Blyth Primary School

2021 annual report to the community

Blyth Primary School Number: 0586

Partnership: Mid North Clare

	Signature
School principal:	Mrs Lynne-Maree Hastings
Governing council chair:	Scott Welke
Date of endorsement:	**3 March 2022**

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. I sincerely thank all of our students, staff, families & community members for being flexible & understanding of events that were changed due to Covid Restrictions throughout 2021. Students from Rec to Yr. 7 became proficient at using digital devices, & online learning through TEAMS, the use of emails & Class Dojo. During lockdowns the understanding that students had gained in the classroom, became of great advantage to continue learning from home. Each student from Yr. 2 to Yr. 7 had their own designated laptop for use each day within the classroom. This was the last year that B.P.S had Year 7 students, and these students were part of the 6/7 leadership team that attended a young leaders' day in Adelaide. Our 6/7 students continued to grow as leaders throughout the year developing a "Team Working" document which included their role statements performed as School Captains, (Harrison & Charlotte) Sports Captains, (Henry & Jack) and as School Leaders, (the rest of the students in the 6/7 cohort). Collectively the skills the 6/7's used to lead others is to be commended as they were excellent role models & advocates for other students, and demonstrated through action how to be happy, enthusiastic learners & participators in all facets of school life. In term 4 the 6/7 students attended camp and engaged in activities to challenge their independence, and growth of belief in their own abilities. In 2021 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. A whole school explicit teaching approach toward our SIP goals have enabled students to access Tiers of Intervention based upon Literacy needs. Many events throughout the year that despite the Covid Restrictions were programmed for our students to enhance learning and wellbeing. These included Ride to School Day, Harmony Day, Bookweek celebrations, Sporting Schools activities such as Lawn Bowls & Gymnastics, Swimming lessons, SAPSASA sports events, Science week activities, Footsteps Dance, and a very successful whole school camp. Sports Day was once again held on site with students competing in various individual and team events. The end of 2021 celebration featured an outdoor setting where limiting adult members attending and ensuring all Covid restrictions were followed, enabled all classes to showcase their learning of performing Arts.

Governing council report

2021 was another successful year for Blyth Primary School, in week 3 of term 1 we held our AGM. The meeting was well attended, we were able to fill all vacant positions as we welcomed some new members. It was great to see in 2020 we had just enough to form a committee.
Our committee for 2021 comprised of Lynne Marie Hastings – Principal, AJ Wood, Alicia Zweck, Kate Wandel, Rebecca Jamieson, Cheryl Pyrke teacher – teacher rep, Maggie Hentschke, Alex Welke, Derek Hayes – Treasurer, Barb Hayes – Secretary, Andrew Reljich – Vice Chair person and myself as Chair person. I Also wish to acknowledge. Julia Agnew for her special attendance when required – it is much appreciated.
Our meetings were well attended through out the year. My role as chairperson was made easy with the committee I had supporting me. Any issues we had or matters needing resolution were handled effectively and efficiently with a minimum of fuss. I think most meetings were finished with in a couple of hours.
I wish to thank Lynne Marie Hastings for her very detailed principal reports, keeping us all up to date with what is happening at our school.
As a parent, I feel that the most important part of our kids education is that they are happy, feel safe, get time to play, can make friends, that they care for each other and respect those around them. With these values, I feel that their learning and strive to do better becomes easier to achieve. I believe that this is something Blyth Primary school does well and should be proud of.
I would also like to thank the parent club, your efforts and support that you provide to our school is greatly appreciated.
I would also like to thank the kids at Blyth primary school, they are the reason we are all here. They make us proud as parents and our school community.
As governing council chair person, I feel very fortunate to be involved in a school that takes great pride in its appearance, its role in a small community, the way it is managed, for what we are able to achieve as a small school and a strive to get successful results for all students is a real credit to all here at Blyth. I sincerely thank you.
I wish to thank the 2021 Governing council for you support to me as chairperson. I feel honoured to have been given the opportunity to serve as Chairperson. I have enjoyed it and I am genuinely proud of this school. Finally, I would like to wish the incoming committee all the very best for another great year at Blyth Primary School.
Thankyou Scott Welke 2021 Governing Council Chairperson

Quality improvement planning

2021 was the third year of our Site Improvement Plan. Our two goals were "Increased Higher Achievement in Reading and Increased Higher Achievement in Writing" with targets for 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.
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 in short sprints with change in practice such as using fluency pairs & reading aloud & comprehension strategies with questioning to lead students' attention to understanding what the texts were implying.
SSO time was restructured to suit the needs of individual students to give some extra support with word knowledge & reading. 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 as to where each other was at, and what focus each teacher was working on weekly with students.
Actions toward achieving the Writing Goal included a focus on Information Text Writing with focus on the structure, information, and 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 started sharing templates, texts, themes embedded throughout curriculum and using sprints with set time frames with learning design templates to guide work and the review process. Staff used moderation as a means of reviewing their understanding with results from B.P indicating they were within the 10 point accepted variation.
Actions toward review & evaluating effectiveness included a whole staff commitment for Literacy Teaching & Learning developed into an agreement. 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 accessing levels of learning based on results and where to next. Students refined their own learning goals and reviewed their progress regularly with their teacher knowing what was achieved and what were the next steps in their learning. Evidence of whole school progress was measured against the targets & actions on the SIP for future development of the new SIP.
This year an External School Review was conducted & directions given for the next 3 years were Using data to influence the teaching and where to next points. 2 Powerful Partners in Learning with Higher Order Thinking Skills/Metacognition & 3 Working with students on task design with multiple entry points and understanding of higher grades. These will be embedded into the new SIP for 2022. In 2022 actions on the SIP will be to assist students learn about higher order thinking when undertaking analysis of reading of texts and this will be linked with writing in a more explicit manner through greater understanding & reflections to maintain & increase students in higher bands.

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
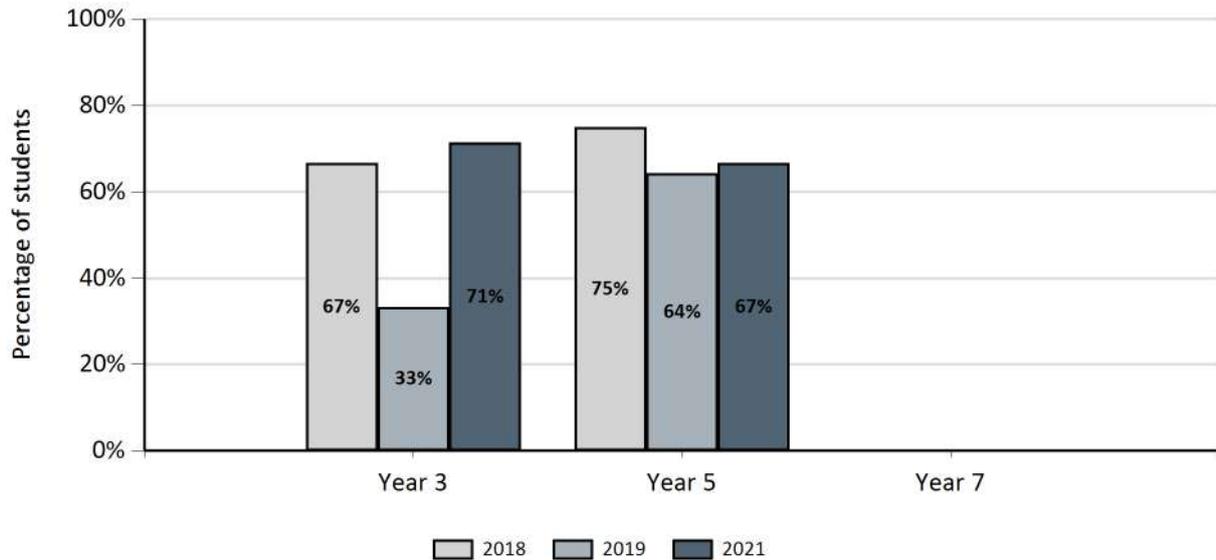
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 acros all cohorts.
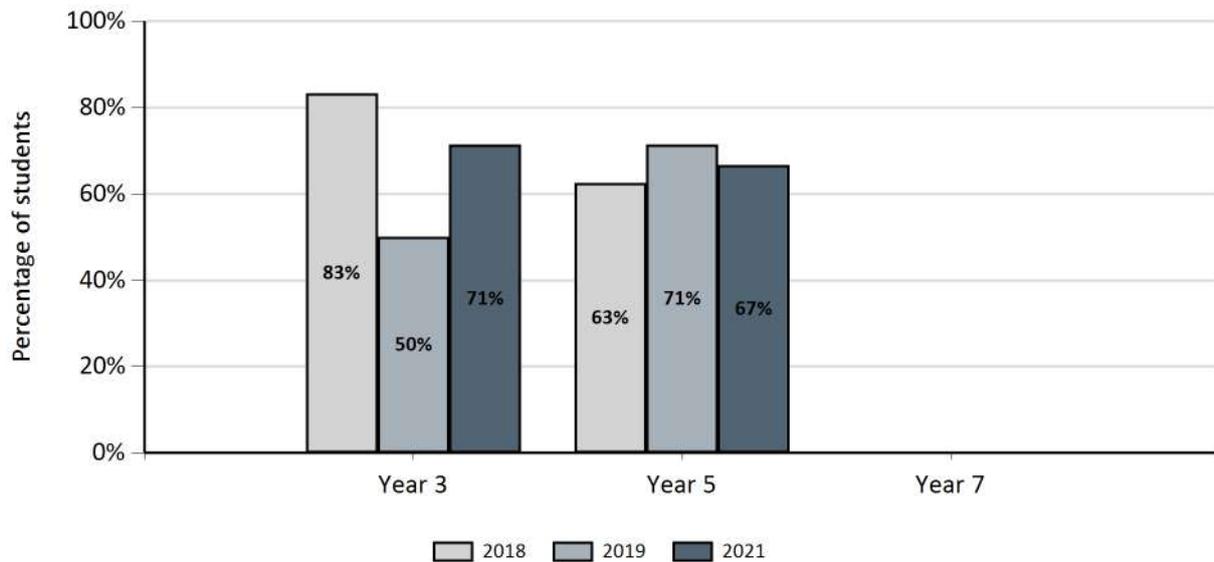
Numeracy

*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 2021.
*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 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*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	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*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 2021	14	14	6	5	43%	36%
Year 3 2019-2021 Average	10.0	10.0	4.0	3.0	40%	30%
Year 5 2021	6	6	0	1	0%	17%
Year 5 2019-2021 Average	10.0	10.0	1.0	0.5	10%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
^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 2021: Quality Teaching

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

In 2021 Element 3 – Assuring Consistent High Quality Classroom Practice was the area for focus. This enabled both teaching staff & SSO staff to concentrate on the needs of an Aboriginal Learner within the context of the SIP. Speech & Language was highlighted as an area of need, with 30 mins speech & language extra time given each day as per the Speech Assessment report given. The learner also received 25 mins x 3 days on developing phonological awareness, followed by segmenting & blending skill work. The learner was part of Jolly Phonics & Spelling lessons whole school. The Learner also received Gross & Fine Motor skills development within a small group to help with handwriting and coordination. The learner was in a small, targeted writing group.
The funding to support extra work with SSO's came from the school budget as the targeted funds were given to the Mid Nth/Clare Partnership of schools to have access to an ACEO worker to assist if needed.

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 2022 will include the continued use of Whole School Literacy Teaching strategies that individualise 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 practices.

School performance comment

2021 was the third year of our Site Improvement Plan. Our two goals were "Increased Higher Achievement in Reading and Increased Higher Achievement in Writing", with the targets 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 Year 1 Phonics testing indicates that from 2018- 33% ,2019- 50% ,2020-67%, 2021-75% there have been incremental improvements made of students meeting or exceeding the benchmark.

Running Records for Year 1 are 100% of students improved from Term 1 data collection to Term 3 data collection, with all students meeting SEA. Year 2 results are 100 % of students achieved SEA or above in Term3.

PAT- R data for 2021 indicates that 80% of students met SEA or above, with 22% in the higher achievement bands, which is an improvement from 2020 where only 71 % of students met or exceeded SEA.

Using Brightpath mean scores for each cohort of students tracking their results over a 12 month time frame, (for example Reception in 2020 to year 1 for 2021) with Pre & Post data, all cohorts of students had improved significantly with an effect size over one year's growth using Hattie 0.4 effect size measure.

Receptions from 2020 to Year One in 2021 have improved with a 2.4 effect size. B.P.S was featured at the Brightpath Conference in Adelaide for other educators to hear of our learning success story.

NAPLAN Yr. 3 for 2021 results indicate-
Reading- 83% achieved NMS (B3) with 75% band 4 & above with 50 % band 5 or above, compared to 2019 where only 33% of students met or exceeded NMS.

Grammar- 83% achieved NMS with 75% band 4 & above with 50% band 5 or above

Spelling- 85% achieved NMS with 67% band 4 or above with 42% band 5 or above

Writing- 92% achieved NMS with 75% above the SEA, and 50% in band 5 or above.

Numeracy results demonstrated an increase to 100% of students meeting or exceeding NMS with 83% above the NMS & 41% in Band 5 or higher. In 2019 only 75% of students met or exceeded NMS. This improvement is highlighted as the work achieved in Reading & Writing has enabled students to comprehend questions, and problem solve transferring their knowledge of inferencing and what is required in order to complete numeracy tasks.

NAPLAN for Yr.5- 2021 indicates-
Reading-100% achieved NMS with 80% in band 5 with 20% in Band 6 or above compared to 2019 75% in band 5 or above.

Grammar- 100% achieved NMS band 5 with 40% in Band 6 or above

Spelling 100% achieved NMS band 5 with 60% in band 6 or above

Writing- 100% achieved NMS with 80%in band 5 or above with 20% of our students in Band 6 or above, compared to only 49% at band 5 or higher in 2019.

Numeracy results indicate in 2021 100% of students achieved NMS with 80% of students in Band 5 or above compared to 92% at or above the NMS in 2019.

In 2021 some students partook in ICAS Assessments with 7 students participating in Mathematics, with 1 Distinction, 2 Credits, and 1 Merit award given.

In English 3 students undertook the assessments with 1 Distinction & 1 Merit awarded.

Attendance

Year level	2018	2019	2020	2021
Reception	92.8%	87.7%	95.5%	90.7%
Year 1	94.9%	90.0%	89.7%	93.2%
Year 2	94.2%	95.3%	92.4%	94.6%
Year 3	96.0%	92.8%	96.1%	91.5%
Year 4	94.8%	91.0%	93.4%	88.5%
Year 5	90.8%	94.4%	95.4%	94.3%
Year 6	95.0%	92.5%	95.1%	91.0%
Year 7	94.6%	N/A	N/A	99.0%
Total	93.9%	92.2%	93.9%	92.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance for 2022 was 93% of students attending regularly with less than 8 days absence. This is 1% less than 2020. Family and illness were the two main reasons for students to stay home from school. 6% of the absences were chronic non-attenders, & followed up with discussions with families and if needed the Attendance Officer. The Skoolbag App was introduced for families to notify absenteeism and with continued Covid-19 situation many families supported initiatives of keeping children home from school if they presented mildly ill, which was greatly appreciated. Attendance brochures are sent home at the start of each year to alert families of the importance of students attending school regularly. For the start of 2022 attendance has been 99%, which is a great improvement.

Behaviour support comment

In 2021 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 to support education of student socialisation and self-regulation. 93% of students indicated that they have a high to medium wellbeing with regard to not being anxious about being physically bullied at school, along with 100% of students indicating that they have a high to medium wellbeing with regard to not being Socially or Cyberbullied. Students' wellbeing is a focus throughout the school, and a Wellbeing Agreement was established with input from the student leadership team and staff. In 2022 a greater focus will be on wellbeing for learning. 94% of students surveyed in the Wellbeing Survey indicated that they had high to medium wellbeing with connectedness to school compared to 92% for 2020.

Parent opinion survey summary

There were 23 responses to the parent survey in 2021. 82% of responses indicated there was enough communication from the school compared with 63% in 2020. 77% of responses indicated that the standard of work required was known compared to only 58% in 2020. 82% of parents indicated that their child receives useful feedback compared with only 63% in 2020. 91% of parents indicated that they had good learning practices at home. The staff implemented changes to reporting to families in first term with "Mini-Chats", and students becoming learning partners with staff meant that students could confidently articulate their goals and achievement toward them. On analysis of the parent survey results which were overall improved from 2020, the staff believe it was due to some of the changes implemented to become clearer in communication and learning that has enabled results to be improved.

There were fewer than 5 staff who took part in the DfE Staff survey in 2021 so individual school results were not given ,however feedback and gratitude became a positive initiative at the site level to assist with staff wellbeing and it was noted that this strategy was appreciated by everyone and contributed to the culture of being a collaborative staff team.

Intended destination

Leave Reason	Number	%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. 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 2021 .

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 2021 .

Financial statement

Funding Source	Amount
Grants: State	$956,197
Grants: Commonwealth	$3,337
Parent Contributions	$21,581
Fund Raising	$2,948
Other	$5,964

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

2021 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 2021 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 used R-7.	86% of Students reported a high to medium attitude toward Happiness.
	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.	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 such as Woodhouse Camp, & extracurricular activities. Numeracy & Literacy funding was used for Class support, updating of resources. Early Years funding was used for SSO class support time.	All students benefitted from learning experiences otherwise not able to access. SSO time added toward student learning improvements.
Program funding for all students	Australian Curriculum	Resources were purchased to aid curriculum learning.	Students demonstrated progress in results.
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 & extend reading resources.	Students demonstrated progress in Reading results.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A