

# SCHOOL CONTEXT STATEMENT

Updated: 06/06

**School Name:**        **Burton Primary School**

**School Number:**    **1844**

## 1. General Information

### Part A

School name	: BURTON PRIMARY SCHOOL				
School No.	: 1844	Courier	: Salisbury		
Principal	: Mr Wayne Dobbins				
Postal Address	: 49A Kensington Way, Burton 5110				
Location Address	: 49A Kensington Way, Burton 5110				
District	: Salisbury				
Distance from GPO	: 21 kms	Phone No.	: 08 82806277		
CPC attached	: NO	Fax No.	: 08 82806311		
WEBSITE:	: www.burtonps.sa.edu.au				
		2003	2004	2005	2006
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	33.0	41.0	47.0	32.0
	Year 1	61.0	49.0	62.0	69.0
	Year 2	45.0	56.0	56.0	54.0
	Year 3	70.0	50.0	46.0	46.0
	Year 4	59.0	70.0	48.0	51.0
	Year 5	47.0	56.0	40.0	47.0
	Year 6	73.0	54.0	65.0	60.0
	Year 7	47.0	68.0	53.0	57.0
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8				
	Year 9				
	Year 10				
	Year 11				
	Year 12				
	Year 12 plus				
TOTAL		435.0	444.0	417.0	416.0
July total FTE Enrolment		460.0	479.0	452.0	442.0
Male FTE					
Female FTE					
School Card Approvals (Persons)		217		204.0	T2/178.0
NESB Total (Persons)		170			
Aboriginal FTE Enrolment		4.0	5.0	5.0	5.0

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 – tenure ends 2008.
- Staffing numbers  
:Basic Teacher Inst Time 16  
Total basic Teacher Allocation 17.68  
Tier 2 salaries
  - Special Ed 1.2
  - TESL 2.32
  - Early Years Scheme 2.2
  - Additional Admin/Leadership Time 0.49Teacher Librarian 1.0  
Deputy Principal 0.5  
Key teachers 5.0  
SSO 151 hours  
Groundsperson 10.5 hours.
- OSHC  
:Burton OSHC is located in the 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 remained relatively stable over the last three years at approx 450. Several new housing estates, including Springbank Waters, have seen the catchment of Burton double. A steady trend of additional enrolments is occurring.
- 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 backgrounds. In 2006, 30+% of the student population are School Card Holders. 40% of the student population come from Non-English Speaking Backgrounds (NESB) and 15 nationalities are represented at the school. 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 the mother tongue is significant. English as a Second Language (ESL) programs are given a high priority as are Maintenance of Mother Tongue (MTM). The two MTM languages offered are Khmer and Vietnamese.

- (Pastoral) Care programs

:N/A

- 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.

- Student development

:Student development takes on a high profile within the school and many pro-active measures are in place. The school has recently updated its student development policy covering all aspects of student management within the classroom and yard settings.

- Student voice

:Student voice 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:-

- Be Active : Eat Well
- Bully Busters
- Springbank Waters Team
- Parent and Student Committee (formerly Parent Group)
- Drug Education
- Burton Boredom Busters
- Environmental Ed (ad hoc committees)

The participation of students through committees can occur depending on the needs of the school at the time. For instance, in the past a very active Colour Coding Committee saw the introduction of school colours evolve right from initial action research, through to policy documentation, over the course of three years.

- 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.

- Special Programs

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

In 2005, a \$1.78 million building, the Educational Resource Intervention Centre (ERIC), was established after years of careful thought, consideration and forward planning. Using a consultative model, the building and

associated programs were developed based on the needs of the school community, with staff of the school having maximum input. Providing a seamless service to classroom teachers and students, the staff of ERIC work in a collaborative fashion with each other and mainstream teachers to maximise learning outcomes for all.

Operational from the purpose built facility are:

#### Special Education

1.2 Staff (Negotiated Curriculum Teacher) working with 50 students and all staff.

1 SSO with 30 hours targeted towards providing individual speech programs to 34 students.

Coordination program run by SSO and volunteer support.

#### Literacy Centre

Providing additional support to students and staff throughout a range of literacy related programs including class literacy blocks, Carousel Reading, other reading intervention programs, ESL 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.

#### ICT

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

#### ESL

A fully equipped classroom including kitchen has been established as an integral part of the ERIC building. ESL staff and SSOs offer a range of specialist programs to students where English is a Second Language.

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

### **3. Key School Policies**

#### **SECTION ONE (Site Context and Purpose)**

##### **Contextual Influences**

Burton School Campus was established in 1990 with a rapidly expanding student population far exceeding the original resource allocation.

Currently enrolment numbers stand in excess of 430. Located on the fringe of a residential/industrial area, the school is near by the Bolivar Treatment works and the Edinburgh RAAF Base. Due to many new housing developments being established and the high-density population factor, Burton School Campus faces yet another major change in the future. The new Springbank Waters Estate has seen the catchment area of the school double, resulting 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 15 different nationalities. The main cultures other than Anglo-Saxon are Cambodian, Vietnamese and Lao. A number of our families are migrants from South-East Asian countries, some of whom are political refugees.

A large percentage of the Asian 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).

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 their own high levels of illiteracy, within their own community language), impacts on early learning and results in low entry levels for students in literacy and numeracy.

- The limited nature of resources at home to support school programs in any language (eg 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 is a major thrust at the school in terms of improving attendance.

Becoming apparent now are second generation students commencing at the school through teenage pregnancies and sole parenting. 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 School Campus sees families with students with extreme needs supported fully.

Rapid growth of the Burton suburb is the current pending challenge. The school has already undergone redevelopment of the current administrative area to cope with student / staff growth and the Educational Resource and Intervention Centre (ERIC) established in 2005 fully supports classroom teachers in their capacity to cater for individuals, ensuring optimal learning outcomes. Other sectors of the school have been refurbished to allow for great collaboration between teaching staff and opportunities for team teaching.

Forward planning, along with current negotiations, will see Burton School Campus (comprising school and preschool) evolve into a bigger, well-equipped learning centre for students / children from 0 – 13 years. The Early Childhood Director works across both sites. Proposed community facilities and the acquisition of additional land on the school's western perimeter will see the school grow in terms of buildings, resources and enrolments.

### **Visionary Guiding Framework**

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

#### **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,
- an enhancing program of broad curricular experiences,
- relevant, varied and accessible learning resources,
- an ethos that supports, challenges, and encourages success,
- positive learning partnerships between school, home and community,
- facilities that are safe, appropriate and innovative.

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## **Aims for the school**

Burton School Campus provides quality learning for life, by working with students to confidently:

- become life long learners with inquiring minds,
- be able to work independently and collaboratively,
- continue to develop technological skills,
- set personal goals to achieve their highest quality work across the curriculum,
- live the school values (friendship, fun, learning, respect, cooperation, safety, honesty and teamwork),
- develop life skills enabling flexibility and adaptability for the future.

Please note that the school underpins all that it does by living the eight school values. The values of fun, learning, teamwork, cooperation, friendship, honesty, respect, and safety form the major part of the student development policy. In addition, staff and parents are familiar with and expected to live within these values.

## **SITE LEARNING PLAN**

4 Strategic Directions 2006 – 2008

- Literacy                      - Mathematics                      - ICT                      - Student Wellbeing

**Literacy ~ Students are empowered with a broad range of practical literacy skills so that they are able to demonstrate these in a variety of contexts:**

### **GOAL**

***Students achieve an appropriate standard for literacy as determined by the SACSA in English***

***The Early Years Literacy Plan is the school's educational strategy to help ensure that all students in the early years of schooling maximise literacy outcomes.***

### **TARGETS**

- By the end of term 3, 2006 all students are progressing along the continuum of the SACSA framework at the maximum rate commensurate with their ability in relation to writing, reading, speaking, listening and viewing.
- All students will have shown an increase in reading age by the end of term 3, 2006.
- An increase of 5% of students will have improved their attitude to reading by the end of term 3, 2006.
- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students who willingly engage and enjoy a range of writing, reading, speaking, listening and viewing activities.
- LaN results continue to show improvement in literacy.

All targets are specified in the EYLP document which is updated yearly.

## **Information Communication Technology (ICT):**

### **GOAL**

***Students continue to develop and adapt to changes in ICT.***

***Students are confident in using a wide range of appropriate ICTs to communicate effectively.***

***By 2008 there will be an increase in outcomes relevant to initial base line data of 15 percent***

### **TARGETS**

- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students who evaluate and reflect upon their performance relative to agreed goals and targets.
- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students demonstrating a willingness to experiment and learn.
- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students exploring and using new technologies.
- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students demonstrating the ability to choose hardware and software which best suits their learning goals and targets.
- By the end of Term 3, 2006 there will be measurable increase in the percentage of students using software programs appropriate to their standard.
- By the end of Term 3, 2006 there will be a measurable increase in the number of students using a variety of ICTs to assist them to communicate (digital imagery, webcams, digital video, web, e-mail etc).

## **Mathematics**

### **GOAL**

***Students achieve an appropriate standard as determined by the SACSA in mathematics***

***All students actively participate in and enjoy learning in mathematics***

### **TARGETS**

- By the end of term 3, 2006 all students are progressing along the continuum of the SACSA framework in **number** at the maximum rate commensurate with their ability.
  - Associated strategies*
    - Conduct a number audit.
    - Align students with the SACSA number strand.
    - Design and implement student learning progress procedures in number in 2006.
- Conduct a pre and post attitudinal audit of students in relation to mathematics.
- LaN results continue to show improvement in numeracy.

### **Student Wellbeing**

**Students view themselves and their world in an optimistic manner. With the necessary skills, knowledge and desire they are able to shape their preferred futures.**

### **GOAL**



***Progressively each year there will be an improvement noticed in annual attendance figures.***

***By 2008 all students will show significant improved levels of health in relation to base line data collected***

### **TARGETS**

- By the end of Term 3, 2006 data will show improved attendance levels of students at school.
- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students who are able to explain and discuss the school values.
- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students who reflect 'values' language and behaviours in their learning, goals and targets.
- By the end of Term 3, 2006 there will be a measurable increase in the percentage of students with improved fitness levels.
- By the end of Term 3, 2006 there will be a measurable increase in students' attitude and willingness to engage in healthy/physical activities.
- By the end Term3, 2006 there will be a measurable increase in the percentage of students making informed decisions about healthy life style choices.

## **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 School Campus 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).  
:The school provides specialist programs to ensure each individual is catered for. Individual intelligencies and preferred learning styles are recognised.  
:Be Active: Eat Well  
:Drug Education – Dickey Dealings  
:Strong focus on Environmental Education
- Teaching methodology  
:Burton has a combination of single, composite, and multi-aged classes R-7. 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 performances

All students at Burton are also involved in compiling a continuous assessment and reporting folder – a Student Profile. These generally are sent home twice a term. Teachers at Burton have been using SACSA 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

:Currently a school football team (the Burton Bears) participates in weekend matches against other local schools. They also compete during SAPSAA football carnivals. Support is also given to other SAPSASA initiatives such as netball, cricket, soccer and cross country running.

## 6. Other Co-Curricular Activities

- General
  - :The school choir represents the school at many celebratory occasions including the biannual Grandparents and Special Friends Day Concert. Annually, the choir participates in the Elizabeth and Salisbury District Choral Festival.

## 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 make up the senior staff team at the school and are supported by the Administrative Officer and Community Liaison Teacher.
- Staff support systems
  - :Staff work in collaborative teams. 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, teams of staff work collaboratively with their focus being the 4 strategic directions as set out in the Site Learning Plan.
- 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, CAHMS, Shopfront, Behaviour Support Unit
- Other

:The Burton School Campus is affected by noise from aircraft operating from the Edinburgh Defence Base. The solid construction buildings have noise attenuation features, but noise can still be intrusive at times.

## **8. Incentives, support and award conditions for Staff**

- Complexity placement points  
:2.
- Isolation placement points  
:N/A
- Shorter terms  
:N/A
- Travelling time  
:N/A
- Housing assistance  
:N/A
- Cooling for school buildings  
:Refer to School Facilities section below.
- Cash in lieu of removal allowance  
:N/A
- Additional increment allowance  
:N/A
- Designated schools benefits  
:N/A
- Aboriginal/Anangu schools  
:N/A
- Medical and dental treatment expenses  
:N/A
- Locality allowances  
:N/A
- Relocation assistance  
:N/A
- Principal's telephone costs  
:N/A

## **9. School Facilities**

- Buildings and grounds  
:The school consists of a core of solid construction buildings while there are also a number of wooden portable buildings. There is a quadruple transportable building which is used as a Community/Parent Lounge,

student activity area and is the venue for the OSHC program. The new ERIC building stands adjacent to the hardplay area. Placement of the new building gave rise to a new playground being erected at the north western area of the grounds.

- Cooling
  - :Each classroom is airconditioned.
- Specialist facilities
  - :With the introduction of the Educational Resource Intervention Centre 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. Professional learning is an ongoing priority.
- Student facilities
  - :A school canteen makes a major contribution to health and nutrition by providing recess and lunch facilities and it is staffed by volunteer workers. Following the principles of Eat Well SA, the canteen provides a healthy menu.
- Staff facilities
  - :General staff room facilities available, a staff social club and regular staff functions. An alfresco area has been developed by staff for staff usage.
- Access for students and staff with disabilities
  - :Each of the transportable classrooms has 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 too.
- Access to bus transport
  - :As previously stated the 401 bus from Salisbury Centre passes the school regularly.
- Other
  - :N/A

## 10. 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, Grievance Procedures, Parent Participation Policy, Fundraising, Colour Coding. Staff meetings are held each week and consist of separate administration and training and development components. 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 on a fortnightly basis. 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. We find that in addition to school profile folders, CD & DVDs outlining important information to families have significant impact.
- School financial position
  - :Financial management is based on a single funding model and is managed by the Governing Body of the school.
- Special funding
  - :N/A

## 11. Local Community

- General characteristics
  - :The school opened in Oct 1990 in what was an isolated sub-division. Lack of DECS land saw what was to be a 'one generation school' built on Salisbury Council reserve. Complexity and rapid enrolment along with a real lack of community facilities were major challenges for the school. Over the 16 year period the challenges still exist, but have taken on a different focus. With the new housing estates, especially Springbank Waters changing the face of the suburb of Burton and the physical layout of the school, a decision to purchase the school site land from Salisbury Council now sees the school standing on DECS owned land. The thought of a 'one generation school' is history and ever increasing enrolments will see additional buildings and facilities a very real likelihood in the future. While the level of disadvantage is still extreme, the school is literally placed in the middle of what is the 'old' Burton and the 'new' Burton (Springbank Waters). This will pose some interesting and challenging issues for the future.
- 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, governing council members and special programs. Parents also provide assistance with sports programs, excursions and camps. Many are members of the Parent Group.
- Feeder schools
  - :Student enrolments are mostly through Burton Park Pre-school which is part of this campus but at the present time located about a kilometre away.
- Other local care and educational facilities
  - :Burton Park Pre School is situated in McInnes Ave, approximately 1km from the school. It incorporates an occasional care facility as well as pre-school. Our local high school is Paralowie and is situated approximately 4 kms away on Waterloo Corner Road.

- Commercial/industrial and shopping facilities
  - :The only shop within the Burton area is the kiosk attached to the Community House. The nearest supermarket is 2 kms away at Bolivar Road, whilst the nearest major shopping centre is Hollywood Plaza. There are plans for a new shopping complex to be established on the corner of Waterloo Corner Road and Kensington Way; approx one kilometre from the school.
- Other local facilities
  - :The only other facilities in the area besides the school and pre-school is the local Burton Park Community House. The Community House is situated adjacent to the pre-school. Lack of community facilities has been a real concern for over a decade. With the face of Burton now changing, some of these additional community facilities may be addressed.
- Availability of staff housing
  - :N/A
- Local Government body
  - :City of Salisbury, James Street, Salisbury.

## 12. 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 Salisbury District Council. 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 Salisbury Council by DECS, 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 very diverse, the school has been and always will be a strong communal focal point.

Signed: Wayne Dobbins  
Principal

Dated: 06/06/06