

# Miranda Public School Annual Report



2018



2574

## Introduction

The Annual Report for **2018** is provided to the community of **Miranda Public School** 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.

Narelle Chaplin

Relieving Principal

### School contact details

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### Message from the Principal

As we move towards 2019, Our students will continue to develop the skills to become respectful, responsible, innovative, creative and successful learners. I thank the staff for their commitment to delivering quality programs and experiences for all of our students. Departmental priorities have been embraced and developed as priority over the course of 2018

The following key achievements were identified.

Miranda Public School is a school with high expectations and demonstrated inclusivity for all. The school actively promotes Covey's 7 Habits for Leadership. Staff from the school remain actively involved in the Film by the Sea Committee and continue to foster and promote the use of film and visual literacy.

Strong partnerships exist between our school, parents and the wider community. All stakeholders work collaboratively and harmoniously together ensuring the best possible outcome for our students.

Students have continued to participate and excel in a wide range of learning programs, team and individual sports and curriculum enrichment activities. Students have many opportunities to enjoy and experience learning in cultural, artistic, environmental and sporting domains.

### Message from the students

2018 was the best year ever! We got to do many fun activities throughout the year, such as ZooSnooz, Camp, Fete Day, Fun Day and Peer Support. We had a lot of responsibilities this year as we were the first group to introduce and run the Leader In Me Peer Support program for all the students K-6. It was fun to come up with ideas for fundraising events for the whole school to enjoy. We were able to raise a lot of money for Jump Rope for Heart, Ice Block Fridays and we supported the 'Fiver for a farmer' initiative to help with drought relief. The Year 6 students had fun helping and supporting the Kindergarten students, with a buddy program. We represented Miranda Public School at Anzac Day and Remembrance Day ceremonies. We have a strong connection with the War memorial as it used to be on our school grounds. Our school had a good time creating movies for Film By the Sea. As the 2018 school captains, we were proud to have represented our school at many events throughout the year. We will always remember our time at Miranda Public School.

Angelina and Marvin

School Captains 2018

## School background

### School vision statement

Our vision at Miranda Public is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school. We will strive to:

- create a leading educational setting that promotes 21st Century learning and boasts a state of the art school that assists in the delivery of innovative programs.
- create a vibrant innovative, supportive and positive environment where students take responsibility for their own learning.
- develop a highly skilled staff who are proficient and highly accomplished and are enthusiastic about learning and teaching.
- create a challenging and comprehensive curriculum that stimulates high achievement for all students.
- develop the moral, ethical, cultural, physical and emotional values in our students.

Our vision is embedded within our school motto, 'Where Learning Comes to Life'. This shared vision between staff, students and the community will ensure Miranda Public School succeeds into the future and can achieve a learning culture of high achievement and 21st Century learning across all areas of education.

### School context

Miranda Public School is situated in the centre of the Sutherland Shire, adjacent to Miranda Library and council run child care facilities. It is one of the oldest schools in the area, beginning in 1893, and celebrates its 125th anniversary in 2018. The school has an integrated Special Education Unit that operates for students with a moderate intellectual disability and Autism.

Miranda Public School has a diverse community which draws from a very wide range of cultural backgrounds. As of 2018, the school has an enrolment of over 50% of students that come from a Non-English Speaking Background. The school implements programs and initiatives to support these students and their communities while fostering common values, attitudes and responsibilities in a positive and respectful environment.

In 2018 the school had 280 students. The school currently has 10 mainstream classes, 2 IO classes and an Autism Class.

Miranda Public school prides itself on being a Leader In Me school based on Franklin Covey's 7 Habits of Highly effective people and views every child as being a capable leader.

Miranda Public School is the birthplace of the state-wide 'Film by the Sea' short film festival.

## 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. 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.

In the domain of Learning, our school is delivering on the areas of Learning Culture, Curriculum and Assessment.. We are sustaining and growing in the areas of Wellbeing, Reporting and Student Performance Measures. In the Teaching domain, Learning and Development is an area which the school is Sustaining and Growing. We are delivering in the areas of effective classroom practice, Data skills and use and Professional Standards. We are sustaining and growing in majority of areas in the Leading domain.

Our self-assessment 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

### Excellence in Literacy and Numeracy in 21st Century Learning

#### Purpose

Our purpose is to implement and evaluate high quality programs in literacy and numeracy in the Australian curriculum which embed 21st century pedagogy.

Our school is committed to enhancing student outcomes in literacy and numeracy. In order to achieve their full potential as a learner, students will be engaged in meaningful and relevant learning experiences. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop the skills necessary to become lifelong learners.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increasing percentage of students in Bands 5 &amp; 6 in Year 3 and Bands 7 &amp; 8 in Year 5 in NAPLAN.</li><li>Increasing percentage of students demonstrating growth in Literacy and Numeracy K–6 as measured and monitored by PLAN.</li><li>Increasing number of staff implementing consistent literacy and numeracy programs through the use of innovative teaching strategies.</li></ul>	Professional Development – 17 000 Resources – 6 500	Teachers participated in professional learning workshops to improve their knowledge and skills in literacy and numeracy.  Resources for literacy and numeracy were purchased to ensure quality programs were implemented in the classroom.

## Strategic Direction 2

### Build Leadership Capacity

#### Purpose

Our purpose is to engage all staff, students and community in a shared vision of the greatness and leadership that is inherent in every child and adult.

Our focus is on building the leadership capacity of individuals and teams to allow students, staff and our parent and community members to connect with our school vision. Strong leadership by staff, students and parents will leave a lasting impression on our school culture as we build the leadership capacity of all.

Our school is committed to achieving Light House school status – as a Leader in Me school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing percentage of teachers demonstrate evidence based practice of the elements of the Australian Professional Teaching Standards, set goals, reflect and develop quality teaching and learning programs.	3 500	Executive members were provided with professional development around coaching and mentoring. Beginning Teachers were given additional time to reflect on their teaching and develop teaching programs.
Increasing percentage of staff have been trained in the three year, Franklin Covey Education program, 'The Leader in Me'. 100% of surveyed students can identify and display the '7 habits of highly effective people'.	1 500	Additional resources were purchased to ensure the effective implementation of The Leader in Me program.
Increasing Student Leadership across all areas of school— environmental Team, Fundraising, Peer support, Film Club.	4 500	Resources to support student leadership were purchased to provide students opportunities to participate in varied programs.



## Strategic Direction 3

### Develop Strong Links with the Community

#### Purpose

Our purpose is to strengthen ties with our greater school community by engaging and collaborating with parents and wider community groups, to build effective and meaningful partnerships which allow students to connect, achieve and thrive.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in parent and community participation in school planning and events.  Parent engagement and communication improved as evidenced through the <i>Tell Them From Me</i> survey, feedback and use of online platforms (e.g. School Stream, Facebook and school website).	2 000	Teachers participated in a workshop around building strong community partnerships.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	5, 846	Professional learning opportunities were provided for teachers to be competent in the inclusion of Aboriginal perspectives and content across the curriculum. Students were provided opportunities to engage in a music program.
<b>English language proficiency</b>	75, 541	Our EAL/D program provided students, whose second language is English, with oral language and literacy support within the classroom setting and on a 1:1 basis.
<b>Low level adjustment for disability</b>	83, 621	Personalised learning support for students was provided to cater for individual learning needs in the classroom. Funding was used for additional school learning support officer time to support student and teachers.
<b>Quality Teaching, Successful Students (QTSS)</b>	56, 846	Time was allocated for school executive to mentor individual teachers in various areas of their teaching practice and provide support for teachers undertaking the accreditation process.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	140	154	148	145
Girls	141	139	132	131

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	94.5	95.9	94.7
1	94.8	94.7	90.7	92.7
2	94.2	96	95	92.6
3	94	91.8	97	94.6
4	95.5	94	94.6	95.8
5	94.3	96.1	94.5	93
6	95.1	94.7	95.7	91.8
All Years	94.3	94.6	94.6	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Miranda Public School has strong processes in place to ensure accurate roll marking and follow up of students who are absent from school. Contact is made if students are absent for 3 or more days with no explanation received from parents/carers. Upon returning to school, a written explanation from parents is to be given to the class teacher. If no written explanation is received, class teachers send home a reminder to parents, asking them to explain the reason for their child's absence.

For students with a pattern of non attendance or partial non attendance, teachers notify supervisors and close

monitoring occurs. Referral to the school's learning and support team may follow if attendance to school does not improve.

### Class sizes

Class	Total
KS	22
K_1B	19
1S	25
2H	26
2_3T	25
3_4J	29
3_4C	26
4_5W	28
5_6T	29
5_6M	27

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.76
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	5.72

\*Full Time Equivalent

Miranda Public School has a diverse staff, comprising of experienced and early career teachers, and staff from Aboriginal and multicultural backgrounds. We celebrate the diversity and draw on the strengths, talents and expertise of our staff to implement varied programs for our students.



## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

## Professional learning and teacher accreditation

Miranda Public School provides teachers and support staff with regular professional development opportunities. In addition to Staff Development Days scheduled each term, a professional learning afternoon is scheduled fortnightly throughout the year. In 2018, the focus for professional learning was around literacy and numeracy and the School Plan.

The executive team participated in the BETA Community of Practice, which is a network of schools that meet once per term to build leadership capacity in Growth Coaching, which focuses on practical skills in coaching and leadership.

Miranda Public School provides teachers in the early years of their career, mentoring and support, in and around the classroom. A small group of teachers have participated in sessions with a supervisor around the accreditation process including building their knowledge in the teaching standards and engaging in observation lessons and reflections. It is anticipated that these teachers will complete their accreditation to be successfully attain accreditation as Proficient teacher.

Teachers are given opportunities to attend in professional learning throughout the year related to their goals and the school's strategic directions.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	175,975
<b>Revenue</b>	3,566,679
Appropriation	3,087,271
Sale of Goods and Services	473
Grants and Contributions	474,590
Gain and Loss	0
Other Revenue	100
Investment Income	4,246
<b>Expenses</b>	-3,345,217
Recurrent Expenses	-3,345,217
Employee Related	-2,993,352
Operating Expenses	-351,864
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	221,463
<b>Balance Carried Forward</b>	397,438

Miranda Public School's finances are managed and recorded via SAP finance, an accrual accounting system now used in all NSW State Schools. All finance reports are found within this system and these reports are used to obtain a general overview of all the school's finances, indicating opening balances, funds allocation and funds consumed throughout the year. The principal and finance committee are also able to monitor Funded Program areas ie. Aboriginal and RAM Equity funds, Professional Learning, Literacy and Numeracy etc, through these reports, enabling them to utilise these funds in a timely manner to benefit the whole school community.

Our school budget is entered into the eFPT (Enterprise Financial Planning Tool) by the school's Principal and Business Manager and is monitored and updated according to the financial requirements of the school. The budget is submitted for review by Schools Finance at the end of Term 1. This allows for forward planning of the school's resources and ensures that the School Budget Allocation, provided by the Department of Education, will adequately cover all outgoing costs related to the day to day running of the school and maintaining all assets on the school site. The appropriation figure shown in the Financial Summary Table represents the total extended to the school by the Department to cover these expenses plus salaries for all of the school's permanent staff members, including all associated costs.

Schools are encouraged to generate their own funds to supplement the funding received by the Department and these funds are recorded as School and

Community Sources. These funds will include fees obtained from Community Use Agreements for the hire of the school's facilities, regularly or on a single use basis., as well as monies collected from school fundraising events and paid advertising in the school Newsletter. School and Community funds are the only income for which the school will receive bank interest.

We are liable to operate our finances in accordance with the Department's policies and procedures and to produce an Annual Financial Statement for the Audit Department at the conclusion of each school year.

This year we have allocated \$27,000 toward a beautification and upgrade to our school playground areas. This plan was put into progress at the end of 2018 and we are expecting the completion of these works by the end of 2019. This will include an Activity Track, Snakes and Ladders and many colourful playground activities for the students use. We will also be undertaking major maintenance to the basketball court and asphalt areas within our school grounds.

### Financial summary equity funding

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

	2018 Approved SBA (\$)
<b>Base Total</b>	1,923,745
Base Per Capita	58,135
Base Location	0
Other Base	1,865,610
<b>Equity Total</b>	202,940
Equity Aboriginal	5,846
Equity Socio economic	37,933
Equity Language	75,541
Equity Disability	83,621
<b>Targeted Total</b>	726,662
<b>Other Total</b>	118,193
<b>Grand Total</b>	2,971,541

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

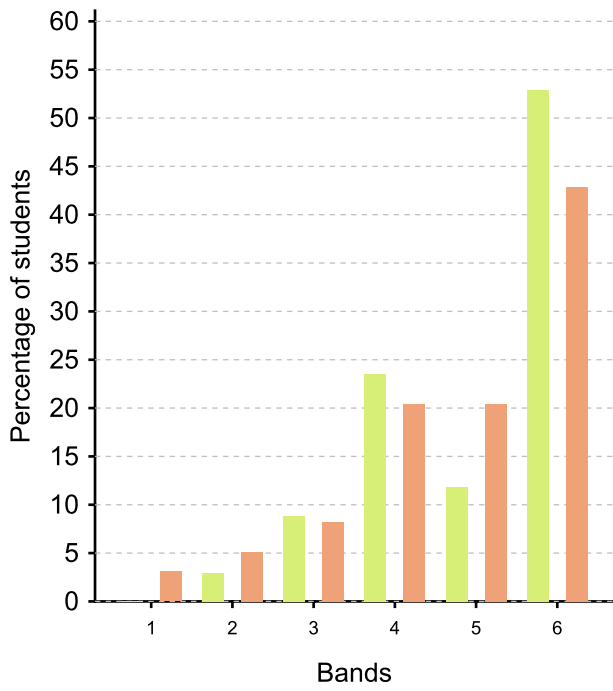
#### Year 3

- Grammar and Punctuation – 53% of students achieved a Band 6
- Reading and Spelling – 68% of students achieved the top two bands
- Writing – 70% of our students were in Band 5 and Band 6

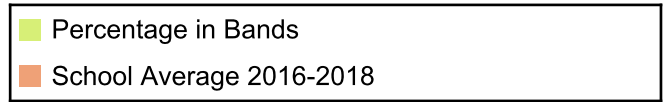
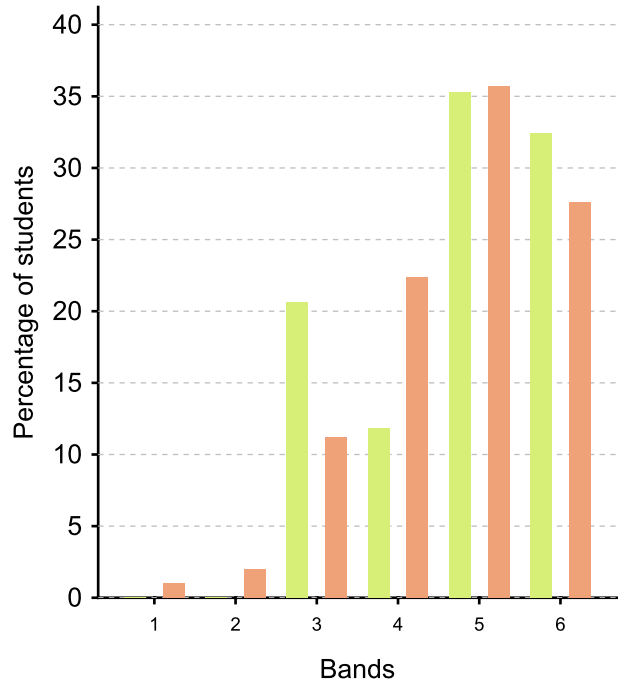
#### Year 5

- Grammar and Punctuation – 47% of our students achieved the top two bands
- Reading – 50% of students attained a Band 7 or Band 8
- Spelling – 70% of students were in Band 6, 7 or 8
- Writing – 91% of our students sit above the national minimum standard

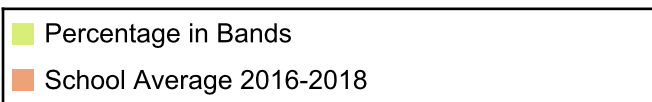
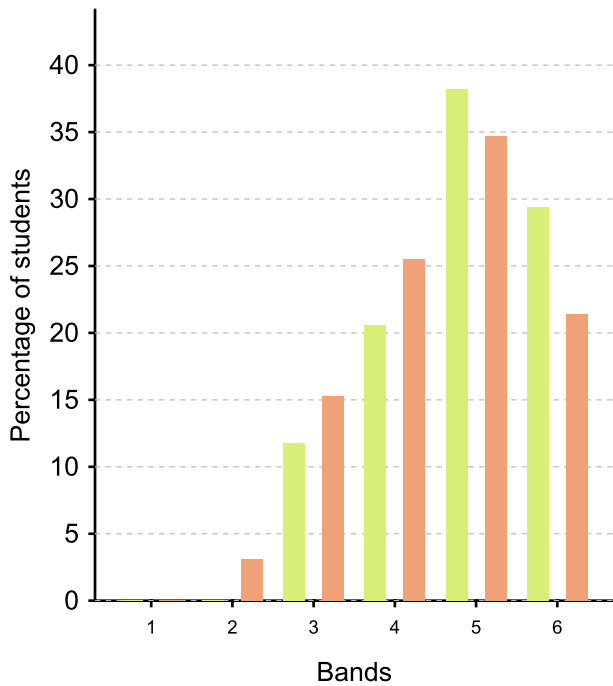
**Percentage in bands:**  
Year 3 Grammar & Punctuation



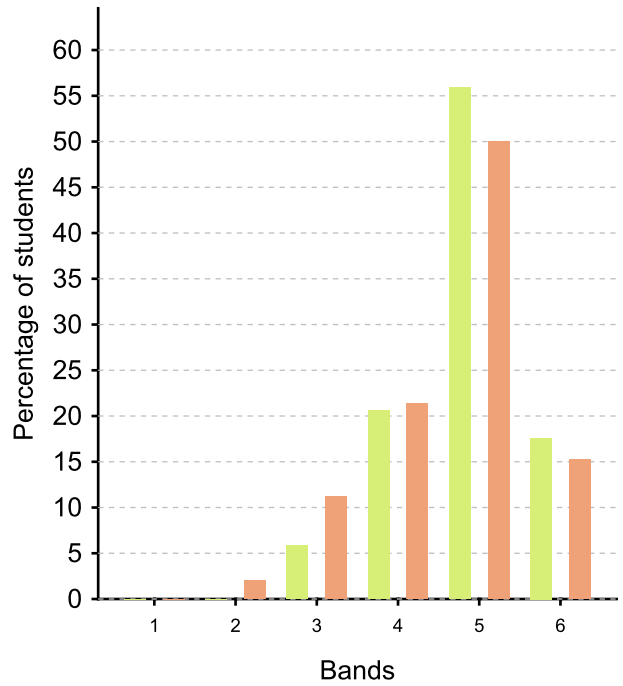
**Percentage in bands:**  
Year 3 Spelling



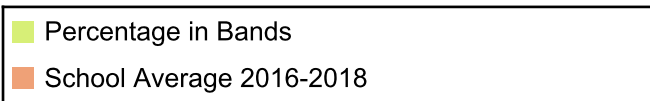
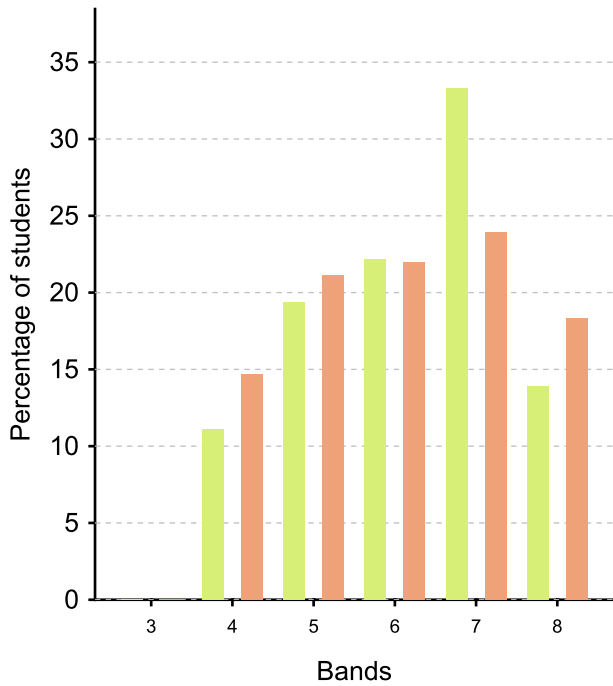
**Percentage in bands:**  
Year 3 Reading



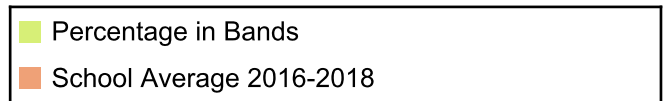
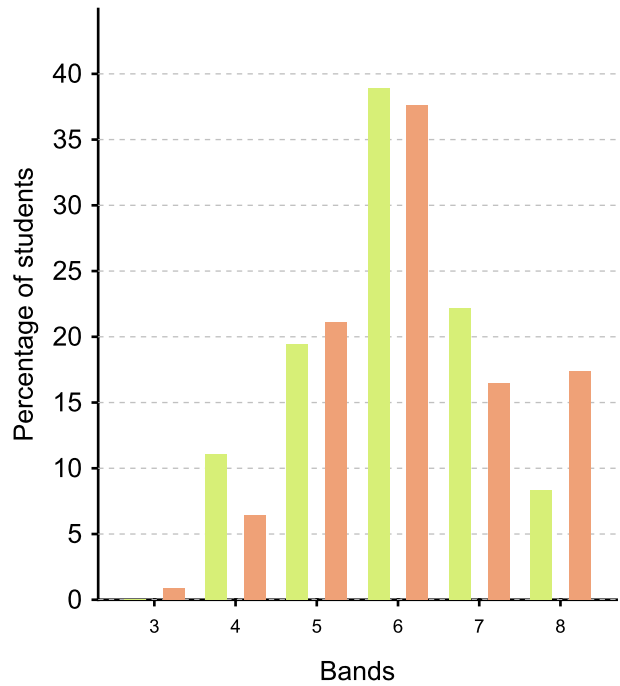
**Percentage in bands:**  
Year 3 Writing



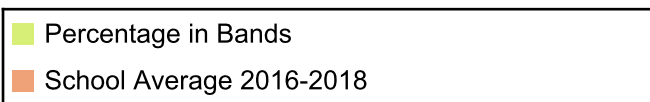
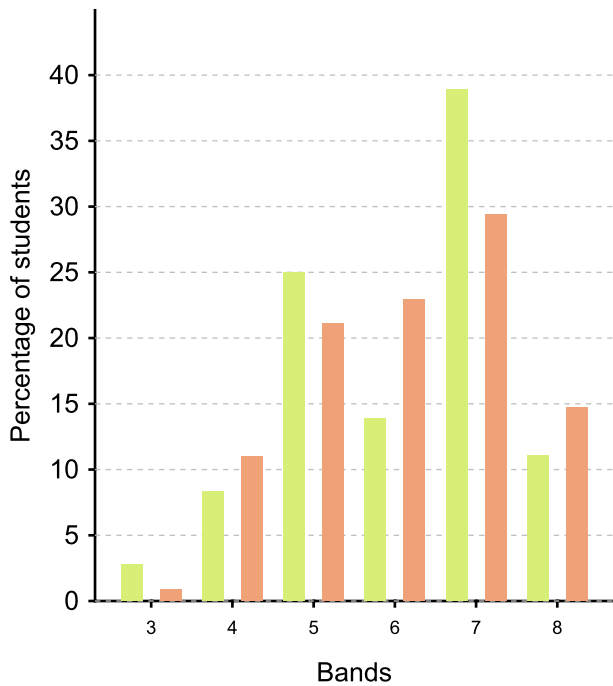
**Percentage in bands:**  
Year 5 Grammar & Punctuation



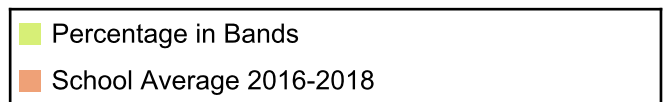
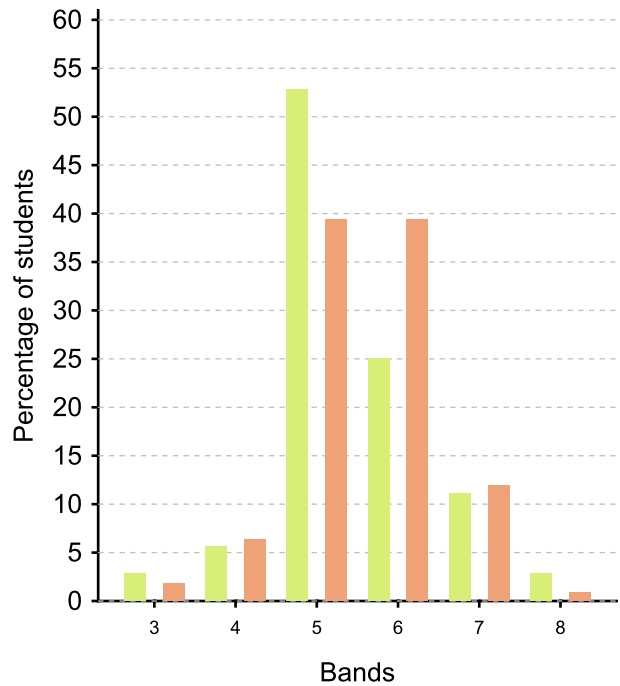
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



- In Year 3 Numeracy, 88% of our students achieved a Band 4, 5, or 6.
- In Year 5 Numeracy, 50% of students achieved a Band 6, 7 or 8.

The My School website provides detailed information

and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

It is a priority in NSW to increase the proportion of students in the top two NAPLAN bands in reading and numeracy by 8% by 2019.

Our NAPLAN results show:

- In Year 3, the percentage of students who achieved the top two bands in Reading and Numeracy exceeds the state average.
- In Year 5, the percentage of students who achieved the top two bands in Reading is above the state average.

## Parent/caregiver, student, teacher satisfaction

Miranda Public School focused on improving communication with staff, students, parents and the wider community during 2018.

In order to see how successful we were in regards to our communication with **parents**, a parent survey was administered. The following feedback was provided regarding the effectiveness of our communication:

83.58% of those surveyed read the school newsletter and believe it to be informative. They outlined that they felt it provided them with up to date information and reminders for the upcoming events.

74.63% of those surveyed outlined that they use the school website and find it beneficial for several reasons such as general school information, upcoming events but mainly to make payments.

82.35% of parents surveyed read the official Facebook page and outlined it to be successful for reasons including acknowledging student accomplishments, week ahead updates, updates on events happening and to see photos of the students.

Finally, 51.47% believed that the school always communicates well with parents and the community, while 29.41% believed that the school communicates well with parents and the community often. Only 1.47% of parents surveyed believed the communication from the school not to be good.

**Staff** believe communication at Miranda Public School has been improved through new procedures around emails and the importance of checking these daily for updates. Staff are also feel the use of the weekly memo which is completed with staff input and sent out weekly has improved the awareness of upcoming events.

In addition, through the increased use of surveys to evaluate school programs, staff feel they are able to have a voice and provide feedback around what works well and areas for improvement to guide future planning. Teachers have also commented on the use of Google drives for each Stage for resource sharing to be

a beneficial introduction to each team making collaborative planning easier and ensuring consistency across Stages.

The use of technology to provide individualised feedback to Stage 3 students was introduced this year and **students** outlined that they found this feedback to be beneficial as it could be accessed at anytime and from anywhere. It was also able to be provided throughout the creation of the learning task, allowing them to make necessary changes to improve the quality of their work.

Students provided feedback on the use of ClassDojo to communicate with their parents. They enjoy that their parents are able to see the positive feedback from teachers daily through the point system as well as view photos of their learning taking place in the classroom, creating opportunities for discussion at home.



## Policy requirements

### Aboriginal education

In 2018 Aboriginal Education was fulfilled by Miranda Public School through a variety of teaching and learning activities, at both school and community level. A total of 7 student enrolments identified as being Aboriginal, five boys and two girls with various cultural backgrounds. AECG meetings were attended, engaged in and contributed to regularly (at least one a term), to ensure knowledge and news of cultural/community events were passed on, where relevant back to staff and Aboriginal students and their families. A 'One Mob Day' was held in the community for all Indigenous students within the three connected school districts, Aboriginal students of MPS attended, and included staff involvement with committee and organisation of this event. Continued were the 'Girls Guitar' and 'Boys Didg (Didgeridoo)' groups with Uncle Terry who teaches both our Aboriginal and non-Indigenous students about Aboriginal life and practices through music. Personal Learning Plans were used and completed by LST and CT's to support students academically, a process which will be reviewed in 2019 to cover academic and cultural aspects into learning. Reviewed and updated version of Acknowledgement of Country for assemblies and sign out front of school. The whole school, both teacher and students engaged in learning and activities as part of a NAIDOC celebration.



### Multicultural and anti-racism education

At Miranda Public School we are very fortunate to have a number of families from different cultural backgrounds. We celebrated this diversity through our Harmony Day Multicultural Food Festival. Families dressed in traditional clothing and were welcomed into the school to join the wider parent community in a feast. Traditional dishes from a variety of different countries were prepared and brought to the school by our families and shared amongst everyone. It was a wonderful event that was positively supported by many families.

### Other school programs

#### Dance

Miranda Public School recognises the importance of dance and strongly supported a Junior and Senior program. Children from Years 1–6 had the opportunity to participate in dance ensembles, which performed at a number of events. These events included Education Week where the dance groups were invited to perform at Westfield Miranda and our school's Performing Arts Showcase which was attended by parents and extended family. The dance groups participated in the Sutherland Shire Schools Music Festival, fostering confidence and strengthening their dance skills.

#### Local Artist

Miranda Public School engaged a local artist, Ms Marg Lopez to install a number of art pieces throughout our school. Some of these amazing artworks included a 125th Anniversary mural, new murals throughout the school grounds, possum boxes to provide homes for the local fauna and mosaics for the school entry. We have been extremely fortunate to have had Ms Lopez working with our students to collaboratively create these wonderful pieces. They have been an amazing addition to our school.

#### 125th Miranda Public School Celebrations

Staff and students were involved in studying specific units of work which focused on the history of Miranda Public School and the local area. The history of Miranda Public School was celebrated through displays in all classrooms. During Open Day, a special Film was

shown as part of our school's Showcase Assembly. The film, produced by staff and students from the school, focused on interviews with former and present staff and students and spoke about the school from varying perspectives over the years. As part of the 125 years celebrations, Stage 3 classes constructed a QR code trail around the school grounds. Parents and students were invited to take a walk around the school to scan the codes and learn interesting facts about our history of the local area. Parents from the school also participated in a P and C initiative involving personalised pavers. The pavers, with the names of current and former pupils will form part of a 125 year celebratory garden within the school grounds.

#### Fluency Program

The Fluency Program is an initiative to develop strong links with our local high school, Port Hacking, as well as boosting the literacy skills of our students. Working with Mrs Metros, our Learning Support Teacher, the high school students were trained to administer the program to small groups of children from years K–6. The program achieved great results and was mutually beneficial for both the high school students and our students.

#### Transition Programs

At Miranda School we have a number of programs that provide support for students during the transition process. We have strong links with our local preschools and implemented a number of days throughout the year where students from the preschool visited our Kindergarten classrooms. We also had our Stage 2 classes visit the preschools to assist with reading and support during activities.

High school students from Port Hacking High School, ran a weekly sports program with our Stage 3 students. Helping to build gross motor movement skills and coaching opportunities for the older students.

Year 5 students attended 'Day as a High Schooler' at Port Hacking High School, where they engaged in different subject classes, sports activities and peer group sessions.

Our Year 6 students were involved in a 4 week high school transition program where they attended Port Hacking High School, one day a week. During these sessions they participated in timetable practice, transitioning between classrooms, high school lessons and peer support activities.

#### Composting

An environment team of about 20 self-nominated students focused on a composting project, with the intention to make this process more educative for our school and effective for the environment. Plastic and other non-compostable rubbish was found within the bins and there was no use of the compost from the bins. Throughout Term 1, students and two teachers worked in student led planning for this project. Term 2 and 3 involved students beginning to implement the project from the collaborated plan. The goal was to

establish a system that is used daily to maintain a healthy environment by eliminating landfill waste, and can be used to sustain healthy gardens around the school. With the assistance from teachers, students within the environment team had a number of small tasks to prepare for the project, which included researching and educating classes on the composting process, setting up a healthy and nutritious worm farm, relocating compost bins to an accessible and convenient location, establishing a compost station and system to be student run. During Term 4, students reflected and revised the project in order to refocus on the intended goal.

### **Wipe Out Waste**

Students in 5/6M and 5/6T collaborated on an initiative to reduce waste at Miranda Public School. They called their project "Wipe Out Waste – together we can smash the trash!" and it all started with a waste audit that was conducted during Term 2. The students were all shocked to see just how much plastic waste goes into our playground bins every day! Throughout Term 3, students across the school were asked to bring lunches to school each Wednesday with no plastic waste, and instead use re–usable containers and pack "nude food". Less plastic at our school means less rubbish being sent to our land fill and a cleaner, healthier environment for everyone! During maths groups, students collated the data each week to record the success of this program. There was a significant growth in the number of students with waste free lunches in Term 3 (over 15%), but we still had a long way to go! Wipe out Waste Wednesdays continued throughout Term 4 and we plan to continue it each Wednesday in 2019. Save money and our environment – Wipe Out Waste, Together we can smash the trash!!