



SCHOOL CONTEXT STATEMENT

School number: 0586

School name: Blyth Primary School

School Profile:

Blyth Primary School is a small school located within the township of Blyth. There is strong community support for the school and currently an OSHC offers child care after school. Playgroup also caters for infants once per week.

Vision and Values

Blyth Primary School is a positive and inclusive learning community that aims to equip students to be successful, confident and creative global citizens.

OUR VISION- GROWING BELIEVING AND ACHIEVING

GROWING-

As children grow as individuals, they learn about their beliefs, values and personal identity.

BELIEVING-

As young people they can have many opportunities to experience and learn.

ACHIEVING-

Wellbeing and Academic goals for now at Primary School and for future success.

VALUES

Our purpose is to create a learning environment which reflects the core values of-

COLLABORATION, RESILIENCE, AND RESPECT.

At Blyth Primary School, we are working together to:

- Create an environment that celebrates effort and achievement so that we develop a sense of belonging and pride in ourselves and our school.
- Create a learning environment that encourages risk taking and the achievement of personal excellence.
- Develop positive links that strengthen the partnership between students, parents/caregivers and teachers.
- Empower children and adults to work effectively to make appropriate decisions.
- Ensure that children and adults experience a safe and secure learning environment.

In our school, we aim to see:

- Enthusiastic, happy and motivated students involved in a broad, balanced and meaningful curriculum.
- Staff modelling being continuous learners and working collaboratively to provide challenging, child-centred learning opportunities which cater for students to achieve the outcomes as stated in the Australian Curriculum.
- Parents/Caregivers actively involved in, and informed about, the learning of their children.

BLYTH PRIMARY SCHOOL LEARNING ENVIRONMENT

Students have the advantage of being able to access well-cared for learning and playing environments. Students enjoy a range of lessons with specialist teachers along with a whole school focus on Literacy- Reading and Writing. Currently there are 3 classes that have students usually within a Junior Primary, Middle Primary and Upper Primary setting with shared learning spaces. These classes meet in the morning and afternoon in Home Groups, but on some days have opportunities to work with other students in whole-school learning programs based upon Literacy needs. Our teachers work collaboratively with each other, planning holistically and work across classes together in order to share understanding and knowledge of each child's learning. All teaching staff share their teaching expertise across all year levels in what is known as "Lesson Swaps". Specialised lessons of P.E, HASS, Japanese, Dance, Drama, & Science are provided to students.

Blyth Primary School has been involved in Wakakirri over numerous years prior, but now all students enjoy performing at School Assemblies and each year have access to a specialised program & Dance Instructor.

Outdoor Learning affectionately known as "Nature Play" is a feature of both our Academic and Social/Wellbeing learning as we acknowledge The Natural Environment as pivotal in a child's development.

1. General information

- School Principal name: Mrs Lynne-Maree Hastings
- Year of opening: 1878
- Postal Address: P.O. Box 18 Blyth, 5462.
- Location Address: August Street Blyth 5462
- Region: Mid North /Clare
- Geographical location – ie road distance from GPO (km):133kilometres be car.

- Telephone number: 08 88 44 51 95
- Fax Number: 08 88 44 50 21
- School website address: www.blythps.sa.edu.au
- School e-mail address: dl.0586.info@schools.sa.edu.au

- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Opened 2005. After School Care only.

- February FTE student enrolment 2021: 42

	2017	2018	2019	2020	2021
Reception	4	13	3	4	5
Year One	8	3	14	3	4
Year Two	7	7	4	13	3
Year Three	18	6	6	2	13
Year Four	7	16	7	6	2
Year Five	5	8	14	7	6
Year Six	7	4	8	13	7
Year Seven	0	2	0	0	2
Total Number	56	59	56	48	42
School Card Percentage	12.5%	10.1%	7.1%	16.6%	14.2% expected
ATSI Student Enrolment	1	1 For 2 Terms	0	1	1
EALD Student Enrolment	1	2	1	1	1

- Student enrolment trends:**
- Enrolment trends have been stable over a number of years between 50 to 60 students, however with families moving from the region and newer families moving into the town with school age children are in decline.
- Recently families have moved out of the Blyth area to Adelaide & interstate for employment, or for family reasons which has caused a decrease in student numbers.
- In the past most Yr.6 students leave for Middle School at CHS for Yr.7 as a traditional family practice. In 2021 all year 6 students will transition to secondary school as a part of the 2022 Year7 in High School Policy.
- There are children in the area that are still infants and predicted when of school age to attend B.P.S.

- Staffing numbers:2021
- 1.2 FTE Teacher
- 1.8 FTE Contract teacher.
- 1 Principal teaching just under 0.5
- SSO Full time hours 47- 2 staff members.
- SSO Temporary hours 37.5 - 2 staff members.
- GSE 6.5 hours permanent.
- PCW 10 hours per week.
- OSHC Director 14.75 hours per week.
- Public transport access: Nil available.

2. Students (and their welfare)

- **General characteristics**

Students that attend B.P.S come from outlying regional areas and from within the township. Additional SSO time is given for students within each classroom to support Literacy Programs, and to assist with students' learning needs.

- **Student well-being programs**

Positive Education programs enable students to set goals with their learning and wellbeing. Each Monday Morning there is a "Welcome Back" whole school assembly where staff welcome students back to the new week. A CPW works with classroom teachers on promotion of social skills development, understanding emotions and making friendships. A breakfast program is provided one day per week with students working in teams to plan the menu, prepare, cook and serve. Parents/Carers and Playgroup are sometimes invited to participate in these breakfasts.

- **Student support offered**

: Teachers & SSOs work together to enable differentiated learning programs for students. Due to the size of the school all staff accept responsibility for providing pastoral care to students and as students are in small classes there are many opportunities to nurture relationships with others of different ages during whole school activities and lesson swaps.

- **Student management**

Recently both the Behaviour Development Policy and Anti- Bullying Policy have been updated, with students assisting with the review in behaviour processes and school expectations. The principal works with families and support services to ensure proactive processes are in place to support students. A restorative relationship process is used at all times.

- **Student government**

For the past two years School Captains, & Sports Captains have been introduced as a new concept, with students applying through an application process, with an interview and whole school assembly speech. All students in Year 6 & 7 attend a Leadership Conference in Adelaide each year, and are all encouraged to hold a leadership position for various whole school activities.

- **Special programmes**

Sporting Schools Grants subsidise specialist Physical Education activities that students may not be able to access due to distance and availability.

Dance is a feature with all students involved with a whole school program with specialist dance instructors accessed once per year to compliment school programs.

Students participate in Book Week Activities with other small schools & Premier's Reading Challenge & Book Fair.

Science Programmes & Tree planting are accessed through community events in the Mid North.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

Increased Higher Achievement in Reading particularly Students' abilities to understand and answer complex comprehension questions.

Increased Higher Achievement in Writing in particular Students' growth into higher Bright Path Bands, and meeting & exceeding SEA. Targets for 2021 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".

Recent key outcomes:

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.

PAT-Maths tests from Year1 to Year 6 in 2020 indicated that 72.7% of students met or exceeded SEA, with 89% of students from Year1 to Year 6 improving their individual results from 2018 to 2020.

4. Curriculum Subject offerings:

The Australian Curriculum comprises:

- **The Arts**
Students are involved in both the Performing Arts- Dance & Drama taught as a specialist area, with students having access to live performances and the Visual Arts taught throughout classes
- **English**
Our priority is the learning of Reading to enable our students to "Read to learn".
Oral Language development features heavily to support students in the Junior Primary with their start in their learning journey.
- **Health and Physical Education**
Currently taught as a specialist subject with students having access to Sports Day, Swimming Lessons, Swimming Carnival, visiting sports clinics and if appropriate SAPSASA competition for older students.
- **Humanities & Social Sciences (HASS)**
Currently taught as a specialist subject giving students a Historical perspective of the world around them, and the interactions with democracy and being an Australian Citizen within our environment and world.
- **Languages other than English**
Currently taught as a specialist subject- Japanese with weekly learning about language and culture through Open Access.
- **Mathematics**
A whole school approach towards teaching our students not only the facts but how to apply logic and Mathematical Reasoning toward problem solving.
- **Science**
Currently taught as a Specialist subject with a hands-on approach toward learning. All students have the opportunity to attend Science excursions and workshops to enhance their thinking about their Scientific World.
- **Technologies**
Students enjoy using equipment of Laptops, I pads ITVs, 3D printers to grow their learning in Digital Technologies in classes for research and other programs as required embedded throughout the curriculum, along with an activity based approach toward Design and Technology problem solving.

Special needs:

- During 2020 all students' Negotiated Education Plans were reviewed and updated. Support services and visiting service providers work collaboratively with staff and families of the students concerned. The staff work collaboratively sharing data, testing results and planning for students' individual learning & wellbeing needs. SSO time is used to support small group work and with individuals within classroom learning.

Special curriculum features:

- Small class groupings have enabled significant individual programming and flexible learning for students.
- A whole school approach toward our SIP goals have enabled students to access Tiers of Intervention based upon Literacy needs to progress student learning.
- Specialist subjects have been taught by teachers sharing their expertise across all year levels in what is known as "Lesson Swaps". Specialised lessons of P.E & Health, HASS, Japanese, Science, Dance and Drama are provided to students.
- A whole school camp based on curriculum outcomes has been traditionally organised biannually.
- Students participate in National Reconciliation Week activities as a part of understanding Aboriginal & Torres Strait Islander Cultural Awareness. They participate in other events as they are able to be accessed, and inclusion of all cultures is a prominent teaching point.
- Nature Play is a feature of both our Academic and Social/Wellbeing learning for all students as we acknowledge The Natural Environment as pivotal in a child's development.
- Students participate in community based activities and events if appropriate, and have access to the local cinema, and sporting venues.

- **Teaching methodology:**

Currently there are 3 classes that have students usually within a Junior Primary, Middle Primary and Upper Primary setting with shared learning spaces. These classes meet in the morning and afternoon in Home Groups, but on some days students have opportunities to work with other students in whole-school learning programs. Teaching is differentiated for the needs of learners, with SSO support offered within the class setting. Teachers work with their students to set meaningful goals for both their academic and wellbeing success, and these are reviewed and reported to parents/carers.

Blyth Primary is involved in Regional ICT Support through The Department for Education, and each student from Year3-7 has a laptop assigned for their learning. Students do some learning online, and all students R-7 have their own email accounts and logins. Reception to Year 2 students have iPads and desktops to access.

- **Student assessment procedures and reporting**

Student assessment is reported against the Australian Curriculum Standards formally written twice per year, with an Acquaintance Night held in term one, and Parent/Carer/Student interviews in term 3. In term one a student "Snapshot" report also is sent home after the first 6 weeks of school to indicate to families how students have settled into the new school year. Parents/Carers are encouraged to contact the school if they have any matters they wish to discuss.

- **Joint programmes:**

Transition processes for Pre-School to School, and Upper Primary students accessing the CHS Middle School are in place and operate each year.

Near by small schools share the opportunity for students to access visiting performers and events.

5. Sporting Activities

- Upper primary school students have the opportunity to be involved in District SAPSASA & Hub Days.
- All students participate in a whole school swimming program at the Clare Valleys Swimming Centre.
- Blyth students participate in a combined sports day with Auburn and Watervale primary Schools.

6. Other Co-Curricular Activities

- Tree planting & activities with Blyth Community as organised when appropriate.
- Religious Education is offered to some students through The Blyth Community Network group.
- Assemblies are offered three times per term for community members to access along with families.

7. Staff (and their welfare)

Staff profile

- : 1 Principal 1 FTE teacher 1 Temporary Placed teacher 0.2 for 2021
- In 2021- 1.8 FTE Contract teachers.
- SSO Permanent hours 47- 2 staff members.
- SSO Temporary hours 21 - 2 staff members.
- GSE 6.5 hours permanent.
- PCW 10 hours per week.
- OSHC Director 14.75 hours per week.

Leadership structure

- One Principal with teaching load just under 0.5 (2021)
- PAC & WHS representatives consult with whole staff through staff meetings and 1:1 conversations to convey information.
- Teaching staff have the opportunity to lead with various facets of the Sip and events.

Staff support systems

- Staff use pupil free days, TRT release, partnership systems and staff meetings to access professional learning.
- From 2020 the use of TEAMS has supported online learning.
- In 2019 all staff participated in the NESLI Wellbeing program.

Performance Management

- Staff meet each term and have performance plans aligned to SIP as per Department expectations.

Access to special staff

- Support Services are a part of our team approach toward ensuring the best learning & behavioural outcomes for our students and families.

8. Incentives, support and award conditions for Staff

- Complexity placement points
: N/A
- Isolation placement points
: N/A
- Shorter terms
: N/A
- Travelling time
: To Adelaide approximately 2 hours
- Principal's telephone costs
: Nil- (Principal provides own mobile and covers the cost of this.)

9. School Facilities

Buildings and grounds

Extensive work in renovating classroom learning spaces, the library and out door spaces have been occurring over the past three years. The Admin Hall building area over 140 years old, has been renovated and is now used for teaching, staff room facilities, whole school assemblies(prior to Covid-19), and meetings such as Parent Club and Governing Council. The school grounds have been recently asphalted in 2020.

Heating and cooling

All spaces are airconditioned.

Staff Facilities

Staff have access to an updated staff room as a part of the newly renovated hall area.

Access for students and staff with disabilities

A ramp access has been added to the office area for prams, with ramping available for classroom areas and toilets.

Access to bus transport

Students access The Department for Education Busses if they qualify for transportation to school.

Other

OSHC operates after school until 6pm.

Playgroup is available to families one morning per week, but are invited to participate with whole school events such as Harmony Day Breakfasts.

10. School Operations

Decision making structures

Governing Council, Parent Club & OSHC committees are active. Teaching & SSO staff meet each week at staff meeting and will discuss and make decisions wholistically. PAC & WHS decisions are also raised and discussed at staff meeting.

Regular publications

The Newsletter with student & class news is published three times per term.

The Weekly Bulletin is published every week apart from Newsletter weeks.

A Staff bulletin is published each week.

Other communication

Skoolbag is a web based app that families access for whole school communications in 2021.

Classes use Class Dojo, and email to communicate with families.

The school advertises on the “big screen” at the local cinema, and uses the local newspaper located in Clare for highlighting of events.

The school contributes to the bi-monthly Blyth community newsletter “A Town Called Blyth.”

School financial position

End of financial year for 2020- \$273,613.40 (including \$120,000 for asphalt and building upgrade)

11. Local Community

General characteristics

Blyth Primary School is a small school located within the township of Blyth. There is strong community support for the school and currently an OSHC offers child care after school. Playgroup also caters for infants once per week. The school is 14 kilometres from Clare, & in 2020, all Yr. 7 students that were eligible to attend Blyth Primary elected to attend Middle School located at Clare High School. This has been a traditional practice for many years and will be a logical solution when all year sevens attend secondary school. In 2021 two year sevens have stayed at B.P.S. The Blyth community is a predominantly farming community. Local services in the town include a newly opened cafe, hotel, and agricultural supplier, post office, party hire, art gallery, Aboriginal Cultural centre and cinema. Regular tree planting has led to a healthy environmental programme. There is strong community support for various sporting activities including football & netball with Blyth combining with Snowtown to become the “Blyth/Snowtown Cats”. There are housing blocks, which border the school’s oval released for sale during 2005 with homes progressively being built. There are generations of families who have lived in Blyth, but some other families are now choosing to live in Blyth and commute to Clare or other areas for employment. Families access Clare as the nearest shopping, medical and dental facilities that are available

Parent and community involvement

There is community pride in the school and all events and programs are usually well attended. However it is the situation of a small town where many parents & community members also hold positions on other committees and are involved with other organisations, or have work commitments so this impacts on the organisation of some events and planning to ensure maximum participation.

Feeder or destination schools

Feeder Pre-schools include Brinkworth Pre-School & Clare Valleys Children Centre.

The Destination Secondary School is predominantly Clare High School, with minimal students attending Balaklava High School.

Availability of staff housing

Currently there is none available but negotiation with The Department for Education could occur.

Accessibility

All roads are bitumen from Clare, Snowtown or Balaklava.

Local Government body

Blyth Primary School is in the Wakefield Plains Regional Council Area.

12. Further Comments

Even though Blyth Primary School is well supported by the local community, over the past few years there have been families move interstate or to Adelaide for employment and family reasons. Numbers of students have reduced, and whilst families are moving to Blyth there are limited numbers of school age children at this stage. These factors mean that within the next few years Blyth Primary School will have reduced student numbers and will need to be creative with the delivery of learning. This will be a substantial change for the community. Relationships between the school and community are vital so that the school can continue to be a valued part of the Blyth Community and a school of choice.