



Burnside Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Burnside Primary School Number: 699

Partnership: Central East

Name of School Principal:

Sharon Broadbent

Name of Governing Council Chair:

Emma Weber

Date of Endorsement:

28/02/2017

School Context and Highlights

2016 was a fabulous year of quality learning outcomes with extensive successful whole school and community events at Burnside PS. We started with 791 students, an increase of 2 classes in the Junior Primary, and required a capacity management plan to ensure adequate space for students into the future. We have 5 Aboriginal students, 18 with learning disabilities, 114 students from a Non English Speaking Background while 7.8% of students are eligible for School Card. Students at Burnside Primary are highly engaged in their learning and strive for their personal best. Each student develops personal learning goals that are evaluated and reported to parents in Terms 2&4. The school community has high expectations of student learning outcomes and behaviour that are congruent with school values established through community consultation in 2011- Quality Teaching and Learning, Cooperation and Respect. The school strives to offer a diverse range of extra curricula learning including sports, performance arts and music. As a community we collectively continued to move forward with our vision of 'Creating intellectually stretched, self-directed, powerful learners' 2014-2018 SIP.

Annual Plans were developed with staff and Governing Council involvement in Kids Matter, Primary Numeracy and Literacy, Curriculum and Innovation and Assessment and Reporting. There were many educational, social, sporting and community highlights during 2016, including:

Outstanding achievements by many of our students in UNSW Global testing, with many high distinctions, distinctions and credits.

Year 2 Room 28 winners in the Primary Maths Challenge for being entrepreneurs

School values -Quality teaching and learning, Cooperation and Respect continued to be a focus and embedded in classroom practice and across the school through the Values Cup

Camps were conducted for Year 2s to Aldinga, Year 4 to Arbury Park and Year 7 to Canberra. I wish to acknowledge the commitment of teachers to ensure these valuable learning opportunities continue.

Quality music performances including the musical Haphazardly Ever After, Burnside's Got Talent and Rock crew

4 SAPSASA teams in finals and over 85% of students engaged in sports clinics and school teams

Debating and chess teams competing at a high level. Debaters presented their arguments with great confidence and tenacity while chess players won the majority of games in competitions.

Trialled BYOD, flipped classroom teaching and coding R-7.

Governing Council Report

A number of significant issues were raised during the year. Governing Council asked the DECD Minister to cap enrollments through a Capacity Management Plan, supported Parent Paperwork and School Stream implementation, participated in the ongoing review of School Improvement Plan, discussed parking issues around the school including a drop and kiss zone on High Street, endorsement of reviewed Cancer Council SA SunSmart policy, developed the Parent Code of Conduct, hosted a thank you morning assembly with gifts to acknowledge our school community volunteers, endorsed the Uniform Shop being outsourced to external company, discussed and supported the continuation of private Music Teachers, were informed and learnt about Kids Matter professional learning, validated the focus on the wellbeing of our children, positive education, mindfulness skills for life and resilience, were enlightened by informal staff presentations on National Future Schools Expo, Positive Education, Edutech and Flipped Classrooms, learnt about Augmented Reality and how digital technology is being integrated into our children's learning and were kept informed about implementation of the BYOD Policy.

In addition, we are fortunate to have highly functioning sub-committees and an active P&F reporting to Council.

Special acknowledgment to Raelene Masters, our Parents and Friends representative and to Angela Probert, Community Events Committee convener.

OSHC continues to be successful and well managed while offering the highest standards of care

The Assets Sub-Committee had a busy year with ongoing improvements to the school which included the middle yard upgrade, classrooms upgrades, painting of OSHC and new curtains and stage in the Performing Arts Centre

Finance Committee carefully managed school funds to achieve these improvements

Education Sub-committee held parent sessions on Cyberbullying, Positive Parenting and Sleep, and developed a new Home Learning Policy

The Sport Sub-committee worked hard to provide a high level out of hour sports program that was reflected in the success of many SAPSASA teams and included high participation level for students R-Year 7. In addition a new Sports Policy was developed.

Canteen continues to operate well with on-line ordering and new menu choices.

The Foundation was promoted to families as a tax effective contribution to the school

Congratulations to all committees and volunteers for your tireless energy and commitment to our school.

Improvement Planning and Outcomes

The school is in the 3rd year of the current School Improvement Plan. There has been a consistent focus on 4 annual plans that have changed in response to Self Review, opinion surveys, DECD initiatives (including Numeracy and Literacy Results Plus and Teaching for Effective Learning framework) and whole school professional learning (in 2016 Australian Curriculum with a focus on Technology, Learning Design and moderation of student work samples within the school and across the Partnership). There are Annual Plans in Numeracy and Literacy, Assessment and Reporting, Kids Matter and Innovation and Curriculum.

Key Actions included:

Professional learning in Bounce Back, a social skills program that was subsequently implemented across the school, a continued focus on Positive Education which has led to a whole school approach to Flourish. Data collected on wellbeing gave insights to student habits addressed through SRC, by teachers and through parent workshops in Sleep, Positive Parenting, and Cybersafety.

A continued focus on numeracy learning through developing automaticity in number and multiple ways to solve open ended tasks. This supported our curriculum focus on building skills of problem solving, critical and creative thinking, collaboration and flexible thinking with multi discipline units of inquiry. Teachers provided differentiated, open ended tasks in all curriculum areas and Inquiry Units that were purposeful, relevant to students' lives and connected to prior learning. Student reports were generated through SENTRAL and comply with Reporting to Parents guidelines. Booster Maths continued to be effective as an intervention Maths program for students in Year 2 to 7. Teachers worked in year level teams and across Partnership schools to moderate student work samples for A-E grades in numeracy and literacy.

The Curriculum Innovation plan was central to our improvement planning. The new Australian Curriculum Technologies was a focus for professional learning and implementation. Digital technology policies resulted from a Bring Your Own Device trial and a continuum developed by staff for introducing coding across the year levels.

The school self review enabled all staff to reflect on student achievement data and school processes to consider next improvement steps. This identified current strengths as:

Learning design is used to plan consistent year level learning tasks; AC is used to plan, teach and assess student learning; inquiry is a consistent tool for curriculum delivery and encompasses general capabilities and cross curriculum priorities; staff, students and community feedback is sought to plan school strategic directions; leaders foster a culture of innovation/change for improvement and students have opportunities to develop and use leadership skills.

Areas identified for further development include: all students are reaching a minimum C grade against AC standards; feedback from moderation informs future adaptations of summative tasks to provide appropriate differentiation and intellectual stretch and teacher collaboration is facilitated through time, structures and clear expectations.

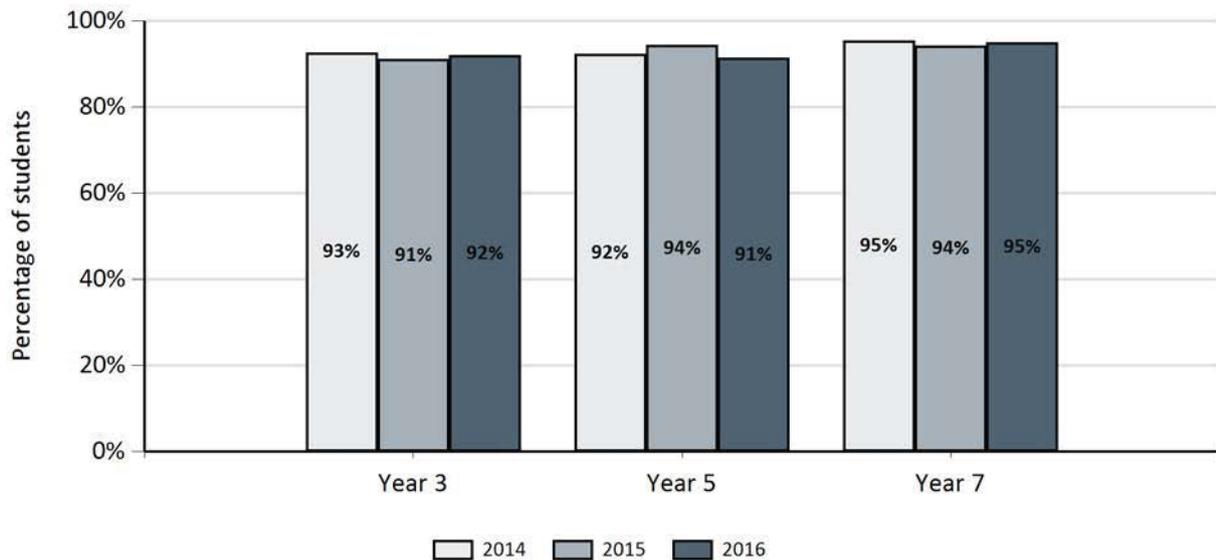
A comprehension review of teacher opinions and student achievement data sets has been undertaken to develop 2017 improvement strategies. DECD expectations around use of Learning Design and moderation of student work samples will continue to support our teachers to facilitate depth in learning and skill proficiency in preference to simply covering the curriculum content.

Performance Summary

NAPLAN Proficiency

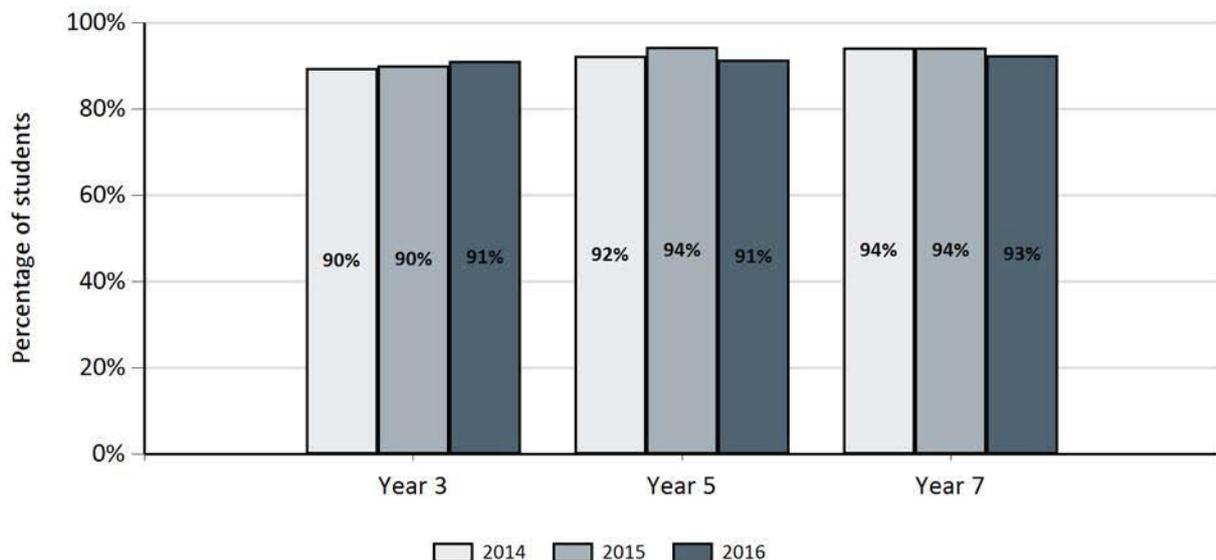
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	12%	10%	25%
Middle progress group	53%	54%	50%
Upper progress group	35%	37%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	14%	14%	25%
Middle progress group	52%	31%	50%
Upper progress group	34%	55%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	101	101	71	51	70%	50%
Year 3 2014-16 Average	99.3	99.3	68.0	49.3	68%	50%
Year 5 2016	105	105	50	38	48%	36%
Year 5 2014-16 Average	95.3	95.3	52.7	37.7	55%	40%
Year 7 2016	80	80	47	45	59%	56%
Year 7 2014-16 Average	79.3	79.3	39.3	40.7	50%	51%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

NAPLAN results continue to show students as high achievers with above Australian average results in all areas tested. Of particular note are progression rates with 37% of Year 7s achieving upper progress in reading and 55% in mathematics (state average is 25%). There was a dip in the percentage of Year 5s in the top 2 bands (7%) for reading and (4%) for mathematics, while Year 3s and 7s were above the three year average.

A detailed analysis identifies improved mean scores:

Year 3s Reading mean score improvement of 5.2, Writing increase of 31, Spelling increase of 22.6, Grammar and Punctuation 26 and maths of 16.

Year 5s mean scores were slightly below mean scores from 2015, except in reading that increased by 9.

Year 7 mean scores were significantly more (ranging between 10 and 20 points) with the exception of writing that declined by 6.5 points. NAPLAN results are compared with other standardized tests and student learning difficulties identified for intervention through Individualized Learning Plans. Teachers consider multiple data sets including PAT Maths, PAT Reading, Waddington spelling, lexile levels or Running Records data along with the individual students work samples to determine overall report grades against Australian Curriculum standards. Our School Improvement Plan continues to reflect an emphasis on intellectual stretch through task design and explicit and aspirational assessment criteria.

Our data and communication system Sentral, continues to provide teachers with continuous comparative assessment details able to be analyzed at individual, whole school and class level. A focus on professional conversations about data, individual performance and effectiveness of intervention is undertaken in year level teams and through the self review process. For example, a review of the effectiveness of Booster Maths was undertaken. 88% of teachers asked saw improvement in student learning.

Year 2 data for Reading Levels continued to show high percentages of students (92.3%) reaching year level expectations while in Year 1 74.7% reach benchmark. This pattern is consistent with 2015, indicating that in year 2, those below standard catch up.

An analysis of PAT Reading comprehension Year 7 data in 2016 resulted in 6 students not at year level standard, 2 were at level standard and 68 students were above and well above standard, 45 of them 3 years above. In PAT Maths, 13 were not at year level standard while 63 were at standard and over 3 years above. Teachers access PAT data for their classes and year levels and individual analysis is the basis for diagnostic understanding of what students know and can do and their next steps in learning. This information is used by teachers to connect prior learning with new learning and to ensure differentiation is planned. In a similar manner grade data is accessed and used to support continuity of learning in curriculum areas including Units of Inquiry.

We continue to focus on intellectual stretch, confident that this supports all students to achieve and persist with a Growth Mindset.

Attendance

Year level	2014	2015	2016
Reception	95.4%	95.8%	96.2%
Year 01	96.0%	93.2%	95.7%
Year 02	95.9%	95.4%	95.5%
Year 03	95.7%	93.3%	94.3%
Year 04	95.4%	94.8%	96.4%
Year 05	95.2%	95.2%	95.4%
Year 06	94.5%	95.5%	94.7%
Year 07	94.9%	93.2%	95.1%
Primary Other		100.0%	
Total	95.4%	94.6%	95.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

High attendance rates continue to support student achievement and engagement. The CENTRAL attendance system allows teachers and leaders to easily monitor attendance, send text messages promptly to ensure student safety and to record reasons for absence. Family holidays continues to be the main reason for non attendance in addition to illness. The number of unexplained absences is low. Non attendance and lateness/early departures are monitored and reported back to families through the school reports twice a year. Burnside PS attendance continues to meet DECD expectations.

Behaviour Management Comment

Burnside has high expectations of student behaviour in line with the school's values, Respect, Cooperation and High Quality. All classes collaboratively develop learning behaviour agreements annually. When behaviour issues occur a restorative process is used. This means we deal with conflict as an educative process, rather than punitive. Typically different perspectives are heard, and relationships restored through student involvement. Bounce Back supports students to address issues in a proactive manner with student grievance processes taught with individual student networks developed. Bullying audits are conducted biannually and reported to parents and Governing Council. Students identified as bullies are counseled and monitored by school leaders.

Client Opinion Summary

Parents and teachers participated in on line opinion surveys generated through Australian Government school surveys distributed in term 4 for the third consecutive year. Responses are aggregated into ratings from 1 to 5.

Scores from teachers and parents are high- being in the main over 4 and have improved in all areas over of the three years. 38 staff responses were received,. These included:

Teachers at this school expect students to do their best 4.7

Teachers at this school treat students fairly 4.4

Students like being at this school 4.3

I receive useful feedback about my work at this school 3.9

51 parents responded to the survey

The highest scores at 4.5 was for Students like being at this school while the lowest at 3.9 was Teachers at this school provide my child with useful feedback.

Feedback about performance and achievement will be considered though the 2017 School Improvement Plan with increased opportunities to highlight formative assessment as feedback to support and deepen learning.

Comments from the community were positive though identified maintenance of school grounds as requiring improvement.

Students in all year levels were involved in a Partnership Survey based on Effective Teaching strategies. This was focused on learning and how their teachers support them. Students were positive about quality relationships with their teachers and that school routines supported them to learn. Feedback indicated students could provide explanations, perform skills and follow procedures well. They identified teaching strengths as feedback teachers gave them made them feel good, there were strong relationships between teachers and students and that inquiry learning facilitated students to learn from their mistakes. Students made insightful comments about the role of the teacher, learning intentions, strategies and processes and the type of feedback they enjoy. One student wrote 'getting and giving feedback does help me and I am open to knowing what I did wrong' while another reported 'I often ask myself 'Is that a GOOD question?''

Teachers will be reflecting on this feedback to build their use of explicit learning intentions, higher order thinking skills and to provide questions and feedback that support deep learning.

Increasing students' understanding of the learning process and the language for deep learning will continue to drive our improvement planning.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	10.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	12	11.7%
Transfer to SA Govt School	64	62.1%
Unknown	16	15.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Burnside PS is fortunate to have many parents and community members supporting students in a voluntary capacity on a range of in school and out of school activities. This includes coaches and team managers for 68 sports teams. To ensure compliance with DECD guidelines all volunteers and staff have History Screening. Records are stored and accessible to all staff through SENTRAL. These are updated regularly as screening is confirmed. Volunteers were offered 3 different information sessions on Responding to Abuse and Neglect. Our school celebrates the work of volunteers annually.

Teacher Qualifications 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	80
Post Graduate Qualifications	26

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	41.8	0.0	9.8
Persons	0	47	0	15

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$6216914
Grants: Commonwealth	\$15181
Parent Contributions	\$637903
Fund Raising	\$71698
Other	\$95867

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	0.4 teacher support working in classes and small groups to support students	
	Improved Outcomes for Students with Disabilities	All 18 students with disabilities received 1:1 support to achieve goals designated in NEPs. NEPs are reviewed twice an year with parents.	Goals are specific to individuals, are reviewed and changed as achieved.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	N/A Funding provides intervention in Reading Recovery Year 1s, Booster maths Year 2-7 and reading intervention Year 3 N/A N/A Over 80 students with identified learning difficulties had plans developed, implemented and reviewed. Information was transferred and discussed with 2017 teachers. Fine and gross coordination programs are funded in junior years. Funds provided teacher release for collaborative learning design for term overviews to be developed and guest speakers for professional learning.	RR resulted in achievement of age appropriate levels and Booster Maths analysis indicated improved confidence and increased PAT Maths results
Program Funding for all Students	Australian Curriculum	N/A	
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Funding provides intervention in Reading Recovery Year 1s, Booster maths Year 2-7 and reading intervention Year 3, 4	
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	.2 across a school. Focus on whole school approach to social emotional program and counselor time designated to individual and family needs as required. Very limited resource.	Whole school approach to wellbeing through Kids Matter Action team