The 2015 year has been a year that has featured several positive community camps / seminars, improved student learning. Student results in Spelling and Numeracy are positive. The results of the Whole School Literacy based on the Dianna Rigg program are beginning to bear fruit. The Home Tutors Seminar and Winning 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

With the day to day teaching, Home Tutors Seminar, Sports Camp, Winning 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 and finished with 33 students. 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

The largest challenge the school community during 2015 was the implementation of the student centred funding model to all SOTA’s. Losing 25% of the total budget over the next five years will present significant challenges to the school community. It is naïve to think we will continue to operate as we currently do. While it has been stated by decision makers that the school currently has, “enough money,” I am not sure that will be the case in five years. The challenges need to be student focussed. How can we best meet student needs with the resources allocated? CSOTA focuses on camps and home visits for socialisation of students. It is these personal contacts that give students socialisation opportunities and enables a student-teacher relationship to develop. If we lose the personal touch we move from being a school community to a service provider. We have 2016 to begin planning for our future as a CSOTA community, beginning at the Home Tutor seminar next March.

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 700km 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: Sporting Schools, 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>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Teachers</td>
<td>6</td>
<td>5.1</td>
</tr>
<tr>
<td>School Support Staff (Clerical/Administrative)</td>
<td>Registrar</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Support Staff (Non-Teaching)</td>
<td>Library Officer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
<td><strong>8.6</strong></td>
</tr>
</tbody>
</table>

**Staff Retention**
We are fortunate in that we have 6 permanent staff. All permanent staff will continue with us in 2016. Unfortunately Mrs DeBeer left the school at the end of 2015. The CSOTA community wish her well in her move to Geraldton.

**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 $1324 including travel and allowances. CSOTA used in house expertise, online leaning 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**

90% of students attended 90% or better. This means that we have 3 students who attend between 80% and 90%. This places these students in the “At Risk” category. The percentage of students in the “At Risk” group has declines from 15.6% in 2014 to 6% this year.

The 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 2015

English: Writing; Grammar (text Structure and Organisation)

Information and Communications Technology

**Progress on Priority Learning Areas**

**Writing**

Student progress in 2015 has shown a positive trend. The graph left demonstrates progress as measured by since NAPLAN 2011,. The trend is for increased numbers of students above the Australian Minimum Standard. Grammar will not be priority in 2016
There has not been an improvement in Naplan results in Writing. Teacher judgement and school data support the NAPLAN results. Data and individual assessments have been examined. A meeting was held with Dianna Rigg (PLD Learning resources). School data was interrogated. Dianna Rigg believes we need to focus on Oral Language, Vocabulary Development. Writing results will not improve until students have developed prerequisite skills. A narrowing of the focus with oral language development should lead to more achievable improvement in student learning. Oral Language will be a priority for 2016.

**Progress on Other Learning Areas**

**Numeracy**

Results from Naplan testing indicate that our year 3, 5 and 7 students are generally above the Australian Average. However as we have small numbers, staff have examined data from Mathletics testing. These results include all students. Further examination of the Statistics and Problem solving strands will be required.

**Spelling**

Benchmark results indicate this year’s NAPLAN cohort have achieved positively when compare to the previous years.

The school has adopted one spelling strategy 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), STL Spelling Support Program and on line support programs Reading eggs and Spellodrome. The Dianna Rigg program with a focus on phonics is a big part of the improvement in spelling results.
**Progress in other Learning Areas**

**NAPLAN Reading**

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 are the average NAPLAN results comparing our students to the Australian cohort. NAPLAN results below, show decreased numbers of students in the, ‘At or Below,’ Benchmark levels. This area will not be a targeted priority for 2016

**School Priority** Writing seems to be the recurrent Learning area for improvement. The student Progress graph here demonstrates that Writing is the only area in NAPLAN testing that the school has Lower Progress and Lower Achievement.
Technology and Enterprise
CSOTA staff endeavour to immerse our students in Technology through our lesson delivery via Saba. Students learn to use the Saba technology from Kindy level. Technology & Enterprise has been integrated into each learning area. Through the set work our students are given the opportunity to explore, design and create in each of the learning areas. As our Focus is Oral Language we have purchased Digital Voice Recorders for each CSOTA family to use at home to record their children’s oral language. Through this we are able to monitor progress and plan on how to improve oral language school wide. We have also purchased more digital camera batteries and chargers as we use these to document our students returned set work as well as activities at mini camps, Home Visits and Seminars.

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.

Science and History and Geography
CSOTA staff has sought to give our students more ‘hands-on’ opportunities to develop investigation skills, which is often difficult in isolated locations. Teacher visits, SABA lessons, mini camps and the purchase of new equipment gave students prime opportunity to develop these skills, with significant improvement in Science results.

CSOTA staff are implementing the new history and Geography curriculum, through our Saba lessons or set work. When the opportunity arises we will use mini camps to teach a certain aspect of history or geography prevalent to the area we are visiting. Next year when History and Geography are put under the banner Humanities and Social Sciences syllabus CSOTA will revisit the curriculum to investigate whether we need to make any changes.

Learning support programs:
CSOTA ran a variety of support programs in 2015 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. During 2015 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 spent more than $6000 on preparing and resourcing learning support programs during the year. Training was attended at the School of Special Educational Needs during semester 1 and 2. The inclusive schools project budget also funded training with Dianna Rigg for staff and up skilling in ‘Writing,’ one of our priority areas for 2015 and 2016. Significant progress has been shown with students working on learning support programs.
Physical Education:

During 2015 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 56 bronze, 44 silver and 26 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 Sporting schools grant which enabled us to purchase and distribute $7200 worth of equipment to families to implement the Fundamental Movement Skills programme.

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

Sports day was held this year during the Winning mini camp with high numbers attending. Preparation for sports day was incorporated into the Physical Education logbook to familiarise students with events prior to their attendance at Winning. 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.

The Priorities for 2016

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

Writing

1. Vocab and semantics- (knowing the words for things and being able to use them in context)
2. Oral language skills- (being able to produce a quality oral text before they can produce a quality written text)
3. Dictation (focus on both mechanics and process skills for writing)

As in 2015 there will be fewer priorities in 2016. 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 2016.
School Community Satisfaction

A parent and staff satisfaction survey was conducted during June and July this year. Results indicate parents’ and staff are largely satisfied with the operations of the school. Full results have been posted as a link on the school website.

**Parent Responses**

[Bar charts showing responses to various statements related to school satisfaction.]
Staff Responses

- Teachers at this school expect students to do their best.
- Teachers at this school provide students with useful feedback.
- Teachers at this school treat students fairly.
- This school is well maintained.
- Students feel safe at this school.
- Students at this school can talk to their teachers about...
- Parents at this school can talk to teachers about their concerns.
- Student behaviour is well managed at this school.
- Students like being at this school.
- This school looks for ways to improve.
- This school takes staff opinions seriously.
- Teachers at this school motivate students to learn.
- Students’ learning needs are being met at this school.
- This school works with parents to support students’ learning.
- I receive useful feedback about my work at this school.
- Staff are well supported at this school.

---

This school has a strong relationship with the local community.

This school is well led.

I am satisfied with the overall standard of education achieved at this school.

I would recommend this school to others.
The school will follow up the survey with:

- A workshop at Home Tutors Seminar
- A review of communications procedures by staff

The whole survey has been placed on the school website.

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 2015. 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 2015

### Revenue - Cash

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$1,120.00</td>
<td>$1,120.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$2,100.00</td>
<td>$2,100.00</td>
</tr>
<tr>
<td>3 Fees from Facilities Hire</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
<td>$3,607.00</td>
<td>$3,606.92</td>
</tr>
<tr>
<td>5 Commonwealth Govt Revenues</td>
<td>$2,450.00</td>
<td>$2,450.00</td>
</tr>
<tr>
<td>6 Other State Govt/Local Govt Revenues</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>7 Revenue from Co, Regional Office and Other Schools</td>
<td>$2,175.00</td>
<td>$2,175.37</td>
</tr>
<tr>
<td>8 Other Revenues</td>
<td>$5,280.00</td>
<td>$5,381.25</td>
</tr>
<tr>
<td>9 Transfer from Reserve or DGR</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>10 Residential Accommodation</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>$2,450.00</td>
<td>$2,450.00</td>
</tr>
<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$16,732.00</td>
<td>$16,733.54</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$122,913.98</td>
<td>$122,913.98</td>
</tr>
<tr>
<td><strong>Student Centred Funding</strong></td>
<td>$283,379.00</td>
<td>$283,379.00</td>
</tr>
<tr>
<td><strong>Total Cash Funds Available</strong></td>
<td>$433,024.98</td>
<td>$433,026.20</td>
</tr>
<tr>
<td><strong>Total Salary Allocation</strong></td>
<td>$886,553.00</td>
<td>$886,553.00</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$1,319,577.98</td>
<td>$1,319,579.20</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$37,373.98</td>
<td>$31,672.62</td>
</tr>
<tr>
<td>2 Lease Payments</td>
<td>$5,225.00</td>
<td>$5,225.20</td>
</tr>
<tr>
<td>3 Utilities, Facilities and Maintenance</td>
<td>$109,611.00</td>
<td>$35,681.47</td>
</tr>
<tr>
<td>4 Buildings, Property and Equipment</td>
<td>$40,174.00</td>
<td>$31,908.57</td>
</tr>
<tr>
<td>5 Curriculum and Student Services</td>
<td>$218,253.00</td>
<td>$173,412.04</td>
</tr>
<tr>
<td>6 Professional Development</td>
<td>$9,500.00</td>
<td>$7,628.36</td>
</tr>
<tr>
<td>7 Transfer to Reserve</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>8 Other Expenditure</td>
<td>$4,827.00</td>
<td>$4,157.29</td>
</tr>
<tr>
<td>9 Payment to CO, Regional Office and Other Schools</td>
<td>$3,061.00</td>
<td>$3,061.00</td>
</tr>
<tr>
<td>10 Residential Operations</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>11 Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>12 Farm Operations (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>13 Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>14 Camp School Fees to CO (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>15 Unallocated</td>
<td>$5,000.00</td>
<td>$7,628.36</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$433,024.98</td>
<td>$292,746.55</td>
</tr>
<tr>
<td><strong>Total Forecast Salary Expenditure</strong></td>
<td>$842,260.00</td>
<td>$842,260.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$1,275,284.98</td>
<td>$1,135,006.55</td>
</tr>
</tbody>
</table>

### Bank Balance

- **Opening Balance**: $219,183.41
- Made up of:
  - **General Fund Balance**: $140,279.65
  - **Deductible Gift Funds**: $0.00
  - **Other**: $0.00
  - **Asset Replacement Reserves**: $82,953.76
  - **Suspense Accounts**: $0.00
  - **Cash Advances**: $0.00
  - **Tax Position**: $1,890.00
  - **Total Bank Balance**: $219,183.41

---

**Current Year Actual Cash Sources**

- **Student Centred Funding**: 94%
- **Other Grants**: 2%
- **Locally Raised Funds**: 2%
- **Other**: 2%

---

**Cash Position**

- **General Fund Balance**: $140,279.65
- **Deductible Gift Funds**: $0.00
- **Other**: $0.00
- **Asset Replacement Reserves**: $82,953.76
- **Suspense Accounts**: $0.00
- **Cash Advances**: $0.00
- **Tax Position**: $1,890.00
- **Total Bank Balance**: $219,183.41
Highlights of 2015 (Value Added)

2015 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.

Winning Sports Camp
Students came to Winning Station for our annual sports day.

Interschool Cross Country
2015 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 the company of other SOTA students.

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

School Council met two times in 2015 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.

Orchestra on Air

A chance to play

Home Visits

A big thankyou to the D’Arcy Clan for looking after us so well at Winning Station this year

Photo Competition