Wee Jasper Public School
Annual Report

2015
Introduction

The Annual Report for 2015 is provided to the community of Wee Jasper Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jeanette Grinham
Principal

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Wee Jasper 2582
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Message from the Principal

2015 was a challenging year for Wee Jasper Public School, with the long-serving principal, Mark Sullivan, taking up a relieving position in another school and a relieving principal serving in his absence on a term by term basis. This uncertainty had an unsettling effect on staff, students, parents and the wider community; and on the success of the first year of the development and implementation of the school plan 2015-2017. It was with great excitement that I was appointed principal in Term 4 2015, and I look forward to working with the Wee Jasper students, staff, parents and wider community to develop a culture of continual improvement and high expectations for students and staff.

During 2015 teachers and students worked hard to achieve their best and I would like to take this opportunity to thank Ms Newnham, who does an amazing job as our School Administrative Manager. Her expertise, work ethic, incredible knowledge and support are invaluable at Wee Jasper Public School. She always comes to work happy and ready to assist anyone in anyway.

Cheryl and Wes, who do a great job as our general assistants, keeping the school and residence looking amazing; Mrs Hoolihan, who relieved as principal for three terms; Mrs Williams, who relieved as principal for 4 weeks while I took long service leave that had been approved prior to applying for the Wee Jasper principal ship; Mrs Wilkinson, who assisted students as learning support teacher and taught Japanese in term 4, and Mrs Chapman, who taught science and history. I would also like to thank the casual teachers, school assistants and volunteers who ensured the students achieved their best throughout the year.

And finally I would like to thank the community for supporting our school this year.

As the principal, I do not consider Wee Jasper Public School to be my school; rather I am the educational leader and custodian for the community. As such I look forward to working with all of you to develop a shared vision for our community, with the school as a hub for activities and celebrations.

This year the students have had opportunities to experience many academic, sporting, and cultural events including a writer’s workshop, touch football tournament, theatre and sculpture making.

Next year students will be developing their leadership skills, creative and critical thinking skills and responsibility for their learning through SOLE – Self Organised Learning Environment, where they will improve their research skills and independent work habits. Of course we will be following the Australian Curriculum and our motto of Work, Jubilation, Pride, Success.
It is imperative that as educators and communities we equip our students for a future and jobs that may not exist yet and as they say - it takes a village to raise a child- I invite you all to Wee Jasper School to be a part of that future, unleash your talents and inspire our wonderful children to be better than they thought they could ever be.
Jeanette Grinham.
Principal (from Term 4 2015)

P &C Report 2015

Firstly I would like to say what a privilege it is to deliver this report.
On behalf of the Wee Jasper Parent and Citizens Association (P&C) I would like to thank staff past and present at Wee Jasper Public School and welcome our new principal Mrs Jeanette Grinham. I would also like to thank our very small P&C and the wider community, without whom we could not achieve what we do. Your support is greatly appreciated.
I would like to thank our executive officers Helen and Katrina who go above and beyond what is expected, both as P&C and parents. Helen has been very supportive of me in the role as president and has never hesitated answering my questions.
This year the P&C was able to help our three senior students Luke, James and Jacob head off to camp at Broken Bay, which from the yarns I have been told, fun was had by all!
We were also able to hire the Mountain Trails bus to transport the children to swimming at the Australian Institute of sport (AIS) and purchased a new microwave for the kitchen.
Through the hard efforts of fundraising we made $1,275.50 and also received a very large donation of $1,000 from Yass Rodeo Association.
We had a very challenging year in 2015 but we, the P&C are looking forward to a fun and exciting 2016 the P&C thank all its members, the wonderful and supportive Wee Jasper community, and the dedicated staff of the school.
Simone Davis
President

School background

School vision statement

Work, Jubilation, Pride, Success

School context

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. The school services an area in which farming and tourism are the predominant industries. 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 nurtured 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, 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.
The parents find teachers are accessible and approachable. Our school is part of the 3R’s Communities of Schools.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The results of this process indicated that:

In the domain of learning, all teaching staff understands that student engagement and learning are related. Our curriculum delivery integrates technology, library and information services, with students engaging with video conferencing, the Yass Valley library van and a variety of literacy and numeracy computer programs. Teachers differentiate curriculum delivery to meet the needs of individual students in a K-6 setting and learning is enhanced by learning alliances with other schools, organisations and visiting artists. Expectations of behaviour are explicitly taught to students incorporating the ‘Bullying No Way!’ website and the Bounce Back program. The school provided a range of extra-curricular offerings for student development including a comprehensive camping program, a science activity day at a neighbouring school and visits to Canberra theatre. These programs address the needs of isolated students and enhance opportunities for students to socialise.

In the domain of teaching there was an emphasis on literacy and numeracy and teachers undertook professional development to deepen their understanding of the literacy and numeracy continua, in line with the school’s strategic directions. This training led to well-planned teaching taking place, and teachers analysing and using student assessment data to understand the learning needs of students. Meetings were used to review the curriculum and to revise teaching and learning programs based on the continuum knowledge. An increased focus on individual learning needs has led to students being supported. Teachers are actively engaged in planning their own professional development to improve their performance and are working towards understanding and implementing professional standards. Teachers are committed to their ongoing development as members of the teaching profession. Teachers work beyond their classrooms to contribute to broader school programs.

In the domain of leading links exist with communities of schools to support the school’s programs. Students attend schools within the community of schools to interact with other students their own age and used teacher expertise to enrich the learning program. Major links included swim camp with three other schools, the Boorowa touch football carnival and sporting events with other schools. A student leadership program was introduced to encourage and develop leadership within the student body. The community of schools is also building leadership capacity of executive and staff.

Our self-assessment process was constrained by changing staff and a newly appointed principal.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Literacy and numeracy

**Purpose**

Successful students are able to understand their world through words and numbers.

**Overall summary of progress**

Staff had some professional learning in the use of the Literacy and Numeracy continuums. Students work samples were not shared between the community of schools network for consistent teacher judgement. Students were plotted on the Literacy and Numeracy continuums.

Professional Development plans were implemented and reviewed at the end of 2015 with staff members who were still at the school and the newly appointed principal. Staff was not in-serviced in Visible Learning and did not visit other schools to view quality practice. There is no effective feedback given to students.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/ Professional Team: learning continuums</td>
<td>All staff exposed to continuums. Staff has sound understanding of L/N continuums with PL support. Sharing student work for consistent judgment. Mapping students. All students plotted on the continuums.</td>
<td>$1278</td>
</tr>
<tr>
<td>PD, Visible Learning and QTF</td>
<td>PD plans implemented. Visits to other schools to gather ideas and see quality practice. All staff in-serviced in Visible Learning and how to implement it. Staff understands what effective feedback is.</td>
<td>$852</td>
</tr>
</tbody>
</table>

**Next steps**

Due to a complete change in staff including a newly appointed principal, 2016 will see some adjustments to the school plan. Firstly a vision will be developed with staff, parents and community members that reflect their hopes, dreams and aspirations for Wee Jasper Public School. The Melbourne Declaration and School Excellence Framework will be embedded into the plan and regular reporting against more detailed milestones will occur.

There will be consistent measurement and recording of where students are at against the literacy and numeracy continuums Students will have access to information and be able to use success criteria and feedback to enable students to self-assess and progress along the continuums.

Strands of English and mathematics will be taught in like ability groups. The TENS program will be introduced to address early numeracy strategies and IEP’s written for all students requiring assistance.

Weekly use of student learning logs and set goal reflections will be introduced and students will comment on achievement.

Students and parents will receive quality feedback.
Strategic Direction 2

21st Century Engaged Learners

Purpose

To produce learning which is personalised and responsive to each student.

Overall summary of progress

Some students recognise and understand icons in ICT and ICT is used to support all Key Learning Areas. There is no evidence of an ICT scope and sequence within the school. Some students have an IEP; however there is no evidence that they are being implemented.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>ICT “icons” recognized and understood within English. Current programs informed by understanding of ICT scope and sequences. Evidence of ICT use to support delivery of English syllabus in the classroom.</td>
<td>$ 1175</td>
</tr>
<tr>
<td>Differentiated Learning</td>
<td>Increased percentage of students with Individual Education Plans (IEP’s) Parents understand and value IEP’s</td>
<td>$ 852</td>
</tr>
</tbody>
</table>

Next steps

Due to a complete change in staff including a newly appointed principal, 2016 will see some adjustments to the school plan. Firstly a vision will be developed with staff, parents and community members that reflect their hopes, dreams and aspirations for Wee Jasper Public School. The Melbourne Declaration and School Excellence Framework will be embedded into the plan and regular reporting against more detailed milestones will occur.

Students will develop the mindset and capabilities to analyse their overall learning progress and performance. Students and staff will reflect and report on their achievement of their own learning goals. Students will take responsibility for their learning, behaviour and citizenship. Students will develop citizenship and leadership skills through the Grip leadership program and Thinking Skills through the Tony Ryan Thinkers Keys program. Wee Jasper Public School, in conjunction with the Community of schools (3R’s) will undertake professional development, research and professional practice learning in formative assessment, visible learning and self-organised learning environments (SOLE) to engage and improve the learning outcomes of all students. Students will set achievable goals and be provided with feedback.

A ‘teacher- student support’ will be employed to enhance the learning program and to embed 21st Century practices into the teaching/ learning cycle.

A process of recognising student achievement will be formalised.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Targeted students support for refugees and new arrivals</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>Staff was employed to assist students with Literacy and Numeracy and to deliver the Multilit program.</td>
<td>$7146</td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>Staff was employed to assist students in the classroom to complete work.</td>
<td>$1766</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other, including Early Action for Success</td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>
Mandatory and optional reporting requirements

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.5</td>
<td>na</td>
<td>98.5</td>
<td>na</td>
<td>97.1</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>98.9</td>
<td>96.9</td>
<td>98.3</td>
<td>97.6</td>
<td>na</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>98.3</td>
<td>97.7</td>
<td>93.6</td>
<td>92.9</td>
<td>97.2</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>98.8</td>
<td>na</td>
<td>97.7</td>
<td>95.8</td>
<td>95.4</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>100.0</td>
<td>95.3</td>
<td>95.5</td>
<td>95.5</td>
<td>93.4</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.3</td>
<td>95.0</td>
<td>94.3</td>
<td>97.7</td>
<td>96.6</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>97.7</td>
<td>na</td>
<td>96.6</td>
<td>na</td>
<td>85.9</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>97.5</td>
<td>99.0</td>
<td>96.3</td>
<td>95.5</td>
<td>94.9</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is regularly monitored by the principal and the DoE Home School Liaison Officer. Any attendance concerns are addressed to the parents by the principal via phone, letter or interview and should no improvement occur a referral is made to the Home School Liaison Officer.

Workforce information

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>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3</td>
<td>3hrs/wk</td>
</tr>
<tr>
<td>RFF/ Teacher Librarian</td>
<td>1</td>
<td>1day/wk</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>3</td>
<td>3days/yr</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
<td>4days/wk</td>
</tr>
<tr>
<td>General Assistant</td>
<td>6.5</td>
<td>6.5hrs/w</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members are of Aboriginal or Torres Strait Islander origins.

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>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The Principal and staff attended the following Professional Learning:

- PDHPE conference, Jolly Phonics, School Milestones writing, Staff Development: Performance and Development Framework, Principals as Teacher Accreditation Authority, Programing for Small Schools, Performance review, Staff Development Day – Continuum plotting, Multilit training, PLAN

Monies expended on professional development were expended from TPL funds, Casual Salaries and School T&D totaling $6205.00
Financial information

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 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>33195.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>38839.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19618.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2931.69</td>
</tr>
<tr>
<td>Interest</td>
<td>888.21</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1140.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>96613.55</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 8436.04
  - Excursions: 3420.05
  - Extracurricular dissections: 0.00
- Library: 919.36
- Training & development: 1114.80
- Tied funds: 21988.31
- Casual relief teachers: 7283.38
- Administration & office: 9000.02
- School-operated canteen: 0.00
- Utilities: 5615.89
- Maintenance: 4883.60
- Trust accounts: 1303.26
- Capital programs: 0.00
- Total expenditure: 63964.71
- Balance carried forward: 32648.84

School performance

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.

Due to the small cohort of students sitting NAPLAN in 2015, and to protect privacy, no graphs are available in this report.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students, parents and staff were surveyed about Learning.

Students felt that their classroom was an interesting place to learn with good equipment and assistance to help them learn. They believe that the school expects them to do their best and they try new and different things to learn.

Parent and staff surveys agreed with student responses.

Students, parents and staff agree that more pride could be demonstrated in their learning and that looking at samples of work over time would be beneficial to see improvement. Staff would like to see students taking more responsibility for their learning, and reflecting and engaging in critical self-assessment. Staff felt they need to provide more feedback to students.

Policy requirements

Aboriginal education

Wee Jasper Public School has 0% Aboriginal students. School programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school values, respects and appreciates Aboriginal culture.

During 2015 an Aboriginal artist visited the school to demonstrate traditional Aboriginal art, crafts and boomerang throwing.

As part of the history syllabus students researched the local Aboriginals – Wiradjuri and learnt about the impact of the First Fleet on the Aboriginal nations. They also studied the novel Storm Boy which culminated in attending a live production in Canberra and a visiting artist presenting a sound scape in the playground.

At presentation night the Acknowledgement of Country was introduced for the first time.
Multicultural Education and Anti-racism

Through the Key Learning Area of HSIE (Human Society and Its Environment) students are provided with learning experiences to develop skills, knowledge and attitudes required for a multicultural diverse society.

In 2015 students learned songs in different languages and engaged in Japanese lessons.

At presentation night students sang Christmas songs from other countries.