



SCHOOL CONTEXT STATEMENT

Updated April 2020

School number: 0704

School name: Cadell Primary School

School Profile:

Cadell Primary School is located 180km from the Adelaide GPO in a small rural community. The school is situated about 2km from the township of Cadell and is very much the 'heart' of the community. Community and school work closely together on projects such as 'The Harvest Festival' and signage and development of the entrance to the township. Groups such as the local CWA help with school programmes such as Bookweek activities.

Our motto has become "We May be Small, But We Are Strong"

Cadell Primary School has a strong focus on Literacy and Numeracy providing intervention programs for students. The school is very well resourced with IT equipment. Students and staff are well versed in many programs including iPad apps and Smartboard applications. Languages are enthusiastically learned by students and staff. Since 2016 students have been exposed to Indonesian.

All stakeholders reviewed and selected the school values of Persistence, Respect, Responsibility and Tolerance.

At Cadell Primary School our mission is to provide an educational programme that will develop in each student a passion and purpose for learning and a commitment to maximising his/her learning potential. At Cadell Primary we concentrate not only on "what to learn" but more on "how to learn".

Our aims for students are:

- to have a strong sense of self-confidence and self esteem
- to be optimistic about the future
- to be numerate and literate
- to be global citizens
- to be able to foresee possible problems and find solutions to them
- to establish and maintain a healthy lifestyle
- to be tolerant and respectful of other points of view
- to be confident to "have a go"
- to enjoy learning
- to experience success.

General information

- ☐ School Principal name: Rob Smyth
- ☐ Year of opening: 1922
- ☐ Postal Address: PMB 20, Waikerie SA 5330
- ☐ Location Address: 415 Cadell Valley Rd, Cadell SA 5321
- ☐ DECD Partnership: Waikerie
- ☐ Geographical location: 180km from Adelaide
- ☐ Telephone number: 85403291
- ☐ Fax Number: 85403317
- ☐ School website address: www.cadellps.sa.edu.au
- ☐ School e-mail address: dl.0704.info@schools.sa.edu.au
- ☐ Child Parent Centre (CPC) attached: Playcentre & Playgroup
- ☐ February FTE student enrolment:

	2017	2018	2019	2020
Reception	1.0	0.0	1.0	0.0
Year 1	2.0	1.0	0.0	0.0
Year 2	1.0	2.0	2.0	0.0
Year 3	2.0	0.0	2.0	2.0
Year 4	2.0	2.0	0.0	3.0
Year 5	3.0	1.0	2.0	0.0
Year 6	1.0	3.0	0.0	2.0
Year 7	1.0	0.0	3.0	0.0
TOTAL	13.0	9.0	10.0	7.0
July Total FTE Enrolment				
Male FTE	4.0	3.0	2.0	1.0
Female FTE	9.0	6.0	8.0	6.0
School Card Approval (%)	77%	91%	70%	28%
Non-English Speaking Background	2	2	2	4
Aboriginal FTE Enrolment	4	2	0	0

- Student enrolment trends: Enrolments have been declining over the last 18months due to moving out of the area

- Staffing numbers (as at February census):

Principal	1.0
Teacher	0.6
Teacher	0.4
Teacher	0.4
SSO's	56.00hrs/week
Cleaner	10.00hrs/week
Groundsman	6hrs/week

- Public transport access: None
- Special site arrangements:

Cadell Primary School is a member of the Riverland West Small Schools Network (RWSSN) consisting of Cadell, Morgan, and Blanchetown Primary Schools. This involves shared Professional Learning twice a term, Pupil Free Days, sharing resources and facilities, and Interaction Days based on different curriculum areas.

2. Students (and their welfare)

- General characteristics
 - : Cadell Primary School is a small school with a family atmosphere. The school draws students from families in the township and surrounding fruit blocks.
- Student well-being programs
 - : Play Is the Way is run across the school incorporating the language, RAFT lessons and games. The Child Protection Curriculum is taught. Students also participate in Nature Play, Brain Breaks, fitness and the Premiers Be Active and Reading Challenge.
- Student support offered
 - : The school funds extra SSO hours to ensure students receive extra support where needed.
- Student management
 - : The Student Behaviour Code is reviewed each year and negotiated between all stakeholders. The code emphasises the rights for everyone to learn in a safe supportive environment and be treated with respect. Everyone has the responsibility to ensure that the rights of all individuals are observed at all times.
- Student government
 - : Students at Cadell have a strong voice. School Leaders are elected at the beginning of each year. The School Leaders meet regularly to work on school based projects, discuss issues and to organise fundraising for charities. The School Leaders report at least once a semester to School Governing Council. Our School Leaders also interact with the School Leaders from the other RWSSN schools each term to improve their leadership and public speaking skills.
 - Whole school meetings are held twice a term and the agenda is usually set by the students. All students are in one of three committees each term to work on school projects.

- Special programmes

:**The Five Minute Box** is used with Reception/Yr 1 students daily to teach the alphabet.

Every student reads to an adult at least three times a week (**daily reading time**) **All** students have an **Individual Learning Plan** which is formulated by student, parents/caregivers and teachers. Goals are set and reviewed each term.

Progress with reading is monitored by regular **Running Records**, and **Fountas and Pinnell** testing.

Reception and Year 1 students receive additional support with their **Speech** program at least twice a week.

:**Quicksmart** is used to support students in numeracy, identifying students in years 3-7.

:Students participate in the **Premiers Reading Challenge** with usually 100% completion.

:Students participate in the **Premiers Be Active Challenge** with usually 100% completion.

:Students learn Indonesian as a second **language**.

:**Aboriginal Studies** is taught second term of each year covering topics such as Sustainability, Aboriginal Astronomy and Songlines.

Indigenous students are supported through their Individual Learning Plans with additional classroom support where needed.

3. Key School Policies

- In 2020 the Site Improvement Plan has focused on Reading Comprehension and Numeracy centring on problem solving. Targets for Reading in 2020 are
 - All R-3 students achieve the SEA in Running Records by September R – 5, Yr1 – 15, Yr2 – 21, and Yr3 - 30
 - By the end of term 3 all Yr 3-7 students to achieve the SEA for PAT – R Yr3 – 100, Yr4 – 110, Yr5 – 115, Yr6 – 120, and Yr7 - 124
 - All students to achieve expected growth.

Targets for Numeracy in 2020 are

- All Yr 3-7 students to achieve the SEA for PAT – M, Yr3 – 110, Yr4 – 115, Yr5 – 120, Yr6 – 124, and Yr7 - 125

All students to achieve expected growth.

The site has a large repertoire of policies in line with DECD, which are on the school website.

- Recent key outcomes:
 - Improved ICT skills of staff and students particularly iPads and personalised learning
 - Community involvement in events and learning activities.
 - Tracking student reading progress through Running Records testing and PAT-R
 - Reading Comprehension skills taught explicitly with data collection

- Students are using a variety of skills and strategies to learn new words through the spelling and vocabulary work
- The Five Minute Box ensures that all R/1 students explicitly learn sounds and use this in their reading
- Because the cohorts participating in NAPLaN are small we analyse individual student data to inform teaching and learning.

4. Curriculum

- Subject offerings:
The Australian Curriculum is used as the basis for teaching and learning with 'Teaching for Effective Learning' (TfEL) the way these are taught.
Information and Communication Technologies are a strong focus of the school with students receiving support and instruction through different subject areas.
- Indonesian is taught through Open Access College with face-to face visits once per term. The class teacher does the follow up lessons.
- The Premiers Reading Challenge is actively promoted across the school with great success. In the last three years there has been 100% participation.
- Literacy and Numeracy are a major part of our daily curriculum with 57% of teaching and learning time spent on developing skills, understanding processes and applying these to different areas of the curriculum.
- Physical Education is well supported with fitness, Brain Breaks and Play is the Way social games for 20 minutes each day, and specialist lessons provided by an HPI through the Sporting Schools grants.
- Special needs:
Students with disabilities are well supported through SSO time, the purchase of suitable resources and T&D of staff to ensure methodologies and practices meet student needs. There is a whole school approach to Intervention and Individual Learning Plans for each student.
- Special curriculum features:
Because we are a small school we are very conscious that our students need interactions with people from different backgrounds and circumstances to increase their confidence in social situations particularly for their transition to high school. Hence, several Interaction Days are organised each year based on different curricular areas with other local schools.
- Teaching methodology:
Staff work collaboratively on themes across the different curricular areas which are chosen for each term. Each term there are agreements on topics, specific skills, concepts and organisation.
A range of methodologies are used depending on prior knowledge and abilities and age of the students, learning styles and intended outcomes.
Each class (and Library) has an Interactive Whiteboard which is used extensively and staff keep themselves up-to-date with new tools, games or programs available. Similarly iPads have engaged and challenged students.
- Student assessment procedures and reporting
NAPLaN results and site test results (September but each term for Running Records) are recorded and analysed by staff to help set priorities for the following year.
- Reporting to Parents:

Acquaintance Night Term 1
Student/Teacher/Parent Interviews Term 1 Written
Report Term 2
Interviews by request Term 3
Written Report Term 4
Open Day/Evening terms 2 and 3

- Joint programmes:
Interaction Days and shared learning opportunities through the Riverland West Small Schools Network and The Riverland West Cluster.

5. Sporting Activities

Students participate in PE Days, PE lessons and a variety of sporting clinics and have access to a variety of sports equipment during play times.

Swimming instruction is provided through a series of lessons annually. In terms 1 and 4, students use the school pool for PE lessons. A Splash Carnival is held in term 1 at Waikerie Town Pool with students and staff from Blanchetown and Morgan Primary Schools.

At the end of term 1 Mid Murray Sports Day is held with a different host school each year. School participating are: Waikerie Lutheran School, Ramco Primary School, Blanchetown Primary School, Morgan Primary School and Cadell Primary School.

The School Governing Council and staff are committed to positively compensating for the students' rural isolation by organising excursions which expose students to new experiences based on the different curricular areas. This is making learning more authentic.

6. Other Co-Curricular Activities

School camps are offered on a regular basis.

The School Leaders organise fundraising activities, and ice blocks during the summer months at lunch time, and play time activities. Chosen charities benefit by these events. The annual Open Day/Biggest Morning Tea and End of Year School Concert are well supported by the local community.

Assemblies are held three times per term where students are rewarded for enacting our school values, achievements, reaching targets and completing 25 Reading nights. Students are able to show off their work to parents/caregivers and friends.

7. Staff (and their welfare)

- Staff profile
: A small enthusiastic staff with all members being very supportive of one another.
- Leadership structure
: Formal structure consists of a Principal.
Informally staff undertake leadership roles at various times and are active decision makers
- Staff support systems

Principal provides support. Outside agencies are used when necessary.

Teachers support one another and through the Riverland West Small Schools Network they get support from their peers from the other schools.

Professional Learning is encouraged especially those opportunities that support the Site Improvement Plan.

SSOs are greatly valued as part of our staff. They perform a myriad of tasks that ensure our school functions well and our students are well supported. There is a strong collegiality.

Social events during the year are well attended and this gives us the time to interact in a relaxed manner.

- **Performance Management**

In term 1 staff formulate their Performance Development Plans and these are discussed with the Principal. There are two aspects to the plans 1) personal development based on the Australian Professional Standards for Teachers and 2) activities that support the Site Improvement Plan.

During the year there are informal classroom visits and sharing amongst staff. There are also informal meeting to gauge levels of support and professional learning. Staff participate in coaching, peer observations and team teaching to improve levels of questioning to challenge our students' think.

The Performance Development Plans are reviewed in term 2 and 4 with documentation updated and achievements noted.

Meetings are held regularly with teaching and non-teaching staff where issues of concern can be discussed.

- **Staff utilisation policies**

Consultation exists in relation to class organisation, student placement and leadership arrangements. An Induction Folder and T drive folder support the induction process and are continually updated.

- **Access to special staff**

Regional agencies support Special Education, Guidance, Speech, Attendance, Social Worker and Behaviour Management. HPI and short term contract staff supplement the curriculum.

- **Other**

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8. Incentives, support and award conditions for Staff

- **Complexity placement points**

:nil

- **Isolation placement points**

:3.5

- **Shorter terms**

:N/A

- **Travelling time**

:2 hours from Adelaide

- Housing assistance
:Available in Waikerie
- Cash in lieu of removal allowance
:N/A
- Additional increment allowance :
- Designated schools benefits :
- Aboriginal/Anangu schools :
- Medical and dental treatment expenses
: Eligible for metropolitan expenses
- Locality allowances :
- Relocation assistance :
- Principal's telephone costs
:

9. School Facilities

- Buildings and grounds
The school consists of one stone building and three portables. These have recently been re-roofed. The stone building houses the Administration office, staff room, resource centre, Kitchen area and Principal's office. The library is also the Refuge in case of bushfire. The portables are used as classrooms and STEAM and a Play Centre for preschool age children.
The grounds have been upgraded with new irrigation and new fencing. The swimming pool has been upgraded.
- Heating and cooling
All rooms are air-conditioned.
- Specialist facilities and equipment
The Resource Centre has been upgraded with new shelving, an Interactive Whiteboard, and has been set up as a 'Reading for Fun' area with lounge furniture.
There is an iPad for each student and staff member. Students have daily access to ICT equipment. There is an 'Elmo' and Apple TVs so iPad work can appear on the Interactive Whiteboards.
The school has an inground swimming pool, which is available to the school community for after hours use in summer.
An outdoor teaching/learning annex adjoins the Play Centre building.
- Student facilities
Students have access to a school oval, grassed play areas, an undercover sandpit, extensive paved area, a large selection of sports equipment, and brightly coloured play equipment.
- Staff facilities
A large room is used as the staff room and SSO/teacher work area.
- Access for students and staff with disabilities
There is a ramp into the double classroom
- Access to bus transport
No public bus service. There are local bus companies which are hired for camps and excursions. A DECS bus takes secondary students to Waikerie High School

10. School Operations

- Decision making structures
Democratic decision making is practised through staff meetings, School Governing Council, School Leader meetings, whole school meetings, and Riverland West Small Network meetings.
- Regular publications
Cadell Primary School website is updated with the fortnightly school newsletter and photos of school activities.

The school newsletters are emailed, or sent home with the eldest student in the family each Wednesday

Notices and information are communicated to all staff through emails. Term and year planning are visible on the staffroom whiteboard.

Staff and Parent Handbooks are available.

Facebook, Class Communication Books or Diaries, and newsletters are used to inform parents/caregivers of upcoming events.

Contributions are made in the local newspaper, River News and monthly paper, BCM.

- Other communication
 :
- School financial position
 The school is in a good financial position.
- Special funding
 Rural and Isolated Students Index allowance

11. Local Community

□ General characteristics

The Cadell township is 35km from the nearest regional town of Waikerie and 13km from Morgan, the closest neighbouring town. There is a hardware store which acts as the local post office, and also serves food and fuel. The Cadell Community Club is well supported by locals and there is a Lawn Bowls club.

The Cadell Community and Tourism Association is very active and the school is involved with some projects this group has undertaken on, eg. The designing of an entrance to the township and the annual 'Harvest Festival'.

Local work mainly centres on fruit/vine blocks, so seasonal work is available picking fruit, cutting fruit for drying and cutting canes. Most fruit and vine work is automated. The Cadell Training Centre employs a cross-section of workers most of which commute to the area.

Some residents work in Waikerie but choose a small friendly community in which to live. It is generally a low socio-economic area.

- Parent and community involvement
 There is good involvement in school activities such as Bookweek, Mid Murray Sports Day and the Oscar W Fun Sports morning with the 'tug-o-war' challenge. The School Governing Council is very supportive.
- Feeder or destination schools
 Feeder schools are Morgan Kindy and Cadell Play Centre.
 Year 7 students usually go to Waikerie High School (DECD bus)
- Other local care and educational facilities
 The closest commercial centre is Waikerie where there is a hospital and Medical Centre.
- Commercial/industrial and shopping facilities :

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- Other local facilities
- The Graeme Claxton Reserve which is about a kilometre from the township on the banks of the Murray River has a barbecue, clean toilets and playground equipment for children. This is a short walk from the Cadell Wetlands.
- Availability of staff housing
Most housing is available in Waikerie.
- Accessibility
Private transport is necessary to access other towns or Adelaide.
- Local Government body
Mid Murray Council

12. Further Comments

More information is available on the school website which also has a link to the local community website.