



SCHOOL CONTEXT STATEMENT

Updated: 05/2016

School name: Lake Windemere B-7 School
Lake Windemere Children's Centre

School number: 1908, 1404

School Profile

Lake Windemere B-7 opened in 2011 after the amalgamation of Direk Primary School, Direk Junior Primary School and Salisbury North West Primary Schools. It is located on the previous Direk School's site. Lake Windemere has a Child Parent Centre (CPC) that offers services to families through the Community Development and Family Service Coordinators. Playgroup, Occasional Care and Preschool program are offered along with Speech and Language and Occupational Therapy support. Two area Resource Special Classes cater for students with disabilities – a Junior Primary and a Primary class.

The school has a range of new purpose built buildings including contemporary classrooms and gym, and extensive refurbishment of existing facilities. The school is underpinned by the values of Teamwork, Respect, Fun and Learning and a whole school focus on Positive Education to develop skills to engage with powerful learning.

General information

School Principal:	Michelle Lennox
Deputy Principal:	Carmine Cafasso
Director:	Sue Holecek
Postal Address:	17 Uraidla Ave, Salisbury North
Location Address:	17 Uraidla Ave, Salisbury North
Partnership:	Orion
Distance from GPO:	27kms
Phone Number:	(08) 8258 0666
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Web Address:	www.lakewindemere.sa.edu.au

Email Address: dl.1908_info@schools.sa.edu.au

Year of opening: 2011 as Lake Windemere B-7 from the amalgamation of Direk Primary School, Direk Junior Primary School and Salisbury North West Primary School.

Preschool attached: Yes.

February FTE student enrolment

	2011	2012	2013	2014	2015	2016
Reception	48	53	39	71	83	73
Year 1	60	64	70	66	76	84
Year 2	66	62	60	68	60	79
Year 3	74	64	50	66	74	66
Year 4	59	70	61	50	61	71
Year 5	56	55	67	67	45	66
Year 6	62	59	55	67	69	50
Year 7	61	60	59	54	61	58
TOTAL	486	487	461	509	529	547
Preschool	78	70	71	90	62	89
School Card Percentage	39%	40%	38%	42%	42%	34% as at 11/05/2016
NESB	N/A	20%	14%	14%	14%	17%
Aboriginal Enrolment	8%	9%	8%	11%	11%	11%

Student enrolment trends: Enrolment figures have been steadily increasing since 2012 there are new affordable housing areas being opened in the neighbourhood with subsequent increases in the preschool and junior primary being evident. This trend is expected to continue.

Staffing numbers

LAKE WINDEMERE B-7 SCHOOL STAFFING 2016

FTE number of teaching staff	34.8	25 classes + NITT providers
Non-teaching staff permanent	313.5 hours	13 staff (including ACEO)
Non – teaching staff temporary	227.5 hours	15 staff (including ACEO)

SSO / ECW / GSE / ACEO Support Staff

Business Manager:	SSO3 - HR, Finance and Facilities. Fulltime
Administration Officers:	2 x SSO2 and 1 x SSO1 – PA, Reception, Administration, Stephanie Alexander Garden and Finance
Curriculum SSO's:	1 x SSO2 and 11 x SSO1 – Special Class, library and classroom
IT SSO:	SSO2 – IT 0.8
Grounds:	GSE3 – Grounds and maintenance. 0.6
Children's Centre:	5 x SSO1, and 2 ECW 1 and 2
ACEO:	1 x ACEO3 and 2 x ACEO1

Other Support Staff

Canteen Manager:	25 hours per week. Employed by Governing Council
Christian Pastoral Care Worker	10 hours

Other Leadership

Deputy Principal:	Carmine Cafasso
Senior Leader (Preschool Director):	Sue Holecek
Senior Leader / Early Years:	Rachel Black
Senior Leader / Wellbeing:	Helen Wise

All leadership positions work collaboratively across the site B-7 in the development of a cohesive structure.

Public transport access: The school is located on Uraidla Ave, Salisbury North a short walk from Diment and Bolivar roads where the public transport bus route (400, 402) pass between Elizabeth and Salisbury interchange. Train travel is available from School Context Statement 2016.doc

the Salisbury interchange. The school is easily accessible to the communities of Salisbury North (Western side), Direk and Burton (Northern side).

- Special site arrangements:

OSHC is provided off site at Riverdale Primary with students bussed between the two schools before and after school.

Students (and their welfare)

- **General characteristics**

Lake Windemere students come from a community that is representative of a range of economic circumstances. The community has a mix of owner occupied and rental properties. There are a high number of both single and double income families who are buying their homes. There are a number of families dependent on social security support either through unemployment, sickness or single parent benefits. There are a number of students who are transient, some of who are moving between schools that are within a short distance of each other. The breakfast club has between 10 and 20 students attending most mornings.

- **Student well-being programs**

Lake Windemere believes in strong transitions to school and offers a six week return to school program at the beginning of the year to set expectations build social skills and promote positive relationships. The core values of learning, respect, teamwork and fun underpin our program. Teachers are expected to use restorative processes in working with all students.

In the early years, approximately 50% of families, depending on the year level and the availability of the parent/carer group, spend this time supporting their child and other children with reading, writing and spelling tasks. Many classes buddy for cross age tutoring sessions. Child Protection Curriculum, Values and Restorative practices are taught in all classes. Most R-7 classes participate in specialised weekly lessons in Performing Arts, Physical Education, Spanish and Science. All classes engage in regular fitness programs in addition to regular PE and Health lessons.

Lake Windemere is a **Positive Psychology** school and the main elements of positive education are reflected throughout the school's programs. As a school community we have been very deliberate in building our culture and ethos based on the knowledge, skills, attitudes and dispositions described and promoted through the science of Positive Psychology. Currently a specialist teacher is employed to teach positive psychology with 6-8 primary classes each week. The school has invested heavily in the training of teachers across all year levels in Positive Psychology with more than twenty staff attending a three-day PD training session in this area over the last three years.

Positive Psychology is a science that seeks to understand how we can build a state of happiness; health and wellbeing by better understanding the impact of that positive emotion can have on someone's life. Our school's ethos and culture is strongly influenced by the teachings of Positive Education with a strong teaching focus being evident across a range of topics that help us to better understand how we can flourish and succeed based on the choices we make about how we think. Students across the school are taught strategies and explore understandings that raise a

person's PERMA (Positive emotion, Engagement, Relationships, Meaning and Accomplishment) plus resiliency. Mindfulness is practiced in all classes across the school and there is a strong focus on the teaching and promotion of 'Growth Mindsets' in all classes.

- **Student support offered**

A range of intervention and support programs are offered to students to meet both short and long term goals. R-7 Literacy and Numeracy screening identifies students to be supported.

Better Schools Funding has been used to employ a 0.4 Reading Specialist Teacher to work with students individually, and in small groups. The specialist teacher also works collaboratively with teachers to build capacity and skills around reading curriculum delivery.

APAS funding is utilised to provide minilit to Aboriginal students demonstrating below benchmark reading development. Currently 3 ACEO's (Aboriginal Community Education Officers) are supporting student

All students identified with a learning disability who qualify for an NEP (Negotiated Education Plan) receive support from a Student Service Officer in either a one on one or small group environment after negotiation with the family, teacher and service providers.

Students identified as having high intellectual potential and/or specific gifts and talents are supported through programs with teachers and Student Support Officers.

- **Student management**

A range of social proactive programs are offered throughout the school to promote students ability to self manage and regulate their own behaviour. With the absence of a counsellor, an SSO trained with a range of skills has been employed to support teachers at identified times during class and yard times. The provision of programs such as 'Rock and Water', 'What's the Buzz', 'Cool Kids', 'Friendship Club' and the wide range of Children's University programs through play and after school times has supported students build resilience and relationships in a positive manner.

Classes use a range of logical consequences when dealing with inappropriate behaviour. Staff work closely with the regional Behaviour Coach and leadership team to develop behaviour support plans and investigate appropriate programs to support students.

- **Student government**

In 2016 the Student Curriuclum Development Committee was established in the Lotus (yr 6/7) and Blackwood (yr3/4/5) units. Students participating have provided feedback to teachers and leaders through a scaffolded framework to examine teacher's pedagogy and curriculum content.

Student governance is flexible at Lake Windemere and engagement with new initiaves is encouraged. Students interested in the new playground applied for a chance to be involved in the design, development and review of the new playground.

A year 6/7 student voice executive group consisting of 6 school captains was formed in 2015. These students are elected and form the core student leadership group which provides student voice representation for all students in the school. All other class groups from Reception to year 5 have an elected representative, and the full Student Voice team meet at least once a month. Year 6/7 students in general provide leadership to students in many areas of the school e.g. celebrations of learning and lunch time play activities, assisting with our special classes, being tour guides, reading with younger students, flag and crossing monitors. Senior students are asked to provide feedback on school programs and are often involved in organising special days many of which relate to fundraising for the school and for charities. Other students organise and run assemblies as well as take on numerous roles around the school e.g. Recycling, Grounds, Sports Shed, Canteen, etc.

- **Special programmes**

Lake Windemere is one of the country's lead schools involved in **Children's University**. Linking with the University of Adelaide in 2013 the program has sought to improve the aspirations and inspiration for learning and a possible tertiary pathway in the future. The target group of students has been 7 to 14 year olds and 5 to 7 year olds with the help of their families. Children's University programs are run by volunteers and organisations out of school hours. Children's University learning is about becoming confident and independent learners drawing on local learning opportunities within a wider framework. It is also about developing the recognition that learning – any time, any place, anywhere - can be a personalised "... satellite navigation system to better places in life...." And that it should be fun!

Lake Windemere has strengthened its partnership with Adelaide University through its involvement in the COMPASS program. Students have participated in on campus experiences and enjoyed the programs offered by University personnel around key areas, including Numeracy and STEM.

Learning Together playgroup program is offered on Mondays and Tuesdays in the school with nearly 100 enrolments. The Community playgroup is held in the Children's Centre. All are welcome.

The **Stephanie Alexander** program has provided a rich experience for students, staff and community members to be involved in the planting, growing and cooking of healthy food options and animal husbandry. Volunteers support the program regularly. The kitchen also hosts a daily breakfast program which caters for over 20 students before school daily.

Key School Policies

Statement of Purpose

‘The nature of learning’ is the motto for Lake Windemere and signifies the school’s desire to provide a learning environment that supports growth in all of our students.

All members of the school community actively support the school’s core values:

★ **Learning**

★ **Respect**

★ **Teamwork**

★ **Fun**

Site Improvement Plan – 2016 Strategic Priorities

Our Vision:

To develop positive and powerful learners who possess personal qualities that support their academic success and social and emotional learning and wellbeing.

Our Mission:

To co-construct relevant, rigorous and engaging programs that connects to students’ lives and maximises their participation, learning and wellbeing.

The school’s Site Improvement Plan is described in a detailed document with key strategies, desired outcomes and specific SMARTA targets. Staff have been actively involved in the co construction of the plan. In 2016, staff are aworking on improvement in student learning outcomes with a Quality Teaching focus on:

- ★ English – Writing, Reading
- ★ Mathematics – Number (Place Value)
- ★ Wellbeing and Engagement – Powerful Learners/Positive Education

The Pre School’s Quality Improvement Plan can be downloaded via the Children’s Centre Website.

Whole School Expectations

The culmination of staff input and training around Literacy has resulted in staff developing and agreeing to a comprehensive set of literacy agreements. These are reviewed regularly, with the most recent being an R-7 Text Type map. Staff have begun to develop Numeracy agreements and are adding to this regularly as new learnings are embedded.

A map of assessment procedures and protocols has been developed and recently included is an analysis calendar to indicate minimum requirements. The data obtained at these key points is used to drive decision making, inform teaching practice and focus resource allocation at a whole school; subschool; year level and individual classroom level.

- Peer and collaborative teaching and learning strategies.
- Leadership development for staff involving relevant and high quality professional learning and performance management.
- Extensive sporting, arts, community action and leadership opportunities for students.
- Behaviour development and social skills programs.
- **Subject offerings:**

Learning opportunities are provided in all areas of the Australian Curriculum. Our R-7 LOTE is Spanish. Specialist teachers deliver programs in Performing Arts, Physical Education and Science.

- **Special needs:**

Lake Windemere School has a focus on targeted groups and the management/leadership of programs to meet their needs. This means a coordinated and consolidated approach to special education, learning difficulties, English as a second language students, mother tongue maintenance, Aboriginal students and students in poverty. Priority is given to students having quality targeted intervention strategies, underpinned by teachers developing plans that lead to improvement.

- **Special curriculum features:**

We utilise the pedagogy of the Scaffolded Literacy (Formerly Accelerated Literacy) which is research driven pedagogy practiced by teachers at Lake Windemere B-7 School since 2006. Currently approximately 27 teachers have been trained and implement 4 x 50 minute lessons as the core focus of the Literacy Block. This is supplemented by additional consolidation and extension activities. The Scaffolded Literacy learning goals are congruent with the academic expectations (Content Descriptions/Achievement Standards) of the Australian Curriculum and state data show that, when well implemented, Scaffolded Literacy pedagogy is highly effective in supporting student literacy outcomes.

Other specialist curriculum programs introduced are specifically designed to develop & build students' capacity to manage their emotions more productively and constructively and to challenge thinking so that PERMA & Resilience is developed. Positive Education taught consistently by all teachers across the school, promotes wellbeing at all levels, with a strong focus being placed on better understanding a person's character strengths so that these can be utilized in learning situations to maximize success and increase resiliency.

- **Teaching methodology:**

A range of methodologies is used. Collaborative practices and learning are encouraged. The physical structure of classes in the school [a mix of open space, portables and several classes joined with concertina doors] means that some teaching spaces are more conducive to collegiate practice than others. Cluster meetings are a regular part of staff meeting aimed at facilitating collaboration of staff. The focus is on effective learning through reflection on our teaching and on sharing best practice.

Learning Technologies

Lake Windemere has restructured its ICT infrastructure to support teaching and learning programs. Every classroom is equipped with an interactive whiteboard and computer. A computer room with 30 computers is available for classes to book into. Additionally trolleys of laptops are available in upper primary spaces and the Resource Centre. Over 100 iPads are located in key learning areas equipped with apps to support the teaching and learning program. Significant effort has been put into the development of hardware to accommodate future demands of IT expansion. Work is underway to improve the internet speeds and capability at the site.

- **Assessment procedures and reporting:**

Explicit assessment is seen as underpinning and informing individual student learning. The development of appropriate assessment rubrics is fostered. Reporting is done formally four times a year involving different approaches – Acquaintance Night, three way interviews, learner achievement summary from student and teacher, student led conference and end of year summative report.

Sporting Activities

Students participate in both daily fitness sessions and PE lessons. Students also participate in a range of SAPSASA sports, e.g. athletics, netball, football, soccer, basketball and cross-country. Some interschool competitions take place on Saturdays. Year 6/7 students participate in aquatics at West Lakes. YEAR's R-5 students have a water safety program at Salisbury pool. Students have access to equipment at play times. Staff members currently organise many diverse coaching clinics with visiting personnel. An annual sports day is held in the warmer months, usually at the end of term three. Active after School offers two different sporting activities each term and is supervised by rostered staff.

Other Co-Curricular Activities

Lake Windemere introduced the **Children's University** concept in 2013, the key principles of the concept is to raise children's aspirations and inspiration for learning. Lake Windemere is now one of the countries lead school with the highest number of participants and graduates. The target group of students has been 7 to 14 year olds and 5 to 7 year olds with the help of their families. Children's University programs are run by volunteers out of school hours. Children's University learning is about becoming confident and independent learners drawing on local learning opportunities within a wider framework. It is also about developing the recognition that learning – any time, any place, anywhere - can be a personalised "... satellite navigation system to better places in life..." And that it should be fun!

Recent transition improvements have been made with pre school children commencing at Lake Windemere. A planned program of continuity of learning between staff in the Children's Centre and Foundation classes is providing an earlier awareness of children's developmental needs and strategies to accommodate for these. Currently students are exposed to

- ★ Foundation staff visiting Children’s Centre building relationships
- ★ Pre School staff visiting foundation classes during terms 1, 2 and 3
- ★ Buddy/peer learning activities between the two learning spaces
- ★ Improved facilities to maintain focus on early learning strategies
- ★ Regular transition visits, parent information sessions and open nights with crèche

Whole school assemblies B-7 organised and run by students are held twice a term, each unit organises its own assembly at least twice a term. Students work with Pastoral Care Worker in a multi media specialist group (Multi Media Minions) via application to document school milestones and activities and present these at the assemblies.

We celebrate Book Week with a whole school focus on the annual theme. Other special weeks and themes are generated by interested staff. These include MS read-a-thon, Premier’s Reading Challenge, Science Week, Red Nose Day, Harmony Day, International Women’s Day and Aboriginal Awareness Week and Reconciliation Week.

Staff (and their welfare)

- **Staff profile**

The majority of teaching positions are filled with permanent staff working in times ranging from 2 – 5 days a week. Contract staff are utilised to backfill part time staff as needed. Early years and year 3 funding is used to ensure small class sizes are maintained. With increasing enrolments and extra classes steadily being added new permanent positions will be available in the future.

Staff are involved in the decision making about the structure of classes and the placement of students.

- **Leadership structure**

The leadership team currently consists of one Principal, one Deputy Principal, one Director (Children’s Centre), two Senior Leaders (Early Years B3 and Wellbeing and Inclusion B1) and an SSO3 Business Manager. The team meets weekly in a collaborative manner.

This structure has been revised in 2016 by PAC and the recommendations of an alternative structure were accepted by staff. 2017 will see the introduction of a 0.6 Counsellor and realigning the Deputy and two Senior Leaders to have 3 Senior Leaders B3.

- **Staff support systems**

Collaboration, team teaching and curriculum sharing are a feature of staff support systems. Staff have regular meeting times in clusters and the NIT timetable enables teachers to meet in common year level groups for planning etc. The leadership team share line management responsibilities. SSO staff meets fortnightly.

- **Performance Management:**

The Principal, Deputy Principals, Senior Leaders and SSO3 have line management responsibilities and encourage a collegial and collaborative approach to performance management. Performance Management with teaching staff occur in various forms from collegial meetings to meeting with individual teachers depending in the focus. These occur at least once a term with leaders providing regular feedback to support the work of all teachers and SSOs.

- **Access to support staff:**

Lake Windemere is an active participant school within the Orion Schools Partnership (Northern Adelaide Region) and support service staff are based at the Para Hills primary school campus. The educational psychologist, speech pathologist and behaviour support team, are accessed through the Assistant Principal with that responsibility or school counsellor. The leadership team together with class teachers liaise with consultants and agencies beyond the school. Other support services and facilities (Social Worker, Occupational Therapist, Speech Pathologist) for early years students & their families can be accessed through the Children's Centre. Lake Windemere hosts the Orion initiative of Occupational Therapist final year students and Physiotherapy students from Uni SA.

School Facilities

- **Buildings and grounds:**

Each teaching Unit or set of classrooms have been named after a local native plants - Junior primary classes include four classes in an open unit, three classes in a large unit divided by concertina doors and four classes in a new unit divided by large sliding doors. Primary classes include four classes in an open unit and five classes in a new six-classroom unit. A shared space is used to house two classes with collaborative teaching occurring. The units have several smaller withdrawal areas utilised for specific support times. Each year staff are consulted in the process of allocating teaching space. A new Children's centre built in 2012 now houses the Pre School.

BER funding has provided a new gymnasium and two new teaching blocks called Blackwood and Lily.

The grounds include an existing playground appropriate for year 3-7 students. Construction of a new playground for R-2 students is underway after significant consultation with students, staff and the community. There are numerous newly established gardens, which are enjoyed by students and the community, including one main area where students have opportunity to grow a range of vegetables that are then utilised in lessons. The school participates in the Stephanie Alexander Program and has access to a newly renovated transportable, which has been converted, to a kitchen. Kitchen facilities are large

enough for whole classes to access and staff are trained in the use of this facility. SSO hours are provided to support the Stephanie Alexander program. There are plans for community groups to also access this facility. Aboriginal families are currently involved in the design of a dreaming garden to host Indigenous plants and a yarnning circle.

Other facilities include a large sandpit; two large grassed areas, many native shade trees and asphalt areas. Shade pergolas/verandahs have been constructed and there is permanent seating in these areas.

- **Air-Conditioning:**

All classrooms have effective cooling and heating systems. Hot weather policy is that students are supervised inside over the play periods if the temperature is over 37C. Students are not sent home in hot weather unless parents request it.

- **Specialist facilities:**

The resource centre is a large space used successfully by the whole school. The ICT room with its network of over 30 computers adjoins this. There is an activity hall and a double portable available for PE, the Arts and gatherings. A large multi purpose gymnasium is used for PE lessons, assemblies and school functions. Each specialist program has its own teaching and learning space e.g. Performing Arts, Spanish & P.E.

- **Student facilities:**

A school canteen, which in line with the Healthy Eating Guidelines provides lunches, is open at both play times (big lunch & little lunch periods) and caters for special events eg discos, year 7 graduation, Sports Days, etc.

- **Staff facilities:**

The school has a large staff room, which is also accessed by members of the school community. A staff centre joins the resource centre and includes staff workspace, computers, photocopier and other resources. Increase of staffing and funds allocated to intervention programs has resulted in every available space being well used and timetables are in place in many areas. Staff have access to computers in the staff centre, classes, administration area, and staff room. EDSAS can be accessed in staffroom and admin offices. The Internet and email can be accessed throughout the school. Wi Fi facilities have been established in all teaching/learning areas and most areas of the school have telephones for staff use.

- **Access for students and staff with disabilities:**

There is wheel chair access to most buildings. There are three toilets specifically for people with disabilities including seated shower facilities in one.

- **Access to bus transport:**

Refer to public transport in general information Part B. For excursions and camps we charter buses.

School Operations

- **Decision making structures**

The school is committed to participatory decisionmaking involving interested stake holders. The active Governing Council is fully constituted and is dedicated to a

continuous improvement agenda. The Governing Council sponsors a student award recognising the skills of its recent Governing Chair who tragically passed away in 2015.

Structures are based on principles of fair and equal participation for all staff in decisions, which affect them. To facilitate decision making the number, nature and frequency of committee meetings are rationalised. SSOs meet weekly in paid time for administration and curriculum support. Other committees include WH&S, PAC, Grounds, Uniform and Canteen. These committees and structures work in harmony with Student Voice, School Governing Council and the council sub-committees.

- **Regular publications**

A school newsletter is published three times a term. A school information pack is available to new and prospective parents. Staff and students communicate through daily and weekly staff bulletins.

Other communication:

Teachers 3-7 use a school diary between home and school as well as using the phone. Many parents of children in years R-2 see the teachers of their children daily. For a section of our community, experience has demonstrated the importance of oral communication between school and families. Many teachers utilise the communication aspects of Class DOJO and this has been well received.

The Skoolbag app has provided an effective means of communication with push notifications being sent to smart phones. Recently the school Facebook page has had positive feedback and provides an informative source of information to parents around local community events, Positive Education supports and general good news stories.

- **School financial position**

The school operates on a consolidated account, which is managed by a Finance committee, which includes a Principal, SSO3 and the school council treasurer. We use EDSAS finance. Fundraising is undertaken by the School Council and includes annual events; however financial resources within our community are limited. The budget is prepared with wide consultation. Budget areas are itemised and different staff manage budget areas. The Finance committee oversees spending.

Local Community

- **General characteristics**

The school is located in the City of Salisbury. A recent affordable housing development has been established along the Diment Rd median strip. Several large developments are being planned for local market garden areas that are closing. A new development along the edge of the school is being planned by Council as a part of the commitment to low cost housing options.

- **Parent and community involvement**

There is high involvement in Early Morning Literacy Routine, good support for special projects, excellent turnout for special events and varied responses to general written information.

Parents and community members are involved as volunteers in supporting the school in classrooms, helping the canteen, Kitchen garden and Resource Centre. All volunteers are inducted with a National Criminal History Screening. Many of the volunteers use their experience as a springboard to employment in Children's Services.

- **Feeder schools:**

The majority of all students enter Reception from the schools on site Pre School. Exiting Lake Windemere School year 7 students largely go to Paralowie R-12 and Salisbury High. A small number of students choose, Salisbury East High, Thomas Moore College and Trinity College.

- **Commercial/industrial and shopping facilities:**

Two sets of local shops are within walking distance. The Parabanks and Hollywood Plaza shops are the closest large, retail complexes. Close Industrial Parks provide a range of employment options.

- **Other local facilities:**

The school backs onto Lake Windemere, a recently refurbished lake with well-kept grass surrounds. An established local wetland, Kaurna Park, is within walking distance. The Edinburgh RAAF base is close to the school.

- **Local Government body:**

City of Salisbury, 12 James Street, Salisbury 5108. Ph: 8406 8222. Officers of The City of Salisbury have a good reputation for supporting school activities and programs