



SCHOOL CONTEXT STATEMENT

Updated: August 2023

School Number: 0699
School Name: Burnside Primary School
Central East Partnership

Burnside Primary School's vision is '*Creating Intellectually Stretched, Self directed, Powerful Learners.*' As such, we strive to engage and develop the potential in every child so that they can achieve at the highest possible level through quality teaching and learning. The school Values of *Quality Teaching and Learning, Respect and Cooperation* are embedded throughout the school. The community has high expectations in all areas of learning and students strive to achieve their personal best.

Collaboration and inclusion are key principles in year level team planning with an emphasis on evidenced based pedagogical practices, the Teaching for Effective Learning framework (TfEL) and implementation of the Australian Curriculum.

Burnside Primary School has a thorough wellbeing Action Plan and prioritises wellbeing across our community.

There is a high level of parent engagement through a range of committees, Parents and Friends and the Governing Council.

A Capacity Management Plan is in place to manage the growth and demand on enrolments to the school.

1. GENERAL INFORMATION

- School Principal: Jo Porter
- Deputy Principal: Melissa Mills
- Assistant Principal Student Services: Lisa Chakiris
- Assistant Principal Curriculum: Lisa Hassan
- Senior Leader Wellbeing: Katrina Leucuta
- Year of opening: 1869
- Postal Address: 11 High Street Burnside 5066
- Location Address: 11 High Street Burnside 5066
- DfE Partnership: Central East
- Geographical location 8kms from Adelaide CBD
- Telephone number: 83317512



- Fax Number: 8431 5426
- School website address: www.burnsideps.sa.edu.au
- School email address: info@burnsideps.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes

ENROLMENT DATA

February FTE Student Enrolment	2019	2020	2021	2022	2023
Reception	102	102	82	104	85
Year 1	103	113	105	82	103
Year 2	103	109	115	109	86
Year 3	115	105	111	119	99
Year 4	114	122	109	109	113
Year 5	96	94	115	99	101
Year 6	106	87	90	103	89
Year 7	76	73	70	-	-
Total	815	805	797	725	676

2023 Breakdown	
Number of Male students	364
Number of Female students	312
Percentage of students on School Card	4.5%
Percentage of Non-English Speaking Background Students	20%
Number of Aboriginal/Torres Strait Islander Students	<1.0%

Student Enrolment



The Capacity Management Plan is in place to assist the school to manage the demand for enrolments. Reception enrolment information is detailed on the school website. Reception registration for January intake closes 11th August prior to the year the child starts school. In zone enrolments are accepted in other year levels only when a vacancy exists. There are a number of criteria that families are required to meet prior to enrolment.

Staffing Numbers (as at February census)

50 part and full time teachers, including leaders, EALD and specialist teachers. There are 27 classes.

26 part and full time SSO staff, including administration, IT technician, classroom support, grounds, library and student intervention.

Public transport access

Bus stops are nearby on Greenhill Road (Route 820 from the city, Route 580 from Milend to the Paradise Interchange and Glyburn Road Route 142 to and from the city via Kensington Road).

Special site arrangements

Burnside Primary School operates under a Capacity Management Plan.

2. STUDENTS (and their welfare)

General Characteristics

Generally children come from families with professional backgrounds however there are some families experiencing disadvantage. Parents have high expectations of the school and their childrens' achievements.

The cultural diversity of families has increased in recent years. Approximately 4.5% of students receive School Card, 20% are from non English speaking backgrounds and 3.5% are identified as Students with Disabilities. There has been an increase in the numbers of students with Autism Spectrum Disorder.

Students from Burnside Primary School go to a variety of High Schools. The majority of students enrol at Marryatville High School and Glenunga International High School with a small number attending Norwood Morilata Secondary School. A smaller number of families enrol in independent schools.

Student Wellbeing and Learning

The school implemented a Positive Behaviour Agreement in 2019 which incorporates the school values and is based on the positive psychology work of Professor Martin Seligman. The school values of Respect, Cooperation and High Quality Teaching, form the foundation for the Positive Behaviour Agreement. The year begins with Flourish Week where all classes focus on the Positive Behaviour Agreement and establish positive relationships and common agreements with students supported to develop their character strengths in order to flourish for the year ahead.



Teachers provide opportunities that enable in depth discussions amongst students to develop a clear understanding of the school values and how these qualities are essential, when 'creating intellectually stretched, self directed, powerful learners', which is the school's vision for all students. 'What's the Buzz?' is the Social Emotional Wellbeing Program used across the school.

A restorative approach is used to support students. Parents are involved in the process.

Students are supported to take responsibility for their own behaviour. The Keeping Safe Child Protection Curriculum is taught in all classes and supports students to develop skills in personal safety and respectful relationships. Flourish awards celebrate the proactive practices of students who role model the school's core values of High Quality Learning, Respect and Cooperation.

A Pastoral Care Worker position is funded through a State Government grant and the Burnside InterChurch Ministry group. The position operates 21 hours per week.

Wellbeing and Engagement Collection Data is used to provide staff and students with relevant information to build on effective practice and structures within the school.

Student Support

Support for students is provided through a number of programs and specific intervention. These include, EALD, MiniLit, MacqLit and Booster Maths. Students verified eligible for support under the Inclusive Education Support Program receive support aligned to their individual One Plan. The school has an extensive pre referral process to ensure all students with specific learning needs are prioritised for support.

Student Agency

Our students are empowered to develop a sense of identity and responsibility to have a say in what they learn and how they learn. All classes have two representatives on the Student Voice Committee. Regular class meetings are held. An SVC Executive meets regularly and takes on many school leadership roles. The SVC is supported by teachers and the Student Wellbeing Leader. Various action teams provide extensive student voice opportunities supported by regular class meetings R-6.

R-6 assemblies are held three times per term and hosted by year level groups. Students organise and prepare the agenda for the assemblies and share their current learning.

Year 6 students are involved in a range of leadership and service programs across the school. This includes assisting in the canteen and Resource Centre at lunch times. There are team leaders elected for Swimming and Sports Days. These leaders support student lunch time sports programs. Bee stripes are awarded to Year 6 students throughout the year as they demonstrate achievement of their goals relating to Positive Emotion, Engagement, Relationships, Meaning and Achievement (PERMA).

Special Programs The specialist teaching program offers students instruction in the following learning areas: Performing Arts, Science, Physical Education and French. Eligible students receive support from the EALD teacher. Department for Education staff visit the school weekly and offer specialist instrumental Music lessons.



3. KEY SCHOOL POLICIES

Site Improvement Plan - SIP

The school Site Improvement Plan 2022-2024, documents strategic initiatives aimed at increasing student achievement in the following areas:

- To increase the number of students in high bands in Reading
- To increase the number of students in high bands in Numeracy

A SIP review team, with staff representation from all year levels, operates at the school providing insights and specific feedback to shape the document using a continual improvement approach. The group meets to reflect on the actions aligned to each challenge of practice and to measure the achievement against the student success criteria within the SIP. Each teacher is expected to engage with the SIP through their Performance Development Plan. The school's SIP priorities align with the Central East Partnership and the Department for Education.



4. CURRICULUM

Subject Offerings

The school provides a balanced and comprehensive curriculum with the 8 learning areas in the Australian Curriculum with an emphasis on learning dispositions and skills for the 21st century. Teachers implement up to date research based pedagogies using the Teaching for Effective Learning framework.

Specialist Programs

Performing Arts, Science, Physical Education and French. All students receive instruction in each of these areas for an hour a week.

Special Needs

Burnside Primary School conducts a range of intervention programs to support students with specific learning needs. This includes students with disabilities, students learning English as a Second Language, and learning support in Literacy and Numeracy. Pre-referral meetings are held with the Student Review Team. Burnside Primary School leaders, teachers and specialist staff are committed to meeting the learning needs of all students. Data collection occurs through the NCCD.

Teaching Methodology

Teachers use an extensive range of teaching pedagogies with an emphasis on Inquiry based learning, higher order thinking skills, problem solving, investigations and project work. Staff access quality professional learning and are expected to implement current pedagogy in the classroom and share their learning with families, colleagues, Governing Council and committees.

Student Assessment Procedures and Reporting

Meet and Greet nights are held early in term 1 each year and three way interviews are held at the end of term 1. All students set learning goals and are supported to determine strategies/actions for their achievement. These form a significant focus of the two student written reports sent home at the end of Term 2 and 4, and the 3 way interviews in Term 1. Formative and summative assessments are used in all learning areas. Optional interviews are offered at the end of Term 3. Other assessments, such as NAPLAN and PAT are used to inform teaching and learning.

5. SPORTING ACTIVITIES

Sport and physical education has a high profile with many students participating in a variety of sports, both during school and out of school hours. A sports administrator oversees the day to day organisation of out of school sports with high levels of leadership, teacher and parent support. Teams fielded include minkey, hockey, basketball, soccer, football, baseball, cricket and netball depending on interest and coach availability.



School Sport SA is supported with many students and teams competing in interschool, district and state competitions in a wide range of sports including athletics, basketball, netball, cricket, football, soccer, swimming and cross country.

The school has an annual Sports Day (R-6) and Swimming Carnival for Years 3-6. Year 6 students participate in an Aquatics program annually.

A range of clinics are provided as options for students in Reception and Year 1.

6. OTHER CO-CURRICULAR ACTIVITIES

Burnside Primary has an extensive annual calendar that provides opportunities for many co-curricular activities. These include:

Performing Arts

Performance opportunities exist across the school for all students. Opportunities include end of year JP Christmas Concert, Dance, Festival Choir, touring Rock Crew, School Band and School Musical.

Instrumental Music

Many students participate in music lessons with the Instrumental Music staff from the Department for Education. Students can learn brass and string instruments with DfE teachers. Students have the opportunity to join the Primary Schools Orchestra.

Private provider music lessons are offered at the school for the following instruments; piano, guitar, flute and recorder.

Other Co-curricular Activities

Oliphant Science Awards, Maths Olympiad, Debating, Chess, Art, Robotics, Coding and after school language lessons.

7. STAFF (and their welfare)

Staff Profile

Burnside Primary has a large teaching and non teaching staff with a range of age groups and years of experience from graduates to experienced Step 9 teachers. There is a balance of permanent and contract teachers in response to enrolments. Advertised teacher positions are highly contested with numerous applications.



Leadership Structure

Currently there is a fulltime Principal, Deputy Principal, two Assistant Principals and a Senior Leader. An SSO4 Business Manager has line management responsibility for all SSO staff. The leadership team is committed to providing leadership opportunities for all staff.

Staff Support Systems

All staff are members of a year level or specialist team. Teachers are expected to work and plan cooperatively and collaboratively in these teams mentoring and forming buddy relationships. Each term, year level teams provide consistent teaching overviews for parents to outline their program. There is a weekly staff meeting where the majority of time is spent on professional learning. A structured agenda enables staff to share information, make decisions and to learn and share.

All teachers are members of a Professional Learning Community. In school release time is provided to support this important work.

Performance Management

Staff performance management occurs through meetings with line managers. Line management is shared by all members of the leadership team. The school follows the DfE Performance and Development Policy with all staff expected to have a Performance Development Plan. These plans are used in Performance and Development meetings with line managers.

Staff Utilisation Policies

The Assistant Principal - Student Services, facilitates the management of learning support and the intervention team. SSO staff provide a range of support focussed on school management and student learning. Teachers write personalised learning plans for students with specific needs that are reviewed and shared with parents/caregivers. GOM and Aboriginal students have documented individual learning plans. One Child One Plan documents are developed for students with disability and specific learning needs in collaboration with the relevant specialist, leader, teacher and parents.

Access to Support Services

Agreed school processes are in place for teachers to work with the Student Review Team to develop student support. Data is used to identify, track and monitor student progress. Support includes IESP funding, referrals for assessment, intervention programs and classroom adjustments.



8. INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

Burnside Primary School is situated in the metropolitan area of Adelaide. All teachers have laptops, access a range of professional learning and have multi-media devices available to them to support student learning.

An Induction program is conducted for new staff over the first term with 5 meetings and buddy teachers are allocated to new staff.



9. SCHOOL FACILITIES

Buildings and Grounds

The school has a variety of buildings spread over the 2.5 hectare site, including the original headmaster's residence now used as a Science Specialist area. There are demac classrooms, the first open space unit in the state and concrete aggregate buildings with an activity room. The BER funding provided the school with updated classrooms and a new large gymnasium. Building works in 2011-13, funded by the State government, provided 10 modern and well equipped JP classrooms. The small gymnasium has been converted into a Performing Arts Centre. Parent fundraising supported the refurbishment of the space into music practice rooms. Staging and stage curtains have been recently installed.

The school has grassed oval and outdoor learning spaces including a nature play space. Much of the grounds have been improved over the past few years. Given the large enrolment, play space is limited and shared with different age groups at different play sessions.

The Out of School Hours Care program, including before and after school care and vacation care shares a large indoor area with a specialist music teacher.

The large, airconditioned gymnasium provides storage for sports equipment and drama resources. It is used extensively for Physical Education specialist teaching, community events and for whole school assemblies.

The Resource Centre, used by all classes, contains a separate computer suite and pods of computers for class, small group and individual learning.

A Bring Your Own Device program exists for students in Year 3-6 and is chromebooks only. The primary classes are supplied with extra Chrome Books and the JP classes have iPads.

Heating and cooling

All buildings have heating and cooling.

Student facilities

A canteen is open daily for lunches and snacks. The canteen follows the Right Bite Policy and online ordering is available.

Staff facilities

There are staff meeting areas, office areas for SSO and teacher use and a staffroom with an interactive screen. There is a small meeting room in the administration block with another interactive screen to support meetings and professional learning.



Access for students and staff with disabilities

Most areas of the school are wheelchair accessible including toilet facilities.

10 SCHOOL OPERATIONS

Decision Making Structures

Decision making is shared between the Principal, Principal Advisory Committee, Staff, Governing Council, Parents and Friends and the Student Voice Committee. Groups are involved in making decisions when it affects them in line with DfE policy. Staff make a range of decisions in staff meetings, year level teams and on a range of subcommittees related to the SIP. Staff have Essential Agreements for meeting protocols that are reviewed each school year.

School Service Officers meet regularly.

The Governing Council is an active decision making team with subcommittees for Finance, Student Learning and Wellbeing, Assets, Sports, Canteen, OHSC and Grounds and Facilities. These committees make recommendations for the Governing Council approval.

The Parents and Friends committee is open to all parents. The P&F organise class parent representatives at the beginning of each school year to assist with sharing of information at the class level and are active in fundraising for the school.

Regular Publications

There is a weekly staff bulletin and daily electronic information for staff and students using SENTRAL. The school newsletter is posted online three times a term using the School Stream app. Further whole school information is regularly updated and stored on School Stream for 24/7 access.

The school's website is a valuable source of information for all parents as it contains policies and relevant information for parents. Other communications include Edsmart, Facebook, Seesaw and Google Classroom.

Year level term overviews are developed in team planning and shared with parents.

These support consistency across year levels and inform parents of curriculum content.

School Financial Position

The school has a sound financial base. We rely on school fees and fundraising to provide additional school resources. There are no major loans or ongoing repayment responsibilities.



11. LOCAL COMMUNITY

Parent and Community Involvement

Parental involvement is at a high level as indicated by the number of sub committees and commitment to sporting teams.

An informed and active Governing Council contributes to school management and operates OSHC and the School Canteen.

School Uniforms can be purchased from Brandmode, Glen Osmond instore or online.

Parents are actively involved in supporting staff and students with reading, excursions, sports, camps, canteen etc.

Parents are encouraged to attend whole school assemblies and social events organised by Class Parent and Friends representatives.

Feeder Preschools

Reception students come from a number of different preschools and Early Learning Centres with the closest preschool being Newland Park Preschool.

Students enrolling at Burnside Primary must live within the designated zone. The Capacity Management plan only allows for enrolment from students who meet the eligibility criteria and live in the zone.

A transition process occurs for all new Reception students in the year prior to them beginning school. Students visit their new classroom for two short visits. Information sessions are held for parents during the transition visits and in the first week of term 1.

Local Government Body: The school is situated in the Burnside Council area.