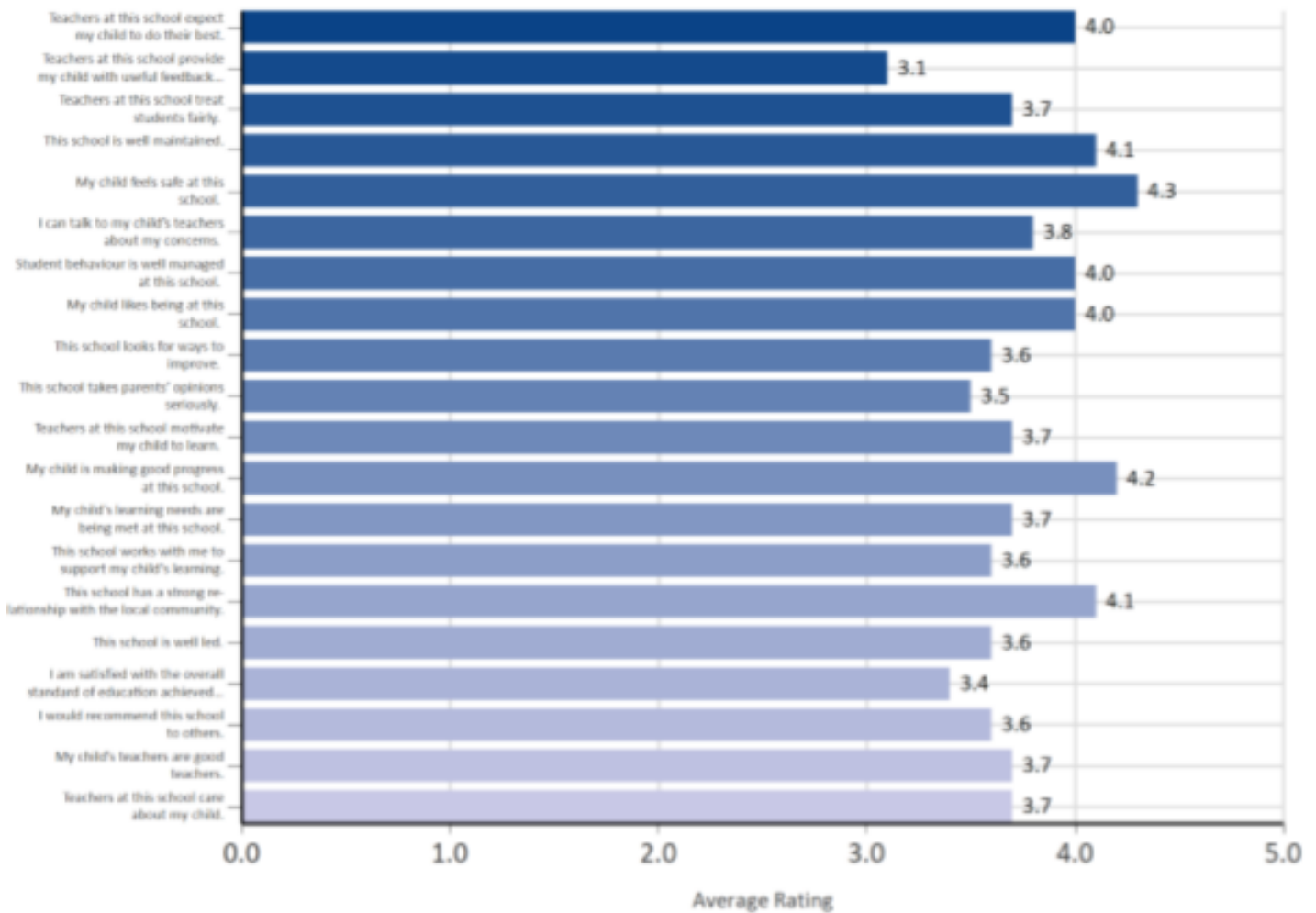
Through Media Art lessons the students were able to engage in technology based art through Photography.

This year was the second time CSOTA was able to organise a whole school play for the end of the year Presentation Day. Through the Dance and Drama classes it gave the students an opportunity to audition for parts in the play as well as creating and designing their costumes and the set.

All Students in the school have actively participated in each strand of the Art program this year.



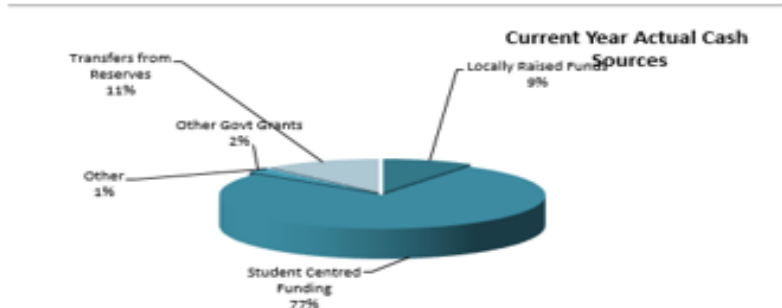
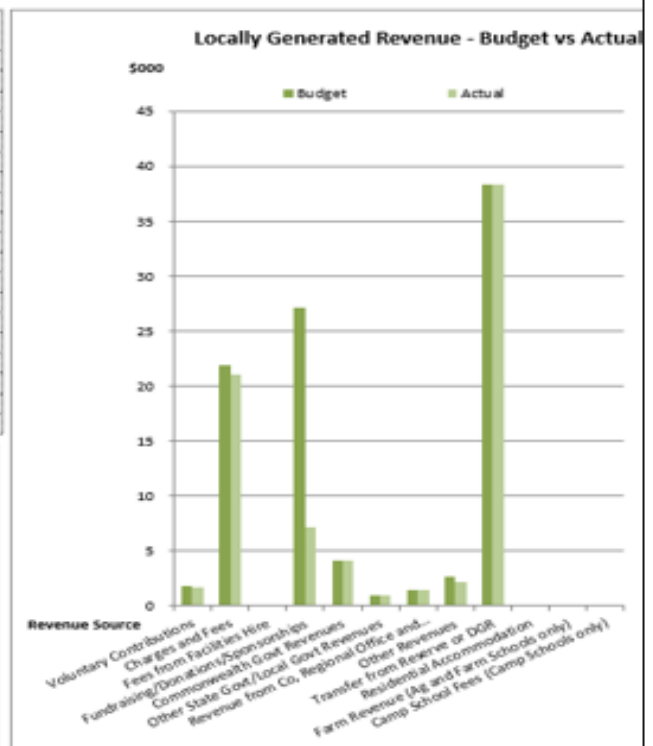
## Parent Survey 2019



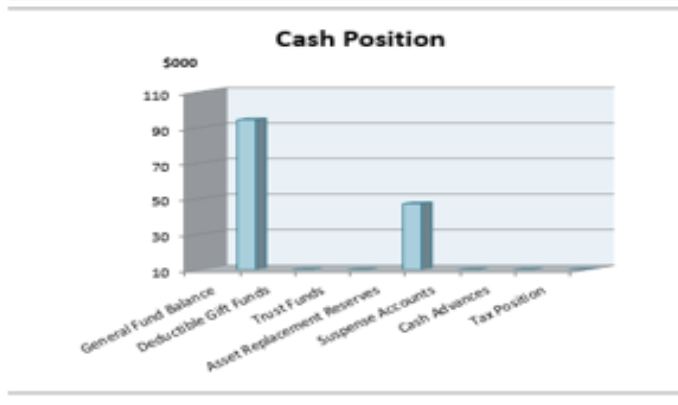
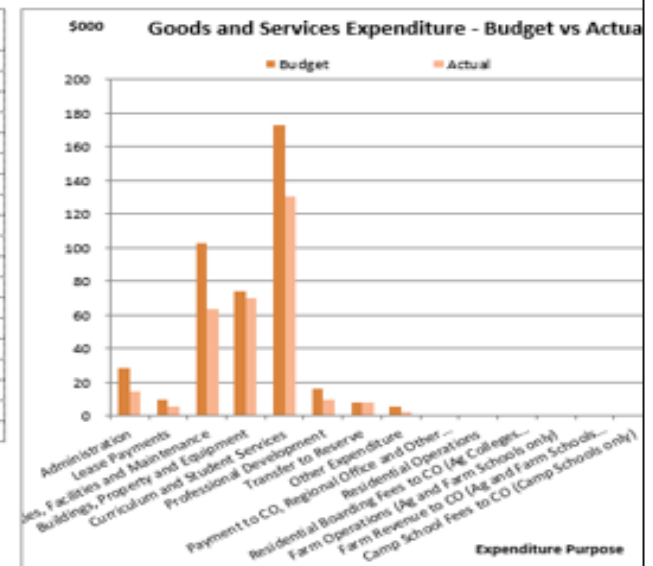
Parents / Home Tutors are highly involved implementing learning programs in isolated locations. Carnarvon SOTA worked very closely with families to deliver the best educational service in 2019. Regular phone calls, emails, Teacher visits, School Council meetings, Staff meetings and the annual Home Tutors Seminar were prime opportunities to gain feedback from Parents, Students and Teachers about how effective CSOTA was operating and how we can all improve.

## Carnarvon School of the Air Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 1,800.00	\$ 1,680.00
Charges and Fees	\$ 21,950.00	\$ 21,090.00
Fees from Facilities Hire	\$ -	\$ -
Fundraising/Donations/Sponsorships	\$ 27,180.00	\$ 7,144.04
Commonwealth Govt Revenues	\$ 4,080.00	\$ 4,080.00
Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
Revenue from Co, Regional Office and Other Schools	\$ 1,504.00	\$ 1,503.75
Other Revenues	\$ 2,720.00	\$ 2,225.36
Transfer from Reserve or DGR	\$ 38,354.00	\$ 38,354.00
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 98,588.00</b>	<b>\$ 77,077.15</b>
Opening Balance	\$ 66,910.55	\$ 66,910.55
Student Centred Funding	\$ 254,756.00	\$ 254,798.00
<b>Total Cash Funds Available</b>	<b>\$ 420,254.55</b>	<b>\$ 398,785.70</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 420,254.55</b>	<b>\$ 398,785.70</b>



Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 28,039.55	\$ 14,692.71
Lease Payments	\$ 9,506.00	\$ 5,347.65
Utilities, Facilities and Maintenance	\$ 103,069.00	\$ 63,457.54
Buildings, Property and Equipment	\$ 74,068.00	\$ 70,402.76
Curriculum and Student Services	\$ 173,072.00	\$ 130,919.05
Professional Development	\$ 16,000.00	\$ 9,369.27
Transfer to Reserve	\$ 8,086.00	\$ 8,086.00
Other Expenditure	\$ 5,500.00	\$ 2,278.50
Payment to CO, Regional Office and Other Schools	\$ -	\$ -
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 417,340.55</b>	<b>\$ 304,553.48</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 417,340.55</b>	<b>\$ 304,553.48</b>
Cash Budget Variance	\$ 2,914.00	



Cash Position as at:		
Bank Balance	\$	137,019.96
Made up of:	\$	-
1 General Fund Balance	\$	94,232.22
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	47,095.67
5 Suspense Accounts	\$	(2,539.93)
6 Cash Advances	\$	10.00
7 Tax Position	\$	(1,778.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>137,019.96</b>