



Wee Jasper Public School

The Bugle

Term 3, Week 2 2025 | Principal - Michelle Stewart



We are a proud member of the

Aunty Pam and Wee Jasper students. More photos on page 9.



YASS VALLEY
LEARNING COMMUNITY

transforming lives through learning

We acknowledge the traditional custodians of this land, the Wiradjuri, Ngunnawal and Walgalu nations, and pay our respect to Elders past, present and future · Proud member of the Yass Valley Learning Community

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Term 3, 2025 Calendar

WEEK 3 AUGUST	MON 4 Virtual STEM Academy 10:30am Tennis	TUE 5 Australian Outdoor Education	WED 6 Grow Your Mind	THURS 7	FRI 8 8AM P&C Meeting 2PM Netball
WEEK 4 AUGUST	MON 11 2PM Dance Virtual STEM Academy	TUES 12 Australian Outdoor Education	WED 13 Grow Your Mind	THURS 14	FRI 15 Netball 2PM
WEEK 5 AUGUST	MON 18 Virtual STEM Academy 10:30am Tennis	TUES 19 STEM PLC WJPS Australian Outdoor Education	WED 20 Grow Your Mind	THURS 21	FRI 22 2PM Netball
WEEK 6 AUGUST	MON 25 2PM Dance Virtual STEM Academy	TUES 26	WED 27 Grow Your Mind	THURS 28	FRI 29 2PM Netball
WEEK 7 SEPTEMBER	MON 1 2PM Dance Virtual STEM Academy	TUES 2	WED 3 Grow Your Mind Australian Flag Day	THURS 4	FRI 5 2PM Netball
WEEK 8 SEPTEMBER	MON 8 2PM Dance	TUES 9	WED 10 WJPS, Breadalbane PS, Dalton PS 10AM Musica Viva 1130AM Gymnastics	THURS 11	FRI 12 'I am Me' Berinba PS

CHANGES TO STUDENT DAYS & STAFF DEVELOPMENT DAYS

2025 - School dates

First to last days for students

- Term 1: Thursday 6 February to Friday 11 April
- Term 2: Wednesday 30 April to Friday 4 July
- Term 3: Tuesday 22 July to Friday 26 September
- Term 4: Tuesday 14 October to Friday 19 December

School Development Days (8 each year)

- Term 1: Friday 31 January to Wednesday 5 February (4 days)
- Term 2: Monday 28 April and Tuesday 29 April (2 days)
- Term 3: Monday 21 July (1 day)
- Term 4: Monday 13 October (1 day)

Upcoming Public Holidays:

- Labour Day: Monday 6 October 2025
- Christmas Day: Thursday 25 December 2025
- Boxing Day: Friday 26 December 2025



Staff weekly schedule for Term Three

Monday

- Michelle Stewart - teacher
- Wendy Griffiths - SAM

Tuesday

- Michelle Stewart - teacher
- Wendy Griffiths - SAM
- Helen Cathles - SLISO
- Nobby Kozlowski - GA

Wednesday

- Michelle Stewart - teacher
- Wendy Griffiths - SAM
- Nobby Kozlowski - GA

Thursday

- Michelle Stewart - principal admin
- Kim Rowling - teacher
- Troy Stewart - APCI
- Wendy Griffiths (Week 1, 3, 5, 7, 9) - SAM
- Mary Goulding - SARP

Friday

- Michelle Stewart - principal admin
- Kim Rowling - teacher
- Mary Goulding (odd weeks) -- SAM (relieving)

Additional Staff

- Anna Kemp - STEM Project Officer
- Sharlee Cassidy - Casual teaching staff
- Helen Cathles - Swimming Instructor

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Term 3 Sports:

Tennis

- Monday, 4 August
- Monday, 18 August

Dance

- Monday, 11 August
- Monday, 25 August
- Monday, 1 September
- Monday, 8 September

Netball

- Friday, 8 August
- Friday, 15 August
- Friday, 22 August
- Friday, 29 August,
- Friday, 5 September

**Please remind
your children to
wear sports shoes.**



Wee Jasper
2nd & 4th Thursday of the month
2.30pm - 3.30pm
Primary School

May 8th & 22nd
June 12th & 26th
July 10th & 24th

yass valley council
the country the people

Principal's message

Welcome back to Term 3! I hope everyone enjoyed a restful and refreshing break. We're thrilled to return for another exciting term filled with learning, growth, and enriching experiences for our students.

This term, we are especially looking forward to our much-anticipated overnight excursion to Sydney. On Thursday, our students will take part in a guided tour of the iconic Sydney Opera House, exploring both its remarkable interior and exterior. They will also revisit the picturesque Royal Botanic Gardens, soaking in the stunning views of Sydney Harbour.

On Friday morning, we'll return to the city to enjoy a live performance of Alison Lester's beloved story *Imagine* at the Seymour Centre. This promises to be an enriching cultural experience for all involved. We have thoroughly enjoyed exploring this beautiful text in class – generously donated by Helen L Cathles – and we are all very curious and excited to see how it will be brought to life on stage.

Our students will remain active throughout Term 3 with a new weekly netball program beginning in Week 3, held each Friday. In addition, we are fortunate to access the local Wee Jasper tennis courts, where students will enjoy three lessons with Craig across the term. Our dance program will also continue, where students are exploring various dance genres in preparation for both our Presentation Evening and a collaborative performance with 'All Stages Performance' in Yass this November.

We value the collaborative spirit within the Yass Network and are continuing to connect with local schools for shared learning opportunities. Our STEM Professional Learning Community (PLC) is well underway, with students recently visiting Dalton Public School to tackle problem-solving challenges using the STEM process. This term's focus includes materials, light, and energy, with an additional emphasis on digital technologies. We're also proud to share that our two senior students have earned places in the NSW Virtual STEM Academy's eight-week Digital Design Dynamos program, where they'll enhance their skills and confidence in digital design.

Later this term, we are excited to join Berinba Public School for a special event with Mitch Tambo – a proud Gamilaraay man – who will lead his inspiring 'I Am Me' Youth Tour. Our students will also come together with Dalton and Breadalbane Public Schools to participate in the renowned Musica Viva music program at the Goulburn Conservatorium in September.

In the classroom, our teaching team continues to focus on building students' number sense, while also strengthening their writing, spelling, and reading skills through targeted teaching strategies.

We're also looking ahead to school photos later this year. We are pleased to welcome a new photographer, Sharon Prins, who will help us capture the spirit of our school in a favourite local Wee Jasper location – to be chosen by Ava's family.

As always, I would like to acknowledge the strong sense of community that makes Wee Jasper Public School such a special place. Thank you for your continued support – we look forward to another fantastic term together.

Michelle Stewart

Teaching Principal

MEETING

The next P&C meeting will be held on **Friday, 8 August 2025** at **8AM**.

There is also a Bunnings BBQ on **Saturday, 30 August**. More details to come but we hope to see you there!

Wee Jasper Public School's vision

Our school will remain the heart of our small rural community. Here, core values will be learned and lived, as every learner is fully engaged and challenged, in preparation to making their contribution to our complex and dynamic society. Every student will be known, valued and cared for and experience a secure sense of belonging and connection to this school, community and land. All students will be literate, numerate and curious. We will continue to see the diversity of our community as a pedagogical strength and draw upon our diverse human and natural resources to sustain learning. In this way, we will counter the potential disadvantage of living in a small, remote community.

ENROL NOW FOR 2026

Wee Jasper Public School



**Are you looking for a
welcoming community
and a great start to
your child's education?**

At WJPS, we offer more than just schooling – we offer a place where families grow, thrive, and celebrate success together.

Nestled on nine beautiful acres in the picturesque Wee Jasper Valley, Wee Jasper Public School is a small, close-knit school where pride, hard work, and joy are part of everyday life. Our students enjoy rich social and cultural experiences through partnerships with nearby schools, creating unforgettable moments of jubilation and learning.

With a dedicated P&C, School Council, and strong community support, our school is at the heart of a vibrant, caring community ready to welcome you and your family.

WeeJasper Public School and the Valley – where your child's success and happiness are our priority.

- ✓ Supportive, personalised learning
- ✓ Engaging community activities
- ✓ Safe, inspiring environment

Enrol your child for 2026 today and become part of our proud community!

Contact us on (02) 6227 9652 for a tour or to enrol.



ENROL NOW

School news

STEM DALTON PLC

Our first STEM PLC Day at Dalton, was a wonderful way to welcome in the new term with our friends from Dalton and Breadalbane.

Session One Level 1 STEM challenge



Define & Think
about the problem



ASE
Crookwell
Academy of
STEM
Excellence



Problem: To build a strong bridge.

The Challenge: To build a bridge that can expand over the 20cm gap and hold the most amount of weight without collapsing.

All four groups created a bridge. Students designed a short maze to steer a Sphero through the space we had available. Students marked their maze and recorded the lengths of their maze. Next they tested their robot on four of their races. They are more complicated to drive than what they look.

Possible Ideas

MATERIALS:

The suitability of materials, what is available, what will make the materials suitable for strength?

STRENGTH:

What shapes will hold weight the best?

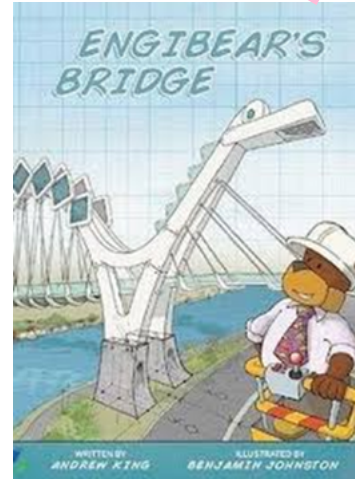
ATTACHMENT:

How will we attach everything together.

SIZE:

Is it long enough to hold over the 20cm gap?

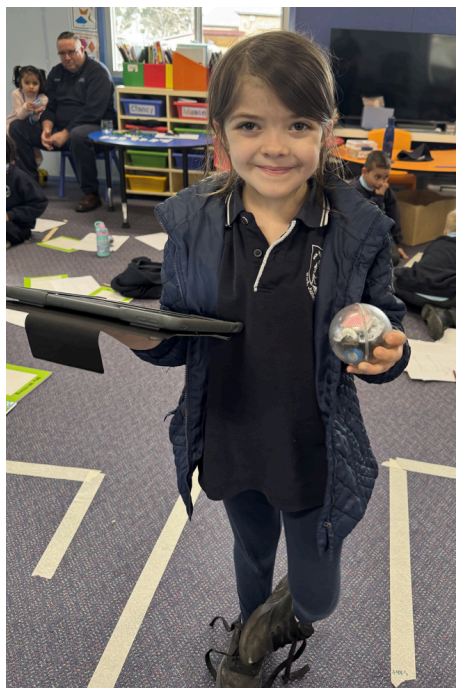
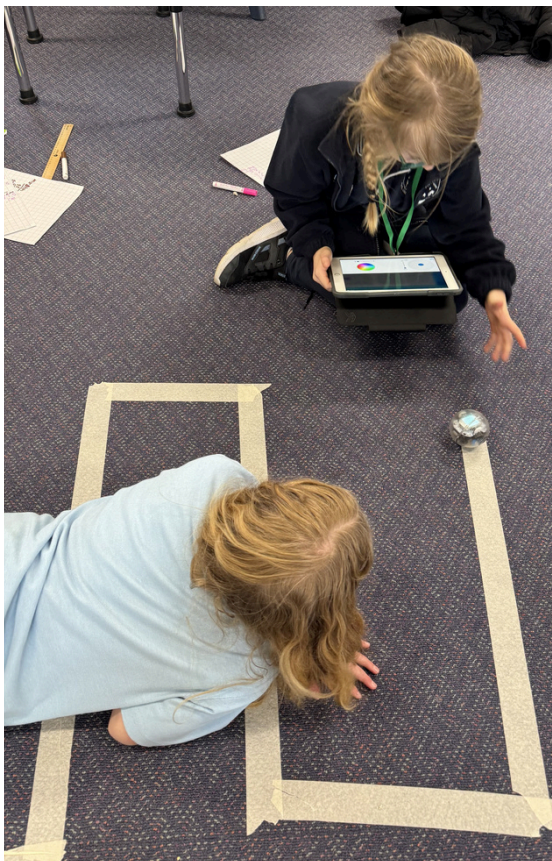
We Let's explored



We explored the text, Engibear's Bridge.

Engibear's Bridge by Andrew King was a fun, STEM-themed picture book that introduces young readers to civil engineering. When students at Munnagong Primary dream of a dinosaur-shaped bridge, Chief Engineer Engilina teams up with Engibear and Bearbot to make it happen.

The story followed their year-long journey through design, construction, and safety testing, teaching kids about engineering concepts, bridge types, and teamwork along the way. With engaging rhymes and illustrations, it was a creative and educational read perfect for young budding engineers.



School news



Thank you to Australian Outdoor Education

We would like to extend our sincere thanks to Josh and George from Australian Outdoor Education for their ongoing support and partnership with our students, staff, and school grounds. Their continued commitment provides exciting and meaningful educational opportunities for our school community.

Outdoor Education Program - Term 3 Schedule

We are excited to continue our partnership with Australian Outdoor Education to offer students a series of engaging and hands-on learning experiences. Below is the schedule for Weeks 3 to 5:

Week 3 – Bushcraft

 **Date:** Tuesday, 5 August

 **Time:** 1:00 PM

 **Location:** Campground at Billy Grace Reserve

Activity Overview:

Students will take part in an immersive Bushcraft session where they will learn fundamental outdoor survival skills such as shelter-building, fire-lighting, knot-tying, and using natural resources responsibly. This session encourages independence, critical thinking, and environmental awareness.

 **Important:** Please ensure students wear appropriate outdoor clothing and bring a water bottle.

Week 4 – Abseiling

 **Date:** Tuesday, 12 August

 **Time:** 9:00 AM (Pick-up from school)

Activity Overview:

This exciting Abseiling adventure offers students a chance to build courage and confidence as they learn the techniques of safely descending rock faces. Under expert supervision, students will develop trust, resilience, and a sense of personal achievement.

 **Important:** All safety equipment will be provided. Please ensure students wear closed-toe shoes and comfortable activewear.

Week 5 – Team Building Challenges

 **Date:** Tuesday, 19 August

 **Time:** 1:30 PM – 3:00 PM

 **Location:** Campground at Billy Grace Reserve

Activity Overview:

This session will focus on Team Building Challenges that foster communication, leadership, and problem-solving. Through a series of interactive activities and physical challenges, students will learn the value of collaboration and mutual support.

 **Important:** Comfortable outdoor clothing and water bottles are recommended.

School news

A Big Thank You to Variety - the Children's Charity!

We are thrilled to share that our students have received a wonderful gift thanks to the generosity of Variety Australia.

Earlier this year, Variety kindly donated a brand new mud kitchen to our school. The mud kitchen has now arrived and has quickly become a favourite addition to our outdoor learning space.

Our students are absolutely loving the opportunity to engage in creative, hands-on play. This fantastic resource is helping to support imagination, sensory exploration, and social development through fun, meaningful learning experiences.

We are so grateful for Variety's ongoing commitment to supporting Australian children. Their generosity is making a real difference in the lives of our students.



Happy Birthday, Mrs G! 🎉

On Wednesday, 30 July, we celebrated Mrs G's birthday with joy, laughter, and wonderful company. Staff and students came together to enjoy a delicious Indian lunch and a beautiful cake topped with flowers, home made by Helen to celebrate her special day.

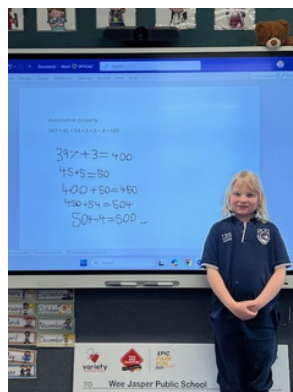
Happy Birthday, Mrs G! We hope your day was filled with all your favourite things — you truly deserve it!



Maths with Mrs Rowling - Big Numbers!

Students have been building their problem-solving skills by learning to add large numbers. Using different strategies and working together, they've shown great focus and enthusiasm.

Keep up the great work, young mathematicians!



Out and about

NAIDOC DAY AT BERINBA PS Thursday, 3 July 2025

On Thursday, 3 July (Week 10), our students joined Berinba PS for a special day of cultural connection and learning in celebration of NAIDOC Week.

Activities throughout the day included a Smoking Ceremony, Weaving, Spear Throwing, Artefact Talks, a Yarning Circle, and Artwork—led by eight visiting community Elders.

We are deeply grateful for the opportunity to have taken part in such a meaningful day of cultural learning and connection.

Special thanks to Mrs Rowling for supervising the excursion, and to Berinba PS for welcoming us to be part of this wonderful event.

On Thursday 3 July, we went to BPS to celebrate NAIDOC Day. We got there on the mini bus and it was warm.

We started the day with the Smoking Ceremony. It was to acknowledge Aboriginal Ancestors and welcome us to Country, and I found it very exciting. An Aboriginal lady burnt gum leaves in a bucket using a match, which made grey smoke. While the leaves were burning, I waved my hands through the smoke to connect to the Ancestors.

Next, we did weaving using wool and straw. I created a seal by weaving them together. I took my seal home — it is sitting on my shelf and was my favourite activity.

The third thing I did was the Yarning Circle. We listened to a book called Come Together, read by Aunty Pam and another Aunty. At the end, we were allowed to ask questions. Ava asked one or two questions.

The fourth thing we did was spear throwing. An Aboriginal man told me how to hold the spear. You need to balance the spear on your palm, then lift it up near your neck. It was comfortable to hold, and my throw went far.

The day was great. The activity I liked most was the story with Aunty Pam.
– Abi

We went to BPS on 3 July. I was cold. We rode the bus to BPS to celebrate NAIDOC Day.

When we arrived at BPS, we sat down under the COLA with the BPS students. Some of them were wearing Aboriginal shirts. Then we did the Smoking Ceremony. I was confused because I had never done it before. After the man lit the fire, a girl showed us how to do it and told us to wave some smoke over our heads.

Weaving:

We used straw and wool to make figures. I don't know what everybody else was making, but mine was a blue-tongue lizard. I created it by weaving, and I put it in my bedroom where I keep my stuff.

Yarning Circle:

While we were sitting in a big circle, one of the Aunties read a book called Come Together. I loved it because the land is special to Aboriginal people. I asked a question — it was, "Do you plant seeds?"

Spear Throwing:

When we did spear throwing, it was fun! You had to make sure the spear was sitting in the middle of your palm, grab it tight, and throw it at the middle of a cardboard kangaroo. There was a bale of oats behind it.

I thought the day was fun and exciting.
– Charlotte

On 3 July, we travelled on the bus to BPS and celebrated NAIDOC Day. It was so much fun!

We started the day with a Smoking Ceremony. It was very exciting. A boy started to make smoke by burning gum leaves, and because I was sitting at the back with lots of heads in front of me, I couldn't see how they lit the fire. The smoke smelt like gum leaves instead of wood. A woman told us that the Smoking Ceremony was to welcome us to Country and connect with their Ancestors.

After we finished the Smoking Ceremony, we did weaving. It was so much fun! In weaving, we took straw and wrapped it in wool until it was all covered. We all made different animals. I can't remember what everyone's native animals were, but mine was either a crocodile or an alligator.

When we finished making our animals, we went to the yarning circle with Aunty Pam, who read a book to us about coming together, which was nice. We got to ask lots of questions and asked if we could get a photo with Aunty Pam, and she happily agreed. It was a very nice picture.

After the photo, we joined in with spear throwing. It was amazing! The spears were ginormous and very long. We carefully threw the spear at a picture of a kangaroo with a bale of wheat behind it. It was important to get the balance right on your stick. Although I don't think I'll ever need a spear in the city, I still found it exciting.

Even though it was exciting, there was only one break, which felt very long. The day was great.

– Tilly



We went to BPS on 3 July for NAIDOC Day, and it was very exciting. It was a sunny day, but it was very cold.

The first thing we did was the Smoking Ceremony. A boy told us how to wave our hands to make sure the smoke went over our heads. This was to honour our Ancestors.

The weaving of the animals was my favourite activity because I loved making my animal. I made a goanna — her name is Gwen, and she is made of straw and yarn.

When we were sitting in the Yarning Circle, Aunty Pam read a book. At the end, I asked Aunty Pam, "How do you know what berries are good to eat?" She said, "We have a berry tester."

The spear throwing was good. We had to keep the spear near our neck so we could throw it properly.

The day was great, except there was only one break!

– Ava





FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the **Disability Discrimination Act 1992**.

Schools provide this information to education authorities.

Go to **What is a reasonable adjustment?** below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the **Australian Education Regulation 2013**. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the **Public information notice**.

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the **NCCD Portal**.

There is also a free **e-learning resource** about the **Disability Discrimination Act 1992** and Disability Standards for Education 2005.

This document must be attributed as **Fact sheet for parents, guardians and carers**.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the [Disability Discrimination Act 1992](#).

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the

NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

ROAD SAFETY QUESTIONS FOR CHILDREN

Pedestrian Safety

Q: Why should you always use a pedestrian crossing?

A: It's the safest place to cross because drivers are more likely to stop and let you cross.

Q: What does the green pedestrian signal mean?

A: It means it's safe to cross, but you should still check for cars before stepping onto the road.

Q: Why should you avoid looking at your phone while walking near roads?

A: It can distract you from noticing cars or other dangers. Always stay alert.

Cycling Safety

Q: Why do you need to wear a helmet when riding a bike?

A: A helmet protects your head if you fall or have a crash. It's also the law in Australia.

Q: Where is the safest place to ride your bike?

A: On bike paths or quiet streets where there's less traffic.

Q: What should you do before riding your bike onto the road?

A: Stop, look both ways, and only go when it's clear and safe.

Passenger Safety

Q: Why is it important to wear a seatbelt in a car?

A: A seatbelt keeps you safe by stopping you from being thrown around if there's a crash.

Q: Can you sit in the front seat if you're under 12?

A: Not usually. It's safer for kids under 12 to sit in the back seat.

Q: What should you do if the driver is distracted, like looking at their phone?

A: Politely remind them to focus on the road.

Road Signs and Rules

Q: What does a red traffic light mean?

A: It means stop. You must wait until the light turns green.

Q: What does a stop sign mean?

A: It means you must stop completely, look for traffic, and only go when it's safe.

Q: Why are speed limits important?

A: They help keep everyone safe by controlling how fast cars can go.

General Road Safety

Q: Why should you never run across the road?

A: Running can make it harder to see cars, and drivers might not see you in time to stop.

Q: Why is it dangerous to play near the road?

A: You might not notice cars coming, and drivers might not see you until it's too late.

Q: What should you do if a ball rolls onto the road?

A: Never run after it. Ask an adult for help to get it safely.

Q: What should you do if you're walking home and there's no footpath?

A: Walk on the side of the road facing oncoming traffic so you can see cars coming toward you.

Q: Why is it important to make eye contact with drivers before crossing the road?

A: It helps you know that the driver has seen you and is stopping to let you cross safely.

Q: What should you do if you're getting out of a parked car near traffic?

A: Check for cars, bikes, or other traffic coming from behind before opening the door.