

# Lomandra School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Lomandra School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Smith

Principal

### School contact details

Lomandra School

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### Message from the Principal

The students, along with sometimes critical learning deficits, bring a wide range of challenging behaviours and states of mind that require carefully individualised support from staff that is calm, responsive to the situation, solution-focused and respectful of the student. Each management matter also requires a high degree of teamwork.

The quality of the teamwork displayed by staff is the underpinning strength of Lomandra. Individual management skill, individual teaching skill, individual knowledge – as high as these are in the school – are not enough to ensure that the school remains a safe place for all students and staff and that learning and creativity thrives. Staff teamwork is both the foundation stone and the roof! The give-and-take; the willingness to step up and take on leadership or fellowship roles; the reflex response to support each other in critical student management; the capability to exercise the school's continuums of response consistently: these qualities are daily on display.

An example of the teamwork within the school is shown by the contribution each staff member makes on the committee to which they belong. These are the committees and some of the contributions they have made to the school in 2016:

*Community and Events Committee* –organised and ran Harmony Day, Anzac Day ceremony and the Annual Assembly.

*Work Health and Safety Committee* – conducted research into critical incidents and their impact, updated all emergency response plans, articulated the school's response continuum so that all staff understand and respond in ways that maintain safety and learning.

*ICT Committee* – developed a whole-school curriculum approach to using Minecraft and shared this approach with other schools and commenced a whole-school approach to STEM.

*Curriculum and Assessment Committee* – delivered Focus on Reading professional learning to staff, established a data wall, worked with home-schools to match content and quality of literacy and numeracy instruction, prepared diagnostic data kits for each class, established scope and sequence for each Stage group, and YARC-tested all students so that highly individualised teaching and learning strategies could be utilised.

*Systems Committee*– developed a handbook for casual staff.

Each committee contributes to the culture and the efficient running of the school and the school looks forward – flexibly, creatively and with the confidence of a strong team that is not taken for granted – to the challenges of 2017.

Mark Smith

Principal.

## School background

### School vision statement

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

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

Lomandra School aims to grow 21st Century learners who are both autonomous and connected and who see learning as a life-long pursuit.

The school's vision is reflected in its motto: Challenges and Choices.

### School context

Lomandra School, situated in Campbelltown supports students, Years 5 –12, with severe challenging behaviours and/or mental health conditions. There are 7 designated BD classes and 2 designated ED classes. Each class consists of 7 students and is supported by a teacher and school learning support officer.

Lomandra also manages the Sherwood Program. This single class program for students-in-care is a collaboration between DEC and FaCS. The program supports 6 students, Years 5 –12, who live in a safe and secure closed facility in Bradbury, the neighbouring suburb.

Students are referred to Lomandra School via the Ultimo Group ED/BD Placement Panel which convenes each term to consider applications. Students are placed in this setting, with the support of parents/carers, on the basis of their learning needs. Teaching and learning programs are highly individualised, with a balanced focus on academic, behavioural and social/emotional skills. Lomandra school operates within an integration model and the overall focus for teaching and learning is preparing students for transition to home schools, further education, employment and community life.

Consisting of 69 students, Lomandra School is the largest school of its kind in NSW.

Lomandra School also has management of the Campbelltown Supported Return to School Program. It consists of a head teacher and school learning support officer and implements teaching strategies to support students, Years 4–12, who are referred to the program while they are on long suspension.

Lomandra School also professionally supports a team of APLA's and STT's and an OOHC teacher all of whom are based on-site at Lomandra and the Campbelltown Supported Return to School Centre.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout 2016, our executive and whole school staff met regularly to discuss the School Excellence Framework and its implications for informing, monitoring and validating Lomandra School's three strategic directions as outlined in our current School Plan.

The process of self–assessment using the School Excellence Framework determined the following findings.

**In the domain of Learning**, Lomandra School is committed to learning culture, curriculum and learning, assessing and reporting, wellbeing and improving student performance measures. Through creating a culture of positive, respectful relationships among students and staff, promoting student wellbeing and ensuring optimal conditions for learning, staff have developed professionally to embed social and emotional learning in all key learning areas. This is reflected in our student Individual Educational Plans or Personalised Learning Pathways, where data was collected and determined through student, parent/carer negotiation and highlights students individual learning needs, learning styles and goals.

Students at Lomandra are taught and encouraged to accept responsibility for their own behaviours and learning as appropriate to their level and ability. Through our Outside Classroom programs, students are encouraged to learn new skills to improve their social/emotional and academic development. As students are at risk of disengagement from learning, extra–curricular learning opportunities were significant motivators and were strongly aligned with the school's vision, values and priorities.

**In the domain of Teaching**, the school has prioritised effective classroom practice, collaborative practice, data skills and use, while considering the professional responsibility, adaptability and ethical practices via the Australian Professional Standards. All teaching staff are currently being trained in Focus on Reading, a whole school priority to support the additional learning needs of our students and to align teaching practices with those of mainstream teachers. This is also to facilitate successful integration of students to their mainstream school, through corresponding teaching strategies.

Our reporting and assessing to parents/carers and mainstream schools has improved with the introduction of our comprehensive Individual Educational Plans, which include relevant diagnostic data, as well as students being identified on the literacy and numeracy continuum. As a school, the Curriculum and Assessment Committee will continue to improve reporting measures to our school community, to highlight students' strengths and academic engagement.

**In the domain of Leading**, priorities have been focused on school planning, implantation and reporting and management practices and process. The school leadership team communicated clearly about school priorities and practices and promoted and/or delivered relevant professional development for all staff including establishing *Healthy Student, Teacher Relationships; Balancing Empathy and Distance and Response Continuum with the focus on creating a safe learning space*. The school used collaboration and reflection to promote and generate learning and innovation and support the development of the school vision, strategic directions, milestones and annual plans.

All Lomandra staff –teachers and student learning support officers– have purposeful leadership roles based on their professional and personal expertise in specialised school committees. This ensures that school priorities are focused on and addressed consistently throughout the year. Our school committees consist of the Curriculum and Assessment committee, School Systems committee, Work Health and Safety committee, Community and Events committee and the Information and Communication Technology committee.

Lomandra continued to maintain productive relationships with external agencies such as universities, community organisations and professional clinicians to improve social, emotional and educational opportunities for all our students

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

## Strategic Direction 1

Students learning through individualised approaches.

### Purpose

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

### Overall summary of progress

The students were regularly exposed to experiential learning experience throughout the Outside Classroom program.

Significant social and emotional advances were made by most students.

Significant Outside Classroom events such as the annual ski trip enriched the skills in self-regulation and learning resilience.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased level of literacy and numeracy.	All students received diagnostic testing by a specialist teacher employed to provide intensive individual support.  60% of Teaching Staff were successfully trained in Focus on Reading.	\$31,985.85
Welfare support teacher – increase student engagement, attendance and promote social and emotional wellbeing.	Established the role of Specialist Welfare support teacher employed 2 days per week.  Successfully completed the Annual Review Process  Increased communication with families – in particular families with high complex support needs.	\$8,900.16

### Next Steps

Specialised staff member available to provide intensive individualised support. This will assist in developing a positive relationship with students with accurate individualised interventions.

Develop Emotional Literacy Program across all stages targeting student self-regulation and empathy.



## Strategic Direction 2

Teaching and Learning: staff working collegially with clear direction.

### Purpose

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

### Overall summary of progress

All staff completing training and Youth Mental Health First Aid course' training in trauma informed teaching and management strategies.

2 staff members attending Mindfulness Professional Learning and developed Mindfulness program providing Lomandra staff with professional learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Wellbeing of staff, measured through school self-assessment tools, feedback loop, professional learning and reportable incidents.	All school staff survey around critical incidents within the classroom. Results of the survey allowed the school to refine its Response Continuum in critical student management and to proactively foster a culture of resilience and team work for the wellbeing of staff who work face to face everyday with students with mental health.	\$0
Skilled management of student behaviour and mental health episodes.	All school staff successfully utilised the schools Response Continuum for critical student behaviour management resulting in fewer physical restraints and fewer physical assaults and less property damage.  90% Staff complete training in Youth Mental First Aid.	\$3,960

### Next Steps

Systems Committee to develop Impulse Control 'Toolkit' for teaching staff to use within their class focusing on anger management, self-regulation, resilience and mindfulness.

Curriculum and Assessment Committee to continue and track each student on the Literacy Continuum. CAC to commence assessing and tracking students on the Numeracy Continuum.

### Strategic Direction 3

Community: all members of the school community working together for learning and well being of students.

### Purpose

To build mutual and meaningful relationships between students, staff, parents, carers and workplace organisations for the benefit of students so that they achieve successful learning at school and successful transitions beyond Lomandra.

To ensure students are provided with skills and opportunities to become valued members of school and broader communities.

### Overall summary of progress

Lomandra Teaching Staff delivered professional learning on behaviour management strategies and response continuum to local network schools.

The school has continued to strengthen links with families through our Community Store program which includes an ongoing relationship with OzHarvest and Good 360, who provide an average of 137,000kg of food a year to our community.

Continuation of the five year collaboration with the Community Theatre Organisations of "Heaps Decent" and "Shopfront Theatre" who deliver weekly creative arts projects.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Lomandra working with its Community of Schools.	Broadening and sharing the community liaison role bringing significant welfare benefit to neighboring school communities. On average Lomandra distributed \$7,000 worth of food to our school community.	Donations received
Improved communication	School website updated and expanded allowing effective communication with school community providing updated information of events, and a hyperlinked summary of local agencies that offer support.	\$1,639.34

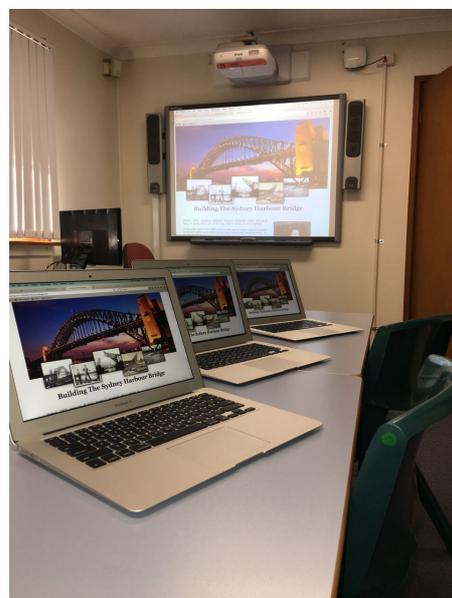
### Next Steps

Continue delivery of professional learning on behaviour management strategies and response continuum to local network schools.

The creation of a series of Professional Learnings for the local network of schools . These will be entitled *From the Field* that will include presentations from teachers working in the field of Special Education.

Expansion of Community Store program to include between 10–20 of our network schools.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Development of Personalised Learning Pathways/meetings  Literacy and Numeracy targeted programs, Multilit and Focus on Reading to improve academic results for ATSI students.	\$7,093.50
<b>Socio-economic background</b>	This year RAM funding was used to pay for student transport for excursions, camps, community access programs, resources and uniforms for Lomandra school and mainstream schools, and equipment to facilitate the outdoor classroom programs.	\$93,082.74
<b>Support for beginning teachers</b>	Release of executive staff to support beginning teachers through lesson observations and professional learning, as required by the Australian Professional Standards. Beginning teachers released to improve practice and access professional learning.	\$7,486.50
<b>Computer Co-ordinator</b>	Teaching staff are embedding the use of 21st Century Learning skills across KLA's. Implementation of online learning tools such as Mathletics, and Ipad applications. Teacher was released to provide up to date resources and equipment.	\$1,639.34
<b>Teacher Professional Learning</b>	Focus on Reading training and professional development has increased the academic reading and spelling of students across all stages.	\$15,782.95



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	50	51	45	43
Girls	18	14	15	20

Of the 2016 student population 82% of boys had mental health conditions and 94% of girls had mental health conditions.

### Management of non-attendance

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.

Lomandra acknowledges the improvement of student attendance. Prior to enrolling at Lomandra, many students had patterns of truancy, school avoidance, multiple suspensions and partial attendance.

The oversight of attendance has been given to the Assistant Principal who works closely with the Home School Liaison Officer which resulted in 62 home visits being made.



## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	7
Head Teacher(s)	1
Classroom Teacher(s)	10.49
Teacher Librarian	0.4
School Counsellor	0
School Administration & Support Staff	10.82
Other Positions	0.1

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Lomandra School employs an Aboriginal Teacher and an SLSO in an Aboriginal designated position.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Staff participated in extensive professional learning. Key areas of learning included numeracy, literacy, technology, assessment and reporting, welfare and equity, mental health and DEC/school policies. In 2016, the school had 1 new scheme teacher working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and 6 teachers who completed their mandatory maintenance report. The school continues to support all teachers through the process of professional learning and teacher accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>103 887.84</b>
Global funds	181 972.66
Tied funds	313 121.29
School & community sources	12 843.20
Interest	2 593.98
Trust receipts	493.50
Canteen	0.00
Total income	614 912.47
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	27 042.17
Excursions	13 583.89
Extracurricular dissections	14 225.83
Library	288.64
Training & development	724.00
Tied funds	221 825.36
Short term relief	36 211.80
Administration & office	44 431.99
School-operated canteen	0.00
Utilities	20 245.16
Maintenance	40 921.81
Trust accounts	517.00
Capital programs	0.00
Total expenditure	420 017.65
<b>Balance carried forward</b>	<b>194 894.82</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	253 293.95
(2a) Appropriation	240 578.95
(2b) Sale of Goods and Services	65.00
(2c) Grants and Contributions	12 568.80
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	81.20
<b>Expenses</b>	-152 746.60
Recurrent Expenses	-152 746.60
(3a) Employee Related	-83 045.66
(3b) Operating Expenses	-69 700.94
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	100 547.35
<b>Balance Carried Forward</b>	100 547.35

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

	2016 Actual (\$)
<b>Base Total</b>	453 833.40
Base Per Capita	6 689.83
Base Location	324.00
Other Base	446 819.57
<b>Equity Total</b>	141 857.98
Equity Aboriginal	15 761.79
Equity Socio economic	125 696.19
Equity Language	400.00
Equity Disability	0.00
<b>Targeted Total</b>	2 053 413.34
<b>Other Total</b>	623 669.40
<b>Grand Total</b>	3 272 774.12

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, Lomandra had Year 5 students participate in NAPLAN at their home schools, 1 Year 7 student and 8 Year 9 students completed Grammar & Punctuation, Reading, spelling and Writing.

In 2016, Lomandra had all Year 5 students participate in NAPLAN at their home schools, 1 Year 7 student and 8 Year 9 students completed Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about their school.

In 2016, qualitative and quantitative feedback was received in relation to a range of different aspects of the school including; Teacher professional Learning, our School Community Group, student reviews, integration meetings and enrolment meetings, trade training network meetings and whole school community events.

The overall impression of staff is that they feel that students belong, they are proud to wear their uniform and that they are happy to come to school. For many they are new experiences and feelings.

Student responses about what they like at Lomandra.

"It has good teachers and they help with my learning. Stage 3 student.

Response was received by 50% of Parent/caregiver to the following questions:

1. What are we doing well as a school?
2. What could we do better?

Comments from the parents included a high to very high satisfaction level with the school around communication, care for the students learning and wellbeing, management of critical student behaviour issues.

"Above all though by far the best thing that I have observed and have seen my son experience is that the staff at Lomandra CARE. They genuinely care about the students and this by far has left the greatest impression on me and I believe my son." E.S. – parent.



## Policy requirements

### Aboriginal education

Students have worked with Opportunity Hub for our Connected to Culture program and the Rock and Water program. Students attended TAFE SWSi Aboriginal Learning Circle Centre for a Cultural and Career's Expo. Regular visits to Mount Annan Botanical Gardens where students studied natural environment and Aboriginal Culture. Students attended Dharawal National Park and observed local native flora and fauna.

The whole school participated in skateboard design, where students created unique designed for individual skateboards and other whole school activities. included; Closing the Gap, Sorry Day, Reconciliation Week, National NAIDOC Week and Kari's transition from year 6 to year 7.



### Multicultural and anti-racism education

In 2016, we had a staff member as a DoE Anti-Racism Contact Officer Trainer. The meant our resources were maintained and staff and students were aware of the clear expectations and implications of behavior related to inappropriate behavior related to race, cultural and/or sexual discrimination. The ongoing relationship with the Police Liaison Officers and Campbelltown PCYC helped facilitate changes necessary for students to be informed about making the right choice in language and social behavioural expectations.

We celebrated Harmony day and Multicultural day as a whole school, with students and families invited to share their cultural background and traditions.

### Other school programs

#### Assistant Principal Learning and Support

The Assistant Principal Learning and Support Team consisting of four members, is based on the Supported Return to School premises. In 2016, the team has supported schools to provide direct and timely assistance to students with additional learning and support needs, their teachers, school executive, Learning and Support Teams and whole staff. Emphasis in the role of Assistant Principal Learning and Support reflected school priorities and Ultimo Educational Services priorities and programs that supported students with additional learning and support needs.

The Assistant Principal Learning and Support team provided assistance to Campbelltown, Macarthur and Wollondilly schools in response to recognised need. The team focused on working collaboratively and consultatively with Learning and Support Teams, including parents/carers and students where appropriate, building the capacity of schools to recognise and respond to the diverse needs of their students.

The Assistant Principal Learning and Support team facilitated and delivered extensive professional learning including Learning and Support Teacher network meetings, Learning and Support Team network meetings, Online Training Australia courses, staff meetings, Non-violent Crisis Intervention training and Micro-skills of Behaviour Management 'Train the Trainer' courses. Ongoing professional learning was provided for Learning and Support Teachers, teachers and SLSOs developing and strengthening their knowledge, understanding and skills which resulted in enhanced engagement and learning for students with additional learning and support needs.

#### Out of Home Care

The Out of Home Care Teacher is an Educational Service Role that supports children and young people who are in the care of the Minister for Family and Community Services. The Out of Home Care teacher has continued to support the Campbelltown, Macarthur and Wollondilly Networks of Schools by building the capacity of teachers and schools to improve the educational outcomes of children and young people in Out of Home Care.

The Out of Home Care Teacher liaises with Family and Community Service, non-government agency caseworkers and other school personnel in meetings where they come together to discuss issues relating to the student and their progress at school. Sharing information in this way, helps to build an accurate profile of the OOHC student's academic achievement, social, emotional and behavioural needs and strengths.

In Term 2 2016, the new Ultimo Network OOHC Funding application and Individual Education Plan / Personalised Learning Pathway Cover and Plan formats were introduced to Campbelltown, Macarthur

and a number of Wollondilly Schools. Schools could choose to adopt the new IEP/PLP format or replace with their school specific Education Plan. The formats were introduced to achieve a consistent approach across the Ultimo Network. The feedback from the schools, who adopted the formats, and agency caseworkers has been positive. They have found the cover page an efficient way of summarising and recording administrative data for the OOHC student. Whilst the Education Plan/Personalised Learning Pathway was also found to be an efficient scaffold for focusing on outcomes and providing scope for a comprehensive profile of the OOHC student's goals, strengths and needs.

A child or young person's ability to regulate their emotions is integral to student wellbeing and academic achievement. The impact of complex trauma on a child or young person and how this informs classroom teaching practice was another focus area where the OOHC Teacher continued to build school capacity in 2016. This was facilitated by encouraging schools to undertake Trauma informed Practice training and linking them to further services to support the child and the school.

### Support Teachers Transition

The Support Teachers Transition Team provides ongoing support through the ITP (Individual Transition Plan) process for students with a disability throughout their secondary school years to help them achieve their goals. Goals can include going to TAFE, University, employment or a post school program.

This year saw the introduction of the NDIS (National Disability Insurance Scheme) in our area. We were instrumental in organising planning workshops with families and carers on what the NDIS was going to look like for them and what they needed to do to get prepared. Site visits were organised to local services that offer post school programs. It was a challenge for both families and the team, but we continue to work with families with the changes to achieve the best outcomes possible.

The many changes and challenges to the TAFE sector in 2016 saw schools seeking additional support, which included many students with a disability seeking placement in mainstream courses.

The team supports 11 high schools and 3 SSPs in the Campbelltown and Macarthur areas and are active members in numerous committees such as:

- South Western Vocational Support Network which provides information relating to the on-going changes to disability services with the introduction of the NDIS.
- MACE which is involved with the Career's EXPO for students from all sectors of education and CAMS which is a careers focused networking body for all school sectors.
- POST SCHOOL EXPOs designed specifically for students with a disability who will need ongoing support post school
- Various school LSTs in the Campbelltown &

Macarthur areas.

In 2016 the *Girls and Guys Getting Out There* (a work readiness) program, the *EXCEL* (supported work experience) program and the *Teen Challenge* (for disengaged youth) program continued. The *Men's Health* program commenced in term 4. This program consists of 6 workshops covering healthy eating, positive communication, hygiene, healthy relationships and cyber bullying. Over 165 students in the Campbelltown and Macarthur regions took part in these programs, which broadened horizons around future work opportunities. This program will be offered again in 2017.

### Sherwood House

Sherwood House is a therapeutic residential facility for young people. An on-site classroom enables students to participate in a part-time educational program. The students engaged in an extensive learning program that encompassed all of the key learning areas such as Mathematics, Science, Geography, History and English. Sherwood students also attended Lomandra School regularly to undertake cooking classes, utilise the Library and the Computer Laboratory. This ensured the students remained current with technology and literary devices.

The students have engaged in practical science experiments, growing their own terrariums and designing their own units of measurement. The students also commenced a PDHPE Walking program three mornings per week. The students wore pedometers and recorded their daily steps on a spreadsheet for further analysis and interpretation. The students also engaged in yoga and "Thinking While Moving". This involved using their bodies to undertake mathematical equations. In History, the students investigated "Early Australia" and increased their knowledge of how early Australians lived in comparison to today. In Geography, the students researched Brazil in preparation for the 2016 Olympic Games.

The ongoing use of educational literacy tools ensured the reading ability of the students increased throughout the year. These results were reflected in their ability to compose poetry and short stories. The students engaged in weekly spelling competitions which also provided evidence of their improved literacy ability. The students also benefited from reading a novel as a group and engaging in stimulating discussion regarding its contents. This provided the students with an insight into the lives of other Australian students.

The Sherwood students interact with the Lomandra students on certain occasions. This provides the opportunity for the students to increase their communication and social skills. One member of the Sherwood class has made the successful transition to Lomandra School and is now undertaking the HSC by Distance Education. This student aspires to attend university and complete a Bachelor of Nursing.

Lomandra continues to provide the Sherwood students

with opportunities to acquire new skills, engage in worthwhile opportunities and expand their ability to successfully complete their secondary education. This focus ensures the Sherwood students are equipped for life beyond school.

### **Vocational Education Program**

A number of students attended TAFE on a weekly basis and successfully participated in IT and Construction courses. A number of past students are now gainfully employed in the local community due to the opportunities they received whilst at Lomandra School.

The School To Work program is constantly adapting to changing circumstances. A major focus is on ensuring our students complete certain qualifications whilst at school which will improve their chances of securing employment. These include a First Aid course, Barista (1 & 2) and White Card training. A further focus is to foster the community spirit of our senior students via volunteer employment opportunities such as assisting at a local nursing home.

### **Work Experience**

A number of Lomandra students engaged in periods of work placement within the local community. Lomandra has developed strong ties with local businesses and services such as: Campbelltown City Council, Bunnings, Coles and Afford. These work placements enabled students to improve their skills, increase their knowledge and prepare them for life beyond school. Students receive a comprehensive report upon the successful completion of a work placement which provides them with feedback aimed at enhancing their employability.

### **Sport**

In 2016, Lomandra integrated sport and fitness into the curriculum, with a focus on wellbeing and leading a healthy lifestyle. To support the many programs being conducted over the year, all staff participated in various training days to ensure the safety of our students. These included e-Emergency Care training, Resuscitation and Applied First Aid. Sports programs included whole school team sports such as touch football, soccer and oz-tag, swimming, gym, rollerskating, ice skating and various indoor sports were also offered. As part of the Electives program, golf, fitness, and bike maintenance were introduced for the first time. Lomandra continued to make positive links with local schools by successfully entering the NSW Primary Schools Sports Association (PSSA) competitions in both Oz Tag and Touch Football. This allowed Lomandra students to participate competitively with their peers from other schools within the area.

### **The Evidence-based Outside Classroom**

Our focus with the Evidence-based Outside Classroom Model during 2016 was to make learning relevant and engaging and to broaden the learning opportunities for all students beyond the physical boundaries of the school. The Outside Classroom has been embedded in our learning programs for over eight years. As a school, we have developed a whole new set of behaviour management/risk management processes, to ensure the safety of Lomandra students. This program has led to an improvement in attendance and raised student engagement in learning and supported students to self regulate their behaviour in the wider community.

### **Food Technology**

The Food Technology program at Lomandra School is a curriculum based study that looks at nutrition, food preparation, food hygiene, multiculturalism and WHS. Students have enjoyed the cooking program engaging in the preparation of meals and demonstrating skill in using equipment and tools. In cooking the meal, students worked cooperatively as a team to produce a meal for themselves and on occasion for staff to enjoy. Students learn and practice Health and Safety procedures during the process of food preparation and cleaning.

### **Integration**

2016 Integration program for Lomandra School saw many successes; including 2 stage 3 students and 1 stage 4 student achieve full time integration at their home schools. Lomandra Schools Integration program supports students attending their home school. This gives staff the opportunity to liaise with executives, class teacher and learning support staff providing feedback and sharing strategies that help with the student's individual learning needs in their mainstream school.

Lomandra students continue to work on their integration successfully gaining more time and being involved in home school activities like sports carnivals and cross country. Lomandra works closely with both primary and secondary schools to provide practical support in the classroom and help provide solutions for students so they can move forward and progress in their transition to full time integration.

### **Supported Return to School Program**

In 2016, 77 students were enrolled at the Campbelltown Supported Return to School Program (SRSP) ranging from Year 4 to Year 11. They were supported academically using an Online Learning Environment, designed to engage in Literacy with a strong emphasis on a narrative approach, graphic design and digital imagery. Mathematics is provided to engage students in individual Mathematics levels based around the curriculum.

For more information on the Supported Return to School Program, visit:

[www.csc.schools.nsw.edu.au](http://www.csc.schools.nsw.edu.au)

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