Blyth Primary School

2010 - 2011
Student Well Being has been a developmental priority for the past 5 years.

Healthy Eating and Physical Activity included in operational plans.

Active After School Community from 2007 to the present

Blyth Primary School is a small rural school, 150km north of Adelaide, which has an end-of-year enrolment of 55-60 students. It is situated in the town of Blyth which has a population of about 300 and has strong links with the local community.
Health and PE Curriculum

Fitness, Nutrition, Rock and Water adapted for Primary School through Positive Partnerships grant (Lower North Health), SAPSASA, Sports Day
Integrated Curriculum

Active After School Community

AASC since 2007 with all teachers trained as Community Coaches

Community clubs, private providers, senior secondary “old scholars” and teachers provide the program

Swimming, Martial Arts, Dance, Netball, Gymnastics, TeeBall, Table Tennis, Soccer, Golf, Lawn Bowls, Basketball, Multiskills, Wheelie Sports and Hockey have been provided

Several children who do not participate in organised team sport have joined in and had fun
• Initial involvement in the program to Value Add to the good practice which existed (and still exists)

• Staff looking for additional ideas and resources for their own teaching programs and for community education
What we found in 2010

- Some students not eating breakfast
- Lunches generally more nutritious than recess (far less processing and packaging)
- The fitness program has been built on running and skipping, with less focus on areas such as flexibility and upper body strength
- Children looking for variety in their fitness activities
- Through the school’s validation and use of DIAf processes, the principle of *Shared Leadership* was identified as an area in which to improve the effectiveness of sharing and building leadership capacity, particularly with students.
Focus in 2011

• Breakfast

  *How do we ensure that all children eat a healthy breakfast every day?*

• Fitness

  *How can we develop children’s upper body strength, flexibility and coordination in our fitness program?*
Breakfast

In 2011

- Teachers use *Breakfast* as the example to study when teaching the *Health of Individuals and Communities* strand of Health and Physical Education (students prepare healthy breakfasts, study the packaging of breakfast foods and keep diaries etc)
- Newsletter articles about good nutrition focus on breakfast

Physical Activity

In 2011

- Student involvement in designing fitness activities further developed
- Professional learning for staff about strength, coordination and flexibility
- New yard games taught
- Collect baseline data (perception, skill development) from which to assess progress
**Review**

- Ongoing review as new activities developed (*Is what we planned happening? Are children eating breakfast? Are children enjoying their fitness sessions?*)

- Review as part of school’s normal cycle of review (range of data collected – perception, progress from baseline etc)
**Priorities**

**Key Findings from Data**

**Key Strategies**

**Targets**

3 - Shared Leadership

- Improved Student Voice, with a focus on healthy eating and physical activity
- Involvement in Eat Well Be Active in 2010 has lead to the understanding that Physical Activity is a more desirable goal than Fitness in young people
- Eat Well Be Active program in 2010
- AASC Super Site nomination in 2010
- Benchmark physical activity levels
- Actively involve students using Danish (Bjarne Bruun Jensen) methodology (IVAC) to take action with respect to developing the large oval area
- Maintain Active After School Communities program
- Review role/function/effectiveness of SRC and class meetings
- Develop new avenues for student leadership and responsibility

Improved physical activity as year progresses

Students can replicate IVAC model in other aspects of their learning and social influence

Appealing new equipment/activities for students

Improved Student Opinion in annual survey

**School environment / ethos**

Our school provides a supportive environment for all members of the school and its community to undertake healthy eating and physical activity.

- AASC in 2011
- Variety of equipment provided for students at recess and lunchtime
- Right Bite information went home to parents with the newsletter
- Articles in the newsletter from time to time about healthy meals and snacks

Not achieved

- Update Parent Book to include photos and information about school ethos
- TRT Book not updated
- Have not developed a statement of what our philosophy and practice are

**Curriculum teaching and learning**

Our school's curriculum practices reflect the importance and benefits of healthy eating and physical activity and promote participation in an active and healthy life.

- Health and PE curriculum focus on the importance of a nutritious breakfast for health and learning
- Students involved in creating interesting "stations" for the whole school run and obstacle course
- New yard games taught and played
- Professional learning opportunities for staff
- Now we talk more about physical activity and not fitness
- "Brain Breaks" during lesson times
- Teachers researching, selecting and explicitly teaching games and skills
- Community informed about what is happening in this area through the school newsletter, newsletter "Photopage" and Community Assemblies

**School - community links**

We promote and provide opportunities for healthy eating and physical activity in partnership with the local community.

- Community members assist in school vegetable garden during Enterprise Education
- Participation in sports clinics: football, netball, cricket
- School newsletter promoted local and school events and activities that promote healthy eating and physical activity.
- Community facilities and environment used for school programs. (BMX track, Shear for Life, walking trail, Blyth Hall)
- Publicity of school events in local newspapers.
- Encouragement and acknowledgment of student participation in local clubs and events. Items included on the "In the Press" section of the display board and students present Sports Reports at school assemblies. (AASC golf, students participating in sports competitions)
- Four Yr 12 "old scholars" trained as AASC coaches and presented Term 3 activities

**From Site Improvement Plan 2011**

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2010: 27 of 47 student questions in green

2011: 40 of 47 student questions in green

Swimming, Footsteps Dance, Golf, Lawn Bowls, Netball, Multiskills, Teeball, Martial Arts

 SRC met with playground suppliers, surveyed students, wrote to council, made budget submission for 2012. Have changed direction away from fitness to play.