

Strategic Improvement Plan 2021-2025

Lomandra School 5753



LOMANDRA SCHOOL

CHALLENGES & CHOICES

School vision and context

School vision statement

Lomandra School is committed to equipping students for their journey ahead through engaging, challenging experiences that strengthen practical skills, resilience, and social responsibility. We foster an environment of adaptability and innovation, employing evidence-based wellbeing and trauma-informed practices. We strive to be a leading authority in mental health and behavior management. We nurture belonging within a secure, transformative setting. Our school partners with the community to ensure a comprehensive approach to our students' needs.

School context

Lomandra School in Campbelltown caters to students from Years 5-12 with challenging behaviours, complex mental health conditions, and trauma backgrounds. Our school consists of eight Behaviour Disorder (BD) classes and five Emotional Disorder (ED) classes, each hosting seven students, guided by a dedicated teacher and a support officer.

Our students are placed via a regional ED/BD panel that meets each term to evaluate applications, ensuring placements best align with students' learning needs. Our educational approach is highly personalized, balancing academic, behavioural, and socio-emotional skills. We operate on an integration model, preparing students for transitions to home schools, further education, employment, and community life.

As one of the largest behaviour schools in NSW with 88 students across four campuses, Lomandra School also manages the Sherwood Program, a collaboration program with the Department of Communities and Justice for students in care. This program supports students, Years 5-12, who reside in a secure facility.

Our Lithgow Street Campus hosts the Supported Return to School Program, assisting students on suspensions, and includes a head teacher and a school learning support officer. Delivery support team members including an Assistant Principal Learning and Support team, Support Teacher Transitions team, School Counsellor, and an Out-of-Home-Care teacher, are also based at our school.

Lomandra School's funding is determined by a Family Occupation and Education Index (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.

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.

Improvement measures

Literacy

Achieve by year: 2025

Specific identified students achieve a 5% uplift in targeted literacy outcomes, with a focus on fluency and comprehension. Growth measured from 2021 baseline data.

Integration

Achieve by year: 2025

There will be a 10% uplift annually in the number of students achieving successful integration in their home schools.

Initiatives

Literacy and Numeracy Hot House Program for identified students

A teaching specialist role will be established to implement highly individualised evidence-based targeted literacy and numeracy interventions for identified students, to model pedagogy for all teachers at Lomandra and to coordinate literacy and numeracy support strategies in home schools.

Targeted Professional Learning

The school will undertake intensive professional development in evidence-based interventions to establish common teaching and learning practices in literacy and numeracy, to analyse and utilise data effectively.

Executive staff will provide supervision and strong mentorship in the process of building teacher pedagogy and supporting the teaching and learning culture across all school settings.

Success criteria for this strategic direction

- Evidence-based high impact and differentiated practices across the full range of teacher capabilities are evident in all teaching of literacy and numeracy across the school.
- SMART goals for literacy embedded in Individual Education Programs.
- Teachers use data effectively to evaluate student understanding of lesson content.
- Students attending Lomandra increase their attendance from baseline home school data.
- Teachers analyse, interpret and extrapolate data to inform their planning to implement targeted interventions and modify teaching practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and associated Improvement Measures?

Data:

Assessment tasks and student reports

Growth indicated on the literacy progressions

Sentral Entries: attendance at Lomandra and home schools

Professional learning feedback, focussing on long-term impact on practice

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

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.

Improvement measures

Self-Regulation

Achieve by year: 2025

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

Social and Emotional Literacy

Achieve by year: 2025

All Students demonstrate growth in SSIS- SEL assessment domains of Self -Management and Self-Awareness.

The number of student self-reporting in the domains of self-regulation and attitude to school show positive increase: 5% uplift annually from 2021 baseline data.

Initiatives

Trauma informed practice

The school will implement and consistently utilise evidence-based trauma informed practices which will be visible across all school settings and programs.

Self regulation

Students will be provided with evidence-based skills, strategies and understanding to enable them to effectively self regulate.

Success criteria for this strategic direction

- Expert use of trauma-informed practices is evident across whole school, within Individual Education Programs, NME language embedded in response continuum and in the tangible respectful relationship between staff and students.
- Regular and ongoing monitoring and data-based evaluation of the whole school approach to student well-being and engagement is evident in school operations
- Regular and ongoing documented record of consultation with families and stakeholders
- Data is systematically collected
- Social and Emotional Learning programs embedded and explicitly taught in all classrooms
- Staff self reporting reflects a positive and supportive school culture.(NB- Use of TIP/NME language across school staff).
- Whole school approach to well planned teaching is evident, so that all students can engage in productive learning, with minimal disruption. (NB Timetable to reflect self-regulation morning program).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and associated Improvement Measures?

Data:

SSIS Social-Emotional assessment

Use of Sentral: attendance, incident reports, communication events

People Matters survey

Strategic Direction 2: Preconditions for Learning

Evaluation plan for this strategic direction

Focus Group surveys based on localised TTFM questions

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

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.

Improvement measures

Supporting Professional Learning

Achieve by year: 2025

There will be a 20% annual increase in the number of mainstream schools accessing support, professional learning and advice from Lomandra School.

Community of School Support

Achieve by year: 2025

SEF assessment in the element 'Learning and Development', indicates we have maintained the self-assessment of sustaining and growing in the theme of 'Expertise and Innovation'. Demonstrating our ongoing support to our community of schools in the field of managing complex behaviours.

Initiatives

Facilitate Authentic Partnerships

School systems and practices will be developed to support sustainable and functional collaborations with government agencies, school networks, and agency partners.

Lomandra Training Hub

Lomandra staff to provide high impact, evidence-based professional learning to our networks of schools and external agencies on behaviour interventions, Trauma-informed practices, disability and student wellbeing.

Success criteria for this strategic direction

- The school regularly solicits and addresses feedback about the quality of our partnerships with external stakeholders, parents and the broader community.
- Protocols of communication with external agencies are in place, reflected in regular consultations. prompt response and meaningful, relevant discussion.
- Strong collaboration between the school and all stakeholders will be evident in the comprehensive support plans for all students.
- Regular review and feedback processes in place resulting in more effective and well-informed plans for targeted students.
- Stakeholder roles, responsibilities and actionable tasks will be comprehensively articulated and monitored in all student support plans.
- Regular professional learning events are delivered, with feedback informing their ongoing quality and content.
- Maintenance, continuity and expansion of train-the-trainer status for Lomandra staff in specialised domains.
- The school evaluates innovative PL with the view of sharing quality teaching and learning strategies with our networks.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and associated Improvement Measures?

Data:

- Survey* conducted with external agencies focusing on communication and shared service delivery.
- Survey for students/families who receive service from

Strategic Direction 3: Expanding expertise and partnerships

Evaluation plan for this strategic direction

external agencies focusing on effective engagement and consistency of support across settings.

- Feedback surveys* (capturing prior, immediate and longitudinal growth) for all professional learning, support and advice offered to other schools and partners.

- Sentral communication and incident register maintained to analyse volume and nature of service delivery and contacts with external stakeholders.

* The school will use generic surveys to generate data.

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.