School context statement
Lismore South Public School is situated in the Northern Rivers area of NSW, in the city of Lismore. At the time of census in 2014, 247 students were enrolled K-6 at the school and were grouped into ten classes. There is also a DEC preschool onsite which accommodates up to 40 children. All students in the preschool attend on a part time basis.

At all times the students P-6 are engaged in positive learning experiences where they are encouraged to achieve their personal best.

In 2014 Lismore South Public School participated in the Early Action For Success strategy supporting students K-2 in literacy and numeracy.

Principal’s message
It was my great pleasure to be appointed as Principal of Lismore South Public School during the 2014 school year.

It has been a year of change at the school, where many innovative programs have been initiated. As part of the Early Action For Success Project the school was given additional funding to raise attainment levels in literacy and numeracy K-2. As well as additional funds an Instructional Leader was appointed to the school to work closely with the K-2 teachers.

Student wellbeing continued to be a focus throughout the year with one Assistant Principal facilitating support with student behaviour, attendance, social and emotional development in an off class role. In the second semester this role was supported by the employment of additional school learning support officers (SLSOs) across the school using DEC equity funding.

The students achieved many successes across the academic, community, artistic and sporting arenas demonstrating the commitment of the school community to developing the whole child. Our school soccer and netball teams participated in the PSSA knockout competition and three of our students received scholarships from the CWA to assist with transition to secondary school. The Lismore South Public School Community Group received a Public Education Award to commitment to supporting the elderly in our local community and our students performed to great acclaim at the Lismore Performing Arts Festival and to the local community in our school Showcase. I would like to congratulate our fabulous students on their successes throughout 2014.

I would also like to congratulate the staff for their dedication and commitment to the school community.

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.

Nickie Bartlett (Principal)

P & C message
This year has been a very successful year and I have enjoyed 2014 as my first year as P & C president at Lismore South Public School. The P & C has continued to co-ordinate fundraising events, our most successful being the catering at the Lismore Caravan and Camping Show. A big thank you goes out to everyone involved. The Canteen has been enthusiastically run by the P & C this year – and a huge thank you goes out to those members of our school community who have volunteered many hours to provide this worthwhile service to the students at the school.

In our meetings this year we have worked closely with school staff in establishing priorities for assisting with additional activities for students, including sports activities such as the school swimming scheme. Because of the P & C’s financial contribution the number of students who participated in this program rose significantly.

The P&C has been actively involved in supporting school events such as the Athletics Carnival, Showcase and Year Six Farewell. We would like to thank all those local businesses who supported us by donating goods and money to our various fundraising events.

We are looking forward to 2015 and supporting different programs and the dedicated staff at the school. We welcome input from parents, carers and interested community members in continuing to improve the student experiences in 2015.

Chris Steel (P&C President)
Student representative’s message

2014 was another busy year at Lismore South Public School and we were both very proud to be elected as school captains.

We began in term one with our swimming carnival and cross country. Mr Hobbs was our principal and we said goodbye to Mrs Phillips who had been our Assistant Principal and teaching for a long time at our school.

During term two Ms Coyle was our relieving principal after Mr Hobbs left and we participated in the sporting knockouts and Art Smart.

Term three was Education week, Careers Day and the Book Character Parade. We welcomed Ms Bartlett as our principal.

During term four we had the Fun Run, swimming and of course our Showcase where each class performed in front of our families.

It was our pleasure to be school leaders this year and we wish all the teachers and students the best for 2015.

Luke McMahon and Lyndl Smith (School Captains).

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

![Enrolments graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.6</td>
<td>93.4</td>
<td>93.2</td>
<td>92.6</td>
<td>93.2</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.3</td>
<td>94.8</td>
<td>93.7</td>
<td>93.9</td>
<td>95.0</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.2</td>
<td>92.7</td>
<td>92.2</td>
<td>92.8</td>
<td>93.2</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>91.3</td>
<td>94.5</td>
<td>93.6</td>
<td>92.0</td>
<td>92.2</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.5</td>
<td>93.2</td>
<td>92.5</td>
<td>91.1</td>
<td>92.8</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.4</td>
<td>94.0</td>
<td>91.6</td>
<td>93.6</td>
<td>92.8</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.1</td>
<td>93.5</td>
<td>93.2</td>
<td>93.3</td>
<td>95.3</td>
<td>89.0</td>
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</tr>
<tr>
<td>Total</td>
<td>92.6</td>
<td>93.4</td>
<td>93.2</td>
<td>92.6</td>
<td>93.2</td>
<td>92.7</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

At Lismore Public School the critical link between attendance levels and student achievement is highly valued. Student non-attendance is monitored through explicit procedures including accurate daily records, home/school telephone communication, parent meetings if attendance is a concern and adherence to the DEC Attendance Policy. The importance of attendance is advertised in our weekly newsletters. If attendance does not improve the support of the Home School Liaison Officer is sought.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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>7</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher Priority School Funding Scheme</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.722</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19.422</strong></td>
</tr>
</tbody>
</table>

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

At the commencement of 2014 an indigenous teacher began his appointment at Lismore South Public School, as part of the Aboriginal Scholarship Program.

**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>88%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

**Professional learning**

All classroom teachers and executive staff participated in online training in supporting students with Autism Spectrum Disorders and those with speech, language and behavioural issues.

Two classroom teachers and one executive staff member participated in the Stronger Smarter aboriginal education program. The aim of this professional learning activity was to work with the whole staff to embed the language of Stronger Smarter into the wellbeing culture of Lismore South Public School. This will be an initiative that continues in 2015.

Two classroom teachers participated in Live Life Well training during term four. An action plan was developed to facilitate healthy living across the school, focusing on a healthy canteen, sporting activities and general student wellbeing.

The principal and SAM participated in “Strategic Financial Management”. The aim of this professional learning activity was to move the school towards implementing new management systems in school finance.

The average expenditure per teacher on professional learning for 2014 was $863.54.

**Beginning Teachers**

At Lismore South Public School two classroom teachers were on probation and received funding under the Great Teaching Inspired Learning initiative. One teacher of these teachers was seeking graduate accreditation and the other maintaining accreditation at the proficient level.

The beginning teacher funding was used to support both these teachers in their professional learning. Both participated in Stronger Smarter training and “Strategies For Managing Challenging Behaviour”. One teacher receiving additional RFF funding each week to work with a mentor teacher on programming and lesson observations. One teacher focused on curriculum knowledge development through online modules. The funding initiatives through Great Teaching Inspired Learning will continue in 2015.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>243,729.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>208,658.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>360,648.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>42,458.58</td>
</tr>
<tr>
<td>Interest</td>
<td>8925.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40,956.59</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>905376.62</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 48,442.28  |
| Excursions                | 25,368.83  |
| Extracurricular dissections| 10,283.21  |
| Library                   | 3659.26    |
| Training & development    | 10,819.36  |
| Tied funds                | 243,983.74 |
| Casual relief teachers    | 84,083.22  |
| Administration & office   | 40,560.61  |
| School-operated canteen   | 0.00       |
| Utilities                 | 51,584.45  |
| Maintenance               | 23,749.73  |
| Trust accounts            | 35,586.00  |
| Capital programs          | 0.00       |
| **Total expenditure**     | 578120.69  |
| **Balance carried forward**| 327255.93 |

A full copy of the school’s 2014 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 2014

Arts

All of our students participate in the making and appreciating of visual arts as part of our class programs and are also given the opportunity to take part in local community events. During 2014 the students again participated in the Lismore Lantern Parade and the school hosted a lantern making workshop where participating students designed and created their own lanterns.

Four senior gifted and talented artists participated in the “Art Smart” program, a local initiative hosted by Lismore South to foster visual arts skills. These students really enjoyed the opportunities to learn new skills and techniques to bring back and share with their peers.

Our guitar and “didge” groups continued, with a combined performance at the Lismore Performing Arts festival.

All classes performed an item at the School Showcase, combining dance, singing and drama. This was the first year two performances were offered to our community, a matinee and night performance. Both were exceptionally well received.

Sport

At Lismore South Public School we aim to provide all students with regular experiences in a wide range of sporting activities.

K-2 classes participated in fundamental movement activities, aiming to develop gross and fine motor skills through engaging activities.
Students 8 years and over competed in the athletics, swimming and cross country carnivals at a school level. Those students who excelled in particular events were then given the opportunity to compete at a district, zone and regional level.

All students participated in the Premier’s Sporting challenge and our senior students participated in the Sports Leaders program at Richmond River High School.

Years five and six students were given the opportunity to participate in the inaugural “Rivers Sporting Challenge”, competing against other public schools in the Lismore area in a variety of sports including netball, soccer, basketball and touch football. This event was organised by Lismore South Public School and encouraged teamwork and confidence across our network of six “town” schools.

Preschool

Our preschool is an integral part of Lismore South Public School and focuses on play-based activities, laying the foundation for future learning. Preschool provides an educational program for children in the year before starting school that supports the development of early language, literacy, numeracy and social skills.

The preschool program is aligned to the Early Years Learning Framework and conveys the highest expectations for all children’s learning through the transitions to school. It communicates these expectations through the following five Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

In 2014 our preschool went through the “Assessment and Rating” schedule, which saw the service receive an “exceeding” rating from the Australian Children’s Education and Care Quality Authority (ACECQA). The service was assessed in 7 quality areas;

- Educational program and practice
- Children’s health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

The preschool staff remain committed to providing the best possible environment for children in the year before they begin their formal schooling.

Academic achievements

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.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
At Lismore South Public School we strive to be part of the wider community and look forward to opportunities where the staff and students can make meaningful contributions. In 2014 our school, once again marched in the local ANZAC March and held a school ANZAC ceremony to recognise the sacrifices of men and women throughout the history of Australia’s involvement in conflicts and peace keeping missions in foreign countries.

Our school community group built a garden and mosaic for the elderly residents of the St Carthages Aged Care Facility and were recognised
with a Public Education Award for their efforts. They also made fortnightly visits to participate in the activities of the facility and provide support and companionship for the residents.

The Student Representative Council raised significant funds for the local Animal Rights and Rescue Centre and were able to personally present the volunteers with the money from an end of year raffle and the “five cent challenge”, where each class had a competition to see who could bring in the most five cent pieces. The students were proud to be making a contribution to such a worthwhile charity.

Excursions

Year six students participated in an extremely successful Canberra excursion with Goonellabah Public School and Albert Park Public School. Many venues were visited including the War Memorial, Parliament House and Questacon. This excursion also fostered collaboration and cooperation between students from the three schools.

Year five students travelled to Midginbil Hill with Goonellabah Public School and participated in a range of activities including canoeing, making mud bricks, archery and raft building.

Year three and four students accessed the environmental education programs at Dorroughby Environmental Education Centre. These students came back to school with a greater understanding of our local environment and how we can preserve it.

Kindergarten, year one and year two students attended Summerland House Farm and took part in leisure activities including the water park and tractor farm tour.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal education continues to be a priority for Lismore South Public School. All students are provided with learning opportunities that focus on Aboriginal history and heritage as well as current issues.

- 3 staff members completed training in the Stronger Smarter Program.
- The Aboriginal equity funding as part of the schools Resource Allocation Model (RAM) was used to support students in Literacy in one to one and small group settings.
- NAIDOC activities included a cultural day with all students involved in a range of activities including
- Students were invited to take part in an Aboriginal art day at Albert Park Public School, producing works that are proudly displayed in our school hall.
- Aunty Thelma continued her association with the school, teaching the children about bush plants and their traditional uses.
- A staff representative attended monthly AECG meetings.

Future plans for Lismore South Public School in the area of Aboriginal Education include; focusing on the development of Personalised Learning Plans for Aboriginal Students in consultation with their families, targeting improvement in Literacy and Numeracy outcomes for Aboriginal students with in class School Learning Support Officer and Learning And Support Teacher support, training
two additional staff members in Stronger Smarter and aligning our Positive Behaviour for Learning structures with Stronger Smarter language.

**Multicultural education and anti-racism**

Multicultural education is explored through all key learning areas, but particularly Human Society and its Environment and the new English Syllabus. The school library is an extremely valuable resource for texts supporting multicultural education and these are explored at staff and stage meetings to promote cultural understandings.

The Anti Racism Contact Officer (ARCO) has a prominent role at Lismore South Public School working with staff and students to maintain inclusive classroom, playground and wider school practices.

**Aboriginal background**

During 2014 Lismore South Public School received funding under the Resource Allocation Model (RAM) to support students from Aboriginal backgrounds.

A teacher was employed to support Aboriginal students in literacy in one to one and small group settings. Students participated in engaging and challenging activities designed to improve reading accuracy, fluency and comprehension. Students involved in this program improved an average of 5 reading levels over the year.

**Socio-economic background**

During 2014 Lismore South Public School received funding under the Resource Allocation Model (RAM) to support students from a low socio-economic background.

One Assistant Principal was release from face to face classroom teaching to support students and teachers to improve the level of students’ participation and engagement in learning. A check in / check out program was implemented to ensure a positive beginning and ending to the school day, as well as continuity from the playground to the classroom, for students who experience difficulty transitioning from different settings.

A proactive approach to maintaining high attendance levels was implemented. This involved the Assistant Principal making contact with families to support consistent attendance across a K-6 setting. Attendance levels remained high throughout 2014 as a result of this sustained, proactive and supportive approach.

During second semester support for teaching and learning programs was enhanced with the engagement of additional School Learning Support Officers (SLSOs) across the school. Five SLSOs supported students in literacy and numeracy, increasing the effectiveness of classroom organisation and one SLSO worked K-6 responding to additional learning needs as they arose throughout the day.

The Assistant Principal and SLSOs engaged under the RAM equity funding for low socio economic students worked in collaboration with the Learning and Support Teacher to implement individual education plans for targeted students in literacy and numeracy in addition to those students who required adjustments for low level disability.

**Other significant initiatives – Early Action For Success**

In 2014 Lismore South Public School was part of the Early Action For Success strategy for the first year. An Instructional Leader worked four days a week with teachers K-2 to support students to achieve stage expectations in literacy and numeracy.

The following shows the percentage of students achieving stage expectations in each year group as at week five in term four 2014. Achievement is assessed in reading, reading comprehension, writing and early arithmetic strategies in mathematics.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Comprehension</th>
<th>Writing</th>
<th>EAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>64%</td>
<td>91%</td>
<td>66%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 1</td>
<td>66%</td>
<td>80%</td>
<td>71%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 2</td>
<td>63%</td>
<td>37%</td>
<td>10%</td>
<td>77%</td>
</tr>
</tbody>
</table>
School evaluation processes

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

- Surveys and focus group interviews with staff, students and school community members.
- Analysis of policies, programs, plans, meeting minutes, assessment information and program evaluations.
- Regular monitoring of student progression on the literacy and numeracy continuums, including PLAN data.

School planning 2012-2014:

School priority 1

Connect with public schools in the Lismore area, working collaboratively across our school and with other schools to meet student needs.

Outcomes from 2012–2014

- Collaboration with Rivers P-12 schools to create networks in transition, technology, sport and leadership development.

Evidence of achievement of outcomes in 2014:

- Clear transition procedures from P-K, including trialing the DEC Transition to School Statements, providing detailed information for Early Stage One teachers about the academic, social and emotional development of preschool children entering their first formal year of schooling.
- Clear transition procedures from 6-7, including two full day orientation sessions for year six students at Richmond River High School, additional transition days and parent meetings with high school learning and support staff for students needing adjustments.
- A whole school technology plan was developed ready for implementation in 2015, as part of the Rivers Technology group meeting regularly in 2014.
- The Rivers Sporting Challenge was highly successful during term three of 2014.

School priority 2

Leading teaching and learning through quality educational teaching practices.

Outcomes from 2012–2014

- Teaching and learning programs included quality teaching practices across the areas of; embedding of the Early Years Learning Framework (EYLF) in Preschool, L3 (Language, Learning and Literacy) in Kindergarten, Reading Recovery in Year 1, Quicksmart K-6, Taking Off with Numeracy 3-6, Taste of TEN (Targeting Early Numeracy), implementation of NSW Syllabuses for the Australian Curriculum (English and Mathematics) and Early Action for Success K-2.

Strategies to achieve these outcomes in 2014:

To meet the evolving needs of our students, strategies included:

- Innovation, excellence and continuous improvement across all stages of transition including a comprehensive P-K transition program two days a week over six weeks, teacher and family meetings for those students requiring additional support transitioning 6-7, additional transition days for targeted students 6-7 and 2 transition mornings for students K-5 to move into their 2015 stages.
- Positive relationships and strong partnerships between parents, students, staff and community including a positive working relationship with the P and C, an active SRC contributing to school and community life, strong ties formed with community groups such as local aged care facilities, community careers days and cultural activities including NAIDOC day, Harmony Day and Sorry Day.
- Provision of opportunities and pathways for every student to reach their full potential through targeted support programs with the learning and support teacher, strong sporting programs across the PSSA network and Rivers community of schools and involvement with the local performing arts community.
Evidence of achievement of outcomes in 2014:

- Preschool received “Exceeding” rating against the National Quality Framework.
- 100% of teachers used PLAN data to track students learning and plan for explicit, systematic teaching experiences for all students.
- Utilising the Early Action For Success framework to deepen knowledge of student achievement and progression, leading to focused teaching experiences.
- Implementation of the new English and Mathematics Syllabus.

Strategies to achieve these outcomes in 2014:

- Preschool staff embed the Early Learning Years framework and use evidence within LEAP (Leadership, Assessment, Evidence, Practice and QIP (Quality Improvement Plan) to track progress.
- The development of the Early Action For Success program to support all students to become competent mathematicians, readers and writers.
- Boosting teacher capacity through engagement with Early Action For Success.
- Engaging students with meaningful learning opportunities based on PLAN data.

School priority 3

Ensuring success for our students as learners, leaders and citizens.

Outcomes from 2012–2014

- Strong commitment to PBL (Positive Behaviour Learning) and Stronger Smarter principles to ensure a high level of consistency in student behaviour, all students with a disability have access to teaching and learning programs on the same basis as students without a disability, high quality transition programs P-K and active student citizenship programs such as the SRC, Girls Rock and the Community Group.

Evidence of achievement of outcomes in 2014:

- Regular school team review of PBL data to ensure the provision of a quality learning environment.
- LAS (Learning and Support) Program providing targeted support for those students achieving below stage expectations in Literacy and/or Numeracy. Comprehensive personalised learning and support plans developed for these students with consultation between classroom teachers and the LAS teacher.
- Employment of additional SLSOs (School Learning Support Officers) to support classes with a focus on improvement in Literacy and Numeracy.

Strategies to achieve these outcomes in 2014:

- Orderly well disciplined, safe and nurturing environments through PBL (Positive Behaviour for Learning) and Stronger Smarter principles.
- Citizenship, values and student leadership programs including the SRC, Careers Day and Community Group.
- Additional funding for P-K Transition programs.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The students were very focused on the introduction of new technology to the school, school sports (including the Rivers Sporting Challenge), the open spaces to play and music...
groups when identifying the positive aspects of 2014. Featured in their surveys were comments such as;

- “What I like about this school is that we have lots of room on the oval and that we have iPads in the classroom”.
- “I have enjoyed music groups and out of school sport.”
- “At Lismore South we get iPads in the classroom. At my old school we didn’t get them.”
- “We get to have iPads, go swimming for sport and do out of school sport.”

The students noted more sports equipment, more iPads and a better canteen menu as areas for improvement.

In discussions with parents about the level of satisfaction with the school strong themes emerged such as;

- the strong kindergarten transition program from preschool to school and the focus on links with the preschool.
- the introduction of the “Class Dojo” app to give feedback about positive student achievements and the “Skoolbag” app to streamline communication across the school.
- the community feel of the school and approachable, dedicated staff.

Staff identified two significant areas of satisfaction. These were;

- the collegial nature of the staff as a team.
- improved learning outcomes in the area of technology during 2014, particularly with the use of iPads to further develop literacy and numeracy skills.

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 directions for Lismore South Public School for 2015-17 include;

- UNITY: Connect with public schools in the Lismore area, working collaboratively across our school and with other schools to meet student needs.
- QUALITY: Leading teaching and learning through quality educational teaching practices.
- SUCCESS: Ensuring success for our students as learners, leaders and citizens

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.

Nickie Bartlett, Principal
Justine Coyle, Assistant Principal
Jo-Anne Wright, Assistant Principal
Chris Steel, P and C President

School contact information

Lismore South Public School
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Ph: 02 66213433
Fax: 6622 2797
Email: lismoresth-p.school@det.nsw.edu.au
School Code: 2409

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: