



Blyth Primary School

2020 annual report to the community

Blyth Primary School Number: 586

Partnership: Mid North Clare

Signature

School principal:

Mrs Lynne-Maree Hastings

Governing council chair:

Scott Welke

Date of endorsement:

13 February 2021



Government
of South Australia
Department for Education

Context and highlights

Blyth Primary is a small school currently with 48 students located within the township of Blyth. There is strong community support for the school and an OSHC offers child care after school. Playgroup also caters for infants once per week. This year has not been like any other with respect to the Covid-19 restrictions and processes that have been applied to our school. I sincerely thank all of our students, staff, families and community members for being flexible and understanding that normal events and school processes were subject to change even with sometimes very short notification.

In 2020 our Yr.6 students could submit an application to become either a School Captain or Sports Captain. The students attended an interview, as part of the process for selection. All Yr6 students attended a Grip Leadership conference. This year I have had the pleasure to work with our Student Leadership Team. Their skills at leading others is to be commended and being excellent role models & advocates for the other students. As school ambassadors they hosted visitors we had to our school this year including Mr Rick Persse CE of the Department for Education, and The Minister for Education Mr John Gardner. Our Captains spoke confidently about our school goals of improving Reading and Writing with our guests. The Sports Captains both led their teams on Sports Day and were excellent at encouraging their team members to participate fully in the events. The Colour Run was a highlight.

At the end of Term 1 with the Covid-19 restrictions enforcing longer school holidays, work packs and craft packs were sent home with students. Our staff confidently used their skills to work online and keep in contact with our students. At the start of Term 2 it was a delight to see students return with their craft squares. The squares were sewn together to make our "Crafty Holidays" Wall hanging displayed proudly in the Hall area.

All teaching staff shared their expertise across all year levels in "Lesson Swaps". These specialised lessons of P.E, HASS, Japanese, Dance, Drama, & Science were provided to students. Visits to Bundaleer Forest, Gleeson Wetlands for Science, participation in a Virtual Cross Country for National Reconciliation Week and visits to Port Hughes & Movies enhanced learning & wellbeing for students. A whole school approach toward our SIP goals have enabled students to access Tiers of Intervention based upon Literacy needs.

Our facilities continued to be upgraded with a staffroom being removed, the play surfaces renovated with new Asphalt, new flagpoles installed and gates to the entrance of our school. Verandas were replaced and a ramp to assist baby stroller entrance.

Governing council report

2020 was a very challenging year for everyone. It was great to see how our school managed and dealt with the many hurdles of Covid, and still have a successful year for all staff and students at B.P.S. It is something to be proud of.

We held our A.G.M. in Feb, whilst struggling for numbers we were still able to form a committee. They consisted of A.J. Wood, Maggie Hentschke-OSHC Rep, Paula Jones, Cheryl Pyrke-Teacher Rep, Lynne-Maree Hastings- Principal, Andrew Reljich- Vice Chair, Bec Jamieson- Secretary, Derek Hayes -Treasurer, Phillip Bigg, and myself as Chairperson. Although we were a small group, we still achieved what we needed to do. Special thanks to Bec for stepping in as secretary, as we were unable to fill that position at the A.G.M. I would also like to acknowledge and thank Julia Agnew for giving up her time to attend our meetings when required.

Due to Covid restrictions, it meant a lot of regular school activities had to be postponed, modified or cancelled altogether. However we still managed to hold our Sports Day on our own grounds. The day ran smoothly and everybody had fun. Also the school concert was able to go ahead eventually. The students' play was very well performed, all staff and students should be very proud of their efforts. Unfortunately we were unable to hold as many fundraisers as usual or do working bees due to Covid restrictions.

Thanks must go to The Parent Club for their contribution and bringing ideas such as modifications to uniform to Gov Council to discuss. Many thanks to Deb Noble for her work as Director of our OSHC, providing a great service to our families who needed child care after school. Thanks to Maggie Hentschke for being the rep on OSHC committee and keeping us updated with policy developments and changes in fees that were recommended for discussion and agreements.

I would also like to thank Paula Jones, Phillip Bigg, Simone Bigg and also Cherie Stirling for the many years of service and contribution on Governing Council and general school events. Finally I would like to thank the committee for your continuous support during the year and all staff and students for making Blyth Primary School what it is today. I look forward to successful years ahead.

Thank you. Scott Welke- Governing Council Chair Person 2020.

Quality improvement planning

In 2020, teaching staff continued to work collaboratively sharing their teaching expertise across all year levels in what was known as "Lesson Swaps". Specialised lessons of P.E, HASS, Japanese, The Arts, Digital Technologies & Science were provided to students. All students were discussed individually as in 2019 and staff spent time planning together, using student data from Phonics testing, NAPLAN, Brightpath, PAT & school assessments to ensure there was a whole school reading program for all students. Reading lessons occurred whole school with students accessing tiers of Intervention based upon Literacy needs, with follow up activities throughout the week within classes.

Teaching staff designed whole school "Literacy Learning Sprints" over 5 week periods initially, and then reviewed what they had taught, and what the students had learnt in order to improve teaching & learning progress for the next round. The staff mantra became what is the teacher teaching and what are the students learning as a result. This was applied to both our Brightpath Information Text writing, and our Reading, with results of teaching and learning shared whole school at staff meetings.

Using the Literacy Guide book strategy, teaching staff did Fluency Tests on all students for their Reading. A discussion of the results meant that a whole school teaching program of accuracy, rapid rate and prosody occurred. Teachers used learning design templates to plan and develop teaching and focus explicitly on tasks. Staff focussed on both Learning Design and a Systematic Synthetic Phonics program and how this could be extended to match student learning needs.

In 2021 it is recommended to further Fluency of reading with initial analysis of all students using the WARP test to give an accurate cohesive data set of students.

After analysis of both the learning sprint teaching and Brightpath writing for each student, the data indicated that holistically students needed explicit teaching on Simple Sentence Structure to Compound to Complex Structure. A review for 2021 included a more succinct whole school program of Phonics into Spelling into Writing & Reading. A linear progression with ongoing assessment being an important aspect, to ensure that students learn the technical aspects of speech, sentence structure and reading for meaning. The Middle Primary teacher will work more closely with the Junior Primary Teacher to continue the sound/blend, speech to print activities, and word synthesis will be extended through to the Upper Primary for 2021.

Previous analysis of NAPLAN data from 2019 indicated with small numbers of students sitting NAPLAN tests for any one year makes it difficult to use percentages to draw reliable conclusions about changes in performance from year to year. Analysis of individual students' growth over a number of years combined with other test results longitudinally is a strategy undertaken by staff to ensure that we are aware of the individual progress made, as measured by other data sets such as SEA with Australian Curriculum in Mathematics & English, Running Records, PAT-R & PAT-M and Brightpath writing scales.

Improvement: Aboriginal learners

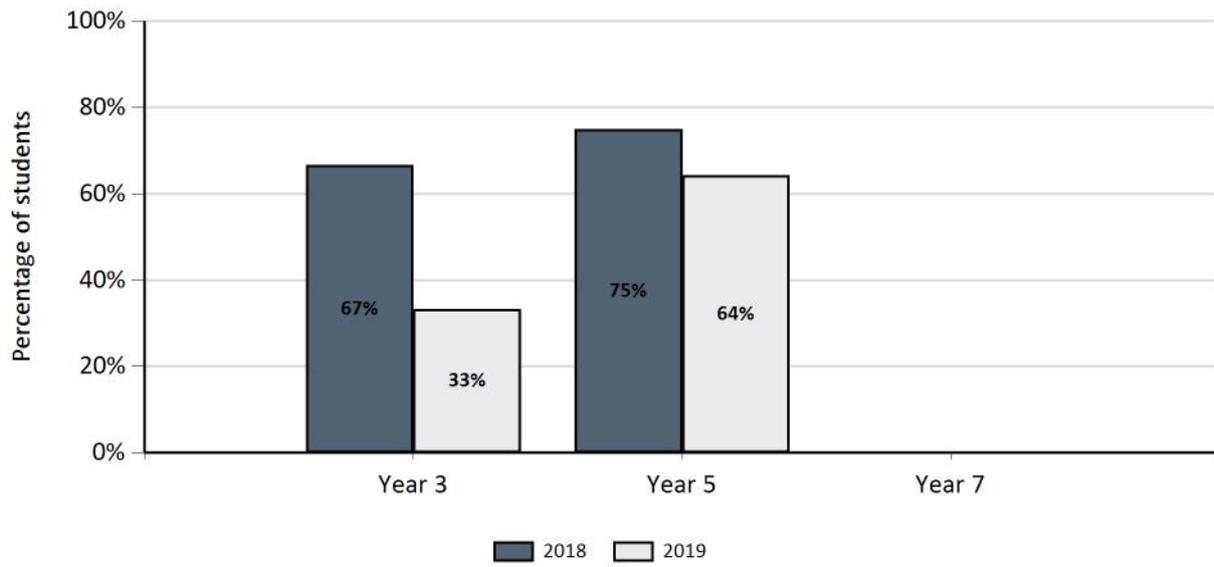
Improvement planning processes for 2020 were as above as being a small school cohort of students at B.P.S each student has their data tracked and teaching to cater for individual needs. Speech & Language were identified and as such Support Services worked with the teacher concerned reviewing progress & next steps for learning in 2021.

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

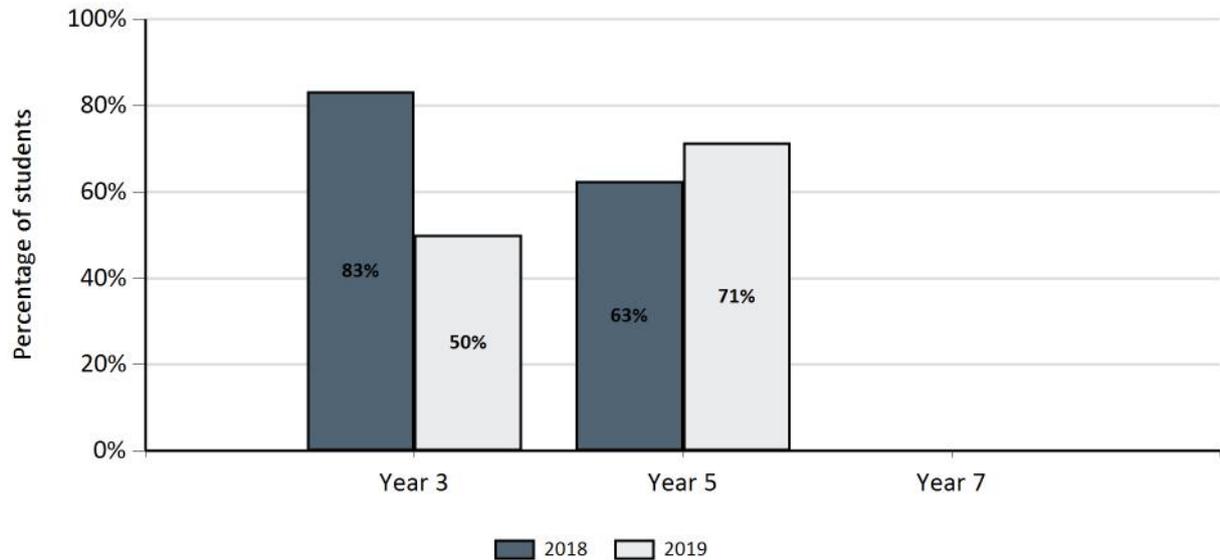


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	55%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	64%	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2019	6	6	2	1	33%	17%
Year 3 2017-2019 Average	10.0	10.0	3.3	2.3	33%	23%
Year 5 2019	14	14	2	0	14%	0%
Year 5 2017-2019 Average	9.0	9.0	1.7	0.3	19%	4%
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

2020 was the second year of our Site Improvement Plan. Our two goals were "Increased Higher Achievement in Reading and Increased Higher Achievement in Writing", with the targets for next year- 2021 set for Reading as "90% of Yr. 3-7 students demonstrating growth & sustainability in meeting or exceeding SEA & higher bands of NAPLAN Pat-R", and Writing being "90% of Yr3-7 students demonstrating growth & sustainability in meeting or exceeding SEA & higher bands of NAPLAN BP Scale Scores".

Longitudinal data of Phonics indicated that from 2018- 33% of students reached benchmarks to an increase in 2020 of 67% of students.

In Term 3 2020, PAT- R data indicated 71 % of students from year 2- year 6 met or exceeded SEA, with 94% of students from year 2-6 improving individually from 2018 to 2020.

Running Record data from 2020 for Year one students indicated that 66% met or exceeded the SEA, with 75% of year Two students meeting or exceeding the SEA.

NAPLAN Reading results for Year 3 students in 2019 indicated that 33% met or exceeded the SEA, being in the Upper two bands of achievement. 64% of Yr.5 students in 2019 met or exceeded SEA in Reading with 14% being in the Upper two bands.

Year 3-5 progress indicates that 18% of students are in the higher progress groups, with 55% being in the Lower Progress group.

Staff were able to identify the areas for growth of all students and have identified that evaluating the information in Persuasive texts for accuracy and understanding & character analysis was an area for focus in 2020.

In Yr. 3 Numeracy in 2019 50% of students achieved SEA or above, this was a decrease from 2018. It was noted that 23% of students at Yr.3. level from 2017-2019 averages were performing in the Upper two bands.

64% of students are in the middle progress group from Yr 3-5, with only 9% in the higher progress group. Analysis of results indicated that problem solving was an area for focus for 2020.

It was pleasing to note that 71% of students met SEA or above in Yr 5 Numeracy NAPLAN 2019 compared to 63% in 2018. Data indicated that there was only 4% of Yr.5 students from 2017-2019 averages that were performing in the Upper two bands. Analysis of the results indicated that students continue to struggle with inference in reading the questions, and multi step problems using multiplication & division, this was a focus for 2020 as a part of the SIP teaching points in Reading & Writing.

PAT-Maths tests from Year 1 to Year 6 in 2020 indicated that 72.7% of students met or exceeded SEA, with 89% of students from Year 1 to Year 6 improving their individual results from 2018 to 2020.

NAPLAN was not undertaken due to the Covid-19 situation in 2020.

Attendance

Year level	2017	2018	2019	2020
Reception	83.9%	92.8%	87.7%	95.5%
Year 1	95.8%	94.9%	90.0%	89.7%
Year 2	95.7%	94.2%	95.3%	92.4%
Year 3	94.5%	96.0%	92.8%	96.1%
Year 4	95.4%	94.8%	91.0%	93.4%
Year 5	96.1%	90.8%	94.4%	95.4%
Year 6	86.4%	95.0%	92.5%	95.1%
Year 7	N/A	94.6%	N/A	N/A
Total	93.2%	93.9%	92.2%	93.9%

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

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

Attendance comment

In 2020 the Attendance rate from Rec to year 6 was 94.2% This was an increase from 2019 where the overall attendance rate was 92.2%. This is pleasing to note, with the main category of non-attendance being sickness. High levels of Non-Attendance were discussed with families concerned and in some instances an Attendance Officer was monitoring the situation and making contact to offer further support.

Behaviour support comment

Suspension in 2020 was statistically insignificant. B.P.S uses a strong focus on school values and the Vision Statement of Growing Believing and Achieving to support education of student socialisation and self regulation. After surveying students- 91% of students Reception to Year 6 indicated that they felt they were never bullied at school. A review of the Behaviour Code was undertaken with the School Captains working with classes to find out some of the ideas that could be incorporated into ensuring everyone felt safe at school. The Wellbeing & Engagement survey indicated that 88 % of students from year 4-6, have high levels of emotional wellbeing and Happiness at school and are rarely bullied. The development of a Wellbeing Action Plan for 2021 will continue to develop students as Powerful Learners both academically and socially giving opportunities for students to have self-confidence and strategies for growth and belief in themselves.

Client opinion summary

The B.P.S Staff participated in a Department for Education Perception Survey for 2020. Results indicated a 100% positive perception toward the following- collaboration, being goal focussed, having a site leader that demonstrated Instructional leadership and effective leadership including providing the support to implement change, having performance development processes that enabled professional growth and feedback, being acknowledged as a staff member and valued for their contributions, that site improvement goals would be achieved as planned, and staff opinions and suggestions were given significant consideration in the site's decision-making processes. The survey answers from B.P.S staff are in the Department for Education's top quartile of state results sometimes by as much as 20 points.

In 2020 19 families out of a possible 38 completed the DfE Parent Opinion Survey. Results indicated that 95% of parents agreed or strongly agreed that people at B.P.S treated each other with respect compared to 77% of the all schools total. 89% of parents indicated they strongly agreed or agreed that teachers and students at B.P.S. treated each other with respect, compared to 79% of the all schools total. 73% of parents indicated they strongly agree or agreed that the school communicated effectively with them compared to 71% of the all schools total. Newsletters, Parent/teacher Interviews and emails were the top three preferred communication methods for B.P.S. Only 58% of parents from B.P.S surveyed strongly agreed or agreed that they knew what the standard of work the school expected from their child, compared to 66% of the all schools total. This will be an area for staff to focus on and review for 2021.

The Wellbeing and Engagement survey for students in Year 4-6 for 2020 indicated that 92% of students indicated high levels of emotional wellbeing through eating breakfast, 69% of students indicated emotional high levels of wellbeing through getting enough sleep and 92% indicated they were in organised activities after school. These were higher indicators of emotional wellbeing compared to the all schools groups. 85% of B.P.S students indicated a medium to high emotional wellness towards satisfaction of life compared to 76% of all other schools.

Students were surveyed through school captains on lunch time activities and as a result students were able to access warm milos on Mondays during Winter, movies, and a wear your P.J's to school day to assist with wellbeing.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	31.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	11	68.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All relevant parent volunteers, staff current with screening as per guidelines.

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	8
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	3.8	0.6	1.4
Persons	0	4	1	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$828,392
Grants: Commonwealth	\$4,250
Parent Contributions	\$8,782
Fund Raising	\$1,943
Other	\$2,132

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

2020 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 2020 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	Resources, SSO time, professional learning for teachers	Students demonstrated confidence & progress with learning
	Improved outcomes for students with an additional language or dialect	SSO Support time was given & teacher resources	Improved outcomes with literacy & numeracy
	Inclusive Education Support Program	SSO Support, TRT release for teacher to use support services to review goals of one plan	Individual achievement in Literacy and goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Students had subsidies for extra curricular activities & excursions that enabled learning within a context of performance, science and Book Week.</p> <p>Early years support funding was used for SSO support within classes, and to purchase resources, TRT for professional learning.</p> <p>SSO support was given for EALD & IESP students. Funding was also used for teacher release time for ensuring programming and planning was relevant and suited the needs of individual students, meeting with support services on some occasions.</p>	<p>Students were able to participate in activities that enhanced their understanding of Performance, Science & Reading.</p> <p>Students progressed with individual goals.</p>
Program funding for all students	Australian Curriculum	Teacher release time for professional development including moderation, whole school planning and data review. Resources for teacher use and other resources for students. SSO support time was incorporated into program	Teachers confidently assessing work, students demonstrating improvement
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Supported class Literacy & numeracy programs, resources SSO time	Engagement of students and individual progress
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

