2010 Annual School Report
Lomandra School

NSW Public Schools – Leading the way
Our school at a glance

Students
Lomandra School, established in 1998, caters for up to 49 students in Year 5 to Year 10 with severe disruptive behaviours.

Message from the Principal
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.

Firstly, the students are here to learn. Each student brings with them to Lomandra their own range of challenging behaviours and learning needs.

Secondly, the door is always open – so to speak. The students’ behaviours often get in the way of their learning and the staff work creativity from this premise: how can we engage him/her? What is the learning task and who is the staff member best positioned to connect with and support him/her? What do we need to do to sustain his/her attendance and learning? How can we best extend his/her knowledge in numeracy and literacy? As a result, during 2010, students launched into performances at the Opera House, video production, drumming, keyboard and guitar playing, graffiti competitions, the new art room activities, mountain bike riding, skiing, fitness programs, canoeing, accessing the community, experiencing work at Woolworths and Spotlight and motor mechanic workshops, TAFE programs, work competency certificates such as the White Card.

Next, we know our students exit Lomandra to the ‘real world’, not to a ‘special world’. Hence, the values of the school reflect community values: we ask of the students and ourselves to be SAFE, RESPECTFUL LEARNERS. The message around behaviour for our students is simple: ‘Right place, right time’. The school focus on transition – whether it be to home schools, further study or employment – requires this realistic approach.

Further, we are a community: a complex connection of students, families, community services and other schools. This poses challenges for communication and coordination but it holds great opportunities and strengths as we work together to tailor support for students individually – each student transition plan is unique: integration to home schools is built around the needs of the student and the reality of the home environment; each work experience opportunity is built around the interests of the student and the good will of the businesses in our area; and support from agencies such as the local police and Juvenile Justice is highly valued and professional, where the focus always remains on the safety and welfare of our students. And within our Lomandra community, the real strength and heart lies with the individual families: the commitment by parents and carers in the face of the challenges of their sons and daughters (and grandchildren) and children in care is awesome!

Our message is this: we never give up.

The Building Education Revolution has provided Lomandra with new facilities, which have provided more opportunities for its students. These include a purpose built Student Kitchen, Visual Arts room and carpet in the school corridors. Both the Visual Arts room and Student Kitchen are accessed regularly by students as part of their class program and are popular new additions to the school.

The school is growing in 2011
In 2011, Lomandra is establishing a class designed specifically to cater for its Year 11 students who wish to further their education, particularly in regards to vocational training. Students attending this class will be expected to adopt a dedicated and mature attitude to their learning and utilising Lomandra’s resources in gaining access to employment and training opportunities.

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
Message from a school community member

I am pleased with the effort and work that the staff of Lomandra put into its students. Some highlights for me in 2010 include the ‘New Parent and Student Induction’, the overnight excursions, including the ski trip and being present at the End of Year Award Ceremony. Attending the ‘New Parent and Student Induction’, I was able to talk with the new members of the Lomandra community and share my thoughts and feedback on how Lomandra School works. It was also great to see Lomandra students provide information. At the End of Year Award Ceremony, I was proud to see a particular student receive the Student Academic Award, as I was aware of the effort he put into receiving this acknowledgment.

Sharon Dawson

(Sharon is the carer of one 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).

Message from a student representative

Students were involved in many activities this year both in the school as well as outdoor activities. Among my favourite included the excursion to Cataract Scout Park, the endurance bike riding courses, the trip to IMAX and of course the ski trip to Smiggin Holes. Cataract Scout Park was great because all students were able to challenge themselves in activities such as the flying fox and obstacle course as well as getting to know each other better. The ski trip was especially exciting as it was the first time that most of us had tried skiing, let alone seen snow.

I also want to say thank you to the staff at Lomandra, especially my teacher who helped me achieve gaining my School Certificate. I know that this will now allow me to further my studies and gain work next year.

Lucas W. Year 10

(Lucas successfully completed his School Certificate and has decided to continue on with his education, particularly vocational training at Lomandra with the newly established Year 11 class)

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.

Enrolment by Gender

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>23</td>
<td>33</td>
<td>33</td>
<td>37</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Enrolment by Year group

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates improved during the course of 2010. Attendance has improved by 40% from 2009 rates. Attendance is regularly influenced by suspensions, illness and events that happen in the community. It is also influenced by what is happening in the school on particular days.

Management of non-attendance

As part of their welfare role, Lomandra teachers communicate regularly with parents and carers so to ensure that students attend on a consistent basis. This has had a positive effect on student attendance.

Also an executive member liaises twice per term with the local HSLO to discuss roll-marking and attendance checking procedures so to ensure a pro-active approach is taken with students’ attendance.
Post-Lomandra 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.

<table>
<thead>
<tr>
<th>Students</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Completed School Certificate</td>
</tr>
<tr>
<td>1</td>
<td>Transitioned to mainstream</td>
</tr>
<tr>
<td>0</td>
<td>Entered TAFE</td>
</tr>
<tr>
<td>0</td>
<td>Entered employment</td>
</tr>
<tr>
<td>42</td>
<td>Continued at Lomandra</td>
</tr>
</tbody>
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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>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Suspension Centre</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>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>
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<tr>
<td>School Counselor</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
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<tr>
<td>Release from face to face teaching</td>
<td>0.806</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
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<tr>
<td>School Administrative Officer</td>
<td>0.526</td>
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<tr>
<td>School Learning Support Officers</td>
<td>8</td>
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<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29.132</td>
</tr>
</tbody>
</table>

The school employs one staff member with an indigenous background.

Staff qualifications

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

<table>
<thead>
<tr>
<th>Teacher Qualification</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School 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>
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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. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>219,354.36</td>
</tr>
<tr>
<td>Global funds</td>
<td>104,836.84</td>
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<tr>
<td>Tied funds</td>
<td>89,655.25</td>
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<tr>
<td>School &amp; community sources</td>
<td>5,664.23</td>
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<tr>
<td>Interest</td>
<td>10,167.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>556.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>430,234.10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>30,705.76</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>10,013.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12,846.66</td>
</tr>
<tr>
<td>Library</td>
<td>125.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>13,703.39</td>
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<tr>
<td>Tied funds</td>
<td>72,802.03</td>
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<tr>
<td>Casual relief teachers</td>
<td>8,521.45</td>
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<tr>
<td>Administration &amp; office</td>
<td>46,550.95</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18,437.99</td>
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<tr>
<td>Maintenance</td>
<td>25,465.57</td>
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<tr>
<td>Trust accounts</td>
<td>408.19</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td>Total expenditure</td>
<td>239,580.86</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>190,653.24</td>
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</table>
School performance 2010

Academics
Teachers at Lomandra addressed Numeracy and Literacy development of its students by teaching it across various Key Learning Areas of the curriculum. Staff received professional learning to further develop teaching and learning activities that are relevant, engaging and motivating. As a result, there has been an increased level of student commitment and learning in all classes. Programs for all Lomandra students are individualised.

A number of students utilised the Distance Education resource flexibly so that ensure that they were provided with extra material for study purposes.

Technology continues to plays an important role in developing the students’ comprehension of mathematical concepts with the continued access to the online Mathletics program.

Arts
Students were involved in various programs throughout 2010, which enabled them to experience as well as demonstrate through performance their newly acquired skills. A highlight was the program titled Detours and Destinations, presented by the company ShopFront Theatre. This was conducted during all of Semester 1. All students participated in this weekly program which allowed students to be creative in a variety of multimedia. Students who were comfortable in composing their own music and recording them were encouraged to do so using professional equipment; students who were familiar with the use of video recording equipment presented impressive visual creations. The result of this program was a performance at the Sydney Opera House in front of a considerable audience, including over 50 family members.

In Semester 2, students worked with the Australian Children’s Music Foundation (ACMF) learning to play various percussion instruments, with an emphasis on developing their abilities to perform as an ensemble. The result was an impressive display of drumming at a school assembly.

Individual guitar and keyboard lessons were conducted throughout the year by the Lomandra’s Assistant Principal.

With the appointment of a specialist Visual Arts teacher and a newly renovated Visual Arts classroom, students were timetabled into regular Visual Art classes, providing experiences in various media including footpath art work, clay sculpture and drawing. This has been successful, both in addressing learning outcomes and providing students with an outlet for their creativity.

A number of students find hands-on activities such as Visual Art useful as a way to self-manage during times of stress and anxiety.

Food technology
With the establishment of a new student kitchen and dedication of specialist support staff time, Lomandra has provided students the skills to cook meals in a classroom group. Students have been highly motivated to perform well in the kitchen!

Students are regularly expected to employ their skills in Numeracy when 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, by preparing procedures, recounts, reports and responses. It is also essential that students prepare meals which are nutritional and reflect a healthy lifestyle. The success of the Food Technology program is such that students of an appropriate age are seeking opportunities for work experience in the hospitality industry. One student was successful in gaining experience at the Sydney Opera House working in the catering department.

Luke M. preparing a meal in the student kitchen
Integration

Lomandra continues to build on the relationships it has with the schools which share the enrolment of its students. Lomandra staff provide strategies and feedback in supporting their mainstream school colleagues and regularly liaises with both executive and classroom staff. Lomandra’s integrating program has achieved some formidable outcomes for its students, with most of its Year 6 students being trialed for full-time attendance into secondary schooling in 2011.

Lomandra also conducted a forum for mainstream school executive staff to attend for the purpose of sharing and discussing their views regarding integration and how Lomandra could further continue to support their students.

Sport

Students were engaged in various sporting activities throughout the year in 2010. Sport is used at Lomandra to not only promote a healthy and active lifestyle, but also a way of teaching appropriate social skills and team work.

There have been numerous highlights throughout the year, including ice skating, cycling, rock climbing, surfing and skiing. Students who participated in these sporting programs were able to demonstrate skills and an understanding of safety, which was pleasing to all staff.

In Term 3, all student students attended the Scout Park at Cataract and made successful effort at the rope swing, the flying fox and the challenge valley obstacle course. This day was a success for both staff and students as it required individuals pushing themselves to their limits but at the same time needing others for encouragement and support.

Technology

This year has seen a focus on training and development for teachers and students in preparation for the Digital Education Revolution (DER) Laptops.

Being involved in the DER Program, Lomandra has been allocated a Technical Support Officer (TSO). 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.

Staff and students in years 9 and 10 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 has a fully networked computer lab for students. There are nine desktop computers, each having access to the internet and laser printer. Programs on these computers will be
upgraded so that all computers across Lomandra are current for staff and students for 2011.

2010 has seen the installation of our connected classroom at Lomandra, with another three Smartboards being installed across the school. A small group of staff have been trained in the use of the interactive whiteboards, and these staff members will in-service other staff members at Lomandra to create resources for the school with a focus on integrating the curriculum effectively into classroom practice. Our success will be measured by the increased engagement of the students within the classroom and their using of this technology to demonstrate their understanding of lessons being taught. Students will become accustomed to the Smartboards as a tool designed regularly used in the classroom.

Classroom ICT experiences implemented across identified classes and by the extensive TPL participation of current staff members.

Vocational Education

Work education was provided for all Stage 5 students through an integrated curriculum and as a credentialed Board of Studies endorsed Year 10 subject. The program was supported through partnerships and links with local community service providers including Mission Australia, Macarthur Workplace Learning, Centrelink and TAFE as well as employer groups across three local council areas. All Year 10 and three Year 9 students participated in individual work experience in the fields of auto-mechanics, landscaping, gardening, panel/spray painting, retail, stock control, metal prefabrication and hospitality. All Stage 5 students completed their Senior First Aid Certificate and five of them successfully completed their Occupational Health and Safety White Card Training.

The POWER program, a multi-school initiative, supported students in group-style work experience opportunities.

Significant programs and initiatives

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

With an established staff team, Lomandra liaised with regional support, to develop a school ethos and to find workable solutions to daily management, teaching and learning events.

Understanding that this is a long term process and keeping with the region’s direction for renewing school practices and quality teaching cultures, Lomandra is pleased with the progress during 2010 and looks forward to further development and institution.

Aboriginal Education

In 2010, Lomandra established a committee which included an Executive member, class room teacher and SLSO to address the mandatory requirements of the DET and the needs of Lomandra’s students. This committee met regularly to organise resources and websites for teachers to access and include as part of their teaching programs. This was useful in not only providing a consistent approach across the school but also addressing Aboriginal students’ individual needs.

Lomandra also continued with the Norta Norta program in Term 2. This program aimed to accelerate learning for Aboriginal students across all years. Tutoring was made available for all subjects with an emphasis on literacy and numeracy. This tutoring took place either at the home schools or at Lomandra and was conducted in small groups, study periods or other allocated school hours.

A selected staff member assisted various students with particular focus in Literacy and Numeracy, organisation and understanding content. A specific focus was in their preparation of students with assessment tasks and their successful sitting of the School Certificate.
During 2010 we continued to work with students and further develop their Personalised Learning Programs in order to monitor their achievements throughout the year.

One highlight was the presentation by Uncle Ivan at a school assembly on Sorry Day. He spoke passionately about his life and community and the students were fully engaged.

We look forward to continuing this program in cooperation with both school and family communities.

**Multicultural education**

The school invited guest speakers to school assemblies where they shared their life stories about dealing with prejudices and adversity. This promoted a deeper understanding of the diversity that exists in this school.

**Outdoor Education Program**

Students in the senior years have trialed the Lomandra Outdoor Classroom. The program has enabled our students to learn beyond subject boundaries of the normal classroom. It has allowed the students in to make connections between different areas of learning through interdisciplinary activities such as camping, skiing, mountain bike riding and many other outdoor recreational activities connecting our students to their environment, their community, their society and themselves.

Under the guidance of experienced and trained staff, the students were able to develop their knowledge, understanding and enterprise. Their ability to apply their learning in new and challenging contexts has improved their organisational skills, creativity, resilience and their ability to work co-operatively with others.

The Outdoor Classroom 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 demonstrate the relevance of knowledge, understanding and skills.

Our students – as many studies elsewhere have shown - have proven that outdoor learning can have a positive impact on behaviour and academic progress within the traditional classroom and whole school setting.

**Campbelltown Suspension Centre**

In 2010 students from years 2 to 11 attended the Suspension Centre while on long suspension from their schools. Of the 137 students participating in the programs available at the centre, 18 were from primary schools and about 25% of the total were female. By year in the secondary school, 33 students attended from Year 8; 25 from Year 9; 24 from Year 7 and 20 from Year 10.
Students from three school districts attended and these came from 12 different high schools, eight different primary schools and one special school.

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 student regularly ‘caught up’ between three to 12 months mathematics works in their short stay at the centre.

An indication of the work completed by students is reflected in the achievement of 15 students who made in onto the daily “Top 100 Mathletics students in Australia” list through the year. 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 numeracy skills.

Mastery learning – 90% correct and ready to move on

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.

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 in 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 Community Services setting that supports students with high and complex needs.

Part of this service is the Sherwood Education program – a home based educational program that works towards developing students’ capacity to transition to out of home education or work placement.

In doing so, individual education/transition plans are developed and implemented in consultation with Sherwood staff and associated Health and Department of Community Services professionals Distance Education, OTEN teachers and relevant regional DET personnel.

As the base school, Lomandra offers the outreach teacher collegial, professional and administrative support. This support, in collaboration with the above agencies has resulted in positive outcomes such as students being engaged in education programs which address their individual learning needs; students developing an awareness of their abilities and demonstrating
Support Teacher Transition

Lomandra school supports the provision of services in the transition process for students with disabilities. Three Support Teachers Transition are based in a suitably equipped office at the school. They provide support to students, staff and families at Lomandra as well as all departmental high schools and special schools in the Campbelltown/Macarthur area.

During 2010 the Support Teachers Transition successfully supported students, families and school staff through the development and implementation of the transition planning process for individual students. This process included making links to further education organisations, employment agencies and other post school program services.

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.

Last year, in addition to their regular programs, the Itinerant Behaviour Support team provided intensive support to five high needs schools and are currently evaluating this project. 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.

Respect and responsibility

Lomandra prides itself on creating an environment where staff work cohesively in providing a safe learning environment where students are supported to take every opportunity to improve in themselves both academically and socially. Staff are encouraged to meet regularly in both formal and informal meetings to share ideas, strategies and concerns in a productive manner.

Student achievement in 2010

School Certificate

Out of nine Year 10 students, four students attained the mainstream School Certificate. Four students also successfully completed their Life Skills School Certificate. Five students achieved the attainment of credit across a number of School Certificate subjects.

Progress on 2010 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 establishment of interest-based programs including art, music, food technology, outdoor education and sporting activities has allowed a greater diversity of literacy-based tasks. The tasks, tied to elements for which students can see the immediate relevance, have been 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 establishment of interest-based programs including art, music, food technology, outdoor education and sporting activities has allowed a greater diversity of numeracy-based tasks. The tasks, tied to elements for which students can see the immediate relevance, have been 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 2010 our school carried out evaluations of literacy and school culture.

Educational and management practice

**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; the services of a regional literacy consultant were provided to all classroom teachers over a period of eight weeks in order to provide individual professional learning; 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 as well as maintaining a high expectation of work completed in class.

**Background: School Culture**

Lomandra provides an environment for students whose previous behavioural issues have prevented appropriate learning to occur. The school understands the nature of these behaviours and works to address these as well as providing students with self management techniques. A part of Lomandra’s strategy is to connect with the community and utilise the positive relationships formed for the benefit of its students.

As well, Lomandra is a small school environment that thrives when collegial support and collaboration are healthy, professional and strong.

**Findings and conclusions: School Culture**

Lomandra continues to work with the wider community in establishing a communication network and by regularly inviting members of the community to attend the school. A number of events including Mother’s Day celebrations, Harmony Day activities, parent BBQ’s, and award ceremonies were conducted successfully with high participation rates.

As a result of the examination of school culture: staff were supported individually through departmental policies and procedures; further examination and intervention by an external agency planned for 2011.
In 2010 the school sought the opinions of parents, students and teachers about the school.

Of the students that responded, many remarked on the opportunities provided in participating in various educational programs. The cooking program was especially popular with the students as they were able to use their newly acquired skills in food technology in their home environment. The outdoor education program was also considered a highlight of 2010.

Of the staff that replied, the engagement of students through the access of various education programs, including the Visual Arts, Music and Food Technology was a common response. This reflected the staff’s positive response to the purpose built Visual Arts classroom and Student Kitchen, which were a resource accessed regularly.

Staff also commented on the collegial support and the feeling of working together to achieve the same goal, as this enabled them to share resources and programs openly.

Staff shared their concerns over not having enough time to work with students individually as well as student interaction in the playground.

Of the parents and carers that replied, many felt that communication had significantly improved between Lomandra and parents. The support offered by Lomandra was appreciated as was the feedback on student progress provided by the teaching staff. The quality and dedication of staff was also mentioned as a positive aspect of the school.

As challenges for the school, parents commented on the interaction of primary and secondary students and how this can influence their student’s behavior. There was also a concern over the amount of incidents of bullying in the playground.

Professional learning

Lomandra School encourages its staff to undertake professional learning as it recognises the importance of acquiring new skills and sharing these with their colleagues. Fundamental to the professional learning process is the development of learning plans that respond to the professional learning needs of the teacher, of the students and of the school. These needs are identified in the School Plan and through school self-evaluations.

Staff received training in the following areas:

* Deepening knowledge on Curriculum
* Code of Conduct policy and guidelines
* Individual Education programming
* Mind Matters
* Child protection updates
* Non-Violent Crisis management
* Programming for literacy
* Programming for numeracy
* access to DET literacy consultant and support
* First Aid update training
* Behaviour management strategies for students with oppositional behaviour.

School development 2009 – 2011

The School Plan 2009 – 2011 has been evaluated and realigned with the Office of Schools Policy and documentation.

Targets for 2011

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*

Strategies to achieve this target include:

* Implement the 2008 K-12 Literacy Policy to guide teaching in schools and improve literacy achievement
* Use whole school planning processes to identify aspects of literacy underperformance for individual students
* Use whole school planning processes to evaluate the quality of literacy teaching. Implement school-based, regional and state-wide professional learning programs that will increase teachers’ capacity to identify and address students’ literacy needs.*
* Incorporating literacy tasks across all Key Learning Areas, particularly through the food technology program.
* Ensuring that community access excursions are linked to literacy tasks such as addressing text types.

Our success will be measured by:
* Impact of K-12 Literacy Policy on school teaching programs and student literacy achievement.
* Decreased proportion of lowest performing students not meeting literacy minimum standards in accordance with the State Plan targets.
* Increased proportion of students meeting or exceeding literacy proficiency standards in accordance with the State Plan targets.

**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.

Strategies to achieve this target include:
* Implement the 2008 K-12 Numeracy Policy to guide teaching in schools to improve student numeracy achievement.
* Use whole school planning processes to identify aspects of numeracy underperformance for particular student cohorts and individual students.
* Use whole school planning processes to evaluate the quality of numeracy teaching.
* Implement school-based, regional and state-wide professional learning programs that will increase teachers’ capacity to identify and address students’ numeracy learning needs.
* Addressing numeracy through the food technology program.

Our success will be measured by:
* Impact of K-12 Numeracy Policy on school teaching programs and student numeracy achievement.
* Decreased proportion of lowest performing students not meeting numeracy minimum standards in accordance with the State Plan targets.
* Increased proportion of students meeting or exceeding numeracy proficiency standards in accordance with the State Plan targets.

**Target 3**

* **Improved attendance of all students in keeping with regional targets:** 85% of all students will demonstrate individual growth according to their individual learning goals in student engagement and retention.

Strategies to achieve these targets include:
* Develop its emphasis on an ‘outside classroom’ approach.
* Individual Behaviour Plan’s which support students’ learning.
* Promote literacy and numeracy skills through disciplined study and through music, visual arts, sporting activities, food technology and peer support activities.
* Provide professional learning for staff.

Our success will be measured by:
* Improved literacy and numeracy skills
* Increased participation and attendance rates

**About this report**

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

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