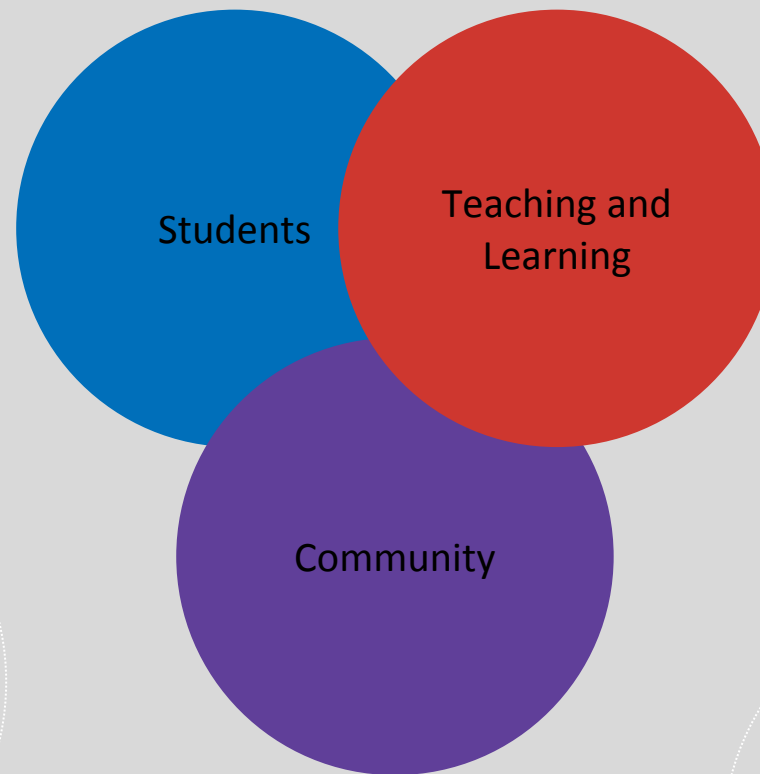


# School plan 2015 – 2017

**Lomandra School**

**5753**





## School vision statement 2015 - 2017

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

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

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

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

## School context

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

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

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

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

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

Lomandra School also professionally supports a team of APLA's and STT's and an OOHc teacher all of whom are based on-site at Lomandra.

## School planning process

The school has used the school planning cycle to formalise its ongoing reflection and review of its ethos, intellectual basis for action and its practices. The school's links and communication with the community are strong and the school remains in constant dialogue with families and agencies about effective teaching and learning and strategic interventions to support individual students and maintain a safe environment for learning.

The starting point in this process was for staff to discuss the existing vision for the school.

After careful whole-school consideration of the strategic directions set by DEC, state and national policies related to supporting students with special needs and the new directions within education, a 'spiral' approach was taken to establishing an agreed-upon school plan. This approach entailed staff working in Stage groups, with each of the 3 groups drafting a Strategic Direction and the associated 5 P's. These drafts were then shared with the other Stage groups for feedback. These drafts were then examined and refined through executive meetings. The drafts were then presented to the whole staff where staff were asked to consider two questions: is the plan understandable and clear? Can you see the work, that you do and want to do, captured in the plan?

The final task for staff to do collectively was to refine the school vision.

The penultimate draft was then mailed to the family/carer of each student for further feedback. This feedback was incorporated into the final school plan



## STRATEGIC DIRECTION

1

### STUDENTS

Students learning through individualized approaches

#### **Purpose:**

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

## STRATEGIC DIRECTION

2

### TEACHING and LEARNING

Staff working collegially with clear direction

#### **Purpose:**

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

## STRATEGIC DIRECTION 3

### COMMUNITY

All members of the school community working together for the learning and wellbeing of students

#### **Purpose:**

To build mutual and meaningful relationships between students, staff, parents, carers and workplace organisations for the benefit of students so that they achieve successful learning at school and successful transitions beyond Lomandra. To ensure students are provided with skills and opportunities to become valued members of school and broader communities.

# Strategic Direction 1: Students

## Purpose

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

## Improvement Measures

- ❖ Attendance data
- ❖ TAFE course participation and completion data
- ❖ Workplace placement data
- ❖ Increased levels of numeracy and literacy
- ❖ Integration data
- ❖ Suspension and Incident report data
- ❖ Use of the student self-assessment tool
- ❖ Specific data for Indigenous students in all elements listed above

## People

- Students:

Students will engage in education programs tailored to their specific social/emotional and educational needs in a safe and supportive environment. Students will be provided the opportunity to engage in team work, leadership and peer mentoring experiences in the classroom and community. All students will engage in consistent Literacy and Numeracy diagnostic testing and remedial learning. Students will be engaged in developing an understanding of their strengths, challenges and learning needs.

- Staff:

Staff will further develop and put into practice their deep understanding of evidence based literacy and numeracy intervention.

Staff will develop comprehensive knowledge of mental health issues and behaviour management approaches relevant to the student cohort.

- Parents:

The school will engage the parents and carers as participators in their child's education.

- Community:

The school will actively engage all members of the broader community to develop partnerships, enabling the school to act as a hub for facilitating intervention.

## Processes

The delivery of intervention programs to include Multi-lit, Focus on Reading, and conducting extensive diagnostic testing to target students' academic levels and monitor progress.

The delivery of The Outside Classroom model of teaching and learning.

The promotion of incidental and structured strategies to enrich interpersonal skills, social awareness and peer mentoring.

Strengthen partnerships with external organisations to increase engagement and attendance in education programs and promote social and emotional wellbeing.

Collaborate with mainstream schools and TAFE to develop successful transition and integration processes and plans.

## Products and Practices

- Product: Increased numbers of students attending school and engaged in learning programs.
- Product: [Category]
- Product: Students make gains in literacy and numeracy development to enable greater participation in school and community.
- Product: Students display greater skills and confidence in relationships, leadership, independence, resilience and self-regulation.
- Practices: Staff work with mainstream schools, external agencies and TAFE to support student wellbeing and transitions.
- Practices: Teachers know their students' behavioural and emotional needs and how they learn.
- Practices: Teachers deliver evidence-based programs and tailor education programs to suit the learning needs of the individual.

# Strategic Direction 2: Teaching and Learning

## Purpose

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

## Improvement Measures

- ❖ Implementation of current literacy and numeracy approaches
- ❖ Skilled management of student behaviour and mental health episodes
- ❖ Implementation of evidence-based teaching strategies
- ❖ Wellbeing of staff, measured through school self assessment tools, feedback loops and reportable incidents
- ❖ Student outcomes used to shape directions for professional learning
- ❖ Maintenance and advancement of teacher accreditation
- ❖ Teacher participation/leadership in Network-of-Schools' projects
- ❖ Implementation of research-based teaching strategies

## People

- Students: The school will provide opportunities for students to establish positive respectful relationships with their peers and staff, enabling them to engage positively in the feedback process around their learning and the quality of the teaching and learning at the school.
- Students: The students have opportunities to develop their creativity and aptitudes, self-awareness and social interaction.
- Staff: Staff will build their capacity to plan and implement rigorous, meaningful and engaging individualised learning programs delivered through a differentiated curriculum.
- Staff: Staff will have purposeful leadership roles within the school based on their professional expertise and career development.
- Parents and Carers: Parents and carers will be invited into a positive and respectful relationship with the school that will enable them to contribute to the culture and improvement of the school.

## Processes

- Staff are connected to a Stage learning team where feedback and supervision is provided and line management is explicit.
- Staff undertake professional learning in curriculum development, behaviour management, mental health, Aboriginal education.
- The school engages research practitioners to validate and understand the links between learning achievement and gross motor coordination, language development, neurological development, The Outside Classroom and interpersonal relationships.
- Model and reinforce explicit learning around the school values of being a safe, respectful learner.
- Provide a wide range of experiential learning opportunities across all KLA's that challenge student self-perception and build social interaction and emotional regulation.
- Teaching staff participate and lead Network-of-Schools' projects.

## Products and Practices

- Product: Staff are skilled in delivering high quality numeracy and literacy
- Product: Staff have deep knowledge and understanding of curriculum development and innovations inclusive of Aboriginal education.
- Product: Through their practice staff demonstrate a deep understanding of mental health and approaches to managing severe challenging behaviour.
- Product: Quality teaching and professional practices are evident in every learning environment, providing students with opportunities to connect, succeed and thrive.
- Practices: The school embeds explicit systems for collaboration, classroom observation, debriefing, supervision and the modelling of effective practice and feedback.
- Practice: All staff are actively engaged in planning their own professional development to meet their personal learning needs and the needs of the school. This includes providing opportunities for leadership.
- Practices: Assessment data collected to monitor achievements and deficits in student learning and to inform planning for individualised intervention.

# Strategic Direction 3: Community

## Purpose

To build mutual and meaningful relationships between students, staff, parents, carers, home schools and workplace organisations for the benefit of students so that they achieve successful learning at school and successful transitions beyond Lomandra. To ensure students are provided with skills and opportunities to become valued members of school and broader communities.

## Improvement Measures

- ❖ Integration data
- ❖ Frequency and manner of involvement of community and government agencies
- ❖ Positive collaborations with families
- ❖ Engagement of Tertiary institutions to conduct qualitative and quantitative research on the teaching and learning approaches undertaken by the school.
- ❖ Use of parent surveys to seek feedback
- ❖ Involvement of students in community groups and activities.

## People

**Students:**  
Students will engage in learning programs such as community access that encourages self-management, reflection and responsibility. Students will also develop peer relationships and undertake leadership roles to model appropriate behaviours.

**Staff:**  
Staff will access professional learning opportunities to support the core values and culture of the school. Staff will be supported in their engagement with shared schools and outside agencies, advocating for the school, its programs and its students.

**Parents/Carers:**  
The school will continue to encourage strong communication with the parents/carers to provide them with resources and confidence in engaging and supporting their child. As well, parent/carer feedback will continue to be sought on a regular basis.

**Community Partners:**  
The school will incorporate the knowledge and expertise of Educational Services and mainstream schools. Agencies will be invited into authentic collaborations.

**Leaders:**  
Leaders will facilitate, model and share professional learning. All staff will be encouraged to take on leadership roles.

## Processes

- Staff reinforce the school values in all settings via their classroom and individual behaviour management plans and monitor student achievements in self-regulation.
- The school provides formal and informal opportunities for families to discuss critical aspects of their child's behaviour and learning and to work together to find solutions. The school will continue to monitor its strategies for engaging the parents.
- Staff maintain regular communication with home schools, addressing critical issues around behaviour, learning and parent participation with the aim of supporting sustained successful integration.
- The school maintains a regularly updated website to provide detailed information on school programs, future directions and achievements. The school monitors feedback from website visitors.
- Staff liaise with a broad range of community service providers in order to deliver in-school programs and provide financial and wellbeing support to the school and families.

## Products and Practices

- Product 1:** School values are aligned with community values.
- Practice:** Staff intervene and support students using the embedded values of being safe, being respectful and being a learner.
- Product 2:** Increased parent/carers' engagement in students targeted goals, both academically and behaviourally.
- Practice:** Parents/caregivers become inclusive in student IBP, IEPs and actively participate in student reviews.
- Product 3:** Effective, supportive and regular communication with mainstream schools which share students with Lomandra.
- Practice:** Generate a shared understanding of Integration and a collaborative and flexible approach to supporting students individually.
- Product 4:** Students are resilient learners, prepared for successful transition into community, employment and further education.
- Practice:** Establish, consolidate and extend partnerships with local agencies, TAFE and businesses.
- Practice:** Students are provided with opportunities to enhance their understanding, confidence in and prospects of successful engagement in community.