



SCHOOL CONTEXT STATEMENT

May 2026

School number: 0987
School name: Mawson Lakes School

School Profile:

Our vision of “To empower 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 through a lens of curiosity.

Mawson Lakes School is a category 6 site, 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 Adelaide University and Edinburgh Defence base.

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 approximately 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
- Child Parent Centre (CPC) attached: **Yes**
- Out of School Hours Care (OSHC) service: **Yes**
- February FTE Student Enrolment

	2023	2024	2025	2026
Reception	94	125 (inc. mid-year intake)	143 (inc. mid-year intake)	128 (inc. mid-year intake)
Year 1	101	93	84	107
Year 2	107	97	89	94
Year 3	114	103	98	87
Year 4	98	115	100	99
Year 5	97	97	110	93
Year 6	89	92	94	103
TOTAL R-6 Enrolment	700	722	718	711
Students on School Card	TBA	8.63%	13.32%	10.06%
Non-English Speaking Background Enrolments	57.77%	27.78%	23.14%	33.93%
Aboriginal Student Enrolments	.88%	.88%	.56%	.90%

➤ **Student enrolment trends**

The school's enrolments have shown considerable growth since its opening in 2000 with 53 students, with the largest capacity of 850 students in the late 2010s, prior to the transition of Year 7s to high school. The school's enrolment numbers have fluctuated between 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), meaning families need to be a permanent resident of the Mawson Lakes School Zone to be offered an enrolment. We began 2026 with 26 classes from R-6. An additional class commences in July 2026 for the mid-year intake of Reception students.

The CMP is still in place. It was amended in January 2019, to include the area of Mawson Lakes known as 'The Sanctuary', and updated again in 2023 with the transition of 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 the area. Some students are from families who work at Adelaide University 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 differentiated practices.

➤ **Student Wellbeing**

The student Wellbeing Leader 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. The Resilience Project is a proactive Wellbeing program that has been implemented from the beginning of 2026 supporting students to develop awareness around Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy.

➤ **Student support offered**

Learning support is provided by a team of teachers and SSOs. Support is provided for students who have a One Plan. Data is collected and used to determine support and intervention for: EALD students, students with learning difficulties, speech and language students, and short-term support for Numeracy and Literacy. A First Language Maintenance and Development (FLMD) teacher offers support for Urdu, Punjabi and Hindi speakers.

➤ **Student management**

A preventative and developmental approach to behaviour management is in place as reflected in our Behaviour Support and Bullying Prevention Policy and Plan which have been developed in collaboration with students, staff and Governing Council.

Class routines and expectations, in line with the Behaviour Support Policy are developed in negotiation with students. Student behaviour is monitored closely by all staff. A Wellbeing Leader has been employed fulltime, running various programs designed to promote positive behaviours.

➤ **Student Governance**

Classes conduct regular class meetings. Topics 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.

➤ **Special Programs**

Specialist Learning Areas at Mawson Lakes School consists of:

- The Arts – including optional participation in the Festival of Music Choir and Dream Big Festival. Footsteps is run every two years supporting the Dance component.
- Japanese
- Physical Education
- Science (including optional participation in the Oliphant Science Awards)

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, Curious and Kind. We are guided by the Strategy for Public Education. Through consultation and partnership, we have agreed to maintain our focus on Learning Agency and Curiosity. The Site Learning Plan will be devised with continued collaboration.

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

Our Mathematics and Literacy Agreements highlight our particular focus areas. In Maths it is 'Number', with a lens of problem solving, and the focus area for Reading is 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 have supported professional development and led staff learning with a mathematical focus on Problem Solving. 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. 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 began transitioning to 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 2024/5 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: Community (students, staff, families) feedback highlighted the value of Science as a Specialist Learning Area. 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 about 1:3 students.

➤ **Special needs**

Learning Support and Intervention is provided to students by a team of teachers and Student Support Officers (SSOs). They 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 Australian and South Australian Curriculums.

➤ **Student assessment procedures and reporting**

Assessment: involves both formative and summative processes to support and enhance learning. Examples are:

- Phonological Awareness Skill Mapping (PASM)
- Phonics Screening Check (PSC)
- Year 1 Numeracy Screener
- Learning English: Achievement and Proficiency (LEAP) levels – Years R-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:

- Family Connection Evening - 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 Class Dojo every three weeks (week 3, 6 and 9).
- Class Dojo – 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. It also is 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 welcomed 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 a Governing Council organised netball team.

- Outstanding performances are achieved by our students at a range of SAPSASA competitions, including swimming, soccer, tennis, basketball and football.
- All students R-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. Originally implemented in 2017, it continues to host 3 netball teams that play in a local competition out of school hours.

6. Other Co-Curricular Activities

- Whole school community celebrations/events: include Harmony Day, National Day against Bullying and Violence, Book Week, Reconciliation 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 Defence students and families. This involves attending a local ceremony organized by the City of Salisbury, where students read poems, lay a wreath and speak to Veterans.
- Instrumental Music: Year 5 & 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, Punjabi and Hindi: A specialist teacher of Urdu, Punjabi and Hindi 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. Funding is provided by the Department on an annual basis and is subject to change.

7. Staff (and their welfare)

➤ Staff profile

- 26 FTE classroom Teachers
- 4.4 Specialist Teachers
- 1.6 EALD Teachers
- 2 Bilingual School Support Officers (Total 8.25 hours per week)
- ACEO – Aboriginal Community Education Officer (5.25 hours per week)
- 0.6 First Language Maintenance and Development (FLMD) Teacher (Urdu and Punjabi)
- 0.1 Instrumental Music Teacher (Classical Guitar)
- 22 Classroom School Support Officers (383 hours per week *this fluctuates on a termly basis)
- 8.8 Administrative School Support Officers
 - 1 Business Manager
 - 1 Finance/Admin Officer
 - 1 IT Administrator
 - 3.6 Admin Officers
 - 1 Library Support (37.5 hours per week)
 - 1 Defence School Mentor (15 hours per week)
- 1 GSE (37.5 hours per week)

➤ Leadership structure

- Principal SC4
- 1x Assistant Principal B3
- 2x Assistant Principal B2
- Wellbeing Leader B2
- Teaching and Learning Coordinator B1

➤ 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.
- The Personal Advisory Committee (PAC) meet as needed to manage and address staffing 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 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, Year 2, Year 3/4, Year 5/6) normally meet weeks 3, 6 and 9 during Staff Meeting time to share, plan and review professional learning and practices in line with site priorities.

➤ Professional Development

Each teacher has a Professional 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 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 Department external support services when required including Behaviour Educators, Speech Pathologists, Special Educators and Social Workers. Other external agencies are utilised as required and negotiated including Autism SA, Novita, 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 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 OSHC service have Department for Education mobile phones which are used to contact families, staff and Department personnel as required.

9. School Facilities

➤ **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.

➤ **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 and a playground and courts are also available.
- Site West encompasses five classroom blocks with break out spaces (including STEM learning area (opened 2018) and Specialist Learning areas (opened 2023), an administration building, and 2 refurbished transportable buildings containing Out of Hours School Care (OSHC). A grassed area and courts are available for outdoor use, alongside a Nature Play area and updated Nature style playground completed late 2025.

➤ **Heating and cooling**

All classrooms and office areas have reverse cycle air conditioning, with an upgrade occurring during 2026/2027

➤ **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. Rory's 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.

➤ **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)

Community hirers offer a range of programs and services for families, including various dance styles such as Zumba, Jazz, fitness classes, and dance academy programs. The centre also hosts different types of karate classes, basketball programs and church groups, with activities running throughout the week in the evenings.

The school works with the Adelaide University that is located nearby, utilising expertise in STEM, PE and Aboriginal perspectives.

➤ **Staff facilities**

Administration buildings are located on both campuses - site East and site 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, 2 Assistant Principals, Finance team, IT manager are also located on site East.
- The West admin contains the offices of 1 Assistant Principal. The Wellbeing Leader is located in our Wellbeing Hub (W33)

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.

➤ **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 utilised 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, Fundraising and Sport.

➤ **Regular publications**

A term calendar is 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 the school website. Mawson News, an ongoing communication tool is accessible for staff via OneNote.

➤ **Other communication**

Information is sent to families via Class Dojo. The school continues to accept absence notifications via Audiri. Information includes notification of the electronic newsletter being uploaded, 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 Adelaide University.

➤ 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 preschools. We have a strong transition program with the Preschool (located on East Campus).

Parafield Gardens High School 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 Child Care Centre, Parafield Gardens High School, Endeavour College (Private Lutheran School) and Adelaide University.

➤ Commercial/industrial and shopping facilities

Facilities surrounding the school include Technology Park, Mawson Central (incorporating a news agency, hotel, cafes, and supermarket), restaurants and numerous shops, including cafes 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 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. The school has 2 drop off/pick-up zones located on The Strand, one for junior primary students on site East and one for primary students on site 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.