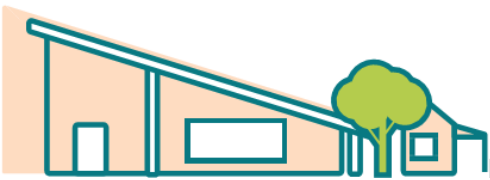




# LAKE WINDEMERE

B-6 SCHOOL

*The nature of learning.*



2025 annual report to the Community

## Lake Windemere B-6 School and Lake Windemere B-6 Children's Centre

Lake Windemere B-6 School number: 1908

Lake Windemere B-6 Children's Centre number: 1404

Partnership: Orion



School principal:

*Michelle Lennox-Paulovich*

Signature

Date of endorsement:

19/03/2026



Government  
of South Australia  
Department for Education

# Context Statement

Lake Windemere B-6 School caters for students from R-6. At the time of this report, the enrolment in 2025 is 426. Lake Windemere B-6 School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 16% Aboriginal students, 23% students with disabilities, 16% students with English as an additional language or dialect (EALD) funded background, 4% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Lake Windemere B-6 Children's Centre is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

## Governing Council Report

On behalf of the Governing Council, I would like to begin this report by acknowledging some of the unique challenges we have faced this year, as well as the many achievements across our vibrant community.

The Governing Council continues to face the challenge of remaining a viable decision-making body due to ongoing difficulties in attracting and retaining members. The school has worked diligently to encourage participation through face-to-face engagement and strategic use of social media. We remain optimistic that continued focus will help increase active membership, ensuring the school community's voice remains central in shaping our site's direction.

Despite these challenges, 2025 has seen outstanding progress. Lake Windemere B-6 School was recognised as an Excellent Representation site at the Public Education Awards 2025. Our Leadership Team received a nomination in acknowledgment of their inclusive practices, particularly with the establishment of our Allied Health Hub, which supports University Speech Therapist and Occupational Therapist student placements. Lake Windemere has been a key driver in this innovative partnership, now influencing practice in other schools.

Our Aboriginal Education Team was acknowledged as a finalist in the Reconciliation Initiative awards, recognising the incredible work around our Indigenous Garden and strong community ties. Special mention must be made of Tarsha Howard, awarded Leader of the Year and exemplifying exceptional leadership that has helped see our Children's Centre selected as an initial site for the Integrated Hubs to be rolled out state-wide.

Within the Children's Centre itself, the team has worked hard to ensure all regulatory requirements are met. This commitment is evident in their reflective improvement plans following their recent review. In 2026, their focus will shift towards "Making Thinking Visible", a journey which will encompass the development of executive functioning skills in our youngest learners. It is an exciting and busy time for the Children's Centre as they continue to work in partnership with the Office for Early Childhood Development in the lead-up to becoming an Integrated Hub in 2027.

Another major achievement this year was the fast-tracking and successful establishment of our OSHC facility. Camp Australia have become a valued part of our school community, and the feedback from families has been overwhelmingly positive. I want to acknowledge the determined efforts of our Principal, Business Manager, and the Council member who were integral to ensuring the service commenced promptly and effectively.

Our canteen demonstrated stronger financial performance again in 2025, maintaining the positive turnaround established in 2024. I must take a light-hearted moment to say, "I told you so! Ner ner ni ner ner!" The rebound can be attributed directly to the introduction of electronic payments, which, as you may recall, was a passionate suggestion of mine in earlier years! Our Canteen Manager, Mel Squire, deserves recognition for her commitment and reliability, not missing a single day throughout the year. However, volunteer recruitment remains a challenge and we will continue to promote these vital roles across all platforms. Several upgrades to equipment during the year were approved and installation of new pie warmer and other needs completed.

The expansion of the Stephanie Alexander Kitchen Garden Program (SAKGP) to include our wider community, particularly through the Mabel & Friends Playgroup thanks to Ms Jen and Rachel our Community Development Coordinator, has been a

resounding success. Our investment in offering SAKGP to younger students within the school has also yielded positive results.

School and community feedback this year highlighted the emerging need to further develop resilience in our students. As such, The Resilience Project will be a key focus in 2026. The school is to be commended for analysing feedback thoughtfully to remain responsive and for their ongoing commitment to evidence-based, explicit teaching in both literacy and numeracy.

Staffing, as with previous years, has presented challenges due to staff leave and family additions. We thank all staff and leaders for their flexibility and support throughout.

Celebratory events like the End of Year Concert remain highlights in the school year, showcasing the talents and spirit of our students and staff. Adjustments to the Year 6 Graduation ensured a successful event and we congratulate the graduating students on reaching this important milestone.

The introduction of a jacket to the school uniform was welcomed and we thank Camp Australia for their sponsorship and support with personalised seniors' jackets.

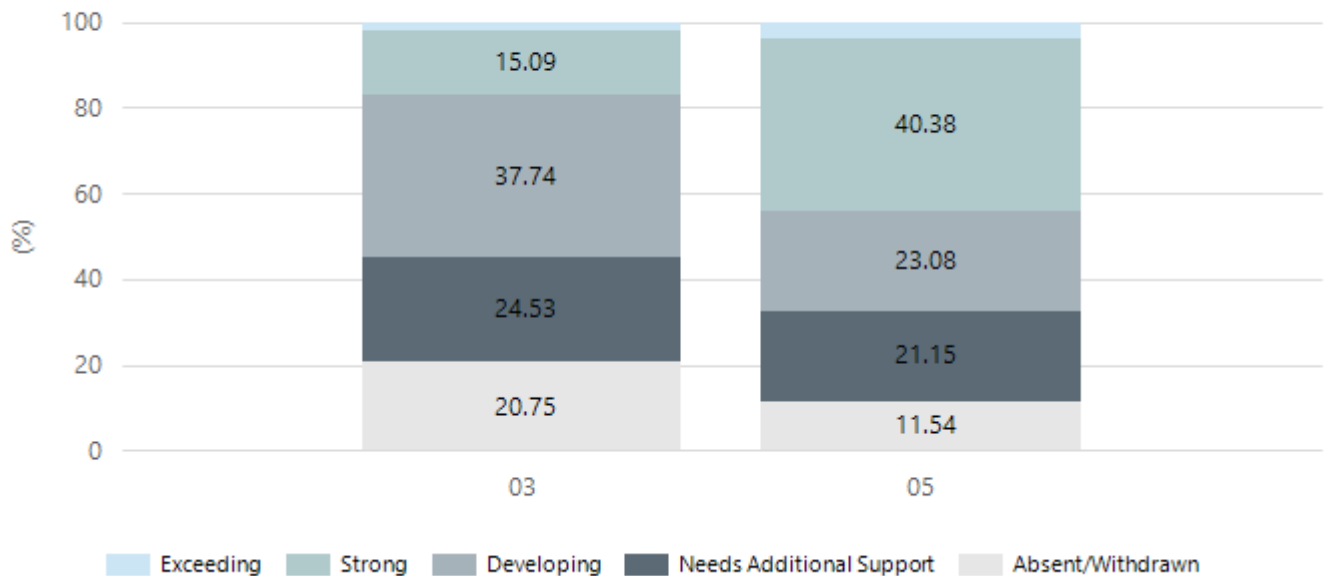
In closing, I wish to thank the entire Lake Windemere B-6 School community—staff, volunteers, families, and students—for their dedication, resilience, and commitment to building an inclusive and high-achieving environment. The Governing Council is confident that, with ongoing collaboration, 2026 will bring even greater achievement and connection.

## Performance Summary

### NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

#### Numeracy

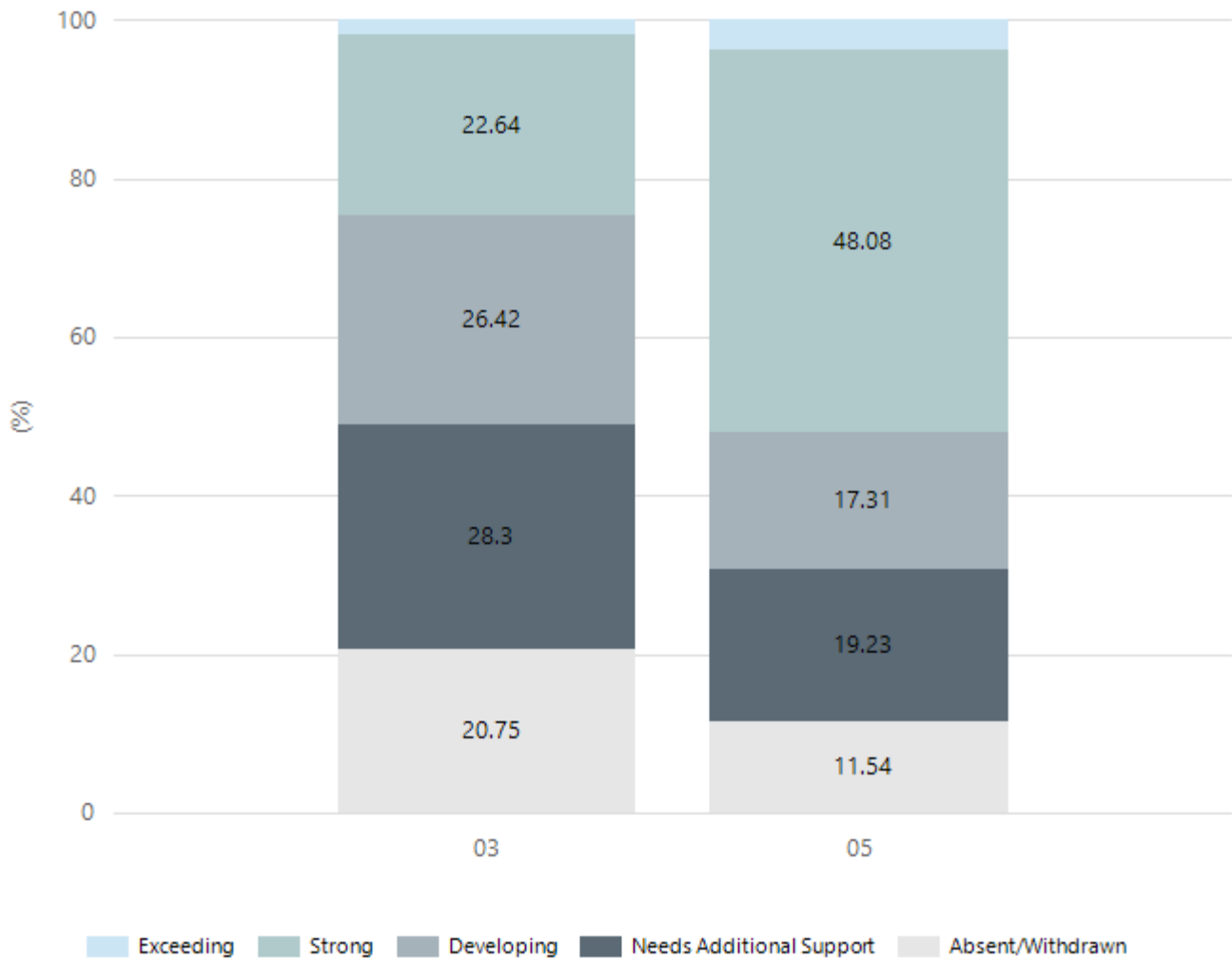


Year Level	03	05
Exceeding	1	2
Strong	8	21
Developing	20	12
Needs Additional Support	13	11

Absent/Withdrawn	11	6
Total	53	52

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

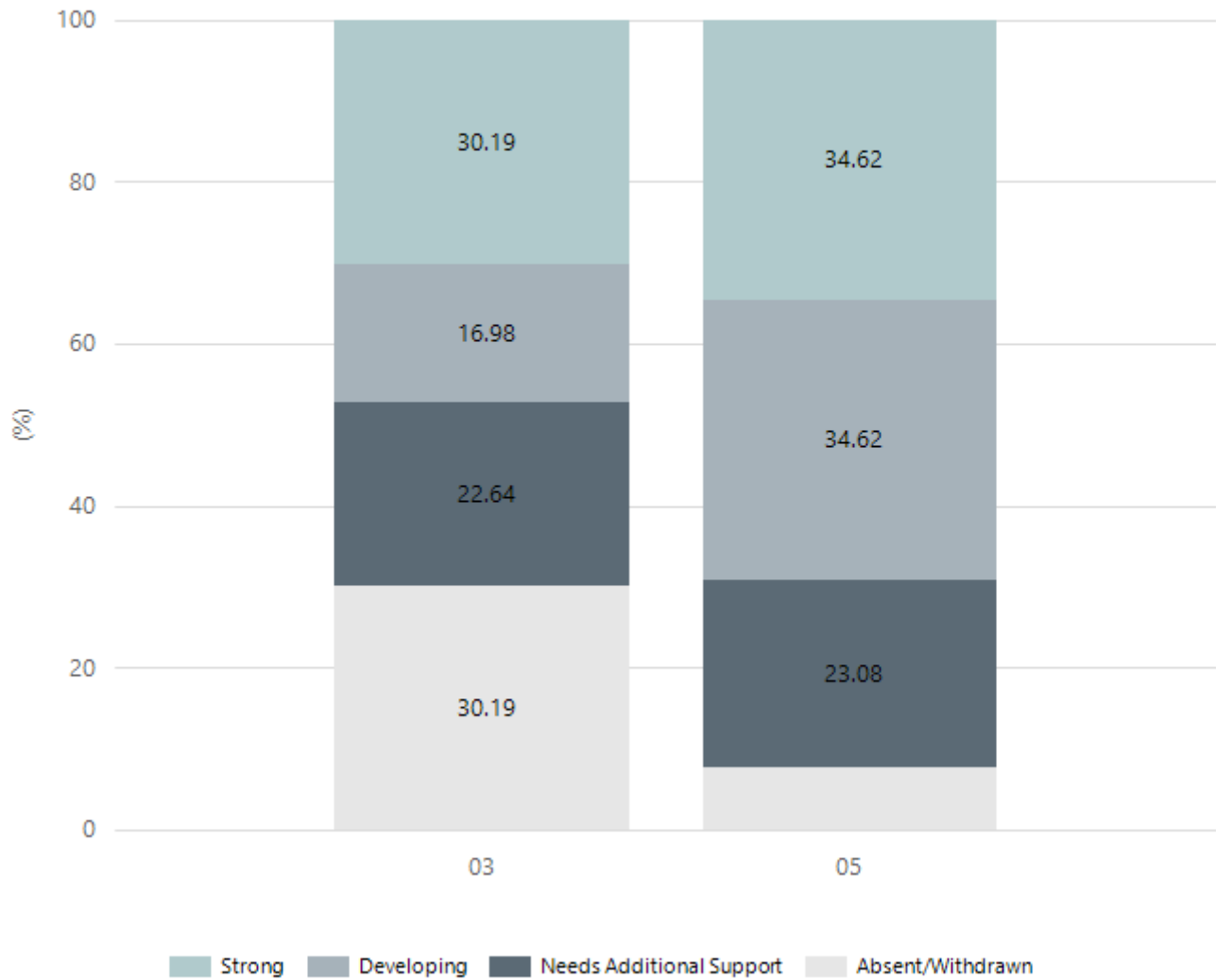
## Reading



Year Level	03	05
Exceeding	1	2
Strong	12	25
Developing	14	9
Needs Additional Support	15	10
Absent/Withdrawn	11	6
Total	53	52

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

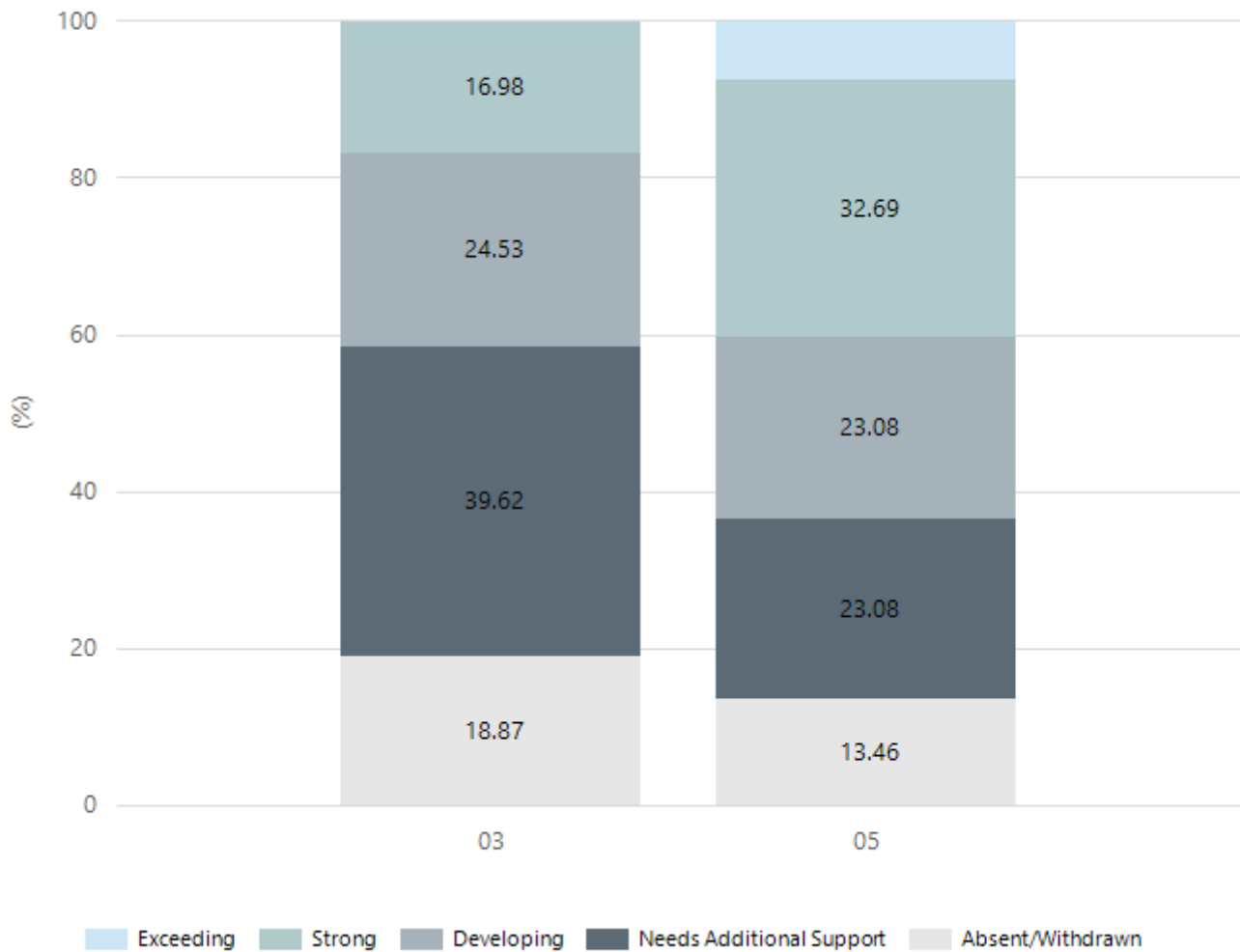
## Writing



Year Level	03	05
Strong	16	18
Developing	9	18
Needs Additional Support	12	12
Absent/Withdrawn	16	4
Total	53	52

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

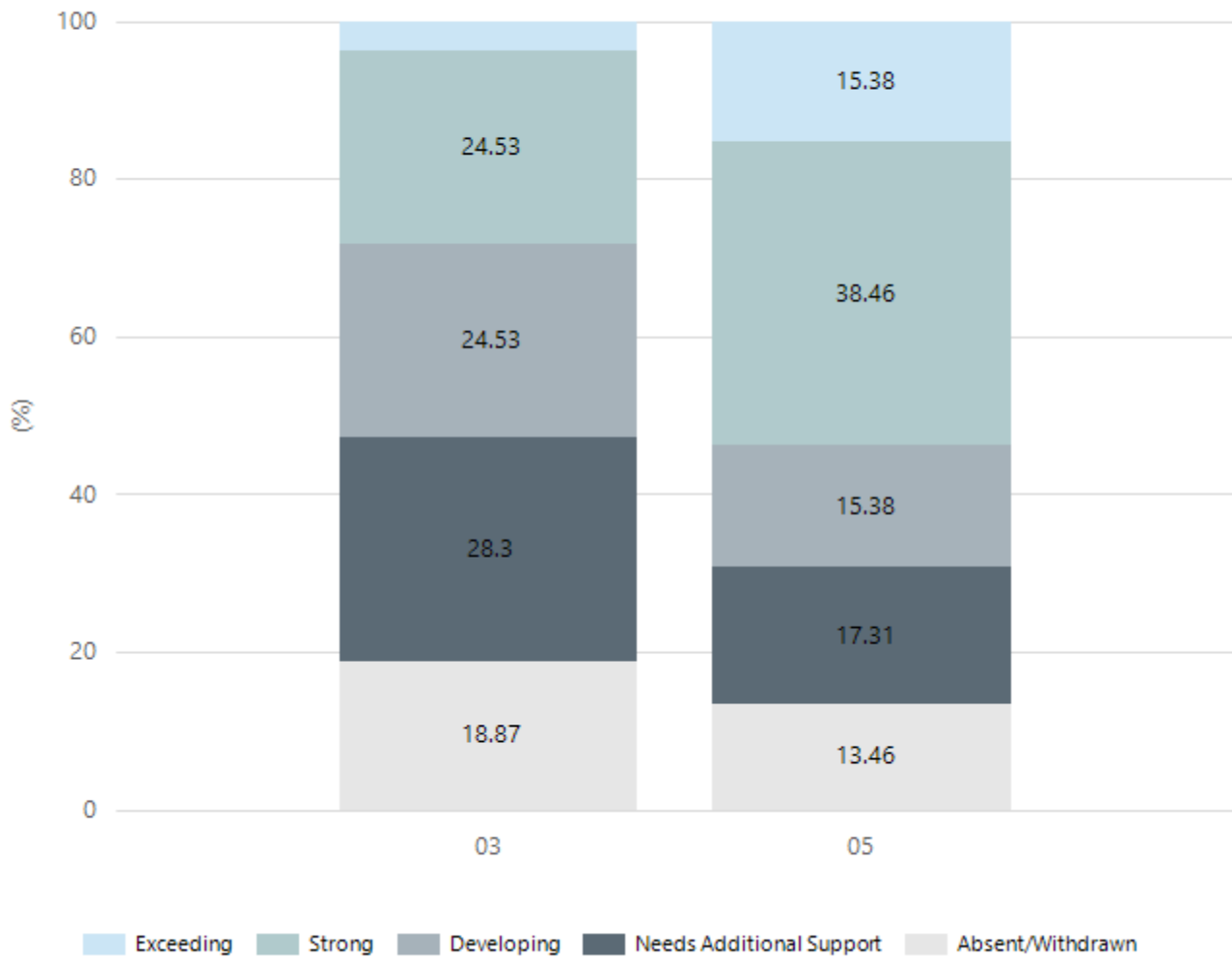
## Grammar



Year Level	03	05
Exceeding		4
Strong	9	17
Developing	13	12
Needs Additional Support	21	12
Absent/Withdrawn	10	7
Total	53	52

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Spelling

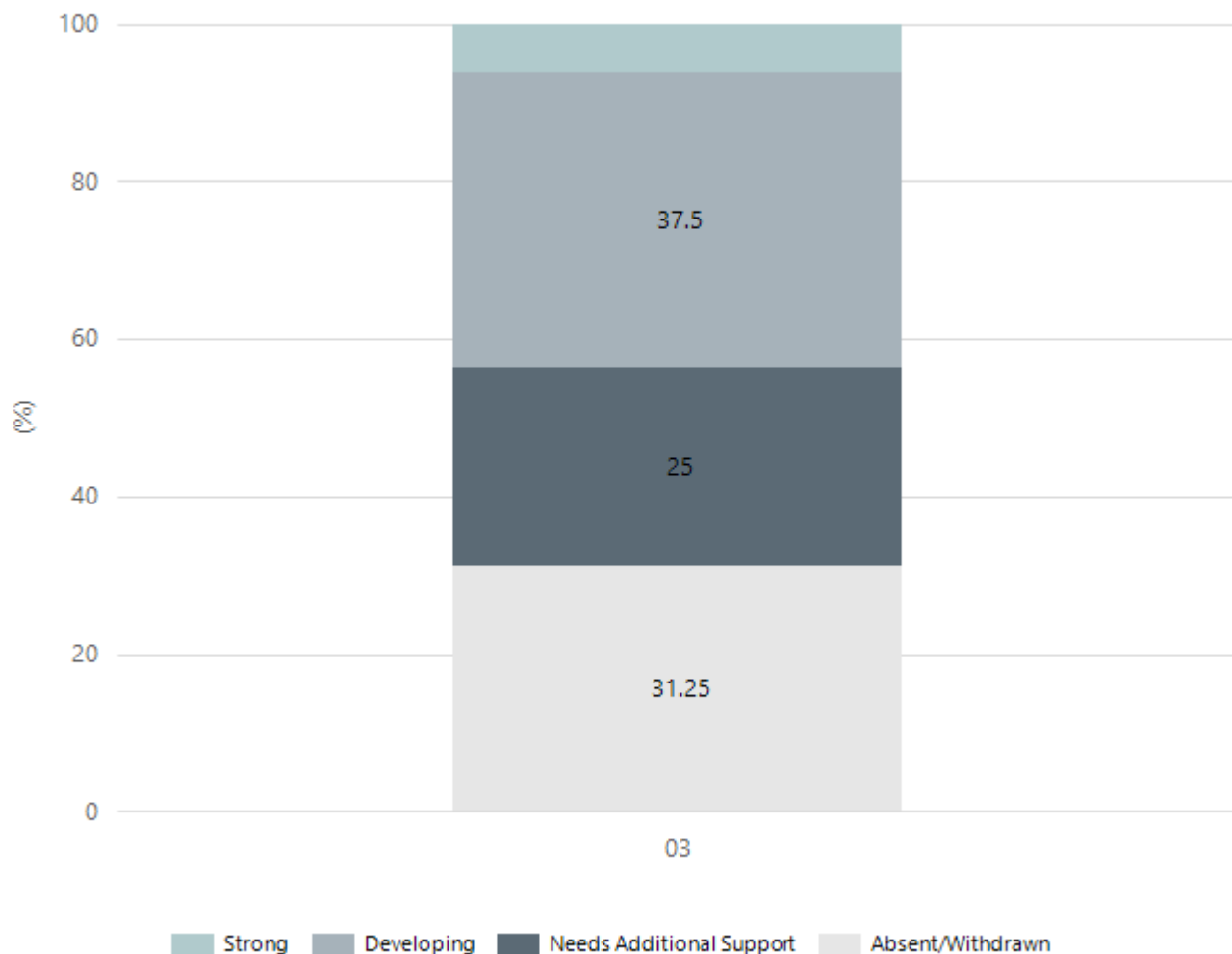


Year Level	03	05
Exceeding	2	8
Strong	13	20
Developing	13	8
Needs Additional Support	15	9
Absent/Withdrawn	10	7
Total	53	52

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

# NAPLAN Proficiency - Aboriginal Learners

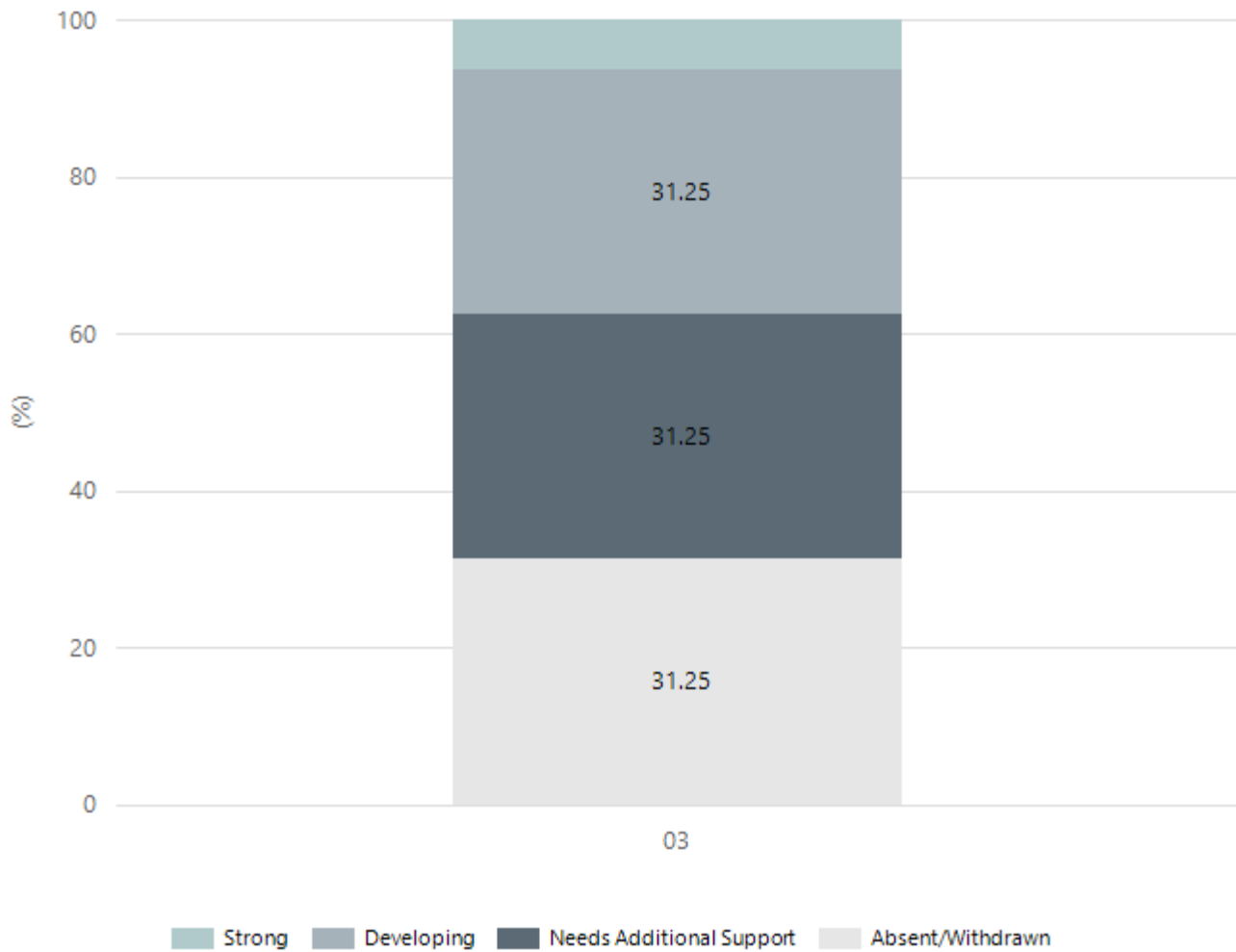
## Numeracy



Year Level	03
Strong	1
Developing	6
Needs Additional Support	4
Absent/Withdrawn	5
Total	16

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

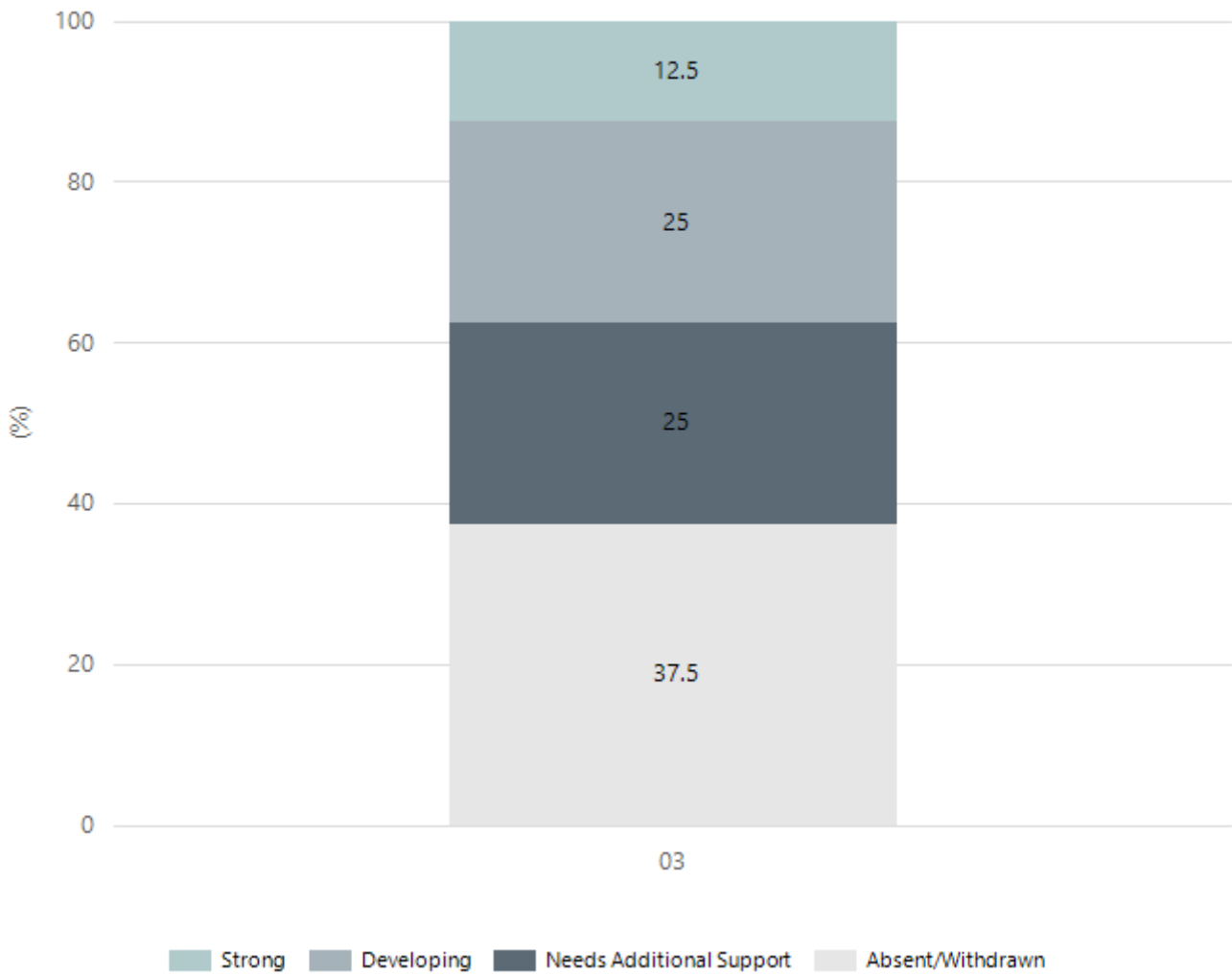
## Reading



Year Level	03
Strong	1
Developing	5
Needs Additional Support	5
Absent/Withdrawn	5
Total	16

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

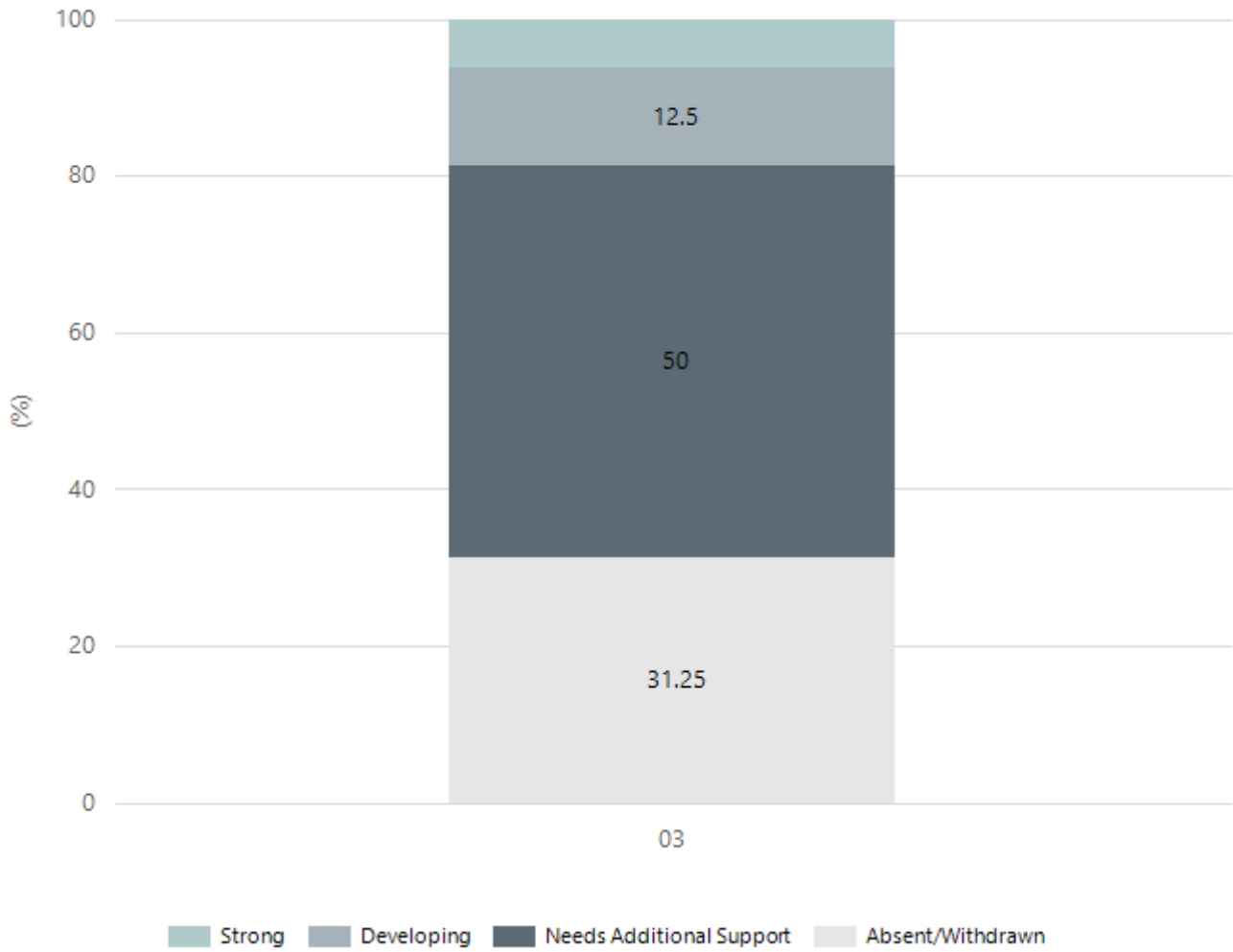
## Writing



Year Level	03
Strong	2
Developing	4
Needs Additional Support	4
Absent/Withdrawn	6
Total	16

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

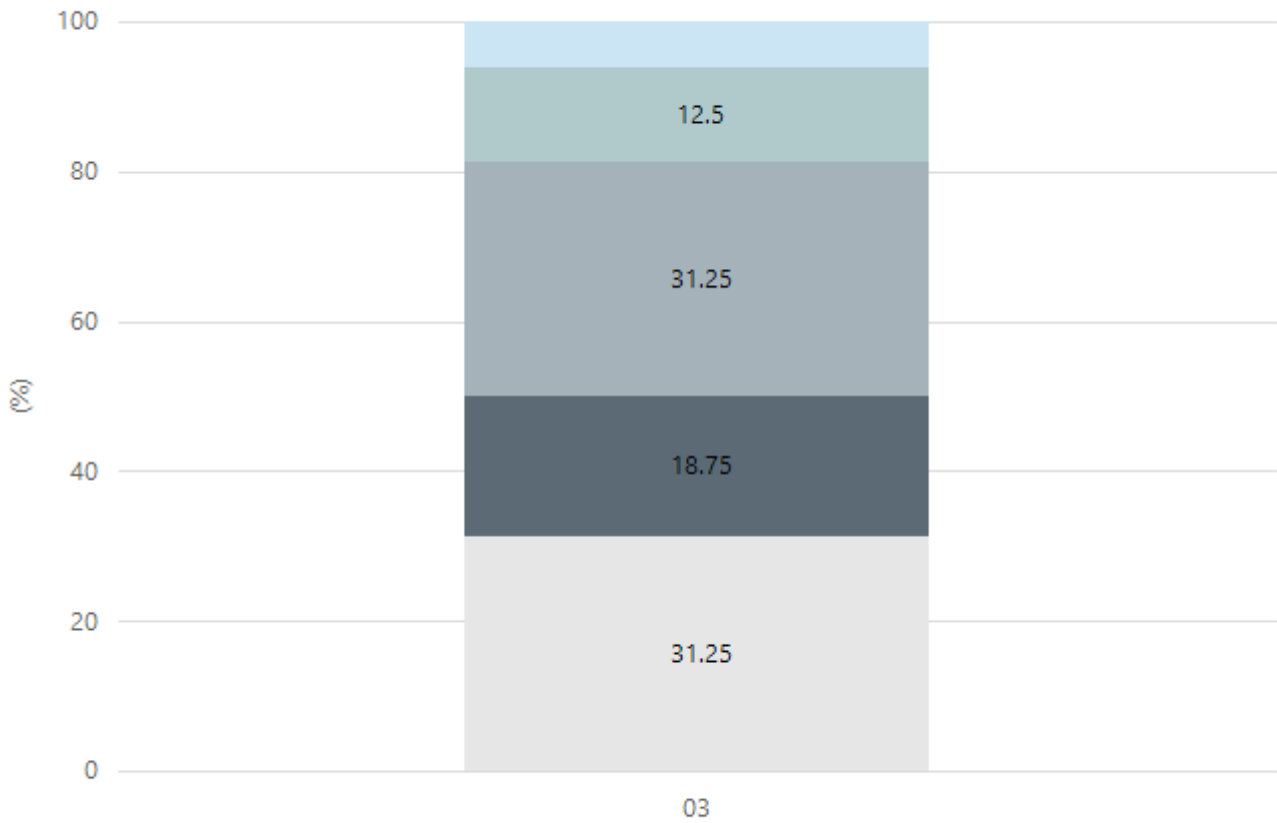
## Grammar



Year Level	03
Strong	1
Developing	2
Needs Additional Support	8
Absent/Withdrawn	5
Total	16

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

## Spelling



■ Exceeding 
 ■ Strong 
 ■ Developing 
 ■ Needs Additional Support 
 ■ Absent/Withdrawn

Year Level	03
Exceeding	1
Strong	2
Developing	5
Needs Additional Support	3
Absent/Withdrawn	5
Total	16

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

## Preschool Attendance

	Term 1	Term 3
2022 centre	78.3%	80.8%
2023 centre	84.5%	78.6%
2024 centre	80.4%	74.5%
2025 centre	75.9%	66.6%

Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

## School Attendance

Year Level	2023	2024	2025
Reception	89.8%	88.5%	89.0%
Year 01	84.9%	87.0%	89.3%
Year 02	89.2%	85.1%	90.5%
Year 03	87.8%	89.0%	87.6%
Year 04	84.8%	85.9%	89.7%
Year 05	85.8%	85.5%	84.3%
Year 06	86.2%	82.7%	86.3%
Year 07		33.3%	
Primary Other	84.4%	82.2%	83.0%
Total	86.9%	86.0%	87.9%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

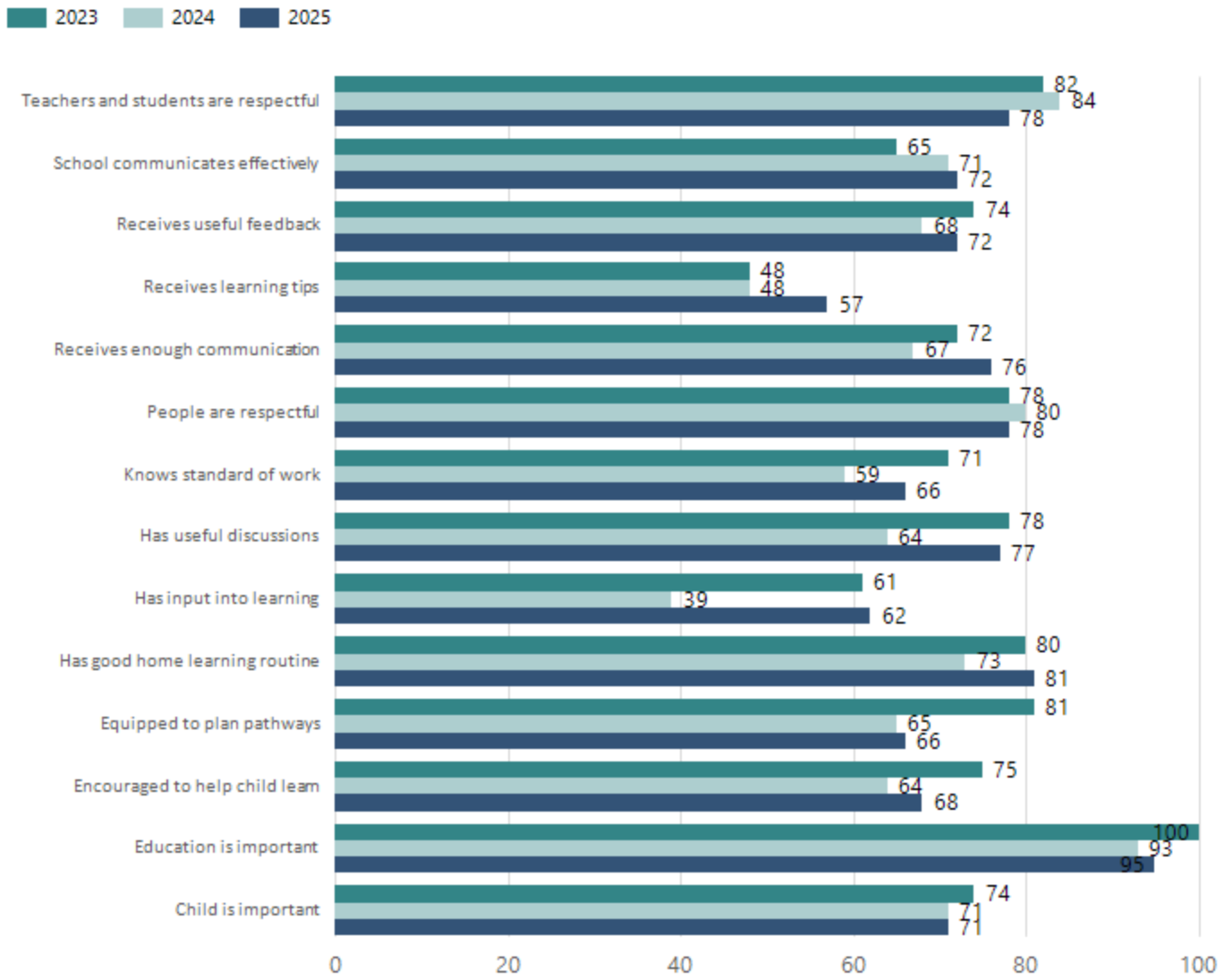
## Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

## Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
1908 - Lake Windemere B-6 School	77.4%	69.1%	73.3%
9999 - Unknown	9.5%	14.8%	16.3%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2025.

## Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	13	68.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.0%
OV - LEFT SA FOR OVERSEAS	1	5.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	16.0%
U - UNKNOWN	1	5.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

## Highest Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	28
Postgraduate Qualifications	19

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

### Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	41.7	2.3	25.9
Persons	0.0	47.0	3.0	34.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$8,621,948.89
Grants: Commonwealth	\$0
Parent Contributions	\$162,830.29
Fund Raising	\$18,615.04
Other	\$157,822.58

Data Source: School supplied data.