Our school at a glance

Students

Students at Mimosa Public School are highly motivated and cooperative learners. Our students achieve a very high standard of educational development, as validated by the national (NAPLAN) results.

Staff

The high level of professionalism, dedication and commitment by our staff members, combined with strong support from our parents, ensures that all students are provided with opportunities to maximise their potential. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

All students from Years 3-6 were given the opportunity to participate in the Multicultural Speaking Competition with two students chosen to represent Mimosa at zone level.

A highlight of the year was Harmony Day celebrated in March. Children participated in classroom activities and wore national clothing or orange, the colour of Harmony Day at a special assembly.

Linked to our Target 2 and the aspect of problem solving, the Australian Schools Mathematical Olympiad has allowed students to excel at problem solving, aiming for their personal best and competing in a larger field against students across Australia and New Zealand. Our team of students used a variety of strategies to solve varied mathematical problems, employing their knowledge and skills which have been taught as part of their maths program.

In Term 4, Stage 3 teachers developed a leadership experience for our Year 6 students. It involved the students creating a 5 minute activity for a group of mixed Kindergarten to Year 5 students. The groups rotated from one activity to the next over the course of 1½ hours with Year 6 in charge. The experience served two purposes – to give the senior students a leadership opportunity and to raise money for a Year 6 parting gift to the school. The day proved very successful on both accounts.

Student achievement in 2012

Literacy – NAPLAN Year 3
The average mark for reading in Year 3 was 462.9 compared to the state average of 419.6. 66.6% of our students placed in the top two bands compared to 46.8% of the state.

Numeracy – NAPLAN Year 3
The average mark for numeracy in Year 3 was 445 compared to the state average of 400.2. 59.3% of our students placed in the top two bands compared to 29.9% of the state.

Literacy – NAPLAN Year 5
The average mark for reading in Year 5 was 549.9 compared to the state average of 492.4. 52.1% of our students placed in the top two bands compared to 31.8% of the state.

Numeracy – NAPLAN Year 5
The average mark for numeracy in Year 5 was 546.6 compared to the state average of 493.6. 54.3% of our students placed in the top two bands compared to 29.2% of the state.

Messages

Principal’s message

Our school is a wonderful example of the strong and effective partnership between a school and its community. It is a school where all stakeholders work collaboratively to achieve the best possible outcomes for every child.

The school enjoys a well deserved reputation for academic achievement, performing well above state in all areas of NAPLAN Literacy and Numeracy.

We have highly experienced and dedicated teachers, who work tirelessly for their students. Our quality, well-balanced curriculum focuses on providing challenging learning programs that promote high achievement in all areas for all students. In addition to successful literacy and numeracy programs, the school boasts a strong reputation in the creative and performing arts and sport.

Mimosa Public School values Respect, Responsibility and Effort, with students striving to achieve their personal best. We actively celebrate these values and student all success in
a wide array of forums using a range of communication strategies.

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 - Principal

P & C message

On behalf of the P&C Executive team I would like to thank all P&C members that volunteered their time and effort to make 2012 a very successful one.

I would like to extend this thanks to all of Mimosa parents, children, staff and teachers, as everyone has contributed to and has helped us achieve these great results.

The P&C's role is to:

- Facilitate co-operation between parents and the School
- Foster opportunities for parent participation in the School in a wide range of activities
- Encourage parent input on issues including the 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 2012, the main focus for the P&C was to establish a list of resource requirements form parents and teachers so we could allocate the funds raised over the past couple of years. We undertook an extensive survey of the school community and established 3 main categories where teachers and parents thought we should invest. These categories were:

1. Classroom Resources
2. Learning support programs
3. Technology

After a year of hard work and planning we have allocated projects to funds raised over the past 2 years. This will see us fund approx. $125,000 of projects during 2012-2013.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Contribution</td>
<td>$40,000</td>
</tr>
<tr>
<td>Reading Recovery Teacher</td>
<td>$13,500</td>
</tr>
<tr>
<td>Assistance with Teachers wish list</td>
<td>$5,000</td>
</tr>
<tr>
<td>Assistance with 1J Resources</td>
<td>$500</td>
</tr>
<tr>
<td>Technology innovation program (3yr program)</td>
<td>$25,000 annually</td>
</tr>
<tr>
<td>Purchase of new instruments for band</td>
<td>$15,000</td>
</tr>
<tr>
<td>New curtains in the hall</td>
<td>$11,000</td>
</tr>
<tr>
<td>Learning support initiatives</td>
<td>$15,000</td>
</tr>
<tr>
<td>Total</td>
<td>125,000</td>
</tr>
</tbody>
</table>

In addition to this, the P&C is committed to ensuring parents receive essential information about school and P&C activities. This saw the creation of the first P&C website – all information about the P&C and its subcommittees can be found on the website. This has improved the communication process between the P&C & the school community and within the P&C and its subcommittees.

The P&C meet formally at the School on the second Tuesday of the month during term time (please check meeting dates). If you are interested in volunteering for any of the main activities and or subcommittees please come see us at our P&C meetings.

Maria Vial Shaw – P&C President 2012
Student representative’s message

In 2012, the Student Representative Council (SRC) has been working hard to represent their peers and improve Mimosa Public School. The SRC was formed in Term 1 through democratic peer selection. Two representatives were selected from each class from Years 2-6 to join the Year 6 school leaders to form the SRC. During fortnightly meetings the SRC discussed issues raised by students during their class meetings.

The Student Representative Council (SRC) had a great year raising money and awareness for various charities in our community. It worked hard to promote the celebration of Harmony Day. The SRC met fortnightly to discuss the charities and events they would like the school to support. They spent many hours making posters, brainstorming ideas and organising the SRC reports and messages to be presented at assemblies.

The SRC was made up of a hardworking group of student leaders who gave up their time to make the school a better place and to give all the students a ‘voice’ within the school. Every child was encouraged to participate in the events organised by the SRC and make the school a safe, happy and fun place to be.

Miss Kathryn Smith (Class Teacher) worked with the School Captains and Vice Captains to lead the SRC in 2012.

School context

Student information

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

Student enrolment profile

![Enrolments chart]

Enrolments at Mimosa Public School continued to increase in 2012.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</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></td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>97.2</td>
<td>96.8</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.6</td>
<td>96.5</td>
<td>97.2</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.7</td>
<td>95.8</td>
<td>96.3</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.6</td>
<td>96.9</td>
<td>95.2</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.7</td>
<td>96.6</td>
<td>96.4</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.7</td>
<td>96.9</td>
<td>96.1</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.0</td>
<td>96.5</td>
<td>96.8</td>
<td>96.4</td>
<td>95.0</td>
</tr>
</tbody>
</table>

2012 saw a high incidence of student illness.
Management of non-attendance
The school follows all DEC requirements in relation to student attendance. Student non-attendance is managed through the monitoring of daily attendance by classroom teachers. Reports are made to the school executive of patterns of non-attendance (without written explanation) which may lead to follow up by the Regional Home School Liaison Officer.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15.714</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>28.314</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, there were no staff members who identified as being of Indigenous background.

Staff retention
The staff at Mimosa Public School is very stable. This year has seen one teacher leaving our school so that he and his family could enjoy a regional lifestyle.

There continues to be a balance of very experienced and long serving staff, along with a gradually increasing number of teachers who are new to the school.

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>96%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>257,421.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>252,214.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75,098.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>326,968.69</td>
</tr>
<tr>
<td>Interest</td>
<td>11,361.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27,739.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>950,804.76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A significant proportion of funds in the balance carried forward section have been committed to the payment of outstanding accounts, casual teachers’ salaries and other costs incurred prior to the end of 2012.

A full copy of the school’s 2012 financial statement is available at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts
The school continues to provide a wide variety of opportunities for children to excel in the arts.

There are three bands, a training band, a junior band and a concert band, which have showcased their skills in a variety of settings including festivals and eisteddfods. They have also played at a number of school events such as assemblies and the Christmas Carols evening.

The senior and junior dance groups have also performed at festivals and eisteddfods, as well as at a number of school events such as Education Week Open Day and Friday assemblies.

Choir

In 2012, students from Years 4-6 had the opportunity to be a part of the Mimosa Choir. The choir had a very successful year, attending weekly rehearsals where they learnt a variety of songs.

The choir performed at school and outside events. Once again the Choir participated in the Arts North Choral Festival. For this concert the choir learnt a repertoire of nine songs and performed at the Sydney Opera House in front of a huge audience. The Choir also enjoyed performing at school and special assemblies, as well as entertaining a group of visiting Chinese Principals and students.

The Mimosa Art Gallery

In visual arts, the school had successful entries in “Operation Art”. During Education Week, every student from Kindergarten to Year 6 completed and displayed one of their unique artworks. The Mimosa Art Gallery was open daily and crowds of people flocked to see the exhibition. Three of the artworks were selected to be permanently displayed in Japan at the Nagoya Children’s Art Exhibit.

Sport

Sports and physical fitness continues to be a high priority at the school.

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.
All students participated in the Sports in Schools program. This program was taught by specialist sport teachers; the program was skills based and aimed to promote fitness. The program used a range of equipment that would not normally be available to children in a school.

Mimosa Public School remained an active participant in the Warringah Zone Primary Schools Sporting Association (PSSA), competing each Friday in for summer and winter competition. Students trained eagerly each week and refined their game skills in Softball, T-ball and Cricket for the summer competition and Netball, Soccer and AFL for the winter competition.

Students from Mimosa formed an integral part of the Warringah zone teams for swimming, cross country and athletics carnivals with one of our students going on to represent the school and Sydney North Region at the State Swimming Championships. Our Junior Girls Relay team also represented Mimosa Public School and the Sydney North Region at the State Athletics Championships at Homebush. Many students represented the school and the Warringah Zone in a variety of sporting trials.

All students from Kindergarten to Year 6 were also involved in the gymnastics program which covered a wide range of skills, using a variety of equipment. The program progressed sequentially and catered for all levels, with all students learning new skills and highly competent students being challenged.

**Academic**

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.

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

Yr 5: from Band 3 (lowest) to Band 8 (highest)
Significant programs and initiatives

Aboriginal education

All students have the opportunity through syllabus content to learn about Aboriginal Culture both historically and in today's society. This year Stage 2 students looked at the impact on the Indigenous Australians in the HSIE unit ‘Our Fleeting Past’ and Stage 3 studied the Aboriginal perspective in the unit ‘Gold’.

The school proudly flies the Aboriginal flag alongside the Australian and New South Wales flags. The traditional owners of our land are acknowledged at the weekly assembly.

Multicultural education

Multicultural Education and perspectives is integrated into all class programs.

In 2012, Mimosa PS welcomed 40 Japanese students Junior High Schools in Maebashi, Japan. The visitors spent a day with us, taking part in “Aussie” playground games with our Stage 3 students, working with Stage 2 students to solve
Numeracy puzzles and joining in with the songs in the K-2 Assembly. Our very traditional sausage sizzle lunch was a highlight of the day. It was an extremely rewarding experience for everyone at Mimosa, Staff and students alike.

Mimosa Public School is very proud of its inclusive and harmonious learning environment.

Other programs

Young Communicators

The ability to speak publicly is a skill that we all draw upon in our lives; therefore at Mimosa we value and promote public speaking with our annual Young Communicator Award in Term 3 each year.

This is a public speaking program in which every student in the school participates. The class teaching program is tailored to explicitly teach and develop the skills students will require to prepare and present a speech on a topic of choice to their class.

Class finalists then compete against students in their grade and from there grade finalists are selected to present their speech at the school finals day. A panel of independent adjudicators comes to the school to assist with the judging.

Students are judged on their ability to plan, prepare and deliver a speech with engages and entertains the audience. Adjudicators make judgments on each student’s ability to use correct body posture, maintain eye contact, use gestures and their voice appropriately to engage the audience and to speak in a timely manner.

There are four sections in the competition. These are Beginners (Kindergarten), Junior (Stage 1), Intermediate (Stage 2) and Senior (Stage 3).

Last year the Kindergarten parents were in awe; they just couldn’t believe that after three terms at school that their child could stand up in front of the whole assembly and deliver an entertaining and engaging speech.

All students at Mimosa develop their knowledge and skills in the strand of Talking & Listening through active participation in this program.

Kindy Proms

Pre-schoolers and children from the local area became a captive audience at the Mimosa Kindy Proms event in Term 3, 2012.

Over 120 youngsters and more than 70 parents, pre-school teachers and teachers’ aides were entertained by the Mimosa Concert Band and its conductor. An excited audience was enthralled by the talented musicians and was provided with the opportunity to listen to the band conductor talk about different instruments in the band.

The audience was actively involved in singing songs, dancing and even playing percussion instruments along with the band.

“It was music to our ears to see and hear the pre-school children having so much fun at big school. The Mimosa Concert band students excelled and certainly performed like professionals on this special occasion” (F. Smith)

The Kindy Proms event is a component of Mimosa’s transition to school program held each year.
Other programs

Learning and Support

This year Mimosa established a learning and support team in order to implement programs to monitor and support students with specific individual learning needs. The Staff has been introduced to the Department of Education and Communities’ “Every Student, Every School” mandatory policy.

A number of current practices required refining and consolidation. The Learning and Support team needed to develop;

- a Mimosa Public School Learning and Support Policy;
- a Learning and Support Referral system;
- a Learning and Support Class Teacher Referral Form; and
- a Parent Communication Kit.

In 2012 the MultiLit Tutor Program was established and implemented at Mimosa to support students in Years 2 to 6 assessed as requiring additional literacy support. The Learning and Support Team provided training to staff and the Mimosa community of volunteers. Teachers and volunteers conducted daily MultiLit tutoring sessions.

The team is working towards completing a school wide tracking system which will identify 100% of students requiring additional learning support. Each semester, review meetings were conducted with parents and associated personnel. The Learning and Support Team collected pre and post assessment data to assist in planning and teaching in learning support.

The Reading Recovery program continued this year. Eight Year 1 students received intense daily one-on-one teaching instruction with a trained Reading Recovery teacher.

In 2013 the Learning and Support Team will continue to monitor, evaluate and review existing support programs. A Learning and Support Teacher has been appointed to Mimosa Public School for two and a half days a week. The Team will focus on researching and Developing a Gifted and Talented Policy in 2013 and establishing an Enrichment Program.

Progress on 2012 targets

Target 1 - Literacy

Increased percentages of students in Year 3 and Year 5 achieving in the top two bands in the NAPLAN assessment.

Improved student growth between Year 3 and Year 5 in the NAPLAN assessment.

Our achievements include:

- outstanding growth of Year 5 students (75% 2010 – 2012) in all areas of Literacy;
- professional learning for teachers to plan and implement rich tasks to further engage students; and
- stage based planning days, with common assessment tasks and rubrics informing teaching and learning; and
- continued use of BEST START literacy continuum in Kindergarten and Stage 1.

Target 2 - Numeracy

Increased percentages of students in Year 3 and Year 5 achieving in the top two bands in the NAPLAN assessment.

Improved student growth between Year 3 and Year 5 in the NAPLAN assessment.

Our achievements include:

- outstanding growth of Year 5 students (2010 – 2012) in all areas of Numeracy;
- stage based planning days, with common assessment tasks informing teaching and learning; and
- continued use of BEST START numeracy continuum in Kindergarten and Stage 1.
Target 3 – Student Wellbeing

Increase in the number of students achieving recognition through the school award system.

Our achievements include:

- establishment of effective Learning and Support Team;
- improved student attendance figures;
- Improved monitoring of Learning Support and student tracking; and
- increased number of students receiving awards as part of the school’s Fair Discipline Code.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of Creative Arts.

Background

School staff evaluations and discussions, and program documentation have identified Creative (and Performing) Arts as an area in which student outcomes could improve across the school. Whilst the school was very strong in the performance area, with multiple bands and dance groups and a choir, not every student was demonstrating a sound knowledge of the key components features of the syllabus.

The parent community was surveyed to gauge perceptions of the value and importance of an annual performing arts concert experience for the students; that is, the demonstration and evaluation of the student learning outcomes.

Findings and conclusions

The staff identified that the students at Mimosa Public School need to develop skills and knowledge in the Creative Arts and, teachers need implement strategies to teach Creative Arts in an explicit, systematic, functional and contextual way.

The parent survey provided a sound balance to the conclusions of the staff. Whilst the staff focus was the syllabus implementation, the parent responses validated the annual school performances. Fifty four percent (54%) of the survey responses agreed that the end of year concert was and appropriate way to celebrate the end of the school year. (15% neither agreed nor disagreed and 31% disagreed.) Fifty eight percent (58%) were very supportive of a formal production taking place every second year in a designated theatre and in the alternate year having a performance at school. (10% neither agreed nor disagreed and 34% disagreed.)

Future directions

- A specialist support teacher will focus on the Creative Arts syllabus implementation as part of the Release from Face-to-Face program in 2013.
- Students will have the opportunity to use their skills in Creative Arts to perform in a range of competitions, eisteddfods and festivals.
- All teachers will have input into the structure of the performance at the end of 2013, ensuring that all students are able to participate.
- Dance will not be the sole strand of Creative Arts that will be celebrated in the end of year whole-school performance.
- Representative Dance Groups will be formed from Years 2 to 6.
- The profile of the school bands will be lifted by linking their skills to the Creative Arts Music strand.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Survey results were not available at the time of publication. These will be available on the school website in Term 2 2013.

Professional learning

During 2012, Mimosa Public School teachers participated in whole school, small group and individual Professional Learning. Staff attended 5 staff development days with learning focusing on Literacy, Student Welfare Spelling, assessment and reporting, analysing data and teacher programming.

Teachers were encouraged and supported to undertake professional learning of their own choosing. Particular emphasis was given to PL directly relating to the School Plan priority areas.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy

Outcome for 2012–2014

To improve student performance in reading and spelling, with a focus on higher order thinking and inferential comprehension.

2013 Targets to achieve this outcome include:

- 70% 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.
- 65% of Year 5 students achieving 60 points or greater growth in the NAPLAN assessment.

Strategies to achieve these targets include:

- Establishment of efficient student data collection structures.
- Systematic and explicit staff professional learning.

School priority 2 - Numeracy

Outcome for 2012–2014

To improve student performance in numeracy, with a focus on mathematical literacy and problem solving.

2013 Targets to achieve this outcome include:

- 70% 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 achieving 60 points or greater growth in the NAPLAN assessment.
- 30% of students K-6 achieving outstanding and high measures in school-based assessment

Strategies to achieve these targets include:

- Establishment of efficient student data collection structures.
- Systematic and explicit staff professional learning.

School priority 3 – Student Wellbeing

Outcome for 2012–2014

To improve student outcomes, through a consistent approach to enhancing civic literacy.

2013 Targets to achieve this outcome include:

- 55% increase in the number of students achieving recognition through the school award system.
• Bi-annual pre- and post- surveys demonstrating individual growth for 92% of students.

**Strategies to achieve these targets include:**

• Strengthening of the whole school PBEL strategy.

• Enhancement of student engagement through the growth of the Learning and Support Team.

**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**

**Justine Simons – Assistant Principal**

**Fiona Smith – Assistant Principal**

**Glen Smith – Assistant Principal**

**Libby Cleary – School Administrative Manager**

**Darryl Walker – P&C Vice President**

**School contact information**

Mimosa Public School
Cnr Blackbutts Road and Mimosa Street
Frenchs Forest
Ph: 02 9451 8049
Fax: 02 9975 5039
Email: mimosa-p.school@det.nsw.edu.au
Web: www.mimosa-p.schools.nsw.edu.au
School Code: 4432

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