Purpose
The purpose of Cambrai Area School is to provide a quality learning environment for the students of the Murray Plains in Years Preschool to 10. This encompasses continuous improvement in the development of student learning and well-being and support for them to become active members of the global community.

Vision
A positive learning community, which offers high quality, varied and appropriate educational opportunities for all learners and encourages care and respect for the environment.

We Value
Honesty     Integrity     Respect     Responsibility

Context
Cambrai is a small town with a population of less than 100 people, which is no longer characterised as simply a community of farmers. The population includes people who have moved here to access affordable housing on smaller rural holdings. Employment opportunities in the immediate area are very limited.
Cambrai Area School has a current population of 71 students R-10, with a Preschool of 10 children. Index of Disadvantage: Level 2. School Card: 61%. Students with Disabilities: 12%. Aboriginal: 3

Rationale
Our Site Plan spans three years and is reviewed and updated annually using findings from self review processes. This translates into a focus based on quality practices which will result in improved learning and health and well-being for all students and staff. It takes into account the DECD Strategic Directions 2012-16 and the Murray and Mallee Regional Priorities, as well as ECD Local partnerships and the Federal education agenda.
We believe that our improvement planning leads to a commitment to the develop quality skills in literacy and numeracy, as well as a focus on caring for self, the community and the environment.

Priorities
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<th>Key Priorities</th>
<th>Intended Outcomes</th>
<th>Key Strategies</th>
<th>Targets</th>
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| **Literacy** | • Improved achievement in writing and reading comprehension | • Preschool staff use the *Reflect, Respect, Relate* document to inform teaching practice and that its key elements also play a core role in managing transition from Preschool to Reception  
• Writing coherence is achieved by developing a whole school approach re expectations  
• Non-fiction reading, writing and comprehension provide a major focus  
• All Year 6-10 staff explicitly teach the reading and writing in their curriculum areas  
• Establish an agreed high standards and expectations for learner achievement in reading and writing  
• Entrench literacy assessment processes which are consistent, rigorous and inclusive  
• Teachers connect with colleagues at other sites to share practice in the explicit teaching of Literacy in their specialist area | • 66% of Year 9, 7 & 5 students achieve M or U (mid or upper range) progress in NAPLAN Reading  
• 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  
• 100% of students R - 3 who have been at Cambrai Area School for twelve months demonstrate significant progress in Running Records  
• All staff across the curriculum are able to demonstrate that they explicitly plan for and teach literacy |
| **Numeracy** | • Improved achievement in Numeracy in line with the expectations of the Australian Curriculum | • Preschool staff use the *Reflect, Respect, Relate* document to inform teaching practice and that its key elements also play a core role in managing transition from Preschool to Reception  
• There is a strong focus on numeracy in the Year levels R-5, with frequent use of real world applications  
• The focus in Years 6-10 is on mathematical skills and applications, and problem-solving and using mathematics in real life situations  
• 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  
• Internal assessment processes are used in classrooms to allow teachers to gauge ongoing mastery of mathematical and numerical concepts by students  
• Staff connect with school and cluster colleagues to share ideas on how to best utilise mathematical and numerical concepts in their particular teaching areas | • 70% of Year 9,7 & 5 students achieve M or U level (mid or upper range) progress in NAPLAN Numeracy  
• 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  
• 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 |
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| Positive Behaviour for Learning | • Planning for implementation in 2015 of whole school agreement and processes in relation to student behaviour learning | • Investigation of student behaviour data to ascertain the Behaviour Big 5 – Who, What, Where, When, Why problem behaviours are occurring.  
• Identification of replacement behaviours to be explicitly taught as part of school-wide system.  
• Review school values and restate as expectations  
• All staff are involved in Professional learning and coaching to further develop own skills in dealing with problem behaviours  
• Baseline behaviour data collected over the year to assist us to measure the effect of implementation in 2015  
• Completion of School-wide evaluation tool (SET) and Effective Behaviour Support Survey (EBS) to provide baseline for monitoring implementation  
• Development of school-wide recognition system for students demonstrating positive behaviour.  
• Establish a PBL Leadership Team that includes staff and community representation.  
• Review of Behaviour management Policy in line with PBL | By the end of 2014  
• 80% staff share a common understanding of what constitutes High and Low level problem behaviours and use a range of consistent strategies to address these in the classroom.  
• Baseline data collection is used to identify low and high level problem behaviours and areas of priority for action plan  
• 3-5 school-wide expectations decided upon  
• Replacement positive behaviours identified for explicit teaching  
• School Behaviour Matrix developed to show expected behaviour in cross school contexts  
• Recognition system for demonstration of positive behaviour is decided upon |