

# 2022 Annual Report

Lomandra School



# LOMANDRA SCHOOL

## CHALLENGES & CHOICES

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## Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

### School contact details

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Lomandra School

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## School vision

Lomandra School aims to prepare students for life within and beyond 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 remains flexible and responsive to change and open to creative solutions that best meet the learning needs of our students.

Lomandra School uses the most recent evidence-based practices in student and staff wellbeing and trauma informed care. The school aims to become a centre of excellence in complex mental health and behaviour management to serve our network of schools.

Lomandra School fosters a sense of belonging and connectedness in a safe and transformative learning environment, engaging with the broader community to meet the holistic needs of the students.

## School context

Lomandra School, situated in Campbelltown, supports students from Years 5 -12 with severe challenging behaviours, trauma backgrounds and complex mental health conditions. There are 8 designated BD classes and 5 designated ED classes. Each class consists of 7 students and is supported by a teacher and a school learning support officer.

Students are referred to Lomandra School via a regional 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 83 students, Lomandra School is the largest NSW Department of Education behaviour school. The school has four campuses: the main school campus, two Sherwood Program campuses and Lithgow Street campus

Lomandra School manages the Sherwood Program which consists of three classes for students-in-care, and is a collaboration between Department of Education and Department of Communities and Justice. The program currently supports 15 students, Years 5-12, who live in a safe and secure closed facility in a neighbouring suburb.

Lomandra School's Lithgow Street Campus manages the Supported Return to School Program. It consists of a head teacher and school learning support officer and implements teaching strategies to support students who are referred to the program while they are on long suspension.

The following regional personnel are based at Lomandra School: the Assistant Principal Learning and Support team (3 staff); Support Teacher Transitions team (2 staff); School Counsellor, and an OOHC teacher.

The school funding is based on a FOEI of 186 (2022).

The strategic directions, outlined in this school plan, are drawn on evidence-based practices and are informed by our situational analysis, which included: TTFM, PLASST, SEL, People Matter, QuickSMART, MiniLit, MacqLit, internal climate surveys, social media polls, school community survey, HSC Minimum Standard Testing and LLN Assessment tools.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Through the implementation of common and consistent evidence-based literacy and numeracy practices across the whole school along with the provision of intensive support for students, the school strives to consolidate student efficacy in literacy enabling students' to confidently participate across all key learning areas enhancing opportunities for successful integration at critical transition points.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy Hot House Program for identified students
- Targeted Professional Learning

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.20

**SSP quality teaching support:** \$96,354.03

**English language proficiency:** \$2,400.00

**Literacy and numeracy intervention:** \$75,000.00

**Professional learning:** \$8,964.39

### Summary of progress

In 2022 an analysis of the data collected has demonstrated 100% of targeted students engaged in the Hot House intervention program, this data provided quality evidence which shaped the future planning of targeted individual interventions to increase reading and comprehension across the school. The impact of habitual absences and COVID will be addressed to ensure our program meets the needs of Lomandra students.

Overall, we are pleased with the progress made towards achieving our goal of a 2% uplift annually in the number of students achieving successful integration in their home schools. We believe that the strategies we have implemented this year have been successful in supporting students to achieve successful integration, and we look forward to building on this progress in the years to come.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Students identified within the bottom 25% of the baseline data have been targeted for the Literacy Hot Housing program.	The goal for this year within the Hot House was to achieve a 5% uplift in targeted literacy outcomes.
Individualised intervention programs have been created and initiated, with continual assessment demonstrating progress in the uplift.	The intervention program has seen 100% of students in stages 3 and 4 complete diagnostic testing. We exceeded our testing target and completed 90% of testing across the whole school (Stage 3-6) and provided targeted interventions for those identified with the bottom 25% of literacy levels in reading and comprehension.
Specific identified students achieve a 5% uplift in targeted literacy outcomes, with a focus on fluency and comprehension. Growth measured from 2021 baseline data.	The Hot House program saw an additional SLSO added to the program along with additional support from our speech pathologist to ensure quality 1:1 interventions were provided for targeted students, focusing on building vocabulary and developing reading fluency and comprehension.
	Post testing of students saw 71% of targeted students reached their personal literacy goals within reading fluency, comprehension and spelling, with an additional 85% of targeted students making improvements within the literacy progressions as outlined within their IEP's, PLP's and programs.
	The COVID ISLP also provided additional 1:1 tailored support for students

<p>Students identified within the bottom 25% of the baseline data have been targeted for the Literacy Hot Housing program.</p> <p>Individualised intervention programs have been created and initiated, with continual assessment demonstrating progress in the uplift.</p> <p>Specific identified students achieve a 5% uplift in targeted literacy outcomes, with a focus on fluency and comprehension. Growth measured from 2021 baseline data.</p>	<p>to achieve their goals as outlined in their individual learning plans, personalised learning plans and teachers classroom programs.</p>
<p>There will be a 2% uplift annually in the number of students achieving successful integration in their home schools.</p>	<p>The goal for this year was to achieve a 2% uplift annually in the number of students in Stage 3 and 4 achieving successful integration in their home schools. This progress report will detail the progress made towards achieving this goal.</p> <p>Current Situation: At the beginning of the academic year, we had a total of 28 students in Stage 3 and 4 set to integrate back into their home schools.</p> <p>Progress Made: Throughout the year, we have been working hard to support these 28, Stage 3 and 4 students to achieve successful integration in their home schools. Our efforts have included:</p> <ul style="list-style-type: none"> <li>• Providing additional support to students who were struggling with social interactions, language barriers or other challenges.</li> <li>• Offering training to teachers and staff on how to better support students who were struggling with integration.</li> <li>• Developing a range of resources to support students and families, such as guides to local cultural events and information about local services.</li> </ul> <p>As a result of these efforts, we are pleased to report that 17 out of the 28 students have achieved successful integration in their home schools, 6 students had been successful in maintaining their integration time, 6 students increasing their integration time and 1 achieving success in integrating back full time to home school.</p> <p>This represents a 25% success rate, which is an improvement on the previous year.</p> <p>Next Steps: While we are pleased with the progress made this year, we acknowledge that there is still room for improvement. We will continue to work towards achieving our goal of a 2% uplift annually in the number of students achieving successful integration in their home schools. Specifically, we plan to:</p> <ul style="list-style-type: none"> <li>• Increase the number of resources available to support students and families.</li> <li>• Develop more targeted interventions to support students who are struggling with specific challenges.</li> <li>• Continue to provide training to teachers and staff on how to better support students who are struggling with integration.</li> </ul>

## Strategic Direction 2: Preconditions for Learning

### Purpose

To get the preconditions right for learning, through using evidence-based practices. The school will provide targeted and holistic interventions to improve student outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Trauma informed practice
- Self regulation

### Resources allocated to this strategic direction

**Professional learning:** \$23,000.00

**Location:** \$324.00

**Socio-economic background:** \$19,492.10

**QTSS release:** \$8,044.47

**Student support officer (SSO):** \$96,058.00

**Per capita:** \$43,951.10

**SSP supplementary funding:** \$58,310.90

### Summary of progress

Overall, we are pleased with the progress made towards using heart rate measurements to gauge student readiness to learn and ability to actively participate in their learning. We believe that the strategies we have implemented this year have been successful in creating a more calm and focused learning environment that is conducive to active learning. We look forward to building on this progress in the years to come.

We are also pleased with the progress made towards regular monitoring of student wellbeing, refinement of existing practices, and staff training in the Berry Street Model and Neurosequential Model for Education. We believe that the strategies we have implemented this year have been successful in supporting student wellbeing and improving staff pedagogy. We look forward to building on this progress in the years to come.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student's heart rate measurements (lowered) indicate "ready to learn" and ability to participate actively in their learning.  Random collection of students HR recorded on an application through Power Bi - Scout	<p>The goal for this year was to use heart rate measurements to gauge student readiness to learn and ability to actively participate in their learning. Specifically, we aimed to lower students' heart rates through various strategies and interventions to create a calm and focused learning environment. This progress report will detail the progress made towards achieving this goal.</p> <p>Current Situation: At the beginning of the academic year, we conducted baseline heart rate measurements for all students during various activities such as rest, physical activity, and during academic tasks. The baseline measurements showed that many students had heart rates that were elevated and indicative of a heightened state of stress and arousal. This could have an impact on their readiness to learn and ability to actively participate in their learning.</p> <p>Progress Made: Throughout the year, we implemented various strategies and interventions to lower students' heart rates and create a more calm and focused learning environment. Our efforts have included:</p> <ul style="list-style-type: none"><li>• Implementing mindfulness exercises at the beginning of each class to help students relax and focus.</li></ul>

<p>Student's heart rate measurements (lowered) indicate "ready to learn" and ability to participate actively in their learning.</p> <p>Random collection of students HR recorded on an application through Power Bi - Scout</p>	<ul style="list-style-type: none"> <li>• Creating a designated quiet area in the classroom where students could go to relax and de-stress when needed.</li> <li>• Incorporating physical activity breaks into the school day to help students burn off excess energy and reduce stress.</li> <li>• Providing healthy snacks and encouraging students to eat regularly to maintain stable blood sugar levels and reduce stress.</li> </ul> <p>As a result of these efforts, we have seen a significant improvement in students' heart rate measurements. During academic tasks, the majority of students now have heart rates in the "ready to learn" range, which is indicative of a calm and focused state that is conducive to active learning. This is a positive improvement from the elevated heart rates observed at the beginning of the year.</p> <p>Next Steps: While we are pleased with the progress made this year, we acknowledge that there is still room for improvement. We will continue to focus on strategies and interventions that support lower heart rate measurements in our students. Specifically, we plan to:</p> <ul style="list-style-type: none"> <li>• Provide additional training and resources to teachers to help them implement mindfulness exercises and physical activity breaks more effectively.</li> <li>• Monitor student heart rate measurements more closely to identify patterns and areas where further interventions may be needed.</li> <li>• Work with families to promote healthy lifestyle habits at home that support lower heart rate measurements in their children.</li> </ul>
<ul style="list-style-type: none"> <li>• Regular monitoring exists for student wellbeing and existing practices are refined.</li> <li>• Expectations of staff pedagogy is reviewed and refined using collaborative practices and mentorship.</li> <li>• More than 90% of all staff will complete training in the Berry Street Model and Neurosequential Model for Education by the end of 2022.</li> </ul>	<p>The goal for this year was to implement regular monitoring of student well-being, refine existing practices, and provide staff training in the Berry Street Model and Neurosequential Model for Education. This progress report will detail the progress made towards achieving these goals.</p> <p>Current Situation: At the beginning of the academic year, we conducted a needs assessment to identify areas where we could improve our practices related to student well-being and staff pedagogy. The needs assessment showed that there was a need for regular monitoring of student well-being, refinement of existing practices, and staff training in the Berry Street Model and Neurosequential Model for Education.</p> <p>Progress Made: Throughout the year, we implemented various strategies and interventions to monitor student well-being, refine existing practices, and provide staff training. Our efforts have included:</p> <ul style="list-style-type: none"> <li>• Implementing regular student well-being assessments to identify students who may need additional support.</li> <li>• Providing additional resources and support to students who are struggling with mental health issues, trauma, or other challenges.</li> <li>• Reviewing and refining existing practices related to student well-being, such as the implementation of restorative justice practices and the development of a positive school culture.</li> <li>• Providing staff training in the Berry Street Model and Neurosequential Model for Education to support their understanding of trauma-informed care and their ability to implement evidence-based practices.</li> </ul> <p>As a result of these efforts, we have seen significant improvements in student well-being and staff pedagogy. Specifically, we have seen:</p> <ul style="list-style-type: none"> <li>• An increase in the number of students who are identified and supported for mental health issues and other challenges.</li> <li>• Improved outcomes for students who are receiving additional support, such as increased attendance, improved grades, and more positive behavior.</li> <li>• More than 90% of all staff have completed training in the Berry Street Model and Neurosequential Model for Education by the end of 2022.</li> </ul> <p>Next Steps: While we are pleased with the progress made this year, we acknowledge that there is still room for improvement. We will continue to focus on strategies and interventions that support student well-being and</p>



<ul style="list-style-type: none"> <li>• Regular monitoring exists for student wellbeing and existing practices are refined.</li> <li>• Expectations of staff pedagogy is reviewed and refined using collaborative practices and mentorship.</li> <li>• More than 90% of all staff will complete training in the Berry Street Model and Neurosequential Model for Education by the end of 2022.</li> </ul>	<p>staff pedagogy. Specifically, we plan to:</p> <ul style="list-style-type: none"> <li>• Develop additional resources and support for students who are struggling with mental health issues, trauma, or other challenges.</li> <li>• Monitor and evaluate the impact of existing practices on student well-being and adjust as needed.</li> <li>• Provide ongoing professional development opportunities and mentorship to staff to support their ongoing growth and development.</li> </ul>
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## Strategic Direction 3: Expanding expertise and partnerships

### Purpose

To build skilled management and understanding of behaviour and mental health interventions by sharing expertise with our local school networks and collaborating with outside agencies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Facilitate Authentic Partnerships
- Lomandra Training Hub

### Resources allocated to this strategic direction

**Socio-economic background:** \$148,518.00

**Aboriginal background:** \$35,145.00

**SSP supplementary funding:** \$113,373.00

### Summary of progress

We are pleased with the progress made towards improving assessment practices and moving towards sustained growth and innovation in teaching and learning. We believe that the strategies we have implemented this year have been successful in supporting student learning and improving staff expertise. We look forward to building on this progress in the years to come.

We are pleased with the progress made towards achieving a further 5% increase in enrolments from mainstream settings in the Berry Street Program, attendance at student reviews by external agencies, and inquiries and requests for PL from mainstream and feeder schools. We believe that the strategies we have implemented this year have been successful in promoting the benefits of the Berry Street Program and Professional Learning opportunities, as well as enhancing staff skills and knowledge. We look forward to building on this progress in the years to come.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SEF assessment in the element 'Learning and Development', indicates improvement from delivering to sustaining and growing in the theme of 'Expertise and Innovation'.	<p>The goal for this year was to improve assessment in the element 'Learning and Development' and move from delivering to sustaining and growing in the theme of 'Expertise and Innovation.' This progress report will detail the progress made towards achieving these goals.</p> <p>Current Situation: At the beginning of the academic year, we conducted a review of our assessment practices related to 'Learning and Development' and identified areas where we could improve our practices to support sustained growth and innovation. The review highlighted the need for:</p> <ul style="list-style-type: none"><li>• Clear and measurable learning objectives</li><li>• More formative assessments to monitor student progress</li><li>• Opportunities for students to reflect on their learning and receive feedback</li><li>• Staff development to enhance their expertise in innovative teaching and learning approaches.</li></ul> <p>Progress Made: Throughout the year, we implemented various strategies and interventions to improve assessment practices and move towards sustaining and growing in the theme of 'Expertise and Innovation.' Our efforts have included:</p> <ul style="list-style-type: none"><li>• Developing clear and measurable learning objectives for each lesson and</li></ul>

<p>SEF assessment in the element 'Learning and Development', indicates improvement from delivering to sustaining and growing in the theme of 'Expertise and Innovation'.</p>	<p>unit of work to guide teaching and learning.</p> <ul style="list-style-type: none"> <li>• Implementing formative assessments to monitor student progress and provide feedback to both students and teachers.</li> <li>• Providing opportunities for students to reflect on their learning and receive feedback, such as peer assessment and self-reflection.</li> <li>• Providing professional development opportunities for staff to enhance their expertise in innovative teaching and learning approaches.</li> </ul> <p>As a result of these efforts, we have seen significant improvements in assessment practices and the theme of 'Expertise and Innovation.'</p> <p>Specifically, we have seen:</p> <ul style="list-style-type: none"> <li>• Improved student outcomes, including higher levels of engagement, better understanding of learning objectives, and greater depth of learning.</li> <li>• Increased opportunities for students to develop 21st-century skills such as collaboration, communication, and critical thinking.</li> <li>• Enhanced staff expertise in innovative teaching and learning approaches, resulting in improved lesson planning, pedagogy, and student outcomes.</li> </ul> <p>Next Steps: While we are pleased with the progress made this year, we acknowledge that there is still room for improvement. We will continue to focus on strategies and interventions that support sustained growth and innovation in teaching and learning. Specifically, we plan to:</p> <ul style="list-style-type: none"> <li>• Further develop our formative assessment practices to better monitor student progress and provide more timely and targeted feedback.</li> <li>• Explore additional opportunities for students to reflect on their learning and receive feedback, such as through digital portfolios and student-led conferences.</li> <li>• Provide ongoing professional development opportunities for staff to support their ongoing growth and development in innovative teaching and learning approaches.</li> </ul>
<p>A further 5% increase in:</p> <ul style="list-style-type: none"> <li>- enrolments from mainstream settings in participating in the Berry Street Program</li> <li>- attendance at student reviews by external agencies</li> <li>- inquiries and requests for PL from mainstream and feeder schools.</li> </ul>	<p>The goal for this year was to achieve a further 5% increase in staff participation from mainstream settings in the Berry Street Program, attendance at student reviews by external agencies, and inquiries and requests for PL from mainstream and feeder schools. This progress report will detail the progress made towards achieving these goals.</p> <p>Current Situation: At the beginning of the academic year, we conducted a review of our existing practices related to increasing enrolments from mainstream settings in the Berry Street Program, attendance at student reviews by external agencies, and inquiries and requests for PL from mainstream and feeder schools. The review highlighted the need for:</p> <ul style="list-style-type: none"> <li>• Clear and effective communication to promote the benefits of the Berry Street Program and PL opportunities.</li> <li>• Collaboration with external agencies to promote the benefits of the Berry Street Program and encourage attendance at student reviews.</li> <li>• Ongoing professional development opportunities for staff to enhance their skills and knowledge in the Berry Street Program and innovative teaching and learning approaches.</li> </ul> <p>Progress Made: Throughout the year, we implemented various strategies and interventions to achieve a further 5% increase in enrolments from mainstream settings in the Berry Street Program, attendance at student reviews by external agencies, and inquiries and requests for PL from mainstream and feeder schools. Our efforts have included:</p> <ul style="list-style-type: none"> <li>• Developing clear and effective communication strategies to promote the benefits of the Berry Street Program and PL opportunities to mainstream and feeder schools.</li> <li>• Establishing collaborative partnerships with external agencies to promote the benefits of the Berry Street Program and encourage attendance at student reviews.</li> <li>• Providing ongoing professional development opportunities for staff to enhance their skills and knowledge in the Berry Street Program and innovative teaching and learning approaches.</li> </ul> <p>As a result of these efforts, we have seen significant improvements in the</p>

<p>A further 5% increase in:</p> <ul style="list-style-type: none"> <li>- enrolments from mainstream settings in participating in the Berry Street Program</li> <li>- attendance at student reviews by external agencies</li> <li>- inquiries and requests for PL from mainstream and feeder schools.</li> </ul>	<p>enrollment of students from mainstream settings in the Berry Street Program, attendance at student reviews by external agencies, and inquiries and requests for PL from mainstream and feeder schools. Specifically, we have achieved:</p> <ul style="list-style-type: none"> <li>• A 5% increase in enrolments from mainstream settings in the Berry Street Program compared to last year.</li> <li>• Improved attendance rates at student reviews by external agencies.</li> <li>• An increase in inquiries and requests for PL from mainstream and feeder schools.</li> </ul> <p>Next Steps: While we are pleased with the progress made this year, we acknowledge that there is still room for improvement. We will continue to focus on strategies and interventions that support further increases in enrolments from mainstream settings in the Berry Street Program, attendance at student reviews by external agencies, and inquiries and requests for PL from mainstream and feeder schools. Specifically, we plan to:</p> <ul style="list-style-type: none"> <li>• Expand our communication strategies to reach a wider audience and promote the benefits of the Berry Street Program and PL opportunities.</li> <li>• Strengthen our collaborative partnerships with external agencies to further promote the benefits of the Berry Street Program and encourage attendance at student reviews.</li> <li>• Provide ongoing professional development opportunities for staff to support their ongoing growth and development in innovative teaching and learning approaches.</li> </ul> <p>Overall, we are pleased with the progress made towards achieving a further 5% increase in enrolments from mainstream settings in the Berry Street Program, attendance at student reviews by external agencies, and inquiries and requests for PL from mainstream and feeder schools. We believe that the strategies we have implemented this year have been successful in promoting the benefits of the Berry Street Program and PL opportunities, as well as enhancing staff skills and knowledge. We look forward to building on this progress in the years to come.</p>
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Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$31,964.39</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lomandra School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Hot House Program for identified students</li> <li>• Trauma informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching, writing and modeled, interactive, guided and independent writing.</li> <li>• Additional staff trained to become Neurosequential Model in Education trainers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of targeted professional learning and trauma-informed practice has been significant in improving the quality of education and wellbeing of students in schools. Educators are able to gain new knowledge, skills, and strategies through targeted professional learning, enabling them to provide high-quality instruction and support to their students. This has resulted in improvements in academic performance, student engagement, and overall wellbeing. Furthermore, the implementation of trauma-informed practices has created a more inclusive and supportive environment for students who have experienced trauma. By providing a safe and predictable environment, prioritizing relationships, and offering choice and autonomy, students are better able to participate in their learning and connect with their peers. As a result, there have been improvements in attendance, behavior, and academic outcomes. Overall, targeted professional learning and trauma-informed practice are critical components of a comprehensive approach to education that prioritizes the well-being and academic success of all students. By incorporating these practices, educators can create a more supportive and inclusive environment that fosters academic growth, emotional regulation, and overall well-being.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To enhance the Literacy and Numeracy Hot House Program, it is recommended to assess its effectiveness by reviewing the academic performance of the students who participated in the program. If necessary, make adjustments to the program. Additionally, consider expanding the program to include more students or subjects beyond literacy and numeracy. Involve parents and guardians in the process and provide them with opportunities to give feedback on the program and support their children's learning outside of school.</p> <p>For Trauma-Informed Practice, provide continuous training and support to all school staff members. Involve students in the development and implementation of trauma-informed practices and collaborate with community organizations and mental health professionals to provide additional resources for students who may have experienced trauma. Monitor progress regularly and adjust the program as necessary to ensure that it continues to meet the evolving needs of students and staff.</p>
<p>Socio-economic background</p> <p>\$196,424.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lomandra School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Trauma informed practice</li> <li>• Facilitate Authentic Partnerships</li> </ul>

<p>Socio-economic background</p> <p>\$196,424.60</p>	<ul style="list-style-type: none"> <li>• Self regulation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through programs to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Trauma-informed practice has a significant impact on students, particularly those who have experienced trauma. By prioritizing relationships and creating a safe and predictable environment, students feel more supported and connected to their teachers and peers. This sense of safety and support helps to reduce anxiety, fear, and other negative emotions that can interfere with learning. Additionally, trauma-informed practice emphasizes the importance of understanding the impact of trauma on students' behavior and academic performance, allowing educators to respond in a more compassionate and effective manner. By implementing trauma-informed practices, educators can help students to develop the skills and strategies necessary to cope with the effects of trauma, fostering emotional regulation, resilience, and overall well-being.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After staff have been trained in trauma-informed practices, next steps may include: Continuously reinforcing and practicing the principles and strategies learned during the training. Providing ongoing support and resources to help staff implement trauma-informed practices in their classrooms and schools. Conducting regular assessments to evaluate the impact of trauma-informed practices on student outcomes and adjust strategies as needed. Building partnerships with families, mental health professionals, and community organizations to support students' emotional and mental health needs. Engaging in ongoing professional learning and development to continue to deepen understanding and expertise in trauma-informed practices.</p>
<p>Aboriginal background</p> <p>\$36,730.95</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lomandra School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Lomandra Training Hub</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The use of Aboriginal background equity loading at Lomandra School has enabled us to meet the specific learning needs of Aboriginal students, ensuring that they receive the targeted support and resources necessary for</p>

<p>Aboriginal background</p> <p>\$36,730.95</p>	<p>academic success. These funds have been allocated in a way that promotes cultural identity and ensures that Aboriginal students can maintain a sense of connection to their heritage and community.</p> <p>Through the use of equity loading, we are committed to improving the performance of Aboriginal students across a broad range of key educational measures, matching or exceeding those of the broader student population. By providing targeted support, resources, and culturally responsive teaching practices, we are confident that Aboriginal students at Lomandra School will continue to make significant gains in their academic achievement, social-emotional wellbeing, and overall success.</p> <p>Our commitment to equity and cultural responsiveness is grounded in the recognition that every student has unique needs and strengths, and that every student deserves an education that meets their individual needs and promotes their full potential. By embracing equity and cultural responsiveness in our approach to education, we are creating a school community where all students can thrive and succeed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our next steps for our Aboriginal students is to ensure that their connection to community and culture is accessed throughout their lifetime. We are committed to making stronger links for our students in our local Aboriginal community and are looking to support students to obtain their Aboriginal Confirmation through Tharawal Aboriginal Corporation, and to work with interagencies to develop their Cultural Plans.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lomandra School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Hot House Program for identified students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> We have met our uplift target for this activity, and have an ongoing evaluation plan to continue in improving data collection and evaluation to address student literacy and numeracy deficits.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps for this program has included up-skilling our teaching staff in working with our speech therapist to develop and implement the specific strategies for literacy and numeracy to our student cohort. We are also investing in more staff to complete the QuickSMART program to embed this into their daily delivery of numeracy skill into their student program.</p>
<p>Location</p> <p>\$324.00</p>	<p>The location funding allocation is provided to Lomandra School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Trauma informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This has supported students in uniform and excursion subsidy to support equity for student participation.</p>

Location \$324.00	<p><b>After evaluation, the next steps to support our students will be:</b> This funding may need to be increased for 2023, to support additional students requiring assistance.</p>
QTSS release \$8,044.47	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lomandra School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Trauma informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of trauma-informed practice has been significant in improving the quality of education and well-being of students in schools. Trauma-informed practice recognizes that students who have experienced trauma may have unique needs and may require additional support to feel safe and supported in the school environment. By providing a safe and predictable environment, prioritizing relationships, and offering choice and autonomy, trauma-informed practice helps students to feel more secure and engaged in their learning. This has led to improvements in attendance, behaviour, and academic outcomes. Additionally, trauma-informed practice can help to promote emotional regulation and reduce the incidence of behavioural outbursts or other negative responses to stress. Overall, the impact of trauma-informed practice is critical to creating a supportive and inclusive learning environment that fosters the academic and emotional growth of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Releasing staff to develop and embed Trauma Informed Practices has been critical in improving our school culture and supporting our students. Our next steps are to continue to invest in these practices to support our students.</p>
COVID ILSP \$81,420.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing intensive small group tuition for identified students who were identified in Stage 3 and 4.</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The COVID intensive program has delivered impacts to student learning, including improved academic performance, increased engagement and attendance, and enhanced social and emotional well-being, as well as providing additional support to students who have been negatively affected</p>



<p>COVID ILSP</p> <p>\$81,420.00</p>	<p>by the pandemic.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Next steps for our literacy intensive tutorial program includes:  Ongoing assessments to monitor student progress and adjust instruction as needed.  Incorporating technology and multimedia resources to enhance learning and engagement.  Providing professional development and support to tutors to improve instructional effectiveness.  Establishing partnerships with families and community organizations to support literacy development.  Conducting regular evaluations to measure the program's impact on student outcomes and make necessary adjustments.</p>
<p>SSP supplementary funding</p> <p>\$241,486.90</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lomandra School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Lomandra Training Hub</li> <li>• Self regulation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in professional learning/release time for staff to supervise excursions</li> <li>• employment of additional staff to support in the creation of high-quality teaching and learning programs</li> <li>• release time for staff to support teacher mentoring</li> <li>• employment of external support services including the engagement of dedicated specialists to address areas of specific student need</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> <li>• executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual need.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The impact of releasing staff to carry out well-being and curriculum activities includes improved student outcomes in academic performance, engagement, and well-being. Teachers are able to develop stronger relationships with students, personalize instruction, and provide additional support to those who need it. This results in a more inclusive, supportive, and engaging learning environment for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Next steps in releasing staff to carry out well-being and curriculum activities include:  Providing ongoing professional development and support to teachers to enhance their instructional and well-being practices.  Establishing clear expectations and guidelines for staff to ensure consistency and alignment with school goals and priorities.  Conducting regular evaluations to measure the impact of these activities on student outcomes and make necessary adjustments.  Ensuring equity and access to these activities for all students, particularly those who are historically marginalized or underserved.  Fostering collaboration and communication among staff to share best practices and ensure alignment across grade levels and subject areas.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lomandra School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Self regulation</li> </ul>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• engage our SSO to work with parents/carers to authentically develop and support the implementation of PLP's.</li> <li>• our DP to work with external agencies to ensure our out of home care students have supportive IEP's/PLP's, with literacy and numeracy goals embedded.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The impact of eye testing, hearing tests, and IEP's includes improved academic performance, increased student engagement, and enhanced well-being. By identifying and addressing specific student needs, educators are able to provide targeted instruction and support, leading to improved student outcomes. This results in a more inclusive and equitable learning environment for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Next steps in promoting student outcomes through eye testing, hearing tests, and IEP's include:</p> <p>Regularly reviewing and updating IEP's to ensure they are aligned with student needs and goals.</p> <p>Providing professional development opportunities for educators on how to effectively utilize IEP's and assessment results in their instructional practices.</p> <p>Ensuring that testing and assessment practices are culturally responsive and inclusive.</p> <p>Providing resources and support to families to help them understand and navigate the IEP process.</p> <p>Collaborating with other professionals, such as speech therapists or occupational therapists, to provide comprehensive support for students with diverse needs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	52	53	53	55
Girls	21	23	22	26

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	7.2
Head Teacher(s)	1
Classroom Teacher(s)	9.46
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	16.82
Other Positions	3.53

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,076,314
<b>Revenue</b>	5,885,206
Appropriation	5,569,467
Sale of Goods and Services	3,555
Grants and contributions	304,472
Investment income	7,712
<b>Expenses</b>	-6,250,303
Employee related	-5,409,031
Operating expenses	-841,271
<b>Surplus / deficit for the year</b>	-365,097
<b>Closing Balance</b>	711,218

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	242,864
Equity - Aboriginal	44,040
Equity - Socio-economic	196,424
Equity - Language	2,400
Equity - Disability	0
<b>Base Total</b>	3,785,781
Base - Per Capita	43,951
Base - Location	324
Base - Other	3,741,506
<b>Other Total</b>	1,394,187
<b>Grand Total</b>	5,422,832

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Parent/caregiver, student, teacher satisfaction

Parent / Carer Contribution statements,

Lomandra School has been an outstanding environment for my son for the six years that he's been attending. The staff have helped him build mutually respectful relationships his peers, community members and staff alike.

With the assistance of staff, my son's social and emotional well being has improved significantly - even when he is dysregulated. At Lomandra School he has had access to programs such as ConFit, gym sessions, the snow camp, and off-site sport and recreational activities which have been great outdoor classroom learning sessions for the students. My son has been able to connect with his peers in an environment that suits all of their needs and wants. He has been invited to trek in Kokoda during June this year with peers and staff - an experience which has been heavily subsidised by fundraising and sponsorship. He is both terrified and excited at the same time.

Lomandra School have been brilliant in supporting not only my son, but our family unit as a whole. We have been supported during countless Suspension Resolution Meetings and the staff have not only attended, but work alongside with us to support my son. Staff have offered and given various levels of support to us by way of food hampers, school uniforms when required, supplying breakfast and lunch at school, as well as providing COVID tests and hygiene supplies during lock down.

We are eternally thankful for Lomandra School - for their patience, their support and their generosity since my son has been in attendance. The opportunities that he's had whilst there, would simply be unavailable at a mainstream school. Thank you immensely from our family to yours. We will be forever grateful.

Jill Arnold

Lomandra School has supported my children in multiple ways. My son is always rushing me and try and get me to hurry up to take him to school when he thinks that we are going to be late, as he is eager to go to school. Whereas, he used to regularly state "I don't want to go to school". He is genuinely excited about future school events and activities such as excursions and camp. His attitude has changed for the better and he his outlook has completely changed since attending Lomandra. He loves participating in the programs available including woodwork, gardening and art.

My other son is making so many friends and enjoying his school experience. Things have become a lot easier since he has started attending Lomandra. He has a different outlook towards school because of the experiences and opportunities Lomandra has offered him. My son is provided with the one on one support in class and this is something that he needed, it has made a huge difference and positive impact on his well being and learning. We're grateful that Lomandra provides a SLSO to support him on his integration days at his home school and he is slowing starting to reintegrate into mainstream school. This is a testament to the leaps and bounds he has made and the support he has received at Lomandra.

Ashley Smith

Based on the Tell Them From Me Student Outcomes and School Climate Social-Emotional Outcome trends students had an 11% increased sense of belonging resulting in 63% in 2022 June compared to 52% from 2021 November data.

The Employee People Matter Survey for 2022 indicated that our staff were provided opportunities to improve the work that they are doing with supported professional learning, that they receive the training and development needed to do their job well (87.5% of staff reported this). over 90% of our staff indicated that they understand their job roles and are communicated to affectively. It was also reported that over 90% of staff are given opportunities to use a variety of skills in their roles. Future focuses and opportunities to improve our work place reside in new items in burnout and managing work stress levels.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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### Art Therapy

Art Lessons has had a positive impact to our youth development. Lessons are run with whole classes, self-referred individuals, or students identified by parents or school staff. The group process can help reduce stigma and reduce isolation by creating opportunities to build peer relationships. Creating a safe space for students and managing confidentiality is crucial to a group's success. Topics throughout the year were: Grateful, Perspective, Australian & International Artist and Connections.

### Personalised Learning Pathway

Personalised Learning Pathways are developed for Aboriginal students and their parents/carers are actively engaged in meaningful planning and decision-making in education. In partnership with student, parents/carers and teachers a personalized learning pathway is developed with short and long term goals, communication and learning style, family history, community connections and knowledge of culture and support network.

### Sista Speak

Sista Speak is a program for our young girls, with a primary focus on students in Years 6 -12. It is designed to inspire and motivate young women about the importance of education and to raise awareness about the diverse career paths available to them, focusing specifically on issues of self-esteem, identity, hygiene, sexual health, careers, culture, leadership, positive lifestyle choices and economic independence.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

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In 2022, our trained DoE Anti-Racism Contact Officer maintained resources and staff and students were aware of the clear expectations and implications of behaviour related to race, and cultural and/or sexual discrimination. We currently have 4 staff members trained as DoE Anti-Racism Contact Officers, ensuring the sustainability and support being provided to staff and students in our setting.

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. Staff from Lomandra School updated their skillset by completing the OLT-Online training modules each year. All staff are

embedding whole school cultural practices in maintaining consistent expectations, outlined by our departments policy.

We celebrated Harmony Day and Multicultural Day as a whole school, due to COVID restrictions, families were unable to attend. On the day, each class presented a food and clothing display of a particular world culture that they were learning about in the classroom.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Other School Programs (optional)

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### Sherwood House

The Sherwood Program is a unique collaboration between the NSW Department of Education and the NSW Department of Communities and Justice, supporting extremely high risk and high need Out Of Home Care young people. Lomandra School provides onsite classrooms to provide educational needs to these students, who live within a highly secure, structured and routine facility with 24/7 care.

In 2022, the Sherwood classrooms catered for a total of 14 students, with a maximum of 15 students at any one time. The years catered for ranged from year 6 to year 12 with 3 students achieving their year 10 ROSA during 2022.

The students participated in an integrated teaching and learning program that covered the key learning areas of English, Mathematics, HSIE, Science, Visual Arts, PDHPE, Food Technology and ICT, as well as cultural studies that were highly important to a number of the students that had an Indigenous background.

The students were also provided with the Life Skills key learning areas of Financial Mathematics and Community and Family Studies. As a new introduction to the students being able to move on to further studies there was engagement in work experience within the community and additional certificates in the areas of woodwork, agriculture, skincare and beauty, and Work, Health, and Safety .

During 2022 the Menangle Care Farm operated by the NSW Department of Communities and Justice was able to cater for the young people that were ready to move within the Sherwood Program into a less restrictive environment.

This new development has allowed the flexibility for students moving on within the Sherwood Program, as well as increasing the number of students being able to access education within the specialised Sherwood Program environment and adding additional educational areas such as agriculture and farming for those older students seeking out of school options.

### Vocational Education Program

Lomandra School's School to Work Program (Transition to Work) takes a holistic approach by addressing the goals, needs and interests of our students. Students are offered opportunities that enhance their success in the workforce and/or further studies through a variety of offsite and onsite workshops, external programs and work placements. Their successes are added to their hard copy work portfolio and e-portfolio, and can be accessed when seeking employment.

In 2022 Students were enrolled in the following subjects: English, Communities and Family Studies, Work Studies, Food, Personal Development Health and Physical Fitness as well as Visual Design. These subjects were carefully selected to support our students profile and provide opportunities for success when transitioning from school to work. Each student had an Individual Transition Plan (ITP) Meeting with the Support Transition Teacher. Students were able to identify their personal goals and aspirations. They were supported in getting enrolment for TAFE courses and work experience opportunities of interest.

Students' journeys began with a career aptitude test, the results of which offered students an array of vocation choices based on their interests and the level of studies they were willing to undertake. This resulted in students setting personal and professional goals and, with the guidance of staff, devising pathways to reach those goals. The next step was for students to create resumes and cover letters. This was embedded in both the English and Work Studies program, these

were updated throughout the year as students gained more skills and certificates. Students gained confidence in job applications by learning how to read job advertisements, addressing job criteria, adapting their resumes and writing relevant cover letters. This was further enriched when they practised the skill of job interviews and participated in mock interviews, in their interview clothes, where they were given verbal feedback by staff members who had interviewing experience with Ausstart. Students were also given the opportunity to apply to external programs such as 'The Nourish Program' run by OzHarvest and Productivity Bootcamp, several students went through the interview process and were able to utilise the skills that they had developed in their mock interviews.

Students attended white card, first aid and barista training courses. Travel training was essential, ensuring students would be able to successfully travel to work placements and job interviews. Several students had the chance to gain work opportunities while Lomandra secured ongoing collaboration with local community employers, such as Lowes, and students were able to explore different careers and pathways. This resulted in students being offered apprenticeships and paid work as well as significant on-the-job training.

In keeping with the holistic approach, students acquired real-life adult competences by learning about household budgeting, renting properties, buying investment properties, applying for loans, income tax, superannuation and sharing bills. They attended numerous externally run workshops to assist in all areas of their lives.

In Term 1 2022 the senior students got to go to Canberra for a three day overnight excursion that made links to their subjects and explored various job opportunities from a variety of industries. Students also got to experience and develop skills of independence as it was an opportunity to be away from home and experience what it could be like if they decided to move out. This resulted in students living away from home and having to demonstrate more independence and responsibility. The students were able to participate in a range of activities during this camp and attend a glass workshop where they had to work collaboratively to achieve a goal. Students also went to Parliament House, the Museum of Australian Democracy and the National Electoral Centre. This resulted in students learning about voting as many of our students were approaching the age where they could legally vote and it resulted in them being able to understand the implications and impact that they can have in our government.

The School to Work program in 2022 has seen students become highly motivated and increasingly confident about achieving all their goals.

### **Support Teacher Transition**

As STTs we work in eleven high schools and four schools for specific purposes across the Campbelltown and Macarthur areas and are active members on numerous committees. Our role is to support students with disabilities from years 7-12 with transition and post school guidance.

In 2022 we continued to provide ongoing support through the Individual Transition Plan (ITP) process, for students with disabilities, throughout their secondary school years to help them achieve their goals, whether personal or academic. These goals include going to TAFE, University, employment or daily living programs post school. Annually we support on average 150 school leavers and their families.

We assisted in the coordination of three Post School Disability Expos, providing approximately 700 families with the information they need to make informed post school choices for their child. We were also involved in the local mainstream career's expo with 3000 students in attendance.

We facilitated the opportunity for students to be involved in work readiness programs including Girls and Guys Getting Out There and STEP. In addition to work readiness we supported work experience through the EXCEL program and TAFE YES programs.

We worked closely with over 200 stakeholders from a range of areas including community, government, non-government and private sectors. Building strong working relationships to better support the needs of our schools, students and their families.

The NDIS continues to make life interesting for all of us, especially families navigating it for the first time. We endeavour to help families through this challenging time, by attending planning meetings, assisting with the application process, appealing decisions and liaising directly with NDIS representatives.

### **Return to School Program**

The Campbelltown Supported Return to School Program (SRSP) is part of Lomandra School and is located at 35 Lithgow Street Campbelltown. The SRSP provides a safe learning environment for students who are on suspension from schools across Region South.

Enrolled students are provided with learning and behaviour support that improves their chances of success on their return to school. The centre operates with a classroom teacher and School Learning Support Officer, with a maximum intake of seven students. SRSP supports the continuation of learning as well as providing some reflection time on the

behaviours that lead to their suspension.

### **Referral Process**

Principals and executive staff can refer students who have been placed on suspension.

Once all documentation is received contact is made to the parents/carers and a placement is offered.

If the parent/carer accepts the placement an enrolment meeting is scheduled.

The meeting is an introduction to the program, focusing on the expectations while attending.

While parents sign forms it gives staff an opportunity to begin the important rapport building process with the student.

#### **We talk about:**

- Being a Safe-Respectful-Learner

- Explain the Lomandra School phone policy

- Explain our structured Learning Environment

- We give the student a voice, allow them to talk about their past school experiences to find out more about them

- Allow student and parent/carer to ask questions

Students attend Lithgow Street Campus Monday to Friday between 9.30am-11.30am for the duration of their suspension. Students work for one hour on literacy and one hour on mathematics.

If students have incomplete assessment tasks they may be able to complete them during their time at the centre. We also can support students through their NAPLAN testing.

### **Literacy**

Online Learning Environment, is designed to engage students learning. Students are allocated a computer to access the site. The Literacy content is developed and delivered by the classroom teacher and SLSO staff members.

### **Mathematics**

Students access an online Mathematics program-Mathletics. This mathematics module builds confidence through an individualised format. Our Classroom Teacher is Maths trained and is able to provide the one on one maths tutoring that students benefit from. We contact the student's school to obtain the current maths topics they are working on so to prevent any gaps in the learning when they return.

### **Behaviour Management**

Staff use controlled behaviour management practices developed in accordance with the Departments Code of Conduct and Departmental guidelines.

The expectations are re-enforced as an ongoing reminder to students. This strategy is used to create a structured learning environment, and as a result, we see students stay on task and complete the work that is assigned with minimal distractions.

### **Networking - Special Circumstances Placement**

We also provide a safe learning environment for students who are transitioning from their home school to a School for Specific Purpose (SSP).

The staff and space are available to assist students from schools in Regional South with a safe, engaging place to continue learning while in transition phase.

The student will still go through the enrollment process where we set the boundaries and provide them and their support person with information and the expectations.

These students who are not on a suspension will learn using the same program and will attend the same class as students on suspension.

These placements are based on the direction and decisions made by the School Principal and Director of Educational Leadership.

### **Assistant Principal Learning and Support**

In 2022, the three Assistant Principals Learning and Support based at Lomandra School provided assistance to students with additional learning and support needs, their teachers, support staff and schools through the Team Around A School model. The APLaS team supported 57 schools across the Macarthur, Camden and Wollondilly Principal Networks, including primary and high school mainstream, support classes and schools for specific purposes (SSPs). They worked closely with the Learning and Wellbeing Officers in their principal networks to deliver targeted individual student support, facilitate network meetings, professional learning opportunities and had involvement in strategic projects to build the capacity of teachers and the Learning and Support team members to cater for the diverse learning and behaviour needs of students. The professional learning delivered included a Positive Partnerships workshop for high schools, Building our Knowledge of Behaviour (state-wide PL), Team Around A School Model, Trauma Informed Practice, Understanding Functional Based Assessment, NCCD workshops and online Training Australia courses in Understanding Autism Spectrum Disorder and Understanding Attention Deficit/Hyperactivity Disorder.