School context statement

Blighty Public School is a small, comprehensive rural school in the Riverina’s South West, between the townships of Finley and Deniliquin. The K-6 school has a diverse mix of local farming families (approximately 60%) as well as families from surrounding areas that actively choose the small school environment and the opportunities it offers.

The school has experienced steady growth in enrolments over the past six years; maintaining its status as a two teacher school. The school also employs one part-time teacher, a part-time School Administrative Manager and a part-time School Chaplain. Local school bus services allow students to be picked up along the Riverina Highway from Deniliquin and around the community of Blighty. The school attracts equity funding to support the needs of all learners.

Blighty School has established a reputation for providing a quality education, comprehensive sporting programs, dynamic creative and practical arts initiatives, and robust environmental and student leadership programs. Our school is held in high regard in the community for student behaviour and the commitment of teaching and ancillary staff towards the learning, development and well-being of all students and their families.

The Blighty School P&C is actively involved in fundraising and provides substantial support to student learning; contributing approximately 10-12 voluntary hours per week. Blighty Public School is a member of the Deniliquin Community of Small Schools, encompassing Blighty, Mayrung, Conargo and Bunnaloo Public Schools. This partnership advocates for increased socialisation, opportunity and collaboration for students and staff.

Further information regarding our school can be accessed via our school website: http://www.blighty-p.schools.nsw.edu.au/home

Principal’s message

Blighty Public School is a vibrant, friendly and supportive small school which prides itself on the broad and quality range of educational opportunities it can offer all children.

The school’s motto, ‘Working Together for Success’, and the core values of Respect, Responsibility, Cooperation, Well-Being and Personal Best drive the programs at the school which aim to educate the whole child and prepare them for success in the 21st century.

In our efforts to nurture and educate the whole child, we offer innovative programs across a broad academic, creative and social spectrum. We endeavour to deliver a diverse study of curriculum with every opportunity for each child to find an area to excel in, thereby building self-esteem and instilling a love of 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 successful learners; confident and creative individuals; and active and informed citizens.

2014 has been yet another extremely successful year for Blighty Public School. The school is fortunate to belong to a very supportive local community. This year, 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 we opened the jointly funded covered outdoor learning area, in term 3, the school presented a play/musical, and in term 4 we came together for a Volunteers Lunch and our Presentation Night.

Community involvement has led to many developments at the school in 2014. The school and P&C contributed $20,000 in 2013 and this was matched by the government in a joint funding agreement which saw a new covered outdoor learning area get built this year. Tables, seating, two pizza ovens and a large sink were...
purchased for the area, and fruit trees and a herb garden were planted around the structure to add to the school’s Kitchen/Garden program and community functions. Many thanks to Lou Hanmer and Vicki Ackers who worked with me in a small focus group to bring the first phase of the project to completion. Throughout the year, the P&C also built a new fence for the chicken run and helped lay soft fall around the play equipment. Furthermore, the P&C bought the school twelve ukulele kits and subsidised South West Music tuition for 5/6 students in support of the school’s new music program.

Another noteworthy development at the school in 2014 included the employment of School Chaplain, Robyn Fowler. Robyn’s dedication and skill in enhancing student, staff and family well-being has been greatly appreciated by everyone this year.

A major focus area for our school over the past three years has been targeted towards improving student learning outcomes in writing. It has been great to see that the professional learning and programs we have implemented have led to sustained growth in this area.

I would like to extend my gratitude to our entire school community, including staff, students, parents and the wider community, for their efforts towards ensuring our school is a great one.

The purpose of this document is to highlight and celebrate significant achievements that we as a school community have made in 2014, 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

2014 has once again been an incredibly successful year for the Blighty Public School P&C.

Fundraising has been exceptional due to the dedication of many of our members. Efforts included hosting two Finley Deb Balls, catering for the Blighty Deb Ball, Tuppal Food and Fibre Festival, the Blighty Art Auction, catering for clearing sales and working at the Ute Muster.

After much planning, it was pleasing to see the building of a new outdoor covered learning area at the school. We were able to contribute $15,000 to the construction of the building and look forward to its regular use in the future. The addition of two pizza ovens, a sink, tables and seating, fruit trees and herb garden from our funds have made this a practical, functional area. Of course, significant funds have also been directed towards learning resources and excursions at the school.

We wish the best to five families whose children graduate on to high school this year. As always, I am sure that new families will fill their places. Thank you to the P&C executive for their support during the last three years of my term as President. I wish them the best for the future.

Lastly, I believe Blighty Public School exhibits excellence through each part of the organisation. On behalf of the P&C, I thank and congratulate each of the staff for their commitment in 2014.

Gary Webb
P&C President

Student representative’s message

Hi, my name is Samantha Rourke and I am in Year 6 at Blighty Public School. Unfortunately, this was my first and last year at Blighty. I have really enjoyed every day at this school and I have made so many friends.

One of my highlights included going on the Canberra excursion. My favourite part was going
to laser tag. My favourite subjects at Blighty were sport and music and also learning a lot of new strategies in maths. All of the teachers are proud of me for how far I have come. Some of my achievements have been going to Albury for soccer, learning to play the drums and participating in the Athletics Carnival, where I made it to regionals. I also enjoyed playing Big Bash Cricket where I got two golden ducks, and lastly going to the Tuppal Food and Fibre Festival. My favourite part was watching the sheep being shorn. I love seeing the chooks at school every morning and also helping out in the vegie patch.

As I lead to the end of my speech, I would just like to give a big thank you to Mr Fisher, who always got out and played sport and encouraged me throughout the whole year. He always pushed me further than I thought I could go. Thank you for that Mr Fish. I would also like to give a big thank you to Tessa for helping me improve my skills and ability in Fast Maths.

My year at Blighty has been fantastic and I wish I could stay another year, but I’m off to High School. I have made so many new friends here and I’ve learnt so many different things. I will definitely drop back in for a visit soon. Thanks again to my friends, teachers and parents for getting me through the year.

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Samantha Rourke, Minister for Music

**Student information**

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

The school currently has an enrolment of 33 students with stable enrolments forecast for the foreseeable future.

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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, DEC developed pamphlets, phone calls and interviews with parents and carers 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 utilised, if required.

The introduction of an attendance award for students achieving 100% attendance in a term has been a successful initiative.

Our ‘Sip It, Munch It, Move It, Learn It’ program also promotes high attendance along with the drinking of water, eating of fruit, daily exercise and participation in our Home Learning program.
Workforce information

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

The permanent positions held by Nathan Fisher (Teaching Principal) and Karen Conallin (Classroom Teacher) have remained constant for 2014. The retirement of Belinda Whittakers as a permanent part-time employee in 2011 led to the employment of Barbara Webb in a temporary position. This position will remain temporary because part-time positions are required to target specific whole school programs which are subject to annual review and change.

In 2014, the teachers were supported by two School Learning Support Officers, Georgina Upton and Tessa Mulham, and a School Chaplain, Robyn Fowler. Maree Hovenden was once again our School Administration Manager and General Assistant.

The School Counsellor, Mirelda Wales, attended the school twice per term and additionally, when required.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</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>3.362</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. Currently there are no members of staff from an indigenous background working at Blighty Public School.

Teacher qualifications

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

Professional learning and teacher accreditation

All three teachers participated in professional learning activities (including all Staff Development Days) throughout the year which reflected the needs and directions outlined in the school’s 2014 School Improvement Plan. This included professional learning in literacy, numeracy, the Australian Curriculum, and engaging 21st century learning practices.

In 2014, the school received $5,538 for teacher professional learning, which equates to approximately $2,273 per teacher, however, additional school funds were also allocated. This money was utilised to focus on the implementation of new NSW Australian Curriculum syllabuses and the improvement of quality teaching practices as a means of further improving learning outcomes for all students. The K-2 teacher completed her Language, Learning and Literacy (L3) training, and teachers undertook further learning in Brain Gym, debating, Planning Literacy and Numeracy (PLAN), music (ukulele) and core financial management.

Mandatory training areas such as Code of Conduct, Child Protection, Emergency Care, Work Health Safety, First Aid, Asthma and Anaphylaxis were also updated.

To build teacher capacity, staff continued to collaborate, share expertise and reflect on practice with colleagues from the Deniliquin Community of Small Schools each term.

Blighty Public School had no New Scheme Teachers in 2014, and no teachers were seeking or maintaining higher levels of accreditation.

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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>57,441.82</td>
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<tr>
<td>School &amp; community sources</td>
<td>16,780.71</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>921.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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</tbody>
</table>
Total income 200 733.43

**Expenditure**

Teaching & learning
- Key learning areas 9 116.50
- Excursions 12 427.77
- Extracurricular dissections 15 604.29

Library 73.37

Training & development 3 141.90

Tied funds 55 188.22

Casual relief teachers 4 510.69

Administration & office 11 015.47

School-operated canteen 0.00

Utilities 10 533.69

Maintenance 7 872.63

Trust accounts 6 119.66

Capital programs 0.00

Total expenditure 135 604.19

**Balance carried forward** 65 129.24

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

A full copy of the school’s 2014 financial statement is tabled at the P&C’s annual general meeting. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

In 2014, Blighty Public School provided a balanced and enriched curriculum for students. This included the strong and successful provision of additional artistic, sporting and community opportunities. With an embedded philosophy of continual improvement, a well-rounded and comprehensive education was available for all students.

**Academic achievements**

**NAPLAN**

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.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

Alternatively:

**NAPLAN Year 3 and 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) and Numeracy**

In 2014, five Year 3 and four Year 5 students sat the NAPLAN. With such a small sample of students (less than 10), detailed analysis of results and graphs, including percentage in band, three-year school average and average progress, cannot be provided.

All students achieved at or above national minimum standards in all areas.

**Other achievements**

**Arts**

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

Highlights in 2014 included:

- Selected 5/6 students attending the Aspire Me Visual Arts, Drama and School Spectacular excursions.

- Watching the Tony Bones performance, ‘Windy Farm’.

- All students participating in the annual school performance, ‘Disorder in Court’, where students presented a play/musical involving music, dance and drama components.

- The implementation of a new school music program: K-2 percussion, singing and games, 3-4 playing recorder and reading music, 5-6 playing ukulele, singing and also participating in the Redeye Rockers band group.

- Collaborating with Moulamein Public School to form a combined ukulele group which performed at the Riverina Primary Principals Conference, showcasing the high standard of learning that occurs in the Deniliquin area.
• Students participating in a variety of Arts Unit initiatives, including the debating workshop, Premier’s Reading and Spelling Challenges. Clay Webb came 2nd in the Riverina for the Premier’s Spelling Challenge.
• Hosting a visit and performances from the Deniliquin Bush Poets. This led to Clay Webb being selected to represent Blighty at the Schools Poetry Night in Deniliquin where he was awarded ‘Best Recital’.
• Participating in the Lion’s Junior Public Speaking Competition.
• Christmas Craft activities and weekly tinkering and craft projects with the School Chaplain.

Sport

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

The school continues to promote a healthy and active lifestyle, the development of fundamental movement skills, game sense and good sportsmanship for all students.

Highlights in 2014 included:
• Blighty being announced as the Deniliquin Small Schools aggregate and handicap swimming, cross country and athletics champions.
• Students participating in the Big Bash Cricket tournament.
• The Deniliquin Small Schools Network fielding combined teams in soccer, AFL and netball.
• All students being involved in the Swimming Scheme program, lunchtime competitions and specialist sports coaching experiences in athletics, swimming, dance, AFL and soccer.
• The school, in conjunction with the Conargo Shire Council, Blighty Football Club and Jack Bradley (AFL Development Officer) organising and running the Gilbert Bain Small Schools Development Day.
• All students K-6 participated in the Premier’s Sporting Challenge with both classes earning a gold award for their efforts.

Outstanding individual performances in 2014:
• Clay Webb won the Premier’s Sporting Challenge Medal, Cliff Young Sports Award and was also the Small Schools Senior Boys Swimming Champion.
• Jack Charlton was the Deniliquin Small Schools 10 Year Boys Cross Country Champion and Junior Boys Athletics Champion.
• Kane Morris was the Deniliquin Small Schools 11 Year Boys Cross Country Champion.
• Hayden Gardiner was the Deniliquin Small Schools 11 Year Boys Athletics Champion and Most Outstanding Athlete across the four schools.

District Representatives:
• AFL – Kane Morris and Hugh Atkinson.
• Soccer – Emmaline Weir, Samantha Rourke and Clay Webb.
• Netball – Emmaline Weir was a District and Western Riverina representative.
• Athletics – Samantha Rourke, 100m. Clay Webb was a District and Riverina representative for discus.

Clay at the State Athletics Carnival
Community

Having a strong connection to the local community is of great importance to Blighty Public School. Maintaining strong links allows for the community to feel welcome and encourages local families to take ownership for the school’s continued success.

In 2014, the school strengthened its links with the community by:

- Hosting a variety of community events, including: an ANZAC ceremony, a book fair and parade which involved new kindergarten students transitioning into the school, a Welcome Barbeque, school performance and presentation night.
- Interviewing a local farmer and business owner as part of the Creative Catchment Kids program and writing and publishing a book about them.
- Participating in the Finley and Deniliquin Shows.
- Inviting parents to support our Fall and Spring into Reading programs as well as also having community coaches for sporting teams.
- Hosting South West Music tuition sessions for community members after school.
- Coordinating the Gilbert Bain Small Schools Development Day in conjunction with the Blighty Football/Netball Club, Conargo Shire Council, parents and surrounding schools.
- Encouraging strong links with our surrounding schools, including Bunnaloo, Mayrung, Conargo, Finley and Deniliquin.
- Hosting a Volunteers Lunch to recognise and praise parents, carers and community members for their support of the school and its programs.
- Working productively with the P&C on school projects and fundraising efforts for the betterment of the students.

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 2014 which included excursions to Canberra, Beechworth and Kyabram, swimming scheme and practice sessions, a small schools’ sports 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 each term to collaborate, plan and reflect on teaching and learning practices. Video conferences also took place between the schools.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The Aboriginal Education and Training Policy was fully implemented in 2014. Aboriginal perspectives are integrated across all curriculum areas. This helps develop positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia.

This year, as part of Wamba Wamba Perrapa Perrapa Week, all students visited the Yarkuwa Indigenous Knowledge Centre in Deniliquin where they were taken on a guided bush walk, did Aboriginal art and craft, including basket weaving and dot painting, ate some traditional Aboriginal bush tucker and played indigenous games. This experience increased the students’ understanding of Aboriginal history, culture, language, lifestyle, food, medicine and legend.

The opening of the jointly funded covered outdoor learning area

![Emmaline and Charlotte at the Yarkuwa Indigenous Knowledge Centre](image)
**Multicultural education and anti-racism**

Multicultural issues and perspectives are taught in all curriculum areas. The emphasis is on developing an understanding of culture and the appreciation of difference.

Both classes completed activities relating to multiculturalism as part of Harmony Day celebrations. Through the Peer Support Kitchen/Garden program, students regularly prepared and shared foods from different countries and cultures.

Our Anti-Racism Contact Officer, Karen Conallin, was available to investigate and solve any reported incidents of a racist nature.

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**Socio-economic background**

The school received Equity Loading for Socio-Economic Background in 2014 totaling $1,621.74. This money was utilised to ensure that all students could participate in the wide range of curriculum and extra curricula based opportunities offered by the school, including excursions and incursions. This helped sustain a positive and inclusive school culture, whilst also enhancing students’ access to a wider range of curriculum learning experiences and specialist teachers.

**Learning and Support**

The school received Learning and Support Flexible Funding totaling $1,657.46 in 2014. This was used to develop and implement intervention programs for a number of targeted students across the school who were having difficulties with reading, spelling and numeracy.

In addition to this, the school was also allocated a staffing entitlement (0.1 or half a day) to help support students with additional learning needs. In 2014, all teachers had the opportunity to fulfil this Learning Support Teacher role, with students ranging from K-6 taking part. This increased the level of student participation and engagement in learning and improved student learning outcomes.

**Transitional Equity Funding for Geographic Isolation**

Blighty Public School received $12,821.18 in Transitional Equity Funding for Geographic Isolation in 2014. This program is designed to improve the equity of opportunity for students who live in isolated country areas. In 2014, these funds were used to support specific programs related to the School Management Plan, including:

- Subsidised travel on excursions to allow students to participate in cultural experiences outside their local area.
- The employment of a teacher to team teach within each class, providing assistance to students and feedback to teachers on quality teaching in literacy and numeracy, including the embedding of computer technology and higher order thinking skills in all lessons.
- Year 6 students attended the Rising Generations Leadership program and a Tony Bones performance was also subsidised.
Other significant initiatives

Student Leadership

The Student Parliament continues to thrive and there were many new and exciting developments in 2014.

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.

The Year 6 students acted as Ministers for the Student Parliament this year. All of these students were involved in coordinating activities in their relevant areas of responsibility. The Year 6 students participated in the Rising Generations Leadership program which involved learning about the skills of leadership and coordinating a school based program.

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. Year 5 students also acted as buddies during our transition to kindergarten program. Students in years 2, 3 and 4 also had responsibilities in the Student Parliament and these included: Serjeant at Arms, Whips and the Clerk. Costumes and props were also introduced this year to make the fortnightly session a more fun, engaging and realistic experience.

Student Well-Being

Well-Being is one of the school’s core values and is the primary focus of a range of initiatives at the school. In 2014, Blighy Public School employed School Chaplain, Robyn Fowler, through the provider GENR8. Robyn, in partnership with school staff, has promoted positive relationships, self-awareness and well-being through working individually with students and families, linking families to support services and arranging a broad range of proactive activities for all students, including, library, chess and other board games, tinkering in the shed, environmental activities and art and craft projects. The School Chaplaincy program and other well-being initiatives have increased student engagement and connectedness to the school, leading to the maintenance of a safe, supportive and inclusive environment which builds and nurtures respectful relationships.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Regular reviews of the School Management Plan as part of staff meetings. This involves discussing implementation, analysing data (internal and external) and developing future strategies.
- Feedback from parents regarding strategies implemented to meet the outcomes of the School Management Plan at P&C meetings.
- Feedback from parents, staff and students through surveys and informal data collection strategies.
School planning 2012-2014:

School priority 1:

Literacy

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- 77% of students achieved stage outcomes in literacy with 23% of those students working beyond stage outcomes.
- 84% of students achieved stage outcomes in writing with 23% of those students working beyond stage outcomes.
- 68% of students achieved stage based outcomes in spelling with 29% of those students working beyond stage outcomes.
- 74% of students achieved stage outcomes in reading with 23% of those students working beyond stage outcomes.
- 71% of students achieved stage outcomes in speaking and listening with 29% of those students working beyond stage outcomes.
- All students achieved above minimum standards in all areas of NAP, Literacy.
- The K-2 class teacher completed her training in L3.
- Student writing was greatly enhanced through the use of writing rubrics and participation in the BOSTES Write On competition.
- High quality programs and resources produced by staff and used across the school.

Strategies to achieve these outcomes in 2014:

- Plot and regularly track all students on the Literacy continuum, including PLAN software, to inform teaching and learning.
- Careful analysis and monitoring of the progress of every student against expected achievement in literacy using NAPLAN, L3, continuums, PLAN and school based assessments.
- Improved data driven programming through assessment practices in line with the implementation of the Australian Curriculum.
- Employment of a teacher to team teach within each class throughout 2014 and provide close assistance to students and feedback to teachers during literacy sessions.
- Sharing of good practice at staff meetings and Deniliquen Small Schools Network meetings.
- K-2 teacher’s completion of L3 training.
- Development and implementation of targeted interventions and ILP’s.
- Student participation encouraged in competitions, for example, writing (Write On), public speaking (Lion’s Club and Bush Poets), reading, spelling and debating (Arts Unit – Premier’s Challenges).

School priority 2:

Numeracy

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- 74% of students achieving stage based outcomes with 29% of those students working beyond stage outcomes.
- 84% of students achieving stage based outcomes in the Space strand with 35% of those students working beyond stage outcomes.
- 74% of students achieving stage based outcomes in the Measurement strand with 29% of those students working beyond stage outcomes.
• 65% of students achieving stage based outcomes in the working mathematical strand with 26% of those students working beyond stage outcomes.
• All students achieved above minimum standards in NAP, Numeracy.
• The Fast Maths program was reviewed, enhanced and updated.

**Strategies to achieve these outcomes in 2014:**
• Plot and regularly track all students on the Numeracy continuum, including PLAN software, to inform teaching and learning.
• Careful analysis and monitoring of the progress of every student against expected achievement in numeracy using NAPLAN, continuums, PLAN and school based assessments.
• Improved data driven programming through assessment practices in line with the implementation of the Australian Curriculum.
• Employment of a teacher to team teach within each class throughout 2014 and provide close assistance to students and feedback to teachers during numeracy sessions.
• Purchasing of new resources relating to the Measurement and Space strands.
• Sharing of good practice at staff meetings and Deniliquin Small Schools Network meetings.
• All teachers and SLSOs using the school’s place value and Mathletics programs.

**School priority 3:**

**Engagement and Quality Teaching**

**Outcomes from 2012–2014**

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

**Evidence of achievement of outcomes in 2014:**
• 100% of teachers having Quality Teaching and HOW2Learn dispositions and habits evident in their learning programs.
• 95% student attendance rate.
• Students showed improved public speaking and debating skills.
• 100% of teachers making use of the connected classroom facilities, with more than 10 video conferences being undertaken for the year.
• High levels of effort from students across all grades and KLAs.
• Increased emphasis on the creative and practical arts.
• All teachers using a variety of ICT resources including Mathletics, Study Ladder, Web 2.0, DEC learning tools and movie making software.
• The access of exemplary practitioners to embed quality teaching and technology in all classrooms.
• Enhanced student well-being.
• Improved school music programs and student achievement in the arts.

**Strategies to achieve these outcomes in 2014:**
• Principal continued leading and implementing HOW2Learn action plan.
• All teachers using effective 21st century teaching practices which accelerate learning.
• An environment conducive to continual improvement and learning was maintained and promoted.
• The school’s WIFI was updated for use with the school iPods.
• Effective practice was shared in relation to the implementation of Australian Curriculum in staff meetings and at Deniliquin Small Schools Network meetings.
• Teachers and students trained in debating.
• Implementation of new school music program and ukulele training for teachers.
• Employment of a School Chaplain.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parent comments have been extremely supportive of the teaching and learning that takes place at Blighty Public School. The staff has been praised for their dedication and professionalism, as well as the additional programs, extra-curricular activities and opportunities they offer throughout the year.

- The school is seen to provide a safe, supportive and engaging learning environment, where strong values and a positive learning culture exists.

- Teacher comments have indicated that they see the quality teaching practices, collaboration and professional development experiences as the positive aspects 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.

- The wider community has on many occasions suggested that Blighty Public School is held in high esteem. The students are often complimented for their behaviour, appearance and achievement across a broad range of activities.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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
Barb Webb  Classroom Teacher
Maree Hovenden  School Admin Manager
Gary Webb  P&C President

School contact information

Blighty Public School

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

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