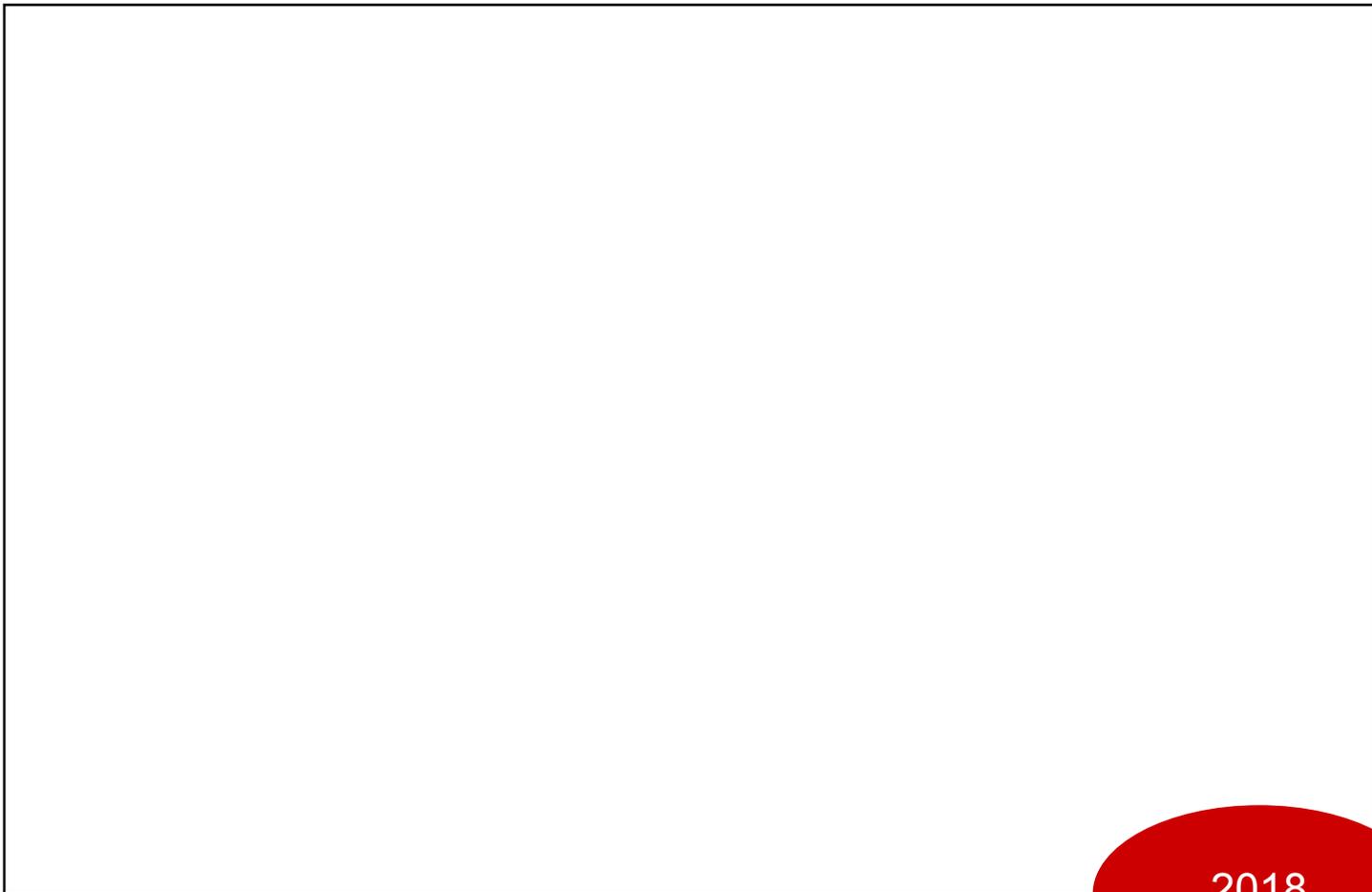


# School of the Air Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of School of the Air as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kylie Green

Principal

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## School background

### School vision statement

At School of the Air, we are developing learners who embrace new challenges with a positive outlook, perseverance and resilience. Learners will be empowered to be creative, resourceful, and responsible in order to navigate and contribute their best effort to the world around them.

### School context

School of the Air (SOTA) is a dual campus distance education school, one campus in Broken Hill and one in Hay. Currently there are 162 students P–6 across 13 classes. The majority of students enrolled through SOTA are geographically isolated with a small number of travelling and students with significant support needs. The students are supported through a unique partnership between the teacher and the home supervisor. For 50% of our families the home supervisor is the mother, in the remainder, it is an employed governess. Students interact and collaborate using the REACT software program over a satellite delivered internet connection to support their learning program. The field services program provides face to face learning opportunities through home visits, mini schools and classrooms. The school prides itself on having strong parental and community partnerships. The School Council and P&C operate effectively to support the learning of our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

We have been strategic in improving areas where the annual SEF showed gaps. Our new school plan has been instrumental in narrowing our focus. By introducing Professional Learning Teams and Professional Learning Communities we have been able to make systematic change in practice around how we feedback to students and report back to parents and supervisors. We have researched and trialled effective ways to measure student progress that work specifically for our DE context which in turn has opened up to more meaningful use of student data. We are examining teaching practices and are overhauling our Maths program to ensure misconceptions are identified and addressed.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Student Learning

#### Purpose

To support students to acquire knowledge, skills and capacity required to achieve learning goals and fulfil their potential as life long learners through understanding how to learn.

#### Overall summary of progress

Major focus in 2018 on student feedback to improve. In our distance education context this is always a challenge. We also ensured we focused on giving students language around their learning so they could articulate clearly what processes they were using and to best equip them for feedback..

This is what we have discovered so far: building students understanding of what feedback to improve actually helps them to receive and respond to it; parents and supervisors are noticing that students level of engagement in their learning is increasing; using technology to give feedback is helping students feel more connected to their teachers; and timely feedback is making a difference to not only student learning but to the overall sense of positivity in the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% of students set and achieve SMART goals in Numeracy and Literacy.		
Increased use of student voice through feedback.		

#### Next Steps

Whole school focus on SMART goals linked to learning habits to develop from How2Learn program. Modelling SMART goals, trial pilot program with Year 6 students 'Students Coaching Students ' and establishing link between SMART goals and the GROWTH process of coaching.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To develop a culture of high expectations using explicit and differentiated strategies.

#### Overall summary of progress

As part of the plan we established Professional Learning Communities – cross campus collaborative teams. We discovered that they can actually do what we had hoped. 'They can provide a structured and purposeful approach to collaboration in order to solve the challenges in our context.' One challenge for our context has been Maths. And so programs are being pulled apart to create something new. A system based on a sequence of development with a focus on building deep understandings and prevent misconceptions is being developed.

As part of our Maths development we trialed using some Maths Misconceptions Assessments with our Year 3 students in early Term 2. With the results we could map out exactly who knew what and where there were any gaps in key understandings. Students were given targeted lessons to practice at home and satellite lessons took on a new process. Each week the team planned targeted lessons, evaluated the results and then planned out the next steps. Alongside REACT lessons, Google Classroom was used to extend or support students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Explicit teaching is embedded and observable within satellite lessons and clearly linked to students programs.		
Learning intentions and success criteria are visible throughout the programs of all teachers.		
Students can articulate the learning intentions for their lessons and know what steps they need to take to be successful.		

#### Next Steps

Students will begin 2019 with a brand new start up program and when they come into school for our annual Home Tutors Conference they will be introduced to the new processes involved. We will also step parents and supervisors through the new structure and resources.

The revised SOTA Maths program will continue to be developed and rolled out throughout the year.

## Strategic Direction 3

### Collaborative Practices

#### Purpose

Provide a structured and purposeful approach to collaboration in order to solve challenges within our context.

#### Overall summary of progress

We purposely linked the strategies in this third strategic direction to be the actual process that we could use to drive the change we hoped to create in Strategic Direction 2 – Quality Teaching. Our three Professional Learning Communities (PLCs) were lead by an executive and co leader. We discovered a high level of engagement and investment from teachers. This strategy allowed us to research best practice around identifying misconceptions in Maths and to actually develop a plan for new approach to Maths.

In Semester 2 we actually introduced Professional Learning Teams (PLTs) – stage based teams as a forum to plan and organise learning resources but also as a way to build teacher capacity around assessment and reporting.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Learning Communities (PLCs) will be embedded into the culture of improvement and change.		
Increase the opportunities to have intentional Cluster Days with other schools to enrich students learning.		

#### Next Steps

Staff Development Day Term 1 – Maths expert to consolidate key understandings of from research.

One PLC to focus on Maths development. Whole school goal of building more effective Maths teachers.

PLTs – the strategy to build teacher capacity to have professional conversations around using student data to increase student outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		
<b>Low level adjustment for disability</b>		
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio-economic background</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	72	65	69	66
Girls	62	59	64	58

### Management of non-attendance

Non-attendance is managed differently in Distance Education. There is an expectation that students return their programmed work weekly and to attend satellite lessons unless there is a valid reason for their non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	12.56
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.48
School Administration and Support Staff	5.1

\*Full Time Equivalent

One staff member identifies as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Professional Learning has been around building a coaching culture within the school leadership and to build teacher capacity connected to our school plan.

All teachers have gained their proficient accreditation. In 2018 four teachers were supported to go through accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	730,954
<b>Revenue</b>	2,898,635
Appropriation	2,788,421
Sale of Goods and Services	10,427
Grants and Contributions	91,810
Gain and Loss	0
Other Revenue	0
Investment Income	7,976
<b>Expenses</b>	-2,834,610
Recurrent Expenses	-2,834,610
Employee Related	-2,418,583
Operating Expenses	-416,027
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	64,025
<b>Balance Carried Forward</b>	794,979

Ongoing Principal and SAM training around SAP/ eFPT tool has developed understanding of budget planning and expenditure.

Spending in 2018 focused on building teacher expertise; 35 new student iPads, teacher instructors from Film By... Festival to workshop movie making with students at Term 2 Mini School. School sponsorship to support student and parent accommodation and facilities for Term 3 Mini School.

We fund our annual Home Tutors Conference at the beginning of the year from our RAM funding. Our whole school community comes to Broken Hill for four days for student activities and parent and supervisor training. This year training focused around the new Maths

program we are developing and introducing.

We employ a L&ST 2 days in Broken Hill and 1 day at our Hay campus to support teachers to meet the individual students' needs.

In 2018 we trialled hosting a cluster day at Mungo National Park where Indigenous instructors worked with students.

Use of funds in 2019:

- Deputy Principal off class.
- Trial pilot program 'Students Coaching Students' camp for Year 6 students. Bring students to Broken Hill for a camp to do three days of training.
- Maths expert to attend SDD in Term 1.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	392,482
Base Per Capita	26,685
Base Location	22,450
Other Base	343,347
<b>Equity Total</b>	86,688
Equity Aboriginal	3,350
Equity Socio economic	15,230
Equity Language	0
Equity Disability	68,108
<b>Targeted Total</b>	0
<b>Other Total</b>	2,121,406
<b>Grand Total</b>	2,600,575

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and

numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Average NAPLAN scores for reading for Year 3 and 5 students are above the state average.

Average NAPLAN scores for numeracy for Year 3 and 5 students are above the state average.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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All K–2 teachers are all L3 trained. These strategies direct how reading and writing is taught and monitored across the infants' classes.

As part of our Maths development we trialled using some Maths Misconceptions Assessments with our Year 3 students in early Term 2. With the results we could map out exactly who knew what and where there were any gaps in key understandings.

Students were given targeted lessons to practice at home and satellite lessons took on a new process. Each week the team planned targeted lessons, evaluated the results and then planned out the next steps. Alongside REACT lessons, Google Classroom was used to extend or support students.

### Parent/caregiver, student, teacher satisfaction

Strategic focus on quality feedback in a timely manner.

- Parents and supervisors are noticing that students level of engagement in their learning is increasing.
- Timely feedback is making a difference to not only

student learning but to the overall sense of positivity in the community.

## **Policy requirements**

### **Aboriginal education**

Education students on the significance of Acknowledgment of Country at whole school assemblies.

Aboriginal Education Officer attended NADOC Week assembly to talk about the 2018 theme and the significance to her.

In 2018 we trialled hosting a cluster day at Mungo National Park where Indigenous instructors worked with students.

Continuing to embed use of quality Aboriginal resources and texts into students programs.

### **Multicultural and anti-racism education**

Build teacher and community awareness.

Including quality texts and learning resources to support multicultural and anti-racism education.