



Mawson Lakes School 2017 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:

6th February 2018

School Context and Highlights

Mawson Lakes School is a very dynamic and vibrant place of learning and continues to be a 'school of choice' for many in the local community. The School is a very multi-cultural one, with approx. 45% of the students EALD and approx. 46 different cultural groups represented. It is located in close proximity to Uni SA and enjoys a good working relationship with the Uni and Salisbury Council, offering our students and staff unique opportunities to work together. The school also has approx. 20 defence force students who are supported by a Defence 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. In 2017 the school's numbers leveled off at 770, largely as a result of the DECD capacity management plan capping enrollments.

2017: Another year of Powerful Learning and great highlights!

\$1M STEM Works Building commences!

In term 4 2017, building commenced on our exciting STEM 'Learning Street' concept. This concept will allow for some students to have direct access into the adjacent 'Learning Street', a purpose built area to undertake STEM learning. From the outside and undercover design area, to the inside 'Maker Space' and 'I.T./ Design' area, there will be many exciting new learning spaces for our students to use when designing, tinkering and 'prototyping' collaboratively.

Successful External Review Conducted

Our school was externally reviewed by DECD in term 2. Our report was very positive about the work we have undertaken in continuing to improve teaching & learning; we were given a '4 year return' and some recommendations we need to continue to work on over that time.

Our Students Lead the Way in STEM, Science and even Space!

Two Year 7 students were the 'STEM Student Ambassadors' for the HLG partnership and attended the DECD School STEM camp with 60 students from other schools. MLS was also successful in reaching Stage 3 of the 'SA Schools Space Mission Project'. This will give our students an opportunity to participate in a STEM project working with scientists measuring the Earth's magnetic field from the Bartolomeo platform of the Space Station. Finally, our school was also awarded the CSIRO Education/ CREST Primary Prize for Consistently High achievement; a great effort!



Governing Council Report

The active Governing Council consists of 10 members, including 7 parents, the Principal and two staff representatives providing a diverse range of experiences and points of view, which supports effective governance and the operation of our businesses.

Ongoing improvements in financial reporting and improved debtor follow-up has enabled confident decisions on spending during year and approval of 2018 budget prior to year-end.

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

- Successful outsourcing of canteen services to Rory's School Lunches. A detailed review after the first term 6 months of operations against KPI's that GC developed including price point, quality of products offered, customer service/ satisfaction, sales to date, health and safety audit, were all met without qualification.
- Collaborated in the formulation of the school's SLIP (Site learning improvement plan). This included the setting of curriculum targets, setting actions against those targets, the allocation of appropriate resources and identifying outcomes on which the target/ outcomes can be measured.
- Organisation of the school's first DECD external review, held in term 3. Review of the findings in the final report of the review was undertaken by the Education Committee and findings/ recommendations summarised and reported back to Governing Council
- Funding for major projects to improve the environment for staff and students including a provision of \$300,000 for the site west office redevelopment and \$80,000 of funds from the OSHC reserve be set aside for use towards STEM facility currently under construction
- A range of improvements and resources for our students made possible through GC fundraising committee
- Continued co-funding the operation of a playgroup with the Mawson Lakes Pre-School which continues to be a success.
- Further development of the co-produced 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 continue to 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
Governing Council Chairperson
Mawson Lakes School

Improvement Planning and Outcomes

In 2017 the school's SLIP (site learning improvement plan) continued with a focus on improving Numeracy and Literacy as well as introducing some aspects of STEM learning, integrated across the curriculum. MLS also had their first External Review, with the school receiving a strong 4 year return. Some of the planning and work undertaken through our site learning plan in 2017 included:

- *Concluding a whole school agreement around Numeracy which included a Numeracy improvement cycle
- *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.
- *A closer focus on 'Number Sense' (using numeracy in a flexible way) including work on the 'Eight Effective Practices of Numeracy'
- *Continuing to provide resourcing for year level teams to meet and work collaboratively with Ann Baker on consolidating learning in aspects such as: 3 part maths lesson: mental routines, problematised situations and reflection, collaboratively planning 'four top five', embedding appropriate aspects of the mental computation sequence and regular use of 'learning journals' to reflect on pedagogy and share practice with peers and students.
- *Embedding a consistent use of Mathematical language in all classrooms
- *Establishing use of the BIN (Big Ideas in Number) programme including use of BIN data to highlight 'next steps' and provide 'intervention' where appropriate.

The following SEA targets (DECD School Educational Achievement) for Numeracy were set for 2017 with the following outcomes:

-Yr 3 Target 88% -78.8% achieving SEA, Yr 5 86% - 82.2% - Yr 7 87% - 90.9% -The Year 7 result exceeded the target, the year 5 target was very close to being achieved, with the year 3 target being a little further adrift.

Key recommendations from the 2017 review process for Numeracy were:

- * Continuing to build staff's knowledge of 'Number sense' through strategic PD in year level PLC's; working with PMA (Primary Maths Association) to 'unpack' the maths curriculum, in particular 'number'.
- *Greater use of data (including BIN data) to inform 'next steps' in teaching and also a focus on sharing this data with students so they have ownership of their own data and staff can then set goals with their students.
- *A focus on supporting staff 'finding the gaps' between year levels and developing more of an 'intervention headset'
- *Using PLC's to continue to look at work samples to moderate and build and strengthen professional judgment of A-E grades (use of some of Tierny Kennedy's work that suits our learning needs).
- *Broadening use of 'Mark-it Local Champions' and Principal Consultant to help unpack PAT data sets, identify misconceptions and use data for future planning and teaching.

In Literacy there was 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 employment of a 'speechy' for 0.1 time to work with early years supported staff with this work too. The roll out of F&P R.C.kits also continued as too did the focus on Guided Reading. The following SEA targets & outcomes for Reading were: Yr 3- Target 90% with 88.4% achieving SEA, Yr 5- 86%-82.2%, Yr 7 87%-84.8%

In 2018 key recommendations for Literacy through the self review are:

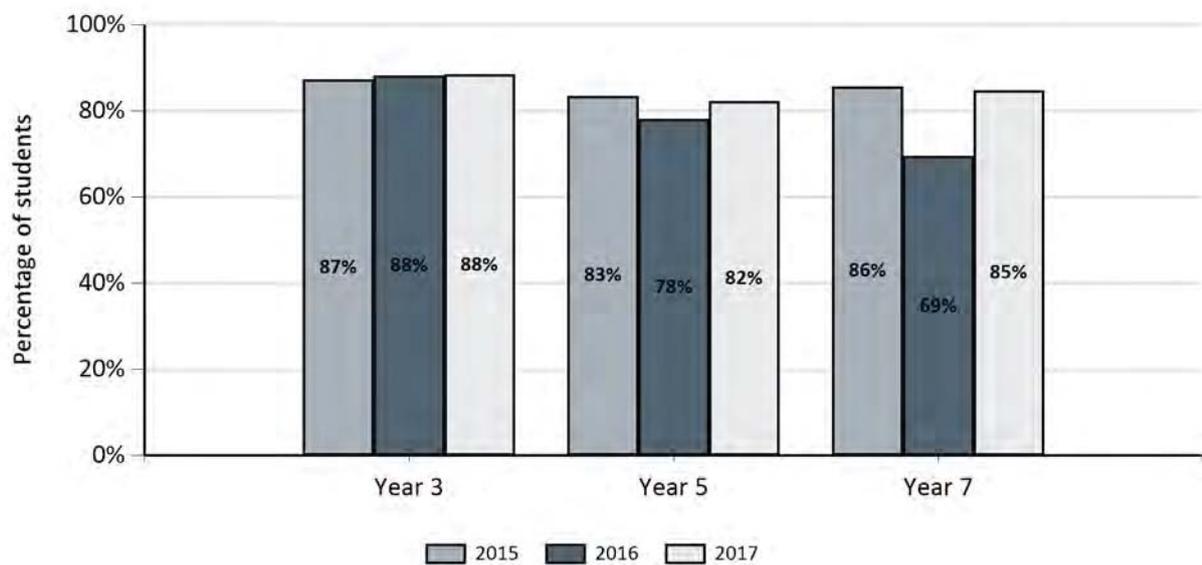
- *Revisiting/ updating our whole school agreement on Literacy, including spelling, reading comprehension and the Big 6, and using DECD 'Best Practices' work to guide us.
- *Embedding use of Fountas and Pinnell RC kits and possible trial of 'Words Their Way' (spelling) to foster an R-7 approach to Literacy.
- *Continued resourcing of S.P for 0.1 time, to support PASM with R-2 staff
- *Begin 'Playful Literacy' program around building oral language in early years

Performance Summary

NAPLAN Proficiency

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

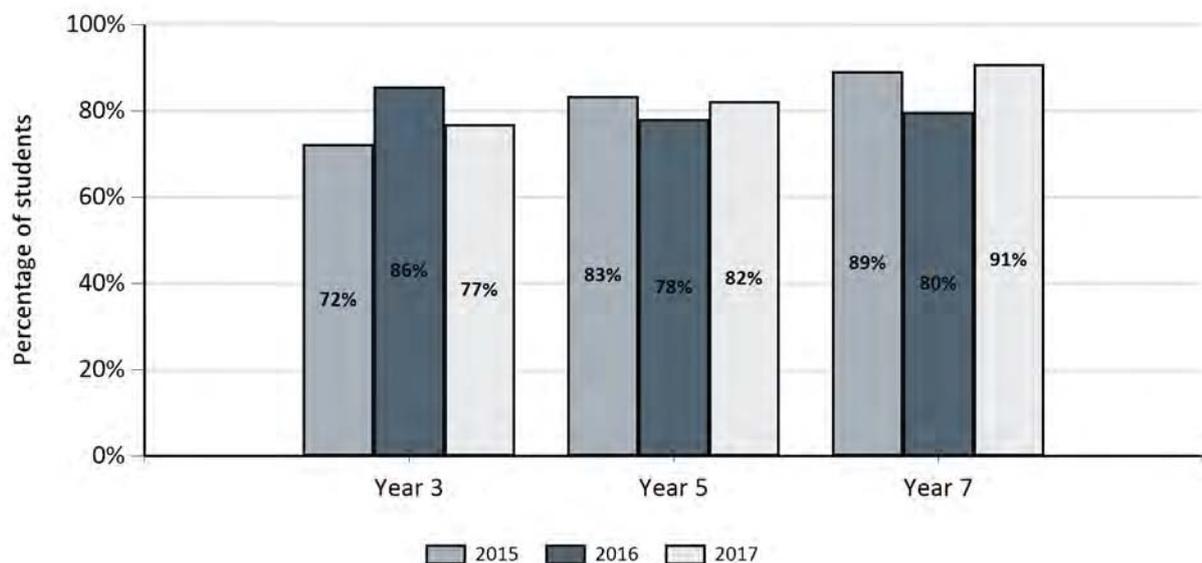
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	28%	24%	25%
Middle progress group	52%	47%	50%
Lower progress group	20%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	35%	35%	25%
Middle progress group	49%	45%	50%
Lower progress group	16%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	95	95	36	33	38%	35%
Year 3 2015-17 Average	102.7	102.7	43.3	27.3	42%	27%
Year 5 2017	90	90	33	23	37%	26%
Year 5 2015-17 Average	96.3	96.3	31.0	22.7	32%	24%
Year 7 2017	66	66	17	22	26%	33%
Year 7 2015-17 Average	60.3	60.3	16.7	15.7	28%	26%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

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

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

School Performance Comment

In 2017 in Reading, 88% of year 3 students achieved the DECD SEA (Standard of Educational Achievement). Whilst this was the same result as the previous year, it was once again close to our target of 90%. The year 5's achieved an outcome of 82% which was higher than the 2016 result. The Yr 7 cohort's result of 85% was a huge increase on 2016's result and returned it to a similar result of 2015.

When looking at cohort progress in NAPLAN (same group being tested 2 years later) there were 29% of students in the low progress group in years 3-5. This was higher when compared to the low progress of the years 5-7 of 20%. The state average (low progress) is 25%. Looking at the upper progress groups we see a similar story. The yr 3-5 upper progress group was only 24% when the yr 5-7 group was higher at 28% (state average is 25%). When looking at NAPLAN achievement in the upper bands (top two bands) on average (over the last three years), a different pattern emerges. 42% of all yr 3's achieved in the upper bands over the last 3 years, the yr 5's 32% and the year 7's 3 yr average was 28%.

For 2018 one of the key recommendations in Literacy (particularly Reading) is to revisit our Literacy agreements and make better use of our data (PAT reading comprehension) for analysing comprehension and teaching reading comprehension across the school. In 2017 a greater number of staff were using Fountass and Pinell RC kits to test reading levels but the aim is for them to become better skilled at using this data for 'intervention' and the explicit teaching of RC skills to help develop a more consistent, 'whole school' approach.

The DECD SEA Pat R (Reading Comprehension) results were: Yr 4- 88%, Yr 5- 84%, Yr 6 91%, Yr 7- 83%, 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. We set a target of 80% for year 1 (students to read at level 17 or higher) and they achieved 71%. We set the year 2 target at 80% too (to read at level 21 or higher) and the year 2's achieved 82%. These results are very encouraging and the goal will be to maintain these high level of achievements in coming years through continued work with the speech pathologist and the PASM program.

In Numeracy in 2017, 77% of year 3's achieved the NAPLAN DECD SEA (target of 88%). The year 5 result of 82% (target of 86%) was up on the previous years and the year 7's result of 91% (target of 87%) was the best result in the last 3 years. Encouraging results were achieved in NAPLAN progression with 35% of yr. 3-5 students and 35% of yr. 5-7 students in the upper progress group. Additionally, only 16% of Yr. 3-5's and 20% of year 5-7.s were in the lower progress group. The DECD SEA Pat M (Maths) results were: Year 4 -80% achieved Pat M SEA, Yr 5 -81%, Yr 6 -89%, Year 7 -80%. The whole school focus in Numeracy over the past 3 years, appears to be starting to pay dividends for our students at Mawson Lakes School.



Attendance

Year level	2014	2015	2016	2017
Reception	94.2%	92.2%	91.1%	89.4%
Year 1	94.6%	91.3%	92.7%	90.3%
Year 2	91.4%	91.9%	92.2%	92.3%
Year 3	93.7%	90.1%	93.8%	93.3%
Year 4	93.3%	91.4%	92.8%	92.9%
Year 5	93.9%	93.3%	92.4%	93.1%
Year 6	93.8%	93.4%	92.9%	92.9%
Year 7	92.9%	93.8%	89.0%	93.1%
Secondary Other			92.6%	
Total	93.5%	92.1%	92.3%	92.1%

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 92.1% attendance rate in 2017 (target of 95%). The school continued to monitor attendance very closely through contact between the school and our families. In 2017 the school began using an electronic roll book system to check/track daily attendance and inform parents of unexplained absences/ lateness through SMS. Due to the multi-cultural nature of our student population, approx. 30% of all absences were due to families seeking exemptions, 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 recently 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. In 2017 we participated in the DECD 'Anti-Bullying Day of Action.' 2017's parent opinion survey once again indicated that the vast majority of respondents said their child felt safe at our school.

Client Opinion Summary

In 2017 staff were encouraged to complete the DECD Physiological Health 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. 50% of staff completed the voluntary survey. The Work Health and Safety committee concluded that overall the results of the survey were positive and a further improvement on 2016. These results were 'unpacked' at staff meeting and made available to staff via the school's server.

In 2017, parents were given the opportunity to complete an on-line, anonymous opinion survey sent home via the Skoolbag App. 74 responses were received, almost identical to 2016, but well up on the 44 the previous year; we would however like more parents to undertake the survey to get a wider data field. Parents were asked to rate their responses from 0 to 5 (5 being the highest) on the same set of questions as 2016. Observations from the collated results include:

- My child's learning needs are being met at this school'- 3.3 up from 3.1 in 2016.
- The school works with me to support my child's learning'- 3.3 (same as previous yr.)
- Teachers at this school motivate my child to learn'- 3.5 (up from 3.4)
- The teachers expect my child to do their best'- rating of 3.9 (out of 5), up from 3.5
- My child likes being at this school'- 4.0
- The school looks for ways to improve'-3.7,up from 3.5.
- I can talk to my child's teacher about my concerns'- 4.1
- My child feels safe at this school'- 4.0

A small sample of parents and GC members were also invited to talk with the DECD External Review Team as part of the External Review process. The full report is posted on the school's website.

323 Students in years 4-7 completed an online survey as part of the DECD Wellbeing and Engagement data Collection. Students were asked about a variety of questions around general wellbeing and engagement including: levels of perseverance, connectedness with adults at school, peer belonging, school climate,cognitive engagement, academic self- concept, bullying, sleep, eating breakfast etc. etc. Overall the data was very positive with some of the more positive responses in areas such as: connectedness with adults at school, happiness, optimism, emotional engagement with the teacher, cognitive engagement and low levels of social/verbal/ physical victimisation (bullying); however we must always be vigilant in this area.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	36	19.0%
Other	1	0.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	51	27.0%
Transfer to SA Govt School	87	46.0%
Unknown	14	7.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

At Mawson Lakes School child protection is always 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. In 2016 our school was independently audited by DECD ensuring compliance with all screening procedures. Our school was found to be compliant. In 2017 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	85
Post Graduate Qualifications	23

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	42.6	0.0	12.1
Persons	0	47	0	17

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$264 600
Grants: Commonwealth	\$1500
Parent Contributions	\$239 338
Fund Raising	\$17 056
Other	

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

2017 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 2017 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	Being pro-active by implementing outdoor education play for students in the yard and to re-engage students to play more successfully with their peers and other students.	Decreased visits to office, take homes, suspensions and yard time outs.
	Improved Outcomes for Students with an Additional Language or Dialect	Two EALD teachers worked alongside classroom teachers to support functional grammar and explicit teaching. Small groups of students were withdrawn for wave 2 and intervention to close the gap in language development.	Language and Literacy levelling continued to close the gap for EALD students
	Improved Outcomes for Students with Disabilities	Specific focus on SMART goals for individual students to specifically target their individual learning needs per their NEP's and track their progress. Intervention provided around specific learning needs.	Review of student progress more frequently with more goals being achieved.
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	Every Aboriginal student has an individual learning plan and is supported to meet identified goals aimed at closing learning gaps and improving attendance. Numeracy: Strategic use of Big Ideas in Number ensured that every student R-7 was monitored, and those not making sufficient progress were supported in small groups and individually. Learning Difficulties funding was partly used to fund a speech intervention programme for Reception students, and a 0.1 speech therapist was employed to work alongside teachers to support phonics and phonological awareness. Students were identified & supported in literacy 3week intensive literacy and numeracy	Reading levels were improved for every student and effect size of 1.12 was averaged across Years 3-7 Reduction of yr 1 students requiring intervention
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	24 identified students took part in QuickSmart, an intervention programme aimed at improving recall and fluency. Students worked in pairs with an SSO three times a week for 30 weeks.	Effect size was up to 7 times greater than the comparison group.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Identified 70 students to improve resilience, relationships with peers, intervention for repetitive exhibited behavioural concerns both in the yard and in class.	Decreased office visits, yard time outs, take homes, suspensions.