Blighty Public School
Annual School Report

A member of the Deniliquin Small Schools Network
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 2011, P&C members gave up many hours of their time to fundraise for our school at numerous 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 our ‘Family BBQ’ and in term 4 we came together once again for our Presentation Night.

This year, Belinda Whittakers, a much loved teacher at our school retired after almost 25 years of service to the Blighty School community. The Blighty and Mayrung P&C associations organised an evening to celebrate Binni’s significant contribution to Public Education and our small schools.

In term 3, our Parliament Ministers organised a brief Recognition Ceremony to show gratitude for our new building as part of the Building Education Revolution. The building is now used as the 3-6 Primary classroom.

This year also saw us begin an association with the Kiwani’s Club. Each term, representatives from the club visit our school to help us recognise and celebrate the achievements of a ‘Terrific Kid’. Our winners for 2011 were; Zara Macdonald, Emmaline Weir, Daniel Smits and Tiah Macdonald.

Best wishes to the Henderson, Couroupis and Smits families who will leave the school this year and special thanks to Donald Henderson and Anthony Couroupis for their contributions to the P&C and school as President and Treasurer respectively.

The purpose of this document is to highlight and celebrate significant achievements that we as a school community have made in 2011, 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 Sonia Frost for her very capable work as P&C secretary. She did a fantastic job. 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 second year and take this opportunity to thank him, Karen and all other support staff for a great 2011. We look forward to seeing everybody in 2012. Merry Christmas and a happy new year.

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

I have been at Blighty School for one and a half years, after moving from a big school. I have improved so much in all areas since coming to Blighty.

When I moved schools, I was afraid of talking and playing the drums in front of more than three or four people. Now I can talk in front of the whole school, and much more, thanks to the School Parliament and all of the musical opportunities.

Thank you very much for taking me in and spending so much time helping me learn.

I’d like to thank all of the great teachers at Blighty School for helping me, I am now ready for High School. I would also like to thank my family for moving me to this fantastic school.

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**Daniel Smits, Minister for Media and Library**

I have been at Blighty for six years and I can remember first walking into this tiny school. After the bell, we sat down in the Library and I was sitting next to two boys. One of them was Will and the other little boy was Jack, and sure enough, he turned out to be my best friend.

In year one, I had Mr Sharpe, who was my first male teacher. In year two, I had a very nice teacher called Miss Miller and she always shared her food with us if we forgot it. Then in year three, I turned into a big boy with Mrs Fuller. I have also had Mrs Webb and Mrs Whittakers teach me too. Mrs Webb and Mrs Whittakers are all rounders. They have taught me grammar, music, art, PE, maths and sci-tech.

After Mrs Fuller, a very special teacher who is a great footballer, awesome with hands on activities and was also male, came to Blighty School and lit up all of the boys. That of course, was Mr Fisher. He taught me great football skills and also wonderful spelling strategies which definitely work because I made it to Albury in the Premier’s Spelling Challenge.

Also, I would like to mention another very special teacher, Maree. She was there for all of us when we came into year three with our terrible typing and was also there for us if we were hurt or sick.

All of my teachers have taught me great things. I’m definitely not going to forget the fat Mr George...the very fat cat! I am surely going to miss the whole school a lot.

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**Joab Weir, Minister for Sport**

Hello, my name is Tiah and I have been the only girl in my year from Kinder all the way through to year 6. There have been lots of great and hilarious times in the playground. Lots of fun games played and kind moments.

The excursions were great; Sydney, Canberra, Ballarat and two extra special ones that I was able to go to, thanks to Mr Fisher. They were the ‘Aspire Me to Colour My World’ excursion which was in Sydney and included going to the Opera House, an acting academy and the Schools Spectacular for 2011. It was unbelievable because they were so talented. The other excursion was to Moulamein for two days full of art and craft.

My favourite play at Blighty School was ‘Oliver’ because I had two roles and was the lead female.

I was also lucky enough to be at the school for two very special visitors; the Governor General, Ms Quinton Bryce, and Ethan ‘Chooka’ Parker, the amazing pianist from ‘Australia’s Got Talent’. They were both great!

I have enjoyed year 6 and I would like to thank Mr Fisher for being a great teacher. I’ll miss everyone next year.

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**Tiah Macdonald, Minister for Canteen**

Hi my name is Jack Henderson and I’ve been at Blighty for 7 years, almost my whole life. George the cat and Maree are the only ones who have been at the school longer than I have.

I love the small school atmosphere at Blighty because it’s like a great big family, with all ages playing together like brothers and sisters.

I can still remember the day when a little skinny rough nut with a funny name and he turned out to be my best mate, Joab.

Some of my fondest memories at school are the rugged soccer, footy, rugby and cricket matches we used to play at lunch time and recess. It was always great fun when Mr Fish came out and joined in.

Mr Fish introduced active and hands on maths classes which I have really enjoyed. Since our unit on health in PD/H/PE, I have changed my eating habits for the better and so has Dad...I think.
In term 3 this year, we enjoyed a real hands-on cooking activity with our senior literacy group. We cooked a Spanish dish called Paella. It was delicious and great fun. My favourite excursion of all the trips I went on at Blighty was to Canberra. I just loved visiting the War Memorial.

I’ll really miss Mrs Webb teaching us different techniques in art and the fun we used to have with her. I’ll miss sitting next to all of my friends at lunch time and recess. I’ll miss Tyson asking me every morning if I had a tractor in my bag. I’ll miss George the cat eating my scraps. I’ll miss Maree and her kindness when we were hurt. I’m going to miss you all heaps.

Jack Henderson, Minister for Music

Hi my name is Will Henderson and I’ve been at Blighty school for 7 years along with Jack, Tiah, Maree and George the cat.

I remember my first day at Blighty when Mum and Dad brought Jack and I to school. Everyone came running over to meet us. Jack and I got frightened and ran back out the gate again behind Mum and Dad.

My first teacher was Mr Sharpe and every time I would say “I’m finished”, he would say “Well I’m not”. I really enjoyed him as a teacher.

Then along came Miss Miller and she was full of tricks, but I learnt a lot from her too.

Then I went up to grade 3 and to the ‘big classroom’ under Mrs Fuller. This is where I really improved my literacy skills. With her we went on lots of excursions and my favourite one was to Beechworth and Bright because we had lots of great fun like panning for gold.

Mr Fisher arrived in 2010. We have really loved him coming out at lunch times for a kick of the football with us, and he would sometimes show us some skills too. I’ve enjoyed him teaching me maths and whenever I had a problem with my work he would always help me. Mr Fish also gave us great instructions on healthy living.

Mrs Webb’s been a great grammar teacher and she ‘teached’ me really good grammar. I’ll miss Tyson asking me if I had any old tractors I didn’t want and if I could give them to him so he could make use of them at home or school. I’ll definitely miss Maree who has always been there for me, like the time I had a bee sting and she helped. I’ll miss my two best buds Darcy Morris and Blake Charlton because we used to get in to a lot of trouble and had a lot of fun together. I will be sad to go out the gate for the last time and I’ll miss everyone in the whole school.

William Henderson, Minister for Environment

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. The school currently has an enrolment of 29 students with stable enrolments forecast for the foreseeable future.

Student enrolment profile

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<tr>
<th>Gender</th>
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**Student attendance profile**

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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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</table>

**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**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<tbody>
<tr>
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<td>K</td>
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<td>3-6</td>
<td>6</td>
<td>5</td>
<td>19</td>
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</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>
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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently, there are no members of staff from an indigenous background.

Staff retention

The permanent positions held by Nathan Fisher (Teaching Principal) and Karen Conallin (Classroom Teacher) have remained constant for 2011. The retirement of Belinda Whittakers as a permanent part-time employee led to the employment of Barbara Webb in a temporary position.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial summary

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

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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>40 110.17</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
<td>171 295.90</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Utilities</td>
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<td>Total expenditure</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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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 2011 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 2011

Achievements

Arts

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

One of the major highlights for the year was our school play, ‘Little Red Rocking Hood’. It 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 that exists in our school. During the year we also attended a variety of travelling theatre performances including; Tony Bones, Billi’s Backyard and Mayrung Public School’s play.

Many visual arts experiences were also provided including; specialist visual arts instruction, a photography workshop which included student work being entered in a photography competition and displayed in galleries around Deniliquin as part of the ‘Back to Deni’ celebrations. The ‘Back to Deni’ celebrations also involved our students decorating their bikes and participating in a parade. Student artwork also featured in the Finley Show’s exhibition and competition sections.

Once again, we were able to offer a broad range of musical experiences in 2011. These included; K-6 choir, 3-6 recorder ensemble, school rock band - ‘The Redeye Rockers’, Talent Quest - ‘Blighty’s Got Talent’ and a K-6 percussion program. We also purchased a new bass guitar with support from the P&C.

Finally, in term 4, we had a very special visit and performance by ‘Australia’s Got Talent’ semi-finalist Ethan ‘Chooka’ Parker. Chooka played 6 songs on the piano, told some funny stories and also demonstrated some of his gymnastics skills. This was an extremely valuable and inspiring experience for our students which also gained a lot of media coverage for our school.

Sport

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

We continue to promote a healthy and 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 Bradley Chaplin (Junior Boys), Thomas Gillespie (11yr Boys) and William Henderson (Senior Boys).
- Our school also won the Junior and Senior relays as well as the aggregate and handicap trophies for the day.
- Xavier Couroupis as well as our senior relay team qualified for the Riverina Carnival.

Cross Country

- Our champion at the Small Schools Cross Country was William Henderson (Senior Boys).
- Nic Couroupis and William Henderson attended the Riverina Carnival.

Athletics

- The age champions for the Small Schools Carnival were Blake Charlton (11 yr Boys) and Jack Henderson (Senior Boys).
- Nic, William, Jack, Joab and Darcy Morris qualified as individuals for the Riverina Carnival and our school relay team (Jack, William, Darcy Morris and Blake) came 6th in the semi-final of the State Carnival at Homebush.

Other

- Many of our senior students were also involved in PSSA trial events. These included District Tennis (Joab Weir, Jack and William Henderson), District Netball (Tiah Macdonald), District AFL (Daniel Smits and Joab Weir), Western Riverina
AFL (William Henderson) and State AFL (Jack Henderson).

- Many of our students also participated in the Paul Kelly Cup AFL competition, Leo Barry Footy Fun Day and the Super 8’s Cricket Tournament.
- All students were involved in our Swimming Scheme program, lunchtime competitions and specialist sports coaching experiences.
- Our school, in conjunction with the Conargo Shire Council, Blighty Football Club and Andrew Richardson (AFL Development Officer) organised and ran the Gilbert Bain Small Schools Footy Fun Day.
- Our Small Schools’ Soccer Team won three games to make Round 5 of the PSSA Soccer Knockout.
- All students K-6 participated in the Premier’s Sporting Challenge.
- Jack Henderson won the Outstanding Athlete Award.

Gifted and Talented Programs

At Blighty Public School, we endeavor to cater for the individual needs of all students. Some of the experiences we offered to our gifted and talented students in 2011 included; participation in gifted and talented workshops and the ‘Virtual Classroom Project’ with Sue Najor, Premier’s Spelling Challenge, ‘Aspire Me to Colour My World’ arts excursion and camp (Sydney and Moulamein), UNSW tests, World Education Games including World Spelling and World Maths Days, the school play, school band, talent quest, sports trials and leadership program.

Darcy Webb, Joab Weir, Nic Couroupius and Clay Webb qualified for the Regional Premier’s Spelling Challenge Final, with Clay making the 5th round and almost claiming 2nd place.

Four students participated in the ICAS UNSW tests with some outstanding results including distinctions and credits.

In the World Maths Day event, our Platinum award winners were Darcy Webb (1st), Clay (2nd), Daniel (3rd) and Nic (4th). In the World Spelling Day competition, the Platinum awards went to Darcy Webb (1st), Clay (2nd), Joab (3rd) and Daniel (4th). Clay and Darcy Webb also competed using their I-Pod Touches and managed to come 34th and 36th in the world!

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 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 (‘Crazy Hair and Tabloids Fun Day’) and reporting back to other participating schools.

Fortnightly meetings between the Principal and the Ministers were held to discuss initiatives to improve the school and our Year 5 students were also given special responsibilities including; ringing the bell, organising bus variations, acting as Speaker/Treasurer for our School Parliament and raising the flag.

Technology

Technology is a priority at Blighty Public School and is embedded in the teaching of all key learning areas. In 2011, we accessed expert tuition in social media, I-pods, interactive whiteboard technology and movie making.

Our students were involved in World Spelling and Maths Day which is an online competition. The school also purchased a new digital camera, a Flip video camera and eleven I-pod Touches to support classroom programs.
Our 5/6 students attended a photography workshop and an ‘ICT Camp’ which involved learning about and using the Adobe program; Photoshop Elements.

Environmental

Blighty School has an attractive environment due to the dedicated work of students, staff and community members.

New paths were established in our ‘Nature Reserve’ and a working bee was held to put together one of our new garden beds. Five other corrugated iron garden beds were also purchased from the Men’s Shed in Finley using funds from a Teacher’s Credit Union grant.

William Henderson, Minister for Environment, initiated and coordinated a very successful ‘Clean Up Schools Day’, with the support of his committee. The Environment Committee also organised a whole school gardening day to help establish and prepare our new garden beds.

Deniliquin Small Schools’ Network

The three small schools; Blighty, 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 2011 which included a Science Day, excursions to Sydney, Sovereign Hill and Kyabram, technology workshops, swimming scheme and practice sessions, AFL Football Development Day, school plays, athletics, cross country and swimming carnivals, Life Education and travelling theatre performances.

Staff from our Small Schools’ Network also came together for one of the staff development days at the end of the year. Due to the success of this day, we now plan to meet quarterly at different schools to collaborate, plan and reflect on our programs.

Video conferencing between the schools will become more frequent as we all become connected with the new conferencing equipment.

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 2011, five 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 2011, three 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 as well as school based assessments, teachers engaged in more professional development to improve the results of students in the areas of comprehension (inferring) and writing (editing and spelling).

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 problem solving with multiple steps, comprehension and vocabulary.
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.

In term 3, all students K-6 travelled to Deniliquin for an Aboriginal Cultural excursion as part of Wamba Wamba Perrapa Perrapa week. This opportunity involved visiting the Yarkuwa centre, going on a guided bush walk, weaving and eating some traditional Aboriginal bush tucker. This experience increased our students understanding of Aboriginal history, culture, language, lifestyle, food, medicine and legend.

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.

Each week, students 3-6 watch ‘Behind the News’ as part of their learning in HSIE. Many cultures and global issues are explored in this program and the content is regularly used for discussion, debate and extension activities.

Harmony Day was also recognised and both classes completed activities relating to multiculturalism. Our 5/6 students learnt some conversational Spanish and cooked Paella to share with all students K-6.

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 our Smalls Schools Network and district personnel to employ a specialist to teach students about Photoshop Elements.
- The school purchased six I-pods and accessories to engage students and support learning in literacy and numeracy.

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 as well as Finley and Deniliquin High Schools. These activities 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 compete against local schools in a writing competition and our gifted and talented students also used the equipment to participate in the ‘Virtual Classroom Project’. Parents were invited to one RDE relate (CAP) initiated video conference and staff used the equipment regularly for mentoring, meetings and collaboration.

**Excursion Program**

All students at Blighty Public School are involved in one major excursion per year.

This year the excursions offered to students were:

- Kyabram – a day trip for all Kindergarten, Year 1 and 2 students where Australia’s history was explored at a variety of venues.
- Sovereign Hill – a three day excursion for Year 3-4 students where the history of gold mining was studied.
- Sydney – a seven day excursion for Year 5-6 students where Australian History, Science, Personal Development, Health, Physical Education and Creative and Practical Arts were studied.
- A variety of day excursions were also run throughout the year to access facilities and services in the local area.

**Progress on 2011 targets**

Overall, we have made solid progress in all of our nominated targets in 2011. These will continue to be met with further budgeting, allocation of appropriate resources and ongoing support.

**Target 1**

*90% of students will achieve stage based outcomes in literacy.*

Our achievements include:

- 77% of students achieving stage based outcomes in literacy.
- Four students participating in the ICAS UNSW Writing test with one student receiving a distinction and another student receiving a credit.
- Three students participating in the ICAS UNSW Spelling test; two credits and a distinction.
- Participation in professional development activities in literacy utilising regional personnel with links to the Quality Teaching Framework.
- Four students participating at the Regional level of the Premier’s Spelling Challenge.
- Small stage based groups and targeted support for individuals.
- Participation in the ‘Achieving Major Shift’ workshops and demonstration lessons with Sue Najor leading to improved quality teaching practices in spelling, reading, writing, grammar and punctuation.
- Purchasing and implementation of the ‘Red Box: Reading Comprehension Kit’.
- 100% staff participation in Learning Forums.

**Target 2**

*90% of students will achieve stage based outcomes in numeracy.*

Our achievements include:

- 84% of students achieving stage based outcomes in numeracy.
- Teachers’ programs including interactive whiteboard lessons to enhance learning in numeracy.
• Participation in professional development activities in numeracy utilising regional personnel with links to the Quality Teaching Framework.
• Small stage based groups and targeted support for individuals.
• Participation in the ‘Achieving Major Shift’ workshops and demonstration lessons with Sue Najor leading to improved quality teaching practices in numeracy.
• Participation in ‘TEN’ numeracy training and local learning forums.
• Three students participating in the ICAS UNSW Numeracy test; two distinctions and one credit.

**Target 3**

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

Our achievements include:

• 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 when integrating video conferencing and email into all key learning areas.
• Students, staff, parents and community members engaging in email and video conferencing as a form of communication.
• Growth in student skills and confidence when using computer technology.
• Senior students regularly emailing staff as part of their homework.
• Regular support for staff in the initial implementation of new technologies.
• I-pod training at Ungarie Public School.
• BlogED used regularly as a form of social media to post comments about school videos, pictures, experiences and samples of work.

**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 2011, our school carried out evaluations of Teaching and Personal Development, Health and Physical Education (PD/H/PE).

**Educational and management practice**

**Management - Teaching**

**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 teaching that takes place within our school.

**Findings and conclusions**

68% of parent surveys were returned and the responses suggested a very positive opinion towards the current teaching practices within our school. 68% of the responses to questions were ‘Almost Always’, 28% ‘Usually’ and 3% indicated ‘Sometimes’.

An overwhelming majority of parents thought that what students learn at the school is important and that teachers provide class activities that are interesting and appropriate to their child’s needs and abilities. All parents agreed that teachers keep records of their child’s progress and provide clear information about student achievement through the school’s reporting process.

The students in 3-6 were surveyed and the vast majority of responses were ‘Almost Always’ and ‘Usually’. Almost all students agreed that what they were learning was important. All students felt that the teachers knew what they could do and what they needed to learn. They all agreed that teachers keep records and samples of their work to include in school reports and portfolios.

Staff indicated that students are provided with a relevant curriculum, that they use classroom management strategies to maximise student learning and that assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.
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 teaching standards are maintained and further improved.
In addition, the school will endeavor to help parents and students understand how student’s learning will be assessed. Furthermore, students will be encouraged to talk to their teachers about what they are learning and why. The Quality Teaching Framework will continue to be referred to when planning teaching and learning programs. It will also be the focus of staff meetings throughout the year.

Curriculum
Educational – PD/H/PE
Background
This year we chose to evaluate the programs, opportunities and experiences we provide in the key learning area, PD/H/PE. With obesity, mental health and drug problems becoming more prevalent in our society, we felt it necessary to ensure we were providing quality programs that contribute to the education and well being of each child in our care.

Findings and conclusions
68% of parent surveys were returned and the responses suggested a very positive opinion towards the PD/H/PE programs that are offered at our school. 99.6% of responses indicated ‘Strongly Agree’ or ‘Agree’ for all questions.

Almost all parents strongly agreed that the school’s ‘Sip It, Munch It, Move It, Learn It’ program helps promote a healthy lifestyle. A very high percentage of parents also strongly agreed that social skills and values education programs are an important part of their child’s social development.

Almost all students thought that PD/H/PE was an important subject to learn at school. Every student felt that physical education (including fitness, fundamental movement skills, games and sport) was an important part of their education. They like participating in PSSA swimming, cross country and athletics carnivals and also enjoy the opportunity to participate in PSSA knockouts and trials. A high percentage of students indicated that the Life Education program is both enjoyable and worthwhile.

Future directions
Staff feel that they offer quality programs in PD/H/PE, however there is a willingness to improve further. Next year we will; begin a morning ‘Wake and Shake’ fitness program, continue our ‘Sip It, Munch It, Move It, Learn It’ program and refine aspects of our new scope and sequence to include fundamental movement skills, the ‘Life Education’ program and existing Drug and ‘Keep Them safe’ programs. We will also continue our kitchen/garden and our dedication towards having an edible schoolyard. Our ‘Live Life Well’ grant and action plan will be implemented to further improve our nutrition and fundamental movement skills programs.

Parent, student, and teacher satisfaction
In 2011 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 teaching that takes place at Blighty Public School. The staff have been praised for the additional programs and extra-curricular activities that have been offered throughout the year.
- Teacher comments have indicated that they see the quality teaching practices and collaboration 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 teaching that takes place in the school.

Professional learning
The school’s professional learning plan reflected the needs and directions outlined in the school’s 2011 School Improvement Plan. This included professional learning in literacy, numeracy, technology and leadership. A clear highlight for all staff during the year was attending the ‘Achieving Major Shift’ workshops with Sue Najor.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

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 preparing for phase 1 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.

School priority 1

Outcome for 2012–2014

*Improve student achievement in all aspects of literacy as evident in school based testing.*

2012 Targets to achieve this outcome include:

- 84% of students achieve stage based outcomes in literacy. (average of 79% in 2010/11)
- 100% of students at or above minimum standards in NAPLAN writing.
- 100% of students at or above minimum standards in NAPLAN spelling.
- Increase the % of K-6 students achieving a ‘Sound’ or better in writing to 80%. (up from 71% in 2011)
- 90% of students will achieve stage-based outcomes in spelling.

Strategies to achieve these targets include:

- Teachers undertake training in the use of data (including SMART) to inform planning for teaching and learning.
- Employment of a teacher to team teach within each class throughout 2012 to provide close assistance to students and feedback to teachers during spelling and writing lessons.
- All teachers implementing and teaching the ‘Word of the Day’, the four forms of spelling, ‘Sentence of the Day’ and the four social purposes of writing on a weekly basis.
- All teachers will attend a range of professional learning activities relating to writing and spelling.
- Work with surrounding schools to collate electronic resources based on the professional learning with Sue Najor in 2011.
- Resources and assessment samples are shared across Deniliquin Small Schools Network.

School priority 2

Outcome for 2012–2014

*Improve student achievement in all aspects of numeracy as evident in school based testing.*

2012 Targets to achieve this outcome include:

- 87% of students achieve stage-based outcomes in numeracy. (84% in 2011)
- 100% of students at or above minimum standards in NAPLAN numeracy.
- 87% of students achieve stage-based outcomes in Working Mathematically strand. (84% in 2011)

Strategies to achieve these targets include:

- Teachers undertake training in the use of data (including SMART) to inform planning for teaching and learning.
- All teachers will attend a range of professional learning activities relating to the Working Mathematically strand (including Mathletics workshop).
- Train staff in the use of the R.U.C.S.A.CK problem solving technique and Newman’s Five Prompts with a focus on vocabulary and comprehension skills in numeracy.
- Implementation of the school’s new online scope and sequence with links to NAPLAN questions, strategies, games and activities.
- Employment of a teacher to team teach within each class throughout 2012 to provide close assistance to students and feedback to teachers during numeracy lessons.
- Purchase Mathletics. All staff to complete training.
- Staff to access support and training from Numeracy Consultant.
School priority 3

Outcome for 2012–2014

*Improve overall student engagement through the use of technology, higher order thinking and quality teaching.*

2012 Targets to achieve this outcome include:

- 100% of teachers will have Quality Teaching elements evident in teaching/learning programs.
- Maintain student attendance rate at 94% or above.
- A diverse range of Technology is used across ALL key learning areas in ALL classrooms.
- Interactive, hands on and meaningful lessons will be taught at all levels K-6.
- 100% of teachers making use of Connected Classroom facilities, with a minimum of 10 video conferences being undertaken for the year.
- Increased emphasis on Creative Arts and Technology.
- Increased transitional opportunities for pre-school students.
- Increased parent and community participation in school activities.

Strategies to achieve these targets include:

- All teachers to attend Hawker Brownlow Teaching and Learning Conference with the focus; “Brain in Action”.
- All teachers using a variety of ICT resources including Mathletics, Spellodrome, Study Ladder and the DEC’s Learning Tools as a means of engaging learners at school and home.
- Teachers will access exemplary practitioners to embed quality teaching and technology into teaching and learning.
- Setup, provide training and implement Ipod program.
- Students participate in fortnightly Peer Support activities which involve gardening, cooking, ‘Circle Time’ and design.
- Begin a morning ‘Wake and Shake’ fitness program which involves Running Club or a circuit each day before class.

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.

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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: