



SCHOOL CONTEXT STATEMENT

Updated: 29/04/2019

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 maximise our students learning potential'.

Mawson Lakes School is a category 7 school and is a very multicultural school with approx. 45 nationalities represented in our student population.

A unique feature of our school is the creek which runs between the two sides of the school; site East and site West.

We have approx. 25 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
DECD 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.0987.support@schools.sa.edu.au
Child Parent Centre (CPC) attached: Yes
Out of School Hours Care (OSHC) service: Yes

February FTE student enrolment:

Table with 4 columns: Year/Category, 2017, 2018, 2019. Rows include Reception, Year 1-7, Total R-7 enrolment, School Card percentage, NESB enrolment, and Aboriginal enrolment.

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.



was amended this year so that in 2020, the area of Mawson Lakes known as 'The Sanctuary' will be included, meaning we may have more enrollments.

- **Staffing numbers (as at February census):**

We began the year with 29 classes R-7

Staffing includes a 1.0 librarian and 1.3 EALD Teachers.

Non instructional time is provided by 2.0 Physical Education, 1.0 The Arts and 2.0 Japanese.

SSO hours in term 2 2019 comprised (weekly): 131 hours admin, 52.5 hrs ICT system administration, 46.30 hours Special Education support, 6 hours additional regional Sp Ed support, 32 hours learning difficulties, 32 hours BSSO, 32.30 hours library admin, 10 hours managing our Denison Centre and 10 hours of Defence School Transition Aide time.

- **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, utilising expertise in STEM, PE and the Oliphant Science Awards. We have a strong transition program with both the Pre-School (located adjacent) 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), with a newly developing area being established on Site East (JP side of school).

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 Negotiated Education Plans. 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, and developed in negotiation with students. Student behaviour is monitored closely by all staff. We are funded for 0.2 Wellbeing Co-ordinator; currently an AP runs an intervention programme weekly, 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 government**

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. 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 (copy on our school website) is "*To maintain and increase the number of students above SEA and significantly above SEA in Reading and Numeracy.*" The particular focus area in Maths is 'Number' and the focus area in Reading is 'The Big Six of Reading'. The Principal, Deputy, Assistant Principals (teaching and learning focus) and Co-ordinator (STEM/ Innovative pedagogies) work as part of a strong leadership 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:

- Teachers are released and are working in professional learning teams (year level teams) twice a term, to share and improve Mathematical pedagogy with colleagues. All staff work with Lisa Jane O'Connor currently (consultant), focusing on improved Maths teaching and learning. Key strategies involve ensuring that students have full access to their curriculum entitlement in Maths, with a particular focus on 'Number. This is the second year the school has worked with this arrangement.
- 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' (pre-school) 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 catagories.
 - 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 Mobara (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 standardised reading, mathematics and spelling and grammar assessments.
- NAPLaN data is analysed 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 gradings/ 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 Skool Bag 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 (eg. 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. Yr 6/7 students participate in an Aquatics Program at the West Lakes Aquatics Centre.
- In 2016 the Governing Council established a School Sports policy which was implemented in 2017. The school 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 an IMS teacher.

7. Staff (and their welfare)

- **Staff profile**
 - Principal A7
 - Deputy Principal B4
 - 2 Senior Leaders B2– Teaching for Effective Learning focus
 - 1 Co-ordinator B1 – STEM/ Innovative Pedagogies Focus
 - 1.3 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
 - 3 Admin Officers
 - 2 library/ 1ICT Support Officers
 - 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) and 1 Coordinator (female)

- **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 utilisation 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 ie. Autism SA, Guidance Officers, Attendance Officers and other external agencies ie Novita

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 DECD mobile phones which are used to contact parents, staff and DECD 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

A staff room is located on Site East and in 2019, a redevelopment of the West Admin area was completed, adding a new staff meeting room, AP office, 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 school 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 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. In 2018 the school received a further \$6M funding as part of the DfE's 'Building better schools' program. The school is scheduled to be part of 'Phase 3' of this funding in 2020-21 and 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.

RAAP applications are made annually for support in managing the geographical layout of the school.

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, supermarket and restaurants and numerous shops, 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 7 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.