



SCHOOL CONTEXT STATEMENT

Updated: 08/05/2015

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 flexible, high quality programs to maximise our students’ learning potential. Our current priority is Visible Learning and Assessment for Learning, through the establishment of Teacher Learning Communities (TLC’s).

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

We have a Defence Schools Transition Aide who supports our growing numbers of Defence Force families.

1. General information

- School Principal name: **David Cowles**
- Deputy Principal’s name: **Sue Lemmer**
- Year of opening: **2000**
- Postal Address: **PO Box 6, Pooraka SA 5095**
- Location Address: **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:

	2010	2011	2012	2014	2015
Special, N.A.P. Ungraded etc.	0	0	0	0	0
Reception	78	70	71	88	127
Year 1	94	94	83	107	96
Year 2	68	94	93	89	124
Year 3	82	76	82	88	94
Year 4	77	79	69	88	92
Year 5	77	73	80	69	104
Year 6	74	79	64	62	77
Year 7	65	70	70	55	58
Total R-7 enrolment	615	633	613	646	772
School Card percentage	10.5%	8.8%	9%	12.4%	9%
NESB enrolment	22.4%	22.9%	24.3%	45.9%	34%
Aboriginal enrolment	0.6%	0.8%	0.8%	1.0%	1.0%

- **Student enrolment trends:**

The school's enrolments have shown considerable growth since its opening in 2000 with 53 students. The school is approaching its maximum enrolment numbers predicted when the school first opened. In 2015 there are 772 enrolments with the school under considerable enrolment pressure. The school continues to exercise a zone of guaranteed enrolment due to the excessive demand for enrolment places in the school.

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

We began the year with 30 classes R-7 (15 on each site)

Staffing includes a 1.0 librarian and 1.0 EALD Teacher.

Non instructional time is provided by 1.0 Physical Education, 1.0 The Arts, 1.0 Japanese and 1.6 Science. Assistant Principal as 0.2 Non instructional time with some classes. Staff have access to additional days throughout the year.

SSO hours (May) were provided by 13 SSOs and comprised: 109.45 hours admin, 30 hrs ICT system administration, 46.30 hours Special Education support, 34.30 hours additional regional Sp Ed support, 6 hours learning difficulties, 48 hours BSSO, 32.30 hours library admin and 15 hours of Defence School Transition Aide time.

- **Public transport access:**

An excellent public transport service is available through 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 utilising expertise in PE and Technology.

We have a strong transition program with both the Pre-School and Parafield Gardens High 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. 42 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 reading 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.

- **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 priority of our current Site Learning Improvement Plan (copy on our school website) is "Visible Learning and Assessment for Learning". The Principal and Deputy Principal work as part of a strong leadership team which also includes two Co-ordinators and two Assistant Principals, all of whom have a Teaching for Effective Learning focus in their job descriptions.

- **Recent key outcomes:**

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 worked in professional learning teams to share examples of quality practice with colleagues
- Teacher working in TLC's (Teacher Learning Communities) and undertaking observations of practice/ providing feedback that promotes 'AFL' strategies.
- Our professional development involved guest presenters guiding us through Visible Learning to develop powerful learners. This learning was reinforced by members of the school leadership team via coaching, mentoring and performance development support.
- Groups of staff attended a range of training sessions focusing on Assessment for Learning, comprehension, exposition, mathematics and problem solving.

4. Curriculum

- **Subject offerings:**

The school has introduced, and reports against the Australian curriculum for English, Mathematics, Science, The Arts, History and Geography. For all other areas of study we follow the SACSA framework.

Specialist teachers cover Physical Education, Japanese, The Arts and Science.

- **Special needs:**

Learning Support and Intervention is managed 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. Early intervention is used to support R-3 students with reading difficulties. Language Support is provided to identified students from China, Russia and Korea by a BSSO each week.

- **Special curriculum features:**
 - Year 5, 6 and 7 students are trained as Traffic Monitors and manage the safe pedestrian use of the Garden Terrace Koala Crossing
 - Special whole-school community celebrations for Harmony Day, Book Week, Science Week, Literacy and Numeracy Week, Come Out, Clean up Australia Day, Remembrance Day, Sports Day and walkathon
 - 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.

- **Teaching methodology:**

An extensive range of teaching methodologies are used by teachers with an emphasis on the inquiry method, higher order thinking skills, 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 and used to determine specific reading needs
- PAT-R (Year 1 to 7), PAT-M (Year 1 to 7) and PAT-SG (Year 3 to 7) data are collected and used as a standardised reading, mathematics and spelling and grammar assessments.
- NAPLAN data is analysed each year and used to inform whole school practice as well as individual learning needs.
- Two writing samples are collected and analysed from every student each year. They are assessed using a rubric and used to differentiate learning needs.
- 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 and 9 of each term. 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
- An open-door policy exists and parents are welcomed to make appointments, or contact teachers via email 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
- Staff, students and Salisbury Council Working together to improve the look and use of our school environment. Students have done extensive gardening and have had a major focus on reducing the litter in the school environment.

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.
- The school has 2 netball teams that play in a local competition out of school hours.

6. Other Co-Curricular Activities

- A private teacher provides tuition in keyboard at parent expense within school hours

7. Staff (and their welfare)

• Staff profile

- 30.8 FTE
- Principal A6
- Deputy Principal B4
- 2 Senior Leaders B2– Teaching for Effective Learning focus
- 2 Co-ordinators B1 – Teaching for Effective Learning focus
- 1 Teacher/Librarian
- 1.3 EALD Teachers
- 30 FTE classroom Teachers
- 4.2 NIT Teachers
- 13 School Support Officers
 - 1 Finance/Admin Officer
 - 1 Computer Systems Administrator
 - 3 Admin Officers
 - 3 library/ICT 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 Senior Leaders (female) and 2 Coordinators (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 three times a term or 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 regular performance and development meetings. Teachers are

supported to identify performance objectives in line with our Site Learning Improvement Plan, and Australian Teacher Standards. Step 9 reviews for a part of this process.

- **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), an administration block, Pre-School, Child Care Centre, canteen and book nook on Site East. There are four classroom blocks, eight transportable classrooms (two used for OSHC) and one administration block on Site West.

Oval and hardplay areas are available, including two purpose built playgrounds.

The school library is located three streets away in the Mawson Centre.

The School is currently over capacity in terms of teaching spaces and as such, more temporary buildings are being brought into the school. Currently NIT is provided by NIT teachers going from class to class to deliver the programme as there are no available teaching spaces.

- **Heating and cooling**

All classrooms and office areas have reverse cycle air conditioning.

- **Specialist facilities and equipment**

The Denison Centre is a new 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 a smaller one has been established on Site West. 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.

- **Access to bus 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 2 of each term, and a term review in week 9. 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.

For the past three years, Mawson Memories, a school year book, has been produced by the Year 7 classes.

- **School financial position**

The school is well-managed and in a strong financial position.

- **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 complex 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

- 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.