



Carnarvon School of the Air 2020 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, 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.](#) Or <https://www.facebook.com/CarnarvonSOTA>

From the Principal

Due to Covid-19 many of our planned activities could not go ahead. In 2020 we saw a number of home visits moved online utilising WebEx. The school also offered in-school visits for those students that were able to attend. Sports Camp, Coral Bay and SOTA Muster camps were cancelled but we had 10 in school days during Term 3 - 4 and SOTA Muster was replaced by a camp in Geraldton. Sports and activity days were modified to meet the COVID-19 guidelines for gatherings. With the day to day teaching, Home Tutors Seminar, Sports, Activity Days, and Geraldton Camp, the year still had numerous educational and social activities for our students. The school year began with 37 students and finished with 34 students. Projections for 2021 are for 27 students. A number of staff changes will occur early in 2021.

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 2021 Carnarvon SOTA will have fully transitioned to the Student Centred Funding Model. On current student projections we will no longer receive the transition funding. Throughout 2021 operational changes will be required as the school considers how to best meet student needs with the resources allocated.

Max Gronwald
Principal

From the School Council Chair

The 2020 school year started off well with the School Council meeting face to face at CSOTA's annual Home Tutors Seminar. It was well attended with lots of new Home Tutors in the region, as well as the familiar faces of our school teachers and parents. The council said farewell to our departing Chair in Rebecca Davies, as well as Wendy Smith whose term had come to an end. We thank them both for their contribution to the school council. This presented an opportunity to welcome two new faces to the council in Jodie McTaggart and Danielle Ackroyd being elected. At our next meeting we welcomed back Rebecca Davies and also saw Trent Donnelly accepted to the council as our community members.

CSOTA, like all schools, faced many challenges this year due to Covid-19. Fortunately due to the nature of the school's ability to deliver via remote methods, the day to day learning for our students largely remained unaffected. It did however mean the cancelation of home visits and other face to face teacher time which is essential to the overall education experience of our geographically disadvantaged students. The school smoothly transitioned to delivering 'online WebEx home visits' and other in-school activity days to ensure our students didn't miss out. It was also great to see the students all get together at the end of term 4 to finish off the year on a high.

The Council is proud of the way the school community managed these challenges and is a credit to our students' resilience and competency with remote education.

We look forward to 2021.

Thank you,
Shanon Thompson

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)	Cleaner	1	0.3
Total		8	6.9

Staff Retention

Max Gronwald Principal

Mrs. Rachel Johnson MCS

Mrs. Melanie Schmitz ECE teacher (Replaced by Ms. Kaye Liddelow and Mrs. Theresa Showell during the year)

Cindy Washbrook (Classroom Teacher) and Penelope Gray (Senior Classroom Teacher and Acting Principal)

Tammy Bumbak continued as the Art Teacher and Jacintha Page as the STL (Support Teacher Learning). Kate Gregory replaced Mrs Gray while she was Acting Principal in term 4. Cleaning is still done by Janice Scott.

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. Due to COVID - 19 not many Face to Face opportunities were available for professional development, there were many online courses that teachers could take. An average expenditure per person on professional learning was \$285.71 this year. All professional learning workshops were aligned with school and system priorities. Some of these professional learning opportunities included: St Johns first aide, Finance for School Officers and Principals 2020. Along with these Staff also completed various online training modules.

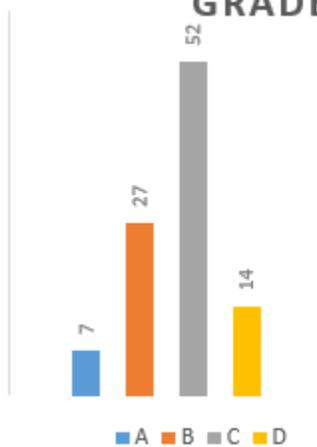
Student Achievement

It is important to note NAPLAN testing this year (2020) did not proceed, so we do not have any NAPLAN results available for this period. Data gathered was at the school level. Parents / Home Tutors are highly involved implementing learning programs in isolated locations. Carnarvon SOTA worked closely with families to deliver the best educational service in 2020. Regular phone calls, emails, 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 continue to improve. As the COVID-19 threat ramped up as the year progressed camps and home visits came to a halt. This did impact our community and will continue to be a factor into the future.

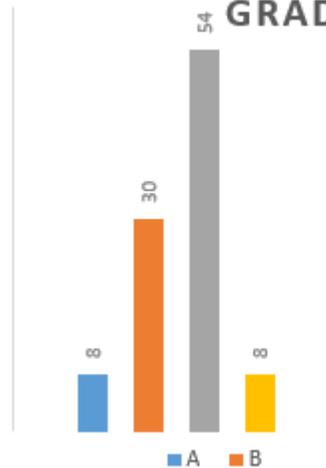
English Carnarvon SOTA has a whole school strategy as part of its Literacy Policy. Various teaching strategies, assessments and programs have been implemented to support English. Student progress in 2020 has shown a positive trend due to a number of interventions including; Brightpath, Talk for Writing (ECE) and Seven Steps to assist in raising our students writing

skills and standards across all year levels. Our students on IEP's continue to make progress however in some instances will not attain the minimum standard due to developmental constraints.

**CSOTA 2019 WRITING
GRADES %**



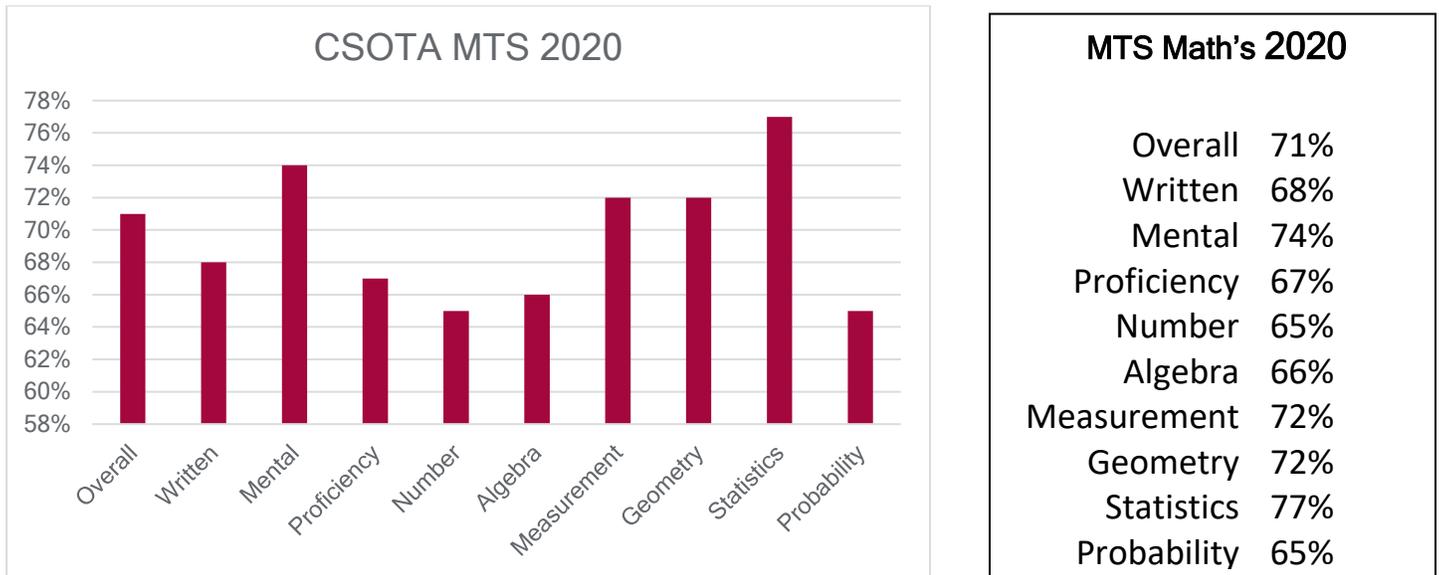
**CSOTA 2020 WRITING
GRADES %**



Mathematics

In 2020 school data continued to be collected throughout the year in MTS. Students need to attain 66% or greater to be deemed as proficient in that area. Overall the school has achieved a good result however continued monitoring and assessment will

be required to ensure our students are achieving proficiency in mathematics.



Learning Support Programs

CSOTA ran a variety of support programs in 2020 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 2020 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 2020 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 2020 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, in school days 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 2020

For a third 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.

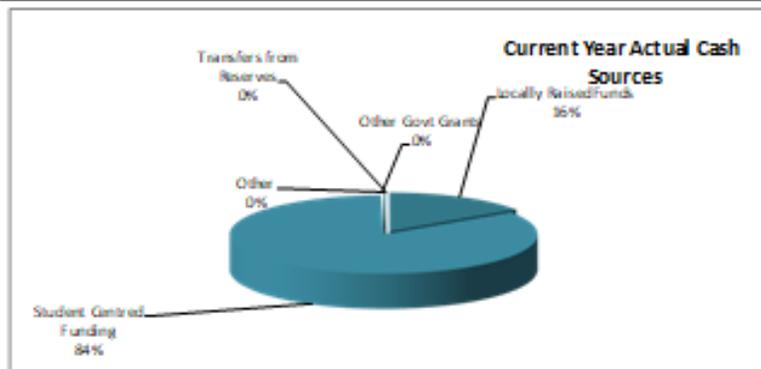
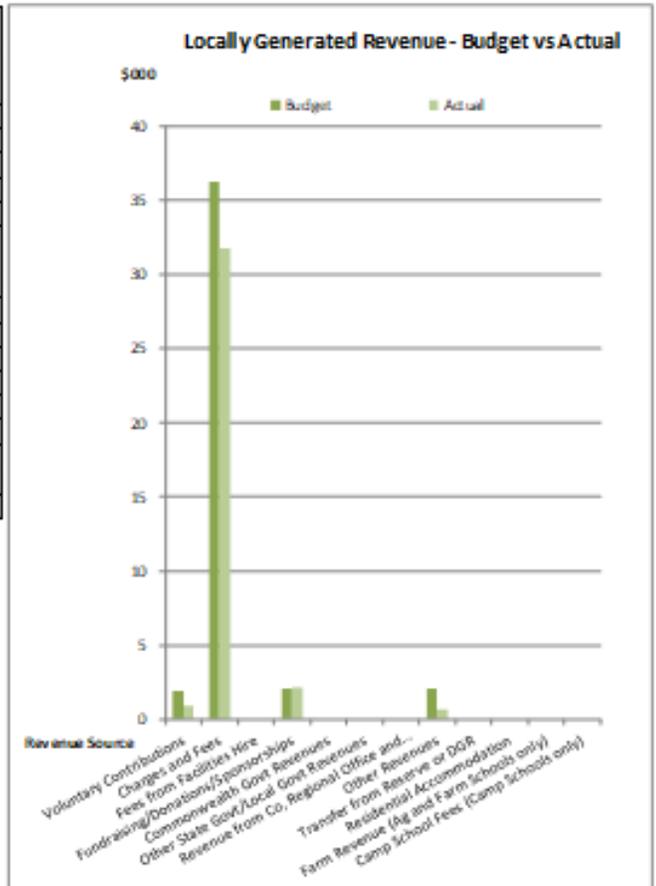
Through Media Art lessons the students were able to engage in technology based art through Photography.

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

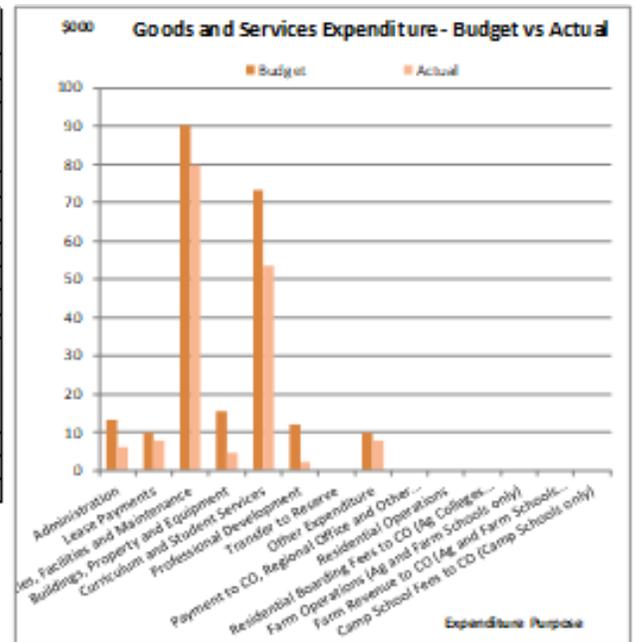
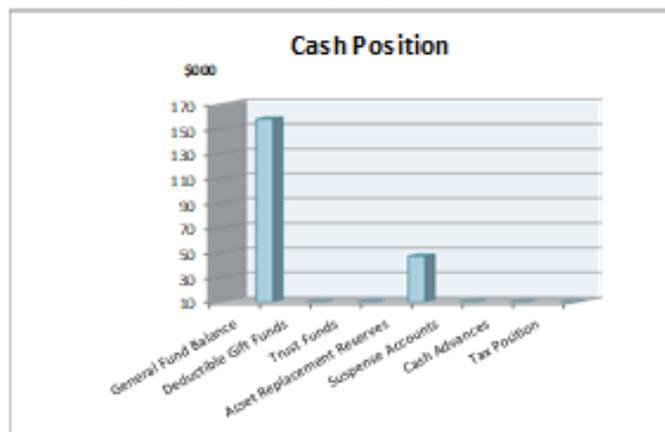
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Carnarvon School of the Air
Financial Summary as at
27 January 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,920.00	\$ 900.00
2	Charges and Fees	\$ 36,282.00	\$ 31,782.34
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,100.00	\$ 2,160.95
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co., Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 2,100.00	\$ 678.42
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 42,402.00	\$ 35,521.71
	Opening Balance	\$ 94,232.00	\$ 94,232.22
	Student Centred Funding	\$ 1,75,553.00	\$ 189,408.00
	Total Cash Funds Available	\$ 312,187.00	\$ 319,161.93
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 312,187.00	\$ 319,161.93



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 13,160.00	\$ 6,220.53
2	Lease Payments	\$ 9,806.00	\$ 7,646.51
3	Utilities, Facilities and Maintenance	\$ 90,300.00	\$ 79,664.20
4	Buildings, Property and Equipment	\$ 15,250.00	\$ 4,578.19
5	Curriculum and Student Services	\$ 73,368.00	\$ 53,535.22
6	Professional Development	\$ 12,000.00	\$ 2,036.00
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,800.00	\$ 7,679.58
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp/School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 223,684.00	\$ 161,340.23
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 223,684.00	\$ 161,340.23
	Cash Budget Variance	\$ 88,508.00	



Cash Position as at:	
Bank Balance	\$ 203,338.37
Made up of:	
1 General Fund Balance	\$ 157,821.70
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 47,095.67
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (1,599.00)
Total Bank Balance:	\$ 203,338.37