School context

Lomandra School, established in 1998, caters for in Year 5 to Year 12 with severe challenging behaviours and/or emotional disturbances. This includes six students enrolled in the Sherwood Program, a program for high needs out-of-home-care students.

The students at Lomandra are preparing for life beyond school by taking part in challenging learning experiences that extend practical and academic skills, strengthen emotional intelligence and promote social responsibility.

Principal’s message

For the students and staff of Lomandra School, 2013 was a very busy and very successful year. As this report will show, the students were engaged in some incredible learning experiences, particularly around TAFE, work experience and what we call The Outside Classroom – an approach that gets our students involved in learning outside of the school. In 2013, the most significant of these events was our journey to Papua New Guinea with five students to walk the Kokoda Track. The students were deeply affected by the nine days of walking in the jungle and all completed it successfully.

There was also great learning for many other students with two overnight excursions to Sydney and the annual snow trip – this time with 15 students.

The learning and experiences were immense right across the school, in all classrooms. The other programs that are attached to Lomandra School – the Transition Support Program, the Suspension Centre, the Out-of-Home-Care support role and the team of Assistant Principals Learning Assistance – all had a successful and more settled year.

Our program for students in care, the Sherwood Program, also flourished and, for the first time in its four year history of establishment, it staged an end of year assembly where students were acknowledged for their school work. This event was highly popular amongst the students and their carers!

The achievements of the students stem from their willingness and resilience to learn. But these achievements often start with the commitment, creativity and persistence of the staff – staff able to patiently build respectful connections with students and able to work as a supportive team. In this year’s report I wish to acknowledge their efforts and name them all:

Team 2: Ekaterina, Amelia and Sefo
Team 3: Monica and Darren
Team 4: Rebecca and Matt
Team 5: Leanne and Steve
Team 6: Keith and Gina
Team 7: Shelby and Sikolini
Teams 8/9: Dave, John, Linda and Megan
Sherwood Class: Nicole and Summer
CLO: Audrey
Office: Sharon and Wendy
GA: Moses
Cleaner: Barbara
Assistant Principals: Geordie, Paul and Nicole
Suspension Centre: Ray and Deanne
APLA’S: Julie, Noni and Robyn
Out of Home Care: Kay
Transition: Elizabeth and Jennifer

Their daily contributions to the teaching and learning and functioning of the school, in and beyond it, has been immense. Thankyou!

I certify that the information in this report is the result of an effective school-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.
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.

Mark Smith

Student representative’s message

The Kokoda Experience

“I went to Kokoda this year with school and to sum it up it was really hard most of the time! I got bored with walking but it was the price to pay to experience the stories, artefacts, and museums. The scenery was breathtaking! When walking the track you only experience the tiniest bit of what the soldiers must have felt during the war. The pain and tears they must have felt would break any man and tear him to bits but we stood tall and fought back. That is what you should be thankful for in our country. That all the soldiers fought for us in the war.

Another part of Kokoda was the team building and knowing that when you walk it, you aren’t doing it alone. I slipped a dozen times and someone was there to catch me. I also got to see a different side to the teachers and the principal. It was like you knew them for years outside of school.”

Joshua Dower (Year 10)

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

Our students are nominated for places at Lomandra via a regional selection process and they maintain contact with their home schools during integration each Wednesday.

Our Stage 5 (Years 9 and Year 10) students are supported in achieving their RoSA, undertaking work experience and seeking TAFE or employment opportunities.

Our Stage 6 (Year 11 and Year 12) students undertake in vocational education courses and work experience placements, supervised and supported by staff.

Student attendance profile

Attendance: the real picture

Many students enrolled at Lomandra have extensive histories of poor attendance at their home schools – some students have attendance rates of less that 20%.

The experience for the great majority of our students is that their attendance dramatically improves when they come to Lomandra. For example, 80% of our Stage 3 students and five students in Stage 4/5 have attendance rates of over 90% attendance for 2013.

Management of non-attendance

Each teacher is responsible for the attendance of their students with roll marking conducted daily. Teachers follow up on students who are absent through telephone contact, particularly those where there is a consistent pattern of non-attendance, or if there are consecutive
unexplained absences. This follow up is then documented in the class roll and shared with the executive.

An executive member oversees the rolls on a weekly basis and highlights any concerns which may arise. They also liaise with the HSLO twice per term to discuss any further action required. This process has been enhanced by the introduction of Sentral. All staff receives ongoing professional learning in recording data via Sentral.

**Post-school destinations**

Students at Lomandra, with an average stay of over 2 years, either return to their mainstream schools, transition to other special school settings, move onto TAFE or into employment, according to their own individual transition plans.

**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>2</td>
</tr>
<tr>
<td>Assistant Principal Sherwood</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Suspension Centre</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal Learning and Support</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Support Teachers Transition</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Out of Home Care</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Release from face to face teaching</td>
<td>0.889</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
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<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>0.422</td>
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<tr>
<td>School Learning Support Officer</td>
<td>10</td>
</tr>
<tr>
<td>Technical Support Officer</td>
<td>0.6</td>
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<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32.272</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Lomandra School employs an SLSO in an Aboriginal designated position.

**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>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100%</td>
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</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>223250.06</td>
</tr>
<tr>
<td>Global funds</td>
<td>147151.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>215953.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15184.15</td>
</tr>
<tr>
<td>Interest</td>
<td>7856.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1585.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>610981.94</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 17033.01   |
| Excursions                | 12834.14   |
| Extracurricular dissections| 18301.10   |
| Library                   | 1163.38    |
| Training & development    | 2831.91    |
| Tied funds                | 22562424.00|
| Casual relief teachers    | 9431.24    |
| Administration & office   | 55194.27   |
| School-operated canteen   | 0.00       |
| Utilities                 | 20347.11   |
| Maintenance               | 29093.72   |
| Trust accounts            | 9759.64    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 401613.76  |
| **Balance carried forward**| 209368.18  |

A full copy of the school’s 2013 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 2013**

Teachers at Lomandra addressed the Numeracy and Literacy needs of its students by integrating these areas across all Key Learning Areas of the curriculum. Staff received professional learning and ongoing support to further develop teaching and learning activities that are relevant, engaging and motivating which was reflected in an increased level of student commitment and learning. Programs for all Lomandra students are
individualised and cater for various learning needs.

Technology played a significant role in developing the students’ comprehension of concepts in Numeracy and Literacy with access to the online programs including Mathletics and Lexia.

**Arts**

Students were given the opportunity to work with a team of artists from Shopfront Theatre for Young People in conjunction with Heaps Decent, a group of young musicians and sound engineers, to produce a multimedia interactive installation. This involved producing a life size board game which was resonant of a ‘choose your own adventure’. In playing the game, students were encouraged to make positive behaviour choices when faced with challenging social scenarios.

![Image of students in the Arts program](image1.jpg)

**Food Technology**

Lomandra’s Food Technology program continues to play an important part of the school’s learning program. In 2013, students were engaged in the preparing and cooking of healthy and nutritious recipes as well as developing skills in working cooperatively as part of a team. Numeracy and literacy are an essential component of the program with numeracy being taught through students demonstrating the measuring of ingredients, duration of cooking times and cooking balanced portions, while literacy is addressed through the writing of procedures, recounts, reports and responses by creating and writing up of recipes and evaluating their meals.

Having a strong relationship with the charity Oz Harvest, Lomandra has benefited also by being involved in cooking programs in which students are invited to participate. This included students cooking with business employees, preparing meals for the homeless.

The continued success of this program has encouraged students to seek further work experience and employment opportunities in the hospitality industry.

**Integration**

Lomandra has a strong supportive relationship with the schools whose students are in shared enrolment. Students are supported by Lomandra staff who regularly liaise with executive and classroom teachers in mainstream schools to provide feedback and applicable strategies. This program caters to student’s individual needs with flexible timetables, selected subjects to allow for success and practical support within the classroom. Mainstream school staff are encouraged to visit Lomandra and its classrooms to further provide a culture of cooperation and mutual support. As well, executive representatives attend Lomandra annually to discuss students’ progress as part of a formal review process.

**Sport**

Lomandra has established close links with local schools by regularly competing in sporting contests with these schools. While encouraging team work students also gain skills in soccer, touch football, softball and swimming, students found this regular event to be rewarding and a highlight of the year.

![Image of students in the Oztag event](image2.jpg)

The year started off with an Oztag Gala Day with Lomandra students competing against Leumeah High School. Further success in inter-school sport has seen Lomandra compete against Verona School in which students participate in a tri-series, engaging in a game of Oztag, Soccer and Softball. These games are hotly contested with staff joining in the games. With the junior students enthusiasm for inter-school sports, Lomandra joined with Briar Road School to compete in District Oztag. After some epic matches, the combined team made the grand final, finishing the day as proud runners up.
Sport was also integrated with other subject areas as it provides staff with opportunities to address several learning outcomes. These included the Sailing with Disabilities program, Surfing and Lifesaving Skills program and Fishing programs.

Each Friday, the entire student body of Lomandra engages in organised school sport. On-site sports include cricket, touch football and softball. Always popular are community based sports days which see students accessing 10 pin bowling, mini golf, flip-out world, ice skating, roller skating and mountain bike riding.

Lomandra’s ski program provided the opportunity for fifteen students to attend a ski trip, staying at Jindabyne Sport and Recreation Centre. Students not only learnt how to ski, but became resilient learners, addressing and managing their behaviour in an environment away from school.

Technology

At Lomandra, technology continues to play an important role for students accessing the curriculum. This year we’ve installed another interactive whiteboard, resulting in 7 IWB altogether. All classes at Lomandra have access to this technology, which has improved engagement and learning opportunities. Staff continue to use Smart Notebook 10 to design and deliver lessons.

24 iPads were introduced in Term 3. Each class has their own set and have been utilising them purposefully in their programs. Examples include; bringing technology into our outdoor education program through Geocaching, and the use of the Taronga Zoo app during lessons leading up to the Sydney overnight excursion which included a trip to Taronga Zoo. Lomandra will continue to use this technology and refine the selection of apps available to ensure optimal learning and behaviour modifications for students.

There are seven desktop computers, each having access to the internet and laser printer. Programs that have been introduced in 2013 include Typing Tutor, Bookworm and ‘Fakebook’. These programs have a strong literacy base, and students have been working independently through these programs to support their individual learning plans and cyber-bullying. This program linked multiple Key Learning Areas and promoted social skills and cooperative learning.

Lomandra continued its use of online learning programs such as Lexia Online Learning for Literacy, Mathletics for Numeracy and Skwirk for Science, History and Geography. This remains a stable initiative across all Stage groups at Lomandra. Minecraft has also become a stable program for students at Lomandra and is linked to multiple Key Learning Areas and promoted social skills and cooperative learning.

This year we have assessed students in Microsoft Word, to ascertain their skill level and development. Currently all students have a basic skills in this program, with the majority working towards intermediate and advanced skills. We hope to have implemented a similar program and assessment for Microsoft PowerPoint and Excel in 2014.

Several students were able to access an ICT Boot Camp at Macquarie University in Term 4. They were able to explore virtual realities and create their own computer games using Kodu software. In 2014, Lomandra Schools hopes to use this software to integrate literacy and information technology in a unique and engaging way, with a particular focus on Years 7-9.
All school staff has been trained in the use of Sentral. It continues to be the administration program of choice. Staff have diligently been updating student risk managements, attendance and incident reports, which has made the process of data collecting easier to manage and maintain. We also continue to maintain professional learning opportunities by completing DEC e-modules online in emergency care, work health and safety and the administration of medications. Staff at Lomandra have completed these modules online in 2013, and look forward to completing other DEC online learning modules in this fashion.

2014 directions include training staff in creating resources such as ibooks for our iPads, and utilising our online learning program Moodle. Staff needs professional support and training for Moodle, which we will focus more on in the future.

**Vocational Education**

With the school leaving age now 17 it can be difficult for some students to engage and remain focused at school. As teachers supporting these students, we need to develop educational approaches that enable them to acquire employment related skills, community consciousness and living skills. Once they are assisted into further study or employment, how do we make it stick? How can we help make the transition from school to work/full time study successful?

In 2013, Lomandra students had the opportunity to participate in a range of TAFE facilitated courses while experiencing the adult learning environment; a world that could not be replicated at school. We supported our students in venturing into the community and participating in a range of experiences included TAFE courses at Macquarie Fields and Campbelltown TAFE, and work experience at a number of local businesses. This real world learning allows students the opportunity to successfully secure an apprenticeship or employment.

36 students were successfully involved and attending TAFE, work experience, employment or Apprenticeship based employment. 80% of senior students are currently linked with an employment provider.

Students were involved in a Participation Phase Initiative Course in Signwriting at Macquarie Fields TAFE. It is aimed at introducing our students to vocational education at a young age in order to inform, engage and showcase to them the various career opportunities available. It also teaches workplace skills, workplace health and safety and allows students to meet new people in a safe and friendly environment.

In Term 2 2013, Lomandra School to Work teachers David and John ran a professional learning workshop for local Career and Transition teachers to attend. The aim of this workshop was to establish a strong collaborative ‘Transition to Work’ network supporting and value adding to each other’s school transition plans and programs.

3 teaching staff completed Transition Advisor Training, spending 3 days working with career advisors and transition teachers from schools across NSW. By participating in this professional learning staff developed strategies and new ideas for the school to work program. However, it was also evident that Lomandra School is on the right track in regards to student transition from school to work or further study.

**Academic**

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.
RoSA

5 students obtained RoSA.

Aboriginal education

To ensure that all students’ learning needs are met, it is a requirement that the class work and extra-curricular programs are engaging and address educational and appropriate social skills outcomes. In 2013, Aboriginal education was addressed within each class through the conducting of lesson plans and classroom activities which allowed teachers to integrate these into their own programs. For example in acknowledging Naidoc Week, all students researched story-telling and communication through art to design and produce art works depicting stories of The Dreamtime. This whole school program was completed throughout the term with the end result being a formal assembly with invited guests and the presentation of the artwork. Lomandra continues to work closely with the Aboriginal community and related Departmental staff to support the education of its students and staff. It also continues to be a privilege to have the support from Kari Aboriginal Resources organisation which provided opportunities for Lomandra’s students.

Multicultural education

Lomandra School celebrated Harmony Day inside and outside of the classroom in 2013. Thematic cross-curricula units of work were studied across all of the key stages with students studying Australia’s rich cultural diversity to coincide with Harmony Day’s message of ‘Everyone Belongs’. Students composed poems, artworks and participated in a documentary which explored their understanding of what ‘Harmony Day’ represents and the importance of mutual respect towards different cultures and how acceptance and tolerance of others is essential in order to live harmoniously. These aspects were again celebrated in March with a school trip to Cataract Dam. Students and staff participated in a variety of team building activities reinforcing the significance of working together collaboratively as a school community.

The Outside Classroom

A valued aspect of the Lomandra program is the opportunity for its students to access the Outside Classroom, allowing students to make connections between different areas of learning through interdisciplinary activities such as camping, canoeing, sailing, skiing, rock climbing and mountain bike riding.

As it is clear that students require particular skills to function and manage themselves in the wider community, these activities address the need for students to connect with their environment, their community, their society and each other.

Students demonstrated the ability to apply their learning in challenging environments, by being resilient and work cooperatively with their peers.

Lomandra benefited greatly from the Sailing with Disabilities program throughout 2013. In Terms 1 and 4 students took part in a 9-week program involving volunteers mentoring students on sailing skills and building upon these each week via theoretical and practical work. Each Monday, 10 students would sail around Sydney Harbour, working with their mentors and peers to apply their knowledge of sailing etiquette, safety procedures and identify significant landmarks throughout the Harbour. Students gained tremendous confidence throughout the program and demonstrated exceptional resilience and team work. One student, Troy, was
acknowledged for his outstanding sailing ability and was invited to join the Sailing with Disabilities crew for Wednesday night sailing. This student has since been offered a sailing traineeship through the program and is completing formal qualifications in this area.

**Campbelltown Suspension Centre**

In 2013 students from Years 4 to 11 attended the Suspension Centre while on long suspension from their schools. Of the 73 students participating in the programs available at the centre, more than 88% were from secondary schools and about 30% were female. By secondary school year, 16 students attended from Year 8; 27 from Year 9; 9 from Year 7; 15 from Year 10 and 1 student from Year 11. Students from 3 school districts attended and these came from 14 different high schools, 6 different primary schools and 2 SSPs.

While at the centre all students completed intensive maths programs targeted at improving their current performance levels which were generally at least two grade levels below their year level. Using the online Mathletics programs students regularly ‘caught up’ between 3 to 12 months maths works in their short stay at the centre. An indication of the work completed by students in 2013 is the achievement of 17 students who made it onto the daily “Top 100 Mathletics students in Australia” list throughout the year while 1 student made the “Top 100 in the World”. This brings the total number of students making these lists while at the centre to 60. Students also participated in an integrated online curriculum hosted through the Studywiz learning management system and designed by the Suspension Centre. This integrated learning model uses learning activities designed to scope and sequence across a broad range of curriculum areas including English, Maths, Science, History, Geography and PDHPE to provide a maximum coverage of learning outcomes for students with a range of learning abilities and while maintaining an economy of time.

A one-on-one laptop computer environment was used to facilitate this learning. Students were able to access their work programs 24 hours a day while at the centre and many students used this opportunity to complete extra work while at home, especially in the improvement of their maths skills. With an increasing emphasis on mobile technologies such as iPads, the centre has continued the process converting learning resources into a format compatible with these devices. Using iAuthor and Hype to generate Html5 content materials have been re-designed to enable access on both laptops and tablet devices.

This personalised and challenging learning environment has enabled students, who are often disengaged and resistant to learning, to increase motivation and improve their academic skills as all students are expected to reach mastery (90%) in all work before moving on to new activities.

In 2013, the centre also provided sustained, individual support for 2 students to successfully complete Year 10 through the Sydney Distance Education School.

The centre has been staffed throughout the year by a Head Teacher and a part-time School Learning Support Officer and several casual School Learning Support Officers, who have worked intensively with students and parents/caregivers, and on the design, creation and revision of over 200 online learning resources. Liaison with other units working in the area of students with learning/behaviour issues has enabled the sharing of this expertise and these learning materials across the NSW. The centre has also worked with a number of schools to provide training for staff in the prevention and management of crisis situations.

**Sherwood**

Sherwood House is a therapeutic residential care facility for young people living in Out of Home Care. An on-site classroom provides a part-time education program facilitated by Lomandra School via an Outreach Teacher. Students engage in an integrated teaching and learning program that cover the key learning areas of Mathematics, English, Science, Visual Arts, PD/H/PE and HSIE. Sherwood students attend Lomandra School one
day per week where they access the Student Kitchen for a Life-Skills focused cooking program and the Art room for a multi-disciplined creative arts experience to include ceramics, print-media and painting.

Sherwood students continued to attend Macarthur Centre for Sustainable Living (MCSL) one day per week for two terms where they assisted centre volunteers in the upkeep of the gardens, as well as making a morning tea in the centre kitchen which they shared with staff and volunteer.

Engaging with MCSL staff and volunteers, Sherwood class students further developed essential social skills and connection to community. The continued success of the program enabled 2 students to access a short term work experience opportunity.

Attending Wooglemai Environmental Education Centre in Term 2 and Term 4, students engaged in the high ropes course and kayaking. Having had limited opportunity to attend school excursions prior to attending Lomandra School, Sherwood class readily engaged in the Wooglemai program with a number of student pushing themselves to engage in activities that offered a physical and emotional challenge.

Support Teacher Transition

In 2013 two Support Teachers Transition were based at Lomandra School providing support for students with a disability as well as supporting students at all departmental high schools, support units and special schools in the Campbelltown/Macarthur area.

The Support Teachers Transition’s main goal is to work with students, their families and school staff in the transition each year at school and then provide a valued link in the transition process from school to post school options which include employment agencies, post school programs, TAFE and University. Other programs provided by the Support Teachers Transition include EXCEL - a work experience program for students in Years 9 and 10 and the Guys & Girls Getting Out There Program - a program for students in Years 10, 11 and 12 to provide skills to help them seek employment after the completion of school.

Out of Home Care

Throughout 2013 the Out of Home Care Teacher based at Lomandra has assisted schools in supporting students in out of home care through funding for individual students where eligible, education planning, facilitating communication and collaboration between schools, carers and agencies in planning to support individual students in out of home care. Through a collaborative approach the focus has been to improve the educational outcomes of these students. The Out of Home Care Teacher based at Lomandra has built capacity of Learning Support Teams in school through guiding education planning process to develop quality education plans for students in out of home care.

Community Liaison Officer

This year funds were dedicated towards the establishment of a Community Liaison Officer role, part time. Achievements for 2012 include:

- Fundraising for Lomandra projects including the Kokoda Expedition and the the annual Ski Trip.
- A link with Oz Harvest, who provided food three times a week for the school. As a result food hampers were provided for many families and a regular healthy lunch for students
- Positive media exposure for the school
- New South Wales State ministerial representation at the Annual School Assembly

Progress on 2013 targets

Lomandra’s School Plan helps us measure what has been achieved and where we are heading.

Target for 2014 from 2013 report:

Target 1

Improved student literacy outcomes: 85% of Stage 3 students, 75% of Stage 4 students and 60% of Stage 5 students will demonstrate individual growth according to individual learning goals in relation to stage outcomes in literacy

Our achievements include:

Integrated programs which enables students to address their literacy skills in engaging activities across various Key Learning Areas. These include programs in Visual Art, Music, Food Technology, outdoor education and PDHPE allowing for a greater diversity of literacy-based tasks. With some of these programs, tutors and specialised personnel assist with the implementation, ensuring that students gain as much assistance as possible as well as being able to complete tasks with greater motivation and success.
The regular use of ICT including the computer based program Lexia has encouraged students to participate and progress at their own pace, which inspires them to be self-motivated.

Assessment procedures for benchmarking students have been formalised and the data on new students allows the classroom teachers to program with greater accuracy for student needs.

**Target 2**

Improved student numeracy outcomes: 75% of Stage 3 students, 65% of Stage 4 students and 55% of Stage 5 students will demonstrate individual growth according to individual learning goals in relation to stage outcomes for numeracy.

Our achievements include:

The continued implementation of interest-based programs including Visual Art, Music, Food Technology, outdoor education and PDHPE as it allows for a greater diversity of numeracy-based tasks. The tasks are tied to activities which students can see the immediate relevance and are completed with greater motivation and success.

Continued use of ICT to encourage student engagement has resulted in students willing to participate in mathematics classes, for example the online Mathletics program.

Assessment procedures for benchmarking students have been formalised and the data on new students allows the classroom teachers to program with greater accuracy for student needs.

**Target 3**

Improved retention of Stage 5 students: 75% of Stage 5 students will meet the requirements for the School Certificate or enter recognised vocational training and/or enter the paid workforce.

All Stage 5 students completed and received a RoSA or a Certificate, a Life Skills Certificate or a certificate which reflected a combination of both.

Attendance of all Stage 5 students allowed completion of RoSA.

**School Evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Culture. Over the past couple of years, Lomandra has embedded the following school values: Be Safe, Be Respectful, Be a Learner. Informal evaluation of this new culture has been positive and will be maintained.

**School Culture**

Lomandra provides an environment which allows for students to feel safe and secure and whose previous behavioural issues have prevented appropriate learning to occur. The school strives to understand the nature of these behaviours and works to address these as well as guide students to develop self-management techniques.

Lomandra’s strategy is to connect with the entire school community, by communicating regularly and to utilise the positive relationships formed for the benefit of its students. Lomandra’s small school environment allows for collegial support and collaborations, enabling staff to work with all students and staff across the school.

Lomandra has established a professional link with the University of Western Sydney in 2013 saw the first intake of trainee teachers at Lomandra.

The school embraces its role in the development of new teachers, particularly in the understanding and management of challenging behavior.

**Findings and Conclusions**

Lomandra maintains a healthy communication network across the community.

Regular phone communication between Lomandra staff and parents has encouraged support and a sense of working together for the needs of the students.

As a result of the examination of school culture staff were supported individually through departmental policies and procedures as well as weekly discussions on professional practice; further examination and access to external agencies is planned for 2013.

**Background: Literacy and Numeracy**

Lomandra staff sought ways to accurately assess their students’ development in literacy and numeracy. Lomandra School is all about providing its students with as many learning opportunities for them to achieve and to develop self-belief in themselves. Lomandra staff are able to engage its students in an environment which allows them to feel comfortable about learning as well as
addressing their behaviours in a proactive manner.

Future directions
- Intensive Literacy and Numeracy support via highly individualised programs and one on one support
- Curriculum support for teachers around the National Curriculum

Parent, student, and teacher satisfaction

Professional learning
Lomandra School encourages its staff to undertake professional learning as it recognises the importance of acquiring new skills to further their own development and to share this information with their colleagues. The professional learning process requires staff to develop and consult personal learning plans that respond to the professional learning needs of the teacher as well as the students. These needs are identified in the School Plan and through school self-evaluations.

Staff received training in the following areas:
- Programming for Literacy
- Programming for Numeracy
- Differentiating the Curriculum
- Access to DEC Numeracy consultant
- Deepening knowledge on Curriculum
- Code of Conduct policy and guidelines
- Behaviour management strategies for students with oppositional behaviour
- Child protection updates
- Access to Board of Studies resources
- First Aid update training
- Sentral update and training for SLSOs

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Literacy and Numeracy
Improved levels of Literacy and Numeracy achievement for students
2014 Targets to achieve this outcome include:
- More than 90% of students achieve improvement in their literacy and numeracy skills measured against individual pre and post testing
- More than 90% of students achieve greater proficiency in the use of available technologies to increase their literacy and numeracy proficiency
- 95% of teaching staff will achieve competency in the ICT component of their Professional Learning Plan

Strategies to achieve these targets include:
- Develop and implement valid pre- and post-testing tools for tracking progress in literacy and numeracy.
- Classroom teachers to develop literacy and numeracy programs and a style of pedagogy aligned with the Quality Teaching framework.
- Students engage in experiential learning opportunities tied to literacy and numeracy outcomes
- Staff receive and utilise training that optimises the use of IWB’s and all available technologies in the classroom, increasing the use of online learning strategies.

School priority 2
Outcome for 2012–2014

Student Engagement and Attainment
Improved student engagement in learning and increased student attainment
2014 Targets to achieve this outcome include:
- More than 90% of students make improvement in their attendance measured by individual attendance data
- More than 90% of all Stage 3 students make successful transitions to mainstream schooling
- More than 90% of students make improvements in emotional intelligence, self-regulatory behaviour and social wellbeing
- More than 90% of eligible students complete a TVET or TAFE Taster or recognised vocational training courses during their senior years

Strategies to achieve these targets include:
- Professionally develop teaching staff in their capacity to create and implement effective individualised learning strategies
- Develop a model of Welfare Support Teaming
- Implement a valid social skills pre- and post-testing measurement tool to drive targeted social skills training for all students
- Embed the school values and the class and individual strategies for compliance with them
- Develop effective partnerships with the broader community (including the aboriginal community, support agencies, health service providers, other schools and educational institutions, industry and business) to facilitate increased learning and transition opportunities, and mental health support
- Students engage in a broad range of experiential learning and social skilling opportunities
- The school fosters Aboriginal cultural engagement and teaching/learning approaches that support all student learning
- Develop comprehensive individualised transition plans collaboratively with home schools and all other stakeholders including the student families

School priority 3

Outcome for 2012–2014

Increased opportunity for and capability of staff in their leadership and management at school

2014 Targets to achieve this outcome include:

- 95% of classroom teachers achieve Professional Competence in Element 3 of the Professional Teaching Standards (PTS)
- 95% of teachers and executive develop and lead in an area of expertise. This opportunity is open for support staff also.
- All staff demonstrate increased capacity to implement classroom management plans and manage challenging student behavior

Our achievements include:

All New Scheme Teachers who undertook accreditation successfully completed the process.

Three classroom teachers gained executive experience in the role as Assistant Principal.

The school reported fewer incidents of suspension. All staff undertook leadership roles in committee generated school improvement tasks.

Strategies to achieve these targets include:

- Staff receive ongoing professional learning and executive support in classroom behaviour management and teaching pedagogy
- All teaching staff, in consultation with their supervisors, develop individual professional learning plans. This is also available to SLSO’s
- All eligible teaching staff receive opportunities for experience in the executive support role within the school
- All staff actively participate in committee-based task leadership and responsibility

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr