WEE JASPER PUBLIC SCHOOL
Annual School Report 2013
**School Context**

Wee Jasper School is located in a rural area. The town’s population is approximately 70. Tourism and farming are the main industries providing employment.

**Principal’s message**

Outlined in this report, are the highlights and achievements of the students and the school during 2013. 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.

Interest is nurtured in: flora and fauna, landforms, camping, fishing, gardening, playing, tennis, golf, touch football 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 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 memorial 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.

A special thank you to the school’s wonderful P&C for their fantastic efforts throughout the year. My thanks to all the individuals who helped around the school with the students or who donated time to do ‘the odd job’. The good will is very much appreciated by me and of great benefit to the students.

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 Message for 2013**

Firstly, the Wee Jasper Parent and Citizens’ Association (P&C) would like to sincerely thank all the staff at Wee Jasper Public School, led by Principal Mr Mark Sullivan, for another fantastic year of inspiring, enthusiastic and thoughtful education.

As a small school, our parent body is only very small but we are most fortunate to have such a dedicated group of families and together with the Wee Jasper community’s help are able to successfully fundraise to support our school in various ways. This year the P&C was able to help the school with camps & excursions, new sporting equipment, readers & dictionaries, transport to swimming lessons and vegetable garden maintenance.

Various P&C fundraising activities were held throughout the year and included a Bunnings BBQ in Canberra, a very lucrative wood raffle, Woolworths BBQ in Yass and a BBQ at the annual Wee Jasper markets as well as selling of seedlings, spice packs and BBQ’s at both the Wee Jasper Easter concert and Billy Grace cricket match.

The P&C thanks all of the members, the wonderful and supportive Wee Jasper community and the dedicated staff of the school for yet another wonderful year. Our school is looking forward to welcoming a number of new students in 2014 and with them their families.

**Helen Cathles**

Secretary
Student information

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

Student attendance profile

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<th>Year</th>
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<td>96.3</td>
<td>97.5</td>
<td>97</td>
<td>96.3</td>
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</table>

Student enrolment profile

Management of non-attendance

Strategies to support attendance include:

Due to our isolation an ‘Alternate Work Agreement’ was implemented. 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.

Workforce information

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

Workforce composition

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff has an indigenous background.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

<table>
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<tr>
<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
<td>27458.96</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>323.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>89465.35</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 7606.74    |
| Excursions                 | 3400.72    |
| Extracurricular dissections| 0.00       |
| Library                    | 763.82     |
| Training & development     | 2455.72    |
| Tied funds                 | 17315.92   |
| Casual relief teachers     | 6969.69    |
| Administration & office    | 11540.96   |
| School-operated canteen    | 0.00       |
| Utilities                  | 5930.44    |
| Maintenance                | 2093.41    |
| Trust accounts             | 709.20     |
| Capital programs           | 0.00       |
| **Total expenditure**      | 58786.62   |
| **Balance carried forward**| 30678.73   |

Whilst it may seem that there are a lot of monies available at the end of November many orders and payments are processed after this date. Monies are also set aside for future major purchases such as the replacement of the school lawn mower.

School performance 2013

Art

Students participated in regular art lessons run by Kasey Robinson.

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, as well as in the community hall for presentation night and competitively at the Yass Show.

Sculpture Workshops were run by local sculptor Al Phemister. Students made a large metal Christmas tree that was decorated and brought a piece of Christmas cheer to the main street. Mini sheet metal Christmas trees were taken home.

Other projects throughout the year included raised carvings in concrete.

A Photographic workshop was conducted by Sally Mayman – Turtle Pictures on behalf of Moran Prizes Photographic competition. Student’s photos were then selected for the competition.
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:

- touch football at the Boorowa carnival day
- small schools athletics carnival
- swimming lessons were held at the AIS for 1 week in Term 3; and
- activated sport – Gymnastics – 1 week of lessons using various apparatus was conducted in the Wee Jasper Memorial Hall funded through CAP, (Country Area Program).

Swimming

In 2013 we were most fortunate to be able to use Tim and Helen Cathles swimming pool in terms 1 and 4.

Students also attended a week of swimming lessons at the Australian Institute of Sport in Canberra and a three day swim camp at Gundagai undertaking lessons from the local swimming coaches, as well as Helen Cathles and Sally Keatinge.

Horticulture

Thanks to the efforts of the school community and P&C funding, the school vegetable patch was significantly upgraded. Produce was used at school to promote healthy eating habits and excess sent home to parents.

Keep Australia Beautiful NSW delivered an environmental education program called EnviroMentors. Thanks to Yass valley Council for providing the opportunity.

Get Hooked on Fishing – the school is registered with the Department of Primary Industries; ‘Get Hooked on Fishing program. Students undertook a 1 day course covering all aspects of fishing laws, fish identification, fishing techniques and fish conservation. The program culminated with an overnight camp on the Burrinjuck Dam foreshore with all students and families invited.

Drama

Students presented Bruce and the Beanstalk at the end of year presentation night to a large audience at the memorial hall.

The students attended a live theatre performance at Canberra Theatre.
The Camps

Life Education/Touch Footy camp – Rye Park/Boorowa. The school participated in touch footy training, Life Education program and archery.

Our students combined with Rye Park and Rugby schools to form teams and play at the touch football carnival. The students camped in tents for 2 nights at the Boorowa Caravan Park.

Gundagai Swim Camp
Students camped in tents for three days next to Gundagai Pool. Two swimming lessons were conducted each day. This year students toured the old Gundagai jail, viewed Rusconsis masterpiece – (carved marble creation) and undertook golf and lawn bowls lessons. Brungle and Bongongo Public Schools were also in attendance ensuring a very social and active time was had by all.

Broken Bay Camp (seniors)
Our Year 5 and 6 students joined up with other small school students from our area for an action packed week at the Broken Bay Sport and Recreation Camp.

 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 and enter the school name in the Find a school and select GO to access the school data.

In 2013 5 year 3 and 2 Year 5 students sat the Naplan Tests.

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.

Results in Literacy and Numeracy differed markedly in our small cohort. The analysis of which was used to influence future programming and direct intervention by the Learning and Support Teacher.

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 and to participate in an indigenous dance class.

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.

Transitional Equity Funding

Our school benefits from CAP (Country Area Program) 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.

Our school is relatively isolated. In the past 3 years it has been difficult to attract and maintain regular teachers to support and enhance the teaching program. The need to provide a diverse and engaging teaching program and allow the students to experience and interact with teachers/adults other than their teaching principal has been a high priority and one addressed primarily through the CAP funding.

Monies were expended on

- activated sports program – gymnastics.
- art/computer program – staff salaries.
- laptops for senior students- allow seniors ready access to information and work on personalised programs at an appropriate pace
- visiting artist – sculptor provided hands on opportunities in creating artwork and practical skills for our students, particularly our boys whose numbers dominate enrolment; and

- Excursions
The excursions not only support and enhance learning in particular key learning areas but are an important opportunity for students to work with other teachers and play/work with peers of their own age, building skills for the future transition from primary school to high school.

The above projects made possible by the Country Area Program have greatly enhanced the teaching programme, by being able to offer a wider range of curriculum learning experiences.

The diverse opportunities created through the program have further promoted student engagement, a key element in our small school.

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:

- analysis of Naplan data
- analysis of school based assessments
- consultation – staff, parents and students.

School planning 2012—2014: progress in 2013

School priority 1 Numeracy – Better performance by all students in the number stand.

Outcomes from 2012–2014

Students who attended the school 2012/2013 has:

- improved understanding fractions and decimals
- satisfactory recall of x-tables relevant to age; and
- satisfactory skills to lay out plus, minus, time and division algorithms

Evidence of progress towards outcomes in 2013:

- Nelson Math Assessment and Math’s Plus Assessment have plotted growth of student attainment of concepts in fractions and decimals over the last 24 months.
- all students improved instant recall of x-tables 50% has achieved proficiency; and
- 50% students have achieved proficiency of setting out and solving written operations of basic algorithms

Strategies to achieve these outcomes in 2014:

- annual analysis of Naplan results and school data to inform school planning
• acquisition of math equipment to support the teaching of math; and
• implementation of Beat the Clock program. Further implementation of speed table program.

School priority 2 Literacy – Improved Student Writing Skills

Outcomes from 2012–2014:
• greater enjoyment of writing reported by students
• senior and middle students producing longer and more complex texts; and
• improved spelling, grammar and punctuation evident in student work.

Evidence of progress towards outcomes in 2013:
• majority of students are motivated to undertake writing tasks
• comparison of individual student texts type tasks from 2012 to 2013 demonstrate increased ability to comply to the structure of the text type, and an increasing complexity of grammar and punctuation
• Intrepica language program – programmed 3 days/ week; and
• students possess word processing skills appropriate to age.

Strategies to achieve these outcomes in 2014:
• continued use of PM writing program
• introduction of ‘Sentence a Day’ program
• introduction of ‘Spelling Mastery’ program; and
• targeted intervention Learning and Support Teacher using Multilit program.

School priority 3- Improve school culture to create an environment that maximizes greater student engagement in school programs.

Outcomes from 2012–2014
The Positive Behaviour School program has not been fully implemented. The combination of PBS/Fish Philosophy operates as basis of student welfare/behavior management.

Evidence of progress towards outcomes in 2013:
• behaviour referrals dropped significantly 2012/2013
• appropriate personalised learning programs and curriculum differentiation is provided to all students enhancing engagement; and
• CAP funds used to diversify teaching program.

Strategies to achieve these outcomes in 2014:
• review school culture/behaviour management approach by consultant
• implement suggested/agreed strategies to improve school culture
• enrich school teaching program through employment of specialists to ensure engaging curriculum delivery and provide students with a variety of teachers e.g.
  - art teacher
  - science teacher; and
  - supplement Learning and Support Teacher allocation from 3 hours to six hours per week through global funding.

School Priority 4
Develop thorough working knowledge of National curriculum documents to enable efficient and effective implementation in 2014 across numeracy, literacy, science and history learning area.

Outcomes from 2012-2014
• 2014-New English syllabus implemented
• 2014-Science syllabus implemented.

Evidence of progress towards outcomes in 2013
• attendance at inservice courses relating to implementation of English syllabus
• use of adobe connect sessions for professional development.

Strategies to achieve these outcomes in 2014
• continued use of online training
• employment of teacher to conduct science lessons based on NSW Science syllabus.

Professional learning

All teaching staff – LAST teacher, SASS staff undertook training in Child Wellbeing, WHS and Code of Conduct at beginning of 2013.

Professional Development relevant to duties was undertaken by SASS staff and LAST teacher which include:

• No Gap No Excuse Modules 3,4 5
• Anaphylaxis e learning/epipen training
• Child protection awareness
• Disability Standards for Education
• Corruption/Fraud e-learning
• Live Life Well@school
• eT4L server training
• WHS training/audit; and
• Accrual Accounting fundamentals.

Professional Development undertaken by the teaching principal included:

• No Gap No Excuse Modules 3,4,5
• Anaphylaxis e learning/epipen
• eT4L server training
• ISER conference
• PPA conference; and
• Best Start training.

Total school expenditure on all staff development $6555.
Total cost of TPL funds spent on teacher training $2455.
Average teacher training cost $1227.50

There are no new scheme teachers/other teachers working towards accreditation or maintaining accreditation.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

All responses are presented below.

Students brainstormed ideas for both questions. The following points resulted:

Student satisfaction

Three things the school does well:
(Actually 5 were agreed upon!)

• Good Box – reward system to encourage quality work in the classroom and good citizenship
• math program
• use of computers in the school program
• our school grounds including the use of the “Horse Paddock and Memorial Hall; and
• camps and excursions.

Three things the school could improve on:

• Behaviour of individuals when playing games
  - all players need to play by the rules
  - all players need to be good sports and not get upset
• helpfulness- the group as a whole could be more helpful and considerate towards each other; and
• additional programs for computers which would be fun and interesting that could be used when free time had been earned or during wet weather.

Parent satisfaction

Three things the school does well:

• making it a fun learning environment
• happy place that my kids love
• great excursions
• excellent reading program
• kids social skills are excellent
• work/play balance
• provides a happy learning environment
• a variety of activities
• letting each child work at their own level
• camp programs great
• kids always want to go to school
• reading program excellent
• art projects
• computer skills; and
• student interaction (all grades working together).

Three things that the school could improve on:
• more music
• more drama
• more time in vegie patch
• garden needs more attention
• more swimming lessons
• more homework for older kids
• reading books that the kids are interested in; and
• newsletters regarding projects and activities that the kids are doing.

Teacher Satisfaction
Due to our lack of permanent/temporary teacher and casual staff turnover or lack of a second teacher the views stated in this section are mine alone.

Three things the school does well:
• community/P&C support
• engaging students in classroom studies; and
• camps and excursions.

Three things that the school could improve on:
The student satisfaction survey, ‘Improvement Areas’ pointed out the need for greater sportsmanship and general consideration for each other in class. I agree and this will be addressed in the 2014 School Plan which will state outcomes and strategies to achieve those outcomes.

All points raised in the parent satisfaction surveys on improvement areas are noted, are valid and I will address to the best of my ability with all the resources available.

Program evaluations

Background
The Department of Education survey ‘Quality Learning Environment’ was administered to Year 2 students and older. The purpose of the survey is, “To help improve teaching and learning in your classroom.” It asked students what they felt about life in Wee Jasper School.

There were 47 questions. Unfortunately the survey is too long to list in the annual school report format. However the questionnaire and results are available in the foyer for perusal.

Examples of the questions follow:
Q 1. I enjoy the work I do at school?
Q 5. I want to do my best in class?
Q20. My teacher encourages me to improve my standard of work?
Q32. In my class students help each other to learn?

Students could answer:
Don’t know, Always, Mostly, Occasionally, Rarely, Never.

Findings and conclusions
• 70% of responses for each question were in the Always and Mostly brackets
• In 6 questions 12% of responses were don’t know
• In 22 questions 1 or 2 students replied ‘occasionally’
• 13 questions were responded to either rarely or never by 1 or 2 students.

Overall the survey indicates the school’s ‘quality’ learning environment is sound.

Concerning was a pattern in 2 questions of 1 or 2 students who felt that I was not providing them with enough positive feedback or didn’t expect high standards of work from them.
Future directions

- continue positive reinforcement for citizenship and work effort through ‘good box’ rewards system
- continue student self-rating of work quality and consequent student/teacher discussion
- continue regular use of student ‘Achiever Rubic’ to encourage student self-evaluation
- greater level of awareness on my behalf to ensure all students feel catered for; and
- re-administer the following questions at the end of term 2 2014:
  - my teacher expects high standards of work from me
  - my teacher praises me when I do well
  - my teacher cares if I am not doing as well as I should?
  
  Analyse response with the aim of having no students responding in the rarely or never category.

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.

Committee members
Mark Sullivan - Principal
Kathryn Pearce- classroom teacher
Suzanne Newnham - School Administrative Manager

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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: