School Context Statement

Lomandra School, established in 1998, caters for students in Years 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

There are few straight lines at Lomandra.

When it comes to describing the teaching and learning at Lomandra there is no ‘straight and narrow’ path. Learning doesn’t happen in a straight line.

When students first start at Lomandra they, and their parents or carers, are told that they are not here because of their behaviours but because their behaviours have been getting in the way of their learning. It probably comes as a bit of a surprise to hear this but it is generally true. Whatever the source or reasons for behaviour, their actions are interfering with their learning.

And these ‘interfering behaviours’ can continue unless the students find something that motivates them – this can be a subject or challenge that they enjoy or it can be staff who believe in them and never give up. Or it can be that friendships are found, fun in learning is shared, teamwork is experienced (perhaps for the first time) and some personal insight and regulation is developed.

We all make mistakes. A mistake is something we think about as a step in the process of getting it right. A failure is when we give up.

Between ‘mistake’ and ‘failure’ come the shadows of doubt, reasons to give up and blaming and rejecting, opposing, resisting and excuses. But also there is effort, persistence, encouragement, belief, resilience. I believe Lomandra’s strength is found in these latter qualities.

The staff at Lomandra work above and beyond in so many ways and bring creativity, persistence, insight, humanity, humour and high quality teaching and learning to their jobs every day. Every single day – even in the face of these ‘interfering behaviours’!

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.

Mark Smith

Parent/Caregiver, Student, and Teacher Representatives.

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

Their responses are presented below.

Student Representatives

I came to Lomandra when I was in Year 5 and this year I started full time in Year 7 at my home school. I had to come back to Lomandra part time at the end of Term 2 because I needed help with my anger. When I come to Lomandra I can hang out with my friends without being picked on.

In class we have learnt spelling, adjectives and adverbs in literacy. I am getting better. We have learned algebra and how to read the time properly. I really liked our lessons on viruses and pandemics. We did lots of experiments and my favourite was when we took swabs of bacteria around the school. I went to a Yum Cha restaurant in China Town and to the Sydney Opera House. I also went fishing at Botany Bay. I learn here because even though some people don’t have a good day or morning we still learn stuff because you can ask for time out and everyone can get on with class.

I have grown up since being at Lomandra. I can now take it if someone tries to upset me. SLSO’s and teachers help me when I go off by giving me better suggestions and good advice. Teachers help me by listening to me express my feelings. My mum likes me coming to Lomandra because she knows that staff deal with things straight away and staff look after me here. She knows that I am safe.

By Paul (Year 7)
I have been attending school all year and I have been helping out at school events like the Sydney travel training and the Kokoda 2015 fundraising barbeque. I helped out and set up and cooked. At the presentation day I helped out with OzHarvest and just so you know, I will always help my community and I will never stop helping people. I love who I am and I will miss Lomandra.

I have been attending TAFE. I have done numerous courses such as automotive which was a TVET course. I did PPI courses in carpentry, tiling and painting and decorating. I loved all the TAFE courses because they will help me get a good job and will help me throughout my life. All these courses were set up by Lomandra.

I got to do some work experience this year at Toyota in the auto side of the workshop which was in the service centre and I had to service cars and sometimes replace parts on the cars. I had to rebuild fill pumps. I also did work experience at Honda and I had to rebuild a car motor. We had to pull out the motor and strip the whole thing and rebuild it from tools that were given to us by the boss. I had a very nice time working there.

Why I like Lomandra School is because of the staff and my friends. The staff are very supportive of the students at the school and are the best friends I could have. I also like going to Lomandra to see all my friends who are good and nice and good mates. The school will be my friend for life. Next year I will be going into the school to work team and I will miss my team and my teachers.

By Justin (Year 10)

Parent Messages

In 2014 my son joined Lomandra School and the changes that I’ve seen in him over the year are just amazing. My son was able to access so many adventures at Lomandra that have helped change his attitude towards school and at home. Going to camps such as Mowbray Park and the Junior Snow trip have helped him to reengage in school and because he was excited to go to class every day we got to see some strengths that he had never shown before. He really enjoyed Art at Lomandra, which he was able to access and experiment with because of the programs in place. He is more positive about school now and the changes in how he acts towards myself and his siblings as a result are really positive.

We’ve had so much support from the staff at Lomandra. Everything Lomandra has done has been tremendous. The small class sizes, the extra support and the amount of effort that goes into supporting the students and the families. The best thing for me is that my son had come to Lomandra after a few rocky years and was struggling. Lomandra just had a different perspective of him not only as a student, but as a person and it has changed him so much for the better.

Natalie

The highlight of 2014 for me was seeing my son win the Achiever’s Cup on the formal assembly at the end of the year. He’d struggled the year before and almost lost his spot at Lomandra but was given the chance to turn it around. He turned it right around and won that award in front of the whole school. The staff at Lomandra bend over backwards for their students and they offer so many opportunities. But they don’t just give those opportunities away. My son always had to earn his place on any programs, excursions and camps that he was asked to go on.

What I appreciate as a parent is the fact that the staff at Lomandra always work with the families. They don’t just work with their students. I’ve always supported the school and vice versa. They fight for our kids and they help them to earn the chance to access great programs like Sailing with Disabilities, the Nourish Program and lots of work experience programs. My son has a completely different attitude at home today because of those opportunities. They do so much at Lomandra for our children. I couldn’t ask for better.

Maurice

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 which are supervised and supported by staff.

**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 than 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 several students in Stages 4/5 have attendance rates of over 90% for 2014.

**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 where 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 receive ongoing professional learning in recording data via Sentral. In 2014 this was extended with student records, data and National Disability

**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.

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Employment Provider</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
</tr>
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</table>

The Australian Education Regulation, 2014 requires schools to report on the 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>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

**Financial Summary**

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

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<thead>
<tr>
<th>Date of financial summary</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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</tr>
<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15924.8</td>
</tr>
<tr>
<td>Excursions</td>
<td>8600.39</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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</tr>
<tr>
<td>School-operated canteen</td>
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</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled above. Further details concerning the statement can be obtained by contacting the school.

**School Performance 2014**

2014 saw Lomandra’s staff reinforce the practice of explicit instruction throughout the school’s delivery of Literacy and Numeracy. Staff continued to develop their understanding of the new Australian Curriculum and the implementation of the Literacy and Numeracy Continuum in their programming and delivery of skill-based lessons.

Teaching staff attended and presented numerous professional learning sessions on DEC resources such as TALE, Program Builder, SMART NAPLAN data and the Literacy and Numeracy Continuum. These are now being used in the formation of students’ Individual Education Plans and have allowed teachers to have a solid and evidenced understanding of how students are performing along national age-appropriate standards, as well as identifying what support and resources are required for each student to achieve further progress. Teachers will continue to develop this understanding with the use of the PLAN data and assessment next year.

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

**Academic Achievements**

The MySchool 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* section and select GO.
Record of Student Achievement (RoSA)

The following students were successful in attaining their Record of School Achievement.

- Courtney G
- Henry I-S
- Joshua D
- Joel H
- Michael R

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 students 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 student progress as part of a formal review process.

Lomandra students continue to successfully participate in the Lomandra Integration Program on Wednesdays and are achieving more days at their home schools throughout the year. We shared success with our Stage 3 and Stage 4 students who integrated full time into their mainstream schools. Our staff celebrates student achievements in the wider community. We work closely with numerous primary and secondary schools to support and provide the best possible solutions for students and schools to move forward and enjoy a mutually fulfilling educational future.

Vocational Education

A number of senior students took part in Certificate II and Certificate III courses at both Campbelltown and Macquarie Fields TAFE in Automotive Mechanics, Painting and Decorating, Tiling and ICT. Some notable achievements this year included the first Lomandra student to successfully complete a Certificate III course (ICT) and also our first graduates in Painting and Decorating; a course with a traditionally high employment rate.

TAFE NSW introduced an initiative this year in the form of trade readiness programs. These programs saw up to 45 students complete an intensive, trade specific, week long training course. Students were then evaluated on their participation, cooperation, punctuality and other employment related skills. This evaluation process determined which 15 students would go on to take part in the full 6 month Pre-Vocational course in that trade. Lomandra had one student successfully complete a trade readiness course in Heavy Vehicle Automotive and two other students complete the light vehicle version; All 3 students were offered places in the pre-vocational course.

In 2014, Lomandra students were again given the opportunity to participate in Participation Phase Initiative (PPI) TAFE courses. Student groups took part in courses in Automotive Mechanics at Campbelltown TAFE and Carpentry, Painting & Decorating and Tiling at Macquarie Fields TAFE. These courses offer our younger students the chance to experience a different type of learning environment. They also get to sample different trades and activities before choosing a future career or study path when they join the school to work program. One of the most important aspects of the PPI program however is exposing our students to an adult learning and working environment and the different expectations and behaviours required.

In 2014, 21 Lomandra students took part in work experience, with some students engaging in several different placement blocks. Lomandra has built up strong working links with businesses such as Coles, Mission Australia, Paul Wakelings, Five-o’s and many more. Taking part in work place learning in an adult setting allows students to practise and develop their employment related skills in the real world. This included the AFFORD program which involved students working in a factory environment with other students and adults who suffer from a range of mild to severe disabilities. Activities involved packing thousands of items into boxes and although the work was often repetitive and quite challenging, the students never gave up and often helped some of the disabled men and women in their duties.
Sciences

Lomandra students actively participated in the national ‘Scientists in Schools’ program and developed strong partnership with a PhD Student from the Nanoscale Organisation and Dynamics Group at the University of Western Sydney. Ben visited Lomandra students once a term with thrilling and comprehensive hands-on experiments and continued to support students learning via email, responding to all scientific enquiries throughout the year.

This partnership allowed students to access opportunities to exercise high order thinking and develop understandings, skills and scientific language necessary in becoming proficient learners as problem-solvers in the modern world.

Technology

2014 saw many changes to the way technology was used and viewed in our classrooms, both at a departmental level and on a school-wide level. Many new initiatives were commenced which saw students accessing and interacting with different technologies more effectively and in ways that have generated new ideas and excitement towards the ICT’s available to students and staff at Lomandra.

At a departmental level, the DER Laptop Scheme was retired leading to commencement of a restructuring of the DET New South Wales network in order to move schools towards a more flexible, ‘Bring Your Own Device’ model of technology. All student and staff laptops were “unlocked” giving more freedom and ability to utilise programs and software that cater for our students’ needs on a much more structured level than ever before.

Staffing changes in relation to this new structure saw Lomandra staff re-evaluate how faculty strengths in ICT areas could be further used and a new school model was developed with a teacher delivered ICT team working at the school level to maintain, upgrade and better utilise the technology in the school. As a result the computer lab was extended to include two extra desktop computers; additional laptops were purchased to ensure that both teachers and SLSO’s had access to a staff computer; and the administration team received an upgrade to their computer systems to better support their work.

iPad and tablet technology was rolled out and trialled in every class and proved effective in engaging students who were disengaged in the classroom. Additional iPad’s with a wider bank of educational applications for classroom use were deemed necessary to ensure that our tablet technology continues to remain relevant as an effective educational tool in the classroom. These additions will be added to our technology library in 2015.

In the classroom, students continued to access Mathletics, Lexia and Edmodo online learning activities with students beginning to access online learning at home as well as at school.

Minecraft software continued to prove invaluable as a learning tool with students modelling appropriate social behaviours in the online environment, which they then naturally took out into the wider school community. Mathematics, Geography and Science outcomes were also heavily applied in the Minecraft environment, with students using classroom knowledge to complete challenges and assignments in the Minecraft world. This was extended to a select group of students who participated in a trial program with the Powerhouse Museum to learn basic coding skills using Raspberry Pi interface to affect the Minecraft environment using the Python coding language. Powerhouse Museum coding opportunities will continue into 2015.
Electives

In Terms 3 and 4 students were given the opportunity to select elective programs, the first of their kind offered at Lomandra School. Electives were held on a Friday afternoon and included sports based programs such as Gym and Golf as well as Creative Arts activities including Music, Pottery, Photography and Stencilling. Electives were facilitated by Teachers with the support of School Learning Support Officers and provided the students an opportunity to engage in an area of personal interest.

Creative and Performing Arts

As a result of the Friday electives program, students have had the opportunity to engage in intensive Creative Arts opportunities within the areas of Visual Arts and Music. The Visual Arts elective in Term 3 involved learning how to design and make large-scale stencils to produce an outdoor mural. Students created the mural using acrylic and spray paints, demonstrating respect for equipment and safety at all times.

In Term 4, the Visual Arts elective focused on producing ceramic art using a pottery wheel and hand-building techniques. Students were taught the basics of ‘throwing’, seeing them produce small pots that were later glazed and fired in the kiln. A number of hand-built pieces including pots, monsters, and Colonial style houses saw students demonstrating their acquired skills to produce quality pieces of work.

During the Music Elective in Term 3, students identified keyboard and guitar performance as an area of interest and a focus on performing simple chordal progressions was implemented with this in mind. Students were successful in performing Africa by Toto on their chosen instruments by the end of the term.

In Term 4 students focused on individually chosen repertoire depending on their instrument choice and worked as a group to perform Eye of the Tiger by Survivor. As part of the performance program students also had the opportunity to perform basic instrument maintenance on school instruments and learnt how to set up and set down a drum kit. Basic drum kit skills were also worked on, including stick control, basic rock beat performance and paradiddle control exercises.

Sport

In 2014, Lomandra integrated sport and fitness into the curriculum, with a focus on wellbeing and leading a healthy lifestyle. To support the many programs being conducted over the year, all staff participated in various training days to ensure the safety of our students. These included e-Emergency care training, Resuscitation and Applied First Aid.

Sports programs included whole school team sports such as touch football, soccer and oz-tag. Swimming, gym, roller skating, ice skating and various indoor sports were also offered. As part of the electives program, golf was introduced for the first time.

Lomandra continued to make positive links with local schools by successfully entering the NSW Primary Schools Sports Association (PSSA) competitions in both Oz Tag and Touch Football for the first time. This allowed Lomandra students to participate competitively with their peers from other schools within the area. One student was chosen to represent a regional team. As well as being involved in the PSSA, Lomandra continued this year in strengthening their links with Verona School by playing in the bi-annual sports days which all students respect and appreciate.
Selected Lomandra students participated in other events such as the Bradman Foundation “Dream Cricket Day” where students were able to demonstrate their skills, supporting students with varying degrees of disability. Several students had the opportunity to be a part of the International Rules Australian team training session at the GWS training facilities. This was preceded by a visit to the school by visiting players from the AFL Greater Western Sydney Giants.

Lomandra continued its bike riding program, including the bike education component of how to be a safe rider, by maintaining bike road worthiness and abiding by all road rules and regulations.

**Food Technology**

The Food Technology program at Lomandra is still highly valued by students and staff alike. Throughout 2014 students prepared many healthy and nutritious meals. The students have enjoyed the cooking program where they engage in the preparation of meals and where they use the tools with precision. In cooking the meal the students work cooperatively as a team to produce a meal for the whole team, often cooking extra for the school executive staff members. The final stage is the cleaning process where the students learn and understand health and safety processes. This program also involves Literacy and Numeracy components as the students fill out evaluation forms of their meals and complementary literacy work to enhance understanding. The students reach Numeracy targets in the measuring of ingredients and often having to alter the amount of ingredients dependent upon the size of the class at the time.

Throughout 2014, Lomandra has only strengthened their relationship with charity group Oz Harvest. Oz Harvest continues to supply the students of Lomandra with copious amounts of donated food that is used to supplement the Food Technology Program or create hampers for the students to take home at the end of each week.

Lomandra students have also participated in the Oz Harvest event ‘Cooking For A Cause’ where the students were to cook with business people from various industries. The students enjoyed this event and completed many complicated recipes. Oz Harvest celebrated their 10th birthday this year and to celebrate they have put together a music video in which Lomandra students were featured. This day was fun for all involved the video is now on YouTube.

**The Outside Classroom**

As of 2014, Lomandra’s Outdoor Education Program has been successfully adopted by all classes. This curriculum goes beyond the traditional boundaries of the classroom and offers real-world, authentic learning experiences facilitated outdoors.

The Outdoor Education Program was developed as a teaching approach to enhance and integrate a broad range of core experiences across the whole curriculum – a wide variety of activities have connected our school students with their environment. The program has engaged and motivated our students through first-hand experiences that reinforce the relevance of knowledge, understanding and skills.

Connections between different areas of learning continue to be achieved through interdisciplinary activities such as camping, skiing, mountain bike riding, abseiling, geocaching and many other outdoor recreational activities, thus connecting our students to their environment, their community, their society and each other.

The Geocaching Program continued with both Stage 3 and Stage 4 groups throughout 2014. The program was formalized with links to HSIE, Mathematics and Numeracy and Literacy outcomes strongly emphasized in both the classroom and on field trips. Students were encouraged to develop team work and leadership skills during the activity and actively worked to improve lateral thinking and problem solving skills. A Lomandra geocaching account was
established with geocaching.com and students were able to track achievements, records and challenges in the classroom. This culminated in the Stage 4 group creating a geocache based on the history of the Lomandra site and submitting it for approval to the online community. The geocache will be placed and maintained by the 2015 groups set to continue this program.

Our ski camp differed this year from the previous camps to involve more students from a broader age range. Two, one week camps were organized with each week dedicated to different stage groups. Week one involved the juniors (Stage 3), while week two was dedicated to our senior students (Stages 4/5). Both camps proved to be a great success with the majority of students seeing snow for the first time.

The camp was run by the Department of Sport and Recreation. At the end of the two week camp every single student and staff member had learnt how to ski no matter what their previous experience, or lack thereof, had been at the beginning of the camps. Student also developed resilience skills and the ability to pick themselves up, retrieve their equipment and restart after every trip or fall.

Many students from other schools across the state camped at the same time as our students. This enabled staff and students to socialise with other schools as one group. A great market place group activity was organised by the Department of Sport and Recreation staff which saw all the schools to interact promoting social skills and team building opportunities.

The Outdoor Education Program has improved students level of engagement and motivation to learn, and this in turn has improved academic progress. As a result of this, a study led by researchers at the University of Western Sydney into the Outdoor Classroom will begin in 2015. This will help us in continuing to provide cross-curricular skills development through relevant and engaging programs for our students.

Campbelltown Suspension Centre

In 2014 students from Years 4 to 11 attended the Suspension Centre while on long suspension from their schools. Of the 115 students participating in the programs available at the centre, more than 92% were from secondary schools. 37% were female. By secondary school year, 33 students attended from Year 8; 32 from Year 9; 17 from Year 7; 19 from Year 10 and 4 students from Year 11. Students attended from 12 different High Schools, 5 different Primary Schools and two 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 of maths work in their short stay at the centre. An indication of the work completed by students in 2014 is the achievement of 17 students who made it onto the daily list of “Top 100 Mathletics students in Australia” (Highest position 17th). Two students made the “Top 100 in the World” list. This brings the total number of students making these lists to 84.

Students also participated in an integrated online curriculum hosted through the Studywiz learning management system and designed by the Campbelltown 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 maximum coverage of learning outcomes for students with a range of learning abilities 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 of 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. All students are expected to reach mastery (90%) in all work before moving on to new activities.

In 2014, the centre also provided sustained, individual support for one student to successfully complete Year 11 through the Sydney Distance Education School.

The centre also unsuccessfully applied for Links to Learning Project funding in collaboration with the University of Western Sydney and the Sydney Botanical Gardens for a horticulture/indigenous trails program to operate using facilities at the Suspension Centre. Interest for a pilot program to be trialed in 2015 has been discussed.

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 on the learning program, and in the design, creation and revision of over 220 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 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 covers the key learning areas of Mathematics, English, Science, Visual Arts, PD/H/PE, Food Technology and HSIE. Sherwood students attend Lomandra School one day per week where they access specialist classroom including the Student Kitchen, Computer Lab and Visual Arts room. During this time, students engage in a life-skills cooking program, and multi-disciplined Creative Arts experiences including ceramics, print-media and painting.

Sherwood Class attended two excursions in 2013, visiting Wooglemai Environmental Education Centre in Term 1 to engage in a mini-beasts program, and the NSW Mounted Police in Term 2. Here they learned about the history of the Mounted Police, the duties of a police horse, meeting a number of the horses and watched a training session. The visit to the Mounted Police complemented learning taking place in the classroom relating to the role of animals in our lives and community.

Two members of Sherwood class successfully engaged in the Afford Packaging Group work experience program. This was their first work experience opportunity, with one student identifying it as the highlight of her year. Additionally, two students accessed separate learning opportunities at TAFE, engaging in PPI trade skills courses in Painting and Decorating.
and Tiling and Carpentry. One student achieved 100% attendance for her course.

Term 4 saw Sherwood Class engaging in contemporary music workshops through “Heaps Decent”, a not-for-profit organisation that works with disadvantaged youth to produce music. This music communicates their personal narratives, producing lyrics that focus on positive and proactive personal pathways in education and the community. Students welcomed Heaps Decent facilitators into the classroom and enjoyed experimenting with computer based music programs and song-writing processes. All participants produced quality music that reflected a sense of personal pride in their achievements.

Support Teacher Transition

In 2014 1.6 Support Teachers Transition (STT) were based at Lomandra School. They provided support for students with a disability at Lomandra as well as supporting students with a disability in Years 7-12 at all Departmental High Schools, Support Units and Special Schools in the Campbelltown and Macarthur areas. Constant contact with schools, families and outside services ensures that each student, through an Individual Transition Plan (ITP), has the best opportunity to make life more productive and successful. An ITP is created for each individual, setting personal goals that include subject choices, courses at TAFE whilst still at school, work education and post-school pathways. This year STTs have been involved with the ADHC assessments for students requiring post school programs such as Transition to Work and Community Participation. Other programs managed by the STTs, that are unique to the students in the Campbelltown/Macarthur areas include:

- The Teen Challenge Project. For young people 16 years and older who are disengaged from education and school. The program looks at leadership skills, assertiveness, communication, risk taking and working collaboratively in a team.

It has been rewarding working with students, families and schools and seeing their successes.

Out of Home Care

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 and facilitating communication and collaboration between schools, caregivers and agencies.

The Out of Home Care Teacher has continued to build the capacity of Learning Support Teams and teachers to develop an understanding of the significant impact of complex trauma on students and to include support strategies in education plans.

The aim is to build the capacity of schools to deliver meaningful, flexible support programs for children and young people in Out of Home Care, which then improves retention, attendance and educational outcomes.

Community Liaison Officer

This year, funds continued to be dedicated towards the use of a Community Liaison Officer role. Continued support from community connections established in previous years was
maintained and new connections were established. Achievements for 2014 included:

- Successful fundraising for Lomandra projects including the Kokoda 2015 Expedition and the annual school Ski Trip.
- Links with Oz Harvest were strengthened with OzHarvest continuing to provide food three times a week for the school. As a result food hampers continued to be offered to many families and a regular healthy lunch for students was maintained. Hampers and food drops were extended to include community groups with connections to Lomandra as well as our neighbouring school Beverley Park.
- The Nourish Program was accessed by our students through our connection with OzHarvest which saw students access an industrial kitchen and TAFE recognised hospitality skills.
- Positive media exposure for the school was maintained with student achievements highlighted in local newspaper stories; on national news programs; and in a music film clip promoting and supporting OzHarvest.
- New South Wales State ministerial representation at the Annual School Assembly.

Other achievements

University of Western Sydney Partnership

In 2014, Lomandra School strengthened it’s relationship with the University of Western Sydney (UWS), building on the partnership created in 2013. Lomandra welcomed four practicum students over the course of the year, an increase in numbers from 2013.

Our School continues to form strong links with tertiary facilities by extending the knowledge and skills of future teachers. Each Practicum Teacher brought an awareness of innovative teaching strategies that communicate modern styles and resources. For instance, in the “Forensics Science” and “Pandemics and Viruses” units of learning, practicum teachers enhanced students learning by providing hands-on, rich, engaging activities, detailed experiments and strong technology integration.

As a result of the strong connections we have built with the University of Western Sydney, a study into the Outside Classroom Curriculum will be conducted by UWS researchers in collaboration with Lomandra school in 2015.

Overnight Camps

A survey of students in late 2013 revealed that the majority of those attending Lomandra School had never attended overnight camps. This was due to their behaviour and mental health needs getting in the way of their accessing these opportunities at their home schools. Many also expressed that they had never spent time away from their families or travelled outside of the local community. As a result, a pilot program was run to ensure that students attending Lomandra had access to overnight excursions throughout 2014 to build resilience and independence outside of the classroom.

At the beginning of Term 2, Stage 3 participated in an overnight stay at a local historical farm in Picton. Mowbray Park remains one of the oldest working farms in the Macarthur area. Students in Years 5 and 6 were able to engage in activities to experience what life was like for early settlers in Australia. Experiences included milking a cow, whip cracking, damper making and bush tea, sheep shearing and boomerang throwing. These curricular links to Stage 3 HSIE content enabled students to develop a deeper appreciation of their cultural heritage.

For many students this was their first night away from their families. The social development opportunity this camp provided was an invaluable component to the team work and cooperation component each class was able to demonstrate as a result of this outdoor education program.

Teams 4 and 5 attended an overnight excursion to Canberra. The purpose of this school trip was
for students to investigate, explore and learn about Australia’s democratic, historic and cultural institutions situated in our capital city.

Students and staff visited Parliament House and were able to view Parliament in action. This was followed by a trip to the Film and Sound Archive to learn about Australia’s media history. The group then enjoyed the interactive experiences of Questacon and the Australian Institute of Sport. The excursion concluded with a very powerful visit to the Australian War Memorial where both classes were given individual tours through the exhibitions which document Australia’s wartime history from the 19th Century through to our current position in Afghanistan.

Kokoda

The 5 students and 3 staff members who completed the Kokoda Track in late 2013 all agreed that the trip was a life changing experience; something to be extremely proud of for the rest of their lives. It is hoped that next year’s trip will provide the same inspiration to whichever students are lucky enough to take up the challenge.

Kokoda Twenty 15 offers the students a once in a lifetime opportunity, the chance to challenge themselves and to overcome huge obstacles both physically and mentally. It can also offer our students the chance to prove to both themselves and others how much they can actually achieve.

Training began in Semester 2 for the 2015 Kokoda Trip. A Lomandra School group, made up of staff and students, will take on the Kokoda Track in Papua New Guinea for the second time in September 2015. Several fitness programs were established to support their preparedness. These included boxing fitness, with group training where staff and students were assigned personal trainers. This was made possible through the supportive relationship that Lomandra has with Macquarie Fields TAFE.

Significant Programs and Initiatives – Policy and Equity Funding

Aboriginal education

Our Aboriginal Education Officer, Gina Glover (member of the AECG Campbelltown), continued to coordinate Lomandra’s Aboriginal Education Programs in 2014. She was also offered the opportunity to coordinate the Aboriginal Education Program presented between two other schools within the Campbelltown area. As a result partnerships between Campbelltown North, Campbelltown East and Lomandra were established and the program enhanced.

Students worked closely with South West Sydney Health Group who worked to promote the concepts of Identity and Culture. Students also attended the Annual Thawaral Community Fun Day which focused on the theme of “Quit Smoking”. Local Elders supported students in designing a yarning circle which was then built on Lomandra school grounds. Connections to the Oche Opportunity Hub in Campbelltown were strengthened.

Other Significant Initiatives

Curriculum and Assessment Committee

This year Lomandra created a Curriculum and Assessment Committee which sought to develop teaching and learning across the school. The committee worked collaboratively to formulate assessments, programs, resources and professional learning using the Australian Curriculum and the Literacy and Numeracy Continuum. A key focus for the committee has been raising achievement in Literacy and Numeracy.
Students across the school completed a series of diagnostic assessments which allowed for the identification of those students requiring intensive support. Students have responded incredibly well to these assessments and Lomandra’s whole-school approach towards raising awareness of their Literacy and Numeracy needs. This has increased their commitment to learning and their understanding of the skills needed to achieve academic success.

This year the CAC has:

- Delivered a school-wide diagnostic toolkit which includes the YARC reading accuracy, fluency and comprehension assessment.
- Designed a Literacy Policy
- Created the 2015 assessment calendar
- Produced a 2015 school-to-work assessment folder and calendar
- Formulated the new Lomandra Individual Education Plan which incorporates outcomes from the Literacy Continuum and Australian Curriculum in identifying targets for academic progress
- Designed Stage 3-5 scope and sequences in History and Science
- Composed sample Stage 3-5 programs across the KLAS using Program Builder
- Attended professional learning for the MultiLit Literacy intervention program which is to be delivered next year
- Created and collated numerous subject and learning support resources which are uploaded onto the school’s Sentral database
- Worked closely with the regions APLS and local schools in discussing and sharing ideas and resources
- Attended and delivered professional learning of the Literacy and Numeracy Continuum, PLAN software and strategies for supporting students who have learning difficulties.

School Planning and Evaluation 2012—2014

School Evaluation Processes

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 Planning 2012-2014:

The school priorities around numeracy and literacy have been substantially met over the course of 2014. Student achievement has been greatly enhanced by the establishment of the Curriculum and Assessment Committee which drove significant professional learning.

Future Directions: 2015 - 17 School Plan

The School Vision

Lomandra School aims to prepare students for life beyond and within school by engaging them in relevant challenging learning experiences that extend their practical and academic skills, strengthen their resilience and emotional intelligence and promote social responsibility.

Lomandra School aims to remain flexible and responsive to change and open to creative solutions that best meet the learning needs of our students.

Lomandra School aims to grow 21st Century learners who are both autonomous and connected and who see learning as a life-long pursuit. The school’s vision is reflected in its motto: Challenges and Choices.

Strategic directions:

1. Supporting students

To provide opportunities for students to engage in relevant, challenging learning in order to build capability, self-esteem, self-regulation, confidence and resilience in academic and social pursuits. To provide guided, positive risk taking, aimed at assisting students to understand and adapt to change and new challenges and to take responsibility for their actions.

Improvement measures

- Attendance data
• TAFE course participation and completion data
• Workplace placement data
• Increased levels of numeracy and literacy
• Integration data
• Suspension and Incident report data
• Use of the student self-assessment tool
• Specific data for Indigenous students in all elements listed above

2. Teaching and Learning

To develop staff in becoming highly skilled, responsive and collegial, and able to contribute their leadership and creativity to a school culture of high expectations in all learning. To facilitate learning that is differentiated and focused on the individual academic and social needs of students. To engender a respectful, safe, healthy learning and working environment where wellbeing, effort and achievement are celebrated.

Improvement measures:

• Implementation of current literacy and numeracy approaches
• Skilled management of student behaviour and mental health episodes
• Implementation of evidence-based teaching strategies
• Wellbeing of staff, measured through school self-assessment tools, feedback loops and reportable incidents
• Student outcomes used to shape directions for professional learning
• Maintenance and advancement of teacher accreditation
• Teacher participation/leadership in Network-of-Schools’ projects
• Implementation of research-based teaching strategies

3. Working with our Community

To build mutual and meaningful relationships between students, staff, parents, carers, home schools and workplace organisations for the benefit of students so that they achieve successful learning at school and successful transitions beyond Lomandra. To ensure students are provided with skills and opportunities to become valued members of school and broader communities.

Improvement measures

• Integration data
• Frequency and manner of involvement of community and government agencies
• Positive collaborations with families
• Engagement of Tertiary institutions to conduct qualitative and quantitative research on the teaching and learning approaches undertaken by the school.
• Use of parent surveys to seek feedback
• Involvement of students in community groups and activities.

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.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: