Cambrai Area School & Preschool
Annual Report 2013

School Name: Cambrai Area School  School Number: 0747
Principal: Paul Paulenas  Region: Murray and Mallee
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 57 students R-10, with a Preschool of twelve children. Index of Disadvantage: Level 2. School Card: 51%. Students with Disabilities: 12%. Aboriginal: 3%

Report from Governing Council

2013 has certainly been a busy year for the Governing Council. We have a small but dedicated governing body who all hold the best interests of Cambrai Area School at heart. Personally I would like to thank each and every one of them for their commitment and tireless effort to help achieve the best possible outcomes for our school. As Chairperson, I really appreciate the help and support that they give me in my role on the Council.

Just a very quick recap of the year. Unfortunately we have had to disband the Special Events Committee due to members being dedicated elsewhere, but I would like to thank and congratulate the teachers for taking over the running of Grandparents’ and Special Friends’ Day. From the reports, I have heard it was another great success. It is a wonderful tradition that has started at the school and I am sure that it will go from strength-to-strength.

After many years of dedicated service our wonderful Canteen Manager, Marilyn Baker retired from her role (she still continues at the school as an SSO). Amanda Williams stepped up to fill Marilyn’s expert shoes and we have been so grateful for the many countless hours (most of them volunteer) that Amanda has put into serving the students and staff at the school healthy and nutritious meals and snacks. Thank you for all your work Amanda and to the very small group of volunteers who have helped.

We have had another wonderful year of fundraising thanks to the efforts of Fiona McGorman, Renee Schultz and Barb Endersby. The time and energy that these ladies dedicate to raising much-needed funds for our school is greatly appreciated. Over the next few years, you will hopefully notice some changes around the school that will be a direct result of their work and also that of the many generous people who have donated and supported them along the way. If you ever have any ideas for improvements in the school or where you see a need for extra money to be spent, please do not hesitate to give us your ideas.

This year also saw big things happening at Meldanda, from the property becoming a TV star to the windy and dusty but wonderful visit of all the surrounding schools. Our school has been very blessed to be bequeathed this wonderful property, but unfortunately it does take time and money to run it. Thank you to the Meldanda Committee and the many volunteers who have made the property what it is today. Hopefully, in the coming years, we will see it grow as it continues to provide our students with a unique style of learning that we are very privileged to have.

The end of this year sees the retirement of our Principal, Mr Paul Paulenas. On behalf of the Governing Council, I would like to thank you for your 11 years of service to our school. Your passion for our school and for Meldanda over the years has helped it become the wonderful school that it is today.

Next year Cambrai Area School will have the first female Principal in its history. I wish Ms Jan Love every success in her time with us.

Lastly I would like to thank all the teachers, SSO’s, grounds-people, library staff, administration staff, CPSW, volunteers and anyone else who helped Cambrai Area School to be the success that it is today. I feel we have a school that the students and community can be proud of.
Annual Report 2013

Anna Burgemeister
Chairperson – Cambrai Area School Governing Council Inc
**CAMBRAI PRESCHOOL**

**Enrolments & Destinations Post-Preschool**

**Enrolments**

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<thead>
<tr>
<th>Term</th>
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<tr>
<td>Term 1, 2013</td>
<td>14</td>
<td>2 to Cambrai Area School</td>
</tr>
<tr>
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<td>12</td>
<td>5 to Cambrai Area School</td>
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<tr>
<td>Term 3, 2013</td>
<td>6</td>
<td>1 to Mannum Community College, 1 to interstate Government School</td>
</tr>
<tr>
<td>Term 4, 2013</td>
<td>4</td>
<td>4 to Cambrai Area School</td>
</tr>
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</table>

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

- Shared Play for one lesson once a week for Preschoolers with the Reception and 1/2 class
- Interaction during recess and lunch breaks in the Junior Playground
- Attendance and, at times, participation in whole school assemblies
- Involvement in whole school activities (e.g. tree planting at Meldanda, Book Week, Fun Run, Grandparents' Day, SRC Activities, CPSW Seminars, CAS Sports Day)

**Performance of Children**

- During 2013, the following number of children qualified for intervention from Specialist Support Services with speech programmes: Term 1, 3; Term 2, 4; Term 3, 1; Term 4, 1.
- 90% attendance at CYHS health assessments for 4 year olds.
- 50% attendance at Parent/Teacher Interviews in Term 2.
- 85% attendance of families at “Meet & Greet” evening.

**Attendance**

Throughout 2013 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.
Strategies for improvement for Cambrai Preschool after analysis of
75% (3/4) response to Opinion Surveys,

- Seek parent feedback about educational resources and materials
- Canvas for representation on Governing Council

Cambrai Preschool has embedded a process of sharing information with families by providing

- Informal “Meet & Greet” evening
- term overview newsletters
- fortnightly outlines of activities
- formal interview opportunities
- end of term summaries
- distribution of Development Folders each term
- Orientation Afternoon
- information on various aspects of Early Years Learning Framework
- Summative Report at completion of 4 terms in Preschool
- regular reports at Governing Council

Governing Council – Achievements and Highlights

- Cambrai Area School Governing Council Inc. meetings now include a separate agenda for Cambrai Preschool business

Quality Improvement Plan Achievements in 2013

1: EDUCATIONAL PROGRAM AND PRACTICE

Achieved in Area 1.2: The program for each child takes into account their strengths, capabilities, culture, interests and experiences.

1.2.3 Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children’s learning.

At Cambrai Preschool (CPS), a consistent process of recording observations, and linking them to the program, has been developed

1.2.4 Critical reflection and evaluation of children’s learning and development, both as individuals and in groups, is used as a primary source of information for planning and to improve the effectiveness of the program and teaching strategies.

At CPS, staff have developed a programming & planning process and have access to the documented plan throughout each day
2: CHILDREN’S HEALTH AND SAFETY

Achieved in Area 2.1: Each child’s health is promoted

2.1.1 Each child’s health needs are supported

At CPS, each child’s health needs are supported through development, review and documentation of relevant policies.

2.1.2 Each child’s comfort is provided for

At CPS, facilities have been provided to make nappy changing safe.

3: PHYSICAL ENVIRONMENT

Achieved in Area 3.1: The design and location of the premises is appropriate for the operation of a service

3.1.4 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use and interaction between indoor and outdoor space.

At the CPS, a ramp has been erected to allow for disabled access to the Preschool Room via an adjoining classroom.

Achieved in Area 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.

The Preschool has been successful in gaining a grant from OPAL to plant a vegetable garden.

6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES

Achieved in Area 6.1: Respectful and supportive relationships with families are developed and maintained

6.1.2 Families have opportunities and support to be involved in the program and in service activities

The celebration at the beginning of the year, “Meet & Greet” and the end of year “Graduation” were enthusiastically attended.

7: LEADERSHIP AND SERVICE MANAGEMENT

Achieved in Area 7.3: Management and administration systems enable the effective provision of a quality service

7.3.2 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

Several educators shared in the development of policy documentation.
CAMBRAI AREA SCHOOL

LITERACY FOCUS

• Improved achievement in writing and reading comprehension

Projected Outcomes for 2013

1. Writing coherence is achieved by developing a whole school approach re expectations
2. Non-fiction reading, writing and comprehension provide a major focus
3. All Year 6-10 staff explicitly teach the reading and writing in their curriculum areas
4. Establish an agreed high standards and expectations for learner achievement in reading and writing
5. Entrench literacy assessment processes which are consistent, rigorous and inclusive
6. Teachers connect with colleagues at other sites to share practice in the explicit teaching of Literacy in their special area

Targets

1. 66% of Year 9, 7 & 5 students achieve M or U (mid or upper range) progress in NAPLAN Reading
2. 85% of students Yrs 3 – 10 who have been at Cambrai Area School for twelve months demonstrate significant progress in reading, spelling and comprehension through annual Probe and Westwood tests
3. 100% of students R - 3 who have been at Cambrai Area School for twelve months demonstrate significant progress in Running Records
4. All staff across the curriculum are able to demonstrate that they explicitly plan for and teach literacy

Coordinator’s Comments re Process

Improved achievement in writing and reading comprehension

Key Strategies:

That Reading Comprehension improvement is achieved by developing a whole school approach re expectations:

Whole of staff training occurred to develop:

- An understanding of how the brain learns to read and the implications for literacy learning
- An understanding of how the brain of a student with a Specific Learning Difficulty (ie dyslexia) learns and the implications for learning resulting from these processing difficulties
- An understanding of how best to teach students with Specific Learning Difficulties (ie dyslexia); components of a lesson and strategies to incorporate into classroom practice. This training was conducted, together with Angaston Primary School, by international presenter Neil MacKay

That all Year 6-10 staff explicitly teach the reading and writing in their curriculum areas
The school’s T & D schedule has allowed teachers to attend ‘master classes’, dealing with aspects of written language and reading that they may not have mastered in the past.

- A focus on phonological awareness in the Preschool
- Training of Junior Primary SSOs in the use of the Jolly Phonics program and the Multiliteracy Program for supporting individual students
- Training of all SSOs in reading comprehension strategies

Non-fiction reading, writing and reading comprehension provide a major focus

- All teachers’ programs and assessment plans were required to include at least one non-fiction writing opportunity per subject Yrs 2-10
- Visual ‘hand plans’ were introduced to Year 3 to 8 students to support them with exposition writing
- NAPLAN marking criteria were used with students to assist them with understanding the expectations of the exposition genre
- Students were explicitly teaching of the key components of reading comprehension

Entrench literacy assessment processes which are consistent, rigorous and inclusive

- Introduction of the PAT literacy assessments
- Training of SSO staff to use the Probe reading comprehension activities to support the development of reading comprehension commencing work at the level determined by the Probe testing results
- Staff training concerning the need for longer time for assessments for students with learning difficulties

**PRINCIPAL’S COMMENT ON ‘THE BIGGER PICTURE’ CONFIRMED BY THE DATA**

In 2013, the school was fortunate in having the services of Mrs Janice McPhail as our Junior School and Literacy Coordinator. Mrs McPhail is a recognised specialist in students with learning difficulties in literacy, with detailed knowledge in dyslexia. Sadly for us, she has accepted a role as an ambassador for dyslexia education, which will see her visiting and supporting teachers, students and parents in South Australian schools. Mrs McPhail did a lot of work supporting our students with literacy problems across the school from Reception to Year 10. The number of students at Cambrai Area School with some degree of dyslexia is large and this is borne out by the results in the testing of Literacy, using a broad range of testing mechanisms.

As a result of the testing, we are able to assign students to what we refer to as ‘waves’. We tested 41 students across the board from Yr 1 – 10. It was found that 18 students are able to operate at Wave 1 (they can work in a regular class at the regular level, with the need for only minimal intervention). Wave 2 students (ten in this category) manage well in a regular class if they are able to access support from teachers or SSOs to clarify and explain gaps in their learning. Wave 3 students are those who require more than occasional support and are unable to work successfully at their class’s level. Within the thirteen students identified are those with specific learning needs, but also those with a disrupted education, resulting from the family needing to move residences (and therefore change schools) on a fairly regular basis or very irregular attendance by children. It is essential that parents take the responsibility to maximize their children’s attendance at school. Every day lost, is a day that impacts on a child’s ability to maintain skills at or above the level expected for their age.

**STUDENT LITERACY OUTCOMES**

**LITERACY WAVES**

- **Wave 1:** 18 students
- **Wave 2:** 10 students
- **Wave 3:** 13 students

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Janice McPhail

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Paul Paulenas
Student Improvement in Reading (2011-2013) Yrs 5, 7, 9

Although the NAPLAN refers to this section as Reading, it is in fact a Reading and Comprehension test. Improvement can only be gauged for students in Year 5, 7 and 9 in this test, as no comparisons can be made for Year 3 students. All CAS students in Yrs 3, 5, 7 and 9 sat for the NAPLAN tests, including those with special learning needs. As such students find it difficult to read text, it is not surprising to find that they also find it extremely difficult to make sense of what they are trying to read, let alone be able to answer specific questions about the text. Fifteen students sat for the test in Years 5, 7, 9. Five scored high improvement, five scored satisfactory improvement and five scored low or no improvement. This meant that we were ‘spot on’ with achieving our 2013 target of 66% of students achieving satisfactory improvement or better.

SCORES AGAINST THE NATIONAL AVERAGE

Reading

Writing

Spelling

Grammar and Punctuation
The scores against the national average demonstrate that, even when we eliminate special needs students, there are still a considerable number of children who are scoring below the national average. In examining these children individually, it becomes clear that they are the ones who have had their education interrupted in one way or another. It emphasises the fact that playing ‘catch up’ is a very tough (but not impossible) task. Many students succeed in catching up with the academic standards expected at their year level, through a combination of goodwill, positive attitude, staff support and lots of parent support and encouragement. As has been the case in previous years, our most solid performance is in reading, which has always had a central focus at CAS.

**PROBE TESTING**

**Improvement 2012-2013 (Yrs 3 – 10)**

**Reading Age (Yrs 3 – 10)**

Pro **be Reading** is different from **NAPLAN** Reading, as it doesn’t test comprehension, but is a one-on-one test of a student’s ability to read concisely and with a quality flow. This test has been conducted on all students (including those with special learning needs) from Year 3 to Year 10. The Improvement results represent students from Yr 4 – 10 who were at the school and tested in 2012 and 2013. It is very clear that our students have put in a lot of effort. The red zone on the graph represents those who have improved according to expectation (12 months improvement in reading over a 12 month period). Those in the blue zone represent those whose improvement was greater than 12 months over the 12 month period. Overall, a massive 85% of our students improved their results, over the twelve month period by twelve months or greater.

In terms of reading age being the same or better than children’s chronological age, we have a different story. Even with the special needs students (24%) withdrawn from the figures, only 45% are at or above their expected reading level for their age. However, the rates of improvement are so encouraging that, with the current persistence by students, we can be sure to find this percentage climbing ever higher over forthcoming years. We are on a track to real success.

**WESTWOOD SPELLING**

**Improvement 2012-2013 (Yrs 3 - 10)**

**Spelling Age (Yrs 1 - 10)**

The improvements in Spelling have been even higher with 92% of students improving by twelve months or more over a twelve month period. However (with special needs students not included) 53% of students are at or above their correct age spelling standard.
**PAT READING**

(Yrs 1 – 10)

*PAT Reading* is similar to *NAPLAN* as it measures students’ ability to not only read, but also to understand and interpret information. All students (including special needs) were tested. Raw figures show that, of 48 students who sat the test, ten were above their chronological age, nine were at their chronological age and nineteen interpreted information at a level lower than would be anticipated for their age. As 2013 was the first year we had used the *PAT* online reading test, we were unable to provide any comparative data.

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**Running Records**

*SA Early Years Literacy Program Running Records 2013 Term 3*

Running Records are maintained for all children in the Junior Primary. These measure students’ reading skills in Years 1 and 2. As a guide, children who have completed twelve months in Reception should be reading at levels 8 or 9; at the completion of Year 1, they should be levels 18-20 and at the conclusion of Year 2, they should be at levels 28-30.

In both the Year 1 and 2 data sets, we can see that we have a cohort of students finding reading difficult (in Year 1, this is a particularly high percentage), very few in between and then a number at the top end. We can already see that there needs to be a lot of support put behind those children who are struggling during the early stages of their school career. Parents please ask teachers how you can assist and encourage your child in the improvement process.

**Recommendations**
Improvement data shows that CAS is very much going in the right direction to support students in literacy development. Our targets for 2013 were realistic and were achieved. Three main recommendations are made:

1. Maximise expenditure in continuing to support student literacy in the school. Direct as much school, State and Federal money towards this cause as possible, so that students in Wave 3 and Wave 2 are fully supported to maintain a rapid improvement.

2. Many parents do not take their share of the responsibility for the education of their young ones through keeping students home from school when unnecessary and not taking enough of an interest, or giving the support needed at home. The students who are doing well are those whose parents are taking positive measures to encourage their children’s success.

3. Teachers need to more explicitly teach reading for understanding. This involves deeper level thinking and exploration of text by constantly challenging students with the ‘whys’ and ‘wherefores’. Being able to read fluently is a major step, but reading for effective understanding of text is the ultimate goal.

**NUMERACY FOCUS**

- Improved achievement in numeracy, aligned with the expectations of the Australian Curriculum

**Projected Outcomes for 2013**

1. There is a strong focus on numeracy in the Year levels R-5, with frequent use of real world applications.

2. The focus in Years 6-10 is on mathematical skills and applications, and problem-solving and using mathematics in real life situations.

3. Data from NAPLAN and PAT-M is calibrated and analysed, with key problem areas becoming the focus of classroom and one-on-one intervention strategies.

4. Internal assessment processes are used in classrooms to allow teachers to gauge ongoing mastery of mathematical and numerical concepts by students.

5. Staff connect with school and cluster colleagues to share ideas on how to best utilise mathematical and numerical concepts in their particular teaching areas.

**Targets**

1. 70% of Year 9, 7 & 5 students achieve M or U level (mid or upper range) progress in NAPLAN Numeracy.

2. 80% of students from Years 1-10, who have been at Cambrai Area School for twelve months, demonstrate at or above expected growth in PAT-M testing.

3. All staff, across the curriculum, demonstrate how they have included mathematical and/or numerical skills in their programming and made their use an explicit part of student learning.
Improved achievement in whole of school numeracy

A strong focus on numeracy, with frequent use of real world applications

- The life skills of mathematics and problem-solving skills have been a focus
- This is being used as a means by which to support numeracy development and improving engagement levels
- The aim is that students see and use numeracy as a imperative life skill, rather than simply as a school subject
- Regular briefings and discussions were held during staff meetings
- Record sheets were prepared for teachers to complete, based on integration of numeracy within the broad curriculum and the use ‘real world’ mathematical challenges
- A whole-of-staff recording table produced and posted in the staff room, so that all teachers became publicly accountable in meeting the objectives of this focus – well-supported

Data from NAPLAN and PAT-M is calibrated and analysed, with key problem areas becoming the focus of classroom and one-on-one intervention strategies

- The collection and rigorous analysis of data (using NAPLAN results) allowed for the identification of the key areas that students across our school need to focus on.
- Our analysis of the NAPLAN data was shared amongst the staff, resulting in the conclusion that more time and money needs to be invested into the development and use of internal diagnostic tools
- Following an inquiry into tools available, PAT Maths was recommended as the most useful testing mechanism at this time
- As a result, the school invested in online testing of students from Yrs R – 10 in 2013
- The first round of PAT Maths testing occurred in Term 4, 2013 and results were analysed
- From 2014 onwards, it is intended that all students will complete the test twice a year, six months apart.

Staff connect with school and cluster colleagues to share ideas on how to best utilise mathematical and numerical concepts in their particular teaching areas

- As part of both the site and regional focus, a strong emphasis was placed on learning area integration (interdisciplinary learning), as well as real world Mathematics
- Cluster schools met on a regular basis and valuable sharing of ideas and strategies have impacted on teacher knowledge and classroom pedagogy as it related to the teaching and support of numeracy principles and practices

A comment on resources

- In the last term of 2013, a numeracy resources audit was conducted; all kits were sorted through and we recommendations for replenishment and updating of numeracy boxes in the teacher storage area were prepared
- An application for additional funds to replenish numeracy-based resources will be submitted to the Finance Committee

Mathew Rotolo & James Murray
STUDENT NUMERACY OUTCOMES

NUMERACY WAVES

Wave 1  16 students
Wave 2  11 students
Wave 3  14 students

NAPLAN NUMERACY (Yrs 5, 7, 9)

Student Improvement (2011-13) (Yrs 5,7,9)  Scores Against the National Average (Yrs 3,5,7,9)

Our NAPLAN numeracy results indicate that 80% of our students improved their results at a medium or high level, which is well above the 70% target set. However, we still have a long way to go to bring the majority of our students up to the state average. Again, they have shown a will and a capacity to work consistently to achieve personal improvement.

PAT MATHS (Yrs 1 – 10)

The results in PAT Maths are strikingly similar to the NAPLAN national average comparison. Put together the above chronological age and at chronological age are pretty close to the same number of students as are above the national average. No improvement data is available until Pat Maths is in its second year of operation (2014).

Recommendations

1. The processes already undertaken by the numeracy managers should be continued, in particular the concept of applying numeracy skills to real life applications. A large percentage of Cambrai Area School students possess strong kinesthetic skills and the more they can associate their learning with practical applications (and the more they practise such applications, the stronger will be their understanding of mathematical concepts.
2. Teaching resources for numeracy should be maximized, so that students are exposed to a great variety of mathematical applications. In particular, hands-on learning should be further encouraged.

COMMUNITY FOCUS

- A broader cross-section of people from the community is involved in the life of the school

Projected Outcome for 2013

A strategic campaign is developed to encourage members of the community to volunteer their services in areas of need, particularly to support:

a. the 125th anniversary of education in Cambrai
b. the opening of the Meldanda site for visits from other schools

Target

A 25% increase in community members volunteering to support Cambrai Area School and its projects

Comments re Process & Outcomes

A strategic campaign is developed to encourage members of the community to volunteer their services to support the 125th anniversary of education in Cambrai

- At its meeting in Term 1, the Cambrai Area School Governing Council Inc made the decision not to pursue the 125th anniversary celebration
- It was felt that this was not an anniversary particular to Cambrai Area School (it celebrates schooling within the town) and could set a cumbersome precedent for the future
- The school and the community were already planning for a number of large functions for 2013 and this could be stretching goodwill a bit too far

A strategic campaign is developed to encourage members of the community to volunteer their services to support the opening of the Meldanda site for visits from other schools

- In order to ensure the success of the opening of Meldanda, it was decided to extend the reach beyond the immediate school community to take in a broader range of support
- Support was gained from:
  a. School staff and students, parents, supporters from the Cambrai community
  b. Services available through the Mid Murray Council
  c. Eight neighbouring schools – particularly leadership staff
  d. Two Lions clubs and local ambulance service
  e. Personnel appointed through a successful Artists-in-Schools application (not voluntary)
- The Meldanda Opening Celebration was well-organised and heralded as a complete success, with over 500 students participating on the day
- We have come to a better understanding of the resources and support available through the broader community
- The target of 25% additional volunteers was easily exceeded
Annual Report 2013

The changing nature of volunteers and Meldanda

- The retiring principal had the vision and was the guiding ‘headlights’ for the first eleven years of the Meldanda development
- The Governing Council and Meldanda Committee were handed the reins in Term 4, 2013 and encouraged to establish the future directions of the site
- The two bodies met and have begun the process of preparing Meldanda for paying campers in 2014

Recommendations

1. Community focus should no longer appear on the Site Plan, but that school the community maintains a positive headset with regards to volunteerism and encourages all those with an interest in the school play an role in its future development. The more people who show that they care about our students, their environment and their futures, the more positive will become their outlooks on live – just because others cared for them.

Enrolment

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Our enrolments continue to fluctuate at Cambrai Area School, with the default position being 60 + or – 5 students. At the beginning of 2013, we are experiencing a growth phase with substantial numbers in Years R-5.

Attendance

Cambrai Area School Attendance Rate Summary

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Client Opinion

Following ten years of data collection by means of questionnaire (quantitative data), the outgoing Principal, in Term 4, 20013, interviewed randomly-selected students and parents and the entire staff of Cambrai Area School, in order to be able to offer a narrative of the current situation at the school (qualitative data). Participants were asked to respond to three broad questions: What do you like about CAS? What are areas for improvement at CAS? What ideas do you have for the ongoing development of CAS? It was suggested that they might like to comment on some or all of the following: curriculum, pedagogy, discipline, relationships, leadership quality, perception of staff, grounds and infrastructure. This method offers the opportunity to gauge the reasons for impressions people have of various aspects of the way in which the school operates and enables us to gather solid data on how the school’s stakeholders would like see the school progress into the future.

Students’ and Parents’ Survey Results and Observations

Twenty-four of our clients were interviewed, with a breakdown of 60% students and 40% parents. It was found that many of the same perceptions arose within both groups. In order to prevent too much replication, the client feedback is being presented as a single cohort. The same ideas are not repeated in this study, even though a number of people may have made very similar comments. The comments under each heading are presented as they were offered in the interviews (although there is a slight change in wording, in some cases, to clarify the ideas being expressed).

Client Affirmations

General

- In the past eleven years the school has done nothing but improve in all areas
- Everyone’s approachable and happy, both teachers and SSOs
- This is a clean school and there are always improvements happening – the school recognises when changes are required and is prepared to consult people when planning a change
- All my kids are happy and love this school

Learning Opportunities

- Have had the opportunity to observe primary classroom teaching – it can’t be faulted – organised, disciplined, respectful
- Smart boards and technology (multiple media) involvement is great – this represents the future and many kids are involved with this
- When students say they can’t do something, the teachers push them to try – the teachers are understanding and understand why some things might be difficult for you
- I am very happy with class sizes, in particular, the way the Receptions were separated from the Yr1-2s – doing this has made a huge positive difference, as the receptions have the opportunity to build on their fundamentals by themselves, without disruption from older students
- It is good to see the students involved in Mathletics because it gets them excited about Maths
- Teachers offer us an individual level of attention – they recognise me as an individual – I guess less numbers means more one-on-one for each kid
- Besides helping students well, teachers also communicate very well with parents, keeping them aware of what is happening with their children
- Teachers here focus on learning a lot – they stick to the task that needs to be done
- The teachers are really good because they actually teach stuff, rather than just leaving students to do it on their own
Curriculum

- Having a LOTE in a small school such as Cambrai is great – I would not necessarily have expected it
- If they even had Environmental Science at other schools, they couldn’t do as much as we can here at Meldanda – they couldn’t get as close to nature
- External opportunities are fantastic – there are so many extracurricular action, which allows kids to mingle with other local schools and other experiences

Students

- In the many years I have been involved with the school (10+), the students have continued to gradually improve in behaviour, manners and outlook – so much better than they used to be
- I like most of the students who I hang out with and am a lot happier than I was at my last school – overall, the kids are okay
- My friends are really cool – they’re really nice – they talk in a friendly way to other people – overall, I’d give a 7/10 for behaviour in the school because there’s not so much naughtiness
- A few of the students can be a bit rude and go too far, but, in general, I see them as polite, smiley, happy to make you feel welcome (come up to you) – this can vary a bit from day-to-day, though
- They help one another and show a good understanding of other kids’ needs – fairly generous
- The kids have got better in our school – the bad ones have moved and the ones with issues have improved – there’s not nearly as much swearing as there used to be
- Kids can vary from class to class – I have a positive feeling about everyone in my class because they have a positive attitude – it’s very different with the upper class
- Most of the students are a good bunch – pretty outgoing and polite and have a good outlook on life – the majority are very honest

Health and Wellbeing

- We have a great canteen that offers a great variety of healthy eating options
- The Breakfast Club is very good for providing for children who don’t have a decent breakfast – a good example to their schools
- The teachers are wonderful – they care about the kids and things work well because this is a smaller school
- The teachers are really nice – they help you and, whenever you are sad they comfort you – they are good role models
- Teachers ask about how things are going – they genuinely want to know about me
- Our teachers are great – they meet the children’s needs and are approachable and friendly
- Having a small school is great for the Primaries – they get individual attention and, as a result, JPs starting school are not overwhelmed by the experience
- The school makes a very special effort for kids with issues – I should know, because I have been in this situation
- The way in which the Christian Pastoral Support Worker interacts with both students and parents is appreciated so much
- I like the rapport that I see not just between teachers and students, but also between teachers and teachers – it is valuable
- Teacher chasey is a great way for students and teachers to interact and it has the benefit of keeping the yard clean
- I feel safe in our school – there are, at the moment, no kids I feel threatened by
- Our class is really good because all the kids feel comfortable to hang around with one another and when new kids come in, everyone hangs out with them and makes them feel welcome
- It seems to me that the teachers at CAS are here to help mould students into decent people
Behaviour Support

- Most of the teachers treat me pretty fair – we don’t get sent straight up to the office and teachers are fairly consistent with the way they treat everyone
- We appreciate the way teachers and school leaders take the time to phone or text and let us know when there is a behaviour issue and what could be done to help find a solution
- Poorer behaviour stands out because of the smallness of the school – things are obvious which might not even be noticed in a big school
- The teachers are very tolerant with when we are doing stuff, before giving us Reflection Room, for example
- If you treat the teachers the right way, they’ll treat you the right way

Community

- Opportunities for community involvement such as Meldanda, Breakfast Club – encouraging more people to come in
- There is a real personalisation between staff and parents – I can walk into the yard happily because all staff know me by name, who my children are and are totally approachable
- Community mentoring is brilliant and has made a huge difference to my kids (who are involved)
- We have noticed how visitors are impressed with the look of the school, with the Japanese Garden being a highlight

Facilities

- The school looks green and fresh – the upkeep of the green areas is excellent; nice and shady
- The school is always clean and neat and anything that is broken is immediately fixed
- The colour-coordination of the buildings is good – the old transportable have been well-maintained
- Like all the gardens – the grounds are really well kept up
- The gardens are good because they don’t make the school look so dull
- The sporting section is good – there is a broad range of equipment and good grounds – students can pick what they are good at and be encouraged
- It’s great to have the brand new Library building – I love it
- Vines, grasses, gardens are effective
- The oval size is great compared with other schools with small student populations
- The small (JP/Preschool) playground is safe and secure
- I love the bird cage (never seen a school with a cage before and I like birds)
- The birds are beautiful – students know all the species and how the birds develop – when they are hatching etc
- The birds are lovely, especially Rocco
- Both the caged birds and the chooks give students responsibilities – it’s something different
- People really notice the Japanese Garden when they come into the school
- The water feature in the garden is great – it gives a lift to a dry environment
- We all put our work into it to make it happen, as well as cleaning up etc
- I like the Japanese Garden because I like sitting on the rocks etc., being near the pond and under the tree
- I remember when the garden was just a big patch of earth and its great that students got to be involved in its design and building
Meldanda

• Is encouraging children to think about the environment and how things grow and develop
• Gives kids an extra avenue of developing interpersonal skills – more involvement with the community and conservationists
• It offers the opportunity to really appreciate what is around them
• Having a campsite at Meldanda is a great idea because it offers an opportunity for the school to raise more income
• In the past, students have had the opportunity to develop practical skills, particularly in construction
• Meldanda offers more scope than a school farm
• Great having Meldanda – we can help with the environment, do science projects – a great place for activities
• I enjoy the special activities at Meldanda, like Tree Planting Day, Grandparent’s Day and the Fun Run – it’s great to go and have some fresh air
• Meldanda’s like a great big outdoors’ classroom – I like doing stuff like orienteering
• Meldanda is amazing – it’s great for kids to be closer to the earth and learn about survival – it fills in a gap not covered by academic education

Opportunities for Improvement and Recommendations

General

• I would like to see some way where we can encourage more students to come to our school from other places, so that we have more kids at each year level and more competition
• Bring back Year 12

Learning Opportunities

• The respect demonstrated for classroom teachers is not always seen with relief teachers
• Classroom routines can be very specific and suits the teacher and students, but can be very difficult for TRTs
• Perhaps teachers should provide instructions on class’s SBM for TRTs, so that they are very clear on how class arrangements work
• When SSOs are in class, they could be more focused on a small group
• Some relief teachers give activities to fill in time, rather than focus on the learning we are supposed to be doing

Curriculum

• Would like to see children being offered opportunities in music, dance choir
• Students could be involved a lot more in horticulture (nursery, school garden, vegetable plots) and the teaching of Agriculture
• It would be great to see Primary students having the opportunity to have cooking days – a good number of parents would come in and give support

Students

• Undisciplined behaviour by a few overstimulated children can cause a lot of disruption for other students in the class and this impacts on how much work they can get done
• I don’t like some of the students because some of the talk of the older ones can be very racist and some of the little kids follow me (female student) around and can be very clingy
• I get really annoyed with the amount of time we waste, having to wait for students who are mucking around before we can get onto our work
Health and Wellbeing

• The whole school could be more food-focussed and what is appropriate for children to eat
• Maybe have soup days etc – a combined effort for celebrations, rather than children bringing in poor food choices
• Secondary students may well need broader horizons – more choice and more competition
• Some teachers are a little blind about what is really going on – they notice general behaviour and mood swings in students, but don’t concentrate enough on taking the time out to have a one-to-one relationship with the students as individuals, especially those that they haven’t really got to know

Behaviour Support

• Bullying is still occurring and I have the sense that some children are allowed to get away with it more than others because of their personal situations
• Seems to be a few too many middle school students wandering around, especially upper primaries
• Sometimes, certain people get picked on a bit too much – then you find that those being bullied turn into bullies themselves

Community

• There could be more awareness of offering some form of individual personal thanks for volunteers, when they have put in a great job
• With the way things are currently set up, money raised through fundraising in a given year is not expended until the next financial year – can funds be used more immediately, so that volunteers and students can see an outcome for their efforts?

Facilities

• Some buildings are outdated – I’d like to see toilets being modernised
• It would be great if younger students could be more involved with the maintenance of the grounds and perhaps even having garden patches
• Plant more trees, especially at the dried end of the oval
• I think it would be nice to have a cherry blossom mural on the back of the lunch shed to tie in with the Japanese Garden
• The tennis courts have been neglected – lines need to be repainted
• The current Japanese classroom is looking very run-down against the high quality of the rest of the school – something needs to be done to improve its appearance
• I’m a bit bothered that the modern look of the new library is beginning to make the school look too ‘citified’ – this is the country!
• More shelter in the JP/Preschool area – an idea would be a sail over the amphitheatre
• There is quite a bit of rubbish when you walk around in out-of-the-way places like along the fences and in the bushes
• The grassed area in the bus turnaround could do with some work (grass and trees) – it has the potential of being something really nice that is facing out onto the main street
• There is a real issue with the swings, as the height is a problem for smaller children – can swings be erected in the JP/Preschool playground?
• The gear in the shed in the Junior Playground is not used nearly as much as it could be - can it be made more available?
• I would like to see the playground extended (maybe a see-saw etc) and some shade over the older kids’ playground area
• I’d like to see something happen at the end of the oval – a bike track would be good
• Where the cricket pitches are, make a play area
• There is a social inclusion issue – unless students are into football, cricket, tennis or netball, there seems nothing much for them to do during recess and lunch
• I’d like to see more play stuff like a pyramid climber with ropes and a four-way see-saw
• Some of the things you can’t do are really annoying, like not being allowed to get on top of the monkey bars or playing with cricket balls

Meldanda

• It’s great how Meldanda’s going ahead, but I’d like to see it being used a lot more for classes

Recommendations

The following recommendations have been developed as a result of parent and student consultation:

1. Staff Responsibilities re the Classroom:
   a. A clear set of guidelines is developed for use by TRTs, including expectations with regard to the completion of work set by the absent teacher and dealing with classroom discipline
   b. If a teacher has his/her particular classroom routines and practices, these must be clearly explained on paper and given to every teacher who works in that class, be it NIT or TRT

2. Curriculum
   a. Investigate the future roles of The Arts and Agriculture in the school curriculum, with a view to broadening the offerings
   b. Investigate the possibility of children being introduced to cooking at a younger age

3. Student Behaviour Support
   a. Develop a program of modelling and practising appropriate behavior for children whose behavior is disallowing other class members at least an acceptable opportunity to engage in their schoolwork
   b. The early school years and adolescence are currently (2013) where the classroom behaviours of a few key individuals are unacceptable

4. Grounds:
   a. Lines be re-marked on the tennis/basketball courts
   b. The green area of the bus-turnaround is beautified
   c. Consideration be given to further developing the JP Playground, including shelter, use of shed-stored equipment and additional permanent playground equipment
   d. Plans be developed for improving the far end of the oval

5. ‘Reasonable Risk’ in Relation to Play and Play Equipment
   a. A full school community discussion should be held on the vexed issue of what constitutes reasonable OHSW and duty of care when it comes to children’s safety at play and what can be regarded as ‘cotton-balling’ children to the extent that they are unable to develop self-confidence when it comes to any form of risk-taking
School Staff Survey Results and Observations

Twenty-two staff were interviewed and their perceptions are presented below

Staff Affirmations

General

• The school has gained a good name for itself in the community
• Grandparents and community give off a sense that they are responding very positively to CAS
• Student nos. are very steady, with few leaving for other schools and levels of complaints declining
• Personal teacher comments: “I am working somewhere I love”. “I love coming to work and the work itself”. “I enjoy this place – it's great!”
• The teaching staff is pretty good, dedicated – small turnover, which says a lot about the school

Learning Opportunities

• The school offers a huge amount of one-on-one support for students with special needs
• It offers fabulous opportunities with specialist teachers across all areas, which is not the case in many other schools
• Splitting the JP classes has worked very well – making it easier for teaching to be more focused on the individual student and more pleasurable for teachers
• There are small class sizes where students are getting a lot of one-one-one support
• CAS has a community/family atmosphere – result of the small size, which makes interactions more intimate
• With the smallness of the school, it is possible to get to know each of the students as an individual and to spend more time with them – students become more likely to confide in staff
• Staff are getting better and better at accommodating the individual child
• The staff works very hard to do what they can in terms of curriculum and extra-curricular to give students the best opportunities possible
• Meldanda is a huge positive – any other school would love to have such a great place

Student Behaviour

• General improvement in student behaviour – some naughty kids, but generally very nice
• Bullying has decreased and students are becoming more thoughtful about others
• The nature of our students have changed over time, so that we are able to talk to them more about themselves and their individual issues
• Students are not as messy as they were at times in the past – subtly caring for the school in their own way
• Reflection Room has worked effectively in getting students to think about their behaviours before they take actions

Staff Tone

• All staff enjoy sharing – a lot of reflecting on and sharing of practice
• Staff are supportive of each other – good teachers and ancillary staff who genuinely care about their students
• The staff is closer than ever – there is no sense of people just being numbers – we have a really good bunch of people
• There is no factional divisiveness amongst the staff
• SSO support has been excellent – our SSOs show initiative, a good rapport with the children, similar expectations and understanding of rules etc as the teachers
• Office staff are always very helpful and well-informed

Relationships

• Most of the students are friendly and outgoing towards staff and will give help to others whenever asked
• All teachers do teacher chasey, which says something about relationships of teachers who care about their students
• There was a highly positive vibe between of staff, children and parents involved in JP Sleepover

Community
• We have more interactive and supportive parents than we’ve had for quite some time
• Overall, we have a highly positive group of parents; even the ‘difficult’ parents have been much kind and more understanding this year
• The number of people volunteering in the various aspects of the school are amazing. We so much appreciate all of them

Facilities
• The grounds are fantastic (visually appealing and have a homely feel), with the whole school being well-maintained
• There is plenty of space for students, with a variety of facilities
• Nice place to work – it’s always clean and well-resourced
• I like the fact that buildings are grouped around a central space, which works well for the school
• There’s a lovely flow throughout the school
• The Japanese Garden is very popular with visitors and the oval always looks nice
• Love the birds and wildlife set-up
• The Library resources are excellent for staff and students - the new library is modern and kept interesting
• IT is heading in a positive direction – the internet connection has hugely improved, new server, new computers on the way
• There is a fully set up computer room, TS, Science lab etc, which primaries would not have access to
• The standard of classrooms is high, with blinds, new carpet, air conditioning and new desks in most rooms
• We have an assortment of equipment to use for a full range of activities and have sufficient funds annually to add to equipment as required

Staff Concerns and Opportunities for Improvement

General
• Has the time come to re-evaluate whether senior secondary schooling should play a role at CAS?
• Is the school signage adequate? Should there be more explicit signs and maps around the school to guide visitors?

Learning Opportunities
• Consideration should be given to giving CAS a higher profile as a rural school – Agriculture should be given more prominence, including such activities as shearing alpacas, lucerne farming, growing vegetables to sell at shop etc
• As National Curriculum in the Arts gets closer to being implemented, how is the school going to meet its obligations to provide students opportunities and experiences in the performing arts: dance, music, drama?
• Staff should develop a head-set to make a lot more use of the Meldanda property across the curriculum - consider the use of CAS students to give Meldanda tours to visiting students from other schools - confidence building and public speaking
• In the IT area, the school could do with more variety in software - there are not enough up-to-date programs in English and Maths, for example, and for most of the other subjects, there is no appropriate software at all

Pedagogy
• Some perceive a disparity between primary and middle school, in that differentiated learning is not carried all the way through
• Improved focus is needed in accommodating for the needs of NEP students
A spelling continuum be developed for JP and Primary students - there is currently some duplication in 3-5 of areas already covered in 1-2

We need to study other low SES schools that have been successful in lifting academic achievement in a big way – stories about schools in USA that have turned around unbelievably - involves curriculum content being fully appropriate for the clientele – need to study such achievements and practices involved

Finding a way to get a better ratio between time spent on curriculum and time school time spent on extracurricular activities – what process can be introduced to ensure an acceptable balance?

Student Behaviour

Consideration needs to be given by middle school teachers as to whether they are all 'on the same page' when it comes to dealing with our adolescents

Is there anything we can do better? Is there a need to develop closer alignment in expectations in both work standards and acceptable behaviour?

Do we have it in us to impact even more on developing positive habits for success amongst older disinclined students?

A number of teachers and SSOs have noted that there are staff who try to speak over students and get louder and louder, rather than monitoring behaviour, insisting on good manners and listening skills and choosing not speak over the top of rude and noisy students

Has the time come to re-evaluate the way in which pastoral care is delivered? – the Drumbeat program could be introduced Yrs 3-10 as part of a new direction

More work needs to be done on supporting students to recognise and appreciate the special things they have such as the Japanese Garden, Primary Playground and marked out games close by, Meldanda

SSOs are not always treated with the same respect as teachers - needs to be targeted more

Staff Tone

Teaching staff need to look more seriously at managing timelines – if they wish for help from support staff in preparation, sufficient time needs to be allocated for this

Wishful thinking, but would be great to have teachers and admin in one single building with office space and toilets

Our staff seem to be far too busy, with not enough time for teachers to relax and socialise - they need more time to do the things they need to do - should look at establishing a staff well-being team

How can the timetable accommodate middle school staff meetings? - need to have a day when all middle school teachers are at school on the same day, which is difficult with many staff being part-time

SSOs would appreciate having formal, shared T&D in literacy, rather than this being delivered to them one at a time as the need arises

Facilities

The JP and Primary playgrounds should be kept separated – JP children should not be going to the Primary playground

The JP playground needs further development – children need more activities to engage them, including their own natural play area

Keep in mind the development of the natural play area by the southern side of oval - what problems does the southern side of oval create for Duty of Care issues? – ease of properly supervising students amongst trees near Primary Playground or in the "backyard" area of the Oval House may be better (the trees here are strong enough to withstand treatment from children at play)

We need to look at wear and tear (e.g. a new mural should be considered for the back of the canteen shed, the old games court is looking very worn and is due for resurfacing and lines need to be repainted on tennis and basketball courts

In lieu of a gymnasium, is there some way we could have a roof over the tennis court or part thereof?

The Science Laboratory has become the most dated room in the school - refurbishment needed in terms of furnishings (benches, tables, demonstration area, safety wash and its drainage), lighting – this is becoming a matter of high priority

The Art/Science building is not colour-coordinated with rest of school - needs both external and internal paint jobs

The Computer Room desperately needs a Smart Board

Space is at a premium in this room, making it very difficult to move around, particularly between the chairs
Currently, the tables are too wide – there is a need to a revamp with narrower tables.

Due to poor wireless network at CAS, the use of school-allocated laptops by students has not been a success - far too much time has been wasted by students as they try unsuccessfully to log on.

As a result, there is the need to evaluate the appropriateness of purchasing laptops in the future, which are also creating issues with some of our interactive whiteboards.

SSOs are in desperate need of money being spent on literacy resources for them to use one-on-one with special needs students.

The Library is aiming to become as modern and true to present-day school and community requirements as possible.

We need to build in weaker areas such as audio books, adult non-fiction and non-fiction DVDs.

More taped books on CDs for students to help them to enjoy reading and learning through language and hearing the structure of the text.

More community activities and events would make the library more attractive and user-friendly to a broader range of the local population.

**Recommendations**

Following a detailed review of the above by the teaching staff, the following are the key recommendations:

1. **Pedagogy**:
   
   a. Staff and leadership and staff need to investigate the alignment of values and expectations in classrooms across the entire school – in reality, how variable are the pedagogy and behavior management between one teacher and the next?
   
   b. Teachers must individually consider their classroom practice, both in terms of work standards and behavioural expectations. Consideration needs to be given by teachers as to whether they are all ‘on the same page’ when it comes to dealing with our students - is there anything we can do better? Is there a need to develop closer alignment of expectations in both work standards and acceptable behaviour,

2. **Technology**:
   
   a. Computing Room – fund and purchase a quality Smart Board and tables for computers which are more appropriate and allow for ease of access along rows.
   
   b. Investigation and evaluation the most appropriate hardware to purchase for the future use of our school community, given the issues generated by combination of poor wireless network and the frustrations this causes with student and staff lap-tops.

3. **Play Areas**:

4. A clear determination should be made on whether the JP and Primary Playgrounds should be kept separated and JP children not use Primary Playground.

5. Should this determination be made, additional activities and/or equipment will be required for JP children, including their own natural play area.

6. **Science Laboratory**:
   
   a. The laboratory urgently requires refurbishment, including the purchase of appropriate furnishings (benches, tables, demonstration area, safety wash + its drainage), as well as an upgrade in lighting.
   
   b. The Art/Science building is long overdue for painting, both externally and internally.

7. **Gym/Assembly Hall**
   
   a. In lieu of the school not having a gym, conduct an investigation into the viability of providing some form of roofing over the tennis court or part thereof.
Teacher Qualifications

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

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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.

Workforce Composition including Indigenous staff

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FINANCIAL STATEMENT

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