2009 Annual School Report
Lomandra School

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

Our students

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

Message from the Principal

During 2009, the leadership of the school underwent some significant changes. A new Assistant Principal commenced in Term 2 and I commenced as the Principal in Term 3.

Such change is a chance to re-focus and re-assess the goals of the school for our students. My vision for the school is simple: firstly, the students turn up. They do this because they are engaged in meaningful learning and they feel safe and connected; secondly, I want to tap into the professional creativity and passion of staff and foster a team approach to teaching and management. Both of these directions have challenges but the door is open to solutions.

Students come to our school with a range of challenging behaviours and reasons for them. However they do not come here just because they have challenging behaviours; they come here because this behaviour gets in the way of their learning. The goal of all of our work here as dedicated, passionate staff needs to be centred on engaged, meaningful learning.

While each student is individual in their learning needs, all of them thrive when the learning is relevant, when they feel connected, when they have a sense of belonging, and when they have fun!

We know it works when this happens: they turn up; they are proud of their school; they ask for homework and for challenges. The formal measures are in place. But we never lose sight of the informal measures of quality teaching.

I want to acknowledge the many parents and carers who stand side by side with us. It requires persistence and belief to support our students.

I also want to acknowledge the increasingly strong partnerships that are developing with Juvenile Justice, Department of Community Services and the NSW Police. The coordinated approach and open communication helps to address the behaviour issues of our students here and in the community.

As an integrating school, Lomandra works closely with many mainstream primary and high schools, as well as Distance Education facilities. I want to acknowledge each school’s capacity to keep the focus on the education of the student and, through this, strong working partnerships are built.

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 community member

When we first came to Lomandra, I was really worried: was my grand-daughter going to get into more trouble than she was already in? I soon learnt that Lomandra was a place of respect, pride and most of all trust. I have seen my grand-daughter do things with the school that I never thought I would see and for that we say ‘thank you’.

Sharon Dawson

(Sharon is the carer of one of our students. Sharon took a role in the merit selection process at the school, acquiring the training and skills to assist in the selection of new staff by interview)

Message from the student representative

I have really enjoyed myself at Lomandra this year. It has been a good year for everyone. I have met a lot of new people.

Jake M.

(When the parents, family and carers of 7 new students attended a school meeting in Term 3 to learn more about the school, Jake addressed them. He gave a brief speech where he told of the learning and the fun of being in a school, then he sat and answered their questions for some time)
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>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>38</td>
<td>23</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Enrolment by Year Group

<table>
<thead>
<tr>
<th>2009</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>6</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates improved during the course of 2009 as well as when measured against attendance rates for the past 4 years.

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

With the support of the local HSLO, roll-marking and attendance checking procedures have been modified to ensure a more accurate and proactive response to student absence.

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></th>
<th>Students</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Completed School Certificate</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Transitioned to mainstream</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Entered TAFE</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Entered employment</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>Continued at Lomandra</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
The school employs one staff member from an indigenous background.

Staff qualifications

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

In 2010 two School Learning Support Officers will be undertaking study towards becoming teachers. Another two School Learning Support Officers will be undertaking their Certificate 3 course.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Learning Support Officer 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</td>
<td>15</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. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>183,703.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>111,169.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>91,270.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1,494.40</td>
</tr>
<tr>
<td>Interest</td>
<td>8,600.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,271.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>397,509.19</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>13,678.42</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13,678.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,014.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>10,267.14</td>
</tr>
<tr>
<td>Library</td>
<td>645.61</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,691.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>63,257.73</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,033.44</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>52,555.69</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12,972.53</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11,142.17</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3,275.48</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6,333.25</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>178,154.83</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>219,354.36</td>
</tr>
</tbody>
</table>

School performance 2009

Academics

A number of students engaged with learning via Distance Education and one student successfully completed his school certificate. During 2010, Lomandra will utilise the Distance Education resource more flexibly so that more students can achieve higher academic results.

During 2009, staff received professional learning in topic-based programming in order to be able to further develop teaching and learning activities that are relevant, engaging and motivating.
This year, there was an increased level of student engagement and learning in all classes.

Technology also played an important role in developing the students’ comprehension of mathematical concepts. The online Mathletics program was introduced and students are highly motivated to complete their set maths tasks as well as compete against students right across the world!

**Food technology**

All of the students engaged in cooking programs with their classmates. The focus for these tasks has been not just eating or sharing the outcomes of their efforts but the process and preparation as well as an understanding of the food sources and qualities, the concepts of nutrition and body image. Students enjoyed the learning.

**Work 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.

**Technology**

The Federally funded Digital Education Revolution has provided to the school laptops for each of our Year 9 students.

A delay in the rollout means the Connected Classroom Technology will be delivered during the first half of 2010. At this time, the school will purchase interactive whiteboards for each classroom. The staff will receive further training in their use and capabilities, extending their knowledge of online learning from 2009.
Outdoor Education

The school held its first ever overnight camp during 2009 with 12 students attending. It was held at Wombaroo, a facility in the southern highlands, and the students engaged in abseiling, raft-building, the flying fox and abseiling as well as cooking and cleaning duties. The learning behind these activities is significant for students with challenging behaviours who find it difficult to deal with working as part of a team, taking positive risks and involving themselves in simple social events. The older boys found they had the younger students ‘hanging off them’. While they ‘complained’ of this, they really did like the ‘big brother’ role. Staff noticed the humour and gentle leadership they brought to the situation.

Lomandra plans to stage more outdoor educational activities during 2010.

Aboriginal Education

Students were engaged in various cultural activities, with each Stage 3 (Year 5 and Year 6) students studying Dreamtime mythology of the Aboriginal culture. These tasks culminated in group paintings of Dreamtime stories. This highly successful term-long project also demonstrated student abilities to work cooperatively.

Events of significance to Aboriginal culture were acknowledged and celebrated through assemblies.

Out of Home Care Program

Lomandra supports a regional teaching position designated as Out of Home Care Support Teacher. This teacher supports students who are in care and who attend schools in this area. This support is mostly in the form of supplementary funding for schools to address issues of engagement, transition and emotional well-being as well as gaps in academic learning when there have been multiple school and home placements. The role and program of this teacher is coordinated at a regional level.

During 2010, the school will work with other agencies to develop and deliver the Sherwood Program, a local initiative for students in care whose care arrangements have consistently broken down. Lomandra staff will support the development and teaching of the academic and social programs for these students with high needs.

Campbelltown Suspension Centre

Lomandra School oversees the Campbelltown Suspension Centre which has one Head Teacher and one SLSO and is established as an early intervention program for students, Years 4-10,
placed on long suspension at the home schools in this area. It addresses the behavioural/social skills needs of the students as well as maintaining engaged academic learning using individualised and online programs. During 2009, the Suspension Centre supported 103 students from 26 schools. The Suspension Centre, utilising Virtual Learning Environments and innovative educational models, has achieved significant success in motivating and re-engaging students in learning. This has increased the rate of successful returns from suspension to home schools. During 2010, the Suspension Centre will seek to develop increasingly strong communication and intervention ties with home schools and look more broadly at research-based evaluation strategies for the current 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. This year, in addition to their regular programs, they 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 7-8 students at risk.

**Transition Support Program**

Lomandra School supports a regional transition program. The team has three Support Teachers Transition. Their primary role is to assist exiting local students into employment or further study. As well, the team assist in accessing work experience opportunities.

During this year they attained a significant number of TAFE enrolments – in both long term and discreet courses such as the Work Cover White Card course. As well, they developed an employment EXPO for students with disabilities, to be conducted during 2010. The teams’ interventions are also designed to support the parents of students leaving school.

During 2010, the team will continue to develop the POWER program, a work experience program for students with special needs which uses experienced tradesmen and women to complete specific projects such as horticultural tasks at schools.

**Respect and responsibility**

These values are embedded in the procedures of the school as well as how staff work with students and the community.

During 2009 Lomandra commenced a revision of its anti-bullying program. This will be finalised in 2010, with staff receiving ongoing training in how best to address bullying. Initial training for staff in Mindmatters in 2009 will be further enriched.

**Progress on 2009 target**

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:

Staff undertook professional learning in program development, the use of Connected Outcomes Groups(COGS) units of study, the use of the web-
base Teaching and Learning Exchange (TaLe), online learning and the requirements of teaching as outlined by the Board of Studies.

50% of Year 10 students completed the School Certificate and achieved above average results across all subjects including English.

As a result students are engaging in a broader range of literacy experiences. Staff report more sustained interest in reading.

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:

Lomandra School took part in the region’s Working Mathematically Program. This program provided staff with strategies and creative ways to develop ‘hands on’ lessons. It focussed on using real-life situations as a starting point for teaching mathematical concepts, an approach directly aligned with the Quality Teaching framework.

Students demonstrated a greater focus and motivation in their mathematic study this year through the use of the online Mathletics program. This program will continue to be used to engage students.

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.

Our achievements include:

Three students completed courses at TAFE in mechanics, spray-painting and landscaping. Two students entered TAFE full time and two students moved into employment.

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 2009 our school carried out evaluations of literacy and school culture.

Educational and management practice

**Literacy**

**Background**

There remains a challenge for the school to accurately identify the literacy levels and learning needs of students.
Findings and conclusions
With our students coming from diverse educational background experiences, it remains an essential goal of the school to provide tailored literacy programs for our students. It has been identified that further staff skill development in appropriate literacy teaching models is required, along with more accurate baseline data measurement tools.

Future directions
Lomandra will pursue the following:
* Establish consistent methods of collecting baseline data on student literacy ability
* Work more closely with our feeder home schools to develop and share understandings of student learning needs
* Provide more intensive professional learning for staff in the skills of assessing literacy needs and implementing programs that work.
* The employment of staff with literacy expertise. Their skills can be shared with other staff in a more direct and ongoing manner
* Once the interactive whiteboards are provided for each classroom, the staff will receive intensive training in their use as a means of motivating students.

School Culture
Background
Students in our school are placed here to support their learning which has been interrupted due to a range of behavioural issues. The school understands the nature of these negative behaviours as well as the beliefs and aspirations of the community to address these behaviours as well as student learning.

Findings and conclusions
The new leadership, in consultation with staff and community, identified that existing systems and processes required strengthening to ensure that the school culture aligns with both local and broader community values. It was found that:
* Student learning was often disrupted by students exiting the classroom
* Students returning to class after recess and lunch breaks were often unsettled and found it difficult to re-engage with learning
* Anti-social behaviours and non-compliance with school rules was significantly interrupting student learning
* Key groups within the school community found it difficult to contribute positively to the development of a cohesive and supportive school culture

Future directions
The following school strategies will be incorporated into the School Plan. These strategies will be designed to promote shared understandings and common practices. This will strengthen consistent management, student welfare and learning, staff welfare and skilled practice, quality teaching and community support. In other words, the strategies will allow us to achieve the school's purpose.

* The region's Positive Behaviour Intervention and Support (PBIS) program will be renewed and strengthened.
* Staff roles will be clarified and a focus on a 'team' culture will be promoted.
* All learning programs will be reviewed for their capacity to engage the students and meet curriculum outcomes
* Acknowledgement of student achievement and opportunities for student leadership will be reinforced.
* A focus on social competencies will underpin student learning and activities.
Parent, student, and teacher satisfaction

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

Of the students that responded, many especially liked the sports programs, the cooking and the morning breakfast program. The hands-on activities proved to be popular. One student reported that ‘teachers are friendly and cool.’ They didn’t like the absence of rewards for effort. Some students find the 20 minute breaks too short, while others miss the larger school student numbers of the home school as there are more students to interact with.

Of the staff that replied, the renewed focus on engaging students through relevant activity-based learning, the school camp and the inter-school sport were identified as achievements. The manner in which students are exited from class and then returned to class was identified as a challenge for staff. The flexibility of staff to accommodate students from other classes for short periods of time to help them settle down was seen as a strength but also posed challenges in regulating this strategy.

Of the parents and carers that replied, many acknowledged as strengths the connection their students felt with the school, the increased time at school, the support for the families from staff and the way incidents are managed and the quality of the teaching. Some felt their children’s behaviour had stabilised significantly. As challenges for the school, these issues were raised: lack of homework; the negative influence of other students’ behaviour on their children; how to link the activities to learning; how to better work with home schools on support and communication; how to increase the students’ days at their home schools more swiftly.

As a staff, these matters will be shared and actions taken to address them where appropriate.

Professional learning

Lomandra School recognises that professional learning is a life-long process. 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
* Individual Education programming
* MindMatters
* Child protection updates
* Non-Violent Crisis management
* Programming for literacy
* Programming for numeracy

School development 2009 – 2011

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

Targets for 2010

Target 1

95% of all students will demonstrate individual growth according to their individual learning goals 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. 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

95% of all students will demonstrate individual growth according to their individual learning goals in 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.

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

95% of all students will demonstrate individual growth according to their individual learning goals in student engagement and retention

Strategies to achieve this target include:
* Strengthen implementation of the NSW Quality Teaching model.
* Implement high quality transition programs to support students and their families throughout schooling.
* Use data and student feedback to develop appropriate strategies to address priority areas.
* Implement strategies to improve student attendance rates.
* Strengthen implementation of proactive student wellbeing approaches.
* Establish effective partnerships with home schools and families to support the learning of each child.
* Enhance learning opportunities for all students through the connected classroom strategy.
* Implement effective retention strategies.

Our success will be measured by:
* Evidence that the Quality Teaching model is being applied in all schools and through all
Department professional learning and curriculum resources.
* Improved student retention throughout schooling.
* Decreased proportion of students achieving in the lower bands in accordance with State Plan targets.
* Increased proportion of students achieving in the higher bands in accordance with State Plan targets.
* Improved student attendance rates throughout schooling.
* Increased take-up of proactive student wellbeing approaches.
* Parents/carers report effective relationships with their schools.
* Incorporated specific strategies to enhance learning opportunities through connected classrooms and communities of schools.
* Improved student retention rates by schools and regions developing clear strategies and specific targets.

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.

Mark Smith  Principal
Geordie Crawford  Assistant Principal
Paul Borodin  Assistant Principal
Sharon Mocha  School Administrative Manager
John Warren  School Development Officer

School contact information
Lomandra School
PO Box N20
Campbelltown North 2560
Ph: 0246272096
Fax: 0246271455
Email: Lomandra-s.school@det.nsw.edu.au
School Code: 5753

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: