



# Paracombe Primary and Preschool and Paracombe Preschool

## 2022 annual report to the community

Paracombe Primary and Preschool Number: 327

Paracombe Preschool Number: 1830

Partnership: Torrens Valley

Signature

School principal:

Mrs Anne Rowe

Governing council chair:

Lisa Keenihan

Date of endorsement:

1 March 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

56 students were enrolled in 2022, 18 registered for bus transport, preschool enrolled 14 students.

The school supported 3 primary classes:

- 3.6 teaching staff plus the Principal and .67 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

Our self-funded Pastoral Care Worker continues to be a strength for wider community support. Ben Taylor has provided in time wellbeing support flexibly across our school and preschool (12 hours per week). In 2023 we have made a deliberate allocation of time to support Playgroup along with our funded Playgroup Coordinator. We had hoped to apply for Commonwealth funding for 2023 but this has again been delayed until the following year.

Students continued to perform above state averages and are noted for being fabulous role models with excellent public speaking and collaboration skills.

Specialist coaching and resources continue including: Kids Athletics and after school ATF Tennis Program; Touch Football and Cricket were not completed due to COVID impacts and the grants were returned.

Final building works were completed in Term 2 and Houghton Preschool ceased operation and Paracombe Preschool commenced in Term 3. Staff and children are to be commended for their flexibility and resilience during this transition phase. We love our new facility and the options it provides.

OSHC procurement was undertaken now that we have a suitable venue. It is anticipated this service will be available in Term 2 2023.

Preschool and Playgroup are supporting strong continuation of enrolments to the Primary School. We anticipate that from 2024 the impact of Year 7 to High School will diminish and enrolments will again trend upward.

The new Preschool was a hive of activity. Landscaping works coincided with facilities maintenance grants and we were able to complete many value added projects that maximised play spaces for all students.

- Storm Damage – some fence repairs required – corporate, tree remediation
- Verandah lining boards completed and painted by Dean – back wall in holidays
- Dates to minister re opening awaiting 2023 parliament sitting times
- .1 Autism salary 2023 Congratulations to Katie Davey

Our paving around the school continues to deteriorate and a case has been made to access corporate funding. Will need a top up of blue metal road base for paths and backfill (washed out during winter).

## Governing council report

The 2022 Governing Council was very well supported with some new parents volunteering their time in addition to the Principal and a staff representative. Enthusiastic and engaged parent representation from across the School and Preschool provides a sound basis for making decisions for the future of our school community.

Each Governing Council meeting had an excellent level of attendance and I thank the committee for their continued support at the meetings which allows for decisions to be made. It is so valuable to have a strong parent representative council as it is an integral part of the school. This is evident with the number of improvements that the Governing Council have been able to achieve this year.

2022 saw the Houghton Preschool move to the newly completed Paracombe Preschool. The strong relationship between Primary and Preschool continues to grow with many of the Preschool students continuing their education at the Primary School. I would like to thank the Preschool staff for all the time and effort that they have put into developing the Paracombe Preschool and the programs it offers and for their outreach into the community. The Mini Explorers Playgroup is a great example of building community awareness and support.

On behalf of the Governing Council I would like to thank the dedicated teachers and support staff at the School. It is evident that every day they strive to ensure our children are in the best environment for learning, growth and resilience.

Some of the significant School improvements agreed by the Governing Council throughout 2022 were:

- New Cubby houses
- Line marking and new fencing for tennis courts.
- New school fencing
- New library furniture
- Successfully implemented new Constitution for Governing Council.
- OHS tender process complete and new service to start term 2 2023.
- New signage for School, including Memorial Wall

On behalf of the Governing Council we would like to thank Anne for her unwavering support and dedication to our School Community and wish her all the best in her retirement.

Lisa Keenihan

Chairperson Governing Council

# School quality improvement planning

2022 Targets – aimed to increase overall percentages of grades above C in general and in particular in English and Maths.

The commencement of 2022 was again marked by the continuing impacts of COVID-19. In the midst of this, we continued to maintain focus on the development and the improvement of the curriculum offerings.

Consistent delivery of units Years 2-6 was our focus. Student talk is still dialogic in MP and growing student dialogue in UP.

Students are engaged in what is offered but not yet clearly able to discuss their next steps.

In JP & MP structured delivery of the Initialit program provides the connections that is reflected in strong reading achievement.

Opportunities to write are sometimes impacted by our delivery model.

Brightpath scale has provided teacher detail on evidence of achievement in writing and has potential to outline next steps. Work in 2023 is to make next steps relevant and accessible to students.

Naplan and PAT R indicates reading is a strength at Paracombe and wide reading is reflected in language choices for most students.

Again our structured capturing of evidence needs to be ongoing.

Text analysis is strong in teacher – student discussions.

PAT data progression and question analysis again most successful in collaborative peer work with our focus for 2023 being the lift in student agency and connection to individual goal setting.

Teacher learning has still been high on our agenda with managing units of work in multi-year level classes. Teachers work together to broaden their knowledge base and engage with each other to strategise. COVID and associated absences and interruptions have had some impact on driving forward. In 2023 we need to refine our messaging to students and each other around success criteria, with clear tracking documented. Student Agency is a clear next step.

Our focus is often on opportunities to engage with community and we note that this can mean an interruption to the teaching and learning cycle. We are rebooting in 2023 with our community engagement built around curriculum with initially a Maths Family day and P-6 Curriculum awareness evening.

Shared training in Orbis provided teachers with a common pedagogical framework to share practice in Mathematics. This is now a P-6 shared training. In 2023 peer to peer walkthroughs that engage students in articulating their learning on a regular basis will be a part of our permanent schedule.

# Preschool quality improvement planning

2022 was a challenging year of change for our preschool community. Week 0 had a visiting snake which impacted our outdoor area until deemed safe and began our snake inquiry from many questions from the children. A parent kindly came in and gave a hands on talk about snakes and we practised bandaging each other up. In term 1 we began to get ready for the move liaising with DfE for the change over to the new site.

There was extra work and thinking to complete a successful transition to the Paracombe site. We ensured children had time to talk and ask questions; provided photos of the build and updates, and JP teachers visited Houghton to build strong transition relationships. The JP children visited Endless Explorers in term 2 and we all enjoyed our last time in our unique setting.

The packing took hours of work and finally everything was ready to go. The children loved their new space. The inside space gave children a sense of calmness and we were able to extend our yard onto the oval and join the school for various events.

Preschool Targets in 2022 looked at effective documentation, monitoring and review skills and the transition to the new site.

Annual self-review identified:

The more opportunities that were provided, the greater interaction and engagement with Number in reciprocal play.

Individual children were noted to be keen to share the breadth of their knowledge of, and ability to, manipulate number.

A deliberate educator focus on transition of learning – ORBIS (Exemplary learning in Mathematics as a collaboration with Junior Primary teachers) widened the provision of intentional experiences.

Increased educator knowledge with a broader intentional focus on developing Shared Sustained Thinking, prompted the educator to ask if the right questions were asked.

Outcomes included:

- Collaboration in learning with the preschool team and JP teachers in exemplary learning.
- Regular sharing of program with families and digital communication of children's experiences.

We had two starts to the year with the closure of Houghton and rebirth at Paracombe.

Time was dedicated to:

- sharing knowledge and observations with the educator team midst establishment at new site.
- celebration of the program with community to further build community confidence in the program.
- Stronger communication of curriculum to extended team and families –
- 2023 focus of connection with JP teachers to highlight developmental milestones in number.
- A systematic programming structure to track the extension of children's ability and engagement; effectively documenting oral and graphic representation growth.

Our review indicated: the formative teaching and learning cycle reflects responsiveness to children's actions and reactions. Clear line of sight through documentation of observation, action and reaction.

We now need:

- greater clarity around documentation of 'extension of ability' systematically for all children.
- collaborative programming design and review. Analysis of pedagogical documentation with site leader and SSO (School Service Officers)

Educator learning has been around providing opportunity within the learning design. We now need to systematically review progression of oral and graphic representations; with a clear plan on timelines for collection and review.

Educator's focus on critical reflection of videoed teaching has been impactful on educator's verbal interactions- we now need to broaden this to children's profiles including planning a review cycle around children's observed responses. We now need to attend to the "how do we know we have achieved growth".

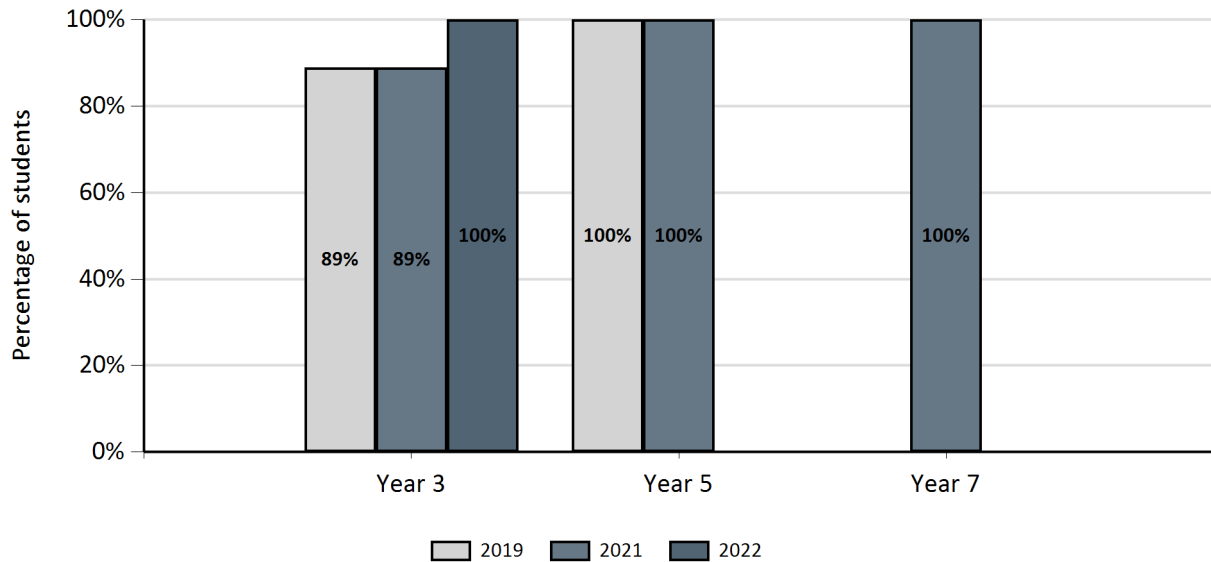
Modelling and noticing how we communicate with others is a terrific opportunity to also engage with older peers.

# Performance Summary

## NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

### Reading

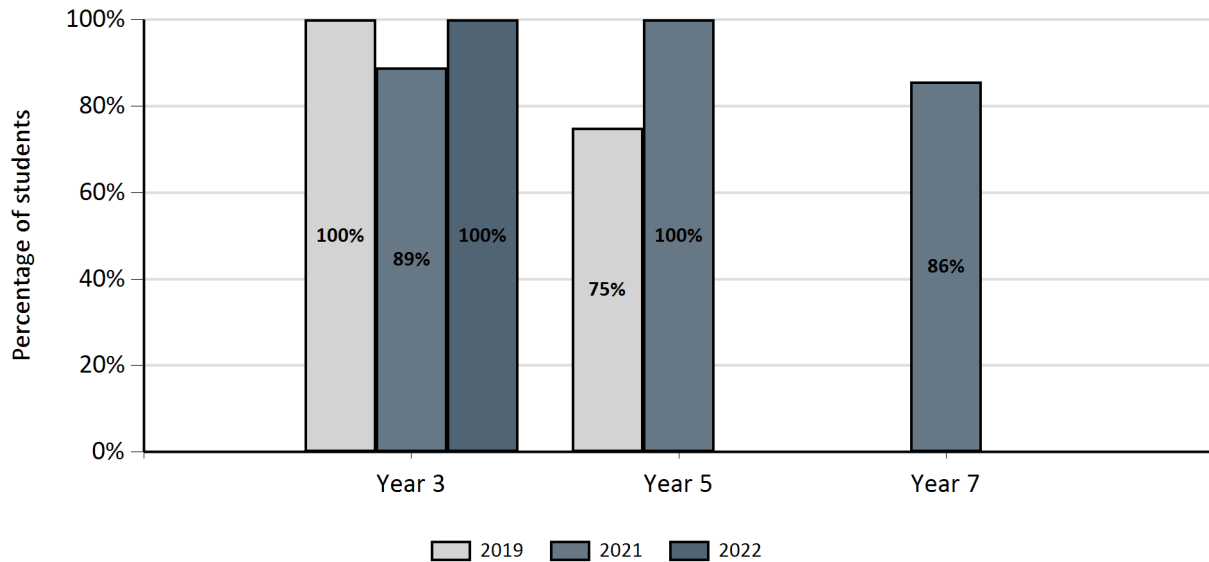


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*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 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 03 2022	7	7	4	3	57%	43%
Year 03 2021-2022 Average	8.0	8.0	4.5	2.0	56%	25%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	6.5	6.5	3.0	2.5	46%	38%
Year 07 2021-2022 Average	7.0	7.0	3.0	0.0	43%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Continuity of Learning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Our students were supported to transition to a new site.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Students were individually supported for strong achievement.

## School performance comment

"As a school that often has fewer than 20 students eligible to sit NAPLAN in 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 from year to year."

Results towards targets: English

6/8 targets met.

Year 2 (2/5) B or better; Year 3 (1/6) B or better Year 5 (2/5) B or better with one student not achieving SEA in writing in Naplan,

Year One Phonics 100% achievement above standard

Year 3, mean scores as proficiency band all HB – 5, Year 5 indicated Reading, Grammar and Punctuation as strengths in HB – reflecting our consistent work across the school. Whilst writing in Year 5 only provided 80% achieving NMS (an individual result reflected participation on the day) the mean score as proficiency band demonstrated growth (457.3 – 467.2).

Results towards targets: Maths 5/8 targets met.

Year 1 (4/8) B or better; Year 5 (2/5) B or better; Year 6 (2/6) B or better

Year 3 100% achieve C or higher, 3HB Naplan

Year 5 80% achieve C or higher, 3HB Naplan

Visual representation has increased in students' drafting of their thinking in Upper Primary. In walkthroughs, students are observed to explain their thinking directly to the teacher using mathematical language. This is not yet observed in student to student interaction with group problem solving.

PAT data review demonstrated growth for most students and provided great insight for individual planning and support.

- 9/13 in Reception with 3 maintaining a constant high. 12/13 SEA or higher
- 4/5 in Year one strong achievement, 5/5 SEA
- 5/5 in Year two two high growth, 100% HB
- 5/7 in Year three two high growth, 5/7 HB
- 3/8 in Year four two students' lower growth impacted by reading achievement, three high growth
- 3/5 in Year five two students' low growth, two high growth
- 2/6 in Year six one student low growth – multiple absence

Some students track goals in a regular way, there is an opportunity for a greater link between feedback received and next steps required. How to be successful not always evident; although work is marked and commented on. Teachers have clear knowledge of what students are learning with differentiated learning opportunities.

The inclusion of peer collaboration and moderation with Gumeracha made a deliberate focus on new DfE units of work implementation in MP and UP, however, COVID interruptions reduced some impact. We are looking forward to JP Units of work in 2023. Intentionality around unit delivery in some cases limited student voice and checks for understanding. Strong educator knowledge of students thinking was highlighted in review of PAT data. Shared review of student work continues to support where next for teacher work but has yet to engage student agency. Next year peer to peer walkthroughs that engage students in articulating their learning on a weekly basis will be a part of our permanent schedule.

In 2023 our community engagement will be built around curriculum and what to expect across transition points P-6.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	96.3%	94.6%	95.2%	90.9%
2020 centre	100.0%		93.8%	95.4%
2021 centre	98.2%	76.8%	90.9%	94.7%
2022 centre	96.4%	80.4%	88.5%	84.9%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

Year level	2019	2020	2021	2022
Reception	95.7%	91.9%	94.6%	90.6%
Year 1	92.4%	94.5%	91.7%	89.8%
Year 2	95.2%	95.0%	92.7%	89.3%
Year 3	93.8%	96.5%	93.3%	91.1%
Year 4	91.1%	94.1%	94.1%	86.9%
Year 5	93.0%	93.6%	92.0%	90.2%
Year 6	92.0%	94.9%	94.6%	82.8%
Year 7	96.7%	95.0%	91.9%	N/A
Total	93.4%	94.4%	93.2%	89.0%

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

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

## Attendance comment

Primary and Preschool attendance throughout 2022 was generally pleasing but below our historic averages. Post Covid our families are mindful of staying home when cold symptoms appear. Covid accommodations has again impacted on overall attendance. Systematic follow up was undertaken to all families.



## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	14	15	18	28
2020	16	N/A	16	13
2022	14	14	13	13
2021	14	14	15	13

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

We continue to be proud of the respectful friendly students at Paracombe.  
Our focus continues to be on positive behaviour education.

## Parent opinion survey summary

24 responses received from Parent Survey. Strong support for the school system and procedures were indicated with growth feedback indicating an interest in learning tips, standard of work expected and input into learning. Tweaks to communication were noted as positives.  
Preschool parent survey (5 responses) highlighted the strong appreciation our families have for the support they and their children receive.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1540 - Ardtornish Primary School	0.0%	0.0%	0.0%	7.7%
327 - Paracombe Primary and Preschool	66.7%	60.0%	100.0%	76.9%
8006 - St Francis Xavier's Regionl Cath Sch	0.0%	0.0%	0.0%	7.7%
474 - Trinity Gardens School	0.0%	0.0%	0.0%	7.7%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.  
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
QL - LEFT SA FOR QLD	2	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Destination comment



Students continue to access a range of High School options with some movement earlier (Year 5) to secure places at Private Schools. This is a continued source of frustration for our small school.  
5 students continued at Public High Schools, 1 Private. One Year 5 to Private and one transferred to another Public School.

## Relevant history screening

Volunteers are required to have a current working with Children check (WWCC). Applications are started by the school and volunteers are emailed information to complete an application online. The volunteer and school are notified the outcome by email. COVID-19 reduced the number of new volunteers processed.

## Qualifications held by the teaching workforce 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	7
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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.

### 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	1.8
Persons	0	6	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,128,075
Grants: Commonwealth	\$6,100
Parent Contributions	\$20,787
Fund Raising	\$2,939
Other	\$12,154

Data Source: Education Department School Administration System (EDSAS).

# 2022 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.

## 2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Our PCW provided additional Wellbeing support and connection to families.	Strong engagement across year levels.
Targeted funding for Improved outcomes for numeracy and literacy	Improved outcomes for students with additional language or dialect	Additional funding provided increased SSO support for individuals Tier 2 funding was used to reduce class sizes, support individuals and groups with additional SSO hours	Strong individual engagement Strong engagement across year levels.
Inclusive Education Support Program	Inclusive Education Support Program	Tier 2 funding was used to reduce class sizes, support individuals and groups with additional SSO hours Our minimal funding was expended in one day and was used to plan for individual support.	Individual programs supported by SSOs Teacher release for planning. Our site self-funded individual support as needed.
Improved outcomes for non-English speaking children who received bilingual groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development	Additional funding provided increased SSO support for individuals	smaller group work - 100% achievement of Year one phonics
	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Tier 2 funding was used to reduce class sizes, support individuals and groups with additional SSO hours	Strong individual engagement and progression.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Tier 2 funding was used to reduce class sizes, support individuals and groups with additional SSO hours	Strong engagement
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A