“The cornerstone of our experience, based on practice, theory, and research, is the image of the child as rich, strong, and powerful. The emphasis is placed on seeing the children as unique subjects with rights rather than simply needs. They have potential, plasticity, the desire to grow, curiosity, the ability to be amazed, and the desire to relate to other people and to communicate.” Carla Rinaldi

School name: Lake Windemere B-7 School
School Number: 1908
Principal: Ms. Angela Falkenberg
Region: Northern Adelaide

Context
Lake Windemere B-7 School opened in 2011 and is situated in the northern suburbs of Adelaide. It has an enrolment of 522 in the school and 76 in the preschool. 8% of students identify as Aboriginal, 12% are identified as having a disability, 14% have English as a second language and 38% are school card.

Highlights
With joy and a sense of accomplishment we celebrated the completion of the Children’s Centre (CC) and the classroom and front office refurbishment. There certainly is much to celebrate as we now have a range of beautiful, contemporary ‘fit for purpose’ learning spaces, that making working and learning here a pleasure and demonstrates the respect and care we have for our wonderful children and young people.
- The official opening by Minister Jennifer Rankine in November was well attended by the community and showcased both community spirit and the creative and enterprising minds of our middle years students.
- There was also much to celebrate with regards to student reading achievement, with achievement of the site targets at year 2 and 3. We are noticing that over time student growth in the early years is enabling the student achievement gap to narrow.
- The Learning Together program continued to be well attended and many of the original child participants are making a positive transition to preschool and school.
- Occasional Care started in term 4 and was well utilised; the program is a DECD Occasional Care Demonstration site project. The preschool was at capacity and had a waiting list.
- School assemblies were well attended and a range of students took the opportunity to showcase their accomplishments.
- Positive Psychology continued to build on strengths and was powerful in supporting students to understand their strengths, to use these to manage the challenges of new learning, to engage in positive self-talk and to treat others with kindness: National Others Week (NOW) provided a physical manifestation of this work and the posters that children made for our community and the wider area received much positive feedback.
- Senior students trained as Play At Lunch (PAL) Time leaders and led a range of activities.
- Staff operated a before school Early Bird Reading program to support all children to read more each day.
- An Intensive Speech and Language Program commenced in the Children’s Centre as one of eight such programs in Adelaide, providing a high level of support to children with severe specific speech and/or language impairments.
A range of Parenting Workshops were held in the CC. These include:
- The Incredible Years with an average of 11 parents attending each session. The program’s aim was to improve school readiness and to enhance social and emotional competencies in children aged 2-10 years.
- Circle of Security: an early intervention program for parents and children that focused on the relationships which give children emotional support; seven parents attended the Circle of Security parenting group conducted once a week in term 3.

The Community Development Coordinator (CDC) facilitated Coffee Groups, Walking Groups, weekly Yoga groups during term time and the Windemere Community Market group.

Partnerships
We are grateful for the generous and caring support of people in our community that contribute in positive and meaningful ways to our school. These include the members of governing council, the small but highly effective Parent Fundraising Committee, canteen, library and volunteers along with parents who every day add value to our school.
Our school's work was documented as a **School as Community Hub** in recognition of collaborative work with agencies and community services to support the needs of children, young people and families.

- We are a member of a confederation of schools working collaboratively with a range of agencies and services to improve the achievement of aboriginal students. This work will continue in 2014.
- Members of the RAAF Engineering Division gave their time and muscle to remove the play equipment in the JP Special class play area, and sold it for cash for the class!
- The North on Target program operated by SAPOL was well received by our primary student participants.
- Dance and martial arts were able to be offered as after school activities due to a grant from the Australian Sports Commission; demand for places was high.
- OPAL (Obesity Prevention and Active Lifestyle) was a great support and resource across the school and it was pleasing that two of our students were prize winners in the *Breakfast Bowl* competition.
- Final year physiotherapy students worked with us in researching the types of outdoor play our students engage in, their level of gross motor skill accomplishment and strategies to support skill improvement.
- Salisbury Lutheran Church supported teachers and with Community Mentors.
- Centacare supported the introduction of Counselling services once a week.
- Salisbury Library supported understanding of the programs offered and service delivery options possible for the CC.
- City of Salisbury Community Planning and Vitality Unit along with University of South Australia, for Active Kidz Pilot Program.
- My Time - enabled two family groups each week offering parental support and respite and child créche for families of children with special rights.

The move into the new CC has seen our community flourish, with further opportunities for community programs and connections. These have consisted of parenting groups as outlined above plus the creation of a parent garden, competitions, BBQ's, Yoga and fitness, Dad's Play Playgroup, the Windemere Community Market.

Children's active networking with their local community has been possible through opportunities including Special Person's Day, Let's Read Party with Learning Together Playgroup and visits from the Metropolitan Fire Service, St John Ambulance, Dental Service and our friendly Groundsman John.

### Student Activities

- We implemented the Play at Lunchtime (PAL) Leaders program and a number of students were trained. They organised a range of games tubs and these were utilised by children at play times. Other activities include lunchtime dance, skipping and sand play.
- Music is Fun band attended in August and a range of other incursions and excursions occurred.
- Bat Boxes: Phil Johnson has led the building of bat boxes by year 1 & 2 students- these will be used within the local area and shared more widely via the National Resource Management (NRM) Board Newsletter. Phil has supported young learners to be confident in this project work.
- Students in Miss Quagliarella's class were proud supporters of Movember and raised $548.00. Mrs. Millers class led a range of activities to raise funds for SIDS and Kids SA and then the class participated in a parade down King William Street with the Governor of SA.

### Grounds and Facilities

In addition to the building program we completed a range of other improvements, these include:

- Upgrading all cabling to ensure Wifi access across the school.
- Painting of the exterior of Room 1 & the shed, the interior of room 1, and some fencing around the school.
- Children named buildings once the refurbishment was completed – so Grevillea and Lotus joined the family.
- Students / Classes took the challenge to recycle, up cycle and reuse items and created a garden out of recycled materials located near the eating zone and we installed a new drinking fountain near the library.
- We replaced our traditional siren with a new music. Feedback from families has been positive and students love being able to dance their way back to class!
- A grant from Salisbury Council provided us with a great range of indigenous plants and rooms 22 & 28 students did a great job with the planting and tree guards. We installed a watering system to enable the plants to thrive.

### Countering Bullying and Harassment

The PALS program engaged students in active play thus minimising bullying opportunities. The Lotus store, operated by Lotus students opened for borrowing of equipment so students had the chance to be actively engaged in the yard at break times.

Students who chose inappropriate behaviour in the yard were sent by duty teachers to room 1 where they were supported to talk through/solve problems. Class meetings were an opportunity to hold discussions about bullying and grievance procedures. All bullying issues that were reported to leadership were dealt with in a timely manner. Children were regularly reminded of how to use the grievance procedures and parents contacted/informed as appropriate.
2013 was a year of several milestones for Lake Windermere B-7 School and the Interim School Council/Governing Council

The 2013 Interim School Council focussed on developing a set of values and a vision for the way ahead. The following was adopted as the Interim School Council vision “The Lake Windermere Birth to 7 Interim School Council is a unified, positive, collaborative group. Our vision is to grow towards becoming a Governing Council by demonstration that we are a united voice with common goals. We will be an ethical, transparent, passionate, friendly and approachable organisation that keeps the best interests of the school, students and school community at heart”

The Interim School Council undertook training and sought advice from DECD to ensure the change process was as seamless as possible. We also undertook to review the terms of reference for the various sub-committees that are under the control of the school council. This process was completed in September when the Interim School Council was dissolved and the new Governing Council for Lake Windermere B-7 School was formed. This was the end result of the dedicated efforts of the Interim School Council since the beginning of the process of creating a new school

The Governing Council is a legally incorporated body with decision-making powers bestowed to them under the Education Act. The purpose of a Governing Council is to ensure the local community, including school leadership and staff, parents and members of the wider community are involved in determining the needs of the school and the strategic future of the school. The Governing Council has actively sought ways to involve more members of the school community in volunteering and social activities within the school.

The fundraising committee in particular needs to be recognized for their amazing efforts throughout the year. There were a number of fundraising activities undertaken including a cookie dough sale, discos and a quiz night. The committee raised $5629 toward extra resources for our students

On the 15th of November the school officially celebrated the opening of the Children’s Centre and all of the school refurbishments. This event was attended by Government officials, officials from DECD, local politicians and many members of the school community. The following is an excerpt from my speech as Governing Council Chairperson “The new learning spaces are exceptional and the school has involved the students in the process, in order to create a sense of ownership and pride, as well as helping them become more engaged in their learning. The students had input into how the learning areas are put together, as well as choosing the names of all of the buildings. In keeping with the school’s motto “the nature of learning”, all of these names were of plants native to the local area. This commitment to the environment is further enhanced by the beautiful outdoor learning spaces, including the gardens and play areas The school has undertaken to engage with the wider community through the successful establishment of the Windermere Community Markets, led by a group of parents and community members. There are also a number of exciting parent and community programs offered through the brand new Children’s Centre (another amazing new learning space) such as Yoga, Dad’s Playgroup and collaborative programs with Child and Youth Health.”

In conclusion I would like to thank the school staff and leadership, governing council members and former interim school council members, along with the wider school community for making 2013 a great year.

Caryn Turner, Governing Council Chairperson

Our Site Improvement Focus in 2013 were

Priority 1. Curriculum and Pedagogies for Engagement

Our commonly agreed school values and beliefs about learning revitalise curriculum and pedagogy across the school through all staff working collaboratively to:

- develop units of work/tasks differentiated to meet the range of student needs/skills
- implement individual learning plans in classes through differentiated tasks and assessment approaches and wave 2 and 3 intervention
- moderate differentiated units/tasks to monitor standards, achieve consistency of judgment and share strategies to effectively support all learners.
- Utilise the pedagogy and strategies of TfEL to utilise student voice in the construction of engaging curriculum
- Effectively implement the Australian Curriculum
- Utilise the pedagogy of Positive Psychology to increase students PERMA and therefore wellbeing
- Utilise the learning from the Reimagining Early Childhood Project, structured professional learning on Reggio Emilia principles to build a Reggio inspired environment.

Engagement and Positive Psychology. This was a daily focus through the use of read alouds relating to Positive emotion, Engagement, Relationships, Meaning & Accomplishment (PERMA), flourishing, character strengths, mindfulness, growth mindsets etc. Positive Education teacher Jillian Hegarty worked with primary classes on a range of lessons to building resilience and PERMA, and one class invited parents to also participate – this received positive feedback. Some points to note: being comfortable with expressing gratitude underpins successful relationships! Students presented an overview about PP to staff visiting from other sites to great feedback. It was very ‘bucket filling’ to see our students presenting confidently and knowledgeably. Gratitude was introduced “a psychological immune system that bulletproofs you in times of crisis,” (Robert Emmons, Ph.D) “Once you have the skill of coping gratefully, you can find a new, redemptive frame of reference.”
A gratitude blackboard is in the ‘values’ courtyard and is used by children to write statements of gratitude.

**Curriculum and Pedagogy:**
Staff engaged in a range of quality professional development related to the SIP as we know from research that teacher quality makes the biggest difference to student learning. (J. Hattie) One focus of pupil free days was planning quality units of work using the outcomes of the Australian Curriculum and local resources. The planning cycle we are using as a school has the key questions of:
1. What do we want students to learn?
2. How will we know if they have got it?
3. What will we do to get them there?

Teachers working in teams and engaged in professional dialogue around teaching and learning enabled a continuous cycle of reflection and improvement. Evidence of the impact of changes was in improved student achievement and expressed confidence by teachers.

Staff effectively implemented the Australian Curriculum, however differentiation for all students along with the use of the Teaching for Effective Learning (TfEL) will continue to be an important strategy in 2014.

**Priority 2. Literacy Agreements**
*Our whole school approach delivers improved skill development and achievement in literacy through all staff working collaboratively to:*
- Develop the scope and sequence of English and literacy skills and explicitly teach and model these skills in units of work
- Enact the agreements
- Continually reflect on contemporary theory and embed into practice

Our literacy agreements were regularly monitored through professional learning communities and staff meetings. New agreements were developed this year for guided reading and the program: *The First 20 days of Reading.*

**Priority 3 Reading**
*Our whole school approach delivers improved skill development and achievement in reading through all staff working collaboratively to:*
- implement agreed policy and practices in regard to the explicit teaching of reading skills P-7
- effectively analyse collected data (RR, PAT-R, OLA etc. as per agreements) to inform teaching and to differentiate instruction
- increased engagement of parents in the reading partnership (data set from attendance at information sessions)

A quality literacy block is in evidence in all classrooms and there is more clarity around Code RED. Data was collected twice per term as per the agreement and teachers expressed more confidence in analysing the data and planning for improvement.

A focus in 2014 will be on the effective use of formative assessment, all classes utilising an effective guided reading program, Positive Education and student engagement utilising the pedagogies of Reggio and Teaching for Effective Learning Framework.

**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 Assessment of Oral Language (OLA), TROLL, 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), PAT-M (maths assessment), the assigning of student outcomes using the EALD Writing Rubric, the SA Curriculum & Accountability Framework 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 and face to face conversations when parents visit the classroom.

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

**NAPLAN**

**Literacy**
In relation to the reading aspect of literacy we set and achieved the following targets: *(achievement is indicated in the brackets)*
- Yr 3: Proficiency Band 4+ 35% *(achieved 51.1 %)*
- Yr 5: Proficiency Band 6+ 40% *(achieved 34.4%)*
- Yr 7: Proficiency Band 7+ 25% *(achieved 24.6%)*

In the tables below we can see the % of students in the upper three reading bands in each of the past 3 years for years 3, 5 and 7.

At year 3 more students are in the higher bands than like schools i.e. Index of Disadvantage (IOD) 2. We have 14% fewer in the upper bands than national and 9% fewer than state. The trend over time is positive, although as trends are usually 8 years of data, we continue to monitor for improvement over time.

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**Year 3 Reading Top 3 Bands**

![Year 3 Reading Top 3 Bands](image)
At year 5 we have fewer students in the upper bands than 2012. We also have less students this year than IOD, State and National. We were separated by only 7% in 2012 and now 20% in 2013.

In year 7 we have more in the upper bands than in the previous 2 years but have less than IOD, state (DECD) and national.

Some other information we have gained from an analysis of the data is that boys are scoring better in reading and numeracy than girls – particularly in the upper primary years. Girls do better than boys in writing.

The graph below shows the spread of student achievement at year 5 in relation to all test aspects of NAPLAN.

Our Challenge:
While we are seeing progress in the early years, engaging students more successfully in the primary years must be a focus. Strategies will include providing a diverse range of texts, including non-fiction and use of the 20 Days of Reading program. The latter supports students to choose books appropriate to their level. In 2014 all year 6 and 7 students will have access to the Accelerated Reader program, which enables ongoing online comprehension and fluency assessments so that teachers can effectively target teaching.

The graphs below show student growth between two tests in reading and numeracy. Below is the growth year 5s made since completing the year 3 test 2 years previously. Our aim is to move students from the left to the right of the graph, so increasing growth over time and ensuring our students are achieving age appropriate standards.

Numeracy
- At year 3, 74.5% of students achieved at or above national minimum standards, however 14.9% (or 7 students) did not. Close to half of all students sitting the test achieved in the low to mid range of bands 3 or 4, (evenly spread between these bands) with 10.6% achieving band 5 level and no students achieved in the highest bands. There was minimal difference with overall performance between males/females; however the boys’ median scores were slightly higher. At Year 5, 78.1% of students achieved at or above national minimum standards. Over one third of all year 5 students (35.9%) sitting this test achieved at band 4, which is at national minimum standard. (this is a much higher representation of students at this level than is expected) Just over one quarter (26.6%) of year 3 students achieved within band 5 level, with 15% achieving within band 6 or above. No students achieved within the highest range of band 8 or above. The over representation of students within band 4 is concerning, as is the low number of students at the top two bands. (3.1%) On average, males outperformed females.

- At Year 7, 76.7% of students achieved at or above national minimum standards. Over one quarter of students achieved at band 5, which is at national minimum standard. (This is a higher representation of students at this level than is expected) 40% of year 7 students achieved within band 5 level, with 15% achieving within band 6 or above. No students achieved within the highest range of band 8 or above. The over representation of students within band 4 is concerning, as is the low number of students at the top two bands. (3.1%) On average, males outperformed females.

Our Challenge
We need to address the issue of the high % that did not achieve NMS and work to achieve a much greater representation of students in bands 5 or above at year
three. Staff has participated in a range of professional development relating to numeracy and maths and while we have identified successful strategies, these need to be consistently applied. A quality numeracy block in all classes is a goal for 2014.

In **grammar and punctuation**, effective use of pronouns was poor in all year levels as was the use of apostrophes (of possession & contraction).

In **reading**, children were less confident in managing the demands of information texts.

In **spelling**, while the growth that students made between tests was positive (on average 113.2 points for years 3-5 and 56 points growth for years 5-7) there were inconsistencies in children’s ability to identify errors and correctly spell words. Staff have been provided with the above information and will incorporate this into planning in 2014. In addition a range of targeted professional development has been undertaken.

**Other Achievement Data**

**Our LW Reading Targets for 2013 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 Regional standards are:

- Level 10 after four terms of reception (our goal was 40%)
- Level 20 by the end of year one (our goal was 45%)
- Level 26 and above by the end of year 2 (our goal was 50%)

Our achievement of these standards is as follows:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Yr 1: Level 20</th>
<th>Yr 2: Level 26+</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: Level 10</td>
<td>40% (achieved 26%)</td>
<td>50% (achieved 49%)</td>
</tr>
<tr>
<td>Yr 1: Level 10</td>
<td>45% (achieved 44%)</td>
<td></td>
</tr>
<tr>
<td>Yr 2: Level 26+</td>
<td>50% (achieved 49%)</td>
<td></td>
</tr>
</tbody>
</table>

**Oral Language Assessment (OLA) tool**

<table>
<thead>
<tr>
<th>Stage Term 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-emergent readers - indicates limited oral English</td>
</tr>
<tr>
<td>Early emergent readers– are developing a stronger command of the structures of oral English</td>
</tr>
<tr>
<td>Emergent readers</td>
</tr>
<tr>
<td>Beginning readers</td>
</tr>
</tbody>
</table>

The OLA is used B-7 to track children’s readiness for reading. The results in preschool are baseline data to measure progress through consecutive years of schooling. It is expected that children achieve the score of ‘Beginning Readers’ by age 6. In junior primary too many children do not achieve this which means they are less able to effectively express themselves and understand spoken sentences.

**Outcomes:**

- Of the 29 children in the Pre- Emergent stage 24% were accessing Preschool Support, 6.8% were Aboriginal, 27% accessed the Intensive Speech and Language Program and 20% were EALD
- Of the 10 children in the Early Emerging stage 30% were Aboriginal and 10% were accessing Preschool Support
- Of the 20 children in the Emerging Readers stage15% were Aboriginal, 10% were accessing Preschool Support and 15% were EALD

**Our Challenge:**

- Increase opportunities for explicit listening, recall and retelling skills.
- Increase access to explicit literacy, numeracy and scientific vocabulary and all genre texts through informal and large and small group experiences.
- Increase educator expertise to reduce teacher talk and build children’s opportunities for sustained oral language conversations through inquiry and explicit teaching.
- Continue documenting learning using Talking Tubs and Floor Books. Train all CC educators in this process.
- Record children’s questions, theories and dialogue through Reggio Principles inquiry
- Analyse Library borrowing rates by child/term 2014
- Create partnership with Salisbury Library in 2014.
- Create guided language groups in reception (3 times a week)

Behaviour and attendance data are considered to be social measures of engagement, we need to find strategies to support students to remain engaged all through the year and for a number of boys to have skills to self-regulate their responses to personally challenging situations.

**Intervention for Success**

Identified students with a disability, ATSI and EALD students are supported with a range of targeted intervention strategies with a particular focus on literacy skills. Reading Doctor (RD) has been used and many students have shown significant growth. Overall progress through the RD program indicates that 72% of students are 80% or more through the intervention and 27% are 40-50% of the way through. Of the students who are in the latter group their average RR level is 9. An example of the success of our targeted programs is Fred (not his real name). Fred started Reading Doctor at the beginning of 2013 on RR level 18. By June he no longer needed support and has finished the year on RR level 30+. He is now flourishing with significant improvement in the quality and quantity of his writing and spelling.

Other intensive individualized intervention has included: support from Autism SA, Speech Pathology support, Occupational Therapy Support, Vision Impairment Services, Physiotherapist visits, Behaviour support –IBS, Psychology Assessments, Community Mentoring Program. A focus for 2014 is to streamline the ILP /NEP/Learning Plan into a more workable/comprehensive document.

The CC learners participated in an Active Kidz pilot program in Term 4. The program delivered fundamental movement activities twice a week over a
five week period. The program was run in conjunction with the City of Salisbury Council and graduate early childhood teachers from University of South Australia. Educators have observed children’s abilities to perform fundamental movements have increased with regular explicit teaching.

Attendance
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:
- Parents are a key influence in children attending school regularly and in working in partnership with the school to manage issues of non-attendance
- Children who are happy at school want to attend regularly.
- Students who attend school regularly are more likely to be high achievers.
- Children who are engaged in their learning want to attend school.
- Students, who feel accepted, valued and respected value school.
- Staff that build positive relationships with parents assist in supporting children to get to school.

Preschool Attendance Data
Table 2: Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 LW</td>
<td>85.3</td>
<td>81.8</td>
<td>74.5</td>
<td>80.0</td>
</tr>
<tr>
<td>2012 LW</td>
<td>83.3</td>
<td>82.5</td>
<td>85.4</td>
<td>81.1</td>
</tr>
<tr>
<td>2013 LW</td>
<td>84.1</td>
<td>87.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The graph shows attendances recorded in a two week period each term. Source: Preschool Data Collection, Data Management and Information Systems

Preschool attendance demonstrated variance each term. There has been a significant increase in attendance rates between Terms 1 and 2. Term one saw a 4.6% negative difference between the site and region levels, whereas term two saw an improvement to a 0.3% difference between site and regional data. This could in part be attributed to a staff member manning the Reception desk at the beginning and end of each session therefore having opportunities to remind families as they passed through the foyer to sign in and out.

In Term 3, we received Attendance Improvement Funding for 2013/2014. Following analysis of EYS attendance data, a plan was developed to target general absences for all children. As a result enrolment procedures have been revised to ensure explicit communication regarding attendance/absence protocols are discussed with families and Carers. Educators are also actively working 1:1 with families to collect reasons for absences, discussing the need to contact the centre when an absence occurs and discussing the long term educational and social benefit of regular attendance.

Reception – Year 7 Attendance
Table 9: Year by Year Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>92.5</td>
<td>90.7</td>
<td>92.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.0</td>
<td>93.0</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.6</td>
<td>91.7</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.2</td>
<td>89.8</td>
<td>92.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.7</td>
<td>93.1</td>
<td>89.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.0</td>
<td>91.7</td>
<td>91.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.5</td>
<td>91.3</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.3</td>
<td>93.1</td>
<td>91.5</td>
</tr>
<tr>
<td>Primary Other</td>
<td>90.3</td>
<td>89.3</td>
<td>92.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>92.0</td>
<td>91.7</td>
<td>91.5</td>
</tr>
<tr>
<td>Total ACARA TO 10</td>
<td>92.0</td>
<td>92.0</td>
<td>91.3</td>
</tr>
</tbody>
</table>

What our data tells us:
- Attendance has increased in reception, Year 2, significantly in Year 3 and Year 5.
- Attendance has decreased in Year 1, significantly in Year 4, Year 6, and Year 7.
- The cohort of students currently in year 4 have been significantly low attendees since the start of Lake Windemere B-7 (in Year 1).
- No year level has reached the DECD requirement of 93%.
- Junior Primary attendance is higher than primary Poor attendance follow-up was a focus and letters were sent to all families of children with less than 90% attendance (148 students). Discussions were held with families, staff, regional support staff to see how we could support them to attend school regularly.

Our Challenge
Patterns of attendance are often established in preschool so connecting families to this important message and understanding those things that inhibit regular attendance are crucial. Attendance and Improvement funding will be used in the preschool to employ an Aboriginal Education Worker to join preschool children and families one session per week to support information sharing on enrolment, attendance, curriculum and creating a sense of belonging in the preschool.
We aim to have all R-7 students attending 93% of the time (state target) and so will work with families of children with low attendance to increase attendance.
and focus on families with a high number of described family absences. We will aim to create a school culture where the importance of attending is a priority to students, parents, staff and members of the school community and to increase student engagement. We will include discussions and the importance of attendance in school introductory meetings and staff will consistently reinforce attendance. Following up attendance is a key preventative strategy. We will also utilise the strategies of positive education and support children to build resilience and increase their PERMA.

**Destination Data**

Our destination data tells us that of the 128 students who transferred out of our school in the past 12 months, 93% transferred to another public school (the great majority of these being year 7 students who moved onto high schools), 2% moved overseas, 3% went to private schools and the destination of 2% is unknown.

**Behaviour Management**

All reported behaviour incidences are recorded in our school data system. The number of incidences in terms 1 and 2 of 2013 were similar; there was a 10% increase in term 3 and then a 20% reduction in term 4. Children choosing inappropriate behaviour were supported to learn alternate behaviours through 1:1 counselling and small group work & also experienced consequences as per the school discipline policy such as peer group restorative meetings and suspension. Strategies such as peer and community mentoring were also utilised. It was pleasing to note that violent acts have decreased as have incidences of threatening good order and safety/wellbeing. These trends can be attributed to a number of programs/initiatives that have been in place this year:

- Play is the way as a specialist subject
- Girls on Track
- Active After School Dance and Martial Arts
- PALs
- Room 1 time out for yard behaviours
- Calm play area in the Area 5 garden
- Lotus Sports shed-for active play equipment borrowing
- North on Target-Peer Educators Program
- Yard survey; to place teachers in busy/high use areas at break times e.g. Area 4 oval
- Organised games as part of teacher duty at break times
- Change of break times for students
- Designated play ovals for JP and PR students

All children are taught how to use the school grievance procedures. Using them continues to be a challenge for some children and we have worked with families to build children’s confidence in being proactive around their own safety.

Our parent complaint policy is available on the web and at the office and it was pleasing in 2013 to see the majority of families using them to successfully resolve concerns.

**Our challenge:**

A focus for 2014 will be to reduce the high incidence of students interfering with the rights of others particularly in the yard. The yard time out slips indicate behaviour such as students not following rules of games, playing unfairly, taking others equipment and will therefore direct our attention to building appropriate better social and group skills in students. The Wellbeing teacher will lead learning using ‘What’s the Buzz’, a program developed in Adelaide to help students think and relate socially to others. We will also ensure that all children who have multiple front office time-outs have a behaviour plan developed and both school and wider community resources employed. The parent – teacher partnership will be vital in supporting student success. We will also work with students in developing programs that can support their increased engagement and their confidence in managing their feelings.

**Opinion Data**

**Student Opinion**

Given that improving student engagement was a site improvement priority we were keen to have student perceptions and feedback on this issue. 51% female and 49% male students participated in the survey. Questions asked included:

- I enjoy the work I do at school; 73% agreed or strongly agreed.
- I am motivated to do want to learn at my school; 65% agreed or strongly agreed
- Learning is fun at my school: 73% agreed or strongly agreed.
- I am keen to do well at my school: 75% agreed or strongly agreed.
- I get excited about the work I do at my school: only 45% agreed or strongly agreed.

There appears to be a divide between enjoyment and what really excites and motivates students to engage in learning and feel motivated to want to learn more. Also of concern is the low numbers of students who believe that they are popular with others (49% disagree or strongly disagree) and that people at my school think a lot of me: 49% disagree or strongly disagree.

**Our challenge:** To have all students flourishing in a education worth having and so will utilise a breadth of strategies that engage, challenge and bring joy to students. The development of a PERMA plan for each child is central to this.

**Parent Opinion**

A range of surveys were conducted in 2013 in addition to feedback through governing council, parent meetings and 1:1 conversations.
In term 4 questions were asked of parents about communication, leadership and learning and opportunities to be involved in the school. 24 responses were received. Strongly positive responses were received about being comfortable to approach the teacher to talk about students’ progress and 79% responded that they felt welcome at the school. 66% were happy with the school’s planning and 20% were neutral about this topic.

The column graph below shows preschool parent responses to questions about the quality of learning and teaching. Responses demonstrate satisfaction in teacher enthusiasm and ability to make learning interesting, learning programs and information available on learning for parents.

Our challenge
- To engage more parents in feedback about our work and to have more parents feeling confident and taking up opportunities to participate in decision making, planning and school activities.
- To improve explicit dialogue by teachers to families through parent interviews and informal discussions that they have high expectations that children will learn.
- To continue to inform families using a variety of communication means to share the contents of the curriculum program.
- Governing Council will in 2014 use an audit of practice tool called: Leading and Developing Parental Engagement to identify what is working well and priority areas for improvement.
- To engage Salisbury Council and SAPOL to resolve the issues arising from poor parking and aggressive and disrespectful drivers near the school.

Staff Opinion
At Lake Windemere B-7 school we are committed to supporting all staff to be the best they can be. Our staff completed a survey in term 4. 97% of staff has a clear understanding of their roles and responsibilities and 87% of staff felt they had the skills and abilities to do their job well. The data also tells us that 19% don’t feel encouraged to take advantage of professional development opportunities and that there are inconsistencies in our site performance and development processes. Ensuring consistent performance and development processes will be an area for improvement in 2014.