



# Burton Primary School

## 2022 annual report to the community

Burton Primary School Number: 1844

Partnership: Orion

Signature

School principal:

Mr Michael Hosking

Governing council chair:

Cara Bristow

Date of endorsement:

12 March 2023



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 2022 we started the year with 408 students in 18 classes. The student population included:

- 40% school card holders,
- 25% students verified with English as an Additional Dialect
- 8% students with disabilities and
- 10% Aboriginal students.

COVID had a severe impact upon this school year. The different health protocols significantly affected our attendance rate, and online learning became the new normal.

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 in Year 3 NAPLAN reading, writing and spelling, and in Year 5 NAPLAN writing, grammar and spelling, have again shown pleasing improvements in 2022. 73% of year 1 students achieved the required benchmark in the Phonics Screen Check. These improvements will be discussed later in this Annual Report.

Our improved literacy results are a reflection of the amount of training and professional development that our staff undertook during the year. Burton staff completed training in Brightpath writing, Explicit Direct Instruction (EDI), and the Orton Gillingham (OG) approach to literacy. They worked with a literacy coach from the Department for Education's Literacy Guarantee Unit, and also with a Department for Education Brightpath writing coach across the year.

We added new staff members including our first Pastoral Support Worker. The appointment of four bilingual school support officers strengthened our programs in Arabic, Vietnamese, Dari and Farsi, and allowed us to make better contact with and involve families from these cultural groups. We also added an onsite psychologist one day per week to improve our support for student mental health.

We significantly improved our facilities by developing a wheelchair friendly community playground. We opened the new Community Hub in May. The Out of School Hours Care (OSHC) building was painted and refreshed, and a new veranda added more flexibility and versatility to the OSHC program. New signage in the languages of our major cultural groups- English, Vietnamese, Khmer, Aboriginal (Kurna) and Arabic was installed around the school.

Governing Council invested heavily in technology. All students in Years 3-6 now have access to their own personal iPad device. We installed big-screen digital televisions in all classrooms. These "touch screen" TVs have given all staff and all students Reception to Year 6 access to high-quality digital learning.

Giving students "voice" and a say in their learning and student matters is a priority for the new government. Earlier this year we introduced our Little Leaders program. Seven committees made up of students from reception to year 6 met to discuss learning and school matters from the students' point of view. The Little Leaders concept is one that will be further developed in 2023.

There were a number of other highlights and successes:

- the whole school tree planting at the Wetlands
- 50 students performed at the Wakakirri Arts Festival, with Burton being nominated for a National Cultural Diversity Story Award
- many students had opportunities to compete in a wide range of SAPSASA sporting events
- Sports Day
- Science Week
- Book Week
- Bike Education
- our Remembrance Day ceremony
- our Year 5/6 students went to a new campsite this year at El Shaddai on the River Murray

Despite the impact of COVID, 2022 has been another 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 our students during a challenging 2022 school year. It is with great pleasure that I present the Burton Primary School 2022 Annual Report.

Michael Hosking  
Principal

## Governing council report

Governing Council is the “voice” of our parents. Under the leadership of Cara Bristow, the Governing Council has become more representative of our school's different cultural groups. The council has reviewed policies, developed a new constitution, and represented the interests and opinions of parents.

Chairperson's 2022 Report:

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

2022 yet again started off as a challenging year, but towards the later part of the year saw Covid restrictions lifted to a point where the school was almost back to running at normal capacity again.

The Governing Council and school community worked hard to get Our Community Hub and Aboriginal Room (Wardlipari Kuu) up and going during restrictions and it was opened on 27th May 2022 with the Chief Executive of the Department of Education in attendance. There are various things happening daily in the hub which include Coffee@the Hub in the morning and afternoon, and Playtime@the hub on Tuesday for children 0-5 years.

We were able to have our parents and families watching our students in the Book Week Parade in August and participating in Sports Day on the last day of term 3.

The Governing Council has worked this year on changing and updating various policies that create a safe and fun environment for our students. We are also in the process of updating our School Values. School Values are important as they set a foundation for how we would like our students to act, behave and work towards achieving these values by the time they leave our school. These values will be a focus for them moving forward in their future years at school and beyond. The Burton Primary School Values will be introduced in 2023 and be displayed throughout our school grounds.

DIBELS has also been brought in to assist with our students learning and development. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in reception to year 6. This will be used moving forward to allow our students to gain their greatest skills.

Having our extended family and friends return to our school community this year has been a great focus and with that in mind our End of Year concert was held in week 8 and turned out to be a huge success thanks to our amazing staff.

It has been a pleasure to work with the staff and families of Burton Primary School throughout the 2022 school year. I would like to take this opportunity to thank all members of Governing Council for their time and support.

The Governing Council plays an important role within the school and is in need of new members. If you are interested in becoming a member, please pop into the office and have a chat.

Looking forward to the 2023 school year.

Cara Bristow  
Governing Council Chairperson

# Quality improvement planning

There were two goals on this year's School Improvement Plan (SIP).

- Goal 1: Increase the percentage of students achieving Higher Bands in NAPLAN Reading
- Goal 2: Increase the percentage of students achieving one band or more above the National Minimum Standard in NAPLAN Writing.

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

- Professional development provided to all staff, who are involved in reading, around teaching of comprehension through modelled and guided reading, including pupil free days, staff meetings and coaching.
- Strengthen reading program design by including activities that build comprehension and incorporate teaching strategies around literature and factual texts.
- Teachers to regularly monitor and review data to develop individual reading goals for individual students based on decoding, comprehension and fluency and ensure parents and students are aware of these goals.
- All classroom teachers to embed phonemic awareness using Heggerty and/or Kilpatrick based on student data and in line with recommendations to/from the school Literacy committee.
- Literacy leaders to develop a text type scope and sequence which includes specific comprehension strategies to be taught for each year level and text type.

The outcomes included:

- Phonemic awareness improved across the school, meaning Junior Primary classes could use high levels of the Heggerty book and Primary classes moved to using the Kilpatrick drills.
- Developing our own Scope and Sequence for text types was begun, however as a site in 2023 all classes will be following the English Units of Work in order to ensure text types are covered more thoroughly.
- Data collection and analysis for reading moved away from Running Records and began to include the Dibels Suite of testing, giving teachers more accurate and specific data about student reading habits and strengths.
- A move toward the Science of Reading meant that teachers began to use Scarborough's Reading Rope to plan effective evidence based reading instruction to improve student outcomes. This is something to develop and build upon in 2023.

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

- Teachers to incorporate daily writing activities including responding to reading.
- Teachers to explicitly teach at least 2 extended written texts per term to develop text, grammar and vocabulary knowledge.
- Train teachers in the assessment and moderation of writing through Brightpath and LEAP levels to ensure consistent data collection Reception- Year 6.
- Teachers to work collaboratively from Reception to Year 6 to develop their knowledge of language to allow differentiated language instructions when writing across the curriculum
- Staff to collaboratively develop a site agreement for writing based on staff input, data and action research.

The outcomes included:

- Brightpath assessment and moderation occurred through all year levels, with teachers able to target writing needs more specifically than they could previously
- Improved consistency in the planning, teaching and assessing of writing to improve student learning
- Students were set writing goals to work towards, which will further evolve in 2023 to include more student agency and collaboration with teachers.

Overall, we have again 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 2023 and beyond. This focus on comprehension will help lift our reading results, as students become more balanced in their reading skills.

All schools are externally reviewed by the Department for Education. In July 2021, Burton Primary School was externally reviewed by a Department for Education Review Team.

Three clear directions were identified in the review:

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.

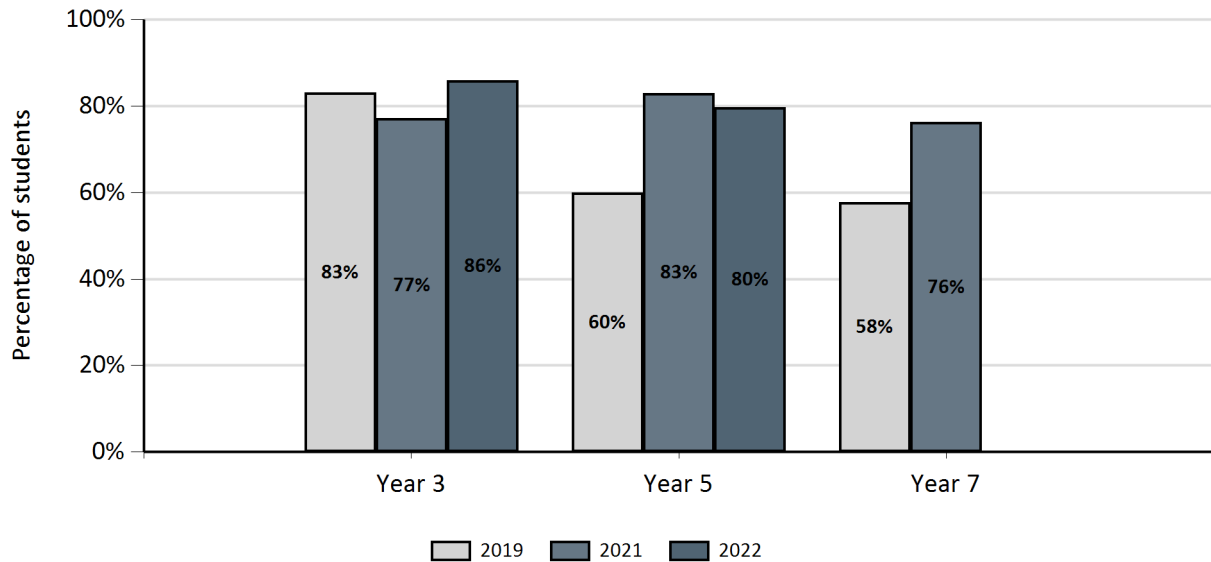
These three directions will guide improvement and development until 2024.

# 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

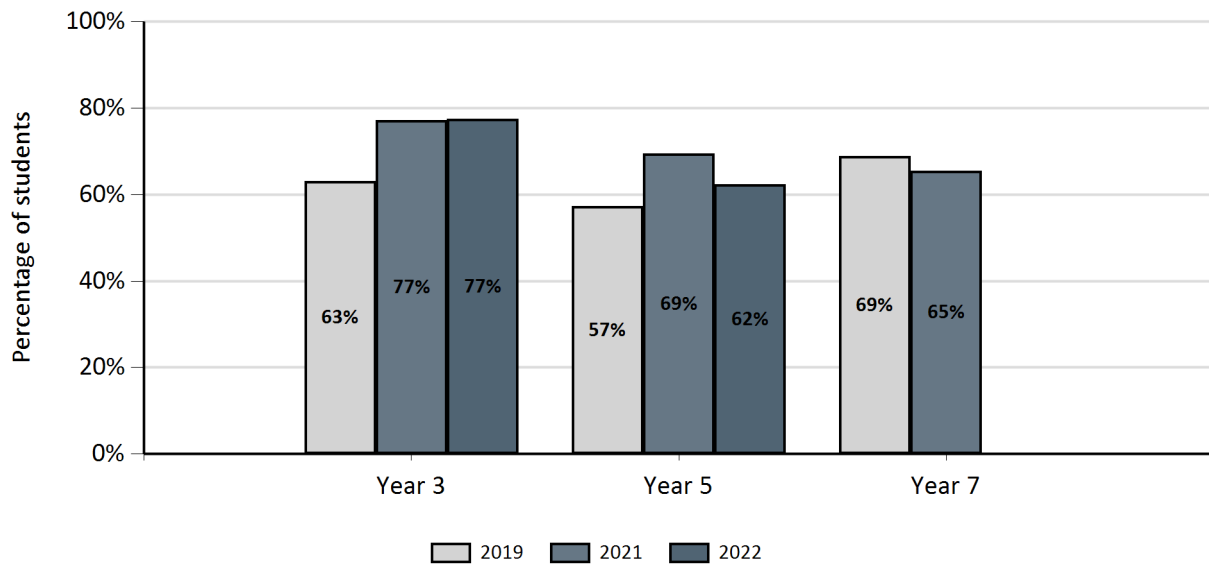


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 03 2022	71	71	28	9	39%	13%
Year 03 2021-2022 Average	64.0	64.0	22.0	7.0	34%	11%
Year 05 2022	69	69	12	4	17%	6%
Year 05 2021-2022 Average	64.0	64.0	13.0	4.5	20%	7%
Year 07 2021-2022 Average	55.0	55.0	10.0	7.0	18%	13%

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

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

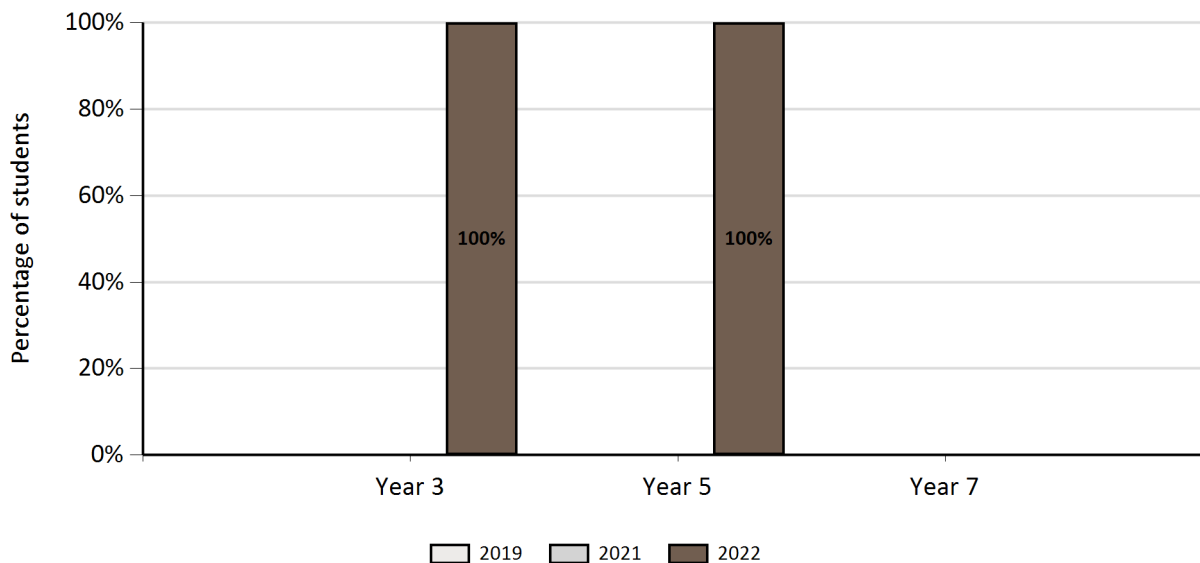
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



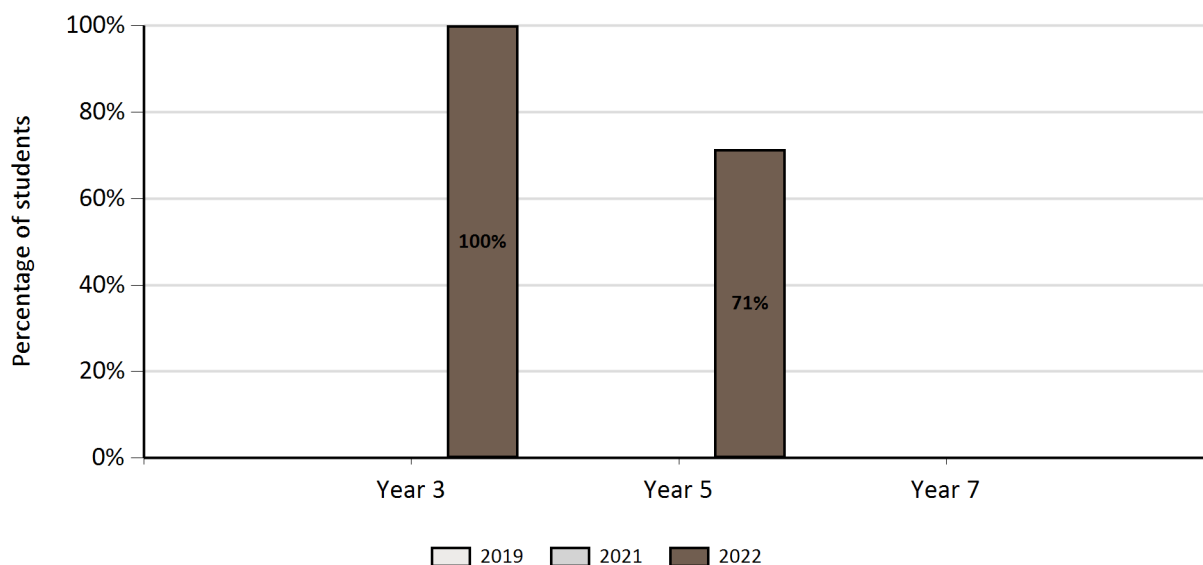
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 03 2022	6	6	2	1	33%	17%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	7	7	1	0	14%	0%
Year 05 2021-2022 Average	6.0	6.0	0.5	0.0	8%	0%
Year 07 2021-2022 Average	*	*	*	*	*	*

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

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

<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 2022: Data Informed Planning

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

In 2022, tracking and monitoring of Aboriginal student growth was a continued focus. This strategy spread from a focus just on Aboriginal students to a focus on every student through Curriculum Review and Management (CRAM) meetings. The new focus for 2022 was on using data and evidence to inform teacher planning and interventions. This involved key actions including:

- Intervention was restructured based on departmental best advice papers and evidence-based approaches.
- Students with higher needs received teacher intervention rather than SSO support
- Staff training in Orton Gillingham and Explicit Direct Instruction approaches to literacy
- Teachers were trained by Literacy Guarantee Unit and Brightpath coaches to better target student needs
- The development of a whole school intervention agreement ready for 2023

In 2023, the focus will be to reach a higher level of tracking and monitoring achievement, and assuring consistent, high quality classroom practice through the role of the Aboriginal Education Teacher (AET). The Aboriginal Community Education Officer (ACEO) will work with staff to better engage families as partners in literacy and numeracy learning.

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

In 2022 the school achieved good results for our Aboriginal learners in NAPLAN.

In Reading 100% of Aboriginal students in year 3 and year 5 met the SEA. Pleasingly, 33% of Aboriginal Year 3 students scored in the high bands, while 14% of Year 5 students achieved high band results.

In Numeracy, 100% of Aboriginal Year 3 students met the SEA, with 17% of these students reaching high bands. 71% of Aboriginal students in Year 5 met the SEA in Numeracy, but unfortunately none of these students scored in the high bands.

In writing 83% of Aboriginal Year 3 students reached the SEA with 17% achieving high bands. 71% of Aboriginal Year 5 students reached the SEA, but again none of these students achieved in the higher bands.

In comparison to non-Aboriginal students, our Aboriginal students outperformed in both Reading and Numeracy, however, this was not seen in Writing. With our ongoing commitment to our reconciliation action plan and future ALALR action, we are committed to continuing the improvement of outcomes for our Aboriginal students, and ensuring gaps that exist when compared to the non-Aboriginal student cohort are closed, particularly in writing.



# School performance comment

Improving student literacy levels was our single priority for 2022.

Burton Primary School has continued to invest heavily in Literacy professional development, resources and staff knowledge development. Based on our 2021 performance, we set ourselves high targets for 2022 to help challenge our students and staff to reach their full potential in literacy. We have had pleasing growth in a number of areas, as can be seen in our data.

## READING

For Reception we aimed for 80% of students to score above 14 in the Year 1 Phonics Screening Check and had 83% meet that target.

With a strong focus on teaching phonics, we aimed for 85% of students enrolled in Year 1 doing the Phonics Screening Check to achieve the required level, which is called the Standard of Educational Achievement (the SEA). We had 73% reach this target, up from 21% back in 2019, and 67% in 2021.

For Year 2 we aimed for 65% of students to achieve SEA in the PAT-Reading (PAT-R) testing and had 67% achieve this. We aimed for 60% of students enrolled in Year 2 in 2022 to achieve a score of 40 in the Phonics Screening Check. We had 33% achieve this.

For Year 3, 86% of students achieved the SEA in NAPLAN Reading. We aimed for 40% of Year 3 students to reach the Higher Bands in NAPLAN Reading and we reached that target. 53% of students enrolled in Year 3 in 2022 achieved a score of 40 in the Phonics Screening Check in 2022 but we had aimed for 75%.

In Year 4 we aimed for 85% to reach SEA in PAT-R and had 79% meet the target.

For Year 5, 80% of students achieved the SEA in NAPLAN Reading. We had 18% of Year 5 students reach the higher bands of NAPLAN, and had aimed for 35% of students to do this.

In Year 6 we aimed for 90% of students to achieve SEA in PAT-R and had 82% reach this.

The 2022 PAT R data demonstrated ongoing improvement in reading comprehension skills. Highlights were year 3 and 4 students with significant growth in students achieving SEA or above. Year 3, 5 and 6 students demonstrated strengths in narrative text types, with year 4 students demonstrating strength in information and procedural texts. A focus for 2023 will be developing the student skills of interpreting explicit and implied information. This will further support students to demonstrate 12 months or more growth in their reading comprehension skills.

Student borrowing from the library is a good indicator of increased reading confidence and improvement. In 2022, book borrowing numbers (per student) increased to 112 books/items per year. This is well up from 2020 when the average per student borrowing was 71 books.

## WRITING

In Year 3 writing, 92% of students achieved the SEA, up from 79% in 2021, and 68% back in 2018.

In Year 5 writing, 78% of students achieved the SEA, up from 68% in 2021, and 61% in 2018.

## GRAMMAR

In Year 3 Grammar, 85% of students achieved the SEA.

In Year 5 Grammar, 97% of students achieved the SEA, up from 86% in 2021, and 61% in 2019.

## SPELLING

In Year 3 Spelling, 89% of students achieved the SEA, up from 83% in 2021, and 64% in 2018.

In Year 5 Spelling, 98% of students achieved the SEA, up from 79% in 2021, and 66% in 2018.

The monitoring of student performance data, and attending to each student's individual needs has been a continued focus of 2022. Our Curriculum Review and Management (CRAM) meetings brought together staff teams to discuss individual student data, growth, and future goals. These meetings then form a central role in determining intervention for students who are not being successful.

Overall, we have seen strong growth in student results for NAPLAN and PAT-R over time. A key challenge for 2023 is to further develop our intervention approaches. Using the Orton Gillingham approach to intervention and having teachers rather than SSOs deliver intervention will be two other significant changes.

Broadening teacher knowledge of assessment in writing and following whole school agreements with fidelity are other challenges for 2023.

# Attendance

Year level	2019	2020	2021	2022
Reception	91.7%	90.9%	88.5%	84.4%
Year 1	91.6%	90.8%	92.1%	85.4%
Year 2	90.4%	90.7%	93.2%	88.0%
Year 3	89.6%	89.2%	91.7%	89.1%
Year 4	90.6%	88.3%	92.0%	86.7%
Year 5	89.9%	88.9%	89.0%	87.2%
Year 6	90.7%	88.3%	89.3%	86.3%
Year 7	88.5%	88.8%	90.4%	N/A
Total	90.4%	89.5%	90.8%	86.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

After making pleasing improvement with our attendance rate in 2021, COVID affected our 2022 attendance. Despite COVID, it was pleasing that we were still able to achieve an attendance rate for 2022 of 86.8%. However, increased numbers of students being late to school was an issue that appeared once students returned to school post-COVID.

How students start their day affects learning. Students who are late to school miss important morning learning, such as the Literacy Block. They enter friendship and learning groups that are already established for that day, and in the middle of tasks. Being late can be very unsettling for many students. Therefore, minimizing student lateness will be our priority in 2023.

Both lateness and non-attendance will be managed using a number of strategies:

- automatic SMS messaging for any absence or lateness
- 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

## Behaviour support comment

Our 2022 data shows that the total number of incidents increased in each category, particularly among younger students. This reflects the fact that the leadership team made the decision to record every incident and contact parents on every occasion. This change was based on consistent parent feedback indicating they wanted to know each time there was an incident, no matter how big or small.

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 2022 Student Perception Survey, done by 147 students in Years 4-7 shows that the total number of students showing "high" wellbeing increased, while the total number of students showing "low" wellbeing decreased. There were pleasing improvements in student optimism, student happiness, satisfaction with life and improved emotional regulation. Students in Year 5 in 2022 showed the strongest positive wellbeing.

# Parent opinion survey summary

78 families were represented in the 2022 parent engagement survey data. This was a 23% decrease on 2021.

The 2021 parent engagement survey data indicated that communication between school and home required improvement, so it was pleasing to see the 2022 data indicating that 72% of parents believe "the school communicates effectively", and that 73% of parents "receive enough communication".

The issue of respect was highlighted in parent engagement survey feedback. A number of parents indicated that this was important to them, and that there had been a drop in this aspect. Therefore, late in 2022 we began a review of the school's values, as the way to highlight the issue across the school, and begin a process to build greater respect. Staff, the Governing Council, students and parents have all now provided input and ideas about which values are important moving forward. Respect is number one on this list.

The questions in the 2022 parent engagement survey where there were increases when compared to 2021 were:

1. Parents "have input into learning"
2. Parents feel "equipped to plan pathways"

Two questions that we will focus upon following feedback from the 2022 survey are:

1. Parents are "encouraged to help children learn"
2. Parents "receive learning tips".

In 2023 we will provide information and learning tips through newsletters and our social media channels.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	76.5%
VI - LEFT SA FOR VIC	3	17.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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, special program teachers 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 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	34.1	0.9	15.7
Persons	0	37	1	22

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

## Financial statement

Funding Source	Amount
Grants: State	\$214,803
Grants: Commonwealth	\$0
Parent Contributions	\$158,154
Fund Raising	\$7,680
Other	\$0

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

## 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	The Wellbeing Leader worked with staff to maintain and improve student well-being and engagement, and to support improved attendance and mental health. An on-site psychologist from the Connected Self organisation was employed to address mental health issues across the school.	There was a focus on streamlining and improving processes to build equity, reliability and sustainability for students. Attendance and lateness were a priority, given that they underpin engagement.
	Improved outcomes for students with an additional language or dialect	A teacher was deployed to support EALD students, and manage the LEAP leveling process. A number of School Support Officers (SSO's) were also deployed and focussed on EALD students, in small groups and 1:1.. Five Bilingual School Support Officers (BSSO's) were employed for the first time, supporting students whose home languages included Arabic, Swahili, Dari, Farsi, Turkish, Vietnamese, and Khmer. The school also subsidized the employment of a Mother Tongue Vietnamese teacher, doubling the amount of time that teacher was employed at Burton.	Communication with EALD families was much improved through the use of the BSSO's, leading to better attendance, engagement, and outcomes. The LEAP leveling of EALD students was accomplished in a timely, accurate, and effective way.
	Inclusive Education Support Program	A teacher was deployed 1.0 time to support and improve engagement for students with verified disabilities. A number of SSO's were also employed to work with targeted students, in small groups and 1:1. This included an SSO who was employed to focus on children with identified speech issues 20 hours per week. IESP funding from the school's Resource Entitlement was used to support the transition of all students from Kindergarten into reception. IESP funds from the Resource Entitlement were also used to support students with very high behavioural needs.	Curriculum Review and Management (CRAM) meetings each term brought together all staff members who worked with identified students. Student progress was reviewed and new goals were developed for each student. Each student's OnePlan was used to manage future development.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>1. Aboriginal students APAS funding successfully targeted those students who met the criteria with improved outcomes noted.</p> <p>2. Early Years Support Two extra classes were created, reducing class numbers, providing improved teacher : student ratios in JP classes.</p> <p>3. First Language Maintenance and Development A Vietnamese First Language Maintenance teacher was employed 0.2 FTE, with 0.1 paid for through the Resource Entitlement Statement (RES), and the school supplementing this with another 0.1 funding from its own cash reserves.</p> <p>4. IESP Support This was used to support transition of students into Reception, and for high needs students.</p>	IESP funds were also used to improve outcomes for higher-needs Aboriginal students. It is significant that our cohort of Aboriginal students generally outperformed the non-Aboriginal students in a number of areas. Burton Primary School funded and opened a facility for Aboriginal students and families called Wardlipari Kuu. IESP funds also successfully supported the transition to school process for new receptions. Numeracy and literacy funds supported improved outcomes for high-needs students by funding a number of School Support Officer salaries within the Literacy Block to provide Wave 2 learning support..
Program funding for all students	Australian Curriculum	The funding was used to send staff to various professional development sessions, and fund the work of the reading and writing improvement teams. Resources that support the Australian Curriculum, such as multiple mentor texts for every English Unit of Work, were also purchased. Two pupil-free days were held to unpack the Units of Work.	Teaching staff, both class teachers and specialists, began to explore the Units of Work. Teaching staff were released to work with various Departmental curriculum staff.

	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Burton PS purchased a sophisticated student data program called the Learner Achievement and Progress System (LAPS). LAPS was used each term by each teacher to review every student's progress, set goals and monitor outcomes. LAPS contains every possible data set and tool that the school currently uses, and staff can now use LAPS to conduct effective analysis of each student's progress. The funding was also used to release each class teacher each term to attend a "roundtable" analysis of each student in the class. These Curriculum Review and Management (CRAM) sessions, lasting 100 minutes per term, included all intervention teachers and SSO's.	The progress of every student in each class was discussed each term through CRAM meetings. Each student's learning goals in reading and writing were reviewed and then re-set at each CRAM meeting.
Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a