



Burnside Primary School

2022 annual report to the community



Burnside Primary School Number: 0699
Partnership: Central East

Signature

School principal:

Susan Copeland

Governing council chair:

Angela Scarfo

Date of endorsement:

February 2023



Government
of South Australia
Department for Education

Context Statement

Burnside Primary School's vision is 'Creating Intellectually Stretched, Self-directed, Powerful Learners.' As such, we strive to engage and develop the potential in every child so that they can achieve at the highest possible level through quality teaching and learning. The school Values of Quality Teaching and Learning, Respect and Cooperation are embedded throughout the school. The community has high expectations in all areas of learning and students strive to achieve their personal best. Collaboration and inclusion are key principles in year level team planning with an emphasis on evidenced based pedagogical practices, the Teaching for Effective Learning framework (TfEL) and implementation of the Australian Curriculum. Burnside Primary School has a thorough wellbeing Action Plan and prioritises wellbeing across our community. A Capacity Management Plan is in place to manage the growth and demand on enrolments to the school. Our students are empowered to develop a sense of identity and responsibility to have a say in what they learn and how they learn. All classes have two representatives on the Student Voice Committee. Regular class meetings are held. An SVC Executive meets regularly and takes on many school leadership roles. The SVC is supported by teachers and the Student Wellbeing Leader. Various action teams provide extensive student voice opportunities supported by regular class meetings R-6. R-6 assemblies are held three times per term and hosted by year level groups. Students organise and prepare the agenda for the assemblies and share their current learning. Year 6 students are involved in a range of leadership and service programs across the school. This includes assisting in the canteen and Resource Centre at lunch times. There are team leaders elected for Swimming and Sports Days. These leaders support student lunch time sports programs. Bee stripes are awarded to Year 6 students throughout the year as they demonstrate achievement of their goals relating to Positive Emotion, Engagement, Relationships, Meaning and Achievement (PERMA). The specialist teaching program offers students instruction in the following learning areas: Performing Arts, Science, Physical Education and French. Eligible students receive support from the EALD teacher. Department for Education staff visit the school weekly and offer specialist instrumental Music lessons. Burnside Primary School conducts a range of intervention programs to support students with specific learning needs. This includes students with disabilities, students learning English as a Second Language, and learning support in Literacy and Numeracy. Pre-referral meetings are held with the Student Review Team. Burnside Primary School leaders, teachers and specialist staff are committed to meeting the learning needs of all students. Data collection occurs through the NCCD. Teaching Methodology Teachers use an extensive range of teaching pedagogies with an emphasis on Inquiry based learning, higher order thinking skills, problem solving, investigations and project work. Staff access quality professional learning and are expected to implement current pedagogy in the classroom and share their learning with families, colleagues, Governing Council and committees. Performance opportunities exist across the school for all students. Opportunities include end of year JP Christmas Oliphant Science Awards, Maths Olympiad, Debating, Chess, Art, Robotics, Coding and after school language lessons. The school has a strong performing arts program with the following activities on the annual calendar - festival choir, touring Rock Crew, school band and school musical. Sport and physical education have a high profile with many students participating in a variety of sports, both during school and out of school hours. A sports administrator oversees the day-to-day organisation of out of school sports with high levels of leadership, teacher and parent support. Teams fielded include minkey, hockey, basketball, soccer, football, baseball, cricket and netball depending on interest and coach availability.

Governing Council Report

The Annual General Meeting of Burnside Primary School Governing Council was held on Tuesday, 8 March 2022 in the school Gym. There was an overwhelming and I must say unprecedented response from the school community to join Governing Council. A total of 14 vacancies were declared for members for a two-year term (2022-2023) and we received an incredible 27 nominations! This was a fantastic outcome which demonstrates the community's engagement with the school and a willingness to get involved in such an important function within the school. This result provided Governing Council with a good distribution of positions between long-term members, and new members. This brought about a great dynamic and a fresh perspective in relation to the Governing Council's agenda. COVID continued to affect the way we operated as a school however it was pleasing to have the restrictions ease later in the year. This return to some level of normality (of course not to the level we'd like) was an excellent outcome for the community to re-engage with the school in a positive way and for parents to come together once again and support the school and contribute to various activities. Governing Council members continued to adapt by commencing the year with socially distanced meetings and by offering both in-person and Webex options. This continued to work well, and we demonstrated once again that we could work together under any circumstances. I would like to take this opportunity to sincerely thank the Burnside Primary School teachers and Leadership Team for their continued adaptability particularly during the earlier part of 2022, strong communication to the school community each step of the way, and a willingness to consider new ways in a timely manner to bring the community back into the school and as I said earlier, return to some level of normality. These past few years have not been easy, and I acknowledge your efforts and commitment to our students and parents of the school. As long as I am chairperson, I will always say that I am so unbelievably proud to say that throughout the continued challenges we faced, the School including Leadership, staff and Governing Council – continued to support the school values of Respect, Cooperation and High Quality Learning and continued to live by the School's vision – to create intellectually stretched, self-directed and powerful learners. Once again, everyone worked together to ensure we stayed true to that vision throughout the school year. Our Principal, Susan Copeland and the Leadership Team continued to make a valuable contribution to Governing Council by providing informative insight into educational, management and operational perspectives about the school. This was particularly evident through the Site Improvement Plan spotlight sessions throughout the year. We are very grateful for their openness and willingness to share these insights and perspectives with us, and the ability for members to provide their thoughts from a parent's perspective. Throughout the year, Governing Council members considered, discussed, debated, endorsed and made decisions on a number of significant matters during the year. We are grateful for the wonderful contributions by our teacher representatives Jo Porter and Sarah Walters. Thank you both for sharing your knowledge and perspectives in our meetings and keeping us informed with how students were progressing throughout the year. Thank you to the Governing Council parent members and in particular our convenors for your contributions and input into the various committees. We are so very fortunate to have highly functioning committees, facilitated by each of the convenors and presidents. These committees work extremely hard to make a positive contribution to our children's education, care, and school improvement. Thank you so much to each and every one of you. A huge and heartfelt thank you to the Executive Committee. Once again, thank you to all Governing Council members, associated committee members and volunteers of 2022. I have been honoured to have served as your chairperson for 2022. A Scarfo.

School quality improvement planning

The Site Improvement Planning (SIP) processes have been strongly aligned to the cycle of continuous improvement, drawing upon the collective commitment of staff to analyse data to inform the next part of our journey. Tracking and monitoring of the implementation of SIP actions against the success criteria throughout the year has assisted us to continuously improve practice and to work towards achieving our goals and challenges of practice in Reading and Mathematics. The SIP and guided practice of strategically gathering evidence has highly impacted the work of PLCs. The focused direction of teaching teams to track and monitor the implementation of the SIP through PLC discussion ensuring there is alignment between the SIP and teaching practice to affect impact. Evaluation of the implementation of the SIP occurred each term through the review and evaluate processes, through the sharing of evidence of student samples and data against the SIP actions and success criteria. This process was further strengthened in terms 3 and 4 aligning the refined data against the big data of learner achievement collected through NAPLAN and PAT M and R, Writing, and Phonics Screening. Differentiation through WAVE 1 quality classroom intervention along with WAVE 2 short term targeted interventions were strengthened with deeper tracking and monitoring of learner progress, strengthening the quality of feedback provided to learners to identify mastery, next steps of learning through setting of goals. Leaders, through PDP and classroom involvement discussed with teachers their intentional teaching in the areas of Reading/Systematic Synthetic Phonics/Spelling and Numeracy. They also listened to students regarding their understanding of learning intentions and success criteria. Teachers incorporated the professional learning undertaken in Writing Plus (functional grammar F-6) in Writing (F-6) to extend students writing skills.

Our continued focus was on designing learning that was sequential and involved the use of metatalk to develop and deepen metacognitive strategies for students. Teachers explicitly modelled and taught metacognitive strategies enabling students to further develop and use these strategies in their daily learning to deepen their understanding of concepts.

High quality continuous professional learning was further supported by the Assistant Principal who worked with staff to further unpack the many strands that are woven into skilled reading acquisition. There was an emphasis on the skill of fluency which is the bridge between learnt skills in the early years woven with more complex skills of language comprehension such as vocabulary, language structure, verbal reasoning and literacy knowledge to overall reading comprehension in the middle and upper years. Parent workshops were also delivered and well received throughout the community.

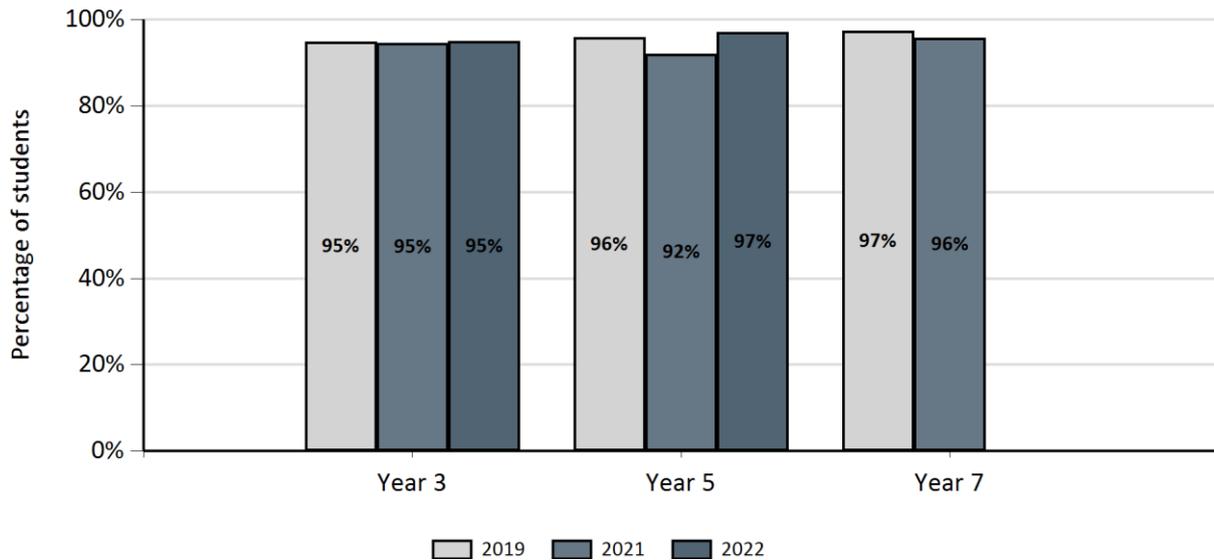
Our focus on continued quality teacher learning in Mathematics supported by our portfolio Curriculum Leader. Teachers were provided with time and guidance at professional learning days and specific staff meetings throughout the year to explore and implement the mathematics curriculum. Teachers continued to deeply explore their practice through PLC meetings and by tracking their work with evidence of learner progress against the SIP. This occurred through the robust discussions, identifying commitments to action through the development of SMARTAR goals both for the individual teacher and as a collective team, to build the collective responsibility of learner achievement across each cohort. This impacted in a positive manner teacher practice. Our Goal and Challenge of Practice in Reading and Mathematics will be supported by the following teacher Actions in 2023: design learning that is sequential, include clear learning intentions and success criteria, build student mastery in Number through key concepts, embed opportunities for students to solve challenging problems, enable students to engage with manipulatives, visual prompts and metacognitive talk, implement consistent formative and summative assessments, develop positive mathematical mindsets. We will see evidence of impact on student learning through the student Success Criteria outlined in our SIP.

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

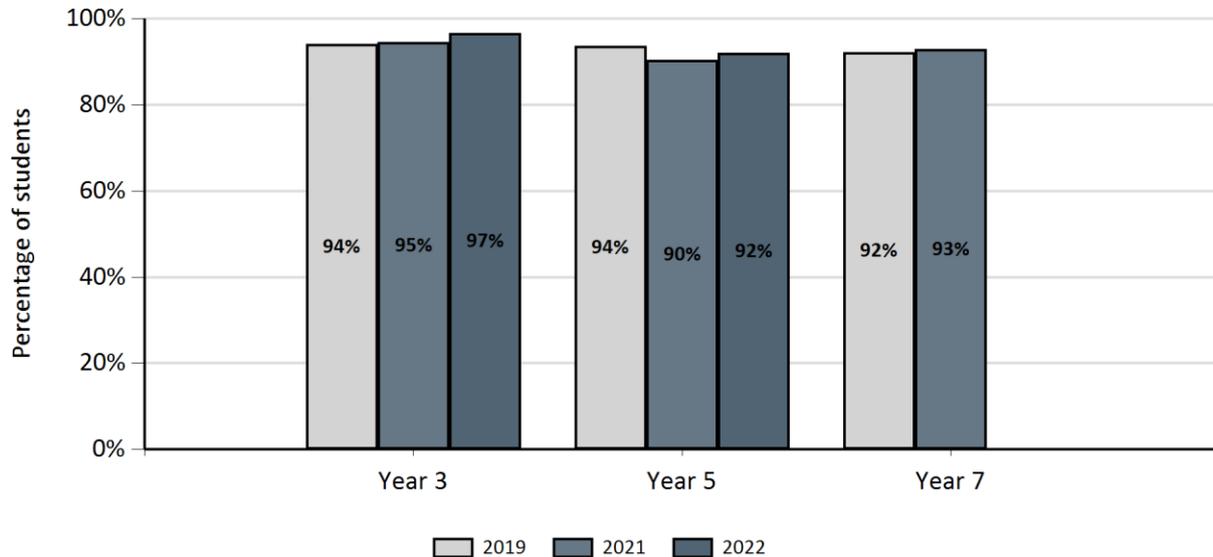


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	121	121	92	67	76%	55%
Year 03 2021-2022 Average	115.5	115.5	87.0	65.5	75%	57%
Year 05 2022	101	101	66	55	65%	55%
Year 05 2021-2022 Average	107.5	107.5	68.0	54.5	63%	51%
Year 07 2021-2022 Average	71.0	71.0	32.0	39.0	45%	55%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

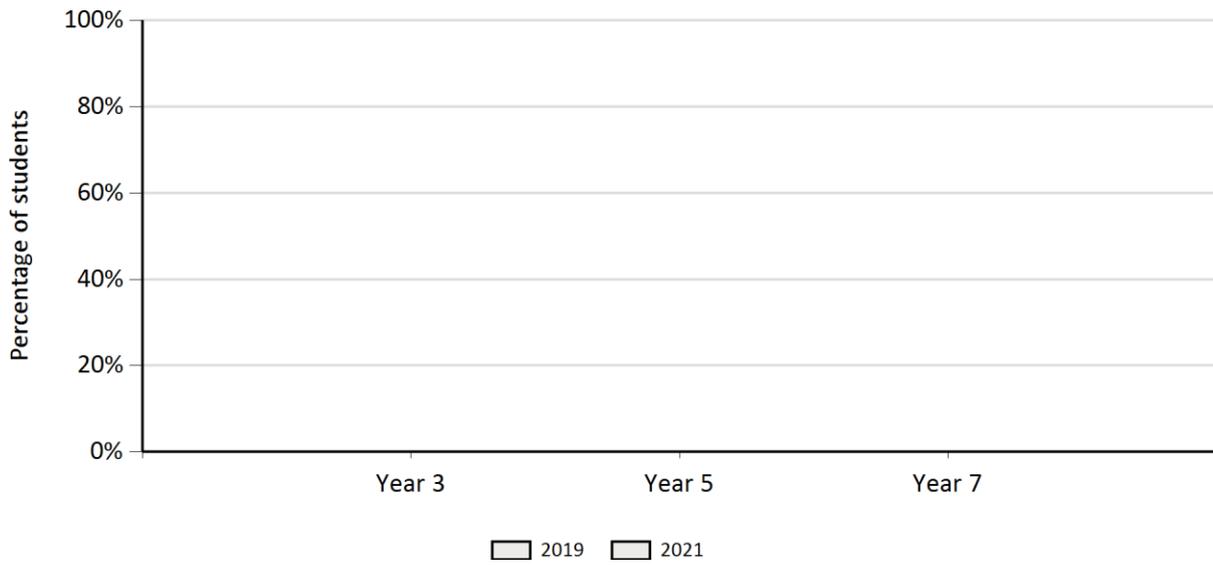
[^]includes absent and withdrawn students.

*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



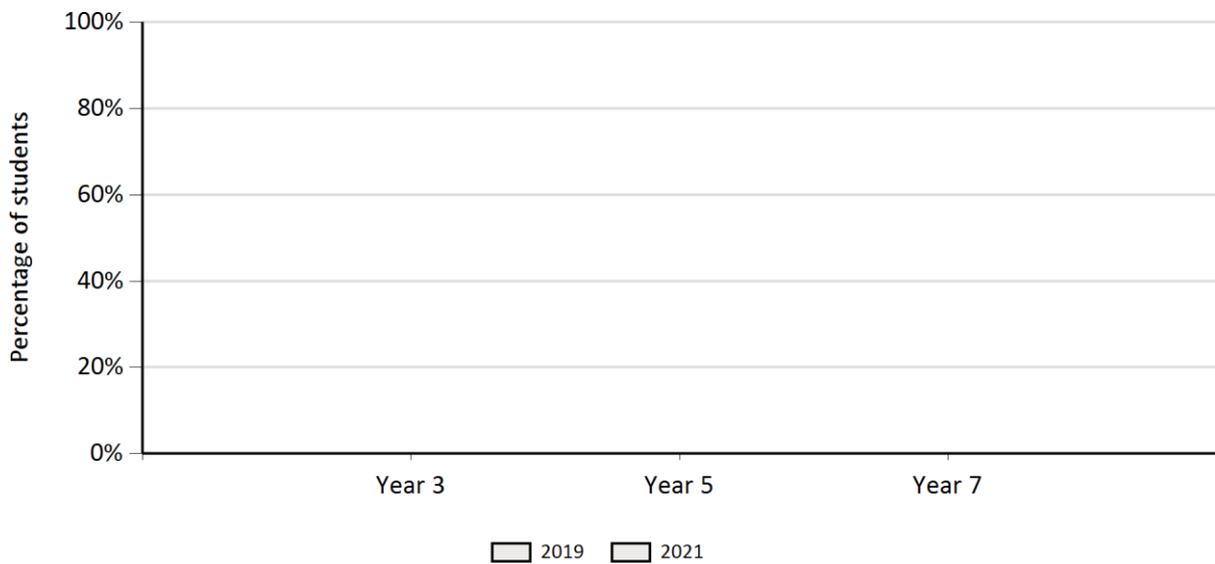
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 05 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Data Informed Planning

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

To give context we had a very small number of Aboriginal students in 2022, therefore a general rather than specific comment is appropriate. The improvement actions we implemented included: performance and development meetings with a focused discussion on the Aboriginal student's progress against literacy and numeracy; PLC discussions and how differentiation was being used to better meet the needs of Aboriginal students; better aligning resources both human and other to actions that had greatest impact; ensuring WAVE 1 and 2 interventions were being best delivered to support the students.

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

Our Aboriginal students made expected growth throughout the year.

School performance comment

Our ongoing focus on implementing a consistent systematic synthetic phonics program and using decodable texts in Foundation and Year 1 to ensure that students achieve the code has continued to have impact on the students in the early years with students' ability to recognise phoneme and grapheme correspondence accurately and with automaticity. This year, this steadfast focus has resulted in 89% of year 1s achieving a score over 32 in the State's Phonics Screening Test. There were a small number of students that did not meet benchmark which is a score of 28. These students have received additional support through WAVE 2 intervention programs and will need specific high-quality WAVE 1 quality differentiated teaching along with continued WAVE 2 intervention to assist their growth in understanding and acquiring the phonic code in order to decode texts successfully.

READING As we can see in the table for NAPLAN reading results at year 3, that 76% of year 3s achieved in the higher bands which is a credit to the explicit and direct instruction of systematic synthetic phonics in the early years. At year 5, 65% of our students achieved in the higher bands for reading which was a similar result to 2021. The PAT Reading reflected these strong results with key implications for continued focus in 2023. As a result of data analysis, the following recommendations for 2023 have been strengthened and maintained in our Site Improvement Plan (SIP):

Implementing the 6 key components of the Big 6 of reading, continuing and strengthening our focus on the explicit direct instruction of fluency. The use of DIBELS Oral reading fluency and MAZE assessments to measure student growth and to impact on differentiation for teacher practice. The following areas will be a continued focus in 2023: -

- Implementing with a stronger focus the explicit direct instruction to enhance reading comprehension.

- Further develop our emphasis on differentiation when explicitly teaching the systematic synthetic phonics program,

NUMERACY: Our numeracy data as a result of NAPLAN also demonstrated greater growth at year 3 where 55% of students achieved in the higher bands and 55% achieved in the higher bands at year 5. As a result of our analysis the following areas will be focused on in 2023 as part of our SIP: A continued focus on the explicit instruction of the teaching & learning of explicit mathematics vocabulary will continue in 2023. The introduction of number talks has been a well-received element of the teaching and learning environment. Teachers reported that by undertaking this practice, students were able to hear other's thinking and see that there are multiple ways to solve number problems. This practice will continue in 2023 with a greater emphasis.

The exploration of the Australian Curriculum - mathematics through our professional learning days, has been of great benefit to teachers. This has resulted in a deeper understand of the progression of mathematics.

Improvements have been made across the spectrum, with the average of all subsections of the data now showing over one year's growth.

We will continue to focus on stretch and challenge for every child, informed by the data. Problem solving in worded problems also features as an area of focus.

Attendance comment

Attendance for 2022 was below the Department's benchmark of 95%. We attribute this to COVID related illnesses both physical and psychological with many more students being diagnosed with anxiety. We had students and families experiencing mental health complexities and this impacted on student attendance.

In all cases we followed our procedures of positive intervention to assist with increased attendance meeting with families and developing bespoke plans to best cater for the individual needs in order to boost student attendance. Some of the regular strategies used across the school are having attendance as an agenda item at leaders meetings, contacting parents through email or by phone, following up on regular late arrival or early departure, contacting the SWISS team for advice, and diligent use of SMS notification of nonattendance to families on a daily basis. We worked in partnership with families & external providers including child/adolescent psychologists and social workers.

Behaviour support comment

Staff and students unpacked the wellbeing theory of PERMAH that is behind our current wellbeing practices at Burnside. PERMAH is an evidence-based approach to growing one's wellbeing and flourishing. A focus for 2023 will be to continue to work with students' families and staff on embedding practices that improve one's PERMAH and therefore wellbeing.

This year we have continued the implementation of interoception across the school with our Student Voice Representatives practising interoception activities on a regular basis with their classes. Our interoception room has continued to be an invaluable space for emotional regulation with two thirds of our students with a level of funding regularly accessing the interoception room. We have also begun the implementation of Zones of Regulation to support students to identify how they are feeling and strategies they can use to help them regulate their emotions back to the 'green zone.'

Following consultation with staff we implemented What's the Buzz? One of the benefits of this program is 'After the Buzz' section that enables families to have consistent language and continue the learning of each What's the Buzz? lesson at home. The feedback from staff students and parents about What's the Buzz? has been very positive and its we are looking forward to continuing its whole-school implementation next year.

Parent opinion survey summary

The school had just over responses to the parent opinion survey for 2022 just a slight decrease to the number of responses in 2021. Of these parents who responded we had an overall positive and supportive response to most of the questions with respondents either strongly agreeing or agreeing to most of the questions asked of them.

Respondents identified strongly with the following:

- 84% believed that people were respectful of one another at Burnside Primary School
- 87% believing that there was strong respect between teachers and students at the school.
- 68% of respondents believe that the child is important to us.
- 77% of respondents believed that they received enough information from the school and teachers.
- 71% of respondents believe strongly that the school effectively communicates with them.
- 63% believed strongly that they knew the standard of work the school expected of students.
- 59% of respondents agreed that they received useful information about student progress.
- 55% of respondents agreed that they have useful discussions with teachers about their child's progress.
- 50% of respondents agreed that they felt they had input into the learning for their child/children.
- 64% of respondents would like more help with tips to be provided by teachers to assist them in supporting their child/children with learning at home.

The feedback gained from the parent survey supports staff to make informed decisions about future directions moving forward. Parent workshops featured strongly in our school calendar as a way of providing our parent community with a deeper understanding of current evidenced based practice and information about learning and how they can support their children at home. We all believe that upon parents having greater access to the classrooms results in 2023 will build positively upon these already strong results.

Relevant history screening

The highest level of screening strategies have continued at Burnside Primary School in accordance with Department policies. We emphasise the requirements of a WWCC, updated RRHAN training and attendance at School volunteer induction for all prior to being able to volunteer. Our school website clearly articulates all the requirements for individuals wishing to volunteer within the school. At school tour sessions, volunteering at the school is discussed. Front office personnel maintain the documentation for pre-service teachers, contractors, external service providers, staff and volunteers ensuring its currency and continual review. We plan to adhere to these processes in 2023.

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	67
Post Graduate Qualifications	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022.

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	44.1	0.0	15.6
Persons	0	52	0	23

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022.

Financial Statement

Grants: State	\$81632.74
Grants: Commonwealth	\$11900.00
Parent Contributions	\$455290.05
Fundraising	\$45750.78
Other	\$195136.95

2022 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 2022 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	Several more teachers trained in the first two domains of the What's The Buzz social and emotional learning approach. Teachers then worked closely with the Wellbeing Leader to implement the professional learning in the classroom which supported individuals to be ready for engagement in learning. Students learnt about the Zones of Regulation eg regulation, self-regulation and when dysregulated, they explored ways to identify dysregulation and begin to use strategies for self-help.	Greater student awareness for what was going on in their bodies, we noticed students articulate what was happening for them and use strategies to self-regulate. Increased levels of engagement in student learning and a greater period of time focusing on learning in order to increase SEA growth by increased use of self-management strategies.
	Improved outcomes for students with an additional language or dialect	EALD teacher worked with targeted groups of students focusing on areas of need as identified in their individual formative assessment pieces. This work increased fluency and students developed greater confidence un using and manipulating English. Teachers were supported to level their students through staff meetings and individual support.	Writing and Reading data have shown successful outcomes of EALD students F6
	Inclusive Education Support Program	Inclusive Education Support Program All students receiving Wave 3 funding, receive SSO support to achieve their smartar goals teachers have developed in their personalised learning plans -One Plan.	All IESP funded students have achieved all or most of their goals.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development. Students taking alternative pathways IESP support	Aboriginal students have received targeted SSO support to support attaining growth as identified in goals outlined in their personalized learning plans	All achieved set SMARTAR goals.
Program funding for all students	Australian Curriculum	Teachers were released in their PLC team each term to focus on SIP goals, High Impact Teaching Strategies of differentiation, feedback, metacognition and multiple exposures. Teams focused on collaboration to impact teacher efficacy, consistency for greatest impact on student learning and next steps for targeting teaching. Staff also spent time focused on unpacking and understanding the Australian Curriculum, Mathematics and Reading (Science of Reading) and the Units of Work.	Staff became more familiar with the scope and sequence of the curriculum especially in English and Maths. We had greater collaboration in teams and reaped the benefits of consistency in practice and implementation of the SIP and greater teacher efficacy. was notable.

Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	Funding used for Mini Lit, MacqLit, Phonological Awareness, Focus on Phonics, and the implementation of Math's 4 Learning Inclusion (M4LI). Including additional support for ATSI students & school card holders.	Students achieve SEA or above in NAPLAN, PAT M & R and reading records
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A