The Channon Public School
Annual School Report

2012
Our school at a glance

Students

The Channon Public School is a safe, supportive and caring learning environment where all students are responsible, respectful and value learning. Our students are supported by a positive and dynamic P&C and have regular support through the involvement of members of the community in all aspects of school life.

Staff

In 2012, Mrs Diana Cantrell was appointed to the vacant position on staff. We are very excited to welcome her to our school and the expertise she brings with her.

We farewelled Mr Martin Gill when he took up the position of Principal at Lismore Public School. We wish him all the best with his new position and school.

As a result, we welcomed Mrs Janet O’Shanessy to the Relieving Principal position for terms 3 and 4. We thank her for all of her hard work and the excellent teaching strategies, experience and commitment that she brought to the position.

In the last week of Term 4, 2012 Ms Trisha Harvey was appointed to the position of Principal through the Merit Selection process.

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.

- **Best Start & TEN**
  Provides an objective framework for assessing and supporting the individual learning needs of all students in Kindergarten to Year 2. This year Mrs Shipard and Ms Rena have been trained to deliver the Targeting Early Numeracy program supporting students to develop skills and understanding necessary to be successful in mathematics.

- **Cooperative Learning Program**
  This program supports students in Kindergarten to Year 2 and provides a unique learning opportunity for students to learn about Ethics, Anti-bullying and other team building activities.

- **Buddhism & Japanese**
  These classes provided by our very talented community members have provided students with a rich understanding of these cultures and religions, we look forward to extending these experiences and aligning them to student learning outcomes in 2013.

- **Live Life Well @ School**
  This program has provided a framework for health and physical activity that has been implemented at our school. It ensures that Crunch’n’sip a fruit, vegetable and water break occurs during our morning session, and that the teaching of fundamental movement skills supports skill development across all sports and activities.

- **Mindfulness**

- **Water Watch**
  Years 3-6 students were involved in checking the turbidity, testing the temperature of the water and dip netting to discover water beasts. All of our students had a wonderful time being involved in this program and look forward to its continuation in 2013.

Student achievement in 2012

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.
Principal’s message

2012 has been an exciting and rewarding year for everyone involved with The Channon Public School. Community involvement and support has again been a driving force in ensuring that our students have access to a well-rounded education which is valued by all.

I would like to welcome Mrs Diana Cantrell to our teaching team and wish Mr Martin Gill all the best at Lismore Public School. His efforts, along with those of the staff and community have ensured that the students at The Channon Public School have been provided with every opportunity to learn, achieve and excel.

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 Harvey

Student representative’s message

In February we had swimming carnival. In May we had cross country. At the end of term 1 we welcomed Mrs Cantrell. In June we said good bye to Mr Gill which was really sad and then welcomed Mrs O’ Shanessy. In July we had the athletics carnival and in August we were involved in the Lismore Performing Arts Festival (P.A.F).

We also had Teams day to get together with other schools from our local area to compete in a range of sports and activities. During September students visited the Currumbin Wildlife Sanctuary.

In December 4/5/6 went to Lake Ainsworth for a week and had a great time. Thank you to all of our teachers and families for making 2012 an excellent year at The Channon Public School.

Luka Taylor

P & C

The provision of a quality education at The Channon Public School is complemented by a broad and enriching range of extra-curricular activities provided by parents and other members of the community. Art and music, gardening, circus skills, Buddhism, mindfulness and reading are just some of the activities our children have been fortunate enough to be involved in.

In 2013 we welcomed new principal and teacher Trisha Harvey, who has already made the most of available technology by revamping the school website (http://www.thechannon-p.schools.nsw.edu.au). The formation of a student parliament in the 3/4/5/6 class, under the guidance of Ms Harvey, is something that has really fired the children’s enthusiasm.

The P&C puts a lot of energy into fundraising throughout the year. In 2013 our main fundraisers include Market Day at the popular Channon Markets, Teams Day, a sausage sizzle and regular discos in 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 such a vibrant and wonderful school for our children and their families.

Brian Taylor
P&C President

In February we had swimming carnival. In May we had cross country. At the end of term 1 we welcomed Mrs Cantrell. In June we said good bye to Mr Gill which was really sad and then welcomed Mrs O’ Shanessy. In July we had the athletics carnival and in August we were involved in the Lismore Performing Arts Festival (P.A.F).

We also had Teams day to get together with other schools from our local area to compete in a range of sports and activities. During September students visited the Currumbin Wildlife Sanctuary.

In December 4/5/6 went to Lake Ainsworth for a week and had a great time. Thank you to all of our teachers and families for making 2012 an excellent year at The Channon Public School.

Luka Taylor
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>20</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>20</td>
<td>23</td>
<td>27</td>
<td>30</td>
<td>28</td>
</tr>
</tbody>
</table>

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.

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 2012 Class Size Audit in March 2012.

<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>KINDERGARTEN</td>
<td>K</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>1/2 CLASS</td>
<td>1</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>1/2 CLASS</td>
<td>2</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>

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>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Learning and Support</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.206</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>4.968</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 on a needs basis and were also supported by a Support Teacher Learning Assistance throughout the year. State Integration funding also allowed our school to employ a full-time School Learning Support Officer and one part-time School Learning Support Officer.

**Staff retention**

A new permanent teacher was appointed during 2012. Our principal was appointed to a new school and in the last week of 2012 a new principal was appointed to begin at the beginning of 2013.

**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>
</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>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>51241.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>59942.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50215.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22025.40</td>
</tr>
<tr>
<td>Interest</td>
<td>2029.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1482.80</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>186936.06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

This year was another successful and exciting year for students involved in performance.

Achievements

Arts

Selected senior students attended the ArtSmart intensive art workshops at Clunes Public School. Their works were displayed at the Lismore DEC Office.

Students worked with local artists/sculptors Dennis Monks and Jasmine Scheidler to create pottery, paper mache, sculptures and mosaic public artworks displayed around the school.

Students enjoyed the Lismore Lantern Parade and associated activities at school. All students enjoyed the lantern making workshops and there were some excellent designs.

Other things our students were involved in:

- Art exhibition at The Channon Hall
- Music Aviva
- Lismore Performing Arts Festival
- Puppet Day at The Channon PS with Jiggi PS and Tuntable Creek PS
- The Channon PS End of year show
- Education Week Celebrations Open Day – including school movie, dances, singing, work samples and art display
- Students involved in entering many competitions – Rous Water, Lismore Show (Djuan and Pierce were placed 1st and 2nd), Aboriginal Art Exhibition
- Community Futures Day – visiting artist Amanda Fugitive

Sport

Students had a wonderful year engaging in the Active After Schools Communities program. They experienced sports and other activities including circus skills, ball skills, athletics and inclusion games.

Our students were involved in the Dunoon District PSSA events including 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 on the day. We look forward to this very successful annual event growing bigger and better every year. We thank both Nimbin CS students and staff, and the St John’s Ambulance team who attended for the first time in 2012.

Our students enjoyed the T-ball excursion to Lismore and the Learn to Swim program.

Other

In May 2012, students from The Channon School travelled to Protesters Falls for a very valuable day where they learnt about bush craft, the area and its history.

Students were involved in the:

- Book Week Parade with wonderful costumes.
- Lismore Garden Parade
- Pirate Day
- Bandanna Day – Friday 26 October
- Nimbin Show
- Mad Water team performance for community, council and mayor.
- Garden Club competition
- Schools Water Challenge
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 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)

Literacy – NAPLAN Year 3

In Year 3 Reading the school average was 486.4 compared to Statistically Similar Group (SSG) average of 474.8 and State DEC average of 419.6.

In Year 3 Writing the school average was 433.0 compared with SSG average of 452.1 and State DEC average of 418.7.

In Year 3 Spelling the school average was 423.9 compared with SSG average 0f 469.4 and State DEC average of 422.9.

In Year 3 Grammar and Punctuation the school average was 473.2 compared with SSG average of 481.6 and State DEC of 426.0.

Numeracy – NAPLAN Year 3

In Year 3 Numeracy the school average was 440.8 compared to SSG average of 447.1 and State DEC average of 400.2.

Literacy – NAPLAN Year 5

In Year 5 Reading the school average was 537.6 compared to Statistically Similar Group (SSG) average of 536.1 and State DEC average of 492.4.

In Year 5 Writing the school average was 433.0 compared with SSG average of 452.1 and State DEC average of 418.7.

In Year 5 Spelling the school average was 503.6 compared with SSG average 0f 538.6 and State DEC average of 502.9.

In Year 5 Grammar and Punctuation the school average was 556.1 compared with SSG average of 545.7 and State DEC of 496.5.

Numeracy – NAPLAN Year 5

In Year 5 Numeracy the school average was 546.0 compared to SSG average of 538.5 and State DEC average of 493.6.

My School

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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are incorporated in teachers' programs and considered in all activities undertaken at our school.

During NAIDOC week our students travelled from Stradbroke Island to Dunoon and were involved in cultural experiences and developing better understandings about Aboriginal culture.

Multicultural education

Students were involved in multicultural activities throughout the year including:

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

Multicultural perspectives are evident in teachers' programs.
Other programs

All students took part in gardening with assistance and guidance from parents and helpers.

Parents supported students through their involvement in the Home-School Reading Program.

Students participated in the Big Scrub Public Speaking Competition.

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

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.

The senior class conducted water quality testing at The Junction as part of the Rous Water program. Students were also involved in the Mad Water Team.

Progress on 2012 targets

Target 1

Year 3 and 5 students’ persuasive writing results in NAPLAN will match or exceed those of Reading, Spelling, Grammar and Punctuation.

Our achievements include:

- Year 3 students’ average writing results have exceeded those of spelling.
- All teaching staff have included Modelled, Guided and Independent writing activities into their programs and lessons to enhance the teaching and learning process.
- Staff used rubrics to support student learning and assessment of individual learning in the classroom.

Target 2

Students in lower Numeracy bands (2, 3 and 4) will exceed expected growth in NAPLAN from Year 3 to 5 in 2012 and 2013.

Our achievements include:

- Teaching staff have continued to work with David Ellemor-Collins to develop engaging and relevant Maths lessons.
- All teaching staff have included Modelled, Guided and Independent maths activities into their programs and lessons to enhance the teaching and learning process.

Target

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

Our achievements include:

Parents were involved at our school through:

- canteen
- school garden
- Community Futures Day
- supporting our Parent Reading Program
- supporting the development of quality Mathematics program through professional development
- more parents and community members being involved in our P&C and Fundraising Committees
- continued links with PRI
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Culture and Mathematics.

School Culture

Background

To evaluate the School Culture at The Channon PS students, staff and parents were surveyed.

Findings and conclusions

Students results showed the highest responses of ‘Almost always’ and ‘Usually’ were recorded for the following statements:

- The school knows about the parents and the community in which it serves.
- The school appreciates having me as a student.
- The school encourages students to achieve their best.
- The school encourages everyone to learn.
- The school caters for the learning needs of all students.

Staff and Parent results showed the highest responses of ‘Almost always’ and ‘Usually’ being recorded for the following statements:

- I am proud of my / my child’s school.
- Meeting the students’ needs is the school’s main priority.
- The school encourages everyone to be a continuing learner.
- The school appreciates having my child as a student.

Surveys indicated some areas for growth and development across the school. These were identified through the following comments attracting a ‘Usually’ response and included:

- The school caters for the learning needs of all students.

Future directions

The Channon PS staff, parents and community will continue to work collaboratively together to ensure that all students’ needs are catered for through the development of Personalised Learning Plans for all students.

We look forward to developing and strengthening these partnerships with parents to ensure that all students develop a love of learning and can see the value in a quality education for their future.
Numeracy

Background

Numeracy was selected as an area for evaluation in 2012 and as a result students, staff and parents were surveyed to gather their thoughts and feelings in relation to this area.

Findings and conclusions

Students survey responses indicated:

- 100% of students agreed it is important to learn Mathematics; that they like to use the computer in Maths; and, that they are getting better at Number.
- Interestingly 16% indicated that they don’t like hands-on Maths work.

Parent results indicated ‘Strongly Agree’ responses for:

- Mathematics is important for my child; and, My child enjoys Mathematics.

However, they also indicated a ‘Strongly disagree’ response for:

- I understand how mathematics is taught at school.

Future directions

In 2013 and beyond the school will look to enhance parents understanding of how mathematics is taught in the classroom by running Parent and Community Numeracy workshops and Numeracy Cafes.

As indicated by these results The Channon PS staff will investigate new technologies to encourage confidence and engagement in Mathematics across the school.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 100% of returned surveys indicated that they ‘strongly agreed’ that The Channon Public School deals effectively with any concerns I raise.

Parents & community members were also asked about the best things about The Channon Public School, some common themes were expressed and included:

- inclusiveness
- community involvement
- teachers love of their job
- school size
- individual student learning outcomes

Parents & community members were also asked about ‘areas for improvement’ at The Channon Public School, some included:

- more funding
- development of emotional intelligence

Professional learning

During 2012 staff members were involved in a range of professional learning activities and days to expand their knowledge and skills to support all of our students.

- Big Scrub CoS – Infantry and Principal’s Meetings
- TEN
- IWB – Smartboards
- Every Student, Every School
- Mindfulness
- Getting Reading Right
- Kids Matter
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

Outcome for 2012–2014

Literacy - 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.

2013 Targets to achieve this outcome include:

Increase the percentage of students achieving at or above stage appropriate cluster of the writing aspect on the literacy continuum from 60% in 2012 to 75% or higher in 2013.

Strategies to achieve these targets include:

- Implementation of Best Start program
- Development and implementation of Writing Scope and Sequence for K-6
- Staff utilise school based assessment and NAPLAN data for effective planning and quality teaching of balanced literacy sessions
- Develop and implement Grammar and Punctuation Scope and Sequence for K-6
- Implementation of Reading Recovery Program at The Channon PS and Modanville PS facilitated by 1/2/3 teacher from our school
- Implementation of Professional Development around the New Australian Curriculum
- Implementation of Reading Eggs and Eggspress online literacy learning programs
- Commencement of Parent and Peer Reading Programs.
- Investigating the effectiveness of Synthetic Phonics.

School priority 2

Outcome for 2012–2014

Numeracy - 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.

2013 Targets to achieve this outcome include:

- Increase the percentage of students achieving at or above stage appropriate cluster of the multiplication and division aspect on the numeracy continuum from 58% in 2012 to 75% or higher in 2013.

Strategies to achieve these targets include:

- Implementation of Best Start program
- Implementation of tracking student data using the Numeracy Continuum
- Implementation of TEN
- Staff utilise school based assessment and NAPLAN data for effective planning and quality teaching of balanced numeracy sessions
- Lesson Study Model implementation – teachers to plan, observe, evaluate and re-plan lessons
- Principal and staff to organise and present Numeracy ‘Cafe’ Workshops
- Professional Learning for staff to effectively implement the engaging online Numeracy program Mathletics.

School priority 3

Outcome for 2012–2014

Leadership and Management – 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.
2013 Targets to achieve this outcome include:
Increase leadership opportunities for all students (K-6) from 6% in 2012 to 50% in 2013.

Increase the number of teachers working within the Big Scrub Community of Schools to provide high-achieving students with flexible, innovative and engaging learning opportunities from 3/5 in 2012 to 4/5 or higher in 2013.

Strategies to achieve these targets include:
- Implementation of The Channon Public School Parliament for students in Years 3-6
- Principal and staff to review personal professional learning leadership plan, aligned to AITSL Professional Teaching Standards and develop cyclical reviews aimed at recognising good performance, focusing on areas of staff development and learning
- Principal to attend NSW PPA Conferences
- Staff to attend Infantry and other Big Scrub CoS Collegial Network meetings and activities
- Principal to attend Big Scrub CoS Collegial Network meetings each term
- SAM participates in LMBR and other professional development opportunities to maintain efficiency
- Staff Induction Training at The Channon PS
- Staff to work collaboratively with P&C to redefine the school’s statement of purpose to reflect the needs of current students and their families

School priority 4
Outcome for 2012–2014

Engagement and Attainment -
Innovation in the use of interactive technologies for learning, teaching and teacher professional learning.

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

2013 Targets to achieve this outcome include:
Increase leadership opportunities for all students (K-6) from 6% in 2012 to 50% in 2013.

Improve meaningful and engaging parent and community engagement through increased participation in all aspects of school life, as reflected by parent satisfaction surveys.

Strategies to achieve these targets include:
- Implement Enrichment and Special Interests program with Big Scrub Community of Schools and across NSW
- Achieve quality partnerships between home, school and community to develop and update Personalised Learning Plans for all students
- Kindergarten Orientation information sessions and school-based transition activities for new students in Term 1 – 4, 2013 completed
- All Year 6 students participate in high school transition activities
- Increased participation of parents and community through all KLAs
- Community Futures Day held to showcase career paths, interests and hobbies represented in our local area
- Implementation of revised communication strategy – including school logo, website, banner statement and other communication options
- Students involved in community and citizenship activities including: ANZAC day, Remembrance day, Harmony day, Lismore PAF, Lantern Parade and AASC
- Parent and community participation to develop links between gardening, school canteen, Green Eggs and Ham cooking program and sustainability education.
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.

Trisha Harvey - Principal
Carol Shipard – Teacher
Diana Cantrell – Teacher
Rena Woolbank – Teacher (Temporary)
Pauline Luce – School Administrative Manager
Brian Taylor – P&C President

School contact information

The Channon Public School
21 Standing Street, The Channon, NSW, 2480
Ph: 02 6688 6236
Fax: 02 6688 6273
Email: thechannon-p.school@det.nsw.edu.au
Web:
School Code: 1548

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: