



# Burnside Primary School 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Burnside Primary School Number: 699

Partnership: Central East

**Name of school principal:**

Susan Copeland

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**Name of governing council chairperson:**

Emma Weber

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**Date of endorsement:**

March 2020

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## School context and highlights

Burnside Primary School is one of the largest government primary schools in metropolitan Adelaide with 830 students representing a diverse cultural background. Burnside operates under a Capacity Management Plan which ensures the successful running of our school and fair enrolment processes

Once again we achieved excellent results on our student achievement data, showing sustained growth over time and results above State and National Benchmarks in NAPLAN, PAT - R, PAT - M and phonics screening.

Our vision of 'Creating intellectually stretched, self-directed, powerful learners' continued to be the key driver for professional learning and priorities within the school. Along with site based professional learning we joined with Partnership schools to moderate student work ensuring assessment consistency.

A highlight of the year was the celebration of our Sesquicentenary 1869-2019 in June. The Open Day began with an address from the Minister of Education followed by speeches from the student executive, old scholars and leaders. All classrooms were open showcasing periods of time over the 150 years. There were music recitals, dances to watch and games to play. It was a wonderful celebration and highlighted the history and beauty of our school. We opened the Ken Duthy Walk a lovely space dedicated to Veterans and people who served.

Students were involved in many activities across the year including excursions and camps in year 2 and 7. The year 7 debating team was successful winning their final debate for the season, held in the House of Representatives in the State Parliament. Presentations followed with the Governor presenting the trophy at a ceremony at Government House.

A highlight each fortnight was the student led assemblies. Buddy classes joined to showcase their classroom learning to the whole school community. High parent attendance was evident throughout the year.

In addition other highlights included student participation in: Festival Choir, ICAS assessments, the school musical, sports day, SAPSASA representation, Book Week and Science Week activities, chess, robotics, coding club, buddy class activities, the Rock Crew tour and hand high participation in after school sports and language classes.

Students commemorated significant events such as ANZAC Day leading a special whole school assembly.

Some facilities were upgraded during the year resulting in significant improvement in student services.

## Governing council report

The Annual General Meeting of Burnside Primary School Governing Council was held on February 12th 2019. There were a range of new and long-term parents representing the school community ensuring all vacant positions were filled.

The GC continued to support the school values of 'Respect, Cooperation and High-Quality Learning' which are evident throughout our entire school. Dedication and focus was made to meet our vision 'to create intellectually stretched, self-directed and powerful learners'.

The Council considered, discussed, debated, endorsed and made decisions on a number of significant matters during the year such as:- review of the Site Improvement Plan (SIP) and opportunity for feedback for future directions, focus on a wide range of social and emotional wellbeing programs - implemented by staff with particular focus on mindfulness, goal setting (PERMAH) and the introduction of Interoception into the classrooms, endorsement of the Kids Hope mentoring program, hosting of the Volunteers assembly and morning tea celebrations to acknowledge the dedication of our volunteers throughout 2019, informal presentations regarding the 2022 High School transitions, higher band learning, analysing school assessments and results and moderation of writing using the Brightpath assessment tool.

The Community Events Committee ran the extremely successful 'Back to School Quiz Night' and gave support throughout the year to the various school celebratory events. The Parents and Friends Association had another active year of fundraising and events. These included Sports Day, End of Term BBQ's, Fun-Run-a-thon, Class Tea Towels, Back Pack for Kids, Mother's and Father's Day stalls. GC valued the perspective and contributions at meetings provided the Parents and Friends President and Secretary in articulating the views of the school parent community.

The 2019 funds raised by the Parents and Friends Association, Community Events and generous contributions from the BPS Foundation have gone towards our playground upgrades. Sincere thanks to the many parent and community volunteers who supported the school during these events which are designed to raise much appreciated funds, build community engagement and enhance our sense of community and connection.

Finally, thank you to all GC members, associated sub-committee members and volunteers of 2019 for the hours you have committed to our school and enthusiasm for excellence. It is valued and appreciated by us all.

## Improvement planning - review and evaluate

Key directions throughout 2019 as detailed in the Site Improvement Plan (SIP), were:

Mathematics - maintaining students in higher bands and Writing - improved formative assessment and feedback to students. In maths our work focused on building collective responsibility to increase the number of the students in the Higher Bands (HB). The brief of GAIN those students just outside HB, RETAIN those in HB and ELEVATE those who were previously in HB guided staff when identifying specific next teaching steps. Through the learning design and moderation process teachers:

- identified students in Mathematics using the gain, retain and elevate guide.
- used the teaching and learning cycle – analysis of data, targeted teaching, learning design and formative assessment to plan specific learning activities for students.
- worked collaboratively in Professional Learning Communities to develop a consistent approach and improve practice.

During Term 3 students from years 2-7 participated in Progressive Achievement Tests (PAT) in Maths and Reading. Maths results over the period from 2014 - 2019 have shown an increase in the median scale score with an increase in scores in the top quartile in 2019. Similar growth was seen in Reading with consistent growth over the last 4 year period. Teachers used PAT data to look at cohort trends and to identify next steps in learning for individuals.

To ensure growth for every student the following strategies were implemented:

- identification and support for students with additional needs to maximise inclusion, achievement of educational outcomes and to ensure 12 months growth.
- all identified students with a disability received 1:1 support to achieve the goals in their negotiated education plan (NEP). These plans were formally reviewed during the year with Department Support Service staff and parent input.
- students with learning difficulties had individual learning plans (ILP), with SMART learning goals developed and implemented and tracked by classroom teachers.
- targeted quality professional learning for teaching and SSO staff was provided to increase staff capacity to deliver quality differentiated teaching and support.
- evidence based intervention programs continued across the school, MiniLit and MacqLit along with a site based Booster Maths program for students in yrs 2-7. Students were supported to achieve improvement in their learning and to reach year level benchmark.

To support our writing SIP focus a number of new initiatives were introduced. These were: employing a Literacy Coach, participating in Brightpath and the Writing Plus course. Staff worked with the Department's Brightpath team to moderate two writing samples throughout the year. Feedback from the team indicated consistent moderation from staff. one third of teachers participated in the Writing Plus course to build their knowledge and understanding of functional grammar, the remaining two thirds will be trained in 2020/21. The Literacy Coach supported the writing work across the school through observation, planning and presenting workshops.

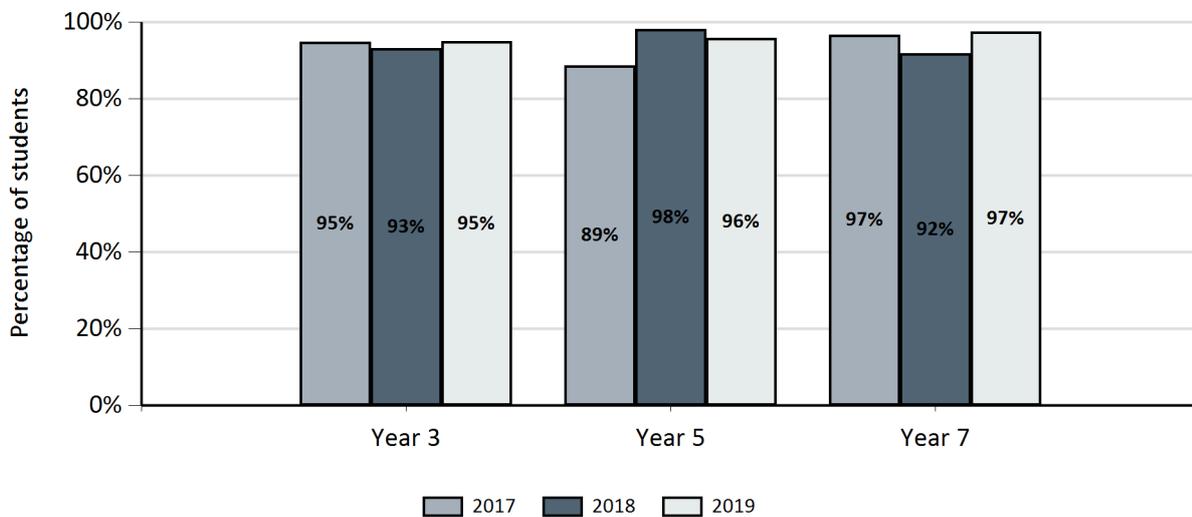
The Learning Design Assessment and Moderation strategy as outlined within the Department was followed by Burnside staff. Pupil free days and Partnership staff meetings were used to bring teachers together to further develop their skills and understanding of evidenced based practice. The strategy threaded through the school with all teachers employing visible learning strategies, explicit success criteria and learning intentions to ensure clarity for students. Professor Dylan William influenced the formative assessment strategies used in classrooms to provide relevant and purposeful feedback to students. Staff focused on pedagogies that provided intellectual stretch for students.

## 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.

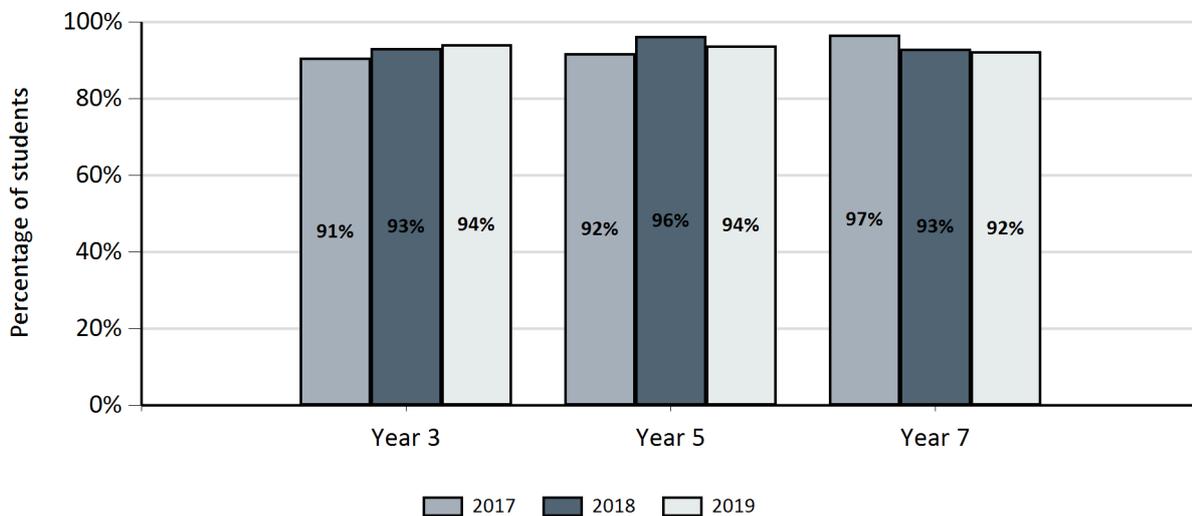
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 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	41%	40%	25%
Middle progress group	44%	51%	50%
Lower progress group	15%	9%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	54%	30%	25%
Middle progress group	38%	49%	50%
Lower progress group	9%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 2019	118	118	91	60	77%	51%
Year 3 2017-19 average	109.7	109.7	76.7	56.0	70%	51%
Year 5 2019	96	96	58	50	60%	52%
Year 5 2017-19 average	99.3	99.3	62.3	50.3	63%	51%
Year 7 2019	77	77	43	43	56%	56%
Year 7 2017-19 average	84.0	84.0	39.0	40.3	46%	48%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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.

## School performance comment

NAPLAN results once again showed strong performance with students achieving high results in all domains. Of note the year 3 student achievement of 95% and 94% respectively in Reading and Numeracy meeting the Standard of Educational Achievement, SEA. Year 7 performance was strong with an increase of 5% of students resulting in 97% achieving the Reading SEA.

When examining data for students from a similar cohort, it was evident that Burnside students outperformed cohort students in all but one area.

Higher band retention refers to students achieving in the top two band levels for their year level cohort.

Reading higher band achievement was in year 3 - 77%, year 5 - 60% and year 7 - 56%. Numeracy higher band achievement was in year 3 - 51%, year 5 - 52% and year 7 - 56%. This is reflective of the schools continuous focus on delivering a rigorous high quality learning program to all students. The use of data to track and monitor student growth also formed part of performance meetings between leaders and teachers. Identification and intervention for students who need support through Booster Maths in Years 2-7 continued with the addition Literacy intervention programs MiniLit and MacqLit in years 1-7.

When tracking students in Reading from year 3-7, 78% of students maintained achievement in the higher bands. Similarly, when tracking the same cohort of students in Numeracy, 84% maintained their achievement in the higher bands from yr 3-7.

PAT assessments in both Reading and Maths were undertaken in 2019 and data was analysed by teachers to inform the individual learning goals of students. Our high performing staff used the data to target key teaching objectives and address areas for improvement. Students who were identified in PAT data as falling below standards were tracked and included in intervention programs and differentiation in classroom programs occurred for all students. Triangulation of data from multiple sources, including achievement grades, year 1 phonics screening, Running Records, spelling, PAT tests and NAPLAN was progressively tracked through our whole-school analysis procedures. This enabled a whole-school profile of each student and timely and targeted teaching to support their next steps in learning.

Writing achievement exceeded the set targets within the SIP. This data shows the target and actual higher band achievement: year 3 -50%, actual 64%, year 5 -20% actual 22%, and year 7 35% actual 39%. This clearly supported the school's focus on writing and was an affirming result for students and teachers.

Staff meetings were used to discuss student achievement with teachers in year level teams and to collaborate and plan to ensure that all students were provided with opportunities to reach their potential. Success criteria and learning intentions were explicit in all classrooms making the learning visible to students. Overall there was high academic performance across the school with all students experiencing growth in learning.

## Attendance

Year level	2016	2017	2018	2019
Reception	96.2%	95.4%	95.5%	95.2%
Year 1	95.7%	96.0%	95.1%	94.4%
Year 2	95.5%	94.8%	94.4%	94.4%
Year 3	94.3%	94.3%	95.1%	94.7%
Year 4	96.4%	95.5%	94.9%	95.8%
Year 5	95.4%	95.0%	95.2%	94.9%
Year 6	94.7%	95.2%	94.2%	95.6%
Year 7	95.1%	95.2%	94.7%	94.9%
Total	95.4%	95.2%	94.9%	95.0%

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

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

## Attendance comment

The school increased the average attendance in 2019 to 95%. We have a positive wellbeing approach to monitoring and supporting attendance for all students. A daily messaging system continues to be used to request information from parents with regards to non-attendance. Teachers are proactive in monitoring and following up consecutive absences with families. A case by case approach is used to monitor and support the small cohort of students who are not regular attenders.

## Behaviour support comment

At Burnside Primary School all students have the right to learn and play in an environment that is free from harassment or bullying. In line with school values of Respect, Co-operation and Quality Teaching and Learning, we have high expectations of students to treat others with dignity, care and respect. The Student Wellbeing Leader led staff and students through a review and this resulted in a language shift within site base agreements. A restorative approach is used by all staff to ensure students are agents in managing their own behaviour choices. All allegations of bullying including cyberbullying are treated seriously and followed up with individuals and families.

## Client opinion summary

The school continually uses feedback to review its strengths and develop subsequent improvements. We acknowledge the hard work and commitment of our staff and our parent volunteers whose support goes 'above and beyond expectations' and enables us to provide such a diverse range of activities. Feedback from Governing Council, sub committees was received and reflected upon to continue the strong partnership with the parent community. The Wellbeing Engagement Collection occurs every year and students from year 4-7 are involved.

## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	15	9.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	57	36.5%
Transfer to SA Govt School	84	53.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

We follow the Department's policy for DCSI screening for all volunteers. A date of renewal list of DCSI clearances is managed by the school and volunteers are notified in advance when their clearance needs renewing. Burnside Primary School values its volunteers. We sincerely thank all of them for their continued support of classroom and extra curricula activities on offer at the school. Documentation fro pre-service teachers, contractors and external providers is current and reviewed by administration staff.

## 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	68
Post Graduate Qualifications	26

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: 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	42.6	0.0	14.2
Persons	0	50	0	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

## 2019 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 2019 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 behaviour management and engagement	A small number of identified students received 1:1 support which focussed on meeting set goals outlined in their individualised NEP. Continued the What's The Buzz program for identified students.	Students supported and re-engaged with their learning achieving positive results
	Improved outcomes for students with an additional language or dialect	Students with EALD received direct instruction from the EALD teacher. Literacy levels were tracked and monitored. Levels were entered for the annual EALD Department data collection	Students received individualised feedback supporting them to make the next steps
	Improved outcomes for students with disabilities	All identified students received 1:1 support to achieve goal set in their individualised NEP. Plans were monitored and reviewed formally once with parent input. Meetings were held with the Department Special Educator.	SMARTAR goals were met and reviewed. NEP reviews occurred in term 3 and 4.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> <p>First language maintenance and development Students taking alternative pathways Learning difficulties grant</p>	<p>N/A.</p> <p>Targeted maths and literacy intervention programs were implemented throughout the school. eg Booster Maths, MiniLit and MacqLit.</p> <p>Over 80 students identified with learning difficulties have Individual Learning Plans developed and implemented by classroom teachers. Handover processes are in place to ensure relevant information is shared between teachers from year to year.</p> <p>Australian Curriculum funds were used to support SIP priorities and professional</p>	<p>N/A</p> <p>After two terms 72% of the students involved in Intervention had reached benchmark. The remaining 28% will continue in 2020.</p> <p>Successful student ILP review</p>
Program funding for all students	Australian Curriculum	Funding was used to release teachers for collaborative planning, moderation and professional development in Writing PLUS.	Improved NAPLAN data.
Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	Funding supports the intervention programs that exist within the school, further develop the capacity and skills of staff including SSO	Improved engagement for identified students. Improvement in literacy/ numeracy.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A
	Primary school counsellor (if applicable)	0.2 Student Wellbeing leader position. The leader focused on the social and emotional wellbeing of all students. Focus on having a Growth Mindset. Links made with the Pastoral Care worker to support all students.	Whole school approach to wellbeing through consistent approach.