



Burnside Primary School

Annual Report 2015

Quality Teaching and Learning, Cooperation and Respect



Government of South Australia

Department for Education and
Child Development

I. CONTEXT

School Name	Burnside Primary School	School Number	0699
Principal	Sharon Broadbent	Partnership	Central East

Enrolments: The total student enrolment for December 2015 was 762. This number is similar to 2015 and reflects the continued pressure for enrolments at our school. Predicted enrolment increases have now occurred. We must continue to maintain the school *zone of right* to ensure adequate classroom and play space is available. A review of site capacity was undertaken again in 2015. It was assessed as being adequate for 30 classrooms with no further space available for buildings. DECD is currently considering whether a cap on future Reception enrolments may be required to ensure no further growth. We have 7 Aboriginal students, 14 with learning disabilities, 199 students are from a Non English Speaking Background while 6% 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 behavior that are congruent with school values established through community involvement 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.

2. REPORT FROM GOVERNING COUNCIL

The Annual General Meeting of the Burnside Primary School Governing Council was held in February 2015. A large number of interested parents nominated for positions, ensuring all vacant positions with enthusiasm, constructive ideas and varied perspectives added to decision making and the effective operation of the Council and its sub-committees.

Our Principal, Sharon Broadbent continued to make a valuable contribution to the Council by providing informative insight into educational, management and operational perspectives about the school. We also appreciated the contributions and informative presentations from Di Burrell, Carol Press and Angela Elkin in their roles as Deputy Principal and Assistant Principals respectively.



We valued the perspective and contribution provided by our teacher representatives Andrea Curtis and Tony Probert. The contribution of our community representative Lee Walker, on behalf of the Parents and Friends Committee, was valued in articulating the views of the school parent community, and providing a link between fundraising efforts and school improvements that were subsequently funded.

The Council considered, debated, endorsed and made decisions on a number of significant matters during the year. These included:

- The continued introduction and embedding of the Australian Curriculum,
- The School Improvement Plan,
- The continued professional development of leadership and teaching staff in 21st century learning practices through attendance at Edutech and Future Schools conferences and other initiatives,
- Ongoing development of the Kids Matter student health and well-being program,
- Introduction of Bring Your Own Device (BYOD) mobile computers in 2016,
- Enrolment pressures that will lead to school capacity (yard space) being exceeded. A letter to the responsible Minister requested that the department prepare a "Capacity Management Plan" for the school.

We are very fortunate to have highly functioning sub-committees as well as an active P&F reporting to GC. All these groups work tirelessly to make a positive contribution to our children's education and school improvement.

- Community Development sub-committee along with P&F coordinated and ran a number of school events designed to build community engagement as well as raise much appreciated funds for school projects. These included the extremely successful Quiz Night, Community Picnic, Fun Run, Easter Fundraiser, support of sports day, Kids Matter Harmony Day breakfast.
- The Asset sub-committee worked on improvements including the fantastic Junior Primary play area, the long awaited music room development and general grounds improvements.
- Education sub-committee continued to support and provide information for Parents including the maths open morning, and various policy reviews.
- Our OSHC continues to be well managed and very successful. It provides strong and diverse programs that are financially sustainable.
- Our Canteen continued its strong performance making a small surplus. The introduction of online ordering provided a streamlined way both for parents and canteen staff to manage orders. Janine's continued support of School events and catering has been thoroughly appreciated.
- Sport continues to be a significant focus at BPS. Over 500 students participated in after school sports activities. SAPSASA participation was keenly sought with many great individual and team results. We thank the large number of parent volunteers who make our extensive sports program possible and run smoothly.
- Finance Advisory Committee continued to support all aspects of the school. The Finance committee and leadership work with a very small discretionary budget. A representation was made to the responsible Minister about inefficient and antiquated departmental policies and practices.
- The Foundation was promoted as a way for parents and friends to make a tax effective contribution to the school

Special thanks from the Governing Council to Lydia Whiteside and Alison Bibby for their support, persistence, proactivity and enthusiastic contributions to the Governing Council in their roles as Finance Officer and Secretary respectively. Their effort is valued and appreciated.

A big thank you from the school community to the retiring members of the Governing Council for your tireless and valuable contribution to the School. In particular I acknowledge the contribution of Andrew Leung over many years in agitating to various Ministers and the Department Chief Executive as to the poor quality of financial information provided for decision making. The Department has formally acknowledged the inadequacies of outdated financial software.

Finally to all Governing Council and associated sub-committee members of 2015, many thanks for the hours of work you have committed during the year. Much has been achieved that hasn't been highlighted here but your dedication to the School is thoroughly appreciated.

Geoffrey Aplin
Chairperson 2015

3. 2015 HIGHLIGHTS

2015 was a very busy and productive year of rigorous teaching and learning at Burnside Primary School.

The school continued to move forward with its vision of **'Creating intellectually stretched, self-directed, powerful learners' 2014-2018 SIP** with priorities in 'Collaboration, Creativity and Community'.

We continued to implement Australian Curriculum, including reporting on Maths, English, Science, and Integrated Units of Inquiry as well as specialist areas in Physical Education, French and Music. Annual Plans were developed with staff and Governing Council involvement in Kids Matter, Primary

Numeracy and Literacy and Science in these areas and will be addressed further in this report.

There are many educational, social, sporting and community highlights during 2015 worthy of mention.



The following are representative:

- Outstanding achievements by many of our students in UNSW Global testing, with many high distinctions, distinctions and credits.
- Year 7 Highly Commended in the Powerful Learner Primary Maths Challenge, *Building a Dream City*
- Our chess team participated in the South Australian championship achieving second or third placement in all inter school competitions
- School values -Quality teaching and learning, Cooperation and Respect continued to be a focus and embedded in classroom practice and policies. The Values Cup competition see all students striving to achieve team points over the whole school year and celebrated at whole school assemblies
- Camps were conducted for Year 2s to Aldinga, Year 4 to Victor Harbor and Year 7 to Canberra. I acknowledge the commitment of teachers to ensure these valuable learning opportunities continue. The Year 7 Canberra Camp was again shared with parents through a closed Facebook page
- The development of our JP Nature Play Space, supported by Parents and Friends



- Quality music performances including the *Aladdin Trouble* musical with over 210 students performing on stage at the Norwood Town Hall; the successful Burnside's Got Talent for all students in Years 3, 4 and 5; the Junior Primary end of year concerts; the Year 7 choir performance at Festival Theatre and the legendary Rock Crew highlighting the achievements of our school band and choreographed dancers performing on tour at various metropolitan locations.
- Our debating teams continuing to compete at a high level. Our teams presented their arguments well with great confidence and tenacity. Thank you to Vicki Orell and Cindy Karlis for their support and coaching.
- Special commemoration ceremonies for all students acknowledging the importance of the centennial ANZAC Day and Remembrance Day for all Australians. We thank Ken Duthie for his continued leadership of these services
- High Commendation for BPS DVD 100 Years of ANZAC starring Ken and our students, produced by teacher Andrew Frazer
- There were 64 sports teams (down from 68 in 2014) for After School Sport in 2015. A decrease in team numbers was due to reduced registration numbers in Summer Netball
- Due to a large Summer Season carry over from 2014, the 2015 School Calendar year was still officially the largest on record for student participation numbers throughout the year
- Optional Sporting programs are held for R/I students in cricket, tee-ball, athletics, basketball, football, soccer, netball and hockey. Tiger Tennis continues to be offered for all levels
- Burnside Primary School was the first school in South Australia to trial and offer the Cycling Australia 'Let's Ride' program which has led to a national launch of the program in February 2016
- Our annual French Assembly showcased the language, musical, artistic and dramatic talents of students from Reception to Year 7. The Year 7 girls performance of the cancan was appreciated by all
- Reading Recovery continued to support Year 1 students with significant reading difficulties
- Our Pastoral Support Worker, Sheila Chehade supported student wellbeing through class talks, small group and individual support about friendship, getting along, self-esteem and social skills. A successful application for funding was confirmed in November, though like all schools reduced funds will result in a reduction of support



- The SRC executive and committees continued to strengthen student voice, engagement in decision making and community service through a range of successful committees. Bucket filler awards continue to promote our positive school culture
- Year 7 leadership day focussed on leadership skills, Restorative Practices and Mindfulness. This day supports all Year 7s to be responsible role models and undertake service to community
- Year 5 students were highly engaged in the Bike SA program a grant of \$10000 will improve our bike and scooter facilities.
- High level participation and engagement in the Maths Olympiad for students in Year 6 and 7. I would like to acknowledge the outstanding work of Andy Whyte in preparing and challenging students to solve complex problems.

4. SITE IMPROVEMENT PLANNING AND TARGETS

The School Improvement Plan 2014-2018 was developed by leaders, teachers and Governing Council to reflect directions for future school improvement based on latest educational research and student achievement data sets. This includes the vision of '*Creating intellectually stretched self-directed, powerful learners*'.

This is enacted through a focus on Collaboration, Creativity and Community.

2015 strategies were

- Primary Numeracy and Literacy
- Curriculum and Innovations
- Kids Matter
- Reporting and Assessment



Primary Numeracy and Literacy

What did we do?

- All teachers participated in Natural Maths professional learning with the intent of utilising key strategies in daily numeracy blocks including mental computation and multiple problem solving strategies
- Teachers planned and developed English and Mathematics term overviews collaboratively, based on AC standards
- Teachers work collaboratively to set summative assessment tasks and to moderate student work samples to ensure consistency of learning outcomes and grade assessments
- Teachers at all year levels collaboratively moderated student work samples in mathematics with Partnership schools, including co-design of common assessment tasks
- Partnership principals collaborated to achieve required outcomes from the Numeracy and Literacy Results Plus initiative that included monitoring student learning four times a year through assigning moderated grades, reading levels in JP, PAT Maths and Reading results
- Sentral program purchased and includes Mark book for grades and standardised assessments
- Presented a parent information session on Natural Maths with Anne Baker
- Showcased mathematical learning through an open morning that included a Maths Assembly and lessons in all classrooms R-7
- Key leaders and teachers engaged in Leading Numeracy Improvement Modules 1 and 2
- At a pupil free day all teachers learnt about moderation of student Maths work samples, based on demonstration of year level standards and ability to assessment tasks to new situations

What did we achieve?

- Teachers worked with Natural Math strategies to increase automaticity of number and develop a broad range of problem solving skills
- Teachers use guided reading as a core learning strategy R-7
- Improved achievement from 2014 to 2015 in JP Reading with higher percentage of students achieving DECD Standard by the end of term 4 in Reception up from 65% to 82.5% and Year 2 97% while in Year 1 80% achieved standard (same cohort as the 65% in Reception.
- All parents received Student End of Year Reports with grades assessed against Australian Curriculum standards in all required areas
- 40.5% of students from Year 3-5 made upper level of progress and 24.1% Year 5-7 made upper level of progress in reading in NAPLAN while in numeracy 53.2% made upper progress from Year 3-5 and 37.3% from Year 5-7.

- NAPLAN analysis indicates that Burnside PS students have performed above Australian average and Like school average (other category 7 schools) in all year levels, in all aspects of literacy and numeracy (Grammar, Reading, Spelling, Writing and Numeracy) with the exception of Year 3 writing where Burnside students' performance sits above Australian average and just below Like School.
- Introduced Booster Maths as an intervention program for students in year 2 and 4

What are the Next Steps?

- Continue Guided Reading is a core teaching strategy in all classrooms R-7
- Teachers plan common assessment tasks that include high yield strategies (intellectual stretch and explicit teaching of inference in reading)
- Continued focus in Numeracy and Literacy where the emphasis will be on differentiation, learning design and teacher moderation of student work samples. We continue to strive to increase the number of students being retained in the top 2 Bands through Years 3-7.
- Continued moderation of student work samples across the Central East Partnership in English and Mathematics to ensure consistency of standards
- Year level teams defining maths learning goals as a team with a commitment to sharing differentiated pedagogies, summative assessment tasks and moderating student work samples
- Continue to implement Booster Maths as an intervention program in primary years and Reading Recovery in Year 1
- Induct new teachers through mentoring, professional learning, teamwork and peer to peer observation

Curriculum and Pedagogies for Engagement

What did we do?

- Professional learning for all teachers in moderating student work samples in Maths. This included a pupil free day to work with year level colleagues and 2 staff meetings with Partnership schools.
- Leaders and teachers were offered and attended a range of professional learning through Future Schools conferences, Edu Tech conference and a range of professional learning in South Australia and at school.
- Introduced a Middle School format for Year 7s which included a 1 to 1 device program
- I pads were introduced into Junior Primary classes with specific software from Future Schools Conference and inquiry based investigations with imovie
- 21st Century learning goals were introduced so that real world skills rather than basics were explored by students
 - SeeSaw introduced to share real time learning and student work portfolios with parents and caregivers
 - Sentral introduced to streamline communications and data management
 - Teachers and leaders attending PD have shared their learning through providing workshops for staff and Governing Council.

What did we achieve?

- Engaged a high percentage of parents who regularly assist in the classrooms
- Strong communication channels through various modes of communication
- Regular play based learning has resulted in improved social and emotional wellbeing and assisted student resilience
- Students using different coding programs
- More realistic and achievable goals for students to strive for
- Greater differentiation and intellectual stretch through inquiry
- A more enriched numeracy program utilising 21st Century thinking skills
- Trialled and Implemented Envision Maths in some Year 1, 5, 6 classes
- Increased students media skills through PD and practical application
- Extension for selected Year 6 and 7 students through Maths Olympiad
- Flipped learning in some classrooms

What are the next steps?

- Greater access to ipads and computers in JP so achievements can be extended
- Increase the options for intellectual stretch through further extension programs
- Continue to focus on students learning skills and dispositions rather than knowledge
- Continuation of PD in Numeracy and Literacy
- Increase coding opportunities

- Continually improve parent use and understanding of EDMODO
- Continue refining our use of IT resources to ensure high quality
- Promoting the environment as the third teacher – classroom flexibility, natural light and nature
- Move to a BYOD program
- Build staff understanding of new ICT Australian Curriculum
- Increase differentiation to support students to achieve in top 2 NAPLAN bands
- Continue to focus on thinking skills

Kids Matter

What did we do?

- Introduced Bounce Back as a core social emotional whole of school program
- Social Emotion Learning through JP SRC, Kimochis, parent picnic, transition, seesaw and class blogs,
- Linked Social Emotional learning to many inquiry units to ensure continuity e.g. Impact of Body Image and self esteem
- Held our first RUOK Day
- Celebrated Harmony Day and Anti- Bullying day with a community breakfast and special assembly
- Staff participated in professional learning Module 3 of Kids Matter
- Held a Global Café to get feedback from parents about our school
- Had social work students undertake tasks and support students socially and emotionally



What did we achieve?

- High levels of parental involvement in classes and school programs- including the KIDS Matter Action team
- Successfully established strong communication channels through various modes and programs
- Regular play based learning has resulted in improved social and emotional wellbeing with children more aware of feelings and how to express them appropriately
- Developed positive classroom culture including increasing awareness of peer pressure and strategies to deal with negative situations
- Feedback and future directions from the community, provided opportunity for parent counselling
- Mental health support for children and families at risk

What are the next Steps?

- Developing collaborative play to further increase interpersonal relationships
- Visit other schools to observe play based pedagogy and assessment systems
- PD in Bounce Back to increase consistency of language, use and skills across year levels
- Use Bounce Back language as part of Cool Kids Awards at JP assemblies
- Buy storybook resources that support Bounce Back, resource a section in library
- Undertake Module 4 professional learning of Kids Matter
- Work to ensure inclusivity of all cultural groups
- Implement a whole of school communication app
- Prioritize and implement aspects of Global Café feedback
- Continue to have Social Work practicums to support social emotional learning and students at risk

Reporting and Assessment

What did we do?

- Shared learning with parents through Seesaw
- Started recording achievement data in Sentral
- Designed and implemented common assessment tasks
- Regular Running Records in JP-3 years
- Reviewed and updated report format to include all Australia Curriculum expectations
- Had regular PD on use of new Sentral system including opportunities to create class data in Mark book
- Discussed interviews and providing consistent information through a common format in year levels
- Developed assessment rubrics to make explicit success criteria
- Analyzed PAT-R and PAT Maths data and achievements in Year levels

- Shared planning of literacy and numeracy learning tasks in Year 7

What did we achieve?

- Alterations to report format to suit learning needs of Reception students
- Collection and analysis of data to assist identifying students with additional needs and next steps in their learning
- Parents better informed of student progress
- Greater awareness of achievements of students through detailed data analysis
- Better understanding of AC standards and assessing students against them
- New report format
- Increased fluency and consistency in report writing

What are the Next Steps?

- Creating a First Impressions Reception Report
- More time for collaborative moderation and development of tasks with team members
- Continue to use Seesaw as a tool to communicate with parents about learning outcomes
- Further PD to refine goal setting for high order skills and self-assessment
- All staff confident using Sentral for data collection and report writing
- Continued opportunities to discuss achievement data and support progress for all students
- Support consistency of report writing through sharing best practice

School Self Review

Each year Burnside PS undertakes a self-review in late Term 3-4. This enables staff to be consulted on achievements related to the School Improvement Plan and to suggest next steps for improvement. In 2014 staff were asked to reflect on the School Improvement Plan Action Plans, Progress of self-review indicators from 2014 and achievement data in PAT -R and PAT-M. Feedback from staff highlighted the achievements listed in Site Improvement Plans section and next steps. A review of data identified strengths and issues to be addressed in annual plans in 2016. Maths improvement over the JP years, Writing improvement from Year 2 and Reading in upper primary years will be targeted. The focus is on developing agreed high yield strategies in each of these areas so that we can move more students through to the top NAPLAN 2 bands in Year 3, 5 and 7.



Central East Partnership Review

The first review of our Central East Partnership student achievement data, planning and processes occurred in November 2015. School Principals and Preschool Directors discussed with a Department panel progress and directions for improvement. As a result the panel provided a report and recommendations for our future work together. The recommendations are to

- Identify the high yield strategies and practices (Leadership and teaching) for engaging and extending students (both for attainment of the DECD SEA and for academic excellence)
- Develop a Partnership- wide process focused on continuity of learning (language and pedagogy) and shared information (K-R and Year 7-8)
- Implement a program of sharing high yield strategies (leadership and teaching) for engaging and extending students (both for attainment of the DECD SEA and for academic excellence)
- Strengthen the focus on common assessment tasks and moderation across Years 6, 7, 8 and 9

We are required to develop action plans as a Partnership to achieve these tasks and submit plans that reflect our collective future learning.

4.1 Junior Primary and Early Years Scheme Funding

Junior Primary classes are funded for 24 students in a class for February census day. Many classes started this size with almost all being around 26 due to increasing enrolments during the school year. Reception to Year 2 levels are our biggest growth areas.

Two teachers undertook a Reading teacher role to support consistency of teaching across the R-2. The Daily 5 (core strategies) was introduced in each Reception class. Some teachers were released to conduct assessments, to observe in each other's classrooms, to analyze data and identify students for intervention and support. In 2016 salary will be used to focus on core math's strategies and the development of an agreed Math Learning Block.

4.2 Better Schools Funding

During 2015 Better Schools funding for Burnside PS was \$26 807.95. This funding was expended on intervention programs including Reading Recovery for Year 1s and Booster Maths for Years 2 and 4. These programs will continue into 2016 supporting Junior Primary reading and Primary Mathematics.

5. STUDENT ACHIEVEMENT

As part of the increased accountability measures DECD introduced multiple measures of data for schools to collect. Hence this data is our base data for setting improvement goals.

DECD Standards

All students, other than those with disabilities are expected to achieve C Grade in English and Mathematics.

The following table indicates % of students in each year level achieving this standard at BPS.

Year Level	A-E grades	% achieving DECD SEA	Numbers not achieving
Reception	102 students	87%	13 students, in 1 or 2 areas
Year 1	95 students	84%	15
Year 2	91 students	92%	7
Year 3	101 students	88%	12
Year 4	102 students	81%	19
Year 5	91 students	84%	14
Year 6	96 students	86%	13
Year 7	71 students	88.7%	10

Students not achieving at standard are being monitored with 'most at risk' engaged in intervention programs (Negotiated Education Plans) while Individual Learning Plans are documented for all other students. We have over 100 students on these individual plans where teachers document and monitor short term learning goals.

Scale Scores 2015

Year level	PAT-R and PAT-M test number	SEA PAT-R scale score	No. not hitting target	% NOT hitting target	% AT (Norm = 77%)	SEA PAT-M scale score (fourth edition)	No. not hitting target	% NOT hitting target	% AT (Norm = 77%)
3	3	100 or above	9	9.47368421	90.5263158	110 or above	26	27.3684211	72.6315789
4	4	110 or above	18	18.1818182	81.8181818	115 or above	20	19.6078431	80.3921569
5	5	115 or above	7	7.86516854	92.1348315	120 or above	17	19.7674419	80.2325581
6	6	120 or above	5	5.55555556	94.4444444	124 or above	13	13.8297872	86.1702128
7	7	124 or above	7	10	90	125 or above	15	22.0588235	77.9411765

This table shows students are achieving higher results in reading (PAT-R is a reading comprehension test) and that percentages of Burnside students achieving standards are well above the 77% expected while in PAT Maths results are closer to the expected 77% and dip below this in Year 3. Maths is prioritized as a key improvement area at state, our Central East Partnership and school level. The focus is on developing flexible mathematical thinking so problems can be solved in multiple ways.

We will look to 2016 NAPLAN and PAT Maths data to ascertain the effectiveness of Booster Maths intervention from 2015 and Term 1 2016.

5.1 NAPLAN

Year 3, 5, 7 Mean Scores across 3 years

Mean Scores by Test Aspect	Year 3			Year 5			Year 7		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Numeracy	396.9	426.1	421.6	504.1	517.4	527.0	581.8	591.5	583.4
Reading	448.9	459.6	467.8	526.3	548.5	536.5	572.7	585.8	574.3
Writing	433.7	406.6	419.0	516.7	505.6	497.9	564.1	540.5	558.8
Spelling	439.7	439.1	447.7	512.8	532.3	529.7	576.5	571.9	566.7
Grammar	437.5	463.9	462.7	520.3	561.0	546.8	574.5	592.2	580.0

Mean scores over the 3 years vary. There is a trend up over time in Year 5 Numeracy, Year 3 Reading, Year 3 Spelling, Year 3 Grammar and Year 5 Grammar. There is a trend down in Year 3 Writing and Year 5 Writing. Other mean scores show slight ups and downs that would be cohort driven and show little difference over the 3 year period.

NAPLAN School Growth: Year 3-5

Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	BPS
Numeracy	Lower 25%	10.1
	Middle 50%	36.7
	Upper 25%	53.2
Reading	Lower 25%	15.2
	Middle 50%	44.3
	Upper 25%	40.5



Burnside students showed outstanding growth from Year 3-5 with 53.2% of students making upper level progress in Numeracy and 40.5% making upper level progress in reading. This is very good progress and the result of whole school (including community support), teacher and student efforts.

NAPLAN School Growth: Year 5-7**Year 5-7 Growth**

Growth by Test Aspect	Year 5-7	
	Progress Group	BPS
Numeracy	Lower 25%	13.6
	Middle 50%	49.2
	Upper 25%	37.3
Reading	Lower 25%	19.0
	Middle 50%	56.9
	Upper 25%	24.1



This chart reflects again greater growth in Numeracy than Literacy between Year 5 and 7. Given reading results are higher than Numeracy through Junior Primary and Year 3, students numeracy appears to catch up with Reading. Again reading habits in the older years need to be explored as less reading and more computing becomes part of study habits. In addition high yield reading strategies will be explicitly developed in middle to upper primary years to address this. A similar pattern exists in Partnership schools that have resulted in a further decline in reading by Year 9. This is an issue that will be investigated as part of the Numeracy and Literacy Plus Program at Partnership level with practical implications for all schools.

Students Achieving in Higher Bands**% of Burnside Students in top 2 bands over past 2 years 2014-15**

Aspect	2014	2015
Year 3		
Numeracy	54.4	46.5
Reading	71.6	67.7
Writing	37.5	52.2
Grammar	70.8	67
Spelling	60.5	60.6
Year 5		
Numeracy	43	39.8
Reading	61.9	43.9
Writing	27.1	9.8
Grammar	70.9	53.4
Spelling	56	45.5
Year 7		
Numeracy	52.8	70.4
Reading	52.2	64.3
Writing	31.5	34.8
Grammar	51.1	49.2
Spelling	46.6	42

This is consistent with previous comments targeting the need to consider high yield strategies in Maths and Writing. Moderation of student work samples within and across Partnership school will continue to be a focus with particular reference to task design to stretch and challenge our more able students.

6. STUDENT DATA

6.1 Attendance

Burnside PS Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	95.7	95.4	95.8
Year 1	95.8	96.0	93.2
Year 2	95.1	95.9	95.4
Year 3	95.1	95.7	93.3
Year 4	95.5	95.4	94.8
Year 5	93.7	95.2	95.2
Year 6	94.4	94.5	95.5
Year 7	92.7	94.9	93.2
Primary Other			100.0
Total All Year Levels	94.8	95.4	94.6
Total ACARA I TO 10	94.6	95.4	94.4

The DECD Attendance Goal is met in all areas with the exception of Year 1. (2 students leaving the school without notification has impacted on Year 1 data) Burnside PS students continue to attend regularly with family holidays being the predominant reason for non-attendance. Parents regularly seek Principal approval for exemptions over 3 days. Text messaging is an effective communication of non-attendance reasons between school and families and ensures students' safety. Students are required to attend and be punctual to ensure maximum learning and social connection. Attendance and punctuality is reported to parents through Student Reports. 3 days of non-attendance without reason is followed up by teachers or leaders. Burnside PS overall attendance is 94.4%, DECD is 91% and Index (similar school cohort) is 93.9%. Our goal for 2016 is 95%.

6.2 Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			0.5%	2.9%
Interstate/Overseas	25	16.4%	12.4%	9.5%
Other			0.3%	1.4%
Seeking Employment			0.9%	3.8%
Tertiary/TAFE/Training			0.5%	3.6%
Transfer to Non-Govt Schl	50	32.9%	17.4%	9.8%
Transfer to SA Govt Schl	76	50.0%	42.7%	48.8%
Unknown	1	0.7%	25.3%	20.3%
Unknown (TG - Not Found)				0.0%

The majority of students leaving Burnside PS have transferred to other Government schools. There has been an increase of 10 students from 2013 of students going overseas and 11% transferring to non-government schools (Year 6-7 and Year 4-5).

7. CLIENT OPINION

In 2015 an online **Parent Opinion** survey was sent to the majority of school families. This was part of the national requirement to seek feedback from parents. 75 of a possible 500 families rated 14 questions on a 5 point scale ranging from strongly agree, agree, neither agree or disagree, disagree or strongly disagree. Results were again positive about all aspects of school life at Burnside. The highest levels of agreement were

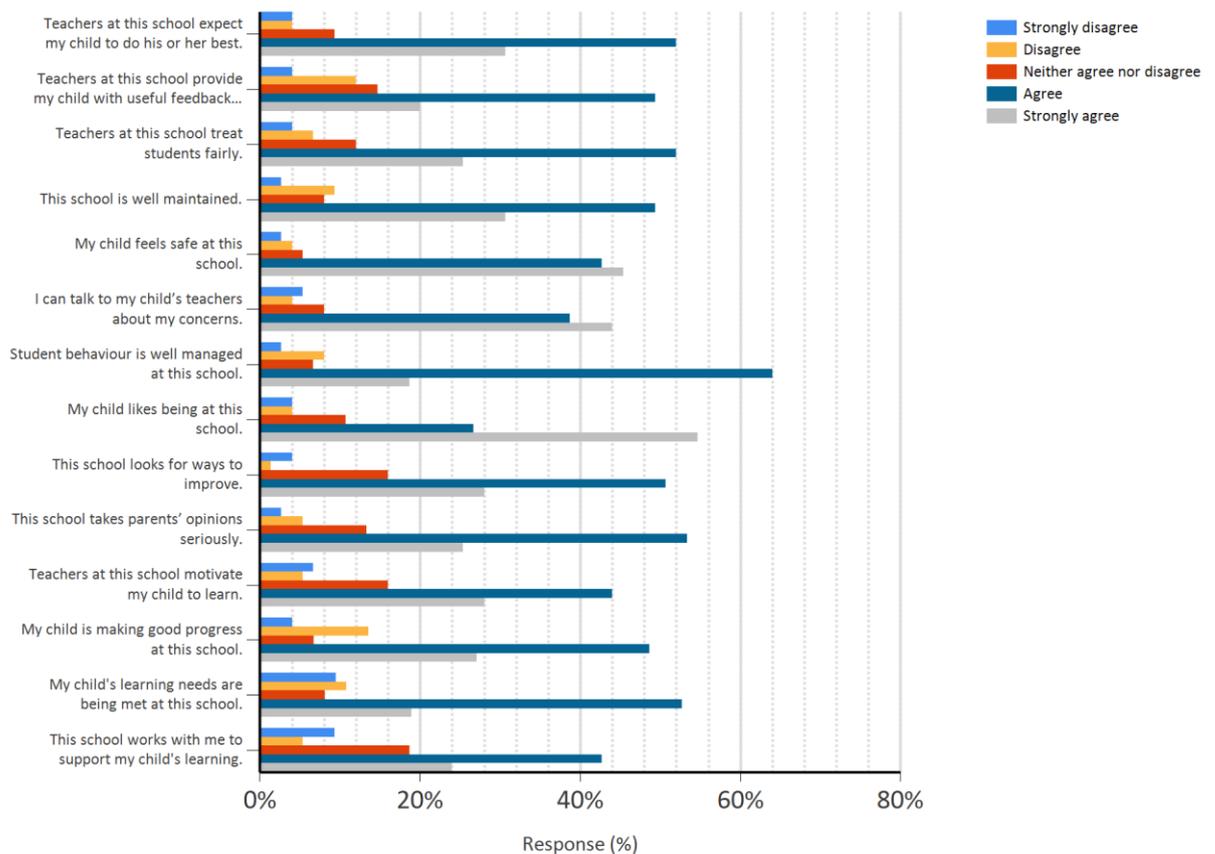
- 88% of parents perceive My Child Feels Safe at this school
- 83% of parents perceive Teachers at the school expect my child to do his or her best
- 83% of parents perceive I can talk to my child’s teacher about my concerns
- 83% of parents perceive Student behavior is well managed at this school

Lower levels of agreement exist with

- 67% of parents perceiving This school works with me to support my child’s learning
- 69% of parents perceiving Teachers at this school provide my child with useful feedback about his or her work
- 72% of parents perceiving My child’s learning needs are being met at this school

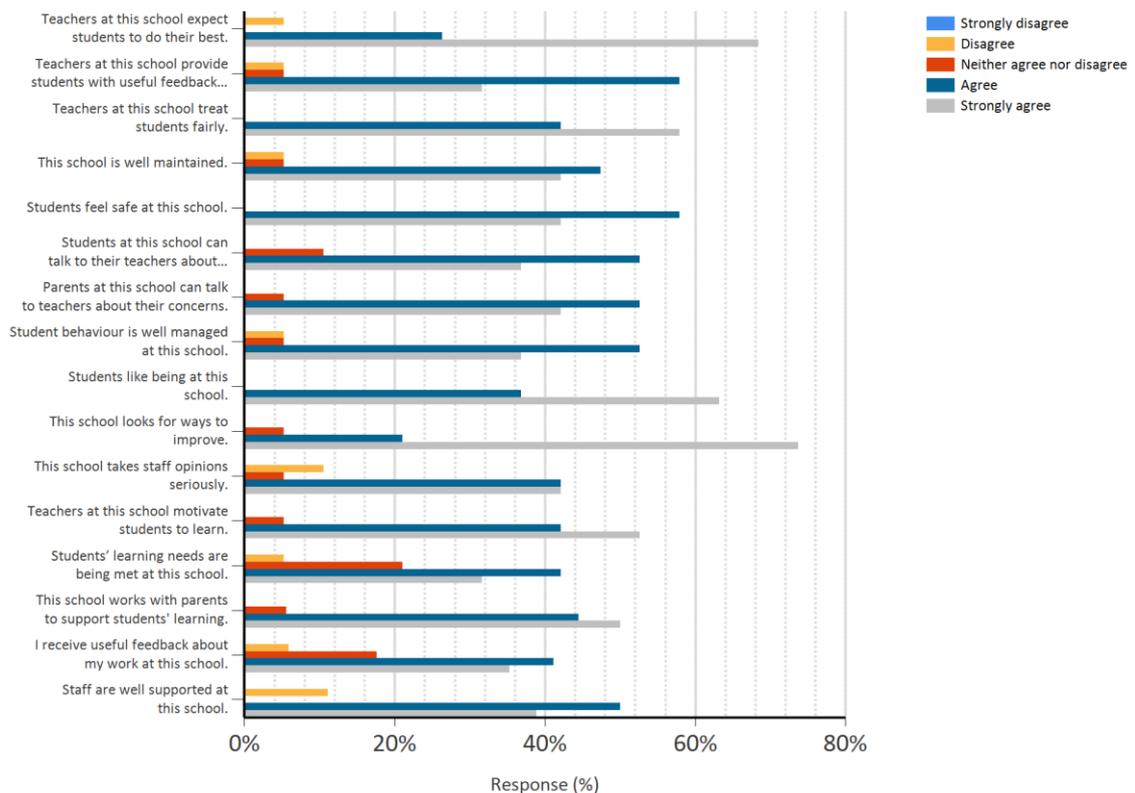
This data will be discussed with teachers to consider improvement opportunities. Communication about feedback on student learning can be addressed through newsletters and how teachers differentiate learning for students can be addressed through 3 way interviews late in Term 1. Results from this survey are in very similar to 2014.

Burnside Primary School is a school of choice with constant enrolment pressure. It is a large school that prides itself on community involvement and engagement. We seek to listen and respond to issues as they arise and promote feedback through email and an anonymous feedback box in the front office. We update and share a Parent Grievance policy annually to ensure that parents can access processes to deal with concerns in an open and transparent manner.



In 2015 an online **Staff Opinion** Survey was sent to all teachers and staff. There were 19 respondents who were asked a series of questions about teaching and learning.

Staff Opinion Survey 2015



This was an extremely positive result with the highest perception held for

- This school looks for ways to improve (95% agreement)
- Students like being at this school (100% agreement)
- Teachers at this school expect students to do their best (94% agreement)
- Staff are well supported at this school (89% agreement)

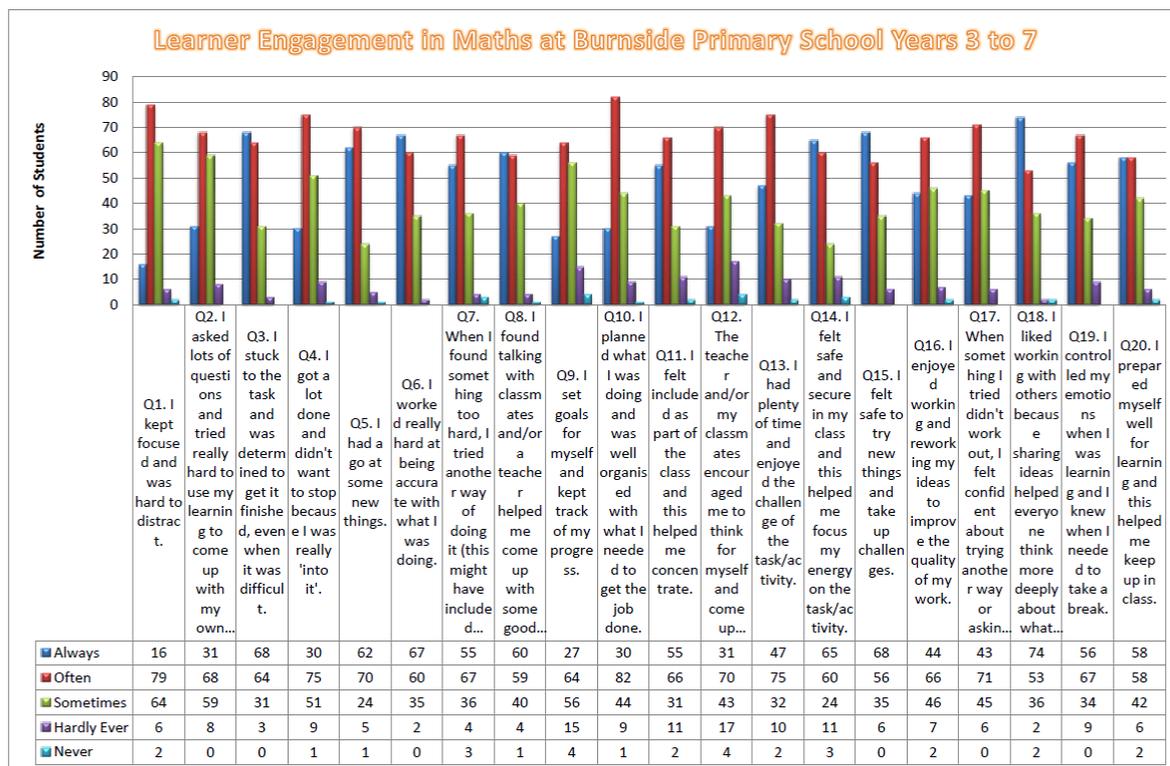
The lowest score with 74% agreement was Students' learning needs are being met at this school

The perception of staff about a range of issues is gathered through other processes built into staff meetings through teamwork and professional learning. This survey provides a snap shot in time that enables us to support a continuous improvement model.



Student Opinion Survey

Feedback from students was sought mid-year 2015 on perceptions of Learner Engagement in Maths



Over 200 students, Year 4-7 responded to 20 questions based on their engagement in maths learning. High scores reflected in red and blue responses indicate success in collaboration, independent learning and enjoyment of new challenges. Areas for teachers to consider in maths learning are extending differentiation of tasks, goal setting and thinking skills. These areas can be addressed through teacher and peer feedback, guided self-reflection, formative assessment and summative tasks that build student capacity to use their learning in new ways.

<My School website <http://www.myschool.edu.au/>

8. ACCOUNTABILITY

8.1 Behaviour Management

Student Behaviour Management data indicates that in 2015, 3 suspensions and one exclusion were recorded for the school. This is similar to previous years with suspension being for major infringements that threaten the safety or wellbeing of others.

School processes, particularly to align the card process for recording and sharing inappropriate behaviour with parents were reviewed and resulted in a blue card being used for class and yard behavior. We thank parents for feedback in term 4 when further changes to recording occurred.

2015 Bullying Surveys

In 2015 students completed two bullying surveys, which were available online and in hard copy for younger students. This data is used within the 'Safer DECD Schools' policy to develop whole school initiatives and strategies to keep our children safe. The information is shared with staff, Governing Council, SRC and the community. The KidsMatter Action team uses this data to monitor trends and set future directions.

- In the August 2015 Bullying survey 62 % of students identified as not being bullied this year.
- In the December 2015 Bullying survey 60% of students identified as having not been bullied this year.

The most common places identified as where bullying takes place were:

Classroom, Middle yard, Top playground, JP Play spaces, Bottom playground, Top oval

Some of the responses to individual questions:

Responses	Never	Sometimes	Often	Always
I get called names by others	52%	35%	9%	3%
I give other students a hard time	86%	12%	1%	1%
I get bullied by others	54%	31%	8%	5%
Others leave me out of things on purpose	49%	41%	7%	2%

There were indicators of high levels of pro-social behaviours, as indicated by these responses:

Responses	Never	Sometimes	Often	Always
I like to help people who are being bullied	7%	17%	23%	51%
I enjoy helping others	1%	10%	21%	67%
I share things with other students	5%	23%	36%	36%

A number of safe school practices were implemented during 2015

In summary:

- The Bounce Back social and emotional learning program is taught in all classes
- Bounce Back resources are in every classroom
- Staff PD and team planning support in Bounce Back was provided.
- The KidsMatter team ran component 3 training for all staff, 'Working with Parents and carers'
- Behaviour management notification cards were updated
- Three Social Work students were placed at Burnside as a KidsMatter school
- Positive behaviour is highlighted and rewarded at assemblies and in the yard through 'Bucket filler' tokens
- RUOK day, Harmony day and National Day against Bullying and Violence were all highlighted, including a whole school breakfast, 'conversation corners' in the yard and buddy class activities
- Students were responsible for selecting music to be played over the PA system prior to the bell
- All students completed their trust network and took home a copy of the school's bullying policy
- The school counsellor (0.2) and Pastoral Care Worker work with individuals, families and groups of students on bully proofing, social skills, using effective strategies and problem solving.

Staff and parents know that bullying is hurtful and unacceptable. We want all students to feel safe and have the skills to deal with unsafe or hurtful behaviour. Being pro-active and responsive helps us with the goal in continuously reducing bullying incidences and improving reporting systems. School leaders address issues as they arise in a timely manner. We want all students to feel safe, happy and supported at the school.

We acknowledge that bullying is a part of the real world and that students need to learn life skills to be resilient and assertive for their futures. It is imperative school knows of issues so that an educative approach can be undertaken.

8.2 Relevant History Screening

During 2015 all parents and school volunteers who work in the school or assist with a range of programs including classroom reading, excursions, camps and committees completed History Screening. Forms are emailed to parents or collected from the front office. Improvements see the bursar now approving these online. A school data base has been established to enable staff to check status of parents/volunteers. We continue to be vigilant with record keeping and provide volunteer training in Responding to Abuse and Neglect each term. All school service officers are checked through this system. We had well over 600 checks processed and current over a 3 year period.

In January 2016 the Minister of Education informed schools that checks for parents helping in their child's class are now not required. This covers volunteering in schools while under the supervision of school staff. Responding to Abuse and Neglect will continued to be offered to volunteers.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	72
Post Graduate Qualifications	21

Please note: Staff that 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.



8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.0	37.70	0.0	8.69
Persons	0	41	0	12

During Term 3 we employed an Aboriginal Community Education Officer who visited a number of classrooms and connected with Aboriginal students and their families for 15 hours a week. Michael Turner's work included telling stories of the Stolen Generation, The Dreaming, Aboriginal astronomy and Torres Strait Islander culture. In addition a draft Burnside PS Reconciliation Action Plan has been documented. The next step will be to seek feedback from Aboriginal parents followed by staff and Governing Council approval.

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$5 869415.00
2	Grants: Commonwealth	NIL
3	Parent Contributions	\$549279.00
4	Other	\$213967.00

