



# Cambrai Primary School and Cambrai Preschool

## 2022 annual report to the community

Cambrai Primary School Number: 747

Cambrai Preschool Number: 1564

Partnership: Barossa Valley

Signature

School principal:

Ms Leila Kasprzak

Governing council chair:

Ms Leah Arbuckle

Date of endorsement:

18 April 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

After years of lockdowns, social distancing, hand hygiene, masks and vaccines, and the array of controversy that also brought... in March we had our first cases at school. The year started with all public schools hosting 2 weeks of online learning. Cambrai was of course a little different where we probably had the highest attendance in the state with over 80% children learning at school.

The staff and students have demonstrated resilience, flexibility and empathy as the schooling system faced state-wide shortages of relief teachers and staff when there were absentees.

However, as life started to return to normal and we celebrated having parents back on site, being allowed to have excursions (our first was to our local pool) and resuming school camps.

Welcoming a new principal to the site meant that changes were inevitable, and I am so grateful that staff, students and governing council have embraced the ideas and direction being set for the next 5 years.

## Curriculum

- Student Leaders and leadership development in upper primary students; Aboriginal STEM conference, visiting other schools, representing the student body at events, peer learning and emotional resilience program.
- 'A Fresh Start' hike and activities in Mt Crawford for team building and personal growth.
- Renewed use of Magpie Shop and behaviour management system.
- PLD Spelling Implementation to individualise spelling for every child from Year 2 – 6.
- Reconciliation Action Plan created with students and families and endorsed by Reconciliation Australia and the new student leadership role of Aboriginal Student Leader and NAIDOC week march at Mannum.
- Structured environmental learning at Meldanda including guest speakers and the NRM delivering sessions on precious plants and Young Environmental Leader forums.
- School camp to Robe and excursions for live theatre performances.
- Updated student reports aligned to school values and Australian Curriculum outcomes.
- Teachers working with the partnership's Curriculum Lead on planning and moderating student work with other small schools.
- Reading mentors to boost reading confidence and scores with every adult in the school working one-on-one with students on their individual goals.

## Meldanda

- Strengthening relationship with Landcare with our senior class joining the AGM and working on projects
- Two staff members representing the school and Meldanda on the Council's Dark Skies Committees and Landcare Dark Skies Committee.
- Utilising the venue for the Great Easter Egg Challenge, Fun Run, staff dinner, staff and Governing Council meetings, Landcare AGM, visit from other schools (Truro Primary School, St Joseph's Renmark, Waikerie Lutheran School).
- Working Bee and Mrs Holloway's Farewell

## Community

- Mount Pleasant Show art exhibition with our large magpie created with Corella feathers.
- Splash Dash with Palmer PS
- Small School Sports Day with Swan Reach AS and Palmer PS
- Going digital across the school with online banking, classroom communication with Seesaw, Facebook page and group for promotion, online Sway newsletter and a new website and promotional video to be launched next year.
- Visiting Government House with the upper primary class to sign the condolence book for Queen Elizabeth II on behalf of all the students.
- Fundraising for UNICEF Ukrainian appeal and Australian Wildlife Conservancy
- Fundraising for the school with flower arranging at the Royal Adelaide Show.
- Creating wreaths for Remembrance Day to lay at Sanderston, Cambrai and Sedan.
- Cooking with Chef Alana and Sarah to make Christmas biscuits for the community.

All this learning could not have happened without the brave, resilient and adventurous students of Cambrai Primary School and Preschool but also the amazing staff that I have the privilege to work with each and every day.

# Governing council report

The Governing Council worked closely with the leadership of the school to ensure its continued financial sustainability in running the school canteen and Meldanda.

COVID continued to impact teaching and learning, and as restrictions were lifted, parents were warmly welcomed back to events and on site. Thank you to all the staff for the support and consistency they provided in learning and wellbeing for children, families and each other.

Governing Council has been a fantastic way of being a positive, informed influence on our beautiful little school.

Throughout the year, we have discussed things like

- what policies are best suited to our school
- the hopes and dreams we have for precious Meldanda
- upgrading our classrooms and school buildings.

Fundraising is a hot topic. We have had conversations about how to raise money and thank Nicole for her work that she has put in over the year. Staff and parents have also volunteered time to host Barossa Farmer Market breakfasts and a BBQ at Sedan Hall market.

These funds have been purposed to;

- update classroom furniture and interiors
- install pin boards in all learning spaces to display student learning
- add a new and more comfortable chair to sick room
- RoadRunner speed sign to help manage speeding trucks through town that pass the school making our buildings shake
- Staffroom dishwasher and improvements for hygiene and wellbeing
- A common seal for the Governing Council
- 110 Year Mural for 2023 by artist Gen Byrt
- A beautiful resin chopping board filled with plants and flowers from Cambrai and Meldanda as Michele Holloway's retirement gift
- End of year fun day for students at Tanunda Splash Park

Thank you for a wonderful year everyone.

Leah Arbuckle, Governing Council Chairperson

# School quality improvement planning

Cambrai Primary School completed the first year in a three year cycle with the current Site Improvement Plan

Our school identified two challenges of practice in 2021. These included

- If we implement a whole school, evidenced based approach to the teaching of writing, then we will increase the number of students achieving SEA and middle or upper growth in writing.
- If we rigorously and explicitly teach number sense sequentially using Big Ideas in Number, with a particular focus on place value, multiplicative thinking and partitioning, then will increase the percentage of students achieving SEA and in the higher bands in numeracy.

From these challenges, goals were developed around what our teachers identified as a priority for improvement. These were;

Goal 1: Increase the number of students achieving SEA and middle or upper growth in writing

Goal 2: Increase the percentage of students achieving SEA and in the higher bands in numeracy.

At the beginning of 2022, all teachers committed to particular actions to reach these goals. These included the analysis of PAT and NAPLAN data as well as;

- Embedding the Brightpath Ruler and writing program so that moderation of student writing, and student's understanding their goals to improve writing were explicit
- A "bump it up wall" and examples to aide students developing ideas for writing improvement
- Embedding HITS (High Impact Teaching Strategies) in all teaching, and two Learning Sprints conducted with staff to guide their development and reflection.
- Implementation of PLD (Progressive Literacy Development) for Year 2 and above to tailor spelling and phonics programs with ongoing data tracking. SSOs ran intervention programs to help students close the gaps in their phonological awareness and skillset.
- Embedding of Big Ideas in Number resources and rubrics to track student learning in Maths
- Implementing the Department's curriculum units and working one-on-one with the curriculum coach to support professional development including a focus on the "I can" statements and how to use this to track and monitor student growth.

The actions we have taken have shown there has been impact on student outcomes. We have met our goals. We have worked collaboratively using research-based strategies that were key to improvement.

Our next steps will be our own 'bump it up' by making pedagogy, programs and data collection more consistent across the school, sharing data with students and parents strategically, and ensuring student goals align to quality resources so that increments in learning can be guided and monitored.

# Preschool quality improvement planning

Preschool enrolments remained steady through 2022. Most of the children came to school on bus with their siblings in older classes.

The preschool improvement priorities for 2022 were achieved. They were

1. To improve children's numeracy skills through a focus on measurement including linear measurement (length, weight, height) and time.
2. To extend children's ability to construct and convey their own messages/ideas with purpose and confidence through the development of language and mark making.

Our goals for the National Quality Framework Priorities were also achieved:

1. Construction of a Reconciliation Action Plan which was completed with families, students and staff and launched in Term 4 after being endorsed by Reconciliation Australia.
2. Teachers access children in Terms 1 & 3. All educators track and monitor, collect data.

Children engaged in meaningful play-based learning with Ms Veronica attending the program 5 days over each fortnight. Occasional Care and Playgroup also ran in the kindy once a week with Ms Bronwyn.

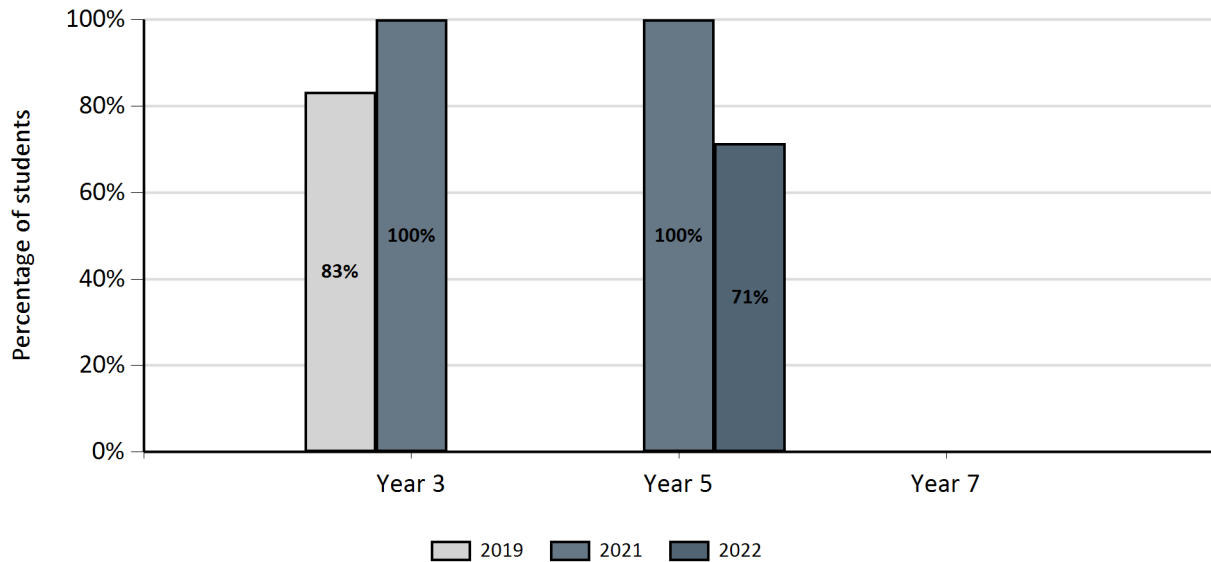
Children established good social connections with each other and with students in the R/1 class. The Orientation program was rewritten to align to practices of the NQF and to embrace EYLF and play-based learning. This formed decisions for the construction of Preschool/R/1 program for 2023. Due to a dip in population numbers for the next two years again impacted by the housing crisis in the area, Cambrai is not expected to offer a stand-alone Preschool program again until 2025 as the "COVID babies" come of age in the community.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

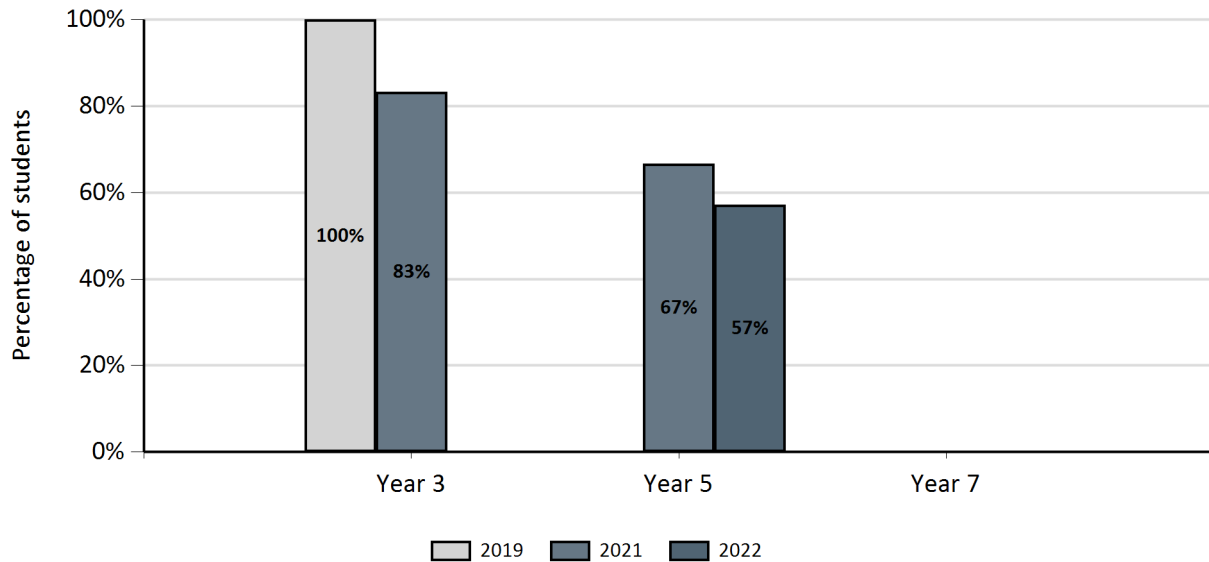


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	7	7	2	1	29%	14%
Year 05 2021-2022 Average	6.5	6.5	1.5	0.5	23%	8%
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

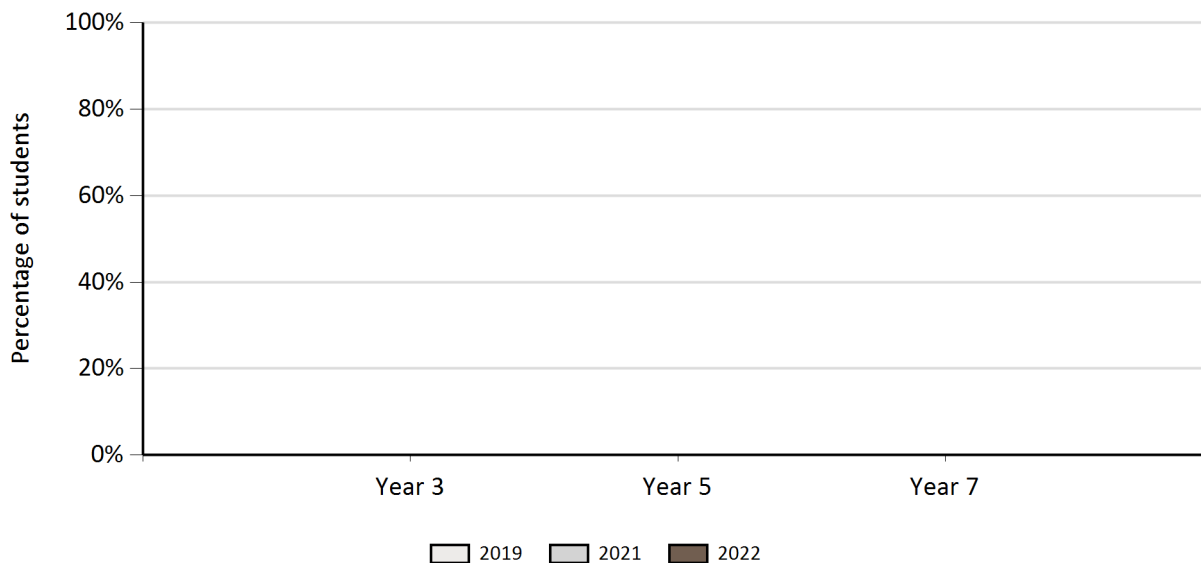
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



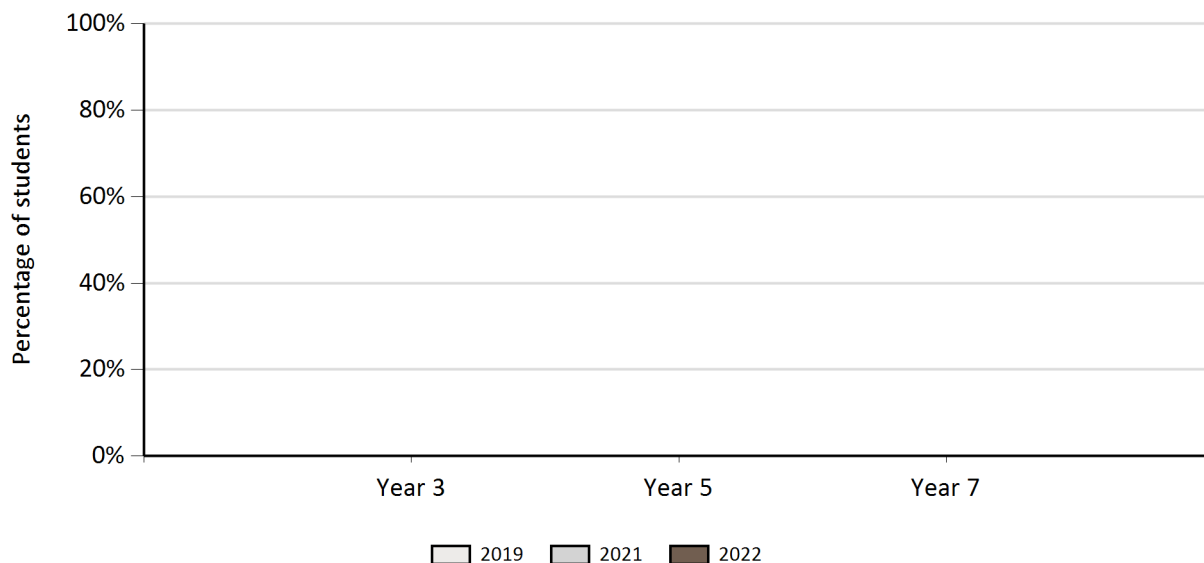
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>Includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Engaging Families

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

At Cambrai Primary School & Preschool, we have 21% ATSI students. The one domain we focused on was element 5 (engaging aboriginal families as partners in literacy and numeracy learning). This was a whole Portfolio focus, leaders attended two sessions with the ACETL (Aboriginal Community Education Team Leader) to unpack a range of strategies for developing this element.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

We made it a focus;

- beginning with the enrolment process with families,
- Worked with families to track and monitor student progress
- Contact families regularly to share growth and success of their children
- Celebrating aboriginal culture through events Mid-Murray NAIDOC celebration and our own Reconciliation Week activities.
- Reconciliation Action Plan completed with Aboriginal students, parents and the staff working on the document together so that it was endorsed by Reconciliation Australia.
- Aboriginal Students STEM conference attended by our eldest Aboriginal students (Year 5 or above) in Adelaide
- Aboriginal Student Leader on our student leadership team, actively encouraging children and families to speak about Aboriginality,
- The school farm "Meldanda" is used to share the history of Aboriginal history in this area
- Acknowledgment of Country every morning at our whole school morning muster which has been tailored to the Peramangk and Ngaiawang people of Cambrai and Sedan.

We raised the Aboriginal profile by working through the Aboriginal perspectives in the curriculum.



# School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in percentages changes shown in previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Data is drawn from NAPLAN, PAT-Reading, PAT-Maths, AGAT, Brightpath, Running Records and formative assessments to track student learning and achievement. Every child in the school is monitored by the entire teaching staff and leadership.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	85.7%	90.0%	86.7%	96.7%
2020 centre	92.9%	63.8%	90.7%	80.0%
2021 centre	52.5%	66.7%	100.0%	80.0%
2022 centre	80.0%	60.0%	60.0%	64.4%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

Year level	2019	2020	2021	2022
Reception	81.8%	93.9%	86.2%	85.5%
Year 1	91.4%	82.5%	92.2%	84.6%
Year 2	90.9%	90.8%	84.7%	86.9%
Year 3	94.1%	84.9%	94.2%	83.6%
Year 4	86.7%	89.7%	93.3%	88.6%
Year 5	84.2%	87.3%	93.5%	88.1%
Year 6	87.0%	88.0%	92.0%	86.5%
Year 7	94.6%	92.4%	91.3%	N/A
Year 8	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Total	88.5%	88.7%	90.7%	86.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

The year to date attendance for Cambrai Primary School was 88.8%; it was down from the previous year of 91.07% as COVID impacted on student attendance rates for the first time. As a community, we avoided COVID outbreaks for most of the pandemic, however had several cases in 2022 among students and staff.

All absences are followed up by staff via phone calls and messages.  
 Newsletter articles and SeeSaw notifications detail the importance of regular attendance to school.

In some cases, the services of the Attendance Officers and social workers were engaged to support a family improve attendance which included regular check -ins with the Principal and home visits. This support was successful and continues to be actively monitored.

Class Attendance  
 Preschool 64.4%  
 P1 (Reception/Year 1) 91.3%  
 P2 (Year 2/3/4) 87.9%  
 P3 (Year 5/6) 93.8%

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	7	6	6	6
2020	12	12	11	14
2022	6	7	6	6
2021	8	6	4	6

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
 Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

A rigorous behaviour support program was implemented by the new Principal, which included positive behaviour learning with natural and logical consequences. All incidents are dealt with care and compassion as soon as possible. As part of the behaviour policy, parents are encouraged to speak to class teachers and if no resolution to continue to the Principal.

Inappropriate behaviour incidents are entered into EDSAS and regularly monitored.  
 The partnership's Behaviour Coach was engaged for high level support which included short suspensions for extreme behaviour. This has now resolved and the student-body is harmonious, supportive with a focus on learning, wellbeing and connection with peers.

Self-regulation and supporting students with social misunderstandings using positive psychology, Interoception and understanding neuroscience is taught to all students R-6.

# Parent opinion survey summary

All parents were invited to completed the 2022 Parent Opinion Survey for the Primary School. We had 7 responses. Two areas were identified for future growth; however may be due to COVID restrictions impacting parent's engagement with activities, face-to-face meetings and being on site.

Areas for development into the future

1. Receive more communication
2. Have more input into children's learning

Strengths identified were:

In relation to the school climate questions - 80% or more agreed or strongly agreed with the following

- I feel like my child is important to the school
- Teachers and students respect each other at the school
- People respect each other at school

In relation to the Communication Channel questions, parent respondents indicated they liked a range of mechanism to communicate between home and school. Email, newsletters, phone calls and parent teacher interviews were equally valued by parents.

Learning at School indicate that families might need tips on how to support their children with learning at home. in 2023, this will be investigated and now parents are back on site workshops and meetings are being planned.

Most parent respondents indicated that Learning at Home is a challenge due to work commitments and establishing good routines around family commitments.

In future plans and pathways, over 80% indicated a university pathway may be the future pathway but it was also too early to say.

For the Preschool survey, 2 responses were collected. Due to this small number - most questions received a mixture or agree/strongly agree. COVID restrictions impacted parent's ability to be involved in a deeper level at Preschool and this has impacted some responses.

Areas for development into the future with 2 neutral response are

1. The Preschool changes its program and achieves to improve achievement and I am well informed about preschool activities
2. I am encouraged to be involved in the Preschool in all kinds of ways
3. The Preschool seeks parent's opinions about educational and parents are invited to participate in decisions about their child's education.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
747 - Cambrai Primary School	150.0%	200.0%	200.0%	133.3%
9093 - Good Shepherd Luth Sch - Angaston	0.0%	0.0%	0.0%	33.3%
205 - Keyneton Primary School	50.0%	0.0%	0.0%	33.3%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	12.5%
QL - LEFT SA FOR QLD	1	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	75.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Destination comment

A total of 9 students transferred to either private school in the Barossa, family moved interstate or other government schools.

The four graduating Year 6s all transitioned to a government high school.

Not having an OSHC service has impacted families ability to work and live in the area, while also attending the local school. Investigations were made into an OSHC service, but the population of the area continues to make it unsustainable financially for a private business or governing council to run.

The housing shortage continues to impact the school and community. Families were homeless for periods of this year and were supported by the Pastoral Care Worker and community to stay in the area. Rentals have been sold or are rapidly turned over with many applicants. This has changed the demographics of the townships of Cambrai and Sedan as they are now highly sought for families and couples looking for land at affordable prices.

## Relevant history screening

Relevant history screens checks and records are maintained to ensure that regulations are upheld. All staff, volunteers and Governing Council members have relevant WWCC. The is monitored by the Principal and administration staff.

## Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	7
Post Graduate Qualifications	

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who 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.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.0	0.1	6.5
Persons	0	4	1	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,218,213
Grants: Commonwealth	\$35,775
Parent Contributions	\$13,142
Fund Raising	\$8,590
Other	\$14,670

Data Source: Education Department School Administration System (EDSAS).

## 2022 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	N/A	N/A
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Employment of trained SSO staff to implement targeted programs. One-to-One support for IESP students to access and engage with the curriculum and support personal care and personal development.	All children have made gains in their OCOP and continue to be monitored closely.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Funding is used to ensure that all students have access to the same learning and experiences as metropolitan peers.</p> <p>This has included excursions and incursions to increase cultural capital and experiential opportunities closely linked to curriculum needs and Personal and Social Capability learning continuum.</p>	<p>OnePlans are developed for all Aboriginal Learners based on diagnostic analysis of achievement and wellbeing data. Targets are determined with families and shared with students. Ongoing monitoring occurs throughout the year.</p> <p>Early Years Support (ECW) in the R/1 classroom.</p> <p>Implementation of a PLD to improve phonological awareness and spelling for all students.</p> <p>Wellbeing as a major focus including partnership resourcing was provided for improving transition to high school for the Year 6 cohort, this included visiting other local schools and reciprocating visits to create friendships.</p> <p>All students included with no cost to families.</p>
Program funding for all students	Australian Curriculum	Resources purchased and professional learning purchased to provide curriculum programs that support the cohort of learners and SIP. Small schools combined pupil free days to support teacher development and moderation.	School is more strategically resourced, teacher training current and research-based programs to improve pedagogy including implementation of DfE English and Numeracy units.
	Aboriginal languages programs Initiatives	Aboriginal perspectives are included in all curriculum areas where possible. Students are involved in activities beyond the school.	Continuation of instilling pride in our local Aboriginal population and reconciliation in to the future citizens of our towns.

Other discretionary funding	Better schools funding	A small grant it utilised to fund SSO support for students in composite classes.	Individual student growth is noted.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A