



Seek the Best

Kalgoorlie School of the Air

Annual Report 2024



RESPECT



INTEGRITY



COLLABORATION



COMPASSION

Introduction

Welcome to the 2024 Annual Report for Kalgoorlie School of the Air (SOTA). This report provides an overview of our performance, student and staff characteristics and achievements over the year, as well as areas for further improvement in 2025.

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, guide the members of our school community in their interactions with each other, both inside and outside the classroom, to ensure that school is a positive experience for all.

Distance remains our largest challenge as a school. We endeavor to overcome this by providing daily online 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, 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.

School Overview

Kalgoorlie School of the Air is a learning community that highly values quality education and excellence in student achievement for geographically isolated children across the Goldfields and travelling students 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 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 Early Years Learning Framework) 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 Year 3 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 places a strong emphasis on ICT and the integration thereof across all Learning Areas within the multimodal approach followed to deliver curriculum. Students are supplied with resources and materials to complete their school activities and students attend 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 keen to support our students' education through the fundraising efforts of our Parents and Citizen Association and the leadership and governance of the School Council.

Student Numbers and Characteristics

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(1)	17	15	21	17	18	13	7	109
Part Time	2								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	2	5	46		53
Female		12	45		57
Total	2	17	91		110

	Kin	PPR	Pri	Sec	Total
Aboriginal			1		1
Non-Aboriginal	2	17	90		109
Total	2	17	91		110

We had a total of 110 students (including Kindergarten) enrolled at the February census this year. Our numbers fluctuated during the year as we had students who are travelling around Australia with their parents for different lengths of time, as well as parents who are itinerant workers who started working in a town for a number of weeks, during which time their children were enrolled at the local school. Our students were mainly non- aboriginal with English as their first or only spoken language, with the largest number of students in the upper primary area. Our cohort of students on stations, at roadhouses, mining leases and small communities without a school has decreased over the past few years.

Workforce Composition

Staff Information

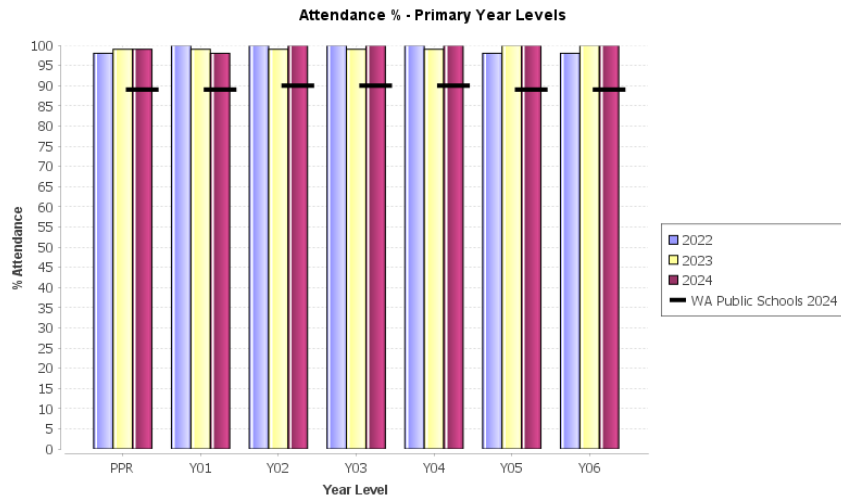
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	0.6	0
Total Administration Staff	2	1.6	0
Teaching Staff			
Other Teaching Staff	6	6.0	1
Total Teaching Staff	6	6.0	1
Allied Professionals			
Clerical / Administrative	3	2.1	0
Other Allied Professionals	1	0.6	0
Total Allied Professionals	4	2.7	0
Total	12	10.3	1

A total of 12 staff were employed at the school, two administrators, six teaching staff and four allied professional staff. All staff, except for one of the administrators, are permanent to the school and the majority of the staff were in full time roles. All staff in permanent positions at the school in 2023 remained with the school in 2024. One teacher resigned at the end of Term Two, to relocate to Perth and this position was filled with a full-time permanent teacher.

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. Five of the six teachers are Senior Teachers and they held leadership responsibilities in collaboration with the Principal. The school secured a Deputy Principal as a special project for a nine-month period to assist with the Scaling up for Success Project.

The administrative needs of the school were managed by the Manager of Corporate Services and two School Officers. A Library Officer managed the library system and resources during Term 1 to Term 3.

Student Attendance



Attendance	
Primary	3.85
- Attendance Rate 2024	
- % Regularly Attending (90%+) 2024	98%

As our students are taught at their home site, attendance rates were high (98%), and most students had a 100% attendance. Attendance data is based on student attendance of daily air lessons and the submission of completed written work. All camps and the End of Year Assembly and Graduation in Kalgoorlie were well attended by students.

Student Achievement

ACADEMIC ACHIEVEMENT AND TEACHER FEEDBACK REPORTS

Student Academic Achievement		
Teacher Judgement		
Grade Allocation (A - E)	2023 (1)	2024 (1)
Overall Relative Judgement	-0.26	0.05
- English	-0.26	0.14
- Mathematics	-0.15	0.98
- Science	-0.18	-0.30
- Humanities & Social Sciences	-0.44	-0.59

Detailed, graded feedback reports on each learning area were provided by teachers on a regular basis to parents and home tutors on work the submitted by the students in Semester 1. Daily online lessons for all year groups covered all the learning areas and included explicit teaching in literacy and mathematics. Cyber safety, protective behaviours and AUSLAN is also covered in online lessons. Extra individual support was provided to students when needed via WebEx by class teachers and the Support Teacher Learning (STL). All students on IEPs are provided with extra air lessons. During these sessions, student progress, understanding and achievement was noted by the teachers.

Semester Reports in 2024 reflected the same grades as 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. All teachers are using the SCSA teacher judgment guides, take part in moderation sessions with their colleagues and the STL. Interim marking of student work by relief teachers also contributed to moderation and validation of teacher judgments. Teacher judgements were in line with NAPLAN in 2024.

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. In 2024, our students sat the online version which was managed simultaneously for all SOTAs from Central Office by the Principal Advisors – NAPLAN Online.

We had seven students across the school take part in the testing. The assessment outcomes of the testing changed in 2023 to Needs Support, Developing, Strong and Exceeding Expectations. Developing is seen as where students should be (ie a potential C grade).

The table below shows the amalgamation of Year 3 and Year 5 results across the NAPLAN testing to prevent possible identification of students, as we had a small cohort of students take part in 2024.

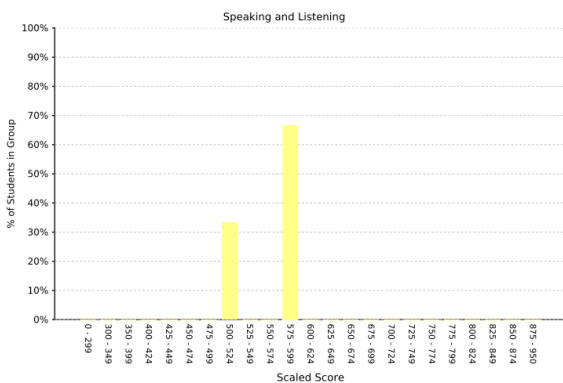
	Needs Support	Developing	Strong	Exceeding
Read			5	2
Write		2	2	3
Spell		3	1	3
Grammar		2	1	4
Numeracy		1	4	2

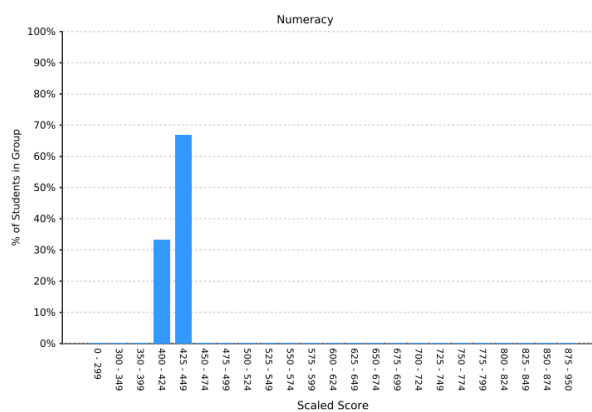
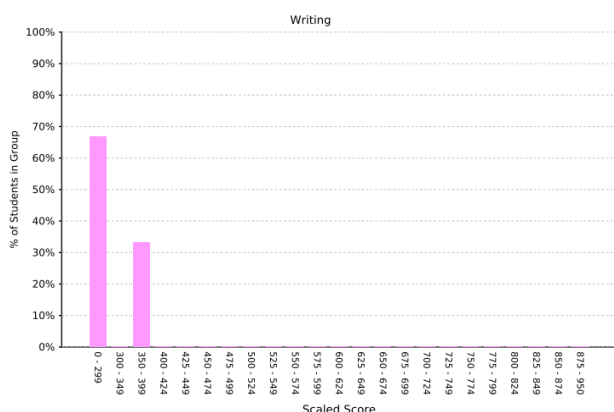
These results show the majority of our students who took part in NAPLAN are strong or exceeding across all areas and indicate that changes to our curriculum over the last couple of years, in Reading, Phonics and Mathematics especially, have a positive affect on student outcomes and achievements.

ON ENTRY

The On Entry assessment is run during Term One for Pre-Primary students. At Kalgoorlie School of the Air this means during Home Tutor Seminar, or if needed, at priority Home Visits. This is a one-on-one assessment with the class teacher or STL and a student.

In the Speaking and Listening, Reading and Writing and Numeracy sections, the results indicated that they achieve highly or well above expected. They achieved at a satisfactory level in Writing.





Post School Destination

The 2024 school destinations of the 2023 Year 6 student cohort is displayed below.

Destination Schools	Male	Female	Other	Total
1403 Geraldton Grammar School		1		1
1466 Peter Carnley Anglican Comm Sch		1		1
4141 School Of Isolated And Distance Education		1		1
1171 Scotch College		1		1

Three quarters of the 2023 Year 6 students exited the public schooling system and went to a school with boarding facilities. One quarter remained in the public system, completing distance education through SIDE.

School Priorities

Review of achievement against school priority targets in 2024

Targets and strategies were put in place by the teaching team in 2023 to meet the 2024 school priority areas. Cost centre budgets were set by the Finance Committee and approved by School Council to achieve these priorities. All targets except two (Professional Learning) were reached and they will be revisited in 2025.

English: Writing / Early Literacy			
Targets:	Below expected	At expected	Above expected
75% of students achieve developing or higher in NAPLAN (Yr 3 & 5).			
75% of students achieve at or above expected in On-Entry assessment (Pre-Primary)			
100% of students not on IEPs achieve C grade or better.			
15% of students to achieve B grade or better, by the end of the year.			
75% of Kindy students demonstrate success completing early and pre-literacy programme.			
75% of students demonstrate at or above expected standard in literacy assessments			

Mathematics			
Targets:	Below expected	At expected	Above expected
75% of students achieve developing or higher in NAPLAN (Yr 3 & 5).			
75% of students achieve at or above expected in On-Entry assessment (Pre-Primary)			
100% of students not on IEPs achieve C grade or better.			
15% of students to achieve B grade or better, by the end of the year.			

Technologies		
Targets:	Below	At
100% of classroom teachers incorporate STEM activities in teaching at camps and on home visits.		
100% of classroom teachers to follow the Technology Schedule.		

Professional Learning		
Targets:	Below Expected	At
100% of staff identify areas for personal development at Performance Management Meetings.		
100% of staff source their own PL and feel confident to present PL to the rest of the staff and tutors.	present	source
100% of staff identify and attend PL that address their needs and growth.		
100% of teaching staff to engage in upskilling home tutors.		

Focus areas for 2025

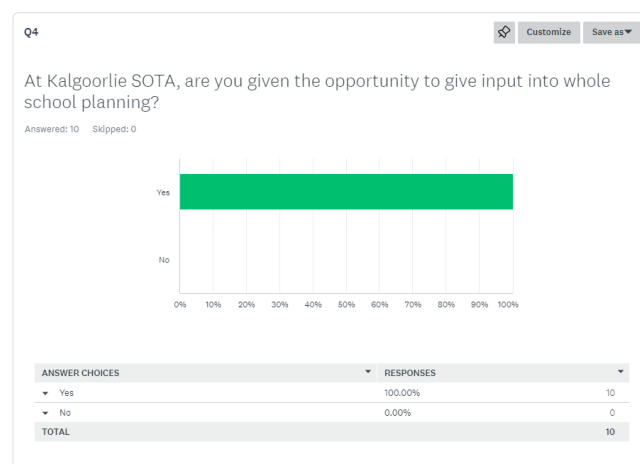
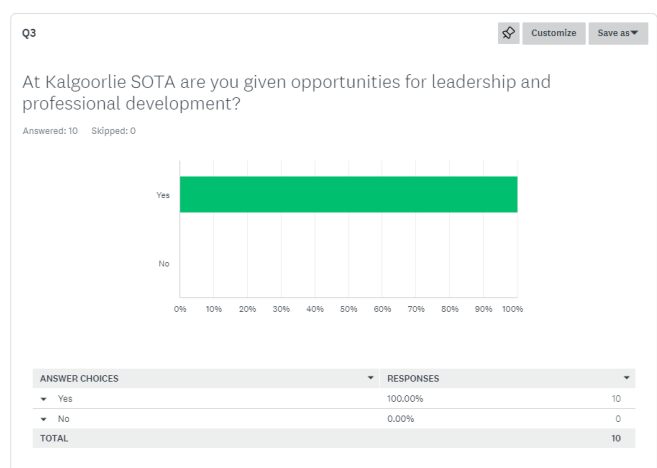
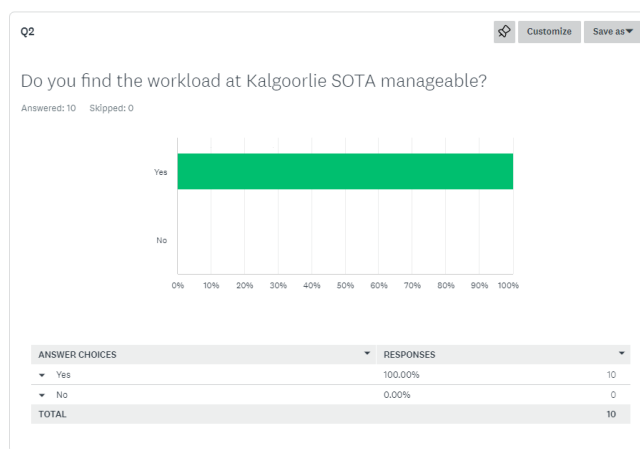
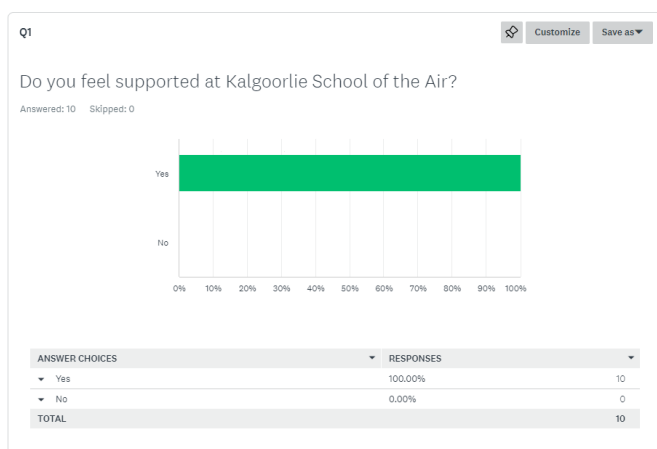
School targets for improvement in 2025 are in line with the School Business Plan 2025 – 2027, the 2025 School Operational Plan and consider the DoE Focus 2025, the 2024 student data and teacher feedback.

Focus areas of school improvement in 2025 are: English (grammar, writing genres and phonics), Mathematics, staff development and SAER (intervention, student engagement, extension).

School Community Feedback 2024

The school community is encouraged to provide regular feedback on the school’s performance, either written or verbal and by means of surveys. The 2024 School Survey was created on 2 December 2024 and collated by the STL:

Staff Survey:

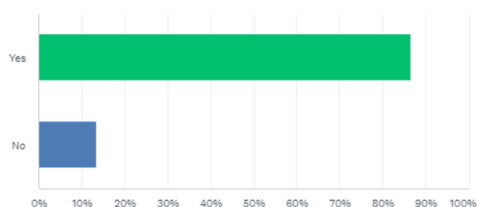


All staff responded to the survey and have demonstrated 100% satisfaction regarding: being supported at work, opportunities for leadership and professional development, workload manageability and shared collaboration in whole school planning.

Parent survey:

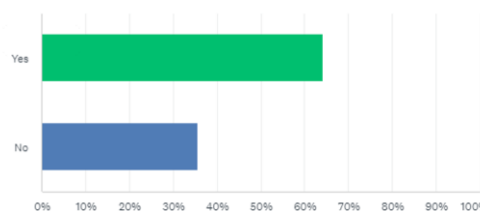
Do you find the programme provided by Kalgoorlie School of the Air to be easy to follow?

Answered: 15 Skipped: 0



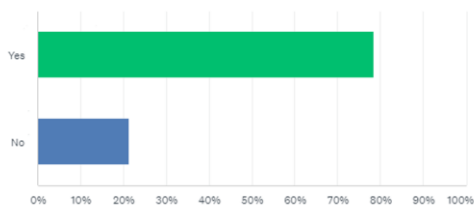
Do you find the feedback provided by Kalgoorlie School of the Air staff to be relevant and timely?

Answered: 14 Skipped: 1



Does Kalgoorlie School of the Air communicate effectively with its parents?

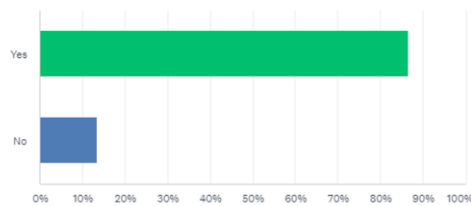
Answered: 14 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	78.57%	11
No	21.43%	3
TOTAL		14

Do you find the staff at Kalgoorlie School of the Air helpful, friendly and approachable?

Answered: 15 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	86.67%	13
No	13.33%	2
TOTAL		15

Of the 58 surveys sent out, there were 15 parents who responded. The results have indicated that: 86.6 % of families find our programmes easy to follow (2 parents disagreed), 86.6 % find our staff are helpful, friendly and approachable (2 parents disagreed), 78.5% are of the opinion that the school communicates effectively (3 parents disagreed) and 64.2% of the respondents are of the opinion that feedback is timely and relevant (5 parents disagreed). The last is an area which the school will look at improving on in 2025 and as part of this, the regular written Feedback/Set Reports which were removed in Semester 2 as part of a trial at the school, will be reinstated as of 2025.

School Income by Funding Source

Financial Income and Expenditure 2024

Kalgoorlie SOTA operates under the Department of Education Student Centred Funding Model. Funding for 2024 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.

School Financial Summary

Issued on 13 December 2024

School:	Kalgoorlie School Of The Air	School Year:	Dec 2024 (Verified Nov Cash)
Region:	Goldfields Region	Aria:	4.06
		Distance to Perth (km):	550.62

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 568,830	568,830	-0
Carry Forward (Salary):	\$ 442,047	442,047	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,422,332	2,422,332	0
Locally Raised Funds:	\$ 69,405	80,909	-11,504
Total Funds:	\$ 3,502,614	3,514,119	-11,505
EXPENDITURE			
Salaries:	\$ 1,218,141	1,154,912	63,229
Goods and Services (Cash):	\$ 902,580	400,472	502,108
Total Expenditure:	\$ 2,120,721	1,555,384	565,337
Variance:	\$ 1,381,894	1,958,735	-576,841

CARRY FORWARD (CASH)

Analysis Code	Description	\$ Amount
YYYY		\$568,829.88
Sub Total		\$568,829.88

INCOME

Analysis Code	Description	\$ Amount
C1000	Contributions	\$3,120.00
C1100	K-6 Extra Cost Optional Charges	\$3,460.00
C1300	Donations from P & C	\$3,000.00
C1550	Donations	\$75.00
C1800	Interest Earned	\$35,809.19
C3200	Student-centred Funding	\$400,061.44
C5000	Other Revenue	\$35,445.21
Sub Total		\$480,970.84

EXPENDITURE

Analysis Code	Description	\$ Amount
D1000	Administration	\$50,427.66
D1100	Lease Payments to Central Services	\$1,986.42
D1200	Telephone	\$542.75
D1250	Telco School Payments via CO	\$151.58
D1300	Electricity	\$4,118.81
D1400	Gas	\$216.40
D1450	Water	\$4,016.97
D1470	Rubbish Removal	\$1,850.00
D1500	Facilities	\$11,174.28
D1600	Repairs & Maintenance	\$59,147.41
D1700	BLI - Building, Additions and Improvements	\$106,464.50
D2480	Purchase of Library Collection	\$4,425.56
D2500	Purchase of Curriculum Resources	\$69,631.64
D2600	Student Services	\$2,449.47
D2700	Professional Development	\$21,061.28
D2800	Travel Expenses - General	\$3,499.79
D3400	Library Expenditure	\$1,940.41
D4900	Other Expenditure	\$5.73
D5400	Technologies	\$290.90
D6100	Other Minor Curriculum	\$5,836.76
D6600	Curriculum Related Student Funded Activities	\$51,283.58
D8950	Intra Department Payments - Public Schools	\$1,261.42
Sub Total		\$401,783.32

RESERVES

Analysis Code	Description	\$ Amount
N1450	Bus Reserve	\$57,114.02
N1550	BLI Reserve	\$72,176.24
N1600	Resource Reserve	\$159,256.54
Sub Total		\$288,546.80

Noted by School Council
17/2/2025