

2024 annual report to the Community

Mawson Lakes School

Mawson Lakes School number: 987

Partnership: Hollywood Lakes & Gardens



School principal:

David Cowles 2024
Tammy Lambden 2025

Lambden



Government
of South Australia
Department for Education

Date of endorsement:

05/02/2025

Context Statement

Mawson Lakes School caters for students from R-6. At the time of this report, the enrolment in 2024 is 719. Mawson Lakes School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 8% students with disabilities, 25% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

Annual Chairperson Report

2024 was another busy year as expected.

Key events included:

The official opening of the new building and classrooms (Mertz on West), which was a significant major upgrade for the school.	Approval to increase OSHC numbers to 158 capacity following renovations. A great step forward for busy parents and a significant benefit to the school.	Matsuri on Mobara hosted in conjunction with City of Salisbury with a contingent of guests from our Japanese sister city visiting.
Market Day – hosted by our Year 6 students	Trent Hill workshops for Reconciliation Week	Swimming (R-5) and Aquatics (Year 6)
R-3 and 3-6 Disco Heroes and Villains	Silly Scientist Incursion for Book Week	Book Week (inc Grandparent visits and incursions Katrina Germain)
Bike Ed – Year 5s	Outdoor Classroom Day	Year 6 Camp
Harmony Week celebrations	Sports Day	Festival of Music Choir
Footsteps	RAA Streetsmart	End of year Community Picnic

2024 was the first time there was a mid-year Reception intake which went very smoothly with 44 students joining. While it sounds an easy task, considerable planning happened to ensure that classes were not disrupted. The same is anticipated in 2025 and the total student number will be around 725.

The school continued to provide additional supports and activities. These include:

- the English as Additional Language (EALD) team who support students who are learning multiple languages,
- an Aboriginal Community Education Officer who connects with Aboriginal students and families
- a Defence Force mentor, partnering with our 25 defence students and families
- our Autism Inclusion Teacher who provides professional support to teachers who have children with Autism in their class,
- a First Language Maintenance and Development teacher for Urdu and Punjabi, and
- an Instrumental Music teacher of guitar for Year 5 and Year 6 students

Children appreciate these additional opportunities to maximise their learning while at Mawson Lakes School.

As normal there were staff changes. Emma Papps in the role of Pastoral Care Worker commenced in Term 4. Emma's role is to support student and staff wellbeing across the school and complement the existing Wellbeing program. At the end of the year David Cowles undertook a short term role as Education Director within the Department of Education and Tammy Lambden stepped up as the Acting Principal. Following this short term position, David won an ongoing Education Director position for 2025. Tammy will resume the Principal role until July (end of Term 2) while the recruiting process takes place. The Principal of Mawson Lakes School is a highly sought after position and we can expect a number of quality applicants.

School fees were reviewed by the Governing Council at the end of 2024 and in order to maintain the benefits enjoyed at Mawson Lakes School it was agreed for a modest increase in line with CPI taking into account that there was no increase in the previous year. This was to enable the school to maintain the benefits the students enjoy which would not be possible otherwise such as current technologies, accessibility to quality reading resources, a variety of STEM resources such as robotics and upkeep of materials in the Nature Play area.

Finally a word about Governing Council which provides governance and budget oversight of the school. It relies on current parents being willing to volunteer to assist. It is not onerous and meets twice a term in the evening. There are several sub committees such as sport, education, finance, OSHC, and fundraising. It is vital we have a cross section of parents involved. There are no special skills required only an interest in your children's primary school education, which I would argue is a critical stage in their development. I would urge those interested to join the Governing Council. Forms are available this evening.

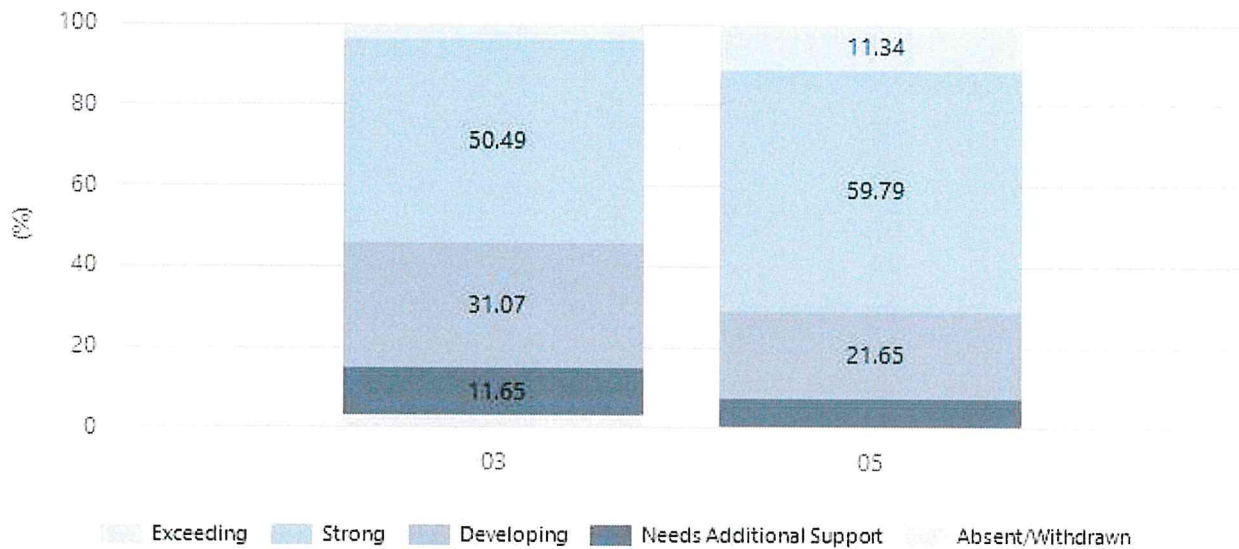
Thanks, Peter Richings

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

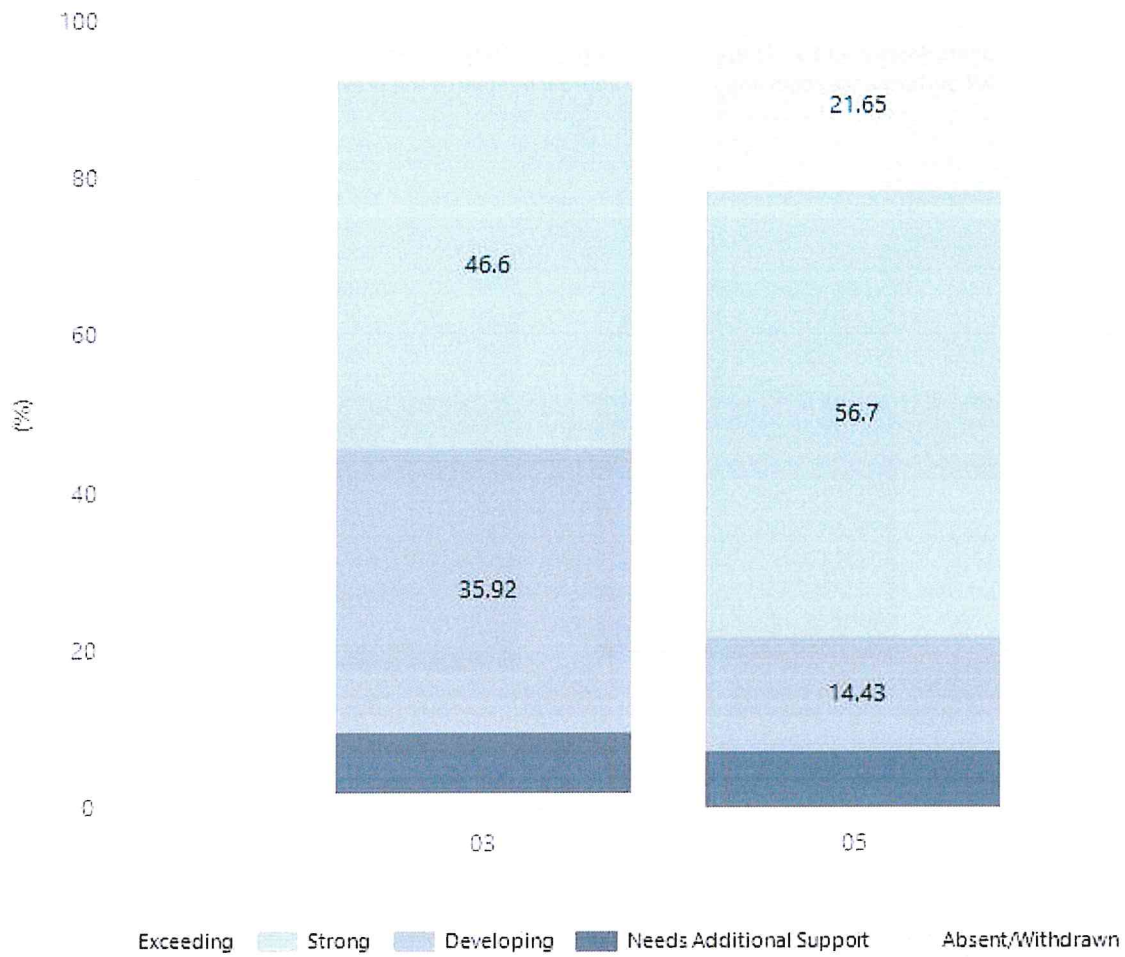
Numeracy



Year Level	03	05
Exceeding	4	11
Strong	52	58
Developing	32	21
Needs Additional Support	12	7
Absent/Withdrawn	3	
Total	103	97

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

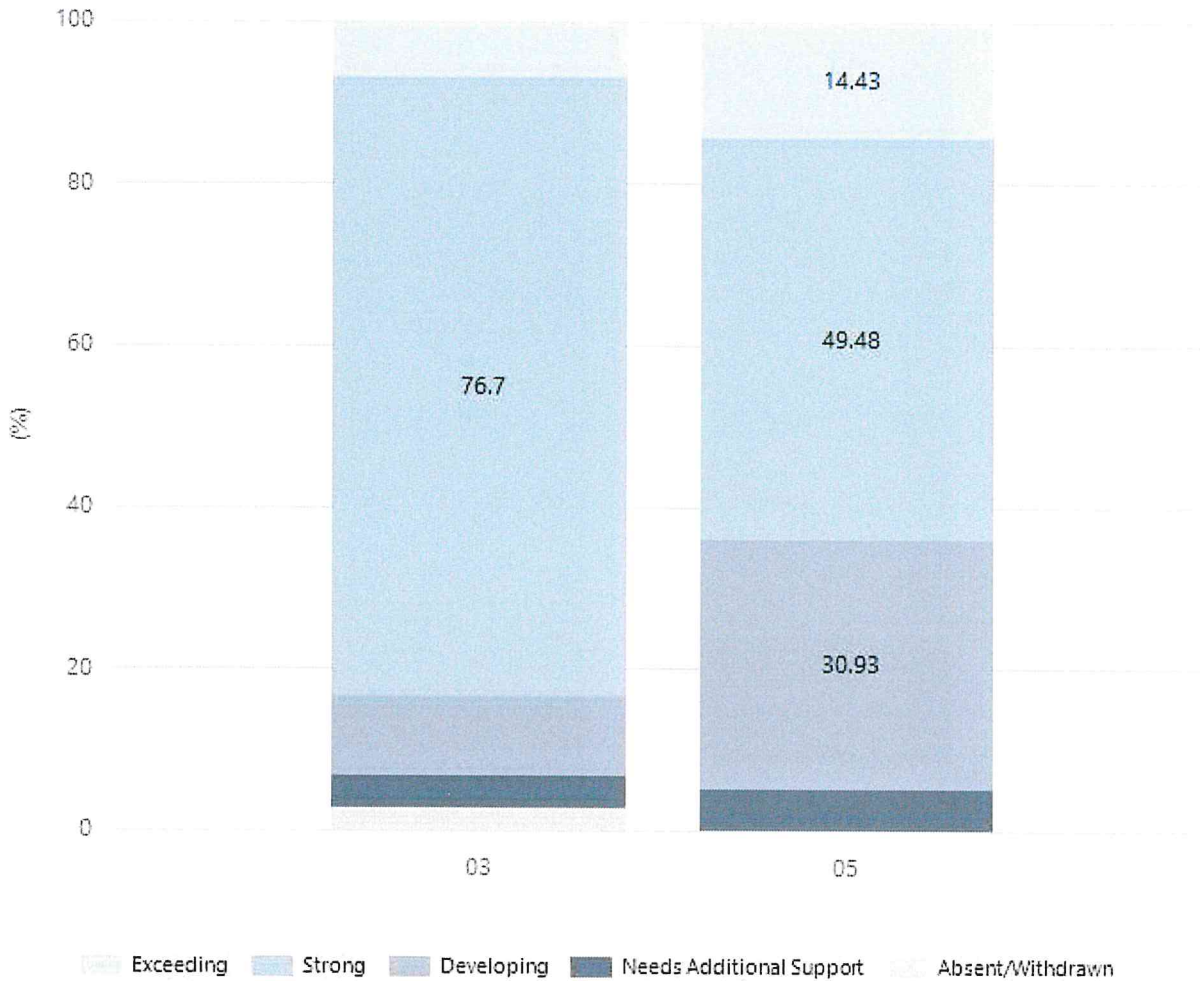
Reading



Year Level	03	05
Exceeding	8	21
Strong	48	55
Developing	37	14
Needs Additional Support	8	7
Absent/Withdrawn	2	
Total	103	97

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

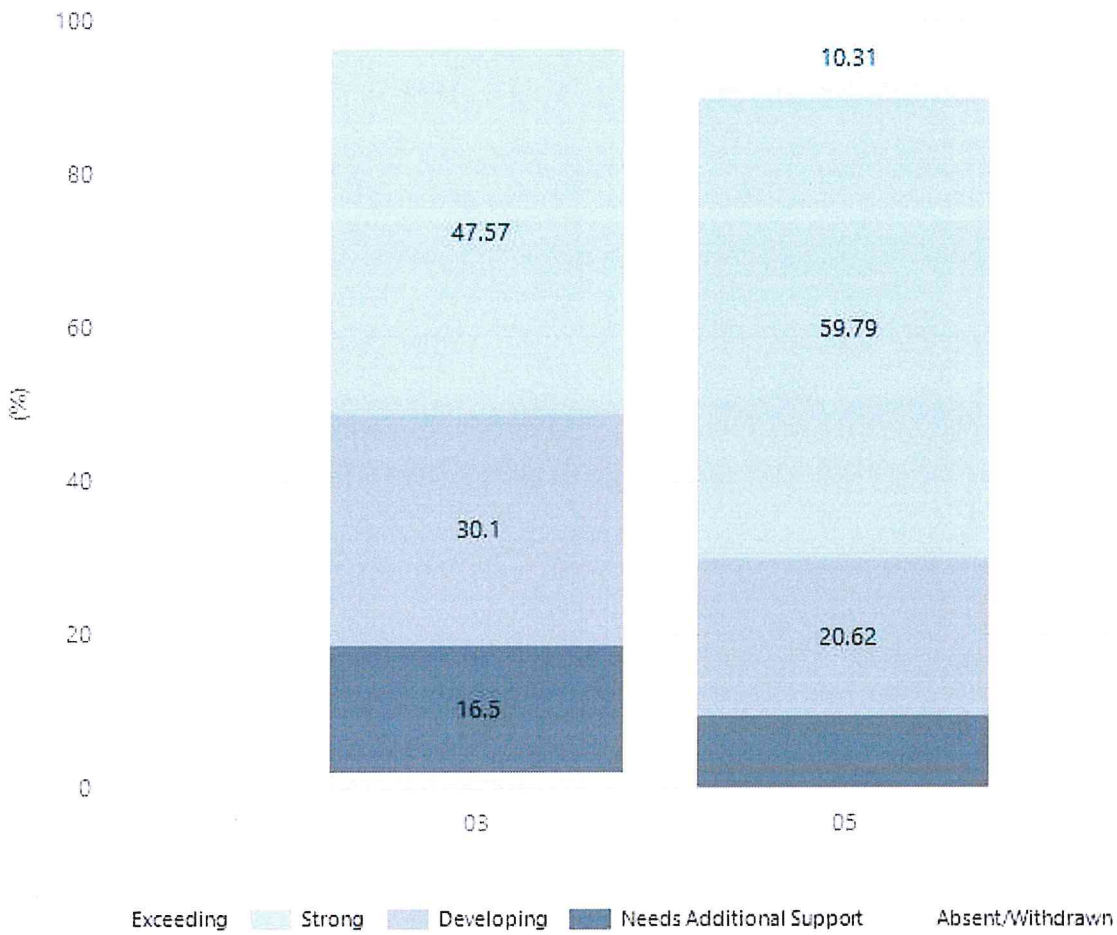
Writing



Year Level	03	05
Exceeding	7	14
Strong	79	48
Developing	10	30
Needs Additional Support	4	5
Absent/Withdrawn	3	
Total	103	97

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

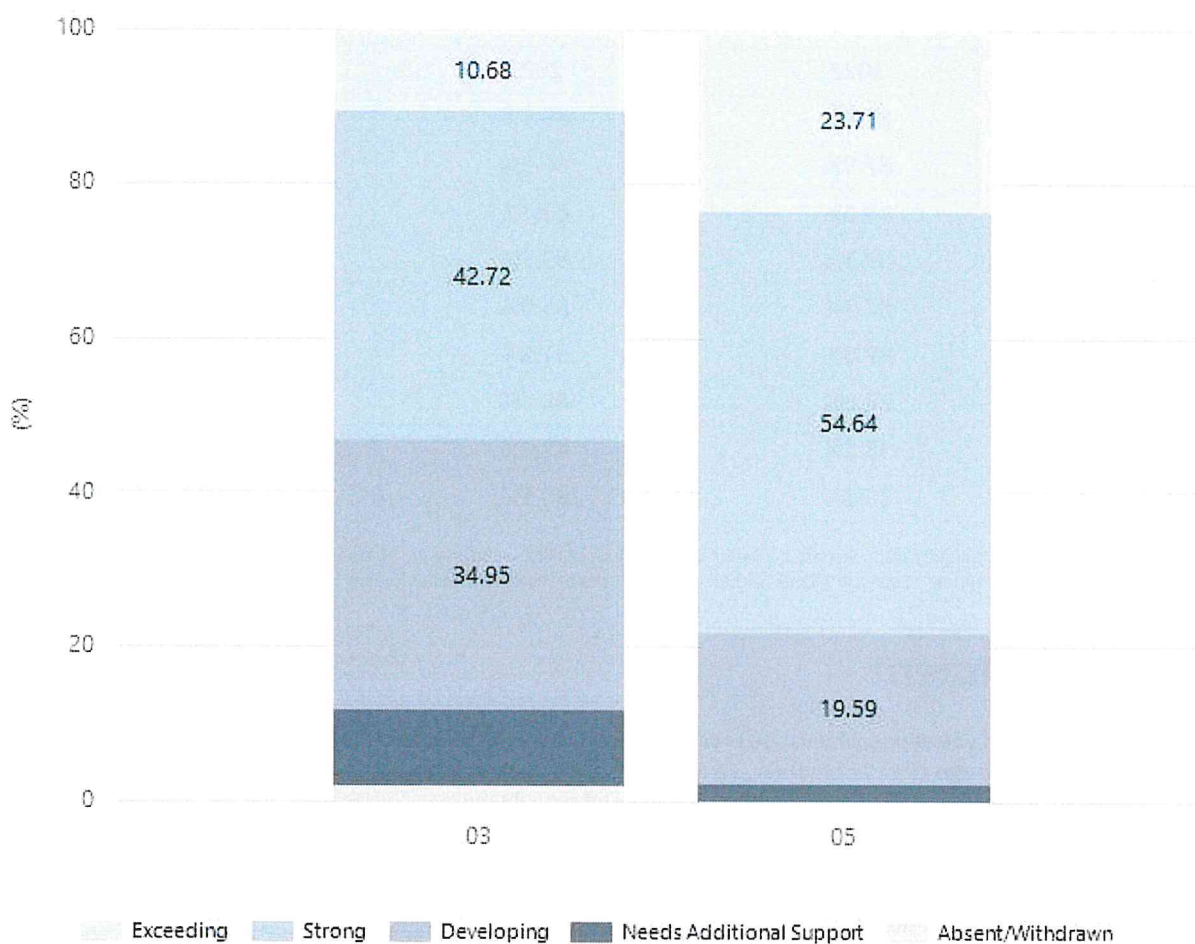
Grammar



Year Level	03	05
Exceeding	4	10
Strong	49	58
Developing	31	20
Needs Additional Support	17	9
Absent/Withdrawn	2	
Total	103	97

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	11	23
Strong	44	53
Developing	36	19
Needs Additional Support	10	2
Absent/Withdrawn	2	
Total	103	97

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

Year Level	2022	2023	2024
Reception	87.8%	89.1%	90.1%
Year 01	87.9%	86.9%	87.0%
Year 02	88.0%	88.3%	91.4%
Year 03	89.1%	89.7%	89.8%
Year 04	87.9%	85.9%	89.5%
Year 05	89.0%	91.8%	89.1%
Year 06	87.6%	88.4%	88.3%
Primary Other	38.5%	42.3%	
Total	88.1%	88.5%	89.3%

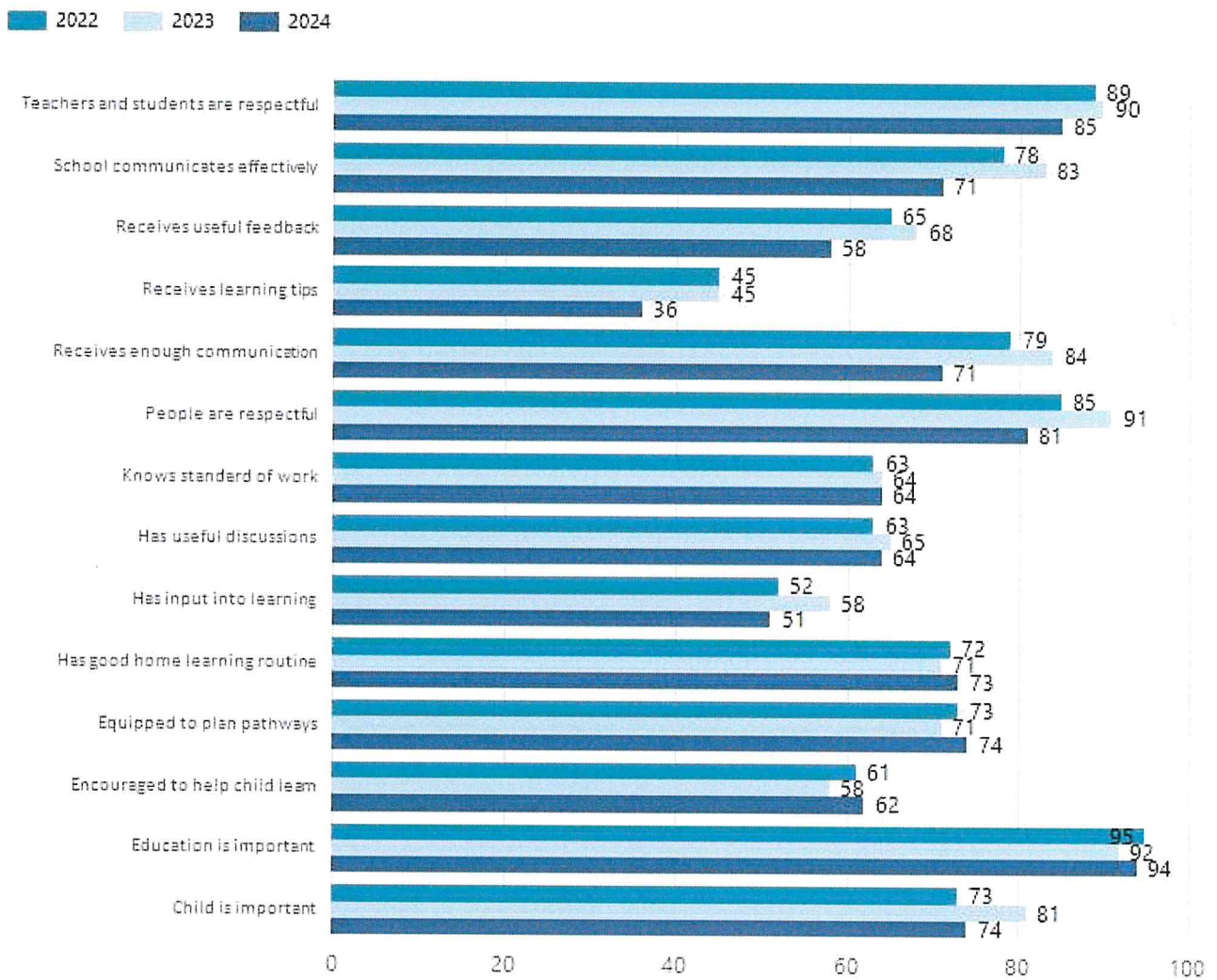
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	6	15.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	26.0%
OV - LEFT SA FOR OVERSEAS	3	8.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	21.0%
U - UNKNOWN	12	31.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	32
Postgraduate Qualifications	16

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	43.3	0.0	17.7
Persons	0.0	48.0	0.0	28.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$146 415 (Furniture, School support Grant, Professional Learning, Quality Teaching Grant)
Grants: Commonwealth	N/A
Parent Contributions	\$217 640
Fund Raising	\$38 195
Other	\$6200 (Sporting School Grant)

Data Source: School supplied data.

