



## SCHOOL CONTEXT STATEMENT

School number: 0309

School name: NARACORTE PRIMARY SCHOOL

# NARACORTE PRIMARY SCHOOL

## LEARNING FOR LIFE

### 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 and we look forward to re-establishing weekly visits between students from both sites. Our proximity to the high school allows us additional transition opportunities as we prepare our students for the next stage of their education.

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.

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* virtues across the school, developing positive social and emotional interactions for all.

# 1. General information

**School Principal's name:** ROB SANDERCOCK

**Deputy Principal's name:** ANDREA LAWRIE

**Wellbeing Leader's name:** LUCY POSSINGHAM

**DfE Partnership:** Wrattonbully

**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.naracoortepriaryschool.com.au](http://www.naracoortepriaryschool.com.au)

**Email address:** [dl.0309.admin@schools.sa.edu.au](mailto: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, Wellbeing Leader</i>	1	2	0	3
Teaching including Tier 2 support & Teacher/Librarian	3	21	0	24
SSO	0	9	0	9
GSE	1	0	0	1
ACEO	0	0	0	0

## February FTE student enrolment (Primary):

	2015	2017	2018	2019	2020	2021	2022
Special, N.A.P. Ungraded etc.	0	0	0	0	0	0	0
Reception	52.0	56.0	53.0	46	40	47	33
Year 1	55.0	64.0	48.0	55	45	37	48
Year 2	45.0	54.0	69.0	51	55	45	37
Year 3	70.0	56.0	52.0	64	50	53	45
Year 4	54.0	47.0	52.0	54	62	49	57
Year 5	52.0	70.0	53.0	52	54	65	48
Year 6	41.0	56.0	71.0	50	52	51	64
Year 7	61.0	59.0	56.0	71	50	46	-
<b>TOTAL</b>	<b>431</b>	<b>462</b>	<b>454.6</b>	<b>443</b>	<b>408</b>	<b>393</b>	<b>332</b>
School Card Approvals (Persons)	40.0	51.0	38.0	50	45	45	40
NESB Total (Persons)	25	25	25	26	24	25	26
Aboriginal FTE Enrolment	4	4.0	3	5	6	8	6

## Student enrolment trends

Traditionally the enrolments have ranged from 350 to 400; however since 2013, we have consistently maintained enrolments over 400, with our 2021 enrolment finishing with 403. In 2022, with Year 7s moving to high school, our enrolment is 332.

## 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 2022, there are 2 Reception/1 classes, 3 Year 1/2 classes, 4 Year 3/4 classes and 4 Year 5/6 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 Wellbeing Leader and Pastoral Care Worker run social, emotional and behavioural support programs as required. They also support families, manage transition issues and liaise with community groups like CAMHS, a local child psychologist, Community Health and AC Care.
- All classes have daily fitness and ‘Crunch and Sip’ programs.

### Student support offered

Our Deputy Principal 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 0.1 supporting students with additional needs.

A Wellbeing Leader is employed 0.6, with an additional 0.4 for Inclusive Education and social skills.

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 support is based around the 5 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 by Play is the Way creator, Wilson McAskill, and time is allocated in 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 by 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**, **Lego League** and **Breakfast Club**.

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 16<sup>th</sup> year of racing, the team includes two race vehicles striving to reach the same goals as our original team 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 with the primary team continuing to support the high school team.

## 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 have worked with the Naracoorte Lucindale Council to update the *Walking Trail* and continue to work on developing educational activities based on the park environment. NPS continues to be a lead school in the delivery of STEM education, showcasing best practice since 2019. Lego League teams have been established with regional and national successes since 2019, including teachers and students mentoring other school teams from across the district.

Representatives from our Year 5/6 classes are members of the Youth Environmental Leaders Program. These students meet each term with peers from nearby sites to discuss environmental projects and then lead their own classes in carrying out projects. The YELP representatives spearheaded the establishment of a butterfly garden and were involved in leading the Nature Park project. Each year, the group focuses on reducing the amount of litter and rubbish generated by the school community, holding 'Nude Food' days and recycling challenges.

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 and continue to sell their produce to the School Canteen, staff and parents. All funds raised go towards the purchase of new seedlings, maintenance and mulch.

# 3. Key School Policies

## Our Vision

Our school vision was re-established in 2017. The education committee (a committee of staff and parents) led a vision evening of over 120 students, 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.*

We provide a high quality education, giving students the opportunity to make choices and accept the consequences of their choices.

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:

**Goal 1.** To retain and increase the number of students achieving SEA and in higher bands in writing.

#### **Challenge of Practice:**

If we strengthen students' ability to develop deep learning and transfer their knowledge into written tasks by using a teaching and learning cycle to build writing instruction, then we will retain and increase student achievement in SEA and higher bands in writing.

**Goal 2:** To retain and increase the number of students achieving SEA and in higher bands in numeracy.

#### **Challenge of Practice:**

If we develop teachers' pedagogical and content knowledge and capacity to engage with the 'Big Ideas in Number' by adopting a whole school reference text, using the National Learning Progressions, AC, achievement data and formative assessment to monitor learner progress, inform learning design, differentiate and action high impact teaching practices, then we will increase the number of students achieving in higher bands in numeracy.

## 4. Curriculum

### Subject offerings

Naracoorte Primary School uses 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) Indonesian, Technology, and Health and Physical Education.

### 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 SSOs. Running records, Phonics Screening and Read, Write, Inc data are used across the school to identify students who require further assistance. Intervention in numeracy is supported through QuickSmart and TooSmart.

### Special curriculum features

The school has a well-supported Choir involving approximately 45 students from Year 4 to 6 who participate in the Adelaide Music Festival and the South East Music Festival each year.

### 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. Members of leadership coordinate 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. Each Team, teaching and non-teaching, is represented by a Team Leader who is a member of the school Management Team, which meets fortnightly.

ICT is an integrated tool with all learning areas equipped with Interactive boards, a pod of computers or laptops located in teaching team spaces. A computer network room and a bank of iPads are available for class use each day. A dedicated STEM space is used for cross-curricula teaching and learning with Lego, robotics and 3-D printing resources available.

### 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

A formal transition-to-school program for children from both kindergartens, and to Naracoorte High School, has been adopted by all schools in the Naracoorte cluster. Common dates and protocols have been developed and agreed by all sites.

Naracoorte Primary School is part of the Wrattontully Partnership, within the Blue Lake 1 Portfolio. This 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, as well as Mount Gambier sites from the Blue Lake Partnership.



## 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 Fun Run event. NPS also runs the South East Cross Country Championships each year. 2022 is the 36<sup>th</sup> anniversary of this event.

Opportunities to try out for inclusion in district SAPSASA teams are offered to students in years 5-6 throughout the year.

## 6. Other Co-Curricular Activities

With Year 7s moving to high school, there has been a change to our camps policy. The students in Years 4, 5 and 6 will participate in a school camp program each year. The Year 3 students have a “Big Day Out” with an excursion to Mount Gambier and junior primary classes have a “Little Day Out” with an excursion to the Town Hall and Square to watch a movie and have a picnic lunch.

The school participates in environmentally friendly activities such as Waterwatch and KESAB/Clean-up Australia Day. We have revegetated a large area of our site with native trees and shrubs and this area is used at lunchtimes in the cooler months for Nature Play activities with children building cubby houses, climbing trees and making mud pies. Our Year 6 students are involved in a regional environmental forum (YELP). The students 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, and Wellbeing Leader

0.4 Tier 2 salary, 13 classes, 0.6 LOTE, 0.1 EALD, Pastoral Care Worker

Finance Officer, 3 SSOs who work predominantly in the office, 6 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, and 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 WH&S issues.

## Performance Management

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

Staff are encouraged to maintain a Personal Portfolio with updated 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 days a week, and works closely with our Wellbeing Leader.

## Other

Six staff members are currently recognised Step 9 personnel and 5 staff with 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	Additional increment allowance
<b>0.5</b>	<b>Yes for eligible staff</b>
Isolation placement points	Designated schools benefits
<b>4.5</b>	<b>N/A</b>
Shorter terms	Aboriginal/Anangu schools
<b>N/A</b>	<b>N/A</b>
Travelling time	Medical and dental treatment expenses
<b>N/A</b>	<b>Yes as per teachers' Non Metropolitan Award</b>
Housing assistance	Locality allowances
<b>A number of government houses exist in Naracoorte.</b>	<b>Yes – a minimal amount</b>
Cash in lieu of removal allowance	Relocation assistance
<b>Yes for Bands 1, 2, 3</b>	<b>Yes</b>
	Principal's telephone costs
	<b>Yes</b>

## 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 was erected. Several teaching spaces 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 2019.

In 2020 we upgraded our front office and courtyard into a modern office area.

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 has fast speed internet, is wireless networked and in 2022 will undergo a major upgrade of cabling and infrastructure.

### 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 Wratttonbully, 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, Buses and Canteen.

The Governing Council have representatives who report to each meeting on the following groups: Out of School Hours Care Committee, Bus Committee, Staff, IT 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. The School Captains attend a Governing Council meeting each semester to report on their progress.

## 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. Other information is shared via our Skoolbag app, Facebook page or Edsmart. In emergency cases, a SMS messaging service can also be used.

Individual class newsletters are sent home regularly as reminders or for additional information. Teachers use online communication platforms; Seesaw, Class Dojo and Microsoft Teams to communicate with parents. 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 by organising a variety of events and raffles.

## Special funding

N/A

# 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 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

Limited 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, Wrattobully, 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)
- Kincraig Medical Centre (Cedar Avenue) Naracoorte Medical Clinic (Smith Street)
- Dental, Physiotherapy and Chiropractic services
- 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 - Ampol (117 Gordon Street), Ampol (46 Gordon Street), Caltex (12 McRae Street), Coles (62 Stewart Terrace), OTR (Smith Street/Deviation Road)
- Supermarkets - Woolworths/Kincraig Plaza (Robertson Street) & Foodland (63 Ormerod Street)
- Transport - Bus Station (170 Smith Street)
- Specialist Butchers – Tender Cuts (Ormerod St), Sir Loin (Kincraig Plaza)
- Cafes, Bakeries, Fast Food – Pizza, Fish & Chips, Thai
- Restaurants and 3 Hotels.