School context

At The Channon Public School staff provide a comprehensive education, based on the principles of creative thinking, respect for each other, our environment and compassionate citizenship for your child.

Our dedicated and experienced staff are committed to developing lifelong learners with the skills to thrive in the 21st century.

We place a strong emphasis on literacy, numeracy, technology and creative and performing arts. We have an effective student welfare policy, with a focus on leadership and social and emotional learning.

Our school has an active parents and community body who work tirelessly to enhance our students’ learning experiences and environment. We enjoy well-maintained grounds with extensive playground, school garden and a bush tucker garden.

The Channon Public School looks forward to continuing our tradition of providing quality education to our local community.

Principal's message

2013 has been an amazing year for students and staff at The Channon Public School! Our school continues its proud tradition of providing an engaging, supportive and inclusive learning environment that develops confidence and creativity in each and every child.

I’d like to take this opportunity to acknowledge and thank our staff, community members, parents, P&C and students for their cooperation and commitment during this year. It is with continued community support that our school continues to thrive and succeed.

Many members of our community have volunteered their time, skills and abilities to enrich the learning environment for our students and staff at The Channon Public School.

Our enthusiastic teaching team continues to work collaboratively to deliver high quality, individual teaching and learning experiences for all students. There were also many opportunities for our students to participate in a range of activities across our Big Scrub and First North Learning Communities.

In December of this year we wished Mrs Shipard all the best, as she embarks on a period of 12 months leave. We also welcomed Miss Mim, who comes to us from Modanville and Clunes Public Schools.

On our final day of 2013, students, staff and our wonderful parents and community united to evaluate and review our core values and revitalise the ‘Initiative, Integrity, Industry’ banner statement. We thank everyone who has been involved in this process and look forward to finalising our new core values, which reflect the school’s current vision in 2014.

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.

Trisha Parker

P & C message

At The Channon Public School our purpose is to provide a comprehensive education based on the principles of creative thinking, respect for each other and our environment, and compassionate citizenship.

A broad and enriching range of extra-curricular activities are provided by parents and other members of the community, including art and music lessons, gardening workshops, circus skills, local farm tours, Buddhism and Japanese classes.

Principal and teacher Trisha Parker, in her second year at the school, continues to inspire students with her enthusiasm and dedication. The
formation of a student parliament in the 4/5/6 class, under the guidance of Mrs Parker, is something that has fired the children’s enthusiasm. Mrs Parker has also overseen a redesign of the school newsletter and website (http://www.thechannon-p.schools.nsw.edu.au).

This year Mrs Diana Cantrell has taken on the K/1 class, and we have welcomed Miss Mim Burgess to teach the 2/3 class.

Children and their families recently voted on new core values for our school: Respect, Integrity and Care.

The P&C puts a lot of energy into fundraising throughout the year. This year our main fundraisers will be Market Day at the popular Channon Market, Teams Day, a sausage sizzle and an Election Day cake stall at the local hall. There are numerous other small fundraising projects scattered throughout the year.

The P&C would like to thank all staff, parents, carers and community members who make The Channon Public School a vibrant, caring and wonderful school for our children and their families.

Brian Taylor, P&C President

Student representative’s message

2013 was a great year!

We welcomed our fantastic teaching principal, Mrs Parker to our wonderful school and we were involved in lots of fun excursions and activities!

We started a School Parliament for the 3/4/5/6 students, with different parliamentary positions including Ministers for the Library, Sport, Heath and Canteen, Information and Communication Technologies, Welfare, Functions, Media and Advertising and more.

The school also participated in Lantern making; Book Week Parade, where we had to dress up as our favourite book character; an excursion to the Lismore show, Art Smart, Golf excursion at the Lismore Golf Club; School disco, Teams day and a fun day out to Lismore to go roller skating and to the Art gallery! Our 3/4/5/6 students travelled to Brisbane and the Sunshine Coast on a major excursion, which was really fun because we got to go bowling, ice skating, Science Museum and slept over night in the tunnels at Under Water World!

Japanese and Buddhism were taught by parents at the school and we thank these parents for giving up their time to come and work with us. Active After School Communities was a great success again this year and we enjoyed learning new skills in basketball, gymnastics, golf and lots more! Overall, we had a magnificent year and I hope that 2014 will be just as wonderful!

Ivy Webster

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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Student attendance profile

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<th>2011</th>
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<td>Total</td>
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<table>
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<tr>
<th>Year, School, Region, State DEC</th>
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<th>2011</th>
<th>2012</th>
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<td>Total</td>
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</tbody>
</table>

The P&C would like to thank all staff, parents, carers and community members who make The Channon Public School a vibrant, caring and wonderful school for our children and their families.

Brian Taylor, P&C President
Management of non-attendance

Student attendance is regularly monitored by teachers, the learning support team, the Principal and the DEC Home School Liaison Officer.

Teachers who are concerned about a student’s attendance contact parents by phone, letter or interview. Parents may also be sent a letter by the Principal. Should there be no improvement in a student’s attendance then a referral is made to the Home School Liaison Officer.

Families and students are regularly advised of the importance of good attendance at school via the school newsletter, school assemblies and individual notes home.

The Channon Public School encourages the regular attendance of students through a number of strategies including:

- School newsletter items regarding the importance of regular school attendance.
- Interviews with parents regarding attendance problems.
- Merit awards for outstanding attendance.
- Innovative, engaging and high-quality teaching and learning programs.
- Positive, supportive partnerships with family and community.

Workforce information

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

In addition to the above, students had access to the school counsellor on a needs basis, as identified by teachers and/or parents. State Integration funding also allowed our school to employ a full-time School Learning Support Officer.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
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<tr>
<td>General Assistant</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td><strong>Total</strong></td>
<td><strong>4.974</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No teaching staff identify as being Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<thead>
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<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>989.80</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>166170.59</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>138928.69</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>27241.90</strong></td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
**School performance 2013**

**Academic achievements**

In 2013, Year 3 and Year 5 students sat for the annual NAPLAN tests. In order to maintain confidentiality and to comply with the NSW DEC guidelines, I am unable to comment on the student’s results.

School-based assessments, Reading Recovery and SMART data collected throughout 2013 has indicated that literacy levels have continued to be of a high standard, particularly in reading and comprehension.

Writing, Multiplication and Division results have also shown improvement; however, they both remain as target areas for 2014.

In 2013, other than school-based assessments for and of learning and NAPLAN, some students opted to be involved in ICAS assessments for Mathematics, Writing, Science, English, Spelling and Computers. Students who sat these tests received Distinctions, Credits and Participation awards. Congratulations to all of these students.

**NAPLAN**

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

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

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.
Other achievements

Students continued to achieve to a high standard across all key learning areas and aspects of school life.

Arts

Students have worked with local artist and sculptor Dennis Monks to create pottery, collaborative paintings, driftwood mobiles which are displayed around our school.

Students enjoyed making and decorating gorgeous lanterns with staff from the Lismore Lantern Parade. The results were outstanding!

Senior students were selected to attend the ArtSmart intensive art workshops at Clunes Public School and the Friends of Emily Culpepper Art extension workshop held at Corndale Public School.

Other things our students were involved in:

• Lismore Performing Arts Festival – students displayed their amazing skills in drama, dance and music for this event.
• The Channon PS End of year performance
• Big Scrub Interest and Enrichment days
• Education Week Celebrations
• Dana Lyons Concert
• Year 5-6 Design & Make day at Whian Whian Public School
• Public Speaking

Sport

Students have had a fantastic time in the Active After Schools Communities Program. This program is delivered by our outstanding parent coaches on Monday and Friday afternoons for 7 weeks of each term. Students have developed new skills, abilities and interests in sports and physical activities including basketball, touch football, circus skills, athletics, orienteering, golf and inclusion games.

This year our students were involved in Gala days for Golf at Lismore Golf Club, Orienteering at Lismore Baseball grounds and a Rugby League/Touch football day at Blakebrook Public School.

Our students represented our school in the Dunoon District PSSA events in Swimming, Athletics, Cross Country and Soccer.

The Channon Teams Day was held in August, with a number of the Big Scrub Learning Community schools in attendance. Students were involved in soccer, Danish rounders and t-ball.

Year 6 students enjoyed a fantastic, cloudy, day in December at Byron Bay main beach for the Big Scrub Learning Community Surf day.

Students also accessed the School Swimming Scheme program in 2013, which supported students to develop new skills in swimming.

Julie Wattus taught our students Bush Dancing, which they performed for parents at our end of year concert and danced with parents and community members during the wonderful evening.
Other

Our students accessed a broad range of learning experiences including:

- Byron Bay Writer’s Festival in Lismore
- Garden Club competition
- Lismore Show
- Pirate Day
- Platypus Day at Dorroughby Environmental Education Centre, including Leadership presentation at Southern Cross University
- GRIP Leadership
- Book Week Parade
- Read Across the Universe – Stage 1 students at Tuntable Creek PS
- Life Education Van – looking at all of the systems of the body and how students can maintain their health.
- Rous Water & Dorroughby EEC – Catchment Water Testing
- Stage 3 Wilson’s Catchment Tour
- Easter Hat Parade
- Remembrance Day Service
- Travelling Science Show (K-6)
- Orangutan Mufti Day fundraiser – coordinated by one of our Year 5 students who researched and came across – The Orangutan Project.
- Social Emotional Learning (K-2)
- Rural Fire Service demonstration and safety discussion about Bushfire Safety and emergencies.
- Live Life Well @ School program – teachers led staff to make healthy
- Moving into Teens program
- Big Scrub Public Speaking Competition

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are incorporated in teachers’ programs and considered in all activities undertaken at our school. High expectations for all students and explicit teaching and learning experiences provide opportunities for individual growth.

During NAIDOC and Reconciliation weeks our students were involved in explicit lessons to strengthen and develop better understandings about Aboriginal culture.

In 2013 students participated in leading the school in the ‘Acknowledgement of Country’ at our school assemblies and meetings.

Multicultural education

Multicultural perspectives are embedded within KLA’s across class programs (for example, geographic locations, Australia’s relationship to, cultural and religious similarities and differences) have been incorporated into studies, emphasizing tolerance, acceptance and understanding.

Each year our students welcome Japanese and Korean students from Southern Cross University’s sister schools. In 2013, Mrs Fryer, our Learning and Support Teacher coordinated two visits of around 20-30 students each time. These students share their knowledge and experiences of their home countries with our students.

In March, our students and staff travelled to Tuntable Creek Public School to celebrate Harmony Day. Students were involved in kite making, Healthy lunchboxes – kids in the kitchen activities and other creative arts activities.

Nicki Mockridge, one of our amazing parents taught Japanese to all students from Kindergarten to Year 6. Our students have shown outstanding improvements in being able to introduce themselves, count and understand basic questions and how to respond appropriately.

Peta Wright, another wonderful parent, provided religious and cultural education through Buddhism lessons for students in Kindergarten to Year 6 on Mondays during terms 2-4.

We would like to thank all of our dedicated and enthusiastic parents who regularly give up their time to enrich the learning environment of all students.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation of school-based and external assessments and SMART data analysis
- Student, staff and parent surveys
- Focus groups – including Rocky Creek Dam evaluation of Core Values and Future directions
- Informal discussions
- Feedback during P&C and Staff Meetings

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

2013 - School leadership team to embed quality teaching and learning systems focused on evidence-based literacy and numeracy practices across all programs and key learning areas.

Evidence of progress towards outcomes in 2013:

- 100% Kindergarten to Year 2 students tracked using Best Start to show expected growth.
- 100% teachers using Writing Scope and Sequence to inform teaching and learning cycle, as evidenced through the explicit teaching of modeled, guided and independent activities in teaching and learning programs.
- NAPLAN and class-based assessment data indicate improved student performance and expected growth in literacy.
- Reading Recovery students show expected growth whilst on the program.
- 100% teaching staff complete professional learning regarding the New Australian Curriculum and English syllabus.

Strategies to achieve these outcomes in 2014

- Whole school approach to curriculum planning – staff work collaboratively to program, plan, evaluate and assess student learning using the online programming tool. Staff utilise walls that teach to involve students and parents in understanding expectations and how to achieve student learning outcomes.
- Differentiation – Staff utilise PLAN to monitor and enhance student learning, aligning this to Personalised Learning Plans for all students, with effective communication to parents.
- Building staff capacity – regular, high-quality professional learning through Big Scrub and First North Learning Community professional learning days; development of staff Edmodo page for sharing of resources and deepening knowledge of inquiry-based learning, time allocated to sharing effective teaching strategies and adaptive classroom practices.
- Building curriculum expertise – building staff capacity through professional learning and in-school development of Focus on Reading program; Consistent teacher judgement opportunities and implementation of Parent workshops to educate parents on strategies to assist them to support the Literacy and Numeracy education of their children at home.

School Priority 1 has now evolved to:

Strategic Direction 1 - 2014

To deliver innovative and high-quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners in all key learning areas.
**School priority 2**
Welfare, Pedagogy & Personalised Delivery

**Outcomes from 2012–2014**


Broader curriculum options and flexible learning opportunities across the Big Scrub CoS, catering for the abilities and interests of all students.

**Evidence of progress towards outcomes in 2013:**

- Increased student engagement with ICT-based curriculum options and interschool activities. iPads and online learning environments used to engage, challenge and inspire the love of learning in our 21st century students.
- Personalised Learning Plans introduced for all students, with parents making a commitment to regular meetings in 2014.
- Transition programs to support students’ transition form preschool to Kindergarten and Year 6 into Year 7 completed and evaluated.
- Range of programs implemented throughout 2013, drawing on parents skills and expertise to value-add to the enriching learning environment. These have included Creative and Performing Arts, Religious education, Language program, dance, music, singing, nutrition and more.

**Strategies to achieve these outcomes in 2014:**

- Implementation and dynamic use of Personalised Learning Plans for all students.
- Whole school – implementation of Friendly Schools Plus program (Social Emotional Learning and Anti-bullying), Social and Emotional Learning (K-3), and Social Skills Program.
- Implementation of Rock and Water Program to enhance Friendly Schools Plus program.
- Parent and community involvement - Parent reading program; Music lessons; Nutrition enrichment activities; School Garden – Environmental Sustainability.
- Curriculum differentiation – Higher Order Thinking Skills embedded in programs. Reading Eggs and Mathletics aligned to students current level of achievement, to challenge and engage them in differentiated learning platforms. Students and staff involved in Big Scrub and First North Learning Community Enrichment and Interest days.
- Learning and Support – LaST agenda item as part of each Staff meeting to identify support required for students with additional learning needs. LAS Teacher to provide in-class support for teaching staff, including team teaching, program differentiation – including benchmarking, assessments and extension activities. Principal and teaching staff to work with parents to identify third-party support specialists, for example, dietician, counselor, occupational therapist, speech pathologist, etc.

**School Priority 2 has now evolved to:**

**Strategic Direction 2 - 2014**

To provide all students with a personalized, balanced and educationally sound, challenging and differentiated curriculum, within a supportive, caring and welfare-driven learning environment.
School priority 3

Engagement and Leadership

Outcomes from 2012–2014

2013 - Build capacity of leaders to lead change and flexible management approaches through increasing access to information and support.

Teaching and learning strategies strengthened through implementation of quality evidence-based programs and initiatives.

Evidence of progress towards outcomes in 2013:

• All students in Years 3-6 undertake leadership roles across the school.
• New TARS evaluation process implemented, aligned to AITSL teaching standards and including Personal Professional Development Plans for all staff.
• Principal attended North Coast Primary Principal’s Association Annual Conference in Coffs Harbour, as well as, Lismore Primary Principal’s Council each term.
• 4 out of 5 teachers were involved in leading flexible, innovative and engaging learning opportunities across the Big Scrub Learning Community.
• All staff involved in Big Scrub Learning Community professional learning activities.
• Professional learning for School Administrative Manager (SAM) completed and new skills implemented to improve organizational effectiveness.
• Sessions held to redefine school’s statement of purpose, including new core values for logo and advertising.

School Priority 3 has now evolved to:

Strategic Direction 3 - 2014

To provide all students with deeply engaging educational experiences, which inspire critical and creative thinking through personalized, inquiry-based teaching and learning practices.

Strategies to achieve these outcomes in 2014:

• Whole school approach to curriculum planning ‘Creative Curriculum’ – staff work collaboratively to program, plan, evaluate and assess. Staff deliver inquiry-based teaching and learning that engages our 21st century learners and inspires critical and creative thinking.
• Staff engage in professional learning through Big Scrub and First North Learning Community; utilize staff Edmodo page to share resources and time is allocated to lesson-study model of best practice. Utilise ‘Science Centre’ at Dorroughby Environmental Education Centre to develop skills and programs for implementation of the new Science and Technology syllabus for 2015.
• Leadership – all students lead morning assemblies; all students in Years 3-6 involved in School Parliament; build leadership capacity of staff within and outside the school setting, as evidenced through the TARS process; and excellent leadership, by the Principal, of the school and its community.
• Extra-curricula – all students engaged in Lismore Performing Arts Festival; selected students involved in Tournament of the Minds; Creative Curriculum; Big Scrub and First North Interest and Enrichment days.
Professional learning
The Channon Public School staff are committed to the cycle of continuous self-improvement to enhance the quality of education they provide in the classroom and across our broader school community. Professional Learning in 2013 was varied and included:

- Big Scrub and First North Infantry, Talented Other Teachers and Teaching Principal’s meetings
- North Coast Principal’s Conference
- Live Life Well @ School program
- Child Protection
- Asthma Update
- Anaphylaxis training
- Implementation of the New Australian Curriculum – including English Syllabus and Online Programming Tool (online learning modules)
- Learning Management Business Reform (LMBR)
- Lismore Primary Principal’s Council meetings
- Microsoft Word and Excel workshop
- Reading Recovery
- Workplace, Health and Safety – Slips, trips and falls
- Code of Conduct
- Cardiopulmonary Resuscitation Update
- Accrual Accounting Fundamentals
- SASS Development day
- School Sport – Golf Level 1

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents, students and teachers comments about the strengths of The Channon Public School included:

- Inclusive nature of the school
- Strong and competent leadership
- Genuinely caring, skilled, committed, friendly, approachable, enthusiastic and supportive staff
- Up-to-date technology for students to use
- Students’ willingness to help and support each other
- Ms Rena and JJ’s extra efforts
- Variety of activities on offer, due to community involvement
- Real sense of community, nurturing learning environment
- Caters for individual needs, experiences and beliefs (as much as humanly possible). Small but diverse, nurturing but real.
- Focus on relationships between teachers, students, parents, community and learning interpersonal skills
- Diverse subjects and learning opportunities
- The kids are taught respect for themselves, each other and the environment. The school fosters a real sense of community and the kids look after each other.
- Some students not wearing full school uniform
Parents, students and teachers comments bout areas for development at The Channon Public School included:

- Communication about what my child is learning.
- Homework
- More funding for Reading Recovery
- Mindfulness training / practice for students and staff
- More emotional intelligence learning – being responsive rather than reactive.
- Continued Social Emotional Learning (Co-operative learning)
- A safe turnaround / parking drop off with a covered walkway where tennis court now is.
- Other life skills learning and different Active Afters
- Ongoing professional development for teachers to stay abreast of latest teaching methods
- Updated behaviour management plan – social skills and restorative justice
- More involvement in what and how things are taught
- Social Skills workshops for students and parents
- Less library crafts and more art / ceramics
- Increase the use of technology for K-3 students.
- Other languages offered, for example, Indonesian, Madarin, French or Spanish.
- More music and dance incorporated into the curriculum, this includes using P&C funds to purchase quality instruments.

Program evaluations

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. In 2013, our school carried out evaluations of Creative and Performing Arts (CAPA) and Leadership.

Data for school evaluations was collected through student, parent and staff surveys, discussions at P&C meetings, using Edmodo’s survey tool.

Background

Creative and Performing Arts (CAPA)

The Channon Public School prides itself on providing high quality creative and performing arts curriculum. With the support and involvement of talented teachers, parents and community members the programs we offer are of the highest standard. Artists, sculptors, musicians and performers provide engaging and rich teaching and learning experiences for all students, which are highly valued by students, staff and our whole school community.

Findings and conclusions

Students, staff and parents agreed that:

- CAPA is a highly valued by students at The Channon Public School and is one of their favourite subjects.
- It is important for students to have regular opportunities to expressive themselves and be creative.
- Staff, parents and community volunteers enrich the learning of CAPA by sharing experiences and expertise, and that they want this to continue on a regular basis.

Future directions

Maintain or increase the level of parents and community involvement in enhancing CAPA curriculum, through regular activities involving our highly skilled school community members.

Provide a variety of CAPA activities, moving from craft to art, ceramics, drama and other creative platforms.
Leadership

Effective leadership and successful learning provide the foundations for a quality school and education system. Staff at The Channon Public School recognize the importance of students developing a high sense of self-efficacy and confidence in their leadership skills. As a result, leadership opportunities are provided for all students through different aspects of school life.

Findings and conclusions

Students, staff and parents agreed that:

• Years 3-6 enjoyed the new School Parliament and loved being a ‘leader’ within a particular area.
• There should be more leadership opportunities for students in Kindergarten to Year 2.
• Distributed leadership provides opportunities for individuals to learn and grow in support of the whole school community.
• Effective leadership by the Principal is important to effect change at our school.

Future directions

All students Kindergarten to Year 6 will have the opportunity to lead morning assemblies, with the support of our Prime Ministers.

School Parliament will continue in 2014, with students taking on a range of roles to practice leadership skills.

Social skills and Friendly Schools Plus programs will enhance the quality of student leadership, new core values will be selected to develop meta-language to support expected ‘best practice’ behaviours.

We will lead students in leadership skills, by demonstrating abilities and dedication to roles across the school community.

We will maintain our commitment to professional learning and explore new opportunities for development to enhance student learning outcomes.

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.

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