Lake Windemere B-7 School is in its fourth year. Student enrolment, preschool to year seven was 630. 14% of students are from an 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%.

2014 Highlights

2014 continued our focus on learner achievement underpinned by the school values of Respect, Learning, Teamwork and Fun and the building of community partnerships. Of particular note are the following key achievements:

★ 14 children graduated from the Children’s University in November; View the graduation at: https://www.youtube.com/watch?v=KiQalXw1j8A
★ The emphasis was on children understanding their reading achievement, being able to set a goal and achieving it with the support of the teacher – parent partnership. We know how critical this partnership is to success and it was pleasing to see the number of parents who each morning supported their child’s reading
★ Staff Professional Development remained a priority and the focus was aligned with site improvement priorities. Staff shared personal aspects of quality practice at staff meetings and PLCs; pupil free days focused on building the PERMA of students and staff, strategies that support the effective teaching of English and maths and effective goal setting
★ Staff continued to work collaboratively in weekly Professional Learning Communities (PLCs) to analyze student achievement data and to plan for improvement.
★ 8 additional staff participated in training in Positive Psychology and a number of parents participated in after school sessions for Children’s University learning destinations. This approach to building capacity in our school and community underpinned our work in teaching the skills of gratitude, grit, and active constructive responding in building positive relationships
★ Continuation of the research inquiry under the Early Childhood Organization Reimagining Early Childhood project
★ The Children’s Centre was nominated for SA Excellence in Education Award
★ The preschool was successful in applying to be part of the federal government Early Language Learning Australia trial (ELLA), one of 40 sites nationwide. We will be trialling the effectiveness of online learning Arabic for preschool aged children and to best inform future roll out considerations.
★ The preschool reached an enrolment capacity of 90 children with increased number of aboriginal children accessing the programs and Occasional Care had a increased enrolment of Under 2 and Over 2 year old children.
★ The Salisbury Lutheran Church has committed to support our community as part of their values of care and kindness
★ Students in the primary years worked with aboriginal artist Raelene Snow to complete a mural
★ Emily Haag was chosen as Principal for a Day
★ Special Persons Day in term 3 was well attended and enabled our children and young people to show their gratitude for the important people in their lives.

Partnerships

★ There was continued strong attendance at the two weekly Learning Together Play groups and a Music and Movement session commenced on Wednesdays and was well attended.
★ Increase in Community Based Programs out of the Children’s Centre- Family by Family, Novita Playgroup, Child Protection Services & a 0.2 Allied Health Speech Pathologist was in place to support children as well as professional learning for the educators in the Children’s Centre
★ Children had a strong voice in the design of learning spaces and in leading the development of a new canteen menu
★ The collection of Woolworths vouchers enabled the purchase of student resources and sports equipment.
★ The Windemere Community Markets continued to provide a focus for local skills and enterprise
★ A Wellbeing Trail and Enterprise Night was held in November with a range of government and community services participating – feedback from families was very positive.
★ 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.

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.

Work began on renovating Room One to install a kitchen that will enable children to prepare and share the harvest from our vegetable gardens.
A new nature based play space was installed next to the sandpit and along the western boundary fence. A year 6/7 class designed the orchard area, planted the trees and have supported others to learn about care of the new plants. Increasingly children are showing care and respect for our plants & outdoor environments and understand that what they do now influences and affects the future.

Report from Governing Council

2014 has been another great example of Lake Windemere School living the values of respect, fun, learning and teamwork. The students, leadership, staff, volunteers and the Governing Council have gone from strength to strength, living the values and showing what great achievements they can make.

A few of the highlights of 2014 include:

The implementation of the Children’s University program. The program engages local educational and learning activity providers (including sports clubs, museums, galleries, school clubs) to teach students new and interesting skills. It has a strong emphasis on experience as a significant learning tool, acknowledging the value of the range of different learning experiences and environments in which children engage.

The children’s University expands the number of formal learning opportunities outside of what is offered at school and has been fully embraced by the students who are so eager to take on new learning experiences. A number of our students had enough hours of learning to take part in the state graduation ceremony at the University of South Australia!

Lake Windemere is also leading the way in the provision of Positive Education and Mindfulness. The program implemented by the school which is based on cutting edge research has been remarkably successful, with students and staff showing the benefits, including building confidence, empathy and resilience.

In 2014 he school also saw an Increase in Community Based Programs such as Family by Family, Novita Playgroup, Child Protection Services and the continuing success of the Windemere Community Markets.

The main focus of the Governing Council for 2015 was exploring ways to increase volunteer involvement at the school. We undertook a process to identify the areas that need more volunteers, as well as how we can engage members of the school community to become involved. We have been looking at more personal involvement from the Governing Council in recruiting volunteers, as well as things such as helping volunteers gain experience that will easily convert into quantifiable skills. The aim is that these skills may be included on volunteer’s resumes and open the door to further opportunities. We will be continuing to develop on these ideas in 2015.

2014 saw some big changes in the canteen. The canteen committee composed of the canteen manager, staff and students began a revue of the canteen and began a process to increase the canteen profitability and update the menu, in order for the students to be able to have an input on the healthy food choices available for sale. This process will continue this year. After 19 years as Canteen Manager at Direk, then Lake Windemere Carmen Sales chose to retire and this year we welcome Michelle, our awesome new canteen manager. I’m sure you would all join me in wishing Carmen luck in her future endeavors.

2014 was a successful year all round at Lake Windemere and we as a Governing Council continued 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 organisation that keeps the best interests of the school, students and school community at heart and we look forward to the new challenges that 2015 will bring.

Caryn Turner, Governing Council Chairperson

Site Improvement Planning

Our focus continued to be on improving the reading achievement of all students and contained 3 key elements.

1. PEDAGOGIES FOR ENGAGEMENT: Our commonly agreed school values and beliefs about learning revitalise curriculum and pedagogy across the school:
   - Students were surveyed regarding their levels of engagement; staff then developed differentiated tasks to meet the range of student needs/skills to increase engagement.
   - Staff used the pedagogy and strategies of TfEL to utilise student voice in the construction of engaging curriculum.
   - Most staff were observed by a trusted colleague using the Teaching for Effective Learning (TfEL) elements observation tool and 6 staff engaged in a peer observation program based on the Grattan Report Time for Great Teaching. This program was well received and teachers reported positive impact on teaching practice.
   - Staff continued to effectively use the Australian Curriculum in planning; professional development and planning time with the Australian Curriculum consultant assisted with this.
   - The pedagogy of Reggio Emilia in the early years (B-2) promoted the image of the child as rich, strong and powerful and informed design of learning spaces.

2. ENGLISH: Our whole school approach delivers improved skill development and achievement in English:
   - 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 commenced.
• 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 of parents in the reading / learning partnership

WELLBEING: Our whole school approach delivers improved student wellbeing …

• The development of a whole school agreement of positive education commenced
• The language, pedagogy and actions of PP across the curriculum was used to increase students PERMA. Children could then better self-report when they are at their best (flourishing).
• Targetted students had a PERMA plan in place - this enabled us to understand students strengths & helps with the setting and achievement of personal learning goals
• Staff undertook training and taught and modelled the use of growth mindsets (YET), gratitude, bucket filling and hope building
• Children were provided with a range of opportunities and activities to flourish; this included Children’s University activities and entries into competitions.
• The Children’s Hope scale was used to assess feelings of hope (goal setting and pathways to achieve the goal) and to support children to learn the skills of hope building
• Parents were engaged in a range of PP activities including in class, after school, through the newsletter and in the wellbeing trail in November.

School as a Safe Supportive Environment

In each term in 2014 we saw a reduction in incidences of inappropriate behaviour, 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:

• Girls on Track
• Children’s University
• Positive Education focus lessons
• “What’s the Buzz” social skills program
• Active After School – Futsal, skateboarding, golf, Aussie Hoops and Netskillz
• Play At Lunch Time (PALS) Programs
• Physiotherapy students play analysis
• Room 8 time out/counselling for yard behaviours
• Calm play area in the Area 5 garden
• Garden development - circuit equipment
• North on Target-Peer Educators Program facilitated by SAPOL
• 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

A focus for 2015 will be to further reduce the high incidence of students interfering with the rights of others particularly in the yard in term 1. The First Six Weeks of School program with the explicit teaching of rules/expectations of games should help to alleviate this problem. In addition all classrooms have a comprehensive set of play equipment in their classrooms.

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.

**Intervention and Learning Inclusion**

**Outcomes and effectiveness of intervention and support programs for targeted students**

All identified students with a disability, ATSI and EALD students have received allocated support by SSO’s and specialist teachers. All students have an Individual Learning Plan developed to address their learning needs with particular focus on literacy. Plans are reviewed at the beginning of each term. Reading Doctor has been the preferred literacy intervention program and many students have shown significant growth. Students work either 1:1 with the SSO/teacher or in a small group setting. Intervention Summary Reports were completed for all students.

Intensive individualized intervention has also included:

• Students receiving support from Autism SA
• Speech Pathology support for targeted students in JP
• Occupational Therapy programs
• Vision Impairment Services
• Downs Syndrome Society
• Physiotherapist visits
• Psychology Assessments
• Mentoring Program
• AET and ACEO support for aboriginal students
• Flexible Learning Options case worker
• Support for EALD students who are under bench mark

The focus for 2015 will be further refinement and roll out of the new NEP proforma and input from every child’s parent/caregiver, teacher and intervention support staff member.

**Children’s University**

Children’s University commenced at the beginning of term 3 and 82 Passports to Learning were issued to students in years 3-5.

Teachers offered learning activities outside of classroom learning time that engaged students such as canvas painting, calligraphy, Horsing Around, jewellery making, Positive Education lessons, Community and Service and music (dance, guitar)

Also validated were the Active After Schools Programs (Futsal, golf, Netskills, skateboarding and Aussie Hoops). On average up to 15 students per session attend these programs after school Mon-Thurs. Predominantly boys attended Futsal, golf and Aussie Hoops.

Twenty-eight students, accompanied by LW teachers undertook learning activities in their school holidays and attended a Zoo program and day out at Urrbrae House. The first graduation at Bonython Hall, University of SA saw 14 Lake Windemere students proudly graduate and receive their Bronze Certificate for 30 hours of Learning. In 2015 the Children’s University program will be extended to include year 6/7 and the next graduation will be in June/July.
Active After School programs will continue be offered to promote student engagement in 2015, along with Children’s University activities. Wider community support is being sought local churches are offering support. By offering high interest and engaging activities particularly to boys in 2015 there will hopefully be a decrease in behaviour incidences (which can be an indication of disengagement).

**How are our students achieving?**

At Lake Windemere B-7 School, we use a range of data to determine student achievement and to plan for improvement. Data includes Running Records to measure reading levels, maths assessments, weekly spelling assessments, student writing audits, PAT-R to assess comprehension, the National Literacy and Numeracy Assessments (NAPLAN) for literacy & numeracy learning, PAT-R for maths, the assigning of student outcomes using the Scope & Scales Writing Rubric and the outcomes of the Australian Curriculum.

We recognise the importance of literacy and numeracy and of a well-rounded education. We also know the value of strong parent school partnerships and open communication with parents/caregivers about students’ progress. We communicate progress through a number of ways such as written reports, parent-teacher interviews, student diaries / communication books, the school newsletter, phone conversations, email and face to face conversations when parents visit the classroom.

We value our broad enrolment policy and our success in supporting children to make positive growth.

NAPLAN data provides us with a lot of information about student performance on that one day, lots of other rich data provides information on an ongoing basis.

**English Agreements:**

- In 2014 the explicit teaching and effective planning of Daily Guided Reading has been implemented 2-7 and Guided Oral Language R-1
- A 90 minute English block has been enacted R-7, utilizing the pedagogy of Scaffolded Literacy
- Three Professional Development sessions for staff in spelling and word knowledge have been completed.
- Data has been analysed and collected to inform teaching and to differentiate instruction.

English Agreements were regularly monitored through Professional Learning Communities and staff meetings.

**Lake Windemere Reading Targets for 2014 and our progress against them.**

Running Records are the assessment tool we use to measure reading achievement in the early years. Running Records are taken twice a term and our standards in line with the DECD standards are:
- Level 10 after four terms of reception
- Lever 20 by the end of year one
- Level 26 and above by the end of year 2

<table>
<thead>
<tr>
<th>Year Level</th>
<th>LW Target</th>
<th>Achieved Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>40%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**What our data tells us:**

There was an increase in the number of Reception students meeting Benchmark from the previous year. However the Year 1 and Year 2 data saw a decrease in the number of students achieving Benchmark. This provides us with direction for our planning in 2015.

**Professional Development**

Teachers have had the opportunity to participate in Professional Development by Margaret Menner in spelling and with Bronwyn Parkin in Scaffolded Literacy text analysis. In addition, quality in-school sessions were led by experienced staff and the strength of our teaching team is an asset to our improvement agenda.

**Scorelink**

A new academic profiling computer program was trialed in term 4 2014. This is enabling whole school data analysis, quick access to individual and class student information and the ability to track student’s progress over time. Data is entered by classroom teachers on an ongoing basis. 2015 will be a year of adding new tests, refining data entry and data analysis. Many staff have already been very positive and comment on the quick availability of data leading to decision making about ‘where to next’ in planning teaching strategies.

**Accelerated Reader**

Accelerated Reader is another program implemented this year. The aim of the program is to increase student’s reading stamina, improve comprehension skills and increase the number of words students are exposed to. Term by term results are building steadily with students becoming more independent with book choice and meeting the term benchmark of ten books per term. The results from this program are building steadily.

Data is also analysed for quizzes taken, matching quizzes passed. This is still not the case in many instances, however we are moving closer to the targets. This has been an area where class teachers have needed to investigate the factors for students not passing quizzes and put strategies in place to support all students to be successful by differentiating the learning. Through data analysis it is evident there is a high rate of engagement with many boys. One class has engaged with more Nonfiction text than other classes; engaging with non-fiction texts will be a focus for 2015.

See table below
Holiday Reading Challenge Makes a Difference!
The Holiday Reading Challenge was again implemented through 2014. Several classes have high participation results and we would like this to be more consistent across the school. Often over the holidays students can slide back several levels however, we notice that students who participate in the Holiday Reading Challenge not only generally maintain their reading levels but also can go up levels when they return to school.

We are confident that the strategies employed to teach reading at Lake Windemere B-7 School are sound and our continued focus on teacher professional development, research and intervention will support continued growth in student achievement.

In the graph below we can see the oral language outcomes of 22 preschool children targeted for small oral language group participation. Results show that 3 children (14%) made progress while remaining in the same stage, 66% children progressed by one stage and 4 children (19%) progressed by two stages by term 4.

We will consider the continuation of the small oral language groups for 2015 in collaboration with DECD and Allied Speech Pathologists. We will research the role of each educator to promote oral language more extensively in their daily work with all children through observations, interactions and documentation of and in play.

NAPLAN

English

NAPLAN 2014 revealed steady growth in English for the cohort of students in year 5 as compared to their year 3 results. Writing was the one area with low growth and this was common nationwide in 2014. The growth from year 5 to 7 was less than expected.

The graphs below show children’s achievement growth between the test (i.e. two years of growth).

Planning for Improvement in English in 2015
1. Spelling – Teaching Word Study using the 4 Spelling Knowledges
2. Information Texts will be explicitly taught in years 1-7
3. Guided Reading will have a non-fiction focus
4. Students with an OLA score of <10 will receive targeted Oral Language instruction
5. Oral Language workshops will be offered to parents as an early intervention strategy
6. Accelerated Reader will be used to track reading progress for students in years 5 and 6
7. PAT-r will be used to monitor comprehension of students from year 2
8. Other assessment tools will continue to be used to inform teaching

Numeracy

An average of 92% of students at year levels, 3, 5 & 7 participated in the 2014 Numeracy NAPLAN tests.

At year 3, 93% of all students who sat the test achieved NMS or higher, with 50% achieving within the average bands 3&4. No students at this year level achieved within the higher bands of 6 or above. On average, boys
achieved slightly higher results outperforming girls by 3 points. There has been a very modest lift in average median scores each year over the last 3 years.

At year 5, 77.2% of students achieved NMS or above. As with year 3, no students at this year level achieved within the average bands 5 & 6. At this year level, on average girls outperformed boys by 18 points. There was a lift of 5 points on average from previous year, however improvement has been erratic.

In the graph below (which shows all NAPLAN test instances), we can see that while in English, some students achieved in the top band, no year 5 student did in numeracy.

At year 7, 87% of students achieved NMS or above with 22% achieving at band 8 or above. Boys outperformed girls by 34 points, which is significant. Gradual but solid improvement has been evident over the last 3 years at this year level with median results lifting from 473 in 2012 to 486.9 in 2013, to 506 in 2014, an overall increase of 33 points over this period of time.

Planning for Improvement in 2015
Analysis of question responses in the 2014 test revealed that a high proportion of our students struggled to successfully negotiate the literacy demands within the numeracy task or problem. This will be a major area of development for 2015. Other areas for development in 2015 include building student capacity to successfully work through multi step problems and use of rapid recall of basic number facts to a level of automaticity that will support more complex problem solving in mathematics.

DECD Relevant History Screening
A single filing point for all volunteer paperwork across the site has been established and the implementation of DECD policies in regards to DCSI clearance was actioned. RAN-EC mandatory training for all volunteers will occur in term one 2015.

Aboriginal and Torres Strait Islander Students.
At Lake Windemere the support for all students to achieve their best is central to our work. Aboriginal Community Education Officers work in partnership with teachers and families to support ATSI students. In 2014 they sought feedback about programs and processes, held a learning expo showcasing student learning achievement and continued to explore ways to support improvement. An ACEO worked in the preschool, supporting family engagement and barriers to children’s’ attendance, and developing an attendance improvement plan.

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 (TIEL) 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 2014 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 2014. While our attendance rate is good overall, we would like all children to be attending every day.

Wellbeing Data
In 2013 & 2014 year 6/7 students participated in the Middle Years Development Index Tool which assess student wellbeing. Our students have become more confident in self-reflection over time. The data tells us that some students are still not connecting well to school, however they report stronger connection to adults at school that the SA average.

In the graph below we can see the self-reporting by students about how often they get a good night’s sleep and how often they eat breakfast, both of these are important to good learning. Far too many of our students do not have a good sleep or breakfast more than 3 times a week. This was a discussion at Governing Council as to how to support parents and children to address the emotional and physical health issues that arise from sleep deprivation.
What the above table shows
- Attendance has increased in Year 1, Year 3, Year 4 and Year 6 (slightly).
- Attendance has decreased in Year 2, Year 5 and Year 7.
- The cohort of students currently in year 5 have been significantly low attenders since the start of Lake Windemere B-7 in 2011.
- No year level has reached the DECD target of 93%.
- Reception, Year 1 and Year 3 have higher attendance than Northern Region and DECD. We need this to continue through all their years of schooling.
- Upper Primary Years 5, 6 and 7 attend less often than Northern Region and DECD.

Our Challenge
- To have all students attending 93% 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 93% 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 93% target.
- To include discussions about the importance of attendance at transition meetings, unit and whole school assemblies and to parents via Face Book 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.

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
We have had the highest participation rate in this survey since Lake Windemere was formed, with 46 respondents overall.

What’s Working Well
- Over 65% of parents indicated they feel welcome in the school.
- 87% said they felt comfortable about approaching their child’s teacher.
- 85% stated that they had participated in a school activity in 2014.
- 66% said they felt well informed about school activities.
- 63% stated that their child’s teacher listened to what they had to say about their child’s developmental needs.

Areas for Improvement
- 48% stated they were happy about the way they were informed about their child’s progress through the year and we will explore ways for parents to be more involved in 2015 and Governing Council is planning a morning tea to welcome new families to the school.
- ¾ feel that the school could do more to seek parent opinion about the school’s educational programs.

### Destination Data

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

#### Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013 School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td>3.4%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7</td>
<td>6.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>5.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.0%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Gov Schl</td>
<td>4</td>
<td>3.5%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Transfer to SA Gov Schl</td>
<td>103</td>
<td>89.6%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>18.6%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

### Client Opinion Data

#### Feedback from parents
- Over 65% of parents indicated they feel welcome in the school.
- 87% said they felt comfortable about approaching their child’s teacher.
- 85% stated that they had participated in a school activity in 2014.
- 66% said they felt well informed about school activities.
- 63% stated that their child’s teacher listened to what they had to say about their child’s developmental needs.

#### Areas for Improvement
- 48% stated they were happy about the way they were informed about their child’s progress through the year.
- ¾ feel that the school could do more to seek parent opinion about the school’s educational programs.

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### Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td>90.7</td>
<td>92.8</td>
<td>92.1</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>93.0</td>
<td>91.9</td>
<td>91.8</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>91.7</td>
<td>92.7</td>
<td>91.1</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>89.8</td>
<td>92.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>93.1</td>
<td>89.0</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>91.7</td>
<td>91.2</td>
<td>90.2</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td>91.3</td>
<td>90.8</td>
<td>90.4</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td>93.1</td>
<td>91.5</td>
<td>91.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td></td>
<td>89.3</td>
<td>92.0</td>
<td>93.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td></td>
<td>91.7</td>
<td>91.5</td>
<td>91.6</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td></td>
<td>92.0</td>
<td>91.3</td>
<td>91.4</td>
</tr>
</tbody>
</table>
• 60% stated that want more opportunities to participate in decisions about their child’s education.

In the graph above we see parents of preschool aged children’s response to questions about leadership and decision making. The survey demonstrated growth in the question “This preschool assists the development of my child’s personal and social skills from 56% strongly agree in 2013 to 63% in 2014. Increased satisfaction was also noted in the question “I am given opportunities to have a say in matters about this preschool” with strongly agree scores moving from 43% in 2013 to 48% in 2014.

Lake Windemere B-7 is a school as a community hub. In this graph below we can see the range of programs offered in the Children’s Centre and the participation by families.

Student Opinion Survey Summary
124 students from year 3 upwards participated in this year’s survey

What’s Working Well
• 65% of students said they were happy to be at school (and we would like more to feel positive about school)
• 65% stated that their teachers knew what they were capable of in learning and how to help them.
• 75% stated that they were learning a lot at this school.
• 70% said their teachers expected them to do (achieve) as well as they could.
• 65% stated that the school encourages students to have a sense of pride in their achievement.
• 77% said that they were well looked after if they were hurt or sick.

• 73% stated they had someone to talk to if they had problems.
• 73% stated that students are encouraged to participate in school events.
• 71% said they liked trying new things.

Areas for Improvement
• ¾ of the students want the school to be cleaner and for peers to take better care of the facilities.
• 22% stated students at this school are well behaved – students resent the negative impact inappropriate behaviour has on learning
• 45% indicated that they get excited about the work they do at school.
• 36% agreed that teachers regularly discussed their progress with them and so we will establish more opportunities for students to have regular feedback
• 33% agreed that students get along with each other and given that one of our school values is teamwork, this requires improvement.

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 43 respondents to the survey

What’s Working Well
• 84% said the school’s learning programs were responsive to students’ needs
• 86% said assessment processes provided information on students’ strengths and areas for further development.
• 90% stated that students” are encouraged to achieve to the best of their ability
• 80% stated they were happy with opportunities to discuss and receive feedback
• 74% said parents’ input was valued.
• 83% said they were encouraged to discuss and share teaching methods.
• Majority of staff agreed that here was consistency in the way the school encouraged students to have a sense of pride in their achievement.

Areas for development
Staff expressed concern about:
• increasing incidences of student bullying.
• the frequency and handling of student behaviour management issues.
• 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 and wellbeing. Staff reported increased confidence in planning for and teaching engaging curriculum and in their ability to analyse data. They appreciated the support...
of leaders as coaches in mentoring staff with the implementation of new practice and pedagogy.

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>58</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>11</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>35.4</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>39</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>102,070.95</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>62,216.30</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>105,079.00</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion

The fourth year of Lake Windemere B-7 School has enabled the school culture to further develop and to be visible. It has also consolidated staff learning around the practices that support quality outcomes.

Governing Council began the process of understanding parent engagement and ways to increase this. Supporting families new to the school was seen as an area of need.

Children’s University had a great start and enabled children, and parents in some instances, to broaden their learning and experiences, and it has also enabled staff to offer learning experiences in areas in which they flourish.

The oral language skills of our youngest learners continue to be an area of concern and pedagogy in the early years remains focused on developing children’s skills through rich learning environments and guided language groups. Meeting age appropriate benchmarks is important and so engaging parents in this area is vital.

It is interesting to note the very positive feedback that our students receive whilst on excursions and from visitors to the school. Our students are capable and competent and increasingly confident to position themselves at the centre of their own learning; this is evident in their personal goal setting, their understanding of how to achieve the goal and their courage in wanting their learning environments to be safe and supportive.

The impact of positive psychology is becoming evident. The northern area of Adelaide faces many challenges in the years to come as the impact of Holden’s closing is realized. We know that the ability to withstand the rocky patches of life are underpinned by strong skills of resilience. We also know from the work of Retired Brigadier General Rhonda Cornum that these skills are best learned in times of peace so they can be the default position in tough times and so help us to make good decisions. The mindset that we have as we approach any challenge will predict our success in managing the difficulty and a growth mindset is the one that supports success. Children learning to set goals, deciding on actions to achieve goals, committing to the action and experiencing the consequence of actions promotes grit and problem solving. Children’s learning about personal character strengths enables them to work from a position of strength as using these in your daily life builds other personal assets. However, flourishing and being at your best is more likely when you have good sleep and nutrition so this is an issue that requires problem solving at a community level.

We know that at Lake Windemere B-7 School we make a difference; we have stories of children making two years of reading growth in one year, we have students who have been successful at LW, when unsuccessful elsewhere, we have staff who work collegially to improve student outcomes, families who work in partnership with staff and enable all children to do better, intervention programs that are rigorous and that work, beautiful indoor and outdoor learning spaces enabling leading edge practice and community programs that provide ‘just in time’ service for families at all points of children’s development.

Lake Windemere is on the path to flourishing and I thank all those who approach this important work of care and learning with the passion and enthusiasm to make a difference. You do!

Angela Falkenberg
Principal
25th February 2015