



Mawson Lakes School Annual Report 2015



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	MAWSON LAKES SCHOOL	School Number:	0987
Principal:	DAVID COWLES	Partnership	HOLLYWOOD LAKES & GARDENS

Located in the heart of the suburb of Mawson Lakes, 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. 790 students enrolled at the end of term 4 2015. The school will run 31 classes in 2016 across the two sites: 'Site East' (early years) and 'Site West' (primary years) with the main Library being located off site in the Mawson Centre. The school has approx. 46 different cultural groups represented making it very multi-cultural, dynamic and a vibrant place of learning. The school also has approx. 50 defense force students who are supported by a Defense School Transition Aide.

2. REPORT FROM GOVERNING COUNCIL

The active Governing Council started the year with 13 members, including 10 parents, the Principal and two staff representatives.

The Governing Council was pleased to have been involved in the appointment of a new Principal for a 2015 in David Cowles. This provided stability to the leadership of the school which will be continued through David successfully winning the position for a further 7 years.

The Governing Council executive ensured new members were provided training and exposed to the Council, OSHC and Canteen handbooks and school policies, ensuring they had a clear understanding of their roles and responsibilities and those of each sub-committee.

Major achievements working in collaboration with the school management team included:

- The continued effective running of the OSHC service so continues to meet and exceed the requirements of the National Quality framework
- The continued delivery of a newsletter for the school community from Governing Council 'GC NEWS - Developing Shared Governance'
- Improved processes for engaging volunteers
- Development of a merit certificates to encourage and inspire powerful learner excellence
- Long awaited replacement of the Site East play equipment, soft fall to both site playgrounds and repairs and improvements to hard court areas.

I would like to take this opportunity to thank the members of the Governing Council for their contributions to the governance of our school in 2015.

Dominic Marafioti
Governing Council Chairperson 2015

3. 2015 HIGHLIGHTS

“Here we grow in 2015”

Mawson Lakes School has a reputation in the local community as a good school to attend, so continued to undergo large growth in enrolments with approx. 780 students starting school and close to 800 attending by the conclusion of 2015. As a consequence we had to run 30 classes (opposed to 25 in 2014) and will most likely have to run 31 classes in 2016. With the pre-school recently increasing their capacity (through a brand new building extension) from 89 places to 132 in 2016, the pressure on school enrolments will continue for some time to come and the Education Department is working with us by providing additional classrooms and a longer term ‘capacity management’ plan.

“Grounds and facilities highlights”

2015 saw some amazing improvements to our facilities and grounds.

- The Garden Terrace side of the school received a real makeover with the removal of the old plantings and irrigation system. These were replaced with a new irrigation system and beautiful new native plantings, including more mature trees and colorful ground covers. This has given our school a wonderful ‘first impression’ when walking along the main entrance to the school along Garden Terrace.
- The total makeover of our playgrounds. This included removing the old site east playground and the installation of a new one, which was in part designed and colours selected by the students in the student council. The old bark chips were removed and a new rubberised surface was installed, providing a colourful impression as well as added safety. The site west existing playground’s flooring was also replaced with the new rubber surface thanks to the generosity of the OSHC committee.
- Upgrade of our hard play spaces was achieved by re-surfacing taking place on both site east and site west playgrounds. Both sides have a bright new blue acrylic coating over the old asphalt, as well as new line markings (basketball, netball, hopscotch etc.) and basketball and netball towers installed.
- The school continued to invest in ICT upgrades which included purchasing a significant number of new lap tops and portable lap top caddies for student use in their classes as well as a number of new surfaces too. This has helped our students engage with ICT more frequently for that ‘just in time learning’.
- Our new digital school sign installation ensured our community was up to date with the latest school events
- Amazing updating of our OSHC facilities including new covered pergola area, new fit out of kitchen area and new furniture. Of course the upgrade of the new playground flooring was the highlight for 2015 if you asked the students!



Curriculum Highlights

Powerful Learning momentum continues to build...

- 2015 saw our joint definition of “Powerful Learning” finalised by our staff, students, Governing Council and wider school community. The ‘dot point’ summary articulating the qualities and actions of a powerful learner is outlined below:

Powerful Learners:

- Are curious, creative and collaborative.
- Active in their learning, asking questions, setting goals and challenging themselves.
- Apply their knowledge and skills to real life situations.
- Develop these skills to be life-long learners.
- Exhibit self-direction, self-motivation and are reflective.
- Display resiliency in solving problems and look at things in different ways.
- Articulate their thinking and learning.
- Focus on having a deeper understanding of their world.

This definition was then used as our 'reference point' for all of our curriculum work, as it aligned with the DECD literacy and numeracy strategy, where 'powerful learning' is at the heart of learning. We are now developing a 'common language' as a school community and this will be important moving forward in the coming years.

- Senior staff and staff then participated in a series of 'walk-throughs.' Senior staff conducted brief observations in classrooms to get a 'snap shot' of how students were engaged in powerful learning. Staff developed a 'check list' of descriptors of what they thought powerful learning would look like, feel like, sound like and even 'think like' if their students were engaged in a powerful learning environment. Some of these descriptors included that students were: Active in their learning, setting goals, asking questions and challenging themselves.

AFL (Assessment for learning) is up and running...

- Staff participated in a series of workshops and peer observations which focused on using 'Formative Assessment' as part of their everyday practice, to improve student achievement. Many staff attended professional learning run by Professor Dylan Wiliam, who is considered highly by DECD as an authority in its use. AFL's focus is around teachers gaining frequent feedback on their teaching from their students whilst teaching and then making the necessary adjustments and modifications for improved learning outcomes. Teachers formed 'Teacher Learning Communities' (TLC's) and met frequently to look at embedding formative assessment strategies into their daily practice. Strategies trialed and used with their students included: Using success based criteria and sharing learning intentions with students, using different questioning strategies, using feedback and activating students as owners of their own learning, using each other as a resource.

Data collection and analysis goes web based...

In 2015 staff began trialing the use of the online 'Mark-it' programme, to continue their strong focus on the authentic collections, analysis and use of data to inform their practice. Mark-it is web based and data can be entered at school or home. It then gives the teacher information on whether or not students are 'on track' with their learning (according to DECD targets) and other local data collected. Using an online system also alleviates the use of paper collection of testing and is a good fit with other national and state testing such as NAPLAN and Pat R (reading) and Pat M (Mathematics). In 2016 we will continue to use Mark-it to refine and develop our skills in using data to make teaching more 'intentional' and targeted.

"Great extra-curricular opportunities for our students"



Students at Mawson Lakes have the opportunity to participate in a number of extra curriculum activities and celebrations throughout the year and there have been a number of great student achievements. Some of these included:

- Year 5 and 6 students participating in 'Bike-Ed' programme, teaching them the skills of being independent and safe cyclists. Students used the fabulous local bike paths and local side streets to enhance their bike safety skills. This culminated in the minister of Transport the honorable Tony Piccolo visiting the school in term 4 to talk about the benefits of the Bike-Ed programme and our students being interviewed on TV by local film crews. The link for viewing this event is provided here:
<https://www.youtube.com/watch?v=yrv4beMB1IQ>
- The Oliphant Science Awards once again proved to be popular with many students submitting entries for judging and many students taking home prizes for their efforts. Our students also had their work displayed for the community to come in and see, in the Mobara Rooms in the Denison Centre.
- Robotics was also introduced into the Science curriculum with many classes participating in challenges involving building and constructing motorized robots.

- Many students in middle/ upper primary participated in the PMA Maths challenge (Primary Maths Association) for the first time giving them the opportunity to submit their own project under a range of mathematical challenges. Once again we had good success with many students receiving awards, including one student who won a state prize for his entry.
- Students had the opportunity to learn the keyboard in 2015 through a private provider. In 2016 we hope to offer guitar lessons and also re-commence a choir programme in the upper primary.
- Many students participated in a variety of SAPSASA sports for our school including: swimming, soccer, netball, basketball, tennis and cricket. Many students qualified for SAPSASA state days and 1 student was selected to represent the state at the national carnival.
- The year 7's put on a spectacular Science show and equally spectacular 'Market Day' where other students created and sold food and products to the rest of the students in the school.

"Community spirit alive and well at Mawson Lakes"

As the new principal of Mawson Lakes School I was really impressed with the level of community support and attendance at school events. At Mawson Lakes School there are a number of opportunities for the community to be involved. Here is a summary of some of the highlights...

- A very successful walk-a-thon raised over \$8000 for our school, helping to raise funds for class sports equipment and larger items such as soccer goals for use at play times.
- A great turn out for our end of year celebration concert, with many families bringing along the picnic rug and chairs to see their children front and centre on the stage.
- Approx. 50 parents trained as volunteers to work in our school including volunteering in classrooms, canteen, supporting sporting events, excursions and camps etc.

"Strong Governance a feature"

Mawson Lakes has a very active Governing Council including 13 parents, the Principal and two staff representatives. Through their hard work, many things were achieved in 2015. Some highlights include:

- The launching of the 'Skoolbag' app, to promote G.C. news, school events etc.
- The successful completion of many facilities upgrades (play areas, OSHC, grounds) started back in 2014.
- The continued delivery of 'G.C. News' (Developing shared governance)
- Various successful fundraising activities (Walk-a-thon, school disco, sports day BBQ etc.) which helped purchase new sports equipment for our students.
- School community definition of 'Powerful Learning' finalised.
- School canteen management processes updated including changing over to online ordering platform.



- The Matsuri on Mobarra Japanese festival was a huge success with Mobarra Park and the Denison Centre becoming a sea of 'everything Japanese'. Our students ran a successful stall on the day.
- Upper Primary staff and students attended the Long Tan Ceremony commemoration, with our students participating in the event by meeting with veterans, reading at the ceremony and making and presenting the veterans with commemorative souvenirs at the conclusion of the event.
- Grandparents/ Special Visitors Day saw the school 'packed to the rafters' with family members of students who had the opportunity to come into classes and participate in activities that the students had organised. At the conclusion they enjoyed morning tea up in the gym.
- In 2015 we participated in a number of events in the 'Come out' festival. This included students having a 'Come out' Day where they experienced working with a variety of different mediums including painting, drawing, construction, Music and Drama. Many classes also attended an excursion from the 2015 programme.
- Sports Day was another great success with the day filled with colour and lots of excitement. Many parents joined their children by supporting them at events and helped out with manning cake stalls, BBQ's and being judges on the day!

4. SITE IMPROVEMENT PLANNING AND TARGETS

READING

NAPLAN Reading achievement in upper bands		
	Target 2015	Actual 2015
Yr 3 ≥ 4	75%	70%
Yr 5 ≥ 6	75%	61.4%
Yr 7 ≥ 7	75%	70.3%

NAPLAN Reading Growth Yrs 3-5 & 5-7				
	Low Growth		Upper Growth	
	Target 2015	Actual 2015	Target 2015	Actual 2015
Yr 3-5	15%	22.9	45%	27.7%
Yr 5-7	15%	16.7%	45%	40.5%

Analysis

Our target of our students achieving in the *upper bands in NAPLAN* (top 3 proficiency bands in 2015) was quite an ambitious one with the target set at 75% for all year levels. Whilst we did not quite achieve our targets, the performance was a very strong one, in particular in years 3 and 7. The school has had a focus on Reading Comprehension for a number of years now, with the explicit teaching of Reading Comprehension skills such as inferring, analyzing, making connections etc. This demonstrates that our whole school approach is beginning to 'bear fruit' as students are being exposed to and being taught how to use these specific skills in reading comprehension, year after year.

In NAPLAN *reading growth* our targets were even more ambitious with low growth targets (wanting as few students as possible in low growth) set at 15% and high growth targets (wanting as many students as possible in high growth) set at 45%. Whilst once again we did not quite achieve our targets, there were particularly strong performances in years 5-7. Almost 40% of students who sat the NAPLAN test in year 5 (2013) and then again in year 7 (2015) achieved high growth which is a tremendous result. The same cohort almost achieved the same goal with low growth (only 2% off from the target) which is also a great result. Whilst the year 3-5's did not achieve as well as the 5-7's group, it was a much improved result of 30% in high growth, compared to a result of 15.8% in the 2014 annual report. The low growth result of 24% is still too high and we will continue to strive to bring that figure down, but it was still a small improvement on the 2014 low growth result of 26.3%.

Strategies used in 2015 to improve Literacy outcomes for students

In 2015 the school continued to adopt a 'whole school approach' to teaching reading, in particular Reading Comprehension. A significant part of our resource that supports this work are the TfEL co-ordinators who work with students and teachers across the school.

The Teaching for Effective Learning (TfEL) co-ordinators have continued to focus on literacy with a particular emphasis on reading comprehension strategies and AfL (Assessment for learning) strategies. The co-ordinators worked with teachers and classes based on reading data with the purpose of improving reading outcomes for students.

In 2015 the co-ordinators:

- Collaboratively planned with teachers a Guided reading program using Learning Design, identifying where students are at and what their learning needs are in order to progress in reading, content (what- Australian Curriculum) and pedagogy (how to effectively lead student learning).
- Explicitly modelled teaching of comprehension strategies (Sheena Cameron) and structured opportunities for students to practise these strategies in guided reading groups. The comprehension strategies focused on included Activating Prior Knowledge, Visualising, Predicting, Making Connections, Questioning, Summarising and Inferring.

- Developed and extended vocabulary knowledge through explicit teaching and modelling, which has a significant role in reading and comprehension.
- Modelled the explicit teaching of fluency through time trials which leads to greater comprehending of texts.
- Shared information about reading strategies with the community through the newsletter.
- Shared information with Parents/Caregivers with the classes that have worked with co-ordinators.
- Modelled AfL strategies whilst working with classes. This included using powerful learner language, making the learning intentions and success criteria visible, using instructional levels of feedback and building students' resilience.
- Provided leadership and professional development on effective teaching and learning to staff through workshops, staff meetings, AfL working parties and Teacher Learner Communities (TLC's) promoting professional dialogue and pedagogical change.
- Collaborated with staff on developing agreements around Running Records promoting whole site consistency; administering, collecting and analysing data to inform future learning.

As a school we also worked on a number of other initiatives including:

- Finalising the running record agreement around how and when we collect running record data.
- Trialing the use of Mark-it online data collection programme to streamline data collection and have data at our fingertips when discussing individual student progress against targets.
- Conducting PASM testing (phonological awareness) with reception students in their first term of school and then implementing SSO (school support officer) support to those students who needed it.
- A continued focus on Powerful Learning including the finalisation of our whole school definition and implementation as the 'core' of our learning.
- The introduction of AfL (assessment for learning) and Teacher Learning Communities (TLC's) as one of our main pedagogy drivers to improve learning outcomes, through the use of formative assessment (assessment of learning, for learning)
- The formation of 'Working parties' as part of staff meeting time to look at the further development of whole school agreements in literacy, Numeracy and AfL.

Recommendations for 2016

- Continuation of Dylan Wiliam Embedded Formative assessment programme over 2016. This will continue to support students to be powerful learners and help staff embed strategies such as sharing learning intentions with students, using success criteria etc.
- Continuation of Tfel Co-ordinators supporting staff with the explicit teaching of Reading Comprehension skills and broader literacy initiatives.
- Broadening the use of Mark-it online tool, to ensure staff better analyse their student data to make teaching more 'intentional' and targeted.
- Finalise the spelling/ phonics whole school agreement that was commenced by the literacy working party in 2015 (a 'road map' of what sounds/ blends etc students should know through the early years of school as they emerge as early readers).
- Co-ordinators revisit PASM testing training with early years' staff, to ensure consistent and correct practice.

NUMERACY

NAPLaN Numeracy Growth Yrs 3-5 & 5-7				
Low Growth			Upper Growth	
	Target 2015	Actual 2015	Target 2015	Actual 2015
Yr 3-5	7%	13.6%	60%	37%
Yr 5-7	10%	17.1%	60%	36.6%

Analysis:

Our NAPLAN numeracy target for 2015 was perhaps too ambitious in hindsight, with the target for upper growth being raised from 40% in 2014 to 60% in 2015. Having said that there was a slight increase of 2-3% in students in the upper growth target area compared to 2014's results.

In the lower growth area we also reduced our targets to almost half of what 2014's targets were but achieved a similar result. This result tells us that we need to adopt a strong approach on Numeracy in the coming years using a 'whole of school' approach, as the percentage of students appearing in the lower growth results column is too high.

As part of our NAPLAN analysis, staff looked through all of the questions in the 2015 tests to identify areas of strength and areas that needed attention. The analysis concluded:

Year 3:

Strengths:

Our data indicated strengths in aspects of numeracy that involved simple one step problems and worded problems, visualizing and flipping 2D shapes and solving questions using real life problems (with use of images).

Areas for improvement:

Problem solving, chance and data, solids/ 3D shapes and volume, place value.

Year 5:

Strengths:

Year 5 data indicated strengths in aspects including: algebra, time conversions, matching nets to solid shapes, divisional problems and spatial interpretations/ co-ordinates

Areas for improvement:

Problem solving, understanding multi-step problems, place value, ratios.

Year 7:

Strengths:

Year 7 data indicated strengths in aspects including: Number, shape, time, money, visualising with pictures (ie- nets) and number operations.

Areas for improvement:

Algebra, visualizing worded problems without pictures, multi-step problems

After setting our own targets using Pat M at the start of the year, DECD published their own targets mid-year called the *School Educational Achievement standard* (SEA) and made Pat M testing compulsory for all students in years 1-7, each year. This SEA target will now be the same consistent target used by all schools in their site's improvement planning. Consequently, we did not use our initial targets in Pat M to report against this year.

Strategies used in 2015 to improve Numeracy outcomes for our students:

- Comprehensive Mathematics Audit conducted in 2015 (parents, staff and students using online questionnaire and hard paper copies) to ascertain attitudes and perceptions towards Mathematics from all stakeholders. This was then used as part of developing a new Numeracy strategy for the next 3-4 years.
- Upper primary teachers continuing to work on the *continuation of learning project*, working with Ann Baker (DECD mathematician in residence) and High School Mathematics staff focusing on a problem solving approach to teaching Maths
- Management team (Admin) participating in Module 1 and 2 of 'leading numeracy improvement', working towards developing and implementing a 'whole school approach' to numeracy improvement in 2016.
- NAPLAN analysis of 2015 results conducted by staff to better understand aspects or areas of numeracy that need further attention in junior, middle and upper primary.
- Formation of the staff Numeracy 'working party' including constructing a questionnaire for staff to ascertain their needs in being able to better support them in teaching numeracy
- Numeracy working party developing a 'whole school agreement' around using an R-7 mental computation sequence, where specific skills are taught (subitising, counting on etc.) at each year level.
- Met with Ann Baker to go through our current Mathematics data to establish a blueprint for intervention and support, through her working closely with our site in 2016.
- Use of better schools funding (Gonski) to establish, resource and maintain the 'Quick-smart' Numeracy programme, to target students who have gaps in basic numeracy skills
- Implementation of Pat M testing for year 1-7 as part of a new DECD initiative to track student progress.

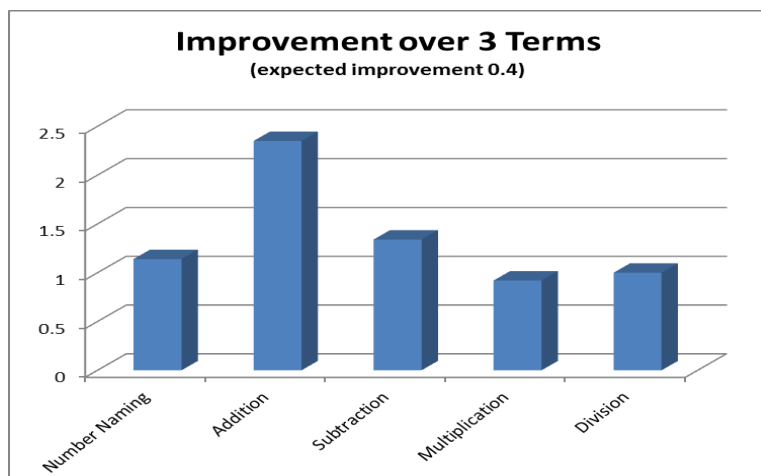
Recommendations for 2016

- A continued focus on Powerful Learning to help embed this work with students and staff as the ‘core’ of our learning.
- Longer term appointments (3-4 years) of X2 Assistant Principals with a Mathematics/Numeracy focus (already appointed)
- A curriculum leadership team made up of two Assistant Principals (Numeracy focus), two Co-ordinators, a Primary Australian Curriculum Facilitator, Deputy and Principal working collaboratively with staff to develop a deep pedagogical content knowledge around Numeracy (particularly problem solving).
- Longer term, single focus on Numeracy in our SLIP whilst leaving Literacy initiatives in ‘maintenance’ mode as they are already well established.
- Pupil free day held on the first day of 2016 (facilitated by Ann Baker) with a focus on getting our site on the ‘same page’ around teaching Mathematics.
- Whole school Numeracy improvement cycle established in 2016.
- Resourcing provided for staff to be released in teams to work with Ann Baker (using her Natural Maths approach) on an ongoing basis in 2016.
- Continuation of AfL (assessment for learning) using Module 2 and Teacher Learning Communities (TLC’s) as one of our main pedagogy drivers to improve learning outcomes, through the use of formative assessment (assessment of learning, for learning)
- Assistant Principal’s working more frequently in classes to support staff pedagogical development around Numeracy and teaching it .
- Expansion of use of Mark-it online data collection programme to ensure data is used by staff for in depth analysis of student progress against targets and intentional teaching.
- More in depth training for staff in using Pat M data tools, to better inform teaching and learning.

4.1 Junior Primary and Early Years Scheme Funding

In 2015 our school spent their allocated HR funding to ensure that class sizes in the early years / junior primary were kept as low as possible. To achieve this, the school ran 30 classes in 2015 with the average class size in years R-2 starting day one of school, well below the average of 24 per class. In fact most classes did not go over this average for the entire year; some JP classes finished the year with numbers ever lower than they started. Year 3 classes also started at or below the average of 26 per class. Unfortunately to achieve these lower numbers, some NIT specialist teaching areas had to be converted to classrooms, making the delivery of NIT quite challenging for specialist teachers, as some had to travel from class to class to deliver the programme. We are hopeful of returning these specialist classroom spaces back to NIT providers in 2016, with the arrival of new classrooms from DECD.

4.2 Better Schools Funding (Gonski)



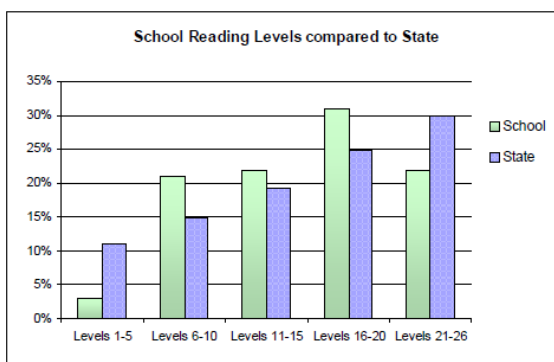
This year, as an intervention strategy, we introduced the Quicksmart Numeracy Program, which **focusses on basic mathematics content with instruction planned to meet individual student needs.** We identified 20 Year 5 students, who participated in the program for 30 minutes, three times a week. Working with a partner, and led by an

instructor, students received explicit instruction and deliberate practice to develop accuracy and recall of basic number facts.

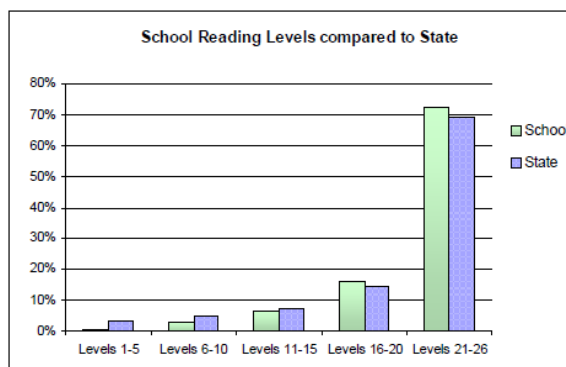
This program was extremely successful. Whilst we could expect an improvement of 0.4 over a year (Based on Hattie’s effect size), students made over two years growth (0.8) in speed and accuracy over the three terms that they participated. Next year we have decided, based on our data, to target students in Year 4.

5. STUDENT ACHIEVEMENT

Year 1 2015



Year 2 2015



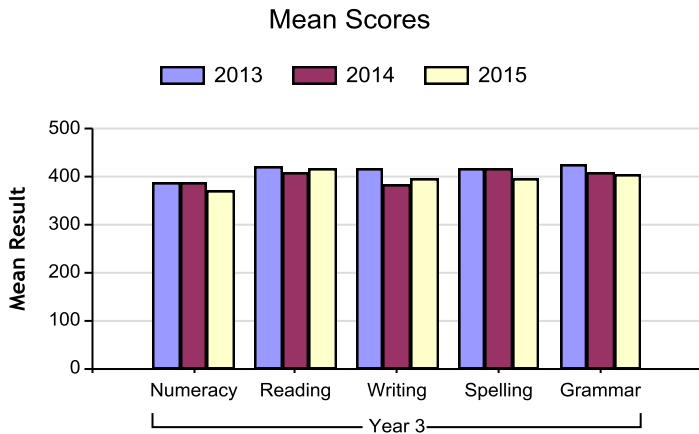
Year 1 running record results (reading levels from 1-26) shows that our school compares favorably when compared to all other schools in the state. 71% of our year 1’s met the target of achieving level 17 or higher. These results come from term 3 testing with still another term to improve further. We do however need to keep working hard to reduce the number of students in the lower levels (6-10) and push them onto higher levels by the end of year 2 (level 21 plus)

Year 2 running record results were very good across all areas with 76% of our students in year 2 achieving our target of level 21 or higher. Our school outperformed the state average in the higher levels of 21-26 and in levels 16-20 which is a testament to our staff’s hard work and focus on reading comprehension and phonological awareness, for a number of years.



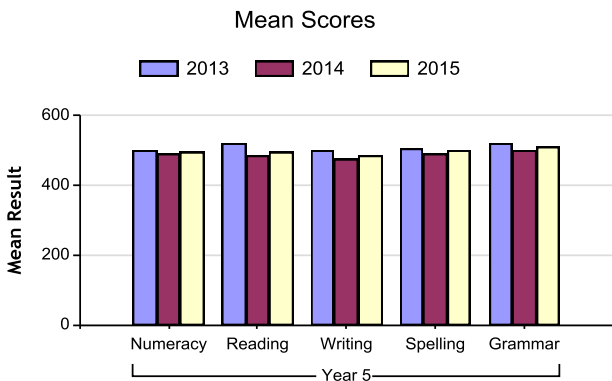
5.NAPLAN

Figure 4: Year 3 Mean Scores



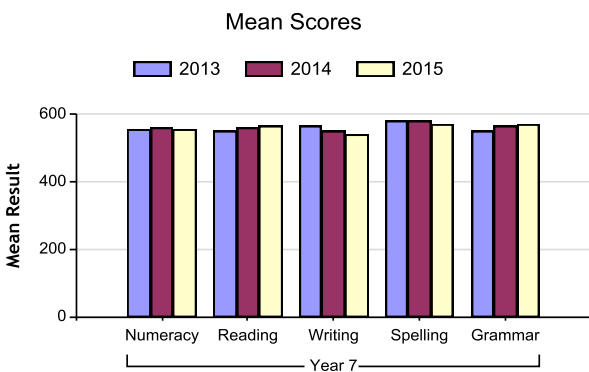
Most mean results in year 3 in 2015 were similar to the previous years, with the exception of Numeracy and spelling that were slightly down and reading and writing that were slightly up.

Figure 5: Year 5 Mean Scores



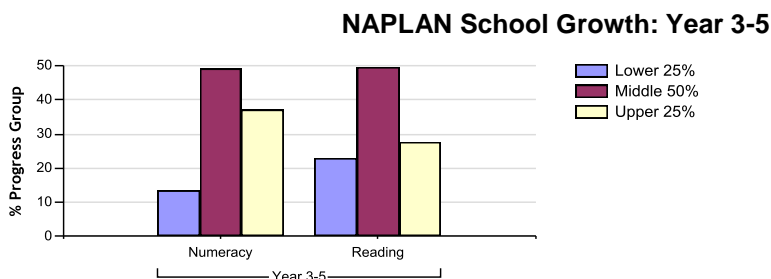
Slight improvements in mean scores were achieved in all areas in 2015 which was a pleasing result.

Figure 6: Year 7 Mean Scores



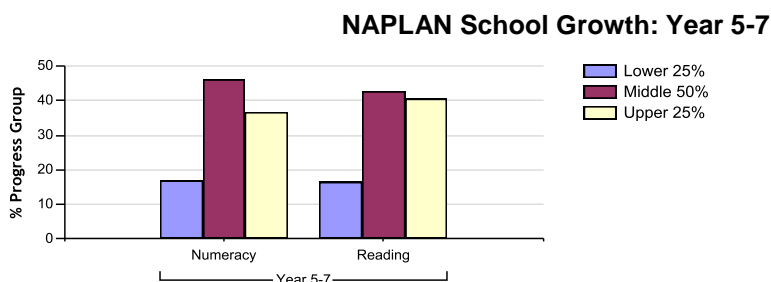
Year 7 mean scores in 2015 were similar to the previous years with Numeracy, writing and spelling very slightly down and reading and grammar slightly up.

Figure 7: Year 3-5 Growth



Year 3-5 growth/ progress data show that the vast majority of our students achieved middle to upper growth in Numeracy and Reading. This is a good result when compared to a normal 'bell curve' distribution of all students in the state (which would be 25% low growth, 50% middle and 25% upper growth.)

Figure 8: Year 5-7 Growth

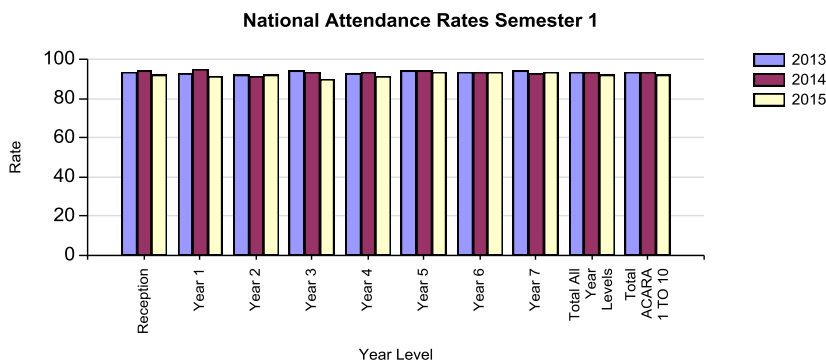


Year 5-7 growth was very strong (compared to state distribution curve) with only a small percentage of students in the low growth category and a very healthy percentage of students in the middle to upper growth category.

6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level



Our attendance rate for 2015 was 92.2%, which was just below our 2015 target of 93%. Apart from sickness, our major reason for absence is families who take overseas holidays and return to visit family overseas during the school year (close to 40% of all non-attendance). Even though these absences are explained (exemption granted) they still count as 'non-attendance' in the attendance figures. This reflects the multicultural nature of our school. Our staff continues to work hard to follow up on persistent non-attendance and unexplained attendance as non-attendance can impact directly on learning.

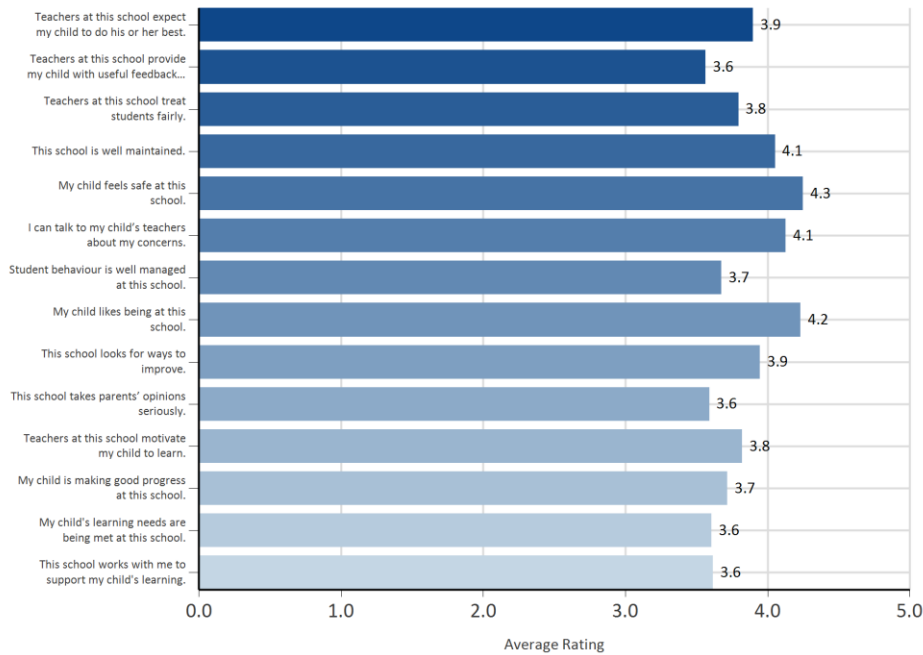
6.2 Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			0.5%	2.9%
Interstate/Overseas	41	25.6%	12.4%	9.5%
Other			0.3%	1.4%
Seeking Employment			0.9%	3.8%
Tertiary/TAFE/Training			0.5%	3.6%
Transfer to Non-Govt Schl	53	33.1%	17.4%	9.8%
Transfer to SA Govt Schl	60	37.5%	42.7%	48.8%
Unknown	6	3.8%	25.3%	20.3%
Unknown (TG - Not Found)				0.0%

As mentioned previously, enrolment growth at Mawson Lakes continues to be very strong. However we do have some transiency in our school due to our school attracting Defence Force families who are sometimes required to transfer interstate. We also have a small number of families who transfer their children to private and religious schools at transition points including reception and years 6 and 7. Most of the students who start in reception at our school stay at the school to complete year 7's.

7. CLIENT OPINION

Parent survey



Parents were invited to participate in an online opinion survey. This is a nationally consistent survey used by many schools in Australia. In total there were 40 online responses. This is not a particularly large response considering the size of the school population, but is not statistically insignificant either. Respondents were asked to respond to 11 questions (as outlined above) and give a rating from strongly disagree and disagree, through to neither disagree/agree, then finally agree and strongly agree. The rating scale ranged from at 0 (lowest rating) up to 5 (the highest rating.)

Some observations from the parent opinion survey included:

- 62% of parents agreed and 18% strongly agreed that teachers at Mawson Lakes expected their child to this his/her best (av. rating of 3.9)
- 35% agreed and another 50% strongly agreed that their child felt safe at this school (av. rating of 4.3)
- 53% agreed and 26% strongly agreed that Mawson Lakes looks for ways to improve (av. rating of 3.9)
- 36% agreed and 49% strongly agreed that their child liked coming to Mawson Lakes School (av. rating of 4.2)

Recommendations for 2016

- Continue to strengthen partnerships with the school community by offering them further opportunities to participate in their child's school experience through volunteering.
- Continue to use new 'Skoolbag App' to communicate news and events about Mawson Lakes to the school community. We would welcome new Governing Council members to increase our numbers.
- Continue to work collaboratively with Governing Council to promote the school and the opportunities available to parents to have input into governance of the school.



Staff opinion

Staff were asked to provide anonymous feedback around various aspects of the school and leadership as part of the annual DECD Psychological Health Survey. They were asked to rate their responses from 1-5 (1 being the lowest- strongly disagree to 5 aligning to strongly agree. Staff were asked to respond to a number of topics around: supportive leadership, participative decision making, group morale etc. The vast majority of responses to the survey were positive responses, but there were also some questions where respondents did not have an opinion either way or were negative. The WHS committee (work health and safety committee) made up of staff and some members of the leadership team met to discuss the results of the survey and implications for 2016.

8. ACCOUNTABILITY

8.1 Behaviour Management

Mawson Lakes is a very safe school to attend. At Mawson Lakes School all students have the right to be safe and the right to learn. Staff also have the right to teach. Our staff are diligent in identifying and following up on unacceptable behaviors and will make contact with home if appropriate. We also have a zero tolerance approach to bullying and students are comprehensively taught about cyber-bullying including effective strategies to keep themselves safe online. Mid-year the Principal reported the latest trends in statistics around behavior to the Governing Council. Many of the incidents reported (that resulted in students being sent to time-out in the yard or being required to speak to leadership in the front office), were at the lower level and were attributed to the same few students. However, we encourage students to report incidents and this increased degree of reporting may account for slightly elevated numbers in 2015. As outlined in the 2015 parent opinion survey, considering the very large size of the student population (almost 800) the vast majority of the students make good choices and the school is considered very safe by the community.

Category of Behavior	Incidents
Violence- threatened or actual	219
Threatened good order	94
Threatened safety or wellbeing	69
Acted Illegally	66
Interfered with rights of others	83
Persistent and wilful inattention	99

8.2 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 and official visitors to the site have the appropriate criminal history screening checks in place.

In early 2015 our school was independently audited by DECD to ensure that Mawson Lakes School was compliant with all DECD criminal history screening procedures. Our school was found to be compliant and this was confirmed in writing to the Educational Director at the conclusion of the 2015 year.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	82
Post Graduate Qualifications	13

Please note: Staff that 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.

All teachers at our school are qualified and registered with the SA Teachers Registration Board.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	35.00	0.00	10.66
Persons	0	39	0	16

9. FINANCIAL STATEMENT**Income by Funding Source**

	Funding Source	Amount
1	Grants: State	\$33,747.60
2	Grants: Commonwealth	\$28,086.27
3	Parent Contributions	\$214,332.92
4	Other	\$27,000