Messages

Principal’s message

Blighty Public School is a friendly, safe and supportive environment where the children from surrounding farms and communities 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 and is situated in the Riverina Region.

In our efforts to nurture and educate the whole child, we offer innovative programs across a broad academic, creative and social spectrum. We pride ourselves on providing a diverse study of curriculum with every opportunity for each child to find an area to excel at, thereby building self esteem and instilling a love for learning. We aim to cater for the needs, interests and talents of all children and 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 life. The school aims to develop students who will become good citizens and valuable, contributing members of society.

Our school benefits from belonging to a supportive local community. In 2010, P&C members gave up many hours of their time to fundraise for our school at various functions and events. The school and community came together at various times throughout the year to welcome new families and socialise. In term 1, we had our ‘Welcome BBQ’, in term 2, the school presented a play/musical, term 3 saw us have a School Open Day and in term 4 we came together once again for our Presentation Night.

Another highlight for the year was the recognition of three members of our school community. Maree Hovenden, Belinda Whittakers and Megan Chaplin all received awards during Education Week for making a significant contribution to public education.

In term 3, we received our new building as part of the Building Education Revolution. This room has been used for music, drama, parliament, assemblies as well as individual and small group support.

The purpose of this document is to highlight and celebrate significant achievements that we as a school community have made in 2010, as well as to make public what our future targets are and how we plan to get there.

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.

Nathan Fisher

P & C message

Once again, I would like to congratulate the P&C for the continued support they’ve provided for the principal and the students of Blighty Public School. I would like to thank Denise Holschier for her very capable work as P&C secretary. She did a fantastic job and she and John will be missed enormously by the whole school community. Many thanks also to Anthony Couroupis for his great input and contribution as treasurer.

The P&C is moving along very smoothly, however, without the enormous efforts of Vicki Ackers in the management of the debutante balls, we would not be so financial. Therefore, we must remember that this won’t last forever. Thank you, Vicki.

I would like to congratulate Nathan on a wonderful first year and take this opportunity to thank him, Karen and all other support staff for a great 2010. We look forward to seeing everybody in 2011. Merry Christmas and a happy new year.

Donald Henderson, President
**Student representative’s message**

I started at Blighty Public School in the middle of year 3 in 2007. Since beginning at the school my confidence and maths ability have been greatly boosted.

During my time at Blighty I’ve had many fun times. My favourite subjects have been art with Mrs Webb because we always had great fun and physical education with Mr Fisher because we played awesome games.

At Blighty there have been some amazing excursions. This year I went to Canberra, last year Sydney and in year 4 Beechworth and Bright. My favourite excursion was to Sydney because we did so many fun outdoor sports like canoeing, rope courses, abseiling, rock climbing and lots more.

Lastly, I would like to thank everyone for making my time at Blighty so enjoyable. I would like to thank all of the teachers for giving me an excellent education. I will miss all of my friends and the great times we had.

**Delaney Couroupis, Minister for Canteen**

As most of you know, 2010 will be my last year at Blighty Public School. First of all I would like to note how lucky the new kindergarten students are to be able to come to such a brilliant school. I’ll miss everyone at school including George, the school cat.

My favourite time at Blighty would have to be going on the Sydney excursion last year and playing laser tag whilst on the Canberra excursion this year.

During my time at Blighty, I’ve had the opportunity to represent the school in AFL, basketball, the Premier’s Spelling Challenge, athletics, cross country and swimming.

I would like to thank all of the teachers for teaching me. I’ve had a blast!

**Cameron Holschier, Minister for Sport**

There are a lot of things I can thank Blighty for, like the confidence to read this speech and the education to write it.

I’ve had many fun times at Blighty, like Pet Day, the excursions, the plays, the school band, being a Minister and doing lots of art.

It’s going to be fun at High School. A new school will bring new friends, but harder work. I think it’s going to be a challenge. I would like to thank everyone at Blighty Public School for making my time enjoyable.

**Kristy Chaplin, Minister for Media and Library**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>2007</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>18</td>
<td>11</td>
</tr>
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<td>2009</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>17</td>
<td>10</td>
</tr>
</tbody>
</table>
Student attendance profile

Management of non-attendance

Non-attendance is dealt with by insisting on the prompt return of absentee notes, following up on explanations of absence, frequent reminders of the importance of regular attendance in the school newsletter, phone calls to parents, interviews with parents when necessary, rewards for excellent attendance and ensuring that every child enjoys coming to school to learn. The services of the District Home School Liaison Officer are also available if required.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K-2</td>
<td>K</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>3-6A</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3-6A</td>
<td>4</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3-6A</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3-6A</td>
<td>6</td>
<td>3</td>
<td>15</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. Stage based learning is undertaken for Literacy (Monday to Wednesday) and Numeracy (Monday to Friday).

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, enthusiastic and professional staff who take responsibility for the provision of an engaging and exciting curriculum which holds quality teaching and learning at its core. They spend many additional hours to provide a wide variety of opportunities and activities for students.

Our teaching staff are supported by an incredibly professional and caring SASS staff, who fulfill their huge range of daily activities with rigor and enthusiasm.

We are also supported by two dedicated and skilled School Learning Support Officers as well as volunteer community helpers.

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>School Administrative &amp; Support Staff</td>
<td>0.926</td>
</tr>
<tr>
<td>Total</td>
<td>3.262</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce.
Currently there are no members of staff from an indigenous background.

Staff retention

The retirement of Mrs Cheryl Fuller saw the appointment of new Principal and classroom teacher, Nathan Fisher. Karen Conallin was also appointed as a permanent classroom teacher.

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>100</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>79 915.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>50 226.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46 239.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17 057.33</td>
</tr>
<tr>
<td>Interest</td>
<td>3 144.62</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>863.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>197.447.32</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 8 746.58
- Excursions: 6 539.71
- Extracurricular dissections: 22 132.45

Library: 2 242.58

Training & development: 3 763.37

Tied funds: 75 345.12

Casual relief teachers: 1 361.29

Administration & office: 5 122.66

School-operated canteen: 0.00

Utilities: 7 375.46

Maintenance: 3 827.84

Trust accounts: 952.24

Capital programs: 0.00

Total expenditure: 409.30

Balance carried forward: 60 038.02

Whilst this seems like a substantial balance, at the time of rollover there are still salaries and expenses requiring payment for the months of December and January.

A full copy of the school’s 2010 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 2010

Achievements

Arts

Blighty Public School continues to place a strong emphasis on all areas of creative and practical arts.


After receiving a grant from ConnectEd (Arts NSW) we were also able to embark on an Arts excursion with our Small Schools Network. This involved seeing an opera performance and visiting an art gallery, a library and a museum. Our school play gave us the opportunity to showcase the students who are gifted in the areas of dance, drama and music and it also demonstrated the high level of team work and leadership in our school. Finally, two of our students were selected to attend the ‘Aspire Me to Colour My World’ excursion which involved various arts experiences including the 2010 School Spectacular.
Sport

There is a strong commitment to provide a wide range of sporting opportunities and experiences at Blighty Public School.

We continue to promote an active lifestyle, the development of fundamental movement skills and good sportsmanship for all students.

Once again, many of our students were recognised for their sporting achievements throughout the year.

Swimming

- Our Small Schools Champions were William Henderson (11yr Boys), Delaney Couroupis (Senior Girl) and Cameron Holschier (Senior Boy).
- Our Junior and Senior Relay teams were successful and we also won the Small Schools Handicap Trophy.

Cross Country

- Our champions at the Small Schools Cross Country were Blake Charlton (Junior Boys) and William Henderson (11 yr Boys).
- Jack and William Henderson also attended the Riverina Carnival.

Athletics

- The age champions for the Small Schools Carnival were Blake Charlton (Junior Boys) and Jack Henderson (11 yr Boys).
- Jack and William Henderson as well as our Junior and Senior Relay teams participated in the Riverina Carnival.

Other

- Many of our senior students were also involved in PSSA trial events. These included District Tennis (William Henderson and Joab Weir), District and Regional Basketball (Delaney Couroupis and Cameron Holschier), District AFL Team and Western Riverina Champions (Jack Henderson) and District and Regional Netball Trials (Delaney Couroupis).
- Many of our students also participated in the Paul Kelly Cup football competition and all students were involved in lunchtime competitions and specialist sports coaching.
- Jack Henderson won the outstanding athlete award.

Premier’s Spelling Challenge

This year, in an effort to encourage high academic performance in the area of Literacy, four students were selected to represent the school in spelling. Darcy Webb, Thomas Gillespie, Cameron Holschier and Delaney Couroupis all participated with Delaney being awarded second place in the Riverina Region.

Deniliquin Small Schools Network

The three small schools Blighty, together with Conargo and Mayrung plan and organise many learning experiences and share human and physical resources to provide the best educational opportunities to the students of each school. The schools participated in a number of activities together in 2010 which included a science day, excursions to Canberra, Beechworth and Hay, movie making and other technology workshops, swimming scheme and practice sessions, AFL Football Development Day, school plays, athletics, cross country and swimming carnivals, Life Education, drama performances, an
Arts excursion and the Weed Warrior program. Video conferencing between the schools will become more frequent as we all become connected with the new conferencing equipment.

Stage 3 students from Mayrung, Conargo and Blighty on our Canberra excursion.

Leadership

Our Student Parliament continues to thrive. This program helps provide a proactive approach to student welfare where leadership and involvement are highly valued and help create a safe, caring and cooperative learning environment. It provides outstanding opportunities for students to develop leadership, teamwork and public speaking skills.

Our Year 5 and 6 students acted as Ministers for our Student Parliament this year. All of these students were involved in coordinating activities in their relevant areas of responsibility. Our Year 6 students participated in the Rising Generations Leadership program which involved learning about the skills of leadership, coordinating a school based program (Talent Quest) and reporting back to other participating schools.

Fortnightly meetings between the Principal and the Ministers were also held to discuss initiatives to improve our school.

Technology

Technology is a priority at Blighty Public School and is embedded in the teaching of all Key Learning areas. In 2010, we accessed expert tuition on Movie Making, Kahootz, Interactive whiteboard technology and video conferencing. Our students were involved in World Maths Day which is an online competition. The school also purchased two document cameras to support classroom programs.

Environmental

Blighty School has an attractive environment due to the dedicated work of students, staff and community members. Jack Henderson, Minister for Environment, initiated and coordinated a very successful Clean Up Schools Day. New gardens were created around our new building and a working bee helped tidy up the treeed area in the north western corner of our school.

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.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy and Numeracy – NAPLAN Year 3

In 2010, three 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 2010, four Year 5 students sat the NAPLAN. With such a small sample of students, detailed analysis of results cannot be provided.

Progress in literacy

From our analysis of the literacy component of the NAPLAN tests, teachers engaged in more professional development to improve the results of students in the areas of comprehension and spelling. We will continue to focus on the improvement of writing, grammar and punctuation.

Progress in numeracy

After an analysis of the numeracy component of the NAPLAN tests as well as school based assessments, teachers have accessed workshops with a regional consultant to improve numeracy skills for our students. We will continue to focus on comprehending and choosing strategies for written word problems.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards can’t be reported due to privacy. Individual results have been discussed with parents and we congratulate all of our students for doing their best in these tests.

Significant programs and initiatives

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 was taught to students from years 3-6 via teleconference.

In addition, students in years 3-6 learnt about Canada for their unit ‘Study of a Cultural Group’ and they also participated in the Global Children’s Challenge. This involved exercising to see if they could ‘walk’ around the world. On the way, students learnt about the history and culture of each country via an interactive website.

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 were involved in fundraising for Red Nose Day and Jeans for Genes Day. Values Education underpins every aspect of school life at Blighty Public School.

Connected learning
Blighty Public School, together with Mayrung and Conargo Public Schools plan, organise and implement a number of opportunities where the students work collaboratively in many Key Learning Areas. Students attend excursions, sporting functions and technology activities together. Each school hosts one or two functions a year to encourage collaboration and friendships.

Blighty Public School also participated in a variety of activities with Finley Public School and Finley High School this year. This included video conferencing, sporting and transitional activities.

Our Connected Classroom is also used regularly between students, staff and parents. The students used the equipment to learn weather concepts in Science and parents were also invited to two RDE relate (CAP) initiated video conferences. Staff used the equipment regularly for mentoring, meetings and collaboration.

Country Areas Program
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.
- Year 6 students attended the Rising Generations Leadership program.
- A special initiative was run between the Smalls Schools Network and district personnel to employ a specialist to teach students about photography and movie making.

Excursion Program
All students at Blighty Public School are involved in one major excursion per year.
This year the excursions offered to students were:

- **Hay** – a day trip for all Kindergarten, Year 1 and 2 students where Australia’s history was explored at a variety of venues.
- **Beechworth** – a three day excursion for Year 3-4 students where the history of gold mining and Ned Kelly were studied.
- **Canberra** – a five day excursion for Year 5-6 students where Democracy, Australian History and our National Capital were studied.

**Progress on 2010 targets**

Overall, we have made solid progress in all of our nominated targets in 2010. These will continue to be met with further budgeting, allocation of appropriate resources and ongoing support.

**Target 1**

**85% of students will achieve stage based outcomes in Literacy.**

Our achievements include:

- 81% of students achieving stage based outcomes in Literacy.
- Students participating in the “Tell Me a Story” writing initiative.
- An RDE relate video conference being hosted at the school for parents entitled “Supporting your Child at Home with Literacy”.
- Participation in professional development activities in spelling utilising regional personnel with links to the Quality teaching model.
- Students participating in the Premier’s Spelling Challenge with one of our students placing 2nd in the Riverina region.
- Small stage based groups and targeted support for individual needs.
- The implementation of a whole school approach to the teaching of comprehension.

**Target 2**

**85% of students will achieve stage based outcomes in Numeracy.**

Our achievements include:

- 85% of students achieving stage based outcomes in Numeracy.
- Teachers programs including interactive whiteboard lessons to enhance learning in Numeracy.
- Staff receiving professional development in numeracy utilising regional personnel with links to the quality teaching model.
- Small stage based groups and targeted support for individual needs.

**Target 3**

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

Our achievements include:

- An RDE relate video conference being hosted at the school for parents entitled “The Five Greatest Challenges for Parents this Millennium”.
- CAP funding being used to employ exemplary practitioners to teach the students a variety of software thus enhancing learning in literacy and technology.
- Staff and classes participating in video conferencing across a range of key learning areas and professional development.
- Growth in teacher confidence in integrating video conferencing and email into all Key Learning Areas.
- Growth in student skills and confidence in using computer technology.
- Students, staff, parents and community members engaging in email and video conferencing as a form of communication.
- Senior students regularly emailing staff as part of their homework.
- Regular support for staff in the initial implementation of new technologies.
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 2010, our school carried out evaluations of Culture and English.

Educational and management practice

Management - Culture

Background

In order to improve effectiveness, it is important to continually evaluate management processes within the school. Staff, students and parents were surveyed on the culture that exists within our school.

Findings and conclusions

60% of parent surveys were returned and the responses suggested a very positive opinion towards the current culture that exists in our school. All of our respondents indicated ‘almost always’ or ‘usually’ for the questions in the survey.

Every parent agreed that the students are the school’s main concern. They felt that the school often praises and rewards individuals who are successful, that the school appreciates having their child as a student, that the school encourages students to achieve their best and encourages everyone to learn. All respondents were proud of their child’s school and thought that the school was continually finding ways to improve what it does.

The students in Years 3-6 were surveyed and the vast majority of responses were ‘almost always’ and ‘usually’. All students felt that the school encourages students to achieve their best and encourages everyone to learn. Almost all students thought that school leaders had a positive influence on school culture and that new students were made feel welcome.

Staff indicated that school leaders have a positive influence on the school, that the school recognises and celebrates achievement, that meeting the needs of students is the school’s main concern and the school encourages students to achieve their best.

Future directions

Whilst there is a significant amount of support for what is happening in the school, current practices will be monitored to ensure the existing culture is maintained.

In addition, the school will endeavor to understand more about the families and community in which it serves. We will also continue to encourage all parents to support what is happening at the school.

Curriculum

Educational - English

Background

Our stage based, morning Literacy groups were the Key Learning Area chosen for evaluation this year. Analysis of past school data and NAPLAN performances indicated that the explicit teaching of Literacy was an area of focus for our school.

Findings and conclusions

Every student felt that it is important to learn a variety of literacy skills. They like working in smaller stage based groups and using technology to support their learning. Almost every student agreed that they enjoy English lessons with only a small minority saying they didn’t enjoy reading, handwriting and giving speeches. They enjoy reading, writing and listening to stories and thoroughly enjoyed getting “outside and alone in the fresh air” to read as part of our ‘Spring into Reading’ program.

Future directions

Whilst the school’s performance in many areas of Literacy has improved this year through the implementation of a new comprehension system and other programs, staff felt more could still be done.

A commitment was made by staff to be involved in the ‘Achieving Major Shift’ program to be run by Regional consultant Sue Najor to further consolidate quality teaching practices in this area.

In addition to this we will also run a ‘Fall into Reading’ program in autumn, use ‘Yellow Box’ reading in stages 2 and 3 more consistently, find ways to ensure students are writing for a purpose and read novels and books to the classes more regularly.
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 have been supportive of the culture that exists at Blighty Public School. They have praised the staff for the additional programs and extra curricular activities that have been offered throughout the year.
- Teacher comments have indicated that they see the culture as a positive aspect of the school. All teachers agreed that they were proud of their school.
- Student comments have suggested that they are very happy with the programs and culture that exist in the school.

Professional learning

The school’s professional learning plan reflected the needs and directions outlined in the school’s 2010 School Improvement Plan. This included professional learning in Literacy, Numeracy, Technology and Leadership.

School development 2009 – 2011

At Blighty Public School, we endeavor to be life-long learners who continually strive to improve the programs and experiences we offer as individuals and as a school. We aim to provide a setting that meets the needs and expectations of our whole school community in alignment with mandatory curriculum guidelines as set by the Government of the day, the Board of Studies and other Government regulating bodies.

A guiding document in our school is the School Improvement Plan, which has been developed to address the educational, social and emotional well being of our pupils. This document is reviewed each year and is currently operating in phase 3 of its 3 year cycle. This is a fluid document that focuses the direction of our school in anticipating and meeting the emerging needs of our students and the school community.

Targets for 2011

The following targets will be the major focus in the 2011 School Plan.

Target 1

90% of students will achieve stage based outcomes in Literacy.

Strategies to achieve this target include:

- CAP funding will be used to allow team teaching and smaller literacy groups.
- Analyse results and students’ work against syllabus outcomes, incorporating SMART data and strategies.
- Attend ‘Achieving Major Shift’ staff development sessions.
- Individual learning plans will be developed and implemented for students who require support, extension and consolidation. This will be supported by the teachers and School Learning Support Officers.
- Revise Literacy programs to ensure that all areas are taught using an explicit, systematic and well resourced approach which is engaging for the students.
- Student work to be published in the newsletter to provide a purpose and an audience for writing.

Our success will be measured by:

- Growth in student literacy as indicated by our whole school evaluation and assessment plan and NAP results.
- 90% of our students achieving stage based outcomes in Literacy.

Target 2

90% of students will achieve stage based outcomes in Numeracy.

Strategies to achieve this target include:

- Staff to embed the working mathematically strand into daily numeracy teaching practice.
- Individual learning plans will be developed and implemented for students who require support, extension and consolidation. This will be supported by the teachers and School Learning Support Officers.
- Staff will receive professional development in numeracy, utilising regional personnel with links to the quality teaching model.
- Attend ‘Achieving Major Shift’ staff development sessions.
- Analyse results and students’ work against syllabus outcomes, incorporating SMART data and strategies.
- CAP funding will be used to allow team teaching and smaller Numeracy groups.
- Revise Numeracy programs to ensure that all areas are taught using an explicit, systematic and well resourced approach which is engaging for the students.

Our success will be measured by:
- Growth in student Numeracy as indicated by our whole school evaluation and assessment plan and NAP results.
- 90% of our students achieving stage based outcomes in Numeracy.
- In school evaluation, demonstrating students applying working mathematically processes across all content strands.

Target 3

All students to be communicating with the wider learning community through video conferencing, BlogEd and email.

Strategies to achieve this target include:
- Teachers will access exemplary practitioners to embed technology into teaching and learning programs.
- Years 5/6 will attend the Deniliquin ICT Camp and return to teach the skills they’ve learnt to students in other stages.
- All staff will be supported in the initial implementation of new technology.
- Computer technology workshops will target students in years 3-6.
- Students will communicate widely with other students in their local area and beyond using a variety of mediums.

Our success will be measured by:
- Growth in student skills, confidence and independence when using computer technology.
- Growth in teacher confidence when integrating video conferencing, BlogEd 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.

Nathan Fisher                   Principal
Karen Conallin                  Classroom Teacher
Maree Hovenden             School Admin Manager
Donald Henderson          P&C President

School contact information

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Web: www.blighty-p.schools.nsw.edu.au
School Code: 1261

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: