

# Mimosa Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Mimosa PS** as an account of the school's operations and achievements throughout the year.

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

Matthew Fuller

Principal

### School contact details

Mimosa Public School

Blackbutts Rd & Mimosa St

Frenchs Forest, 2086

[www.mimosa-p.schools.nsw.edu.au](http://www.mimosa-p.schools.nsw.edu.au)

[mimosa-p.School@det.nsw.edu.au](mailto:mimosa-p.School@det.nsw.edu.au)

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## Message from the Principal

It is with pleasure that I present the 2017 Mimosa Public School (MPS) Annual School Report. 2017 was a year full of exciting events, outstanding learning and wonderful achievements in all areas. Once again, this year, a team effort with all stakeholders working together to achieve so much was the 'modus operandi'.

One of our highlights was our outstanding school musical, 'The School of Rock' which saw all our students K–6 performing on stage. The enjoyment, enthusiasm and energy that was displayed by our students was infectious and the feedback from the audience was incredibly positive. The featured music, from an era that resonated with the audience, helped to make the event a huge success. Our students danced, sang and performed their way through the evening show. Thank you to all the teachers who worked extremely hard to put on the musical by rehearsing with their classes, choreographing dances, selecting music and costumes and ensuring the students enjoyed this memorable experience.

We continued to strengthen our Science, Technology, Engineering, the Arts and Mathematics (STEAM) activities, with coding and robotics being introduced to all classrooms. Each grade had the opportunity to use new technology that is differentiated for the stages of learning. During the year, teachers undertook professional learning to further develop their understanding of how to integrate the capabilities of new technologies into their teaching and learning programs. Through these programs and other activities, students are beginning to develop their 21st Century skills of collaboration, communication, co–operation, creativity and problem solving.

Our creative arts programs also went from strength to strength this year. Our Music/Drama program, ably taught by Mrs Gowing, Miss Steggles and Mrs Richardson saw all students participate in weekly lessons focusing on developing their music and drama skills. Our Senior Choir performed in the Concert Hall of the Sydney Opera House as part of the Arts Alive Primary Choral Concert. The combined choir was outstanding in its performance and the audience was in awe of the talent our young musicians displayed. Our bands had another successful year with participation rates growing again. The Stage Band, an extension program for our more experienced musicians, was introduced this year. Our Training Band participated in a weekend workshop and delighted audiences with their performances at school assemblies, Education Week celebrations, Northern Sydney Symphonic Wind Ensemble (NSSWE) concerts and the annual Fireworks event. Our Senior and Intermediate Bands all enjoyed similar performance opportunities but also enjoyed taking part in the inaugural Mimosa PS Band Tour. The bands took part in an exciting trip to the Port Stephens area, performing at Cowan PS, Iona PS and Bob's Farm PS in addition to enjoying some recreational activities. The dance groups enjoyed a year of building their dance skills and performing at several events including Education Week activities, eisteddfods, the Sydney North Schools Dance Festival at Glen Street Theatre and at the annual school Fireworks Spectacular. In addition, three of our students, Alex Clark, Alexa Hathorn and Ella Hamilton all performed at the 2017 School Spectacular as members of the NSW State Dance Ensemble. Another outstanding achievement was made by Lucia Carreto in Year 5 who won an ANZAC Day art competition run by Dee Why RSL. The competition was open to students from all local primary schools. As part of the prize, our school was awarded \$1000 which was put to very good use to support our history and art resources.

Professional learning for our staff members has continued to be a focus at our school, as it always will be. Our teachers have learnt to incorporate the latest pedagogies through the implementation of current reading strategies and the principles of Visible Learning. They have introduced new Australian Curriculum units of work in History and Geography. They are working with the latest quality teaching framework and are exploring new ways to assess, monitor and plan for learning using online tools and resources.

Our students are adding to their scores in NAPLAN, with growth data continuing to show progress between Years 3 and 5. Average scores continue to be comparable with or better than the averages for similar schools and across the state. In all measures of internal and external assessments, our students are excelling in many areas.

This year, as part of the analysis of our success, our school went through the process of External Validation, a process all schools will be selected to participate in over the next 5 years. The process is designed to give schools the opportunity to discuss their judgments about their practice –and the evidence that underpins them – with a panel of Principal peers. As a reflective process, the school collected, analysed and evaluated a range of qualitative and quantitative evidence to inform our overall performance in relation to the desired improvements in our current school plan.

I am very pleased to report that the panel determined that we were very accurate in our self–assessment of where we are at as a school and where we are heading to next. It enabled us to reflect on activities, professional learning and programs we have implemented and the impact of improvement strategies to sustain growth in student learning. More importantly, it validated for me that I work with a committed, highly professional group of people who work tirelessly to understand the needs of our students and the latest teaching methods, research and resources to enable high quality learning to take place each and every day. I would like to thank our very dedicated, professional and committed teaching and administrative staff for all that they do on a daily basis to ensure each child's school experience is of the highest standard.

Every week there are dozens of volunteers who come to work at Mimosa Public School. Some assist in classrooms,

some help with learning, some sell uniforms, sew costumes, run discos, some take photos, attend excursions, help us learn to garden, paint, cover books, plan fundraisers, organise social events, cook for us, support other parents, help our kids write, read, talk about ethics, help out in the office and so much more. To these tireless volunteers who make our school that bit extra special, I say a huge thank you. You are so very much appreciated by us all.

Our P&C and the many parents who support it have continued to provide us with a canteen that is healthy, appetizing, affordable and profitable, a uniform shop that is well-stocked, friendly and progressive (with the new sport shirt proving very popular this year), a band program that grows from strength to strength each year, and the social and fundraising committee and the Mimosa Future Matters team who are dedicated to raising and providing funds to strengthen and improve the school's resources and facilities. I would like to thank the P&C team for their enthusiasm, commitment and successes this year. With the Annual Fireworks Spectacular being one of the best on record, it is proof that by working together, anything is possible. I sincerely thank the executive of the P&C, Shawn Addison, this year's President, Emma Glynn and Noel Basile, our Vice Presidents, Stuart Patch, our Treasurer and Ellen Woodcock, our Secretary along with the heads of our various sub-committees for your tireless work and all that you do to help me in the management of our school.

Matthew Fuller

Principal

## Message from the school community

2017 has been a huge year for the Mimosa P&C and I have been very lucky to be president of the Mimosa P&C Association. We have been able to use funds that the school community has raised to improve and enhance the learning experience our children receive here at Mimosa PS. Just over \$50,000 was donated to the school for technology improvements which included robotics equipment to introduce our children to coding, 16 notebooks, 16 chromebooks and 16 iPads for students to use. These resources will certainly help our children now and in the technological world of the future. A further \$7,000 was given to the school to assist with teaching resources. This money assisted with the core subjects of numeracy, literacy, geography and history. Mimosa PS also provides specialist staff and allows for additional staff time to assist in learning support and enrichment for our children. This year the Mimosa P&C was able to contribute an additional \$10,000 towards funding these invaluable programs.

Throughout the year we have seen many fantastic events staged by the dedicated members of the P&C social and fundraising committee led by Gretta Eastmead with the assistance of the school community. The annual quiz night, the mums' movie night, the dads' State of Origin night, the mothers' and fathers' day stall and of course the amazing Fireworks carnival, which raised over \$50,000!

Noel Basile has been instrumental in the class parents program which has become an important conduit between the classroom and the wider Mimosa community. Noel also organised the Welcome Picnic for new Kindergarten parents and with the help of Emma Glynn also staged a fantastic 'Past and Present Mimosa Community' night for existing and previous members of the Mimosa family to come together and enjoy an evening of old stories and memories.

Through the magnificent work of the Uniform Shop and in particular Deb Moss we have seen the introduction of a new sports top which looks fantastic on the students and has really lifted the profile of Mimosa at sporting events. The canteen has seen the introduction of many more healthy choices for the kids and this has largely been due to the hard work done by canteen managers Emma Friedlein and Jo Loneragan. The 'Just One Thing' initiative was introduced at the beginning of the year and asked parents to volunteer to assist in just one area within the school community. Emma Glynn was the driving force behind this initiative and we were very pleased with the response from the school community as a whole. It gave us a fantastic data base of people willing to help when the need arose. Emma also introduced the tea towels for each of the years which were great stocking fillers for Christmas as well as great mementos for the children in the future.

The Mimosa's Future Matters Committee was launched in October and aims to bring our school community together so that we can work together to achieve goals for Mimosa PS. Gopala Maurer has worked tirelessly on this initiative and the P&C has created a list of items for the school which we will use to drive our fundraising over the coming months and years. The first goal was to provide air-conditioning in the classrooms. Recently we have seen our treasurer Stuart Patch create a Mimosa building fund which will see future contributions to this fund becoming a tax deduction. This fund will aim to create a pool of funds for building infrastructure at Mimosa.

So, 2017 has been a massive year for the P&C and we could not have done it without the support of the staff and the school community. I would like to take the opportunity to thank all of you for your wonderful support and assistance throughout 2017 and hope that 2018 will be just as productive.

Shawn Addison

P&C President

## School background

### School vision statement

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

### School context

Mimosa Public School is a primary school located on the Northern Beaches of Sydney providing quality education for over 500 students from Kindergarten to Year 6.

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Mimosa PS is achieving excellent results across the domains of Learning, Teaching and Leading.

### Learning

The results of the External Validation process indicated that in the School Excellence Framework domain of Learning, Mimosa PS is sustaining and growing. Our school's culture concentrates on building student engagement and successful learning through a shared responsibility and partnership between students, teachers and parents. Staff members are committed to developing programs, teaching strategies and pedagogical practices that cater for individual student needs and their ability to navigate the educational environment as 21st Century learners. A focus on John Hattie's Visible Learning research has seen a significant increase by staff in their understanding of teaching strategies that have the greatest impact on student learning. By making learning visible, students are able to see where they are at with their learning and where they are heading to next. It provides students with the language to talk about their learning, receive feedback and give feedback to peers. Formative assessment practices have seen teachers gain a better understanding of their students' knowledge and skills in a particular area and where to direct their teaching next. It also gives students a clearer understanding of what outcomes they are achieving and what they will be learning next. Through data collection, analysis of student work and observation, it was determined that a whole school focus would be on the area of improving writing outcomes for all students and that the principles of Visible Learning were to be employed to assist in this goal. Student engagement and attitudes to learning are regularly explored, discussed and extended through the strategies of Visible Learning, Growth Mindset and Mindfulness. Students have explored the 'Learning Pit', Learning Intentions, Success Criteria and open as opposed to closed mindsets. With guidance and support, students are having more input into their learning and are taking more ownership and responsibility for their ongoing learning. At Mimosa, the wellbeing of all our students is integral to their cognitive, social, emotional, physical and spiritual development. The Learning and Support Team is central to the school's learning programs and assists in planning directions for the whole school, stage teams and individual students. The school is continually refining and improving its Learning and Support programs and practices to cater for the ever–changing needs of the student body. Teachers and specialist staff assess student achievement and ability, collect data on individual and group achievement, meet regularly to discuss and make plans for future directions and liaise with parents and the wider community to ensure all avenues of support are explored and employed to address the needs of all students. Systems are in place for the tracking of a student's development in order that their individual needs can be determined and addressed. In addition to curriculum based teaching and learning programs, Mimosa offers programs in MultiLit, MiniLit, Reading Recovery, PALS Social Skills Groups, Child Protection, Buddies, Bounce Back lessons, Student Leadership, Student Transition and Enrichment opportunities. Small group instruction and individual teaching of targeted areas are organised and take place with specialist staff in both the classroom and as a withdrawal option. We are committed to ensuring children understand and demonstrate the key values of Respect, Responsibility, Resilience and Effort. These values are central to our Positive Behaviour for Learning (PBL) program. The program has been in operation for almost 5 years and permeates all settings in the school environment. Teachers explicitly teach students how to demonstrate the key values both in and out of the school grounds. Students displaying the values are rewarded with merits, badges and medallions to reinforce their learning and understanding in this area. Parents are informed of the positive behaviour system implemented at school so they can also use the same language at home and support the school in its endeavours to raise students who are respectful, caring and thoughtful citizens. As student learning is central to all that we do at school, it is imperative that clear and informative systems are in place in the areas of assessment and reporting. There are school–wide practices for assessment and reporting and these are used by staff to monitor, plan and report on student learning across the curriculum. A range of assessment strategies, both formative and summative, are used to track, monitor and report on student and school performance. Student achievement and areas for growth are detailed in formal student reports and form the basis for discussion with parents and caregivers. Regular communication with parents is seen as a vital step in the success of student achievement. Working in partnership with the parent community enables an informed, mutually understood and transparent pathway for student success. Mimosa is a member of the active Warringah Community of Schools and along with its neighbouring partners, it shares a common, strategic and collaborative approach to student learning and achievement. Opportunities are developed for staff members to engage in professional learning and network with colleagues in schools close by. This enables the sharing of skills and expertise, learning in a collaborative and collegial environment, and opportunities to develop learning systems across the community to benefit all students in our local area, regardless of the school in which they attend. Students are also given opportunities to learn with their peers from schools in the area by attending enrichment days, leadership camps, sporting events and creative arts

activities. The staff and parents of Mimosa continue to work together to ensure that the whole child is developed and learns at rates and levels of achievement that are expected for children living in this area of Sydney. Students typically achieve at high standards and performance measures both internally and externally inform plans and programs to continue to support student achievement at or above the expected standard against their peers nationally. At Mimosa, our 2017 NAPLAN results indicate that students are achieving well in both Literacy and Numeracy. 97.5% of Year 3 students were at or above minimum standards in reading and 100% of Year 3 students were at or above minimum standards in numeracy. For students in Year 5, our results showed that 100% of students were at or above minimum standards in both reading and numeracy. In reading, 50.8% of Year 5 students achieved greater than or equal to expected growth while in numeracy 70.5% of students achieved greater than or equal to expected growth. Over the last 3 years, the expected growth for students has remained fairly constant for reading, but there has been a significant increase in students achieving greater than or equal to expected growth in numeracy. In 2015, the figure for this growth was at 44.6% of students and in 2016, the figure was at 51.9% of students. Continual improvement, achieving potential and giving opportunities for involvement and success in all areas remains a constant for all stakeholders at Mimosa. While we acknowledge and celebrate our successes, we are always planning, developing and initiating high quality educational opportunities for each and every child.

## Teaching

In the domain of Teaching, the results of this process indicated that in the School Excellence Framework domain of Teaching, Mimosa PS is sustaining and growing. It is widely recognised through educational research both nationally and internationally that quality teaching practices has the greatest impact on student achievement. Our teaching staff are committed to researching, learning about and implementing the most effective and current pedagogical practices. Systems are in place for teachers to regularly review their teaching and learning programs and collaborate with their colleagues on formulating programs that best meet the current needs of students across the stage as well as in each individual class. As a school, we use data to inform our priorities and plans for the future. We aim to target areas of highest need and develop systems and practices that are sustainable, long-term and have greatest impact. Student performance data, like NAPLAN data, was used to determine the need to target reading comprehension as an area in which to focus. After discussion and research, it was determined that staff would undertake the Department of Education's professional learning course, 'Focus on Reading'. School facilitators were trained and then delivered 35 hours of professional training to staff in the area of reading with particular focus on building teachers' knowledge and strategies for the explicit teaching of reading in all subjects. Similarly, to continue improving teaching practice and to remain current in terms of latest research, a successful application was made to the University of Newcastle to be trained in Quality Teaching Rounds, a program based on the NSW Quality Teaching Framework. Staff members attended professional learning to be able to conduct Quality Teaching Rounds and to facilitate this practice with other members of the Mimosa teaching staff. This has proven to be a highly successful program as it has enabled and encouraged professional discussions between teachers, has promoted the practice of visiting other teachers' classrooms to observe teaching practice and has enabled teachers to discuss elements of lessons that make them successful and cater for maximum student engagement and learning. This highly collaborative practice is carried out in a supportive environment and promotes constructive feedback to teachers. As a further support of improving teaching practices, stage teams and target teams hold regular meetings to plan, discuss and develop initiatives, programs and resources for teaching staff. Professional learning targets school priorities and on occasion has been differentiated to support the level of learning required by teachers for particular areas. For example, during 2017 we have held professional learning with differentiated workshops in technology focusing on robotics and coding. Beginning teachers are provided with mentors to assist them with teaching practices, programming, behaviour management, curriculum implementation, school policies and procedures, and teacher accreditation. All staff are supported through the formation of Performance and Development Plans. Staff are given guidance in formulating professional SMART goals and opportunities are facilitated so that teachers can observe the lessons of colleagues and have fellow teachers observe their teaching practices. This highly engaging process results in teachers feeling more comfortable about sharing pedagogy with colleagues, analysing their own teaching practices and implementing new strategies and improvements in the classroom. Teachers bring with them to school a range of experiences, skills and enthusiasm which results in a variety of extra-curricular programs being on offer to the student body. Teachers determine need and look for opportunities to extend and develop students' interests in the arts, sport and academic areas. In recent years, existing programs in band, choir and dance have expanded while new interest areas like coding, public speaking and drama have been introduced. At Mimosa, teachers are collaborative, lifelong learners who demonstrate personal responsibility for maintaining and developing their professional standards. Our culture of working together to achieve a high standard of education for all students is at the forefront of all that we do. There is a strong sense of team-work, dedication and willingness to go 'above and beyond' in a dynamic, supportive and respectful environment.

## Leading

Finally, the results of this process indicated that in the School Excellence Framework domain of Leading, Mimosa PS is again largely sustaining and growing. The school's Executive Team is comprised of dedicated, enthusiastic and professional school leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Our school actively seeks the support of its community and shares a strong and active relationship with its parents and community members. Parents are invited to support the school and its students in a variety of ways. Parents commit to fundraising for school resources, assisting in classrooms and with programs like MultiLit, volunteering to run school facilities like the school



canteen and uniform shop as well as coordinating the band committee, parent representative committee and Year 6 end of year activities. The school also seeks feedback from parents about its processes, reporting practices and programs. This feedback helps to inform our priorities and improvements we make to existing programs and policies. Our school priorities and practices are regularly communicated to the parent body and are discussed at teachers' stage meetings and communication meetings. In addition, discussion of our priorities and practices occurs at P&C meetings and Class Parent Representative Group meetings. Our school newsletter publishes articles that outline, explain and elaborate on our school's programs, our successes and our directions for the future. The school shares a strong commitment and relationship with a number of community groups. We have a close working relationship with Mimosa Kids, the childcare provider of the pre-school on our site, and our before and after school and vacation care programs. Our campus and its facilities are regularly used by community groups who provide our students with opportunities in dance, music and sport outside of the normal school hours. At Mimosa we strategically use school resources to support student learning. We continually evaluate and expand our technology resources to support student learning and ensure they are equipped with technology to help develop 21st Century skills. We use classroom space effectively and utilise the school's facilities of the modern hall, music room, technology space and future-focused library so that student learning is once again optimised. The school's administrative team is integral to the smooth running of the school. The team supports our students, teachers and parents with a professional, committed and collaborative approach. The admin team is held in high regard by the community and feedback of the support they give is always very positive. At Mimosa, everyone plays an integral role in establishing and maintaining a school that is focused on its core business of teaching and learning in an environment that is engaging, progressive and continually improving. Our priority is to develop students who have the skills to make informed contributions as future citizens and leaders in our society.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Students are active, creative and engaged learners.

### Purpose

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

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

### Overall summary of progress

All stakeholders at Mimosa PS are committed to ensuring that there is a school wide, collective responsibility for student learning and success. Staff are learning the most effective and efficient ways to collect, analyse and utilise quality data to inform teaching and learning plans.

The principles of Visible Learning are being applied to the area of writing so that students understand the learning intentions and success criteria of their writing lessons. 'Bump It Up' walls in the classrooms are giving students the knowledge of how to self-assess their writing and determine the areas they need to work on to make improvements and work toward the next cluster of skills. Students are setting learning goals with their teachers and these are helping to guide student learning. Checklists are being used so that students are able to closely monitor the aspects of their writing that they are focussing on.

In reading, students are being taught the principles of the Department's Focus on Reading program. Class literacy programs include evidence-based strategies that help to equip the students to not just effectively read a text but to comprehend what the text is about. This terminology is introduced at an early age in Kindergarten and then built upon from Years 1 to 6. The main strategies include: Making Connections, Visualising, Monitoring, Predicting, Summarising and Questioning.

In Mathematics, student skills and understanding is being assessed through pre and post testing to assist teachers to differentiate their teaching according to student need. Teachers are also starting to introduce the pedagogies of Visible Learning in their mathematics lessons.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)   | Progress achieved this year   |
|---|--|---|
| <p>All students achieving at 'expected growth or above' in NAPLAN performance in both Literacy and Numeracy. In addition, all students meet Literacy and Numeracy cluster measures as outlined by the K-6 Literacy and Numeracy Continuums.</p> <p>All school literacy programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.</p> | <p>\$10200 – teachers attended professional learning sessions on Visible Learning, Critical and Creative Thinking Skills and took part in Learning Walks with colleagues from other schools.</p> <p>Quality Teaching Rounds were conducted with teachers being released from class to participate.</p> <p>Staff released to take part in stage planning day.</p> <p>Teachers employed to target students who require extra support in Literacy and Numeracy.</p> | <p>60.7% of Year 5 students achieved at or above expected growth in 2017 NAPLAN assessments. 41% of students were in the 75th percentile or above.</p> <p>70.8% of Year 3 students achieved results in the top three bands of Numeracy in NAPLAN.</p> <p>84.6% of Year 3 students achieved results in the top three bands of Writing in NAPLAN.</p> <p>72.9% of Year 5 students achieved results in the top three bands in Spelling in NAPLAN.</p> <p>PLAN, Benchmarking, CTJ and school based assessment data was also used to target students identified as requiring support or extension. Teachers, Executive staff and L&amp;ST monitored and adjusted programs according to student need.</p> |

### Next Steps

- Professional learning for teachers in understanding the importance of effective feedback and varying assessment strategies.
- Developing student understanding of formulating and implementing student learning goals.
- Continue to develop teacher understanding of the principles of Visible Learning in other learning areas, eg. Mathematics
- Differentiate professional learning for all teachers so that Visible Learning, Focus on Reading and Quality Teaching Rounds continue to be developed.
- Students will be provided with opportunities to participate in STEAM education to enhance their 21st Century skills.
- Targeted Early Numeracy (TEN) strategies will be introduced K–2 to increase the rate and proficiency of student numeracy learning.

## Strategic Direction 2

Teachers are lifelong learners who embrace change, innovation and current educational practices.

### Purpose

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

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

### Overall summary of progress

During 2017, teachers gained a better understanding of Quality Teaching and the importance of working with current evidence-based research to improve pedagogy. Professional Learning in the areas of Visible Learning, Focus on Reading and Quality Teaching Rounds continued throughout the year. Staff also engaged in Learning Walks and lesson observations to promulgate professional discussion and learn more about teaching practices that are being employed by their colleagues.

Teachers have been participating in Consistent Teacher Judgement sessions several times per year. These sessions have allowed teachers to discuss student achievement and to analyse work samples, giving them a good understanding of levels of achievement across the school.

Teachers developed their Professional Development Plans with SMART goals being set by all. Goals focused on current professional learning needs and were supported by the stage supervisors.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)   | Progress achieved this year  |
|---|---|--|
| All staff have developed and implemented a differentiated professional learning plan targeted at improving individual pedagogical practices.<br><br>High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, Performance and Development Plans and improved learning outcomes. | \$27458 of Professional Learning funds enabled teachers to attend professional learning targeting their individual needs.<br><br>\$40350 of Beginning Teacher funds were used to support early career teachers with professional learning and mentoring opportunities.<br><br>\$38903 of Quality Teacher, Successful Students funds were used to release executive staff to support their stage teams, to release teachers to write specific programs and to allow teachers to observe their colleagues and engage in professional discussions. | All teachers participated in professional learning in the area of Visible Learning. Teaching and Learning Programs all contained elements and teaching strategies relating to this initiative. All teachers included a goal in their PDPs relating to Visible Learning.<br><br>Phase 2 of Quality Teaching Rounds saw 10 new teachers participate in this project. Survey results indicated that 100% of teachers greatly valued the program and the learning that they gained from undertaking it. All teachers reported that they were now more likely to change their teaching practices to be more in line with the Quality Teaching Framework.<br><br>The Executive staff were all involved in collecting evidence and writing the necessary documents for the External Validation process. |

### Next Steps

- All teachers will have the opportunity to participate in Quality Teaching Rounds.
- All staff will engage in professional learning that targets evidence-based quality teaching practices.

- Professional Learning will be differentiated in the areas of Visible Learning and Focus on Reading to support teacher understanding and skill development in these areas.
- Teachers will develop their understanding of assessment strategies that best inform student learning.
- Teachers will learn more about how to collect, analyse and utilise quality data to inform their teaching and learning plans.

## Strategic Direction 3

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

### Purpose

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

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

### Overall summary of progress

Our school community is integral to the success of our school and its students. The partnership we enjoy with the parent community allows us to formulate plans and make progressive changes that support student learning. We have been able to acquire up-to-date resources for all learning areas and modify some areas as flexible learning spaces.

The P&C met monthly to discuss and plan events, fundraising activities and to manage school facilities like the canteen, uniform shop and band. A parent representative group also met termly to discuss school plans, initiatives and priorities. Feedback about our school, its resources and facilities was sought from these groups throughout the year.

The Learning and Support programs have been enhanced by support from the community. We have been able to employ specialists to support students with additional needs and introduce a range of enrichment programs.

Our connections with our neighbouring school colleagues have been strengthened with our involvement as a member of the Warringah Community of Schools (WCoS). Teachers were involved in professional learning in the areas of Visible Learning, Technology and beginning teacher support. Students had the opportunity to participate in activities with their WCoS peers including leadership camps, public speaking and enrichment days.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year   |
|--|--|---|
| Parents are supported to participate in their child's learning and are partners in their child's education. Parents are involved and engaged in school projects and initiatives.   | P&C funds were used to facilitate school fundraising and social events. The initiatives for this year did not require any school funds to be expended. | The P&C were actively engaged in school events and activities. Parents organised various fundraising and social events, raising funds to support school programs and initiatives. The class parent representative group met termly to discuss school priorities and ways to support school plans. |
| <ul style="list-style-type: none"><li>High quality teaching and learning practices demonstrated and opportunities given for involvement in extension and enrichment programs across Warringah CoS resulting in improved learning outcomes.</li></ul> | \$1300 was expended allowing teachers to undertake teaching responsibilities at the Stage 2 Enrichment Day for the Warringah Community of Schools.     | Stage 2 students participated in Warringah Community of Schools Stage 2 Enrichment Day.<br>Year 5 students participated in the Davidson High School Extension Program.<br>Student leaders participated in the Warringah Community of Schools Leadership Camp at Narrabeen Sport and Rec Centre.   |

### Next Steps

- Increase opportunities for parents to be informed about current school projects and initiatives, including Visible Learning and teacher professional learning activities.
- Meet regularly with parent representative group to discuss school priorities and to gain feedback about current school projects.
- P&C to survey parents about parent satisfaction and gain feedback about school directions and priorities with which the P&C can support.
- Continue to develop links with Davidson High School for student transition and professional learning opportunities.
- Organise further professional learning opportunities with Warringah Community of Schools colleagues, eg Quality

#### Teaching Rounds.

- The parent community will be regularly informed through parent group discussions and newsletter articles about wellbeing practices and programs being implemented across the school.

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year  |
|---|---|--|
| <b>Low level adjustment for disability</b>          | <p>Teacher entitlement of .4 was in place for 2017 with staff funding totalling \$40630. Additional P&amp;C funds of \$15000 allowed students with additional learning needs to access specialist support and for teachers to be released from class to conduct enrichment programs.</p> <p>Flexible funding of \$34808 was used for additional support programs (Multi-Lit and Mini-Lit), teaching resources and to employ School Learning and Support Officers (SLSOs).</p> <p>Integration Support Funding of \$81920 was used to support students with specific additional learning needs.</p> | <p>The school's Learning and Support Team (L&amp;ST) met fortnightly to discuss learning plans, adjustments and accommodations to cater for the learning needs of targeted students. In class support, small group intervention and one-one support was put in place for identified students. Teachers assess the progress of these students and report this to the L&amp;ST.</p> <p>The School Counsellors are integral members of the team and work one-one with identified students or with small groups on building positive social skills.</p> <p>The school introduced three intervention groups for building social skills and emotional regulation. These groups ran successfully for six months and helped to reduce the number of incidents or negative peer interactions in the playground.</p> |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$38903 = .383 of teacher entitlement   | Classroom teachers and Executive staff members were given extra support, time and resources to assist in the development of quality teaching practices. Teachers were given time to observe colleagues teaching, develop programs and mentor teachers in the first two years of their career.  |
| <b>Socio-economic background</b>                    | \$6600  | Students were given the opportunity to receive support and resources in order that equity for all students is maintained. Students attended excursions, in-school workshops and were supplied with uniform items when needed.  |
| <b>Support for beginning teachers</b>               | \$40350   | Beginning teachers were given extra release time which was scheduled weekly. This allowed them time to meet with their mentors, attend professional learning and participate in team-teaching activities.  |





## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 236        | 245  | 266  | 260  |
| Girls    | 234        | 247  | 255  | 269  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 97   | 96.4 | 96.7 | 96.6 |
| 1         | 96.7 | 94.6 | 95.8 | 94.9 |
| 2         | 96.2 | 95.1 | 95.1 | 96.4 |
| 3         | 96.8 | 95   | 96   | 95.7 |
| 4         | 96.8 | 93.6 | 95.2 | 95.8 |
| 5         | 96   | 94.8 | 94.8 | 94.3 |
| 6         | 95.2 | 95.8 | 95.9 | 93.3 |
| All Years | 96.5 | 95   | 95.6 | 95.3 |
| State DoE |      |      |      |      |
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 95.2 | 94.4 | 94.4 | 94.4 |
| 1         | 94.7 | 93.8 | 93.9 | 93.8 |
| 2         | 94.9 | 94   | 94.1 | 94   |
| 3         | 95   | 94.1 | 94.2 | 94.1 |
| 4         | 94.9 | 94   | 93.9 | 93.9 |
| 5         | 94.8 | 94   | 93.9 | 93.8 |
| 6         | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94   | 94   | 93.9 |

### Management of non-attendance

Classroom teachers record all absences in EBS Ontrack on a daily basis. The Northern Sydney Home School Liaison Officer (HSLO) supports the school to manage incidents of frequent or prolonged non-attendance. In addition, any students who arrive late to school or leave early are recorded in the same system. Reports are generated fortnightly to check on absence frequencies in order that follow-up can occur with parents and caregivers.

## Class sizes

| Class    | Total |
|----------|-------|
| K GREEN  | 21    |
| K BLUE   | 20    |
| K YELLOW | 19    |
| K RED    | 21    |
| 1 BLUE   | 25    |
| 1 RED    | 24    |
| 1 GREEN  | 25    |
| 2 GREEN  | 22    |
| 2 BLUE   | 22    |
| 2 RED    | 23    |
| 3 RED    | 27    |
| 3 GREEN  | 25    |
| 3 BLUE   | 26    |
| 4 BLUE   | 26    |
| 4 RED    | 25    |
| 4 GREEN  | 26    |
| 5 RED    | 32    |
| 5 BLUE   | 32    |
| 6 RED    | 29    |
| 6 GREEN  | 28    |
| 6 BLUE   | 28    |

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 0     |
| Assistant Principal(s)                | 4     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 20.17 |
| Teacher of Reading Recovery           | 0.32  |
| Learning & Support Teacher(s)         | 0.4   |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 0     |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 3.96  |
| Other Positions                       | 0     |

\*Full Time Equivalent

Mimosa Public School does not have any members of staff who identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 20         |

### Professional learning and teacher accreditation

All staff members at Mimosa PS attend weekly professional learning sessions that target school priorities as well as covering all mandatory requirements set by the Department of Education including Child Protection updates, CPR training, Anaphylaxis and Emergency Care procedures.

Our major areas of focus for Professional Learning this year included Visible Learning, Literacy and Numeracy development, Critical and Creative Thinking Skills and Student Wellbeing.

During the year staff members attended extra professional learning outside of the school either during

the day, after school or during the holidays. This professional learning is often linked to teacher Professional Development Plans (PDPs) and in 2017 included teachers attending seminars, workshops, conferences and training in the areas of leadership, mindfulness, gifted and talented education, behaviour management, autism disorder, dyslexia, ICT, coding and robotics.

In addition, beginning teachers attended workshops specifically designed for early career teachers. These workshops focussed on classroom management, curriculum delivery and accreditation processes,

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

|                                       | 2017 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 265,052                 |
| <b>Revenue</b>                        | 4,323,587               |
| Appropriation                         | 3,794,888               |
| Sale of Goods and Services            | 19,825                  |
| Grants and Contributions              | 505,441                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 3,432                   |
| <b>Expenses</b>                       | -4,171,579              |
| Recurrent Expenses                    | -4,171,579              |
| Employee Related                      | -3,582,752              |
| Operating Expenses                    | -588,827                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 152,008                 |
| <b>Balance Carried Forward</b>        | 417,060                 |

The financial management processes and governance structures meet financial policy requirements. Funds carried over from 2017 end of year expenses have been planned for expenditure in 2018. Current programs awaiting approval include classroom air-conditioning, installing artificial turf on the school oval, installing a shade structure over the playground equipment, upgrading interactive whiteboards and projectors, installing an electronic sign and the

installation of a new emergency bell system.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3,435,292               |
| Base Per Capita       | 79,622                  |
| Base Location         | 0                       |
| Other Base            | 3,355,669               |
| <b>Equity Total</b>   | 75,437                  |
| Equity Aboriginal     | 630                     |
| Equity Socio economic | 6,600                   |
| Equity Language       | 0                       |
| Equity Disability     | 68,208                  |
| <b>Targeted Total</b> | 69,269                  |
| <b>Other Total</b>    | 73,248                  |
| <b>Grand Total</b>    | 3,653,245               |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

# School performance

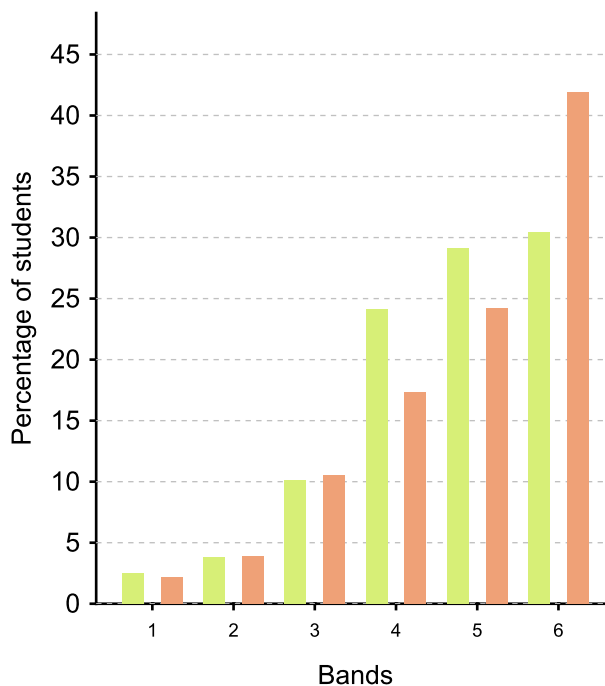
## NAPLAN

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.

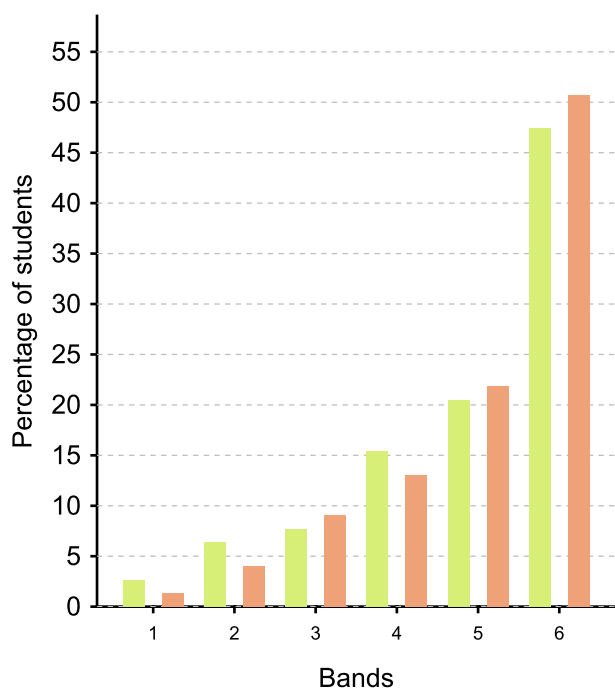
In Reading, 83.6% of Year 3 students achieved results in the top three skill bands. In Spelling, 82.1% of Year 3 students achieved results in the top three skill bands. In Grammar and Punctuation, 83.3% of Year 3 students achieved results in the top three skill bands.

In Reading, 73.5% of Year 5 students achieved results in the top three skill bands. In Spelling, 71.9% of Year 5 students achieved results in the top three skill bands. In Grammar and Punctuation, 71.9% of Year 5 students achieved results in the top three skill bands.

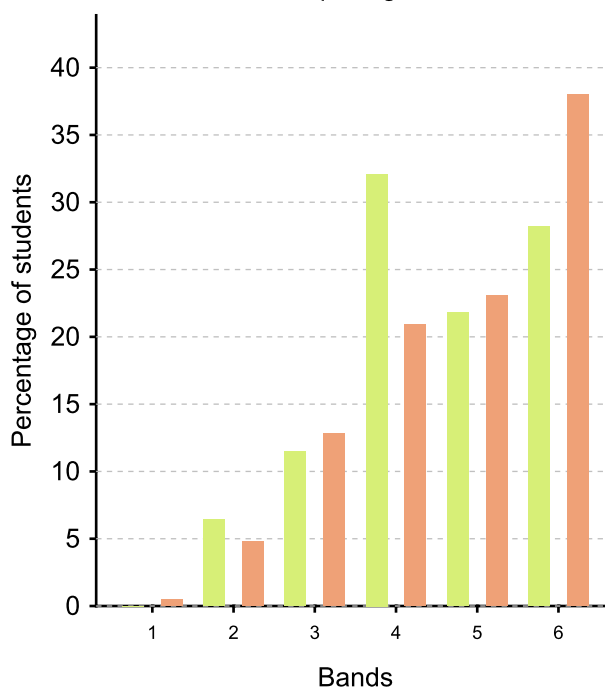
Percentage in bands:  
Year 3 Reading



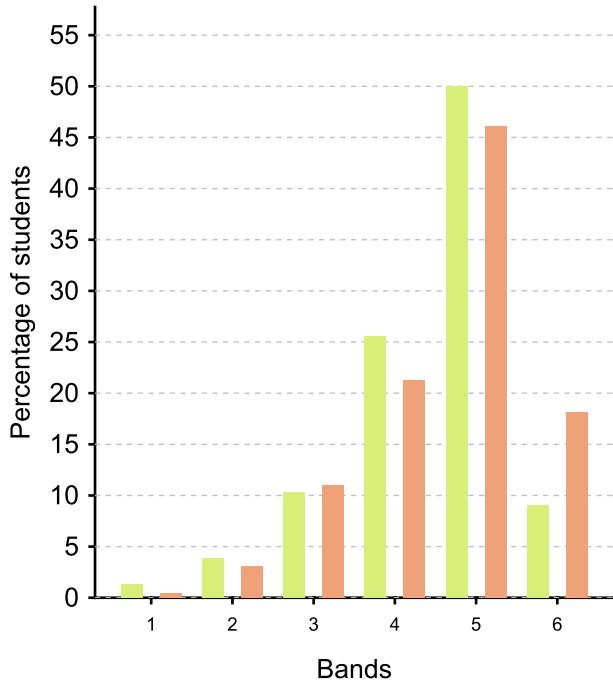
Percentage in bands:  
Year 3 Grammar & Punctuation



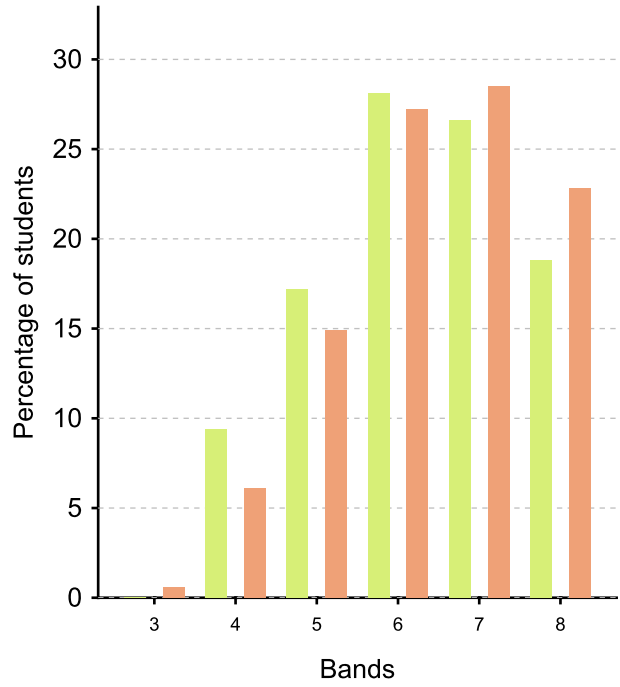
Percentage in bands:  
Year 3 Spelling



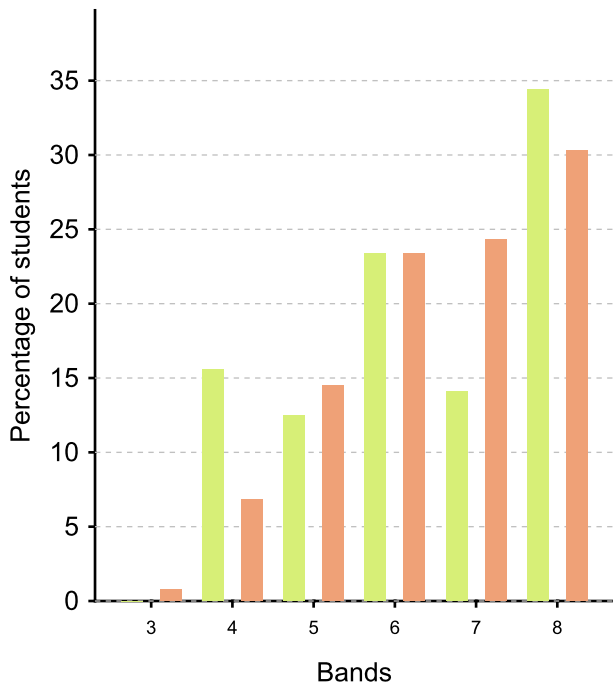
**Percentage in bands:**  
Year 3 Writing



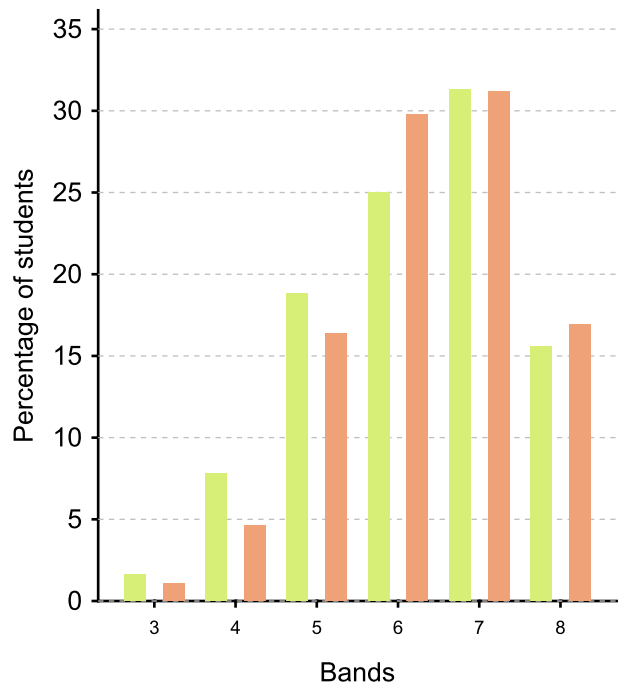
**Percentage in bands:**  
Year 5 Reading



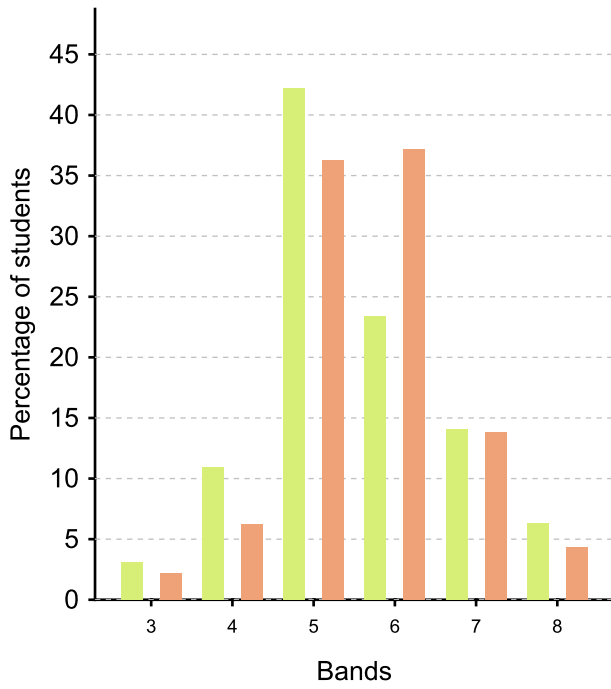
**Percentage in bands:**  
Year 5 Grammar & Punctuation



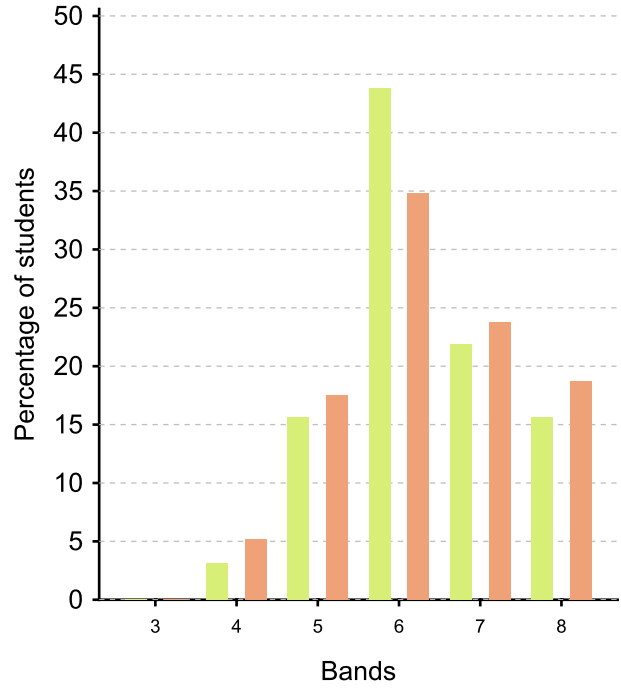
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing

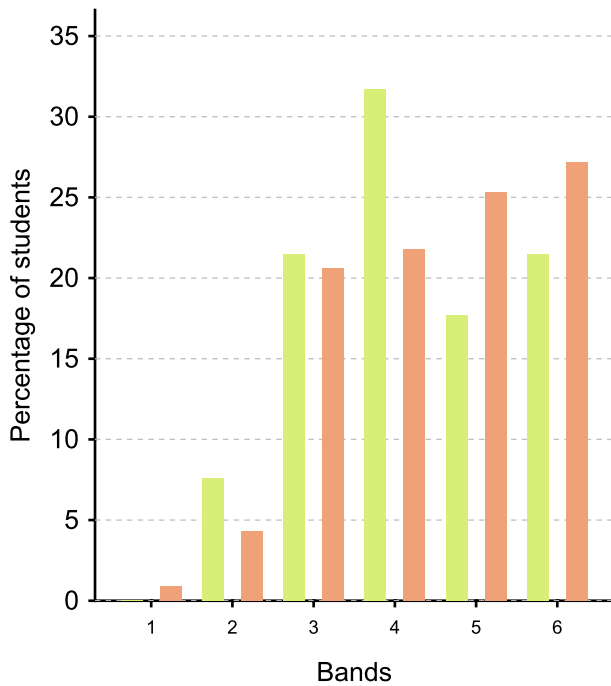


**Percentage in bands:**  
Year 5 Numeracy



In tests of Numeracy, 70.8% of Year 3 students achieved results in the top three skill bands. 81.3% of Year 5 students scored results in the top three skill bands in Numeracy.

**Percentage in bands:**  
Year 3 Numeracy





## Parent/caregiver, student, teacher satisfaction

Parent satisfaction surveys and focus groups indicated the following results:

96% of parents feel the school's administrative staff are helpful with questions and problems.

87% of parents feel welcome when visiting the school.

81% of parents can easily speak with their children's teachers.

82% of parents feel well informed about school activities and directions.

77% of parents felt student achievement reports were written in terms that they clearly understood.

79% of parents spoke with teachers at least twice or more per year.

Teacher satisfaction surveys, stage and supervisor discussions indicated the following results:

78% of school leaders have helped teachers establish challenging and visible learning goals for students.

83% of school leaders have supported teachers during stressful times.

90% of teachers discuss learning problems of particular students with colleagues.

83% of teachers talk with other teachers about strategies that increase student engagement.

92% of teachers consistently set high expectations for student learning.

81% of teachers feel that they are effective in working with students who have behavioural problems.

88% of teachers agree that their assessments help them understand where students are having difficulty.



## Policy requirements

### Aboriginal education

Mimosa Public School acknowledges the Guringai people as the traditional owners of the land on which the school is built. Acknowledgement of the traditional owners is made at all assemblies, performances, meetings and formal occasions.

Teachers were involved in the Warringah Community of Schools Aboriginal Education Reference Group, attending meetings and formulating plans for promoting Aboriginal Education perspectives in all learning programs. Staff members attended training and development opportunities so that current practices, information and knowledge can be shared with all colleagues.

Students in all grades learnt about traditional and contemporary Indigenous Australians, their culture and customs through explicit teaching and learning programs in the Key Learning Areas of history, geography, literacy and science and technology.

The student leadership team attended the Warringah Community of Schools (WCoS) Leadership Camp at Narrabeen. The camp's activities began with Mr Dave Lardner, Aboriginal Education Officer presenting a workshop about 'Welcome to Country'. Each school team developed an understanding about the importance of belonging to country and Aboriginal culture. Students used this information to write their own unique 'Acknowledgement of Country' to be used at school functions.

Year 6 students attended a Reconciliation ceremony at the French Forest Bushland Cemetery. The event was run by Mrs Susan Moylan-Coombs and musician and entertainer Mr Gumaroy Newman. The students completed reflective totems which demonstrated the commitment they made to this special experience.

### Multicultural and anti-racism education

Multicultural and anti-racism education perspectives are incorporated into all teaching and learning programs at Mimosa. In 2017, staff and students celebrated significant cultural days including Harmony Day. During this celebration, students wore clothing representing their cultural backgrounds or dressed in the colour orange to symbolise unity. Students sang

songs in other languages and read stories about other cultures. The Harmony Day poster competition saw students produce posters representing harmony and the celebration of cultural diversity.

Mimosa's Positive Behaviour for Learners (PBL) program helps students understand and demonstrate respect for all students and staff. This important value is spoken about and recognised in all areas of the school with information about how students demonstrate respect towards their peers, teachers and visitors to the school clearly displayed on PBL posters and information boards.

Forty Year 5 students represented Mimosa at the 'Public School DanceSport Challenge' at Homebush. The competition is a way of uniting communities by teaching children the respect, cooperation, partnership and responsibility that comes with dancing together. Our students are to be commended for showing perseverance and effort when developing their new skills in ballroom dancing. The students performed the salsa, tango, cha cha and jive with a partner in front of a large audience. The students performed admirably and had a fun time. Luke Warrington and Maddy Marsh danced in the salsa finals and finished in 4th place. John D'Urso was awarded an 'Outstanding Student' award for filling a vacant position on the Mimosa team and for showing commitment to learning the dance steps in a short period of time.

Mrs Justine Wright was appointed as the school's Anti-Racism Contact Officer (ARCO). She has been fully trained in the procedures for handling complaints and questions of a racist nature. The school closely follows the Department of Education's Anti-Racism