**School context statement**

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

Outlined in this report, are the highlights and achievements of the students and the school during 2014. 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 2014

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 full year of fun, inspiring and thoughtful education.

P&C fundraising activities were held throughout the year but our biggest event by far was catering/hosting a Variety Bash in August. It proved to be a fantastically fun day as well as a huge financial success. Without the help from the community we would not have been able to host such a large event so a big thank you goes out to all our volunteers.

The students were fortunate enough to go on a wonderful excursion to Sydney in Term 4, one that won’t be forgotten for many years. The P&C was able to help fund this trip and a number of other camps & excursions. We also helped out with some new sporting equipment, soft fall for the playground, canteen day, fridge for the kitchen, new sandpit extension and many other things.

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.

Helen L. 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 enrolment profile

![Student enrolment chart]

<table>
<thead>
<tr>
<th>Year</th>
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State DEC School

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Student Attendance profile
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>fulltime</td>
</tr>
<tr>
<td>Support Teacher Student Learning</td>
<td>3hrs/week</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4 days per</td>
</tr>
<tr>
<td>General Assistant (2)</td>
<td>6hr a week</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff has an indigenous background.

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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</table>

Professional learning and teacher accreditation

- Principals’ Conference Batemans Bay
- ACER spelling In-service – Sydney
- QDPPA meetings
- Behaveability Conference – Nowra
- SAM /Principal Conference Queanbeyan
- School visits – Orange - Principal

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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<tr>
<td>Income</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Canteen</td>
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</table>

<table>
<thead>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2014 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 2014

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.

In 2014 4 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 detail in a public arena. Furthermore it is difficult to report on trends since 2008 due to the small numbers of students sitting the year 3 and 5 NAPLAN tests. At times no students sat the test in certain age groups.

Taking this in to account an analysis of the average growth rates from years 3 to 5 of Wee Jasper students compared to the state average from 2008 to 2014 indicate the following trends. (Note that in one year results could not be measured due to lack of candidates sitting test. Therefore results reflect 4 years of testing only over a 5 year period):

Numeracy- Wee Jasper student achieved a higher growth rate 3 out of 4 years than the state.

Spelling- Wee Jasper students achieved a higher growth rate 2 out of 4 years than the state.

Grammar and Punctuation- Wee Jasper students achieved a higher growth rate 2 out of 4 years than the state.

Writing- Wee Jasper students achieved a higher growth rate 2 out of 4 years than the state.

Other achievements

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 which won first prize again (thanks to a couple of creative parents!). Al Phemister (sculptor) again delivered several workshops throughout the year much to the delight of the students. The flower sculptor in the school grounds made from our old bikes adds to a growing collection of playground exhibits.

Students also enjoyed a tour of the Sculptors in the Paddock exhibition with Al in Yass.
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 - for the Boorowa carnival day
- athletics coaching - in the lead up the small schools athletics carnival (another glorious victory ensuring the Small Schools’ Handicap Trophy returned home) and swimming lessons.

Swimming
In 2014 we were most fortunate to be able to use Tim and Helen Cathles swimming pool in term 1. My thanks go again to Helen for helping to conduct swimming lessons.

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 Cathlies and Sally Keatinge.

Horticulture
Produce was used at school to promote healthy eating habits and excess sent home to parents.

Drama
Students presented Little Red Hoodie and a memorable rendition of Turbulence at 30 000 Feet at the end of year presentation night to a large audience at the memorial hall. Once again the community strongly supported the night and a most enjoyable time was had by all. My sincere thanks for the strong community support at this event. It is always a special night which will live long in the memories of our students.

The Camps

Life Education/Touch Footy camp – Rye Park/Boorowa.

Our school participated in touch footy training and the Life Education program at Rye Park School.

Students combined with Rye Park and Rugby schools to form teams and play at the Boorowa Touch Football Carnival. We 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 undertook golf and lawn bowls lessons and saw an evening performance by Gundagai South Public School.

Brungle, Adelong and Bongongo Public Schools were also in attendance ensuring a very social and active time was had by all.

Sydney Camp
What an amazing camp, made possible by the kind donation of the Dragon Dreaming Festival,
Mr Roger Kershaw and the P&C. The camp was a culmination of a transport unit. Our students certainly experienced various forms of transport including jet plane travel, propeller plane travel, ferries, buses, beach lifesaver quad bikes, surf boards, trains and even a sky rail! Students stayed at the Collaroy Youth Hostel. Experiences included: surf lifesaving lessons with the South Collaroy Surf Life Saving Club; Taronga Park Zoo; and the Maritime museum. Definitely a once in a lifetime primary school camp experience!

Significant programs and initiatives – Policy and equity funding

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. Use of equity funding was used to employ Mrs. Chapman to deliver specific units on Aboriginal culture.

Multicultural education and anti-racism

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. Anti-racism was addressed through our Aboriginal education program.

Socio-economic background

The school attracted funding in this area which was used to employ Mrs. Chapman to promote intercultural understandings and skills relating to immigration and aboriginal culture. Students were also led through anti bullying units and values education by Mrs. Chapman. Incidents of bullying dropped significantly.

Learning and Support

Mrs. Wilkinson implemented programs in this area targeting student reading, spelling and writing. Again Mrs. Wilkinson donated many additional hours of her time to enhance the students' education. Thank you.

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 results
- Analysis of school assessment
- Survey tools.

School planning 2012-2014:

School priority 1A

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

Outcomes from 2012–2014
• All students to show growth in numeracy outcomes comparable or better than state.
• All students to achieve 80% or more in fractions, decimals, money and time in year related Nelson math tests.

Evidence of achievement of outcomes in 2014:
• Average growth rate for all state schools between year 3 and year 5 in numeracy was 89.1
  Wee Jasper growth rate was 113.8- a most pleasing result.
• Nelson math test results cannot be broken down in year levels due to privacy issues. However 60% of students achieved a score of 80% or more in the areas of fractions, money and time.

Strategies to achieve these outcomes in 2014:
• Implement Beat the Clock program
• Student text upgrade to new Australian Syllabus Math Plus
• Continued support by on-line programs Symphony Math and Mathletics.

School priority 1B

Literacy- Improved writing skills
Outcomes from 2012–2014
All students to show growth in writing skills comparable to the state.

Evidence of achievement of outcomes in 2014:
• Average growth rate for the state between year 3 and year 5 in writing was 49.3
  Wee Jasper 102.1- a very pleasing result.

Strategies to achieve these outcomes in 2014:
• PM Writing program K-6
• LAST- maximise possible time allocation of Learning and Support Teacher in the areas of reading and spelling skills.
• Continue with on-line support literacy programs: Literacy Planet; Core 5 Lexia English and Accelerated Reader.

• Involve Computer Coach in up-skilling students in use of technology to organise and present published literacy tasks and movie making.

School priority 2

Student engagement and attainment
Improve school culture to create an environment that maximizes greater student engagement in school programs.

Outcomes from 2012–2014
• Students continually report that they look forward to coming to school (some bemoan the fact they have to take holidays, I think they are joking!)
• Reduction on reportable behavior incidents
• Constant above state average attendance rates over a six year period.

Evidence of achievement of outcomes in 2014:
In the first 2 years there was a 20% drop in behavior contracts sent home. The following 2 years saw a negligible use of behaviour contracts used.

Strategies to achieve these outcomes in 2014:
• Aspects of PBS continue to be implemented in school processes.
• Employment of behavior specialist implementing anti bullying program
• Continued use of Fish Philosophy.
• Employment of science teacher.
• Employment of sculptor and artist.

School priority 3

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

Outcomes from 2012–2014
NSW English, mathematics science syllabi used as basis for planning all school programs.

Evidence of achievement of outcomes in 2014:
School programming refers to current syllabus documents.

**Strategies to achieve these outcomes in 2014**

- To form working groups with local small schools to become familiar with documents. Staff met as a collegial group each term to share knowledge and plan accordingly.
- Dedicate 2 Staff Development Days each year towards NSW curriculum documents plus 4 sessions at 3Rs WJ meetings.
- Attend any DEC professional learning opportunities.
- Share assessment policies and resources.
- Purchase additional resources to support new curriculum.

**Student Satisfaction (group brainstorm)**

**Things we do well:**

1. the students are playing well together with the new equipment
2. learning and co-operating when doing science, writing and on excursions; and
3. the school is caring for families and helping each other in the community, e.g. Variety Bash.

**Things we could improve:**

1. behaviour and manners
2. small canteen; and
3. students' kitchen.

**Teacher Satisfaction Survey**

(2 respondents)

**Things we do well:**

1. Happy children who enjoy school. Each child is an individual and valued by the teacher.
2. varied timetable with many aspects of education included.
3. end of school play a great experience.
4. providing a safe and happy environment
5. student participation and learning; and
6. community involvement.

**Things we could improve:**

1. Social studies and science sections of the week could be extended.
2. Music lessons seem to be lacking, although guitars are provided.
3. Peer tutoring (older kids working with younger ones) for example on spelling and dictation, would result in both children having a good learning experience.
4. writing
5. mathematics; and
6. preparation for secondary school.

**Parent/caregiver, student, and teacher satisfaction**

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

(Three responses)

Things we do well:

1. reading program x3;
2. Extra activities: excursions x2; plays; sculpture workshops;
3. sport x2; and
4. writing programs.

Things we could improve:

1. keep sports shed clean;
2. more music-percussion instruments!;
3. Small Schools Swimming Carnival!; and
4. Less homework 6 hours at school is enough. Most kids have chores when they get home, maybe just concentrate on one part of their schooling that they really need help with. Do projects for homework so they have a sense of timeframes.

Future Directions
2015-2017 School Plan

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

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Committee members

Mark Sullivan - Principal
Suzanne Newnham- School Administrative Manager

School contact information

Wee Jasper Public School
6443 Wee Jasper Road,
Wee Jasper NSW 2582

Ph: 62279652
Fax: 62279617
Email: weejasper-p.school@det.nsw.edu.au
Web: www.weejasper-p.schools.nsw.edu.au
School Code: 3412

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: