Blyth Primary School
2012 Annual Report
Summary

Highlights

TERM 1
- Active After School - Table Tennis and Tennis
- KESAB School’s Clean Up Day
- Young Leaders’ Day
- Harmony Day
- Climbing Wall erected in playground
- Jolly Phonics in JP Class
- Working Bee
- Upper Primary Enterprise activities
- Woodwork with Mr Lee
- SAPSASA Athletics at Riverton
- Community Assembly
- Clare Easter Races fundraising

TERM 2
- Dance Workshops in Blyth Hall
- Active After School - Golf and Hockey
- Brain Gym workshop for parents and staff
- Football Clinic
- Tuck Days
- Seeds of Renewal - Tech Connect Project with scosa
- Whole-school excursion to Adelaide for Indonesian experience
- SAPSASA - students representing the Mid North in athletics, football and cross country running

TERM 3
- SAPSASA Athletics at Santos Stadium
- Netball Clinic
- Singing for CWA in Clare
- State Cross Country at Oakbank
- Indonesian Festival
- Jean Blaydes training on exercise for teachers in Adelaide
- Community Assembly

TERM 4
- Tuck Days
- State Leaders Conference
- Operation Christmas Child: Shoeboxes of Love
- Sports Day, hosted by Booborowie
- Year 7 Careers Camp
- Community Assembly

TERM 4
- Active After School - Frisbee Fun and Soccer
- International Competitions and Assessments student results
- Premiers Reading Challenge
- Food Detectives workshop at Brinkworth
- Visit by Japanese and Spanish students
- Work experience students from Clare HS
- Upper Primary Enterprise Program
- Wakakirri rehearsals and performances

School Staff

Dzintra Richards Principal, Reading Recovery, 2/3/4 Class, 5/6/7 Class
Kate Harvey 2/3/4 Class, Music
Jillian D’Cruze 5/6/7 Class
Gabrielle Silvester Rec/1 Class
Cheryl Pyrke Intervention and Support Teacher (Term 1, 2), NIT provision to all classes, Yr 2/3/4 Class (Term 4)
Darren Sweet Curriculum Support (Term 2)
Judy Goss German
Mignon Ottens Christian Pastoral Support
Sally Rostolland Finance, Administration (Term 1 & 2)
Marie Cutting Finance, Administration (Term 3 & 4)
Heather Hancock Finance, Administration
Shirley Jenner Library, Curriculum Support
Deb Tobin OSHC Director
Wayne Lee Grounds, Woodwork

Community Council

Gavin McElroy (Chairperson)
Andrew Clarke (Treasurer)
Sarina King (Secretary)
Greg Toholke (Vice Chairperson)
Scott Welke
Charmain Angel
Brett Bertselsmeier
Cherie Stirling
Brad Kennett
Phillip Bigg
Fiona Walkley
Kate Harvey (staff rep)

Wakakirri

Students, staff and the community worked so well together to see our students shine when they performed at the Entertainment Centre in Adelaide. Our student performance “Don’t Palm Us Off” which highlighted how, as consumers, we make a difference to the world, was Highly Commended and we were awarded the prize for best reuse of materials. Many unsolicited favourable comments were received from across the state.
Focus on Learning: Whole school effectiveness in teaching and learning, with a focus on the Australian English and History Curricula

Targets 2012

Student mean scores in National Literacy Tests at national mean scores or better in all year levels for Grammar and Punctuation and Writing

All teachers confident to teach history in 2013.

Teachers knowledgeable and confident in teaching the Australian English Curriculum.

Outcomes

- 11 of the 20 students who sat the NAPLAN tests were scored above the national mean score in Grammar and Punctuation
- 8 of the 20 students who sat the NAPLAN tests were above the national mean in Writing
- Of the 20 students who participated in the NAPLAN tests 2 did not reach the national benchmark in Grammar and Punctuation.
- All students were at or above the national benchmark in Writing.
- Teachers taught the Australian English curriculum and reported student progress to parents using Australian Curriculum standards
- Teachers participated in professional training with respect to the Australian History curriculum at workshops and during a Pupil Free Day and confidently planned for 2013

Recommendations for the Future

- Continue the introduction of Jolly Phonics Grammar introduced to students in Year 2, Year 3 and Year 4 (with teacher training to support)
- Teachers plan for teaching the Literature strand in the English Curriculum across all curriculum areas
- Teachers refine their practice in planning for learning with a focus on differentiation to meet the needs of students
- Teachers maintain involvement in the SPELD longitudinal study on the effectiveness of Jolly Phonics
- Teachers assist in the development and implementation of the Primary Australian Curriculum Strategy cluster plan

Target Resources: Resources are deployed to ensure that Intervention Programs make a significant difference for learner achievement

Targets 2012

All students can read and write independently

Students currently “at risk” on standardised measures of academic performance, close the gap so that they are closer to their chronologic age.

Outcomes

- All Year 1 and Year 2 children reading and writing independently.
- All Year 1 children who participated in reading Recovery were discontinued from the program at, or above, the class average text level.
- Goals set in individual student support plans developed by the Intervention and Support Teacher in conjunction with teachers were met in Term 1 and Term 2.
- Staff and students using ipads to support student learning

Recommendations for the Future

- Maintain strategies to support students with poor self-regulation skills. (staff training, advice from Regional Behaviour Support Team and Disabilities Coordinator)
- Maintain small classes so that teachers can better differentiate their teaching to meet the needs of students
17 surveys were completed by parents.

Parent Comments included:

My child is very happy to go to school to learn and is always talking and discussing words and different things with me.

Funding cuts to government schools is detrimental to the students that require SSO time. This funding allows the quality of teaching to be at its optimum. Our teachers do their best.

I really appreciate the way children are spoken to, and treated in a very respectful way.

(Teacher’s name supplied) is exceptional in her efforts as a teacher, to ensure a child is nurtured and reaches their potential, and seeks support when needed.

I think that students need more computers and computer time.

Some bullying occurs occasionally.

I had no idea of what to do when my son was involved in SAPSASA.

It’s a lovely school and I am happy with the current mix of staff. I hope this continues. The school offers lots of opportunities for the children.

I would like to see more technology available as well as more supervision in the yard at break times.

Christian Pastoral Support Worker Report

Last year the school applied for, and was granted funding for 15 hours per week for the CPSW role, so this year I have been at school on Thursdays and Fridays. Surprisingly, I have found working two days less pressured, with opportunity for follow up on the second day. Hours can be flexible, so when necessary I have come to school at other times e.g. in times of crisis or for special events.

The CPSW job description is broad and has three main roles: pastoral, referral and resource.

This year, pastoral care and assistance have been given to children, staff and families in times of crisis and need. This included facilitating a Seasons for Growth group where children can learn about loss and change in a small group setting.

My work with students is mostly in collaboration with staff, who have overriding duty of care. For example: When teachers have asked me to do an activity with a student or group who need some extra encouragement, we then plan what would be best for the student/s. As the student/s and I do ‘Wellbeing Time Out’ together, perhaps cooking or gardening, making craft or playing cards, we have some fun and relax a bit.

Resources that I have used often include booklets and pamphlets from the Good Grief organisation about loss and change, and material from PeaceWise providing guidelines for dealing with conflict. I think this reflects that change and conflict are two areas of life that can cause great distress. But they also provide opportunities for learning about life and how to deal with it. I speak for myself too when I say we adults need to work on these areas of our lives. Our learning, words and example flow through to our children, and help to build their resiliency to better cope with life.

This year, the Middle Primary class sorted and packed gifts from school families and local church ladies into 26 Shoeboxes of Love for Operation Christmas Child. Our school community also gave gifts of food to Clare Valley Christian Outreach Christmas Hampers, helping to make Christmas happier for some children overseas and some local families.

Local church has continued to support the school community in many ways including funding and presenting Christian Options seminars, providing lunches for staff and providing booklets for students transitioning to High School. As a representative of the church at school, I value their support and prayers, and thank them for their assistance.

It has been a privilege and delight to have participated in the different aspects and adventures of school life with the students, staff and parents of Blyth Primary School in 2012.

I wish you continued growth and success in 2013.

Mignon Ottens
Christian Pastoral Support Worker
The average student attendance for the year is 94.55%.

This is a small improvement on 2011 when the average attendance rate was 94.03%.

In 2012 individual student absences totaled 488 days.

238.5 days were lost to illness.

246.5 days were for family reasons.

3 days were lost to student suspension. This is a decrease compared to 2011.

Chairperson’s Report

On behalf of the Blyth Primary School Governing Council I’d like to thank the school community for a great 2012.

It had been another very full year with a number of comings and goings. We welcomed a new member to the school family with the birth of Kate Harvey’s baby; We said good bye to Heather Hancock as she moves on to a life of ‘retirement’; We welcomed/farewelld Sally Rolsten who did an amazing job filling in for Heather while she was on long service leave; and we have welcomed Marie to the role of Finance Officer.

A big thank you goes to Cheryl Pyrke for her efforts over the last few years, you have been a great asset to the school and hope that we may see you back at the school in the future.

As with every year we have say a sad goodbye to some families as the last of their children move on to high school. This year we say goodbye to the Greet, Lloyd, and Clarke families and wish them our best for the future. For all the time and assistance they have provided during their association with Blyth PS, these three families will be sorely missed. I would like to give a personal thanks to Andrew Clarke for his efforts to keep the finances on track over the last few years.

A BIG thanks also goes to Charmaine for completing the herculean task of getting the school sports shirts organized. I think everyone would agree the students looked great in them, and helps to raise the profile of the school while making it easier to keep track of our students when we are mixing with others schools.

As State and Federal Governments struggle to balance their budgets, moving forward school funding will continue to be a major issue. Continuing to deliver the same level of service to our students under the current funding model is not sustainable without additional funds accessed through various grants each year. If you become aware of any grants that the school may be eligible to apply for, please don’t hesitate to notify the school so they can follow up.

Wishing everyone a great 2013!

Gavin McElroy
Chairperson, Governing Council