2009 Annual School Report
Blighty Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Our total school enrolment in Term 4, 2009 was 28 students. This consisted of 10 girls and 18 boys. The students were grouped into two classes.

Staff
Mrs Roslyn Gastin teaches the K-2 class and Mrs Cheryl Fuller teaches the 3-6 class. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
All students at Blighty Public School are involved in one major excursion per year. These range from one day to a week. In 2009 the K-2 children spent a day in Echuca, the 3-4 students travelled to Bendigo/Ballarat for 3 days and the 5-6 students spent a week in Sydney.

The contribution of the Parents and Citizens’ Association (P&C) supports a wide range of activities in the school. This support is financial, through assistance at activities or through supporting teaching and learning activities.

Aboriginal education is an integral part of all curriculum areas. This helps develop positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia.

Multicultural issues and perspectives are taught in all curriculum areas. The emphasis is on developing an understanding of culture and the appreciation of difference. The 3-6 students are taught Indonesian once a week via teleconference.

Country Areas Program (CAP) funding is provided to the school to improve the equity of opportunity for students who live in a remote area. Blighty Public School utilises the money to support a range of student activities including excursions and the funding of programs to enhance quality teaching and learning.

Technology is a priority at Blighty Public School and is embedded in the teaching of all Key Learning Areas. Students have access to three interactive whiteboards as well as video conferencing equipment.

The school has a range of awards which acknowledge student achievement and effort. At the time of writing this report 100% of students had received a “Student of the Week” award.

Student achievement in 2009
In 2009, 5 Year 3 students and 3 Year 5 students sat the NAPLAN. With such a small sample of students, detailed analysis of results cannot be provided.

Messages

Principal’s message
Blighty Public School is an attractive, safe, happy and supportive environment where the children from surrounding farms learn to work and play together. We are guided by our school motto “Working Together for Success” The school is located 40 kilometres east of Deniliquin.

We pride ourselves on providing a broad study of curriculum with every opportunity for each child to find something they are good at, thereby building self esteem. We strive to have all students reach their full potential academically, physically and socially.

We have a strong emphasis on improving student literacy and numeracy. Students are encouraged to set and achieve high personal goals in all areas of school. The school aims to develop students who will become good citizens and valuable, contributing members of society.

Our Student Parliament continues to thrive. It provides outstanding opportunities for student leadership and the development of public speaking skills.

The school endeavours to overcome isolation by regularly focusing on appropriate cultural, sporting and educational programs. This can be achieved with funding assistance from Country Areas Program. (CAP)

Our school benefits from belonging to a supportive local community. In 2009, our parent community was involved in deciding how our Building Education Revolution funding should be spent. Consequently, a new Library will be constructed in 2010.

A highlight for the year was the recognition of Maree Hovenden, our School Administration Manager, when she received a Director General’s Award for her contribution to Public Education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Cheryl Fuller
P&C message

I would like to congratulate the P&C on another wonderful year. We have had great roll ups to all the working bees and fundraisers. I would firstly like to thank Bob Holden for the outstanding job he did as President in the previous two years. It makes it very easy to take over after someone as efficient as Bob.

Also a huge thanks to Vicki Ackers for her enormous effort in running the Finley Deb Ball and the amount of money she raised for the P&C.

My other thanks goes to Sue Weir for a great job as Secretary and to Anthony and Sonja Couroupis in their Treasury capacities.

After seven years, we bid a sad farewell to Cheryl Fuller, who will be greatly missed. Her seven years of outstanding service to the Blighty School is very much appreciated by all the students and parents alike. We wish her well in her retirement; no doubt she will miss us all as well!

Also on behalf of the P&C, I would like to thank Ros Gastin for her great work at the school during this year.

I hope everyone has a very Merry Christmas and look forward to 2010 under the new leadership of Nathan Fisher.

Donald Henderson, President

Student representative’s message

This year has been fantastic, with lots of excursions and most important, a great education. When I came to Blighty in Year 3, I made lots of new friends. I learnt so much more about different people and I became a lot smarter and able to do more activities. Next was Year 4. I always had a challenge and I did the lot. In 2008 I was in Year 5 and that was probably my best year in Primary School because we went to Canberra. 2009 has been great because I became a school leader and was finally able to participate in the PSSA Cricket trials. At Presentation Night, I will have my chance to receive my final award at Blighty Public School.

I’m proud of my years at Blighty and I would like to give a very big thank you to all of the teachers and a massive thank you to Maree Hovendon and Mrs Fuller for organising things and teaching me touch typing.

Andrew Holden, Minister for Environment

I started mid-way through Grade 5 at Blighty after coming from Deniliquin North School. Since being at Blighty, I have met a great group of friends and I have realised that the smaller classes have been of great benefit to me. I would like to thank Mrs Fuller and the other teachers for putting the extra effort into my education. So, thank you very much for helping me and I hope everyone has a great holiday.

John Chalmers, Minister for Library

My years at Blighty have been absolutely brilliant. I love the excursions and the fact that everybody can play and know each other really well. I don’t think any other school could compare with Blighty. A big thank you to all the teachers who taught me everything I know.

Caleb Weir, Minister for Canteen/Music

I have been at Blighty School for 7 years and I have enjoyed it. My favourite subject was Art with Mrs Webb. I would like to thank Mrs Fuller for all the extra help she has given me and all of the other teachers who have helped me over the years. I am looking forward to going to High School but I will miss everyone.

Daniel Charlton, Minister for Media/Sport

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>20</td>
<td>17</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

![Student enrolments graph](image)
Management of non-attendance

Non attendance is dealt by insisting on the prompt return of absence notes, following up on explanations of absence, frequent reminders of the importance of regular attendance in the weekly school newsletter, phone calls to parents, interviews with parents when necessary and ensuring that every child enjoys coming to school to learn.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>3</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes

The students have been divided into two composite classes to fit with the current staffing allocation of a teaching Principal and one classroom teacher.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Blighty Public School has a dedicated and hard working staff. They spend many additional hours to provide opportunities for students to undertake a wide range of activities and to participate in regional events.

At the end of Term 1, Miss Miller accepted a transfer to Muswellbrook Public School. Mrs Karen Conallin was appointed to the K-2 position and will take it up at the start of 2010. Mrs Roslyn Gastin filled the position until the end of the year.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.252</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

Currently there are no members of staff from an indigenous background.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>106,356.75</td>
</tr>
<tr>
<td>Global funds</td>
<td>50,528.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>91,901.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18,681.60</td>
</tr>
<tr>
<td>Interest</td>
<td>3,608.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>559.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>271,636.26</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 10,528.95  |
| Excursions                | 11,505.37  |
| Extracurricular dissections| 19,627.70  |
| Library                   | 1,224.34   |
| Training & development    | 2,869.74   |
| Tied funds                | 118,384.03 |
| Casual relief teachers    | 2,781.23   |
| Administration & office   | 15,424.02  |
| School-operated canteen   | 0.00       |
| Utilities                 | 6,370.19   |
| Maintenance               | 1,680.06   |
| Trust accounts            | 1,324.89   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 191,720.52 |
| **Balance carried forward**| 79,915.74 |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Highlights for 2009 included the School Play “Oliver”, Visual Arts Days, K-6 Choir, 3-6 Recorder Ensemble, travelling Theatre and a K-6 Percussion Program. The production of “Oliver” was a huge challenge for our students but it was one which they rose to. The standard of performance was extremely high. It gave us the opportunity to showcase the students who are gifted in the area of drama and music and it also demonstrated the high level of team work and leadership in our school.

Sport
Our school continues to promote an active lifestyle and good sportsmanship for all students. The whole school has been involved in, Small Schools Athletics and Swimming Carnivals while students in Years 2-6 participated in the Small Schools Cross-Country event. All students took part in the Auskick Program, the Athletics Training Program, the Jump Rope for Heart Skipping Program and an Intensive Swimming Program. Outstanding achievements included the following: Blighty’s success in winning both the Handicap and Aggregate shield at the Small Schools Swimming Carnival, Caleb Weir won the Senior Boy Champion at the Small Schools’ Athletics, Jack Henderson won Junior Boy Athletics Champion and he also won the Outstanding Athlete award.

University of NSW Competitions
In the University of New South Wales English Competition, Darcy Webb earned a Credit. Darcy Webb also received a Distinction in the University of NSW Science Competition, while Kristy Chaplin and Caleb Weir received Credits.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

Literacy and Numeracy – NAPLAN Year 3
In 2009 5 Year 3 students sat the NAPLAN. With such a small sample of students, detailed analysis of results cannot be provided.
Literacy and Numeracy – NAPLAN Year 5
In 2009 3 Year 5 students sat the NAPLAN. With such a small sample, detailed analysis of results cannot be provided.

Minimum standards
Individual results have been discussed with parents. Privacy prevents us from publishing details.

Significant programs and initiatives
Excursion Program
All students at Blighty Public School are involved in one major excursion per year.
This year the excursions offered to students were:
- Echuca – a day trip for all Kindergarten, Year 1 and 2 students where they study early settlement.
- Bendigo/Ballarat – a three day excursion for 3-4 students where they study gold mining and early settlement.
- Sydney – a five day excursion for 5-6 students where they study significant Australian Sites and Health/PE/PD.

Aboriginal education
Aboriginal perspectives are integrated across all curriculum areas. This helps develop positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia.

Multicultural education
Multicultural issues and perspectives are taught in all curriculum areas. The emphasis is on developing an understanding of culture and the appreciation of difference. The Indonesian language is taught to students from Years 3 to 6. Lessons are delivered via teleconference.

Respect and responsibility
Our students continue to demonstrate the values of respect and responsibility. The whole school is involved in a Student Parliament. Through the Parliament, students have improved and refined their skills of cooperation, empathy and communication with both staff and peers.
All students are involved with fundraising for charities such as Cystic Fibrosis, Red Nose Day, Jeans for Genes Day, Heart Foundation and Red Cross.

Values Education underpins every aspect of school life at Blighty School.

Other programs
Country Areas Program (CAP)
This program is funded by the Commonwealth Government and is designed to improve the equity of opportunity for students who live in country areas. Through the CAP program, the school receives additional funding to support specific programs including:
- Subsidised travel on all excursions to allow students to participate in cultural experiences outside our local area.
- Teachers have accessed exemplary practitioners to embed computer technology and higher order thinking skills into lessons across the Key Learning Areas.

Progress on 2009 targets

Target 1
80% of students will achieve stage based outcomes in Literacy and Numeracy.
Our achievements include:
Growth in student literacy and numeracy as indicated by our Whole School Assessment and Evaluation Tools and NAPLAN results.

Target 2
All students will develop their thinking skills as measured by school based assessments.
Our achievements include:
Growth in teacher confidence in integrating Higher Order Thinking Skills into all Key Learning Areas, growth in student performance in school based assessments and improved student engagement.

Target 3
All students will communicate with the wider learning community through video conferencing and email.
Our achievements include:
Growth in teacher confidence in integrating video conferencing and email into all Key Learning Areas and growth in student skills and confidence in using computer technology.
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Learning and Mathematics.

Educational and management practice
Learning
Background
In 2009 parents, students and staff were surveyed to gather data on the quality of Student Learning.

Findings and conclusions
50% of parent surveys were returned and responses were very positive. Every parent agreed that their child’s classroom is an interesting place to learn. They felt that teachers talked to them about their child’s learning, that students at our school demonstrate pride in their learning, that the school expects students to achieve to the best of their ability and that the teachers at our school are continually upgrading their skills.

Students in Years 3-6 were surveyed. Every student felt that their classroom is an interesting place to learn and that the school has good equipment that helps them to learn. Most students felt that the school expected them to do their best, that they take pride in their own learning, that they try to do new and different things in the classroom and that their teachers find new ways to help them understand.

Staff indicated that the school community has high expectations of students, that students take responsibility for their learning and that students reflect on their learning by engaging in self assessment.

Future directions
In 2010 the school will continue to maintain quality teaching and learning practices. Teachers will focus on providing class activities which are stimulating and will strive to find new ways to help every student understand new concepts. Teachers will continue to provide opportunities for students to study samples of their work over time to encourage self assessment and to motivate them to strive to achieve their best. Teachers will foster communication between home and school by explaining how their child learns in the classroom and how their learning can be helped at home.

Curriculum
Mathematics
Background
In 2009 students were surveyed to gather data on the teaching of Mathematics.

Findings and conclusions
Every student felt that it is important to learn Mathematics, they like working in smaller Stage Based groups and they like to use computers in Maths. Almost every student agreed that they enjoy Mathematics, they like hands-on activities, their teacher tells them how they are progressing and that they are getting better at Mathematics. Most students said they like textbook work and they are given extra help when they need it.

Future directions
In 2010 teachers will continue to provide quality teaching and learning in Mathematics and thereby build the confidence of every student. They will strive to provide a balance between hands-on activities and textbook work and will encourage every student to ask for help when they need it.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent comments praised the teachers for nurturing their children, giving them a sense of pride and confidence. They felt that the school offers each child the opportunity to learn at their own pace, providing individual programs for students with learning difficulties as well as extending and challenging the more capable students.

Professional learning
Regular attendance of all staff at Teaching and Learning Forums and other regional courses ensured that staff were updated in our key priority areas of Reading, Writing, Numeracy and Computer Technology.

School development 2009 – 2011
Targets for 2010
The following targets have been developed by the school community and will be the major focus in the 2009-2011 School Plan
Target 1

80% of students will achieve stage based outcomes in Literacy and Numeracy.

Strategies to achieve this target include:

- Explicit, systematic and well resourced teaching programs.
- CAP funding will be used to allow team teaching of smaller literacy and maths groups.
- Regular communication with the parent community explaining our teaching programs and how they can support them at home.

Our success will be measured by:

- Growth in student writing and numeracy skills as indicated by our Whole School Assessment and Evaluation Tools and NAP results.

Target 2

All students will develop their thinking skills as measured by school based assessments.

Strategies to achieve this target include:

- Explicit, systematic and well resourced teaching programs focusing on De Bono’s Six Thinking Hats and the Thinker’s Keys.
- Staff meetings will provide professional development for teachers as well as enhancing learning outcomes for students. Teachers will share their teaching strategies and collaboratively build up their teaching resources.
- Thinking skills will be taught as a part of every key learning area.

Our success will be measured by:

- Growth in student performance in school based assessments.
- Growth in teacher confidence when incorporating thinking skills into all key learning areas.
- Improved student engagement.

Target 3

All students will communicate with the wider learning community through video conferencing and email.

Strategies to achieve this target include:

- Teachers will receive training to fully utilise SMART boards and video conferencing across all key learning areas.
- CAP funding will allow team teaching of computer technology.
- Computer Technology Workshops will target students in years 3-6.
- Students will communicate widely with other students in their local area and beyond.

Our success will be measured by:

- Growth in student skills and confidence in using computer technology.
- Growth in teacher confidence when integrating Video Conferencing and email into all Key Learning Areas.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Cheryl Fuller       Principal
Roslyn Gastin      Classroom Teacher
Maree Hovenden    School Admin Manager
Donald Henderson  P&C President

School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: