



SCHOOL CONTEXT STATEMENT

Updated: March 2021

School number: 1844

School name: Burton Primary School

School Profile

Burton Primary School has a diverse community of learners from a range of cultural backgrounds and experiences. Burton Primary School 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. We follow the Australian Curriculum and have a strong 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 School has extensive well maintained grounds, facilities and equipment including an impressive gym and STEM building. Burton Primary School has significantly invested in providing access to technology including Interactive TV's across the site and 1:1 iPads in the Upper Primary.

1. General information

- School Principal name: Michael Hosking
- Deputy Principal's name: Travis Keane
- Year of opening: 1990
- Postal Address: 49A Kensington Way, Burton
- Location Address: 49A Kensington Way, Burton
- Department for Education (DfE) 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
- School e-mail address: dl.1844_admin@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Burton Park Preschool is located within the grounds of Burton Primary 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, 2021 student enrolment:** 508

	2016	2017	2018	2019	2020
Reception	73	78	54	74	59
Year 1	66	66	75	59	77
Year 2	69	62	65	77	59
Year 3	58	72	63	65	72
Year 4	49	55	75	70	66
Year 5	46	51	58	73	70
Year 6	39	47	53	60	66
Year 7	36	39	52	45	50
Total	436	470	495	523	519

	2019 Enrolment Statistics:	2020 Enrolment Statistics:
Male:	260	248
Female:	263	271
School Card Approvals:		
EALD Students:	218	199
Aboriginal Students:	28	34
Students with a Disability:	59	27

- **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 Department for Education (DfE) 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), 2 Assistant Principals (B2) and 1.0 Student Wellbeing Leader (B1)

The teaching staff consists of 39 full or part time teachers, making the equivalent of 34.9 full-time teachers.

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 first language maintenance.

Specialist programs are provided in Science, Auslan, PE and Health, and The Arts.

There are 591 Student Support Officer (SSO) hours undertaken by 17 SSOs. This includes 23 Aboriginal Education hours shared by 2 Aboriginal Community Education Officers (ACEOs).

A groundsperson is also employed 20 hours per week.

- **Public transport access:** The 401 bus connecting to 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 30% 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. More than 55% of families are in the bottom quarter.

- **Student well-being programs:**

Our Student 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. They also provide support in classrooms in cyber security, bullying and through social skills programs including "Whats the Buzz". The wellbeing room can be accessed by students who are having difficulty regulating their emotions and the Student Wellbeing Leader supports the students to utilise strategies and supports to successfully re-engage with their learning.

A fortnightly focus on character strengths is tied into assembly awards. The school is currently reviewing their wellbeing programs to provide a consistent site wide approach with staff currently using a range of tools including mindfulness, interoception, Play is the Way and Powerful Learners.

- **Student support offered:**

Learning support is provided to identified students, through in class and targeted intervention by specialist teachers and SSOs. The MiniLit program supports over 30 students at a time, predominantly Year 1 and 2, who are below expected reading levels. LLI (Literacy Learning Intervention) supports Year 3-5 students. Additional SSO support is provided to each class during literacy learning times.

Aboriginal students are supported by our Aboriginal Education Teacher (AET) and ACEO's.

English as an Additional Language or Dialect (EALD) students are supported by 2 teachers and a team of SSO's, including one Bilingual SSO for Khmer students.

Students with verified disabilities receive targeted support by an SSO or Teacher in line with their One Plan.

- **Student management:**

The school's behaviour practices are in line with DfE policy and are focussed on ensuring safe and supportive environments for students and staff. We have a focus on developing positive learning environments and behaviours. We develop students' skills to get along with others and to monitor their own behaviours. Individual behaviour plans are developed for a 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 staff instructions immediately

Rule #2: Keep your hands, feet and objects to yourself

Rule #3: No swearing, teasing or threatening others

Time outs, break spaces, 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 weekly team meetings working on a range of initiatives to further improve student academic and wellbeing outcomes at Burton Primary School. Our– Leaders of Learning (LOL) form the learning and school improvement teams within this group. School captains are elected each year to represent the school at significant events and provide school leadership. House Teams are led by our sports captains who play a pivotal role in Sports Days across the year. 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.

- **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 3 – 7 and is run by parent volunteers.

3. Key School Policies

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

Please refer to the Site Improvement Plan – 2019-2021

Burton Primary School has developed Literacy site agreements based on evidence, research and best practice. Leadership consulted extensively through 2020 to form the basis of these agreements and to begin the implementation of the literacy block. As of 2021 all classes across the site receive a 100 minute uninterrupted literacy block comprising of Phonemic Awareness, Phonics, Dictation, Handwriting, Blending and Segmenting, Modelled Reading and Guided Reading and Writing. Staff have accessed a range of professional learning opportunities to support their own professional knowledge and development.

Burton Primary School's three SIP goals for 2021 are:

- All students will develop through targeted reading teaching and learning based on accurate and rigorous assessment in reading (incorporating student agency, knowledge of self as a learner and reading goals)
- All students will develop through explicit, high quality teaching and learning in all elements of the Balanced Reader through guided, modelled and independent reading, which is informed by consistent assessment practices
- All students will develop through consistent, high quality teaching and learning in systematic, synthetic phonics, including phonemic and phonological awareness (building connections with spelling)

- **Recent key outcomes:**

Site Agreements developed for:

- Assessment and Reporting
- Grammar
- Guided Reading
- Literacy Block
- Phonemic Awareness and Phonics
- Running Records

Implemented a consistent Literacy Block R-7 with all classes' receiving additional SSO support during this time.

70% of Year One students on track to meet the benchmark for the Year 1 Phonics Screening Check in 2021

4. Curriculum

- **Subject offerings:**

Students access 5 x 50 minute specialist lessons per week. NIT Subjects currently include: The Arts, PE, Auslan and Science.

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

- **Special needs:**

At Burton we have 27 Students with Disabilities (SWD). Of these, 20 are Category 1, 1 is Category 2, 3 are Category 3, 1 is Category 4, and 2 are Category 7. All students on OnePlans 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 OnePlan reviews.

We currently have over 160 English as an Additional Language or Dialect (EALD) students from 34 cultural backgrounds. Our Vietnamese teacher supports Vietnamese students as a first language teacher 1 day per week.

These students and many more receive learning support provided by our intervention teachers. 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.

- **Special curriculum features:**

Vietnamese students access a first language maintenance program.

- **Teaching methodology:**

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

The methodologies teachers incorporate into their learning programs include:

- 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:**

Strong partnerships are established with families through open and clear communication. 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 – 3-Way interviews (child, teacher, parent)

Term 2 – Written report on all areas of learning

Term 3 – 3-Way interviews (optional)

Term 4 - Written report on all areas of learning

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

5. Sporting Activities

There is a strong commitment to physical education and health 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 two school sports days (R-2 and 3-7) with emphasis on participation. Swimming lessons and year 6/7 aquatics are conducted each year to provide students with critical water safety skills. 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 3-7 are invited to participate in Children's University, a program which encourages students to undertake additional hours of learning by attending learning clubs and activities.

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, 2 Assistant Principals and Student Wellbeing Leader. Staff are encouraged to take on leadership roles in the absence of leadership. Five teachers have been identified to facilitate our literacy 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. Teacher teams consist of R, 1/2, 3/4, 5-7 and specialist staff and curriculum teams. 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 our priorities. 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) personal support our school as needed. Outside agencies supporting students receiving NDIS funding meet with students through prior arrangements and under supervision.

8. Incentives, support and award conditions for staff.

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

9. School Facilities

Buildings and grounds

Burton Primary began in Term 4, 1990. Classrooms are in groups of 4 or 5 (called a module) with an inner shared space. There are 4 of these modules and also a 4 class 'portable' block, providing 22 classes at present. All classrooms have access to either interactive whiteboards or large screen TVs.

The ERIC (Educational Resource and Intervention Centre) houses a large, well equipped library and computer room.

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 various groups each evening and weekend.

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.

A new wheelchair accessible playground will be built in 2021.

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 5 days a week and is managed by an external company, 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 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; Leaders Of Learning (students).

- **Regular publications**

A fortnightly newsletter provides families with 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 Teams and SeeSaw. The majority of families are connected and engaged with classroom teachers through the app. Phone calls, diaries and face to face contact is also utilised to engage with families.

- **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. All students are zoned to either Paralowie 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