Students
Lomandra School, established in 1998, caters for up to 70 students in Year 5 to Year 12 with severe challenging behaviours and/or emotional disturbances. This includes seven students enrolled in the Sherwood Program, a program for high needs out-of-home-care students.

Significant programs and initiatives
In 2012, Lomandra continued to provide programs which supported students’ learning and wellbeing, as well as providing opportunities for further education. These include the commencement of the Wednesday tutorial program to support students disengaged with mainstream school education and require individual support to address their educational needs.

*Racing to the Top* was another program, supported by *Kari Aboriginal Resources*, which provided students with the incentive to improve attendance as well as resilience.

To encourage physical activity and develop teamwork, a School Learning Support Officer role was dedicated to conducting skills training in all classes and coordinating sports activities during recess and lunch breaks one day per week. As a result, Lomandra students were able to participate against other schools competitively and appropriately.

Preparations also began for the 2013 Kokoda trip, which involves both staff and students dedicating their own time and training to prepare for the experience in 2013.

The creation of a Community Liaison part time position has been of great assistance in strengthening links to the community as well as forging new ones. The *Every Student Every School* initiative also commenced in 2012, which is designing a plan to support the transition for students from school to the workplace environment.

Messages
**Message from the Principal**
Lomandra School continues to build a stable, high quality learning environment for all of its students - an environment that is safe; a culture of interaction that is respectful and classrooms where high standards of teaching and learning are achieved.

One of our key messages is about community. Our students are all members of our community who just happen to be going to school at the moment. It is important that we all know how to be good members of good communities and the school reinforces this message through all of its teaching and learning. Whether it be as a good mate to your friends, as a fellow classmate sharing classroom tasks or as a member of the whole school participating in an excursion, the message is the same: show respect through the way you listen, the way you help, the way you join in.

An important focus for the school in recent years has become how we support our students to make successful transitions from school-life to work-life, community-life or further study at TAFE.
In this regard especially, this year has seen the school thrive in many ways: more students have participated in work experience and more students have completed pre-enrolment TAFE ‘taster’ courses through Macquarie Fields and Campbelltown TAFE colleges.

These ‘real world’ experiences of life beyond the school gate are assisting our students to make better choices about their daily behaviours and their future plans.

Daily life at Lomandra School will have its challenges as students strive to manage their impulses, channel their anger and energy, learn new more successful strategies to dealing with stress or not getting what they want when they want it! It can take a long time to make those changes. During the year, Lomandra received an email from an ex student who wanted to say thankyou to her teacher and SLSO, Keith and Gina, and to let us know how life had been, working and living independently and completing her study at TAFE, and to share her plans for the future. She concludes with the following:

Lomandra changed my life! Only god knows where I would be if I did not have Lomandra. Every time someone took me in you guys were there and then every time that person through me out, you were there. I was in and out of juvy, in and out of different homes but I always had Lomandra to go back to. I never wanted to go to school, I used to kick the doors and carry on like a twat and eventually I was excited to get out of bed and come to school, out of all the ten schools I have went to in my life that is the only school I could not wait to get to. You guys made a humungous difference I really thank you for that. Once again, thank you Lomandra, never stop what you are doing because there are more kids like me out there and you could change their lives too. Lomandra and its staff are amazing.

I thank all staff who work to achieve success for our students like this student has achieved.

I encourage all staff and students to take positive teaching and learning risks – these are opportunities to extend ourselves, to make changes regardless of how big or small they are, and to shift imagination about what is possible.

I wish also to thank Mr Geordie Crawford who relieved as Principal for me for extended periods of time during 2012. His leadership and stability extended even further the direction of the school and demonstrated through his amazing efforts the meaning of teamwork.

One other achievement for the year has been the ongoing culture of staff taking on leadership roles. Both teachers and SLSO staff alike. Sometimes these roles focus on leading and managing whole school projects or excursions, sometimes these roles are executive roles. I commend Nicole Powell for her role as Assistant Principal of the Sherwood program for high needs out-of-home-care students, and Leanne Newitt and David Sproul for their roles in relieving as Assistant Principal, and Paul Borodin for his support of young teachers and new executive.

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
Message from our School community member

Lomandra has provided a lot of support for not only for my son Joshua but also for us as parents. I have been pleased with Lomandra’s ability to understand the nature of the students, their behaviours and to seek strategies to support their ability to self-manage. The staff at Lomandra are able to work intensively with the students, displaying patience and perseverance. If only there were more schools like Lomandra to provide support for the youth who require it.

Lomandra also has assisted students by providing them with opportunities for experience and training, preparing them for work beyond their schooling. This has been an achievement for my son, completing a TAFE level tiling course. I look forward to Lomandra continuing to support not only my son, but other students well into the future.

Peter Dower is a parent of a senior student

Message from the student representative

There are many things in 2012 which I enjoyed at Lomandra. Being a new student I was not sure how long I was going to be there and even though I wanted to be back at my mainstream school I enjoyed my time, making new friends, especially the sports program. I also thought my teacher and school learning support officer were nice. Lomandra helped me with my literacy and numeracy development. Lomandra really helped me in making the move to high school a successful one.

Harley T – Year 6, 2012

Lomandra has provided me with many opportunities last year, both in the classroom and outside. I enjoy my sport and was able to participate in many activities, including ice skating, sailing, bike riding and definitely skiing. I also enjoyed the mathematics work I was doing in class, the work on robotics and carpentry.

Lomandra helped me a lot last year, by steering me in the right direction, with my behaviour and my attitude to school. I had a few achievements last year. One of them was building a very complicated robot, which could move by pre-programmed instructions. Also, receiving the Most Improved Award at the Presentation Day Assembly was a highlight for me and my family.

Brandon H – Year 9, 2012

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 at Lomandra via a regional selection process and they maintain contact with their home schools during integration each Wednesday.

Our Stage 5 (Years 9 and Year 10) students are supported in achieving their RoSA, undertaking work experience and seeking TAFE or employment opportunities. Our Stage 6 (Year 11 and Year 12) students undertake in vocational education courses and work experience placements, supervised and supported by staff. For the first time, in 2012, a cohort of Year 12 students completed their studies, following the establishment of two Stage 6 classes in 2011.
Student attendance profile

Attendance rates improved during the course of 2012 with an increase of 40% from 2011 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, including TAFE and work experience.

Management of non-attendance

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

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

Class sizes

The following table shows our class sizes as reported at the 2012 class size audit conducted in March 2012

<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>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>student total</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

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(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal Sherwood</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Suspension Centre</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal Learning/Support</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Support Teachers Transition</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Out of Home Care</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Release from face to face teaching</td>
<td>0.89</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.422</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>10</td>
</tr>
<tr>
<td>Technical Support Officer</td>
<td>0.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>32.272</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012, Lomandra employed a School Learning Support Officer to support the particular learning needs of its Aboriginal students. This role allowed for Lomandra to devise and implement programs and strategies which catered to the students’ learning needs.

Staff retention

Lomandra gained two permanent teaching staff at the end of 2012, therefore making the total of eight permanent teaching staff with the remaining being employed on a temporary basis.
Staff qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>144,434.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>150,315.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>204,030.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11,997.08</td>
</tr>
<tr>
<td>Interest</td>
<td>8,379.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,122.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>375,844.53</td>
</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>14,815.12</td>
</tr>
<tr>
<td>Excursions</td>
<td>12,013.08</td>
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<tr>
<td>Extracurricular dissections</td>
<td>8,668.89</td>
</tr>
<tr>
<td>Library</td>
<td>578.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,416.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>135,213.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>10,525.63</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>59,841.20</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>17,888.01</td>
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<tr>
<td>Maintenance</td>
<td>27,615.15</td>
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<tr>
<td>Trust accounts</td>
<td>7,453.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>297,029.03</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>223,250.06</td>
</tr>
</tbody>
</table>

School performance 2012

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

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

Arts

Over two terms, students were given the opportunity to work with a team of artists from Shopfront Theatre for Young people to create ‘Arcade Assembly’, Shopfront’s 2012 major work that engaged over 90 young artists across Sydney in a conversation about real and fantasy meetings in an arcade gaming environment. Taking a multimedia approach to art making, Lomandra students engaged with digital photography, filmmaking and sculpture to produce interactive artworks with a focus on gaming, later installed at Shopfront Theatre along with contributions from partner schools and artists.

The culmination of this part-maze, part-performance, part-retro computer game, the large-scale gaming arena saw participants roam and explore, collecting points on their scorecard for interacting with artists and engaging in the student-created games.
In conjunction with Shopfront Theatre, students worked with *Heaps Decent*, a group of young musicians and sound engineers 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 explored themes of personal identity and community.

A recipient of the Department of Education and Communities ‘Artist’s in Schools’ grant for 2012, Lomandra worked with local artist Nelson Jiminez on a two-term project entitled ‘Lomandra Stories’. Participants were guided through the basics of using an airbrush to include free-form design and stenciling techniques. In the final three workshops all students were given the opportunity to work alongside Nelson to produce the *Lomandra Wall*, a larger scale mural featuring the school name, motto *Challenges and Choices* and student made stencil portraits. To acknowledge student achievement Lomandra School hosted a Community Day in which the school invited parents and carers to witness the unveiling of this project and partake in an Aboriginal blessing of the wall in the form of a traditional smoking ceremony conducted by Aboriginal Elder Uncle Ivan.

The success of this program in 2012 is reflected in 5 students seeking and gaining work experience opportunities or employment in the hospitality industry.

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

**Integration**

Lomandra works collaboratively with the schools which share enrolment with its students. Students are supported by Lomandra staff, who regularly liaise with executive and classroom teachers in mainstream schools to provide feedback and relevant strategies. This program caters to student’s individual needs with flexible timetables, selected subjects to allow for success and practical support within the classroom. Mainstream school executive representatives attended Lomandra to discuss students’ progress as part of a formal review process. Several also attended the annual End of Year Presentation Day assembly, in show of support for their students.

**Sport**

In 2012, Lomandra ran various training days to ensure the safety of our outdoor activities including e-Emergency care training, and Resuscitation. Lomandra staff benefited from external expertise such as visiting players from the NRL and have initiated regular meetings of the sports staff to share best practice.

**Food Technology**

Lomandra’s Food Technology program is an established and important part of the school’s learning program. In 2012, students were engaged in the preparing and cooking of healthy and nutritious recipes, developing skills in working cooperatively as part of a team. Importantly, numeracy and literacy are addressed through the program. Numeracy is taught through students demonstrating the measuring of ingredients, duration of cooking times and cooking balanced portions. Literacy is addressed through the writing of procedures, recounts, reports and responses by creating and writing up of recipes and evaluating their meals.
Lomandra also established close links with local schools by regularly competing in sporting contests with these schools. Encouraging teamwork whilst also gaining skills in the sports of soccer, touch football, softball and swimming, students found this regular event to be rewarding and a highlight of the year.

Sport was also integrated with other subject areas as it provides staff with opportunities to address several learning outcomes. These included the Sailing with Disabilities program, Surfing and Lifesaving Skills program and Fishing programs. Other sports which students regularly participated in included roller skating, mountain bike riding and indoor sports.

Lomandra’s ski program provided the opportunity for ten students to attend a ski trip, staying at Jindabyne Sport and Recreation Centre. Students were able to engage in not only learning how to ski, but also to become resilient learners and to address and manage particular behaviours in an environment away from the school. This was again a highlight for the students and staff.

Technology

Technology at Lomandra focuses on accessing the curriculum through the use of interactive whiteboards in engaging students. In 2012, Lomandra increased the number of interactive whiteboards resulting in six being used throughout the school. Lomandra also continues to utilise a fully networked computer lab for students. There are nine desktop computers, each having access to the internet and laser printer.

Programs that have been introduced in 2012 include Scratch, which allows students to use basic computing code to program games and basic computing functions. Students used this program to design a robot that carried out basic functions. Minecraft software was introduced on the schools network allowing students to design and build structures in a digital environment. This included an Ancient Greek city, theme parks and urban environments. This program linked multiple Key Learning Areas and promoted social skills and cooperative learning.

Lomandra continued its use of online learning programs such as Lexia to address literacy skills, Mathletics to address numeracy skills and Skwirk to compliment work prepared in the subjects of Science, History and Geography. This remains a stable initiative across all Stage groups at Lomandra.

2012 saw the rollout of new DER laptops for both students and teachers, with students being able to access their curriculum through this technology in the classroom. Lomandra’s Technical Support Officer’s contribution to the school in helping staff and students to understand technology and how to care for it in relation to the DER program has been invaluable.

A work experience ICT program was piloted for students wishing to gain knowledge in this career field.

The Lomandra website was launched in 2012, which is updated frequently by staff with promoted events and activities to our school shareholders and the broader community. All staff were trained in the use of Sentral who utilise it for administration of attendance, welfare and general school records.

Integration of ICT into the school plan will continue with the Moodle implementation, Ipad roll-out, interactive data projector and regular staff training and resource development for these technologies.
Vocational Education

Lomandra students had the opportunity to participate in a range of courses and work experience to support their transition from the classroom into further education and workplace.

Students were required to venture out into the community and participate in a range of experiences as young adults. This included TAFE courses at Macquarie Fields and Campbelltown, work experience at many local businesses, some of which lead to apprenticeships and employment.

29 students successfully participated in either TAFE, work experience, employment or apprenticeship based employment with courses being undertaken including Sign Writing, Wall and Floor Tiling, Information and Technology, Hairdressing, Automotive, Carpentry and Floristry.

At the beginning of 2013, 70% of senior students were still currently linked with an employment provider. Three students have graduated from Lomandra and currently employed in full/part-time employment.

Academic

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

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

RoSA

11 students obtained RoSA.

Aboriginal education

To ensure that all students’ learning needs are met, it is a requirement that the class work and extra-curricular programs are engaging and address educational and appropriate social skills outcomes. In 2012, there was the continued emphasis on addressing Aboriginal education through the conducting of programs such as Racing to the Top, which encouraged students to persevere with challenging, yet rewarding model construction projects. The success of this program allowed this to be repeated, with similar results. Lomandra also invited and employed mentors to support students in managing and developing their self-confidence. It was a
privilege to also have the support from Kari Aboriginal Resources organisation which provided opportunities for Lomandra’s students as well as the expertise of Peter Cooley of Koori Communications and Training.

Students demonstrated the ability to apply their learning in challenging environments, by being resilient and work cooperatively with their peers. The Sailing With Disabilities program continued in 2012, with continued success, with students experiencing sailing beyond the heads of Sydney Harbour. As in the previous year, students that completed this program discovered that they knew the fundamentals in how to sail a 16 metre boat.

Multicultural education
In 2012, students were provided with various learning experiences which encouraged awareness and tolerance of cultures which exist in our community. Lessons were integrated into class room programs in various Key Learning Areas, including HSIE, Food Technology and PD/H/PE. With the Olympic Games being held, it was an opportunity to connect student interest of sport with nationalities and their respective cultures.

Lomandra also held activities during the week of Harmony Day, culminating in a day held at Cataract Dam which promoted working as a team in games and sporting contests.

Outdoor education
The Outside Classroom
A valued aspect of the Lomandra program is the opportunity for its students to access the Outside Classroom, allowing students to make connections between different areas of learning through interdisciplinary activities such as camping, canoeing, sailing, skiing, rock climbing and mountain bike riding. As it is clear that students require particular skills to function and manage themselves in the wider community, these activities address the need for students to connect with their environment, their community, their society and each other.

Students from 3 school districts attended and these came from 14 different high schools, 6 different primary schools and 2 from Schools for Specific Purposes.

While at the Centre all students completed intensive mathematics 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 mathematics works in their short stay at the Centre.
An indication of the work completed by students in 2012 is the achievement of 14 students who made it onto the daily “Top 100 Mathletics students in Australia” list throughout the year while 2 students made the “Top 100 in the World”. This brings the total number of students making these lists while at the centre to 43. Students also participated in an integrated online curriculum hosted through the Studywiz learning management system and designed by the Suspension Centre. This integrated learning model uses learning activities designed to scope and sequence across a broad range of curriculum areas including English, Mathematics, Science, HSIE and PDHPE to provide a maximum coverage of learning outcomes for students with a range of learning abilities and while maintaining an economy of time. A one-on-one laptop computer environment was used to facilitate this learning.

Students were able to access their work programs 24 hours a day while at the Centre and many students used this opportunity to complete extra work while at home, especially in the improvement of their mathematics skills. With an increasing emphasis on mobile technologies such as iPads, the centre has begun 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 as all students are expected to reach mastery (90%) in all work before moving on to new activities.

In 2012, the Centre also provided sustained, individual support for a student to successfully complete Year 9 through the Sydney Distance Education School.

In 2012, the Suspension Centre has been staffed by a Head teacher, a part-time School Learning Support Officer and several casual School Learning Support Officers, who have worked intensively with students and parents/caregivers, and on the design, creation and revision of over 200 online learning resources. Liaison with other units working in the area of students with learning/behaviour issues has enabled the sharing of this expertise and 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 cover the key learning areas of Mathematics, English, Science, Visual Arts, PD/H/PE and HSIE. Sherwood students attend Lomandra School one day per week where they access the student kitchen for a Life-Skills focused cooking program and the Art room for a multi-disciplined creative arts experience to include ceramics, print-media and painting.

Sherwood students attended Macarthur Centre for Sustainable Living (MSCL) where they established a kitchen garden, learning about permaculture and horticulture while working as a
team to design, establish and maintain their garden.

Engaging with MSCL staff and volunteers, Sherwood class became highly involved at the centre that their contribution and enthusiasm in volunteer work was acknowledged by the centre manager. The success of the program has seen one student engage in an on-going work experience opportunity.

Attending Wooglemai Environmental Education Centre for the first Sherwood class excursion, students engaged in pond and earth studies seeing students gather small organisms to observe under a microscope and identify from a provided chart based on physical characteristics. Engaging in an Aboriginal bush walk, students tasted leaves and other bush foods and learned how Indigenous Australians survived on these foods. Having had limited opportunity to attend school excursions prior to attending Lomandra School, Sherwood class readily engaged in the Wooglemai program and are looking forward to further excursions in the future.

**Support Teacher Transition**

In 2012 three Support Teachers Transition were based at Lomandra School providing support for students with a disability as well as supporting students at all departmental high schools, support units and special schools in the Campbelltown/Macarthur area.

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

**Out of Home Care**

The Out of Home Care Teacher based at Lomandra has continued to work with schools and regional staff to build the capacity of teachers and schools to support children and young people in out of home care and improve their educational outcomes.

Educational plans for all students in Out of Home Care has been a focus for 2012 and the Out of Home Care teacher has been involved with the generation of these at many Campbelltown and Macarthur schools and in the development of staff skills in the process. Throughout 2012 the Out of Home Care has assisted schools in supporting students in out of home care through funding for individual students where eligible, education planning, facilitating communication and collaboration between schools, caregivers and agencies in planning to support individual students in out of home care.

**Community Liaison Officer**

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

- Fundraising for Lomandra projects including the Kokoda Expedition and the annual Ski Trip.
- A link with Oz Harvest, who provided food twice per week for the school. As a result food hampers were provided for many families and a regular healthy lunch for students
- Positive media exposure for the school
- New South Wales State ministerial representation at the Annual School Assembly
Progress on 2012 targets

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

Target for 2012 from 2011 report:

Target 1

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

Our achievements include:

Integrated programs which enables students to address their literacy skills in engaging activities across various Key Learning Areas. These include programs in Visual Art, Music, Food Technology, outdoor education and Physical Education allowing for a greater diversity of literacy-based tasks. With some of these programs, tutors and specialised personnel assist with the implementation, ensuring that students gain as much assistance as possible as well as being able to complete tasks with greater motivation and success.

The regular use of ICT including the computer based program Lexia has encouraged students to participate and progress at their own pace, which inspires them to be self-motivated.

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

Target 2

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

Our achievements include:

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

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

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

Target 3

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

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

Attendance of all Stage 5 students allowed completion of RoSA.

School evaluation

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

School Culture

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

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

Lomandra has established a professional link with the University of Western Sydney and 2012 saw the first intake of trainee teachers at Lomandra.
The school embraces its role in the development of new teachers, particularly in the understanding and management of challenging behavior.

**Findings and conclusions**

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

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

**Background: Literacy and Numeracy**

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

**Future directions**

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

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

The response from the whole school community was that Lomandra endeavours to make its students feel comfortable in a safe and secure environment and encouraged to perform at their best potential.

Lomandra staff appreciate the opportunities provided to them to lead teams, undertake roles within the school to develop skills and perform executive duties.

Parents acknowledged that Lomandra staff were always available to discuss their child’s progress and any concerns they had, allowing for open communication and support. Opportunities for their child to reengage in education were highlighted as well.

Students overwhelmingly commented on the caring nature of the staff and their ability to listen to students’ concerns. They also enjoyed the activities provided for them such as sport, community access and work experience.

**Professional learning**

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

Staff received training in the following areas:

- Programming for Literacy
- Programming for Numeracy
- Access to DEC Numeracy consultant
- Deepening knowledge on Curriculum
- Code of Conduct policy and guidelines
- Behaviour management strategies for students with oppositional behaviour
- Child protection updates
- access to Board of Studies resources
- First Aid update training
- Sentral update and training for SLSOs
School planning 2012—2014

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

School priority 1
Outcome for 2012–2014
Literacy and Numeracy
Improved levels of Literacy and Numeracy achievement for students

2013 Targets to achieve this outcome include:
- More than 90% of students achieve improvement in their literacy and numeracy skills measured against individual pre and post testing
- More than 90% of students achieve greater proficiency in the use of available technologies to increase their literacy and numeracy proficiency
- 95% of teaching staff will achieve competency in the ICT component of their Professional Learning Plan

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

School priority 2
Outcome for 2012–2014
Student Engagement and Attainment
Improved student engagement in learning and increased student attainment

2013 Targets to achieve this outcome include:
- More than 90% of students make improvement in their attendance measured by individual attendance data
- More than 90% of all Stage 3 students make successful transitions to mainstream schooling
- More than 90% of students make improvements in emotional intelligence, self-regulatory behaviour and social wellbeing
- More than 90% of eligible students complete a TVET or TAFE Taster or recognised vocational training courses during their senior years

Strategies to achieve these targets include:
- Professionally develop teaching staff in their capacity to create and implement effective individualised learning strategies
- Develop a model of Welfare Support Teaming
- Implement a valid social skills pre-and post-testing measurement tool to drive targeted social skills training for all students
- Embed the school values and the class and individual strategies for compliance with them
- Develop effective partnerships with the broader community (including the aboriginal community, support agencies, health service providers, other schools and educational institutions, industry and business) to facilitate increased learning and transition opportunities, and mental health support
- Students engage in a broad range of experiential learning and social skilling opportunities
- The school fosters Aboriginal cultural engagement and teaching/learning approaches that support all student learning
- Develop comprehensive individualised transition plans collaboratively with home schools and all other stakeholders including the student families
School priority 3
Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

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

Our achievements include:
All New Scheme Teachers who undertook accreditation successfully completed the process. Three classroom teachers gained executive experience in the role as Assistant Principal.
The school reported fewer incidents of suspension. All staff undertook leadership roles in committee generated school improvement tasks.

Strategies to achieve these targets include:

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

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: