From the Principal’s Desk

Two weeks ago I spoke about what fantastic things our students are achieving outside of the school. This week I’d like to concentrate on what’s happening inside the school. We had a very successful cross country run for students from Kindergarten through to Year 12. It was a terrific day and students participated well and had at a fantastic time.

Every morning we have some dedicated people who run a breakfast club. Breakfast club is available to all students, sometimes families run late and the children leave home and when they arrive at school they’re hungry, sometimes our students travel long distances and after a long bus ride they come to school hungry. We know the students learn better and behave better when they are not hungry. For this reason we provide breakfast for students every morning. We have toast with a selection of toppings, some milk and cereal and in cool weather hot Milo sometimes. We have special meals such as eggs or baked beans or spaghetti when those foods are available. The breakfast club could not operate without the support of the Red Cross, local businesses such as Khans Supermarket or our Lightning Ridge Food for Families Program. Thanks to those organisations and all others who support our students through breakfast club which is managed in our school by Yvonne Woodcock.

I know that some students who are hungry don’t attend breakfast club. I’d like to invite them to come along and try breakfast club to find out if it suits them. It’s a great quiet place to sit and have a meal before your busy day starts.

Sometimes students come to school without their lunch or recess. Breakfast club is available in the morning but we also have food available, especially for primary students, from either Mrs Lehman or Mr Frail who have some food from breakfast club, bread and some jam and they can make a student a sandwich if they are hungry and a student needs an emergency lunch. Of course we don’t expect students to take up this offer very often only when it’s absolutely necessary.

We had a terrific Mother’s Day luncheon organised by Dayle Murray and her incredible team of energetic workers. About 54 people were lucky enough to have a wonderful meal and a good time in our School Hall. It was a fantastic day for the mothers and children involved and all proceeds will benefit students attending Moorambilla choir later in the year.

2015 School Newsletter now available online, check out our website on www.lightningr-c.schools.nsw.edu.au
It was a big week for cooking because on Saturday our students who are heading to Nepal next year prepared breakfast for about 60 enthusiasts participating in the Cruisin’ Along Trek. This group raises money each year to support Cancer research. Passing through Lightning Ridge, they were more than happy to support our students and were very impressed with the intelligent active and community minded young people that they met. All money raised from the breakfast will be used to support the students who will be travelling to Nepal next year to teach English in a Nepali school.

Our new schools plan has been approved by a director and is now available for publication. I have included a copy in this newsletter and it is also available from our schools website. I’d like to thank all those people who gave ideas and comments and who participated in surveys. Their input was very valuable and has helped shape the future direction of our school. While we have a school plan in place it will be regularly reviewed and if necessary improved to ensure that our school is developing in the best way to support all students.

One day last week I set aside some time to go to a classroom to support the learning of students because I knew some students in the class had been disrupting the learning of others. When I arrived there I was very happy to see an entire class full of young people learning, engaging with their education and having a great time. I decided to go to other classrooms to offer my support where students might need some help or were distracting others who are trying to work. I walked around the entire school and could not find a classroom where every student was not actively engaged and enjoying their learning.

That is how a school should be!

Congratulations Cameron Summers for being selected at the Brothers In Union Camp to Tour New Zealand as part of the Lloyd McDermott Rugby Development Team.

Well Done Cameron we are very proud of you!

Our very own Opal Trumper, Kyhnan Samuelsson & Dorian Abel singing at Parliament House, Canberra last weekend and at the Canberra International Music Festival. Thank you Moorambilla Voices & Michelle Leonard for giving our students an amazing opportunity. People around the world have heard them sing at the Canberra International Music Festival, Wow that is awesome!
Hello,

This is my first newsletter to you. I have been on LSL and travelled to Italy. I learned so much, but we all must start from our own knowledge and build on it. Learning should never stop! I delighted in sharing my travel experience with students and showing them where Italy was in the world. I was asked by a student if I had gone to Tasmania for the weekend. On reflecting Tasmania is across the sea and a holiday can perhaps be a weekend trip. This student now knows so much more from a conversation with me and I have an understanding of how students interpret the word ‘overseas.’ If you can gain an understanding of where someone is coming from through conversations, questions and clarification then the communication process is so much better. Don’t ask me about my experiences of ordering meals in restaurants; where the language of the waiters was only Italian and the menu was only written in Italian! I ordered some interesting meals involving beans...not necessarily what I thought I would be getting!

Anyway enough of my travels! Mr Michael Britts took my Library/RFF classes and did a great job. He also enjoyed the tasks I suggested so that was a bonus. It is so good when you can leave home/school and know that your work still gets done. Thanks Michael and KerrieAnne for keeping the library happening.

All K-6 students have been given an opportunity to join in the LRCS Reading Challenge this term. Ask your child if they have a green recording sheet from the library and if they do not there are more available in the library. It’s a simple challenge: read ten books, record the books on your recording sheet, have it signed and return the sheet to the library. Last term we had fifty four students complete the challenge. I am hoping this number will be surpassed.

This term we will have a visiting author. Oliver Phommavanh started his career as a stand up comedian but now is a published author and also delights in turning school students onto reading and writing. I have invited Oliver to our school after seeing him at a library conference last year. K-6 classes will have lessons which involve learning about Oliver Phommavanh and reading some of his fiction stories. We have already had a few laughs in Stage 3.

The library turtle draw winners have been:

**Week 1**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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</thead>
<tbody>
<tr>
<td>ES1</td>
<td>ES1M</td>
<td>S2/3MA</td>
</tr>
<tr>
<td>Lily Kelaher</td>
<td>(Canteen Voucher)</td>
<td>(Magazine Voucher)</td>
</tr>
<tr>
<td>Ellie Gough</td>
<td>S1S</td>
<td>Skye Macpherson</td>
</tr>
<tr>
<td>Kiara Barrett</td>
<td>S2C</td>
<td>S2/3MA</td>
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<tr>
<td>S1S</td>
<td>(Magazine Voucher)</td>
<td>(Magazine Voucher)</td>
</tr>
<tr>
<td>S2C</td>
<td>(Book: Partytime)</td>
<td>(Book: Grow it, Eat it)</td>
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**Week 2**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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</thead>
<tbody>
<tr>
<td>ES1</td>
<td>ES1G</td>
<td>S2/3MA</td>
</tr>
<tr>
<td>Bernadette Troutman</td>
<td>(Magazine Voucher)</td>
<td>(Book: Grow it, Eat it)</td>
</tr>
<tr>
<td>Phoebe Taylor</td>
<td>S1W</td>
<td>Jack Barrett</td>
</tr>
<tr>
<td>Ayden Flick</td>
<td>S2C</td>
<td>S2/3MA</td>
</tr>
<tr>
<td>S1W</td>
<td>(Magazine Voucher)</td>
<td>(Canteen Voucher)</td>
</tr>
<tr>
<td>S2C</td>
<td>(Canteen Voucher)</td>
<td>(Book: Grow it, Eat it)</td>
</tr>
</tbody>
</table>

Congratulations to these students and also to those who have already completed the reading of ten books for the LRCS Reading Challenge. Great start to Term 2! Best wishes for the rest of Term 2. Know that you are always welcome in the library and I am happy to discuss any library queries you may have.

Penny Fahey Teacher-Librarian
Primary Student of the Week
Week 3 S1S
Layla Dench

Layla has received this award for always showing a mature attitude towards her learning. She takes pride in her work and consistently follows the school 'Turtle Rules'.

Congratulations Layla, keep up the great work!

Primary Student of the Week
Week 4 ES1G
Lily Kaluski

Lily has been awarded Student of the Week as she produces quality work and always tries her best. She is a great role model for other students.

Keep up the great work!
Primary Student of the Week
Week 4 S3M
Chloe Brain

Chloe has been selected as Student of the Week for always following school rules and showing respect towards others.

Congratulations Chloe!

Secondary Student of the Week
Week 3 Year 9
Luke Clauss

Luke has shown commitment to his studies this year. He takes initiative and actively tries to participate in class by being involved in class discussions and completing quality work.

Well done Luke!
Stage 6 Construction students have been busy building a Cubby House. They have been learning about bearers, joists, laying of flooring sheets. They have read plans and built stud walls to with allowance’s for the installation of windows and doors. The Cubby is fully insulated and will be clad in 230mm Hardie Plank.
# YEARLY EXAMS 7-10 HELD IN THE GYM & Q18

<table>
<thead>
<tr>
<th></th>
<th>TUESDAY 26th May</th>
<th>WEDNESDAY 27th May</th>
<th>THURSDAY 28th May</th>
<th>FRIDAY 29th May</th>
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<tr>
<td>1</td>
<td>9:00-10:00</td>
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<tr>
<td>2</td>
<td>9:50-11:00</td>
<td>NORMAL CLASSES</td>
<td>SCIENCE 7-10</td>
<td>MATHS 7-10</td>
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<td>NORMAL CLASSES</td>
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<td>CATCH UP EXAMS</td>
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<tr>
<td>3</td>
<td>11:30-12:20</td>
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<tr>
<td>4</td>
<td>12:20-1:30</td>
<td>ENGLISH 7-10</td>
<td>9/10 Wood work</td>
<td>Geography 7-10</td>
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<td></td>
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<td>Students only</td>
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<tr>
<td>5</td>
<td>2:00-3:00</td>
<td></td>
<td></td>
<td>NORMAL CLASSES</td>
</tr>
</tbody>
</table>

- **TUESDAY 26th May**: NORMAL CLASSES
- **WEDNESDAY 27th May**: SCIENCE 7-10
- **THURSDAY 28th May**: MATHS 7-10
- **FRIDAY 29th May**: NORMAL CLASSES

All students will require a calculator & ruler for the Mathematics Exam.

- **RECESS**: 11:30-12:20
- **LUNCH**: 2:00-3:00

**Notes**:

- Students should bring their own calculators and rulers for the Mathematics Exam.
- Students can catch up on missed exams during the CATCH UP EXAMS.
- During 9/10 Wood Work, students are required to work independently.
Year 7 Mandatory Technology—Textiles

This term the second half of Year 7 are completing Textiles. In Week 1 they tie-dyed calico strips ready to iron and sew them into door snakes to keep out dust and breezes. They are also making plastic bag holders and the photo at the right shows some of the group painting their material with fabric paint in a design of their choice.

The following students who completed Textiles in Term 1 entered their work in the Walgett Show – Toby Brenton, Maliek Cobb, Nathan English, Cassidy Finne, Keith Jeffery, Anton Kennedy, Natasha Kotru, Jack Loiterton, Jake Manning, Chelcilee Skuthorpe and Opal Trumper. Pictured left are the snakes packed up ready to leave. We also included some of their plastic bag holders. We are hoping for similar successful results as last year.

Stage 5 Child Studies

Term 1 saw the Child Studies class complete a unit of work called “What to Expect When You Are Expecting”. This covered all the financial, social, emotional and physical changes that a woman undergoes during pregnancy. They also studied the Impact that having a baby has on the rest of the family. The girls have been particularly fortunate to have Necia Benjamin give up her valuable time to talk them through her current pregnancy and this has given them a personal side to their studies.

This term the unit of “Oh Baby, Baby” looks at labour, birth and newborn care. To give the girls a realistic experience Karnie Walford from Medicare local has lent the class a pregnancy simulation suit that each student wears for the day. The class has weighted the suit to represent a pregnancy at 38 weeks and most of the girls (and Mrs Adamthwaite) that have worn it so far really felt exhausted by the end of the day. We are so fortunate to have the support of such wonderful people and organisations in Lightning Ridge that are enabling our students to learn in other ways beside notes and research. Pictured above are Penny Loiterton in the suit surrounded by some of her class mates and Necia Benjamin working with the class.
2015 Athletics Carnivals!

Please come along to support your children!

Tuesday 19th May: K-2 Carnival
9:45am - 3pm

Wednesday 20th May: Secondary Carnival
9am-3pm

Thursday 21st May: Primary Carnival
9am - 3pm

There will be a fundraising BBQ for each day of the carnivals so please bring money to support this.
Lightning Ridge Central School Mother’s Day Luncheon

Quality work in Kindergarten

Science experiment in S3D
Questacon Science Circus is coming to Lightning Ridge Central School

A whole hour of marvels and wonderment.

On MONDAY 1st JUNE

Year 7 – 10 at 9 am
Stage 3 at 10 am
Stage 2 at 11.30
Stage 1 at 12.30

Cost $5 per student.

Everyone gets to attend.

Watch out for a permission note in a schoolbag near you!
Wear your Pyjama’s to School and Work on Friday June 5th

All proceeds go to G.I.F.T to help raise money for students travelling to Nepal in April 2016
Lightning Ridge Central School Acknowledgement of “Madja yaadha”

An assembly will be held on Tuesday 26th May at 11:30 in the senior quad.

All community members are invited to attend.

A morning tea will be held following the assembly.
AT LAST... A GREAT REASON TO GET
SENT TO THE PRINCIPAL'S OFFICE

JUNE 3 2015

STUDENT
PRINCIPAL
FOR A DAY

Register your school to participate in Student Principal for a Day

Supported by

Principals
Australia
Institute
Learning. Leading.

- Hands on leadership experience for primary and secondary students
- Online resource kit for participating schools
- Certificate, workbook & sp4d gift for student principals

Register now at sp4d.edu.au
Further information sp4d@pal.edu.au
YEAR 12 Mother’s Day Cakes
GIFT
Growing Independence For Tomorrow

GREAT PRIZES

Tables of 10

Tickets $10 Per Person

TRIVIA Night

Saturday May 30th from 7pm
Lightning Ridge Bowling Club

All proceeds go to Nepal Earthquake Victims

Tickets at LRCS, Club or at the Door
Lightning Ridge Redbacks

HOME GAMES

Sunday 17\textsuperscript{th} May 2015

14s, 17s, A Grade

Starting with 14s at 12pm

Canteen will be available

Gate entry $5

Come down and enjoy a day of football.

Support your hometown teams.
Did you know a **speech pathologist** regularly visits your school?

Far West NSW Medicare Local Speech Pathologist, Lisa Newnham will be at Lightning Ridge Central School in Term 2, 2015 on:

- Thursday 30th April – Week 2
- Thursday 14th May – Week 4
- Thursday 28th May – Week 6
- Thursday 11th June – Week 8
- Thursday 25th June – Week 10

You can contact the speech pathologist on 02 6829 1800 or talk to your schools Learning and Support Teacher.

**Why is communication important?**

Communication is essential for letting someone know what you want or need, building friendships, learning, literacy, numeracy and being involved in all daily activities at home, school or in the community.

A speech pathologist can help someone communicate using speech, sign, symbols, gesture, reading and writing.

**What is Speech Pathology?**

Speech Pathology can assess, diagnose, treat and manage difficulties with communication and swallowing.

**Speech Pathologists can help with:**

- **Speech** – making the sounds that are used to make up words.
- **Using language** – using a range of words, forming complete sentences and telling a story in order.
- **Understanding language** – being able to follow instructions, answer questions and understand any information.
- **Fluency** – stuttering or speaking smoothly.
- **Social skills** – being able to play and talk with others.
- **Voice** – using voice that is age and gender appropriate.
- **Feeding** – being able to taste and swallow a range of flavours and textures.
Lightning Ridge Disability Information, Referral and Intake Day

Brought to you by the Family and Community Services and National Disability Services

Date: 21 May 2015, 2:00pm – 4:00pm
22 May 2015, 9:00am – 12:00pm
Venue: Lightning Ridge Child and Family Centre – Lot 95 Pandora Street

Family and Community Services – Ageing, Disability and Home Care and National Disability Services invite people with disabilities, carers, families and community to an information, referral and intake day.

What can you expect?

ASSESSMENTS
INTAKE FOR NEW CLIENTS
REFERRALS TO SERVICES
INFORMATION FOR NEW CLIENTS
GENERAL INFORMATION

Please contact Ray Peckham if you have any enquiries on 0458 040 951 or ray.peckham@nds.org.au.
Save the Date
NAIDOC Week
Careers Expo
Wednesday 24th June
11am to 2pm
Secondary Cola
All Community Welcome
Watch this space for more details next issue

Uniform Shop
opening hours
The Uniform Shop is open
8:30-9:30 am
Mondays & Thursdays only

Limited availability
INVITATION TO ALL VOLUNTEERS
Acknowledging and celebrating our Volunteers

GIVE HAPPY LIVE HAPPY
NATIONAL VOLUNTEER WEEK 11-17 MAY 2015

VOLUNTEERS PICNIC DAY

Saturday May 16, 2015
Lions Park 11.00am to 2.30pm
Free Induction Kit and Volunteer Handbook,
Update on Work Health and Safety
Sharing of stories and experiences in volunteering
BBQ Lunch, Tea, Coffee and cakes

For more information call
6829 4027 or 0428 862 738

This alcohol free event is organised by
The Ridge Community Resource Centre and
is sponsored by the Walgett Shire Council

Supported by Volunteers, Local Service Providers and Community Organisations
As the winter months are starting to set in a couple of (warmer) items have been added to the Canteen Menu for Term 2, also a few price increases over the last couple of weeks, please find price increases and new items listed below: (also included in New Menu for Term 2, 2015)

Price increases:
- Milks 300ml price rise from Monday 4th May, - $2.60ea
- Juices 350ml - $2.50ea
- U.F.O’S - $1.60ea
- Bacon & Cheese rolls - $1.60ea

New items on Menu:
- Chicken or Beef & Gravy Rolls - $4.50ea
- Zombie Monsters Cheese flavoured snacks - $1.00ea
- Tomato & Cheese melts - $2.40ea
- Ham cheese & tomato melts - $2.60ea

Please find Menu for Term 2, 2015 attached.

The Canteen follows the Fresh Tastes guidelines, set out by the Canteen Association, 2 RED days are allowed each Term (confectionary items etc.), most of the Menu is made up of GREEN or AMBER. The Canteen tries to cater for all tastes.

Please note that all profits made by the canteen go to the P&C for the students.

The usual sandwiches, rolls, wraps and small and large salad boxes are available all year round. Please pre order salad boxes, some sandwiches, rolls, and wraps are ready made to sell over the counter, ordering is still the best way of getting exactly what you want for recess or lunch.

CANTEEN RULES

MORNINGS: CANTEEN OPENED FOR ORDERS AND TO BUY DRINKS ONLY – 8.30am – 8.40am
- Year 5 & 6 and High school only allowed to buy drinks in the mornings during the above times!
- Parents can order until 9.30am for students. Canteen screen will be closed from 9.30am until Recess.
- Kindy to Stage 2 (Red shirts) all orders can be placed in canteen baskets (menu and bags available in each stages baskets) and sent around to canteen for Recess and Lunch orders.
- When ordering students Recess and Lunches please put R or L on separate bags with students name and class and items to be ordered. Any icecreams ordered for lunch will be put in separate bag with students name on bag and sent with lunch orders, change will be sticky taped to bag.
- Year 5 & 6 to year 12 students can buy over the counter at recess and lunch.
- Icecreams are sold or ordered at lunch only.
- Please note that the Canteen will close 5 min before bell time. Roller doors will be closed. Students will not be served outside of Recess & Lunch times.
- Over the counter hot foods and snacks always available and an assortment of sandwiches and rolls also available, Beefburgers and Chicken Burgers.
- Wraps, salad boxes please pre-order these items always best to order as you get what you want!

Thankyou,
Susan Chapman
# Canteen Menu Term 2 2015

<table>
<thead>
<tr>
<th>Snacks (Recess &amp; Lunch)</th>
<th>Sandwiches (Rolls Extra 20c)</th>
<th>Hot Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zombie Monsters cheese flavoured pkt $1.00</td>
<td>Cheese $2.40</td>
<td>Sausage rolls (lite pastry) $3.00</td>
</tr>
<tr>
<td>Banana toastie $2.50</td>
<td>Cheese salad $3.60</td>
<td>Travellers pies $3.30</td>
</tr>
<tr>
<td>J'J'S chick/pizza/burger/s&amp;v pkt $1.00</td>
<td>Cheese &amp; tomato $3.00</td>
<td>Party pies lite $0.90</td>
</tr>
<tr>
<td>Grain waves sour crème $1.20</td>
<td>Ham cheese tomato $3.60</td>
<td>Chilli tenders $1.50</td>
</tr>
<tr>
<td>Go cookies choc chip lite/Anzac bisc $0.80</td>
<td>Ham or chicken salad $3.80</td>
<td>Garlic bread $1.20</td>
</tr>
<tr>
<td>Snack pacs choc /vanilla 140gm $1.50</td>
<td>Ham $3.00</td>
<td></td>
</tr>
<tr>
<td>Yoplait yogurts vanilla/strawberry 175gm $2.00</td>
<td>chicken $3.00</td>
<td>UFO 1/2 roll cheese &amp; tom sauce $1.60</td>
</tr>
<tr>
<td>Cheese sticks $1.00</td>
<td>Ham &amp; cheese $3.40</td>
<td>Chicken strips per bag (6) $2.80</td>
</tr>
<tr>
<td>Lite sara lee muffins choc $1.90</td>
<td>Chicken lettuce mayo $3.50</td>
<td>Chicken wedges (4) $2.80</td>
</tr>
<tr>
<td>Popcorn $1.00</td>
<td>Egg lettuce mayo $3.40</td>
<td>Lasagne $3.80</td>
</tr>
<tr>
<td>Fun buns (plain or cinnamon) $1.90</td>
<td>Egg/curried egg $3.20</td>
<td>Macaroni cheese $3.80</td>
</tr>
<tr>
<td>Bacon &amp; cheese rolls $1.60</td>
<td>Tuna lettuce mayo $3.50</td>
<td>Pizza pocket $2.80</td>
</tr>
<tr>
<td>Mamee lone star Cheese snacks pkt $1.00</td>
<td>Vegemite $2.20</td>
<td>Pizzas Ham &amp; pineapple $3.00</td>
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<tr>
<td>Mamee noodles chicken or BBQ pkt $0.80</td>
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<td>Pizzas Supreme $3.00</td>
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<tr>
<td>Fresh fruit banana/apples/oranges ($1.00 - $1.30)</td>
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<tr>
<td>Fruit salad / peaches cups $1.30</td>
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<tr>
<td>DRINKS</td>
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<tr>
<td>Spring Water 600ml $2.00</td>
<td>Salad wraps $4.80</td>
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<tr>
<td>Quench 10% juice blue/cola/pine lime/orange $0.60</td>
<td>Chicken /Ham salad $5.50</td>
<td>Potato bake $3.80</td>
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<tr>
<td>Apple raspberry $2.30</td>
<td>Chicken lettuce mayo $4.60</td>
<td>Beef or Chicken noodles $1.80</td>
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<tr>
<td>350ml Orange/apple/tropical juice $2.50</td>
<td>Tuna lettuce mayo $4.60</td>
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<tr>
<td>Poppers apple/orange/tropical $1.80</td>
<td>Tuna salad $5.50</td>
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</tr>
<tr>
<td>Classic 300ml choc/iced coffee/strawb milks $2.60</td>
<td>Salad $4.00</td>
<td>Cheese &amp; ham &amp; tomato melt 1/2 roll $2.60</td>
</tr>
<tr>
<td>Big M choc/strawb lite ctn milks 250ml $2.00</td>
<td>Chicken/ham/egg/tuna all salad box $6.00</td>
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<tr>
<td>Nippys reduced fat choc/strawb/honeycomb $2.40</td>
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<tr>
<td>Iced coffee 375ml</td>
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<tr>
<td>LOL’s Tropical/blackcurrent/Razzbri $2.50</td>
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<tr>
<td>Plain ctn milks 300ml $2.00</td>
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<table>
<thead>
<tr>
<th>Icecreams Lunch Only</th>
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<tbody>
<tr>
<td>Icy poles lemonade/raspberry $1.20</td>
<td>Cheese &amp; ham $3.40</td>
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<tr>
<td>Fandangles caramel p/corn/choc/fairy floss $1.50</td>
<td>Ham cheese tomato $3.60</td>
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<tr>
<td>Chocolate dixie cups/vanilla $1.00</td>
<td>Ham cheese pineapple $3.70</td>
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<tr>
<td>Ka blueys blue/red/lemon fizz $0.50</td>
<td>Cheese $2.60</td>
<td></td>
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<tr>
<td>Frozen yogurts strawberry/mango $2.00</td>
<td>Chicken avo cheese $3.70</td>
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<tr>
<td>Frozen moosies Blue/Choc/Strawb. $1.20</td>
<td>Chicken &amp; cheese $3.50</td>
<td></td>
</tr>
<tr>
<td>Bananarama/choc /real caramel icecream $1.50</td>
<td>Cheese &amp; tomato $3.00</td>
<td></td>
</tr>
<tr>
<td>Fruity ice pops $0.60</td>
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</tr>
</tbody>
</table>

**Salad Boxes incl. (lettuce/tomato/cucumber/carrot/beet/cheese) all profits made by Canteen go to the P&C for the students. Please note that Canteen closes for orders by 9.30AM!**
School plan 2015 – 2017

Lightning Ridge Central School 2395
School background 2015 - 2017

School vision statement
At Lightning Ridge Central School, we create positive, safe and respectful learning environments that engage students in quality lessons, celebrate success and promote lifelong learning.

School context
Lightning Ridge Central School is in the north-east corner of the Western NSW Region. It is 350 km from the Dubbo Office. The school is in a unique opal mining location, with a population drawn from all over the world. The school uses its unique environment as a feature in many of its learning activities and studies.

Lightning Ridge Central School with in excess of 400 students. The school has excellent facilities, which include well-maintained classrooms in pleasant, green surroundings. The school has a superb library, high levels of technology for student learning, including all classrooms fitted with interactive whiteboards. The school plays a significant role in its community, aiming to be an inclusive community facility, used and respected by the whole community.

The learning environment is vibrant, energetic and caring. The members of the teaching staff are leaders in the use of the Quality Teaching framework as well as the implementation of the EAAS strategy. There is a strong support staff focused on the needs of the students.

There is a positive parent body, working closely with the school in achieving the shared goals of the school and community.

A significant proportion of the school’s students (approximately 44%) identify as Aboriginal or Torres Strait islanders.

Lightning Ridge Central School is developing alliances with Goondiwindi Central School and Collarenebri Central School to enhance the educational and social opportunities of all staff and students across these schools.

School planning process
Our school vision was created in 2013 after extensive consultation with staff, students and the community this was a process led by our PBL team.

The school planning process began with consultation with parents invited to attend meetings to talk about the future of their students and their expectations of their children’s education. After discussion a series of questions were asked including what do you want your child to be like at the conclusion of year 12. The parent groups decided that as well as a successful HSC they wanted their children to enjoy learning, to continue learning after school, to be happy and to be community minded. Two such meetings were held and the results were almost identical. This informed executive discussion around planning goals and strategic directions. During the year discussions were held with P&C, AE&G students and staff about the directions our school should take into the future. Students and parents were given the opportunity to complete the Count Me in surveys and staff the Tell Them From Me survey at the end of 2014. In term one 2015 parents and students had the opportunity to complete the Tell Them From Me survey. Extensive discussion have been and has been held with the school executive and feedback sought from faculties and stages to ensure that the original goals of the plan are still evident within the evolving plan.

This consultation informed the completion of the 5 Ps portion of the plan and upon the completion of the plan the whole document was returned to the Aboriginal Education Consultative Committee, and Parents & Citizen’s Association as well as staff for endorsement.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Student Learning

**Purpose:**
We will develop quality learning in an environment which has high expectations, focuses on maximising potential of both staff and students having community connections/engagement/citizens as the end result.

**STRATEGIC DIRECTION 2**
Culture of Engagement

**Purpose:**
Students will become engaged, lifelong learners and valued citizens in a supportive community. Educational professionals and community members will work cooperatively to support this.

**STRATEGIC DIRECTION 3**
Learning Leadership

**Purpose:**
We will build the capacity and leadership potential of staff, students and community members. This will be within a culture of continual improvement, focusing on high quality educational outcomes.
### Strategic Direction 1: Student Learning

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

We will develop quality learning in an environment which has high expectations, focuses on maximising potential of both staff and students having a community of engaged, connected citizens as the end result.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**

Students understand how assessment guides learning, and are able to work at an appropriate level, independently and collaboratively.

**Staff:**

Will develop their capacity to design and deliver high quality educational programs through a series of guided professional learning activities.

Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.

**Parents/Carers:**

A series of Parent workshops provide the opportunity for parents to develop a clear understanding of the role of assessment and differentiation, what their students have achieved and how they can help their students to progress.

**Community Partners:**

Work collaboratively with staff and students to make real life connections to learning occurring in class.

**Leaders:**

Develop leadership skills and strategies and guide teams to prepare others to take on leadership roles within the school and community.

#### Processes

**How do we do it and how will we know?**

Upskilling of staff on the development of evidence based teaching and learning opportunities for students.

- Identify successful ex students and community members who can, through an effective communication strategy, articulate to students how education has made them successful.
- Professional learning involving the QTF, quality assessment and analysis of data leading to focussed delivery and student understanding.
- A policy on programming will be developed which incorporates differentiation, format, timeframe, and assessment schedules support, mechanisms and technology. Staff shares their skills, knowledge and expertise in the delivery of innovative educational programs.
- Identify and Provide opportunities for staff to investigate, develop and lead innovative curriculum practices across the school.

#### Evaluation Plan

Identifying baseline data, sources of data collection strategies and the analysis of collected data to measure progress towards goals.

#### Products and Practices

**What is achieved and how do we measure?**

**Product:**

- A culture of understanding of the importance of education embedded in school and community.
- Staff will be skilled in identifying and planning for individual literacy and numeracy needs by developing and implementing personalised learning plans.
- Teaching and learning programs will follow a format which is easily Accessible to all staff.

**Practice:**

- School organisation highlight identifies ongoing opportunities for the impact of lifelong learning.
- All planning and reporting on student learning is based on evidence obtained from multiple sources including internal data, diagnostic testing, assessment results, SMART & NAPLAN data.
- All teaching and learning programs and resources will be centrally located for ease of access and continuity.

**Practice:**

- Regular consultation and celebration of success appropriate, functional learning technology embedded within teaching programs.
# Strategic Direction 2: Culture of Engagement

## Purpose

*Why do we need this particular strategic direction and why is it important?*

Develop students who are engaged, lifelong learners, surrounded by capable, dedicated, caring professionals and community members.

## Improvement Measures

- 5% improvement in attendance for identified students.
- Increase in number of students achieving higher levels in the school's Discipline & Welfare level system.
- Increase in student participation in extracurricular activities.

## People

**Students:** Students feel safe and engaged at school and value learning.

**Staff:** Have the knowledge, skills and expertise to develop and monitor high quality educational programs which have a quantifiable impact on student achievement. Attendance officer to monitor attendance and work with families and students.

**Parents/Carers:** Are actively involved in the life of the school and participate in decision making forums.

**Community Partners:** Work collaboratively with staff and students to provide opportunities to enhance learning outcomes for students in real life situations.

**Leaders:** Set a vision for the school community by collaborating with outside agencies and other schools to develop a culture of inclusion and high expectations.

## Processes

**How do we do it and how will we know?**

- Collaboration with community organisations to ascertain their availability and capacity to present to students on the importance of their roles and the contribution students could make.
- Executive identify appropriate opportunities for parental input into school teams and events.
- Research and implement a revised school attendance policy developed.
- Attendance officer employed to monitor and implement school attendance policy employed.
- Research and implement effective systems for acknowledging positive engagement.
- Consultation with community groups to determine the most effective communication strategies.

## Products and Practices

**What is achieved and how do we measure?**

**Product:**

- Growth in student involvement in community organisation both during and post school. Measured by:
  - 5% improvement in attendance for identified students.

**Practice:**

- 10% of students achieve Gold and Opal level in the school's PBL rewards system.
- Increase the number of attendees at community events and cultural, social and sporting events.

**Practice:**

- An effective and inclusive school calendar or publicity device identified to publicise school events for community, organisations, individuals etc.
- School values and rules are reinforced continuously and consistently and PBL is used to set school priorities.

**Practice:**

- School attendance policy embedded in school organisational practices.
- Develop and embed whole school systems to acknowledge and reward positive engagement.
- Inform community members, parents/carers through a variety of effective multimedia formats and by releasing draft agendas to encourage greater attendance.

## Evaluation Plan

Team 2 to develop evaluation strategy by identifying baseline data, sources of data collection strategies and the analysis of collected data to measure progress towards goals.
Strategic Direction 3: Learning Leadership

Purpose
Why do we need this particular strategic direction and why is it important?

We will build the capacity and leadership potential of staff, students and community members. This will be within a culture of continual improvement, focusing on high quality educational outcomes.

- 50% of students will apply for leadership roles.
- All staff will identify at least 1 leadership goal and have achieved their goal.
- 10% increase in participation of Parents/community members actively involved in school decision making.

People
How do we develop the capabilities of our people to bring about transformation?

Students: Students will understand the importance of leadership and will improve their confidence and skill through experience and modelling of good practice.

Staff: Staff will develop the capacity to identify leadership pathways and the skills needed for success.

Parents/Carers: Parents observe, and have articulated to them the importance of collaborative leadership.

Community Partners: Will work with the school to model, train and give opportunities for leadership for staff and parents within their organisations as well as within school.

Leaders: Leaders will work collaboratively with aspiring leaders to develop skills and strategies through coaching, modelling, shadowing and training to develop potential leaders and institute succession planning within the school and the community.

Processes
How do we do it and how will we know?

- All staff will set leadership goals and develop a plan to achieve their goals in consultation with executive.
- Executive members investigate opportunities, identify participants and lead a process of skill development and practice for all staff. Identified staff provided with the opportunity, and support, to lead curriculum development initiatives.
- Investigation of successful student leadership programs undertaken in similar settings and Contextually appropriate student leadership programs implemented.
- Community members identified and invited to participate in programs and actively involve themselves in leadership and decision making within the school.
- A program of leadership training and development from kindergarten through to year 12.

Evaluation Plan
Team 3 to develop evaluation strategy by identifying baseline data, sources of data collection strategies and the analysis of collected data to measure progress towards goals. Data may include the percentage of students applying for leadership roles within the

Products and Practices
What is achieved and how do we measure?

- 50% of students will apply for leadership roles. Staff demonstrate a capacity for leadership through taking on leadership roles within the school and community.
- Increased participation of community members actively involved in school leadership and decision making.

Product:
- Students who are confident, and have skills to lead groups within the school and the community
- Staff who are ready to take on leadership roles in other schools should the opportunity for promotion arise.
- Staff lead curriculum initiatives within the school and community.
- Community members who have enhanced leadership skills and ability who are willing and capable of passing those skills on to students and other community members.

Practice:
- Staff understanding, awareness and opportunities to participate in external mentoring programs becomes part of school organisation.
- Investigation of opportunities to encourage student leadership within the school and the community.
LRCS Athletics Carnival

Various stages of the school, the opportunities for community leaders to engage with the school and the number of times community leaders accept those opportunities and the number of staff within the school successfully applying for leadership positions.

Continuous leadership development from Kindergarten through to Year 12
22 June to 26 June 2015

Aboriginal and Torres Strait Islander peoples’ unique and timeless connection to land is the special focus and theme of this year’s National NAIDOC Week celebrations.

The theme – *We all Stand on Sacred Ground: Learn, Respect and Celebrate* – highlights Aboriginal and Torres Strait Islander peoples’ strong spiritual and cultural connection to land and sea.

The National NAIDOC Committee encourages all Australians, young and old, to embrace the 2015 National NAIDOC theme and to respect and celebrate local and national sites of significance or ‘sacred places’ and to learn of their traditional names, history and stories. For Aboriginal and Torres Strait Islander peoples, a sacred place could be a geographic feature like a river or lake, a beach, bays, inlets, hills or mountain ranges. They could also be ceremonial grounds, galleries of rock art or engravings, or places used for gathering for cultural practices.

As the oldest continuing culture on the planet, the living culture of Aboriginal and Torres Strait Islander peoples is intrinsically linked with these sacred places. Long before European arrival, these places had traditional names that reflect the timeless relationship between the people and the land. Often they are connected with Dreaming stories or tell of the meaning of an area.

National NAIDOC Committee co-chairs Anne Martin and Benjamin Mitchell said this year’s theme is an opportunity to pay our respects to country, acknowledge those who work tirelessly on preserving land, sea and culture and to celebrate our many sacred and significant places. Benjamin said that these places have been of important significance for Aboriginal and Torres Strait Islander people for tens of thousands of years.

“Lots of places in your local region, your town or your city have traditional names and dreaming stories and we encourage everyone to learn more about their history, their meaning and the extraordinary relationship they have to the traditional custodians.”

Anne points out that this year’s theme was specifically chosen to also highlight and celebrate a significant anniversary of one of Australia’s most iconic sacred places – Uluru.

“2015 marks the 30th anniversary of the ‘Handback’ of Uluru to its traditional owners on 26 October 1985 and we wanted to honour and share their story with the nation.”

For more information including entry forms and ideas on how to celebrate, visit [www.naidoc.org.au](http://www.naidoc.org.au)