School Name: PARA HILLS JUNIOR PRIMARY SCHOOL

School Number: 1325

1. General Information

Part A

<table>
<thead>
<tr>
<th>Schoolname</th>
<th>PARA HILLS JUNIOR PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>1325</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Michael Washington</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 78, Para Hills 5096</td>
</tr>
<tr>
<td>Location Address</td>
<td>26 Wilkinson Road, Para Hills 5096</td>
</tr>
<tr>
<td>District</td>
<td>Salisbury</td>
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<tr>
<td>Distance from GPO</td>
<td>16 kms</td>
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<tr>
<td>CPC attached</td>
<td>YES</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 82643242</td>
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<tr>
<td>Fax No.</td>
<td>08 82632325</td>
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February FTE Enrolment

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<th>Year</th>
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<th>Reception</th>
<th>Year 1</th>
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<th>Year 4</th>
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<th>Year 6</th>
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<th>Year 8</th>
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<th>Year 11</th>
<th>Year 12</th>
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TOTAL: 133.0

July total FTE Enrolment

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<th>2003</th>
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<td>Male FTE</td>
<td>76.0</td>
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<td>School Card Approvals (Persons)</td>
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Part B

- Assistant Principal
  : Kaye Conway
- Email address
  : infojp@parahillr7.sa.edu.au
- Staffing numbers
  : 5.00 FTE Tier 1 at Term 1 2006 (including two key teachers) are provided to staff 5 classes.
  
  We have 0.4 library time
  
  LOTE (Japanese) 0.3 and 0.2 PE provides non instructional time for teachers.
  
  Tier 2 Special Class 1.1.
  
  School-based Special Education 0.24
  
  0.4 ESL.
  
  0.29 School Counsellor which is topped up by the school to employ the Assistant Principal.
  
  As a category 3 of disadvantage, we qualify for an additional teacher in JP. This means our class average in Term 1 was 20 students.
  
  A Preschool operates Mon –Thurs and is staffed differently each term, depending on numbers. For Term 1, we were staffed by 1.0 teacher and 15hrs SSO hours per week.
  
  In 2006, there are 2 male staff members, the Groundsperson and an S.S.O.
  
  SSO Hours = 79 hours which includes 8 hours used in grounds.
  
  An additional 12 hours/wk support the Junior Special Class.
  
  15 hours/week are provided as base SSO hours to the Preschool.
  
- This School is locally managed.

- OSHC
  : Supplied on site via Yawara Children’s Services. Vacation care program are also offered.

- Enrolment trends
  : Are steady.

- Special arrangements
  : The campus is shared with the Primary School on a large site. There is a preschool (CPC) attached to the Junior Primary School. Separate administration areas are located some 200 metres apart. One Governing Council provides oversight to both schools.

- Year of opening
2. Students (and their welfare)

- General characteristics
  - 33% of students have a Non-English Speaking background, including Arabic, Portuguese, Vietnamese and Chinese:
    - almost 50% of students are School Card Holders, making the school a Disadvantaged school (Category 3);
    - in addition to the Special Class, 3% of students have NEPs;
    - 10% of students are Aboriginal.

- (Pastoral) Care programs
  - By class teachers.

- Support offered
  - Staff implement affirmative action strategies and provide support to individual students and families. The Assistant Principal and Principal share the role of student counselling. Instalment payments, subsidies and an emergency lunch program are available to support identified families.

- Student management
  - Class and yard rules are developed and applied consistently with an emphasis on logical consequences and positive outcomes. Each class has developed a Code of Cooperation based on the school values. This is used as a basis for student behaviour management and student counselling.

- Student Voice
  - An SRC is elected each year with a male and female representative from each class. Separate meetings, Primary and Junior Primary are held.

- Special programmes
  - Various support programs assist identified students – Early Intervention in-class SSO support, Speech and Language withdrawal support, Learning Assistance Program and Funtastics (gross motor coordination).

3. Key School Policies

- Mission statement
  - Everyone involved in our school will work together to provide a safe, supportive environment. We will utilise our resources and facilities to enhance the quality of teaching and maximise student learning.

- Long-term objectives
  - To create independent learners who are challenged to achieve their potential and are motivated to pursue new learning.
School development priorities

: Literacies (including numeracy and IT), improving the quality teaching and learning and developing positive relationships are the priorities for 2006. Other short term goals include:

- continue to raise the literacy and numeracy standards of all students.
- reporting to parents using SACSA.
- to integrate ICT across the curriculum with a focus on learning rather than the technology.
- to continue using programs like “Program Achieve” and “Protective Behaviours” to develop children’s social skills and resilience.
- maintain a high standard of OHS&W.

Recent key outcomes

: Resource Based Learning for each class which focused on using ICT as the resource.
A focus on teacher development in the use of ICT which has had a direct impact on classroom programs.
Improved use of baseline data to direct early assistance funding.
Literacy Support program has been reviewed and includes in-class support rather than withdrawal. This has proved to be very successful.
A “healthy lifestyles” focus across the school including healthy eating and physical activity. Lunch time P.E. activities are provided by an S.S.O. 3 times a week.

4. Curriculum

Subject offerings

: In R-2, the curriculum offered incorporates the eight required areas of study as outlined in SACSA, with Japanese as the LOTE. The preschool uses the age 3-5 phase of the framework, covering the seven learning areas.

Open Access

: Not applicable.

Special needs

: The school hosts a full time junior Special Class and no additional school-based special education staffing at this stage. Support from the school budget is provided for identified students in the areas of literacy, speech and language, work skills, coordination and concentration.

Special curriculum features

: Each class is provided with 3 hours per week of SSO time to support identified students with special learning needs in classes.
The ESL students are supported in small group work with a teacher.
The school purchases 5 hrs/wk of SSO time for IT technical support.
Through our involvement in the Quality Improvement in Schools project, classes are trialing many “quality tools” in their classrooms.

- Teaching methodology
  : Teachers use a variety of approaches suited to the needs of the students. Explicit teaching and constructivism continue to be a training and development focus.

- Assessment procedures and reporting
  : Student Progress Folders provide ongoing process for reporting to parents/caregivers. The 8 areas of study are covered across the year, with English and Mathematics being included each term. Interviews are held in Term 2 and written reports are provided twice a year.
  Open mornings with a special focus are also held once or twice a year.

- Joint programmes
  : Many programs operate collaboratively between the Junior Primary and Primary Schools. These include:
    A successful ‘buddy’ system has enabled a range of cross-age activities with the Primary School.
    A shared assembly is held once per term.
    The LOTE teacher provides NIT across both schools.
    The leadership team meets once a week P-7.
    The Governing Council provides oversight to both schools.
    The Special Class teachers in both school liaise closely with each other.

5. Sporting Activities

: A class teacher provides PE NIT to all classes. A range of skills based lessons, clinics and activities are run throughout the year with a particular emphasis in PE week. Local clubs provide competition in a range of sports. Lunch time P.E. activities are provided three times a week.

6. Other Co-Curricular Activities

Special days and weeks are celebrated (eg Harmony Day, NAIDOC Week, Daffodil Day, Bandana Day, etc).
S.R.C. organise lunch time discos to raise funds for nominated charities throughout the year.
Reading Challenge is promoted and students are encouraged to participate.
7. **Staff (and their welfare)**

- **Staff profile**
  - Generally stable with most staff completing 10 year tenure.

- **Leadership structure**
  - A senior staff team meets regularly to develop a Preschool-7 perspective. This includes JP Principal, JP Assistant Principal, Primary Principal, Primary Deputy and Primary Coordinator.
  - Committees support the work of staff in leadership positions.

- **Staff support systems**
  - Staff are released regularly to meet and plan with their learning team (others in their building).
  - The training and development focus for 2006 is based on our priorities of Assessment and Reporting, the Drug Strategy, ESL Scope and Scales, Bullying, Numeracy and Literacy Initiatives. These sessions are run by school personnel and outside consultants.
  - Staff are encouraged to become involved in cluster, district or network activities.

- **Performance Management**
  - Staff meet with Senior staff to discuss progress in achieving school and class priorities and school and personal training needs.

- **Staff utilisation policies**
  - Committees are in place to support school priorities and meet as required including PAC, OHSW, Training and Development and Budget. We have 1 SSO who works entirely in the office, 3 who have a combination of office and classroom responsibilities and 3 who work entirely on classroom support.

- **Access to special staff**
  - Continuing use of the Guidance Officer, Speech Pathologist, Visiting teachers for Hearing and Vision impairment, the behaviour Support Unit, the Attendance unit and other external support agencies.

8. **Incentives, support and award conditions for staff**

   - None applicable.

9. **School Facilities**

- **Buildings and grounds**
  - A double storey teaching block and open space unit provide teaching spaces for up to ten classes and the Child Parent Centre. The Special
Class is currently located on the ground floor accommodation in the double storey block.

- **Cooling**: All classes are air conditioned. A hot weather and wet weather policy determines whether play is taken outside.

- **Specialist facilities**: Additional open and carpeted areas have been created by enclosure of a lunch shed. This hall is hired to community groups.

- **Student facilities**: A Computer Centre and Library are well resourced and accessed by all classes.

- **Staff facilities**: A staff room and work area is housed in the Administration block. The Office area, Library and all classrooms have Internet access.

- **Access for students and staff with disabilities**: Currently, the Special Class is located on the ground floor and most buildings have ramp access. Only minor modifications have been necessary to the toilets accessed by these children.

- **Access to bus transport**: Public bus transport passes the school.

- **Other**: A Dental Clinic services this school and surrounding schools. A student service operates two days and an adult service three days per week. Out of School Hours operates on the school grounds. A community group runs regular pottery lessons in one of our buildings. A play-group operates in our hall on Tuesday mornings.

### 10. School Operations

- **Decision making structures**: A commitment to democratic decision making exists. Standing and ad-hoc committees are formed. A single Governing Council provides oversight to both schools.

- **Regular publications**: A newsletter is currently issued fortnightly on a CPC-7 basis and includes student contributions. Class newsletters are also prepared regularly. Comprehensive induction packs are provided to parents/caregivers on enrolling. A staff information book, a daily notice book and bulletins provide staff information.

- **Other communication**: A community notice board displays community news. All classes have a “communication book” for two-way information flow.
Staff are encouraged to use face-to-face or telephone conversations to discuss major issues with parents (rather than the communication book).

- School financial position
  - The school operates on a tight budget with limited fundraising capacity.
- Special funding
  - School pride funding has been utilised for internal and external painting.
  - Funding from the Mentor Teaching program has provided release for staff to work collaboratively together.

11. Local Community

- General characteristics
  - A supportive school community has been evident over many years.
- Parent and community involvement
  - The school has an open door policy with many parents assisting in classrooms and on Governing Council and its sub-committees.
  - Parent volunteers coordinate a Playgroup using school facilities – currently one session per week.
- Feeder schools
  - Local Kindergartens include one on Liberman Road and the Para Hills West Preschool.
  - Most of our students move to the Primary School on completion of Year 2.
- Commercial/industrial and shopping facilities
  - A local shopping centre is located adjacent to the school.
- Other local facilities
  - A Public Library branch is also located adjacent to the school and regular class visits are made.
- Local Government body
  - Salisbury Council provides regular printed information to the school about community events.

12. Further Comments

I certify that this is a true and accurate statement

______________________
CHRIS BARTEL
Principal