

# Kalgoorlie School of the Air

## Annual Report 2021



**Seek the Best**

## Introduction

Welcome to the 2021 Annual Report for Kalgoorlie School of the Air (SOTA). This report provides an overview of our performance, describing student and staff achievements and highlights over the year, as well as areas for further improvement in 2022.

At Kalgoorlie SOTA we take pride in ensuring that the individual needs of all students are addressed within a safe and supportive environment, while striving for excellence and maintaining high expectations from staff and students alike. Our school values: Respect, Integrity, Collaboration and Compassion, guides all members of our school community in their interactions with each other, both inside and outside the classroom, and ensures that school is a positive experience for all.

During 2021, there was a particular focus on staff and student mental health and wellbeing throughout the year due to the continued impact of the worldwide pandemic, COVID-19. Other focus areas for 2021 were Writing and Early Literacy, Science, HASS, Professional Learning, and the strengthening of our school brand.

We continue to ensure that the Departmental Priorities and foci in the School Operation Plan are imbedded in our curriculum planning and delivery across all year levels. This year we employed additional teaching staff to assist in developing and refining the Health, Geography and the whole school phonics programs.

We continue to embed the Aboriginal Cultural Standards Framework in our Annual School Improvement Plan. In 2020 the staff identified the focus for 2021, which was Resources and Relationships.

Retuned work from all students was displayed throughout the school and student achievements were regularly celebrated at assemblies and during the daily Morning Muster with the principal, to encourage ownership and pride in their work and achievements.

Keeping abreast of the latest developments in pedagogy, the professional development of staff and the upskilling of home tutors play a large role in the success of student outcomes and is a priority at our school. Home tutors were provided with online and face-to-face upskilling opportunities by teachers and specialists throughout the year and the staff completed professional learning online, locally or in Perth. Some conferences and professional development sessions which staff had enrolled in were cancelled. However, there was an increase in available online mode of delivery for professional development, which was taken up by the support and teaching staff.

Distance is our largest challenge as a school. We endeavor to overcome this by daily air lessons, camps, seminars, home visits and in-school visits. Building sound positive relationships with our students and their families, ensuring that: students and tutors are supported daily, that programs are designed to actively engage and extend students in their learning and skills development and by providing students a school community which they identify with and connect to with a feeling of belonging, continue to be priorities for all our staff.

In conclusion, I would like to acknowledge and thank the Goldfields Education Director and the staff at the Goldfields Education Regional Office, the Kalgoorlie SOTA staff, School Council, P&C, the SOTA families and wider community for the roles they fulfil and their continued support and commitment to the school.

*Eloise Jansen van Vuuren*  
Principal

## School Overview

Kalgoorlie School of the Air is a learning community that highly values life-long learning and excellence in student achievement of geographically isolated children across the Goldfields from Kindergarten to Year 6, in a distance education context.

The staff are an experienced, dedicated group of professionals who are working effectively together to enhance the performance of all students and to manage and improve our school facilities and academic programs. Our interactions as a school community are guided by our values: respect, integrity, collaboration and compassion.

Our approaches to teaching and learning are that every child can succeed and that our staff understand that the quality of their relationships with students, tutors and families is the key to success and a crucial element to create a sense of belonging and connectedness. While our academic focus is strong, we also believe in the importance of the non-academic needs of our students and in meeting their emotional, physical and behavioural needs for them to be successful learners and happy children.

We aim to create a comprehensive and well-rounded curriculum consisting of a blend of online and written materials. Teachers work collaboratively to plan, write and implement innovative programs (based on the Western Australian Curriculum) and strategies which put students at the centre of all planning. The focus is on maximising the learning for all students and our whole school approaches in literacy and numeracy help to achieve this. AUSLAN is provided to all students from Y3 to Year 6 by a specialist teacher at the school.

Teachers visit their students for face-to-face learning opportunities during the year and a range of week-long camps and in-school visits enhance the educational and social interaction of students with their peers, staff and other families.

The school has a strong emphasis on ICT and the integration thereof across all Learning Areas in the multi modal approach followed to deliver the curriculum. Students are supplied with resources and materials to complete their school activities and each student attends daily online sessions with the principal and their teachers, in addition to completing offline written programs with their tutors. Students further utilise technology to complete other online educational activities as prescribed by their teachers.

Our school community is positive and keen to support our students through the fundraising efforts of our Parents and Citizen Association and the leadership and governance of the School Council. The learning environment of our school is a shared responsibility, between students, teachers, parents and tutors, and we all strive to represent and reflect the needs of our community.

Our school facilities are welcoming, well maintained and well resourced. The school gardens are secure and include a carport, a gazebo, an undercover playground, a nature playground, a music playground and a grassed area, which add value to student activities during in-school visits and camps.

A heritage listed building houses the administration offices, teachers' shared office, boardroom, library, staffroom, dispatch room, studios, toilets and a kitchen. All the offices, the library and studios are equipped with computers which are fully networked.

A multi-purpose schoolroom is situated on the school grounds, comprising of a classroom with a fully networked computer section, an interactive smartboard, storeroom and a kitchen. This building is used for student activities during camps and in-school visits as well as for meetings and professional development sessions for staff, home tutors and the local school network. A third building houses a general storeroom, a garden storeroom and a garage for the school vehicle. A converted and powered sea container further provides an extra school room when all students attend camps.

## Parent Communication

Parent communication remains a focus at Kalgoorlie SOTA due to the distance between the families and the school base. Teachers were in contact with their students' parents and home tutors on a regular basis, making contact by phone not less than once a week. Detailed and graded feedback reports were written and emailed to parents every two to three weeks regarding student progress in each learning area, once written work had been returned to school. Parents also had email contact with their teachers and the administration staff and could reach the Support Teacher Learning and Principal by phone or email whenever needed. During home visits, teachers and parents had valuable individual time to discuss their students' progress and address any concerns face-to-face after the school day.

A newsletter was emailed out at least once per term. Teachers held parent / home tutor WebEx training sessions once a term to discuss programmes and model strategies to be implemented the classroom. Every Monday morning, all teachers and home tutors attended the daily Morning Muster WebEx session with the Principal and students, and announcements and reminders regarding the school week was shared.

The school Facebook page and website was updated regularly and a good source for parents and prospective families to visit for relevant and up to date information.

## Staffing Overview

Kalgoorlie SOTA had nine teaching staff and five non-teaching staff in 2021. The majority of the staff were in full time roles, with a few part-time teaching and casual support staff roles within the school. All staff in permanent positions at the school in 2021 remained with the school in 2022.

All teaching staff met the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers on the Teacher Registration Board of Western Australia. Two teachers were Senior Teachers and held leadership responsibilities in collaboration with the Principal.

The administrative needs of the school were managed by the Manager of Corporate Services and School Officer and the Library Officer managed the library system and resources. The Education Assistant provided support to teachers and students across an array of areas and assisted the Library Officer in the annual stocktake. The grounds were managed by a contractor. In 2021, the cleaner was given more FTE to meet the COVID-19 Department cleaning requirements and the school further engaged cleaning contractors.

The gardener and cleaner position were both advertised in 2020 and again in 2021 and the school was able to secure a cleaner for a few months but did not receive any interest regarding the gardener position. It was then decided to use contractors to ensure that the grounds and cleaning of the school was maintained.

The school was further provided with a School Psychologist by the Department two days per term.

Principal	1.0 FTE
Teachers	6.4 FTE
Support Teacher Learning	1.0 FTE
<b>Total Teaching Staff</b>	<b>8.4 FTE</b>
Manager Corporate Services	1.0 FTE
Library Officer	0.6 FTE
Education Assistant	0.4FTE
School Officer	0.4 FTE
Cleaner	0.4 FTE
<b>Total Support Staff</b>	<b>2.8 FTE</b>

## Professional Development

All teaching staff at Kalgoorlie SOTA are expected to engage in professional learning, informed by their individual Performance Management Plans and the school and system priorities throughout the year, to ensure their planning and teaching reflects understanding of current best practice. Support staff are also encouraged to keep abreast of current developments in their roles and to attend professional learning sessions.

In 2021, staff participated in professional learning focused on leadership, wellbeing, finance, phonics, writing and Diabetes for Schools. Home tutors were provided with a range of face-to-face learning opportunities focusing on student wellness and classroom management strategies, Letters and Sounds and Heggerty phonics delivery, explicit writing strategies, including 7 Steps for Writing, and Mathletics.

## School Community Support

### School Council

The School Council met once a term in 2021 (face-to-face in Term One and via WebEx in Term Two, Three and Four). Our School Council included five parent/community representatives, two staff representatives and the Principal. All members of the School Council were focused on strong governance and were active in monitoring the curriculum implementation across all year levels and funding for school priorities. Their input and support in ensuring positive outcomes for our school was greatly valued by the staff.

### Parents and Citizens Association (P&C)

The P&C is a small, energetic and resourceful group of parents who continue to work, impacted by remoteness and distance, to support the school and enhance the educational opportunities for all the students.

This year, the P&C contributed funds towards resources to sue on school visits and camps, as well as picture books for the library. They also purchased gifts for the graduating students. We look forward to the P&C remaining a vital part of the school structure and school community.

## Student Attendance

As our students are taught at their home site, attendance rates were high, and most students had a 100% attendance. All absences were explained absences. Attendance data is based on student attendance of daily air lessons and the submission of completed written work.

All school camps and in-school visits were well attended by students.

## Student Achievement

### Academic achievement and teacher feedback reports

Detailed, graded feedback reports on each learning area was provided by teachers on a regular basis to parents and home tutors on work the submitted by the students. Daily online lessons for all year groups covered all the learning areas. Extra individual support was provided to students when needed via WebEx by class teachers and the Support Teacher Learning (STL). During these sessions, student progress, understanding and achievement was noted by the teachers.

Semester Reports in 2021 reflected the same grades of the regular reporting to parents and tutors by teachers mentioned above. Teacher judgements compared favourably with the various standardised and systemic tests completed by students. Where individual discrepancies in teacher judgements were identified with NAPLAN in 2020, strategies were put in place to address it in 2021 e.g., ensuring all teachers are using the SCSA teacher judgment guides, moderation sessions with colleagues and the

STL and interim marking of student work by the STL in collaboration with the teacher. An area to focus on in 2022 will be teacher judgment in English.

Student Academic Achievement		
Teacher Judgement		
Grade Allocation (A - E)	2020 (1)	2021 (1)
<b>Overall Relative Judgement</b>		0.09
- English		-0.56
- Mathematics		-0.02
- Science		0.80
- Humanities & Social Sciences		0.16

Student Non-Academic Achievement	
Teacher Judgement	
Attitude, Behaviour & Effort	2021
<b>Primary</b>	
<b>Secondary</b>	
- English	
- Mathematics	
- Science	
- Humanities & Social Sciences	

## NAPLAN

NAPLAN is a curriculum-based assessment that is criterion-referenced and tests the students' knowledge and skills in numeracy, reading, spelling, grammar/punctuation, and writing.

It was pleasing to see that the results have taken an upward trend across all areas in relation to the 2019 and 2020 NAPLAN results. This is an indication that the changes made to our English and Mathematics whole school programmes in 2019 are starting to show positive results in student progress and achievement.

NAPLAN		
	2020	2021
<b>Overall Absolute Achievement</b>		
- Trend		↑
- Change		
<b>Overall Relative Achievement</b>		
- Year 3		
- Year 5		
- Year 7		
- Year 9		
<b>Overall Progress</b>		1.57
- Numeracy		0.35
- Reading		0.81
- Writing		1.48

## Review of the School Business Plan 2021 - 2023

The teaching staff annually review the School Business Plan and the school's progress in the implementation of the strategies listed to measure success in each of the focus areas.

At the end of the 2021 school year, the staff indicated that most of the strategies across all priorities were being addressed and achieved, except for one target not being met by a teacher. The ACARA Judging Standards will be discussed with all teaching staff at a Staff Development Day in Term 1, 2022. Staff will continue to work towards achieving and improving on targets set out in the School Business Plan.

### Key:

	Achieved Target beyond expected.
	Achieved Target at expected
	Target not achieved.

PRIORITY ONE: LEARNING ENVIRONMENT	2021	2022	2023
Provide high quality, hands-on learning experiences for students in their first years of schooling, particularly in K- Y2.			
Deliver high quality, engaging learning experiences for all students online, in written work programs and in face-to-face teaching.			
Use well established SAER processes, access support agencies and School Psychology Services to ensure all students achieve, particularly those students who are identified to be at risk.			
Teaching and learning is informed by the West Australian Curriculum, Early Years Learning Framework, National Quality Standards and the school's learning area specific Scope and Sequence Documents.			
Use the Aboriginal Cultural Standards Framework across the school, for all staff to identify opportunities to build on collective knowledge and skills.			
Create culturally responsive learning environments at school, online and in all classrooms, by respecting and valuing diversity.			
Celebrate Harmony Day at school during Harmony Week to create awareness of cultural diversity within the community.			
Display student work throughout school building to foster a sense of value, pride and belonging among all students.			
Create opportunities to develop STEM skills at camps, online and in written work activities.			
Protective Behaviours program implemented across all year levels.			
The school values inform the behaviour and interactions of staff, students and wider school community.			
Good Standing Policy implemented.			
Students at Educational Risk (SAER) policy and procedures followed.			
RuOK Day celebrated.			
Assemblies, merit awards and celebration of student success.			
Principal awards to celebrate student success.			
Daily Morning Muster with students and the principal.			

Professional development in mindfulness and wellbeing.			
Well-being Cycle developed by staff displayed at school.			
Supportive, safe and welcoming working environment.			
School values underpin professional working relationships.			
School facilities are safe, well maintained and well resourced.			
Student voice is heard through feedback sheets and surveys over the year.			
Parent and home tutor voice is heard through surveys and feedback sheets during and after key events in the school year.			
Staff voice is heard through surveys informing school leadership, processes and procedures.			

<b>PRIORITY 2: HIGH QUALITY TEACHING</b>	2021	2022	2023
Teachers' performance and their professional development is mapped against the AITSL Australian Professional Standards for Teachers.			
Classroom observation of teaching practice forms an integral part of the Performance Management process for teachers.			
Provide opportunities for teachers to review constructive peer, and line manager feedback, on their teaching practices collected during camps, home visits, in-school visits or online lessons.			
Teachers are supported to use data to inform and differentiate programs for the teaching and learning of all their students.			
Teacher collaboration is focused on student achievement and progress.			
Early Childhood (K- Year 2) programs are to include activities to develop gross-motor and fine-motor development, play, and hands-on activities incorporating manipulatives.			
Assessment and reporting is supported by the ACARA Judging Standards and moderation.			
Feedback by teachers to students and home tutors is timely and adheres to procedures outlined in the Kalgoorlie SOTA Staff Operations and Procedures handbook.			
Strong respectful partnerships are fostered between families and the school.			
Provide opportunities for teachers to review constructive feedback from tutors, regarding written programs.			
Provide home tutors with upskilling in the delivery of learning programs and best practice at Home Tutor Seminar and in Home Tutor online meetings.			
Build and maintain strong partnerships with the WA SOTA network and networks within the Goldfields Education Hub.			
Student, staff and parent surveys, student data and the Department of Education School Review will inform the focus of school improvement documents.			

<b>PRIORITY THREE: STUDENT ACHIEVEMENT</b>	2021	2022	2023
Kalgoorlie SOTA assessment schedule informs data collection across all year levels, across the school year.			
Moderation processes and ACARA Judging Standards are understood, and used, by all teachers.			
Data informs planning, teacher judgments and grade allocations.			
Collect and analyse data to inform the effectiveness of whole school programs, year level programs and improvement targets in the School Operational Plan.			
Teachers and the Support Teacher Learning meet once per term, and as needed, to discuss student academic progress, achievement and targets.			
Teachers and the Support Teacher Learning develop Individual Education Programs for all SAER students, as per the Kalgoorlie SOTA SAER policy.			
Teachers meet regularly to give feedback on professional development attended, and share best practice.			
Teachers take responsibility for student progress and achievement in all year levels and in the Learning Areas which they teach.			
Teacher planning aligns to the School Business Plan, School Operational Plan, school priorities and whole school events.			
Teachers use home tutor feedback to evaluate and make adjustments to identified areas in programs, as needed.			
Teachers meet to provide and discuss feedback and to analyse data, to evaluate the effectiveness of whole school programs.			
Upskilling is provided to home tutors at Home Tutor Seminar, and online once per term, to support effective teaching practice in the students' schoolrooms.			

<b>PRIORITY FOUR: LEADERSHIP</b>	2021	2022	2023
The leadership team is involved in the allocation of roles and responsibilities at the school.			
A workforce committee is established, and meets as required.			
Review, reflect and refinement of leadership roles and opportunities takes place across the school.			
Graduate teachers are supported to attend graduate modules and achieve proficiency status.			
Teachers are encouraged, and supported, in the process of achieving Senior Teacher or Level 3 classroom teacher status.			
Teachers and support staff are encouraged and supported to advance their career pathways, when opportunities are presented.			
Induction processes are in place for new staff.			
Identify, encourage and provide opportunity for teaching staff to take part in the Goldfields Education Hub aspirant leadership program.			
Support, encourage and enable the leadership team and aspirant leaders, to further develop their leadership skills and capabilities through: Professional learning.			
Support, encourage and enable the leadership team and aspirant leaders, to further develop their leadership skills and capabilities through: Leadership time in a leadership role.			
Support, encourage and enable the leadership team and aspirant leaders, to further develop their leadership skills and capabilities through: Coaching and mentoring.			
Support, encourage and enable the leadership team and aspirant leaders, to further develop their leadership skills and capabilities through: Facilitation opportunities at staff, and home tutor, upskilling sessions.			
Support, encourage and enable the leadership team and aspirant leaders, to further develop their leadership skills and capabilities through: Work shadowing colleagues within, and across schools.			
Develop student leadership skills collaboratively to include: Roles and responsibilities on camps and during in-school visits.			
Develop student leadership skills collaboratively to include: Personal and social attributes.			
Develop student leadership skills collaboratively to include: Planning and facilitating Morning Muster sessions once a term.			
Develop student leadership skills collaboratively to include: Plan and present the online ANZAC Ceremony.			

<b>PRIORITY FIVE: COLLABORATIVE PARTNERSHIPS AND LEARNING COMMUNITIES</b>	2021	2022	2023
The leadership team attend network meetings within Goldfields Education Hub and sub-committees.			
The leadership team and teachers form positive and collaborative work relationships with their WA SOTA network colleagues.			
Staff maintain and extend collaborative working relationships with our allied professionals.			
Staff and students attend the annual interschool SOTA Muster.			
Parent and home tutor information sessions at Home Tutor Seminar and online teacher-tutor meetings are held each term.			
Teachers maintain regular phone calls to tutors or parents.			
Teachers attend home visits to students, and work together with tutors in their home classrooms, to model best practice and observe student learning.			
The Support Teacher Learning and class teachers meet, and work collaboratively, on Individual Education Programs for students and meet with parents and tutors of SAER students to formalise IEPs.			
Teachers hold online assemblies and class presentation lessons, to showcase student work and build partnerships with parents and home tutors.			
Whole school events such Book Week, Science Week, Harmony Day, Anzac Day ceremony, camps, competitions etc. are celebrated face-to-face or online, to include the whole school community.			
Relevant excursions and incursions are planned, where possible, when students are on camp.			
Online incursions, for focused classes or whole school sessions, are arranged when an opportunity presents itself.			
Class teachers celebrate NAIDOC week with their classes.			
The Aboriginal Cultural Framework informs interactions within the school and school community.			

## Review of strategies to achieve School Priorities in 2021

Strategies were put in place by the teaching team in 2020 to meet the 2021 school priority areas (English – Writing and Early Literacy, Science, HASS, Professional Learning and Strengthening the School Brand) in the School Operational Plan. Cost centre budgets were set by the Finance Committee and approved by School Council to achieve these priorities. Most strategies have been embedded and some are still being worked on e.g., the development of a new school website, which will be completed in 2022.

Key:

Embedded	Embedded in the school processes and routines
Partially	Partially embedded in the school processes and routines.

Priority 1: English (a. Writing)	
<b>Strategies:</b>	
Students write regularly across all learning areas.	Embedded
Provide explicit instruction consistent with the English Scope and Sequence.	Embedded
Air lessons, one per week minimum, directed towards English, especially Writing, Spelling or Grammar and Punctuation (Years 1 - 6)	Embedded
In Kindy, one air lesson per week, at least, in pre-literacy.	Embedded
In Pre-Primary, one air lesson per week, at least, in phonics	Embedded
Develop opportunities for the creation of word banks and environmental print in classrooms, as well opportunities for writing different texts (examples: postcards, lists, reviews, emails, etc.	Partially
Information and Communication Technologies are embedded into the school programme. For example: PowerPoint for publishing.	Embedded
Encourage the use of Dictionary / Thesaurus and have a go strategy, to build on vocabulary.	Partially
System and standardised assessments used to inform planning.	Embedded
Implement whole school editing guide and ensure students are explicitly taught how to edit their work and are provided with regular opportunities to edit their writing.	Partially
Model and explicitly teach appropriate use of handwriting, punctuation, grammar, spelling and paragraphing, on air lessons and in written activities, as per Scope and Sequence.	Partially
Staff Professional Learning / up-skilling based on best practise in teaching writing genres explicitly.	Embedded
Focus on the explicit teaching of the key features of each writing form/genre.	Embedded
Use of modelled writing and scaffolded writing tasks across the whole school.	Embedded
Up-skilling of tutors at Home Tutor Seminar, in strategies in teaching Writing explicitly.	Embedded
Students to practice writing a variety of text forms that focus on structure, vocabulary and cohesion, as per Scope and Sequence.	Embedded
Use Writing Assessment Tools for assessing students' work and moderation and consistency in judging standards.	Embedded
Whole school synthetic phonics programmes (Kindy - Year 2). Expanded to SAER students in Year 3 and above. Older students use Spelling Conventions (Year 3—6)	Embedded
Individual Education Plans (IEPs) incorporate alternative programmes as needed, to suit student learning styles and abilities (for students who achieve D or E grades).	Embedded
Discussions between teachers and Support Teacher - Learning, about assessment results, student progress, creating semester targets and IEPs.	Embedded
SAER students to have extra air lessons with STL or class teacher, as needed.	Embedded
Referrals to Occupational Therapist, Speech Therapist and School Psychologists as needed, as well as other agencies.	Embedded
Update Scope and Sequence documents to reflect newly purchased resources.	Partially

Priority 1: English (b. Early Literacy (ECE))	
<b>Strategies:</b>	
Develop phonic programme (K)	Embedded
Develop Early Literacy programmes	Embedded
Implement Pre-Lit	Embedded
Language Leadership Professional Learning	Embedded
Letters and Sounds PL	Embedded
Use air lessons to explicitly teach phonic sounds	Embedded

<b>Priority 2: Science</b>	
<b>Strategies:</b>	
Open ended tasks for assessment, that are authentic and relevant.	
Moderation of Science tasks, across the school.	
Judging Standards rubrics used to aid in assessments.	
Aust Curriculum work sample activities and assessment notations.	
Programmes meet consistent school criteria and address WA curriculum outcomes.	
Use of up-to-date school resources in teaching and learning.	
Discussions with students on success criteria and requirements for C, B and A grades.	
<b>Priority 3: HASS Geography</b>	
<b>Strategies:</b>	
Open ended tasks for assessment, that are authentic and relevant.	
Judging Standards rubrics used to aid in assessments.	
Aust Curriculum work sample activities and assessment notations.	
Programmes meet consistent school criteria and address WA curriculum outcomes.	
Use of up-to-date school resources in teaching and learning.	
Discussions with students on success criteria and requirements for C, B and A grades.	
<b>Priority 4: Strengthening School Brand</b>	
Surveys: Communication & Satisfaction	
Continue to maintain school facilities , and make them attractive and student-friendly.	
Determine the school's 'key messages' in discussions and update School Online	
Introduce and formalise staff and student dress code, including Aboriginal design.	
Align Reception, buildings and grounds to represent school image.	
Introduce enrolment packs for new parents and families.	
Update school website regularly.	
Create and maintain school Facebook page.	
Standardise email signatures, signage, stationery, promotional materials and communications across all staff.	
Employ Design Sense to develop brand consistency, awareness, appeal and professionalism.	
School discussion on current values, motto, mission statement and brand etc., facilitated by outside agency.	
<b>Priority 5: Staff Development / Professional Development</b>	
All staff engage in the school Performance Management Cycle.	
Use of online (EG: TTA) and face-to-face PL (EG: PLS).	
PL based on staff need, student outcomes, priorities, school programmes and direction of the school.	
Targeting of discrete aspects of the AITSL Framework for teachers, in PM	
Use of Peer and Line Manager lesson observations to inform .	

## Focus areas for 2022

School targets for improvement in 2022 will be in line with the School Business Plan 2021 – 2023, the 2021 School Operational Plan which will address the Business Plan, the DoE Focus 2021, The Statement of Expectation 2021-2024, student data and teacher input.

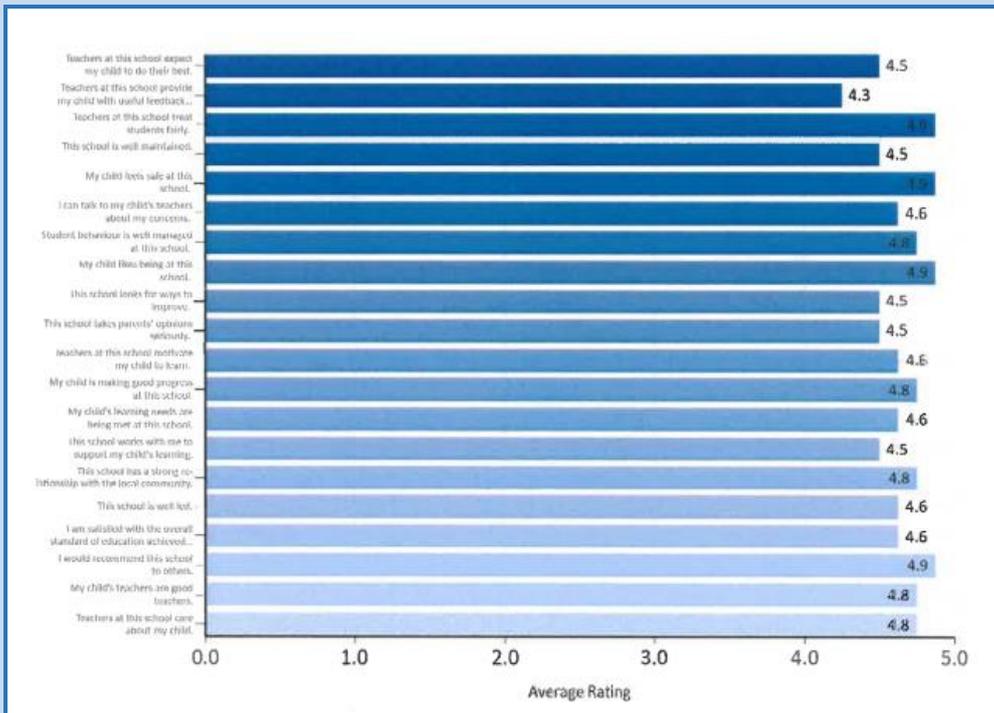
Focus areas of school improvement in 2022 have been identified by the teaching staff are English (Writing and Early Literacy), Technologies, Physical Education, Strengthening the School Branding and Cultural Awareness.

# School Community Feedback 2021

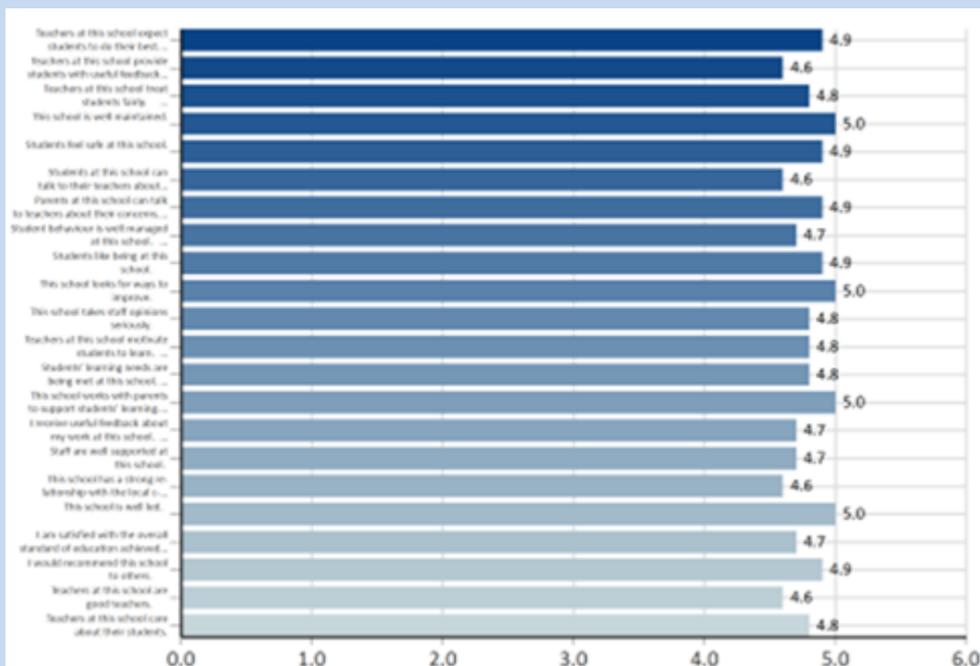
The school community is encouraged to provide regular feedback on the school’s performance, either written or verbal and by means of the ACARA surveys and school developed surveys.

The ACARA survey, involving staff and parent access via an online survey, indicated that the school community is very satisfied in all areas with the performance of Kalgoorlie SOTA. It was pleasing to see that the scores are all above 4 across all the questions on the rating scale from 1 to 5 on the parent and staff surveys. The data was presented to the staff and the School Council to identify and discuss areas for improvement. The staff survey showed high satisfaction with all areas at 4.6 or higher.

## Parent Survey 2021



## Staff Survey 2021



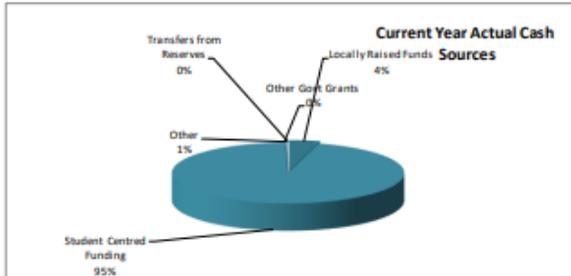
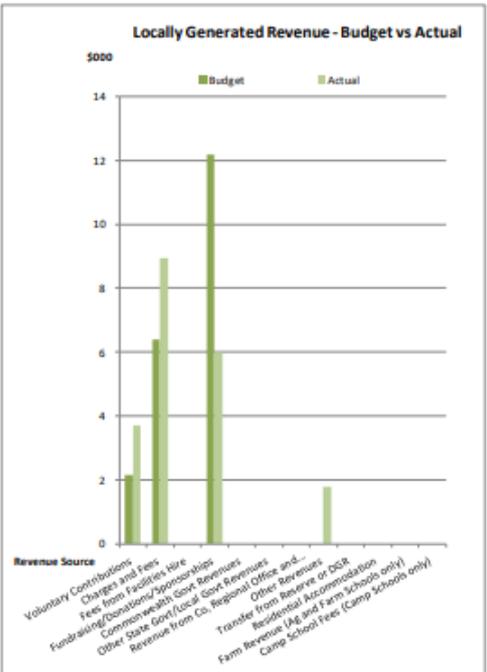
# Financial Income and Expenditure

Kalgoorlie SOTA operates under the Department of Education Student Centred Funding Model. Funding for 2021 was budgeted for against cost centres, taking the school priorities and student learning needs into account, approved by the Finance Committee and presented to the School Council at the first meeting of the school year.

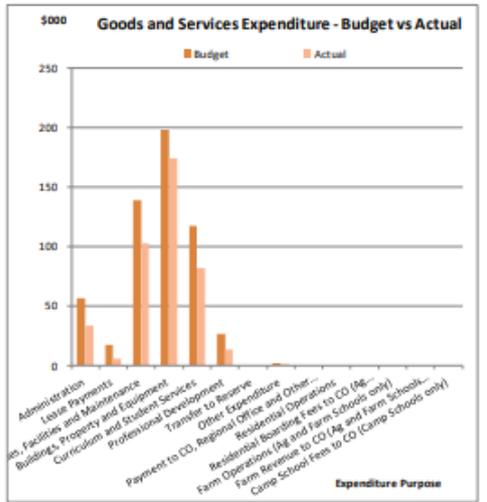
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## Kalgoorlie SOTA Financial Summary as at 17 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,160.00	\$ 3,710.00
2 Charges and Fees	\$ 6,400.00	\$ 8,941.82
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 12,175.00	\$ 5,980.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ -	\$ 1,778.24
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 20,735.00</b>	<b>\$ 20,410.06</b>
Opening Balance	\$ 172,533.99	\$ 172,533.99
Student Centred Funding	\$ 403,167.00	\$ 414,417.00
<b>Total Cash Funds Available</b>	<b>\$ 596,435.99</b>	<b>\$ 607,361.05</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 596,435.99</b>	<b>\$ 607,361.05</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 56,321.00	\$ 33,290.51
2 Lease Payments	\$ 17,000.00	\$ 5,475.46
3 Utilities, Facilities and Maintenance	\$ 138,292.00	\$ 102,487.45
4 Buildings, Property and Equipment	\$ 198,000.00	\$ 174,152.39
5 Curriculum and Student Services	\$ 117,217.50	\$ 81,469.05
6 Professional Development	\$ 26,079.00	\$ 12,780.83
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 1,192.50	\$ 1,079.26
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 554,102.00</b>	<b>\$ 410,734.95</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 554,102.00</b>	<b>\$ 410,734.95</b>
Cash Budget Variance	\$ 42,333.99	



Bank Balance	\$ 374,440.47
Made up of:	\$ -
1 General Fund Balance	\$ 196,626.10
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 187,964.80
5 Suspense Accounts	\$ 230.00
6 Cash Advances	\$ -
7 Tax Position	\$ (10,380.43)
<b>Total Bank Balance</b>	<b>\$ 374,440.47</b>

## Highlights 2021:

### 1. School Camps and Home Tutor Seminar

Kalgoorlie SOTA students had the opportunity to attend various school camps this year: Home Tutor Seminar, Drama Camp, Junior Camp and SOTA Muster Camp. Student activities linked closely to the school focus areas in a face-to-face environment with their peers and teachers.

#### Term 1 Home Tutor Seminar

Home Tutor Seminar ran sessions for tutor upskilling and the school community worked on revising the school vision and values. Student sessions were run concurrently with class activities, standardised assessments and excursions for the students attending. The students also completed their 8 sessions of in-term swimming during this week.



#### Term 3 Drama Camp

The focus of this week was The Arts: Drama. The Kindergarten to Year 2 students as well as the Year 3 to Year 6 students put on a full production each, including costumes and props which were made during the week, at the final assembly. Other activities included photography lessons, T-Ball, a dinosaur incursion, and a visit from representatives of the Rangelands Photo Competition organisers.



#### Term 4 Junior Camp

Junior Camp took place over three days in Kalgoorlie while the Year 4 to Year 6 students attended the SOTA Muster in Perth.

Junior Camp is an opportunity for the incoming Kindergarten cohort of students and tutors for 2022 to be familiarised with the SOTA context and delivery method of curriculum and for the younger students to socialise and be exposed to group work activities. Everyone, including parents, were actively involved in various hands-on activities, incursions and excursions.



## Term 4 SOTA Muster Camp

The Year 4 to Year 6 students attended a Muster Camp with the four other WA SOTA's in Perth, to provide students with the opportunity to participate in incursions, excursions, a sports carnival and also to develop their social and emotional skills in a setting with peers.



## 2. Home and in school visits

Home visits provide teachers and home tutors the opportunity to work together in the classroom with students and to model best practice, observe students, work on skills development as well as strengthen the bond between the school and school community. All students received two visits from teachers which lasted two or three days including overnight stays, depending on the age of the students.

In Term 2 the students attended a weeklong in-school visit where they worked with their teachers in a setting, similar to mainstream, celebrated NAIDOC week and experienced incursions.



## 3. Book week

Students, home tutors and staff celebrated book week (Old Worlds, New Worlds, Other Worlds) and shared their dress-ups by means of PowerPoint presentations on Morning Muster.

## 4. Assemblies and ANZAC Ceremony

Assemblies are held face-to-face at the end of all camps and online via WebEx during the school term. Students showcase their work and achievements are celebrated by handing out merit certificate and principal awards.

## 5. Competitions

Students applied their photographic skills in the SOTA Rangelands Competition across all five Schools of the Air. The 2021 theme was 'Caring for our Rangelands' One of our students took out the overall winning photo and there were a few winners and runners up in the different categories as well.



## 6. End of Year Assembly and Graduation

The school year ended on a high note for the school community with the much-anticipated morning of awards, student items and a fond farewell to our graduating Year 6 students and families leaving at the End of Year Assembly after which the school community enjoyed a morning tea.



## 2021 ANNUAL REPORT NOTED BY SCHOOL COUNCIL

School Council Chair: Dale Vernon

Signature:

Date: