



Blyth Primary School

2022 annual report to the community

Blyth Primary School Number: 586

Partnership: Mid North Clare

Signature

School principal:

Mrs Lynne-Maree Hastings

Governing council chair:

Alex Welke

Date of endorsement:

23 February 2023



Government
of South Australia
Department for Education

Context and highlights

Blyth Primary School is a Category 6 school located within the township of Blyth, within the Mid North/Clare partnership of schools. An OSHC offers childcare after school. Playgroup caters for infants once per week. In 2022 students began the year wearing masks, learning outdoors & socially distancing. By the start of Term 2 many students & staff had contracted Covid. This impacted on routines and wellbeing. Due to this a motto became very important to school life- "Go with the Flow" which stood for Fun, Learning, Optimism, Wellbeing" as each day was proving to be different with numbers of students and staff present. Ag Science was introduced as a learning area for all students for the first time at B.P.S, with students enjoying freshly grown produce in school gardens. After Covid restrictions were eased the community was invited to attend the first ever Blyth Family Fair with student enterprise, outdoor learning and Ag Science featuring. Approximately \$8,000 was raised through the generosity of donations & purchases from the community. Despite Covid restrictions earlier in the year our students competed in Sporting events such as Hub Day Football & Netball, Cross Country, Auskick and Soccer workshops. Golf lessons occurred for all students over a number of weeks including on Sports Day. All students participated with enthusiasm ready to attempt many events such as Walk to School Safely Day, Simultaneous Story Telling Day, National Reconciliation Week, Japanese Childrens' Day with the online Japanese teachers coming to visit, Community Tree Planting, Nature Play STEM cubby building challenge at Belair, and the end of year celebration concert. One student- Joshua was selected out of 300 schools entries to display his Migration Museum Poster in the Adelaide Festival Centre depicting the history of Migration in Australia. Mikayla, Tilly and Bryce represented the students and Blyth Primary School with sensational leadership as School Captains for 2022. William, Kaleah and Guinevere demonstrated excellent skills leading their teams and the school in sports activities and Sports Day as Sports Captains for 2022. Despite the interrupted start to 2022, all students were able to progress and excel at their learning. A large percentage of students attained higher levels of achievement in their Literacy and Numeracy. Teaching staff shared expertise once more and across year levels during "Lesson Swaps" with specialised lessons of P.E, HASS, The Arts, Japanese & Agricultural Science. A whole school explicit teaching approach toward our Improvement Goals enabled students to access tiers of intervention to ensure that students' learning was individualised and progressing. Students were given books to encourage an enjoyment of reading. A huge thank you to our total staff team for the work & care they give each day toward our students, each other, the "behind the scenes work" from the support staff, the culture here is one of the best, and, we have the best environment in which we work & learn. I sincerely thank also our Governing Council, Parent Club, Deb Noble our OSHC Director, Emily Gill for her pastoral care work & Playgroup Members for continuing to support Blyth Primary School students and families.

Governing council report

The Governing Council would like to thank all the teachers and support staff for everything they have done to contribute toward our children's learning and wellbeing this year. It is always great to see the children running to school and eager to get there.

At the end of this year our Governing Council Constitution was reviewed and changed as a result of the Year Sevens now being at high school and the Blyth Primary School now being a Reception to Year 6 School. The membership comprises of the principal, no staff representative as previous, as the school student numbers are now less than 60 students and 12 elected parent members. To the members attending Governing Council this year thank you for taking the time to come to meetings and being a part of it all.

The governing Council has supported initiatives brought from the Parent Club such as adding beanies to the school uniform for Winter at a reduced priced, and had discussion to ensure that the funding of excursions and school events were subsidised so that all children got the opportunity to attend. The Parent Club have provided some wonderful opportunities for our children with the funds raised. Children have been able to attend excursions at minimal costs or, at no cost as a result and it is great that all students have had the opportunity to experience extra-curricular activities such as the Port Hughes excursion at the end of 2022.

Both the Governing Council and Parent Club were able to continue to support the fund raising initiatives throughout the year, and it was no bother to cook BBQ's, provide lunches for the HUB Day, undertake Easter egg sales and contribute with the Family Fair work that needed to be done. Thank you to Parent Club for all of your fundraising efforts this year. Governing Council were always pleased to hear of the work from the Pastoral Care Worker -Emily Gill and what she was doing to support the wellbeing of children two days a week. Thank you Emily for your ongoing work with families, staff and students.

Thank you to Deb Noble for being our OSHC Director and providing a great service to the community. Governing Council monitors the student numbers that attend OSHC, and decided after seeing the financial reports for 2022 there was no need to increase the charges for students to attend, and this will be reviewed in 2023.

The Governing Council wishes all Year 6 students the very best for high school in 2023, and thanks them for being for being great leaders and role models for other students this year.

Best wishes to Amy Wright who has taken Maternity Leave for 2023. A huge thankyou to Lynne-Maree Hastings for keeping the school ticking along. She has done a great job advocating for our small school making sure we have the same if not better than larger schools or city schools. I hope all families can look forward to what 2023 can bring.

Quality improvement planning

2022 was the first year of the B.P.S. new Site Improvement Plan , (SIP). After analysis using the processes outlined by the department at both a school based level and with input from the LET, the staff reviewed student achievement towards both Reading & Writing goals from 2021 and the External review recommendations from 2021, to incorporate this analysis into the new goals, directions and actions to further improve the learning of students at B.P.S. It was also discussed to continue the work and progress on the two previous goals from 2021 that were Reading and Writing Improvement to ensure that the students would continue to improve in these vital areas with teaching practice embedded. The external Review Directions were discussed by staff and ranked in what was preferable for having the most leverage toward achieving the SIP Goals. Powerful Partners in Learning with Higher Order Thinking Skills/Metacognition was agreed upon as being the most influential area that could assist students learning achievement. Staff accessed professional development on Metacognition so that work could be introduced in 2022. Working with students on task design with multiple entry points and understanding of higher grades also was a focus when doing reviews of learning with students individually on setting their goals. Actions toward achieving the Reading Goal included reviewing students' reading abilities, undertaking fluency testing to help identify those students who were still needing assistance, working as a teaching team planning teaching more explicitly with a review of how teacher practice was impacting student learning. Feedback from the students also assisted the next teaching steps.

A whole school focus on questioning of texts read, influenced students' attention to understand what the texts were implying. Phonics activities & work with SSO's also enabled support to students. Jolly Grammar continued with the main teaching points explicitly taught whole school with teacher check-ins at staff meeting, This discussion included what focus each teacher was working on weekly with students.

Actions toward achieving the Writing Goal included a focus on Information Text Writing with professional development from the Curriculum Lead to extend teaching points on sentence complexity and how what was read in texts was transferred into students' written texts.

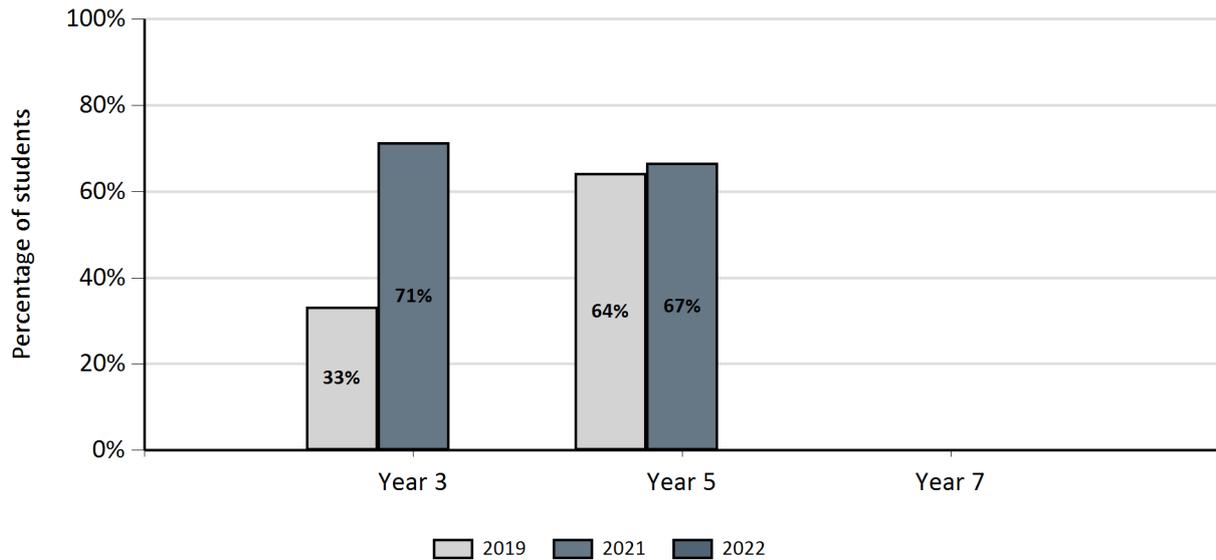
Students learnt technical language, parts of sentences and word knowledge through Tier 1/2/3 strategies & grammar lessons. Brightpath work was succinct and helped connect phonemes to graphemes to value add toward our literacy block. Teachers continued to share templates, texts, themes embedded throughout curriculum and used set time frames with learning design templates to guide work and the review process. Data with longitudinal analysis enabled teachers to collectively identify individual progress of students giving analysis of what was missing in the learning so that practice could be adjusted to meet the needs of learners. Staff reviewed the Challenges of Practices, Success criteria and used questions such as- what has been the change in practice to impact on change of learning for students, and what is the data evidencing to indicate success, or low impact. As a part of the review process analysis of PAT R, NAPLAN, Phonics data occurred, as well as an audit of teaching through scope & sequence documents., Literacy scheduled whole school times were in place with students refining their own learning goals and thinking processes towards their next steps.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

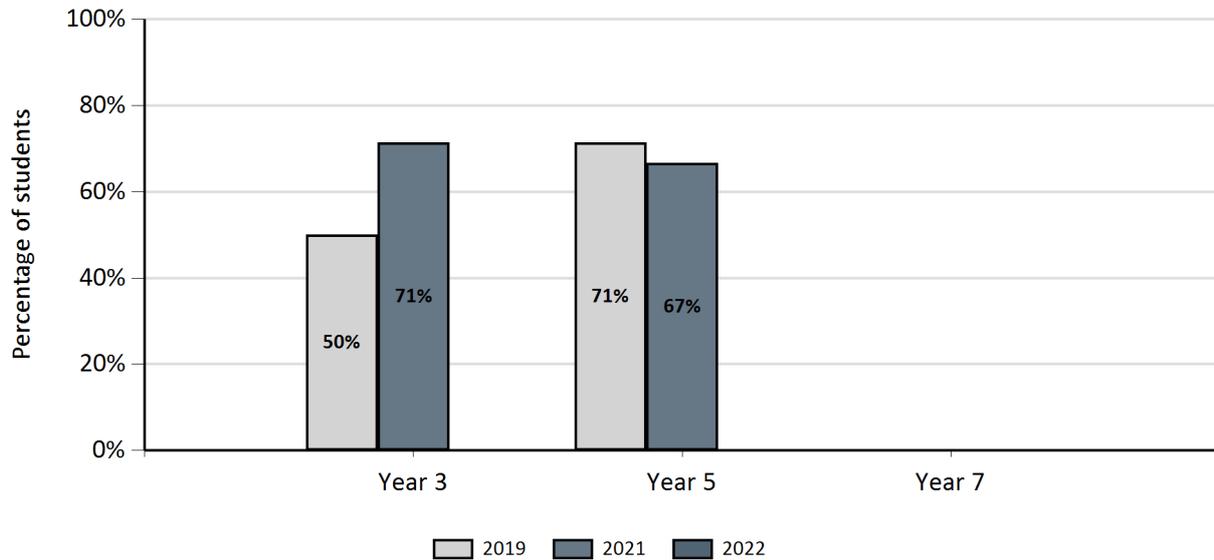


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	8.5	8.5	4.0	3.5	47%	41%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Element 2 – Tracking and Monitoring Growth and Achievement was the focus for 2022. The student was monitored with an individualized learning plan with both teacher & SSO support to ensure that the student was progressing with Literacy & Numeracy goals. The child's progress was measured individually and against the rest of the cohort of students within the year level to observe progress as an Aboriginal learner.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

As the learner can be easily identified no results will be published as a part of the Annual Report, however progress has been monitored and continued work in 2023 will include the continued use of Whole School Literacy Teaching strategies that individualize tiers of Intervention in Reading & Writing that includes tracking individual results, reviewing formative and summative data to adjust teaching, using support services for speech & language. Also, through monitoring individual learning progress in Numeracy using individual results both formative and summative to adjust teaching practice.

School performance comment

2022 was the first year of the new SIP, with refined targets to achieve the goals in Reading and Writing. The first goal of Increased Higher Achievement in Reading with targets of 70% of Year 3 & 5 students to meet SEA in Reading, NAPLAN, with 50% demonstrating progress into higher bands, 100 % of students demonstrating 12 months growth in PAT-R & 80% of students in Year 1 meeting the Phonics testing of 28 or above out of 40.

It is pleasing to note that Achievement toward this goal in 2022 included: 100% of year 3 & 5 students meeting SEA in Reading NAPLAN with 67% of Year 3 students reaching higher bands and 50% of students in Year 5 reaching higher bands.

The second target was 80% of students in Year 1 to meet the Phonics testing of 28 or above out of 40. It was also pleasing to note that in 2022 100% of Year one students met the Phonics testing of 28 or above.

The third target was 100 % of students demonstrating 12 months growth in PAT-R. Although all students achieved growth at or above SEA there was a very small percentage of students who did not display 12 months progress on the day of test.

The second goal of Increased Higher Achievement in Writing with Targets of 80% of Year 3 & 5 students to meet SEA in Spelling, Grammar & Writing, NAPLAN and demonstrating progress into higher bands, and also 100 % of students demonstrating at least 12 months growth in Brightpath Writing texts.

It is pleasing to note that progress towards these targets indicated that 100% of students in Year 3 & 5 met SEA in NAPLAN with 33% of Year Three students achieving into the higher bands, and 100% of the Year 5 students achieving into the higher bands. All students demonstrated growth in Bright path writing scales.

Attendance

Year level	2019	2020	2021	2022
Reception	87.7%	95.5%	90.7%	84.8%
Year 1	88.6%	89.7%	93.2%	90.2%
Year 2	95.3%	92.4%	94.6%	88.2%
Year 3	92.8%	96.1%	91.5%	89.8%
Year 4	91.0%	93.4%	88.5%	92.2%
Year 5	94.4%	95.4%	94.3%	87.5%
Year 6	92.5%	95.1%	91.0%	87.4%
Year 7	N/A	N/A	99.0%	N/A
Total	91.8%	93.9%	92.3%	89.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Even though many students had attendance impacted by Covid there were still 81% of students having less than 10 days absent for the 2022 year.

Behaviour support comment

In 2022 there were no suspensions and statistically any behaviour matters are of insignificance. B.P.S uses a strong focus on school values and the Vision Statement of Growing Believing and Achieving, and, Wellbeing to support the education of student socialisation and self-regulation. 100% of students indicated that they have a high wellbeing with regard to not being anxious about being physically bullied at school, Frequently comments are made by the students that they are proud to say that there are no bullies at Blyth Primary School, and that they all respect each other, know how to handle a conflict so it does not escalate, and they have strategies to use if needed.

Parent opinion survey summary

The Parent Survey indicated in 2022 that there was almost 50% of families that did the survey. 100% of parents indicated that they strongly agree or agree that People are respectful, Teachers and Students are respectful. 100% of survey respondents indicated that they talk with their child about schooling. 92% of parents indicated that they received enough communication from the school. The parent survey results were shared with both the Governing Council and staff to discuss any improvements needed. The Blyth results were positively higher than that of all comparison groups.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Process used is a spreadsheet with all Governing Council, Parent Club Members, Volunteers & staff members listed, A reminder is given when they are coming up for renewal. All screening history is up to date.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	9
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.4	0.6	1.7
Persons	0	6	1	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$735,024
Grants: Commonwealth	\$10,100
Parent Contributions	\$11,600
Fund Raising	\$15,947
Other	\$4,597

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	To increase wellbeing & engagement the funding was used for teaching time to support students with their learning. Also to engage with wellbeing programs that enhanced the use of outdoor learning and Nature Play used R-7.	100 % of students can identify with not being bullied at school. 90% of students when asked for feedback were able to articulate that they felt happy at school and that their wellbeing was catered for in a variety of ways including Nature Play and Outdoor Learning..
	Improved outcomes for students with an additional language or dialect	Individual SSO support time was given to assist with learning achievement. Release time for the teacher to liaise with support personnel to extend learning and to plan individual learning programs. Student was able to access different teaching staff for intervention.	Student progressed with individual learning throughout the year.
	Inclusive Education Support Program	Extra SSO support time, Fine & Gross motor skills program to support student with learning. Release time for teacher to program & plan.	Able to learn within the mainstream.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural & Isolated funding was used to support all students attending whole school events, to subsidise swimming programs & extracurricular activities. Numeracy & Literacy funding was used for Class support, updating of resources. Early Years funding was used for SSO class support time for reading, writing and numeracy.	Wellbeing & a whole school culture continued as a valued part of student life as all students were included in events and able to access activities that gave them the opportunity to broaden their learning experiences . Students in the Early Years were supported with achieving literacy & Numeracy progress and learning, along with other students having individual achievement also. As previously mentioned 100% of Year 1 students obtained at least 28 or more out of 40 for their Phonics tests.
Program funding for all students	Australian Curriculum	Resources for both teachers and students were purchased, with teaching staff being able to plan program and review the learning achievement for each student.	All students demonstrated growth in their Literacy & Numeracy Learning
Other discretionary funding	Aboriginal languages programs Initiatives	This was given as a part of regional support for an ACEO position.	N/A
	Better schools funding	To update resources and ensure all students had individualised programs in Reading-Grammar and Spelling	Students demonstrated progress in both reading & writing.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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