



# SCHOOL CONTEXT STATEMENT

Updated: March 2018

**School number: 1844**

**School name: Burton Primary School**

## School Profile

Burton Primary provides quality teaching and relevant, rich learning experiences for each child. We provide a balanced education within a caring, supportive, safe and challenging environment. Our school culture is underpinned by our school values of respect, fun, learning, cooperation, team work, friendship, safety and honesty. Our school is committed to providing stimulating learning experiences that challenge all and cater for the diverse needs of our students including those from a wide range of cultural backgrounds. Our curriculum has its focus on children gaining strong skills in literacy and numeracy while ensuring quality learning opportunities and experiences in all learning areas. Focussed support is provided to students with special needs and those from multi-cultural backgrounds, through additional staffing, small groups and smaller class sizes, and explicit teaching. Our learning programs foster the development of independent and highly motivated learners. Burton Primary has extensive well maintained grounds, facilities and equipment including an impressive gym and library incorporating extensive information and communication technologies.

# 1. General information

- School Principal name: Alison Lynch
- Deputy Principal's name: Nic Dale
- Year of opening: 1990
- Postal Address: 49A Kensington Way, Burton
- Location Address: 49A Kensington Way, Burton
- DECD Region: Para Hills 3 – Orion Partnership
- Geographical location – ie road distance from GPO (km): 21 Km
- Telephone number: 8280 6277
- Fax Number: 8280 6311
- School website address: [www.burtonps.sa.edu.au](http://www.burtonps.sa.edu.au)
- School e-mail address: [dl.1844\\_admin@schools.sa.edu.au](mailto:dl.1844_admin@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: Burton Park Preschool is located within the grounds of Burton Primary School and operates separately from the school. A close partnership between the preschool and school ensures a smooth transition for children. The preschool has access to the school library and grounds. Governing Councils from both sites meet jointly for one meeting a term.
- **Out of School Hours Care (OSHC) service:** Before and After School Care operates from 6.00am – 8.30am and 3.05pm – 6.00pm. Vacation Care operates from 6.00am – 6.00pm.
- **February, 2018 FTE student enrolment:** 495

|           | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------|------|------|------|------|------|
| Reception | 85   | 71   | 73   | 78   | 54   |
| Year 1    | 62   | 73   | 66   | 66   | 75   |
| Year 2    | 58   | 65   | 69   | 62   | 65   |
| Year 3    | 54   | 51   | 58   | 72   | 63   |
| Year 4    | 44   | 46   | 49   | 55   | 75   |
| Year 5    | 46   | 43   | 46   | 51   | 58   |
| Year 6    | 49   | 39   | 39   | 47   | 53   |
| Year 7    | 36   | 42   | 36   | 39   | 52   |
| Total     | 434  | 430  | 436  | 470  | 495  |

|                             | 2017 Enrolment Statistics: | 2018 Enrolment Statistics: |
|-----------------------------|----------------------------|----------------------------|
| Male:                       | 232                        | 247                        |
| Female:                     | 238                        | 248                        |
| School Card Approvals:      | 207                        |                            |
| EALD Students:              | 193                        | 193                        |
| Aboriginal Students:        | 21                         | 28                         |
| Students with a Disability: | 39                         | 51                         |

- **Student enrolment trends:** Significant increase in enrolments has necessitated acceptance of new enrolments only from within the area bounded by Waterloo Corner, Burton, Bolivar and Port Wakefield Roads. A DECD approved zone is in place. Attendance at Burton Park Preschool does not guarantee enrolment at Burton Primary if living outside of the above area.
- **Staffing numbers (as at February census):**

Leadership consists of 1.0 Principal (A5), 1.0 Deputy Principal (B3) and 1.0 School Counsellor (B1)

The teaching staff consists of 32 full or part time teachers, with 24.2 full-time equivalent teachers. In addition to this a numeracy coach is employed 0.1.

The teaching staff includes 21 full-time equivalent classroom teachers, 3.4 equivalent NIT teachers, 1.6 Special Ed and EALD teachers and 0.4 AET, 0.2 Vietnamese and 0.1 Khmer first language maintenance.

Specialist programs are provided in Science, (Reception – Year 3 classes), PE and Health and The Arts.

There are 362.5 SSO hours undertaken by 13 SSOs. This includes 18 hours shared by 2 ACEOs.

A groundsman is also employed 15 hours per week.

- **Public transport access:** The 401 bus connecting Salisbury passes the school.
- **Special site arrangements:**
  - Burton Primary is part of the Orion Partnership of schools.
  - Burton Park Preschool is co-located on the grounds.

## 2. Students (and their welfare)

- **General characteristics:**

Our school community is culturally diverse with 34 different cultures represented. Over 40% of students are from EALD backgrounds with Khmer and Vietnamese being the most prominent. A number of these students do not speak any English at home and come to school with minimal English skills. These students are supported through additional access to our support program teachers and SSOs, depending on need.

The school's ICSEA (Index of Community Socio-Educational Disadvantage) is 939, with the Australian average being 1000. 55% + of families are in the bottom quarter.

- **Student well-being programs:**

Our Wellbeing Leader offers one on one support to students and families with emotional/ social issues and also coordinates small group and class programs as needed. He also provides support in classrooms on mindfulness and positive education. Staff are trained in and use Play is The Way. Our school has incorporated Powerful Learner strategies and dispositions across all classes. Character strengths has an increasing focus across the school.

A social skills program, based on our school values has been developed by staff and is used to set up classes each year. There is a fortnightly focus on character strengths.

Our school was successful in 2016 to be awarded the Good Guys National Super School award for innovative programs to support students' well-being. A well-being hub is a dedicated room for students who feel agitated, angry etc. Mindfulness activities are available for students to use and for teachers to borrow for use in their classrooms.

- **Student support offered:**

Learning support is provided to identified students through in class and withdrawal by specialist teachers and SSOs. A Rocket Reading program supports over 65 students at a time, predominantly Year 1 and 2, who are below expected reading levels. LLI (Literacy Learning Intervention) supports Year 3-5 students. Aboriginal students are supported by our AET and ACEO. SSO support is provided to each class during literacy and numeracy learning times.

Classes are also taught the 7 Steps to Writing program and strategies by a trained teacher, providing modelling to teachers. A numeracy coach works in classes alongside teachers.

- **Student management:**

The school's behaviour practices are in line with DECD policy and is focussed on ensuring safe and supportive environments for students and staff. We have a focus on developing positive learning environments and behaviours and in developing the skills to get along with others and to monitor their own behaviours. Individual behaviour plans are developed for a small group of students as needed. Parents are kept informed and involved in supporting their child to develop and show appropriate behaviours.

Three school rules have been introduced to ensure consistency across the school.

These are:

Rule #1: Follow your teacher's instructions immediately

Rule #2: Hands, feet and objects to yourself

Rule #3: No swearing, teasing or threatening others

Time outs, take homes, suspensions and exclusions are used as required.

- **Student government:**

Student government currently consists of two working teams involving students in years 3-7. Representatives are involved in fortnightly team meetings working on a range of initiatives to further improve student academic and wellbeing outcomes at Burton Primary School. Our LOL – Leaders of Learning – form the learning and well-being teams within this group. Teams are led by our school captains and vice captains, year 7 students who were elected by their peers. Throughout the year, student leaders are provided with various opportunities to develop their leadership skills, including attending Halogen's Young Leaders Day at the Adelaide Convention Centre. House captains are also elected each year.

- **Special programmes:**

SAPSASA – the school is involved in a range of knockout competitions for our Year 5, 6 & 7 students.

Children's University is offered to students in Years 4 – 7. Staff run after school programs.

### 3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

Please refer to the Site Improvement Plan – 2017 - 2019

The key areas in our SIP are Literacy, Numeracy and Science and Technology. Curriculum teams in these three areas have the responsibility to devise, share, monitor and assess the respective plans.

Burton Primary's '7 Key Principles for Quality Teaching' has been developed by staff based on TfEL. This document outlines expected teaching practice across the principles of:

Articulating goals

Making connections

Fostering engagement

Differentiating challenges

Structuring lessons

Promoting fluency and transfer

Connecting school, students and families

- **Recent key outcomes:**

Burton Primary has shown considerable growth in students' literacy, particularly in reading. NAPLAN results have shown consistently steady improvements in all areas tested, particularly in Years 3 and 7.

Continued improvements in the number of students achieving the SEA (Standard of Educational Achievement) have been made in Reading at all year levels and in Numeracy in Years 5 and significantly in Year 7. The funding of a numeracy coach one day a fortnight in 2018 provides in class modelling and coaching for staff and students as well as targeted PD. Four teachers have been identified as numeracy leaders and are supported by the numeracy coach and release time.

Progress between successive tests show above expected growth from Year 5 to Year 7 in both Reading and Numeracy, but less growth from Year 3—5 in both tests.

## 4. Curriculum

- **Subject offerings:**

Students access 4 x 54 minute specialist lessons per week. NIT Subjects currently include: The Arts, Health & PE and Science.

All year levels meet the DECD requirements for the number of minutes for each learning area, including 100 minutes per day as a minimum for literacy.

Auslan (signing) is being introduced in 2017 as our LOTE subject and is taught by classroom teachers and incorporated in NIT lessons where possible.

- **Teaching Methodology:**

Burton's '7 Key Principles for Quality Teaching ....

Teachers are encouraged to plan, teach and assess in collaboration with others and to share their practice

- **Special needs:**

At Burton we have 42 Students With Disabilities (SWD). Of these, 27 are on an 'A' Level of Support (LOS); 22 are on a 'D' LOS; 2 on an I LOS. All students on Negotiated Education Plans (NEP's) have their learning plans reviewed each year by their classroom teacher. Outside agencies are accessed regularly to support staff and students across the site including regular student review team meetings and NEP reviews.

We currently have over 200 English as a second Language or Dialect (EALD) students from 34 cultural backgrounds. Our Khmer teacher works 1 day per week supporting students in class and some students as a first language. Our Vietnamese teacher supports students as a first language teacher 1 day per week.

All these students and many more receive learning support provided by 3 intervention teachers who work 2.2 across the school. These teachers support students in small groups, in class or withdraw on a 1:1 basis. An SSO supports students on speech and language programs for 20 hours per week. 3 SSO's run reading programs, Rocket Reading and Levelled Literacy Intervention across the school.

- **Special curriculum features:**

Vietnamese and Khmer students access a first language maintenance program.

Rocket Reading and Literacy Learning Intervention programs support over 65 students at a time to improve their reading levels and the development of numeracy skills. Early years

students access a speech program and fine and gross motor skills program, depending on need.

Auslan is taught by class and NIT teachers as our LOTE.

- **Teaching methodology:**

The methodologies teachers incorporate into their learning programs include:

- Using Burton Primary Schools 7 Principles for Quality Teaching as the foundation for all teaching and learning programs
- Collaborative learning structures and processes with an emphasis on working successfully with others in teams
- Powerful learner dispositions with an emphasis on thinking skills and critical questioning techniques
- Involving students in making decisions about their learning via the negotiation of aspects of the curriculum – Leaders of Learning
- Open-ended tasks that allow for multiple entry points for all students to access the curriculum
- The use of current methodologies that reflect current research in education
- Teaching and learning strategies that ensure all students reach their full potential and achieve high literacy and numeracy standards

- **Student assessment procedures and reporting:**

Close, open relationships are established with families. An assessment framework is adhered to across all year levels to ensure regular, accurate assessment of student learning. This includes standardised testing and on-going formative assessments to inform teaching and learning programs.

Reporting to parents includes:

Term 1 – Acquaintance Night; 3-Way interviews (child, teacher, parent)

Term 2 – Written report on all areas of learning

Term 3 – 3-Way interviews

Term 4 - Written report on all areas of learning

Parents and teachers are also encouraged to share learning and concerns as needed.

**Joint programmes:**

Burton Primary works closely with other schools within the Orion Partnership. Our Year 6/7 classes are involved in a STEM project with other schools within our partnership.



## 5. Sporting Activities

There is a strong commitment to health and physical education through our specialist PE programme for all students. We compete in various SAPSASA competitions including football, soccer, netball, rugby and athletics. This has allowed our school to build strong links with the community, district and state sporting organisations. Each year we hold a whole school sports day with emphasis on participation. Swimming lessons and year 6/7 aquatics are conducted each year to provide students with critical water safety skills. We have a strong focus on mental health and wellbeing through our specialist positive psychology health lessons. Our school is involved in the Sporting Schools initiative, providing specialist coaches in a variety of sports.

## 6. Other Co-Curricular Activities

The students at Burton Primary School are provided with opportunities to engage in a range of co-curricular activities. Students in years 4-7 are invited to participate in Children's University, a program which encourages students to undertake additional hours of learning by attending learning clubs coordinated by teaching staff. These clubs are held during break times and after school and have included in the past art club, cooking club, music mixing club, football club and puzzle club.

At Burton Primary we have a strong partnership with the Smith Family who coordinates co-curricular programs including a student to student reading program.

## 7. Staff (and their welfare)

- **Staff profile:**

There is a combination of permanent and contract teaching positions and a range of ages and experience as well as both permanent and contract SSO positions.

- **Leadership structure:**

Principal, Deputy Principal and Wellbeing Leader. Staff are encouraged to take on leadership roles due to absences. Four teachers have been identified to facilitate our numeracy improvement agenda. Throughout the year, teachers step up to lead different teams and committees depending on the school needs.

- **Staff support systems:**

There is a focus on developing collaborative processes and structures to support sharing of practice across the school. Staff work collaboratively in year level and curriculum teams for planning and professional learning relevant to their year level and/or learning area. Staff are provided time during staff meetings and student free days and are released throughout each term according to the needs of the team/learning area to programme and action the Site Improvement Plan. Year level teams consist of R-1, 2-3, 4-7 and specialist staff and curriculum teams consist of Literacy, Numeracy and Science and Technology learning areas. Each year level/curriculum team is led by a teacher staff member or members and supported by the leadership team. Staff meetings focus on administration and professional learning aligned to the Site Improvement Plan.

- **Performance Management:**

A range of processes are used to ensure that staff are able to monitor and improve their performance. These include line management conversations, observations with written and oral feedback, peer observations, instructional rounds and action research projects.



Ongoing training on a whole school, group and individual basis supports the achievement of goals. All staff negotiate a performance and development plan with the leadership team which is linked to the priorities on our 7 Principles for Quality Teaching. Staff are encouraged and supported to attend new professional learning and implement this in their classrooms to improve student learning outcomes. A significant number of staff are at the Step 9 level and as such are required to take on mentoring roles and lead pedagogical change across the school.

- **Access to special staff:**

Behaviour, attendance, special educator (including speech therapists, OTs, guidance officers) personnel support our school as needed. Outside agencies supporting students receiving NDIS funding meet with students through prior arrangements and under supervision. Our school also accesses the services of final year OT students as part of an Orion Partnership initiative.

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

Teachers are supported to engage in the Step 9 process. DECD EB arrangements are adhered to.

## **9. School Facilities**

### **Buildings and grounds**

Burton Primary began in Term 4, 1990. Classrooms are in groups of 4 (called a module) with an inner shared space. There are 4 of these modules and also a 4 class 'portable' block, providing 19 classes at present. All classrooms have access to either interactive whiteboards or large screen TVs.

The ERIC (Educational Resource and Intervention Centre) was built 8 years ago and houses a large, well equipped library and computer room. Extensive renovations will take place this year to provide a state of the art STEM facility within this building.

A staffroom and offices form the admin. centre of the school.

A recently built gym/hall provides space for PE lessons, assemblies, performances etc and also is used for OSHC, the canteen and breakfast club. This facility is hired to JEM Calisthenics each evening.

Large sheds provide storage. A close relationship with Paralowie Lions Club has provided a large shared storage space adjacent to the hall carpark and community garden.

Extensive grounds provide a large oval, hard play area (netball and basketball courts), large enclosed sandpit, undercover playground, fitness equipment, landscaped gardens and seating areas, nature play areas, a school and community garden, a large courtyard area and a expansive undercover area adjacent to the gym.

Burton Park Preschool has been on site from 2012.

- **Heating and cooling**

All classrooms and learning spaces have reverse cycle air conditioning. The original units are being replaced.

- **Student facilities**

A canteen operates 3 days a week with parent volunteers, adhering to the Right Bite policy. Breakfast club provides free food and drink every morning.

The well-being hub is a space for students to access during break and class times to enable them to refocus and return to class learning.

- **Staff facilities**

A large staffroom and access to several offices for meetings etc is available. Wireless internet is being upgraded to provide faster and more reliable access.

- **Access for students and staff with disabilities:**

All buildings are ground floor level. The transportable block has a ramp to allow disabled access. Soundfield and FM systems are in place for students with a hearing impairment.

- **Access to bus transport:**

Chartered buses are used for excursions and sporting involvement.

## 10. School Operations

- **Decision making structures**

A number of decision-making groups operate to support the operation and continuous improvement of the school. The levels of decision making are outlined in our Decision Making Policy.

Decision making occurs through various means – regular staff meetings held on Tuesday afternoons; committees and team meetings; Governing Council; PAC; LOL (students)

- **Regular publications**

A fortnightly newsletter provides families of an overview of school happenings. This is distributed on the Skoolbag app, in paper form where requested and is available on the school website. A parent information board provides community and school news. Class teachers send home informative newsletters each term.

One Note provides information on meetings, absences, news etc to staff.

An information pack is provided to all new enrolments and a transition brochure to new Reception students.

- **Other communication:**

Classes use a range of online communication means including Class DoJo, SeeSaw, Remind to maintain contact with families. Phone calls, diaries and face to contact is also common.

- **School financial position:**

The school is in a sound financial position. A Finance Advisory Committee includes the GC Treasurer, Principal and Business Manager. The school operates 2 companies – the school and OSHC

- **Special funding:**

Disability funding is used to support students with a verified disability through teacher and SSO time.

Better Schools Funding has allowed the school to extend the intervention support to other students working below expected levels and to reduce class sizes across the school.

# 11. Local Community

- **General characteristics:**

The school is located within the Burton area and has reasonably high number of rental properties, resulting in significant transience of students. Over 40% of students come from non English speaking backgrounds. There is significant unemployment within the local area.

- **Parent and community involvement:**

Parent volunteers support a range of activities and roles within the school, including canteen, classroom support, library and playgroup. There is a high participation rate for 3 way interviews, special events including sports day, sports competitions, concerts, assemblies and open mornings.

- **Feeder or destination schools:**

Most children starting school in Reception come from Burton Park Preschool and Clever Patch Childcare. Year 7 students move on to a variety of secondary schools both public and private. The majority choose either Parlowie R-12 or Salisbury High School.

- **Other local care and educational facilities:**

Burton Park Preschool – offering preschool sessions and occasional care – within school grounds

Clever Patch Child Care – opposite the school

- **Commercial/industrial and shopping facilities:**

Local Springbank Shopping Centre less than 1km away

- **Other local facilities:**

Local soccer fields, community centre, wetlands, playgrounds and parks are all within walking distance.

- **Accessibility:**

Students are driven to school or walk with their families. Very few ride bikes. A teacher is on traffic duty each day and another on courtyard duty to supervise children prior to the start of school.

- **Local Government body:**

City of Salisbury