



# LAKE WINDEMERE

B-7 SCHOOL

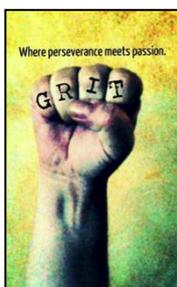
*The nature of learning.*

## Annual Report 2015

### Context

School Number: 1908  
 Region: Northern Adelaide  
 Acting Principal: Mr. Carmine Cafasso

Lake Windemere B-7 School is in its fifth year. Student enrolment, preschool to year seven was 630. 14% of students are from a non-English speaking background, 11% identify as Aboriginal or Torres Strait Islander, 7% are identified as Students with a Disability and the number of students who are recipients of School Card was 42%.



2015 would be noted as a year of transition in leadership as Angela Falkenberg, the first principal of Lake Windemere accepted the position of principal at Marrayatville Primary School. We thank Angela for her tireless work as principal and wish her all the best in her new position. The year will also be remembered for its positive psychology focus on developing 'Grit' or skills of determination and resilience in the face of challenge and adversity. Evidence of this theme or message could be clearly seen across many aspects of school life

### 2015 Highlights



2015 continued our focus on learner achievement underpinned by the school values of Respect, Learning, Teamwork and Fun. This focus was further enhanced throughout 2015 by the work of staff in building a school culture based on the philosophy and teachings of Positive Education. Of particular note are the following highlights for what was an exciting, positive and productive school year:

★ 41 children graduated from the Children's University in November, an increase of 27 from 2014, which is significant. This initiative is gradually gathering momentum, which is a great credit to the work of all staff that give up their time and direct great energy into presenting high quality learning experiences for all students involved. Congratulations to Helen Wise for her tremendous leadership in developing this initiative in our school. Lake Windemere is now



being widely recognized for its exemplary work in this area.

★ There was a continued emphasis on children understanding their reading achievement, being able to set a goal and achieving it with the support of the teachers and parents/ carers. 2015 saw a much greater emphasis also on developing numeracy skills, with in particular, fluency and automaticity being a major focus across the school. The introduction of the "Quicksmart" numeracy intervention program within the upper year levels strongly supported this focus, as did the work of teachers and parents in making the learning of math 'fun' and relevant to the daily lives of children. Improvement efforts in these two key areas will continue to build through 2016.



★ Staff Professional Development remained a priority and the focus was aligned with site improvement priorities. Staff shared personal aspects of quality practice at staff and year level team meetings; pupil free days focused on student wellbeing, planning, teaching & assessing in English & Math and effective goal setting for all students. Staff continued to work collaboratively to analyze student achievement data using this information to improve instruction and assessment methods in reading math, writing & oral language.

★ Day One of 2015 will always be remembered as a special day in the history of the school as we witnessed close to 90 students begin their journey into school life with the single intake policy taking effect. Much work went into the planning for this day as teachers from both the Pre-school and School worked collaboratively to prepare well for a positive and productive start. This unique experience taught us a great deal about how best to transition children into school so that each can be catered for according to their specific needs. Congratulations to the pre school and reception teachers for their hard work in preparing for this group of students, and well done to Sue Holecek & Rachel Black for their leadership of this initiative. It was a challenge, which was well received and superbly managed.



★ A memorable highlight of 2015 was the completion of work to establish our new community kitchen and garden area, along with the introduction of the Stephanie Alexander program. During the year 3 classes representing a



range of age groups across the school, worked with Sue Denman to grow, prepare and cook a wide range of food as part of the program. The collaborative work of students to achieve the goals of the program was amazing, and it was a real pleasure to see so many students being fully engaged in learning in this exciting new area. Thank you to Sue Denman for her leadership and hard work in getting this program off the ground.

- ★ An important improvement focus developed through 2015, was the teaching of writing. To support us with this focus we engaged the services of Margaret Menner, a highly skilled teacher and consultant in this area of literacy. Margaret's expertise and passion clearly had a big impact on teachers and students involved, this leading us to further inquire into how we can improve instruction in this area during 2016.



- ★ An initiative within our Positive Psychology program during 2015 was that of attempting to achieve and record 1000 acts of kindness within a one-month timeframe. This was strongly promoted and supported across the school, being achieved and widely celebrated before the time expected. Initiatives such as these are central to building a positive school culture that reflects care and concern for others in all walks of life. Thank you to Jillian Hegarty and our Pastoral Care Worker Mark Underwood for their leadership in making this initiative a reality.



- ★ Thank you and congratulations to the Salisbury Lutheran Church for their outstanding support of the school. This church community has 'adopted' our school and provides a range of supportive services which includes mentoring programs, care packages for students/families, morning tea for staff, Christmas hampers, financial support for students attending camps/excursions and support with Children's University courses. This relationship is unique and of high quality, so much so that the church has won the SMG's 'Community Partnership Award' for 2015. We look forward to this partnership strengthening in 2016.



Other highlights of note include:

- ★ The continued support within our local community and well beyond for the 'Learning Together' Playgroup program. This program brings parents and their

children together to experience a vibrant and meaningful learning experience which focuses on the development of oral language and foundational literacy & numeracy skills. Well done to Leslie and her team of professionals in making this program so successful.

- ★ An extremely well attended and highly popular Sports Day in term 3. This event is always well attended, however this year the predicted numbers and the actual numbers attending put considerable strain on our volunteer's capacity to cater. Much was learnt from this experience that we could take into account in our planning for 2016.
- ★ University of SA Physiotherapy students again provided invaluable support with assessments and planning resulting in improved gross motor skills in students and a number of student teachers received the mentoring and support of our highly skilled staff.

#### (a) Facilities Improvement

As the landscape of education, learning and play evolves our school is meeting the challenge through having the indoor and outdoor learning spaces that support leading edge professional practice.

Towards the end of term one, the installation of a kitchen in Room 1 was finally completed and fitted out with all the necessary equipment making this facility fully functional for all to use. This high quality kitchen area will enable children to prepare and share the harvest from our vegetable gardens as was witnessed through terms 2- 4 where three classes participated in the Stephanie Alexander program run by Sue Denman. I look forward to this wonderful facility being used more widely by the teachers & community in 2016.

2015 also saw us add to our Information and Communications Technology (ICT) infrastructure with the addition of 36 new laptops and a laptop trolley. The addition of these computers further expands our school's capacity to fully utilize mobile ICT resources for learning in and around most sections of the school as we take advantage of the highly efficient wi fi technology installed during 2014. In all, we now have well over 90 up to date laptops available to students across the school. This infrastructure is extremely well maintained and managed by Robert Dunn, our ICT technician. Robert's high quality management & development of this infrastructure enables teachers and children to fully access and utilize this wonderful resource to enhance learning across all areas of the curriculum. I look forward to the expanded use of this resource throughout 2016.

#### (b) Grounds

The development of our grounds facilities and surrounds are increasingly the envy of many other schools in our local and surrounding areas and a real credit to the foresight and vision Angela Falkenberg had as principal in the founding years of Lake Windemere B-7 school. Our newly established gardens are flourishing and now being fully appreciated by students, staff & parents throughout the course of a school day.

Towards the end of 2015 the following works occurred:

- \* Approval was finally received for the replacement of

Acacia Unit's roof. This work, which is now complete, ensures the building's water leaking issues are now resolved and the renovation work is now fully complete.

\* The planned removal of two older transportable classrooms next to the Acacia Unit finally occurred during the summer school holiday period, opening up a good sized area where a badly needed JP playground can now be developed. Teachers appreciated the removal of these buildings as it assists with supervision during play times with physical barriers being removed in areas highly populated by students.

### Report from Governing Council

2015 was a busy year, full of changes and highs and lows for our school. The staff and students have continued to demonstrate the values of respect, fun, learning and teamwork on a daily basis, showing that great achievements can be made from following these simple values.

Some of the highlights of 2015 include:

The continuation of the Children's University program. This program engages local educational and learning activity providers, including local sports clubs, the museum, the art gallery and school clubs to introduce and teach new skills to students. It has a focus on experience as a significant learning tool, acknowledging the value of the range of different learning experiences and environments in which children engage.

Children's University increases the opportunities for students to engage in formal learning opportunities in addition to what is offered at a school level. The school also runs programs during lunch breaks so that children can add to their hours they accumulate towards graduation at the end of the year. These programs include song writing, guitar club, super stitches and gardening group. These programs are run by dedicated teachers who give up their breaks to help increase these learning opportunities.

Helen Wise who runs the program has done an amazing job and last year Lake Windemere had the largest amount of graduating students at 40+ and this year close to 200 students hold passports. We look forward to seeing how many of our amazing students graduate at the ceremony at the University of Adelaide in 2016.

In 2015 we also saw a continuation of community based programs like Magic Harvest and the introduction of some new initiatives such as The Dad's and children's group, *Kids, Blokes and Dad jokes* on Saturday mornings and the introduction of the successful community recycle day.

In 2015 the Governing Council reviewed the school uniform policy, ratifying it late in the year as well as implementing a simplified grievance procedure for Parents/Carers. This was set out into steps outlining what needed to be done to follow the proper procedure in a way that was easy and quick to understand. It was then printed out and sent home to every family.

Fundraising continued their amazing work raising money to purchase ipads and Books. Initiatives included, numerous school discos, a Queensland holiday raffle, and a bingo night. They also ran a successful canteen for

sports day. Governing Council also began to look at parent feedback in the way of the parent opinion surveys and provided feedback on curriculum initiatives and site improvement policies. In 2016 we have already started to work on increasing volunteer involvement within the school.

Also in 2015 the Governing Council was asked to have a coffee machine installed in the canteen as a trial. This has been utilized by students (purchasing hot chocolate), staff and parents. Due to its huge success and popularity Governing Council voted to purchase the machine and make it a permanent fixture.

2015 saw some departures and arrivals at Lake Windemere. At the beginning of the year Angela Falkenburg left her position as principal here to take up a position at Marryatville Primary School leaving Carmine Cafasso to stand in her place. Carmine did a fantastic job during 2015 to keep the school moving along, working alongside Governing Council to implement various policies and initiatives. In late 2015 Michelle Lennox was appointed as Lake Windemere's new Principal for 2016 and Carmine has returned to his previous position as Deputy Principal. 2015 also saw the departure of our canteen manager Michelle and the arrival of our new manager Mellissa. The Preschool also saw the retirement of Doreen, who dedicated her career to Salisbury North West and then Lake Windemere for 30 years.

I am sure you all join me in wishing Angela and Michelle luck in their future careers and endeavors and in thanking Carmine for taking over the reins in 2015. Also in thanking Doreen for her service and wishing her luck in her retirement. And last but by no means least welcoming Michelle to Lake Windemere B-7 School.

2015 also brought sadness to our school and Governing Council when our chairperson Caryn Turner passed away in August at the age of 41 after an 8-year battle with breast cancer. The school and community were left in shock and devastated at the news. Caryn dedicated much of her time to the school and was integral in transforming the original School Council to a Governing Council. She will always be sadly missed and has left some incredibly big shoes to be filled.

Despite this sad time 2015 was a successful year at Lake Windemere and in the words of Caryn from her 2014 report "we as a Governing Council continue to demonstrate in all areas the vision we expressed when we transitioned to a governing council in 2013. We continue to be a "united voice with common goals. We are an ethical transparent, passionate, friendly and approachable organization that keeps the best interests of the school, students and school community at heart" we look forward to the challenges that 2016 will bring.

Governing Council Chairperson  
Joanna Bickle

### Site Improvement Planning

Lake Windemere's improvement priorities for 2015 maintained a focus in three main areas as outlined below:

#### 1) **PEDAGOGIES FOR ENGAGEMENT**

This central priority's focus is on building staff capacity to

employ effective teaching strategies and methods based on the following beliefs:

That;

- \* Learning is strengthened when positive relationships occur with and between peers, staff and families.
- \* Learning is rich when there is differentiation and choice for students with a range of ways to show their understandings.
- \* Learning is enhanced when the curriculum is relevant to students and teachers use effective pedagogies such as Learning Design/Backward Planning and summative and formative assessments.

*This priority was actioned through:*

- The continued development of a whole school agreement of positive education with a focus on teaching & using the language, pedagogy and actions of Positive Psychology across the curriculum to increase students' PERMA. (There was an expectation that children could then better self-report when they are at their best - flourishing).
- An increased focus on understanding the relevance of character strengths and the role this plays in setting and achieving personal learning goals
- A continued focus on the teaching, modeling and use of; the term growth mindsets, the power of the word 'Yet', gratitude, mindfulness, resilience, bucket filling and hope building
- Staff offering children a range of opportunities and activities to flourish; this included Children's University activities, involvement in the Stephanie Alexander Kitchen program and entries into competitions.
- Teaching/learning programs were to have a focus on developing students as expert learners by teaching students how to learn, fostering deep understanding and promoting dialogue as a means of learning.
- All staff use TfEL to establish safe and rigorous conditions for learning
- Teachers design learning for students with a focus on Personalizing and connecting learning to their lives and aspirations.

*Actions Taken & Recommendations  
from Staff SIP Committee.*

- T & D day facilitated by Angela Falkenberg on Friendships, Mean on Purpose Behaviour and Social Skills.
- Implement Mindfulness in all classrooms after Little Lunch daily.
- Read Alouds in the bulletin to reflect Character strengths and Positive Education themes.
- Regular articles in the school's newsletter highlighting main themes – particularly an understanding of 'Growth Mindsets'.
- At least one focus day per term (Harmony Day, R U OK? Day, Reconciliation Week, National Others Week and Grow Your Mind Week )  
Mindfulness tools distributed to all classes.  
(Chimes, Hobermans and Scripts)

**Recommendations 2016**

- Continue with Mindfulness.
- Induction booklet and procedures to be developed for new staff
- All staff and student to complete VIA Character Strength Survey by the end of Term 1. Be able to discuss them and know their value.
- Explore the Broad Meadows School Model involving neuroplasticity.
- Continue to embed Positive Education language and behaviours.
- Growth Mindsets a focus.
- Daily Fitness and Healthy Mind Platters to be introduced.

**2) LITERACY**

This priority focused on building our students' capacity to build literacy skills, knowledge & dispositions so that they are able to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

*This priority was actioned through:*

- The explicit teaching of daily guided reading skills and effective planning for & implementation of a daily guided reading groups in 100% of year 2-7 classrooms occurred along with daily guided oral language program in the majority of R-1 classrooms
- A quality 90 min Literacy Block consisting of agreed upon structure was in place in 100% of classes utilising the pedagogy of Scaffolded Literacy
- The implementation of an agreed whole school spelling and word knowledge program.
- Effective analysis of collected data (RR, PAT-R, OLA etc. as per agreements) informed teaching and was used to differentiate instruction.
- Staff continue to engage parents in the reading / learning partnership

*Actions Taken & Recommendations  
from Staff SIP Committee.*

**Staff Professional Development**

- **Scaffolded Literacy-** Training new teachers to the school. This occurred in term 1.
- **Margaret Menner** - Spelling PD and Writing PD/ Demonstrations in classrooms. Provision of feedback to teachers
- **Melita Godson Accelerated Literacy Consultant** - visits/ PD Term Overviews/Text Analysis/Feedback to teachers
- **Bronwyn Parkin** - Writing/ Text Analysis PD
- **Margo Leatch** – PAT Reading PD
- Lake Windemere hosted Scaffolded Literacy PD- Differentiation with **Wendy Cowey**
- Staff participation in 'Building Independent Readers Conference'.

**Other Actions Taken**

- Purchase and processing of new readers- Early levels
- Extension of Accelerated Reader program for year 6/7 students – Growth in NAPLAN
- Accelerated Reader training 6/7 teachers
- Genre Map revised for 2016
- Data Timetable revised for 2016
- Literacy Agreement memory stick revised for 2016
- Increased proficiency with the use of Scorelink and the data provided in literacy area.
- Books in Homes Program continued

**Recommendations 2016**

- Word of the Week
- Continue word of the week on a voluntary basis
- Put on School Bag for parents to discuss with child
- Play Boxes to be revisited
- Literacy Agreements to be revisited by Team Meetings.
- Visit Orion Partnership schools for PAT analysis
- Accelerated Reader- Recommendation to include year 4/5
- Site Improvement Plan- Writing focus as per SIP
- Books in Homes Program continued and expanded

**3) NUMERACY**

This priority, included for the first time in Lake Windemere’s short history, focused on students building the skills, knowledge and dispositions so they are able to use mathematics confidently across all learning areas at school and in their lives more broadly.

*Actions Taken & Recommendations from Staff SIP Committee.*

**Recommendations 2016**

The Committee request a pupil free day for personal development in the teaching of mathematics (ideally this would be done collectively).

We recommend that all teachers and SSO’s have training in the “Anne Baker, Natural Math secret code”.

We expect:

- Minute tests to be conducted each term for all (year level) appropriate processes. We expect analysis and appropriate responses to the data collected.
- We expect handover data for every student. This data should address the requirements of the Lake Windemere Math Agreement (the math continuum) and the 4 processes level of proficiency document. It is expected that this data will be handed over in complete detail at the end of each school year from 2016 onwards.

- SSO’s will administer the QuickSmart program. They should predominantly work with year 6/7 students.
- 5 minutes of time in each staff meeting dedicated to mathematics.

The math committee would like to see a math coordinator organizing approaches to math across the school.

Natural Math resources kits have been restocked in 2015. This was a recommendation.

We would like to see a reduction in the amount of students with low growth in NAPLAN Numeracy.

**School as a Safe Supportive Environment**

In each term in 2015 we saw a reduction in incidences of inappropriate behavior, the majority of which were interfering with the rights of others or violence. While the number of incidents is still high, our targeted intervention programs are having positive impact. These include:

- SSO supporting play at break times
- Children’s University lunch time activities
- Positive Education focus lessons
- “What’s the Buzz” social skills program
- Active After School –Volleyball, golf, Aussie Hoops and Netskillz
- Physiotherapy students play analysis
- Room 9 time out/counselling for yard behaviours
- Garden development - circuit equipment
- Organised games as part of teacher duty at break time-Gym and area 4 (oval)
- Students participating in daily fitness
- Mindfulness Training across the school
- In School Psychology service being offered

A focus for 2016 will be to further reduce the high incidence of students interfering with the rights of others particularly in the yard in term 1. Reviewing the use of our ‘Yard Time Out’ room and counselling processes used to support students who have ongoing problems in playing safely will be a focus for 2016. Improved communication and support for parents of students in that category will also be of high priority.

The “What’s the Buzz?” program has been effective in supporting students to learn the skills of getting along with others and increasing self-regulation. Analysis of the data indicates the success of the program overall.

Some students have accessed the support of the Better Behaviour Centre, the Behaviour Learning Centre and the Behaviour Intervention Service and children have benefitted from this intensive support.

**NAPLAN**

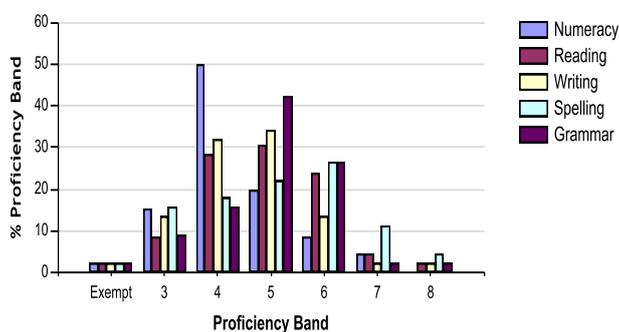
Outlined below is a brief summary and analysis of the school’s NAPLAN results for 2015. This information represents the achievement of all students at each of the year levels by test aspect and by levels of proficiency.

**Year 3**

An average of 86.5% of year 3 students sat for the NAPLAN tests in 2015. Table 1 provides information as to the numbers of students in each of the proficiency levels in each test aspect. Proficiency level 1 is below National Minimum Standard.

% Proficiency Band by Test Aspect	Year 3						
	Exe mpt	1	2	3	4	5	6
Numeracy	1.5	13.8	30.8	24.6	20.0	1.5	7.7
Reading	1.5	10.8	18.5	24.6	30.8	3.1	10.8
Writing	1.5	9.2	10.8	30.8	20.0	21.5	6.2
Spelling	1.5	10.8	21.5	30.8	15.4	10.8	9.2
Grammar	1.5	9.2	29.2	16.9	26.2	12.3	4.6

(Table 1)



The test aspect that year 3s performed best in was Writing with 47.7% close to half achieving at band 4 or higher. Of all test aspects at year 3 level students performed best in Writing with 27.7% achieving in the highest two bands. The next best @ 20% was Spelling followed by grammar @16.9%, Reading @ 13.9% and Numeracy @ 9.2%. Our aim each year is to always push up the number of students that achieve within the higher proficiency bands.

The test aspect year 3 students achieved the least in was Numeracy, with 13.8% below national minimum standards and 44.6%, again close to half, achieving within the bottom two bands. The next worse performed areas at this year level in order are, Grammar (38.4%), Spelling (32.3%), Reading (29.3%) and Writing (20%)

Clearly Numeracy and Grammar are the main two aspects that need addressing at this year level. Writing and Spelling are the best-performed test aspects.

**Year 5**

Our highest level of participation in the 2015 NAPLAN tests came from year 5 students with an average of 92.1% participating across the three-day assessment period. Table 2 provides information as to the numbers of students in each of the proficiency bands in each test aspect. Proficiency level 3 is below National Minimum Standard.

(Table 2)

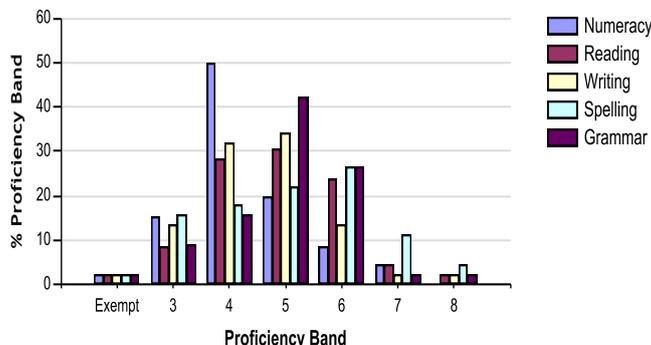


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exe mpt	3	4	5	6	7	8
Numeracy	2.2	15.2	50.0	19.6	8.7	4.3	
Reading	2.2	8.7	28.3	30.4	23.9	4.3	2.2
Writing	2.3	13.6	31.8	34.1	13.6	2.3	2.3
Spelling	2.2	15.6	17.8	22.2	26.7	11.1	4.4
Grammar	2.2	8.9	15.6	42.2	26.7	2.2	2.2

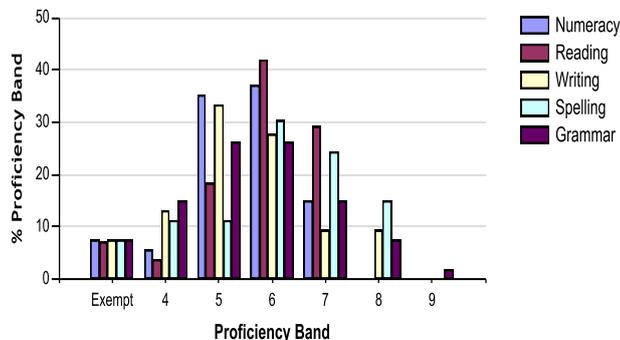
At this year level the test aspect students performed best in was Spelling, with 42.2% of students achieving at band 6 or above. This was followed by Grammar @ 40.9%, Reading @ 30.4%, Writing @ 18.2% and similarly to year 3s Numeracy @ 13%. This cohort performed poorly in the area of Numeracy with 65.2% of students achieving at bands 3&4, the lowest two proficiency bands. Other data provided at this year level also confirms this concern, with 50% of students making no or low growth in numeracy from years 3 to 5.

Numeracy & Writing are the main test aspects that require further analysis and attention in 2016 and beyond for students within this year level.

**Year 7**

The average participation rate for our year 7 students was 80.6%, the lowest of any year level. Table 3 provides information as to the numbers of students in each of the proficiency bands in each test aspect. Proficiency level 4 is below National Minimum Standard.

% Proficiency Band by Test Aspect	Year 7						
	Exe mpt	4	5	6	7	8	9
Numeracy	7.4	5.6	35.2	37.0	14.8		
Reading	7.3	3.6	18.2	41.8	29.1		
Writing	7.4	13.0	33.3	27.8	9.3	9.3	
Spelling	7.5	11.3	11.3	30.2	24.5	15	
Grammar	7.5	15.1	26.4	26.4	15.1	7.5	1.9



Year 7s were best represented in the higher bands in the area of Spelling with 39.5% achieving at band 7 or above. Reading was next best at 29.1%, which is a reasonable improvement from previous years. Grammar features next at 24.5%, Writing @ 18.6% and as with years 5&7 Numeracy had the least number of students achieving in the higher bands @ 18.6%. As with years 3&5, Numeracy is the major concern with 40.8% of students achieving in the bottom two bands.

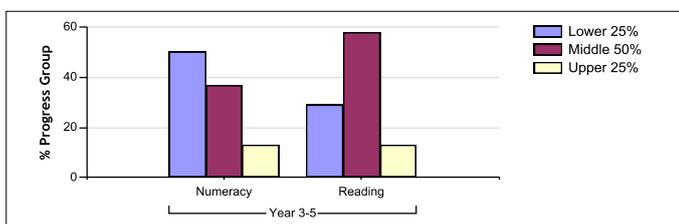
**Conclusion**

In each of the year levels, Numeracy stands out as the test aspect that requires the most attention with an average of 49.9% of students occupying the bottom two proficiency levels. This test aspect was well represented in our 2015 Site Improvement Plan will require considerable more analysis and resources directed to it in 2016. Writing is the next test aspect with a high number of students represented in the lowest two bands with an average of 37.2%. Grammar follows at 34.7%, Reading at 29.3% and Spelling at 22.7%. Currently the two curriculum priorities in our 2016 Draft Site Improvement Plan are Numeracy & Writing. The summary data provided here validates those subject choices as being at the centre of our improvement priorities for 2016.

**NAPLAN GROWTH DATA**

The following data provides information about student achievement growth over time in two key areas, Numeracy & Reading.

**NAPLAN School Growth: Year 3-5**



Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	50.0
	Middle 50%	36.8
	Upper 25%	13.2
Reading	Lower 25%	28.9
	Middle 50%	57.9
	Upper 25%	13.2

Year 3-5 growth data on the plus side, reveals some improvement over this two year period with a high percentage of students, (57.9%) making middle level growth in Reading. This essentially means these students have improved as expected from their previous test in 2013. Upper level growth is minimal however and raising this figure must be a priority during 2016 and beyond.

Achievement growth in Numeracy results for this cohort of students is a concern with 50% achieving low progress. A closer analysis of this result is a must and the 2016 Site Plan will have this test aspect high on its improvement agenda this year.

**NAPLAN School Growth: Year 5-7**

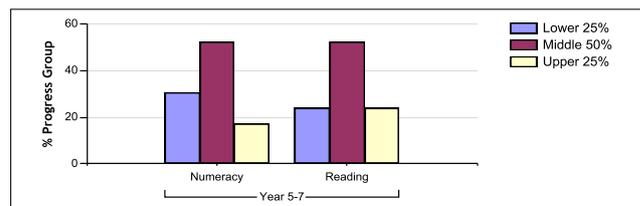


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	30.4
	Middle 50%	52.2
	Upper 25%	17.4
Reading	Lower 25%	23.9
	Middle 50%	52.2
	Upper 25%	23.9

Years 5-7 learning growth information indicates that almost a quarter of our year 7 students achieved high growth in this test aspect from the last test in 2013 which is a pleasing result and an improvement from previous years. It's concerning though that we still have close to a quarter of students in the low growth zone in Reading, this figure will need further investigation.

Numeracy again is of concern with over 30% of students achieving low growth over the 2013/15 periods. This pattern is consistent across the school and is being further investigated and will be a high priority for addressing in the site's 2016 Site Improvement Plan.

**Wellbeing Data**

In 2013 & 2014 year 6/7 students participated in the Middle Years Development Index Tool, which assessed student wellbeing. This data showed that our students had become more confident in self-reflection over time, but were still not connecting well to school. The data also showed however, that they reported stronger connection to adults at school that the SA average.

In 2015 our year 6/7 students completed a similar assessment, however the information sought was broader in that it was designed to measure PERMA, plus Engagement, Perseverance, Optimism, Connectedness & Happiness, (EPOCH) Outlined below is a table which

provides the summarized results of our students' responses to questions about each of the categories of wellbeing. The figure in brackets is the average for all other schools within the Positive Education Partnerships of schools.

Proportion of students.	HIGH LWB-7 (Cohort)	MEDIUM LWB-7 (Cohort)	LOW LWB-7 (Cohort)
Positive Emotions (Happiness)	59% (56%)	26% (27%)	15% (18%)
Engagement	52% (41%)	32% (33%)	16% (25%)
Relationships (Connectedness)	68% (60%)	20% (26%)	11% (14%)
Meaning (Optimism)	48% (40%)	27% (35%)	24% (25%)
Accomplishment (Perseverance/Grit)	49% (36%)	28% (36%)	22% (28%)
Breakfast	70% (72%)	8% (10%)	22% (18%)
Sleep	60% (61%)	23% (17%)	18% (22%)
Sports	52% (50%)	30% (28%)	18% (21%)

The information here indicates that our students reported higher levels of happiness, engagement, connectedness and perseverance than all of the other schools within the positive education partnership. In summary, 85% of our students reported medium to high levels of happiness, 84% reported medium to high levels of engagement at school, 89% reported medium to high levels of connectedness with others and 78% reported medium to high levels of accomplishment. Results within the latter three categories of breakfast, sleep & sports involvement are very close to the averages from other schools. The issue of sleep continues to be a concern across all schools and this is something we need to raise with continue parents/carers about on a regular basis.

Overall it's pleasing to see that students of this age in our school have reported significantly higher levels of wellbeing in the areas of Engagement, Relationships & Meaning as this clearly shows our approach to building wellbeing through positive education and other associated programs/approaches is having a good impact. It is also very interesting and pleasing that our students' responses in the area of perseverance and grit was probably the best result overall, particularly given that this was a focus of the 2015 school year. It will be interesting to compare 2016 results this time next year to see if further improvement is evident and if that improvement has had a positive impact on the school's achievement data.

## Good Attendance Supports Learning Achievement

Attendance has been a focus as we know good attendance supports better and higher achievement. We have used our data about attendance to ensure our work was effectively targeting our resources to support families to get their children to attend school regularly.

We also know that children who are happy at school are more likely to attend regularly and are therefore likely to have higher achievement and so we work to ensure children are engaged and involved in their learning. Engaging and relevant curriculum is central to this, and so staff professional development in (TfEL) is a focus, as is the development of individual learning plans for those students who need support to meet their learning goals. The table below shows our attendance for 2015 and is an example of the sort of data to which we have access to monitor our progress in this area. This graph shows the attendance rates of students across the year levels during semester one of 2015. While our attendance rate is good overall, we would like all children to be attending every day.

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	92.8	92.1	91.3
Year 1	91.9	91.8	92.7
Year 2	92.7	91.1	92.6
Year 3	92.3	93.3	91.3
Year 4	89.0	92.5	91.4
Year 5	91.2	90.2	93.6
Year 6	90.8	90.4	91.2
Year 7	91.5	91.1	87.8
Primary Other	92.0	93.9	91.4
Total All Year Levels	91.5	91.6	91.4
Total ACARA 1 TO 10	91.3	91.4	91.5

### What the above table shows

- Attendance has increased in Year 1, Year 2, Year 5 and Year 6
- Attendance has decreased in Reception, Year 3, Year 4 and Year 7.
- The cohort of students currently in year 6 have been significantly low attenders since the start of Lake Windemere B-7 in 2011 so it's great to see an improvement, although slight.
- No year level has reached the DECD target of 93%.
- The drop in attendance figures at the year 7 level is an area of concern that needs attention.
- Overall there has been a very slight improvement from previous years, in fact 2015 figures show the best result we have had for three years, however there is a fair way to go if we are to meet the new 95% DECD benchmark as expected in 2016.

## Our Challenge

- To have all students attending 95% of the time.
- To work with families of students with 20-30 days or more absences to increase attendance.
- To focus on families with high authorised (D/F& D/I) data as these impact on our 95% target.
- To impress on families that 10 days of absences has a significant impact on learning.
- To celebrate birthdays at school as many students are absent on their birthday
- To employ strategies to keep students engaged and attending during their primary years of schooling.
- To improve behaviour in our primary students as external suspensions undermine our 95% target.
- To include discussions about the importance of attendance at transition meetings, unit and whole school assemblies and to parents via Face Book, Skoolbag and the school newsletter.
- Staff to consistently reinforce attendance through following up with families; phoning home and alerting the School Attendance Officer of concerns.
- Ensure new staff are aware of attendance policies and expectations.

We make connections with families and use a range of strategies including community agencies, the support of leadership, Aboriginal Community Education Officer, DECD Attendance Counselors and work together to support families around attendance. Student achievement and well-being is our focus.

We have noticed an improvement with some of the families we work intensely with and there are now fewer unexplained absences, however we will continue to follow up all absences to ensure students can attend every day and access the full range of curriculum and learning support.

## Destination Data

The table below shows where our students go when they leave Lake Windemere B-7 School.

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			3.4%	2.9%
Interstate/Overseas	4	3.2%	7.6%	9.5%
Other	1	0.8%	2.6%	1.4%
Seeking Employment			5.7%	3.8%
Tertiary/TAFE/Training			4.6%	3.6%
Transfer to Non-Govt Schl	6	4.8%	6.5%	9.8%
Transfer to SA Govt Schl	113	90.4%	53.3%	48.8%
Unknown	1	0.8%	16.2%	20.3%
Unknown (TG - Not Found)			0.0%	0.0%

## Client Opinion Data

Feedback from students, families and staff is important in determining how we are progressing, how our work is perceived, how needs are being met and what we can do to improve.

### Parent Opinion Survey Summary

Similar to 2014, 2015 participation rates have been quite high in comparison to previous years with 41 respondents overall.

#### Some positives included:

- Over 69 % of parents indicated they feel welcome in the school. This figure is 4% up from last year
- 73% said they felt comfortable about approaching their child's teacher
- 70% stated that they had participated in a school activity in 2015
- 66% said they felt well informed about school activities

#### Areas for Improvement

- Only 39% of parents agreed or agreed strongly that they were given opportunities to have a say in matters about the school.
- 27% agreed or strongly agreed that the school seeks parents' opinions about the educational programs it offers.
- 31% stated they agreed or strongly agreed that parents were involved in the development of school plans.
- 36% agreed or strongly agreed that the school includes parents & community in decision making.

It seems clear from this snapshot of data that parents are generally happy about approaching teachers to inform and be better informed about their child/ren's progress at school and being involved generally. However it seems the area of consultation with decisions made and plans developed is an area identified for improvement.

### Student Opinion Survey Summary

106 students from year 3 upwards participated in this year's survey

#### Some positives included:

- 69 % of students indicated that they agreed or strongly agreed that they were learning a lot at this school.
- 69% stated that the school encourages them to have a sense of pride in their achievements.
- 69% indicated that students at this school are encouraged to achieve to the best of their ability.
- 73% stated that they liked to help others.
- 69% stated they had someone to talk to if they had problems.
- 71% stated that students are encouraged to participate in school events.

#### Areas for Improvement

- 25% indicated that they agreed or strongly agreed that our school was well looked after.
- 32% indicated that they get excited about the work they do at school.
- 43% thought that students at the school are friendly.
- 41% indicated that their teachers regularly discuss

- how they're progressing with schoolwork.
- 44% stated that they really liked to go to school each day.
- 42% thought that students get along with each other pretty well.

It's pleasing to see that the majority of students thought they were learning a lot when they attended school. Many also indicated that they felt supported to do their best, were encouraged to always do their best and take pride in their achievements. Students indicated clearly that they liked helping others, which is an important piece of information with respect to mentoring/peer tutoring, etc. Most also indicated that they felt supported with problems or challenges and that they were encouraged/supported to be involved in school events.

With respect to areas requiring further investigation or addressing; it seems clear many students feel that students in general are not as friendly as they could/should be and that many are challenged around getting along with each other. The other main areas requiring further investigation are; students levels of excitement around their learning, the lack of information teachers share with them about their progress and their attitude/willingness to come to school each day. Each of these areas highlighted must be inquired into further through the course of 2016.

**Staff Opinion Data Summary**

This opinion survey is one way we collect **staff feedback**. Staff are also encouraged to comment on an ongoing basis about what is working well and what we can improve and they participate in an annual Psychological Health survey. Staff opinion overall was positive, and below is their response to statements about the quality of teaching and learning at LW. There were 31 respondents to the survey

**Some positives included:**

- 100% of staff agreed that students are encouraged to achieve to the best of their ability.
- 97% agreed that our school environment is focussed on learning.
- 97% indicated that the school encouraged students to have a sense of pride in their achievement.
- 97% stated that they felt a sense of connection and belonging to the school.
- 97% indicated they were happy to be at this school.
- 93% stated that the school uses assessment data well to evaluate, develop and refine teaching programs.

**Areas for development**

Staff expressed concern about:

- Feeling appreciated for the work they do.
- Being able to freely express their opinions.
- There needed to be a greater level of respect between staff members.
- How parent input is valued at this school.
- Communication systems between staff and across the school

**Accountability**

**National Partnerships**

The Better School Funding received by our school was used in analyzing student achievement data and leading staff professional development in reading, math, writing and wellbeing. Staff reported increased confidence in planning for and teaching engaging curriculum and in their ability to analyze data. They appreciated the support of leaders as coaches in mentoring staff with the implementation of new practice and pedagogy.

**Staff**

**Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	58
Post Graduate Qualifications	11

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

**Workforce Composition including Indigenous staff**

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	35.4	1.45	13.25
Persons	0	39	2	18

**Financial Statement**

**Income by Funding Source**

	Funding Source	Amount
1	State Funding	\$6,096,596.33
2	Grants: Commonwealth	\$80,818.50
3	Parent Contributions	\$107,404.17
4	Other	\$477,946.98

Thank you to all students, staff & parents/carers for your wonderful support of me as principal in what was a year of challenge and transition for Lake Windemere. I feel confident our school is well positioned to move forward into an exciting new and highly successful phase of development with the expertise and leadership of our new principal, Michelle Lennox, and I look forward to being a part of that development in my role as deputy principal. I feel privileged having held this position for 2015 and will treasure the experience and remember it as being one of the real highlights of my career.

Carmine Cafasso, (Acting Principal) 24/02/2016