Mimosa Public School

Annual School Report 2013
School context
Mimosa Public School provides educational services for over 450 students. It has a strong tradition of academic achievement and positive student welfare. A balanced and relevant curriculum covering the six Key Learning Areas is taught by highly qualified and experienced staff. Specialised programs are available for gifted and talented students and students requiring learning support. Creative Arts (including band, choir and dance), and sport are strong features of the school’s program.

Principal’s message
2013 has been a significant year for everyone at Mimosa. Together we have achieved wonderful outcomes. The amazing community spirit which is evident at Mimosa continues to inspire and encourage all involved with the school. As we come to the end of another great term at Mimosa, we would like to thank three important groups:

- The STAFF, (both Teaching and SASS), which has worked tirelessly to provide another term of quality teaching and learning;
- The STUDENTS, who have learnt well, performed well and been great school citizens; and
- Our SCHOOL COMMUNITY, which has supported our school in classrooms, at school and P&C events and at social events.

These are the three groups that work together to strengthen and sustain our school.

I certify that the information 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.

Allison Faulks  BA Dip Ed, MA

P & C message
On behalf of the Mimosa P&C Executive team for 2013 I would like to thank all the subcommittee leads, subcommittee members, P&C financial members and of course the wonderful volunteers who have supported our many programs in 2013. I would also like to extend this thanks to all the Mimosa parents, students, staff and teachers for their enormous contributions to help us achieve our fantastic results.

The P&C’s role continues to be
* Facilitate co-operation between the parents and the School
* Foster opportunities for parent participation in the School in a wide range of activities
* Encourage parent input on issues including curriculum and other education areas and maintain an open dialogue with the School

The P&C also provides the School with much needed additional resources through our fundraising activities.

During the 2013 P&C financial year the P&C funded the following

- Learning Support $15,000
- Band Instruments $5,245
- Technology $25,000
- Hall Curtains $11,750
- Operating Costs (including Insurance) $5,761

From the welcome event for new Mimosa families at the start of the year, to the Mother’s Day breakfast where we were treated like supermums, to the Channel 10 weather cross proceeding our annual fireworks, the events and opportunities to get involved kept coming. This year’s P&C run fireworks event was a huge success raising over $35000 towards the P&C fundraising efforts and was a highlight in the social and fundraising calendar which will continue in 2014.

In addition to these events, the P&C committed to improve parent communication including launch the a P&C Facebook page, updating the main P&C website, introducing a fortnightly P&C
newsletters as a complementary addition to the school newsletter publication and facilitated a Second-hand Clothing Shop Facebook page.

The P&C continue to meet formally at the School on the second Tuesday of the month, during school terms, with meeting dates available in all publication points. But, the P&C is more than just volunteering and fundraising efforts, there is a social aspect vital to the Mimosa community spirit. Joining in all the events during the year are one of the main reasons that people keep coming back and volunteering their time and we look forward to many new members in 2014.

Lee Brown Mimosa P&C President 2013

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>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</tr>
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Student attendance profile

<table>
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<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>97.2</td>
<td>97.1</td>
<td>96.2</td>
<td>95.9</td>
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<td>96.8</td>
<td>93.7</td>
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<td>97.2</td>
<td>95.5</td>
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<td>95.8</td>
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<td>96.9</td>
<td>95.2</td>
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<td>96.9</td>
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<tr>
<td>Total</td>
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<td>96.5</td>
<td>96.8</td>
<td>96.4</td>
<td>95.0</td>
<td>96.2</td>
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</table>

Management of non-attendance

The school follows all DEC requirements in relation to absences. Reminders are sent home to parents for any unexplained absences and parents/care givers are phoned if a child is absent from school in excess of 3 days with no contact. Long term or ongoing unexplained absences are referred to the HSLO. This year the school has enforced the policy of parents/caregivers applying for leave exceptions for known absences. All attendance records are kept in OASIS and updated daily.

Workforce information

It is a requirement that the 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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
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<tr>
<td>Total</td>
<td>32</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]
Teacher qualifications

All teaching staff 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>Degree or Diploma</td>
<td>98%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>16%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2013

| Income |  
|-----------------------------|--------------|
| Balance brought forward     | 257612.43    |
| Global funds                | 221002.36    |
| Tied funds                  | 78765.82     |
| School & community sources  | 305538.25    |
| Interest                    | 8435.84      |
| Trust receipts              | 35500.74     |
| Canteen                     | 0.00         |
| Total income                | 906855.44    |

| Expenditure |  
|-------------|--------------|
| Teaching & learning |  
| Key learning areas | 60869.48 |
| Excursions      | 62599.22 |
| Extracurricular dissections | 94118.24 |
| Library         | 11233.17 |
| Training & development | 2077.43 |
| Tied funds      | 75382.08 |
| Casual relief teachers | 58158.04 |
| Administration & office | 74945.33 |
| School-operated canteen | 0.00 |
| Utilities       | 63378.45 |
| Maintenance     | 52054.00 |
| Trust accounts  | 34330.87 |
| Capital programs | 56034.82 |
| Total expenditure | 645181.13 |

Balance carried forward 261674.31

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, 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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Numeracy

NAPLAN Year 3 - Numeracy
NAPLAN Year 5 - 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 Grammar & Punctuation*

**Percentage in bands:**
*Year 5 Writing*
NAPLAN Year 5 - Numeracy

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
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<tbody>
<tr>
<td>3</td>
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Other achievements

Special Swim Scheme

In Term 3 this year, all children in Year 2 attended a Special Swim Scheme program for two weeks. During Swim Scheme, the children swam for 40 minutes every day and trained teachers introduced them to a series of water safety and survival skills. They practised safe water entry and exit, floating and treading water skills and the correct technique for a variety of swimming strokes. All children thoroughly enjoyed this opportunity and were rewarded with a participation certificate with their results of the two weeks recorded on it at the conclusion of the program.

Young Communicators

Young Communicators is an exciting annual event at Mimosa. All students K-6 are encouraged to participate in this public speaking competition and are coached by their classroom teachers through each heat leading to the final.

Students from K-6 are selected by their grade/stage teachers to compete at the final which is held in the school hall. Guest adjudicators from the local community are invited to Mimosa. Parents are welcome to attend.

The guest adjudicators were very impressed with the excellent level of competition from our students. Well done Mimosa!

Choir

Students in Years 5-6 were given the opportunity to be involved in the ArtsNorth Choral Concert 2013. 16 students attended weekly choir lessons and rehearsals in preparation for the combined schools concert, involving over 750 students. The concert was held on Tuesday 3rd September 2013 at the Sydney Opera House.

On the day of the concert, choir students attended a rehearsal with highly trained conductors and music teachers, and were given opportunities to advance their singing, music and performance skills. They participated enthusiastically that evening and the response from students and audience members was very positive. Choir students also performed at other school events such as the Maebashi school visit and Presentation Day.

Students in Years 5-6 next year will have the opportunity to be involved in the Mimosa Public School Choir 2014.

Sport

At Mimosa Public School we provide a wide range of sports and physical education activities in order to develop individual skills, increase fitness and encourage team and school spirit. Sports and physical education continues to be a high priority at the school.

2013 saw the appointment of a specialist PD/H/PE teacher. Every child had the opportunity to engage in a sequential, age appropriate skills and fitness based physical education program. This program was developed in accordance with the Department of Education’s Sport Policy and PD/H/PE Syllabus.

All students participated in a gymnastics program taught by specialist teachers. This program was skills based and aimed to promote fundamental movement patterns and coordinated actions of the body. The program provided a range of equipment that would not normally be available to children in a school.

Children across the school participated in rugby league, rugby union and Department of Sport and
Recreation workshops led by specialist instructors from professional sporting organisations.

Mimosa Public School remained an active participant in the Warringah Zone Primary Schools Sporting Association (PSSA) weekly sports competition. Students trained eagerly each week and refined their game skills in softball, t-ball, cricket and Eagle Tag in summer, and netball, soccer and AFL in winter. Children excelling in these sports were given the opportunity to trail for Warringah Zone teams. Children not competing in the PSSA competition actively engaged in a weekly ‘school sport’ session and were given the opportunity to participate in a variety of sports.

Students from Mimosa formed an integral part of the Warringah Zone teams competing in swimming, cross-country and athletics at Area North Carnivals. One student represented Sydney North region at The State Cross Country Championships.

In Term 1, Mimosa celebrated Harmony Day. This year the theme was *Many Stories – One Australia*. Staff and students demonstrated their awareness and understanding of Harmony Day by wearing the colour of Harmony Day-orange.

In 2013, Early Stage 1 students engaged in a multicultural food day where they had the opportunity to taste foods from a variety of cultures. Stage 1 students studied ‘The Little Refugee’ by Ahn Do which tells the story of a Vietnamese refugee. Stage 2 students proudly welcomed Japanese student visitors from Maebashi junior high schools and showed them how to make vegemite sandwiches and fairy bread. Stage 3 students have been engaging in a comparative study of a range of countries to further develop an understanding of the history and symbolism in different cultures.

Multicultural education will continue to be a focus for Mimosa as we recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures.

**Significant programs and initiatives**

**Aboriginal education**

Mimosa Public School incorporates programs designed to educate our students about Aboriginal history, culture and contemporary Aboriginal Australia, particularly within the Human Society and its Environment (HSIE) syllabus. Aboriginal perspectives are incorporated into the HSIE programs for all stages.

**Multicultural education**

Multicultural education is promoted through school policies and practices which counter intolerance and develop every student’s understanding of cultural, linguistic and religious differences. This occurs through whole school events and class programs.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus groups
- School and community surveys
- Data and evidence collection

School planning 2012—2014: progress in 2013

School Priority 1 - Literacy

Outcome from 2012-2014
To improve student performance in reading and spelling, with a focus on higher order thinking and inferential comprehension.

Evidence of progress towards outcomes in 2013:

- Naplan revealed that 70.65% of students achieving in the top two bands in the NAPLAN assessment.
- Naplan revealed that 55.98% of Year 5 students achieving in the top two bands in the NAPLAN assessment.
- All K-2 students have been plotted on the literacy continuum for the first time this year. Evidence has demonstrated that over 85% of students in Kindergarten, Year 1 and Year 2 have achieved the expected outcome.

Strategies to achieve these outcomes in 2014:
After reviewing Naplan data, Year 3 and Year 5 students will need to improve in the areas of writing and spelling, to meet literacy targets in 2014. Strategies to achieve these targets are as follows;

- Encourage Years 2-6 to participate in Inter-School Spelling Competition and Premiers’ Spelling Bee and Reading Challenge.
- Continue the successful MultiLit program to support students in the following areas of literacy; word attack skills, spelling, reading and comprehension.
- Continue systematic and explicit staff professional learning of the new English curriculum with a particular focus on improving students writing and spelling competency.
- Review spelling and writing stage programs K-6 to align with the new curriculum.

School priority 2 – Numeracy

Outcome from 2012 – 2014
To improve student performance in numeracy, with a focus on mathematical literacy and problem solving.

Evidence of progress towards outcome in 2013:

- 74.6% of Year 3 students achieved in the top two bands in the NAPLAN assessment. (2013 Target: 70%)
- 41.3% of Year 5 students achieved in the top two bands in the NAPLAN assessment. (2013 Target – 45%)
- 60% of Year 5 students achieved 60 points or greater growth in the NAPLAN assessment. (2013 Target – Greater than or equal to 55%)

2014 Targets to achieve this outcome include:

- 75% of Year 3 students achieving in the top two bands in the NAPLAN assessment.
- 45% of Year 5 students achieving in the top two bands in the NAPLAN assessment.
- Greater than or equal to 55% of Year 5 students will have equal or more expected growth.
- 80% of students in each Stage will achieve the expected outcomes in the aspect of Fractions as listed on the Numeracy K-10 Continuum.
Strategies to achieve this outcome in 2014:

- Establishment of efficient student data collection structures for plotting students along the Numeracy Continuum K–6.
- Systematic and explicit staff professional learning in order to implement the new NSW Mathematics K-6 Syllabus in Semester 2, 2014.

School priority 3 - Technology
Outcomes from 2012–2014

- Creation of a new technology learning environment
- Evaluation of staff needs and knowledge and Professional Learning for staff (2014)
- Development of a scope and sequence of learning outcomes K-6 in consultation with new NSW Science and Technology curriculum
- Development of new Mimosa technology policy appropriate to new learning environment and tablet technologies

Strategies to achieve these outcomes in 2013

Evidence of progress towards outcome in 2013:

- Installation of cabling and three wireless access points.
- Purchase modular space furniture
- Relocation of current school server and associated peripherals into new technology space
- Installation of security door and blinds
- Mobile cabinet, iPads and MacBook Pro 13” purchased
- Implementation of enrichment technology program through team teaming

2014 Targets to achieve this outcome include:

- Increased new technologies installed across the whole campus.
- Increased access to new technologies by all students K-6.
- Increased professional learning opportunities for all staff members in understanding the teaching of student 21st Century competencies.

Strategies to achieve this outcome in 2014:

- Old computer room will be a classroom in 2014 with the 18 computers allocated for distribution to classes for individual class programs. Networked printer moved to new technology space
- Evaluation of staff needs and knowledge and Professional Learning for staff

Professional learning

At Mimosa PS staff members regularly participate in a professional learning program that improves individual teachers’ skills, knowledge and understanding of educational reforms, practices and procedures. The program is informed by the school’s targets with reference to the Strategic Plans for both the Northern Sydney Region and the Department of Education and Communities (DEC) and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their regular teaching duties in order that they can attend training sessions. In 2013, all staff members attended weekly teacher professional learning meetings and weekly communication meetings in addition to stage meetings. Sessions included working on the new Australian Curriculum, literacy strategies, numeracy strategies and student welfare. Teachers also undertook courses externally run by the DEC and related agencies.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The School Self Evaluation Team survey the parents, student and teachers about school communication.

The team examined the data specifically related to those statements which referred to communication, particularly the NEWSLETTER and the THE SCHOOL WEBSITE.

The data represented the views expressed by the 109 survey respondents. The SSE Team endeavoured to plan and implement effective school improvement in these areas, based on the survey data.

Following are some excerpts from the comments on the survey and the strategies that are
currently being used for, and the improvements that have already been made, to school communication.

The Newsletter

“... has improved on previous years’ ...

“... covers all I need and has shown improvements ...

“... more notice on events – I am liking the calendar which is new ...

The Newsletter has certainly undergone changes to help get the important information out to all of our families. It is now uploaded fortnightly onto the school website.

Recent changes have included the calendar, the highlighting of “What to look for” and the redesign of the P&C pages. The school is trying to respond to as many suggestions as possible, in order to maintain the obvious value and importance of our school newsletter.

The School Website

“... needs to be regularly updated ...

The Newsletter is uploaded every fortnight. Calendar dates are regularly added and reviewed. Specific staff members have been allocated the responsibilities related to website updates.

“content is too generic”

Mimosa, like a large number of public schools, uses the DEC School Website Service. The DEC hosts the site and enables schools to update their websites with ease. In addition to information that is specific to our school, all websites developed with this service contain the same generic information, which is provided directly from the DEC. Mimosa works within both the huge benefits and the possible generic constraints of this system.

“I really struggle with paper based school notes that come home on a regular basis”

There is now a “Notes” page on the school website. School notes have started to be uploaded.

The school website is now better able to provide families and other community members with valuable and current information. It can be used during the holidays for reminders of special events via the calendar or the online newsletter.

Program evaluations - English

Background

Throughout the year all teachers at Mimosa have been engaging in extensive professional learning around the new NSW English syllabus for the Australian curriculum. Our exploration of the new English syllabus document, which is being trialed in all NSW schools throughout 2013, began back in Term 1 when one staff member attended a Facilitator Training Course on conducting professional learning in the new syllabus.

Following this, the two Staff Development Days at the beginning of Term 2 were focused on learning the new format and terminology which is being used in all the new syllabus documents and beginning to explore the content of the new English document. Our professional learning provided a focus on the diverse learning needs of students in the 21st Century and introduced the new syllabuses. Teachers also had the opportunity to work with colleagues from our neighbouring school in workshops which focused on multimodal texts and using digital technology.

Throughout Terms 2 and 3, the School Facilitator has continued to lead staff, as part of our regular professional learning meetings, to work their way through the online learning modules. The modules are designed to assist schools to implement the new curriculum effectively by exploring planning and programming, teaching and assessment practices. They have included introducing the new curriculum in schools by examining the syllabus, analysing needs and formulating implementation plans. Our sessions have also focused on using digital and multimodal texts, exploring composing in the English syllabus, and engaging personally with texts. Our on-going professional learning sessions have been extremely interesting and valuable. They are helping to build teachers’ capacity to understand aspects of the English syllabus that are new or may be challenging.

Findings and conclusions

Throughout Term 3 and 4, teachers have begun developing and implementing units of work based on the outcomes and content from the
new NSW English syllabus for the Australian curriculum. During this time, teachers continue to reflect on their teaching and learning practices and their implementation of the new document.

**Future directions**

The new NSW English syllabus for the Australian curriculum is compulsory for implementation in Australian schools from the beginning of the 2014 school year.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

**Allison Faulks**  Principal  
**Stacey Rayner**  Assistant Principal  
**Margie Crowe**  School Administrative Officer  
**Louise Grigg**  Class Teacher  
**Lee Brown**  P&C President  

**School contact information**

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1 Mimosa St Frenchs Forest 2086  
Ph: 9451 8049  
Fax: 9975 5039  
Email: mimosa-p.school@det.nsw.edu.au  
Web: www.mimosa-p.schools.nsw.edu.au  
School Code: 4432  

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:  