



Department of  
Education

D19/0429760

Public education  
**A world of opportunities**

# Kalgoorlie School of The Air

## Public School Review

September 2019

## Context

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Kalgoorlie School of the Air (SOTA) is based in Boulder, in the Goldfields Education Region. It is geographically the largest school in Western Australia, with the catchment zone covering 750 000 square kilometres. Established in 1962, the school originally utilised the Royal Flying Doctor Service aeriels and radios to communicate to and engage students. Since 2004, digital communications have been utilised.

The school has an Index of Community Socio-Educational Advantage rating of 1025 (decile 4). Kalgoorlie SOTA currently enrolls 52 students from Kindergarten to Year 6. Many of the students are geographically isolated, living on farms, pastoral stations, roadhouses, mining leases, remote police stations, tourist ventures or in remote communities.

Some students stay with the school from Kindergarten until the end of Year 6 when they continue their education through the School of Isolated and Distance Education or move into a regional centre or city to attend boarding school.

An engaged School Council holds regular meetings and is well informed about school matters. The Parents and Citizens' Association (P&C) are unified and highly effective in their role supporting the school.

## School self-assessment validation

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The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A consultative and collaborate process was undertaken to reflect on the school's current position against the School Improvement and Accountability Framework domains and student achievement and progress using the Electronic School Assessment Tool (ESAT).
- All staff participated in the school self-reflection process.
- There was clear alignment between the school's analysis, planned actions and supporting evidence in the ESAT submission.
- The school's judgements and planned actions were verified by staff throughout the school validation visit.
- Teaching and support staff articulated a shared understanding of the strategic and operational plans.
- A significant number of parents participated in the validation visit discussions through the use of the Webex online conferencing system.
- Most staff members participated in conversations with the review team about school performance during the validation day.

## Leadership

The experienced principal is described as being approachable and supportive, and is credited with developing a culture of trust and inclusivity.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Following research and consultation, the school decided to offer Australian Sign Language (Auslan) in the Languages other than English program.</li> <li>• The principal has been skilful in utilising change management strategies as evidenced by her beliefs that change must be consultative, well paced, and attainable within a reasonable timeframe.</li> <li>• As part of the acknowledgement of Aboriginal culture and the implementation of the <i>Aboriginal Cultural Standards Framework</i>, the school has worked with a local Aboriginal artist to create art works on the exterior of school buildings.</li> <li>• A clear performance management cycle is established and includes reflection against the Australian Institute for Teaching and School Leadership - Australian Professional Standards for Teachers, goal setting, and classroom observations by peers and administration with constructive feedback.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to reflect against the <i>Aboriginal Cultural Standards Framework</i> and integrate cultural knowledge and awareness in the curriculum lessons.</li> <li>• Focus on improved target setting in school planning documents.</li> </ul>

## Use of resources

The principal and manager corporate services work as a team to regularly discuss the financial situation of the school and strategically plan for a range of scenarios that may present in future years.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Identified as a priority area for school improvement, significant funds have been allocated to purchase and implement the Mathletics and Top Ten mathematics programs.</li> <li>• Creative and strategic planning maximises the positive impact of student interaction with peers at the three annual SOTA camps, one of which is partially funded by the school, another by the P&amp;C.</li> <li>• The school invested in a large interactive Webex screen and state-of-the-art camera and microphone to share Morning Musters and school assemblies with the school community.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Maintain the prioritisation of resources in 2020 for the Mathletics and Top Ten mathematics programs.</li> <li>• Continue to allocate school funding for future provision of face-to-face teaching, including home visits and school camps.</li> </ul>

## Reviewers

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Laura O'Hara  
Director, Public School Review

Phillip Rowett  
Principal, Mount Manypeaks Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Progressive Achievement Test – Reading
- 2 Progressive Achievement Test – Mathematics
- 3 National Assessment Program – Literacy and Numeracy