Introduction

The Annual Report for 2015 is provided to the community of Mimosa PS as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Matthew Fuller
Principal

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School Code: 4432

Message from the Principal

It is with great pleasure that I present the 2015 Annual School Report for Mimosa Public School (MPS). 2015 was another great year at Mimosa with outstanding achievements in many areas. Successes were achieved in academic pursuits, the performing arts, sport and leadership with our committed staff, supportive parent community and hardworking students all working together to accomplish so much.

Mimosa teaching staff members have continued to implement the new Australian Curriculum with particular emphasis on the NSW Science and Technology Syllabus which had full implementation in 2015. It was a year of continued progression and development with our results indicating growth in both literacy and numeracy across all grades. Our strategic plan encompasses quality professional learning, programs that cater for all individuals and extending our school as an involved member of the Warringah Community of Schools.

In 2015 we have extended our technology resources with new laptops and iPads and installed interactive touchscreens into some classrooms. Teachers have been working all year on a professional learning program, Focus on Reading to improve the outcomes of students at all literacy levels. We extended our learning support programs with new volunteers including Davidson High School students who joined the successful Multi-Lit reading support program. We began a trial of enrichment programs in mathematics and visual arts to extend students’ knowledge, critical thinking, problem solving and collaboration skills. We took part in several extension sporting and creative arts opportunities, gala days, festivals and competitions. Our end of year concert, ‘Once Upon a Time….Happily Ever After’ was a huge success and thoroughly enjoyed by all. Our students had opportunities to be part of Warringah Community of Schools events including a friendly chess competition, Stage 2 enrichment day and Year 6 ‘Bright Sparks’, the inaugural trivia and general knowledge competition involving teams of Year 6 students from eight local schools.

Mimosa parents and caregivers were involved in many ways at school throughout 2015, working in partnership with us to optimize the educational experiences of all our students. Parents were at school daily, working in classrooms, in the canteen and uniform shop, volunteering at fundraisers and events and looking after our grounds and gardens. Many thanks to Rachael Antcliffe, President of our P&C and the P&C executive members and committee representatives for their ongoing support and commitment to helping our school in so many ways.
Without your support we couldn’t achieve all that we do for our students. This year the P&C raised and donated funds for technology, learning support and the refurbishment of the school canteen facilities. Funds went to the purchase of new iPads and laptops. Funds also assisted our learning and support programs with a teacher employed to work with small groups and individual students on specific aspects of literacy and numeracy.

I certify that the information contained in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Matthew Fuller
Principal

**School background**

**School vision statement**

Mimosa Public School is a nurturing, dynamic and innovative learning community. We are committed to everyone reaching their personal best in a supportive and respectful environment. We promote excellence and equity to ensure all students become successful learners, confident and creative individuals and active informed citizens of the future.

**School context**

Mimosa Public School is a primary school located on the Northern Beaches of Sydney providing quality education for over 480 students from Kindergarten to Year 6.

It is a dynamic school where all the stakeholders work collaboratively to achieve the best possible outcomes for all students. The school has a strong focus on quality teaching including literacy, numeracy and the engagement of students through information technologies, sport and the performing arts. Mimosa Public School values respect, responsibility, resilience and effort, with each student striving to achieve his or her personal best. The school is a member of the Warringah Community of Schools and benefits from working collaboratively with its local primary and high school neighbours. The school has an actively engaged P&C and enjoys a close partnership with its parent community.

Mimosa PS has a vision to deliver high quality education in an inclusive, respectful and nurturing environment. The school aims to ensure every child has the opportunity to develop life-long 21st Century skills including creativity, collaboration, communication and critical thinking.

**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. School executive and teaching staff members used the SEF as a tool to inform, monitor and evaluate current teaching practices and programs. Consultation took place and discussions were held in order to determine the progress of our school targets at the end of 2015 and the directions that would be undertaken in 2016.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.
**Strategic Direction 1**

Students are active, creative and engaged learners in a supportive and challenging educational environment.

**Purpose**

To provide a supportive, positive learning environment which enhances the well-being, engagement and development of all students.

In addition, to promote a culture of personal excellence through the provision of high quality, challenging educational programs that aim to fulfil the diverse capabilities of learners.

**Overall summary of progress**

All members of the teaching staff were involved in ongoing professional learning focusing on the DEC initiative, ‘Focus on Reading’. This professional learning has been delivered by three members of the teaching staff who undertook training with DEC lead trainer Mandy Ryan. Mimosa staff training, due to be completed at the end of Term 1 2016, has given teachers a collective understanding of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning in the middle years. Teaching and learning programs now reflect current pedagogies and practices. While in its early stages, assessment and anecdotal data indicates an improvement in student understanding and comprehension of set reading texts.

Staff used the Planning Literacy and Numeracy software (PLAN) to plot student achievement in writing across all grades. Teachers also used the continuums to plot student achievement in the areas of reading and numeracy. This data was used to inform progress on student achievement particularly in writing and was used to plan future directions.

The second year of our revised school wide approach to spelling practices has demonstrated an increase in student understanding and knowledge of spelling and how spelling links closely to learning to talk, listen, read and write. Spelling has been taught in a systematic and explicit way appropriate to each child’s writing purposes and stage of spelling development.

The school’s Learning and Support and Gifted and Talented teams have focused on implementing programs and professional learning that caters for the needs of students requiring extra support and opportunities to maximize their learning potential. Trial enrichment programs were established in mathematics and visual arts. These programs proved very successful and gave students the opportunity to work with specialist staff and students with similar interests and abilities on target programs designed to enhance critical and creative thinking skills and promote collaborative peer learning.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students achieving at ‘expected growth or above’ in NAPLAN performance in both Literacy and Numeracy. In addition, all students meet Literacy and Numeracy cluster measures as outlined by</td>
<td>80.4% of students showed growth in achievement from Year 3 to Year 5 in spelling, a result 17.1% higher than in the previous triennium. A school wide spelling program is in its second year of implementation. 65.6% of students displayed growth in achievement from Year 3 to Year 5 in writing, a result 35.9% higher than the previous triennium. A school wide approach to the teaching of writing skills will be initiated in 2016.</td>
<td>$7654</td>
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</tbody>
</table>
the K-6 Literacy and Numeracy Continuums. All students are plotted on the Literacy continuum and teachers have had opportunity to regularly review and refine student levels of achievement. In 2016, students will have access to understanding the cluster markers in child-friendly language in order that they can fully comprehend the expectations of them as writers. Students who are identified as requiring additional learning and support are discusses at LST meetings and appropriate accommodations are made to the teaching and learning programs to ensure all students have access to the curriculum at their level.

All school literacy programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum. All teachers K-6 and specialist staff given professional learning in current teaching of reading practices, PLAN software and school spelling strategies as reflected in class teaching and learning programs. New strategies in the teaching of reading were employed in all classrooms with particular emphasis on developing comprehension skills. Best Start assessments were carried out with all Kindergarten students and PLAN data reports issued to parents.

| Next steps |

Literacy and Numeracy continues to be a focus at the school to ensure continual improvement of student outcomes. Teachers will complete Professional Learning on the Focus on Reading strategy at the end of Term 1, 2016. Teachers will incorporate new pedagogies in teaching and learning programs. Programs will continue to be monitored on a termly basis by stage supervisors. The school’s executive team will be involved in a Visible Learning program with the Warringah Community of Schools in 2016. Knowledge and understanding gained in this professional learning will be passed on to all teaching staff during Terms 2 and 3. This program is based on the principles of Visible Learning that have been developed from John Hattie’s research. It takes the theory of this research and puts it into a practical inquiry model in order that we ask questions about the impact we are having on student achievement. Visible learning occurs when learning is the explicit goal and when active, passionate, and engaging people, including teachers, students, and peers participate in the act of learning. Learning intentions and success criteria will be used during writing lessons in the first instance as part of this program.

K-6 teachers will continue to monitor student progress using PLAN data with particular emphasis on writing. The Writing Focus Team will develop a professional learning package for staff in order that all teachers are focussing on improving writing outcomes for all students. NAPLAN data will be reviewed with the aim of results showing an increase of students achieving in the top two skill bands in writing.

Enrichment Programs will continue to be developed with students having the opportunity to be involved in Mathematics, Creative Arts and Science, Technology, Engineering & Mathematics (STEM) programs.
Strategic Direction 2

Teachers are lifelong learners who embrace change, innovation and current educational practices. A collaborative culture exists where professional feedback is sought and evaluated.

Purpose

To build staff capacity, knowledge and skills by providing quality, differentiated professional learning which focusses on new curriculums, innovative pedagogies and current worldwide educational research.

In addition, to build a culture where teachers engage in professional dialogue, learn from each other and seek feedback in order to modify and improve on their current practices.

Overall summary of progress

Teachers nominated to be part of the Quality Teaching Target Team and attended a series of professional learning sessions on the NSW Quality Teaching model with colleagues from the Warringah Community of Schools. Teachers developed a better understanding of the model, engaged in professional dialogue with colleagues and developed resources to support teachers back at school. A team of teachers also successfully undertook a series of Quality Teaching Rounds following professional learning with Jennifer Gore from the University of Newcastle. This program saw teachers and the Principal engage in professional dialogue, observe lessons and receive feedback, discuss best practice and the elements of lessons that engage learners and promote optimal learning opportunities.

Teachers developed Professional Learning Plans (PDPs) with their supervisor’s assistance, which included school-wide, stage and personal professional goals. Teachers had the opportunity to observe a colleague’s lesson that focused on one of their goals. Professional discussions ensured positive and constructive feedback was given in order that teachers could reflect on their practice and identify areas for improvement and development.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff have developed and implemented a differentiated professional learning plan targeted at improving individual pedagogical practices.</td>
<td>The introduction of the Performance and Development Framework saw teachers formulating individual performance and Development Plans with iSmart goals. Teachers also had the opportunity to collaborate with a colleague on specific areas of their plan and have their teaching observed in order that professional feedback could promulgate discussion and plans for improved pedagogical practices.</td>
<td>$2200</td>
</tr>
<tr>
<td>High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, Performance and Development Plans and improved learning</td>
<td>A team of teachers attended Quality Teaching Rounds seminar with Jennifer Gore and Julie Bowe from the University of Newcastle. Quality Teaching Rounds (QTR) was then introduced to Mimosa PS and four rounds were completed in 2015. This promoted much discussion among staff and an expansion of the program is planned for 2016. Professional Learning plans for 2015 were developed to be in line with the School Plan. Focus on Reading (FoR)</td>
<td>$6750</td>
</tr>
</tbody>
</table>
outcomes.

professional learning saw teachers evaluate and review current teaching practices in reading and develop and implement new research-based strategies and ideas into their teaching and learning programs. In addition to FoR, teachers undertook professional learning in differentiation, Gifted and Talented education, Quality Teaching, Student Well-Being and curriculum implementation.

Next steps

In 2016, teachers will implement the new History and Geography Syllabus documents. Stage teams will collaboratively work to develop a school-wide Scope and Sequence and design units of work.

Quality Teaching Rounds will expand to include two new teams (learning communities) of teachers in Semester 1 and another two teams in Semester 2. Teachers will be trained on the Quality Teaching framework and the process of undertaking QTR. These learning communities will share experiences with colleagues both within the school and to colleagues in the Warringah Community of Schools.

A Visible Learning project will be implemented in Term 1 with executive staff members being trained in delivering the ideas, research and strategies of Visible Learning to their colleagues at school. Visible Learning is research-based philosophy developed from John Hattie’s research and findings into student achievement. The teachers will explore the factors and attributes that have the greatest impact on student learning. The visible Learning project will be undertaken with Warringah of Community Schools colleagues and brought back to school to share with the whole staff.

Following on from the Visible Learning project and analysis of NAPLAN data, a Writing Focus team will be established to develop plans for implementing writing strategies K-6 using latest pedagogies, strategies and understandings of the writing process.

Teachers will develop Professional Learning Plans for ongoing reflection and professional development for the year. These plans will again include peer observations and feedback sessions with support from Stage supervisors.
Strategic Direction 3

Valued partnerships with parents, Community of Schools and the wider community.

Purpose

To enhance community involvement and further develop partnerships in all aspects of school life so that all stakeholders have a shared vision for the future of the school and the learning needs of its students.

Effective, well-developed communication channels will ensure all school community members are actively engaged partners at all times.

Overall summary of progress

Involvement in Warringah Community of Schools (WCoS) professional learning sessions saw Mimosa PS teachers share units of work in Science and Technology with colleagues from schools in the local area. A team of teachers also successfully completed a series of workshops on Quality Teaching. In addition, Teachers participated in technology based professional learning sessions delivered by colleagues from the WCoS.

Davidson HS teachers and Stage 3 teachers from Mimosa PS collaborated on transition to high school programs for Year 6 students. Students in Stages 2 and 3 enjoyed attending performances by Davidson HS drama students. Davidson HS Student Representative Council members were trained as reading tutors to complement Mimosa’s Multi-Lit program.

A Kindergarten parent focus group meeting was held to receive feedback on transition to school programs, starting Kindergarten and future ideas and directions to be explored for new families starting school. Feedback was largely positive with parents stating that the Year 6 Buddy Program was very successful and made a big difference to the start of school for new Kindergarten students. Some feedback suggested better communication in Kindergarten expectations of homework was needed. Further discussion and communication to involve new parents in P&C events and meetings was also suggested.

The school’s Positive Behaviour for Learners (PBL) program continued to be implemented. Data was gathered to determine where the majority of playground incidents were occurring and at what times of the day. Modifications to playground duties, an increase in SLSO support on the playground and new procedures for students transitioning from the lower playground to the top oval after eating time were established. Clubs and groups at lunchtimes continued to grow to give children the opportunity to be involved in alternate activities during their breaks. Groups included a drama club, debating, choir and dance groups.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are supported to participate in their child’s learning and are partners in their child’s education. Parents are involved and engaged in school projects and initiatives.</td>
<td>Parent information sessions and tours were held for families seeking enrolment in 2016. Parent focus group help for Kindergarten parents to seek feedback and promulgate discussion on school transition and readiness programs, starting school, parent communication and the Kindergarten program. All communication to parents now being sent via School ENews. Parents receive notes, newsletters and reminders for whole school, grade specific and interest</td>
<td>$935</td>
</tr>
</tbody>
</table>
High quality teaching and learning practices demonstrated and opportunities given for involvement in extension and enrichment programs across Warringah CoS resulting in improved learning outcomes.

Teachers were involved in quality professional learning sessions including a science workshop with the ‘Surfing Scientist – Ruben Meerman’, Science and Technology curriculum updates and sharing of units of work with WCoS colleagues and technology sessions differentiated for individual teacher needs.

Students in Stage 2 were given the opportunity to participate in the Stage 2 Enrichment Day at various schools with students participating in activities including drama, visual arts, Lego, technology, electronics, debating, science, Italian and maths.

Student leaders given the opportunity to participate in the Student Leadership Camp at Narrabeen. Student leaders worked with leaders from WCoS on leadership skill building and team development activities.

Year 5 students given the opportunity to be involved in Davidson High School’s Enrichment Program. Students attended the high school one day per week for a semester and participated in activities organized by the Davidson HS staff and using the school’s facilities including the science, visual arts and cooking facilities.

$2690

Next steps

To assist in better communication to our parent community and the wider community, an electronic sign will be installed on the corner of Mimosa St and Blackbutts Rd. The sign will have the capacity to display a variety of messages to ensure the community is kept up to date with the latest events and pieces of school news.

Class Parent Representative group meetings will be held once pre term. These meetings will be help to further facilitate communication to the parent community via the class parent. The parent group will be involved in organizing communication between school and the parent body as well as communication from the P&C to the parent body. The group will also discuss new school ventures, have input into various school events and initiatives and deliver feedback from the parents in the classes they represent.

In 2016, there will be increased opportunities for staff members to be involved in Warringah Community of Schools (WCoS) events including Visible Learning and STEM. Staff members will also have the opportunity to deliver information and knowledge to colleagues in the WCoS on various projects and initiatives being undertaken at Mimosa PS, e.g. Quality Teaching Rounds

New opportunities will be sought in 2016 to develop further links with Davidson High School for both teaching staff and students.
## Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>Individual Learning Plan developed to support student who identified as Aboriginal. Staff members participated in Professional Learning with Aboriginal Education and Engagement Officers from Macquarie Park - Gosford Office. Aboriginal resources were purchased to support teaching and learning programs.</td>
<td>$120.00</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>In class literacy support with specialist teachers was provided for students for whom English is an additional language or dialect.</td>
<td>$2906.00</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Families were given assistance with school fees, excursion costs and resources. Additional resources were purchased to support these children in the classroom.</td>
<td>$5568.00</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>All students who require adjustments and accommodations to be made to their learning are catered for in a variety of ways. Support was provided in the form of individual instruction and explicit teaching by specialist staff and School Learning Support Officers (SLSO), small group intervention and implementation of specific programs. Support was provided for cognitive, social, emotional, sensory and physical needs.</td>
<td>$87834.00 (Integration Funding) $15875 (Learning and Support – Flexible Funding)</td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>Two members of staff received beginning teacher funding. This money was used to release the teachers from class in order that time was allowed for professional learning, programming, meeting supervisors, observing colleagues and working on Teacher Accreditation documentation.</td>
<td>$8040.10</td>
</tr>
</tbody>
</table>
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>143</td>
<td>176</td>
<td>205</td>
<td>220</td>
<td>230</td>
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<tr>
<td>Female</td>
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<td>168</td>
<td>203</td>
<td>209</td>
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<td>Total</td>
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<td>408</td>
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<td>470</td>
<td>492</td>
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</table>

Student attendance profile

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<tr>
<th>Year</th>
<th>2010</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>97.1</td>
<td>96.2</td>
<td>95.9</td>
<td>96.7</td>
<td>97.0</td>
<td>96.4</td>
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<tr>
<td>1</td>
<td>97.2</td>
<td>96.8</td>
<td>93.7</td>
<td>96.5</td>
<td>96.7</td>
<td>94.6</td>
</tr>
<tr>
<td>2</td>
<td>96.5</td>
<td>97.2</td>
<td>95.5</td>
<td>95.1</td>
<td>96.2</td>
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<td>3</td>
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<td>96.3</td>
<td>95.6</td>
<td>97.3</td>
<td>96.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>96.9</td>
<td>95.2</td>
<td>94.6</td>
<td>96.7</td>
<td>96.8</td>
<td>93.6</td>
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<td>5</td>
<td>96.6</td>
<td>96.4</td>
<td>95.2</td>
<td>95.7</td>
<td>96.0</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>96.9</td>
<td>96.1</td>
<td>95.3</td>
<td>95.1</td>
<td>95.2</td>
<td>95.8</td>
</tr>
<tr>
<td>Total</td>
<td>96.8</td>
<td>96.4</td>
<td>95.0</td>
<td>96.2</td>
<td>96.5</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.4</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>.798</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.482</td>
</tr>
<tr>
<td>Total</td>
<td>26.195</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Mimosa PS does not have any teachers who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications (mandatory)

All teaching staff members meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>15%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

At Mimosa PS all members of the teaching and administrative staff undertake professional learning on a regular basis. Professional learning is conducted at a school level on a weekly basis in addition to the 5 School Development Days afforded NSW Public Schools each year. Staff members also had the opportunity to attend training and development workshops, conferences and courses outside of school to enhance their understanding and knowledge on a range of topics in line with the school targets.

Two members of staff successfully completed their accreditation at Proficiency level against the Professional Standards for Teachers as part of the Board of Studies Teaching and Educational Standards NSW (BOSTES) requirements for new teachers in NSW. Three other staff members have submitted accreditation documentation and are awaiting the outcome of their submissions. Staff members who have previously attained
accreditation at Proficient level are continuing to maintain their Professional Development hours which they are required to log with BOSTES. One staff member leads a ‘Maintenance’ group who meet to discuss professional learning and accreditation requirements.

In 2015, staff members attended Professional Learning sessions in:
- NSW DEC Code of Conduct for employees
- Work Health and Safety
- Child Protection 2015 update
- CPR, anaphylaxis and diabetes training
- Focus on Reading
- Science & Technology syllabus implementation
- Mathematics
- Professional Development Plans for teachers
- Technology updates including Google Docs and iPads
- Big Write – writing program
- Consistent Teacher Judgement
- Aboriginal Education Pedagogy
- Taronga Teachers Association – Aboriginal Education Day
- I on the future – 21st century learning
- Accreditation at Proficient Level
- Engaging and supporting Diverse LEarnersK-2
- Flexible Learning Spaces by Design
- Implementing Project Based Learning
- Road Safety Education
- Principals as Teacher Accreditation Authority (TAA) – Proficient Level
- Proactive Learning and Support Teachers
- Proactive School Leadership through Learning and support Teams
- Reading Recovery Ongoing Professional Learning
- Reading Recovery Support person training
- Fundamental Movement skills for K-3 teachers
- Student Well-Being Framework
- Spelling update
- Report Writing
- Quality Teaching NSW model and Quality Teaching Rounds
- New Teacher Network Beginning Teacher Program
- Oliver Library training

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1148675.87</td>
</tr>
</tbody>
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| **Expenditure**             |            |
| Teaching & learning         |            |
| Key learning areas          | 99830.41   |
| Excursions                  | 94852.08   |
| Extracurricular dissections | 112701.01  |
| Library                     | 22151.5    |
| Training & development      | 23230.94   |
| Tied funds                  | 163886.59  |
| Casual relief teachers      | 104067.84  |
| Administration & office     | 99537.97   |
| School-operated canteen     | 0.00       |
| Utilities                   | 62215.31   |
| Maintenance                 | 32848.08   |
| Trust accounts              | 36336.20   |
| Capital programs            | 23847      |
| **Total expenditure**       | 875504.93  |
| **Balance carried forward** | 273170.94  |
School performance

NAPLAN

In the National Assessment Program – Literacy and Numeracy (NAPLAN), the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Grammar & Punctuation
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, parents, students and teachers participated in the ‘Tell Them From Me’ online surveys.

Parents who took part in the survey responded positively about feeling welcome at the school. 87% of parents felt welcome when they visited the school and 92% of parents indicated that the administrative staff members are helpful when they have a question or concern. 77% of parents surveyed indicated that the school reports on student progress in terms that are easily understood. The school will now look at its reporting system to try to improve the format and language used to make it even more ‘user-friendly’.

Parents are considered partners with the school in their child’s education and the survey revealed that the majority of parents met with and spoke with their child’s teacher at least 2-3 times per year. The results also showed that 79% of parents were involved in school committees. In addition parents indicated that the school supports positive behaviour. A vast majority responded that their children were clear about the rules for school behaviour and that teachers devote their time to extra-curricular activities.

Teachers who responded to the survey were very positive about the school and their profession. Teachers indicated that they enjoy working collaboratively with their colleagues and discuss student learning needs with other teachers to plan appropriate learning activities.

Teachers were confident in using the data they collected to inform their teaching and learning plans but would like to explore ways to show students examples of work at various levels of achievement and how to set learning goals.

The results of student surveys showed that students were happy and doing well at school. 91% of students at Mimosa said that they tried hard to succeed. In terms of positive behaviour at school, 90% of students said that they didn’t get into trouble for disruptive or inappropriate behaviour.

Policy requirements

Aboriginal education

All teaching and learning programs incorporate Aboriginal perspectives and teachers seek opportunities to add historical and cultural understandings during whole school and stage based activities. Stage 2 students participated in a history based activities day which included aspects on bush tucker and shelters.

All staff members participated in an Aboriginal Education workshop on Term 2’s School Development Day. During this session, DEC Aboriginal Education and Engagement Advisors, delivered information on connecting the Aboriginal Education Policy with current curriculum documents. Discussion was also held on the resources available.
in the local area and how best to support student learning incorporating local history and culture.

On National Sorry Day students and staff wore the colours of the Aboriginal flag, red, black, yellow and made a gold coin donation. The money raised was donated to the Aboriginal Literacy Foundation. Students also created a class poster to recognise NAIDOC Week with the theme "We all Stand on Sacred Ground. Learn, Respect and Celebrate". Lessons were conducted in all classrooms recognizing NAIDOC Week and posters were displayed outside all classrooms for everyone to view.

**Multicultural Education and Anti-racism**

Aspects of Multicultural education are incorporated into all teaching and learning programs. Mimosa PS celebrates significant cultural days including Harmony Day and the visit of Japanese students from Maebashi High School.

**Harmony Day**

In 2015 Mimosa PS celebrated Harmony Day once again. Harmony Day is managed by the Department of Immigration and Citizenship and coincides with the United Nations International Day for the Elimination of Racial Discrimination. It is a day of cultural respect with the message being 'Everyone Belongs'. Harmony Day was celebrated at Mimosa Public School by our students and staff who wore either traditional dress or the colour orange which is synonymous with Harmony Day. The school came together at a special assembly to celebrate the day. This year we again ran the Harmony Day poster competition which is conducted by the organisation, Moving Forward Together. This year’s theme, ‘Harmony Day – Everyday’ was depicted in the children’s poster entries. Students also has the opportunity to buy special lunches on the day with a selection of multicultural dishes on offer.

**Maebashi Visit**

On Tuesday 11th August, Mimosa hosted 40 students and 6 teachers from Maebashi Junior High School in Japan. The students and their teachers were on a cultural excursion for two weeks, spending time with local families, attending school at Davidson High and touring Sydney’s attractions.

Mimosa’s students proudly showed the Japanese students our school and their classrooms and invited them to join in some Australian playground games. An assembly was held to welcome the visitors and the Senior Choir and dance groups performed beautifully for the students and their teachers. The Maebashi students also entertained the Mimosa community with a presentation of traditional Japanese songs. The visitors spent time in the classrooms taking part in a range of activities including reading Australian themed books, craft activities, pastel artwork based on Uluru and making book marks in Japanese and English. The teachers from Maebashi had the opportunity to interact with our teaching staff and exchange information about the two education systems.

**Sport**

Mimosa students and sporting teams had some outstanding results in 2015. Students in Years 3-6 enjoyed a revised Friday morning sport program and had the opportunity to participate in fitness classes at Energize Fitness Centre and Orienteering sessions conducted by Orienteering NSW. An extension of programs and opportunities is being investigated for 2015.

Mimosa was declared Warringah Zone Athletics Champions for 2015. Some outstanding results were seen with Jessica Bryant and Ocean Pounsett being declared 11 Years Girls Zone Champions.

Wilson Sarkies and Liam O’Brien were successful in being selected to compete at the NSW PSSA State Cross Country Championships at Eastern Creek. Wilson, following his success at the State carnival qualified to compete at the Australian National Cross Country Championships in Victoria.

Jasmine Ellery was selected as a member of the Sydney North Area Girls Football Team. Following the State carnival, Jasmine was selected as a member of the NSW Girls Football team and competed at the Pacific School Games in Adelaide.

Other results in PSSA competitions included:

- First place in Girls T-ball A competition;
- First place in Junior A Eagle Tag competition;
- First place in Junior B Eagle Tag competition

The Mimosa school running team placed first in the schools division of the inaugural Run Forest Run fun run competition hosted by Forestville Public School.

**The Arts**

Mimosa PS enjoyed representation in several areas of the arts in 2015. Dance groups participated in the Northern Sydney Dance Festival at Glen Street Theatre.

The Junior Dance Group was selected to perform in the NSW Public School State Dance Festival. The festival, entitled Moments of Resonance was held at
the Seymour Centre. Mimosa’s dance group performed a lyrically contemporary dance entitled ‘Rain’.

A record number of students joined Mimosa’s Band program in 2015. The bands enjoyed their annual band camp at Camp Kedron in Ingleside. The bands performed at various events including the Wahroonga Festival, the Supa Centre Home Show at Belrose and at the Northern Sydney Symphonic Wind Ensemble’s (NSSWE) Concert Series at the Forest High School and at the Concourse in Chatswood. The bands also played at school events including Education Week, Maebashi school visit and Mimosa Fireworks. New band conductors Gerald Steinmann and Maddy Shearer joined the band program in Term 2.

The Mimosa choir performed at the 2015 Arts Alive Primary Choral Concert at the Sydney Opera House. The choir also enjoyed performances at Education Week, Maebashi school visit and Mimosa Fireworks.

All students participated in the Mimosa Archibalds. After visiting the Archibalds Exhibition at the NSW Art Gallery, students were taught techniques of portraiture and produced self-portraits for the Mimosa Art Gallery which was on display during Education Week.

In December the whole school was involved in the end of year musical production, ‘Once Upon a Time, Happily Ever After’. The musical saw all classes perform songs, dances and dramatic pieces in two concerts at the Forest High School. The students in Years K-2 performed pieces based on fairy tales and adaptations of Disney themes while students in Years 3-6 performed pieces based on Roald Dahl’s children’s books.

**SRC**

The Student Representative Council (SRC) comprised students elected by their peers from each class in Years 2-6. Students met fortnightly to discuss playground concerns, environmental matters and fundraising for charities. The SRC raised funds for the Royal Far West in Manly and to support victims of the devastating earthquake in Nepal.

**Learning and Support Team**

Mimosa Public School’s Learning and Support Team (LST) met fortnightly to discuss and plan for students who were identified as having specific learning needs. Students who were not meeting grade expectations in literacy or mathematics were selected to participate in small group and individual programs and instruction conducted by specialist teachers. Programs included Reading Recovery, Multi-Lit, Kindergarten Phonics Club, Class Reading Group support and Class Mathematics Group support. A suite of ten iPads were purchased to support students’ learning with specific apps installed in the areas of memory training, reading, phonics, language development and mathematics.

In addition, a trial of Enrichment Programs was established. Selected students were given the opportunity to participate in programs in Mathematics and Visual Arts at an extension level. The programs were designed to broaden students’ problem solving. It is planned that these programs will be extended in 2016 to also include STEM (Science, Technology, Engineering and Maths) Education, technology and languages.