The average student attendance for the year is 93.8%.

This is again a small decrease compared to 2013 when the average attendance rate was 94.14%.

Several families had holidays or needed to travel overseas during term time.

In 2014 individual student absences totaled 649.5 days. (100 more than in 2013)

253.5 days were lost to illness. (175.5 in 2013)

396 days were for family reasons. (373.5 in 2013)

4 days were lost to student suspension. (6.5 in 2013)

There were 26 unexplained absences in Term 4 which need investigation.

Chairperson’s Report

The 2014 school year continued on from 2013 as being very busy.

Wakakirri was again huge with many hours put into the production – a massive thank you to parents, staff and the students for their time to make it happen. We received many favourable comments from the judges and representatives from other schools.

A significant achievement through the year was being a finalist in a state-wide award for excellence in public education. The award acknowledged upper primary students from Wakakirri. The award acknowledged upper primary students from Wakakirri. The award acknowledged upper primary students from Wakakirri.

A big thank you to all Governing Council members for their contributions throughout the year and a thank you to Dzintra for her guidance.

When I look back over the year, I have a sense of pride when it comes to Blyth Primary School, whether it’s personal achievements or group success. The biggest thing I enjoy is seeing the kids working hard as a team, public speaking and generally good behaviour in the public.

I encourage all families to speak positively about our school in the local community and to encourage future families to consider the Blyth Primary School – this will ensure we maintain our numbers and keep our teaching hours.

See you all in 2015!

Chairperson: Phillip Bigg

School Staff

Dzintra Richards Principal
Wayne Lee Grounds, Woodwork
Vikki Pengilly Treasurer
Ashley Dunsford Vice Chairperson
Sarina King Secretary
Julia Agnew Finance, Administration, ICT
Julia Agnew Finance, Administration, ICT
Shirley Janzar Library, Curriculum Support, Disability Support
Marie Cutting Curriculum Support, Disability Support, ICT
Deb Tobin OSHC Director
Blyth Primary School – this will ensure we maintain our numbers and keep our teaching hours. See you all in 2015!

Governing Council

Phillip Bigg (Chairperson)
Vikki Pengilly (Treasurer)
Sarina King (Secretary)
Ashley Dunsford (Vice Chairperson)
Julia Agnew
Brett Bartelsmeier
Mick Jamieson
Pamela Kaeding
Brad Kennett
Scott Welke
Katherine White
Cheryl Pyke (Past rep)

Wakakirri

The Reception class performed beautifully at the Blyth Hall with support from Mr MacLeod and the remainder of the school was exceptional at the Entertainment Centre.

Students received five Category Awards:

- Overall Costume Design
- Choreography
- Soundtrack
- Staging
- Solo Acting

as well as Acknowledgement Awards for Sustainable Production and Creative Use of Reusable Materials.
Focus on Learning: Whole school effectiveness in teaching and learning, with a focus on the Australian Curriculum— in particular the Arts curriculum, and the general capabilities

Outcomes:
- Percentage of students in Years 3, 5 and 7 above the Australian mean score in 2014 NAPLAN tests (National mean being higher than State mean).
- Teachers participated in a range of professional learning opportunities and taught the Australian History curriculum and reported student progress to parents using Australian Curriculum standards in Mathematics, Science and History. They became more familiar with the Arts curriculum and the ICT continuum.
- A Kidsmatter Action Team was established and members participated in training in all 4 components of the framework. Social and emotional learning programs were researched.
- Student average attendance for the year was 95.8% (see page 4).

Recommendations for the Future:
- Maintain the Jolly Grammar program.
- Focus on improving student learning outcomes in Writing and Numeracy.
- Teachers refine their practice in planning for learning with a focus on differentiation to meet the needs of students.
- Written reports to parents be altered to include all elements of the Australian Curriculum being taught.
- Kidsmatter be “launched” early in 2015 with teachers trialling a whole school approach to social and emotional learning.
- Staff and families work together to reduce the number of unexplained student absences.

Listen and Respond: Staff are alert and responsive to current and future needs of learners and the site is responsive to emerging stakeholder issues, needs or priorities

Targets 2014
- Student mean scores in National Literacy and Numeracy Tests at the national mean scores or better in all year levels for all areas tested.
- Teachers report student progress against the Achievement Standards in the Australian Curriculum.
- An effective social and emotional learning curriculum taught to all students.
- Student attendance averages 95% for the school year.

Outcomes:
- Reception students settled in to school well and thrived during 2014.
- Students included in Kidsmatter Action Team and surveying students for art projects.
- SRC active in organising more fun days for students - Disco, Wheels Days, end of term casual days.
- Nomination in DECD award for excellence in Engagement and Collaboration with the Community.
- Teachers attended a range of training with peers in the Clare Mid North Partnership.
- Teachers continued moving further through stages of Implementing and Embedding the Australian Curriculum to Professionalise and Designing Learning to explicitly engage and challenge every learner in every area.
- 2013 Validation Recommendations enacted.

Recommendations for the Future:
- Maintain and further develop “student voice”.
- Maintain current professional discussions with staff and support SSOs in developing performance plans.
- Maintain and further develop community involvement in student learning.

Opinion Surveys

PARENT OPINION

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>This school is well.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>My teachers expect me to do my best.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>My child’s learning needs are met.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>This school works with me to improve.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>This year parents were invited to complete opinion surveys on Interview Night in Term 3. As a result there were 24 surveys completed compared to 7 in 2013.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>46%</td>
</tr>
</tbody>
</table>

This year parents were invited to complete opinion surveys on Interview Night in Term 3. As a result there were 24 surveys completed compared to 7 in 2013.

STUDENT OPINION

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>14%</td>
<td>14</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>1</td>
<td>5%</td>
<td>2</td>
<td>9%</td>
<td>1</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>27%</td>
<td>13</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5%</td>
<td>6</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>23%</td>
<td>14</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>1</td>
<td>5%</td>
<td>2</td>
<td>9%</td>
<td>2</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>-</td>
<td>1</td>
<td>5%</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>-</td>
<td>2</td>
<td>9%</td>
<td>5</td>
<td>23%</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>14%</td>
<td>11</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>-</td>
<td>2</td>
<td>9%</td>
<td>3</td>
<td>14%</td>
</tr>
</tbody>
</table>