

# Paracombe Primary School and Houghton Preschool

## 2018 annual report to the community



Government  
of South Australia

Department for Education

Paracombe Primary School Number: 327

Houghton Preschool Number: 1830

Partnership: Torrens Valley

Name of school principal:

Anne Rowe

Name of governing council chair:

Phil Jackson

Date of endorsement:

26 March

## Site context and highlights

In 2018 the Paracombe community welcomed: two new teachers, 7 new families and welcomed back a returning family. We had an end of year enrolment of 71 in the school and 8 in the preschool.

Our preschool is continuing the trend of having one year at half capacity and one year of over capacity with the 2019 enrolment currently sitting at 16.

Our playgroup continues to build in strength and has involved many new families in our Early Explorers program; in term 4 our numbers peaked at 28 participants.

Paracombe PS continues to work in partnership with Houghton Preschool (located 4km from Paracombe) whilst we await final funding clarification from the Department for Education.

The Preschool is able to maximise its rural setting and offers a unique Bush Kindy program called Endless Explorers. Paracombe equally enjoys its natural environment and inviting grounds. The community has high academic and social expectations of the school. This year we refreshed our commitment to vision and core values; through Community we thrive which underpins the work we do. Additionally in our preschool we invite each new cohort to share their beliefs through the weighting of text in our published philosophy. This can be found on our recently updated website.

2018 School Highlights included:

An External School Review, Involvement in a 3D Printer Project and Expo at Wayville Showgrounds, Sunshine Day, Interschool Sportsday with Gumeracha and Kersbrook Schools, Sports clinics in: Lacrosse, Basketball, Rugby, Hockey and Badminton;

Mylor Adventure Camp, Enterprise Day, Choir and soloist performances; Crows women and men's visits.

Students continued to access the Instrumental Music program through Lobethal Primary School supported by parent transport volunteers.

An energetic SSO team supported by an ever willing parent volunteer body facilitated: students' engagement and involvement in: Premiers Reading Challenge, R-7 Swimming Lessons, Linear Park Bike Ride, Mother's / Father's Day Stalls, involvement in various SAPSASA Sports and clinics.

Our End of Year Production at Glen Ewin Estate gave us the opportunity to showcase our Language work in German. We thank Joy Owen for her ongoing support in giving us this experience and to Glen Ewin for their sponsorship in providing this venue.

In 2018 Preschool supported lower enrolments with one teacher and one SSO (in consideration to isolation). As a part of our extended transition to school the Paracombe Junior Primary class spent time exploring with our Preschool children to build friendships and connections prior to their entry year. The Endless Explorers program continued to be highly engaging and promoted children's agency in guiding and determining learning opportunities.

It has been a source of frustration that internet connection has not yet been achieved but we are optimistic that this will be resolved early in 2019.

We have a very committed, caring and professional staff who enjoy working at both Houghton and Paracombe P.S. We are keen to be working on one site.

We appreciate the wonderful support from parents and community. This partnership helps to create a safe and supported school environment.

## Governing council report

### Paracombe Primary School Houghton Preschool Governing Council Chairperson's Annual Report Prepared for 2018-19 Annual Report

The 2018-19 Governing Council (GC) membership consisted of 16 parent representatives in addition to the principal and a staff representative. Parent representation from all 3 classes plus the Preschool provides a sound basis for making decisions for the future of our school community. Enrolments at the school continue to be strong with an end of year enrolment of 71 students at the school with a further 8 enrolled at the Houghton Preschool.

GC met 9 times with an average attendance of 12, resulting in a total of 232 person hours being spent in formal governing council meetings.

I would like to thank the school staff for all their effort and hard work throughout 2018, not just for the formal teaching but also for organising and running a wide variety of extra-curricular activities. The busy calendar of events contributes greatly to the school being such a fun place for our children to come and learn and plays a major role in the high attendance rates and success that Paracombe PS achieves.

Thanks also to the many parent and other volunteers who put in many hours of time through the year to assist in the running of the extra-curricular activities. Without the help of volunteers from our school community, these activities would not be possible.

2018 saw the Houghton Preschool continue to come under the umbrella of Paracombe PS. The strong relationship that has developed between Paracombe PS and the Houghton Preschool continues to grow with many of the Preschool students enrolling at Paracombe PS to further their education. I would like to thank the Preschool staff for all the time and effort that they have put into developing the Preschool and the programs it offers and for their outreach into the community to ensure the ongoing viability of the preschool.

In regard to the future of the Houghton Preschool and the proposal to establish a Preschool facility on an expanded Paracombe PS site, GC were advised by the Dept. of Education in May 2018 that the process to purchase land adjoining the existing school grounds to expand the site to assist in accommodating a new preschool facility had been unsuccessful. As a result, alternative options were explored in consultation with the department with the GC endorsing the option to redevelop the space around the existing Art Studio to accommodate a preschool facility and a work space that will fulfil the function of the art studio.

Amendments to the Paracombe PS GC Constitution were passed at the meeting held 30th Oct 2018. The key changes were to reflect that the School now includes Paracombe Primary School and Houghton Preschool and that the membership of GC must comprise a minimum of 6 members.

Some of the activities and highlights that GC have been involved with throughout 2018 are:

- External School Review
- 3D printer Project and Expo at Wayville Showgrounds
- Mother & Father Day Stalls
- Paracombe and Interschool Sports Days
- End of year concert at Glen Ewin

Philip Jackson  
Chairperson Governing Council for 2018  
Paracombe Primary School and Houghton Preschool

## Quality improvement planning (preschool)

Houghton Preschool focused on quality areas:

QA1 1.2.1 A team approach was established for a cohesive development of open questioning with children. The approach has been embedded into the teaching pedagogy of the educators with great benefits for the children. Children shared their learning with families through the floorbooks, individual wall displays and Learning Journey folders.

1.2.2 Paracombe Primary and Houghton Preschool shared some information regarding children's literacy learning during the year. This has highlighted the need to have designated times to meet and exchange thinking and learning across both sites. Rhyme was a strong focus during the year and children regularly used rhyme in their play as a result.

1.2.3 We critically reflected on our programming processes and shared our thinking with Dernancourt Kindergarten on an excursion to their site. From this exchange of thinking we developed a programming book with sections to cover children's spontaneous interest/play and documentation of program reflection. This has proved to be successful and provides the site with a sustainable cycle of programming.

1.3.3 Floorbooks, ILPs, children's learning through a slideshow per term and Learning Journey folders were all shared with families over the year with great success. Families engaged with their child at an Endless Explorers afternoon with positive connections to the preschool community.

QA2 2.2.2 Houghton Preschool and Paracombe Primary School have been proactive in establishing a new Fire Evacuation plan alongside with DfE personnel and made appropriate changes to Houghton site and processes.

QA3 3.2.3 Children considered possible ways to minimise our paper towel usage. After researching, brainstorming, children voted to use individual hand towels, linking to science, literacy, mathematical thinking and reducing our foot print on the environment.

QA5 5.2.1 The change in programming format allowed for children's thinking to be including on a daily basis. In depth inquiries are still limited due to no access to internet which is being dealt with through the DfE.

QA6 6.1.2 Houghton Preschool received positive verbal and written feedback from families regarding ILPs, Learning Journeys folder, floorbooks, individual displays and statement of learning reports.

6.1.3/7.1.1 Houghton Preschool reviewed the philosophy with families and now reflects children's, families and educators everyday learning.

6.2.3 Supported Nature Playgroup was established with an average of 15 families attending. The playgroup links in with the Preschool's Endless Explorers program and has increased our enrolment numbers for 2019.

Preschool to school transitions were planned and actioned throughout the year.

QA7 7.2.3 Regular performance development meetings occurred with plans actioned. We used the Teacher Rating Oral language and Literacy (TROLL) assessment tool under the heading of Language Use. The children were tracked at end of term 1 and term 3 most moved from level 1/2 to 3/4 and beyond.

Outcomes of the literacy program:

- Children naturally notice rhyme in conversations, stories and songs.

- Readily make their own scripts in role play

- Positive family involvement through Progressive Stories

- Experimenting with the written word

- Connecting to environmental print

- Children have increasingly accessed books more as the year has progressed

- Children have progressed through the 4 levels of the TROLL

## Improvement planning and outcomes (school)

Priorities : At Paracombe staff continued to reflect on and improve literacy and numeracy practices based on current research, and analysis of progression rates for individual students.

In 2018 the Back to Front Maths Small Schools Program and training, guided work in Mathematics.

In Literacy, work continued around planning and guiding reading at both entry and higher level bands. Data including: PAT - R & PAT- M (Yrs 1-7), Running Records, NAPLAN Yr 3,5 & 7 as well as staff individual data was used to plan and program student goals. As per our Targets staff reviewed and planned programs that tracked SEA, Higher Band attainment and Higher Band retention.

Staff collated a central data base to map progression rates for individuals. Staff shared student work samples across sites as part of formal moderation processes. Progression rates were a focus with each cohort making gains.

Monitoring and closer investigation was instigated for some students who had yet to continue through the higher bands.

Teachers looked closely at PAT teacher resources to work out the next steps for individual students and teaching points for cohorts.

Collaborative moderation work commenced in 2018 with Kersbrook Primary school in Maths.

Portfolios in mathematics across the year were collected to gain common understanding of work around A-E grading.

Students' creative and active engagement was particularly fostered through involvement in 3D Printing Project and work with Guided Technology. We were fortunate to have 3 staff attend training through STEM500 funding.

STEM work was delivered as a specialist STEM NIT program and students R-7 engaged in hands on creative workshops.

Wellbeing opportunities were supported formally through the engagement of a coach and a Youth Worker Student. An External School Review conducted in May 2018 indicated support for our planning processes and in particular provided three directions that we have considered in our planning.

"Paracombe Primary School is well-placed to build on their success as a positive teaching and learning community with a strong focus on improving student achievement.

The Principal will work with the Education Director to implement the following directions:

1. Implement pedagogical change with a focus on high expectations, engagement and intellectual challenge and the incorporation of opportunities for students to negotiate the learning.
2. Use evidence of learning, formative assessment strategies and diagnostic analysis of student achievement data to support learning design, and differentiated learning for all students.
3. Implement a strategic approach to building teacher capacity, based on high-quality professional learning, classroom collaboration, high expectations, and professional accountability.

Based on the school's current performance, Paracombe Primary School will be externally reviewed again in 2022."

In 2019 our new Site Improvement Model has guided our review with increased achievement in Writing, Numeracy and Reading as our goals. Underpinning this work will be attention to teachers' knowledge growth around formative assessment and guiding students to be strongly involved in guiding and acknowledging their learning.

We work within the Department for Education's commitment to building a World Class System.

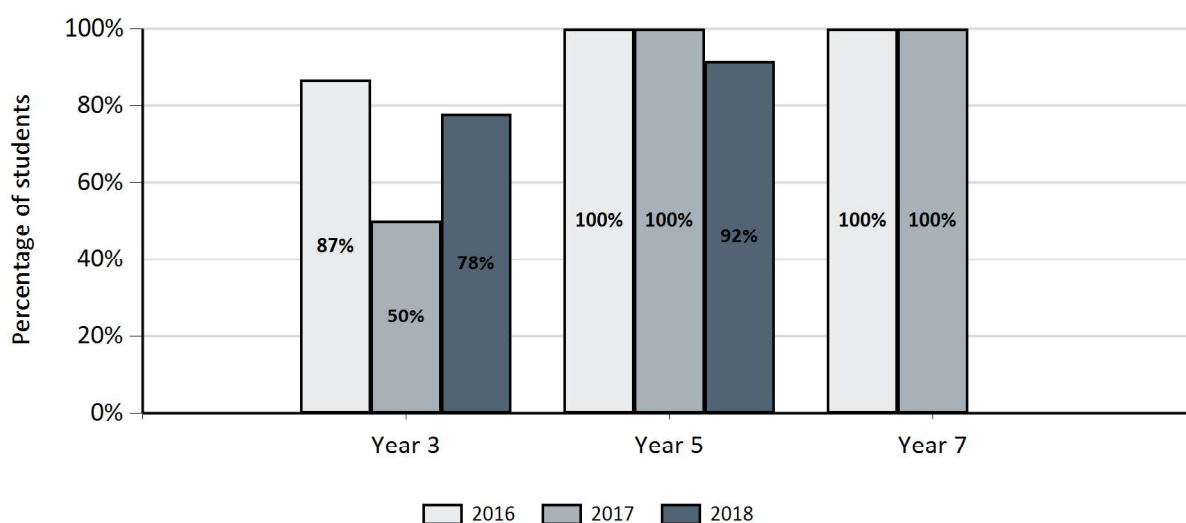
In 2019 -2021 we are tracking individual cohorts of students to monitor their targeted improvements.

## Performance summary

### NAPLAN proficiency

The Department's Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the Department's SEA for Reading and Numeracy.

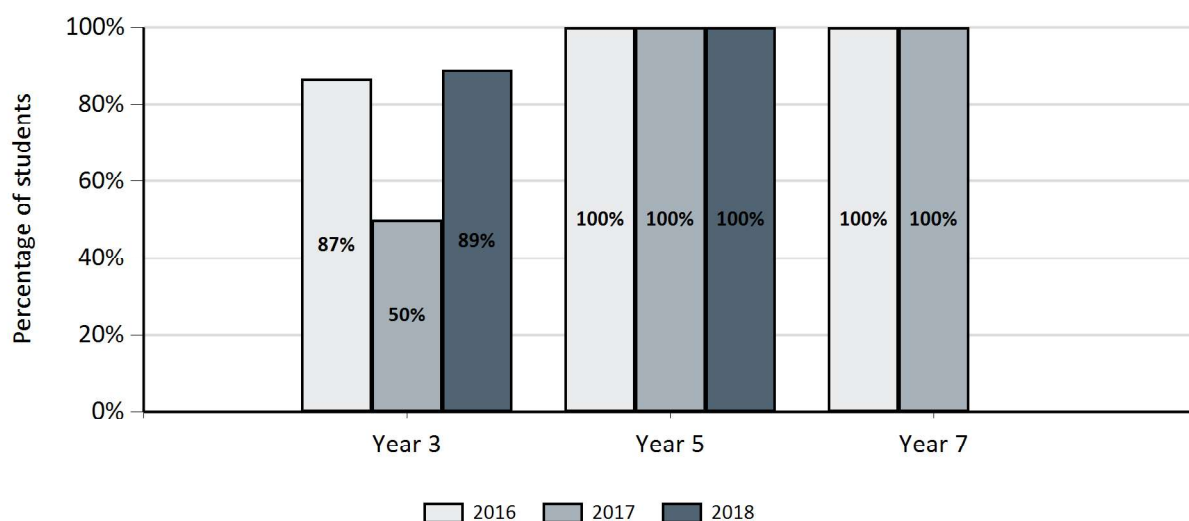
#### Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

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

#### Numeracy



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

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

## NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	60%	*	25%
Middle progress group	30%	*	50%
Lower progress group	10%	*	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	30%	*	25%
Middle progress group	60%	*	50%
Lower progress group	10%	*	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	9	9	4	4	44%	44%
Year 3 2016-18 average	10.0	10.0	4.3	2.7	43%	27%
Year 5 2018	12	12	7	3	58%	25%
Year 5 2016-18 average	9.0	9.0	5.7	3.7	63%	41%
Year 7 2018	*	*	*	*	*	*
Year 7 2016-18 average	6.3	6.3	2.7	3.3	42%	53%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

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

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

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

## School performance comment

90% of our students achieved middle to upper progress in both Reading and Numeracy as a rate of progression from Year 3 to Year 5 NAPLAN.

Running Records collection and Year One Phonics review indicate that 75% of our Year Ones were at or above SEA and 72% of our Year Twos were at or above SEA.

NAPLAN writing achievement indicated in Year 3 89% and Year 5 92% and Year 7 100% of students met the National Minimum Standard. We are conscious that the transition to online writing will continue to be a transition focus for targeted teaching in order for our students to consistently achieve in higher bands.

As a school that has fewer than 20 students eligible to sit NAPLAN at each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance year to year. Staff are monitoring individual progression closely.

In 2018 staff are focusing on pathways to higher bands for all students with an initial focus on providing supported reading through the higher levels.

Students' achievement continues to be strong. With small cohorts at each year level our reviews need to focus on individual growth and Higher Band achievement and retention rather than Year level comparisons.

### NAPLAN

Within our Year 3 cohort three students achieved in the Higher Bands in both Reading and Numeracy.

Achievement against the Standard of Educational Achievement: Yr. 3 Reading 78%

Achievement against the Standard of Educational Achievement: Yr. 3 Numeracy 89%

Achievement against the Standard of Educational Achievement: Yr. 3 Writing 66% (National Minimum Standard 89%)

Within our Year 5 cohort three students achieved in the higher bands in both Reading and Numeracy and 8 making Upper progress.

Achievement against the Standard of Educational Achievement: Yr. 5 Reading 92%

Achievement against the Standard of Educational Achievement: Yr. 5 Numeracy 100%

Achievement against the Standard of Educational Achievement: Yr. 5 Writing 92%

Within our Year 7 cohort two students achieved in the higher bands in Reading and Numeracy with three making Upper progress.

Achievement against the Standard of Educational Achievement: Yr. 7 Reading 100%

Achievement against the Standard of Educational Achievement: Yr. 7 Numeracy 100%

Achievement against the Standard of Educational Achievement: Yr. 7 Writing 80% (National Minimum Standard 100%)

## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	89.0%	97.1%	90.4%	90.5%
2016 centre	95.6%	80.0%	80.9%	72.5%
2017 centre	92.9%	88.2%	93.8%	91.3%
2018 centre	100.0%	96.0%	96.0%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the Department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

## School attendance

Year level	2015	2016	2017	2018
Reception	92.2%	93.0%	94.4%	95.2%
Year 1	95.7%	93.2%	93.1%	95.7%
Year 2	91.3%	94.1%	95.5%	95.0%
Year 3	91.3%	94.1%	95.4%	94.4%
Year 4	95.6%	95.7%	89.1%	95.9%
Year 5	93.3%	94.6%	97.6%	96.3%
Year 6	92.9%	94.9%	96.8%	96.4%
Year 7	95.8%	94.8%	95.3%	94.9%
Total	93.3%	94.3%	93.9%	95.5%

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

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

## Attendance comment

Strong attendance continues to be achieved in both Preschool and School.  
Staff and Families communicate to eliminate unexplained absences.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	14	14	15	15
2016	9	9	10	10
2017	17	17	16	16
2018	8	8	8	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool enrolment comment

Our preschool is continuing the trend of having one year at half capacity and one year of over capacity with our 2019 enrolment currently sitting at 16.  
Some family movement meant we had a 2018 enrolment of 8.

Our Playgroup continues to build in strength and has involved many new families in our Early Explorers program; in term 4 2018 our numbers peaked at 28 participants.

## School behaviour management comment

High Behavioural expectations continue to be supported by students, families and staff.  
Our unique size and location support this.  
Wellbeing coaching is accessed in response to varying cohorts as needed.

## Client opinion summary

Our Parent Opinion Surveys were re-issued in paper form to maximise respondent participation.

Houghton Preschool:

7 surveys returned out of a possible 8.

Families were very supportive of the preschool program, environment and opportunities for Nature Play. A comment indicated an uncertainty over how progress was measured. Involvement and reciprocal communication to families continues to be of high priority.

Paracombe School

Parents: A total of 17 families completed the survey.

Of the responses received they were generally in the Strongly Agree or Agree categories and were supportive.

Families were supportive of the opportunities their children received at Paracombe with room for growth around communicating learning intentions and individual pathways.

Commentary indicated room for growth around communication in general.

Staff are now accessing Class Dojo and where possible notes and additional communication is sent via Konnective.

It is pleasing to note that some families are now making responses via Konnective.

## Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0204 - Kersbrook Primary School	0.0%	7.0%	0.0%
0327 - Paracombe Primary School	71.0%	69.0%	85.0%
8385 - Saint David's Parish School	0.0%	7.0%	0.0%
8411 - Torrens Valley Christian School	0.0%	7.0%	0.0%
8439 - Tyndale Christian School	14.0%	0.0%	0.0%
9115 - Prescott Primary Northern	14.0%	7.0%	14.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

## Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	30.0%
Transfer to SA Govt School	7	70.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Destination comment

Six children attending Houghton Preschool enrolled at Paracombe in 2018.  
Four students at Paracombe left to attend Private Schools in preparation for High School in future years.  
Two younger students left to join siblings at private High Schools.  
One left to attend a public school nearer to home and five students completed year 7 and moved to a Public High School.

## Relevant history screening

The site monitors and complies with changes to DCSI clearance procedures and requirements.  
A data base has been set up and maintained to ensure that relevant volunteers have been approved through DCSI screening process.

## Teacher qualifications and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	8
Post Graduate Qualifications	3

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.6	0.0	1.7
Persons	0	6	0	3

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

## Financial Statement

Funding Source	Amount
Grants: State	\$934620
Grants: Commonwealth	\$3400
Parent Contributions	\$29977
Fund Raising	\$1826
Other	\$8621

# 2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Additional SSO and teacher time used to promote engagement and wellbeing of children and families.	
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support		

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

## 2018 school annual report: Tier 2 funding report\*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	Additional SSO support was sourced to support small group and individual targeted work.	
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> <p>First language maintenance and development</p> <p>Students taking alternative pathways</p> <p>Students with learning difficulties</p> <p>grant</p>	Additional SSO support was sourced to support small group and individual targeted work. The School Invested in a lexiled reading program Literacy Pro and Initialit to support individual literacy pathways	
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Additional SSO support was sourced to support small group and individual targeted work.	
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	A Wellbeing consultant was engaged to provide training across the school.	