Mimosa Public School
Annual School Report 2014
School context statement

Mimosa Public School (MPS), located on the Northern Beaches of Sydney, 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 dedicated and experienced staff. Specialised programs are available for gifted and talented students and students requiring learning support. The school has strong traditions in the areas of Creative Arts (including band, choir, drama and dance), and Sport Education.

The school is well supported by an active and committed parent community. Parents, staff and students work collaboratively to ensure a positive, inclusive and nurturing environment is enjoyed by everyone with the collective aim of improving learning outcomes for all students.

The school is focused on the successful implementation of the NSW Syllabus documents for the Australian Curriculum in English, Mathematics and Science which embed 21st Century competencies into all teaching and learning programs.

The school is an active member of the Warringah Community of Schools (WCoS) and regularly engages in teacher professional learning activities and student initiatives across local campuses.

In 2014, there were 19 classes Kindergarten to Year 6 with a total enrolment of 470 students.

Principal’s Message

It is with great pleasure that I present the 2014 Annual School Report for Mimosa Public School (MPS). In my first year at this wonderful school, I have been warmly welcomed and thoroughly supported by the students, staff and parents. I have enjoyed being part of the continual improvement that occurs at school every day in so many ways.

Mimosa Public School prides itself in delivering quality education to its students in a nurturing, safe environment. The school offers a range of sporting, cultural, creative and leadership opportunities with a dedicated, committed and highly qualified staff driving innovation, success and individual achievement.

Specialist support programs assist students requiring further individual consolidation of concepts and skills in Literacy and Numeracy. Extension and enrichment programs are built into class teaching and learning programs in order to meet the individual needs of all our students.

Throughout 2014 our school provided extensive opportunities for students to develop socially, culturally and physically. I would like to thank the hard-working and enthusiastic student leadership team who proudly displayed our school values at all times and were wonderful ambassadors for the school. I would also like to wish our departing Year 6 students the very best wishes for their journey into high school as well as the parents who are also leaving the Mimosa community at the end of the year.

Thank you to the dedicated and committed staff members who help educate and look after all our students. This year, all teachers committed to professional learning focused on the introduction of new NSW English and Mathematics syllabuses for the Australian Curriculum.

The school saw technology upgrades take place with the installation of wi-fi across the campus, the purchase of new iPads and laptops for classroom use and the new technology space being used by all classes K-6.

Parental involvement at Mimosa takes place on a daily basis in a variety of ways. Thanks to the parents who help in the classrooms, volunteer on our MultiLit program, work in the canteen and uniform shop, volunteer at fundraisers and events and tend to our grounds and gardens. Many thanks to Lee Brown, 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 and learning support. Funds went to the purchase of new computers, iPads and laptops. Funds also assisted our learning support program with the purchase of new resources and the development of new programs for students requiring one-one explicit teaching of literacy and numeracy.

We are looking forward to a productive and exciting year ahead in 2015 with a new 3 year
school plan which will focus on improving student engagement, targeting quality teacher professional learning and strengthening community partnerships.

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

Student Representative’s Message

Being School Captain has given us many opportunities. From going to camp to doing speeches for large crowds, we have learnt so much about what it means to be a leader and the responsibilities it requires. It started with the announcement; the crowd was quiet with anticipation, as a hall full of parents and students waited for the principal to announce the leaders of the school. When our names were called we knew that we had a big year ahead of us.

Our thoughts were right; the year has gone like that, full of enjoyable experiences. One of our favourite memories was Leadership Camp held at Narrabeen Sports Centre. It was a one night camp and we did lots of fun team building activities.

We have led lots of assemblies, such as the ANZAC ceremony, Grandparents’ day and the whole school mid and end of term assemblies.

We attended Parliament House where we met Jonathan O’Dea, Member for Davidson, to learn about leadership and his role in the parliament.

Heading into high school we have realised that we will no longer be the leaders of the school. We are very grateful for all the opportunities that we have been given. It has been an unforgettable experience. We wish all the best for next year’s school captains and hope they do well.

Georgia Hamilton and Will Ferguson
2014 School Captains

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

In 2014 the student enrolment at Mimosa Public School numbered 470. Of this total, 236 were boys and 234 were girls. 19 classes were formed from Kindergarten to Year 6.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>Male</td>
<td>176</td>
<td>205</td>
<td>220</td>
<td>230</td>
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<tr>
<td>Female</td>
<td>168</td>
<td>203</td>
<td>209</td>
<td>222</td>
<td>234</td>
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</tbody>
</table>
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97.2</td>
<td>97.1</td>
<td>96.2</td>
<td>95.9</td>
<td>96.7</td>
<td>97.0</td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
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<td>96.8</td>
<td>93.7</td>
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<tr>
<td>2</td>
<td>96.6</td>
<td>96.5</td>
<td>97.2</td>
<td>95.5</td>
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<td>3</td>
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<td>96.6</td>
<td>96.9</td>
<td>95.2</td>
<td>94.6</td>
<td>96.7</td>
<td>96.8</td>
</tr>
<tr>
<td>5</td>
<td>96.7</td>
<td>96.6</td>
<td>96.4</td>
<td>95.2</td>
<td>95.7</td>
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<td>6</td>
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<tr>
<td>Total</td>
<td>96.5</td>
<td>96.8</td>
<td>96.4</td>
<td>95.0</td>
<td>96.2</td>
<td>96.5</td>
</tr>
</tbody>
</table>

MPS does not have any members of staff who identify as being from Aboriginal or Torres Strait Islander descent.

Teacher qualifications

All teaching staff meets 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>
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<tr>
<td>Postgraduate</td>
<td>2%</td>
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</table>

Professional learning and teacher accreditation

The Professional Learning program at Mimosa PS is paramount in providing quality, targeted training to improve staff skills, knowledge and understanding of the latest educational research, reforms and initiatives. The aim of teacher professional learning is to build on teacher quality and improve student learning outcomes.

The plan for teacher professional learning is informed by the school’s targets as defined in the school strategic plan with reference to the plans of the Northern Sydney Region and the NSW Department of Education and Communities (DEC). The budget for this area covers course fees, presenter fees and teacher relief for staff members who attend training sessions during the school term.

In 2014, all members of staff attended professional learning sessions for one hour on Tuesday mornings before school focusing on new curriculums, reading, writing, spelling, numeracy, science, student well-being, information technologies, Gifted and Talented Education, and mandatory DEC training in CPR, Child Protection and Anaphylaxis.

Teachers also undertook courses outside of the school setting in leadership, communication, data analysis, dyslexia, using iPads and other technologies in the classroom, assessment strategies, behaviour management and Positive Behaviour Engaging Learners (PBEL) program phase 2. The courses held after school or during the day gave the teachers an opportunity to disseminate information and upskill colleagues in the various areas listed above. All teachers were very positive about the courses they attended and were very willing to share their knowledge and understanding at whole school staff meetings, stage meetings and target team meetings.

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>
</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>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.482</td>
</tr>
<tr>
<td>Total</td>
<td>25.797</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
All teachers participated in workshops held by colleagues from the Warringah Community of Schools. These workshops focused on integrating ICT into the new curriculum and developments in the new English syllabus for the Australian Curriculum.

Members of the school executive team attended Middle Management local network meetings and leadership capacity building workshops.

**Beginning Teachers**

Four teachers achieved accreditation at the Proficient Teacher level following submission of their accreditation report and teaching evidence to the Board of Studies Teaching and Educational Standards NSW (BOSTES).

Beginning teachers had the opportunity to attend workshops facilitated by Jann Pattinson, Principal of Davidson High School and Cathie Ferguson, Principal of Forestville Public School. These workshops focused on accreditation procedures, programming, behaviour management, assessing and reporting.

Three teachers will be working towards completing the accreditation process in 2015.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>261674.31</td>
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<tr>
<td>Global funds</td>
<td>300916.76</td>
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<tr>
<td>Tied funds</td>
<td>156326.26</td>
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<tr>
<td>School &amp; community sources</td>
<td>269915.85</td>
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<tr>
<td>Interest</td>
<td>8656.47</td>
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<tr>
<td>Trust receipts</td>
<td>36490.10</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1033979.75</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 65134.95   |
| Excursions                 | 78711.61   |
| Extracurricular dissections| 97432.13   |
| Library                    | 9435.12    |
| Training & development     | 6116.85    |
| Tied funds                 | 132380.30  |
| Casual relief teachers     | 97492.92   |
| Administration & office    | 77623.66   |
| School-operated canteen    | 0.00       |
| Utilities                  | 65752.39   |

| Maintenance                | 57552.11   |
| Trust accounts             | 34513.60   |
| Capital programs           | 38896.96   |
| Total expenditure          | 761042.60  |
| Balance carried forward    | 272937.15  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

Mimosa PS students achieved consistently high results in the National Assessment Program Literacy and Numeracy (NAPLAN) and other external and school based assessments, programs and initiatives throughout 2014.

**Academic achievements**

**NAPLAN**

In 2014 77 Year 3 students and 53 Year 5 students participated in the Nationals Assessment Program Literacy and Numeracy at Mimosa PS.

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.

The following graphs provide information and data to represent the achievements of our students in NAPLAN.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).
In reading, 91% of Year 3 students at Mimosa achieved results in the top three skill bands compared with 68.7% of students across the state.

Similar results were achieved in tests of spelling as well as grammar and punctuation with 94.9% and 94.8% of students achieving results in the top three skill bands respectively.

In writing, 97.4% of Year 3 students achieved results in the top three skill bands compared with 66.2% of students statewide.

**NAPLAN Year 3 - Numeracy**

In Numeracy 88.4% of students in Year 3 achieved results in the top three skill bands compared with 62.6% of students across the state.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In tests of reading, Year 5 students performed very well. 94.4% of students achieved results in the top four skill bands compared with 78.9% of students across the state.

In spelling our Year 5 students performed well. 98.1% achieved results in the top four skill bands indicating that our revised school wide problem solving based approach to spelling is beginning to reflect in the data gathered.

In grammar and punctuation, 88.6% of Year 5 students achieved results in the top three bands compared to 62% of students across the state.

In writing, 94.3% of students in Year 5 achieved results in the top four skill bands compared with 78.9% of students statewide.
In Numeracy, our Year 5 students are performing well. 92.5% of students achieved results in the top four bands compared with 77.8% of students across the state.

In 2014, 22 students from MPS participated in Maths Olympiad with Mrs Smith who coordinated our school team. Each child competed on an individual basis and completed each of the five contest papers. All received certificates for their effort and participation.

Chris Thomas from Year 6 received the highest individual score trophy, top 10% Achiever metal pin and top 25% cloth patch.

We had a number of Year 4 students in our team in training for future Olympiads.

Student Representative Council (SRC)

Each semester, one student from every Year 2 to Year 6 class had the opportunity to represent their peers during SRC meetings. The SRC worked hard to make improvements within the school including resolving playground issues and requesting new bins to reduce the amount of playground rubbish. In Semester 1, the SRC held the first ‘Respect the Resilient Farmers Day’. All students dressed as a farmer or farm animal and donated a gold coin to the ‘We’re for the bush’ drought appeal. Baked goods that were donated by the student representatives and two peers in their class, were also sold at recess. The SRC raised over $1000 for our struggling farmers. In Semester 2, the SRC had two initiatives, the Mimosa Giving Tree and Odd Sock Day. On the night of the Mimosa Carols and Picnic, families could donate a gift, personal care item or non-perishable food to be distributed by the Belrose Rotary Club to charities including Anglicare, Bear Cottage, Manly Women's
Shelter and St Vincent de Paul Society. Odd Sock Day raised funds for the local charity, ‘House with No Steps’. Students wore odd socks to school for the day and made a gold coin donation. At recess the SRC also sold ‘House with No Steps’ merchandise. This raised almost $700 for the local charity.

Young Communicators’ Public Speaking Competition

The Young Communicators’ program nurtures the need to speak publicly as an important skill for life. All children in K-6 are encouraged to participate in this competition and the program aims to give all children the necessary skills for public speaking.

Children choose a theme from a range of topics and are given several weeks to write, prepare and practice their speech. Their topic may inform, relate to an experience, argue a case or purely entertain. They are then coached by their classroom teachers through a series of heats which culminates in a school final.

Children deliver their speeches in the school hall in front of their peers and parents and the competition is adjudicated by independent local community members. This year we had the Mayor and Deputy Mayor of Warringah Council on our judging panel who commented on the superior level of speeches delivered and the hard task they had in choosing winners.

Public Speaking Awards

Two Year 6 students, Joshua Lonstein and Jenaya Von Heupt were selected to represent Mimosa PS at the Belrose Rotary Club - Year 6 Public Speaking Awards in October. Each spoke for 3 minutes on a topic of their choice. Jenaya was declared winner of the competition with her impressive speech.

Lunch with the Stars

Our library monitors and school leaders attended a ‘Lunch with the Stars’ in Manly hosted by the Children’s Book Council of Australia. The students enjoyed spending time with well-known children’s authors and illustrators who shared stories about their craft and inspired our students with their writing. One Year 6 student, Lauren Warburton, was particularly inspired to enter the ‘Lunch with the Stars’ Writing Competition and was selected as winner of the competition! Lauren’s story ‘Sea Girl’ was described as showing a bright imagination and sharp insight into people. Lauren received a book for her prize as well as a two hour writing workshop for her class with bestselling children’s author Belinda Murrell.

Year 2 Swimming Scheme

In Term 3, all children in Year 2 attended a new Swimming Scheme program every week for ten weeks. During the Swimming Scheme, the children swam for 45 minutes to help build up stamina and endurance. Trained swimming coaches instructed them on the correct technique for a variety of swimming strokes as well as introducing them to a series of water safety and survival skills. They practised safe water entry and exit, floating and treading water and even practised these skills while fully clothed. All children thoroughly enjoyed this opportunity and were rewarded at the end of the term with a participation certificate with their results.

Sport

At Mimosa Public School we provide a wide range of sport opportunities 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.

2014 saw the continuation of stage based programming in PD/H/PE. 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 the Hot Shots Tennis Program, implemented by Mrs Janine Smith, who had engaged in training with professional tennis coaches.

Children excelling in these sports were given the opportunity to trial 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, Wilson Sarkies of Year 4, represented Sydney North region at The State Cross Country Championships.

Creative Arts

Our dance program at MPS continued to thrive in 2014. Two dance groups led by Mrs Stephanie Thompson, Mrs Liz Pymble and Miss Kathryn Smith, were selected to perform in the Sydney North Dance Festival at Glen Street Theatre. The Senior Dance Group performed an item entitled ‘Revolting Children’ and the Intermediate Dance Group performed ‘Pure Imagination’. The Senior Dance group were selected to perform at the NSW Schools State Dance Festival but
unfortunately were unable to take up the offer due to a clash with the Stage 3 camp.

Twelve students from the dance program were chosen to perform at the annual Department of Education and Communities Schools Spectacular in November. The phenomenal show featured 3,600 of the state's most talented singers, dancers and musicians from more than 400 public schools across NSW.

The Schools Spectacular brings together students of all ages, cultures, skill sets and performance backgrounds and offers them the opportunity for further growth through a rich and rewarding program. It is a unique opportunity for students who attend NSW public schools and highlights the talent, commitment and optimism of our young students and their teachers who create a memorable experience for the audience.

The Mimosa dancers showed much excitement, enthusiasm and professionalism when they performed as Lifesavers during the ‘This is Australia’ show. They did themselves, their families and their school very proud. The dancers were very capably led through their choreography by Mrs Stephanie Thompson.

The dance program this year also included a Junior Dance Group and a Boys’ Dance Group. All four groups performed at a number of eisteddfods, events and shows throughout the year including the Ryde Eisteddfod, the Ultimate Dance Challenge, the Northern Beaches Eisteddfod, Maebashi, Fireworks Night and Grandparents’ Day.

Our school band program continued to develop under the guidance of the school’s band committee and conductor Lanneke Grace. The three bands, Training, Junior and Concert bands, rehearsed weekly and performed at various functions including Grandparents’ Day, Education Week, Presentation Day, Fireworks’ Night and the Mimosa Christmas Carols and Picnic Evening. The bands also performed at the annual Northern Sydney Symphonic Wind Ensemble’s (NSSWE) Spring Concert Series at the Concourse in Chatswood.

The band members also enjoyed a very successful Band Camp in Term 1. The camp, held at Camp Kedron in Ingleside, gave the musicians an opportunity to workshop with experienced tutors as well as perform pieces from their repertoire.

Choir News

Our Senior Choir performed at various school events and out of school performances. A highlight was their performance at the Sydney Town Hall in the Arts North Primary Schools Choral Concert. The concert organisers made particular mention of the Mimosa students’ outstanding conduct and performance during the event. Well done to everyone involved. Mrs Gayle Kennedy and Miss Tahlee Thomas trained and rehearsed the choir during 2014.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal perspectives form part of all teaching and learning programs across each Key Learning Area. MPS supports students and teachers to improve their knowledge and understanding of the histories and cultures of Indigenous Australians.
Multicultural education and anti-racism

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

Harmony Day

Each year, Mimosa PS celebrates Harmony Day on 21 March. 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 widely celebrated across schools, childcare centres, community groups, churches, businesses and federal, state and local government agencies. The message of harmony day is 'Everyone Belongs' and in 2014 the theme was: Together We Can. Harmony Day was celebrated at Mimosa Public School by our students and staff who wore either traditional dress or the colour of Harmony Day, orange. 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. One of the entries, by Year 2 student Jackie Drysdale, was awarded Northern Sydney Regional Runner-up.

In addition, as part of a unit of work about heroes, Stage 1 students explored dreamtime stories about heroes and modern-day Indigenous people including Adam Goodes and Cathy Freeman.

Maebashi Visit

In 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 were very excited to spend time with the visitors, proudly showing them our school and their classrooms and showing them 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 traditional Japanese song and a rendition of ‘Waltzing Matilda’! The visitors spent time in the classrooms, painting, playing mathematics games and listening to Australian stories with our students.

Socio-economic background

In 2014 MPS received funds based on two components of the DEC’s Resource Allocation Model (RAM), one of the NSW Government’s reforms for NSW Public Schools. The two components for which schools received funding were Aboriginal Background and Socio-economic Background.

With no students identifying as from an Aboriginal or Torres Strait Islander background in 2014, MPS received no funding in this area.

For Socio-economic Background, MPS received $4703.51. These funds were used to support families with financial need and expended on school support programs, excursions and some Student Learning and Support Officer (SLSO) time. The socio-
economic funding is based on the Family Occupation and Education Index (FOEI).

**English language proficiency**

Mimosa PS was successful in our application for funding a teacher to support students from a language background other than English. The English as an Additional Language or Dialect (EAL/D) New Arrivals Program (NAP) provides a teaching allocation for a limited duration to support the initial English as an Additional Language/Dialect learning needs of eligible newly arrived students. In 2014 MPS funded a teacher for 2 days per week to support five students from a range of language backgrounds.

**Learning and Support**

Students with additional educational needs in both Literacy and Numeracy were supported by the school’s Learning and Support Team (LST). Through assessment procedures and teacher consultation, students were identified as requiring support and the LST determined the level of support available for allocation. The support included in class support with specialist teachers, SLSO support, Multi-Lit one-one reading program and Kindergarten phonics support program.

Several students also receive SLSO support through Integration Funding. Regular reviews with parents, School Counsellor, Principal and teachers take place to evaluate the success of the support offered and to plan future support structures.

**Other significant initiatives**

**Bounce Back**

During 2014 Mimosa introduced a social skills program with all students. The program, ‘Bounce Back’ explicitly teaches students about skills and strategies to support them to develop a stronger sense of wellbeing and to be more resilient, confident and successful. Core values that were discussed included developing positive and pro-social values, developing strategies for coping and bouncing back, finding courage in both everyday life and difficult circumstances, teaching optimistic thinking, amplifying positive emotions and managing negative emotions, skills for building and maintaining friendships, using humour as a coping skill, skills for countering bullying and life-long success.

**PBEL**

Our Positive Behaviour Engaging Learners (PBEL) program has continued in 2014. The school values of Respect, Responsibility, Resilience and Effort are embedded in all settings across the school including all classrooms. The structure of the program has been communicated to all families with the flowcharts of managing appropriate and inappropriate behaviours distributed.

The school’s PBEL team attended further training during 2014 to plan future directions and to evaluate and modify aspects of the program.

The STARS program was introduced to collect data regarding students who have displayed an inappropriate behaviour. From the information collected, data was analysed by the PBEL team to ascertain where and when instances of inappropriate behaviour were occurring more often. This data informed future plans for minimizing the occurrences of inappropriate behaviour.

**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:

- Parent group surveys
- Online teacher surveys
- Student surveys
School planning 2012-2014:

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 2014:

- Results revealed that 73% of Year 3 students achieved in the top two bands in the NAPLAN assessment.
- Results revealed that 60% of Year 5 students achieved in the top two bands in the NAPLAN assessment.
- Results revealed that 73% of Year 3 students achieved in the top two bands in the NAPLAN assessment.
- Results revealed that 52.2% of Year 5 students achieved in the top two bands in the NAPLAN assessment.
- All K-2 students have been plotted on the literacy continuum. Evidence has demonstrated that over 87% of students in Kindergarten, Year 1 and Year 2 have achieved the expected outcome.

Strategies to achieve these outcomes in 2014:

Teaching staff further developed an understanding of the Literacy Continuum as a means of plotting student achievement and to assist in the development of differentiated teaching and learning programs.

Other strategies included:

- Opportunities given to all students to participate in the Premier’s Spelling Bee and Premier’s Reading Challenge.
- Expand the MultiLit reading tutor program to support students in the following areas of literacy; word attack skills, spelling, reading and comprehension.
- Staff participating in Warringah Community of Schools combined professional learning sessions enabling staff to share expertise and engage in professional dialogue around the new English Curriculum.
- Fully implement the new Mimosa spelling program with regular reviews conducted by the Spelling Committee to ensure continual improvement of the program.
- Expand the Learning Support program in Literacy with targeted groups receiving explicit instruction in the mechanics of reading in class and in small group withdrawal programs.
- Continue to operate the Reading Recovery program with specialist staff delivering one-one support for targeted Year 1 students.
- Review of current literature by the school’s Literacy Team and recommendations made and purchase of books occurred to expand the existing library of quality literacy resources.
- Reading Eggs and Reading Eggspress online reading programs were successfully used in all classrooms to support the improvement of student reading outcomes.
- Successfully programmed with the new NSW English Syllabus for the Australian Curriculum incorporating multi-media texts.
- All students involved in the school’s public speaking competition, Young Communicators.

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 2014:

- 74.6% of Year 3 students achieved in the top two bands in the NAPLAN assessment.
• 41.3% of Year 5 students achieved in the top two bands in the NAPLAN assessment.
• 60% of Year 5 students achieved 60 points or greater growth in the NAPLAN assessment.

**Strategies to achieve this outcome in 2014:**

• All staff attended the Warringah Community of Schools workshop with Mathematics Consultant Anita Chin on open-ended tasks in the teaching of Mathematics.

• An audit of mathematical resources conducted by the Mathematics Team to ascertain classroom needs. New equipment was purchased to support the teaching of the new Mathematics syllabus K-6.

• The use of iPads and laptops in mathematics sessions to support the teaching of the new curriculum.

• Training for all teachers on the use of the DEC’s PLAN software for plotting student achievement in numeracy.

• 22 students from MPS participated in Maths Olympiad with Christopher Thomas in Year 6 receiving the highest individual score trophy, top 10% Achiever metal pin and top 25% cloth patch.

• Continued staff professional learning in order to implement the new NSW Mathematics K-6 Syllabus.

**School priority 3 - Technology**

**Outcomes from 2012–2014**

To develop the use of Information and Communications Technology (ICT) to enhance teaching and learning and improve student learning outcomes.

**Strategies to achieve this outcome in 2014:**

• Enhance technology learning space with new laptops and iPads.

• Development of Mimosa acceptable usage policy appropriate to new learning environment and tablet technologies.

• Wireless network technologies implemented throughout the whole school campus, facilitating access to intranet and internet learning objects on the school’s mobile devices.

• Purchase of iPads and laptops for classroom use by students to improve and support learning outcomes.

• Introduction of ‘Code World Club’, a club to teach students computer coding at a beginners’ level.

• All staff attended Warringah Community of Schools combined teacher professional learning session on technology. Staff had access to a variety of workshops on a range of applications and programs associated with the use of ICT in the classroom.

• Increased professional learning opportunities for all staff members in understanding the teaching of student 21st Century competencies.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Mimosa PS has three strategic directions for 2015-2017:

**Strategic Direction 1:** Students are active, creative and engaged learners in a supportive and challenging educational environment.

The purpose of this direction is:

• 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.

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.

The purpose of this direction is:

- to build staff capacity, knowledge and skills by providing quality, differentiated professional learning which focuses 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.

Strategic Direction 3: Valued partnerships with parents, Community of Schools and the wider community.

The purpose of this direction is:

- 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.

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.

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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: