



SCHOOL CONTEXT STATEMENT

As at 18 June 2020

School number: 0987
School name: Mawson Lakes School
School Profile:

Our vision of “Lifelong learners who positively influence our community in a global context” is underpinned by our mission of ‘developing high quality programs to maximize our students learning potential.’ Our current priority is developing powerful learners of Literacy and Numeracy, through a ‘Student voice / agency lens.’

Mawson Lakes School is a category 6 school and is a very multicultural school with approx. 45 nationalities represented in our student population. Parents in the school have high expectations and take a keen interest in supporting their learning. Many of them work locally at professional institutions/Commonwealth departments such as UniSA and Edinburgh RAAF.

A unique feature of our school is Dry Creek which runs between the two campuses of the school - site East and site West.

We have approx. 20 Defence Force families enrolled at our school (Edinburgh situated close by) and we have a Defence Schools Transition Aide who supports these students.

1. General Information

- Year of opening: **2000**
- Postal Address: **12 – 24 Garden Terrace, Mawson Lakes SA 5095**
- Location Address: **12 – 24 Garden Terrace, Mawson Lakes SA 5095**
- DfE Region: **Northern**
- Geographical location: **13km from GPO**
- Telephone number: **+61 8 8260 1681**
- Fax Number: **+61 8 8260 2957**
- School website address: www.mawsonlakes.sa.edu.au
- School e-mail address: dl.0987admin@schools.sa.edu.au
- Child Parent Centre (CPC) attached: **Yes**
- Out of School Hours Care (OSHC) service: **Yes**

➤ **February FTE Student Enrolment Census**

	2017	2018	2019	2020
Reception	101	103	106	117
Year 1	107	97	98	108
Year 2	115	102	104	98
Year 3	100	116	101	103
Year 4	109	88	116	102
Year 5	93	105	79	113
Year 6	89	79	93	72
Year 7	66	65	55	52
TOTAL R-7 Enrolment	780	755	752	765

	2017	2018	2019	2020
School Card percentage	19.9%	18.54%	18.61%	18.5%
NESB Enrolments	54.64%	56.45%	55.45%	47%
ATSI Enrolment	0.78%	0.72%	0.94%	0.78%

➤ **Student enrolment trends**

The school's enrolments have shown considerable growth since its opening in 2000 with 53 students. The school's enrolment numbers have fluctuated around 750 students in recent years. In 2017, due to ongoing enrolment pressures, the school worked with the Department for Education to develop a Capacity Management Plan (CMP), meaning families need to be a permanent resident of the Mawson Lakes School Zone to be offered an enrolment.

The CMP is still in place and was amended in January 2019, to include the area of Mawson Lakes known as 'The Sanctuary', which may increase enrolments.

➤ **Staffing numbers (as at February census)**

We began 2020 with 29 classes from R-7.

Staffing includes:

- 0.6 Librarian;
- 1.5 EALD Teachers;
- Non instructional time is provided by - 2.0 Physical Education; 1.0 The Arts; and 1.8 Japanese.
- School Support Officer hours in term 1 2020 comprised of (per week):
 - Administration - 191.5 hours;
 - Defence School Transition Aide- 10 hours;
 - Curriculum Support - 171.5 hours;
 - ICT System Administration - 52.5 hours;
 - ACEO – 4.9 hours;
 - Grounds – 30 hours;
 - BSSO – 7.5 hours;

➤ **Public transport access**

An excellent public transport service is available with bus and train services from and to the city.

➤ **Special site arrangements**

The school works closely with the University of South Australia, Mawson Lakes Campus that is located nearby, utilizing expertise in STEM, PE and the Oliphant Science Awards.

We have a strong transition program with both the Preschool (located on East Campus) and Parafield Gardens High School.

The school has embarked down the 'Nature Play' philosophy over the past few years and a well-established Nature Play area is operating on Site West (Primary side of school). Development of an area on Site East (JP side of school) is still continuing.

2. Students (and their welfare)

➤ General characteristics

The majority of students live in Mawson Lakes, and a small percentage of students are from parents who work in the UniSA or are Defence Force families supported by a Defence School Transition Aide. 45 different nationalities are currently represented in the school with Asia and the UK being the predominant regions represented.

➤ Student support offered

Learning support is provided by a team of teachers and SSOs. Support is provided for all students who have a One Plan. Data is collected and used to determine support and intervention for EALD students, students with learning difficulties, and short term support for Numeracy and Literacy support.

➤ Student management

A preventative and developmental approach to behaviour management is in place as reflected in the Behaviour Code which has been developed in collaboration with students and Governing Council. Procedures exist for managing harassment and bullying.

Class rules and expectations, in line with the behaviour code, are developed in negotiation with students. Student behaviour is monitored closely by all staff. A Wellbeing Leader has been employed for 0.8 of a week, running various programs designed to promote positive behaviours.

➤ Allergies

We have strict guidelines to prevent students having anaphylactic responses. Parents are requested not to send food to school containing nuts, or nut products. This includes products such as peanut butter or Nutella on sandwiches.

➤ Student Governance

Classes conduct fortnightly class meetings. Issues from these meetings are taken to the Kids Council (SRC), which occurs in week 3, 6 and 9 and involves students from Reception to Year 7, addressing whole school issues.

3. Staff (and their welfare)

➤ Staff profile

- Principal - A7
- Deputy Principal - B4
- 2 x Senior Leaders B2– Teaching for Effective Learning focus
- Wellbeing Coordinator B1 – STEM/ Innovative Pedagogies Focus
- 1.5 EALD Teachers
- 29 FTE classroom Teachers
- 5.0 NIT Teachers
- 13 School Support Officers
 - 1 Business Manager
 - 1 Finance/Admin Officer
 - 1 Computer Systems Administrator
 - 2 Admin Officers
 - 1 Library/ 1x ICT Support Officer
 - 1 Defence Schools Transition Aide
 - 4 Special Education/Learning Difficulties Support Officers

➤ **Leadership structure**

The Leadership Team consists of the

- Principal (male)
- Deputy Principal (female)
- 2 Assistant Principals (1 male and 1 female)
- 1 Coordinator (female)
- 1 Wellbeing Leader (male)

➤ **Staff support systems**

- The Leadership team meets weekly to plan and review professional learning and staff meeting agendas.
- The management team meets weekly to address site management issues and review processes.
- PAC meets as needed to manage and address agenda items.
- New staff are paired with a buddy to support them through transition to our school, and induction sessions are negotiated to meet individual needs.

➤ **Performance Management**

Each teacher has a Performance Development Plan which is managed by the teacher, and discussed as part of performance and development meetings twice per year. Teachers are supported to identify performance objectives in line with our Site Learning Improvement Plan, and Australian Teacher Standards.

➤ **Staff utilization policies**

Staff are provided with the opportunity to develop leadership skills and roles as well as new specialist areas. Opportunities for shared leadership are utilised wherever possible. SSOs support students with special needs, reading support, general classroom activities, the library, the implementation of a range of ICTs in classrooms and the financial management of the school. Teachers work in collaborative teams to plan and develop programs and to provide peer support.

➤ **Access to special staff**

The School accesses external support services when required i.e. Autism SA, Guidance Officers, Attendance Officers and other external agencies i.e. Novita

4. Key School Policies

➤ **Site Improvement Plan and other key statements or policies:**

Our school vision - "Developing Life Long Learners who positively influence our community in a global context." is enacted daily in how we work. Our practice and behaviour is underpinned by four core values:

- Cooperation
- Pride
- Quality
- Respect

The main goal(s) on our current Site Learning Improvement Plan (available for viewing - [https://www.mawsonlakes.sa.edu.au/uploads/files/school-improvement-planning-template-%20MLS%20update%20Feb%202020%20\(003\).pdf](https://www.mawsonlakes.sa.edu.au/uploads/files/school-improvement-planning-template-%20MLS%20update%20Feb%202020%20(003).pdf)) are

"To maintain and increase the number of students above and significantly above SEA in Reading and Numeracy."

The particular focus area in Maths is 'Number' with the focus area for Reading concentrating on implementing a consistent approach to the teaching of Phonological Awareness, Phonics and Guided Reading.

The Leadership team – consisting of the Principal, Deputy, Assistant Principals (teaching and learning focus), Coordinators for STEM/ Innovative pedagogies and Wellbeing, work as part of a strong team. Recent key outcomes against these goals include:

- Staff at the school have been very active in their pursuit of quality teaching and have worked together to further enhance student learning. For example:
- Over the past few years, teachers being released to work in professional learning teams with a Mathematical consultant. Strategies have involved ensuring that students have full access to their 'curriculum entitlement' in Maths, with a particular focus on 'Number'. There is also a focus on BIN (Big Ideas in Number) as part of the site improvement plan.
- Staff focusing on embedding 'The Big Six of Reading' into their everyday reading programmes. This year we are narrowing this priority further by narrowing the focus further to looking at the aspects of 'Oral Language' in semester 1 and 'Reading Comprehension' in term 2. We are also unpacking and revisiting 'Guided Reading' across the school to build consistency of pedagogical practice.
- We use 'Mark-it', an online tool for collation of data, and use it for analyzing data sets to determine next steps for teaching and learning. The reception team uses data from 'Mini-MarkIt' (Preschool) including PASM (phonological awareness) and '4 top 5' (Numeracy).
- Teachers have used PAT data to understand and develop capacity to analyse and use this to inform practice.
- The school has had a focus on further strengthening 'Student Voice/ Agency' over the past 2 years in particular. Teachers are learning about pedagogies that promote genuine student input into their learning including a focus on deeper questioning/ active listening.

4. Curriculum

➤ **Subject offerings**

The school has introduced, and reports against the Australian curriculum Specialist teachers cover Physical Education, Japanese and Arts.

➤ **Special needs**

Learning Support and Intervention is currently coordinated by the Deputy Principal and is provided to students by a team of teachers and SSOs. They support EALD learners, children with NEPs and children with specific learning difficulties. Language Support is provided to identify students by a BSSO each week.

➤ **Special curriculum features**

In the past couple of years, we had a whole school Maths/ STEM learning open days organized by upper primary students and targeted towards Australian Curriculum outcomes R-7. A range of engaging problem solving investigations were developed for students to work through and the events are well attended by the school community.

- Students enter the PMA Maths challenges and Oliphant Science Awards individually and in teams. In the past, students and the school has been acknowledge by winning many awards in a number of categories.
- The use of Information and Communication Technologies is embedded into classroom programmes across the school. A Systems Manager provides technical support to ensure timely access. Wireless technology is utilised across the site.
- Special whole-school community celebrations for Harmony Day, Book Week, Remembrance Day, Sports Day, Matsuri on Mobarra (Japanese Festival), Special Visitors/ Grandparents Day and End of Year Community Concert / Carols events.
- Year 7 students involved in Long Tan Day Commemorations with Vietnam Veterans. This involves attending a local ceremony organized by the City of Salisbury, where students read poems, lay a wreath and speak to Veterans.

➤ **Teaching methodology**

An extensive range of teaching methodologies are used by teachers with an emphasis on the inquiry method, collaborative learning, embedded information technology and a negotiated curriculum based on the Australian Curriculum.

➤ **Student assessment procedures and reporting**

Assessment involves both formative and summative processes to support and enhance learning.

- Running Record data is collected (PM Benchmarks JP and Fountas and Pinnell (3-7) and used to determine specific reading needs.
- PAT-R and PAT-M (Year 1 to 7) data are collected and used as a standardized reading, mathematics and spelling and grammar assessments.
- NAPLAN data is analyzed and used to inform whole school practice as well as individual learning needs.
- Two writing samples are collected and analysed from every EALD student each year. They are assessed using a rubric and used to differentiate learning needs.
- Big Ideas in Number is used as a learning focus – Trust the Count in Years R- 2 and Place Value in years 3-7.
- A wide range of on-going assessment is used by teachers before, during and after learning.

The school utilises a mix of formal and informal communication to keep parents informed about student progress.

- An Acquaintance Night is held early in first term. Teachers use this opportunity to talk with parents about school processes and procedures, and to share information about classroom routines and expectations.
- Three-way Interviews are held at the end of term 1 for all families and in term 3 are again offered as an option. Formal reports are sent home twice yearly, at the end of Terms 2 and 4. We use the required A-E grading/word equivalents and include a written comment.
- Class newsletters are sent home in weeks 2 of each term and school newsletters go out every three weeks. The first provides an overview of the classroom programme for the term, and the second is a review of what has been achieved and a sharing of successes.
- The SkoolBag app is used as a communication tool with parents, supplementing the school newsletter and the electronic sign installed at the front of the school.
- An open-door policy exists and parents are welcomed to make appointments, or contact teachers via email/ online communication tool (e.g. Class Dojo) at any time to ask questions, share concerns or seek clarification about classroom programmes and student progress.

➤ **Joint programmes**

Numerous opportunities for our staff and students to work with University of SA, and Parafield Gardens High School staff and students.

5. Sporting Activities

- Outstanding performances are achieved by our students at SAPSASA competitions.
- All students R-5 participate in a swimming program at the Elizabeth Aquadome each year. Year 6/7 students participate in an Aquatics Program at the West Lakes Aquatics Centre.
- The School Sports policy designed in corporation with the School Governing Council, was implemented in 2017 and has 2 netball teams that play in a local competition out of school hours.

6. Other Co-Curricular Activities

- The school participates in Festival of Music Choir each year and also approx. 30 students learn guitar through provision of a Private Music Instruction teacher.

8. Incentives, support and award conditions for Staff

- Complexity placement points: 0
- Isolation placement points: 0
- Shorter terms: n/a
- Travelling time: n/a
- Housing assistance: n/a
- Cash in lieu of removal allowance: n/a
- Additional increment allowance: n/a
- Designated schools benefits: n/a
- Aboriginal/Anangu schools: n/a
- Medical and dental treatment expenses: n/a
- Locality allowances: n/a
- Relocation assistance: n/a
- Principal's telephone costs:
 - The Principal and Deputy have Department for Education mobile phones which are used to contact parents, staff and DfE personnel as required.

9. School Facilities

➤ Buildings and grounds

- There are three open spaced buildings, the Denison Centre (see below), 1 administration blocks, Pre-School, Child Care Centre, canteen and 'Book Nook (mini library) on Site East. There are four classroom blocks, ten transportable classrooms (two used for OSHC) and one administration block on Site West.
- In 2018 we opened our new \$1M STEM Works building (brand new build) on Site West, which is adjoined by 5 classrooms and the ICT room/ Green Screen room.
- Oval and hard play areas are available, including two purpose built playgrounds and 'Nature Play' spaces on either side of the creek. The school library is located three streets away in the Mawson Centre.
- The School is currently at capacity in terms of teaching spaces and as such, more temporary buildings have been brought into the school.

➤ Heating and cooling

All classrooms and office areas have reverse cycle air conditioning.

➤ Specialist facilities and equipment

The Denison Centre is a multi-purpose facility incorporating a Community Hall / Gymnasium for use by the School and the Community. It comprises:

- A Hall/Gymnasium area
- Two Activity Rooms
- Two General Learning Areas
- A Teacher Office
- Kitchen Foyer
- School Toilets
- Community Toilets and Change Rooms, and five storage rooms: two for the School, two for the community and one for shared use.

➤ Student facilities

A canteen is available on Site East at recess and lunch times. Students on Site West are able to cross the creek, under supervision, to purchase items at recess and lunch times.

➤ **Staff facilities**

Staff rooms are located on both campuses - Sites East and West. Site West building now includes a staff meeting room, DP and AP offices, Well Being (sick) room and staff toilets.

All staff have access to space for planning, and each teacher has a laptop.

Desktop IT facilities are available to all other staff in several locations across the site.

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

In areas of the school, and along pathways leading to the creek, adaptations have been made to enable and improve wheelchair access. Change facilities are available on Sites East and West, and disabled toilets and parking are available.

➤ **Public Transport**

An excellent public transport service to Mawson Lakes is available through bus and train services to and from the City

10. School Operations

➤ **Decision making structures**

Decision making is shared between Staff, Governing Council and Kids Council. Staff are involved in all decisions that affect them, either directly or through representatives on committees.

➤ **Regular publications**

- A term calendar is sent home in week one of each term, providing details of events and special days for the term. The calendar is also placed on our website, along with the schools electronic newsletter which is published in weeks 3, 6 and 9 of each term.
- Classroom and specialist teachers provide a term overview in week. Again, these are shared via the school website.
- Mawson News, a staff newsletter, is published weekly.

➤ **Other communication**

- Each student has a communication book, or diary, which is used to facilitate communication between home and school. Reminders of special events, performances, due dates, etc. are sent home via stickers in the communication books.
- Information is also sent to parents via email and the SkoolBag App. This includes notification of the electronic newsletter being uploaded, reminders of special events and fund- raising information.

➤ **School financial position**

The school is well-managed and in a strong financial position. The school is in line to receive further funding as part of the DfE's 'Building better schools' program and is scheduled to be part of 'Phase 3' of this funding in 2020-21. The focus will be taking away portable buildings and to build innovative 21st Century learning environments.

➤ **Special funding**

Funding is applied for as required to provide support for students with learning disabilities.

11. Local Community

➤ General characteristics

Mawson Lakes is a diverse community in a strong family orientated environment. Parents and Community have high expectations and respect for the school and staff. A number of parents operate local businesses or are employed by the University of South Australia.

➤ Parent and community involvement

Parents are actively involved in supporting staff and students in specific subject areas (particularly reading and literacy programs) excursions and camps. A volunteer induction program is run for all parents prior to them working with students.

➤ Feeder or destination schools

- Most new Reception children transfer to our school from the on-site Pre School, with small numbers from other Pre-Schools.
- Parafield Gardens High School is our designated high school and increasing numbers of students are choosing to attend. Others choose a range of local government schools or Endeavour College, a private Lutheran college within Mawson Lakes. [i.e. schools that children generally transfer to, or schools (or kindergartens if applicable) that children generally transfer from].

➤ Other local care and educational facilities

Mawson Lakes Child Care Centre, Parafield Gardens High School, Endeavour College (Private Lutheran School) and the University of SA.

➤ Commercial/industrial and shopping facilities

Facilities include Technology Park, The Lakeside Town Centre incorporating a newsagency, hotel, cafes, and supermarket; restaurants and numerous shops, including cafes and businesses in streets surrounding the school.

➤ Other local facilities

There are medical practitioners and a range of health services available within the town centre. Salisbury Council publishes a booklet detailing sporting, social and recreational facilities available across the Salisbury Council area, and these are available free of charge from the Mawson Centre.

➤ Availability of staff housing

Whilst no Government Employee Housing is available at Mawson Lakes, there are many new and older homes available for rent or purchase in Mawson Lakes and nearby suburbs.

➤ Accessibility

An excellent public transport service to Mawson Lakes is available through bus and train services to and from the City

➤ Local Government body

The City of Salisbury is the local council servicing Mawson Lakes.

12. Further Comments

Mawson Lakes School is a category 6 school and is exciting place to learn and work.

New staff at Mawson Lakes School are supported to understand the significance of the community and the role the school has in facilitating the learning process for the young people.