



# Burton Primary School

## 2021 annual report to the community

Burton Primary School Number: 1844

Partnership: Orion

Signature

School principal:

Mr Michael Hosking

Governing council chair:

Gabby Jennings

Date of endorsement:

12 February 2022



Government  
of South Australia  
Department for Education

# Context and highlights

Burton Primary School is a category 4 school in the northern suburbs of Adelaide. In 2021 we had 505 students in 22 classes. The student population included approximately:

- 33% school card holders,
- 25% students with English as an Additional Dialect
- 6% students with disabilities and
- 7% Aboriginal students.

Burton Primary School continues to pride itself on its diversity of cultures and has increased efforts to successfully address the varied needs of its students and their families.

The School Improvement Plan's (SIP) objectives have again focused on literacy and have been heavily influenced by our local Orion Partnership of Schools and Department for Education (DfE) priorities.

Burton's literacy results, particularly NAPLAN reading, have shown dramatic and pleasing improvements during 2021. The improvements made were some of the strongest in South Australia. Adding a daily 100 minute "Literacy Block" for every student in every class was fundamental to the significant improvements made in student literacy levels.

Burton Primary School was externally reviewed by a DfE Review Team in July. The results of the review were excellent, and a highlight for this school year. Three clear directions were identified in the review for future development. The three directions are detailed in the Performance and Attendance Section of this Annual Report and have been included within the 2022- 2024 School Improvement Plan.

There were a number of other highlights and successes during 2021:

- Burton's online learning program during lockdown engaged an average of 80% of students daily. Students who did not have digital devices at home, or internet access, were provided with these.
- 50 students performed at the Wakakirri Arts Festival, with Burton winning awards for Participation, Backstage Crew, and Hair and Makeup. This was a great initiative during 2021.
- many students had opportunities to compete in a wide range of SAPSASA sporting carnivals and events
- we employed a Pastoral Support Worker for the first time, broadening our student wellbeing program. We also partnered with the Connected Self organization to provide social work and psychological services on-site.
- the canteen successfully re-opened 5 days per week, providing lunches for up to 140 students per day.

Despite the impact of COVID, 2021 has been a most successful year for Burton Primary School. I would like to acknowledge the commitment and efforts of our staff who continued to provide opportunities and benefits for the students during a challenging 2021 school year.

It is with great pleasure that I present the Burton Primary School 2021 Annual Report.

Michael Hosking  
Principal

# Governing council report

The Governing Council exists to provide direction and policy support to assist the Principal to enhance student learning through consultation with the wider community.

2021 was a year of change and challenges. The year started with uncertainty under ever changing Covid restrictions. Both staff and parents had to roll with government restrictions as best they could to keep children learning. Home based learning was able to be provided during lockdown, with staff and families going above and beyond. The staff and Governing Council were able to work within the government's restrictions to provide sports days, a disco, book parades and graduations for the children.

The start of the school year also saw the literacy block introduced across all year levels.

Over the course of the year the Governing Council worked with both staff and families. There were budgets, numerous policies, pupil free and school closure days to approve alongside site works, including a new playground and purchases for the canteen.

Members actively participated in a site review, the development of a new Site Improvement Plan and a principal selection panel.

Discussions began about the community hub and a sub committee was formed. The hub will be a huge asset to Burton and I look forward to seeing its development.

It has been a pleasure to work with both the staff and families of Burton and I would like to thank all the Governing Council members for giving up their time and their support over the year.

The Governing Council plays a huge roll in connecting families to the school and is in need of new members. Please pop into the school if you would like to help.

I wish the school community all the best for the future.

Gabby Jennings  
Governing Council Chairperson

# Quality improvement planning

There were three goals on this year's School Improvement Plan (SIP):

1. 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)
2. 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
3. All students will develop through consistent, high-quality teaching and learning in systematic, synthetic phonics, including phonemic and phonological awareness (building connections with spelling)

With regard to Goal 1, the following actions were planned:

- All staff to be trained in Running Record assessment and analysis
- All teachers to implement the Running Record agreement with fidelity
- Running Record data to be analyzed to inform classroom practice and site direction
- Teachers will plan for reading, based on the characteristics of leveled texts, student needs and to meet student goals

The outcomes included.....

- Consistency in Running Record practice and use of this data as information to inform teaching and learning.
- Students received more targeted reading sessions, with a focus on their individualised goals specific to their needs.
- Moderation showed teachers were consistently using agreed conventions to record Running Records and levelling students with accuracy.

With regard to Goal 2, the following actions were planned:

- All staff trained in Modelled and Guided Reading and implementing the Burton Modelled and Guided Reading Agreements
- Regular observations of Modelled and Guided Reading, using the Burton Reading checklist
- Reorganization of teaching resources in the new teacher prep space and gaps in resourcing to be identified
- Instructional coaching of teachers who require further support
- Staff supported to ensure Aboriginal learners are considered in the planning and teaching of reading, based on data analysis to support their reading development as a cohort and as individuals.

The outcomes included.....

- Resources being more suited to student needs and organised in a way that maximised teacher access to enable effective planning for teaching and learning. Teachers and SSOs improved their understanding of Modelled and Guided reading, and as a result, staff guided reading groups with deeper purpose, enabling students to achieve their individual goals.
- Observations helped to support teachers in their own professional development and gave leaders an insight into the consistency of agreement implementation and areas of growth to focus on.

With regard to Goal 3, the following actions were planned:

- All staff trained in the Phonics Routine and implementing the Burton Phonics and Literacy Block agreement
- Regular observations of the Phonics Routine using the Burton phonics checklist
- Instructional coaching of teachers who require further support
- All staff trained in the Heggerty Phonemic Awareness program

The outcomes included.....

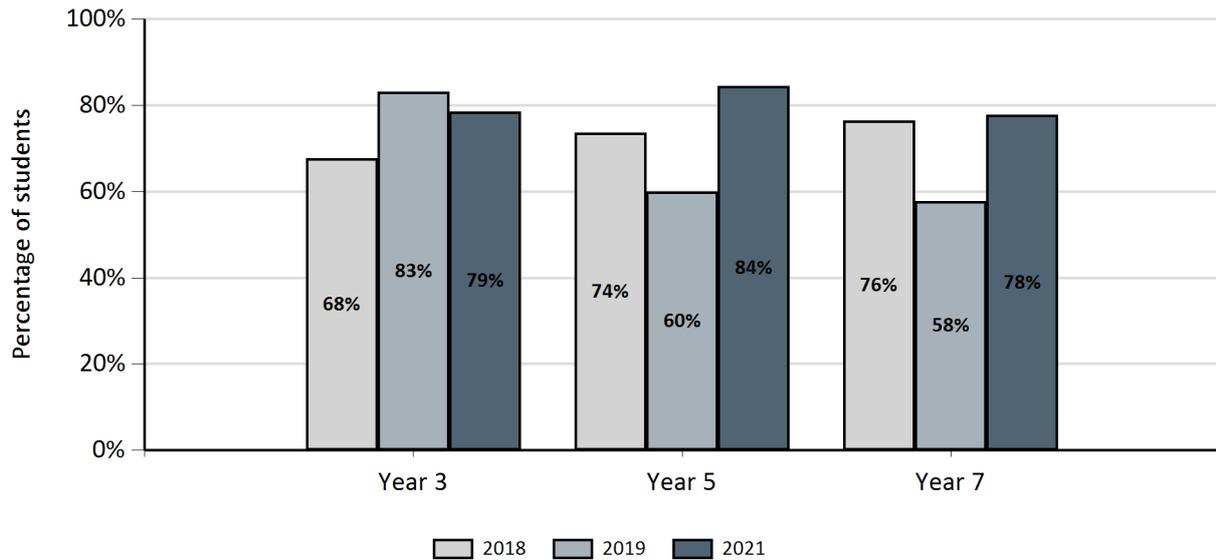
- Teachers and SSOs were all trained in the Heggerty Phonemic Awareness program and Jolly Phonics and Grammar, enabling them to implement the Phonics agreement with fidelity and consistency.
- Foundation and Year 1 students showed improvement in their Phonics Screen results, with Year 2 and Year 3 students still showing a need for continued focus on phonics in these year levels to address gaps in understanding.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

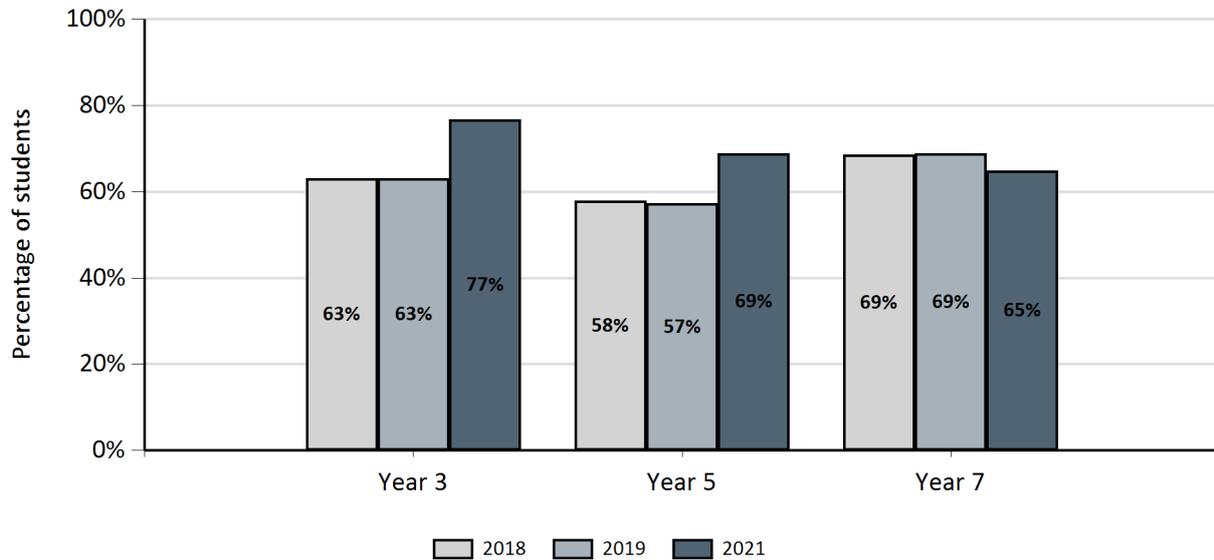


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	17%	41%	33%
Middle progress group	54%	51%	48%
Lower progress group	29%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	22%	22%	33%
Middle progress group	61%	55%	48%
Lower progress group	18%	22%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

# NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	56	56	16	5	29%	9%
Year 3 2019-2021 Average	60.5	60.5	20.0	5.5	33%	9%
Year 5 2021	58	58	14	5	24%	9%
Year 5 2019-2021 Average	66.5	66.5	9.5	3.5	14%	5%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

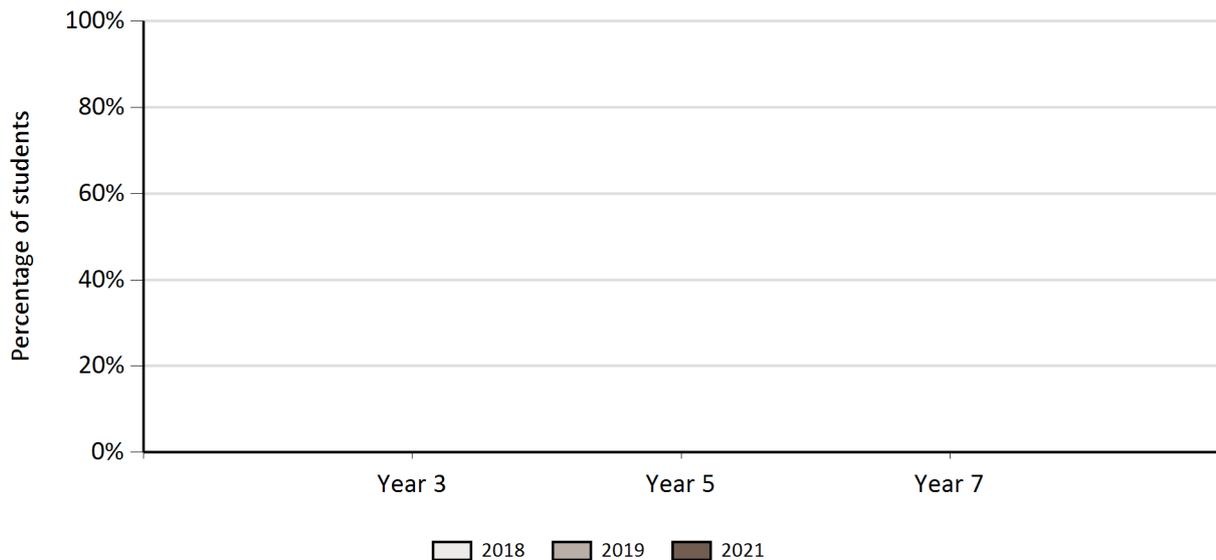
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



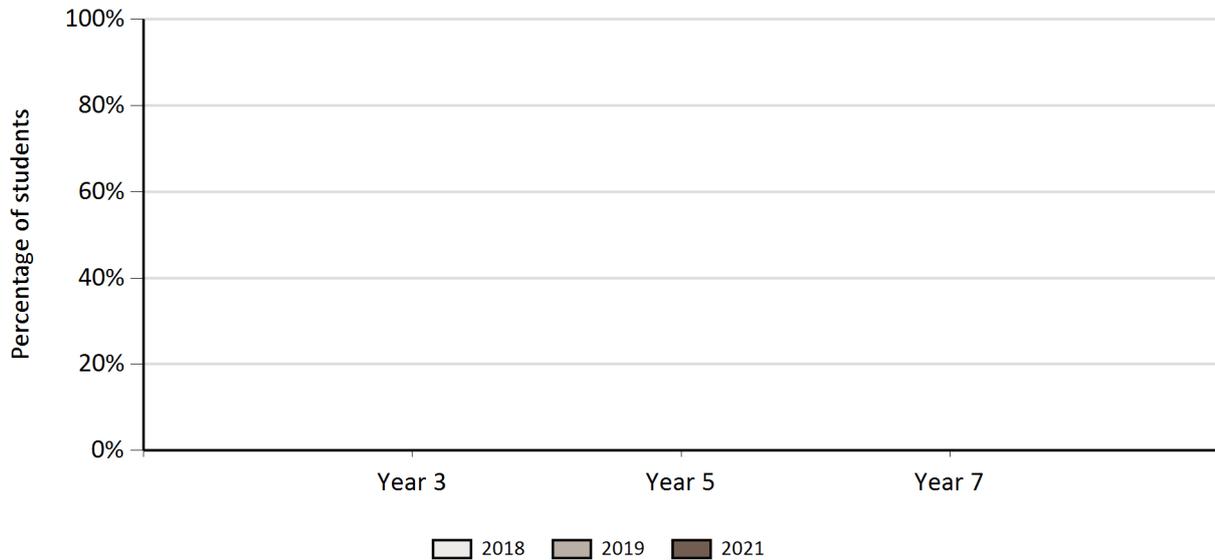
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>Includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

#### New Improvement Actions:

In 2021 the school continued its focus on tracking and monitoring growth and achievement and assuring consistent, high-quality classroom practice. We also began to work towards data-informed planning.

We embedded our data system of Scorelink and improved teacher knowledge and use of this system. Later in the year we found a better data management platform and began to get this established ready for 2022. We also implemented key staff meetings focused on Aboriginal student data and progress towards our SIP targets.

Our actions towards tracking and monitoring growth and achievement included improved access and storage of data for leaders and all staff. Our tracking of Aboriginal student data and progress evolved from just our Aboriginal Education Teacher (AET) tracking data to all staff working with Aboriginal students tracking and monitoring students through our newly introduced Curriculum Review and Management (CRAM) meetings. These meetings brought a team together to discuss individual student data, growth, and future goals. Another key action in this area was for students and their parents or caregivers to have more input into One Plans and goals.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

**Improvements Achieved:**

The school aimed for 60% of the 2021 Aboriginal and Torres Strait Islander student cohort to reach partnership benchmarks for Running Records by the end of 2021, but we achieved 18% of students at benchmark levels. Students averaged 2.5 levels of growth across the year. Although an improvement, this saw a number of students fall further behind the benchmarks than they were at the start of the year. For our Year 1 and 2 Aboriginal students, only 29% achieved SEA for Running Records.

Of our Aboriginal students that did NAPLAN 64% achieved SEA in reading, 50% achieved SEA in writing and 57% achieved SEA in numeracy. We had 1 child achieve in the high bands for reading and writing, with none in high bands for numeracy. In PAT-R and PAT-M 73% of Aboriginal students achieved SEA. For the Phonics Screen Check, 71% of Aboriginal students reached SEA.

With our reconciliation action plan and future ALALR actions, we are committed to improving the outcomes of our Aboriginal students and closing the gaps that have formed with our non-Aboriginal student cohort.

## School performance comment

Burton Primary School has invested heavily in Literacy professional development, resources and staff knowledge development. We set ourselves high targets to help challenge our students to reach their full potential. We have had pleasing growth in a number of areas, as can be seen in our data.

One of our 2021 targets was for 75% of the 2021 groups of Year 3, 5 and 7 students to reach the Standard of Educational Achievement (SEA) score for NAPLAN Reading. We exceeded this target, with 79% of Year 3s, 84% of Year 5s and 78% of Year 7s reaching SEA.

The school aimed for 60% of all students from Year 3 to Year 7 in 2021 to reach the SEA comprehension scale score in the PAT-R assessments. We exceeded this with 73% of students reaching SEA.

Another target was for all students from Reception to Year 7 in 2021 to reach partnership benchmarks for Running Records. 31% reached the benchmarks, so this has become a target again for 2022.

With a strong focus on teaching phonics, we aimed for 65% of students enrolled in Year 1 in 2021 to achieve a score of 28 or more (SEA) in the Phonics Screening Check and we had 66% reach this target. We aimed for 60% of students enrolled in Year 2 in 2021 to achieve a score of 40 in the Phonics Screening Check, but we had 33% achieve this. 53% of students enrolled in Year 3 in 2021 achieved a score of 40 in the Phonics Screening Check in 2021 but we had aimed for 75%. There is still work to do in Phonics in 2022.

Overall, we have seen strong growth in student results for NAPLAN and PAT-R over time. Comprehension of what they are reading remains a key challenge for many of our students and has been included in our SIP for 2022 and beyond. This focus on comprehension will help lift our Running Record results, as students become more balanced in their reading skills.

Burton Primary School was externally reviewed by a Department for Education Review Team in July. The results of the review identified and highlighted significant improvement at Burton during 2020/2021.

Three clear directions were identified in the review for future development, beginning in 2022:

**Direction 1**

- Strengthen and embed whole-school processes to ensure staff are involved in the creation, monitoring, and reviewing of cyclic improvement processes.

**Direction 2**

- Strengthen the capacity of teachers to use student achievement data and to design tasks to differentiate learning to ensure all students are stretched and challenged.

**Direction 3**

- Build teacher capacity by providing opportunities for teachers to plan and work collaboratively from reception to year 7 and ensure a culture of high expectations is sustained.

Improving how we monitor and use student performance data was a focus in 2021 and will be a priority in 2022. We introduced Curriculum Review and Management (CRAM) meetings. These meetings brought a staff team together to discuss individual student data, growth, and future goals. In 2022 CRAM will be further developed, as part of our improvement of intervention.



# Attendance

Year level	2018	2019	2020	2021
Reception	90.6%	91.7%	90.9%	88.5%
Year 1	91.2%	91.6%	90.8%	92.1%
Year 2	91.9%	90.4%	90.7%	93.2%
Year 3	91.7%	89.6%	89.2%	91.7%
Year 4	91.1%	90.6%	88.3%	92.0%
Year 5	91.7%	89.9%	88.9%	89.0%
Year 6	92.7%	90.7%	88.3%	89.3%
Year 7	88.5%	88.5%	88.8%	90.4%
Total	91.2%	90.4%	89.5%	90.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Our data shows that there has been improvement in attendance compared to 2020, with the annual attendance rate lifting to 90%.

Non-attendance is managed using a number of strategies:

- automatic SMS messaging for any absence
- phone calls by office staff
- teachers contacting parents after 3 days of non-attendance
- letters requesting appointments with carers
- home visits
- attendance plans developed for chronic nonattenders
- the involvement of DfE Attendance and Social Workers

The school's well-being leader has focused on improving the attendance of students who are chronic non-attenders.

## Behaviour support comment

Our 2021 data shows that while the total number of incidents was similar to 2020, the number of suspensions reduced by 40%. We adopted a more consistent set of consequences, providing a foundation for improved student behaviour.

Leadership team members also adopted a case management approach to deal with students who demonstrated regular inappropriate behaviour. Each Leadership team member was assigned a set of students who they regularly worked with. This provided consistent consequences for those students, built productive relationships with them, and provided those students with predictability.

Data from the 2021 Student Perception Survey, done by students in Years 4-7 shows that while bullying has not increased when compared to 2020 levels, cyber-bullying is a growing concern. We will focus on this during 2022.

# Parent opinion survey summary

104 families were represented in the 2021 parent opinion survey data. This was a 21% increase on 2020. The 2020 parent opinion survey highlighted home-school communication as needing attention. This became a focus for 2021.

Therefore, it was pleasing to see the improvements made in home-school communication and referred to by parents in the 2021 responses.

There was an 11% increase in the number of parents who strongly agreed that....I receive enough communication from the school. There was also a 7% increase in the number of parents who strongly agreed that....The school communicates effectively with me.

Parents were asked to identify which ways they prefer to communicate and receive communications. The use of Apps such as Skoolbag and Seesaw, followed by email, text messaging, and parent-teacher interviews were seen as strong preferences. Newsletters and phone calls were seen by parents as other positive means of communication.

Other questions where we saw improvements included.....

- Teachers and students are respectful.
- I have useful discussions about my child's learning.
- My child has a good routine around reading, studying, and learning at home.
- Teachers at the school provide my child with useful feedback.
- I feel equipped to help my children plan what they will do after school.

One question where 2021 responses went backward (by 4%) from 2020 was....The school provides me with useful tips on how to help students learn at home. Another question that had a small reversal when compared to 2020 was....The school encourages parents to help students learn.

These two aspects will receive attention as part of the 2022 work we are doing to increase community participation in the school post- COVID.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	21	25.3%
NS - LEFT SA FOR NSW	1	1.2%
QL - LEFT SA FOR QLD	3	3.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	58	69.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

The school is compliant with DfE requirements for screening of all workers and volunteers at the site.

External providers such as speech and occupational therapists, and volunteers, who visit the school on an ongoing basis, are required to provide a copy of their current Working With Children Check (WWCC) and RHAN certificates. These are kept on file.

# Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	54
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	34.1	0.9	15.7
Persons	0	37	1	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$238,430
Grants: Commonwealth	\$0
Parent Contributions	\$154,619
Fund Raising	\$9,177
Other	\$439,619

Data Source: Education Department School Administration System (EDSAS).

## 2021 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing Leader employed Teacher release for Wellbeing Taskforce and Attendance Review Team	Attendance and Wellbeing seen as fundamental to all students achieving the SEA
	Improved outcomes for students with an additional language or dialect	Employment of SSO staff to supplement program Introduction of Curriculum Review and Maintenance (CRAM) process	Priority given to embedding sustainable data tracking and analysis tools
	Inclusive Education Support Program	Employment of SSO staff to supplement program Introduction of Curriculum Review and Maintenance (CRAM) process	Priority given to embedding sustainable data tracking and analysis tools
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Aboriginal students: Employment of SSO staff to supplement program Introduction of Curriculum Review and Maintenance (CRAM) process Teacher release to develop Reconciliation Action Plan  Numeracy and literacy: Teacher release for running records/phonics screening Purchase of resources Conversion of 2 part-time senior leader positions to fulltime  First language maintenance: Employment of Vietnamese teacher (0.2) Employment of Khmer BSSO staff	Literacy: -Significant improvements seen in NAPLAN reading and phonics screening results -Embedded data tracking and analysis tools -Literacy Block introduced
Program funding for all students	Australian Curriculum	Whole staff Pupil Free Day held Purchase of resources	All teachers plan one unit
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Conversion of 2 part-time senior leader positions to full-time, with one leading Aboriginal Education Purchase of new data analysis platform	Intervention processes streamlined to identify students not achieving SEA
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

