The Channon Public School
Annual School Report

2011
Our school at a glance

Students
Students at The Channon Public School are responsive, respectful and value learning. They are supported by an involved community. Year 6 student leaders play an integral role in the school’s organization and planning.

Staff
After over twenty-two years at The Channon Public School, Mrs Robin Wheeler took up the position of Principal at Afterlee Public School.

Mrs Carol Shipard was appointed to the vacant permanent position on staff through Merit Selection.

The school community thanks Mrs Wheeler for her many years of service, and welcomes Mrs Shipard.

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

Significant programs and initiatives
Community input and involvement, student attitudes and staff enthusiasm have been the key ingredients of the range of programs and initiatives offered at the school throughout 2011.

Student achievement in 2011
Students have continued to achieve significantly above state and national average levels in the National Assessment Program Literacy and Numeracy (NAPLAN). They have excelled in a range of academic, cultural and sporting pursuits as evidenced in this report.

Messages

Principal’s message
2011 has been a year of growth for The Channon Public School. At the commencement of Semester Two we were able to form a third class with Rena Woolbank teaching Year 2/3.

Community support for the school has continued and I believe that the engagement of the community has been instrumental in the school’s success.

On behalf of the school community I thank Mrs Wheeler for her many years of service to our small school, and wish her well in the role of Principal at Afterlee. I congratulate Mrs Shipard on her well-earned appointment and look forward to working with her.

I thank all the staff at the school who have worked tirelessly to provide the best possible education for the students at The Channon Public School.

I thank the students for their never waning enthusiasm and commitment to learning and supporting each other. Thank you also to the wonderful parents and members of the community who have continued to be so generous in their support of our small school.

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.

Martin Gill
P & C Message

The Channon Public School continues to provide a quality education for our children in a stimulating, nurturing environment.

The P & C encourages community involvement with the students at the school to complement the education provided by our dedicated staff.

The big news this year is that we reached the magic student number of 52 and were able to have 3 classrooms, meaning smaller class sizes and the appointment of a permanent teacher (Carol Shipard).

The P & C participated in the selection process of the new teacher.

Staff, parents and members of the community all contribute quality time to the children at our school. They bring with them individual skills with the aim of broadening the learning experience on offer.

Activities this year included Buddhist Education, The Green Eggs and Ham Program, The Garden and Environment Program, Canoeing, Camping, Art Classes, Music, Excursions to the Beach and ice skating, Circus skills, P & C Committee, Class reading, teacher training and more.

The major P & C Fundraisers this year included the Market Day and Teams Day, Election cake stall and the many mufti days and popular Halloween disco. Monies raised were then spent on Excursions, Camp Fees, Halogen Foundation Day and other initiatives.

We are fortunate to belong to a talented and generous community and this is reflected in the range of activities and the many extra curricular activities we are able to offer the children. Thank you to all the staff, parents, carers and community who made this possible.

Trish Stuart – President

Student representatives’ message

2011 was a great year. We had the Green Eggs and Ham program run by Heather. We had our Stradbroke major excursion for the seniors. We also had lantern making workshops and presented them at the lantern parade. Active After Schools was awesome kayaking at The Junction. The sports carnivals we had were very exciting and fun. We had our amazing ‘learning to fly’ performance at the Performing Arts Festival where we were proud to show off our talent. There was a good year of canteen with our canteen coordinators Jillian and Kerrianne. Overall it was a good year for the school.

Nina Collins, Ella Bellmaine and Jasmine Dodd

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
Attendance statistics are lower than usual due to several families taking extended holidays in 2011.

Management of non-attendance
Referrals for high numbers of unexplained or unacceptable absences are forwarded to the Home-School Liaison Officers.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K/1/2/</td>
<td>K</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>K/1/2/</td>
<td>1</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>K/1/2/</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>12</td>
<td>29</td>
</tr>
</tbody>
</table>

Total enrolment increased to 53 at the end of Semester 1, so three classes were formed at the commencement of Semester 2.

Structure of classes
Semester 2: K/1 – 15; 2/3 – 16; and 4/5/6 - 22

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.232</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No teaching staff identify as being Aboriginal.

In addition to the above, students had access to the school counsellor half a day each fortnight, Reading Recovery ran for over a term for identified students in Year 1, and a Support Teacher Learning Assistance was employed casually for 35 days. State Integration funding was used to fund a full-time School Learning Support Officer and two part-time Learning Support Officers.

Staff retention
A new permanent teacher was appointed during 2011.

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.

Date of financial summary: 30/11/2011

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>26 312.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>51 009.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71 144.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19 680.30</td>
</tr>
<tr>
<td>Interest</td>
<td>2 303.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 176.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>172 627.12</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 11 087.12
  - Excursions: 6 979.65
  - Extracurricular dissections: 14 271.11
- Library: 4 405.48
- Training & development: 2 883.77
- Tied funds: 49 299.08
- Casual relief teachers: 3 326.83
- Administration & office: 13 188.69
- School-operated canteen: 0.00
- Utilities: 7 258.62
- Maintenance: 6 298.79
- Trust accounts: 2 386.95
- Capital programs: 0.00

**Total expenditure** | **121 386.09**

**Balance carried forward** | **51 241.03**

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

Selected senior students attended the ArtSmart intensive art workshops at Clunes Public School. Their works were displayed at the Next Gallery in Lismore.

Students worked with local artists/sculptors Dennis Monks and Jasmine Scheidler to create papier mache works for display in our foyer and at the end of year concert.

Children displayed their artworks at The Channon Public School Art Exhibition at the hall coordinated by Rena Woolbank.

The whole school performed ‘Learning to Fly’ at the Lismore Performing Arts Festival to great acclaim.

Year 6 students participated in the Performing Arts Program at Richmond River High School for five weeks during Term 4.

All students performed at the end of year school concert. The guitar group also performed.

Students were entertained by musician/entertainer Dana Lyons.

**Sport**

Students enjoyed the Active After Schools program. They experienced sports including archery, cycling, canoeing and multi-sports.

One student participated in the Dunoon District PSSA Cricket team. Children also were selected in the Dunoon District PSSA Football boys and girls teams.

Selected students from Years 1 to 4 participated on the School Special Swimming Scheme for two weeks in Term 4.

Nina was joint Junior Girls Champion at the Dunoon District PSSA Swimming Carnival.

Tahlo was named Juvenile champion at the Dunoon District Cross Country.

Students in Years 3-6 went to Blakebrook for a Rugby League Development Day hosted by members of the Gold Coast Titans.
Other
Tamlin MacKenzie worked with children as part of International Story Day.
Derek MacKenzie worked with students and staff to conduct Sustainability Audits.
All students visited the Permaculture Research Institute and Dharmananda to learn more about sustainable living with Tim Barker and interns.
Year 6 students were funded by P&C to attend the Halogen Foundation Young Leaders Day in Brisbane.
Years 6 Leaders hosted our ANZAC assembly which was attended by members of the RSL.
The whole school enjoyed an excursion ice skating on the Gold Coast – thanks to P&C subsidy.
Students raised money for CANTEEN to support children with cancer.

Academic
Academic achievements at The Channon continue to be impressively high. Several students participated in University of NSW Competitions and received a range of certificates. One student received a High Distinction in the English Competition – achieving in the top 1% of entrants from NSW.
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.
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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3
In Year 3 Reading the school average was 465.5 compared to Statistically Similar Group (SSG) average of 432.5 and State DEC average of 415.6.
In Year 3 Writing the school average was 419.7 compared with SSG average of 432.8 and State DEC average of 422.4.
In Year 3 Spelling the school average was 435 compared with SSG average 0f 431.8 and State DEC average of 415.5.
In Year 3 Grammar and Punctuation the school average was 481.6 compared with SSG average of 440.6 and State DEC of 422.9.

Numeracy – NAPLAN Year 3
In Year 3 Numeracy the school average was 466.1 compared to SSG average of 413.8 and State DEC average of 400.9.

Literacy – NAPLAN Year 5
There are fewer than five students in Year 5 so student NAPLAN results are not published for confidentiality reasons.

Numeracy – NAPLAN Year 5
There are fewer than five students in Year 5 so student NAPLAN results are not published for confidentiality reasons.
Progress in literacy
There are fewer than five students in Year 5, so student NAPLAN results are not published for confidentiality reasons.

Progress in numeracy
There are fewer than five students in Year 5 so student NAPLAN results are not published for confidentiality reasons.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Staff from The Channon joined staff from Tuntable Creek and Dunoon Schools to devise and teach a unit of work on Aboriginal Australia using funding secured by Dunoon Public School.

Local Bundjalung man, Rory Close, worked with students Kindergarten to Year 6 to share his cultural knowledge.

Aboriginal perspectives are incorporated in teachers’ programs.

Students from Kindergarten to Year 3 learnt about local Aboriginal culture and significant sites on their excursion to Evans Head.

Students in 4/5/6 learnt about Aboriginal Australia on their trip to North Stradbroke Island.

Students and their families enjoyed an Aboriginal culture and film night and learned about traditional culture and contemporary issues.

Multicultural education

University students from Japan visited the school and shared their culture with students.

Students were entertained by local Irishman Brian Taylor on St Patrick’s Day.

Multicultural perspectives are evident in teachers’ programs.

Children travelled to Jiggi for the visiting performance ‘The Mermaid’s Daughter’ – a puppet show based on traditional West African music and story.
Other programs

All students participated in the Green Eggs and Ham cooking and nutrition program with Heather Ellemor-Collins. Children, assisted by parent and community volunteers, prepared healthy and delicious meals for the whole school.

All students took part in gardening with assistance and guidance from parents and helpers including Tamlin MacKenzie and Vanessa Eden.

Students participated in the Big Scrub Public Speaking Competition.

Children enjoyed treasure hunts and dressing up on National ‘Talk Like a Pirate’ Day.

Children visited the RSPCA van to learn about looking after animals.

Year 6 leaders participated in a number of personal development and leadership activities including: Halogen Foundation Young Leaders Day; Moving into the Teens; and Sea Australia Surf Day.

Students participated in the Life Education program and learnt about healthy choices.

Senior students facilitated the ‘Buddy program’ to ensure a smooth transition to primary school for Kindergarten students.

Student leaders coordinated fundraisers for a range of worthwhile causes including the Queensland Flood Appeal, Cancer Council and Marparu Community School in the Northern Territory.

The senior class conducted water quality testing at The Junction as part of the Rous Water program.

Progress on 2011 targets

Target 1

100% students achieve growth in spelling of more than 12 months.

Our achievements include:

- 91% of primary students achieved spelling growth of more than 12 months between February and December in SA Spelling Test.
- Spelling results in Year 3 NAPLAN were significantly above state and national averages, and were comparable to results in other aspects of literacy.
- Spelling remained a focus in all class teachers’ programs and practices.

Target 2

School-based and external data will show student results in Number, Patterns and Algebra improving.

Our achievements include:

- Year 3 NAPLAN results significantly above state and national averages displaying parity between Number, Patterns and Algebra and Space, Measurement and Geometry.
- Staff are using the North Coast Maths Scope and Continuum in all classrooms.
- Dave Ellemor-Collins worked alongside all teachers to develop engaging and relevant Maths sessions.

Target 3

100% of teachers will advance one level on the QT Matrix in the areas of whole school engagement with the QT model and the school as a professional learning community.

Our achievements include:

- Quality Teaching remained a focus in staff meetings with teachers sharing examples of best practice.
- Quality teaching elements were evident in teachers’ programs and during lesson observation.
- Staff confidently used dialogue around the Quality Teaching framework in professional discussions.
Target 4

_Students will develop a greater appreciation of culture, health, community and the environment._

Our achievements include:

- The Green Eggs and Ham program saw all students learning about the importance of diet and cooking tasty and delicious meals for the whole school.
- Senior students participated in nutrition lessons with Heather Ellemor-Collins.
- Students were involved in sustainability audits with Rena Woolbank and Derek MacKenzie.

Target 5

_Students will show increased awareness of, and respect for, Australia’s Aboriginal heritage._

Our achievements include:

- All students participated in Aboriginal Education lessons to improve knowledge of indigenous Australia.
- All students worked with Rory Close to learn about traditional Aboriginal culture.
- Aboriginal Education was a focus for Years 4/5/6 on their major excursion to North Stradbroke Island, and for K/1/2/3 students on their trip to Evans Head.
- Student work samples show an increasing understanding of Aboriginal Australia.

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.

Educational and management practice

This year the School Self-Evaluation Committee looked at Planning.

Background

Parents/carers and staff were surveyed regarding school planning.

Findings and conclusions

71% of parent respondents stated that the school’s planning processes are responsive to emerging needs. 29% indicated they were unable to answer this question and others demonstrating a deficiency in school communication procedures around planning.

Likewise, 43% of parent respondents indicated they were unable to comment on the school’s published ‘statement of purpose’.

Future directions

Principal to develop communication and collaborative planning procedures to ensure all stakeholders are aware of the opportunities to contribute to decision-making and planning. Those who choose not to contribute to decision making at P&C are to be informed of significant decisions via school newsletters, parent information sessions and informal conversations.

Curriculum

This year the School Self-Evaluation Committee looked at the curriculum area of Creative and Performing Arts (CAPA).

Background

Staff and students were surveyed on CAPA.

Findings and conclusions

Specialist music and art teachers were seen as an asset to the school by students and staff.
Children enjoyed participating in performing arts at the Lismore District Performing Arts Festival, school assemblies and the end of year concert.

Future directions
Continue to develop the school’s CAPA program using specialist teachers and forging links with the community and other schools.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Satisfaction of parents, students and teachers was high.

Common positive responses to surveys included parental involvement, sense of community, positive school culture, wide range of activities on offer, access to teachers, and positive anti-bullying culture nurtured.

Areas to improve were few but included more consistency in homework and uniform, more support from parents at P&C, and labeling and care of hats.

Professional learning
Weekly staff meetings included ongoing professional learning in Quality Teaching, Spelling and Numeracy.

Staff were involved in the following professional learning throughout 2011:

- Big Scrub Community of Schools Collegiate meetings.
- Best Start (infants).
- Cleaning and Maintenance contracts.
- North Coast Principals and Quality Teaching Conferences.
- Interactive Whiteboard Training.
- Reading Recovery Support Person Training.
- Live Life Well.
- CPR and Emergency Care.
- Child Protection.
- SMART.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 – Literacy
Outcome for 2012–2014
Improved Literacy achievement for all students as evidenced by progress on the Literacy continuum and in NAPLAN results.

Improved teaching of literacy sessions to incorporate key components of each.

2012 Targets to achieve this outcome include:

- Year 3 and 5 students’ persuasive writing results in NAPLAN will match or exceed those of Reading, Spelling, Grammar and Punctuation.
Strategies to achieve these targets include:
Assess and analyse Kindergarten students at commencement of Term 1.
Plot students K-6 on continuum using Best Start and NAPLAN.
Continue professional learning in Best Start and the Literacy Continuum.
Use data from Best Start and NAPLAN for planning and teaching of balanced literacy sessions.
Revise school editing code for implementation in all classes.
Devise and implement Grammar and Punctuation Scope and Sequence for K-6.
Explicit teaching of grammar in all class programs and literacy sessions.
Teachers complete online learning module on Dyslexia and Reading Difficulties.
Modelled, guided and independent reading and writing to be included in balanced literacy session in all classes.
Staff complete three-hour training ‘Teaching Persuasive Writing’.
Use of writing rubrics across grades to identify areas of need.
Development and implementation of writing scope and continuum K-6.
Peer observation/team teaching of literacy session.
Professional learning to support implementation of National Curriculum.

School priority 2 - Numeracy
Outcome for 2012–2014
Improved Numeracy achievement for all students as evidenced by progress on the Numeracy continuum and in NAPLAN results.
Improved teaching of numeracy sessions to incorporate key components of each.

2012 Targets to achieve this outcome include:
- Students in lower Numeracy bands (2, 3 and 4) will exceed expected growth in NAPLAN from Year 3 to 5 in 2012 and 2013.

Strategies to achieve these targets include:
Plot students K-6 on continuum using Best Start, SENA and NAPLAN.
Continue professional learning in Best Start and the Literacy Continuum.
Infants staff involved in Teaching Early Numeracy program.
Use data from Best Start and NAPLAN for planning and teaching of balanced numeracy sessions.
Critical friend to work with teachers to assess needs of students, plan and implement numeracy sessions.
Students grouped according to topic needs.
Text books removed from classes; staff to focus on North Coast Maths Scope and Continuum.
Purchase of numeracy teaching resources.
Consultant to continue to train all staff, within the ‘Big Scrub Learning Community’, in the North Coast Mathematics Scope and Continuum.

Lesson Study model for teachers to co-operatively plan, observe, evaluate and re-plan maths lessons each term.

Professional learning to support implementation of National Curriculum.

**School priority 3 – Student Engagement**

**Outcome for 2012–2014**

Improved opportunities for students to learn from the community.

Greater input in school programs and directions from parents and community members.

**2012 Targets to achieve this outcome include:**

- Meaningful parent and community involvement will increase by 30% during 2012

**Strategies to achieve these targets include:**

Parent Barbecue at commencement of year to welcome new families and engender parental support for school.

Survey sent home at commencement of year to gauge parents’ interest, expertise and availability to assist at school.

Develop links with the Permaculture Research Institute to develop the school’s garden and sustainability practices.

Hold Community Futures Day to showcase range of career paths, interests and hobbies represented in the local area.

Improve communication between school and home via revamped newsletter sent electronically, and regular updating of the school’s website.

Work with parents and community to redefine the school’s statement of purpose to reflect needs of current students and their families.

Encourage parent and community participation in the following:

- Class reading
- Language/culture sharing
- Gardening
- Community Futures Day
- Active After Schools Program
- Green Eggs and Ham
- Performing Arts

**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.

Martin Gill – Principal
Carol Shipard - Teacher
Rena Woolbank - Teacher
Trish Stuart – P&C President
Bronwyn McNulty - Parent

**School contact information**

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Email: thechannon-p.school@det.nsw.edu.au

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: