



Mawson Lakes School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Mawson Lakes School Number: 987

Partnership: Hollywood Lakes & Gardens

Name of School Principal:

DAVID COWLES

Name of Governing Council Chair:

DOMINIC MARAFIOTI

Date of Endorsement:

7/2/2017

School Context and Highlights

Mawson Lakes School is a thriving school which continues to be held in high regard by the local community. Over the last few years the school has continued to grow in numbers with approx. 800 students enrolled in 2016. The School is very multi-cultural with approx. 45% of the students EALD and approx. 46 different cultural groups represented, making it very dynamic and a vibrant place of learning. It is located in close proximity to Uni SA and enjoys a good working relationship with the Uni, offering our students and staff unique opportunities to work together. The school also has approx. 50 defense force students who are supported by a Defense School Transition Aide. Due to ongoing enrollment capacity challenges, DECD implemented a capacity management plan in 2016, to ensure 'in zone' enrollments were given priority access and the school could operate at a safe and comfortable level for our students.

2016 a year of Powerful Learning and great highlights!

Inaugural Numeracy Day:

Our year 7 students demonstrated that they are indeed powerful learners by working collaboratively to design and create a number of interactive stalls for students to test their Numeracy skills. Problem solving and reasoning skills were a must as the students worked in small teams to achieve success; the day won a MASA award too!

\$1m STEM Grant!

We received a 1M grant to improve/ upgrade our facilities and to improve our pedagogy around STEM (Science, Technology, Engineering and Maths). Our school is in Phase 2 of the roll out and we have been working with our architect to develop an exciting 'Learning Street.' This will mean our students will have access to a brand new facility to foster brain-storming, design, tinkering and problem solving through STEM.

SASTA Oliphant Science Award Winners!

With close to 60 entries, our school was recognized at the annual SASTA Science Awards night for consistently high achievement and participation in the Scientific Inquiry and Models/Inventions category.

Great Community Spirit!

In 2016 our school participated in a number of school and wider DECD/ Salisbury Council community activities including: Matsuri on Mobarra Japanese Festival, Special visitors/ Grandparents Day, Book Week/ Premier's Reading Challenge, Long Tan Vietnam Commemorative Ceremony, Festival of Music Choir, Bike Ed, Swimming and Aquatics. Of course there were lots of great performances at our school's 'Gatherings' (assemblies) where students show-cased their work.

Governing Council Report

The active Governing Council consists of 12 members, including 9 parents, the Principal and two staff representatives providing a diverse range of experiences and points of view. This supports effective governance and the operation of our businesses. In what was another busy year the GC reviewed and updated a required all School policies as part of a bi-annual review process.

Ongoing improvements in financial reporting has enabled confident decisions on spending during year and approval of 2017 budget prior to year-end.

A few of the major achievements delivered by working in collaboration with the school management team included:

- Our school's first ever sports policy and sports committee created through the of members efforts in the working party. This is also supported with funding for school sporting teams
- Building closer connections to our SLIP for our parents through running parent workshops in Numeracy with Ann Baker
- Funding for major projects such as site west playground, boom gates, OSHC carpark work, Denison Centre projector and provision for site west office redevelopment
- A range of improvement capital work projects and resources for our students made possible through GC fundraising committee
- Identification of a need for a new uniform shop arrangement moving forward and resolution via an effective procurement process run through the Uniform committee
- Co-funding the formations of a playgroup with the Mawson Lakes Pre-School has been a fantastic success.
- Co-production of a new parent information evening which had a fabulous attendance and feedback

As can be seen above, working alongside the School management team the Mawson Lakes School Governing Council and its committees have had a significant role in realizing many new initiatives which support the delivery of high quality education in an environment that enhances children's learning and well-being.

Dominic Marafioti
Chairperson Mawson Lakes School Governing Council



Improvement Planning and Outcomes

In 2016 the school's SLIP (site learning improvement plan) had an ambitious improvement agenda around Numeracy improvement as well as maintaining a focus on Literacy Improvement. Some of the key recommendations around Numeracy for 2016 from the previous year's self review process included:

- Establishing a whole school Numeracy improvement cycle including drafting a whole school agreement around Numeracy.
- A continued focus on 'powerful learning' across all areas of the curriculum.
- Adopting a longer term single focus on Numeracy with a specific focus on problem solving and reasoning
- Appropriate resourcing for staff to work with Ann Baker in year level teams and establishing PLC's (professional learning communities) that meet frequently to assist in going deeper with improving pedagogy and practice.
- Providing more PD for staff in using Mark-it, Pat M and BIN data tools, to better inform teacher practice and make the 'next steps' more intentional.
- Leadership team getting into classes more frequently for 'walk-throughs' and opportunities for more feedback and 'coaching' of staff.

The school has made a good start with many of these initiatives in 2016. Most of these recommendations are well underway but further work is needed in 2017 to help consolidate them. Ann Baker worked 3 times a term with all staff in 2016 with a focus on getting 'Daily Mental Routines' established as well as the creation of class 'learning journals' to reflect on pedagogy and share practice with peers and students. The school is building on embedding a consistent use of Mathematical language in the class and this has improved markedly over the year. Staff worked collaboratively to nearly conclude a whole school agreement around Numeracy with the aim to complete this in first term 2017.

The following SEA targets (DECD School Educational Achievement) for Numeracy were set for 2016 with the following outcomes:

- Yr 3 Target 88% -86% achieving SEA, Yr 5 86% - 78% - Yr 7 87% - 69% -The Year 3 result was the closest with our year 5 and 7's results being further adrift of targets set.

Key recommendations from the 2017 self review process for Numeracy include:

- Building staff's knowledge of 'Number sense' through strategic PD in year level PLC's (using a common text to work through)
- Ann Baker to continue to work with staff in 2017 with a focus on building knowledge of number sense and also emphasizing learning intentions and success based criteria. Also a closer focus on 'where to next' after mental routines are conducted so they are used to inform 'next steps' for intentional teaching. A revision of purpose of learning journals and how they can be used to greater effect with students/ peers.
- Quarantining more times for leadership to get into classrooms to mentor and coach staff in key aspects of Numeracy.

In Literacy the focus continued on the explicit teaching of R.C. Skills and Guided Reading. There was also a continued focus on using PASM testing data to provide information to teachers so that they could provide intervention and support for identified students. The following SEA targets & outcomes for Reading were: Yr 3- Target 90% with 88% achieving SEA, Yr 5- 86%-78%, Yr 7 87%-69%

In 2016 key recommendations for Literacy were acted upon :

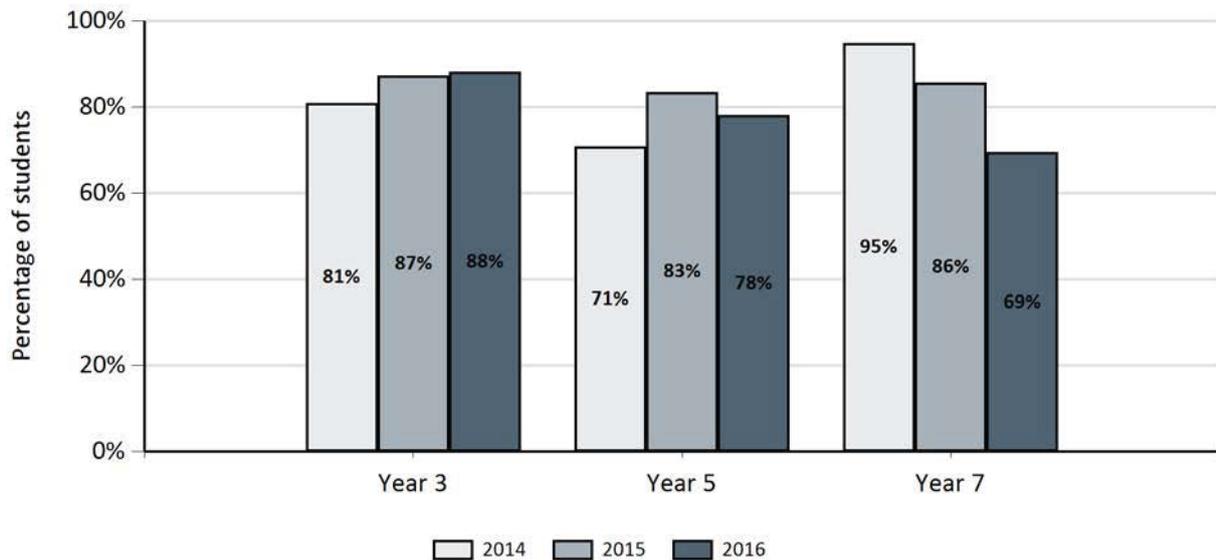
- Continuation of AfL programme (Assesment for Learning) to help embed strategies (eg. questioning techniques) that promote powerful learning. TfEL co-ordinators supported staff with explicit teaching of R.C. skills/ guided reading by planning, co-teaching and assessment. There was also a roll-out of PD using Fountas and Pinnell RC kits to foster an R-7 approach to teaching reading.
- Mark-it 'Local champions' were established to work with our staff on better using data for intentional teaching.

Performance Summary

NAPLAN Proficiency

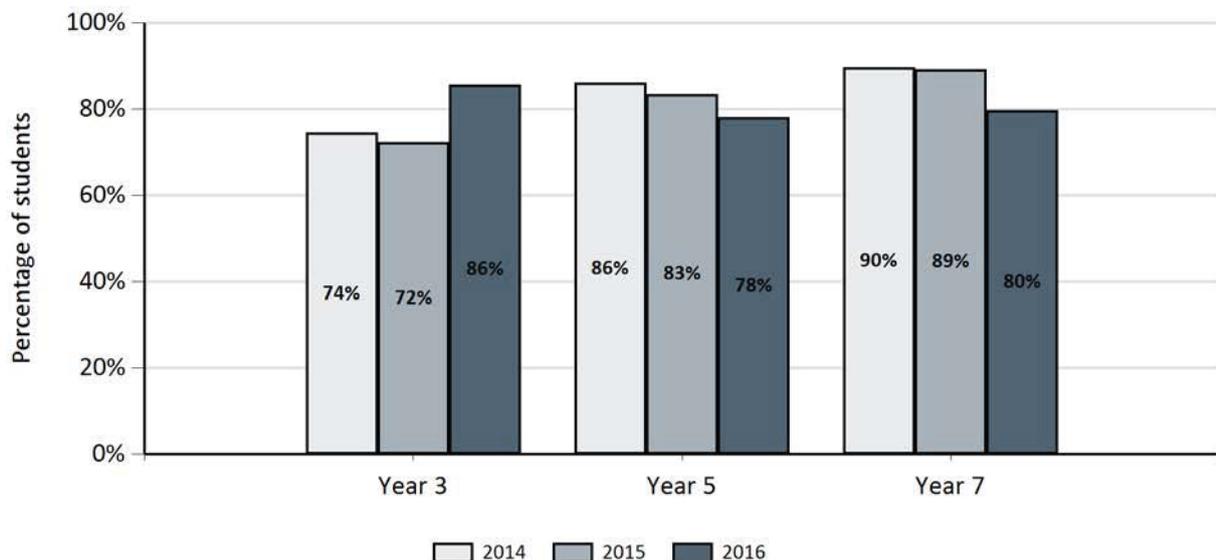
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	30%	15%	25%
Middle progress group	54%	63%	50%
Upper progress group	16%	23%	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	22%	26%	25%
Middle progress group	51%	49%	50%
Upper progress group	26%	26%	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	119	119	56	31	47%	26%
Year 3 2014-16 Average	102.3	102.3	44.7	27.0	44%	26%
Year 5 2016	96	96	28	18	29%	19%
Year 5 2014-16 Average	90.3	90.3	25.0	20.7	28%	23%
Year 7 2016	59	59	11	11	19%	19%
Year 7 2014-16 Average	57.7	57.7	18.0	15.3	31%	27%

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

In 2016 in Reading, 88% of students achieved the DECD SEA (Standard of Educational Achievement) which is proficiency band 3 or above. Whilst this was only a 1% increase on the previous year, it is the third successive year that there has been improvement in yr 3 Reading results which is encouraging. The year 5's achieved an outcome of 78% which was lower than 2015, but higher than 2014's result. The Yr 7 cohort's result of 69% was uncharacteristically low but was similar to the same cohort's results of 71% in year 5 in 2014.

When looking at cohort progress in NAPLAN (same group being tested 2 years later) there were more students in the low progress group in years 3-5 (30%) when compared to the low progress of the years 5-7 (only 15% making low progress). The state average (low progress) is 25%. Also looking at the upper progress groups we see a similar pattern emerging. The yr 3-5 upper progress group was only 16% when the yr 5-7 group was higher at 23% (state average is 25%). When looking at NAPLAN achievement in the upper bands (top two bands) on average (over the last three years), a similar pattern emerges. 44% of all yr 3's achieved in the upper bands over the last 3 years, the yr 5's 28% and the year 7's 3 yr average was 31%.

In 2017 one of the key recommendations in Reading is around adopting a 'like/same' programme for analysing comprehension and teaching reading comprehension across the school. In 2016 we resourced a number of staff to attend training and 'unpack' the 'Fountas and Pinnell' reading comprehension programme with staff. We intend to expand it in 2017 with the aim that all staff are using it to explicitly teach the skills of RC to foster a 'whole school' approach. In 2016 DECD also made Pat Testing compulsory for years 3-7 in Numeracy and Reading. The Pat M (Maths) test and Pat R (Reading Comprehension) testing were conducted on-line in term 3.

The DECD SEA Pat R (Reading Comprehension) results were: Yr 3- 89%, Yr 4- 86%, Yr 5 89%, Yr 6- 97%, Yr 7- 86%. These results are high and they should be as the DECD standard for Pat R and Pat M covers all schools from category 1 to 7

Our Junior Primary Running Record targets are set high as we are a category 7 school. Set at 80% (for years 1 to read at level 17 or higher) our year 1's achieved 50% and the year 2's 72% (to read at level 21 or higher). These targets were set using older formula and recently DECD revised the year 1 target down to level 13. If this target was factored in, the year 1's result would have been closer to 65%.

Numeracy results in NAPLAN in 2016 showed great improvement in year 3 (86% achieving SEA). The year 5 result of (78%) was down on the previous years and is an area that we are paying close attention to. The year 7's result was 80%, just lower on the previous years. Many recommendations for Numeracy in 2017 were outlined in the previous section.

The DECD SEA Pat M (Maths) results were: Year 3 -84% achieved Pat M SEA, Yr 4 -93%, Yr 5 -84%, Year 6 -97%, Year 7- 78%.

Attendance

Year level	2014	2015	2016
Reception	94.2%	92.2%	91.1%
Year 01	94.6%	91.3%	92.7%
Year 02	91.4%	91.9%	92.2%
Year 03	93.7%	90.1%	93.8%
Year 04	93.3%	91.4%	92.8%
Year 05	93.9%	93.3%	92.4%
Year 06	93.8%	93.4%	92.9%
Year 07	92.9%	93.8%	89.0%
Secondary Other			92.6%
Total	93.5%	92.1%	92.3%

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

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

Attendance Comment

The school achieved a good result of 92.3% attendance rate in 2016, slightly up on the previous year. The school continued to monitor attendance very closely through close contact between the school and our families. In the event of prolonged or unexplained absence the school engaged the support of the DECD Attendance Counselor; these instances were very small for such a large school. Due to the multi-cultural nature of our student population, approx. 30% of all absences were due to families seeking exemptions (eg. Yr 7), to travel back to their native homeland for cultural or family reasons.

Behaviour Management Comment

Data from our internal auditing (office/yard/suspension data) confirms that Mawson Lakes is a very safe school to attend. At our school, all students have the right to be safe and the right to learn. Our staff are diligent in identifying and following up on unsafe behaviors and this year our Anti-bullying and Grievance procedures were reviewed through staff and Governing Council. We have a zero tolerance approach to bullying and students are taught about cyber-bullying (through the SA Police) including effective strategies to keep themselves safe on line. This year we participated in the DECD 'Anti-Bullying Day of Action.' 2016's parent opinion survey indicated that the vast majority of respondents said their child felt safe at our school.

Client Opinion Summary

In 2016 staff were encouraged to complete the DECD Physiological survey to measure the degree of staff wellbeing and to use the data to identify future hazards. The survey covered topics such as: employee development, group morale, role clarity workload etc. Approx. 40% of staff completed the voluntary survey. The Work Health and Safety committee concluded that overall the results of the survey were good, although the areas of 'appraisal and recognition' and 'participative decision making' were ones to monitor in 2017. Revision of our decision making policy is already well underway through a working party process.

In 2016, parents were given the opportunity to complete an on-line opinion survey. 75 responses were received which was up on the 44 the previous year; however this is considered low for a school of 800 students. Parents were asked to rate their responses from 0 to 5 (5 being the highest) on the same set of questions as 2015. Observations from the collated results include:

-The teachers expect my child to do their best'- rating of 3.5 (out of 5)

-My child likes being at this school'- 4.0

-The school looks for ways to improve'-3.5.

-My child is making good progress at this school'- 3.5.

- My child feels safe at this school'- 3.9

Nearly all responses were 3.5 or higher but areas identified for future exploration and action include:

-My child's learning needs are being met at this school'- 3.3

-The school works with me to support my child's learning'- 3.3

-Teachers at this school motivate my child to learn'- 3.4

In 2016 students were invited to participate in a wellbeing/ anti-bullying survey. The JP survey was a paper one and the primary survey was via an on-line 'Survey Monkey'. The students were asked questions around their wellbeing, safety and emotional resilience. Whilst this initial participation rate was a little low (112 JP students and 276 in Primary) it gave us a 'snap shot' into students' perspectives around a range of topics and gave us some baseline data to work from. Generally across the school, students felt safe, knew what bullying was and how to support someone else if it occurred. They felt happy attending school. However, areas where responses were lower were around being resilient if things went wrong and knowing what to do if this was the case. Year 6/7 students participated in the DECD Middle Years Index Survey around wellbeing; overall scores indicated appropriate wellbeing levels but we need to remain vigilant.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	57	30.0%
Other	3	1.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	55	28.9%
Transfer to SA Govt School	72	37.9%
Unknown	3	1.6%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

At Mawson Lakes School child protection is taken seriously and consequently a number of 'checks and balances' are in place to ensure that our much valued parent volunteers, Governing Council members, staff and official visitors to the site have the appropriate criminal history screening checks in place. Recently our school was independently audited by DECD ensuring compliance with all screening procedures. Our school was found to be compliant. In 2016 the Assistant Principal again co-ordinated the C.H.S. process to ensure 100% compliance.

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	76
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.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	42.8	0.0	12.0
Persons	0	46	0	17

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

Financial Statement

Funding Source	Amount
Grants: State	\$91 591.95
Grants: Commonwealth	\$ 13 100
Parent Contributions	\$241 889
Fund Raising	\$9052
Other	

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

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

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	One student received additional funding. Student supported to remain at school for longer than would have been possible. Student eventually excluded to Education Centre due to continued violence towards staff.	Student gradually developing strategies to engage with curriculum
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	EALD teachers working with classroom teachers to co-plan and present whole class learning. Small group targeted support and individual tier 3 support where needed. Results analysed prior to following term.BSSO employed	Increased students achieving appropriate Language and Literacy Levels
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Classroom support provided by SSOs. School counsellor provided social skills sessions for ASD students.	Students working towards SEA outcomes
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	ACEO funding used to employ an ACEO 5 hours per week. This person worked for one hour per week with each student on a program determined by the classroom teacher and the EALD teacher.	Working towards SMART goals set in the ILP for ATSI student
Targeted Funding for Groups of Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	This year LD Grant was largely used to provide targeted numeracy support for students based on the Big Ideas in Number testing which was implemented across R-7. Some of the funding was used to top up NEP support, to provide support for students identified by class teachers, who did not qualify for an NEP - funding was allocated by the student review team. Some support involved SSOs working alongside teachers in class and small gp withdrawal	Regular re-testing of BIN throughout the year. Over 95% of students made progress towards goals.
Program Funding for all Students	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
Program Funding for all Students	Better Schools Funding	QuickSmart Numeracy support program involving 20 students in Yr 4. Students withdrawn for intensive work with SSO's 3x weekly for 30 minutes, in pairs.	Some students achieved over 2 years growth in SEA data
Other Discretionary Funding	Specialist School Reporting (as required)		
Other Discretionary Funding	Improved Outcomes for Gifted Students		
Other Discretionary Funding	Primary School Counsellor (if applicable)	0.2 funding, topped up to 0.3 for one term. Pro-active approach for students with social skills needs. Support provided in class alongside the teacher, through small group withdrawal and proactive programmes	Increased engagement for the students involved.