Messages

Principal’s message

During 2008 the school continued to place the needs of students first, by providing quality teaching and learning programs. Educational, cultural, sporting and student welfare programs were provided for students by a dedicated and professional staff.

While there is an emphasis on developing effective Literacy and Numeracy programs supported by access to technology, students are encouraged to participate in a broad range of activities to develop the whole individual. These programs were provided through the involvement of parents and community members. Without this support these programs couldn’t operate.

Congratulations to our students for their fine achievements in the classroom, in the arts and on the sporting fields.

I would like to take this opportunity to thank the dedicated staff and members of the school community for their commitment in 2008.

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.

Vaughn Parker

P&C message

This year the P&C held quite a few fundraising activities which included the barbeque at the Back to Krambach celebrations, Easter and Christmas raffles, a cake stall conducted on one of the election days, a seafood raffle on Melbourne Cup day and catering for the Rotary dinner which was our main fundraiser.

The money raised was used to purchase a carry bag for the shade shelter, a brushcutter, books for the library and a dinner voucher for the PSFP survey. The P&C also subsidised the Questacon visit and the Timbertown excursion.

The P&C also contributed to, and helped with, the organization of the Easter service, Book Week parade, the Giving Tree ceremony and the presentation night.

The P&C also ran the canteen with the help of parents who volunteer their time to man it each Friday. We introduced some new food items to the menu. New flooring was laid in the canteen and two pantry units were purchased and legs were attached to existing cupboards to raise them off the floor.

I would like to extend my thanks to the many parents and community members who continue to support the school in many different ways.

Anni Zarb

Student representatives’ message

Once again this year, the children were nominated and voted into the Kids’ Committee where they played an active part in the decision making processes of the school.

Two representatives from each grade plus the school captains met fortnightly to discuss fundraising activities and ideas to help improve school life.

Fundraising activities were organised in Term 1 for Bandaged Bear Day from which the proceeds raised went to the Westmead Children’s Hospital.

In Term 2 our Jump Rope for Heart day raised funds to support the Heart Foundation. We also ran a Crazy Hair day in support of the Tsunami Appeal.

In Term 3 the Kids’ Committee planned another Krambach Mountain climb which was challenging but enjoyable.

A movie day was held in Term 4 to raise funds for the Year 6 end of year present to the school. A new laminator was bought with the proceeds and presented to the school on presentation night.

At the request of the Kids’ Committee, a Krambach Idol talent quest was organised on the last day of Terms 1 and 4. This proved to be a very popular event in which many children participated.

Bandaged Bear Day
School context

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

Student enrolment profile
There was a slight increase in the school population throughout 2008 beginning the year with 42 students and finishing with 45. There was a higher percentage of boys enrolled than girls.

Student attendance profile
There was an improvement in attendance throughout 2008 with the school showing a slight increase from the 2007 attendance rate and showing a higher attendance rate than regional figures.

<table>
<thead>
<tr>
<th>Class</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Region State</td>
<td>94.0</td>
<td>92.5</td>
<td>93.1</td>
<td>94.1</td>
</tr>
<tr>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td></td>
</tr>
</tbody>
</table>

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

The class sizes changed in Term 2 due to an increase in the number of students in the K/1/2/3 class with three new children being enrolled. This meant that the classes had to be restructured forming a K/1/2/3 class of 25 students and a 3/4/5/6 class of 23 students.

Structure of classes
In 2008 the students were placed into two composite classes consisting of a Kindergarten, Year 1, Year 2 and Year 3 class taught by Mrs Morand and a Year 3, Year 4, Year 5 and Year 6 class taught by Mr Parker.

Mrs McCorriston and Mrs Cheers provided support for targeted students throughout the year as well as teaching library and research skills.
Staff information

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

Staff establishment

The school has a teaching principal and one other fulltime teacher. A third teacher was employed five days a fortnight to teach library, take relief from face to face teaching and support students with learning difficulties in literacy and numeracy.

A teachers aide was also employed two and a half days a week to work with students who were on an integration program.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>Half day a week</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>3 hours a week</td>
</tr>
<tr>
<td>Teacher Relief</td>
<td>3 hours a week</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>4 hours a week</td>
</tr>
</tbody>
</table>

Staff retention

All permanent teaching staff from 2007 were retained in 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was not available.

Teacher qualifications

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

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

Financial summary

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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>18 233.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>45 529.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19 178.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10 482.40</td>
</tr>
<tr>
<td>Interest</td>
<td>1 351.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 472.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>98 247.77</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>11 693.25</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 658.91</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>10 258.64</td>
</tr>
<tr>
<td>Library</td>
<td>2 249.65</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 670.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16 658.35</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3 176.69</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16 691.52</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 689.87</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4 416.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 472.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>79 636.10</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>18 611.67</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

The school values participation and striving for excellence. Our students are encouraged to participate willingly in a wide variety of learning experiences and to work to the best of their ability.

Achievements

Arts
Creative and performing arts provides an opportunity for students to express themselves through music, dance, drama and art. In 2008 students were provided with opportunities to participate in a variety of events.

Monday afternoon activity groups were also planned this year to provide children with opportunities to be involved in creative arts projects. Some of the activities included digital photography, dance, modelling with hebel blocks and band. Over a five week period children had the opportunity to focus on their particular area of interest in a small group situation.

In Term 2 we were visited by cartoonist Dave Hackett (Cartoon Dave) who showed students how to create cartoon characters and figures using different shapes and lines. Students were encouraged to create their own cartoon characters. The students learnt many basic drawing skills and enjoyed the experience.

Several students received tuition on guitar and drums throughout the year. The guitarists were tutored by Peter Groundwater and played at the school presentation night at the end of the year. The drummers were tutored by Rob Dunn and were able to demonstrate their talent during our talent quest at the end of the year.

Two of the guitarists, Dion White and Jack Croker, and a drummer, Liam Shelley, attended the Myall Music Camp in October.

Students from Year 3 to Year 6 joined students from other schools in the Bucketts Way Community of Schools and performed as part of a massed choir at Gloucester for the Bucketts of Talent concert. Students from K/1/2/3 attended the matinee performance and welcomed the chance to watch a variety of live performers.

In Terms 2 and 4 the school was visited by two award winning poets, Roderick Williams and Gregory North. Roderick Williams entertained the students with recitations of bush ballads, bush yarns and witty poems which were enjoyed by all. Gregory North conducted a workshop on writing and reciting poems with the students from 4/5/6. He then performed a series of funny poems to the whole school which amused everyone. Students were encouraged by these performances.

At the end of Terms 1 and 4 the Kids’ Committee staged a Krambach Idol talent quest at the school where all children were invited to perform. Parents formed part of the audience and watched a variety of acts from singing, dancing, guitar and drum solos to poetry recital. Children spent many hours of spare time putting their acts together.

Sport
Our school has endeavoured to involve all students in a variety of PE and sporting activities in order to develop gross motor skills, game skills, fitness and teamwork.

Students competed in the Manning West Small Schools Swimming Carnival. Krambach won the handicap trophy and three children were age champions. They were Jack Croker who was the senior boy champion, Darcy Hale who was the eleven years champion and Maggie Croker who was the junior girls champion. Five students qualified for the Manning Zone Carnival at Wingham. Our PP5 relay team consisting of Jack Croker, Dion White, Sally Croker and Darcy Hale qualified for the regional carnival at Maitland. Our swimmers competed enthusiastically and represented the school proudly.

Representatives from the Gymaroo Gymnastics team taught gymnastics skills to all students each Thursday during Term 2. Students worked through a number of activity stations focusing on different skills. This helped to enhance balance, locomotor skills and spatial awareness.

The cross-country event was held at the KERTA in May. Fifteen students were selected to compete in the Zone cross-country at Wingham.

All students participated in a basketball coaching program conducted by Robert Denley of the Taree Basketball Association for one hour per week for 10 weeks during Term 3. The focus of the program was to develop game skills and teamwork.

Students from Years 3-6 participated in two gala days throughout the year. In June the soccer team came third in the Small Schools division of the soccer gala day at Wingham after only losing one game in a closely fought game against Oxley.
Island. The touch football side won the Runners Up medal in the Small Schools division of the touch football gala day at Wingham going through the competition undefeated but losing in a count back of points for and against.

At Tuncurry Oval our students competed in the Small Schools Athletics Carnival. Three students represented the school at the Zone athletics carnival at Tuncurry.

This year our School Swimming Scheme involved thirteen students from Year 2 to Year 6 who were coached by Chris Moulds. At the end of the program six of these students were able to swim twenty five metres confidently.

The following graphs show the percentage of students in each skill band for all aspects of Literacy.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

Ten students in Year 3 sat the NAPLAN Literacy tests in 2008. The overall literacy results were below the state level and slightly below the regional level.

The school’s results were better in writing and language conventions than in reading.
While only one child was in Band 1 for Reading, there was only one child in Band 6 for Writing and one child in Band 6 for punctuation and grammar. Most students’ results were in the middle three bands.

Numeracy – NAPLAN Year 3

Ten students in Year 3 sat the NAPLAN Numeracy test in 2008. The overall numeracy results were below the state level but slightly above the regional level.

The following graph shows the percentage of students in each skill band for Numeracy.

No students were in the bottom two bands and no students were in Band 6. All students were placed in the middle bands.

Literacy – NAPLAN Year 5

Eight students in Year 5 sat the NAPLAN Literacy tests in 2008. The overall literacy results were below the state level but above the regional level.

The school’s results were better in writing and language conventions than in reading.

NAPLAN results are not able to be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information for our Year 5 students cannot be reported in detail as there were less than ten students.

In writing there were no students in the bottom two bands (Bands 3 and 4) and one student in Band 8. All students were placed in the top three bands.
In grammar and punctuation no students were placed in the bottom band and two students were in Band 8.

In reading and spelling no students were in the bottom or top bands. All students were spread between Band 4 and Band 7 with most students in Band 5.

**Numeracy – NAPLAN Year 5**

Eight students in Year 5 sat the NAPLAN Numeracy test in 2008. The overall numeracy results were below the state level and below the regional level.

There was one child in Band 3 and one child in Band 8. The other students were in Band 5 and Band 6.

**Progress in literacy**

The Year 5 NAPLAN test also measures student progress from Year 3 to Year 5

In 2008 the school achieved below the state average in growth in both reading and writing. Fifty percent of students, however, achieved above the minimum growth rate.

**Progress in numeracy**

In numeracy the school achieved below the state average in growth between Year 3 and Year 5. Fifty percent of students, however, achieved above the minimum rate of growth.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**
<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students acheiving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Success For Boys**

Following the success of the workshops for boys last year we decided to continue with the program this year but extend it to include girls as well.

Each term for approximately 5 weeks the children participated in a special interest workshop. The choices included cooking, sport, golf, band, digital photography, dance, gardening, modelling with hebel blocks and woodwork.

Some parents and community members volunteered their time to make these groups possible and acted as mentors for the students whilst teaching them new skills.

The children also got a chance to work with others with similar interests and from different age groups.

**Good For Kids**

Good for Kids is about helping kids in the Hunter, New England and Mid North Coast regions to eat well, be active and be healthy.

Part of the initiative involved teacher training and updating about current health issues involving school aged children. This knowledge was then shared with other staff and used in implementing health and fitness programmes in our school. We also worked in conjunction with the canteen to look at the menu and discuss ideas about improving it.

One of the initiatives introduced was the Crunch 'n Sip program (formerly Refresh and Read) which consists of a daily fruit and vegetable break of fifteen minutes at 10.00 am daily which gives children the opportunity to rehydrate, enjoy a healthy snack and read whilst learning about healthy food choices. Both classes have found this time a great opportunity to refresh themselves during a lengthy morning learning session.

**Aboriginal education**

Students from Kindergarten to Year 6 explored notions of identity in the key learning area of Human Society and Its Environment through topics such as Understanding Ourselves, Identity and Values, and Cultural Connections. Year 4, 5 and 6 students have explored early Indigenous concepts of self-government and the history of Indigenous people’s involvement in Australia’s developing democracy through the topics of Federal and State Governments.

In Science and Technology topics such as National Parks and Changes and Cycles focused upon the environment which has direct links to the strong connection between Aboriginal people and the land. Stories of the Dreamtime explored through the Australian Museum site have highlighted this connection and provided a wealth of creative art activities from visual arts to dance from past to present Indigenous culture.

**Multicultural education**

All students from Kindergarten to Year 6 engaged in learning activities centred on the Key Learning Area of Human Society and Its Environment. The focus of units within this area embraced:

- concepts of national identity – our history as a land of immigrants;
- multiculturalism and cultural connections – the rich and diverse heritage of our population past, present and future; and
- government – state – local and federal providing connections to community through local, national and global networks.

Lessons and activities engaged students in both informal and formal debate, in-depth research and investigation and professional presentation of reports and quality project documentation.

Programming to meet quality teaching standards encouraged students to consider the perspective of others and promote positive learning behaviours based around notions of tolerance, acceptance, mediation and empathy for others.
Students in 4/5/6 participated in the Country Of Study initiative conducted by the Country Women’s Association. The students studied the country of Mexico and created a PowerPoint presentation which they presented to the local CWA branch at Nabiac. The presentations were enthusiastically received.

Respect and responsibility

During 2008 our school emphasised the three main principles of our school discipline code of being respectful, being safe and being a learner. Students were challenged and encouraged at assemblies to uphold these principles.

In Terms 3 and 4 all students participated in a welfare program conducted by Mr Tom Mason which was based on the Friendly Kids, Friendly Classrooms program. This program focused on tolerance and respect for others. Children learnt about the importance of fair play and encouraging each other by using positive comments. They were set a number of goals and given awards for achieving those goals.

Students in 4/5/6 participated in the Courage to Care program presented at the Taree Regional Art Gallery. Students learnt about the plight of the Jewish people during the Holocaust and a number of people who, despite risking their own lives, rescued young children and babies from certain death. The main message presented was that people should stand up for what is right and not tolerate bullying.

Our school also participated in community activities increasing awareness of respect and responsibility. These included Clean Up Australia Day, ANZAC Day and National Tree Day. We also raised money to help a number of charities throughout the year.

Progress on 2008 targets

Target 1

To improve the writing skills of students ensuring a sound understanding of different text types.

Throughout 2008 there has been a greater emphasis on the explicit teaching of text types and the specific elements that are used in each text type including grammar and punctuation.

Our achievements include:

• A greater emphasis in teaching and learning programs on the specific requirements when writing using different text types;

• All teaching staff being trained in the use of criteria based assessment in writing;

• A greater awareness by students of what is expected when writing different text types;

• Samples of student work demonstrating a more consistent understanding of various text types; and

• Year 3 and Year 5 results in writing in the NAPLAN test were better than results in reading.

Writing will continue to be a focus for the school in 2009.

Target 2

To improve student performance in achieving talking and listening outcomes.

Throughout 2008 students have been encouraged to develop talking and listening skills through the explicit teaching of listening to gain information and presenting information through oral reports.

The school had two presentations and a workshop presented by award winning poets Roderick Williams and Greg North. Students were encouraged by these presenters.

Students were encouraged to participate in three public speaking events throughout the year with a presentation made to the winner in each year group as judged by guest adjudicators.

Our achievements include:

• Eighty percent of students participated in the public speaking quests;

• Improved ability of students to give an oral report and speak confidently in front of an audience; and

• Explicit teaching of research and note taking skills assisted students in developing oral reports.

Target 3

To improve student knowledge and understanding the units of measurement and enhance student measuring skills.

During 2008 a variety of teaching and learning activities were conducted to provide opportunities for students to apply practical measuring skills including cooking, woodwork and sewing. These activities were complemented by class programs
and a maths activity day. There was a focus on the use of units for measuring length, area, mass and volume.

Our achievements include:

- Teaching programs reflecting the explicit teaching of measurement skills;
- All students participating in measurement activities and demonstrating a basic understanding of the units of measure for length, mass and capacity;
- Improved performance of students in class based assessment in measurement; and
- No students in Year 3 were in the bottom two bands of the NAPLAN numeracy assessment.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Leadership and Creative Arts.

Educational and management practice

Leadership

Leadership was the educational and management practice chosen for evaluation in 2008 as part of the annual, cyclic evaluation process.

Background

Staff and parents were surveyed using the School Map Best Practice Statements. All staff and fifteen parent surveys were returned which represents forty percent of the families at the school.

Findings and conclusions

The survey results indicated the majority of parents and staff were satisfied with the leadership of the school.

Eighty five percent of parents and all staff felt that the school leaders almost always or usually understand the school and get the best from staff and students and that the school leaders value the contribution of individuals and groups. All parents and staff agree that leaders accept responsibility for quality of student learning outcomes.

In relation to implementing positive changes within the school, eighty percent of parents and most staff felt that the school leaders introduce changes to the school to benefit student learning and seventy percent of parents agreed that the school is looking for ways to improve what it does. There were, however, some parents who thought that the school leaders were not open to new ideas.

Parents and staff also felt that the school involves all groups within the school community in deciding what it is aiming to achieve and that parents, staff and students are encouraged to take leadership roles.

Eighty percent of parents and staff agreed that the school ensures that everyone at the school is treated fairly with forty percent agreeing that the school almost always treats everyone fairly.

Future directions

Based on the parent and staff surveys the school leadership will continue to explore ways to ensure all groups within the school community are provided with the opportunity to have input into the decision making and planning processes at the school including students through the Student Council.

The school will also be reviewing its discipline and welfare policies as part of the implementation of the Positive Behaviour For Learning program in 2009. This will ensure that students in particular will be treated fairly.

Curriculum

Creative Arts

Background

As part of our cyclic curriculum evaluation plan we have sought the opinions of staff, parents and students in evaluating the school’s Creative Arts programs. This incorporates the areas of visual arts, music, drama and dance.

In recent years the school has endeavoured to provide a variety of experiences to ensure students have the opportunity to experience a diverse range of activities to expand their knowledge and skills in the creative arts.

Following the success of the Success For Boys program the school has conducted afternoon activity groups focussing on creative arts and physical skills. Some of these activities included digital photography, sewing, percussion, singing, dance, woodwork and drama.

The students also have the opportunity to learn guitar and drums through tuition provided by a commercial guitar school and a parent.

The school has also performed in musical festivals and Waikikirri.
Findings and conclusions
The majority of parents agreed that creative arts is an important Key Learning Area and that their children's abilities were developing in visual arts and music. The majority of parents also agreed that their child showed an interest in music and visual arts.

Few parents, however, said that their child participated in creative arts activities outside of school. It was also noted that few parents had any expertise in creative arts that could be used in the school program.

In response to activities that parents would like to see added to the school program, the responses included a school concert, music classes and drama.

The majority of students said that they liked creating and making artworks and trying new things, identifying drawing, painting and craft activities as their favourite.

In music the majority of the students said that they liked listening to different styles of music, playing instruments and performing for an audience. Only sixty percent of the students stated that they liked to sing.

Most students said that the school expected them to do their best and that they were proud of their achievements.

Activities that students would like to see added to the school program included playing instruments, doing pottery and more drama.

All members of the school staff liked teaching creative arts but appreciated the use of parents and community members in teaching aspects of creative arts that they don’t have particular expertise in. The staff felt that the school had a good range of teaching resources.

Future directions
In 2008 the school will continue to conduct activity groups to provide a variety of creative arts experiences for the students making use of parents and community members.

The school will investigate the use of some specialist teachers or tutors from outside the school to supplement the school creative arts program such as local artists.

The school will review current resources and purchase new resources required to implement a comprehensive creative arts program.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Through surveys, discussions and meetings the school was able to draw certain conclusions about school satisfaction.

The majority of parents surveyed agreed that the school provided opportunities for their children to succeed and that the learning programs provided for their children’s future. They also agreed that their children were happy to attend school and the children’s achievements were recognised and rewarded.

While most parents felt that their children felt safe at school their was some concern expressed about playground behaviour and discipline. These issues will be addressed when the school implements the Positive Behaviour For Learning program in 2009.

The senior students of the school were surveyed. The majority of students thought that school was important and that they were encouraged to learn through programs which equipped them for high school and for the future. Students were generally happy to be at school. They felt that teachers care for them and that they were treated fairly.

While most students enjoyed the learning programs that were being offered there were some students who felt that they weren't being challenged and that work could be more exciting.

Professional learning
In 2008 professional learning was focused according to our main areas for development: quality teaching, literacy and numeracy, assessment and computer technology.

All staff participated in professional development programs funded through Teacher Professional Learning (TPL) funds and supplemented by school funds.

Staff attended courses on Higher Order Thinking, Criteria Based Assessment, Good For Kids, Using Interactive Whiteboards, Assessment and Best Start.

The principal also attended the Middle Years Conference in Sydney in July.

As well as attending professional learning programs, staff also attended network meetings including Principal conferences and Support Teacher meetings. All staff participated in three school based days at the beginning of the first three terms.
School development 2009 – 2011

Targets for 2009

Target 1

To improve the writing skills of students ensuring a greater understanding of sentence structure, grammar and spelling.

Strategies to achieve this target include:

- Training of all staff in criteria based assessment in writing;
- Professional learning undertaken by all staff in the use of Accelerated Literacy as a tool for teaching spelling and language conventions in writing;
- Development of effective Quality Teaching practices using Accelerated Literacy;
- Explicit teaching of spelling ensuring the inclusion of the four forms of spelling knowledge; and
- Stage literacy groups established to focus on stage specific writing skills.

Our success will be measured by:

- All teaching staff using Accelerated Literacy as a strategy for teaching spelling and writing conventions;
- Eighty percent of students achieving stage outcomes for writing in grammar and spelling; and
- All students in Year 3 and Year 5 achieving at or above the state average in the 2010 NAPLAN writing tasks and no students in the bottom two bands.

Target 2

To improve student outcomes in factual and inferential comprehension.

Strategies to achieve this target include:

- Explicit teaching of reading comprehension through modelled, guided and independent practice incorporating quality teaching principles;
- Implementation of Accelerated Literacy to enhance student learning and understanding through carefully scaffolded passages of text; and
- Stage literacy groups established to focus on stage specific reading comprehension skills.

Our success will be measured by:

- Eighty percent of students reading at or above their chronological age using standardised reading assessments;
- Students in Early Stage 1 reaching level 8 and students in Stage 1 reaching level 15 in PM Reading Scheme; and
- All students in Years 3 and 5 achieving at or above the state average in the NAPLAN reading tasks and no students will be in the lowest two bands.

Target 3

To improve student performance in the use of mental computation strategies in mathematics to solve number problems and number patterns.

Strategies to achieve this target include:

- Explicit teaching of mental computation skills such as the split, jump and compensation strategies;
- Consolidation of strategies in Count Me In Too, Counting On and Developing Efficient Numeracy Strategies;
- Explicit teaching of problem solving skills focusing on Working Mathematically outcomes;
- Use of SMART data to identify areas of individual and group weaknesses from NAPLAN tests and implement appropriate strategies; and
- Incorporating the use of interactive technologies to enhance learning.

Our success will be measured by:

- Forty percent of students achieving in the top two bands of numeracy section of NAPLAN;
- Kindergarten students achieving level 3 in Best Start assessment;
- All Year 3 and 5 students achieving at or above the state average in numeracy with no students in the bottom two bands; and
- All Stage 2 and Stage 3 students being able to use interactive technology to assist in solving problems.
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.

Mr Vaughn Parker    Principal
Mrs Julia Morand    Teacher
Mrs Annee Cheers    Teacher
Mrs Anni Zarb     Parent
Mrs Clare Ingram-Nader    Parent

School contact information

Krambach Public School
3838 Bucketts Way, Krambach 2429
Ph: 6559 1221
Fax: 6559 1206
Email: Krambach-p.school@det.nsw.edu.au
School Code: 2333

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: