

# SCHOOL CONTEXT STATEMENT

Updated: May 2018

**School Name: PARACOMBE PRIMARY SCHOOL in partnership  
with Houghton Preschool**

**School Number: 0327**  
**Preschool Number: 1830**

## 1. General Information

### Part A

School Name : PARACOMBE PRIMARY SCHOOL  
School No. : 0327 Courier : Paracombe P.S.  
Principal : Anne Rowe  
Postal Address : 4 Harvey Road Paracombe 5132  
Location Address : 4 Harvey Road Paracombe 5132  
District : Adelaide Hills  
Distance from GPO: 30 kms  
Phone No. : 08 83805216 Fax No. : 08 83805620  
CPC attached : Yes at Houghton (5km away)  
School Website address: [www.paracombps.sa.edu.au](http://www.paracombps.sa.edu.au)  
School Email address: [dl.0327.info@schools.sa.edu.au](mailto:dl.0327.info@schools.sa.edu.au)

FTE Enrolment May 2018

Primary

	2016	2017	2018
Preschool	10	17	8
Reception	11	7	11
Year 1	8	9	8
Year 2	6	8	10
Year 3	16	6	9
Year 4	7	14	7
Year 5	9	6	12
Year 6	9	5	6
Year 7	7	7	5
<b>TOTAL R-7</b>	<b>73</b>	<b>62</b>	<b>68</b>

R-7 Totals 2018 :

Male FTE 32  
Female FTE 36  
School Card Approvals (Persons) 12  
NESB Total (Persons) 0  
Aboriginal FTE Enrolment 0

## **Part B**

School e-mail address:

dl.0327.info@schools.sa.edu.au

Staffing numbers: The school supports

5.6 teaching staff including the Principal and .6 Preschool teacher

50 SSO hours (1 curriculum SSO and a finance officer/front office)

5 hours specialist SSO support for students on 'One Plans'

10 hours per week, grounds person

OHSC - None at this time. The closest OHSC are at Tea Tree Gully, Kersbrook and Gumeracha schools.

Enrolment trends

Numbers have remained in the 60s - low 70s over the past 5 years.

Special arrangements

Paracombe is working collaboratively in the Torrens Valley Partnership and complete a lot of staff training & development in teams to support site / partnership / DECD priority developments. Leadership support is a strong focus.

Paracombe manages the Houghton Preschool that currently operates on 2 extended days, 7.5 hour days.

Year of opening : The school first opened in 1910.

A new building opened in 1981. The school is contained within one brick structure with 3 classrooms, an activity area, shared kitchen, library, staff room and mezzanine resource storage area. Verandahs shelter 3 sides of the building. Leafy grounds with trees offering excellent shade. A number of shade structures are also in place.

Public transport access

None

## **2. Students (and their welfare)**

General characteristics

Students generally live in the local Paracombe area, with several families travelling from Inglewood, Houghton & Hermitage. Recent changes to school card eligibility increasing % of school card recipients currently 18%.

DECD support systems are accessed as required. SSOs provide additional support for identified 'One Plan' students. Parental support with music, reading and cooking happens regularly.

Student Wellbeing Programs

The school provides wellbeing coaches and specialist support through .05 funding allocation.

Student management : The school has a behaviour code that supports behaviour education rather than management.

Students negotiate class rules and all classes have a positive system of behaviour management. Yard behaviour is supported through a reflective repair process. The school generally enjoys a student body that is supportive of one another. Serious behaviour incidents are rare.

#### Student government

Class meetings are conducted, raising issues, discussing ideas and student driven initiatives. Students have many opportunities to develop leadership and active citizenship through: organising enterprise activities for particular projects, environmental programs, organising assemblies and presentations to the wider school community, and collaborating with whole school decision-making. Elected student sport captains and a student sports committee organise and run their own sports day.

#### Special programs currently supported

- Choir - Public Primary Schools Music Festival.
- Chess
- SAPSASA Sports (Various)
- Sporting Schools Programs
- Instrumental Music through Lobethal Primary School
- Community Performance at Glen Ewin Estate
- 3D Printing Project

### **3. Key School Policies**

#### Vision Statement

At Paracombe School we aim to provide a solid foundation where students learn and develop skills in a unique, small, friendly and caring environment.

Students are actively encouraged to strive for excellence and take pride in their accomplishments, building feelings of security and self esteem. Teachers are committed to identify and build upon students' talents to successfully prepare them for the future.

#### Recent key outcomes

Staff and students value high achievement and look for opportunities to integrate STEM across the curriculum. (Students undertook a whole school walkathon to support the introduction of 3D printing in 2017).

#### Site Learning Plan

The following areas have been identified for 2018.

- Literacy
- Numeracy
- STEM
- Wellbeing

Site Improvement Plan 2018 (see separate document).

## 4. Curriculum

### Subject offerings

Australian Curriculum guides our 8 areas of study in an integrated approach. Our chosen language is currently German (supported by a class teacher).

### Learning support

Flexible teacher and SSO support target goals for individual students.

A combination of explicit teaching, open-ended problem solving and student centred learning is encouraged. Student-initiated curriculum is encouraged. All classes are composite and the combinations vary according to enrolments. Class structure in 2018: R-1 = 19 students, 2-4 = 26 students and 5-7 = 23 students.

### Assessment procedures and reporting

Australian Curriculum provide the basis for assessing learning outcomes.

- Term 1 provides acquaintance night for parents with information sharing and informal discussion.
- Term 2 written reports parent / teacher interviews.
- Term 3 optional parent / teacher interviews.
- Term 4 comprehensive written reports.

All teachers at varying intervals send an overview of each term's work and work samples home.

Interviews are available on request at any time.

NAPLAN Tests – Students are participating in Naplan Online testing in 2018.

PAT Testing in Numeracy and Reading is conducted Years 1-7.

Joint programs are supported through cross-age tutors and whole school activities (Harmony Day, science and Book Week).

IT is a teaching tool and computers are integrated into all classrooms and shared areas. Children are able to access computers from any classroom and they are in constant use.

## 5. Sporting Activities

- The school has a strong affiliation with SAPSASA. Yr.4-7 students can participate in swimming, tennis, basketball, netball and athletics carnivals.
- Interschool Sports Day with small schools from the Torrens Valley Cluster in Term 3. Paracombe Sports Day held in term 1.
- Swimming lessons for whole school at Tea Tree Gully Waterworld in term 1.
- We currently access a different team sport each term through Sporting Schools Funding.

## **6. Other Co-Curricular Activities**

An end of year performance is held at a local venue and all students R-7 are involved in this special community event.

Upper primary students (Yr. 5-7) are involved in a school camp experience every year.

## **7. Staff (and their welfare)**

### **Staff profile**

Current teaching staff have been at the school between 1 to 16 years. All are required to teach composite classes. Three teachers are in their first few years of teaching and three staff have been at the school for a number of years and are very experienced teachers.

### **Leadership structure: Principal 1.0**

All staff participate in decision-making. Teachers need to take on extensive responsibilities as the staff is small.

Principal teaches up to 0.3 FTE across all classes as required (including the preschool located at Houghton).

### **Staff support systems**

All classrooms have SSO support.

### **Performance Management / Site Priorities**

Staff meet with principal each term to discuss goals, curriculum and student issues.

Each staff member has a performance plan to support development and change, utilising the DECD performance management process.

Teachers are also members of Partnership Professional Learning Communities (PLCs) to support collaborative moderation of curriculum delivery.

### **Staff utilisation policies**

All staff members support a PAC and make decisions ensuring that the needs of students / staff / school are met. Staff are consulted widely.

### **Access to special staff**

Our district office at Para Hills provides support staff that are available on request.

### **Other**

Small class sizes are supported.

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

Not applicable

## **9. School Facilities**

**Buildings and grounds :** The school was rebuilt in 1980 in a modern, brick construction which contains all 3 teaching areas, offices, staff room, activity area, resource / library and kitchen. Separate Art, Science and Sports Sheds. Our grounds are well maintained in a quiet rural setting. The school has a tennis / netball court and a medium sized oval area. The school had a new library extension which was completed in 2010 as part of the Building Education Revolution. Consultation has been ongoing with regards to relocating Houghton Preschool to the Paracombe site.

**Heating / Cooling**

Reverse cycle air conditioning and heating throughout all of the school.

**Access for students and staff with disabilities**

The main building is on one level, except for teacher resources on a mezzanine level. A new wheelchair access ramp was installed in 2010.

**Access to bus transport**

Students travel to school using parent transport bicycle or catch the school bus that caters for up to 31 students.

**Other**

Changing local and volunteer arrangements support. Special school lunches as there is no school canteen, ice-blocks and drinks are sold during some lunch times in terms 1 & 4.

## **10. School Operations**

**Decision making structures**

The following processes provide for school decision-making:

Governing Council, staff meetings, student class meetings, assemblies and PAC (all staff).

**Regular publications**

Fortnightly newsletters, regular classroom newsletters.

**Other communication**

School web site [www.paracombps.sa.edu.au](http://www.paracombps.sa.edu.au)

We are currently exploring update communication pathways.

The school is in a sound financial position.

Governing Council is strong - 18 members in 2018 and meets twice per term.

## **11. Local Community**

### General characteristics

Paracombe has surrounding apple orchards and vineyards. Many parents commute to Adelaide and suburbs in a wide range of careers.

### Parent and community involvement

There is a high level of parent involvement at Paracombe. Informal contact with parents is the norm. Parents value the learning that their children receive and seek to participate in school activities. Formal assemblies run by students 3 times a term.

### Feeder schools

Many students come to Paracombe from the Houghton Preschool. Most go on to Banksia Park International High School, or other local government / private schools.

### Other local care and educational facilities

There is no OHSC available.

### Commercial / industrial and shopping facilities

There are no shops in Paracombe. Inglewood General Store is 5 minutes away and Tea Tree Plaza shopping centre is about a 12 minute drive away.

Local Post Office, cold storage and co-op.

Paracombe Winery & Glen Ewen Estate are nearby.

### Other local facilities

Paracombe Community Hall, Church, tennis courts / cricket club, CFS Station and Highercombe Golf Club nearby. TTG library is our closest public library and provides a fortnightly service to our school via a mobile library.

### Local Government body

Adelaide Hills Council

## **12. Further Comments**

Paracombe is a unique, small, hills school set in a picturesque rural area of the Adelaide Hills, overlooking the Torrens Gorge. It has a collaborative and highly supportive parent body that values the school as a central part of their community. It features a 'family spirit' with a reputation for its high academic and behavioural standards.

DECD established a local bus run in 2015. At present a 31 seat bus is in operation to collect children from the local area. This service operates before and after school each day. This service is reviewed yearly.