Cambrai Area School
Annual Report
2015
1. CONTEXT

School Name: CAMBRAI AREA SCHOOL  School Number: 0747
Principal: JAN LOVE  Partnership: BAROSSA VALLEY

Cambrai is a small town with a population of less than 100 people, which is no longer characterised as simply a community of farmers. The population includes people who have moved here to access affordable housing on smaller rural holdings. Employment opportunities in the immediate area are very limited.

Cambrai Area School has a current population of 71 students R-10, with a Preschool of 7 children. Index of Disadvantage: Level 2. School Card: 47%. Students with Disabilities: 12%. Aboriginal: 3%

2. REPORT FROM GOVERNING COUNCIL

CHAIRPERSON’S REPORT 2015

As chairperson of Cambrai Area School (CAS) Governing Council during 2015 I can report that it has been another eventful year for the Council. In collaboration and in consultation with the School leadership, the Council has successfully fulfilled its functional role and responsibilities. Members of the Governing Council were actively involved in the school’s range of programs and activities throughout the year.

CAS has seen a change in student enrolment numbers due to the transient nature of the families living in the district. However, the motivation of the passionate and strong school community and staff in moving CAS forward into the future and making it a bright one for all of our current and prospective students has not changed. I implore all families and the wider community to support CAS and our endeavours to increase student numbers and spread the word on the fantastic programs in place at CAS and the awesome work being done by our teaching and support staff.

As a parent and as Chairperson I have been delighted to see the improvements in behaviour and student morale since the implementation of Positive Behaviour for Learning (PBL). There has been a positive and encouraging transformation in the mood and tone when walking through the schoolyard that I believe can be attributed directly to PBL, and the fantastic efforts of all the students who have embraced the program.

Throughout the year Governing Council actively pursued issues on behalf of parents on school policies, facilities and programs. Further, Governing Council was consulted by CAS leadership on matters to do with all aspects of running the school, including for example, bus routes, overseeing the running of our fantastic canteen and approving proposed staff training days.

Every year CAS Governing Council rigorously reviews school budgets and sets the level of the Materials and Services (M&S) charges, considering the costs to maintain the high standard of school services and minimise the financial burden on parents. The consultation process required
of Governing Council before endorsing the M&S charges ensures that the Council is managing these charges appropriately.

I would like to take this opportunity to thank all of my fellow members of the Governing Council for their support and contributions throughout the year. A special thank you to:

* Rachel Kuhn for her admirable work as Secretary.

* Barb Endersby for her financial advice as the Council operated part of the year without a treasurer. Also for preparing comprehensive financial statements for Council’s approval and for managing the School’s operating budget.

* Our Principal Jan Love for her encouragement and guidance and more importantly, for her openness and transparency in sharing information and enabling the Council to execute its responsibilities and make informed decisions.

* Special thanks to Mavis Littlehales for her ongoing support to myself particularly with the timely dissemination of information and paperwork to the school community on behalf of Council.

And last but not least, my sincere thanks to all of the wonderful teachers, and support staff for their amazing efforts and ongoing dedication in infusing the notion of lifelong learning for students within the school.

Fiona McGorman

Chairperson Governing Council 2015

3. 2015 HIGHLIGHTS

Principal Report

Once again it is time to think back on and celebrate another school year before the next one rolls around. All I can think is “How good has this year been?” There were so many highlights throughout 2015. Our annual events like the Meet & Greet, our Sports Days – school, CMASSA, Small School, SAPSASA, Book week Parade, school camp in Adelaide, Tree Planting & Special Persons Day and Fun Run were all mightily enjoyed by many people, students, families and staff alike. Thank you to all families who supported their children at these events.

We’ve also enjoyed a range of different and new experiences this year. These things have broadened and enriched student learning and we hope to continue many of these into 2016. The Secondary class Snorkelling program was a fabulous way to commence the year and pushed the boundaries for these students. They followed this up in Term 3 with Operation Flinders, an outback bushwalking challenge, which pushed their boundaries even further. Our team was described as the best
of the 6 teams on the course that week. Congratulations again to Harry Clarkson who was selected to train as a Peer Mentor for Op Flinders next year. I want to congratulate our secondary students and their teachers for some great personal learning outcomes this year and wish Isaac, Kai and Bianca all the best as they move to Year 11 at Swan Reach and Mannum Schools in 2016.

A big highlight for me was our first foray as a school into the SA Primary Schools Festival of Music. Our Year 5/6/7 class worked hard to learn a challenging repertoire of songs developing a whole range of new skills in listening, vocals, harmony and team work. Well done you guys, you have done your school and community proud. Instrumental Music is still in its fledgling stage and it will continue to grow next year. Students have learnt trumpet, guitar and piano. Hopefully more students will take on the challenge of learning a musical instrument. Other artistic learning opportunities came in the form of the Come Out Festival in Adelaide, Dance 150 and the Relevant Art Project that gave our Preschool and Junior primary classes the opportunity to learn about the Ngarrindjeri Dreaming story of Ponde and to create beautiful 3D Murray Cod.

Positive Behaviour for Learning (PBL) is helping us change, for the better, our school learning culture. Students and staff have embraced PBL in 2015. Our behaviour data has shown us that students are practicing and demonstrating respectful, responsible, safe learning behaviour. They have really enjoyed earning Magpie Points, celebrating their personal achievements and those of others at assemblies, working as class teams to be the PBL winners for the week and term, spending their points in the Magpie Shop, enjoying whole school swimming and electives as recognition for demonstrating our school wide expectations. PBL at Cambrai Area School has been celebrated on local radio, when 3 of our students spoke with past principal Paul Paulenas on his weekly show. We were published in the local newspaper and our school recognised in the Credit Union Area Schools Best Practice Awards in October.
It has been great to see our students able to enjoy and engage in productive learning. Well done everyone.

It is always a sad time when we have to farewell great people who have contributed so much to our school. Libby Krahling came at the beginning of Term 2 to take over the teaching of most of the secondary curriculum. This would have been a daunting task for any teacher but Libby has managed it with style. I appreciate her professionalism, sense of caring for her students, her willingness to pitch in when there has been work to be done (she is the School Production costume queen) and her great sense of humour and fun. Thank you so much Libby and all the best for your new role at Lyndoch Primary School.

James Murray is now a Cambrai Area School institution. I will never forget the tutu, stripy socks and pigtails at the 2015 fun run. James has probably taught most students in the school. He has put his hand up for many tasks above and beyond the call of duty; SRC, student discos, Operation Flinders, Lunchtime table tennis, bus driver, etc., etc. He has been our data man, ensuring that teachers have had the data they need for our teaching and learning as well as keeping tabs on Magpie Points every week. James is a fabulous teacher, committed to his students and who strives to engage them in fantastic learning. Our loss is Littlehampton Primary School gain. We will miss you James.

We say goodbye to Kate O’Connell our Indonesian teacher. It was wonderful to introduce another language for the students to study this year after so many years of Japanese. The students enjoyed the challenge of another language. We wish Kate all the best for returning to Keyneton Primary School. Farewell to Stephen who was the IT technician in our school for the last five years, thanks for keeping all those computers functioning for students and staff, all the best for the future.

I would like to thank all of our teachers and SSOs for their wonderful work this year. It is a great privilege for me to work with such a committed and excellent staff team. I appreciate their hard work, their willingness to give new things a go and the fact that they don’t roll their eyes to the heavens when I say ‘Hey guys I’ve been thinking and I’ve got this great idea…” They know it usually means more work for someone. I think this year has been awesome and it’s largely down to them.

Thankyou also to Fiona McGorman and the members of the School
Governing Council. They are a truly committed bunch who believe in the future of Cambrai Area School and put in great efforts to see that our school continues to improve and move forward. I so appreciate the support that the SGC gives me in my role. Thank you to our school families – parents, grandparents, aunties, uncles – I have enjoyed getting to know more of you this year as you have supported our school in so many ways and on so many occasions.

I would like to thank all our volunteers throughout the school including our community mentors, breakfast club, canteen and classroom helpers. I appreciate what you do for our students and look forward to seeing you again next year.

Lastly to the students... You are the reason we, the staff, all get out of bed in the morning. You have shone so many times this year. You make us all, and especially me, proud. Thank you for your work this year. It has been a delight to see you all striving and learning and I so look forward to 2016 when we will all come back to learn together even more.

Jan

4. SITE IMPROVEMENT PLANNING AND TARGETS

Key Findings from 2015 Self Review Processes

Student Achievement - Literacy

Literacy has been a major site focus area over many years at Cambrai AS. In 2016 much of our professional learning and site improvement strategies have focussed on Numeracy. Our achievements in Literacy in the first 3 terms of 2015 have therefore been modest. We have however begun in Term 4 an important piece of work to develop a whole school approach to Literacy. The work around Phonics, Spelling and Grammar will continue and be further developed in the early part of 2016. Based on our NAPLAN, A-E and PAT-M/R results most of our students are achieving at or around the national average with low to medium growth. We need to aim at lifting them into high growth. Most of our students are achieving Cs and Ds with a smattering of Bs and As. As a staff we question whether we are providing opportunities and challenging enough tasks that allow our students to get higher results. In 2016 we plan to adopt a whole of school approach to literacy with focus on Phonics, spelling and grammar to improve the student skill base and therefore improve reading and writing. In this way we can be confident that all students will have the strongest possible literacy skill base on which to build their new learning.
Student Achievement – Numeracy

In 2015 the following have been achieved

- All staff, through professional learning with Ann Baker in Natural Maths, are teaching a range of strategies to help students develop automaticity and problem solving skills for Mathematics.

- James Murray, Libby Krahling and Michelle Fraser, undertook further professional learning in order to lead our school to improve our Mathematics pedagogy.

- Mental Maths routines and problematised situations are incorporated into the weekly maths units.

- Professional learning with Bec Jamieson, Australian Curriculum Consultant, has helped us improve the way we analyse student data, design tasks and moderate student work. There is further work to do on thus and in 2016 we will continue to work on this with colleagues in other small schools across the Partnership.

- Student, teacher and family audits have been conducted and the results analysed to help us understand community mindsets about Mathematics.

- Preschool staff engaged in professional learning relating to the Preschool Numeracy Indicators.

Student achievement in Numeracy is a similar story to Literacy. Most of our students are achieving Bs (some) and Cs (Most). Again we identified the need to look more closely at transforming the tasks being set so that students have the opportunity to demonstrate their skills to a higher standard. In 2016 our teaching staff will be working with staff from Greenock, Light Pass and Keyneton Primary Schools to further develop their skills and understandings in designing tasks that stretch students and collaboratively moderating student work.

Positive Behaviour for Learning (PBL)

In 2015 the following have been achieved

- All staff have been involved in developing a thorough and coherent guide to behaviour management, and have undergone extensive professional development in PBL and in recognising the purpose of student behaviour.

- Staff can explain and demonstrate positive behavioural attributes, including the development of weekly PBL lessons based on the PBL matrix.

- Staff regularly and repeatedly recognise positive behaviours with student feedback and Magpie Points, and celebrate the successes of their class and individuals.

- Staff have a clear process for recognising and responding to problem behaviours.
• All students have been explicitly taught the four school-wide expectations and the behaviours associated with being a safe, respectful and responsible learner, and these expectations are reinforced and retaught on a regular basis.

• Students have developed a sound understanding of the benefits of positive behaviour choices.

• Students have improved in their ability to deal with problem behaviour in a restorative manner.

• Behaviour data indicates a significant reduction from 2014 to 2015 in the number of students referred to Reflection Room for problem behaviour, ie, 97 at end of term 3 compared with 416 for the same period in 2014.

Reflection Room data Terms 1-3

Student feedback

Students get much more feedback from teachers when we are showing the right behaviour.

Allanah (Yr 7 student)
It’s really good this year because PBL helps me want to do the right thing and I can learn better.

Brodie (Yr 6 student)
This school has changed so much... it’s more fun – music, electives, PBL... It’s made it amazing

Acacia (Yr 7 student)

Site Improvement Priorities for 2016

A. Developing Powerful learners - focus on Numeracy.
   • Teach all students about the brain to understand growth mindset
   • Staff working with others from LPPS, GPS and KPS to moderate student work and transform tasks.

B. Literacy –Finalise Whole School agreement re use of Jolly Phonics and Jolly Grammar to improve student reading, writing and spelling skills, daily literacy block.
C. Positive Behaviour for Learning – 2nd year of PBL framework implementation – continuing to embed Tier 1 Universal supports and further develop Tier 2 supports for more students with more challenging behaviours, eg, Check In Check Out, review of Reflection Room

We have surveyed all of our students at different times across the year to find out how they think they are going and what they think about themselves as learners. The strongest themes to come out the Learner Engagement survey are that in order to be better learners the following will help them to better engage in learning.

- A student’s own preparation for learning
- Setting own goals
- Teachers helping them to find other ways to learn.

While the responses around Classroom Culture showed that our learning environments are largely safe and positive students identified that teachers could

- encourage students more to share ideas and discuss work with peers
- teach students how to think more deeply and explain reasons

Staff opinion survey suggests that Performance development and Feedback is an area that requires a stronger focus.
Student Data

Enrolments

Figure 1: Enrolments by Term

![Enrolments Graph]

Total Enrolments 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>10</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2015</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Enrolments

In Preschool (Term 4)

4

1 ATSI

(Destination) Enrolments into Reception for 2016

2 to Cambrai Area School
1 to Govt. school in Mannum
1 to Non-Govt. school in Murray Bridge
1 remains enrolled at Cambrai Preschool
Attendance

Throughout 2015 all attendances have been stable and regular. All absences, usually low level illnesses, were promptly explained by parents either by telephone or through written communication. 60% commuted to and from Preschool by school bus and the remaining 40% lived in Cambrai and walked to Preschool.

Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Centre</td>
<td>100.0</td>
<td>91.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>90.0</td>
<td>90.9</td>
<td>90.9</td>
<td>83.3</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>66.7</td>
<td>85.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Info

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0747 - Cambrai Area School</td>
<td>Govt.</td>
<td>100.0</td>
<td>81.8</td>
<td>100.0</td>
</tr>
<tr>
<td>8393 - Unity College Inc</td>
<td>Non-Govt.</td>
<td></td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td></td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

A successful transition program from Cambrai Preschool into Reception at Cambrai Area School continues through:

- Shared Play for one lesson once a week for Preschoolers with Reception and Year 1 class
- Interaction during recess and lunch breaks in Junior Primary Playground
- Attendance and at times participation in whole school assemblies each fortnight
- Involvement in whole school activities (Tree planting at Meldanda, Book Week, Excursions [Come Out, Bunnings], Fun Run, Grandparents Day, SRC Activities, PSW Seminars, CAS Sports Day)
- Being involved in Cambrai Area School’s Positive Behaviour for Learning

Performance of Children

- Throughout 2015 two children qualified for intervention from specialist support services with speech programs
  one child qualified for ATSI support
- 66% attendance at CYHS health assessments for 4 year olds.
- 100% attendance at Parent/Teacher Interviews in Term 2.
- During 2015 literacy and numeracy activities were programmed and 100% of children were actively engaged in these.
- Fourth term assessment in literacy and numeracy showed an improvement on the first terms for 100% of the children.
- 83% attendance of families at “Meet & Greet” evening

Opinion Survey

There were one only response to Parent Opinion Survey (SPeRS - School Performance Reporting Systems) and in all areas, ie, quality of teaching, support of learning, relationships and communication and leadership and decision making agreed or strongly agreed with the statements. The parent commented that he/she would like more updates on the progress of his/her child.

Cambrai Preschool has embedded a process of sharing information with families and inviting their participation by providing:
- informal “Meet & Greet” evening
• whole school assemblies
• term overview newsletters
• term questionnaires
• fortnightly outlines of activities
• formal interview opportunities
• distribution of Statements of Learning each term
• distribution of Development Folders each term
• Orientation Visits
• information on various aspects of EYLF
• regular reports at Governing Council
• End of year “Graduation” celebration at Preschool
• End of year “Speech/Concert” night with Cambrai Area School

Governing Council - Achievements & Highlights

• CAS Gov. Council Inc. meetings included separate agenda for Cambrai Preschool
• Preschool had parent representation on CAS Gov. Council Inc. at meetings
• Financial support for storage recommended by CAS Gov. Council Inc.

Quality Improvement Plan - Achievements

2: CHILDREN’S HEALTH AND SAFETY

2.2 Healthy eating and physical activity are embedded in the programme for children
2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate to the age of the child.

Either indoor or outdoor activities were available only when SSO in attendance, HOWEVER, grant is available for major renovations in 2016 to promote spontaneous indoor and outdoor activities.

3: PHYSICAL ENVIRONMENT

3.1 The design and location of the premises is appropriate for the operation of a service.
3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

CAS Gov. Council Inc. allocated funds for a shed to store large Preschool/Playgroup equipment.
3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.
3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
Preschool has funds available from OPAL (from Outdoor Explorers Program) for 2016 to support outdoor experiences and exploring.

4.2 Better Schools Funding
Cambrai Area School received $16,973 in Better Schools Funding in 2015. The funds were utilized to ensure that individual students were closely monitored and supported through low class sizes across the board, increase in-class adult support, and the purchase, training and delivery of the MULTILit intervention program. Funds were also utilized to increase access to support to students who were behind in aspects of the curriculum but not necessarily to the extent of meeting the Student with Disabilities criteria. Funding was used to provide release time for teachers to work together on the planning for our whole school agreements in Literacy and Numeracy.

5. STUDENT ACHIEVEMENT

MultiLit - Targeted Literacy Intervention Program
Due to promising results from 2014 it was decided to continue CAS’s MultiLit intervention programs in which students worked in pairs or mainly as individuals with an SSO up to three times per week.

MultiLit stands for “Making up Lost Time in Literacy” and is a leading provider of effective literacy instruction in Australasia. The programs are uniquely placed to be effective because they are all grounded in scientific evidence-based best practice. As a result of being a research initiative of Macquarie University, MultiLit’s publications, professional development and Literacy Centre are continually informed by an ongoing program of research.

We decided to focus our attention on two areas of improving literacy. The first being reading, the second spelling. Even though we had had training via Janice McPhail in 2014, we invested time and money to train two of our SSO’s and Coordinator in both the Reading Tutor Program and the Spell-It program. This required two full day training in Adelaide delivered by a member of the MultiLit team. Each SSO focused on one area building a shared expertise within the group. The following outlines the programs.

Reading Tutor Program
The MultiLit Reading Tutor Program (RTP) caters for students who have not acquired the basic skills needed to become functional readers. Children who have failed to learn to read in the first few years of schooling need intensive, systematic reading instruction if they are not to fall further behind, or even become complete non-readers.

Article I. Spell-It
Spell-It is a flexible program that assists teachers to plan and implement spelling instruction based on assessment of students’ current knowledge.
Designed for upper primary and secondary students, Spell-It teaches the rules, conventions, structure and logic of the English language, to enable teachers to plan effective spelling lessons based on the needs of their students.

Spell-It is suitable for use with students from upper primary (Year 4 onwards) through to secondary and tertiary levels.

Students who may particularly benefit from the program include those who:

- have average reading skills but poor spelling
- rely on visual images of words but do not understand the system behind the patterns
- over-rely on known sound-spelling relationships to write words because they do not know about alternate spelling conventions.

As an adaptable and flexible program, Spell-It can be used for a whole class, small group or even one-to-one instruction. It can be delivered within a Response to Intervention framework, for use in Tier One or Tier Two.

In 2015 there were 15 students who consistently worked on the Reading Tutor Program and one student on the Spell-It program. It was decided to focus on reading and then place students who finish the reading program but still need extra support onto the Spell-It program.

A daily lesson runs in this order:

1. Testing
2. Sight words (reading and spelling of)
3. Accuracy and fluency with sounds and reading
4. Correction activities for tricky and unknown sounds
5. Reading linked to sound learnt
6. Comprehension – understanding what they have read
7. Worksheets/games/activities to cement sound understandings

Each term students are also tested formally on:

- Spelling (Westwood)
- Reading (BURT)
- Sight words (Oxford)
- General writing capabilities

The results again were positive and an overview of the 18 month period of learning took place. Students were placed in four categories depending on their progress.
Green – Program is working at a rate above expected outcome

Yellow – Program is working at an expected outcome

Red – Program has made little/no difference to student learning

Orange – Program is hard to gauge properly due to initial low testing (student hadn’t made minimum benchmark) and is therefore unclear of exact progress.

<table>
<thead>
<tr>
<th>Number of students:</th>
<th>Number of students:</th>
<th>Number of students:</th>
<th>Number of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The following is a breakdown of average growth in years over 12 months in class groupings, (combined growth / divided by students):

<table>
<thead>
<tr>
<th>Westwood Spelling test</th>
<th>Middle Primary (2-4)</th>
<th>Upper Primary (5-7)</th>
<th>High school (8-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(10.56 / 9 =)</td>
<td>(4.07 / 4 =)</td>
<td>(2.66 / 2 =)</td>
</tr>
<tr>
<td></td>
<td>+ 1.2 years</td>
<td>+ 1 year</td>
<td>+ 1.4 years</td>
</tr>
</tbody>
</table>

| BURT Reading Test      | (11 / 9 =)           | (4.41 / 4 =)        | (6.24 / 2 =)      |
|                        | + 1.4 years          | + 1.6 years         | + 3.2 years       |

The table converts to these outcomes:

- In middle primary the average growth for spelling is 1.2 years in a 1 year period
- In upper primary the average growth for spelling is 1 year in a 1 year period
- In high school the average growth for spelling is 1.4 years in a 1 year period
- In middle primary the average growth for reading is 1.4 years in a 1 year period
- In upper primary the average growth for reading is 1.6 years in a 1 year period
- In high school the average growth for reading is 3.2 years in a 1 year period

Records of each student’s progress is tracked and charted with work examples, test results, tables and graphs. Examples of the graphs are below:
As a result of the success of this program, additional regional funding and fast-tracked regional services were available to CAS during 2015.
5.1 NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Figure 2: Year 3 Mean Scores

Student Proficiency Bands

In 2016 5 year 3 students participated in NAPLAN testing. In Numeracy 3 of the 5 students achieved at or better than the National Average while 2 students were below. In Literacy again 3 of the 5 students achieved at or above the National Average with one of these achieving at a high level. Mean Scores:

Mean Scores were slightly lower in all areas than in previous years

Of the 5 participants 3 students not achieving the National Benchmark were included in Learning Support Programs throughout 2016 to address their learning needs.

Figure 2: Year 5 Proficiency Bands by Aspect
Student Proficiency Bands  In 2016 7 year 5 students participated in NAPLAN testing. In Numeracy 3 of the 6 students achieved at or better than the National Average while 3 students were below. In Reading 5 of the 7 students achieved at or above the National Average with one of these achieving at a high level. In Writing, Spelling and Grammar 3-4 of the 7 students achieved at or above the National Average.

Mean Scores were slightly lower in all areas than in 2014 but on par with 2013.

Growth: In Numeracy all 6 students achieved Low level growth while in Reading 50% achieved High Level growth

Of the 7 participants 3 students not achieving the National Benchmark were included in Learning Support Programs throughout 2016 to address their learning needs.
Student Proficiency Bands  In 2016 6 year 7 students participated in NAPLAN testing. In Numeracy and Reading all 6 students met the National Minimum standard with just below or above the National Average. In Writing, Spelling and Grammar 5 of the 6 students achieved at or above the National Average.

Mean Scores:

Mean Scores were on par or slightly better than in 2014.

Growth: No information on student growth available.

Of the 6 participants 1 student not achieving the National Benchmark was included in the Learning Support Program throughout 2016 to address their learning needs.
Student Proficiency Bands  In 2016 4 year 9 students participated in NAPLAN testing. 1 student met the National Minimum Standard in all 5 areas achieving well above the National Average for Reading, Grammar and Numeracy. 2 of the 4 students achieved National Benchmark in 3 of the 5 areas and 1 student in 1 area.

Mean Scores were lower than in previous years.

Growth: In Numeracy 3 students achieved middle to upper growth while in numeracy 1 student was represented in each of the growth areas.

Of the 4 participants 1 student not achieving the National Benchmark was included in the Learning Support Program throughout 2016.
6. STUDENT DATA

6.1 Attendance

Figure 12: Attendance by Year Level

![National Attendance Rates Semester 1](image)

Table 12: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>84.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>86.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>86.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>87.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 8</td>
<td>86.3</td>
</tr>
<tr>
<td>Year 9</td>
<td>69.9</td>
</tr>
<tr>
<td>Year 10</td>
<td>95.7</td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>88.5</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>89.2</td>
</tr>
</tbody>
</table>

Attendance rates have increased slightly from the previous year at Reception, and years 2, 3, 4, 5, 6, and 7. There was a slight decrease at year 1. The rate for Year 10 students showed the most positive dramatic change. Attendance rates have remained relatively stable over the past 3 years. With such small cohorts of students at some year levels the absence of 1 or 2 students can skew the data quite markedly. However those few students who are attending...
less than 90% of the time are a concern and we continue to have regular contact via SM and phone to these families to address this.

### 6.2 Destination

#### Table 13: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School No</th>
<th>2014 Index %</th>
<th>2014 DECD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>1</td>
<td>3.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td></td>
<td>7.6%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>2.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>5.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>4.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>3</td>
<td>10.7%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>22</td>
<td>78.6%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>7.1%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

The highest rate of student transfer was 22 to other SA Govt Schools and 3 to non-Govt schools. 22 of our students transferred to other schools for a variety of reasons. With only 3 Year 10s in 2014 who would naturally move to other Secondary schools for SACE that means that 19 students transferred through family choice.

### 7. CLIENT OPINION

#### Parent Opinion Survey

Approximately 35 surveys were sent to CAS families. Disappointingly responses were received from 4 families only. However these responses were certainly more positive than the small number we also received in 2014. This is particularly so in the question relating to management of student behavior. A parent questionnaire to help us with planning for 2016 sent earlier in the year, to which 5 parents responded, identified that parents were generally supportive of PBL and felt that it has made a positive difference to student behavior and learning and improving the school culture. There was also positive feedback about the Recognition system for positive student behavior and the Electives program run on Friday afternoons. Of concern to parents though are the declining numbers in Secondary and the perceived impact that has on curriculum choice and future opportunities for students.

The provision of useful feedback by teachers to students is an area on which teachers will focus in 2016. The research into the most effective practices that improve student learning by John Hattie identify feedback to students as being one of the most important contributors to improving student achievement. Identifying further ways in which we can engage with parents to support student learning is another area of focus in 2016.
While the responses to surveys are always very small it is important to acknowledge that many parents provide feedback to us in other ways, eg, letters, comments, phone calls, informal chats and this is important feedback that we listen to and try to respond to.

Staff Opinion Survey
The 2015 survey highlights some positive shift in the perception of staff about the school and indicates that we are making positive changes that will impact on student learning. The most notable is that “Student behavior is well managed in this school” which has gone from 50% agreement in 2014 to 80% in 2015. “Students like being in this school” has gone from 70% agreement to 100% and “Students feel safe in this school” from 80% to 100%. All other statements show either an increase or remain the same at 100%. The provision of useful performance feedback remains an area that school leadership will focus on in 2016. The survey results would also suggest that staff, like parents, also identify working with parents to support student learning as an area for focus in 2016.
Student Opinion Survey

39 students from Reception to Year 10 responded to this survey which is close to 80% of the student body. Results from the survey suggest that

- the very large majority of students feel safe in this school
- teachers have high expectations of students
- teachers provide useful feedback to students
the school is continually improving
teachers provide motivation to students to learn

It is always hard to know what to make of 'neither agree nor disagree' in a survey. There are obviously a few students who feel that their opinions are not being listened to, who don’t particularly like being at CAS or who feel that they can’t talk to teachers about their concerns. Some of these responses may be more about how students were feeling on the day rather than an endemic problem for some individuals. We can’t be sure of this though, therefore, ensuring that we listen also to the voices of the minority and remain responsive to them is critical for the well-being of all students.

My School website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

Data collected about student problem behaviour over the year indicates that we have few if any incidences of high level problem behavior. Our reflection room data (see graph page 6) shows a significant decline in low level problem behaviour. We have developed a strong system of both consequences and recognition for student behaviour and explicit teaching of desired behaviours. This has had a major positive impact on the culture of our school. The above graph highlights the success of the range of strategies that we use to help students develop positive behaviours for learning.
8.2 Relevant History Screening

CAS is required to comply with the DECD Criminal History Screening requirements provided in November 2014. In summary the responsibilities involve:

- sighting and recording clearance information on EDSAS or HRS system (or maintaining copies of clearances if not connected to these systems),
- verifying the identity of first time visiting DECD or Women’s and Children’s Health Network employees and noting verification next to their name in the site’s sign in book,
- establishing shared-use agreements with community groups, and
- maintaining the accuracy of screening information on EDSAS, HRS or site files.

Cambrai Area School complies with all responsibilities. There were no new DECD or WCH personnel visiting CAS in 2015.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>12</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>11</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>9.4</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>1,687,649.96</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>41,211.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>20,773.56</td>
</tr>
<tr>
<td>4 Other</td>
<td>117,721.91</td>
</tr>
</tbody>
</table>