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” and core values, which include: respect, responsibility, well-being, cooperation and personal best. 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 in, 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 successful learners; confident and creative individuals; and active and informed citizens.

Blighty Public School benefits from belonging to a supportive local community. In 2012, 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 celebrate ‘Jump Rope For Heart’ with a skip off and farmer’s market and in term 4 we came together once again for our presentation night.

This year we continued our 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 2012 were; Darcy Webb, Mikaila Ackers, Georgia Webb and Brenna Knill.

In 2012, the staff at Blighty School were focussed on improving student engagement as a means of further improving learning outcomes for all students. This began with the motto “The children’s world, not the adults” and saw the teachers change their school timetables, strategies and programs to ensure that our school was an interesting and challenging place to learn. The staff, students and community were impressed with the changes and great results followed through NAPLAN, school reporting systems and attendance rates.

The purpose of this document is to highlight and celebrate significant achievements that we as a school community have made in 2012, 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

Firstly, thank you to the 2012 P & C executive for the year’s service and for committing to your roles again in 2013. Vicki Ackers, as Vice President and Canteen Coordinator, Robyn McIlwain as Treasurer and Isha Knill as Secretary, have all made significant contributions this year.

At Blighty Public School, we value everyone’s input towards the running of the school. So I challenge each family to try and get to at least one meeting next year to see and hear what is being done behind the scenes.

I would especially like to thank Vicki Ackers for her four years of fundraising through the Finley Debutante Ball. Her effort and dedication, along with the support of the P & C, has helped the school run special programs that enrich each child’s school experience, at a much lower cost to parents; such as the many excursions during the year, having specialist visiting teachers, and fun cooking activities. Additional money from the P&C has also been used to buy items for the classrooms and Library. I think you would all agree that our children are very privileged to
receive such an amazing education through an incredible range of experiences and resources that you would not usually expect at a small, rural school.

Lastly, to Mr Fisher, Mrs Conallin, Mrs Webb, Maree and Mrs Fenaughty. We are so very privileged to have such dedicated, hardworking staff who continually strive to achieve the highest possible outcomes for our children. We often hear Mr Fisher encouraging students to achieve their personal best and I know from what I hear at the end of each day that the staff of Blighty Public School practise what they preach. They are consumed with knowing, understanding, guiding and teaching our children and they don’t stop doing whatever is needed to encourage your children.

On behalf of the P & C, please enjoy your well-deserved break.

Gary Webb, President

Student representative’s messages
Hi, my name is Blake Charlton and I’ve been at Blighty School since Kindergarten. The best thing about this school has been all of the excursions. My favourite one was the Sydney excursion because we got to go surfing. We also went abseiling and rock climbing.

The most important thing about Blighty School is all of the friends that I’ve made, especially Darcy Morris. We’ve been best friends since pre-school. He’s always been there for me except the time when we went rock climbing in Canberra. I was at the top of the wall and he let go of the rope which made me fall to the bottom. Thanks for that Darcy!

I would like to thank the teachers for everything that they have done for me. My favourite teacher would be Mr Fish because he has helped me with my learning and my sport. Also, whenever I’ve been hurt, Maree has fixed me up.

Lastly, I’d like to thank Raelene (Thomas’ mum) who has driven me to all of the Creative Catchment Kids excursions this year.

Blake Charlton, Minister for Canteen

Hello, I’m Thomas Gillespie and I moved to Blighty P.S. when I was starting Year 4. I soon got to know all of the teachers, students, our wonderful administrator Maree and who could forget our fat cat George.

Now Year 5, what a year that was. The trip to Sydney was amazing! We stayed at the Narrabeen sport and recreation centre and did lots of great physical activities. Darcy and I won’t go canoeing with Mr. Fisher again because he took one paddle from us and then proceeded to push us back out onto the lake. It was lucky for us that Mr. Fish left us with one paddle so we could get back to dry land. Another thing that stands out in my mind was the school play. It was called “Little Red Rocking Hood”. In that play I was a narrator with Jack and Will Henderson. We didn’t have to worry about learning our lines because we got to read from the script which was written on a scroll. The rest of the year went like a blur. Time flies when you’re having fun!

Year 6 was another great year! I was given the opportunity to be a parliament minister and participate in many fun activities like drama, pottery and the Year 5/6 excursion to Canberra. I really enjoyed doing pottery. Being a farmer, I like to get my hands dirty. Drama was another recent activity where we had fun learning to sing and act. Blake particularly liked the singing!

I would like to thank Mr. Fisher for being a wonderful principal, Mrs. Webb for being our great art and science teacher, Mrs Conallin for all the cooking classes, Maree for being the best ever administration person who does all the jobs around the school and my Mum and Dad for taking me to the bus and to school excursions. I’ve had a great time at Blighty Public School.

Thomas Gillespie, Minister for Sport
Hello. My name is Darcy Webb and I have been attending Blighty Public school since Kindergarten, spending more years at Blighty than Mr Fish and Mrs Conallin combined. I met Blake in Kindergarten and we are the survivors. In Year four, Thomas came to Blighty and since then Thomas, Blake and I have gone on and done numerous excursions, leadership projects and school activities together.

At Blighty, I have had a lot of different teachers through the years and I remember them for a lot of different reasons. In Year 2, I had Miss Miller and remember her massive footy kick, Mrs Whittakers, for her amazing and unique science experiments, Mrs Conallin for her tambourine playing, Mr Fisher for getting the Blighty Redeye Rockers together and lastly, Mrs Webb, ’cause it’s pretty hard to forget who your mother is.

At Blighty, we are treated, nearly spoil, with how many great excursions we have. Canberra, Echuca, Beechworth and Sovereign Hill, just to name a few, but my favourite would have to be Sydney because of all the great activities at the Narrabeen camp.

At Blighty, we also have the opportunities to excel in many different areas and I love the sporting field. This year, I have had a very good year with sport. In swimming, I broke two records, achieved Senior Boy Champion and went to the Riverina level for 50m freestyle. In Cross Country, I came second at small schools and eighth at District. Finally, in Athletics, I was named the Senior Boy Champion and Outstanding Athlete, I came first in the 800 metre race at District and also ran at the Riverina carnival.

Lastly, I would like to thank the students, teachers and especially Maree at Blighty for making my experience there so great. In closing, I would like to say the words I have said so many times in my time at Blighty, thank you for listening to my speech!

Darcy Webb, Minister for Environment
Student attendance profile

<table>
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<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>K</td>
<td>92.8</td>
<td>93.6</td>
<td>94.2</td>
<td>97.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.6</td>
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<td>94.3</td>
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<td></td>
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<td>95.5</td>
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<td>5</td>
<td>95.8</td>
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<td>95.3</td>
<td>93.3</td>
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<tr>
<td>Total</td>
<td>95.2</td>
<td>93.3</td>
<td>94.2</td>
<td>94.8</td>
<td>95.8</td>
</tr>
</tbody>
</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.

Staff information

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

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.252</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</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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</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 permanent positions held by Nathan Fisher (Teaching Principal) and Karen Conallin (Classroom Teacher) have remained constant for 2012. 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 of school programs which are subject to annual review and change.

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>
<tr>
<td>Postgraduate</td>
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</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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$66763.66</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>$41249.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$16977.90</td>
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<tr>
<td>Interest</td>
<td>$2955.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$1182.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$177223.91</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        | $1776.29   |
| Key learning areas         | $10992.64  |
| Extracurricular dissections| $18897.67  |
| Library                   | $714.25    |
| Training & development     | $1730.43   |
| Tied funds                 | $38638.34  |
| Casual relief teachers     | $1489.19   |
| Administration & office    | $12771.06  |
| School-operated canteen    | $0.00      |
| Utilities                  | $8096.50   |
| Maintenance                | $8365.77   |
| Trust accounts             | $1149.24   |
| Capital programs           | $0.00      |
| **Total expenditure**      | $104621.38 |
| **Balance carried forward**| $72602.53  |

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. In addition, the school is currently holding Live Life Well @ School, Premier’s Sporting Challenge and Community
Volunteers grants for projects to be undertaken early in the new year.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**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, ‘Peggy the Pint Sized Pirate’. 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 travelling theatre performances including; Tony Bones and Chrisworks.

Many visual arts experiences were also provided, including a pottery unit with Jan Cook. This involved students and teachers learning the entire process of pottery making so that the tradition could once again start at Blighty School. Student artwork also featured in Finley and Deniliquin’s Show exhibition and competition sections.

Another high point in our year involved a visit from Danielle from Outback Theatre. She is a specialist drama and singing coach and worked with both classes on performance skills for our school play and presentation night.

Once again, we were able to offer a broad range of musical experiences in 2012. These included; K-6 choir and percussion programs, 3-6 recorder ensemble, school rock band - ‘The Redeye Rockers’, South West Music and Outback Theatre tuition and performances.

Blighty Public School students were also very privileged to be involved in a variety of gifted and talented arts excursions in 2012. The students chosen were involved in a visual arts camp at Moulamein, a drama camp at Oaklands and the School Spectacular excursion to Sydney. All of these excursions involved the students working with specialist arts coaches.

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**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 Clay Webb (Junior Boys), Bradley Chaplin (11yr Boys), Darcy Webb and Thomas Gillespie (Senior Boys).
- Our school also won the aggregate and handicap trophies for the day and Darcy Webb broke the 100m Freestyle record.
- Darcy Webb and Bradley Chaplin as well as our senior relay team qualified for the Riverina Carnival.

**Cross Country**

- Our Small Schools’ Champions were Kane Morris (8/9yr Boys), Emmaline Weir (10yr Girls) and Blake Charlton (Senior Boys).
- Kane Morris qualified for the Riverina Carnival.
Athletics

- The age champions for the Small Schools Carnival were Emmaline Weir (Junior Girls), Darcy Morris (11yr Boys) and Darcy Webb (Senior Boys).
- Darcy Webb won the Outstanding Athlete award across the four small schools.
- Emmaline Weir, Darcy Morris and Darcy Webb qualified as individuals for the Riverina Carnival.

Other

- Some of our senior students were also involved in PSSA trial events. These included District and Regional Soccer (Ashleigh, Darcy Webb and Blake), District Cricket (Darcy Webb) and District AFL (Darcy Morris and Blake).
- 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. Our 5/6 team, The Blighty Bouncers, were Runners Up in the Super 8’s cricket competition.
- Our small school network fielded teams in the PSSA soccer, netball and AFL knockouts.
- 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 Development Day.
- All students K-6 participated in the Premier’s Sporting Challenge with both classes earning a gold award for their efforts.
- Darcy Webb was awarded the school’s outstanding athlete award at presentation night.

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 2012 included; participation in gifted and talented workshops, Premier’s Spelling, Reading and Sports Challenges, ‘Aspire Me to Colour My World’ arts excursions (Sydney, Oaklands and Moulamein), UNSW tests, World Education Games including: World Literacy, World Maths and World Science days, Creative Catchment Kids program, Finley Lion’s Club Junior Public Speaking Competition, the school play, sports trials and the Rising Generations Leadership program.

Clay Webb, Jasmine Ackers, Thomas Gillespie and Mikaila Ackers qualified for the Regional Premier’s Spelling Challenge Final, with Clay finishing 4th and Thomas 5th in the Riverina.

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

Clay, Emmaline, Georgia and Darcy Webb qualified for the club level of the Finley Lion’s Club Junior Public Speaking Competition.

Blake, Darcy Webb and Thomas wrote and illustrated a book called ‘Barry’s Water Problem’ that was published as part of the Creative Catchment Kids program.
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 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. Our Year 5 students also acted as buddies during our transition to kindergarten program.

Technology

Technology is a priority at Blighty Public School and is embedded in the teaching of all key learning areas. In 2012, we accessed expert tuition on web design, Mathletics, Web 2.0 Tools, I-pod touch and I-pad technology and video conferencing.

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 2012 which included excursions to Canberra, Beechworth and Echuca, swimming scheme and practice sessions, an 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 each term to collaborate, plan and reflect on teaching and learning practices.

Video conferencing between the schools will become more frequent now that all are 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 2012, 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 2012, six Year 5 students sat the NAPLAN. With such a small sample of students, detailed analysis of results cannot be provided.

**Progress in Reading**

![Average progress in Reading between Year 3 and 5](image)

**Progress in Numeracy**

![Average progress in Numeracy between Year 3 and 5](image)

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*.

**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.

As part of the Creative Catchment Kids program, our Year 6 students travelled to Deniliquin for an Aboriginal Cultural excursion. This opportunity involved visiting the Yarkuwa centre, going on a guided bush walk, weaving and eating some traditional Aboriginal bush tucker. This experience increased the 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 in years 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 also learnt some conversational Spanish.

**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 their local area.
- Teachers have accessed exemplary practitioners to embed quality teaching, computer technology and higher order thinking skills into lessons across the key learning areas.
- Year 6 students attended the Rising Generations Leadership program.
- All teaching staff from our three small schools attended the Hawker Brownlow Teaching and Learning conference in Melbourne to learn more about the brain and 21st Century teaching and learning practices.
- The school held two RDE Relate video conferences after school for parents, staff and the community. These included ‘Supporting Children’s Speech and Language Development’ and ‘Identifying and Supporting Children at Risk of Anxiety and Depression’.

**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 also competed in the Nintendo Wii Olympics against other schools in the Riverina South West.

Students were involved in a variety of arts excursions which involved working with teachers, students and specialists from other schools and organisations.

Parents were invited to two RDE Relate (CAP) initiated video conferences and staff used the equipment regularly for mentoring, meetings and collaboration. The school achieved its goal to have ten video conferences for the year.

**Excursion Program**

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

This year the excursions offered to students were:

- Echuca – a day trip for all Kindergarten, Year 1 and 2 students where they visited the bakery and made bread, toured the port and travelled on a paddle steamer.
- 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.
- A variety of day excursions were also run throughout the year to access facilities and services in the local area.

**Kitchen/Garden Program**

Utilising the ‘Live Life Well @ School’ initiative, students were able to participate in a fortnightly program that involved cooking and healthy lifestyle options. Students, working with their peers and teachers, followed recipes and tasted their creations. During the year, students were able to make soup, herb bread, muffins, fruit icy
poles and frozen flavoured yoghurt, using produce mainly cultivated from the school’s vegetable gardens. As part of the healthy lifestyle component, students estimated sugar and fat content in packaged food and drinks. This program has had benefits, both inside and outside of the classroom. It has shown that students have a growing knowledge of gardening, food preparation and the ability to work well together in groups.

End of term lunch!

Progress on 2012 targets

Overall, we made pleasing progress in all of our nominated targets for 2012. These will continue to be met with further budgeting, allocation of appropriate resources and ongoing support.

Target 1

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

Our achievements include:
- 83% of students achieving stage outcomes in literacy.
- 94% of students achieving a sound or higher grade for effort in literacy.
- 100% of students at or above minimum standards in NAPLAN writing.
- 100% of students at or above minimum standards in NAPLAN spelling.
- 87% of students achieving a ‘sound’ or better in writing (up from 71% in 2011).
- Targeted support for individual learning needs in reading, writing, receptive and expressive language.
- High growth in the grammar and punctuation element of NAPLAN.

Target 2

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

Our achievements include:
- 90% of students achieving stage outcomes in numeracy.
- 97% of students achieving a sound or higher grade for effort in numeracy.
- 100% of students at or above minimum standards in NAPLAN numeracy.
- All teachers using the new online scope and sequence with links to NAPLAN questions, strategies, games and activities.
- All staff trained in the use of Mathletics as a tool to support learning.
- Targeted support for individual learning needs and small, stage based groups.

Target 3

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

Our achievements include:
- 96% student attendance rate (up from 94% in 2011).
- 100% of teachers making use of the connected classroom facilities, with more than 10 video conferences being undertaken for the year.
- Increased emphasis on the creative and practical arts.
- High levels of effort from students across all grades.
- All teachers attending the Hawker Brownlow Teaching and Learning conference with a focus on brain research and 21st century learning practices.
- All teachers using a variety of ICT resources including Mathletics, Study Ladder, Web 2.0 and DEC learning tools.
- The access of exemplary practitioners to embed quality teaching and technology in all classrooms.
• A revised whole school timetable which achieved its aim of improving engagement and learning outcomes.
• Various meaningful and relevant learning excursions.
• Beginning our ‘Wake and Shake’ morning fitness program.
• Improving our Peer Support program through the inclusion of a Kitchen/Garden component.
• The continuation of the ‘Sip it, Munch it, Move it, Learn it’ initiative.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, our school carried out evaluation of Student Engagement.

Student Engagement
Background
In order to improve effectiveness, it is important to continually evaluate the success of school programs within the school. Staff, students and parents were surveyed on the levels of student engagement within our school.

Findings and conclusions
All staff and students were surveyed and parents were consulted at a P & C meeting. An overwhelming majority of all responses indicated ‘High’ or ‘Very High’ satisfaction with school programs and the levels of student engagement.

The students ranked PD/H/PE as their favourite subject followed in order by Science, Creative and Practical Arts (CAPA), Mathematics, Human Society and Its Environment (HSIE) and English.

It was also very evident that the students thoroughly enjoy stage excursions, art (especially pottery), sport and PE, using technology for learning, Book Week activities, theme days and school events such as the talent quest, Jump Rope for Heart, Pet Day and Olympics Day.

A high percentage of students indicated that they would like to use the school i-pod touches more regularly for learning.

Staff reported that there was a correlation between active lessons and higher engagement.

They also indicated that differentiating the content, process and product led to enhanced student engagement.

Almost all parents agreed that Blighty Public School offers a variety of quality opportunities and experiences across a broad academic, creative and social spectrum.

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 and learning standards are maintained and further improved.

In addition, the school will endeavor to make English a more interesting and motivating subject by incorporating the use of technology and increasing activity and differentiation in lessons.

Creativity, 21st century learning strategies and the Quality Teaching Framework will continue to be referred to when planning teaching and learning experiences. These areas will also be the focus of professional development in 2013.

Parent, student, and teacher satisfaction
In 2012, 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 and learning 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, 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.
Professional learning
The school’s professional learning plan reflected the needs and directions outlined in the school’s 2012 School Improvement Plan. This included professional learning in literacy, numeracy, the Australian Curriculum and 21st century learning practices. A clear highlight for all staff during the year was attending the ‘Hawker Brownlow Teaching and Learning Conference’ with colleagues from our small school network.

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 2 of its 3 year cycle. This is a fluid document that focusses 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.*

2013 Targets to achieve this outcome include:

- 84% of students achieve stage-based outcomes in literacy. (average of 79% in 2010/11, 83% in 2012)
- 100% of students at or above minimum standards in NAPLAN Reading.
- 90% of students will achieve stage-based outcomes in reading.
- Maintain the % of K-6 students achieving a ‘Sound’ or better in writing at 80% or above. (71% in 2011, 87% in 2012)
- 90% of students will achieve stage-based outcomes in spelling.
- All teaching staff become familiar with the NSW English syllabus (based on the Australian Curriculum) in preparation for implementation in 2014.

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 2013 and provide close assistance to students and feedback to teachers during reading lessons.
- All teachers trained, implementing and teaching the ‘Word of the Day’, the four forms of spelling, ‘Sentence of the Day’, ‘Grammar Mentals’ and the four social purposes of writing on a weekly basis.
- All teachers will attend a range of professional learning activities relating to reading.
- K-2 teacher to train in Language, Learning and Literacy (L3).
- All teaching staff to complete ‘Dyslexia and Significant Difficulties in Reading’ online course.
- All teaching staff to complete the Australian Curriculum modules and attend training on the new English syllabus.

School priority 2
Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- 87% of students achieve stage-based outcomes in numeracy. (84% in 2011, 90% in 2012)
- 100% of students at or above minimum standards in NAPLAN numeracy.
- 87% of students achieve stage-based outcomes in the Working Mathematically strand (84% in 2011, 83% in 2012).
- 90% of students achieve stage-based outcomes in the Number strand.
- 100% of teaching and support staff implementing the schools new place value program.
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 and Number strands.
- 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 2013 to provide close assistance to students and feedback to teachers during numeracy lessons.
- All teachers to use the school’s new place value program to develop a data wall.

School priority 3

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- 100% of teachers will have Quality Teaching and How2Learn elements/habits evident in their 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.
- 100% of classrooms will have at least 10 learning experiences with I-pods and I-pads.
- 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.
- All staff will understand the philosophy of the new Australian curriculum.

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
Gary Webb P&C President

School contact information

Blighty Public School
Blighty School Road, RMB 1095, Finley, NSW, 2713
Ph: 03 58826238
Fax: 03 58826248
Email: blighty-p.school@det.nsw.edu.au
Web: 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: