



SCHOOL CONTEXT STATEMENT

School number: 0309

School name: NARACOORTE PRIMARY SCHOOL

NARACOORTE PRIMARY SCHOOL

LEARNING FOR THE FUTURE

OUR VALUES

ASPIRE

Achievement

Self Management

Pride

Inclusivity

Respect

Empathy

We take RESPONSIBILITY for our own behaviour and our environment.

School Profile:

Naracoorte Primary School aims to instil in our students positive thinking about the society we live in and our future. Through our core values of Aspire, we create strong partnerships between students, staff and parents/caregivers where *lifelong learning* is valued. Open communication is a high priority with parent/caregiver involvement strongly encouraged and appreciated. We are an *active* school providing a healthy balance of academic, artistic and sporting opportunities for all students. The entire school community is encouraged to participate in a wide variety of activities and supported to achieve their best. Extra-curricular activities include 'Pedal Prix', camps, academic/artistic competitions, SAPSASA sporting events, choir and instrumental music lessons. Teaching teams are established to cater for teacher team-planning, consistent moderation, and provision for students to mix productively within their peer group. Innovative programs to aid transition from both preschool to school and primary school to high school have also been developed. We have a strong partnership with Naracoorte North Kindergarten involving weekly visits between students from both sites. Our proximity to the high school allows us additional transition opportunities in subjects such as Science, Health and the Arts.

Over the last few years our school cohort has become more culturally diverse with an increasing number of students with English as a second language enrolling. This has necessitated the appointment of a teacher to work specifically with these students.

We are committed to providing the best possible learning opportunities for our student cohort and continuous assessment and individual goal setting supports this. We adopt *Play is the Way* across the school.

1. General information

School Principal name: DAVID ADAMS

Deputy Principal's name: ROB SANDERCOCK

DECD Partnership: Wrattontully

Postal Address: PO Box 534, Naracoorte 5271

Location Address: Park Tce, Naracoorte 5271

Geographical location: road distance from GPO: 339 kms

Telephone number: 08 8762 2277

Fax Number: 08 8762 1677

Website: www.naracoorteps.sa.edu.au

Email address: dl.0309.admin@schools.sa.edu.au

Child Parent Centre (CPC) attached: NO

Out of School Hours Care (OSHC) service: YES

Year of opening: Naracoorte Primary School was the town's original primary school and first opened in 1879. The school moved into the current buildings and location in 1975.

Staffing numbers (as at February census):

Staff Numbers	Males	Females	ATSI	TOTAL
Leadership <i>including Principal, Deputy Principal, School Counsellor,</i>	2	2	0	4
Teaching including Tier 2 support & Teacher/Librarian	3	26	0	29
SSO	1	9	0	10
GSE	1	0	0	1
ACEO	0	0	0	0

February FTE student enrolment (Primary):

	2015	2017	2018	2019
Special, N.A.P. Ungraded etc.	0	0	0	0
Reception	52.0	56.0	53.0	46
Year 1	55.0	64.0	48.0	55
Year 2	45.0	54.0	69.0	51
Year 3	70.0	56.0	52.0	64
Year 4	54.0	47.0	52.0	54
Year 5	52.0	70.0	53.0	52
Year 6	41.0	56.0	71.0	50
Year 7	61.0	59.0	56.0	71
TOTAL	431	462	454.6	443
School Card Approvals (Persons)	40.0	51.0	38.0	50
NESB Total (Persons)	25	25	25	26
Aboriginal FTE Enrolment	4	4.0	3	5

Student enrolment trends

Traditionally the enrolments have ranged from 350 to 400; however since 2013, we have consistently maintained enrolments over 400. In 2019 we opened with 443 enrolments, and this may fluctuate over the year.

Public transport access

Naracoorte is 339 kilometres from Adelaide. There is no public transport in the town, but there are taxi services. A regular bus service is provided to Adelaide. Local air services are available for charter.

Special site arrangements

When Naracoorte South Primary School opened, the students who travelled by bus came to Naracoorte Primary School, while the town students attended their closest Primary School. Since 2019 there is no designated "school of right" for primary-aged students.

2. Students (and their welfare)

General characteristics

Classes are structured into straight year levels and composite groups. In 2019, there are 2 Reception classes, 1 Year 1 class, 2 Year 1/2 classes, 1 Year 2 class, 1 Year 3 Class, 2 Year 3/4 classes, 1 Year 4 class, 2 Year 5 class, 2 Year 6 classes and 3 Year 7 classes.

Teaching teams based on year level taught have been established. These teams are generally based in the same geographical area in the school. Teams meet regularly to program, plan, assess, moderate and provide feedback and ideas as part of our decision-making processes.

Student Well-Being Programs

The school provides opportunities for the students to establish and maintain positive physical and mental health. These opportunities include, but are not limited to;

- *Play is the Way* values program is implemented across the school (incorporating and developing Personal and Social Capabilities of the Australian Curriculum).
- Cross-age tutoring/reading sessions link all classes.
- Learning Assistance Program (LAP) volunteers work across the school.
- The School Counsellor and CPSW run social, emotional and behavioural support programs as required. They also support families, manage transition issues and liaise with community groups like CAMHS, Lana Joy Durik (local child psychologist), Community Health and AC Care.
- All classes have a daily fitness program.

Student support offered

Our School counsellor is also the Inclusive Education Officer (0.4 time) and she line manages our student support SSO Team (supported by an allocation of 145 SSO hours per week).

An EALD teacher is employed 0.2 supported with SSO hours.

A School Counsellor is employed 0.6. A Pastoral Care Worker (PCW) is employed 12 hours per week.

Student management

Our student management policy is based on restorative justice practices. Students have devised behaviour expectations and rules, which are applied both within the classroom and in the yard. Detailed documents of student behaviour are maintained and monitored by leadership staff and assigned SSOs. Students are encouraged to reflect upon the choices they make, be honest, accept responsibility for any mistakes, repair any damage done and learn from their mistakes.

Communication with parents/caregivers is an integral part of our policy, as we believe that each effective student management is underpinned by a 3-way partnership between the student, the school and home.

Our Anti-Bullying Policy is regularly reviews and updated, and is available on our website; student-friendly versions of this have been made into PowerPoint presentations for classes to work with in first term.

Behaviour management is based around the five principles of **Play is the Way**; Treat others as you would like them to treat you (The Golden Rule). Be brave - participate to progress. It takes great strength to be sensible.

Pursue your personal best, no matter who you work with. Have reasons for the things you say and do.

Students are encouraged to manage their own behaviour. To this end students are referred to six self-mastery questions; Am I doing the right thing or wrong thing? Am I having a strong or a weak moment? Are my feelings in charge of my actions or is my thinking in charge? Am I running away from the problem or am I dealing with it? Am I being my own boss or am I inviting my teacher to be my boss? Is my teacher trying to help me or hurt me?

Staff have been trained with Play is the Way creator, Wilson McAskill, and time is allocated to staff-meetings to discuss ideas behind the program and practise associated games and rhythms.

Student government

The Student Representative Council (SRC) is well established and allows for student input/management in school matters. Representatives from all classes meet regularly. A staff member manages SRC in conjunction with the elected School Captains (2 boys and 2 girls. Each class holds a weekly class meeting where agenda items can be forwarded to the student representative council. SRC is active in fundraising and activities-management.

Leaders of both SRC and the House Teams are required to write letters of application that are read by a panel and successful applicants are short listed. The prospective leaders are then required to give 2 speeches – one to the Junior School and the other to the Senior School and the students vote for their leaders. The House Captains may be required to be interviewed and to present speeches depending on their written applications and the number of students applying.

Special programs

An **OSHC** and **Vacation Care program** is outsourced and run Happy Haven. Our OSHC program services the whole of Naracoorte.

A **House Shield scheme** exists where students gain house-points in the classroom and yard. Surnames are used to determine houses; Robertson A-Do; Magarey Dp-Ki; MacIntosh-Kj-Roe; Cameron- Rof-Z. House Captains and Vice Captains visit classes each Friday, to collect points. They are then tallied and results are announced each Monday morning. The House flag of the week's winning team is displayed in the courtyard.

Special programs also include **Pedal Prix** and **Breakfast Club**.

In 2015 a **Social Skills** program has been implemented where each week the Social Skill of the week is introduced across all year levels and the specific emphasis is placed on that skill throughout the week.

Pedal Prix

Initially we entered Pedal Prix with the aim of inspiring some students with social, emotional and behavioural difficulties. What began as a project for around 6 students blossomed into a journey of 63 students and many staff and parents in 2006. Now in our 14th year of racing, the team includes two race vehicles striving to reach the same goals as our original team now over 4 rounds of competitive racing.

The aims of being involved in Pedal Prix are for students to improve their fitness, learn about healthy eating and race preparation, become familiar with the Pedal Prix vehicle, including modifying it and test riding it, and to develop great team spirit whilst having loads of fun. Training begins with potential riders undertaking a daily fitness regime that includes running, circuit training and cycling.

Parents are involved in the pre-race preparation, which includes building and modifying the vehicle, fundraising, event planning and logistics, catering and then camping by the river at Murray Bridge for the 24-hour event. Our team is called the *Park Terrace Pedallers* and our purpose-built race vehicles are *Blue Thunder 1* and *Blue Thunder 2*.

Projects like this have a snowball effect, becoming larger as each year progresses. Families often stay involved long after their children have moved on such is the attraction of the project. The creation of an *Old Scholars* team in 2010 highlighted this. Past riders and their families wanted to race after leaving NPS and with the local high school not involved in Pedal Prix, a decision was made to create an opportunity for them to continue their Pedal Prix journey. *Blue Thunder 3 – Back in Black* debuted in Round 3 2010.

Environmental Project and the Youth Environment Forum

As part of our *sustainability and environment* focus, we established a vegetable garden and Bush Tucker Garden in the school in 2010. This project has now extended into the adjoining Nature Park. Community partnerships have been formed with the Naracoorte Nature Park Development Board, Naracoorte Lucindale Council and local environmental groups to develop student-involvement in the revegetation and sustainability of the Nature Park. Students are currently working with the Naracoorte Lucindale Council to update the *Walking Trail* and working with developing educational activities based on the park environment. NPS is now a lead school in the delivery of STEM education and we are showcasing this in Term 3, 2019.

Representatives from our Year 6 classes are members of the District Youth Environment Forum. These students meet each term with peers from nearby sites to discuss environmental projects and then lead their own classes in carrying out projects. In 2011 The YEF representatives spearheaded the establishment of a butterfly garden and in 2012 they were involved in leading the Nature Park project. In 2015 the group are focusing on reducing the amount of litter and rubbish generated by the school community.

In addition a Gardening Club was started in 2012. It is an optional lunchtime activity for students. Students have been involved with many projects within the school grounds: Propagating; Landscaping garden beds near the dental clinic and new building; Planting pig face near OSHC and the Year 5/6 area; Tending to the vegetable garden – planting, weeding, harvesting. The Gardening Club were successful in gaining funding for further development of the propagation area which occurred in 2014.

3. Key School Policies

Our Vision

Our school vision was established in 2017. The education committee (a committee of staff and parents) led a vision evening of over 120 students (from yrs 2-70, parents and teachers through a process to establish the vision. The following is the result of the collective thinking of that forum

NPS is an innovative, positive and inclusive learning environment.

We provide diverse opportunities for our students.

They are empowered to be confident, resilient problem solvers in a connected global community.

The staff and school community also work toward each student;

- Treating others as they would like to be treated
- **Being brave** – participating to progress
- Showing **great strength** to be sensible
- Having **reasons** for the things they say and do
- Constantly striving for their **personal best** no matter who they work with
- Being independent
- Developing an **inquiring mind**
- Solving problems
- Being happy and resilient
- Having **respect** for self, others and the environment
- **Enjoying** learning
- Being self-motivated
- **Working co-operatively** with peers and the school community
- Developing high self confidence
- Being responsible
- Doing the right thing.
- Making informed choices
- Meeting the **challenges** of a constantly changing world
- Developing a positive attitude
- Developing a strong **sense of community**
- Developing **essential skills** for future learning and work
- Developing and understanding **Skills for Life**

All staff will work as a team in an enthusiastic and happy working-environment. The strong partnership between students, staff, parents and caregivers will value life-long learning. Students will be encouraged to have a positive outlook for themselves, society and the future.

Site Improvement Plan:

Our priorities for our Site Improvement Plan are:

- To increase the number of reception to Year 2 students meeting the SEA for reading using running records – *this means adopting a common approach to explicitly teach reading using the synthetic decoding program, Read Write Inc., as part of our comprehensive focus on the Big 6. Teachers will support learners to set individual learning goals based on decoding, fluency and comprehension and they use formative assessment practices to keep learners on track. Implementing the Australian Curriculum*
- To increase the number of students achieving in Band 6 or above in Year 7 NAPLAN Reading. – *this means teachers will support learners to set individual reading goals based on decoding, fluency and comprehension and they use formative assessment practices to keep learners on track. The school adopts a whole school approach to reading in the Years 3-7 with a focus on the Big 6. Teachers prioritise a daily literacy block by using Daily 5 to integrate the Big 6*
Sustainability of the School Environment and Facilities
- To increase the number of Year 5 students meeting SEA for NAPLAN Numeracy – *this means teachers will use a common approach in the middle years (years 3-5) that incorporates the pedagogies of Natural Maths and the resources outlined in the Numeracy Guidelines. All teachers will use Maths word walls and practice "problematized situations" and appropriate to demonstrate and communicate learning*

4. Curriculum

Subject offerings

Naracoorte Primary School is using the Australian Curriculum in Mathematics, Science, English, the HASS subjects of History, Geography, Civics & Citizenship and Business & Economics, the Arts (Drama, Dance, Music, Media and Art) and Indonesian. For the other learning areas – Technology and Health and Physical Education the South Australian Curriculum Standards and Accountability Framework (SACSA) is utilised.

Open Access/Distance Education provision

N/A

Special needs

An Inclusive Education Coordinator is employed 0.4 with an allocation of hours per week from an SSO. Running records are used across the school to identify students who require further assistance. All classes receive weekly SSO support.

Special curriculum features

The school has a well-supported Choir involving approximately 40 students from Year 5 to 7 who participate in the Adelaide Music Festival and the Mid South East Music Festival each year.

Each Team is represented by a Team Leader who is a member of the school Management Team which meets fortnightly.

Teaching methodology

A constructivist approach in line with the *Australian Curriculum* is used in the classrooms. The South Australian Teaching for Effective Learning (SA TfEL) document is used to guide pedagogy. The Assistant Principal (also the Senior Leader for Learning Improvement Primary for the Wrattontully Partnership) Andrea Lawrie, coordinates regular training with staff. Individual students' needs and abilities are taken into account. Working in Hub Groups with joint programming and planning ensures that moderation of student work to ensure consistency across similar year levels takes place. ICT is an integrated tool with all learning areas equipped with Interactive Whiteboards, a pod of computers located in most teaching team spaces and a bank of iPads available for class use each day.

Student assessment procedures and reporting

Term 1: Information Night at the beginning of the term with Interviews at the end

Term 2: Written Report

Term 3: Interviews by either teacher or parent request

Term 4: Written Report.

Joint programs

We work with Naracoorte North Kindergarten each week. In addition there is a formal transition-to-school program for children from both kindergartens and to Naracoorte High School.

Naracoorte Primary School is also part of the Wrattontully Partnership, which ensures that, in addition to schools in the Naracoorte area, we also liaise with schools, children's centres and kindergartens from Padthaway, Frances and Lucindale.

5. Sporting Activities

School based teams operate within Football, Netball, Cricket, while twelve other town based sporting options are available.

In term 1 all classes participate in a swimming program. Throughout the year all classes have a specific 4-week block of basketball and participate in the Footsteps Dance program. Other sporting clinics are offered during the year as they become available.

The school manages its own Sports Day and Cross Country event. NPS also runs the South East Cross Country Championships each year. 2019 is the 34th anniversary of this event.

Opportunities to try out for inclusion in district SAPSASA teams are offered to students in years 5-7 throughout the year.

6. Other Co-Curricular Activities

The students in Years 5 and 7 participate in a School Camp Program each year. The Year 5 students go to Ballarat and the Year 7 students go to Adelaide for an aquatic camp. The Year 4 and 6 students have a "Big Day Out" with the Year 4s travelling to Mt Gambier and the Year 6s to Horsham.

The school participates in environmentally friendly and our Year 6 students are involved in a regional environmental forum. The Year 1/2s have established a vegetable garden with plans for further expansion, and a small chook run is in place.

7. Staff (and their welfare)

Staff profile

Principal, Deputy Principal, Assistant Principal and School Counsellor

0.4 Tier 2 salary, 17 classes, 0.8 LOTE, 0.2 EALD, Pastoral Care Worker

Finance Officer, 3 SSOs who work predominantly in the office, 9 SSOs who work primarily with students in a variety of roles, Grounds person

Leadership structure

A *shared management concept* operates within the school with a high degree of consultation in decision-making.

Staff support systems

Staff meet once a fortnight, which is a short business meeting. On the alternate week staff meet in teaching teams to share ideas and resources, review consistency of moderation and assessment procedures. It also provides the opportunity for teams to provide feedback on various issues that have arisen around the school as well as regularly reviewing the SIP from their team's point of view.

Staff are represented on all Governing Council sub-committees. All staff work in **teaching teams** determined by the year levels that they work with and every effort is made to place similar classes in the same geographical space to encourage team-teaching, planning and assessment.

In addition each Team is represented by a Team Leader who is a member of the school Management Team which meets fortnightly to report on team meetings and activities as well as review policies, processes and needs within the school.

PAC is also highly active and report to staff at weekly staff meetings. Staff meetings also include a special time for the raising of OH&S issues.

Performance Management

All staff are involved in a *Performance Development Program* based on the Improvement Plan and the implementation of the Australian Curriculum and South Australian Teaching for Effective Learning (SA TfEL) document.

Staff are issued with a Personal Portfolio that keep updated with records of their professional learning.

Access to special staff

Visiting instrumental-music teachers offer woodwind and brass instrument learning.

A Pastoral Care Worker has been appointed to NPS, on-site 2 ½ days a week, and works closely with our Student Counsellor.

Other

Six staff members are currently recognised Step 9 personnel and three staff are being assessed this year to gain AST2 status. Staff are encouraged and supported to apply for Step 9 and AST 2 as well as any leadership roles within the school and wider community.

Two staff members are district trainers in Running Records and offer training once a year to interested teachers across the South East.

We have many highly skilled teachers who are trained to facilitate specialist programs. All staff are encouraged to attend regular professional development opportunities and where possible, we aim to have staff trained to deliver programs to other staff members, so that professional learning can be shared across the community.

8. Incentives, support and award conditions for Staff

Complexity placement points 0.5	Additional increment allowance Yes for eligible staff
Isolation placement points 4.5	Designated schools benefits N/A
Shorter terms N/A	Aboriginal/Anangu schools N/A
Travelling time N/A	Medical and dental treatment expenses Yes as per teachers' Non Metropolitan Award
Housing assistance A number of government houses exist in Naracoorte.	Locality allowances Yes – a minimal amount
Cash in lieu of removal allowance Yes for Bands 1, 2, 3	Relocation assistance Yes
	Principal's telephone costs Yes

9. School Facilities

Buildings and grounds –

The school is situated on seven hectares and special features include 2 large playground areas, grassed and paved playing areas near a nature park with a large artificial lake. The main building houses a range of open space facilities, a resource centre, computer area, a canteen, toilets and an administration section.

As a result of the BER funding in 2010 a new 4 classroom block with an office, withdrawal area, multi-purpose space and toilets has been erected. Several classrooms are located in separate transportable buildings. One of these blocks has been totally refurbished. A Multi-Purpose Hall was opened in 2005 and is a fantastic asset for the school.

In 2018 we received a \$1 million STEM works grant and we officially opened our new STEM building in May 2019.

In 2008 a large storage shed/workshop was constructed that is used for practical projects. In addition, verandas have been constructed in front of the main building and between the hall and the main building, which provides a fantastic outdoor learning area.

In 2015 a double wooden transportable building was refurbished to become a Performing Arts Space.

Heating and cooling

All areas of the school are heated. All areas, except the hall, are air-conditioned.

Specialist facilities and equipment

The school has a well-equipped resource centre and computer centre. All classrooms have an Interactive Whiteboard that is connected to the network. There are extensive grounds for outdoor activities and the Multi-Purpose Hall provides an excellent space for both sporting and arts activities.

Student facilities

All students have access to a wide range of modern and well-maintained facilities, including the canteen, which follows *Healthy Eating Guidelines*.

A dental clinic that services the Upper South East schools is situated on the school site.

Staff facilities

A large well-maintained staff room is available to all staff. Excellent school facilities are available to all staff. There are computer facilities for staff use. The entire school is wireless networked and we have just been fortunate to be connected to the fast speed internet.

Access for students and staff with disabilities

An access ramp exists to the new building and in the resource centre. There is a disabled toilet and shower in the Multi-Purpose Hall complex and an additional disabled toilet in the new building.

Access to bus transport

DfE schools in the Naracoorte area are serviced by school buses. All students are entitled to free travel to their school if this school is serviced by that particular bus and they live more than 5 km from the nearest government school.

The school bus routes are Stewarts Range, Padthaway, Tresant, Frances, Lochaber, Cadgee buses is Wrattobully, Elderslie Road, and Hynam buses.

To cater for students who live in the northern area of Naracoorte within 5 kilometres of Naracoorte Primary and Naracoorte High Schools a *user pays* Town Bus Service has been operating which delivers students to all three Government sites.

10. School Operations

Decision making structures

Through Governing Council, parents have the opportunity to become involved in the decision-making processes of the school. The Council meets twice a term for a 2-hour meeting.

Governing Council Sub-committees include: Education, Buildings and Grounds, Finance, Fundraising, and Canteen.

The Governing Council have representatives who report to each meeting on the following groups: Out of School Hours Care Committee, Bus Committee, Parent Club, Staff, Computer Committee and Pedal Prix.

Students are involved in the decision-making processes through SRC and staff in general meetings, feedback from their team meetings and both formal and informal individual discussions and feedback.

Regular publications

The Naracoorte Primary School Newsletter is sent home each fortnight. Parents and staff handbooks are available for new members of our school community.

Other communication

The school [website](#) has all of our policies and detailed information about the school posted on it.

Individual class newsletters are sent home regularly as reminders or for additional information. Diaries are used in most classes to assist with organisation of schoolwork and homework.

The [School's Parent Complaint Policy](#) clearly outlines the process for addressing any concerns. Guidelines also exist for students and teachers with grievances.

School financial position

The Finance Committee meets twice a term to review the budget and to give direction for the next budget. A financial report is presented at each Governing Council Meeting. The Principal supports the School's Administrative Officer, who manages the finances. An active Fundraising Committee supports school finances.

Special funding

11. Local Community

General characteristics

Naracoorte is situated in the centre of the South East, a comfortable hour's drive from Mount Gambier. The families that make up the school are approximately 60% rural – 40% town. 271 families support the 431 students who attend the school at present. Naracoorte has a population of approximately 5000. It also services a rural community group of approximately 2500.

Parent and community involvement

An active and involved parent group supports Naracoorte Primary School. The support includes;

- Attending Governing Council held twice a term
- Assisting within classrooms
- Helping in the canteen
- Learning Assistance Programme (LAP)
- Governing Council Sub-committees
- Assisting with camps and excursions
- Supporting sporting activities
- Attending fundraisers & school assemblies
- Running and responding to surveys
- Supporting homework activities
- Participating in working bees
- Assisting with special projects

Feeder or destination schools

Children come to Naracoorte Primary School from Naracoorte North and Michelle de Garis Kindergartens. The majority of students go on to attend Naracoorte High School, with a small number choosing to attend private colleges in Mount Gambier, Adelaide and Victoria. Buses to two private colleges in Mount Gambier operate daily.

Other local care and educational facilities

Other educational facilities also include a campus of TAFE, 2 child care centres, Family Day Care, 2 kindergartens, another Government Primary School as well as a private primary school, a Government High School, Out of School Hours / Vacation Care Facility and a Toy Library.

Commercial/industrial and shopping facilities

Naracoorte is an important regional commercial centre. The main industries supported are viticulture, the meatworks and mixed farming. The town has a wide variety of shops including agri-business centres, five banks, a credit union, two pharmacies, hairdressers, clothing outlets and two major supermarkets with extended out of hours trading. Many small light industry and rural support businesses operate within the town. Some government offices are based at Naracoorte.

Other local facilities

Town facilities include a public library, a hospital, medical clinics, specialist health services and a Community Health Centre. A wide range of sporting facilities, social clubs and organisations are supported. Tourism and cultural interests are well promoted. Social Clubs and Churches are active within the community. Child Care facilities are available in the town; this also includes Family Day Care facilities. Naracoorte Primary School provides an Out of School Hours Care and Vacation Care Programme for the town's primary aged children.

Availability of staff housing

Some Government housing is available and some private houses are available for purchase or for rent.

Accessibility

There is a daily bus service between Naracoorte and Adelaide. Mt Gambier (100kms south) has an airport with regular flights to both Adelaide and Melbourne. Naracoorte is 339 kilometres south of Adelaide.

Local Government body

Naracoorte is in the Naracoorte Lucindale Council, the state electoral district of MacKillop and the federal Division of Barker.

12. Further Comments

Naracoorte was formed from the merger of two towns; *Kincraig*, founded in 1845 by Scottish explorer William Macintosh, and *Naracoorte*, established as a government settlement in 1847. The name has gone through a number of spellings, and is believed to be derived from the Aboriginal words for *place of running water* or *large waterhole*. It grew during the 1850s as a service town for people going to and from the Victorian gold rush.

The town has historically relied largely on sheep, cattle and wheat farming. In recent decades, tourism has become a major. It also receives a substantial number of visitors due to its proximity to the Coonawarra, Wrattonbully, and Padthaway wine regions, plus many smaller local vineyards. Naracoorte is the centre for Upper South East Tourism and includes the World Heritage Naracoorte Caves and Bool Lagoon Wetland.

Naracoorte has won the State Tidy Town's Competition on many occasions and the National Competition in 1995.

Naracoorte has an Australian Rules football team competing in the Kowree-Naracoorte-Tatiara Football League and also supplies players for surrounding teams such as Kybybolite, Padthaway and Border Districts.

Places of interest

- The Visitor Information Centre & Sheep's Back Museum - MacDonnell Street.
- Lions Pioneer Park - MacDonnell Street.
- Tiny Train Park & Mini Golf - Park Terrace.
- Naracoorte Art Gallery - Ormerod Street.
- Mini Jumbuk Centre - 61 Smith Street.
- Swimming Lake - Moore Street.
- Jubilee Nature Park - Moore Street.
- Struan House - Riddoch Highway.
- Naracoorte Caves National Park - Caves Road

Services

- Naracoorte Hospital (Jenkins Terrace; Emergency department on Cedar Avenue)
- Police (66 Smith Street)
- Banks - ANZ Bank, Bank SA, Commonwealth Bank, National Bank, People's Choice Credit Union
- RAA - Kincraig Motors (164 Smith Street) or Vans Automotive Service (88 Stewart Terrace)
- Service Stations - MoGas (117 Gordon Street), Mobil (46 Gordon Street & 9 Stewart Terrace), Caltex (12 McRae Street) & Shell (62 Stewart Terrace)
- Supermarkets - Woolworths/Kincraig Plaza (Robertson Street) & Foodland (63 Ormerod Street)
- Transport - Bus Station (170 Smith Street)
- Van Leuven l'Artisan Bakery Patisserie (31 Ormerod St)