



TOGETHER IN ISOLATION

Kimberley School of the Air

ANNUAL REPORT 2023

WWW.KSOTA.COM.AU



Our School

Kimberley School of the Air (KSOTA) is located in the West Kimberley town of Derby. Derby is approximately 3000km north of Perth. KSOTA services children from geographically isolated locations across the Kimberley region. KSOTA provides quality education to children from cattle stations, remote Indigenous communities, tourist facilities, roadhouses, National Parks and travelling families. We are part of the SOTA network of five schools that cover Western Australia.

KSOTA began in 1960 at the Royal Flying Doctor Service base at Derby Airport before transferring to facilities at Derby District High School. In 2002 the school moved into a purpose designed facility with cutting-edge educational technology.

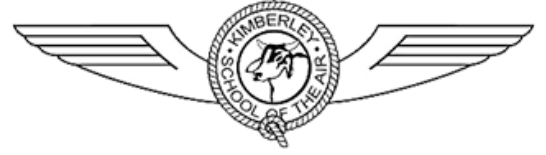
The model of Distance Education employed by the five Schools of the Air in WA is iconic in the history of the Australian Outback. In the past, lessons were delivered by radio. Today, teachers use an internet conferencing platform, WebEx, to deliver multiple air-lessons every day. Teachers are supported at each site by a Home Tutor. Teachers and Home Tutors are in regular contact about each student's learning journey, with the aim to provide a seamless school environment where students can flourish.

An integral component of KSOTA is our whole school camps, home visits and regular assemblies – all of which our students and families eagerly await. Opportunities such as these help us to share and celebrate our successes, build community, and foster pride in our school. Our school is committed to providing an environment that develops positive attitudes towards learning; where students have the support and opportunity to develop the knowledge, skills, and confidence to achieve their potential.



Term 4 Camp 2023

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From the Principal

2023 was business as usual at KSOTA, with two whole-school camps and home visits back in the calendar- please see 'Highlights of 2023' for more information and photographs of our camps. KSOTA's teachers maintained daily Numeracy and Literacy blocks, that are supported with off-air programs designed to reinforce on-air learning. Students began reporting back to their classroom teachers daily via Seesaw, uploading their work samples.

With the staff at KSOTA and the Home Tutors sharing the understanding that not every lesson can be delivered online, we trialled a new initiative of an integrated project that covers the learning areas of HASS, Science, The Arts and Design Technology. KSOTA worked with a curriculum writer to develop these Projects and rolled it out in Term One. Project is an immersive learning experience, where students across all year levels at a site, work together.

This year has also seen the start of another very exciting learning space at KSOTA – our Correspondence classroom. We have a dedicated teacher, working just with our travelling families, who creates and supports individualised learning programs for these students. Our Correspondence students are required to meet their teacher, Miss Alexis, on-air at least once a week. They share their adventures and learning journeys, working together to bring the curriculum to life on the road. The feedback from our families about this initiative has been overwhelmingly positive and we look forward to welcoming new students into this space in 2024.

The continued support from the Kimberley Schools Project (KSP) has been invaluable in implementing positive change for teaching and learning at KSOTA. The KSP is a researched based and data driven support network available to all schools in the Kimberley region. They work closely with schools, teachers and leadership teams to implement effective pedagogy into classrooms. The KSP has maintained its enthusiasm for how we operate as a school and has helped us to overcome hiccups in explicit instruction teaching via the internet.

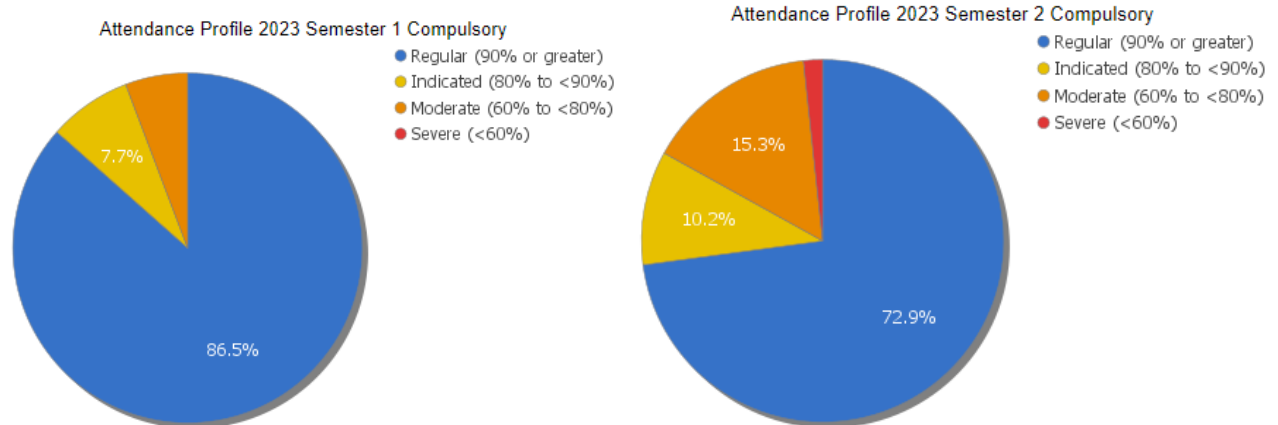
I would like to take this opportunity to thank our KSOTA staff, school council, P&C, and our school families for their tireless efforts to provide the highest standard of education to our students, and for their continued support and commitment to our school.

Esther Kerr
Principal



Attendance

At KSOTA attendance is determined via contact with students such as email, phone, air-lessons and submission of work. As students are taught at their home site, attendance rates are high. All school camps were well attended by students and Home Tutors.



NAPLAN

Even though we are a small Level 3 School, we take our systemic commitment to NAPLAN seriously. We hold our Home Tutors Seminar during NAPLAN week. This means that our students get to sit their NAPLAN in controlled circumstances, allowing the students to have a regulated test atmosphere experience and the tests themselves demonstrate true results. KSOTA does not have the critical mass of students sitting NAPLAN to publicise results.

How We Met Our 2023 Focus Areas

- *Actively convey how KSOTA teaching and learning programs address the Aboriginal Cultural Standard Framework.* This ACSF indicators have been integrated into our Operation Plans.
- *Teacher designed, weekly programs emailed to Home Tutors for Literacy and Numeracy. These will encompass what will happen in air-lessons, what is to be completed off-air, and what work samples need to be returned to the teacher. The programs will be detailed enough for a relief teacher to use and contain subject specific language and their definitions that will be used on-air.* This will continue to be an area of focus in 2024. On-air vocabulary instruction is now firmly embedded in Literacy sessions. HTs are become more confident and versed with subject specific language. Programs are also sent termly to reflect the on-air teaching of Health and Digital Technologies.
- *Streamline the school's use of assessments, and support teachers to engage in disciplined dialogue around the results.* KSOTA uses a disciplined dialogue scaffold to focus conversations around recently collected data. Teachers are becoming increasingly confident with interpreting data and setting appropriate next steps. Assessments used are suited to an online context, with resources being despatched to students yearly. Teachers understand the purpose of each assessment.
- *As a whole teaching staff, make observations of Literacy blocks in mainstream, KSP aligned classrooms, so as to better inform our on-air practice.* KSOTA has strengthened relationships with Derby District High School (DDHS) and have observed many classroom practices in this school.



Observations are always followed by a debrief with Leadership and key take-aways are identified. A focus for 2024 will be to hold classroom observations at KSOTA looking at how the take-aways have been implemented.

- *Use Seesaw as an online 'base' for student work to be submitted, and to make feedback on work samples more instantaneous.* Seesaw has become an integral part of KSOTA. We have provided upskilling sessions for our HTs and support our upper primary students to navigate the platform independently. Having all the students returned work in one online portfolio has made assessment and reporting much easier. KSOTA has committed to the Seesaw platform for the next 5 years.

Focus Areas for 2024

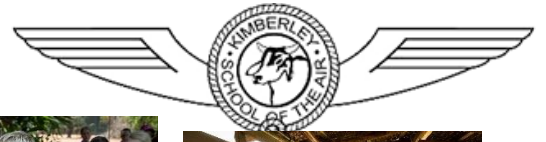
- Refine the relationship between Project and on-air Literacy instruction.
- Make classroom observations a 'norm'.
- Evaluate the KSOTA playbook, making improvements where necessary.
- Embed a vocabulary scope and sequence into on-air Mathematics instruction.
- Create support materials that align with 'Basic Number Facts' level.
- Trial Project running over a semester, for deeper content knowledge and learning experiences.

Highlights of 2023

Our first camp of the year was Home Tutor's Seminar in Term Two. It was a great camp with all our families arriving. The Home Tutors spent lots of time upskilling in Let's Decode, Project, basic number facts, and even chair yoga. The students spent time on Country with Johani making damper and cooking kangaroo tails in the ground.



In the middle of Term 4, we all managed to meet at Broome Camp School. It was incredible! We had swimming lessons, prepared class assemblies, spent lots of time with our teachers and friends, and our Upper Primary students led us in our Remembrance Day service.



Right at the end of the year, the students in Years 4, 5, and 6 were lucky enough to attend SOTA Muster in Perth. This was very exciting for all of us! We all met at Broome airport to embark on our adventure. It was a long day of travel, but we made it to Camp Cooloongup by mid-afternoon and started making friends with the students from the other SOTAs straight away. Our days were jam-packed with activities; shopping, movies, Theatre Sports, and a Sports Carnival to name just a few!



2023 saw the establishment of KSOTA's own Correspondence Classroom. Our travelling families have a designated teacher who supports their learning as they explore our fantastic country. Miss Alexis works tirelessly to keep up to date with returned work and the students' incredible adventures, catching up with them in person whenever she can.



At the end of the 2023 school year, we said "Goodbye" to Miss Chelsea and Miss Wendy, who have both only been with KSOTA a short time, but will be missed by the students, staff and community.

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Financial Summary



Department of
Education
Department of Education

Operational-Dec 2023

School Financial Summary

Issued on 30 August 2024

School:	Kimberley School Of The Air	School Year:	Dec 2023 (Verified Dec Cash)
Region:	Kimberley Region	Aria:	11.4
		Distance to Perth (km):	1801.34

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 160,685	160,685	
Carry Forward (Salary):	\$ 243,952	243,952	
INCOME			
Student-Centred Funding (including School Transfers & Department	\$ 1,088,257	1,088,257	
Locally Raised Funds:	\$ 63,322	63,925	-603
Total Funds:	\$ 1,556,216	1,556,819	-603
EXPENDITURE			
Salaries:	\$ 797,087	797,087	
Goods and Services (Cash):	\$ 356,697	281,260	75,437
Total Expenditure:	\$ 1,153,784	1,078,347	75,437
Variance:	\$ 402,432	478,472	-76,040

Student-Centred Funding

Per Student	\$ 326,764.00
School and Student Characteristics	\$ 558,749.28
Disability Adjustments	\$ 0.00
Targeted Initiatives	\$ 78,958.85
Operational Response Allocation	\$ 123,784.59
Regional Allocation	\$ 0.00
Total	\$ 1,088,256.72

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 1,120,091
Minimum Expenditure Requirement	
96% of current budget	\$ 1,075,287
10% of carry forward	\$ 45,183
Total Minimum Expenditure	\$ 1,120,470
Current Forecast Expenditure	
Salaries	\$ 797,087
Goods and Services (Cash Expenditure)	\$ 265,227
Total Forecast Expenditure (cash and salaries)	\$ 1,062,314

Bank Account Balances (Cash)

Bank Account	\$ 160,237.12
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 160,237.12

Reserve Account Balances

Computer Equipment Res Res <50	\$ 25,191.89
Photocopier Reserve 5000 +	\$ 5,946.32
Total for all Reserve Accounts	\$ 31,138.21

*Reserve balances are included in the total

