

# Lake Windemere B-7 School and Lake Windemere B-7 Children's Centre

## 2016 Annual Report to the Site Community



Government  
of South Australia

Department for Education  
and Child Development

Lake Windemere B-7 School Number: 1908

Lake Windemere B-7 Children's Centre Number: 1404

Partnership: Orion

**Name of School Principal:**

Michelle Lennox

**Name of Governing Council Chair:**

Joanna Bickle

**Date of Endorsement:**

22/03/2017

## Site Context and Highlights

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.

Lake Windemere B-7 is a Category 2 Index of Disadvantage ( Children's Centre Category 1) with a current enrolment of 561 students R-7 (rising from 486 in 2011), 90 in Preschool plus additional occasional care and playgroup placements. The largest cohort of students is in the Junior Primary, particularly year 2. The year 7 cohort is the smallest within the school. The R-7 cohort has 60 students with disabilities (two Area Special classes cater for 20 of these students), 62 (11%) EALD students, 63 ATSI (11.3%)

### 2016 Highlights

Recent refurbishments to play spaces within the Junior Primary environment have supported opportunities for play based and extending parent participation with the curriculum. Students involvement in the collection of feedback and design of play equipment supported authentic student voice with a realistic context.

Children's University was a powerful demonstration of the communities desire to improve aspirations for students. With the largest cohort within Australia graduating at Adelaide University. Activities provided by staff during lunch breaks, after school and in the holidays were well attended and complimented other accredited programs children attended throughout the state.

Our continued work with Positive Education was reflected with one of our students successful in applying for work shadowing of the Commissioner for Mental Health. As a result of this the Commissioner was invited by our student to visit Lake Windemere and experience the impact mindfulness is having on our students. A showcase video was filmed and shared across social media platforms of DECD and the SA Mental Health Commission.

Children's Centre- the Centre is a Category 1 site within the DECD Orion Local Partnership. It has 90 preschool enrolments, funded Under 2 /Over 2 Occasional Care and an Intensive Speech and Language Program for 7 children. The Early Years Learning Framework is the basis of pedagogy and our quality improvement process continues to build capacity for staff and community to embed the Reggio Emilia and Nature Play philosophies throughout the Centre. A range of parenting and community programs are developed and conducted by the Multidisciplinary team including Allied Health (Speech and Occupational Therapy), Community Development and Family Services Coordinators in partnership with other government and non-government agencies. The programs are developed in consultation with the community and respond to identified parenting and child development needs (social isolation, poverty, mental illness, domestic and substance abuse, building parent capacity to understand and respond to child behaviour and development).The Children's Centre Outcome Framework is used to build community partnerships and develop, deliver and review programs for effectiveness. The Multidisciplinary staff roles are cross referenced to the Outcome framework. The Director is member of the B-7 leadership team and the Centre actively participates in B-7 Work Health Safety, Human and Financial resource management and governance. The Centre continues to collaboratively identify opportunities for authentic partnerships across the B-7 site including transition and pedagogy. The Centre is represented on the Orion Uni SA Occupational Therapy Steering Committee, DECD Channel 2 Intervention Improvement Forum and Adelaide Primary Health Child/Youth consortium.

In 2016 two highlights :

A partnership between Centre staff, OPAL and University of SA Occupational Therapy students resulted in a successful project proposal to Salisbury Council for a nature play playground for the Salisbury North community.

Our Centre undertook extensive consultation of children, families, staff and engaged an external consultant to generate ideas to redevelop and create a learning space which reflected the Reggio Emilia and Nature Play philosophy which have been an ongoing improvement journey for the Centre for four years. In addition funding from the school supported the purchase of additional child and furniture resources to align with these principles.

## Governing Council Report

### Chairpersons report

2016 saw Governing Council and the school working collaboratively on many projects. The school and the students continued to go from strength to strength. Staff and students as always demonstrated the values of respect, fun, learning and teamwork throughout the year. These values make Lake Windemere B-7 school a respectful and enjoyable place to grow and learn.

Some of the Highlights of 2016 include:

Working alongside our new Principal Michelle Lennox for the first time, as well as the children's centre being represented for the first time on governing council. Sue Holecek joined as an ex officio member alongside Michelle and a rotating staff member from the children's centre also attended meetings.

Governing Council along with leadership looked at and ratified the school's attendance policy, children's centre policies and the sun smart policy which has now resulted in the students wearing hats for an extra term in term three.

School improvements included Governing Council facilitating and working alongside students for the installation of the new playground. The students took the lead voting on all the components they wanted to include. We also saw the refurbishment of the kindy's outdoor space as well as the Lily lawn area and new mud kitchen.

Governing Council along with leadership began the process of the new school website as well as approving the new leadership structure for 2017 which included a newly appointed school counsellor and an extra class.

This year we saw:

Achievements such as the school's library announced as the country's top library, as well as Lake Windemere experiencing a record number of students graduating from Children's University. Congratulations to all the hard working students and to Helen Wise who works tirelessly to keep the program running within the school. The Children's Centre also saw the kid's blokes and dads jokes group feature in the Advertiser.

School fundraising this year included the school disco, sports day canteen, and sausage sizzle which was quite successful. We haven't had a functioning fundraising committee in 2016 but these events were achievable by parents banding together and helping out so we sincerely thank everyone including staff who lent a hand.

The school canteen is going ahead in leaps and bounds thank you to our canteen manager Melissa who is doing a magnificent job of keeping the canteen running smoothly.

Governing council also presented the Caryn Turner Memorial Award for the second year to a very deserving year 7 student Tyson Robertson.

And finally we saw the school undertake an external review where the school was commended in many aspects. The students also got a chance to speak to the reviewers to discuss all the positive aspects about the way they learn. The school has been provided with the directions they can take for the next 4 years.

2016 saw many positive changes at Lake Windemere, Governing Council had a very successful year working with leadership to make our school the very best that it can be. We as a Governing Council continue to demonstrate in all areas the vision we expressed when we transitioned to a governing council in 2013. We continue to be a "united voice with common goals. We are an ethical transparent, passionate, friendly and approachable organization that keeps the best interests of the school, students and school community at heart" we look forward to the challenges that 2017 will bring.

Governing Council Chairperson  
Joanna Bickle

## Quality Improvement Planning (Preschool)

Quality Area 1-The Centre's continued in the federal government Early Language Learning Australia (ELLA) program focusing on Japanese. Children explored culture and language and educators integrated cultural learning and digital technology into the preschool curriculum. In 2017 the Centre will transition to Spanish. This will create language learning continuity B-7.

Educators utilised self review, an Orion Preschool Line of Inquiry, Instructional Rounds and DECD Results Plus professional development to examine programming practices. An audit of child voice using a co-designing tool resulted in the redevelopment of our programme process to focus on the integration of observations, reflection, opportunities to learn together, actions for the week, ongoing and future inquiry into fortnightly programming.

Quality Area 2-Community Food program. The Centre joined Kick Start for Kids for the delivery of weekly nutritious fresh food. This supported children who may not access regular meals and also built a culture of eating as an enjoyable social experience. The program has provided opportunities to practice social conversation, self-help skills, hygiene and eating skills. In 2017 we will align program with our Wellbeing Improvement Strategy.

Uni SA/Orion Occupational Therapy program ran for four nine week placements of students over the year. Students supported small groups of children with emotional regulation, sensory needs, confidence/engagement and fine/gross motor skill development. The student's discussed strategies with educators. The program will continue in 2017.

Quality Area 3- Our Centre reviewed policies, updated Material Data sheets, reviewed emergency procedures and streamlined storage in collaboration with the B-7 Work Health Safety Committee. In 2017 we will review staff work health and safety procedures and processes to ensure consistent practice across the Centre.

Quality Area 4-The Multidisciplinary team developed and implemented professional development on Responsive Interactions. This resulted in a shared approach to recognise and respond to children with deregulated behaviours due to a special right, trauma or anxiety. In 2017 the team will continue to refine these skills through learning on Positive Behaviour Support program. Five SSO are also engaged in a 12 month on-line professional development program through Early Childhood Australia. The modules build skills in documenting children's learning.

Quality Area 5- Transition opportunities B-7 were improved by mapping practice against the DECD Transition to School Rubric. This included Preschool and Reception teachers discussions, refined transition experiences and improved sharing on individual children.

Key word signing- Speech and Language staff and Allied Health Speech Pathologist introduced a system to build staff capacity to embed key word signing into everyday work with children. 2 key signs were identified and practiced each week. 2017 will see the continuation of this program.

Quality Area 6-Our Family Service Coordinator worked with the Kidsmatter Early Childhood Coordinator to develop a professional development program for staff for 2017. Social media was also identified as a medium to share child development and parenting information via Facebook and Skoolbag. In 2017 the Centre will develop process to ensure quality information sharing and administration.

Quality Area 7- Staffing recruitment will occur following the retirement of Helen Koppan (teacher), Doreen Nicolai (SSO), resignation of Nicky King (Community Development Coordinator) to pursue study and expiration of Family Service Coordinator contract. All positions will be advertised in 2017.

## Improvement Planning and Outcomes (School)

### Teaching and Learning Priorities:

Vision: Develop positive and powerful learners who possess personal qualities that support their academic success and social and emotional wellbeing.

Mission: Co-construct relevant, rigorous and engaging programs that connects to students' lives and maximises their participation, learning and wellbeing.

### Targets

Writing: All students will increase Language and Literacy levels.

All students will reach DECD Standard of Academic Achievement (SEA) year level proficiency bands.

Reading: Increase of students PAT R scores by 3-10 points

All students reach Running Record benchmark

ATSI students' Literacy outcomes extended.

Increase in levels of wellbeing, resilience and optimism based on EPOCH, MDI data

Students reach proficiency in automaticity using the four processes.

### Process Targets:

Whole School writing text type map developed and implemented

Whole school approach to understanding place value within number

### Actions/Outcomes achieved:

All staff provided feedback on understanding of fluency vs automaticity in mathematics. Areas highlighted for improvement addressed through professional development with Mathematician in residence: Mike Chartres and Jennifer Young (Salis PS) to provide conceptual understanding of place value and the number development sequence. All staff participated in Language and Literacy 10 module PD to develop deep understanding of writing strategies and assigning of levels to support EALD. Moderation processes within the site expanded leveling from EALD to general cohort. Text type map developed and agreed to by staff.

Percentage of students achieving SEA in Running Records in years 1&2 has shown improved since 2011. In 2016 year 2 demonstrated an increase from 57%(2015) to 67%.

MDI data indicated that students at Lake Windemere had increased levels of happiness, connectedness with adults at school. Hope survey data demonstrated the highest levels of hope within students in past three years.

Detailed NAPLAN analysis is included further in report.

### Future Directions:

Reduce number of targets to specific, measurable targets.

Continue to provided PD to staff in the YuMi deadly CSIRO, QLD University Mathematics strategy to support staff understanding of concept and build student connection to Mathematics.

Investigate development of common agreement in Mathematics - shared language.

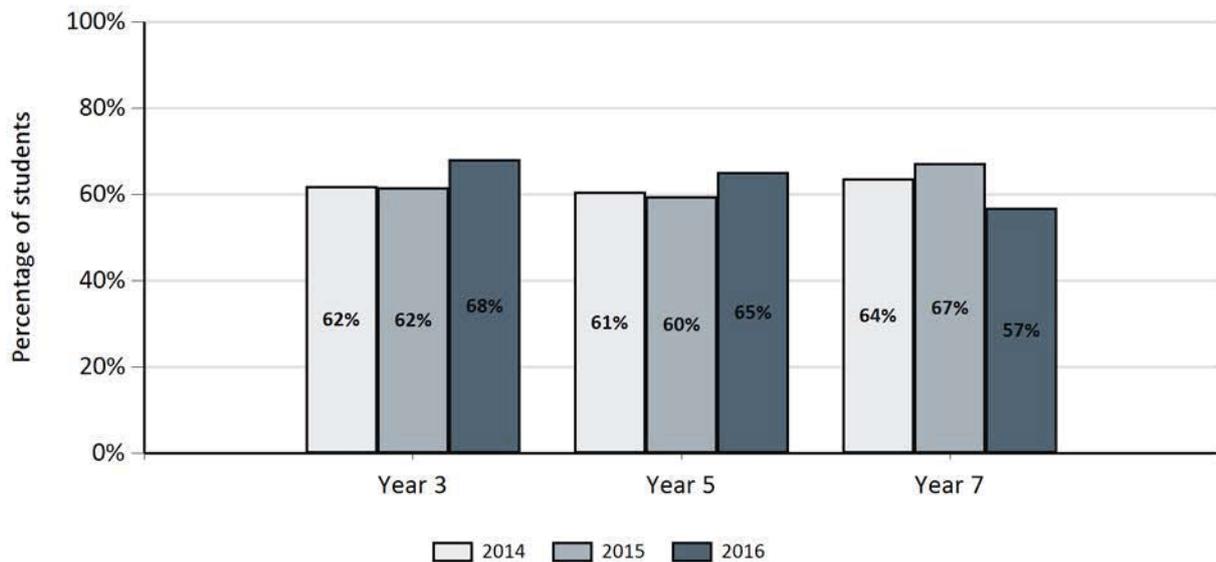
Develop moderation time within mathematics at site and across sites.

## Performance Summary

### NAPLAN Proficiency

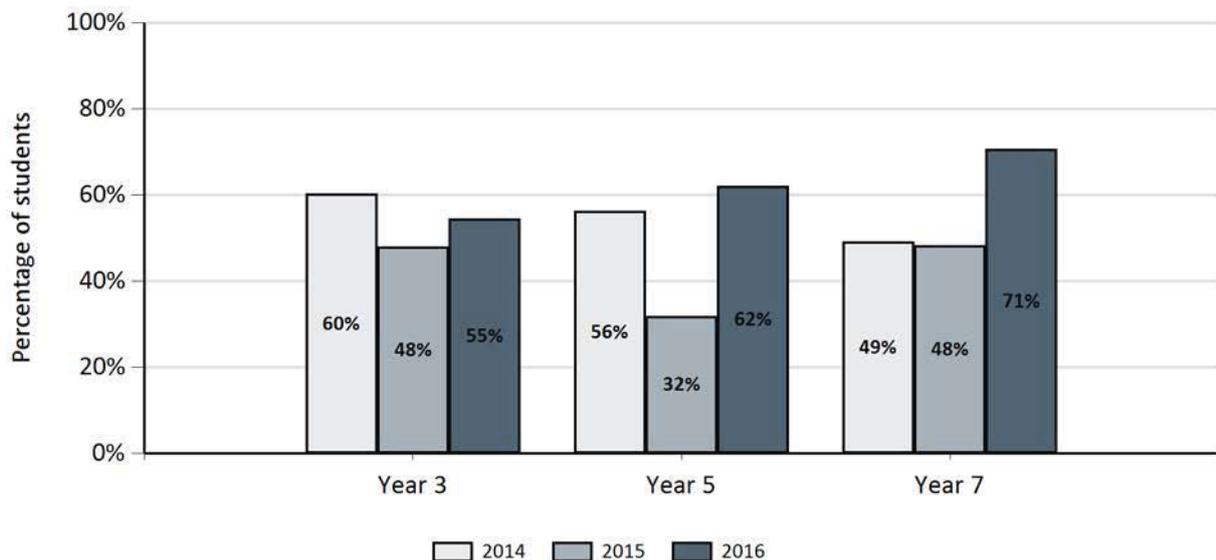
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	33%	21%	25%
Middle progress group	46%	54%	50%
Upper progress group	21%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	24%	30%	25%
Middle progress group	57%	50%	50%
Upper progress group	20%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	66	66	10	5	15%	8%
Year 3 2014-16 Average	67.3	67.3	9.0	6.3	13%	9%
Year 5 2016	66	66	11	6	17%	9%
Year 5 2014-16 Average	61.3	61.3	7.3	3.3	12%	5%
Year 7 2016	58	58	10	4	17%	7%
Year 7 2014-16 Average	57.0	57.0	6.3	5.3	11%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

### Reading

The reading data for years three and five shows a positive improvement after remaining fairly static for the past two years. Year three shows improvement from 2011 (53%) to 68% of students in 2016 demonstrating the SEA in NAPLAN. Year 5 has significant improvement from 2011 (45%) to 65% in 2016 of students demonstrating the SEA in NAPLAN. Year seven data shows a decline of 10% from 2015 but remains in the historic average range for past 5 years. Interestingly we saw an improvement in the year five to year seven progression with less students represented in the lower progress group than the state average.

Unlike Numeracy we saw an increase in students who achieved higher in the top two bands than the previous average across all three year levels sitting NAPLAN. Particularly Year 5 (5%) and Year 7 (6%) more than the average. Higher band retention showed improvement in Year 7 reading with 50% improvement of students that had been represented in high bands still reflecting this.

### Numeracy

Significant resources supported the capacity building of teachers in the area of Numeracy in 2016. Pupil free days, staff meetings and team releases allowed staff to work alongside a mathematician to build conceptual understanding and develop an understanding of the continuum of learning within Numeracy. Rigorous analysis of the data identified number as the key area for development. In particular place value was highlighted as key leverage point for change for year 3 -5 students. Our year seven data showed that our students had particular difficulty in fractions and decimals compared to like schools, despite this the year seven students demonstrated significant improvement in numeracy with 70% achieving the SEA, an increase of over 20% from historical averages. Similarly year five data showed improvement with 62% of students achieving the SEA demonstrating strengths of students understanding about number facts and basic shape questions. Year five students were also the only cohort to increase the percentage of students achieving in the upper two bands compared to past average. Development of understanding of operations is required across all levels building on from basic operations to multi step problems. Continued emphasis needs to be placed on students achieving in the higher two bands, particularly in year three and year seven.



## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	85.2%	83.1%	82.1%	82.0%
2015 Centre	82.4%	84.4%	83.8%	83.5%
2016 Centre	89.5%	87.6%	83.1%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

## School Attendance

Year level	2014	2015	2016
Reception	92.1%	91.3%	87.7%
Year 1	91.8%	92.7%	91.6%
Year 2	91.1%	92.6%	91.4%
Year 3	93.3%	91.3%	91.7%
Year 4	92.5%	91.4%	93.2%
Year 5	90.2%	93.6%	91.8%
Year 6	90.4%	91.2%	90.6%
Year 7	91.1%	87.8%	87.7%
Primary Other	93.9%	91.5%	92.2%
Total	91.6%	91.4%	90.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Preschool- The importance of regular attendance has been a continuing key message in Parent Information and Enrolment sessions. Teachers continued to work diligently with families on a weekly basis to determine reasons for unexplained absences. A cohort of families in our community struggle with attendance in wet/ cold or hot weather due to housing circumstances and transportation issues. Intervention of Multidisciplinary team members, Department of Child Protection case coordinators, discussions with B-7 leadership and in one instance the involvement of the Partnership Attendance Officer have also supported non attendance through family contact. Attendance concerns have resulted in referrals to the multidisciplinary team to ascertain underlying family circumstances which may be generating non attendance. We will continue to engage a range of strategies in 2017. In the R-7 section of the school we saw a slight drop (0.5%) in attendance rates this year. Increasing numbers of EALD students enrolling are reflected in the data with overseas family holidays impacting negatively on attendance data. Continued work is required with a cohort of identified families that have struggled with housing, transport and social issues. Ongoing support for these families is provided through regular contact and external agency support. Increased referrals to Non Gov agencies reflects the increasing demand for support within the community. Identified concerns around roll book accuracy and ability to effectively monitor attendance supports the need for a Learner Management System. Continued work with new school Counselor in 2017 will support recognition of positive attendance and build on the 2016 class attendance acknowledgment of success.

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	81	83	84	89
2015	74	77	74	79
2016	86	89	89	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool Enrolment Comment

Preschool enrolments have continued to build in particular with 3 year old Aboriginal children. This has been supported through a growing partnership with the B-7 Aboriginal Education team and the continued employment of an Aboriginal Community Education Officer (ACEO) 6 hours per week in the preschool program. We will continue to employ the ACEO into 2017.

A small number of children under the Guardianship of the Minister have been referred into the Centre through the Department of Child Protection and our Family Services Coordinator after accessing Parenting programs within the Centre. We will continue to build our partnership with local Department of Child Protection personnel in 2017.

Word of mouth continues to support active enrolment with current and past community members recommending the Centre for quality relationships and curriculum pedagogy.

Facebook, Skoolbag app and the multidisciplinary team promotion of the Centre in community programs has also built enrolments.

## Behaviour Management Comment

Children's Centre have actively engaged the expertise of DECD Support Services, government and non government agencies and transition sites to observe, provide professional development, strategies, assessments, reports and referrals to build understandings of identified children's learning and development potential. Behaviour plans have been developed in partnership with families and support agencies to ensure the child's maximum engagement with learning.

Through the External Review of the school Behaviour Management was identified as a key direction for improvement by staff, students and the community. Positive Education continues to be a leverage tool in equipping students with the ability to regulate develop self awareness.

## Client Opinion Summary

Children's Centre. A total of 19 responses of our Annual Parent Opinion Survey were received. 9 questions in Quality of Teaching and Learning results rated the Centre at combined percentage of 89% or above for agree & strongly agree to all questions.

12 Questions in Support for Learning rated Centre at a combined percentage of 84% agree and strongly agree. A parent commented "my child has been supported individually and as part of a group" The activities based upon fairy tales encouraged her to play and learn. My child receives great support from her teachers".

13 questions in Relationships and Communication rated Centre at combined 89% or above in agree and strongly agree for 12 questions. Parents commented "Lake Windemere has been incredibly welcoming and understanding of my situation. Fantastic team" and " I find the communication and interaction between preschool and myself to be excellent. The staff really involve the family". Question 33 " I am encouraged to be involved in the preschool in all kinds of ways: scored 77%. Further action: Community Development Coordinator to consult with community and Centre staff for improvement strategies.

10 questions in Leadership and decision making. 7 questions rated Centre at a combined percentage of 89% agree and strongly agree. Two questions scored 76% " Parents have the opportunity to be involved in the development of the school plans through Governing Council" and "The preschool includes parents and community in decision making" and 1 question scored 77% " I am given an opportunity to to be involved in the preschool educational activities". Further actions: These questions will be taken to staff and Governing Council and the Community Development Coordinator to consult with community and Centre staff for improvement strategies.

R-7 cohort received 25 responses from an electronic survey. Governing Council worked collaboratively to analyse end of year data from 2015 to inform their plans for the year. Similar findings from the 2015 data to 2016 data were found. Seeking parent opinion (32%) and opportunity to be involved (40%) in the schools educational programs were the two areas for greatest development. Parents involvement in the development of schools plans (44%) and participation in decisions about their child's education (44%) also require thought for improvement.

Specific feedback was provided around improving year 7 transition processes through evidence collection and effective communication to families regularly throughout the year. This will be addressed through tThe Year 6/7 Professional Learning Community meetings.

Positive feedback from the survey was evident in question 3 with 88% comfortable about approaching teachers around child's their learning with 0% disagreeing. Parents feel welcome in the school with 78% in agree or strongly agree. Parent comments praise efforts of teachers to manage behaviours in the school and suggest further training is required to cater for changing needs and disabilities. Parent's commented " This is my first year with a student at your school. I find your teachers amazing and they have excelled my expectations"

68% of feedback received indicates reasonable satisfaction with understanding children's developmental needs; receiving information about progress and achievement; participating within the school; appreciating inclusion and diversity. Particular comments around the two Regional Special Classes showed strength and confidence in teacher's capacity to provide for students with special needs and the integration into the mainstream environment.

Ongoing work with the Governing Council to build parent engagement within the school will be continuing in 2017.

## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0537 - Parafield Gardens R-7 School	1.2%	0.0%	0.0%
0632 - Keller Road Primary School	0.0%	0.0%	1.2%
0943 - Elizabeth East Primary School	0.0%	0.0%	1.2%
0949 - Elizabeth Vale Primary School	0.0%	1.4%	0.0%
1099 - Paralowie School	1.2%	0.0%	0.0%
1194 - Salisbury Downs Primary School	2.5%	0.0%	1.2%
1777 - The Pines School	0.0%	1.4%	0.0%
1844 - Burton Primary School	0.0%	1.4%	0.0%
1879 - Playford Primary School	0.0%	0.0%	1.2%
1908 - Lake Windemere B-7 School	84.0%	88.9%	87.7%
8000 - Catherine McAuley School	1.2%	0.0%	0.0%
8399 - Holy Family Catholic School	0.0%	1.4%	1.2%
8423 - Hope Christian College	0.0%	1.4%	0.0%
8424 - Bethany Christian School Inc	4.9%	0.0%	2.5%
8439 - Tyndale Christian School	1.2%	0.0%	0.0%
9023 - St Thomas More School	0.0%	1.4%	0.0%
9072 - St Augustine's Parish School	3.7%	2.8%	3.7%
Total	100%	100%	100%

## Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	13	10.8%
Other	4	3.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	4.2%
Transfer to SA Govt School	98	81.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## Destination Comment

Continued levels of students from Preschool are enrolling in the Lake Windemere school setting, 88.7%. Children enrolling in other schools within the area are often due to housing location and/or siblings attending there already. An increase in the number of students from the school moving interstate or overseas has occurred this year. Predominantly the majority (95%) of students are transitioning into local SA Govt High Schools, the majority of these being Salisbury High School and Paralowie R-12 School. A small number of students engaged in open access or home schooling options to cater for specific identified needs.

## DECD Relevant History Screening

All clearance information from HR and EDSAS is sighted, recorded and registers kept updated. All visiting DECD and outside agency personnel must produce their clearance and photo ID on their first visit to the school each year. Volunteers must have a DSCI clearance, RAN training and induction. Records are kept on EDSAS. Records are reviewed and updated regularly. All staff have been informed of their responsibility and school processes in regards to screening procedures and policies.

## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	63
Post Graduate Qualifications	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who 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.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	36.6	1.8	16.2
Persons	0	39	3	22

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	6424304.16
Grants: Commonwealth	65504.95
Parent Contributions	164529.23
Fund Raising	6140.95
Other	511376.89

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Educators joined Orion Preschool's Numeracy Line of Inquiry to explore engaging and challenging children's numeracy learning. This involved Primary Mathematics Association , developing Invitations for play and developing understanding of specialised mathematics vocabulary and concepts . Multidisciplinary team delivered training/coaching on Responsive Interactions, Sensory needs,speech/language development, Nature Play and trauma to build educators capacity. Parent programs included Bringing up Great Kids, Circle of Security and Learning Together to build parent capacity.	Numeracy-Educators increased ability to articulate curriculum knowledge with families and colleagues. Parenting-Programs supported growth in parent child development practice
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Preschool Support funding increased throughout the year . Hours by term were: term1(7.25), term 2 (20.5),term 3(30) and term 4 (28.75). This included support for 2 children identifying as Aboriginal. Support included (Speech 7 children), (Language 5 children) and ( Autism or behaviour 4). Educators were coached by Allied Health / DECD Speech Pathologist staff to build capacity and meet needs of individual children.	New method for small group speech/ language therapy was developed and coordinated by Allied Health/ DECD Speech Pathologist. 2 successful special school options achieved. <b>+</b>
Improved outcomes for children with additional language or dialect	New process for applying for Bilingual Support resulted in 120 hours support in semester1 for 8 children . Support targeted developing confidence and independence, ability to manage preschool routines, understanding of expectations, develop social competence and active participation in all aspects of the preschool curriculum. Translation of conversations during enrolment, parent interviews, transition and health checks all supported sharing and clarification of information with families <b>+</b>	Children with poor or no English in term 1 demonstrated confident engagement and in all curriculum,social and extra curricula activities Library/ assembly/sports day by term 4

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report\*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Funding directed into SSO provision for individual or group support. Each unit having flexible support to assist with engagement strategies and small group foci. Rock and Water, What's the Buzz training and delivery.	Year 6/7 students engaged in Rock and Water program.
Targeted Funding for Groups of Students	Improved Outcomes for Students with an Additional Language or Dialect	Teacher released for two days to support EALD students in class along with SSO support. PD for staff around Language for Literacy.	All staff trained in Language for Literacy.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Students with disabilities were supported via speech, literacy and numeracy support provided by SSOs coordinated by AP Wellbeing and Inclusion.	100% of SWD have NEP reviewed regularly with Disability coordinator
Targeted Funding for Groups of Students	Improved Outcomes for Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	APAS funding was used to provide reading intervention through the MiniLit program. Identified students who had not achieved benchmark were supported 3 times a week in a small group setting. 2 Junior Primary SSO's trained in pre lit /too smart literacy/ numeracy intervention programs to support targeted students. Resources to support implementation provided. Continued delivery of Quick Smart via trained SSO. SSO working specifically with reception cohort to support oral language gross/fine motor skills. Australian Curriculum Grant utilised for collaborative year level planning supported by CPAC to support learning design/ assessment criteria.	Improved Running Record results for 85% of the students identified through program. Reading Doctor: 21 students completing the reading doctor achieved level 24
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	InCompro - Family cultural support program implemented to support Aboriginal families and students with cultural and social support.	Targeted families showed increased attendance and engagement with learning.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Funding distributed within roles of sub school leaders and Pos Ed Teacher. Positive Psychology, Rock and Water, In School Psychology and case management practices have been used to support wellbeing.	Increase in attendance at breakfast club, referrals to external agencies.

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.