

# SCHOOL CONTEXT STATEMENT

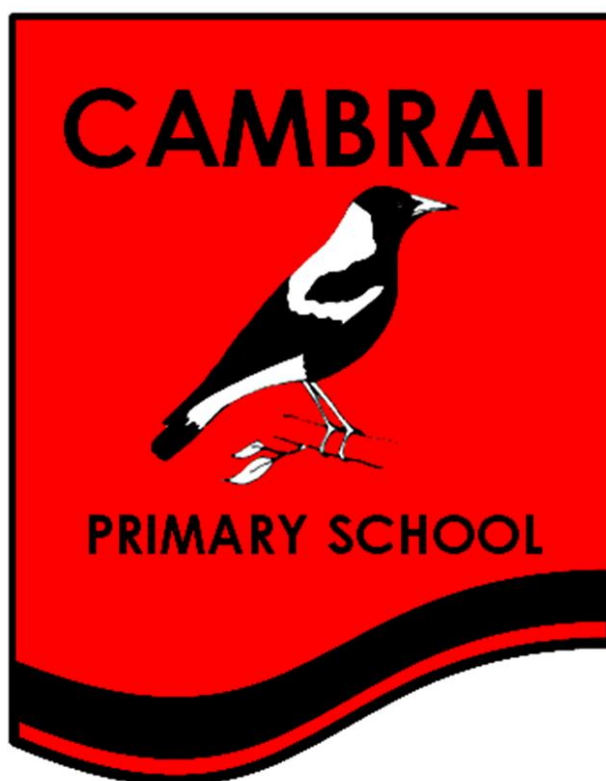
School number: 0747

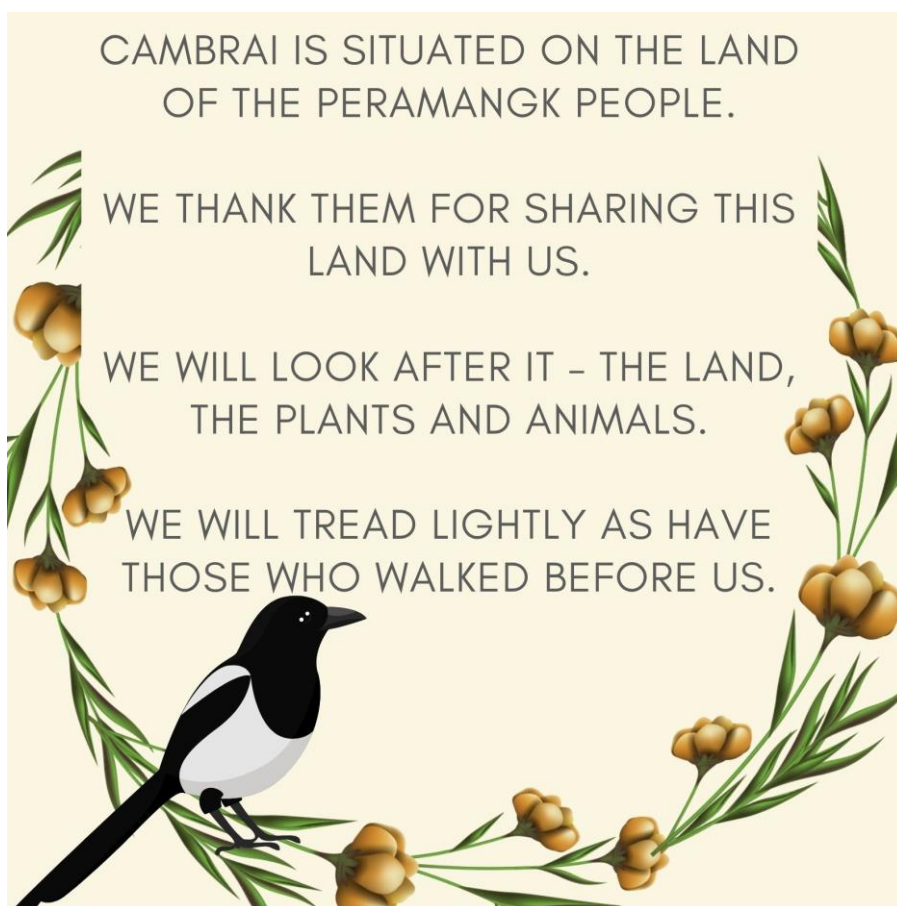
School name: Cambrai Primary School

## 1. General information

### Part A

School name : Cambrai Primary School  
School No. : 0747  
Courier : Barossa  
Principal : Ms Leila Kasprzak  
Postal Address : Main Street, Cambrai, SA, 5353  
Location Address : Main Street, Cambrai, SA, 5353  
Partnership : Barossa Valley  
Distance from GPO : 97km  
Phone No. : (08) 8564 5028  
Fax No. : (08) 8564 5102  
Preschool attached : Yes





<b>FTE Enrolment</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Preschool</b>	<b>5.0</b>	<b>6.0</b>	<b>7.0</b>	<b>9.0</b>	<b>7.0</b>	<b>6.0</b>	<b>3.0</b>
<b>Primary</b>							
Reception	6.0	5.0	4.0	4.0	8.0	4.0	5.0
Year 1	3.0	6.0	5.0	6.0	3.0	7.0	6.0
Year 2	7.0	3.0	4.0	5.0	5.0	5.0	6.0
Year 3	6.0	7.0	5.0	5.0	6.0	5.0	3.0
Year 4	6.0	6.0	6.0	7.0	6.0	7.0	4.0
Year 5	5.0	9.0	3.0	6.0	6.0	7.0	4.0
Year 6	3.0	4.0	9.0	3.0	3.0	7.0	4.0
Year 7	7.0	3.0	2.0	7.0	3.0	N/A	N/A
<b>TOTAL</b>	<b>43</b>	<b>43</b>	<b>38</b>	<b>43</b>	<b>41</b>	<b>42</b>	<b>33</b>
<b>Total with Preschool</b>	<b>48.0</b>	<b>49</b>	<b>45</b>	<b>52</b>	<b>49</b>	<b>48</b>	<b>35</b>
<b>School Card %</b>	<b>18%</b>	<b>48%</b>	<b>42%</b>	<b>32%</b>	<b>41%</b>	<b>41%</b>	<b>68%</b>
<b>NESB</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Aboriginal</b>	<b>4.0</b>	<b>4.0</b>	<b>9.0</b>	<b>7.0</b>	<b>6.0</b>	<b>9.0</b>	<b>8.0</b>

## Part B

- School website address
  - <http://www.cambraias.sa.edu.au/>
- School e-mail address
  - [dl.0747.admin@schools.sa.edu.au](mailto:dl.0747.admin@schools.sa.edu.au)
- Staffing numbers
  - Teachers : 1.6 FTE permanent and others in 12-month contracts.
 

P1 Class	Preschool, R & 1	13 students
P2 Class	Years 2 - 4	14 students
P3 Class	Years 5 – 6	8 students
NIT provider		0.4 FTE PE and Indonesian
Preschool teacher		0.1 FTE
  - Total Ancillary Staff Allocation: (including community library) 204.75 hrs per week
  - Permanent grounds staff: 0.4 FTE who also has permanent SSO hours 0.6 FTE
  - Leadership: Principal 1.0 FTE - teaching load providing 0.2 FTE NIT
- Enrolment trends
  - Cambrai Primary is a small school with a current enrolment impacted by the housing crisis in the area and throughout South Australia. Enrolments have mostly been steady since becoming a Primary School as young families move into the area when properties come up for sale or rent.
  - The school services the local district, including Sedan, Sandleton, Black Hill, Wongulla, Fisher, Angas Valley and Sanderston.
- Special arrangements
  - Meldanda – our local 40 hectare property bequeathed to the school and community allows for an integrated learning experience. Curriculum is structured to allow students to engage with the environment on a regular basis.
  - Swimming Carnivals and Sports Days involve Palmer Primary School and Swan Reach Area School
  - Students access the community pool whenever the weather allows and swimming lessons are an ongoing part of the PE program.
- Year of opening
  - Cambrai and Sedan are an area steeped in a rich history of Aboriginal and early pioneers of the area.
    - 1888 – Rhine Villa School
    - 1918 – Cambrai Primary School
    - 1961 – Cambrai Area School
    - 2017 – Cambrai Primary School
- Public transport access
  - nil

## 2. Students (and their welfare)

### General characteristics

- The school comprises students from pre-school age (on-site Preschool) to Year 6. We are one of only a few schools in South Australia who can offer Year 7 onsite by request until 2024.
- We have an Index of Disadvantage of 2, with 68% of students eligible for school card.
- There is a Playgroup Wednesday mornings and Occasional Care Wednesday afternoons, which are very popular.
- Upholding the school values and learning achievement is recognised through the Magpie Points which can be spent in the 'Magpie Shop', including save points for interesting experiences with staff or when on camp.
- All classes have double working spaces to allow for greater flexibility in learning.
- The grounds are very extensive and beautifully maintained. There are many activities to engage students including bikes, nature play, air hockey, tennis and basketball.
- Our wicking beds and orchard grow fruit and vegetables that the children can pick. There is a large nursery where the children work with the groundsman and volunteers to propagate a range of plants that we sell to the community.
- We have many musical instruments and many children learn guitar through our music program when offered.
- There is a large bird aviary and the school chooks for students to enjoy.
- Families are attracted to the area by the prospect of a country lifestyle, located within 100km from the city. This allows them to keep contact with friends and interests in and around Adelaide.
- The community is very supportive of the school.

## 3. Values and Principles

### OUR SCHOOL VALUES

- Honesty
- Integrity
- Respect
- Responsibility

### OUR CHARACTERISTICS

We aim to develop students who are fully engaged in school life, value learning and derive a sense of pride from their achievements and celebrate the diversity of others. Students develop independence whilst making meaningful contributions to their peer groups and the broader school community.

The staff at Cambrai Primary School work as a team, striving for excellence and professionalism in their approach to teaching and management. They continue to increase their level and range of skills, responding to changes in the development of educational practice. It is

a team, which participates actively in democratic decision-making and strives to be approachable, friendly and welcoming. We truly care about the children of our community and strive to ensure they see themselves as happy, valuable and important citizens of Cambrai and Sedan.

Cambrai PS provides learning programmes to support the diverse range of students;

- Developing student initiated curriculum
- Focusing on differentiating curriculum and methodology
- Ensuring we are culturally inclusive and celebrate Aboriginal learners
- Utilising the skills of teachers in their specialist or interest areas
- Accessing appropriate learning opportunities e.g. visiting experts, excursions, performances, sport and whole school camp
- Working with teachers from other schools in the Partnership
- Accessing appropriate grants and funding
- Supporting staff to attend professional learning linked to school priorities
- Using responsive planning and programming and authentic assessment tools that cater for the specific learning needs and styles of all students.

School community members are valued and encouraged to be involved in the life of the school. Opportunities are offered to encourage them to actively participate in decision-making and to contribute positively to shaping an evolving educational environment. The school have many volunteers who give some of their time to the school each week.

Our curriculum is innovative and relevant, seeking to broaden the range of options available to students, in order to address the current and future educational needs of the community.

Multimodal learning opportunities are provided with a range of technologies available to every child in every class.

- Special programmes
  - The school has a strong commitment to Literacy and Numeracy Programmes and individual student support is offered in these areas at all levels.
  - Interventions include: Too Smart Math, PreLit, MiniLit, MultiLit, Interoception, RAMP, Heggerty, Speech Programmes and differentiated programs.
- A significant number of our students are on One Plans and are afforded classroom SSO support. Further support for learning is site-funded for students who requiring extra help, but not identified as Students with Disabilities.
- STEAM – science, technology, engineering and mathematics learning is a high priority with a purpose built STEAM learning building. Much STEAM learning occurs at ‘Meldanda’ (our school farm and outdoor classroom) where children engage with a wide range of hands on challenging activities
- Growth Mindset is a focus. Cambrai is working on building powerful learners through individual goal-setting and specific use of growth mindset language in classrooms. Socio-emotional learning is key to this.
- Teachers have focused on High Impact Teaching Strategies and these form the foundation of teaching practise.
- Formative assessment is evident in all classes.
- Interoception is offered across the school to every student. Children who require additional support work with a trained SSO and our Pastoral Care Worker.
- Cambrai has a strong connection to the environment and apart from our work at Meldanda; we have been a focus school for the NRM group with children testing salinity at wet lands, learning from their officers about water and our local fauna and flora. We have been selected to breed the Murray Basin Long Necked Tortoise ready for reintroduction to the wild.

- Meldanda was recently included as a site in the Murray River International Dark Skies reserve, where the stars can be viewed in perfect night conditions.

A policy of integration and sharing is maintained across the school community.

Lunchtime activities include three playgrounds including a nature play and play equipment, including a disability inclusive net swing.

All students are involved in programs based around the school property Meldanda. These programs come from the areas of Environmental, Aboriginal, STEAM and Outdoor Education.

## OUR DIRECTIONS

Our Site Improvement Plans and current policies are displayed on the Cambrai Primary School web site: <http://www.cambraias.sa.edu.au/>

### Information Management informs our practise.

Data is collected and monitored by staff through formal and formative assessment, standardised tests, PAT-R and PAT-M tests, teacher observation, moderation of work samples, assessment tasks, NAPLAN results, opinion surveys and where appropriate, testing by Guidance Officers and Speech Pathologists.

- Feedback is gathered from parents via Governing Council, Parents & Friends, surveys, Learning Profiles and 3-way interviews.
- Feedback is gathered from students via reflections in the Student Learning Profiles, individual conversations and surveys.

Data is everyone's business.  
It is collected and monitored on our Data Wall

## MELDANDA

The 40-hectare Meldanda property, approximately one kilometre from the Cambrai Township, is an integral part of the school and plays a significant role in its educational programs. It was bequeathed to *Cambrai Area School* and the children of the district in 1991.

Activities are based around the areas of Environmental Education, Outdoor Education and Aboriginal Education. The school leadership, staff, students and parents take very seriously their ongoing commitment to the custodianship of Meldanda and the environment. Community partnerships were developed to support the construction of the campsite and the establishment of a native bush garden.

We work in partnership with Landcare to manage the site and it has recently been decreed an observation point in the 'Dark Sky' reserve – one of only two in South Australia and a handful over the world. This will certainly result in a much stronger connection to astronomy of the school and community.

## 4. Curriculum

Subject offerings

- The school has a comprehensive curriculum Preschool – Year 7.
- Cambrai PS are [able to offer Year 7](#) if families request placement as we are more than 20km by road to the nearest area/secondary school. This agreement is in place until 2024.

- The Australian National Curriculum forms the basis of all subject areas. The new Australian Curriculum is being introduced with staff attending training and currently being implemented in the areas of Maths and English.
- Writing is a particular focus in our Site Improvement Plan and the school is engaged with the 'BrightPath' writing assessment. Staff are trained and work with another schools to moderate work samples and track student progress.

### Special Needs

- Students who experience learning difficulties in the areas of literacy and/or numeracy receive additional support and specific intervention support. One Plans are developed and reviewed regularly, and we actively encourage the involvement of parents in their children's learning plans.
- Interoception is delivered to every child and children who require additional support in emotional literacy work with a trained SSO and our PCW (Pastoral Care Worker).

### Teaching methodology

- High impact teaching strategies are implemented school wide with cross curricular learning presented as Inquiry (self-directed, research-based, student-interest).
- In all classes, the school incorporates the constructivist approach to learning, whilst recognising the importance of backwards planning; first identifying the essential skills and outcomes to be achieved and then developing the pedagogical pathway to developing and bedding down outcomes for all students.
- Teachers make significant use of Information Communication Technologies across all areas of learning to allow for multimodal approaches. We aim to cater for all learning styles and use a constructivist, integrated, differentiated, inclusive approach. We have whole school Literacy and Numeracy Blocks that provide the required amount of learning time each week in English and Maths.
- All students engage in synthetics, research-based phonics program. In Junior Primary classes is Sounds-Write Phonological Program. In Year 2-6, we have implemented PLD (Progressive Literacy Development) program.
- Big Ideas in Number concepts are tested and support given to any children not confident with each aspect.
- Problem solving and understanding mathematical questions/metalanguage are a focus in numeracy.
- BrightPath underpins our writing programs.

### Assessment procedures and reporting

- Work sample portfolios are maintained throughout the year and digitally sent to families home twice a year.
- Detailed semester reports are sent home for all students at the end of Term 2 and 4.
- 3-Way Interviews (parent-teacher-student) information and interview nights are offered in Term 1 and by request in Term 3.

## 5. Sporting Activities

The school holds an internal Sports Day and Splash Dash swimming carnival based around two House teams – Marne (yellow) and Meldanda (green).

Other primary schools (Palmer and Swan Reach) are invited to join us to give our students a greater element of competition.

- We are also involved in a CMASSA sports day at Swan Reach.
- Primary students have access to district-based SAPSASA sports.
- Sport coaching clinics are included throughout the year.
- PE is delivered by a specialist teacher.

## 6. Other Co-Curricular Activities

### General Events

- Students are involved in many environmental projects depending on community groups and current focus of the farm including WaterWatch, FrogWatch, BatWatch, BirdWatch, Landcare, KESAB, recycling program.
- Various activities are organised for students to have fun and socialise together this includes, dressing up days, Fun Run, barbeques, discos, fundraising events for charities.
- A community youth club runs each month by parent volunteers which includes guest speakers, snacks and fun activities. Present, past and other students from the area are provided a safe space to socialise and interact with one another.

### Special Events

- Fun Run held at Meldanda each year- other schools are invited to participate as students run around a track through the bushland collecting tokens. The team with the most are the winners of a shield.
- Whole School camp – we currently work on a triannual rotation of giving the students 3 day residential learning experiences. We have previously visited Errapa Camp at Iron Knob, Arbury Park and Robe.

## 7. Staff (and Their Welfare)

### Staff profile

- The staff are all highly trained primary teachers, including specialists in early childhood education..

### Leadership structure

- Principal - supported by teaching staff and School Support Officers.

### Staff support systems

- A weekly staff meeting includes the preschool teacher and SSOs and maintains a focus on school improvement cycle and professional development.
- Professional Development is based on the actions of the Site Improvement Plan. Special staff meetings are held twice a term across the partnership allowing for sharing of practise.
- Access to support services occurs through the Barossa Regional office situated in Gawler.
- Ancillary staff support students in classes through tailored learning and targeted interventions. The SSO staff are highly skilled and work alongside teachers in classrooms and managing programs. Our ancillary staff all live locally and are long-standing members of the school community.



### Performance Development

- All staff meet with the Principal three times a year. The DfE Performance and Development Policy is implemented with staff using the department's Professional Development Plan and observations. For teachers, the Australian Professional Standards for Teachers underpins performance conversations.
- Personal goals are developed around a 'Growth Coaching' model with staff identifying what they need to do in order to help students achieve the targets.
- Observations support staff to target their focus areas of practise. These can be by peers or the principal.

### Staff utilisation policies

- Access to support staff is through the Gawler Education Office. Personnel that can be accessed include a Psychologist, Speech Pathologist, Special Educator, Attendance Officer, Behaviour Support, Social Worker and Family Focus Worker. There is also private access to local tutors and support workers.

## 8. Incentives, support and award conditions for Staff

### Complexity placement points

- 0

### Isolation placement points

- 2.5

### Travelling time

- 1.30 hours to Adelaide CBD

### Housing assistance

- Government housing is no longer available in Cambrai. Rental accommodation, when available, can be sourced in the town and also neighbouring towns of Mannum, Mount Pleasant and Angaston (each about 20 minutes by car). The housing crisis in South Australia makes accommodation generally difficult to find.

## 9. School Facilities

### Buildings and grounds

- The local community library (constructed 2010) is situated in the school grounds and the Mid-Murray Council swimming pool is located directly across the road from the school. It is accessed by the school throughout the warmer months and for swimming lessons.
- Specialist STEAM room allows for a range of applications including music, drama, PE and whole school activities. A large range of musical instruments are available for students.
- Specialist NIT classroom for language (Indonesian) and health/PE.
- The purpose built Preschool has its own facilities and yard.
  - It shares a range of facilities with the school and the local Playgroup / Occasional Care groups.
- Access ramps are available across the school and a disability toilet is currently being built.
- All classes have access to double classroom areas.

- Every student has access to a personal lap top or desk top with in their classroom.
  - Internet access is available across all areas of the school.
  - iPads and other laptops are available for home use as required.
- A home economics room is utilised for cooking and food technology, breakfast club daily and as a sewing room.
- There is a specialist Art room containing a kiln and a range of specialist art equipment.
- The school hosts the local doctor monthly, mobile school dentist, health nurse and community groups for both informal and formal meetings.
- The school has a well-grassed and maintained oval, playground / nature play, tennis, netball and basketball courts.
- A plant nursery and orchard is in operation, cultivating native trees and shrubs.
- The town's bushfire refuge is onsite in our Home Economic building. Provisions and emergency supplies are kept on hand.
- Meldanda our 40ha property bequeathed to the school and community is located within walking distance and utilised for STEAM learning, bush kindy and a range of special school events. The property is available for use by other schools and community groups.
- COVID-19 audits ensures that all classrooms have windows that open for fresh air and we have 5 portable air purifies onsite which we utilise in common areas, the bushfire refuge rooms and preschool.

#### Heating / Cooling

- All buildings are air-conditioned and heated by split-system units.

#### Specialist facilities

- Art, Science, Food and Technology, STEAM, NIT classroom, nursery, orchard, Meldanda, cow shed.

#### Student facilities

- An excellent tuckshop, staffed by a part-time manager and volunteers is available to students and staff three days per week for the purchase of recesses, lunches and snacks.

#### Staff facilities

- The staffroom is located in the front office with separate toilet facilities.

#### Access for students and staff with disabilities

- Access for students and staff with physical disabilities is of a high standard, with ramp access available to 80% of the school facilities. The Preschool has adaptations for hearing-impaired children.

#### Access to bus transport

- Two buses operate from the school servicing the Sanderston / Black Hill areas and Sedan / Halfway House Road – one is a private contractor and the other is owned by DfE.

## 10. School Operations

### Decision making structures

- Due to the small number of staff, generally decisions are made after consultation with all staff. The best interests of the students are paramount.
- Governing Council works on a simple majority vote.
- There is a PAC with teachers, the Principal and the Finance Officer have completed/ or will be completing PAC training. All staff are involved in WHS.
- Parent Committees within the school structure include Finance, Canteen, Fundraising and Meldanda. All these groups report to the Governing Council.

### Regular publications

- A tri-weekly newsletter is published online, containing both school and district community information.
- The Parent and Staff Handbooks are updated each year. Staff induction follows WHS guidelines.
- Daily bulletin and emails are used to communicate information amongst the staff.
- School promotion also occurs by means of articles in the local press and an annual school magazine is available at the end of each school year.
- The school has a private Facebook group and a public Facebook page for promotion.

### Other communication

- An SMS system is used for instant communication with families.
- Emails and paper fliers are also in operation.
- Daily communication with classes occurs by way of morning notices'
- Morning Muster is held each morning in the STEAM room where all staff and students gather at 8:45am and a focus on a positive learning behaviour is shared.
- Term and weekly planners are displayed in the staff room.
- Class teachers communicate with families regularly via communication books (P1), See Saw app (P2) and Teams (P3).

### School financial position

- The school is managing its budget within its new context as a primary school after transitions as an area school 5 years ago.
- The school prioritises teaching staff above other aspects so we can maintain three classroom experiences for children.

### Special funding

- The school attracts a Rurality Grant, Socio-Economic Resource Funding and Special Education support. Applications to support programs are made as they become available allowing Cambrai PS some unique opportunities.

## 11. Local Community

### General characteristics

- Cambrai is a small town with a population of less than 100 people. It is situated north-east of Adelaide, adjacent to the Marne River on the Murray Plains, with the principle industries being livestock, cereal and turf farming.

- Cambrai, once characterised as a community of farmers, has changed over the years to include people who commute to larger centres for employment or have moved here to access housing on smaller rural holdings.
  - The town has a post office/general store, Red Cross shop, a church, town hall, garage, swimming pool and council chambers. It offers a range of social and traditional sporting opportunities.
  - Sedan offers fuel, hotel and a supermarket only 10km down the road.
  - A doctor visits once a month. Bookings are made through the Mt Pleasant Medical clinic.
  - Employment opportunities in the immediate area are usually related to agriculture.

#### Parent and community involvement

- The school has a very strong community partnership with 'It takes a Village to raise a child' approach. The PCW is very active in the school community and has initiated a 'Community Hub' that offers a range of supports for student families and the broader community.
- Foodbank supplies food for the breakfast club, which runs every morning.
- Food hampers are delivered to any families who request them.
- Parents and the community are strongly supportive of the school.
  - Support takes a number of forms, including Governing Council and its sub-committees, task groups, volunteering in the community library, canteen, Meldanda property or nursery, helping in classrooms and on excursions or mentoring individual students.

#### Other local care and educational facilities

- **Playgroup** meets on the school site on Wednesday mornings each week. This is operated by a qualified Early Childhood Worker.
- **Occasional Care** is available Wednesday afternoons. This is very popular for parents to use as respite and is staffed by the playgroup Early Childhood Worker.

#### Local Government body

- Mid Murray District Council at Mannum. Phone: 8569 0100.

#### Further Comments

- Cambrai Primary School has been featured on the Department of Education's website for the programs it offers and its focus on the whole child.
- It has been called '[the best classroom in Australia](#)'
- We believe we can offer broad learning experiences which build future-focused and lifelong learners with a strong sense of community, self-worth and confidence in their ability to achieve their dreams.