School Name: Burton Primary School

School Number: 1844

1. General Information

Part A

School name: BURTON PRIMARY SCHOOL
School No.: 1844
Region: Northern Adelaide Region
School Principal: Mr Wayne Dobbins
Postal Address: 49A Kensington Way, Burton 5110
Location Address: 49A Kensington Way, Burton 5110
District: Adelaide North
Distance from GPO: 21 kms
Phone No.: 08 82806277
CPC attached: Burton Park Preschool is located on the school site
Fax No.: 08 82806311
WEBSITE: www.burtonps.sa.edu.au

February FTE Enrolment

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NOV total FTE Enrolment

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Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.
Part B

- Deputy Principal (PC02): Len Williams
- Staffing numbers
  - Basic Teacher Inst Time: 16 class teachers R – 7, Teacher Librarian 1.0
  - Tier 2 salaries 3.28
    - Special Ed 1.27
    - TESL 0.73
    - Mother Tongue 0.45
    - Prim Counsellor 0.83
  - Deputy Principal 0.5
  - Coordinator / Data Management 1.0
  - Coordinator / Numeracy Coach 0.6 Improving Literacy and Numeracy National Partnership (ILNNP)
  - Community Liaison Teacher 0.6
  - SSO Staff: Permanent: 37.5 hours, SSO3; 39 hours SSO2; 40 hours SSO 1; Non Permanent Hours = Literacy Intervention 27.5 hours; Special Intervention hours 61.0 hours.
  - Groundsperson 15 hours.

- Outside of School Hours Care (OSHC)
  - Burton OSHC is located in the Multi Purpose Hall and is operational from 6:00 am - 8:30 am and 3:00 pm - 6:00 pm daily. Vac Care is also offered during school holidays from 6:00am – 6:00pm. The OSHC program is also available on school closure days.

- Enrolment trends
  - Enrolments have slowly increased over the last year. The Burton Park Preschool is at capacity.

- Special arrangements
  - N/A

- Year of opening
  - Term 4, 1990.

- Public transport access
  - The 401 bus from Salisbury Centre passes the school regularly.

2. Students (and their welfare)

- General characteristics
  - The students mainly come from low socio-economic status (SES) backgrounds. In 2013, 40% of the student population are School Card Holders. 25% of the student population come from an English as an Additional Language or Dialect (E/ALD) and fifteen nationalities are represented at the school. Twelve students are of Aboriginal descent. The educational program at Burton takes into account the high proportion of
people from Non-English Speaking Backgrounds who have arrived in Australia during the late 80’s and early 90’s. Some have lived in refugee camps and some are formerly “boat people”. Illiteracy in their mother tongue is significant. English as an Additional Language or Dialect (E/ALD) programs are given a high priority as are Maintenance of Mother Tongue (MTM). The MTM languages offered are Khmer, Lao and Vietnamese.

- **Support offered**

  : A full-time Student Counsellor supports students and provides leadership in areas such as peer support, bullying, behaviour development, positive yard play, student voice, supporting curriculum development and teaching and learning programs. The “Better Buddies” and “Peer Mentor” programs operate successfully at the school.

- **Student Development**

  : Student development takes on a high profile within the school and many pro-active measures and programs are in place. The school has a student development policy covering all aspects of student management within the classroom and yard settings. In 2013 staff members will undergo ‘Play Is The Way’ professional development.

- **Student Leadership**

  : Student leadership is of paramount importance at the school with students actively involved in making decisions about matters which affect them. A range of committees involving key members of staff, parents in some instances, and students working in a representative role are active within the school. Students have input and are involved in the following committees:

  - PASTA – (Parents and Students, Teachers Association – Looking at healthy nutritional choices)
  - Better Buddies
  - Peer Mediators
  - Burton Buddies
  - Leaders Out Loud (LOL)

  The participation of students through committees can occur depending on the needs of the school at the time.

- **Community Liaison**

  : There is a strong underlying belief in community / school relationships. Interagency support is strong and the employment of a Community Liaison Teacher further promotes the home / school partnership. Communication between E/ALD families and Burton Primary School is compromised due to cultural and language differences and therefore pro-active initiatives have been instituted. The appointment of a Community Liaison Teacher from the outset of the school opening in 1990 ensures that effective home – school communication and partnerships are continually developed and supported. A strong liaison exists with families of the preschool also, which is located on site.
Special Programs

The school prides itself on providing special programs to cater for individual needs right across all domains of student development.

The Educational Resource Intervention Centre (ERIC) is designed to provide a seamless service to classroom teachers and students, where the staff of ERIC work in a collaborative fashion with each other and mainstream teachers to maximise learning outcomes for all. All special programs and intervention programs come together under the one roof in a planned and coordinated fashion.

Programs operational from ERIC include:

Special Education
1.27 FTE staff (Negotiated Curriculum Teacher) working with approximately 50 students and all staff.

Included in the 1.16 staffing are 30 SSO hours targeted towards providing individual speech programs to 25 plus students.

Literacy Centre
Providing additional support to students and staff throughout a range of literacy related programs including class literacy blocks, literacy games and other reading intervention programs, E/ALD support and mentor programs.

Resource Centre
From the common hub of the school in ERIC, staff and volunteers ensure service delivery and resource allocation across all school programs. The inclusion of interactive whiteboards ensures state of the art technology is available for staff and students.

ICT
In addition to classroom technology and computers, a suite of Apple Mac computers has been established in ERIC for whole class access, skill development and learning.

E/ALD
A fully equipped classroom including kitchen has been established as an integral part of the ERIC building. E/ALD staff and SSOs offer a range of specialist programs to students where English is an additional language or dialect.

All services, staff and programs, plan and offer support in a collaborative nature in order to maximise learning outcomes for students.

Improving Literacy and Numeracy National Partnership
A 0.6 Coordinator position focusing on numeracy has been established in 2013 as a result of above mentioned government initiative.
The state of the art Burton Park Preschool (opened in 2012) is located on site with the entrance from Brookfield Avenue in the new subdivision of Springbank Waters.

3. Key School Policies

SECTION ONE (Site Context and Purpose)

Contextual Influences

Burton R - 7 School was established in 1990 with a rapidly expanding student population far exceeding the original resource allocation. Currently enrolment numbers stand in excess of 390. Located on the fringe of a residential/industrial area, the school is near by the Bolivar Treatment works and the Edinburgh RAAF Base. The new Springbank Waters Estate and other new local housing estates have seen the catchment area of the school increase which has resulted in an expanding local population.

The staff of Burton School have the utmost respect and admiration for their community. Significant challenges exist within this setting and we are confident that the school is able to fulfil its vision and mission to provide a quality educational program for all students within a supportive environment.

There has always been economic hardship but more recently this has been heightened further. Many families appear to be at considerable risk in relation to health, isolation and poverty. Lack of employment stability and the transient nature of the community affects many of the families too, adding to the financial strain.

Our multicultural school represents fifteen different nationalities. The main cultures other than Anglo-Saxon are Cambodian, African, Indian, Vietnamese and Lao. A number of our families are migrants from South-East Asian countries, some of whom are political refugees. Others are from war torn Sudanese concentration camps.

A large percentage of the Asian and African families have no immediate support structures and as such have to pool resources to share shelter, transport and child-minding, resulting in numbers per household being higher than the state average.

The nature of the community profile has the following effects on student learning:

- The complexity of developing effective two-way communication channels between the home and school. This includes conveying assessment and reporting information to parents and giving parents the opportunity to share with staff in relation to students’ learning (across all cultures). This also impacts on students entering school with low-level oral language skills and development.
- There exists a marked “gap” between school expectations and some parents’ understandings and expectations of education, particularly within
Cambodian families (in some families, a different value is placed on education for rural Cambodian girls; theirs is traditionally a domestic role rather than a scholastic one.)

- Different understanding about behaviour management practices held by some families. The cooperative nature between home and school is puzzling to some as participation in school activities is not part of the Cambodian tradition.

- The challenges related to traditional cultural values; these may limit levels of parental participation with the educational program. These include:
  - The limited ability of parents (due to limited levels of literacy even in their own community language) impacts on early learning and results in low entry levels for students in literacy and numeracy. Young children are often cared for by grandparents who have little or no English skills, thus greatly affecting literacy learning and development of preschoolers.
  - The limited nature of resources at home to support school programs in any language (e.g., newspapers, magazines, books, etc.).
  - The impact of health issues on attendance of some students requires constant monitoring by the school. Attendance generally, has become of major concern at various times and means that we are constantly promoting good attendance measures and messages.

- Becoming apparent now, are second generation students commencing at the school. This is particularly evident in high-risk families from the past.

- Catering for individual needs is a priority at the school. The caring culture established at the Burton Primary School sees families with students with extreme needs supported fully.

- The Multi Purpose Hall houses both the canteen and Out of School Hours Care (OHSC) facilities.

- The Burton Park Preschool now located on site has created a “birth to Year 7” community school where a seamless curriculum is offered. The transition from occasional care to preschool to junior primary to primary school is continuous.

**Visionary Guiding Framework**

Using a consultative model, the following Vision, Mission and Aims have been established for Burton Primary School.

**Vision**

“Developing life long learners who positively influence our global society.”

**Mission for the school**

We believe that each student will succeed through experiencing quality in:
- a stimulating and enriching learning environment,
- a quality and comprehensive curricula experience for all students,
relevant, varied and accessible curriculum for all,
positive learning partnerships based upon mutual resect and other school values.

Aims for the school
Burton Primary School provides quality learning for life, by working with students to
develop life long learning skills with enquiring minds,
being fully literate and numerate,
having the skills to learn independently and collaboratively,
having high level Information Technology skills
living the stated school and community values (friendship, fun, learning, respect, cooperation, safety, honesty and teamwork),
developing a culture where there is a genuine ‘love of learning.’

SITE LEARNING PLAN SUMMARY
Context for the Development of the 2013 Site Learning Plan At Burton Primary School

During 2012 the data sets including NAPLAN and school generated, suggested that while significant progress was being made in many areas of study especially Reading and Spelling, emphasis in 2013 will focus on Reading, Writing and Numeracy.

The development of Professional Cohesion and Consistent practice across the entire school especially as it applies to the teaching and learning of Reading, Writing and Numeracy will be of paramount importance.

In the context of the Northern Adelaide Region (NAR) Site Improvement Agenda, the over arching aim is to develop strategies to improve learning outcomes in comprehension. The school's 2012 data indicates emphasis needs to occur within this ‘comprehension lens’ specifically in the areas of Reading, Writing and Numeracy.

As already stated, NAPLAN and school generated data sets have been extremely helpful in the formulation of the 2013 Site Improvement Plan. Secondly, the Northern Adelaide Regional’s standards have set the parameters in which the school will work. Thirdly, it should be noted that the Burton Primary Low SES Diagnostic Review has continued to influence the school improvement agenda.

As has been indicated in previous Site Learning Plans, we will continue to ‘deep deeper’ in nominated areas of study to help ensure rigorous and meaningful improvement.

The NAR ‘aspirational’ standards are as follows -:
In the context of the Northern Area’s Site Improvement Agenda, the overarching aim is to develop strategies to improve learning outcomes in comprehension. Burton School’s data indicates emphasis needs to occur within the comprehension lens specifically in the areas of Reading, Writing and Numeracy.

In 2012 we have been planning using the Australian Curriculum (AC) and reporting in the areas of Science and Mathematics. In 2013 the school will continue to build onto this by extending and planning in other areas of study.

The data sets we will use to monitor progress can be found in Appendix 1.

_all Guardian of the Minister (GOM), Aboriginal and Torres Straight Islander (ATSI) as well as Negotiated Education Plan (NEP) students will have individualised learning plans._

For 2013, the school’s Visionary Guiding Framework remains largely unchanged. (See above)

2013 Goals and Targets
For the 12 month period commencing Term 2, 2013 until the end of Term T1, 2014

**Goal 1**

The over-arching goal is to improve Reading for all students

**Target for 2013 - Primary**

- To improve the percentage of students above the National Minimum Standards (NMS) (based on NAPLAN bands) in Years 3, 5 and 7 by a minimum of 5% per year.

- Using national, state and school based assessments in literacy (See Appendix 1) should reflect improved progression scores across NAPLAN bands.

**Target for 2013 – Junior Primary**

To improve the percentage of students at or above the regional standard in Years R, 1 and 2

- In Reading, 5% of Reception students are at or above regional aspiration standards by Term 3 of Year 1

- In Reading, 20% of Year 1 students are at or above regional aspiration standards by Term 3 of Year 1
- In Reading, 25% of Year 2 students are at or above regional aspiration standards by Term 3 of Year 2

**Goal 2**

**The over-arching goal is to improve Writing for all students**

**Target for 2013 – Primary**

To improve the percentage of students above the National Minimum Standards (NMS) (based on NAPLAN bands) in Years 3, 5 and 7 by a minimum of 5% per year. While this is an ambitious target a concerted effort is required to further improve Year 5 and 7 NAPLAN scores.

**Target for 2013 – Junior Primary**

In writing, Years R, 1 and 2 students will undergo pre and post school based assessment where results are analysed.

**Goal 3**

**The over-arching goal is to improve Numeracy for all students**

**Target for 2013 - Primary**

- To improve the percentage of students above the National Minimum Standards (NMS) (based on NAPLAN bands) in Years 3, 5 and 7 by a minimum of 3% per year.

- In Numeracy a sampling of students ‘from each wave’ in Years 3 - 7 will undergo pre and post PATMaths Plus assessments (See Appendix 1) resulting in further progression scores across NAPLAN bands.

**Target for 2013 – Junior Primary**

In Numeracy a sampling of students ‘from each wave’ in Years R, 1 and 2 will undergo pre and post PATMaths Plus assessment. Analysis of Year 3 Numeracy will illuminate the targeted foci for further improvement.

**Goal 4**

**To improve student attendance including absences and lateness**

**Target for 2013**

2% improvement in student attendance for the next 2 years

**Goal 5**

**To improve pro-social and reduce anti-social behaviour.**

**Target for 2013**

2% less yard incidents

2% reduction of student suspension days per year for the next 2 years
Appendix One – Data Collection at Burton School Campus

**Literacy/Numeracy Data Collection 2013**

**Term 1**

Students new to school & kindy . . . **Boehm Test** (JP)

End of Wk 2 . . . **SASTA Test A** (Peter Westwood) - 6 yrs & above

End of Wk 3 . . . Writing - **Persuasive Writing** - pre sample

. . . Numeracy – **Pre-test** (PATMaths Plus – TBC)

Weeks 2 - 4 . . . **Waddington** test for Primary students

Weeks 2 - 4 . . . **Holborn** test for Primary students (at teacher’s discretion)

End of Wk 8 . . . Reading - **Running Records** (JP) - Level 26 and below (Instructional Level - closest to 90%)

End of Wk 10 . . Writing - **Persuasive Writing** - post sample

**Term 2**

Week 1 to 4/5 . . **PAT-R** Diagnostic Test

End of Wk 3 . . . Writing - **Recount, Description Writing** - pre sample

End of Wk 10 . . Writing - **Recount, Description** - post sample

**Term 3**

End of Wk 2 . . . **Boehm Test** for all JP students

End of Wk 3 . . . Writing - **Choice of Text Type** (eg Narrative, Procedure, Report) – pre sample

End of Wk 5 . . . **SASTA Test B** (Peter Westwood) - 6 yrs & above

Weeks 7 - 8 . . . **Waddington** test for Primary students

Weeks 7 - 8 . . . **Holborn** test for Primary students (at teacher’s discretion)

End of Wk 8 . . . Reading - **Running Records** (JP)

Level 26 and below (Instructional Level - closest to 90%) (& ongoing throughout year as needed)

End of Wk 10 . . Writing - **Text Type Chosen** - post sample

. . . Numeracy – **Post Test** (PATMaths Plus – TBC)

**Term 4**

End of Wk 4 . . . **PAT-R** Diagnostic Test
Other Data collected

NAPLAN, Premier’s Reading Challenge, NEP, ESL Scales, Troll, SEA, Electronic Sharing

4. **Curriculum**

- **Subject offerings**
  - All required areas of study.

- **Open Access**
  - N/A

- **Special needs**
  - Please see section entitled ‘Special Programs’.

- **Special curriculum features**
  - Burton Primary School allows students substantial access to learning technologies with computers and multi media fully integrated across all curriculum areas at all year levels. The campus is privileged in being selected as an Apple Distinguished School (one of 29 nationally). In addition one teacher at the school has been given the honour of being Apple Distinguished Educator.
  - The school provides specialist programs to ensure each individual is catered for. Individual intelligences and preferred learning styles are recognised.
  - In 2011 Burton Birth to Year 7 School has developed and published a “Scope and Sequence” to a whole school common understanding to the teaching of reading. This has been widely used across the site, is on the NAR website and well sort after by other sites.

- **Teaching methodology**
  - Burton has a combination of single, composite, and multi-aged classes. Experimental and reflective practice methodologies are encouraged.

- **Assessment procedures and reporting**
  - Parents are informed of their child/ren’s progress in a variety of ways at Burton including acquaintance nights, teacher/parent conversations, 3 way conferences, interviews and written reports. Teachers at Burton use SACSA in conjunction with the Australian National Curriculum to plan learning activities and assess students’ work.

- **Joint programs**
  - Transition visits between Burton Park Pre-school, Paralowie High School and Salisbury High School are ongoing.

5. **Sporting Activities**

- Support is given to other SAPSASA initiatives such as netball, cricket, and soccer.
• Involvement in ‘eat well, be active’ Primary Schools Project.
• An Obesity Prevention and Lifestyle (OPAL) school for the next five years.
• School based sporting activities through Health and PE curriculum offered.

6. Other Co-Curricular Activities

• General

7. Staff (and their welfare)

• Staff profile
  : Burton has a very stable staff profile.

• Leadership structure
  : The Principal, Deputy Principal, Early Childhood Director, School Counsellor and Coordinator make up the senior staff team at the school and are supported by the Administrative Officer, Early Years Leader and Community Liaison Teacher.

• Staff support systems
  : Staff work in collaborative teams known as Professional Learning Groups (PLGs). The school has an Occupational Health and Safety Officer and team, as well as a full-time School Counsellor.

• Performance Management
  : Using the Learning Bridge model the school bases its professional growth programs through working collaboratively with peers. Using a coach/mentor model, PLGs work collaboratively with their focus being the strategic directions as set out in the Site Learning Plan. PLGs work in a collaborative fashion to facilitate their professional learning in literacy and numeracy. Each PLG consists of both teaching and support staff. Differentiated Performance Management Plans have been agreed upon and enacted between staff and the Principal.

• Staff utilisation policies
  : Tier 2 staff, Community Liaison Teacher, Curriculum, ESL support.

• Access to special staff
  Burton has excellent interagency support ie Guidance Officer, Speech Pathologist, Teacher of the Hearing Impaired, Hendercare, CAHMS, Families SA, Shopfront, Behaviour Support Unit.

  Through Families SA, Burton supports families through the Salisbury Emergency Relief Fund (SERF) providing food and shoe vouchers along with the ability to support families with outstanding utility accounts/bills.

  In excess of thirty families receive annual financial assistance through the Smith Family Scholarship funding. Other families are supported by the Smith Family through the “student2student” reading programs and the “Girls on Track” (GOT) Program.
Other

The Burton Primary School is affected by noise from aircraft operating from the Edinburgh Defence Base. The solid construction buildings have noise attenuation features to deal with this issue.

8. School Facilities

- Buildings and grounds
  - The school consists of a core of solid construction buildings and there is one upgraded, portable wooden quad block.
  - The ERIC building stands adjacent to the hardplay area.
  - The refurbished playground stands at the north-western area of the grounds.
  - The Multi Purpose Hall with canteen and OSHC facility incorporated is placed on the western perimeter of the school with suitable parking from Brookfield Avenue.
  - The preschool, occasional care and community common areas have been established between the Multi Purpose Hall and the playground on the north-western area of the grounds. It includes landscaped outside play and nature learning areas and fencing. The preschool has been operational from the start of 2012.

- Cooling
  - Each classroom is airconditioned.

- Specialist facilities
  - Through of the Educational Resource Intervention Centre (ERIC) many specialist facilities are available to the school community. Being at the forefront of technology and being an Apple Distinguished School, staff and students are very well resourced in terms of computers and associated equipment/resources. Each teaching staff member is issued with a Macintosh lap-top. Interactive white boards are distributed throughout the school. Professional learning is an ongoing priority.

- Student facilities
  - A school canteen makes a major contribution to health and nutrition by providing healthy recess and lunch facilities and it is staffed by volunteer workers. Following the principles the of Right Bite policy, the canteen provides a healthy and nutritious menu.
  - A productive school garden promotes the importance of healthy nutrition and care for the environment.

- Staff facilities
  - General staff room facilities available, a staff social club and regular staff functions. An alfresco area is available for staff usage.

- Access for students and staff with disabilities
  - The transportable quad block has a ramp access to enable students, staff and community members with disabilities easy access. The centre of each
brick module has a toilet equipped for use by the disabled. There are
disabled provisions in the ERIC building, Multi Purpose Hall and preschool.

- Access to bus transport
  - As previously stated the 401 bus from Salisbury Centre passes the school regularly.
- Other
  : N/A

9. School Operations

- Decision making structures
  - Decision making at Burton is democratic and is inclusive of staff, students
    and parents. The School’s Governing Body is actively involved in the
decision making process and school initiatives. It also has input into policies
and practices of the school. Parent reference groups are also used when
programs and processes are being developed and reviewed. Specific
policies developed by the school include; Student Behaviour Development,
Bullying, O.H.S.W., updated Grievance Procedures, Parent Complaint Policy
updated Decision Making Policy, updated Literacy Policy and updated
Healthy Eating Policy. Staff meetings are held each week and consist of
administration and training and development components. The school’s
PLGs are responsible for the professional growth of all staff and direction in
literacy and numeracy learning. Ad hoc groups of school personnel form for
specific purposes to discuss and make recommendations on relevant issues.

- Regular publications
  - The school newsletter is sent home three times a term. Staff are kept
    informed with a gazette sheet which is emailed daily. Student and class
    newsletters are sent home to families periodically.

- Other communication
  - The school’s bilingual school services officers interpret and translate
    information as required.

- School financial position
  - Financial management is based on a single funding model and is managed
    by the Governing Body of the school.

10. Local Community

- General characteristics
  - The school opened in Oct 1990 in what was an isolated sub-division. Lack
    of DECD land saw what was to be a ‘one generation school’ built on City of
Salisbury reserve. Complexity and rapid enrolment along with a real lack of
community facilities were major challenges for the school. Over the 20 year
period the challenges still exist, but have taken on a different focus.

- Parent and community involvement
  - An open door policy is maintained where parents are welcome to be
    involved and participate in decision making. Parents are involved in a
variety of ways including, classroom assistance, ERIC volunteers, fundraising committee, library support personnel, canteen workers, student/parent voice groups, Governing Council members and special programs. Parents also provide assistance with sports programs, excursions and camps. Many are members of the Burton Buddies and PASTA Group.

- Feeder schools
  - Student enrolments are mostly through Burton Park Pre-school which is part of this campus. Enrolment numbers are showing a steady increase.

- Other local care and educational facilities
  - Our local high school is Paralowie R – 12 School and is situated approximately four kilometres away on Waterloo Corner Road.

- Commercial/industrial and shopping facilities
  - Springbank Plaza has been established one kilometre from the school providing supermarket, medical facilities and specialty shops.

- Other local facilities
  - The new shopping centre has attracted a petrol station along with improved public transportation and other facilities.
  - The City of Salisbury has developed a new sporting ground and facilities including soccer ovals, clubrooms and playground. This is located approx 800 metres from the school.
  - The new Multi Purpose Hall has provided many community opportunities for increased sporting events, hiring of the hall and change rooms, etc. Currently the Multi Purpose Hall is fully booked after hours by Jem Calisthenics Club.
  - The development of an Outdoor Gym on the school’s oval is utilised by community groups after hours.
  - OSHC is available to families before and after school as well as vacation times.
  - Local Government body: City of Salisbury, James Street, Salisbury.

11. Further Comments

- The majority of staff at Burton originally won positions at the school outside the normal transfer procedures and despite the complexity of the school find it a professionally rewarding experience. Many of them are still at the school today. This is evidenced by the stability of staff.

Burton School stands as a real example of people power. As already mentioned, despite the fact that no Education Department land was available, the school was established because of community action by the Burton Residents Action Group. The school originally stood proudly on Burton Reserve which was a tract of land owned by the City of Salisbury. Due to the success of the community’s original action to secure their own school, community bonding and spirit was most evident.

Now that the land has been purchased from the City of Salisbury by DECD, along with the acquisition of an additional strip of land, the community spirit
developed during earlier years is still apparent. Burton has been evolving over many years and is continuing to do so. With the suburb doubling in size and the very nature of the community being so diverse, the school has been and always will be, a strong communal focal point.

The Multi Purpose Hall, along with the relocation of the preschool onto the school site in 2011 has turned a community ambition into a reality. The formation of the ‘Birth to Year 7’ one stop shop is something this community based, multi cultural school had been striving for.

Signed: Wayne Dobbins Dated: 14/5/13
Principal