

# LOMANDRA SCHOOL PLAN 2012 -2014

## SCHOOL CONTEXT

Lomandra School is a P4 school for ED/BD students Years 5-12. From 2012 there will be 63 students, with seven BD classes and two ED classes. The school also supports the Sherwood Program, a single class off-site program for five students-in-care, living in a closed and secure setting. Lomandra also manages the Campbelltown Suspension Centre and has oversight of a regional behaviour team, a regional transition support team and a regional Out-of-Home-Care teaching position.

The students are referred to Lomandra via a regional process and their length of stay varies, with a current minimum enrolment of one year. Many students maintain their enrolment with their home school. Lomandra operates an integration model of support where the majority of students are expected to return to their home schools each Wednesday. There is a high turnover of teaching staff, relative to local mainstream schools. Each classroom teacher is supported by a School Learning Support Officer.

The students at Lomandra are preparing for life beyond school by taking part in challenging learning experiences that extend practical and academic skills, strengthen resilience and emotional intelligence, and promote social responsibility.

SCHOOL IDENTIFIED PRIORITY AREA/S	1. Literacy and Numeracy	2. Student Engagement and Attainment	3. Leadership and Management
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## INTENDED OUTCOME/S

1. Improved levels of literacy and numeracy achievement for students
2. Improved student engagement in learning and increased student attainment
3. Increased capabilities of staff to lead and manage

PRINCIPAL'S SIGNATURE

SED ENDORSEMENT

DATE

SCHOOL IDENTIFIED PRIORITY	<b>1. Literacy and Numeracy</b>
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<b>OUTCOME/S</b>	Improved levels of literacy and numeracy achievement for students	<b>TARGET/S</b>	<ul style="list-style-type: none"> <li>More than 90% of students achieve improvement in their literacy and numeracy skills measured against individual pre and post testing</li> <li>More than 90% of students achieve greater proficiency in the use of available technologies to increase their literacy and numeracy proficiency</li> <li>95% of teaching staff will achieve competency in the ICT component of their Professional Learning Plan</li> </ul>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		12	13	14		
Develop and implement valid pre- and post- testing tools for tracking progress in literacy and numeracy.	<ul style="list-style-type: none"> <li>Pre testing completed for all newly enrolled students</li> <li>The use of past NAPLAN tests to assess student progress</li> <li>Progressive testing for all students being undertaken prior to student reviews to monitor progress</li> <li>Post testing completed for all students completing Year 10</li> </ul>	*	*	*	Executive	School/\$1800 p/a
		*	*	*	CT's	
		*	*	*	CT's	
			*	*	CT's	
Classroom teachers to develop literacy and numeracy programs and a style of pedagogy aligned with the Quality Teaching framework.	<ul style="list-style-type: none"> <li>All teachers can demonstrate their understanding of the Quality Teaching framework</li> <li>All teachers can demonstrate their use of the Quality Teaching elements within their teaching and learning programs and practices as they relate to the teaching of numeracy and literacy</li> </ul>		*	*	CT's	Tied/\$3000 p/a
			*	*	CT's	

<p>Students engage in experiential learning opportunities tied to literacy and numeracy outcomes</p>	<ul style="list-style-type: none"> <li>Engagement of students participating in community-based activities with these activities directly linked to literacy and numeracy strengths and deficits and key competencies</li> <li>Post-Year 10 students engaged in individually targeted work-based or further learning opportunities, with essential relevant literacy and numeracy needs addressed</li> </ul>	*	*	*	<p>CT's</p> <p>CT's</p>	<p>Tied/\$7500 (2012)</p>
<p>Staff receive and utilise training that optimises the use of IWB's and all available technologies in the classroom, increasing the use of online learning strategies.</p>	<ul style="list-style-type: none"> <li>IWBs installed in all classrooms</li> <li>Teaching programs and practices indicate the regular and skilled use of ICT which demonstrates the confidence and capability of the teachers</li> <li>Students demonstrate greater proficiency in using available technologies</li> <li>Students undertake an increased proportion of their classwork online.</li> </ul>		*	*	<p>Executive</p> <p>CT's</p> <p>Executive</p> <p>CT's</p>	<p>School/\$6000p/a</p> <p>Tied/\$4000 p/a</p>

SCHOOL IDENTIFIED PRIORITY		2. Student Engagement and Attainment					
OUTCOME/S	Improved student engagement in learning and increased student attainment	TARGET/S	<ul style="list-style-type: none"> <li>• More than 90% of students make improvement in their attendance measured by individual attendance data</li> <li>• More than 90% of all Stage 3 students make successful transitions to mainstream schooling</li> <li>• More than 90% of students make improvements in emotional intelligence, self-regulatory behaviour and social wellbeing</li> <li>• More than 90% of eligible students complete a TVET or TAFE Taster or recognised vocational training courses during their senior years</li> <li>• More than 90% of students have current and highly detailed, accurate and effective IEP's and IBP's and, where appropriate, PLP's and MH plans</li> </ul>				
	STRATEGIES		INDICATORS	TIMEFRAME		RESPONSIBILITY	FUNDING SOURCE/BUDGET
	Professionally develop teaching staff in their capacity to create and implement effective individualised learning strategies	<ul style="list-style-type: none"> <li>• All teaching staff receive training and ongoing supervision in developing and implementing individualised learning strategies</li> <li>• The following individual student programs are current and operational: <ul style="list-style-type: none"> <li>- IEP</li> <li>-IBP</li> <li>-PLP (where appropriate)</li> <li>-MH Plan (where appropriate)</li> </ul> </li> </ul>	*	*	*	Executive	Tied/\$3000 TPL p/a
	Develop a model of Welfare Support Teaming	<ul style="list-style-type: none"> <li>• Coordinated action plans for targeted students in place, built on staff collaborations</li> </ul>	•			Executive staff and school counsellor	
						CT's	School/\$3000 p/a

Implement a valid social skills pre-and post-testing measurement tool to drive targeted social skills training for all students	<ul style="list-style-type: none"> <li>Teachers can articulate the social skills strengths and deficits of their students</li> <li>Targeted social skills program is operating</li> </ul>	*	*		CT's Executive	
Embed the school values and the class and individual strategies for compliance with them	<ul style="list-style-type: none"> <li>Staff can demonstrate how the school values are operational in their classrooms</li> <li>Students understand the school values and can articulate their classroom model of behaviour and their individual target behaviours</li> </ul>	*	*		CT's CT's	
Develop effective partnerships with the broader community (including the aboriginal community, support agencies, health service providers, other schools and educational institutions, industry and business) to facilitate increased learning and transition opportunities, and mental health support	<ul style="list-style-type: none"> <li>Regular collaborations with support agencies</li> <li>Students receive support interventions from health service providers during school time</li> <li>ITPs indicate connection with service providers and TAFE for senior students</li> <li>Regular school visits by service providers and support agencies</li> <li>Regular engagement with other schools</li> <li>Increased support for school and students by community benefactors</li> </ul>	*	*	*	Executive Executive CT's Executive Executive CLO	
Students engage in a broad range of experiential learning and social skilling opportunities	<ul style="list-style-type: none"> <li>Increased engagement of students participating in community-based activities where these activities are directly linked to student social strengths and deficits</li> <li>Increased capacity of students to display socially appropriate behaviours and social competence</li> </ul>	*	*		CT's CT's	School /\$3000 p/a
The school fosters Aboriginal cultural engagement and teaching/learning approaches that support all student learning	<ul style="list-style-type: none"> <li>Staff can articulate understanding of current Aboriginal teaching/learning policies and approaches including "8 Ways of Learning"</li> <li>Staff can demonstrate this understanding in their teaching practice.</li> </ul>	•	*		CT's CT's	Tied/\$1960 (2012)

<p>Develop comprehensive individualised transition plans collaboratively with home schools and all other stakeholders including the student families.</p>	<ul style="list-style-type: none"> <li>• IEPs include transition plans where relevant</li> <li>• Regular parent /carer communications and annual review meeting held</li> <li>• Eligible students attend TAFE/Work Experience</li> <li>• Eligible students transition successfully to their mainstream school</li> </ul>	<p>* * * *</p>			<p>CT's  Executive  CT's Executive</p>	<p>Link \$5346 (2012) School-to-Work - \$500 (2012)</p>
<p>Professionally develop all staff in the use of Sentral, a data base used to adequately monitor all aspects of student behaviour and progress</p>	<ul style="list-style-type: none"> <li>• All staff attend training in Sentral</li> <li>• Staff successfully utilising Sentral to electronically record: <ul style="list-style-type: none"> <li>- behaviour reports and progress</li> <li>- attendance</li> <li>- student semester reports</li> <li>- student review data</li> </ul> </li> <li>• Data is used to develop support plans for students</li> </ul>	<p>* * * *</p>		<p>*  *  *</p>	<p>Executive CT's    CT's</p>	<p>Tied/\$1000  Tied/\$1000 p/a</p>

SCHOOL IDENTIFIED PRIORITY		3. Leadership and Management							
OUTCOME/S	Increased opportunity for and capability of staff in their leadership and management at school	TARGET/S				<ul style="list-style-type: none"> <li>95% of classroom teachers achieve <i>Professional Competence</i> in Element 3 of the <i>Professional Teaching Standards (PTS)</i></li> <li>95% of teachers and executive develop and lead in an area of expertise. This opportunity is open for support staff also.</li> <li>All staff demonstrate increased capacity to implement classroom management plans and manage challenging student behaviour</li> </ul>			
STRATEGIES		INDICATORS			TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET		
Staff receive ongoing professional learning and executive support in classroom behaviour management and teaching pedagogy		<ul style="list-style-type: none"> <li>Classroom management plans are operational and effective, reflexive to the needs of the classroom cohort</li> <li>All staff attend professional learning and , where appropriate, utilise opportunities to deliver professional learning</li> <li>All teachers receive regular supervision support</li> <li>Staff participate in regular debriefing and receive opportunities to contribute to the school's culture</li> <li>The SLSO team receives regular executive communication and support</li> <li>All teachers can demonstrate their use of the Quality Teaching elements within their teaching and learning programs and practices</li> </ul>			12	13	14	CT's	Tied & School \$4000.00 p/a
								All staff	
All teaching staff, in consultation with their supervisors, develop individual professional learning plans. This is also available to SLSO's.		<ul style="list-style-type: none"> <li>All teachers have a professional learning plan that is operational and achievable</li> </ul>						Executive	
								All staff	
								Executive	
								CT's	

All eligible teaching staff receive opportunities for experience in the executive support role within the school	<ul style="list-style-type: none"> <li>Increased and appropriate delegation of tasks to staff</li> <li>All eligible teaching staff have multi-day experiences in executive support roles</li> </ul>		•		All staff	
All staff actively participate in committee-based task leadership and responsibility	<ul style="list-style-type: none"> <li>School committees are operation and functioning successfully</li> </ul>	•		*	CT's	All staff



		SUMMARY OF TARGETS
<b>SCHOOL IDENTIFIED PRIORITY AREA/S</b>	<b>Improved levels of literacy and numeracy achievement for students</b>	
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	<b>Increased opportunity for and capability by staff in their leadership and management at school</b>	
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