Our school at a glance

Students
Lomandra School, established in 1998, caters for up to 56 students in Year 5 to Year 12 with severe challenging behaviours and/or emotional disturbances.

Staff
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Significant programs and initiatives
Lomandra continued to work on a Positive Behaviour and Intervention Strategies (PBIS) model for its school community.

With an enthusiastic staff team, Lomandra liaised regularly and with regional support, to develop a school ethos and to find workable solutions to daily management, teaching and learning events.
This long term process is keeping with the region’s direction for renewing school practices and quality teaching cultures. It has also enabled the development of a language which staff and students adhere to and implement.

Principal’s message
Our annual report is a good opportunity to reflect on our school: what we are and what we try to do. It is a chance to illuminate our key messages. Lomandra School is rebuilding its culture. With a highly committed and creative staff, students are being engaged in authentic learning experiences and opportunities. These experiences, as this Report shows, are diverse, relevant and connected to individual student learning needs. The school invites and encourages students to take positive risks in their learning and this powerful and strongly supported process has shifted imaginations for all of the students. With the school celebrating student achievement, one student’s success has a knock-on effect for all students: for a short time last year, a Lomandra student was working at the Sydney Opera House as an apprentice chef and this achievement allows all students to gain a greater sense of what is possible, to expand their individual aspirations and understandings about what being at school can give them. This shifting attitude is apparent to staff.
The school also manages difficult and challenging situations on a daily basis. The students at Lomandra, at times, struggle with their own behaviours, their impulse control and, for some, their medical conditions. Staff work with compassion and skilled capacity to remove high emotion, reactivity and punitive perspectives from interventions. Students are treated with respect.
Lomandra is not an island, remote and isolated from the community and the real world. It is a base from which students engage in the community and the real world. The school’s values – Be safe, Be respectful, Be a learner – are constantly reinforced for the students as community values too. Future success and happiness for our students will significantly hinge on their ability to be a strong and healthy member of their community. This is our aim.

To this end, also, we strive to engage all of the students’ parents and carers in important discussions and decisions and actions involving their children. This is a major key to any student achievement.

I commend all staff for their dedication and creativity which they brought to their work in 2011 and I congratulate all students who have taken positive learning risks, regardless of the outcomes.

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
**School community member message**

I have seen Lomandra progress considerably in the three years which have been involved with Lomandra. I have observed how the staff manage students’ behaviour by establishing trust and listening to its students. I speak on behalf of other parents and carers when I highlight the easy accessibility I have to the staff, particularly when communicating the development of the students. Some highlights for me in 2011 include seeing the senior students continuing with their studies and being given opportunities to attend training courses to support their further education. This included the TAFE course, White Card Training and for some students, hands-on experience in airbrushing. I especially enjoyed the Mother-Daughter camp which involved parents and carers not only from our school, but from similar school settings. This camp allowed me to connect better with my grand-daughter and to develop new skills in supporting her development. The outcome of this was that she can now express herself appropriately. I appreciate the time and effort the staff put into Lomandra’s students and look forward to a continued close working relationship.

Sharon Dawson
(Sharon is the carer of two of our students and has taken on the role as parent representative, supporting Lomandra in the merit selection process at the school. Sharon also volunteers her time to support Lomandra’s staff and students).

**Student representative’s message**

I enjoyed my time at Lomandra last year. I found it easier to get along with the staff and students which has helped me achieve. All students were able to participate in many activities this year both in the school and in outdoor activities. I was fortunate to be involved in the Sailing With Disabilities program and in the annual ski trip. Another program I also was involved in was a program held at Campbelltown Performing Arts Centre which we then worked at the Sydney Opera House. I am also looking forward to starting work experience next year.

Michael R Year 9

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

Our students are nominated for places here via a regional selection process and they maintain contact with their home schools during integration on Wednesdays of each week.

Our Stage 5 (Years 9 and Year 10) students are supported in achieving their School Certificates, undertaking work experience and seeking TAFE or employment opportunities. Our Stage 6 (Year 11) students undertake in vocational education courses and work experience placements, supervised and supported by staff.
Student Enrolment

Student attendance profile

Attendance rates improved during the course of 2011 with an increase of 40% from 2010 rates. Attendance is regularly influenced by suspensions, illness and events that occur in the community. It is also influenced by what is happening in the school on particular days. As Lomandra has a shared enrolment with its mainstream schools, attendance of the students can be affected as students increase their time spent at their mainstream schools or become involved in various programs.

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.

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.

Class sizes

The following table shows our class sizes as reported at the 2011 class size audit conducted on Monday 2011 March 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>student total</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Structure of classes

Where possible, students are organised into classes according to their Stage level and/or academic ability. In 2011, there was one Stage 3 class, one early Stage 4 class, three combined Stage 4/Stage 5 classes a Year 10 class and one Stage 6 class.

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 move into employment, according to their own individual transition plans.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal Lomandra</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal Sherwood</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Assistant Principal Behaviour</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Suspension Centre</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Itinerant Support Teachers Behaviour</td>
<td>3</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>School Counselor</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Release from face to face teaching</td>
<td>0.806</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.526</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>8</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>29.132</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2011, Lomandra employed a designated Aboriginal Education Officer to support the particular learning needs of its Aboriginal students. This role allowed for Lomandra to devise and implement strategies to support programs which catered to the students’ learning needs.
Staff retention

Lomandra gained one permanent staff member as a result of an additional class in 2011. This class was to support Lomandra’s Stage 6 program. In 2011 there were 12 permanent teaching staff with the remaining being employed on a term by term casual basis.

Staff 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>
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</tbody>
</table>

School Learning Support Officers Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 3 Teacher Aide Special</td>
<td>45</td>
</tr>
<tr>
<td>Certificate 3 School Administration</td>
<td>10</td>
</tr>
<tr>
<td>Certificate 3 Aboriginal Studies</td>
<td>10</td>
</tr>
</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.

A full copy of the school’s 2011 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$190 653.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>$150 482.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$105 842.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$12 816.55</td>
</tr>
<tr>
<td>Interest</td>
<td>$9 278.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$1292.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$470 366.22</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning         | $23 481.42 |
| Key learning areas          |            |
| Excursions                  | $13 464.00 |
| Extracurricular dissections | $24 312.42 |
| Library                     | $722.33    |
| Training & development      | $3649.45   |
| Tied funds                  | $121 262.49|
| Casual relief teachers      | $10 418.46 |
| Administration & office     | $62 700.98 |
| School-operated canteen     | $0.00      |
| Utilities                   | $18 352.36 |
| Maintenance                 | $26 210.07 |
| Trust accounts              | $2 470.94  |
| Capital programs            | $18 886.74 |
| Total expenditure           | $325 931.66|
| Balance carried forward     | $144 434.56|

School performance 2011

Academic

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 individualized 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, Maths Online and Lexia.
Arts

During Semester 2, students were given the opportunity to work with a team of artists from Shopfront Theatre for young people to explore the concept of ‘machine’ and how people interact with and use machines in daily life. Taking a multimedia approach to art making, participants engaged with digital photography, filmmaking and sculpture to produce their own futuristic machines that could be re-located within their own community and personal spaces, designed to take on human tasks from completing homework to house-keeping. As part of a wider community based project working with eleven schools, ‘Machine Atlas’ was displayed in Kogarah Town Square with audiences being invited into a night market to explore, play and interact with the unique inventions young people created to assist and inspire our lives.

In conjunction with Shopfront Theatre, students worked with ‘Heaps Decent’, a group of young musicians and DJ’s who focus on improving the lives of young people by providing opportunities to engage and develop their creativity. Writing and recording lyrics and making beats inspired by the rap and hip-hop genre, students explore themes of personal identity and how they locate themselves within family, school and the larger community.

Awarded a grant from the DEC, funds were used to bring a local airbrush artist, Nelson Jiminez into the school to work with students in developing basic and advanced airbrushing skills and techniques to include free-form design and stenciling.

With a careers focus, participants gained an understanding of how airbrushing is used in various industries to include automotive design and sign writing. The culmination of the workshops saw one students’ automotive airbrush project displayed at the Directors Choice Awards where both student and artwork received positive review. The student is currently undertaking a sign-writing course at a local TAFE.

Working in collaboration with Campbelltown Arts Centre and the Sydney Opera House as part of the ‘In the House’ program, term 4 saw students writing lyrics and recording music in professional studios at both venues. The first time visiting the Sydney Opera House for a number of students, participants were given a backstage tour and ‘behind the scenes’ experience of what it is like to be an artist at work within the iconic building.

Food Technology

Lomandra’s Food Technology program has been an integral part of the school’s learning program. As well as being highly motivated, students are regularly expected to employ their skills in numeracy and literacy, including measuring quantities of ingredients, duration of cooking times and preparing portioned meals for a required number of people. Students also have demonstrated their Literacy understanding, particularly in relation to text types including procedures, recounts, reports and responses by creating and writing up of recipes and evaluating their meals.

To address a healthy lifestyle, the meals prepared are highly nutritional with students encouraged to prepare these meals at home. The continued success of this program has encouraged students to seek further work experience and employment opportunities in the hospitality industry.
Integration

Lomandra’s working relationship with the schools which share the enrolment of its students has continued to achieve results in 2011. By regularly liaising with executive and classroom staff in the mainstream schools, Lomandra staff are able to provide relevant strategies and feedback. It also allows students to undertake an integrating program which caters to their individual needs, such as flexible timetables and attending their mainstream schools for selected subjects which ensure they will be engaged.

Representatives from Lomandra, including executive and a classroom teacher also presented to numerous schools the program conducted at Lomandra as well as behaviour management strategies. Feedback from these presentations was positive and further strengthened the link between Lomandra and mainstream schools.

Sport

In 2011 Lomandra ran various training days to ensure the safety of our outdoor activities including e-Emergency care training, Resuscitation and Mental Health First Aid courses. Lomandra staff benefited from external expertise such as visiting coaches in NRL and AFL and have initiated regular meetings of the sports staff to share best practice.

There have been numerous highlights this year, some of which include tennis, mountain bike riding, swimming (including the Bronze Medallion program), surfing and ice skating. Each of these sport activities has not only developed the students’ physical skills, it has offered them the opportunity to engage in new experiences, broaden their social skills and work as a team.

Stage 6 class

2011 has seen an exciting new addition to the Lomandra program with a Stage 6 class being established. This class specifically focused on Vocational Education and allowing Year 11 students to gain knowledge and experience in a variety to areas.

This highly individualised program allowed students to choose a range of TAFE courses they were interested in completing whilst also linking in with Break Thru Employment Agency to develop skills required to gain successful employment. This program looked at specific interests, resume writing, interview skills, work experience and employment opportunities. Students had the opportunity to complete Construction Induction White Card training at school. This was supported and fully funded for all senior students by Break Thru.

2012 will see two Stage 6 classes being run together at Lomandra school. As this new program further develops with students having the opportunity to gain a range of qualifications and experience with our support to help prepare for employment or study once they leave Lomandra.

Technology

Technology at Lomandra focuses on accessing the curriculum through the use of our four interactive whiteboards and has seen an upgrade of all our computer networks, as well as further education and training for teachers and students in online learning. Being involved in the DER Program, Lomandra utilises a Technical Support Officer.
The TSO’s contribution to the school has been a vital factor in helping the staff and students of Lomandra to understand technology and how to care for it in relation to DER Program. Staff and students in Years Nine and Ten have all been allocated their laptops for learning and each laptop has been commissioned, so that they now all have upgraded security and current software programs.

Lomandra also continues to enjoy a fully networked computer lab for students. There are nine desktop computers, each having access to the internet and laser printer. Staff and students have been able to access a range of programs such as Adobe Photoshop, Lexia on-line learning and Mathletics. 2011 saw the installation of another three Smartboards being installed across the school. A small cohort of staff members have been trained in the use of the interactive whiteboards and continue to share their knowledge with other staff members to build resources to increase the engagement and learning for the students at Lomandra.

Vocational Education

Lomandra senior students had the opportunity to participate in a TAFE Tasters Participation Phase Initiative (PPI) course through Macquarie Fields TAFE. This course enabled students to experience adult learning in a TAFE environment. Students completed a Certificate I introduction to Carpentry as well as online learning through the use of Moodle. Students worked in teams to construct picnic tables which were donated to local High Schools in the area. They also completed individual work including: cutting boards, foot stools, dvd case, wine rack and tool box. This course engaged students in learning and as a result will be offered to Lomandra students in 2012.

Students also gained a qualification in Construction Induction Whitecard Training at Lomandra School. In total 14 Lomandra students successfully completed this.

Four Lomandra students were successful in being accepted in TVET courses in 2012. These courses include: Floristry, Construction, Transport and Logistics, Automotive Vehicle Spray Painting. Students attend TAFE once a week as part of their school studies.
Student Achievements in 2011

School Certificate

In 2011, 10 students completed School Certificate studies. Of these students, 4 attained a mainstream Year 10 School Certificate and 6 attained Life Skills School Certificate.

Two of our mainstream School Certificate students attained a Credit ranking across the majority of their subjects. One of our School Certificate mainstream students attained a Distinction ranking across the majority of her subjects.

Significant programs and initiatives

Lomandra provides its students with numerous programs in order to encourage engagement and to experience success. The students’ abilities are varied so these programs cater to their individual needs.

Aboriginal education

In 2011, the Aboriginal Education committee addressed the mandatory requirements of the DEC and the needs of all students. This committee met regularly to coordinate resources, programs and activities for teachers to access and include as part of their teaching programs.

Outcomes achieved in 2011 included the production of a whole school art display to celebrate Naidoc Week, working with agencies including the Roads and Traffic Authority, Koori Kids and AITSIS. Links with members of the local Aboriginal community were established so that support and mentoring of students was provided. This included involvement in the Tharawal Closing the Gap initiative.

Students actively participated in the Steps to Success program, which provided them with skills to work cooperatively and develop self-awareness and positive esteem.

Teachers also undertook professional training which allowed them to incorporate the 8 Ways of Learning as part of their classroom teaching.

This was useful in not only providing a consistent approach across the school but also addressing Aboriginal students’ individual needs.

Multicultural education

In 2011, students were provided with learning experiences which promoted a deeper understanding of the diversity that exists in this school and community. Lessons were integrated in various Key Learning Areas including HSIE and Food Technology. Students also participated in excursions to cultural places of interest, reflecting studies undertaken in the classroom.

Outdoor Education Program

Students across all year groups have the opportunity to access the Lomandra Outdoor Classroom. This allows students to make connections between different areas of learning through interdisciplinary activities such as camping, canoeing, sailing, skiing, rock climbing and mountain bike riding. It also provides the opportunity for students to connect with their environment, their community, their society and each other.
Under the guidance of experienced and trained staff, the students were able to develop their knowledge, understanding and social skills. Their ability to apply their learning in new and challenging contexts has improved their independence, resilience and their ability to work co-operatively with others.

The highlight of the year has been the inception of the Sailing With Disabilities program. Students who participated in the program were able to demonstrate skills relating to safety, teamwork and respect for team members. All students that completed this program learned how to sail a 16 metre boat beyond the heads of Sydney Harbour.

**Campbelltown Suspension Centre**

In 2011 students from years 5 to 11 attended the Suspension Centre while on long suspension from their schools. Of the 135 students participating in the programs available at the centre, more than 90% were from secondary schools and about 25% of the total were female. By secondary school year, 49 students attended from Year 8; 22 from Year 9; 24 from Year 7 and 26 from Year 10. Students from 3 school districts attended and these came from 12 different high schools, 6 different primary schools and 1 SSP.

While at the centre all students completed intensive maths programs targeted at their 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 2011 is the achievement of 8 students who made it onto the daily “Top 100 Mathletics students in Australia” list throughout the year. This brings the total number of students making this list while at the centre to 24. Students also participated in an integrated online curriculum hosted through the Studywiz learning management system and designed by the Suspension Centre to cover a broad range of curriculum content found within the KLAs. 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 mathematics skills.

This personalised and challenging learning environment has enabled students who are often disengaged and resistant to learning becoming motivated to improve their academic skills and all students are expected to reach mastery (80%) in all work before moving on to new activities. In 2011, the centre also provided sustained, individual support for a student to enable the completion of a school certificate qualification. This was achieved with a Band 3 average mark.

The centre has been staffed throughout the year by a Head teacher, and a part-time 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.
Sherwood

Sherwood House is a therapeutic residential care facility for young people living in out of home care. A part-time education program is provided by Lomandra School on-site at Sherwood House 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 and HSIE. Students undertaking the School Certificate attended Lomandra School one day per week to access a specialised Year 10 program. Inclusion in this program provided students from Sherwood House further access to teachers in specialist subject areas, as well as an opportunity to socialise with other young people in a safe and supported environment.

As part of a learning program on ‘Animals as Workers’, Sherwood students held a bake sale in which they raised funds for Guide Dogs Australia and were treated to a visit by ‘Jeralee’, a nine year old guide dog and her owner Samantha. Samantha detailed what it is like to live as a blind person and the importance guide dogs have in the lives of the blind and hearing impaired.

Support Teacher Transition

Lomandra School supports the provision of services in the transition process for students with disabilities. Three Support Teachers Transition are based at the school providing support to students, staff and families at Lomandra as well as all departmental high schools, support units and special schools in the Campbelltown/Macarthur areas.

During 2011 the Support Teachers Transition have worked with students, families, school staff and outside agencies through the development and implementation of Transition Plans for individual students. This process has included making links to other educational organisations, employment agencies and post school program services.

Other programs managed by the Support Teachers Transition include POWER (a work experience program for students) and the Guys & Girls Getting Out There Program (a work skills/preparation program).

Itinerant Behaviour Support Program

Lomandra School supports a regional behaviour support program. The team has five teachers who support mainstream schools with their management and teaching of students with disruptive behaviours.

In 2011, the Itinerant Behaviour Support team provided support to primary and high schools across the Macarthur area. They implemented 3 high school based support programs in local high schools and began the development of a Girls Education program. The behaviour team also conducts professional learning for schools in kindergarten programs, transition programs and classroom management. As well, they conduct the Park Program, an early intervention program for year seven and year eight students at risk.

Out of Home Care

During 2011 the Out of Home Care teacher has continued to support the implementation of Keep Them Safe: a shared approach to child wellbeing government commitment to children and young people in out of home care in government preschools and schools. In Campbelltown and Macarthur School Education Group, the teacher has supported schools by liaising with Family and Community Services and non-government agencies to gather information to support the successful transition of children and young people into school settings. Particular emphasis has been placed upon DEC’s commitment along with Family and Community Services to have developed education plans for all students in statutory care who are new to care or newly enrolled.
The teacher worked collaboratively to ensure relevant supports and programs were accessed to support students’ needs. Support has been given to schools developing education plans and their review and transitioning the pre-school to Kindergarten and Year 6 to Year 7.

In 2012 education plans will be required for all students and young people in statutory out of home care. The Out of Home Care Teacher will assist schools in this process. The Out of Home Care teacher will continue to support children in statutory out of home care to access programs and services that best meet individual needs and will continue to communicate with all stakeholders in this decision making process. Smooth transitions for students in times of change will continue to be a focus in 2012 with professional learning so that new understandings and effective strategies to support students at risk can be embedded in the teaching learning environment.

**Progress on 2011 targets**

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

**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:

The continued implementation of interest-based programs including art, music, food technology, outdoor education and sporting activities as it allows for a greater diversity of literacy-based tasks. The tasks are tied to activities which students can see the immediate relevance and are completed with greater motivation and success.

Assessment procedures for benchmarking students have been formalized 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.

The continued implementation of interest-based programs including art, music, food technology, outdoor education and sporting activities as it allows for a greater diversity of literacy-based tasks. The tasks are tied to activities which students can see the immediate relevance and are completed with greater motivation and success.

Assessment procedures for benchmarking students have been formalized 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 School Certificate, a Life Skills School Certificate or a Certificate which reflected a combination of both.

Attendance of all Stage 5 students allowed completion of School Certificate requirements.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Literacy and School Culture.

**Educational and management practice**

**Background: 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 collaboration.

**Findings and conclusions: School Culture**

Lomandra’s work with the wider community in establishing a communication network has provided its students with many opportunities in obtaining work experience. A number of events including Mother-Daughter camp, Naidoc Week celebrations, Harmony Day activities, parent BBQ’s, and award ceremonies were conducted successfully with high participation rates. Also, 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 2012.

**Curriculum**

**Background: Literacy**

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.

**Findings and conclusions: Literacy**

As a result on the evaluation of literacy: stronger assessment procedures were implemented across the school and programs in literacy were tailored more around the interests and existing skills of the students.

The staff at Lomandra identified that the most effective way of engaging students was to provide a teaching program which addressed students’ individual needs and to address literacy across Key Learning Areas.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. There was an overwhelming response from both parents and students that they were pleased with the ongoing support that was provided by Lomandra staff. Opportunities for their child to reengage in education were highlighted as well. The sense that staff, students and parents felt they belonged to a Lomandra school community was also apparent. Improvement in communication contributed to a higher satisfaction from all members of the school community.

**Professional learning**

Lomandra School supports its staff in undertaking 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 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
- Deepening knowledge on Curriculum
- Code of Conduct policy and guidelines
- Behaviour management strategies for students with oppositional behaviour
- Mental Health First Aid
- Youth Justice System
- Mind Matters
- Child protection updates
- Non-Violent Crisis management
- access to Board of Studies resources
- First Aid update training
- Access to DEC Science Consultant
- Technology updates including the implementing of Adobe Captivate
- Sentral
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

2012 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

2012 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
- More than 90% of students have current and highly detailed, accurate and effective IEP’s and IBP’s and, where appropriate, PLP’s and MH plans

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.
• Professionally develop all staff in the use of Sentral, a data base used to adequately monitor all aspects of student behaviour and progress

School priority 3

Outcome for 2012–2014

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

2012 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 behaviour

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.schoo ls.nsw.edu.au/asr