# SCHOOL CONTEXT STATEMENT

Updated: 04/2010

School number: 0586

School name: Blyth Primary School

## 1. General information

### Part A

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<tr>
<td>Principal</td>
<td>Mrs Dzintra Richards</td>
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<tr>
<td>Postal Address</td>
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<td>Phone No.</td>
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### Secondary Special, N.A.P. Ungraded etc.

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**TOTAL** 50 58 53 57

**July total FTE Enrolment**   60 61 64

**Male FTE** 32 35 35

**Female FTE** 28 26 29

**School Card Approvals (Persons)** 10 10 10 10

**NESB Total (Persons)** 2 2 2 2

**Aboriginal FTE Enrolment** 0 0 0 0
Part B

- School e-mail address: principal@blythps.sa.edu.au
- School website: www.blythps.sa.edu.au
- Staffing numbers
  :FTE 4.31
  0.2 FTE converted Tier 2
  0.1 FIR
  53 hours SSO

- OSHC:
  After School Hours Care commenced 2005. The Blyth Primary School OSHC service is managed by the Blyth Governing Council, and the Principal is the direct line manager of the OSHC Director. An annual sustainability grant supports the OSHC service.

- Enrolment trends
  :Steadily rising

- Year of opening
  :1878.

- Public transport access
  One school bus services the local area. This bus is managed by the Clare High School. The route is reviewed every two years (even years). Students from Clare High School, Clare Valley Children’s Centre and private schools in Clare also use this service.

2. Students (and their welfare)

- General characteristics
  :The children are a mix of town and farm children. We have four children on Negotiated Education Plans, and support a range of students individually and in small groups through extra teacher and SSO time.

- (Pastoral) care programs
  :We have a Christian Pastoral Support Worker who visits for 6 hours per week, and who often attends excursions and school camps.
  :Student management. Our Behavioural Management Policy was developed through consultation with parents and SRC. Many positive support mechanisms for children to achieve success are in place. Inappropriate behavioural choices are minimal. The school adopted the Fish Philosophy as a whole school anti-bullying strategy in 2005. The Safe Schools Framework Committee was very active in 2005, surveying students, families, staff and the local community. The final Safe Schools Framework Review was presented to Governing Council in 2005. A bullying
survey was readministered in 2007. In 2008 a review of the school’s behaviour code was initiated

- **Student government**
  
  We have an active SRC which has four representatives from each class. This meets once per fortnight. The SRC devised *Keep Our School Cool* Brochure supports a safe school environment.

- **Special programs.**
  
  We use "Programme Achieve" across the whole school at the request of Governing Council – this is usually done in collaboration with the Christian Pastoral Support Worker.

  The Upper Primary Class has 1 hour of Enterprise Education each week, during which products are made/grown and sold.

### 3. Key School Policies

- **Site Learning Plan**

  3 YEAR STRATEGIC TARGETS (2008 – 2010)

  **Literacy**
  - Student National Literacy Test results as for state average or better in all areas in all year levels
  - All students achieve national benchmark for literacy

  **Numeracy**
  - Student State Numeracy Test results as for state average or better in all strands in all year levels
  - All students achieve national benchmark for numeracy

  **Science**
  - Student progress through Science standards even across the strands

  **Music**
  - All students regularly participating in a classroom music program which includes music making, singing and instrumental music.

  **Well-being**
  - High Student attendance rate maintained (95% or above)
  - Improved student health and fitness.
  - High staff morale maintained
  - Upper Primary students have Growth and Development lessons delivered by their classroom teacher

  **Quality Teaching and Learning**
  - Teachers have moved further through career stages towards being teacher leaders in the domains of practice, relationships, knowledge and values leading to improved student wellbeing and leaning outcomes

  **Sustainability**
  - Recycling and reusing of materials is a part of the school culture
• Recent key outcomes
- Students in Year 5 have achieved scores NAPLAN mean scores above the national mean in 2008 and 2009
- There has been a whole school improvement in Spelling and all but one student achieved the national benchmark in 2009
- The average student attendance in 2009 was 92.89%
- The school has been a state finalist in the Wakakirri dance competition in 2004 and 2006. In 2008 students achieved nine gold awards and one silver award.
- In 2007 the Middle Primary students were winners in the KESAB Schools Art competition in the found objects category.

4. Curriculum

• Subject offerings
  Each of the 8 areas of the SACSA curriculum are offered: German is taught in our Languages program. All students receive 1hr German lessons each week in the Deutsch Zimmer and two Music lessons a week. A private piano teacher uses the school on a hire system. We have sustained Enterprise projects operating and participate in the Wakakirri in even years. This forms an integral part of our Active For Life programme which also incorporates the Active After School Communities program.

• Open Access
  :Not accessed.

• Special needs, including general learning support.
  :Special and general learning support needs are met using SSO time flexibly- in class support, small group or year level withdrawal or individual tutoring. Most students benefit from this support in some way throughout each term eg consolidation, repetition or extension of learning. This is resourced through both salary conversion and the purchase of significant extra SSO hours (approximately 12 hours for 41 weeks in 2006.) Governing Council through the Finance Committee are strong advocates of this strategy. Parent volunteers and members of the local community also support students’ learning in a variety of ways.

• Special curriculum features
  :Small classes allow for significant individual programming and SSOs are allocated to classes to provide flexible support.
  :Reading Recovery lessons are provided if required to students in Year 1 by an accredited Reading Recovery Teacher
  :Native Grasslands: Blyth Primary School is the custodian of the Blyth Native Grasslands, and has been since 1999. Grants in 2004-05 enabled the hiring of a Science specialist teacher for a 10-week block each year. Students visited the Grasslands frequently and built up resources for the school. A community partnership has been forged with Mr Ian Roberts from
the Blyth Re-vegetation Group, Anne Brown from the Mid North Grasses Working Group and the local Landcare group. Photoboards and an information trail are to be established in the latter half of 2005. We have an on-going commitment to care for this endangered habitat, with 22 native grasses having been identified there in October 2004.

In even years the school enters the Wakakirri -The StoryDance Rock Eisteddfod, utilising an integrated R-7 thematic approach with a high degree of student ownership and parent support. This is an important event for the school and local community.

- Teaching methodology
  Teaching methodologies cater for a range of different learning styles and circumstances: from teacher directed to group or individual research tasks. Small class sizes allow for the capabilities of the students to be more fully recognised. We have followed the SACSA guidelines and pursued the constructivist theory. ICT is integrated across the curriculum.

- Assessment procedures and reporting
  These vary in response to students, the task and the curriculum area. Ongoing records of results of standardised tests in spelling and basic number processes are kept. Reporting takes the form of student workbooks, work samples, parent interviews, parent information nights and formal written reports twice a year.

- Joint programmes
  Year 7 Careers Camp and Canberra Trip with other small schools occur annually.
  Hub group meetings- Mid North Small Schools.
  Mid North Sports Day

5. Sporting Activities

Each class participates in sport and fitness on a regular basis. The school is part of the SAPSASA network for the area and participates in a variety of sports. We have swimming lessons once per year and have sporting exchanges and coaching with nearby schools. We combine for a yearly Sports Day with three other small schools- Mid North Hub. The school has no teams in a weekend competition but the local community has a strong sporting ethos and many of the children are involved in these events.

In 2009 the school coordinated after school activities including gym, soccer, lawn bowls, dance, swimming and martial arts as a part of the Active After School Communities Program. The program continues in 2010 with swimming, basketball, fitness and golf offered to students after school in the first half of the year.
6. Other Co-Curricular Activities

• General
  We have been actively involved in Harmony Day over the past few years, joining in with neighbouring schools.
  The school is involved in community tree planting, KESAB and will continue to be custodians of the Blyth Grasslands. A mini Grasslands was planted at the school in term 4 2005. This serves as an annexe to the grasslands, and enables students to see the grasses transform throughout the seasons.
  The Governing Council support the Community Christmas Street Party.

• Special
  We have an information evening at the start of the year and an open day during the year. Frequent invitations to parents and caregivers to be involved with the students in classrooms, on excursions or through other avenues are extended. Parents, along with the wider local community are invited to special assemblies in Terms 1, 2 & 3 where students present snapshots of their learning. The school has an annual concert in the community hall, with Governing Council and Parent Club providing a parent item in alternative years. The Governing Council organises fund raising events. The Student Council usually supports one charity per year with a fundraising event.

7. Staff (and their welfare)

• Staff profile
  We currently have three permanent teaching staff. Enrolments have remained steady and the increase has allowed us to assume that we will manage to have three classes for the next three years. The Principal teaches approximately half time.

• Leadership structure
  The school is entitled to 1.0 Key teacher.

• Staff support systems
  The whole teaching staff make up the PAC committee and roles & responsibilities have been allocated apart from this. Decision-making is usually on a consensus model. We are part of a local hub group and staff may network across this.
  Training opportunities have been extended in this way.

• Performance Management
  A formal structure supporting DECS guidelines is in use.

• Staff utilisation policies
  While no policy exists staff share their skills across the school and combine for certain activities. Staff are actively supported to assume leadership or co-leadership of negotiated areas or initiatives.
• Access to special staff
  Wakefield District has two offices with the Clare District Office closest to Blyth. We have access to Guidance, Behaviour Management, Speech, Special Education, Hearing Impairment, Instrumental Music, Aboriginal Education, Early Years and Attendance services.

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

• Complexity placement points
  0

• Isolation placement points
  1.5

• Travelling time
  To Adelaide approx 2 hours.

• Housing assistance
  One teacher house in Blyth, several houses in Clare (10 min).

• Cooling for school buildings
  All buildings are cooled. Installation of split systems in classrooms was completed in 2007.

• Cash in lieu of removal allowance
  Removal paid.

• Additional increment allowance
  Nil

• Designated schools benefits
  N/A

• Aboriginal/Anangu schools
  N/A

• Medical and dental treatment expenses
  Travel allowance (part) for services not available in the area.

• Locality allowances
  Nil.

• Relocation assistance
  Removal expenses and moving day available in special circumstances.

• Principal’s telephone:
  Use of school mobile telephone is available, with the cost of private calls reimbursed to the school.
9. **School Facilities**

- **Buildings and grounds**
  - The School consists of a mixture of stone and prefab structures. The Library/Resource/Deutsch Zimmer and the administration office are housed in the stone building. A new library is being constructed through the Building the Education Revolution initiative of the Federal Government. The grounds are spacious and have an interesting variety of play areas. An extensive playground up-grade was completed in 2003 as part of the schools 125\textsuperscript{th} Anniversary celebrations. We have a tennis/basketball court area and a well-stocked sports shed including gymnastics equipment. Enterprise Education is well supported with a dedicated Nursery, and several garden beds.

- **Specialist facilities**
  - A computer suite (comprising of 10 networked computers) is adjacent to two of the classrooms. The third classroom and the Deutsch Zimmer/OSHC have computers networked to the computer room.

- **Student facilities**
  - The rooms are spacious and the children have access to regular library lessons and the computer room.

- **Staff facilities**
  - We have a staff room which is centrally located and an adjacent staff car parking area on Wakefield Street.

- **Access for students and staff with disabilities**
  - The new toilet block, which arrived in 2005 has wheelchair access.

- **Access to bus transport**
  - One bus services the school.

10. **School Operations**

- **Decision making structures**
  - Collaborative decision making is the preferred model used at Blyth PS, with staff, Governing Council and the Student Representative Council having an opportunity to contribute to decision making. A decision-making policy is in place.
  - Parents actively support the Governing Council and its committees with 50\% of families represented on one of the schools formal committees: Finance, Curriculum, Grounds, Parent Club and OSHC.

- **Regular publications**
  - Newsletters are distributed each fortnight and have sections for community as well as School news. Newsletters are posted to non-residential parents where no custody orders are in place. The school is a regular contributor to the bi-monthly local Blyth town Newsletter \textit{A Town Like Blyth}. 
• Other communication
  : Interim letters are distributed as needed.

• School financial position
  : The school is in a relatively strong financial position.

11. Local Community

• General characteristics
  : The Blyth community is a predominantly farming community. Local services in the town include a deli, hotel, agricultural supplier including fuel outlet, post office, party hire, builder, Computer technician, glazier, art gallery and cinema. A water retention scheme has commenced and regular tree planting has led to a healthy environmental programme over the past 15 years. There are new farming interests commencing with export grain and hay as well as an olive industry. 55 housing blocks, which border the school’s oval, were released for sale during 2005 and homes are progressively being built.

• Parent and community involvement
  : The parents are enthusiastic in their involvement with the school. School events and working bees are well attended and the parents of children at the school are very loyal. The school enjoys a close relationship with the local community, including the Blyth Progress and Management Committees and the local churches, being invited to participate in the annual ‘Thankful’ event.

• Feeder sites
  : Clare Valley Children’s Centre and Brinkworth Pre-school

• Other local care and educational facilities
  : The Clare High School is the nearest Secondary School and it offers Year 7 to Year 12.

• Commercial/industrial and shopping facilities
  : The area is predominantly rural and serving rural needs. There is a large Training Group situated within the town in the old hospital building. Shopping is limited and the nearest larger complex is at Clare.

• Other local facilities
  : Sporting facilities include lawn tennis, bowls and croquet, while the oval complex has all weather netball and tennis courts and playground. A local picnic facility is available near the oval. We have an 18 hole winter golf course and a bike track has been developed.

• Availability of staff housing
  : Only one teacher house exists in Blyth; other accommodation is available in Clare.
• Accessibility
  The town is readily accessible by bitumen road from Snowtown, Clare and Balaklava. It is approximately 2 hours from Adelaide. A bus service comes into the Town a couple of days per week.

• Local Government body
  We are in the Wakefield Regional Council area. Phone 8862 0800.

12. Further Comments

The School is within two hours of the beach, the Flinders Ranges, Adelaide, the River Murray and is adjacent to the Clare Valley. The climate is much warmer than in the hills and the small school atmosphere is great to work in.

As a small school, competition for enrolments from private schools within the District can have a significant impact on our enrolments and consequently our staffing. Governing Council has an on-going management process to counter this by proactively visiting families with children who may be potential clients, and fostering a strong relationship with the local Playgroup, through visits and invitations to school events. This process requires on-going support from the Principal.

The Governing Council and parent body generally are very proud of their school, and consequently have a high ownership of the Vision for their children at Blyth Primary School.

Whole school events, such as the Wakakirri and the Native Grasslands, which offer students a wealth of opportunities to learn on academic, personal and social levels and which invite local community involvement are extremely well received by the Blyth School Community.