



SCHOOL CONTEXT STATEMENT

As at October 2025

School number: 0987
School name: Mawson Lakes School
School Profile:

Our vision of "Empowering compassionate, diverse learners, who positively impact our world" is supported by our values 'We are courageous, We are curious, We are Kind'. Our current priority is developing Learner Agency, exploring with a lens of curiosity.

Mawson Lakes School is a category 6 school, celebrating a highly multi-cultural community. Approximately 35 languages are spoken across our diverse student population. Families in the school have high expectations and take a keen interest in supporting their learning. Many families work locally and/or at professional institutions and Commonwealth departments such as UniSA and Edinburgh RAAF.

A unique feature of our school is Dry Creek which runs between the two campuses of the school - site East and site West. We have a modern bridge that safely connects our two sites.

We have approx. 24 Defence Force families enrolled at our school (Edinburgh situated close by) and we have a Defence Schools Mentor 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
- DfE Region: Northern
- Geographical location: 13km from GPO
- Telephone number: +61 8 8260 1681
- School website address: www.mawsonlakes.sa.edu.au
- School email address: dl.0987.admin@schools.sa.edu.au
- Preschool attached: No
- Out of School Hours Care (OSHC) service: Yes

➤ February FTE Student Enrolment Census

	2023	2024	2025
Reception	94	125 (inc. mid-year intake)	143 (inc. mid-year intake)
Year 1	101	93	84
Year 2	107	97	89
Year 3	114	103	98
Year 4	98	115	100
Year 5	97	97	110
Year 6	89	92	94
Year 7	0	0	0
TOTAL R-7 Enrolment	700	722	718

	2023	2024	2025
School Card percentage	TBA	8.63%	13.32%
NESB Enrolments	57.77%	27.78%	23.14%
ATSI Enrolment	.88%	.88%	.56%

➤ **Student enrolment trends**

The school's enrolments have shown considerable growth since opening in 2000 with 53 students, its largest capacity of 850 students, being in the late 2010s, and prior to the transition of Year 7s to high school. The school's enrolment numbers have fluctuated around 700-725 students in recent years. In 2017, due to ongoing enrolment pressures, the school worked with the Department for Education to develop a Capacity Management Plan (CMP), requiring families to reside in the Mawson Lakes School Zone to be offered an enrolment. We began 2025 with 26 classes from R-6. An additional class started in July 2025, for the mid-year intake of Reception students.

The CMP is still in place and was amended in January 2019, to include the area of Mawson Lakes known as 'The Sanctuary', and updated again in August 2023 with the transition of the Year 7s to high school.

➤ **Staffing numbers (as at February census)**

A detailed profile of staffing can be viewed in Part 7 – Staff (and their welfare)

2. Students (and their welfare)

➤ **General characteristics**

All students live in Mawson Lakes or have recently moved out of the area. Some students are from families who work at UniSA or are Defence Force families supported by a Defence School Mentor. A strong English as an Additional Language or Dialect (EALD) program supports learners across the school. With high expectations, our students are challenged through stretch, inquiry learning and differential practices.

➤ **Student Wellbeing**

The Assistant Principal: Wellbeing and Pastoral Care Worker (PCW) support the school wellbeing programs including Zones of Regulation. Whole class, small group and individual support is provided on a needs basis. The Wellbeing Leader is a full-time position, while the PCW works two days a week. A Defence School Mentor partners with teachers and families to support students from Defence families.

➤ **Student support offered**

Learning support is provided by a team of teachers and SSOs. Support is provided for all students who have a One Plan. 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. A First Language Maintenance and Development (FLMD) teacher offers support for Urdu and Punjabi speakers. An Autism Inclusion Teacher offers professional learning and support to teachers to support autistic students.

➤ **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, are developed in negotiation with students. Student behaviour is monitored closely by all staff. Our Wellbeing Leader offers various programs designed to promote positive behaviours.

➤ **Student Governance**

Classes conduct regular 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 6, addressing whole school issues.

➤ **Special Programs**

Specialist Learning Areas at Mawson Lakes School consists of:

- The Arts – including optional participation in the Festival of Music Choir, Dream Big and Wakakirri. Footsteps dance program is run every two years supporting the Dance component.
- Japanese
- Physical Education
- Science

3. Key School Policies

➤ Strategy for Public Education and Site Learning Plan

Our school vision is enacted daily in how we work. Our practice and behaviour are underpinned by three core values demonstrating – We are Courageous; We are Curious; We are Kind. From 2024 we are guided by the Strategy for Public Education. Through consultation and partnership, we agreed to maintain our focus on Learning Agency and Curiosity. The Site Learning Plan has been devised in collaboration with year level Professional Learning Communities (PLCs) making meaningful impact with students.

Supporting our strategic focus, we will develop our understandings of the SA Curriculum with a focus on Mathematics 2025, English and Humanities & Social Sciences in 2026 and Technologies in 2027. Our specialist learning areas (The Arts, Japanese, Physical Education, Science) will have a focus every year.

Our Mathematics and Literacy Agreements highlight our particular focus area in Maths is 'Number', with a lens of problem solving, and the focus area for Reading concentrating on implementing a consistent approach to the teaching of Phonological Awareness skills, Phonics, Spelling and Guided Reading.

➤ Recent Key Outcomes

R-2 classes have engaged with a Department Literacy Guarantee Unit coach to further refine and develop phonics and spelling teaching across Junior Primary. All classes now implement the R-2 Scope and Sequence, supporting improved explicit synthetic phonics practice and improved phonics results measured through the annual Year 1 Phonics Screening.

A Curriculum Focus Group represented by staff across the school supported professional development and led learning with a focus on SA Curriculum Learner Dispositions and Learner Agency.

An updated Mathematics agreement, combining deeper understanding and application of problem-solving strategies has been mapped and updated. Students share appreciation of the opportunities to engage with concrete materials to develop and apply a range of strategies to support their learning.

Staff at the school continue to be active in their pursuit of quality teaching, working together to enhance student learning. Teachers meet regularly in Professional Learning Communities (PLCs) to reflect on student data, identify next steps and plan for learning through a Spiral of Inquiry. They moderate student work samples and collectively engage in professional learning ensuring implementation of best practice.

4. Curriculum

➤ Subject Offerings

The school implements and reports against the Australian Curriculum (AC). From 2025 we have commenced the SA Curriculum which is an adapted version of the AC to align to the South Australian Context. Specialist teachers cover The Arts, Japanese, Physical Education and Science.

➤ Special curriculum features

Mathematics: Daily Maths Chats and an explicit focus on Number are key features supporting students to develop their fluency and understanding. The POLYA model is used to guide problem solving. Deep questioning and active listening are strategies that foster strong reasoning skills.

English: Phonological Awareness, Phonics and Spelling is implemented using the Literacy Guarantee Unit Scope and Sequence for R-2. A literacy coach worked with R-2 staff in 2024/2025 building consistency of practice. The Phonics Screen Check and DIBELS assessment provide insights into how students are tracking. Guided Reading continues to be implemented Year 3-6, supporting students to reflect on their own learning, design their own goals and continue to develop their comprehension. Participation in the Premier's Reading Challenge is strongly encouraged. Learning English: Achievement and Proficiency (LEAP) levels are used to assess writing, with the strategies resource used to guide next steps for writing improvement.

Science: Successfully trialed as a specialist learning area in 2025, this is supported by participation in the Oliphant Science Awards (OSA). Approximately 10% of our students participate in the OSA every year with numerous prize winners being awarded.

Information and Communication Technologies: Embedded into classroom programs across the school, an information technologies (IT) manager provides technical support to ensure timely access. Wireless technology is utilised across the site with laptops provided by the school at a ratio of approx. 1:3 students.

➤ **Special needs**

Learning Support and Intervention is provided to students by a team of teachers and Student Support Officers (SSOs). The support EALD learners, children with One Plans and children with specific learning difficulties. Additional language support is provided to identified students by a Bilingual Student Support Officer (BSSO) each week. Our Autism Inclusion teacher guides our staff with strategies and practices that consider the needs of students who are autistic. We work in collaboration with Department Support Services when additional professional expertise is sought.

➤ **Teaching methodology**

An extensive range of teaching methodologies are used by teachers with an emphasis on inquiry, collaborative learning, embedded information technology and a negotiated curriculum based on the on the Australian and SA Curriculums.

➤ **Student assessment procedures and reporting**

Assessment: involves both formal and informal communication to keep families informed about student progress. Examples are:

- Phonological Awareness Skill Mapping (PASM)
- Phonics Screening Check (PSC)
- Learning English: Achievements and Proficiency (LEAP) levels – Reception to Year 6
- Progressive Achievement Tests – Reading and Mathematics (PAT-R and PAT-M) – Year 1 to 6
- National Assessment Program: Literacy and Numeracy (NAPLAN) – Year 3 and 5
- A wide range of on-going assessment is used by teachers before, during and after learning.

Reporting: involves both formal and informal communication to keep families informed about student progress.

Examples are:

- Acquaintance Night – held early in Term 1. Teachers use this opportunity to talk with families about school processes and procedures, and to share information about classroom routines and expectations
- Interviews – held at the end of Term 1 for all families and in Term 3 – offered as an option
- Formal reports – sent home twice yearly, at the end of Terms 2 and 4. We use the required A-E grading/word equivalents and include a written comment
- Class newsletters – sent home in week 2 of each term, providing an overview of the classroom program
- School newsletters – distributed via Audiri, Class Dojo and Facebook, every 3 weeks (week 3, 6 and 9)
- Audiri – an app used as a communication tool with families, supplementing the school newsletter and the electronic sign installed at the front of the school, providing updates/reminders of upcoming school events
- Class Dojo – an app used by classroom teachers to communicate with families about things directly related to students in a particular class
- An 'open-door' policy exists and families are welcome to make appointments, or contact teachers via email/Class Dojo at any time to ask questions, share concerns or seek clarification about classroom programs and student progress.

5. Sporting Activities

Physical Education:

In addition to being a specialist learning area, offerings of SAPSASA, Sports Day., Colour Run, Swimming, Aquatics, Bike Ed and optional after school programs and coaching clinics are promoted, including an after-School netball team (organized by parents).

- Outstanding performances are achieved by our students at a range of SAPSASA competitions, including swimming, soccer, tennis, basketball, football and cross country
- All students, Rec – Year 5 participate in a swimming program at the ARC Swimming Centre at Campbelltown each year, while Year 6 students participate in an Aquatics Program at the West Lakes Aquatics Centre
- The School Sports Policy designed in collaboration with the School Governing Council is available on our website.

6. Other Co-Curricular Activities

- Whole School community celebrations/events: include Harmony Day, National Day against Bullying and Violence, Book Week, Remembrance Day, Cultural Day, Matsuri on Mobara (Japanese Festival), Outdoor Classroom Day, Special Visitors/Grandparents Day and an End of Year Community Concert/Celebration.
- Long Tan Day Commemorations: Acknowledged with Vietnam Veterans by our Year 6 students and Defence families. This involves attending a local ceremony organised by the City of Salisbury, where students read poems, lay a wreath and speak to Veterans.
- Instrumental Music: Year 5 and 6 students are provided with the opportunity to learn Classical Guitar. The Department for Education provides this service free of charge to families, however, there are limited spaces and interest is always high. A performance at the end of each year showcases learning and growth.
- Urdu and Punjabi: A specialist teacher of Urdu and Punjabi supports students through our First Language Maintenance and Development (FLMD) program. Information and consent forms are distributed at the beginning of each year seeking ongoing interest and participation.

7. Staff (and their welfare)

➤ Staff profile

- 27 FTE classroom Teachers
- 4 Specialist subject Teachers
- 1.5 EALD Teachers
- 0.5 First Language Maintenance and Development (FLMD) Teacher – Urdu & Punjabi
- 1 Bilingual School Support Officer (total 8.25hrs per week)
- 1 ACEO – Aboriginal Community Education Officer (8.25hrs per week)
- 0.1 Instrumental Music Teacher (Classical Guitar)
- 27 Classroom School Support Officers (approx. 270 hours per week *this fluctuates on a termly basis)
- 8.8 Administrative School Support Officers
 - 1 Business Manager
 - 1 Finance Manager/Admin Officer
 - 1.2 IT Manager/Administrator
 - 3.6 Admin Officers
 - 1 Library Support (30 hours per week)
 - 1 Defence School Mentor (15 hours per week)

➤ Leadership structure

The Leadership Team consists of the

- 1 Principal A6
- 1 Principal B4
- 3 Assistant Principals B2 (Teaching, Learning and Wellbeing)
- 1 Teaching and Learning Coordinator

➤ Staff support systems

- The Leadership team meets weekly to plan and review professional learning and staff meeting agendas. They also address site management issues and review processes.
- Personnel Advisory Committee (PAC) meets as needed to manage and address agenda items.
- Induction processes are in place to meet individual needs. New staff are paired with a buddy teacher to support them through transition to our school. Early Career Teachers (ECT) are provided with additional release and induction processes to support their progress from the Graduate to Proficient Australian Professional Standards.
- PLC Teams (Reception, Year 1 2, Year 3/4, Year 5/6) meet weeks 2, 4, 6 and 8 during Staff Meeting time to share, plan and review professional learning and practices in line with site priorities.

➤ Professional Development

Each teacher has a Performance and Development Plan which is managed by the teacher, and discussed as part of Professional Development meetings three times per year. Teachers are supported to identify goals in line with our Site Priorities, and Australian Professional Standards for Teachers.

➤ **Staff utilization policies**

Staff are provided with the opportunity to develop leadership skills and roles as well as new specialist areas. Opportunities for shared leadership are utilized 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 Department external support services when required including Behaviour Coaches, Speech Pathologists, Special Educators and Social Workers. Other external agencies are utilized as required and negotiated including Autism SA, Better Behaviour Centre, Access for Learning, NDIS private speech pathologists and occupational therapists.

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	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 allowance	N/A
• Relocation assistance	N/A
• Principal's telephone costs	

The Principal and Deputy have Department for Education mobile phones which are used to contact families, staff and Departmental personnel as required.

9. School Facilities

➤ **Buildings and grounds**

- Site East encompasses: three classroom buildings (each containing 4 classrooms and break out spaces), the Denison Centre (see below), an administration building, Preschool, Child Care Centre, Canteen and 'Book Nook' (mini library). A shared community oval is available during school hours along with a grassed areas adjacent a playground and courts.
- Site West encompasses five classroom blocks with break out spaces (including STEM learning areas – opened in 2018) and Specialist Learning areas (opened in 2023), an administration building, 2 refurbished transportable buildings containing Out of School Hour Care (OSHC). A grassed area and courts are available for outdoor use, alongside a Nature Play area and updated Nature style playground (opened in Term 4, 2025).
- A community bridge (opened in 2023) connects the East and West campuses.
- Boundary fencing surrounding each campus will be installed in Term 4, 2025.

➤ **Heating and Cooling**

- All classroom and office areas have reverse cycle heating and cooling.

➤ **Specialist facilities**

The Denison Centre is a multi-purpose facility shared for use by the school and the community. It comprises:

- A community hall/gymnasium area
- A community room (Mobara Room)
- Two general learning areas (DC1 and DC2)
- A teacher office
- Kitchen and foyer area
- School toilets
- Community toilets and change rooms and
- Five storage rooms (two school, two community and one shared)

The school works with the University of South Australia (Mawson Lakes campus) that is located nearby, utilizing expertise in STEM, PE and Aboriginal perspectives.

We have a strong transition program with both the Preschool (located on East campus) and Parafield Gardens High School.

➤ **Staff facilities**

Administration buildings are located on both campuses – site East and West.

- Both administration buildings contain a staff meeting room, offices, medical room, kitchen and staff toilets
- The East admin has Office staff to respond to daily queries and late arrivals/early departures. The Principal, 1 Assistant Principal, Finance team, IT manager are also located on Site East.
- The West admin contains the offices of the Deputy Principal and 1 Assistant Principal.

All staff have access to space for planning with break-out spaces located in each building. Each teacher and SSO has a laptop as needed.

➤ **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. Roryst School Lunches currently service the canteen. Families can pre-purchase orders via the QKR app and smaller purchases can be made on the day with cash.

➤ **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.

➤ **Transport**

An excellent public transport service to Mawson Lakes is available through Adelaide Metro bus and train services to and from the city. Private services such as Kanga coachlines are utilized for some excursions. Mawson Lakes has excellent bike pathways and students can store their bikes/scooters in bike racks on Site East or a bike shed on site West.

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.

Governing Council consists of up to 16 parent representatives, the Principal (or delegate) and 2 staff representatives, meeting twice per term. Sub-committees include Out of School Hours Care (OSHC), Finance, Education, Fundraising and Sport.

➤ **Regular publications**

- A term calendar is made available 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's electronic newsletter which is published in weeks 3, 6 and 9 of each term.
- Classroom and specialist teachers provide a term overview in week 2. These are shared via Class Dojo.
- Mawson News, an ongoing communication tool is accessible for staff via OneNote.

➤ **Other communication**

- Information is sent to families via class communication (Class Dojo app), as well as the school admin communication app – Audiri. This includes notification of the electronic newsletter availability, reminders of special events and fundraising information.

➤ **School financial position**

- The school is well-managed and in a strong financial position, with positive auditor findings each year.

➤ **Special funding**

- Funding is applied for as required to provide support for students with learning disabilities.

11. Local Community

➤ General characteristics

Mawson Lakes is a diverse community in a strong family orientated environment. Families and community have high expectations and respect for the school and staff. A number of families operate local businesses or are employed by the University of South Australia.

➤ Parent and community involvement

Families are actively involved in supporting staff and students in specific learning areas (particularly reading and literacy programs), excursions and camps. A volunteer induction program must be completed prior to working with students with information about the process available on the school website.

➤ Feeder or destination schools

Most new Reception children transfer to our school from the onsite preschool. With small numbers from other local preschool and child care centres.

Parafield Gardens High is our local high school with a number of students transitioning there. Students also choose to attend a range of other local government or private schools.

➤ Other local care and educational facilities

Mawson Lakes Early Learning Centre, Parafield Gardens High School, Endeavour College (private Lutheran School) and the University of South Australia.

➤ Commercial/industrial and shopping facilities

Facilities surrounding the school include Technology Park, Mawson Central (incorporating a newsagency, hotels, cafes and supermarkets) restaurants and numerous shops and businesses.

➤ Other local facilities

There are medical practitioners and a range of health services available within Mawson Lakes. 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 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. The school has 2 drop off /pick up zones located on The Strand, one for junior primary students on East, and one for primary student on west. The school is bordered by Garden Terrace, The Strand and Yates Street.

➤ Local Government body

The City of Salisbury is the local council servicing Mawson Lakes.

12. Further Comments

Mawson Lakes School is an exciting place to learn and work. 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.