School context

“Lismore Heights Public School would like to acknowledge the Widjibal-Wybal people who are the Traditional Custodians of this Land. We pay respect to the Elders both past and present of the Bundjalung Nation, and extend that respect to other Aboriginal people.”

Lismore Heights Public School sits high on the hill overlooking the town of Lismore. The school is part of The Rivers P-12 Community of schools, and works in close consultation with other local primary and secondary schools. During 2014, Lismore Heights Public School ran 10 mainstream classes catering for students from Kindergarten to Year 6, plus 2 Special Education Support Classes catering for students who reside in and around the Lismore area.

Student information

Of the 231 students enrolled at the school in 2014, approximately 20% of students identified as Aboriginal. The attendance of our students at school was very similar to previous years. On any given day we have an average of 94.5% of students present at school. This is comparable with State averages.

Student enrolment profile

For 2014, student enrolment numbers were 231. This is slightly lower than the 2013 level where student numbers peaked at 259. This reduction was the result of a large cohort of Year 6 students moving up to high school at the end of 2013 and a slightly smaller than average cohort of Kindergarten enrolments joining the school.

The school’s attendance figures are broadly in-line with State averages for most year groups, and the school’s overall attendance figure is comparable with that of the State. The school has a robust monitoring system to identify students whose attendance is a cause for concern. Where individuals are identified the school works closely with families to address these concerns. In extreme cases, the school may engage the support of the Home School Liaison Officers or outside agencies to help address the matter.

Parent & Community (P&C) Report

This year has been a fantastic year for the P&C. We have been able to present the children with a considerable contribution for a cover over the junior playground. The cover was constructed by B&T Garage and Sheds in the third term holiday period. Thank you to all past and present P&C members, volunteers, and the Lions club for their donation of $1,000 who have supported and been involved in this three year project.

The P&C have also been instrumental in providing a new senior playground area for tennis, netball and volleyball. Members and volunteers have also helped with landscaping around the school during our annual working bee.
mulch were provided by S&L landscapers and Dynasaw Tree Services.

The P&C has been able to provide financial assistance in our children’s education through various fundraising events throughout the year, as well being involved in the appointment of staff at the school.

I look forward to the challenges that lie ahead in continuing to provide equipment and services for our school community. Thank you to my team, volunteers, families and staff for their support and commitment.

Stacey Yates, P&C President.

Workforce information

At the end of 2014 the total number of teachers working in various roles across the school was 15, including 3 Assistant Principals, a Teacher Librarian and a Learning & Support Teacher. We also employed 10 School Support Staff including a School Counsellor, 5 School Learning & Support Officers and an Aboriginal Community Support Officer; 2 Administrative staff and a General Assistant.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Aboriginal Community Support Officer</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.9</td>
</tr>
<tr>
<td>Total</td>
<td>23.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two members of the school workforce identify as Aboriginal.

Teacher qualifications

<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>5</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

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

The school has provided a wide range of professional learning opportunities for staff at all levels across the year. This includes (but is not limited to) professional learning associated with the implementation of the new curriculum; Stronger Smarter training aimed at developing staffs’ understanding of, and commitment to, Aboriginal education; Positive classroom management strategies; Emergency Care procedures; and Child Protection training.

Beginning Teachers

Teachers who are new to the profession, and who are employed at Lismore Heights Public School, are fully supported through the Institute of Teachers New Scheme Teacher program. This is a robust program designed to offer mentoring and support to ensure new members of the profession develop the skills and knowledge required of competent and effective teachers. During 2014, two teachers at Lismore Heights Public School successfully completed the Institute of Teachers New Scheme Teacher program.

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 30/11/2014

**Income**
- Balance brought forward $135130.75
- Global funds $219698.70
- Tied funds $293012.25
- School & community sources $62349.54
- Interest $5183.24
- Trust receipts $6010.50
- Canteen $0.00
- Total income $721384.98

**Expenditure**
- Teaching & learning
  - Key learning areas $8935.54
  - Excursions $39791.28
  - Extracurricular dissections $16136.18
- Library $2468.75
- Training & development $20.00
- Tied funds $266495.14
- Casual relief teachers $94922.67
- Administration & office $37078.86
- School-operated canteen $0.00
- Utilities $43908.54
- Maintenance $16002.30
- Trust accounts $6635.19
- Capital programs $19763.18
- Total expenditure $552157.63

**Balance carried forward** $169227.35

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parent & Community Committee (P&C). Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

The school uses rigorous assessment systems to monitor and track students’ progress from Kindergarten to Year 6. Assessment data is used to plot individual student’s levels of attainment against nationally agreed standards, and to plan intervention programs to support the needs of individual learners. This includes support programs such as Reading Recovery, and extension programs to challenge our Gifted & Talented students (see the Significant programs and initiatives section of this report).

**Academic achievements**

**NAPLAN**

**Average progress between Year 3 and Year 5**

The progress reports below show the extent to which students have improved in their learning between Year 3 and Year 5. The data is based on national literacy and numeracy testing (NAPLAN) and is assessed independently. The graphs show comparisons between the progress of students at Lismore Heights Public School and students in similar school groups (SSG) and students across the state (State DEC).

In Reading, the average student progress at Lismore Heights Public School was better than the average progress made by students in similar school groups (SSG) and State DEC. This is an excellent result and reflects the students’ strong work ethic and the high quality of teaching across the school.
In Spelling, the average student progress at Lismore Heights Public School was better than the average progress made by students in similar school groups (SSG) and State DEC. Again, this is an excellent result that reflects the students’ strong work ethic and the high quality of teaching across the school.

In Writing, the average student progress at Lismore Heights Public School was better than the average progress made by students in similar school groups (SSG) and State DEC. Again, this is an excellent result that reflects the students’ strong work ethic and the high quality of teaching across the school.

In Grammar & Punctuation, the average student progress at Lismore Heights Public School was better than the average progress made by students in similar school groups (SSG) and State DEC. Again, this is an excellent result that reflects the students’ strong work ethic and the high quality of teaching across the school.

In Numeracy, the average student progress at Lismore Heights Public School was better than the average progress made by students in similar school groups (SSG) and State DEC. Again, this is an excellent result that reflects the students’ strong work ethic and the high quality of teaching across the school.
For a more detailed analysis of Lismore Heights Public School’s national literacy and numeracy testing (NAPLAN) attainment, please visit the My School website.

Click on the link 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
Creative & Performing Arts (CAPA)

During 2014, our commitment to the Arts continued through whole school and individual teacher programs and initiatives.

Our association with the Lismore Conservatorium of Music gave students the opportunity to pay for private tuition with a choice of instrument during school time.

Weekly school assemblies provided all classes with the opportunity to perform in front of the school community. Classes presented a variety of singing, dancing and drama items giving all students the experience of the small stage.

Clubs on Friday afternoons gave students an additional opportunity to participate in creative arts activities outside of their own classroom. Activities such as singing, dancing, pottery, craft, painting, drawing and guitar tuition were on offer where students could choose to work with specialist teachers in their chosen activity with a range of students across different stages.

NAIDOC week saw all classes representing their visual art skills as a combined class artwork depicting a local Aboriginal story. Gifted and Talented Aboriginal students in Stage 3 participated in a workshop with Uncle Roy Gordon and produced a painting titled ‘Three Brothers’. It was sold to the Aboriginal Education Consecutive Group (AECG) along with 3 other Aboriginal paintings. ‘Three brothers’ was sold for $1500.00, and the monies raised will be used to facilitate further Aboriginal arts programs at the school and across the community.

The Lucinda Project saw students working alongside Grahame Jessup to write and produce a movie incorporating an extensive range of film making technologies.

Our major whole school production was ‘Around the World in Eighty Minute’. It provided a snapshot of cultures from various parts of the world and involved music, singing, dancing and drama, culminating in a finale of the whole school singing and signing ‘What a Wonderful World.’

The school choir and dance troupe performed at the Lismore Performing Arts Festival. This was the biggest group of students taken to the Lismore Workers Club in a number of years. Students performed to a large audience from the wider school community.

In the final term, students were given the opportunity to audition for ‘Lismore Heights Has Talent’: a celebration performance of the skills and talents possessed by students at the school. Students from Year 1 to Year 6 auditioned and 3 finalists from each Stage were selected to perform in front of the school community. The show allowed our wonderful students to showcase their talents, including instrument playing, singing and dancing.
The Choir year concluded when they led the carols at the school’s annual Community Christmas Carols event. All classes presented their own Christmas items and this provided yet another occasion for the students to perform and sing in front of a very appreciative audience.

Mel LeSueur (Creative & Performing Arts Leader)

Sport

Sport continues to be a positive experience for many students at Lismore Heights Public School, with many students attending the NSW PSSA Carnivals.

In Athletics, at Region and State level, Ethan Hooker, Kynan Davis, Braydan Davis, Laquisa Khan, Caitlan Bargwanna and Zack Byrne did the school proud in their categories. In the State finals, Ethan Hooker won two gold medals (in shot put and discus) and represented NSW in the Nationals in Tasmania where he earned a further two gold medals.

In Cross Country, Zane Patterson and Kynan Davis both turned in exceptional performances, progressing through school, Zone and Regional competitions, and qualifying for the State finals in Sydney.

Along with the athletics and cross country carnivals, the school also held a swimming carnival with many students representing both Zone and Far North Coast in Regional competitions.

The School Age Champions for 2014 were:

Swimming – Jnr Aaron Everson and Sophie Painter; 11 yrs Joel Everson and Kayla Drysdale; Snr Owen Halpin-Mathieson and Brooke Wilson.

Cross Country – Jnr Alisha Brown, Blake O'Sullivan; 11yrs Notoka Brown, Tyreece Creighton; Snr Laquisa Khan, Kieran Devine

Athletics – Reshawn Brown and Asia Khan; 11 yrs Makayla Greensill and Tynan Herington; Snr Benjamin Hogan and Laquisa Khan

PSSA tryouts were also available to older students in a variety of sports, including rugby, hockey, netball and basketball, with many students taking up the opportunity. Several Lismore heights Public School students were successfully chosen to represent their area in Zone teams. The school also participated in interschool knock-out competitions in Netball, Cricket, boys and girls touch football, boys and girls basketball, and boys and girls soccer, with all students representing our school with pride.

For the second year in a row, two school boys 7’s Rugby Teams participated in the Lismore inter-schools 7’s completion. All of the boys played hard and were commended on their good
sportsmanship in all areas of the game, on and off the field.

Years 3 to 6 continued with weekly sport which exposed the children to a wide variety of sports as well as their class PE.

Swimming lessons were available through the Intensive Swimming program for non-swimmers. Senior swimming, which focused on stroke correction and safety, was also offered to more able swimmers.

Simon Porter (PE Leader)

Significant programs and initiatives – Policy and equity funding

Lismore Heights Public School has benefitted from additional funding through the National Partnerships scheme, which is a NSW Government initiative. This funding has allowed the school to implement a number of programs and professional learning opportunities for staff specifically aimed at further enhancing quality teaching standards across the school to secure further improvements in students’ outcomes. The impact of this initiative is evident in the Academic achievements section of this report.

Public schools receive an equity funding as part of their Tied Funds (see Financial summary section of this report) which reflects the diversity of the school’s community, including the socio-economic and Aboriginal composition of its community (see Aboriginal background and Socio-economic background sections in this report). Lismore Heights Public School received equity funding in 2014 which was used to employ an Aboriginal Community Support Officer and a School Learning & Support Officer to provide targeted support for identified individuals and groups within the school.

Reading Recovery

‘Reading Recovery’ is an intervention program for Year 1 students who have been identified as benefitting from reading and writing support. The aim of the program is to accelerate reading and writing skills in young children. The program provides individual instruction by a specially trained teacher who guides the student whilst they are reading and writing providing them with prompts and corrective feedback. Seven students successfully completed the program in 2014. Reading Recovery will continue in 2015.

Maria Rankin (Reading Recovery Teacher)

Gifted & Talented

Throughout 2014 Lismore Heights Public School was involved in many Gifted and Talented initiatives. Public Speaking skills were developed with students from Kindergarten to Year 6 through school based competition. Four students were selected to represent our school in the local final of the Multicultural Perspectives Public Speaking Competition in which two students were awarded Highly Commended. This year we entered two teams in the Premier’s Debating Challenge. Both teams represented the school with distinction as they travelled to debate other schools across the North Coast. We participated in the Premier’s Spelling Bee, with four students qualifying for, and competing in, the Regional final. Students participated in University of NSW Competitions in Writing, English and Mathematics, as well as Newcastle Permanent Mathematics Competition, yielding 4 distinctions, 10 credits and 19 merit awards. Select students from Stage 3 wrote newspaper articles and supplied photographs for publication in the Northern Star Newspapers in Education Page. Stage 3 students also had the opportunity to participate in the Lucinda Project which involved all aspects of movie making. Many opportunities were provided for our Gifted and Talented students to participate in sporting and artistic events (outlined in other areas of this report).

Maree Jameson (Gifted & Talented Leader)

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a school wide program that encourages and supports positive student behaviour. Our school rules are based on 3 core values: ‘Be Safe’, ‘Be Respectful’ and ‘Be a Learner’. Weekly PBL rules were communicated through newsletters, stage
assemblies and taught explicitly in all classes. The school’s PBL reward system (ONYA) was revised to include termly celebratory events, providing all students with the opportunity to experience a range of positive rewards throughout the year. The new system has been well received by students and parents alike.

*Mel Aboeleven (Assistant Principal)*

**Library**

The school Library Club, driven by students, ran a series of programs throughout the year including: Story Time for students in Kindergarten to Year 2; Book Week Costume Day; NSW Premier’s Reading Challenge; and raised funds for the Indigenous Literacy Foundation’s through the Great Book Swap (this event provides books for remote and disadvantaged Indigenous communities across Australia).

*Di McInnes (Teacher Librarian)*

**Kindergarten enrolment and orientation.**

In 2014 we had 25 delightful Kindergarten children enroll at Lismore Heights Public School. Our Kindergarten Orientation program consisted of constructive play, craft and singing activities. Each session was supported by a parent information component with presentations by: Northern Rivers Bus Lines, Itinerant Support Teacher Hearing, Commonwealth Bank, the school’s Reading Recovery teacher with tips on how parents can help children to learn to read at home, Parents & Community Committee President, as well as a representative from Live Life Well with handy hints on packing healthy lunchboxes. The full day program ran with the theme of a Teddy Bear’s picnic. The children were able to bring along their teddy and complete many activities involving bears. All Kindergarten children attended these days and the transition to school was a smooth one and ensured that our new enrolments were ready to start school successfully and happily.

*Kim Witchard (Assistant Principal)*

**Aboriginal education**

Lismore Heights Public School continues to prioritise Aboriginal education, and ensures that Aboriginal culture and values are integral to everyday teaching and learning practices. The school continues to work collaboratively alongside local Elders and the Aboriginal Education Consultative Group (AECG).

An extensive Aboriginal Art program culminated in a highly celebrated and well attended in-school exhibition. Parents supported the project which formed the centerpiece of our NAIDOC Week celebrations. The school’s Aboriginal dance troupe, now in its second year, performed at several events throughout the year including during our NAIDOC Week Celebrations.

Our school’s Aboriginal leaders attended the Young Leaders Conference on the Gold Coast, including our School Girl Captain, who identifies as Aboriginal.

Lismore Heights Public School coordinated an inter-school Aboriginal art project, supported by an esteemed Elder. The project culminated in an unprecedented display at the Lismore Regional Art Gallery, and resulted in Lismore Heights Public School selling their painting to the State AECG for $1500.00.
The school continues to fund staff members to attend Stronger Smarter and “8 Ways” training days. This provides staff with a deeper understanding of Aboriginal culture.

The appointment of an Aboriginal Community Support Officer (2013) has led to the establishment of an in-school ‘Yarn Up’ space used for meetings with Aboriginal parents/carers and community members.

The Sister Speak program was hosted by Lismore Heights Public School and was attended by students from our own school as well as students from other local schools.

A highly respected member of our School Learning Support Staff received an award at the North Coast Aboriginal Awards ceremony in acknowledgement of his outstanding contribution towards Aboriginal education both in school and across the community.

*Lynn Clarke (Assistant Principal)*

**Multicultural education and anti-racism**

Lismore Heights Public School actively promotes through class lessons, assemblies and through our daily interactions with students and community members, acceptance and tolerance of all races, faiths and cultures.

Multicultural perspectives are taught through our teaching and learning programs in all classes. We actively celebrate Harmony Day at the school, with students in all classes engaging in a wide range of cross-cultural activities, leading up to a major unit of work on cultural diversity, which concludes with our Carnivale whole school production: a celebration of the World’s cultural diversity.

Our Gifted & Talented students participated in multicultural public speaking competitions both in school and across our Network of schools.

At the end of 2014, our school began to make International Links with a school in the United Kingdom. This is an initiative that will be further developed throughout 2015 and beyond and will see both schools learning about, and appreciating, the cultural similarities and differences that exist between schools in different hemispheres.

**Aboriginal background**

Lismore Heights Public School engages with, and works alongside, the Aboriginal Education Consultative Group (AECG). The school is presently working to establish a Partnership Agreement with the AECG. A Lismore Heights Public School staff member attends every local AECG meeting, providing updates on the initiatives implemented at the school to support the education and emotional wellbeing of Aboriginal students.

The school continues to employ an Aboriginal Community Support Officer through its equity funding to provide support for individual and groups of students, and to further develop links between the school and its community. This includes, further developing the ‘Yarning Space’ at the school and promoting the space as a mechanism to engage families in school-based activities, the creation of a Community Register to identify the skills and attributes of Aboriginal community members, and assisting in the establishment of Personalised Learning Plans for all Aboriginal students.

**Socio-economic background**

The demographics of the Lismore Heights Public School community secured additional funding for the school in 2014. This funding was used to provide specialist training for classroom teachers in *Language, Learning & Literacy* (L3), an initiative that promotes accelerated learning for students in Kindergarten to ensure that they have acquired the skills necessary to successfully engage in learning programs when they enter Year 1. The training has been well received by staff and has helped secure exceptional gains in students’ levels of understanding in literacy. Due to the success of the program, we will be extending the program next year into the Year 1 classes, to ensure that the
gains made in Kindergarten are maintained and built on.

Learning and Support

The Learning and Support Teacher at Lismore Heights Public School provides direct and timely specialist assistance to students in regular classes with additional learning and support needs.

The students identified on the Learning and Support Teacher caseload were referred by the classroom teacher and their supervisors. These students were then prioritised at the school’s Wellbeing Meetings and the caseload was discussed with the Learning and Support Teacher.

During 2014, the Learning and Support Teacher worked with all stages across the school with students individually, in small groups and in the classroom for Literacy and Numeracy. Generally each program ran from 8-10 weeks with some special cases requiring more assistance and time. Assessment for learning is completed for every student on caseload and there is a pre and post test administered to help identify specific learning and support needs. All students on caseload have made very pleasing progress and demonstrated improved results.

Janet Potts (Learning and Support Teacher)

Other significant initiatives

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:

- Principals Annual Review Meetings with the Director, Public Schools, to evaluate the school’s progress against agreed targets
- School Leadership Team systematically review and evaluate progress against the agreed school targets
- The school sought the opinion of parents through a Parent Surveys in Term 3. The survey focused on the effectiveness of school communication systems. The school received 110 responses to the survey. 93% of parents felt that the school newsletter kept them well informed about what is happening at the school. 48% of parents claimed to have accessed the school website. 60% of parents said that they regularly accessed Facebook, and would like the school to use this medium as an additional way of communicating with parents. Following this feedback a school Facebook page was set up and presently averages over 200 views per posting.
- Student opinion was sought through an on-line survey and explored questions around ‘belonging’, ‘engagement in lessons’ and ‘long term education goals’. The survey was completed by students in Years 4-6. 84% of students felt that they had a strong sense of belonging to the school. This matches the NSW average of 84%. 90% of students felt that they tried hard in lessons (95% girls and 85% boys) compared to the state average of 91%. Consideration will be given to how we can better engage boys in teaching and learning. Only 12% of students did not think that they would go to University. 56% thought that they definitely would go to University, with the remainder indecisive.
- Staff were surveyed in relation to their confidence and competence in relation to the implementation of the new Numeracy syllabus and related assessment systems. 100% of staff felt confident in their ability to deliver teaching and learning programs using the new Numeracy syllabus. 93% felt confident in measuring student attainment using the new assessment systems. 64% stated that they would like to receive further professional learning in this area to ensure that their practice reflected the latest thinking and in the delivery of Numeracy lessons.
School planning 2012-2014:

School priority 1
UNITY: Developing a collaborative, innovative learning community, connecting Lismore Heights Public School with its school community and other public schools in the Lismore

Outcomes from 2012–2014
Strategies introduced and evidence of achievement of outcomes in 2014:

- Implemented consultation schedule for school to work alongside Aboriginal education Consultative group (AECG). The school regularly attends AECG meetings and is working towards establishing a Partnership Agreement with the AECG.
- Aboriginal Community Support Officer (ACSO) promotes the ‘Yarning Space’ as a means of communicating with Aboriginal parents and community members. ACSO liaises with Aboriginal parents and community members. Regular meetings held in the Yarning Space and suggestions from Aboriginal parents and community members fed back to Aboriginal Team.
- Liaise with primary Principals and The Rivers P-12 community of School (CoS) to offer support and guidance to leaders across the CoS. Identify opportunities to collaborate on professional learning in regards to leadership and teaching & learning. Identify common goals across the CoS and establish collaborative approaches to improving public school education across the Lismore area. Joint professional learning sessions provided to all staff across the CoS.
- Identify a staff member to support The Rivers P-12 working parties. Staff member is enrolled on the Wellbeing working party.

School priority 2
QUALITY: Leading teaching and learning through quality educational teaching practices

Outcomes from 2012–2014
Strategies introduced and evidence of achievement of outcomes in 2014:

- Provide professional learning through attendance at Stronger Smarter training. Two staff attended the training and provided professional learning for all staff in school.
- Lesson Observations: Evidence of high quality culturally relevant teaching and learning experiences are observed. Principal conducts lesson observations each semester to monitor the quality of teaching and learning in school, and provides feedback to staff on individual performance.
- Develop staff capacity to use Literacy and Numeracy continua to assess and plot student progress. Moderation training provided through staff meetings and staff are successfully utilising the continuums.

School priority 3
SUCCESS: Ensuring success for our students as learners, leaders and citizens

Outcomes from 2012–2014
Strategies introduced and evidence of achievement of outcomes in 2014:

- Provide opportunities for students to engage in leadership activities through: attendance at ‘Young Leaders Conference’; participation in SRC; fulfilling School Captains/Vice Captains and House Captains/Vice Captains roles. Ensure equitable Aboriginal representation in school leadership. Eight students (including four Aboriginal students) attended the Young Leaders Conference. The SRC was fully active throughout 2014, and Captains/Vice-Captains were elected for the school, classes and Houses with equitable Aboriginal representation in all.
• Consistently implement Positive Behaviour for Learning (PBL) systems across school, and continue to review current practices and systems through fortnightly PBL Team meetings. PBL systems refined and implemented consistently school-wide. PBL shared with parents through Information Evenings and weekly Newsletters. PBL team fortnightly to review and refine current practices.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1:

UNITY: Creating a collaborative, innovative, learning community, connecting Lismore heights Public School with its school community and other public schools across The Rivers P-12: To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools.

Strategic Direction 2:

QUALITY: Leading teaching and learning through quality educational teaching practices: To ensure a quality continuum of learning for our students, strong leadership and outstanding teaching.

Strategic Direction 3:

SUCCESS: Ensuring success for our students as learners, leaders and citizens: To develop successful learners and confident, well rounded, creative individuals with a strong sense of self.

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.

Mark Scotton (Principal)