

SCHOOL CONTEXT STATEMENT

Updated: May 2014

School Name: PARACOMBE PRIMARY SCHOOL

School Number: 0327

1. General Information

Part A

School Name	: PARACOMBE PRIMARY SCHOOL	
School No.	: 0327	Courier : Paracombe P.S.
Principal	: Mr Bill Lewis	
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
CPC attached	: No	Fax No. : 08 83805620

February FTE Enrolment Feb. 2014

Primary		
	Reception	6
	Year 1	10
	Year 2	8
	Year 3	10
	Year 4	8
	Year 5	8
	Year 6	6
	Year 7	10
Secondary	Special, N.A.P. Ungraded etc.	
	Year 8	
	Year 9	
	Year 10	
	Year 11	
	Year 12	
	Year 12 plus	
TOTAL		66
Male FTE		31
Female FTE		35
School Card Approvals (Persons)		1
NESB Total (Persons)		0
Aboriginal FTE Enrolment		0

Part B

- School e-mail address
: Bill.Lewis821@schools.sa.edu.au
- Staffing numbers:
 - 4.0 teaching staff
 - 45 SSO Hours
 - 15 hours specialist SSO support for students on 'One Plans'
 - 8.0 grounds person
- OHSC - None at this time. The closest OHSC are at Tea Tree Gully, Kersbrook and Gumeracha schools.
- Enrolment trends
: Steady at present. Numbers have remained in low-mid 60's over the past 2 years
- Special arrangements
: Paracombe is working cooperatively with Torrens Valley cluster of schools
- Year of opening
: The school first opened in 1910, but a new building opened in 1981. The school is contained in one building 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 mostly live in the local Paracombe area, with several families travelling from Inglewood, Houghton & Hermitage.
- Pastoral (care programs)
 - : None at present
 - : DECS support systems are accessed as required. SSOs provide additional support for identified NEP students. Parental support with music, reading and cooking happens regularly.
- Student management
 - : Students negotiate class rules and all classes have a positive system of behaviour management. Yard behaviour is managed through a time out process and the school generally enjoys a student body that is supportive of one another.
 - 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 involve whole school decision-making. Elected student sport captains and a student sports committee organise and run their own sports day.

- Special programs
 - : Choir - Public Primary Schools Music Festival.
 - : Chess
 - : SAPSASA Sports (Various)

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 have a high level of integrated ICT skills used across the curriculum and embedded in current work practices.

4. Curriculum

- Subject offerings
 - : The 8 areas of study outlined in SACSA. LOTE is German, offered R-7 by one classroom teacher. This enables specialisation in Drama, Art and Music on a rotational basis.
- Special needs
 - : SSO employed for NEP support.
- Teaching methodology
 - : A combination of explicit teaching, open-ended problem solving and student centred learning. Some student-initiated curriculum is encouraged. All classes are composite and the combinations vary according to enrolments. Class structure in 2011: R-1, 2-4 and 5-7.
- Assessment procedures and reporting
 - : SACSA Framework / New Australian Curriculum provide the basis for learning outcomes.
 - : Term 1 provides acquaintance night for parents with information sharing and informal discussion.

- : Term 2 written reports supported by parent / teacher interview.
- : 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.
- Joint programs
 - : 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. A school based T-Ball team is organised by a parent volunteer.
- : Interschool Sports Day with small schools from the Torrens Valley Cluster in Term 4. Paracombe Sports Day usually held in term 4 which is organised and run by a student committee.
- : Swimming lessons for whole school at Tea Tree Gully Waterworld in term 1.

6. Other Co-Curricular Activities

- An end of year concert / 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 is highly experienced and have been at the school from 8 to 15 years. All are required to teach composite classes.
- Leadership structure
 - : All staff participate in decision-making. Teachers need to take on extensive responsibilities as the staff is small.
 - : Principal teaches for at least 0.3 FTE across all classes.
- Staff support systems
 - : All classrooms have extensive SSO support.
- Performance Management
 - : Staff meet with principal to informally discuss goals, curriculum and student issues.
 - : Action plan made to support teacher development and change.

- Staff utilisation policies
: All staff members are members of PAC and make decisions ensuring that the needs of students / staff / school are met.
- Access to special staff
: Our district office at Mount Barker provides support staff that are available on request.
- Other
: Small class sizes

8. Incentives, support and award conditions for Staff

- Not applicable

9. School Facilities

- Buildings and grounds
: School 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 also has a brand new library extension which was completed in 2010 as part of the Building Education Revolution.
- Heating / Cooling
: Reverse cycle air conditioning and heating throughout all of the school.
- Access for students and staff with disabilities
: All one building on one level, except for teacher resources on a mezzanine level. A new wheelchair access ramp was installed in 2010.
- Access to bus transport
: All students travel to school using parent transport. There is no school bus / route.
- Other
: There is no school canteen. Ice-blocks and drinks are sold during some lunch times.

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
: Weekly newsletters, regular classroom newsletters.
- Other communication
: School web site www.paracombps.sa.edu.au

11. Local Community

- General characteristics
: Paracombe has surrounding pear 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, especially because children are dropped off and collected by parents each day. Informal contact with parents is the norm. Parents value the learning that their children receive.
- Feeder schools
: Many students come to Paracombe from the Houghton CPC. 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 at all 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.
- Local Government body
: Adelaide Hills Council

12. Further Comments

- Paracombe is a unique, small hills school set in a delightful rural area of the Adelaide Hills, overlooking the Torrens Gorge. It has a collaborative and highly supportive parent body which 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.