

# SCHOOL CONTEXT STATEMENT

Updated: June 2026

**School number:** 1844

**School name:** Burton Primary School

## School Profile

Burton Primary school is committed to providing an education that meets the needs of all students. Our aim is to ensure every student leaves our school *as lifelong learners who can positively contribute to a rapidly changing world*. Our teachers deliver the South Australian and Australian Curriculum using research-based pedagogies, ensuring students are fulfilling their potential. These pedagogies follow the advice of the Department for Education, guaranteeing our school's practices remain current and effective. We ensure a continuity of learning from Reception to Year 6, allowing students to become familiar with common structures and routines. This gives them the ability to fully focus on the concept being delivered.

Our School is consists of two sectors:

- The Primary sector caters for primary school aged students from Reception to Year 6.
- Our Special Education sector caters for students from Reception to Year 2, where it specializes in programs for students with disabilities who require substantial and extensive adjustments to the curriculum.

The school represents a diversity of cultures, languages and experiences, representing more than 30 different cultural backgrounds, with a proportion of students identifying as Aboriginal and Torres Strait Islander and many families who newly arrived in Australia or come from refugee and migrant backgrounds. A high percentage of our students speak a language other than English at home, with over 20 languages represented.

Teaching and learning occur in collaboration with our students, giving them both voice and agency in their learning. This takes place at both a classroom level and through our Student Leaders, and supports an education that is both engaging and inclusive.

Our school values of '*Respect, Responsibility, Teamwork, Inclusion and Excellence*' underpin the social, physical, and emotional development of all our students. These support them to develop in a holistic manner, valuing both education and social responsibility. We follow the Positive Behaviour for Learning (PBL) framework to support our values implementation. The framework supports equity and improved learning and behaviour outcomes by using responsive systems, data, and practices support.

# 1. General information

**School Principal:** Kaylem Short

**Deputy Principal:** Maria Appelt

**Year of opening:**1990

**Postal Address:** 49A Kensington Way, Burton, SA, 5110

**Location Address:** 49A Kensington Way, Burton, SA, 5110

**Department for Education (DfE) Region:** Para Hills 3 – Orion Partnership

**Geographical location from GPO:** 21 Km

**Telephone number:** 8280 6277

**Fax Number:** 8280 6311

**School website address:** [www.burtonps.sa.edu.au](http://www.burtonps.sa.edu.au)

**School e-mail address:** [dl.1844.info@schools.sa.edu.au](mailto:dl.1844.info@schools.sa.edu.au)

**Preschool attached:** Burton Park Preschool

**Out of School Hours Care (OSHC):** Before- and After-School Care and Vacation Care

**February student enrolment:** 400

	2022	2023	2024	2025	2026
Junior Primary Special			8	8	8
Reception	64	62	61	63	71
Year 1	55	68	58	65	45
Year 2	58	61	59	52	61
Year 3	72	61	61	61	44
Year 4	53	70	59	54	57
Year 5	66	49	69	63	56
Year 6	59	64	48	66	58
<b>TOTAL</b>	<b>427</b>	<b>435</b>	<b>423</b>	<b>424</b>	<b>400</b>
School Card	174	142	178	148	96*
EALD Enrolment	160	160	176	132	148
Aboriginal Enrolment	35	35	30	28	23

\* As of Term 2

**Student enrolment trends:** A Department for Education (DfE) approved zone is in place, but changes to enrolment guidelines in 2022 have relaxed requirements. Enrolments remain steady over a 4-year period, however 2026 saw a number of families move inter-state or outside the zone.

**Staffing numbers:**

**Other Leadership**

Assistant Principal – Wellbeing and Inclusion: Claire Morichaud

Assistant Principal – Literacy Improvement: Emily Paterson

Pedagogical Coach – Karla Kosonen

Autism Inclusion Teacher – Di Dunkeld

Aboriginal Education Teacher – Brianna Manoel

**Teaching Staff**

FTE number of teaching staff: 24.1 19 classes mainstream, 1 Special Options Classes, 1.2 Intervention Teachers + 4.3 NIT providers

**Ancillary Support Staff**

Non-teaching staff permanent: 218 hpw 10 staff (including ACEO)

Non-teaching staff temporary: 205.5 hpw 9 staff

Business Manager: SSO3 – HR, Finance and Facilities. Fulltime

Admin/ICT Officer: SSO2 – PA, Reception, Admin. Fulltime

Admin/Finance Officer: SSO2 – PA, Reception, Admin and Finance. Fulltime

Library SSO: SSO2

Curriculum SSOs: 10 x SSO1 and 5 x SSO2

Special Options: 2 x SSO1

ACEO: ACEO1 – 28 hpw

**Other Support Staff**

Grounds: 20 hpw

There are 423.5 Student Support Officer (SSO) hours undertaken by 1 SSOs. This includes 25 Aboriginal Education hours attached to an Aboriginal Community Education Officer (ACEO).

**Public transport access:** Regular public transport services are available in the local area

**Special site arrangements:**

- Special Class (R-2)
- Governing Council run Out of School Hours Care (OSHC)
- Governing Council run Canteen (Monday – Friday)
- Burton Park Preschool is co-located on the grounds.

## 2. Students (and their welfare)

### General characteristics:

Our school serves students from a wide range of cultural background and experiences, representing more than 30 different cultural backgrounds, with a proportion of students identifying as Aboriginal and Torres Strait Islander and many families who newly arrived in Australia or come from refugee and migrant backgrounds. A high percentage of our students speak a language other than English at home, with over 20 languages represented. The school community also faces complex challenges, including socio-economic disadvantage, family mobility and transience, as well as varied levels of access to resources and support. The school's ICSEA (Index of Community Socio-Educational Disadvantage) is 946, with the Australian average being 1000. More than 55% of families are in the bottom quarter.

### Student well-being programs:

Our Assistant Principal in Wellbeing and Inclusion and our Intervention Teach (Social/Emotional) offers one-on-one support to students and families with emotional/social issues and also coordinates small group and class programs as needed. These are tailored to meet the needs of the students.

We emphasise five core values—Respect, Teamwork, Inclusion, Excellence and Responsibility—that guide our behaviour expectations and enhance student engagement. These values are taught to students and reinforced daily. To encourage positive behaviour, we use a token system aligned with these values. This approach is part of the Department for Education's Positive Behaviour for Learning framework, which aims to boost student engagement and minimise exclusionary discipline.

We use Positive Behaviour for Learning (PBL) to support and develop student behaviour. PBL is proactive, focusing on teaching desired behaviours to all students. It also provides individualised support for those who need it. This approach aligns with our school values and adapts educational programs to meet diverse needs, recognising neurological differences.

At Burton Primary School, we have three dedicated interoception rooms to support students' emotional and sensory needs. These rooms are located in the Nurture Room, Reception and Special Option building. Each room is equipped with tools like body socks, crash mats, fidget toys, and colouring activities to help students regulate their emotions. We teach students how to use these tools and recognise their emotions, understanding that every child is unique and has different needs for regulation.

Our Pastoral Care Worker supports the well-being of our students, and families. He provides a compassionate and listening ear, offering guidance and support in times of need. He also runs social clubs, woodwork and cooking classes, as well as gardening experiences to support student engagement.

We also engage in Children's University, where this program offers engaging, voluntary learning activities outside regular school hours, including before school, lunchtime, after school, and during holidays.

We also have our own choir. Through regular rehearsals, students develop their vocal skills, learn about harmony, and build confidence in a supportive environment.

### Student support offered:

Learning support is provided through the use of SSOs, Intervention Teachers and through data-informed grouping for purpose (R-6 in English). Burton PS also has a Pedagogical Coach that coaches and mentors teachers to ensure practices support our students to learn. Our

Pastoral Care Worker (PCW) also supports students who are struggling to engage with learning through alternate programs outlined above.

Aboriginal students are supported by our Aboriginal Education Teacher (AET) and an ACEO.

English as an Additional Language or Dialect (EALD) students are supported by our Pedagogical Coach and our Assistant Principal in Literacy Improvement. Tracking and monitoring of data supports learning to be tailored to the needs of the students

Students with verified disabilities receive targeted support through speech and language intervention, our Autism Inclusion Teacher, SSOs and Intervention Teachers in line with their needs.

### **Student management:**

The school's behaviour practices are in line with DfE policy and are focused on ensuring safe and supportive environments for students and staff. We use a strength-based approach when supporting behaviour development. Positive Behaviour for Learning (PBL) is an evidence-based pedagogy we are using in conjunction with our school values. This support students' behaviour and engagement by making adjustments to the educational program and learning environment catering for all learners' needs and to recognise neurological difference.

It aims to:

- build and maintain positive relationships with students
- establish consistent behaviour expectations
- explicitly teach the behaviours and routines we expect our students to follow
- develop the learning, behaviour and social and emotional skills of our students

The DfE Suspension, exclusion, expulsion of Students (SEE) Procedure is followed when required

### **Student Agency:**

Student Agency is intentionally encouraged and promoted through a number of student-led groups. These include:

- Student Leaders
- Sport Captains
- Sustainability Leaders
- Media Leaders

Each of these groups provide students with true agency, giving them the confidence and skills to lead initiatives and change across the school as well as lead events such as assembly, Sports Day and the school concert. These groups are chosen through a variety of selection processes and are inclusive of students from Year 2-6.

### **Special programmes:**

- SAPSASA – the school is involved in a range of knockout competitions for our Year 4, 5, & 6 students.
- Children's University - offered to students in Years R-6 and is run by our Pastoral Support Worker

- Special Class (Reception – Year 2) – for students with significant disabilities impacting on their access to the curriculum. Enrolment is through a central panel and services the broader community.
- Minilit Intervention Program

### 3. Key School Policies

All members of the school community actively support the school's core values:

- Respect
- Inclusion
- Responsibility
- Teamwork
- Excellence

#### Site Learning Plan (SLP):

Burton Primary School's School Improvement Plan is detailed on our website at <https://burtonps.sa.edu.au/>.

Burton Primary School's 2026 SLP is:

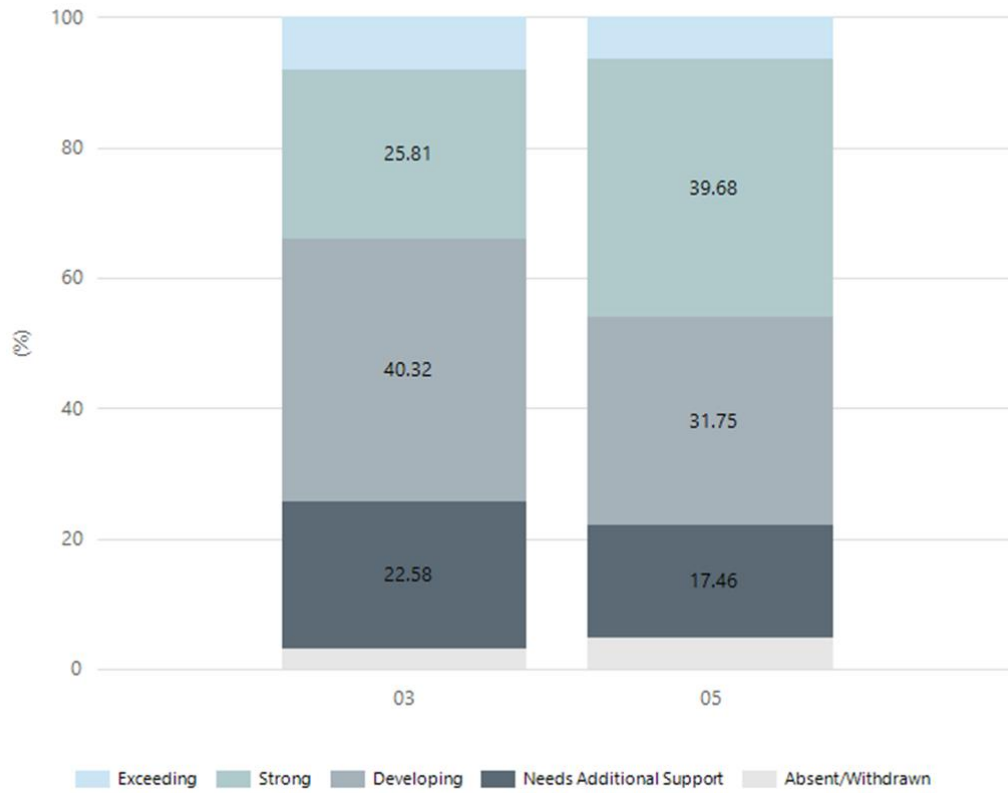
*Learning is engaging when we create environments that promote creativity, we cultivate a sense of curiosity, and we foster question-asking in students.*

This goal falls predominantly under the Department's Strategy for Public Education, Area of Impact, Effective Learners.

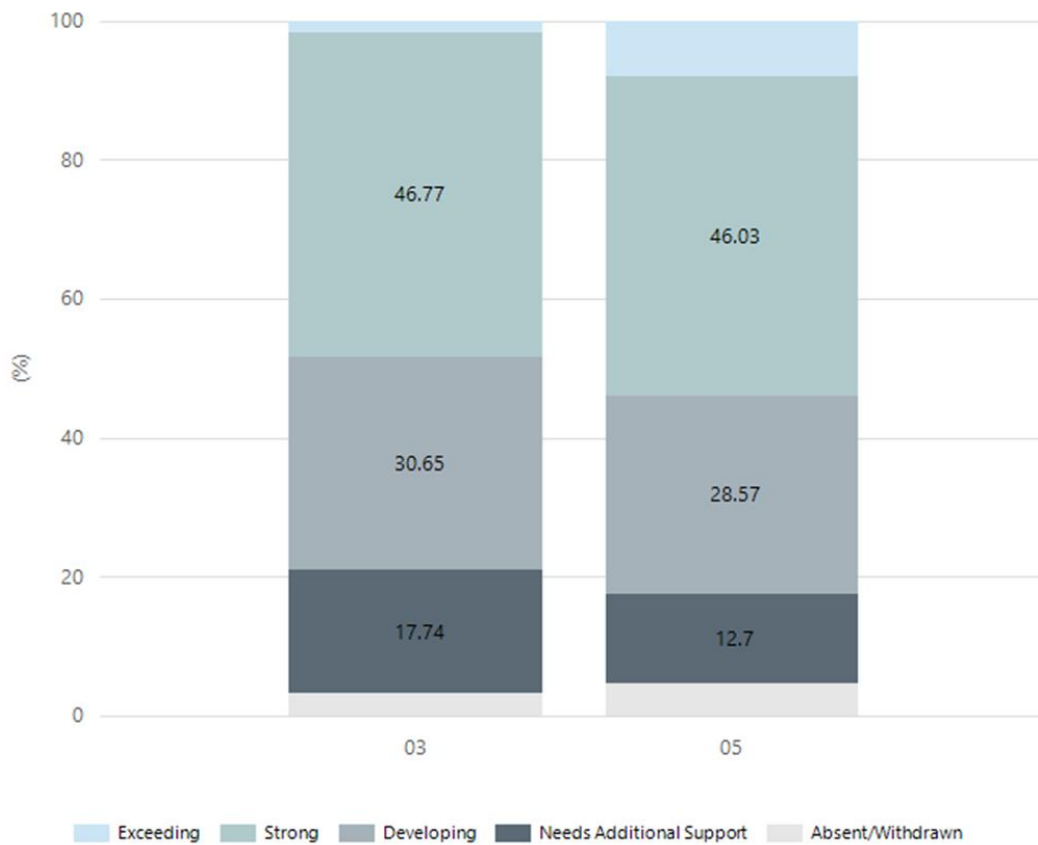
This SLP has a focus of engagement through learning which builds upon our 2025 SLP which had a focus on engagement through inclusivity and belonging.

#### NAPLAN Data – 2026

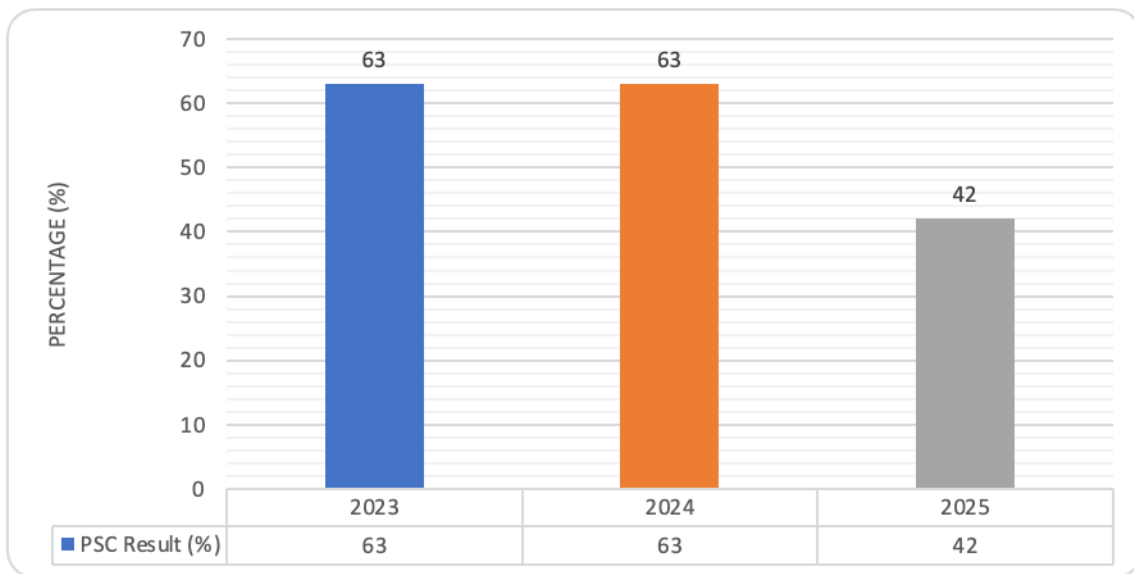
## Reading



## Writing



## Year 1 Phonics Screening Check



Recent key outcomes: Recent achievements in relation to key outcomes are available from the school's Annual Report which can be found on the school's website: <https://burtonps.sa.edu.au/>.

## 4. Curriculum

At Burton Primary School, we are committed to ensuring every student experiences learning at their point of need, where experiences are engaging and agency is provided. This is achieved by quality teaching using research-based practices and high-impact strategies.

All year levels meet Department requirements regarding subject area coverage aligned to the Australian and South Australian Curriculum

### **Australian/South Australian Curriculum:**

- English
- Mathematics
- Science
- Human and Social Sciences (History, Geography, Business & Economics, and Civics and Citizenship)
- Technologies (Design and Digital)
- Health and Physical Education
- The Arts (Visual, Drama, Dance, Media and Music)
- Languages - AUSLAN

In addition to covering core learning areas, the South Australian Curriculum incorporates 12 key learning dispositions:

- Responsible
- Self-aware
- Community-minded
- Confident
- Creative
- Curious
- Empathetic
- Open-minded
- Reflective
- Resilient
- Resourceful
- Respectful

By emphasising these skills, the South Australian Curriculum aims to ensure all students are prepared not only academically, but also as confident and capable lifelong learners.

### **Whole School Agreements:**

Whole school English and Mathematic practices have been developed in consultation with education staff to measure impact and support consistency of learning. Consistant strategies for developing positive behaviour have also been developed through a whole school Positive Behaviour Development Agreement.

### **Professional Learning Communities:**

To strengthen educator practice and maximise ongoing professional improvement, staff are involved in working together to maximise each other's success. Staff engage in a termly Professional Learning Cycle, aligned to the Site Learning Plan. This is designed to strengthen teacher knowledge and understanding of best practice through collaboration, reflection and implementation of specific content.

## **Inclusive Education Support Program (IESP), Intervention and Pathway options:**

Interventions are offered to students to meet both short-term and long-term goals. Analysis of school-based data and packages submitted under the Inclusive Education Support Program (IESP), identifies students to be supported at varying levels through the Waves of Intervention model.

## **Intensive Education Support Program (IESP)**

The updated eligibility criteria have been developed to align with national disability legislation and guidelines. They focus on a child's needs rather than their disability diagnosis or label. This approach recognises all disabilities and learning difficulties, including mental health, trauma, complex behaviours and complex health care needs.

## **Special Class (R-2)**

Department for Education (DfE) Junior Primary Special Classes have a class capacity of eight students supported by one teacher and one school support officer. Junior Primary Special Options Classes cater for students enrolled in foundation, year one or year two living with an Intellectual Disability, however students may have additional diagnoses. All students in the Junior Primary Special Options Class have learning goals documented in their One Plan and their standard of educational achievement is adjusted accordingly.

## **One Plans**

Personalised learning plans, known as 'One Plans' are developed for children at school who are in one of three key areas:

- Aboriginal children and young people
- Children and young people in care (under guardianship)
- Children and young people living with a disability

One Plans are shared with families during family interviews in term 1 and are reviewed and adjusted regularly throughout the year. Speak to your child's teacher about your child's individual goals.

## **Student Support Services (SSS)**

Schools work with Student Support Services (SSS), to identify the adjustments or interventions that are required to enable students to achieve the goals outlined in their individual One Plan.

Educators may refer a child to Student Support Services for one or more of the following areas:

- Attendance
- Behaviour
- Communication
- Engagement
- Family Needs
- Health
- Hearing or Vision
- Learning Difficulties
- Physical Access
- Safety
- Social/Emotional

## **Autism Inclusion Teacher**

The Autism Teacher policy is an initiative which aims to build capacity in teachers and promote inclusion in school communities. Burton Primary School has been funded by the Department to release their Autism Inclusion Teacher one day per week. The focus of the Autism Inclusion Teacher role will be to build professional capacity through formal learning, collaborative practices and resources provided by the Department. Autism Inclusion Teachers will be trained

to share contemporary evidence-based approaches with their fellow educators to assist them to support and educate children and young people on the Autism Spectrum. The work around supporting educators in deepening their understanding around supporting learners with Autism includes:

- Coaching staff to document appropriate adjustments in individual students' One Plans and reflect these in their classroom practice.
- Contributing to network meetings with AITs in the local area to discuss researched informed best practice and make connections with local sites.
- Collecting information to support families to make a connection with the National Disability Insurance Scheme (NDIS), and access external providers suitable to the needs of their individual child.
- Facilitating whole staff Autism Spectrum Professional Learning regarding evidence-based information surrounding best practice for learners with Autism and how their brains work.
- Providing online links to current professional learning educators can access independently to increase their knowledge and skills surrounding Autism in the educational environment.

### **Special curriculum features:**

Vietnamese students access a first language maintenance program.

### **Teaching methodology:**

Learning opportunities are offered to students along a continuum, inclusive of explicit instruction, modelling and scaffolding, prompting and questioning, formative feedback, complex problems or issues, and holistic, authentic tasks that enable enquiry, with teachers as facilitators and learners as true agents of their education.

Staff engage in ongoing improvement of practice by examining aspects of their teaching through a Professional Learning Cycle process – **Learn and Apply, Reflect and Adapt, Refine and Embed**.

**Learn and Apply** – engage in learning and apply new teaching practice based on best available evidence of high impact strategies to support student growth using data to inform teaching and learning.

**Reflect and Adapt** – reflect and adapt trialled strategies through collaboration with teachers through PLCs.

**Refine and Embed** – refine and embed a change in practice, which is shared with colleagues, and act on collective feedback for ongoing improvement.

### **Student assessment procedures and reporting:**

Strong partnerships are established with families through open and clear communication. An Assessment Agreement is adhered to across all year levels to ensure regular, accurate assessment of student learning. This includes standardised testing and on-going formative assessments to inform teaching and learning programs.

Reporting to parents includes:

Term 1 – 3-Way interviews (child, teacher, parent)

Term 2 – Written report on all areas of learning

Term 3 – 3-Way interviews (optional)

Term 4 - Written report on all areas of learning

Parents and teachers are also encouraged to share learning and concerns as needed.

## 5. Sporting Activities

There is a strong commitment to physical education and health through our specialist PE programme for all students. We compete in various SAPSASA competitions including football, soccer, netball, rugby and athletics, all for both boys and girls. This has allowed our school to build strong links with the community, district and state sporting organisations. Each year we hold a school sports day with emphasis on participation. Swimming lessons and year 5/6 aquatics are conducted each year to provide students with critical water safety skills. Our school is involved in the Sporting Schools initiative, providing specialist coaches in a variety of non-mainstream sports.

## 6. Other Co-Curricular Activities

- Children's University
- Homework Club – in association with the Smith's Family
- School Choir
- Premier's Reading Challenge
- Harmony Day
- Science Week
- Reconciliation Week
- BPS Fair
- School Concert
- Friendship Club – facilitated by our Pastoral Care Worker

## 7. Staff (and their welfare)

### **Staff Profile:**

There is a combination of permanent and contract teaching positions and a range of ages and experience as well as both permanent and contract SSO positions.

### **Leadership Structure:**

The school operates with a leadership team consisting of the Principal, 1 Deputy Principal, 2 Assistant Principals, a Business Manager, and a Pedagogical Coach.

### **Staff support systems:**

There is a focus on developing collaborative processes and structures to support sharing of practice across the school. Staff work collaboratively in year level and curriculum teams for planning and professional learning relevant to their year level and/or learning area. Staff are provided time during staff meetings and student free days and are released throughout each term according to the needs of the team/learning area to programme and action the Site Learning Plan. Whole school events are coordinated through staff and student committees in consultation with Governing Council as appropriate. Staff wellbeing is addressed through a wellbeing committee, Social Club and a culture of appreciation through structured acknowledgement processes. The Employee Assistance Program (EAP) is promoted within the school as a system of staff support. The Australian Education Union is also promoted for staff through the Site Union Representative.

### **Performance Development:**

A range of processes are used to ensure that staff are able to monitor and improve their performance. These include line management conversations, walkthroughs with written and oral feedback, peer observations and through the Professional Learning Cycle process.

Ongoing training on a whole school, group and individual basis supports the achievement of goals. All staff negotiate a performance and development plan with the leadership team which is linked to our Site Learning Plan and the Professional Learning Cycle process. Staff are encouraged and supported to attend new professional learning and implement this in their classrooms to improve student learning outcomes. A significant number of staff are at the Step 9 level and as such are required to take on Pre-Service teacher/ mentoring roles and lead pedagogical change across the school.

#### **Access to special staff:**

We access support through Department Support Services (including speech therapists, OTs) as needed. Outside agencies supporting students receiving NDIS funding meet with students through prior arrangements and under supervision.

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

Teachers are supported to engage in the Step 9, Highly Accomplished and Lead teacher processes. DFE EB arrangements are adhered to.

## **9. School Facilities**

### **Buildings and grounds**

Burton Primary began in Term 4, 1990. Classrooms are in groups of 4 or 5 (called a module) with an inner shared space. There are 4 of these modules and also a 4 class 'portable' block. All classrooms have access to touch screen interactive large screen TVs. Our Resource Centre is a large, well-equipped library and Science Centre.

A staffroom and offices form the admin centre of the school.

A Community Hub facility was opened in May 2022. This incorporates a reception classroom and an Aboriginal Education room called Wardlipari Kuu.

A recently built gym/hall provides space for PE lessons, assemblies, performances etc and also is used for OSHC, and the canteen. This facility is hired to various groups each evening and weekend.

Large sheds provide storage. A close relationship with Paralowie Lions Club has provided a large shared storage space adjacent to the hall carpark and community garden.

Extensive grounds provide a large oval, hard play area (netball and basketball courts), large enclosed sandpit, 2 undercover playgrounds, fitness equipment, landscaped gardens and seating areas, nature play areas, a school and community garden, a large courtyard area and a expansive undercover area adjacent to the gym.

One playground is wheelchair accessible and was completed in 2022.

Burton Park Preschool has been on site from 2012.

### **Heating and cooling**

All classrooms and learning spaces have reverse cycle air conditioning.

## **Student facilities**

A canteen operates 5 days a week and is managed our Governing Council, adhering to the Right Bite policy. Breakfast club provides free food and drink every morning in the Hive.

The Thrive Room is a space for students to access during break and class times to enable then to refocus and return to class learning.

## **Staff facilities**

A large staffroom and access to several offices for meetings etc is available. Wireless internet is upgraded to provide faster and more reliable access.

## **Access for students and staff with disabilities:**

All buildings are ground floor level. The transportable block has a ramp to allow disabled access.

## **Access to bus transport:**

Chartered buses are used for excursions and sporting involvement.

# **10. School Operations**

## **Decision making structures**

A number of decision-making groups operate to support the operation and continuous improvement of the school.

Decision making occurs through various means – regular PLC and staff meetings; committee and team meetings; Governing Council; PAC; Student Leaders.

## **Regular publications**

A newsletter (Weeks 1, 5 and 10) provides families with an overview of school happenings. This is distributed on the Sway app, in paper form where requested and is available on the school website. Class teachers send home informative newsletters (including a curriculum overview) each term.

One Note provides information on meetings, absences, news etc to staff.

An information pack is provided to all new enrolments and a transition brochure to new Reception students.

## **Other communication:**

Classes use a range of online communication means including Teams and SeeSaw. The majority of families are connected and engaged with classroom teachers through the SeeSaw app. Phone calls, diaries and face-to-face contact is also utilised to engage with families.

## **School financial position:**

The school is in a sound financial position. A Finance Advisory Committee includes the GC Treasurer, Principal and Business Manager. The school operates 3 companies – the main school account, the Canteen and OSHC

## **Special funding:**

IESP funding is used to support students with a verified disability through teacher and SSO time.

Better Schools Funding has allowed the school to extend the intervention support to other students working below expected levels and to reduce class sizes across the school.

# 11. Local Community

## **General characteristics:**

The school is located within the Burton area and has reasonably high number of rental properties, resulting in significant transience of students. Around 40% of students come from non-English-speaking backgrounds. There is significant unemployment within the local area.

## **Parent and community involvement:**

Parent volunteers support a range of activities and roles within the school, including excursions, classroom support and camps. There is a moderate participation rate for 3-way interviews, but special events including sports day, sports competitions, concerts, assemblies and our school fair.

## **Feeder or destination schools:**

Most children starting school in Reception come from Burton Park Preschool and Goodstart Childcare. Year 6 students move on to a variety of secondary schools both public and private. All students are zoned to either Paralowie R-12 or Salisbury High School.

## **Other local care and educational facilities:**

Burton Park Preschool – offering preschool sessions and occasional care – within school grounds

Goodstart Child Care – opposite the school

## **Commercial/industrial and shopping facilities:**

Local Springbank Shopping Centre less than 1km away

## **Other local facilities:**

Local soccer fields, community centre, wetlands, playgrounds and parks are all within walking distance.

## **Accessibility:**

Students are driven to school or walk with their families. Very few ride bikes. A teacher is on road crossing duty each day and others on courtyard duty to supervise children prior to the start of school.

## **Local Government body:**

City of Salisbury