



SCHOOL CONTEXT STATEMENT

Updated: 30/5/2019

School number: 1246

School name: West Lakes Shore School R-7

School Profile:

Nestled between the beach and lakes of West Lakes Shore our school is inclusive, kind and community focused. With our outstanding indoor and outdoor facilities we take pride in providing real-life, connected learning experiences and support the wellbeing of every child.

Purpose and Values:

Our purpose is: Together, we build strong foundations for lifelong learners. We expect and live our core school values of respect, resilience, honesty and responsibility. We also expect every child to achieve growth by supporting them to pursue their own excellence. Excellence is a virtue, in that we strive to continually improve self. All staff and students are encouraged to be responsible and lead in areas of passion. Through 'Teach On', staff and students share expertise and learn from each other; modelling themselves as lifelong learners.

Our School Improvement Plan 2019 – 2021 defines our strong foundations as:

- Every child is equipped with basic skills, knowledge and attitudes in Literacy and Numeracy, as they strive to continually improve self.
- Every child is a critical and creative thinker.
- Every child has a growth mindset.
- Every child is a powerful, active and engaged learner.
- Every family partners in the learning progress of their child.
- Every child is actively involved in setting and reviewing their own learning goals.

Beliefs:

The staff, students and community provided feedback that led to the review of our shared beliefs and collective responsibilities. In line with our department's strategic aims to provide a world-class education, we believe *in designing learning to enable growth for every child, in every classroom, in partnership with every family*. Cooperation and collaboration are embedded in our beliefs, actions and ways of 'being' and learning together. We believe in creating an open and trusting community; feedback to and from others is encouraged and used to improve self and our school. Our extensive facilities

enable both indoor and outdoor active learning experiences. Child-focused nature and STEAM learning environments enable students to take risks and learn through mistakes. Our children are engaged and learn best through practising, discovering, exploring, critically and creatively thinking, playing, communicating and problem-solving. Teachers teach best when they combine opportunities for explicit teaching, investigative play and project based learning, which build on children's current knowledge and skills, and allow them to apply and transfer these. We believe every child should be a powerful learner; one who is involved in setting their own learning goals and who strives for their personal best. Our school is an inclusive community that reflects the diversity of its families. It has a strong moral emphasis on ensuring equity, particularly for those most vulnerable in our community, and pursues individual excellence.

1. General information

- **School Principal:** Carol Press
- **Deputy Principal:** Sharon Brightwell
- **Assistant Principal:** Fay Anderson
- **Numeracy Coach** - Helen Grant
- **Wellbeing Leader** - Rozika Pratap
- **Year of opening:** The school opened as a primary school on September 14th 1979, with the junior primary school established in 1985. The two schools amalgamated in 2013. The school celebrates its 40th birthday this year.
- **Postal Address - Edwin Street, West Lakes Shore SA 5020**
- **Location Address - Edwin Street, West Lakes Shore SA 5020**
- **DfE Partnership - Western Adelaide Shores**
- **Geographical location – i.e. road distance from GPO (km) - 13 kms from GPO**
- **Telephone number - 08 8449 7255**
- **Fax Number - 08 8449 1559**
- **School website address**
www.westlakes.sa.edu.au
- **School e-mail address**
dl.1246.info@schools.sa.edu.au
- **Out of School Hours Care (OSHC) service**

We have an outstanding OSHC facility that is highly rated in its reviews. OSHC aims to give your children the best opportunity for their development, interest and skills. Before and After School Hours Care and Vacation Care programs are available and are well utilised by the community. OSHC operates from the school owned OSHC building. Phone: 8242 3141

Enrolments - West Lakes Shore School R-7 – 1246

February FTE Enrolment	2014	2015	2016	2017	2018	2019
Primary Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0	0.0	0.4
Reception	71	94	88	90	68	84
Year 1	92	72	97	89	81	63
Year 2	80	87	65	96	88	87
Year 3	77	76	90	67	87	79
Year 4	74	79	79	87	64	93
Year 5	98	72	82	79	75	63
Year 6	62	97	79	80	79	77
Year 7	81	62	91	90	74	62
TOTAL	635	639	671	662	616	608
School Card Percentage	17%	17%	17%	19%	20%	TBA
NESB Enrolment	127	120	145	150	155	170
Aboriginal Enrolment	10	11	10	16	17	12

• Student enrolment trends

The school is zoned but may accept enrolments at any year level from outside the zone, providing a vacancy exists at the year level being sought. While enrolments fluctuate slightly they are generally between 616 – 660. The school works in line with the Department and WASP partnership schools to implement a consistent practice for families wishing to register an interest in the school and subsequent acceptance and enrolment of students.

• Staffing numbers (as at February census)

The staff comprises 33.8 R-7 teachers and 6 admin SSOs, 6 Curriculum SSOs and 1 GSE.

There are:

23 classes

1.0 teacher librarian time

1.0 special education/EALD time

An Aboriginal Education Teacher (AET) and an Aboriginal Community Education Officer (ACEO)

A Pastoral care worker (Federal Government Pastoral Support Worker) is based in our newly introduced community room and student Wellbeing Hub for 12 hours per week.

NITT programs during 2019 are in Japanese, Physical Education and Music/Drama/Performing and Visual Arts. Historically, the school has had a Primary SHIP class. In 2019 this has 28 students from Years 5-7 and has shifted towards a strong emphasis on sustainability and developing students' critical and creative thinking skills; connecting the curriculum through a transdisciplinary, STEAM approach.

- **Deputy Principal**

Sharon Brightwell leads whole-school Literacy implementation, with a strong emphasis on the consistent use of effective pedagogy to improve writing. Other areas of leadership include transition projects with local High Schools, LDAM and proactive behaviour support. A component of the role supports teachers to build their own capacity to lead and 'Teach On' in areas of Nature Play and STEAM pedagogies.

- **Assistant Principal**

Fay Anderson fills this position. Her focus is on supporting students to be engaged and fully participating in the curriculum. Fay supports staff to provide accommodations and aligns whole-school interventions (resources, programs or differentiation) to ensure all students are making appropriate growth. Fay liaises with external agencies, families and other support to enable growth for every child.

- **Numeracy Coach**

Helen Grant leads whole-school Numeracy improvement and use of whole-school data to design learning. Helen works alongside staff to support and develop pedagogy in line with our Site Improvement Plan priorities: challenging all students to reach high levels of achievement and more students reaching year level standard or above. There is a strong emphasis on problem-solving, critical and creative thinking and identifying and supporting teachers to design learning that responds to gaps and misconceptions.

- **Wellbeing Leader**

Rozika Pratap works 2 days a week in our school 'Wellbeing Hub' initiated in 2019. The vision for this space is a central community place that families, students and staff can access to support with their wellbeing and a range of social and emotional needs. The emphasis of the role in 2019 is on proactive and preventative wellbeing support.

2. Students (and their welfare)

- **General Characteristics**

Approximately 20% of the students receive school card benefits with 30% from non-English speaking backgrounds, representing a number of cultures.

The profile of the student cohort is changing with 45% of students coming from the immediate West Lakes Shore area and 55% residing in neighbouring suburbs.

The school has 6 main units that allow for team teaching. A seventh unit houses the NIT providers.

- **Student Wellbeing and Engagement**

Every child learns best when they have the right mindset and conditions. Students' social and emotional needs are supported through a whole-school philosophy to nurture the holistic needs of each child. We develop powerful, active and engaged learners through a range of whole-school programs. A student Wellbeing Leader provides both proactive and restorative support to ensure students can work through and overcome

their problems. A Pastoral Support worker supports and addresses students' immediate issues and is another connecting adult to check in and ensure students are coping. We believe in assisting families with all forms of student mental health. Referrals to seek other agency support is advised to families whenever we believe your child will benefit. A Wellbeing Hub enables students to access support to self-regulate and in other areas of social and emotional need. Proactive programs are planned and delivered, based on analysis of school AEDC and our annual Wellbeing and Engagement data. A Rock and Water program is delivered in Physical Education lessons, whilst Choice Theory and the 5 point scale are programs and tools explicitly used to support students to understand our own behaviours, and manage big emotions. 2019 targeted programs include Banana Bites, Cybersafety and Seasons for Growth: grief and loss. Following a 2018 review of whole-school priorities we became a trial school for the PEACE Pack and Department for Education anti-bullying initiative, which continues to be implemented.

- **Student Management**

A restorative process supports students in problem solving and decision-making to enable them to stay safe and make responsible choices. Positive behaviour at a whole-school level is continuously acknowledged and reinforced. The whole-school uses the PEACE Pack to teach 'What makes a good friend?' and school values are recognised at our end of term whole-school assemblies. Through a consultative student, staff and family process a yard expectations policy has been established. A lunchtime reflection room operates to support restorative conversations about inappropriate yard behaviours. Office Time Out is used to support the management of students displaying serious behaviours. Leaders work in conjunction with families and other agencies to support all students for whom behaviour requires intervention. Our policies continue to be reviewed through our participation in the DECD anti-bullying trial.

- **Student Agency**

Our school values the strong voice and agency of students. New initiatives or feedback is encouraged. Students take on a range of leadership opportunities across the school, including 'ATSI and Senior Leaders', 'Student Voice Leaders', 'Nature Play Crew', 'Teach On Teams', 'Student House Leaders', 'Action committee representatives', and 'Tour Guides'. Current action groups are focused on Sustainability and Nature Play. The Nature Play Crew have been trained in 'Peer Mediation' and support students with their rights to play and discover, and responsibility to do so safely.

- **Student Voice**

A whole-school program, led by all Year 7 students (Student Voice Leaders) allows children to have their voice heard and give input into whole-school decision-making. Previous meetings enabled children to express their views and opinions in areas such as: how to be a powerful learner; identification of whole-school priorities; reviewing how they learn best; and antibullying initiatives to develop thinking around what a positive, happy and safe school looks, sounds and feels like. Student feedback informed the site strategic plan and school priorities around active, outdoor learning and Visual Arts as a NIT program. The 2019 Connected Curriculum has a term focused on being active in 'Our Big Backyard'.

- **Special programmes**

Buddies operate across all R-7 classes with teachers connecting with their buddy classes for specific projects. Whole-school days of action and events are targeted for Buddies to work together, such as our whole-school celebratory PEACE Pack Buddy Run initiative, which raised funds for the Allanah and Madeleine foundation. Our 'Be Kind' river of kindness rocks and our Harmony Day whole-school drone photographed message of 'Be Kind' were undertaken with Buddies.

- **Travel safe to school**

We are a 'Way 2 Go' school and work to support students to stay active and healthy, encouraging them to walk and ride bikes to school. The Bike Ed program is run in our Junior Primary (R-3) and Year 5 classes.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies**

In 2018 a thorough self review process informed the School Improvement Plan goals, targets, challenges of practice and key actions for 2019 – 2021. The school identified the key areas of Numeracy and Writing as the narrow and deep areas to focus on.

A thorough analysis of NAPLAN, PAT and Teacher A-E data helped us to narrow our goals in Numeracy: increase achievement of the standards of educational achievement (SEA) and increase the percentage of students who are achieving and retaining in the highest levels of Numeracy achievement. In Writing we have focused on improving student progress in writing at all levels of school R-7.

Our school Improvement plan was informed through a thorough analysis of whole-school A-E, NAPLAN, PAT and teacher data; a staff review of the Department School Improvement best practice guidelines; a thorough SWOT review of wholeschool teaching and learning in Maths; and staff, student and family perspective and survey feedback. A review of the best practice advice paper in intervention informed our challenge of practice. The school review and analysis led to changes in structures, resources and processes for the teaching and learning in 2019. A copy of our comprehensive and detailed School Improvement Plan 2019 – 2021 can be found on our school website.

4. Curriculum – Teaching and Learning

- **Connected Curriculum**

Our curriculum is aligned to the Australian Curriculum (subjects, general capabilities and the cross-curricular priorities) and the Teaching for Effective Learning (TfEL). We design learning that is connected to students' lives; that builds students as powerful learners who know what and how to learn, and create safe conditions for rigorous learning. Our whole-school has a common approach to the way links are made between geography, history, science, health, civics and citizenship, economics and business, and technologies. As a school we create big ideas and critical questions around a theme. Through our Reception-Year 7 Connected Curriculum teachers plan age appropriate learning experiences that help to develop children as capable and confident learners. Some examples of past common whole-school themes include 'Every Face

has a Place', 'We are the future', 'Our Big Backyard', 'Power up your mind' and 'Creating a Healthy Earth'.

We believe that is important for children to apply what they learn in subjects through project-based learning. A whole-school approach to this is the focus we place on STEAM learning. This is the integration of the Science, Technologies, Engineering, Arts and Mathematics. Teachers plan learning that is open-ended, linked to local or global issues and develops children's 21st century skills. We enable students to be creative and critical thinkers, who can solve complex problems and design innovative solutions. At West Lakes Shore School teachers make connections between subject areas to engage students and enhance learning.

At the beginning of each term we hold a special assembly to launch the Connected Curriculum. This builds a sense of community and a positive link to learning across the whole school. During each term we also have a 'day of action' or celebration. We also hold an annual Open Evening to showcase the excellence in learning across our whole-school.

- **Literacy and Numeracy**

To ensure every child has strong foundations in Literacy and Numeracy we are mandated to teach 300 minutes of weekly focused learning in each of the Maths and English subject areas. Explicit teaching is the main method of delivering the learning in these key areas. Staff use a wide range of student data, gathered from formal and informal assessments, to ensure all students are making progress. As part of our 2019 – 2021 School Improvement Plan challenges of practice, we are focusing on improving our teaching to design learning that ensures growth for every child, in every classroom, in partnership with every family. Students across the school establish and review writing, numeracy and optional wellbeing goals each semester. Literacy and Numeracy capabilities are essential for students to be lifelong learners and effectively live and contribute in their world.

- **Specialist Learning Areas**

Our key specialist learning areas are PE, The Arts and, our language of choice, Japanese. Teachers plan a wide-range of extensive learning experiences so learners can be immersed in a variety of different ways. Every child undertakes one lesson a week in each of these areas. Class teachers also provide ample opportunities for daily fitness and brain breaks, and deliver teaching in the area of health. Our specialist P.E. teacher has been trained in the Rock and Water program. This supports students to develop self-awareness, increased self-confidence and social functioning. Japanese and Art lessons are held in the Turtle Unit. They each plan various celebratory and cultural events to ensure students have every opportunity to thrive in areas they are interested in. We have three school choirs: Junior Primary, Middle Primary and Upper Primary. An annual event is held for the Upper Primary Choir students to perform at the Festival Theatre and a celebratory whole-school concert is also held at the end of every year. Every second year there is a planned visit to Japan that parents can opt to take their children and visit members of our sister school Josai Primary School.

- **Learning Landscapes**

We pride ourselves on our whole-school philosophy towards engaging children in active and real-life learning experiences. In our Japanese PEACE garden students are able to undertake quiet, calm activities, such as Origami. In our large outdoor 'Walkway Woods' nature space, students are able to build cubby houses, explore the various pathways, and learn about the various native shrubs; sometimes coming across a friendly bearded lizard. Outdoor learning spaces exist between buildings and here children can play and discover – developing their imagination and curiosity. Our central courtyard, adjacent to our library, is a cool, sheltered space which has its own mini performance stage. These spaces were collaboratively developed with the input and design skill of students, staff and parents over time. A Learning Landscapes committee continues to seek feedback and plan new directions, whilst also supporting and resourcing new ideas to use these spaces for teaching and learning.

- **Sustainable Futures**

We are committed to 'doing our bit' to contribute towards a sustainable future. Our Sustainability Committee, led by staff and 2 key classes plan actions and events to educate and promote awareness of sustainable actions. The cross-curricular priority of sustainability is integrated in key whole-school connected themes. Nude food days are promoted and families are encouraged to send lunches waste free.

- **Aboriginal Education**

We are fortunate to have a committed team of staff who support all our students to thrive. We are an inclusive community that respects the culture and identities of all students. An Aboriginal Education Teacher and an Aboriginal Community Education Officer work collaboratively to deepen our whole-school cultural understanding and support successful student learning. ATSI students are supported to take on leadership roles and initiate projects to 'pay it forward' and make a difference in the lives of others. In 2018 a student-led initiative raised donations for 'Backpack for Kids'. Key 'Reconciliation Week' and 'Closing the Gap' events are planned and connected into our whole-school curriculum. A 2019 whole-school focus is on designing and constructing a historical ATSI garden and this is being developed in conjunction with families, students and staff as part of our Nature Play development.

- **Assessment and Reporting**

Student assessment and reporting is an ongoing process. We use a variety of strategies to monitor, assess and report student learning and achievements against the Australian Curriculum Year Level standard. Continuous assessment and reporting processes are essential to track and adjust resources and teaching to ensure all students are making progress. 3 way interviews occur in Term 1 and students, staff and families discuss each child's SMARTaR goals in Numeracy, Writing and optional wellbeing goals. Other acquaintance evenings, interviews, class apps and written reports also keep families connected and up-to date with their child's learning.

R-3 teachers use running records to monitor reading development. New Reception children are also assessed for their readiness using site developed resources.

We have a whole-school data collection that is adhered to by all staff. Students are regularly monitored through formative and summative assessment tasks. Teams co-

design rich Math tasks and moderate outcomes. Regular writing moderation occurs in teams and within our local Partnership. Deep analysis of our whole-school data occurs in staff meetings, collaborative Year Level meetings, site referral meetings, termly pupil progress meetings and reviews of students' individual Learning Plans.

- **Information Technology**

Our school provides opportunities for our children to develop skills in using Information Technology in many areas of the curriculum. You will see students utilising our multimedia resources – software, digital cameras, 3D printers, computers, internet, email and a range of programmable resources. We use the services of a commercial company “Ipau” to manage our technology needs.

- **English as an Additional Language or Dialect**

A number of our students have English as an additional Language. Some of these students access support in an environment which recognises and values them as individuals with a unique linguistic and cultural heritage.

- **Student Support and whole-school Intervention**

We have an extensive intervention program for students at risk. In line with the department model of best practice the school has implemented MiniLit and MultiLit in R-5. Pupil Progress meetings ensure we track and adjust intervention programs to monitor impact and ensure growth for students. Families of students with disabilities or high-level behaviour needs, meet with current and future teachers and the Assistant Principal in Term 4 to ensure extensive handover processes. In Term 3 all Aboriginal students have plans created in conjunction with the AET teacher, classroom teacher and our ACEO worker. Families are invited to contribute and add to these plans. Whole-school data with teacher input is used to inform whole-school intervention, classroom intervention practices and the focus of support from the site Numeracy Coach and Writing Support Teacher. We ensure we are providing every child with the strong foundations in Literacy and Numeracy and tracking and adjusting our practices along the way. Classroom programs for students with disabilities and learning needs are supported by SSO staff.

- **Special curriculum features**

We offer Japanese to all students in years R-7. A specialised Japanese Immersion program is also offered to students in years 2 to 7 who demonstrate an aptitude for languages. This involves students accessing Japanese language and culture for an additional hour a week with emphasis on communication and speech.

- **Sustainable schools**

The school has a history of promoting and developing ecologically sound practices across the school and within the community. These include recycling, sand dune revegetation programmes, solar power trial with solar panels attached to one of the teaching units, mulching, clean up Australia day, Trees for Life planting, water conservation and effective watering systems. Our rain water collection is stored in tanks and used to flush toilets and water gardens.

5. Sporting Activities

We are proud of our involvement and achievements in a wide variety of sports. There is a strong emphasis in supporting active and healthy lifestyles through lunch time activities, sports electives, sporting clinics - SAPSASA knockout and district competitions. Several teams compete in Friday afternoon sports competitions. There are also high levels of student involvement in netball, football, soccer, basketball and cricket, played outside of school hours. Parents support school teams by volunteering as coaches and team managers. Swimming and aquatics are part of the yearly program. Clinics such as football, soccer, golf, rugby, basketball and tennis are ongoing parts of the program. A school based SSO, PE teacher and leadership member, are part of a Sports Committee to seek feedback, organise events and manage compliance and adherence to volunteer policies.

Gymnasium

Access to the school gymnasium which includes a permanent stage, thus making it a multipurpose area, complements the focus in PE and provides additional space for activity, whole school assemblies, performances and school functions. We currently have a full time PE teacher who takes all classes for 1 lesson per week.

6. Other Co-Curricular Activities

Students have access to numerous extra-curricular activities, including lunchtime and after-school sports, SAPSASA, Junior Primary Technology club, Choir, regular connected curriculum incursions and excursions, Year 4, 5 and 6 camps, our Year 7 Wirraway camp, Senior, Middle and Junior Choir, the Festival of Music, Japanese Immersion, Japanese Culture Day and our whole-school annual Open Evening. A range of competitions, aquatics and a variety of sports and sporting clinics provide opportunities for our students to be healthy and active. Music tuition in brass, woodwind and percussion is offered to Year 5 – 7 students through DfE.

7. Staff (and their welfare)

• Staff profile

We have a range of staff with a wealth of experience who are encouraged to share their expertise and 'Teach On'; modelling themselves as lifelong learners. Staff wellbeing is supported through an 'open door' policy of leadership support. We have a number of Student Support Officers who provide quality support to teaching staff and students through various programs. SSO staff are managed by the Assistant Principal responsible for student progress.

- **Leadership structure**

The principal, deputy principal, assistant principal, numeracy coach and wellbeing leader form a collaborative Leadership team, who are committed to working across R-7 to support staff, students and families. Weekly leadership meetings are held to ensure clear communication and a consultative process to whole-school decisions. Feedback is shared and a solutions based approach used to resolve problems and track and adjust the school improvement planning cycle.

- **Staff support systems**

The wellbeing of staff is crucial to a positive, inclusive and collaborative environment. Access to PAC, grievance processes, line managers and Employee Assistance Program is communicated and shared with staff. The pastoral support worker connects with staff and supports their wellbeing.

A professional learning program based on our site improvement plan and individual performance goals is offered. Staff submit requests to attend professional development and these are discussed and communicated based on need. The Personnel Advisory Committee meets regularly with the principal. Year level and Unit teams meet in allocated NIT times to share effective practice, manage organisational operations and co-plan and assess teaching and learning. Staff meetings are allocated for teams to co-design and moderate Math and writing assessment tasks. Set staff meetings and Pupil Free Days are allocated to whole-school targeted professional development. 2019 focused learning will be in transforming tasks, formative assessment and Seven Steps to Writing. The SSO staff meets fortnightly, as a group, with the assistant principal to discuss programs, undertake training and problem-solve issues, workload, roles etc...

- **Performance Development**

A performance development process provides opportunities for staff to engage in professional dialogue to improve their practice. Staff meet with their line manager at the beginning of the year to identify goals, which are aligned to the school improvement plan areas of Math and Writing. Ongoing coaching occurs, with line managers attending collaborative NIT planning times. In 2019 leaders will work alongside staff to design rich assessment tasks, moderate learning outcomes and review pupil progress. Termly meetings with the Numeracy Coach, Principal and line manager occur to review every child's progress against the targets in the school improvement plan and track and adjust whole-school intervention based on need. Classroom interventions are discussed to support students at wave 2/3. Staff receive personalised written feedback at 6 and 12 months. Formal observations with written feedback is offered and provided as a means of recognising staff strengths and supporting staff to implement new ways to improve their practice. Line management responsibilities are shared across R-7.

- **Other**

The Social Committee organises regular staff functions (happy hours, morning teas and celebrations).

8. School Facilities

- **Buildings and grounds**

We have extensive outdoor and indoor facilities, with a vision and plan to use a state allocated Better School funds of \$5,000,000 to transform current and future learning spaces. The school comprises seven flexible plan, air-conditioned, brick units capable of accommodating 25 classes. Other facilities include the administration area, gymnasium, wet areas, resource centre, canteen and a separate out of school hours care building, which is also used by the community. Extensive grounds include an oval, two adventure playgrounds, a netball court and two new basketball courts. We have a range of new outdoor nature spaces for children to play and discover. Our gym provides space for PE, assemblies and performances.

The school is located in the western coastal area and is adjacent to the West Lakes Shore Kindergarten, Club West Community Centre and Tennyson Beach. This enables our students to easily access the community tennis courts, lawn bowls and oval as well as being able to make regular visits to the beach as part of our environmental education program. There is a reserve adjacent to the school which caters for sport and is used for PE day and some school events.

- **Heating and cooling**

All buildings are air conditioned by either evaporative cooling systems or reverse cycle split systems.

- **Student facilities**

We have a fully functioning canteen that operates 5 days of the week. The canteen manager is assisted by parent volunteers. The resource centre has computers for student use and uses the Book Mark circulation system. Pods of computers have been set up in each unit/area. The school has one dedicated computer suite housing 30 computers with a printer and data projector. Interactive whiteboards have been installed in all teaching spaces. Every staff member has access to a laptop. I pads are used by R-5 teachers to support home-school communication and use of class apps for sharing each child's learning.

- **Staff facilities**

The staffroom is air-conditioned. Each unit has a teacher preparation area, withdrawal room, wet areas and storage.

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

There is wheel chair access. The buildings are single storey with flat playing areas. The main car parks have been fitted with parking bays and ramp access for the disabled. There are three special access toilet facilities.

- **Access to bus transport**

Public transport is available by bus.

10. School Operations

• Decision making structures

Consultative decision-making is facilitated, with staff, student and family feedback and input. Information is shared at weekly, morning, staff briefing meetings and through a weekly staff bulletin. Professional Learning committees and action groups meet as required and present proposals for discussion and consideration. The leadership team meets regularly to discuss issues of school-wide relevance. School council and sub-committees, i.e. Education, Finance, Learning Landscapes, Sustainability, Learning in Partnership, School Sports, Canteen, Out of School Hours Care, groups meet regularly to manage school services and recommend policies. The student voice ensures all students can contribute to school decision-making processes.

• Regular publications

Keeping the lines of communication open to everyone is imperative to a happy school life. We aim to provide clear, open lines of communication. A 'Learning in Partnership' committee reviewed 2018 processes and in 2019 the school will:

- Work closely with the Kindergarten to ensure a smooth transition program.
- Provide all new students with information packages and a 'Parent Information Booklet'
- Provide fortnightly newsletters via the SkoolBag app (also available on the website)
- Use the Skoolbag app to provide families with notices, events and key information regarding volunteering, canteen menus and contact information.
- Update the School Council with regular whole-school news and reviews of the School Improvement Plan.
- Update general information on the school website, which holds key information pertaining to school life and school policies. (www.westlakes.sa.edu.au)
- Weekly bulletins to staff are published on our Sentral Intranet.
- Publish termly curriculum overviews for each Year Level and Specialist Areas.
- Use an electronic communication app to share class news and update families with student learning.

• School financial position

The school has a building fund dedicated to funding the repayments of the loan taken out for the building of the gymnasium. It has a \$5,000,000 Better School grant to transform teaching and learning facilities and future-proof our assets and infrastructure.

11. Local Community

• General characteristics

Students come from a range of socio-economic backgrounds. The school was zoned in July 1991. The profile of our student population consists of 45% from West Lakes and 55% from other outlying areas and neighbouring suburbs. Children come from a variety

of non-English speaking backgrounds and add diversity to the West Lakes Shore profile.

- **Family and community involvement**

Families are strongly encouraged to be part of our community and work together to support their child's learning. A 'Learning in Partnership' committee established in 2018, works to improve our partnership and build an inclusive, community focused school.

School uniforms are available from Lowes in the Westfield West Lakes Shopping centre. The canteen has a paid manager with volunteer help. Parent volunteers are encouraged and support in many ways across the school, including classroom programs with direct assistance to individual children and groups. Parents coach a variety of sports teams, operate the Book Club and help on excursions and camps. Governing Council and sub-committees plan school wide activities and services. A Governing Council and staff review of the Parent Opinion Survey, which was informed with 122 family responses, prioritised whole-school behaviour and keeping families informed around student learning as areas to focus on in our school strategic plan.

- **Feeder or destination schools**

West Lakes Shore Kindergarten is the predominant feeder kindergarten and is located adjacent to the school site. The school works closely to review and plan strong transition opportunities and ensure detailed handover for students with key needs. Year 7 Students mainly attend Seaton and LeFevre High Schools with smaller numbers also attending Henley and a variety of private schools. Strong partnerships are in place to support transition to local high schools through a Year 6/7 program at Le Fevre High School and promoting the extensive learning pathways for students in Year 8 at Seaton High School.

- **Other local care and educational facilities**

Playgroup and the West Lakes Shore School OSHC operates from the school owned OSHC building.

- **Commercial/industrial and shopping facilities**

West Lakes Mall, a large regional shopping centre and local shopping centres are located nearby.

- **Local Government body**

The City of Charles Sturt Council.

Carol Press, Principal

12. Further Comments

The DfE West Lakes Aquatic Centre is managed by Ross Ogilvie but the school provides SSO (financial) and IT technician support. The Business Manager meets with

the manager at least once per term to review financial and organisational matters. The Aquatic Centre store some of their large equipment in a shed built on the school's land. OSHC is managed by Judy Bungey on behalf of the School Council. The principal and Finance Officer and Council Representative meet at least once a term to oversee the operations of OSHC.