



SCHOOL CONTEXT STATEMENT Updated: July 2023



School Name: **PARACOMBE PRIMARY & PRESCHOOL**

School Number : **0327**

Preschool Number : **1830**

1. General Information

Part A

School Name : PARACOMBE PRIMARY & PRESCHOOL
 School No. : 0327 Courier : Paracombe P.S.
 Principal : Bianca Laister
 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 8380 5216

CPC attached : Yes onsite as of Term 3 2022 as a new service (formerly at Houghton)
 Phone No. 8380 5701

School Website address: www.paracombps.sa.edu.au
 School Email address: dl.0327.info@schools.sa.edu.au

FTE Enrolment Feb 2023

Primary

	2017	2018	2019	2020	2021	2022	2023	2024
Preschool	17	8	16	16	14	14	15	10
(MYI)							19	8
Reception	7	11	7	10	8	15	12	10
(MYI)								16
Year 1	9	8	11	7	8	8	13	12
Year 2	8	10	8	11	7	6	8	13
Year 3	6	9	9	8	9	7	3	10
Year 4	14	7	10	10	7	9	8	4
Year 5	6	12	8	11	8	5	7	7
Year 6	5	6	9	10	9	6	5	9
Year 7	7	5	5	9	8			
TOTAL R-6	62	68	67	76	64	70	75	79

R-6 Student Totals 2024 :	
Male FTE	36
Female FTE	29
School Card (Persons)	9
NESB Total (Persons)	2
Aboriginal FTE Enrolment	0

Part B

Staffing profile

The school supports 3 primary classes in 2024

3.8 teaching staff plus the Principal and 0.6 Preschool teacher

School: 63 SSO hours (2 curriculum SSOs and a finance officer/front office)

Preschool: 22.5 SSO hours

SSO support for student additional programs - intervention

10 hours per week, grounds person

Enrolment trends

Prior to Year 7 to High School numbers were in the 60s - low 70s. By the end of 2024, we will have 79 enrolments, so there has been an incline in enrolments at the preschool and school. This could be attributed to the mid-year intake of preschool children commencing in term 3 2023.

Special arrangements

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

Paracombe works in partnership with the preschool as one site. The preschool currently operates on a 5 day fortnight model, where children attend on Tuesdays and Wednesdays in odd weeks and Tuesdays, Wednesdays and Thursdays in even weeks. The school funds a nature playgroup coordinator on Fridays from 9 – 11.

Year of opening

The school first opened in 1910. We were renamed in January 2022 as combined primary and preschool; reflected as Paracombe Primary & Preschool.

A new school building opened in 1981. The school is contained within one brick structure with 3 classrooms, an activity area, shared kitchen, library, staffroom 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.

In 2022 our purpose built preschool and studio activity area was completed. We have approval for operation and are awaiting our National Quality Assessment. The official opening was held in 2023.

Public transport access

None

Students who live beyond 5km from school are able to access our contracted bus service before and after school.

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 20%.

DfE support systems are accessed as required. SSOs provide additional support for identified 'One Plan' students. Parental support with music, reading and cooking happens regularly. Students engage in R-6 **Community** projects. (gardening, metal work, mosaics, cooking)

Student Wellbeing Programs

In 2021-23 we were self-funding a Pastoral Care worker with the support of the Schools Ministry Group. Late 2023 the school was successful in obtaining a wellbeing grant that gives us financial support to employ a Pastoral Care Worker for 12 hours per week for the next 3 years. The school pays a contribution of \$4500.

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 education.

Yard interactions are 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

Students are encouraged to share their thoughts and ideas across all aspects of school routines: 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. We acknowledge our Year 6s as Student Leaders and actively encourage them to Graduate with Excellence. Elected student sport captains and 'MCs' organise and run their own sports day.

Special programs currently supported

- Choir - Public Primary Schools Music Festival
- SAPSASA Sports (Various)
- Sporting Schools Programs
- Instrumental Music through Lobethal Primary School
- Community Performance yearly
- 3D Printing
- After School Tennis
- Gardening, Cold roll Metal Work, Community craft

3. Key School Policies

Vision Statement

At Paracombe Primary & Preschool (P-6) we collaboratively provide a solid foundation where students are supported to actively learn, thrive, and be respectful, innovative risk takers.

Students: Our students learn and grow in knowledge, empathy and respect within our school and the wider community. Their creativity, innovation and curiosity is encouraged to blossom, because within our culture we've embedded a healthy risk-taking mindset.

Staff: Our staff promote and demonstrate the virtues of our school. We mentor our students and use our skilled expertise to support and challenge them to achieve their learning milestones. We create an awareness of the importance of community; the world, and illustrate self-reflection.

Families: We support and promote communication and engagement within and beyond the classroom environment. Our community programs provide the school with valuable resources, wisdom and social engagement.

Mission: We resourcefully create a learning environment that instils our students with the ability to use their imagination and innovation to overcome daily challenges. We supportively nurture an individualised academic pathway to success that encompasses “Now, New, Next for every student!”

Preschool Philosophy Statement

Paracombe Primary & Preschool



Experience the Belonging, enjoy the Being and look forward to the Becoming.

Through Community we thrive.

We are a community of learners who acknowledge the Peramangk and Kurna people who were here before us. We also seek to connect with the land and continue the caring for the environment for future generations.

Belonging; in early childhood and throughout life: respectful, caring, and loving relationships are crucial to a sense of belonging. (Early Years Learning Framework)

Being; in the moment of being young: curious, risk-taking adventurers who are playful explorers of their own world.

Becoming; we lay the foundations through play, as young children learn and grow to become participating members of the community and society.

Paracombe Primary & Preschool facilitates strong community connections and transitions within our unique learning environment. We celebrate nature, family and children's wellbeing.

Our community understands the responsibility we hold for our local natural environment to care for it, play with and in it, learn from it and give back to it where we can.

Educators support, encourage and guide children to co-construct their learning and to become documenters of their successes and discoveries, incorporating their own interests and discovering their identity.

We frame our planning using the Early Years Learning Framework connecting to our P-6 site focus:

Now, New and Next for every child - Through Community we thrive.

Recent key outcomes

Families, staff and students value high achievement and look for opportunities to integrate STEM across the curriculum.

Site Improvement Plan 2022-2024

In 2023 we looked to further increase achievement in Higher Bands of maths and writing, with a focus on reasoning and student agency: voice, choice and ownership of curriculum improvement. (See SIP Summary) We are currently working on our SIP to align with the new Department Strategy, with a focus on Learner Agency across the site.

Preschool Quality Improvement Plan

In 2024 our focus on the teaching and learning cycle builds children's ability to share ideas and build confidence in sharing mathematical reasoning. Considering learner agency will be fundamental to our work in this space. (See PQIP Summary)

4. Curriculum

Subject offerings

Australian Curriculum guides our 8 areas of study in an integrated approach.

Our chosen language is currently Japanese (supported by Open Access College).

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 2024: R-1 = 28 students (after MYI), 2-3 = 23 students and 4-5-6 = 20 students. In 2024 we are self-funding additional teacher time to personalise learning in Junior Primary and Middle Primary for 2 days per week.

Assessment procedures and reporting

Australian Curriculum provide the basis for assessing learning outcomes.

- Term 1 provides Family 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 participate in Naplan Online testing.

PAT Testing in Numeracy and Reading is conducted Years R-6.

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

IT is a teaching tool and Chromebooks, computers and iPads are integrated into all classrooms and shared areas. Our Upper Primary has the choice to rent or purchase a Chromebook.

Children are able to access computers from any classroom and they are accessible as required.

5. Sporting Activities

- The school has a strong affiliation with SAPSASA. Yr 4-6 students can participate in: tennis, basketball, netball and athletics carnivals.
- 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 includes all students R-6 in this special community event. Upper primary students (Yr 4-6) 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 2 to 20 years. All are experienced in teaching composite classes and work collaboratively across classes to maximise offerings to students.

Leadership structure: Principal 1.0

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

Principal oversees all daily operations, provides administration and school/preschool management and is the nominated supervisor for the preschool.

Staff support systems

All classrooms have SSO support.

Performance Management / Site Priorities

Staff meet with the principal each semester to discuss personal professional goals, curriculum and student issues.

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

Our current site priorities are; embedding learner agency from P-6, developing clear intervention processes for literacy and numeracy and have children move into higher bands in writing and maths.

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

Other

Small class sizes are supported.

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.

Our Preschool and School Studio build was completed in Term 2 2022 and in use in term 3.

Our grounds are well maintained in a quiet rural setting.

The school has a tennis / netball court and a medium sized oval area.

Heating / Cooling

Reverse cycle air conditioning and heating throughout the school.

Access for students and staff with disabilities

Wheelchair access to Preschool and main floor of school. Accessible toilet in Preschool.

Access to bus transport

Students travel to school using parent transport, bicycle or catch the school bus (contracted through LinkSA) that caters for up to 31 students.

Other

Pie Time Tea Tree Gully provides a lunch service one day per week on a pre-order basis, ice-blocks are sold during some lunch times in terms 1 & 4.

We appreciate our strong volunteer network to access extra curricular activities.

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

Ongoing information is provided to our school community via the Class Dojo app. Staff send home regular updates and parents are encouraged to interact with these posts.

Other communication

School web site www.paracombps.sa.edu.au

The school is in a sound financial position.

Governing Council is strong – 10 members in 2024 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 twice per term.

Feeder schools

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

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 high academic and behavioural standards.

DfE established a local bus run in 2015. (When Houghton Primary School closed)

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.