Our school at a glance

Students

At the beginning of the year there were 13 students enrolled.

Staff

Our students are exposed to a diverse range of teaching methods, skills and talents which combine to inspire greater growth in the children in all areas.

Teaching Principal  Mark Sullivan
Team Teacher  Sally Keatinge
School Learning Support Teacher  Kathryn Pearce
School Administrative Manager  Suzanne Newnham
General Assistants  Geoff Kell
Wes Gore
Cheryl Burns
Chris Streeter
Daniel Gore

Significant programs and initiatives

We are fortunate to be a Country Areas Program School (CAP). CAP is an equity program designed to assist schools and their communities to enhance the learning outcomes and educational opportunities for students in geographically isolated areas.

An active day trip and camp program, often combined with other small schools is a significant feature of the school’s program.

Student achievement in 2011

Three students sat the NAPLAN tests this year. Due to the small candidature and privacy law requirements results were discussed with individual families and cannot be examined or analysed in a public arena.

Messages

Principal’s message

Outlined in this report, are the highlights and achievements of the students and the school during 2011. The report details evaluations undertaken as part of the continuous school improvement cycle, as well as the strategies implemented towards achieving the goals and targets set in our annual school plan.

Wee Jasper Public School was established in 1899 and has always been a one-teacher school.

The buildings are attractive and well maintained. Nestled on nine acres in the picturesque Goodradigbee Valley, the old school house and school grounds are often the regular subject of tourist photos. We are proud of our school and make it a priority to present it in the best possible way.

Students at Wee Jasper Public School aim to be adaptable, community minded lifelong learners. Our students are encouraged to work hard and make the mental effort to learn.

They are actively encouraged to be achievers, set long and short term goals and approach life with an optimistic outlook. They will leave the school with strong numeracy, literacy and technology skills. They will be equipped with the skills to participate confidently in society and lead a healthy, sporting and active life.

Interest is nurtured in: flora and fauna, landforms, camping, fishing, gardening, playing guitar, tennis, golf and athletics.

Our students are taught and encouraged to adopt an understanding and empathetic approach in all dealings with family, friends, community members and look to suggest and create positive outcomes for all where possible.

Teachers and students consciously create a friendly, happy and hard working environment where the sound of laughter is a regular occurrence. The parents find teachers are accessible and approachable.

High expectations of student academic progress and social skills are maintained. Teachers strive to provide optimal educational and social opportunities for all our students.

The foundation to engaging students in all aspects of school endeavour is based on the high value placed on building relationships which are authentic, honest and humorous. Conversations of mutual interest revolving around school subject areas and our daily lives promote a close rapport and mutual respect between students and teachers. Students view their teachers as real people who model school values.

Our focus is to constantly improve educational outcomes, through enhancing our quality teaching and the learning environment. We are always keen to listen to new ideas, attend professional development courses, observe best practice schools and review and modify our current practices.

The school aims to be an active and constructive member of the community. It seeks to be involved by assisting in keeping the town beautiful and encouraging community members to share their knowledge, skills and generosity with the students. School facilities are made available for community use, such as the school library for meetings, the hot house for seed germination and propagation, and the school lighting and sound equipment which is used at the community hall.

The Fish Philosophy

The “Fish Philosophy” originated from the Seattle Fish Markets in the USA. Today it is a philosophy employed by many companies around the world to increase
productivity and one which also has applications to our classroom and quality of life. It is quite simple and has four main attributes:

- **Make Their Day** - When you “make someone’s day” (or moment) through a small kindness or unforgettable engagement, you can turn even routine encounters into special memories. Everyone at school deserves to feel special every day. It is our joint responsibility to make it happen. Whose day will I make today?

- **Be There** - The glue in our humanity is in being fully present for each another. If you see someone who needs your help, it is your responsibility to go out of your way to assist them and be there for them. Ask yourselves am I really listening to someone and hearing what they say?

- **Choose Your Attitude** - When you look for the worst, you will find it everywhere. When you learn to have the power to choose your response, to what life brings, you can look for the best and find opportunities you never imagined possible. If you find yourself with an attitude that is not what you want it to be, you can choose a new one. Do I have a smile in my heart that is heard in my voice?

- **Play** - Work hard - play hard. Remember that work made fun gets done, especially when we choose to do serious tasks in a light-hearted, spontaneous way. Play is not just an activity; it is a state of mind that brings new energy to tasks at hand and sparks creative solutions.

The students are exposed to simplified versions of these four main areas.

Our aim is to further develop a student and staff friendly environment which inspires high standards of citizenship and academic success.

We do this through regular timetabled discussion around our school values, discussion of a famous quote or positive affirmation used in handwriting and the promotion of the fish philosophy.

This philosophy underpins our behaviour management approach.

I hope parents and readers of this report find it an informative and valuable document.

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.

Mark Sullivan
Principal

P & C

In 2011 the Wee Jasper Parent and Citizens’ Association (P&C) worked with the school in partnership to support and enhance the students’ learning experience. The P&C looks forward to continuing this positive and fruitful relationship in 2012.

The P&C supported the school in 2011 through the purchase of a number of valuable resources and by assisting with finance for school excursions - a very important part of this school's program.

Fundraising activities were carried out throughout the year to provide the funds to allow the P&C to support the school. Activities included the selling of chocolates, sausage sizzles at the annual Wee Jasper Markets and Bunnings Warehouse in Canberra. The P&C also benefited from the sales of a local history books with a portion of proceeds being donated to the school by the author, Jennifer Barton. As the school has grown significantly in the last 12 months, so too has our enthusiastic and proactive P&C committee.

This year we farewelled from the committee a former student who had also been a P&C member for over 20 years, he also held the position of President for nearly 12 years. We thank Michael Carey for his enormous contribution to the Wee Jasper P&C and the Wee Jasper Public School.

Kate Howarth
P & C President

Student representative’s message

Our biggest project this year was the, “Wee Jasper You've Got Talent Night”. We came up with the idea and planned the entire night. It was a great night with acts by different community groups, a family from Bongongo School and of course lots of acts from the kids at our school!

The night was well supported and we would like to thank the community for coming along in such numbers. We also raised money to buy soccer balls for a school in Rwanda that Mrs. Barton was visiting.

Ella Proietti
Student Representative Council
President
School context

Student information

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

Student enrolment profile

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>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td><strong>School total</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Management of non-attendance

Strategies to support attendance include:

Due to our isolation an ‘Alternate Work Agreement’ was implemented as one of the strategies to support a high level of attendance. The school operates a longer school day than required. This allows the school to close for two days per term when students can potentially attend dentist, optometrist, and doctor appointments on these days, instead of taking leave during school time.

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>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td><strong>School total</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Structure of classes

Students are taught in the same classroom in multi-age ability groups.

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>
<thead>
<tr>
<th>Position</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>Full time</td>
</tr>
<tr>
<td>School Admin Manager</td>
<td>4 days per week</td>
</tr>
<tr>
<td>General Assistant</td>
<td>5 hrs per week</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>1 day per week</td>
</tr>
<tr>
<td>Support Teacher</td>
<td>1 day per week</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No staff have an indigenous background.
Staff retention

The principal has taught at the school for ten years. This year we said a sad farewell to Sally Keatinge, our long serving casual teacher whose enormous contribution and positive energies will be greatly missed by students, staff and parents alike.

We were fortunate to have Kathy Pearce join the team as a Support Teacher Student Learning and the continued casual help of our two resident ‘valley’ teachers, Trish Wilkinson and Jennifer Barton.

Staff have been provided enormous help by our volunteer community members with the reading program.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Financial summary

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

A full copy of the school’s 2011 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.

Date of financial summary: 30/11/2011

Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>11040.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>40565.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>18523.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2855.90</td>
</tr>
<tr>
<td>Interest</td>
<td>797.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>305.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>74087.61</td>
</tr>
</tbody>
</table>

Expenditure

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6291.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>5037.89</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7.15</td>
</tr>
<tr>
<td>Library</td>
<td>620.52</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>17775.58</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1237.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>10109.19</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5574.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4868.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>303.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10000.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>61825.91</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>12261.70</td>
</tr>
</tbody>
</table>

School performance 2011

Achievements

Arts

Students have many opportunities for self-expression using different media. Student art work has been constantly displayed within the school creating a most pleasant and colourful environment and in the community hall for Presentation Night plus the Yass Show. Our students under the guidance of visiting artist Mary Dewar designed and painted art works on tables in a park in Yass.

Drama

In the drama strand, students have developed their confidence and acting skills through presenting plays to the community at the annual presentation night, end of term 2 performance ‘Discovering Australia in 18 Minutes,’ and the student council organised ‘Wee Jasper You’ve got Talent Night’. The 2011 presentation night performance, ‘Santa’ was thoroughly enjoyed by the students and proved to be a great laugh for the Wee Jasper community. My thanks go to parents, staff and community members who helped to make the show such a success.
Dance
All students participated in creative dance lessons producing their own dances.
Dance routines were a major feature of 2011 performances.

Music
All students enthusiastically participated in guitar lessons in 2011. Each student has the use of a school guitar. Skills continue to develop.
Other musical experiences included:
- school singing lessons; and
- learning French songs.

Sport
The students were exposed to a wide variety of sporting and leisure experiences. Specialist coaching was made available for the students in the following areas:
Golf lessons-conducted by the Yass and Gundagai resident golf professionals:
Gymnastics lessons- hosted at Bongongo School; and
Swimming lessons- hosted locally by Sally Keatinge and at the Gundagai camp by Gundagai Pool swimming coaches.

Athletics
Once again our favourite athletics coach Maurice Tod had the students ready to strike at the Small Schools’ athletics carnival to claim our fourth consecutive victory. We had experienced some pretty bad weather over the years but this year the weather was atrocious. The carnival was abandoned when a couple of school's got on their buses and went home!

Swimming
In 2011 we were most fortunate to be able to use Tim and Helen Cathle’s swimming pool. Sally Keatinge, an accredited AustSwim coach ran the swimming lessons. A big thank you is in order to Tim and Helen for their generosity in providing this opportunity.
Students also attended a three day swim camp at Gundagai undertaking lessons from the local swimming coaches.

Golf
At the request of the students golf lessons were organised with and conducted by the Yass and Gundagai Golf club golf professionals. Lessons were also conducted at school using a program and equipment supplied by the Jack Newton Golf Foundation.

In-school Sport
In-school sporting activities focus on fitness, flexibility, ball skills, development of fundamental motor skills, creative dance, team sport skills, teamwork and good sportsmanship. Brain gym activities also feature ensuring cross-motor activities.
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 – NAPLAN Year 3

Due to the small candidature and privacy law requirements results were discussed with individual families and cannot be examined or analysed in a public arena.

Numeracy – NAPLAN Year 3

Due to the small candidature and privacy law requirements results were discussed with individual families and cannot be examined or analysed in a public arena.

Literacy – NAPLAN Year 5

Due to the small candidature and privacy law requirements results were discussed with individual families and cannot be examined or analysed in a public arena.

Numeracy – NAPLAN Year 5

Due to the small candidature and privacy law requirements results were discussed with individual families and cannot be examined or analysed in a public arena.

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 are reported below.

<table>
<thead>
<tr>
<th>Minimum Standards data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Combined percentage of Year 3 and 5 students achieving at or above minimum standard</strong></td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Significant programs and initiatives

Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

All grades K-6 are taught Aboriginal perspectives through the HSIE syllabus. Students had the opportunity to explore, interpret and produce indigenous art during the year.

Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Students learn spoken French language, along with the culture of the country and its customs.

Respect and responsibility

Our program of Values Education continues to evolve hand in hand with the Fish Philosophy. The values are intrinsically woven into our school rules and are in fact the basis for judging all behaviour at the school. Our values are displayed prominently in the classroom and referred to daily. Acts of good citizenship are highlighted. Reporting of incidents in contradiction with our school values are discussed with the class. The group develop strategies and approaches to problems that arise to limit or avoid further occurrences.
Other programs
Country Area Program (CAP)

The Country Areas Program supports schools through the development and provision of services and activities in three key areas: Quality Teaching and Learning; Quality Technology in Teaching and Learning; and Quality Improvement.

Our school benefits from CAP funding support, which assists schools and their communities to enhance the learning outcomes for students in geographically isolated areas. Funding has been directed towards a number of programs that support the school’s identified targets.

CAP funds subsidised the travel component for students on our camps allowing students access to a wider range of teachers and learning experiences such as the Sydney and Gundagai excursions.

CAP supported the school’s connected learning program through the purchase of 2 laptop computers for the senior students to allow access to the internet when required at their desks. Funds were also expended on virtual excursions.

The school reading program was enhanced through the purchase of the Lexia online literacy program catering for all ability levels.

An IT specialist was employed to enhance students’ skills and presentation of their achievements.

CAP funded four days for the 3R’s and WJ network to reflect upon, share and further develop programs to improve teaching practice and student outcomes and plan combined events between four small schools.

Progress on 2011 targets

Target 1
All students in the school will improve their ability to spell words accurately and be equal to or above their chronological age as assessed by spelling age test.

Our achievements include:

- Sixty percent of students achieved or exceeded their chronological age spelling age.
- Twenty percent of students met or exceeded expected growth rates as measured by the South Australian Spelling test.
- Eighty percent of students met or exceeded or met expected growth rates according to the Dalwood Spelling assessment.
- Forty percent of students met or exceeded expected growth rates according to the Waddington Spelling assessment.
- Eighty percent of students improved class spelling tests results.

Target 2
All students will have an improved understanding of healthy eating and lifestyle choices. Students will be fitter and participate more in sporting activities.

Our achievements include:

- Fruit break routine strongly supported by parents and platters eaten every day by students during specified time.
- Heart rate monitored fitness circuit activities demonstrated reduction of heart beats after a minute period of initial rest time.
- Completing the Premiers Sporting Challenge, increased swimming program and continued sports coaching opportunities all enhanced healthy lifestyle and well-being.

Target 3
All students will have experienced a wide range of visual and performing arts both professional and amateur and will have confidently participated in all strands of the Key Learning Area of Creative and Practical Arts.

Our achievements include:

- Students were able to confidently perform and discuss what they have experienced on stage.
- Students discussed and appreciated many forms of art.
- Students performed confidently in front of an audience with guitars, singing or dancing.
- Students produced many visual art pieces that were displayed in the classroom.

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 The Creative Arts key learning area and School Management.

**Educational and management practice**

**School Management.**

**Background**

Our school reviews each Key Learning Area on a 5 year cycle. This year the targeted area of School Management has been evaluated by parents and staff. The aim was to determine the opinions of all parties regarding the management of our school.

Surveys were provided to all school families.

One hundred percent of families returned their surveys.

All responses have been collated under questions.

**Findings**

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is always looking at ways to improve its performance</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school continually makes minor changes to its programs to improve what it does</td>
<td>40%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school makes major changes from time to time to improve what it does</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>The school regularly measures the success of its programs</td>
<td>40%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The educational needs of all students are met by the school</td>
<td>80%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school cares about the students and the discipline is fair</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The staff at the school are valued and supported</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In general parents have positively endorsed the school’s management approach.

The results attained through staff surveys were positive.

**Future directions**

Staff to ensure improved communication links between school and home are developed and implemented.

**Curriculum**

This year our school chose to focus on the Key Learning Area (KLA) of the Creative Arts.

**Background**

Our school reviews each KLA on a 5 year cycle. This year the targeted area of Creative Arts has been evaluated by parents, staff and students. The aim was to determine the opinions of all parties regarding the teaching of the Creative Arts that occurs in our school.

**Findings and conclusions**

Surveys were provided to all school families.

One hundred percent of families returned their surveys. All responses have been collated under questions and reported verbatim.

**General comment on the 2011 Creative Art program.**

- The children have produced interesting and creative performances and crafts.
- Excellent program
- Students found the program highly enjoyable
- What a mixed bag of fantastic and varied art experiences! Wonderful that the children are able to do so much.
- Love that the children get taught music/guitar. The presentation night is great.
(Students supported extra opportunities to perform publicly)

**Which programs would you like to see continue in the school?**

- Guitar
- Art program
- All of the above
- I love the fact that children are able to have a go with guitars. It would be great if it could continue. As much variety as possible would be fantastic.
- I like them all.
- Maintain current activities (students)

**How do you think we could improve the teaching of Creative Arts in 2012?**

- Bring in a variety of art teachers on different mediums
- Dedicated teacher to run the program
- Maybe ask visiting artists or locals if they could contribute in some way.
- I have no idea.

**Findings and Conclusions**

Feedback is positive. Areas of suggested improvement are noted and responded to in future directions.

**Future directions**

- Ensure variety of art presenters invited to conduct lessons at school.
- Develop resources to effectively teach guitar at school.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

All responses are presented below. Students discussed the questions as a whole group. They listed all positive areas and areas for improvement. They then sorted ideas into categories and chose what they thought were the most important ideas for publication. Parents and teachers responded in written form and these responses are presented in full.

**Please list three ways in which the school has performed well in 2011.**

- Variety of activities
- Performances and craft
- Sporting activities
- Everything performed well
- Students engaged in class work
- Great excursions /camps
- Enthusiastic teaching
- Fantastic table art work Yass Park x2

**Please list three ways in which the school can improve in 2012.**

- Balance between sport, art and academic activities
- More focus on skill development in musical instrument-guitar
- More skill development in specific sporting activity-tennis
- We do our best with everything as far as I am concerned (parent comment)
- Newsletter for parents
- Offer a variety of opportunities in art and social aspects
- Interact with the community more –may introduce breakfast?
- Regular newsletter with student material/photos included.
- Can’t think of anything.
- Students would like the addition of keeping chickens as part of the vegetable patch area

**Findings and Conclusions**

Feedback is generally positive. Areas of suggested improvement are noted and responded to in future directions.

**Future directions**

- Maintain emphasis on providing students a wide range of presenters in specialised fields.
- Ensure informative and entertaining newsletter produced regularly.
- Ensure school maintains high social event profile with community.

**Professional learning**

**Teacher Professional Learning**
Number of teachers participating in Professional learning Activities and description of Activities

Best Start Kindergarten assessment 1
Annual Principals Conference 1
First Aid 2
Child Protection 2
Small Schools Data Analysis 1
New Maintenance & Cleaning Contract 1
Positive Behaviour for Learning 1
Autism Inservice 1

Average expenditure per teacher at school level
$1626
Total school expenditure for all staff on Professional Learning
$5721

Information on and participation of staff in School Development Days.

Child Protection 3 staff
First aid 3 staff
Persuasive Writing 1
Mathletics 1
Symphony Maths 2
LMBR 1

Number of new scheme teachers working towards accreditation – Nil

Number of new scheme teachers maintaining accreditation at Professional competence-Nil.

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.

School priority 1 - Numeracy and Literacy

Outcome for 2012–2014

Numeracy- Better performance by students in number strand.

Literacy- Improved student writing skills.

2012 Targets to achieve this outcome include:

Numeracy –

- All students show growth in understanding about fractions and decimals
- All students master stage relevant instant recall of x-tables

- All students to demonstrate ability to complete stage related proficiency in setting out and solving written basic operations algorithms

Literacy -

- All students to receive explicit teaching in spelling, grammar and punctuation.
- Increased publication of literacy items from one to three per week
- Increased time allocation to time tabled spelling activities by 50%.
- Increased explicit teaching of text types/writing lesson by 50% per week.

Strategies to achieve these targets include:

NUMERACY

- Staff to participate in CMiT professional learning.
- CMiT to be embedded in math program on a daily basis.
- Use of numeracy continuum.
- Extension/middle students to participate in math lessons via video conferencing with partner Pymble Public School. Connect the two schools during math lessons.

Engage in the same program of teaching and learning when children are utilising the wireless networks on a one to one laptop program. Communicate with each other in group work contexts.

- Support provided for small schools to deliver cross-school lessons and projects via new technologies.
- T & D in using smart data and analysis of that data.
- Students years 2 to 6 develop test craft through use of NAPLAN questions /practice material
- Use of Smart board to incorporate math website activities from TALE and NAPLAN sites
- Increase effectiveness of support mathematic computer based programs Mathletics and Symphony Math.

School priority 2

School Engagement and Attainment

Outcome for 2012–2014

Improve school culture to create an environment that maximises greater student engagement in school programs.
2012 Targets to achieve this outcome include:
To commence implementing the Positive Behaviour in Schools program (Cycle 1) into the school culture, being embraced by all stakeholders.

- Reduction of behaviour contracts sent home to fall by 10% from previous year.

Strategies to achieve these targets include:
- Attend PBS Training with whole school staff, completing module 1.
- Attend PBS training with whole school staff, completing module 2.
- To participate in networking meetings with 3RsWJ small schools network to further plan and implement program.
- To conduct parent workshops to involve all stakeholders and ensure consistency and common goals.
- Review existing school welfare policies and link to PBS.
- Link PBS rules with values and make value plaque.
- Lower student behaviour reports sent to parents referrals.

School priority 3

Curriculum and Assessment

Outcome for 2012–2014

Develop thorough working knowledge of National Curriculum documents to enable efficient and effective implementation in 2014 across numeracy, literacy, science and history learning areas.

2012 Targets to achieve this outcome include:
To focus on two national curriculum documents, to form working groups to develop knowledge and familiarity of these documents, incorporating professional sharing and knowledge.

Strategies to achieve these targets include:

- To form working groups with local small schools to become familiar with documents. Staff will meet as a collegial group each term to share knowledge and plan accordingly.
- Dedicate 2 Staff Development Days each year towards national curriculum documents plus 4 sessions at 3Rs WJ meetings.
- Attend any DEC professional learning opportunities.
- Share assessment policies and resources
- Build a shared resource library to support the new curriculum across the small schools.
- Purchase additional resources to support new curriculum (numeracy 2012)

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: