2010 Annual School Report
Mona Vale Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Our enrolment 2010 was 828, comprising 428 boys and 400 girls. This included two Opportunity Classes one in each Year Five and Year Six and three classes for students with special needs. An additional class for students with special needs was formed at the commencement of Term 4.

On average ninety six point eight per cent of students attended school each school day. This was better than daily attendance in 2009 and the Region and State average attendance.

Staff
We had 51 members of staff in 2010. This included 44 teaching staff and 7 support staff. The teaching staff was comprised of seven executive staff, twenty eight classroom teachers, 1.4 teacher librarians and 2 support teachers.

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

Significant programs and initiatives
Our school had a number of significant programs which provided educational support for our students throughout 2010. These were:
- Aboriginal Education Program
- Multicultural Education Program
- Student Welfare Program
- Programs for Students with Additional Education Needs.

Our initiatives in 2010 included:
- Peninsula Community of Schools
- Literacy and Numeracy
- Technology.

Student achievement in 2010
Our student performance in NAPLAN was similar to previous years. There was evidence of some gains in performance in reading and writing.

Messages

Principal’s message
The school community should be congratulated on their achievements this year, particularly in reading and writing. I would like to take this opportunity to thank the school community for their commitment and support in 2010.

The students should be congratulated for their excellent achievements in the arts, on the sporting field, in their classrooms and in their endeavours as citizens of our school. Their achievements and their striving to achieve their personal best is clearly evident in the outcomes of this Annual School Report.

The commitment of the staff to achieve excellence and their focus on high expectations for students never waivers. They are an outstanding team who have an exceptional knowledge and understanding of the students within and beyond their classrooms. I acknowledge their dedication and commend to you their achievements. As Principal I am strongly supported by a Parents and Citizen’s Association who give tirelessly of their time and expertise, for the benefit of the whole school community.

The partnerships we have been able to build within the school community are a tribute to the individuals who support these groups. As a school we feel the warmth and support of the community each morning and afternoon as you gather within our grounds, at sporting events, parent teacher nights and school functions. We value your contribution to our school and your support of our endeavours.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Michelle Jacobs

P & C message
In 2010 Mona Vale Public School Parents and Citizens Association (P & C) continued to promote the school in the following ways:
- The P & C brought the parents, citizens, students and teaching staff into close co-operation, through the committee, subcommittees and the activities and efforts therein including Canteen, Band, Chess, Uniform Shop, Social and Events, at the Working Bee, through the important Road Safety Programme and through the formation of the School Sports and Centenary subcommittees.
The P & C acted as a voice for the parents, encouraging the school to find a way to allow tennis at our school-owned courts to continue to be an in-school sports option. The P & C also encouraged and enlisted parents to participate in Teacher Selection panels and assist with the annual school photographs program.

The P & C acted as a voice for the community, hosting a presentation by a parent/citizen concerned about a nearby development resulting in a letter to the council advocating on behalf of that issue. Through the efforts of our Vice President and the Road Safety Programme, the P & C also successfully negotiated with council and the community for a small but important change in the parking configuration at the corner of Oliver Way and Emma Street, resulting in significantly improved sightlines and hence a safer environment for pedestrians and for parents and children utilising that route on their way to and from school.

The P & C provided facilities and equipment for the school, into 2010 highlighted by the purchase of new K-1-2 play equipment for the school (ordered in 2010 to be installed in early 2011), the purchase of a new movable-letter sign for the front of the school (installed in January 2011) and the completion of the upgrade of the trestle-tables in the school hall.

The P & C enriched the school experience of the students through our successful Band and Chess Subcommittees. Band maintains three separate band – training, performance and concert – practising and performing at various community functions and competitions. Chess hosted two district Chess tournaments and participated in various competitions. Band and Chess between them engage the minds of several hundred students each year.

Our P & C run canteen focuses on providing nutritious meals for the students wherever possible, provides on-line ordering and has more than sixty volunteer parents on its books. The P & C Uniform Shop through the convenience and availability, greatly helps in maintaining a consistent and tidy appearance of the students in both summer and winter school uniforms.

The generosity of the families of MVPS through their time, their voluntary efforts and their financial contributions allowed the P & C to continue to raise funds for the school in a number of ways including through annual contributions, through the profits of our Canteen and Uniform Shop and through the many events and fund-raising efforts of the Social and Events team. Whilst there was income from all of those areas, the highlight of the 2010 fund-raising year was the $15,000 raised through a Trivia Night towards funding for the Centenary.

MVPS P & C also demonstrated sound financial management of its accounts.

In conclusion I have thoroughly enjoyed my experience as P & C President in 2010. I extend special thanks to the Principal Michelle Jacobs along with the school office and teaching staff who have supported the P & C at every turn. I wish the incoming Executive and the subcommittees all the very best for the 2011 school year.

Bede Seymour P & C President

Student representative’s message

As the school leaders we have had some great opportunities including the leadership camp run by the Peninsula Community of Schools and a great day at Parliament House with Mrs Jacobs and Mr Rob Stokes. We are delighted to summarise the wonderful year that we have been so lucky to experience with our awesome year six classmates and devoted teachers.

Year Six, 2010 has been very fortunate to have had an extensive variety of activities available to them. One of these was our fun and interesting camp to Bathurst where we stayed at the Sheep and Cattle Drome. During this camp we experienced gold panning, where some of us got lucky and some of us were less fortunate. We also had a ball around the camp fire where we all got spooked by some haunting stories!

During term 4, Year Six participated in a fundraiser for the school that we will all remember - The YEAR SIX MINI FETE. We formed groups of 4 to 8 students and we had to come up with brilliant ideas to create stalls by ourselves. The ideas for stalls ranged from face painting, to trying to hit year 6 boys with water bombs and throwing balls at cans for prizes. There were loads of lollies and food to sell and after all the craziness of the day we found out that we had raised $2600 which we donated back to our wonderful school.

One of our ongoing traditions at Mona Vale Public School is peer support! We all had a role in helping the children from kindy to Year 5. Peer support is a fantastic opportunity to mix with the younger kids.
from the school who really look to us as role models and we really enjoyed our weekly group sessions.

CHOOK LOTTO - This is one of the more exciting and fun roles as leaders of the school. Most of us had fun dressing up like chickens and various other mysterious creatures and then squawking in front of the whole school. These will be fond memories that we will pass onto the 2011 prefects.

This year our Year 6 classes decided to do something different instead of an end of year performance - we held our first Film Festival and showcased our work in front of our parents. The film festival was a lot of fun and everyone was given the chance to perform in some way in their short film. The theme we chose was “fairytale” and there were a lot of very funny and clever stories told. We put a lot of effort into this exercise and we also learnt about scriptwriting, editing, moviemaking and of course....acting.

Another highlight of our year was our recent trip to the “Great Aussie Bush Camp”. It was the best camp we have been on. There was a giant swing standing 15 metres, high, canoeing, archery, high ropes, orienteering and a flying fox. It was great to see our teachers on the giant swing squealing like little kids. On our first night we enjoyed partying with our friends at a disco and on the second night we played a game called commando, out in the darkness and in the bush. It was great fun trying to catch people with our torch lights.

So, now as our final days as year 6 students have arrived, let’s quickly remember back to 2004 when we were just starting school. Some of us cried, some of us just wouldn’t let go of our parents and some of us had backpacks that nearly touched the ground....wow....was that really 7 years ago? We had uniforms that swam on us, now we are hoping the buttons hang in there for just a couple more days because Mum doesn’t want to buy another one.

As the big kids of the school now, we are all about to move on to high school... to be the little kids again! We wish all of our fellow classmataes the very best for next year and hope that they remember, with fondness, their time at Mona Vale Public School.

Thank you to all the wonderful teaching staff who have got us through our primary years. We wouldn’t change a minute of it. We hope the incoming captains and prefects have just as much fun in 2011 as we had.

Tully Marr and Liam Thomas

School Captains 2010

School context

Student information

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

Student enrolment profile

Mona Vale Public School students are welcoming, generally happy, eager to participate, proud of their school and keen to acknowledge the success of others. They have a positive, relaxed approach to school life and are well supported by their families.

Our school has 400 girls and 428 boys from Kindergarten to Year 6 ranging in age from 5 to 12 years. One of the notable features of our students is the enthusiastic way in which they participate in the myriad of programs on offer. Being a large school Mona Vale is able to offer a wide range of exciting programs to suit the abilities and interests of all students. This high level of participation, combined with the expertise of the staff and the support of the parents, means that many of our students reach very high levels of achievement.

We cater for students from a wide range of backgrounds and abilities. Most of the students come from the local area. Students from further afield come to the specialist classes. Some of our students face physical and intellectual challenges in accessing teaching and learning programs and some are intellectually gifted. Students are placed in the special education classes by way of a regional placement panel following assessment of their needs. There are two classes for children with moderate intellectual disability (IO), one for children with language disorders and one class established in Term 4 for students who have Autism (AU). Entrance to the two opportunity classes (OC) for intellectually gifted children is by way of state wide testing conducted by the Department of Education and Training.
Student attendance profile

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Student attendance at Mona Vale Public School in 2010 was an improvement on previous years. Student attendance in 2010 was better than State and Regional averages for attendance.

Management of non-attendance

Student non-attendance is managed through referral to the Learning Support Team, followed by referral to the Home School Liaison Officer for further intervention beyond the school.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

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Structure of classes

In the mainstream classes in Kindergarten and Year 1 all the children are in mixed ability classes. In Years 2 – 6 there is one extension class per grade.

In Years 5 and 6 there is one class per grade for gifted children from across the local area. Entry to these Year 5 and 6 Opportunity Classes (OC) is determined by a state wide test administered by the Selective Schools Unit operated by the NSW Department of Education and Training.

Students are selected for entry into the special education classes based upon their disability classification and their suitability as determined by the Regional Selection Panel.
Staff information

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

The men and women who teach at our school are dedicated professionals some of whom have a longstanding relationship with the school. There is a balance of experienced and newer teachers with a wide range of talents. The staff also includes a high number of able and dedicated support personnel. Our school staff includes one Indigenous member of our teaching staff.

Staff establishment

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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
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<tr>
<td>RFF Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Autism Class</td>
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<tr>
<td>Teachers of Moderate Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
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<tr>
<td>Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Teacher qualifications

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

Financial summary

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

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<td><strong>Total income</strong></td>
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| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 151 185.79 |
| Excursions                 | 141 195.90 |
| Extracurricular dissections| 139 248.11 |
| Library                    | 13 619.54  |
| Training & development     | 17 291.78  |
| Tied funds                 | 198 934.37 |
| Casual relief teachers     | 148 043.19 |
| Administration & office    | 137 074.02 |
| School-operated canteen    | 0.00       |
| Utilities                  | 79 240.56  |
| Maintenance                | 61 719.05  |
| Trust accounts             | 46 853.50  |
| Capital programs           | 83 067.51  |
| **Total expenditure**      | 1 217 473.32 |
| **Balance carried forward**| 220 597.06 |

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts
Excellence in all areas of the creative and performing arts is encouraged. A comprehensive arts program caters for all students K–6.

The quality and range of all students’ artwork is exceptional. Artworks were submitted for “Operation Art”, a state wide exhibition.

In October, several classes entered artworks in the Avalon Festival of the Arts. Three class based pieces of art were created and entered by 3S, 2G and 6B. The 2G piece titled “Together we Dream” was highly commended.

Music
Mona Vale Public School students enjoyed weekly music lessons with a specialist music teacher in the Music Room in 2010. In August, all students from Years 3 and 4 performed in the stage based production “Mona Vale Arias”. All Year Five students performed in “Year 5’s got Talent”. The MVPS Musicale, held in October, showcased individual and small group ensembles in music and dance as well as the school choirs and bands. In December, Kindergarten, Year One and Year Two performed a series of grade based concerts in the amphitheatre at dusk. These events involved singing, dancing, poetry and performance and thoroughly entertained the fantastic audience. The Year Six production in 2010 was a film festival. Students wrote, acted, produced, filmed and edited their own short film around a “Fairytale” theme. The red carpet was rolled out for our many promising artists. Look out for the sequel in 2011.

Students across the school had the chance to audition for choirs: in Years 1 and 2 for the Stage 1 Choir; the Junior and Senior PCS Choir and Arts North Choir. The Stage 1 choir performed superbly as an individual item at Grandparents Day, the Junior and Senior PCS choirs performed at PCS Music Festival in August, whilst the Arts North Choir performed at the Opera House in the ArtsNorth massed choir.

2010 was a very big year for the band program at Mona Vale. The Concert and Performance Bands all played well at the Northern Beaches Eisteddfod and the Yamaha Festival. The Performance Band placed second at the Northern Beaches Eisteddfod and received silver at the Yamaha. Our Performance Band received Gold at the Yamaha. The Performance Band performed at Pittwater High School on Band Showcase nights. The Performance, Concert and Training bands played at Honour Assemblies throughout the year. In Term 3, the Performance Band demonstrated instruments for the Year 2 students and their parents to provide information and raise awareness about the bands. The Performance Band were invited to play at a fundraising event for Mona Vale Hospital with their contribution to the event being strongly acknowledged by the organisers. The highlight of the Band program this year was an invitation for the Performance Band to play an individual item at the Opera House for the choral music festival. They were superb and this was a great honour.

The two-day band camp, organised by the dedicated and highly efficient parent committee, for all students in the program, produced amazing music and lots of fun.

Dance
Three specialist dance groups were formed this year. Students in Stages Two, Three and an all boys group, were taught by teachers outside class time. The highly professional choreography, costumes and performances were a credit to the students and their teachers who put tremendous effort into these groups. The Stage Three, Stage Two and Boys Dance groups performed successfully to audiences both in school and out in the community. All three groups were selected to perform at the Sydney North Dance Festival at the Glen Street Theatre.

Public Speaking and Debating
All students in Kindergarten to Year Six participated in public speaking activities in their classrooms, throughout the year. All students from Years 3 to 6 in the Multicultural Perspectives Competition.

Two school debating teams participated in the Northern Sydney Zone Two Competition of the Premier’s Debating Challenge. One team was undefeated and went on to compete in the Northern Sydney Regional Final. They won this final and went on to represent the region in the State Final. This team won all of their initial debates and were defeated in the semi-finals by the eventual State Champions. Eight students from Year Five attended the Northern Sydney Debating Camp.

Sport
Mona Vale has a strong commitment to a skills development program for all students, demonstrated through in-school weekly Physical Education and sport programs as well as involvement in the Primary Schools Sports Association (PSSA) competition and
further developed through a comprehensive User Pay sport option available to all 3-6 students.

All students in the school attended gymnastics and tennis lessons during semester one.

In addition, students in K-2 were involved in weekly fitness and sporting skills programs. Throwing and catching, striking skills and games skills were developed on an individual level.

Softball, T-ball, Cricket, Soccer, Netball, Eagle Tag, AFL and Rugby League teams were entered in the district PSSA competition. The Rugby League Teams were the overall winners of their competition.

Our school was represented in the Manly Warringah Gala Day in Netball, Girls Soccer, Open Soccer and Rugby League. In Rugby League. Both the 9 years and 11 years teams were successful at the district All Schools Carnival and the State Carnival. In the Paul Kelly Cup, 28 boys and girls represented the school with one team runners up on the day. We entered teams in the Manly Sea Eagles Eagle Tag Championships. Boys and girls competed in the Rugby League Gala Day. The junior boys’ teams won the competitive competition and went on to play in the state finals. The girls team obtained the Eagles Angels Shield. Six students competed in the Primary Schools Tennis Challenge. They placed third overall.

This year, we had 1 state representative in AFL, three representatives in zone Touch Football, with one student going on to regional and state level. Two students represented Pittwater Zone in Netball. One student represented the school and region at the state carnival for girls soccer.

In Athletics, we had one relay team and eight individual regional representatives in both track and field. Two students then went on to represent at state level. In Swimming, the school had one relay team and eight individuals represent at the regional level. Six students also represented the school at regional Cross Country.

The Intensive Swimming Scheme occurred during Term 4 with approximately 240 students participating. Improvement in the safety and swimming ability was noted in the students attending.

Other

Chess Club

The Chess Club, run by a P&C subcommittee, has been in operation for ten years, offering lunchtime coaching and intra-club competition for children in Kindergarten through to Year 6. Three coaching groups catering for beginners, rookies and intermediate or champions were offered during 2010 using professional coaches assisted by parents. Enthusiasm remained high among the students and this was demonstrated by their continued success in regional tournaments.

In Term 1 our own Northern Beaches Primary Schools Chess Challenge, in its ninth year, was a major event with over 200 players from neighbouring schools. Mona Vale achieved both 1st and 2nd place.

University of New South Wales Academic Competitions

During 2010 all students were encouraged to develop their strengths and extend their talents by entering the University of New South Wales International Competitions and Assessments for Schools. Altogether, one hundred and thirty seven children enrolled for the competitions in 2010.

The areas assessed were in English, Writing, Spelling, Mathematics, Science and Computer skills.

Mona Vale Public School Achievements in University NSW Competitions

<table>
<thead>
<tr>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Writing</td>
<td>Spelling</td>
<td>Mathematics</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>33</td>
<td>22</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>34</td>
<td>45</td>
<td>40</td>
<td>48</td>
</tr>
<tr>
<td>58</td>
<td>62</td>
<td>69</td>
<td>50</td>
</tr>
</tbody>
</table>

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

These results are slightly improved compared with previous years. As the percentage of students in the lowest two bands is lower and the percentage of students in the upper two bands is higher.

These results are greatly improved compared with previous years. As the percentage of students in the lowest three bands is lower than 5% and the percentage of students in the upper three bands is higher at 95%.

These results are slightly improved compared with previous years. As the percentage of students in the lowest three bands is lower and the percentage of students in the upper two bands is higher.

These results are greatly improved compared with previous years. As the percentage of students in the lowest three bands is lower than 5% and the percentage of students in the upper three bands is higher at 95%.
Numeracy – NAPLAN Year 3

These results are improved compared with previous years. As the percentage of students in the lowest three bands is lower and the percentage of students in the upper three bands is higher.

Literacy – NAPLAN Year 5

These results are not so strong as previous years. As, the percentage of students in the lowest three bands, is slightly higher and the percentage of students in the upper three bands is slightly lower. Our Year Five results include a new cohort of students from our Year Five Opportunity Class.
These results are not so strong as previous years. As the percentage of students in the lowest three bands is slightly higher and the percentage of students in the upper three bands is slightly lower.

**Numeracy – NAPLAN Year 5**

These results are not so strong as previous years. As the percentage of students in the lowest three bands is slightly higher and the percentage of students in the upper three bands is slightly lower.

**Progress in literacy**

This progress is measured only for students who completed both Year Three and Year Five at Mona Vale Public School, so these results do not include the Opportunity Class cohort unless they were already students at Mona Vale Public School.

The progress of students between Year 3 and Year 5 is greatly improved compared with previous years. Our growth in writing is now greater than expected growth across the state.
The progress of students between Year 3 and Year 5 in spelling is slightly less than the expected progress in the state, but improved on previous years. This area continues to be an area of focus for 2011.

The progress of students between Year 3 and Year 5 in grammar and punctuation is slightly less than the expected progress in the state. This area continues to be an area of focus for 2011.

Progress in numeracy

The progress of students between Year 3 and Year 5 in numeracy is slightly less than the expected progress in the state. This area continues to be an area of focus for 2011.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

5% of the students from our school not achieving at or above minimum standard are from our Special Needs classes who were exempt from sitting the National Assessments due to their moderate intellectual disability.
**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>99</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
</tr>
</tbody>
</table>

1% of the students from our school not achieving at or above minimum standard are from our Special Needs classes who were exempt from sitting the National Assessments due to their moderate intellectual disability.

**Significant programs and initiatives**

**Aboriginal education**

2010 started positively in relation to Aboriginal Education. Aboriginal Perspectives are embedded in all Key Learning Areas and are developed by individual classroom teachers.

Acknowledgement of Country is respectfully given at every public gathering at Mona Vale Public School.

In the weeks leading up to National Reconciliation Day, class activities were conducted throughout the school and there was the raising of the Aboriginal Flag. NAIDOC week was also acknowledged throughout the school with special lessons including art, writing and reading, specifically focusing on the Stolen Generation.

Tjupurru was invited to perform and interact with the students of Mona Vale on the 9th of June. Tjupurru played the DIDJERIBONE which was an Australian made and designed instrument fusing the elements of the didjeridoo and trombone.

As part of the PCS we actively raised money for Ian Thorpe’s Foundation Fountain for Youth. Money raised helped supply Reading Back Packs for Indigenous families in remote communities.

Mona Vale also participated in the Coles Sports for Schools Shopper Coupon initiative. The funds raised were then directed to schools in remote areas to purchase new sporting equipment.

**Multicultural Education**

Mona Vale Public School has 19% of students from language backgrounds other than English comprising 40 different language groups. School programs promote cultural diversity, racial tolerance and understanding.

Key features this year have been:

- Italian Language taught to all students in Year 5 and Year Six as a languages other than English program; and
- The celebration of Harmony Day through the creation of Scarecrows whose images and dress reflected the values and concepts of Harmony Day. Thirty two scarecrows were created and displayed for Harmony Day.

**Respect and responsibility**

The responsibility shown by the 2010 Year 6 students in carrying out their roles as buddies to the incoming Kindergarten students was outstanding. Teachers, parents and students all applauded the kindness and consideration of the older students and the positive impact this has had on the start of school life for the new students and their families.

Year 6 students also led the highly successful Peer Support Program with a highly positive impact on all students in our school. Year Five students were provided with leadership training in “The Best Buddies Program” in preparation for their roles as school leaders in 2011.

Our ANZAC Day service was delivered in K-2 and 3-6 formats and was an excellent awareness raising activity led by our captains and prefects.

**Connected learning**

During 2010 students participated in virtual excursions to the Great Barrier Reef and beyond using our connected classroom technology. Staff have undertaken a series of professional learning workshops via video conference on blogging and podcasting.

In Term Four, staff used video techniques to train students in the multimedia creation for movie-making. Our bulk-loan laptops were heavily subscribed by Year Six to create, edit and display their movies about Fairy Tales.

As a complement to this technology learning, the school purchased eight new digital cameras and one new video camera. All have been widely used by staff and students to create a wide variety of digital images and stories.
As part of a Peninsula Community of Schools initiative to offer robotics as an educational option, students in Kindergarten spent time experimenting with Beebots and were highly enthused and motivated by the experience. Similarly Year Three and Four students accessed Probots and Year Five and Six students NXT Robots.

This year staff and students continued their usage of the Mathletics program. This online program provides students with an individual login facility that they can use at school or at home. The program provides for a wide range of ability levels and its content covers the full Mathematics curriculum. The program has provided excellent motivation for students to engage with their learning in Mathematics.

In 2010 staff commenced keeping their rolls electronically online and utilizing the Sentral program to maintain school assessment data.

**Other programs**

**Peninsula Community of Schools**

The Peninsula Community of Schools (PCS) was formed at the beginning of the 2007 school year. The participating schools are: Narrabeen Sports HS, Pittwater HS, Barrenjoey HS, Avalon PS, Bigolow Plateau PS, Newport PS. Mona Vale PS, Elanora Heights PS, Narrabeen North PS, Narrabeen Lakes PS, Collaroy PS, Wheeler Heights PS and Cromer PS. We have developed a collaborative learning community that has pooled the resources of our three local high schools and ten area primary schools to partner with each other and with Macquarie University and Brookvale TAFE to provide over 8,000 students from diverse backgrounds from K-12, with new and dynamic learning opportunities.

This year we chose to evaluate teacher professional learning and PCS programs through a Zoomerang survey that was made available to all staff from the Peninsula Community of schools. 42% of staff responded. The survey was designed to:

- identify Professional Learning needs for 2011
- evaluate the success of Professional Learning in 2010
- evaluate level of staff satisfaction in regards to Professional Learning
- rate staff satisfaction in regard to the current opportunities and operations of the PCS
- identify areas for development in the PCS in 2011
- evaluate the benefits of being part of a Community of Schools

The Peninsula Community of Schools has a commitment to ongoing improvement through a comprehensive professional learning program. PCS staffs have been able to participate in specialised workshops each term, supported by university staff, teachers and community partners, in which they are immersed in innovative teaching and learning practices designed to improve student outcomes across the board.

Through the survey staff provided a list of suggestions for future workshops and speakers. 58 staff also chose to provide individual feedback. The PCS Working Party reviewed this feedback and made recommendations for the Principals and Coordinators to consider in their strategic planning for 2011. The majority of staff rated their professional learning experience as either generally good or professional and rewarding.

A range of programs are offered each year by the Peninsula Community of Schools for students from Kindergarten to Yr 12. Activities are created by the PCS Coordinators, Macquarie University staff and teachers from the PCS and are delivered in schools and on campus as an enrichment program. Identified experts modelled activities and created resources for class groups as well as staff to ensure a high quality delivery.

Through the survey staff acknowledged that the following activities had improved student learning outcomes: Robotics, Movie Making, the Music Festival, Duke of Edinburgh, Jindabyne Camp, Leadership Initiatives, Scarecrow Building and Design, the Science and Engineering Challenge, Macquarie University visits, the Sustainability and Climate Clever Projects, Science Fiction Workshops and staff participation in professional learning activities. The survey indicated that staff satisfaction with current opportunities and the operation of the PCS was mostly
good or excellent. 96% of staff also indicated that they thought it was beneficial to be part of a community of schools.

After school PCS Professional Learning is to continue once a term on Tuesdays of Week 4 to address identified areas of need and development. There will be a continued focus on the effective use of new technologies in the classroom. Other professional learning opportunities will be offered on alternative dates throughout each term for targeted groups. There will be a consolidation and embedding of programs introduced in 2010 eg competitions, robotics challenges and enrichment activities. More occasions will be provided for students to visit to Macquarie University. Robotics programs will be also extended in our schools with the help of staff and student tutors from Macquarie University.

Reading Recovery

The Reading Recovery program is only for Year One students. It involves individual students receiving a half hour daily lesson with a trained Reading Recovery teacher. In 2010 Mona Vale Public School had two teachers working in this program. As well as improvements in reading and writing, a growth in self confidence is also evident.

Eight students completed Reading Recovery lessons at the end of term two and achieved very pleasing results. A new intake of ten students commenced at the beginning of term three after a series of assessments and teacher recommendations.

The success of this program, combined with the improvements in the Kindergarten program, has resulted in a significant reduction in the number of students experiencing difficulties in reading in the early years of schooling.

Learning Support.

The Learning Support Team, which met every week, consists of the Deputy Principal, The School Counsellor (S.C.), the Support Teacher Learning Assistance (S.T.L.A.) and the Assistant Principal Support. Class teachers who refer students presented their concerns to the meeting which allowed for a full collaborative approach.

Some students required a full cognitive assessment which was administered by the School Counsellor. The results of this testing was thoroughly explained to the parents. Other students required referral to regional support for behaviour or learning.

If the student required learning support, the S.T.L.A. assessed the child’s needs. An individual program was created accordingly. The implementation of these programs was supported by a wonderful group of trained volunteers. The children were tested before and after the program. An outstanding improvement in the children’s ability was achieved in 2010.

In some instances the Support Teacher Learning provided assistance for groups of students within the school or provided individual programs for students who received funding support.

Special Education Classes

Mona Vale Public School is extremely fortunate to have a 4 class support unit on site which caters for a maximum of 34 students with special educational needs in the areas of intellectual disability and language delay. Most recently we have been delighted to establish a support class for students on the Autism spectrum. All of our support unit students access the general Board of Studies K-6 syllabi via their uniquely tailored individual education programs in supportive and caring classroom environments.

Throughout 2010, students have integrated regularly with other classes to participate in a wide variety of learning experiences and are highly valued members of the school community. Teachers and School Learning Support Officers work collaboratively with parents and other stake holders to cater for students’ diverse learning needs, ensuring each has the opportunity to reach his or her maximum potential.

Progress on 2010 targets

Target 1

Improved student understanding and use of educational English.

Our achievements include:

- Conducting a two day Professional Learning Program facilitated by Accelerated Literacy Tutors for all staff. Staff completed the learning modules as follows; Module One : Introduction to the Pedagogy, Module Two : Teaching Sequence and Essential Preparation, Module Three : Literate Orientations, and Module Four : Transformations and Spelling
- Purchasing literacy materials to support the implementation of the Accelerated Literacy Program
- Trialling of teaching and learning units from the Accelerated Literacy program
- Developing a Scope and Sequence of books
- Participation in the Best Start Assessment Program
• Classroom practice and teacher programs reflecting Accelerated Literacy Strategies
• Improved student use of enriched language in writing, measured by NAPLAN

**Target 2**

Improved student understanding and use of Mathematical language and problem solving

Our achievements include:

• Professional learning for all teachers which resulted in the development of a scope and continuum in Mathematics using the National Curriculum
• Training of Kindergarten staff in Best Start Assessment
• Replenished mathematics resources to support implementation of National Curriculum
• Best Start Assessments and SENA assessments forming the basis of class programs

**Target 3**

Enhanced curriculum delivery through the use of ICT.

Our achievements include:

• Staff using CLAS to map their e-learning
• Stage three staff utilising movie making techniques with their students to create video movies.
• Stage Two utilising the Connected classroom to access an in live time virtual excursion to the Great Barrier Reef and to interview the Swans for the season launch.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school culture and technology.

**Educational and management practice**

The school culture for engaging learners was the area our school selected for evaluation as it entailed reviewing our student behaviour, teacher expectations of behaviour and the school climate for learning.

**Background**

All members of the school community were surveyed using the Positive Behaviour for Engaging Learners Schoolwide EBS Surveys as detailed below. Participants were asked to rank their responses using the survey below to reflect current practice and priority for improvement. The results were collated in tables and graphed. These results were used to formulate a school focus for development and a plan of action.

**Schoolwide Systems**

<table>
<thead>
<tr>
<th>School-wide is defined as involving all students, all staff &amp; all settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A small number (e.g. 3-5) of positively &amp; clearly stated student expectations or rules are defined.</td>
</tr>
<tr>
<td>2. Expected student behaviours are taught directly.</td>
</tr>
<tr>
<td>3. Expected student behaviours are rewarded regularly.</td>
</tr>
<tr>
<td>4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.</td>
</tr>
<tr>
<td>5. Consequences for problem behaviours are defined clearly.</td>
</tr>
<tr>
<td>6. Distinctions between office vs. classroom managed problem behaviours are clear.</td>
</tr>
<tr>
<td>7. Options exist to allow classroom instruction to continue when problem behaviour occurs.</td>
</tr>
<tr>
<td>8. Procedures are in place to address emergency/dangerous situations.</td>
</tr>
<tr>
<td>10. School Principal is an active participant on the behaviour support team.</td>
</tr>
<tr>
<td>11. Data on problem behaviour patterns are collected and summarised with an on-going system.</td>
</tr>
<tr>
<td>12. Patterns of problem behaviours are reported to teams and faculty for active decision making on a regular basis (e.g. monthly).</td>
</tr>
<tr>
<td>13. School has formal strategies for informing families about expected student behaviours at school.</td>
</tr>
<tr>
<td>14. Booster training activities for students are developed, modified &amp; conducted based on school data.</td>
</tr>
<tr>
<td>15. School-wide behaviour support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.</td>
</tr>
<tr>
<td>16. All staff are involved directly and/or indirectly in school wide interventions.</td>
</tr>
<tr>
<td>17. The school team has access to on-going training and support from district personnel.</td>
</tr>
<tr>
<td>18. The school is required by the district to report on the social climate, discipline level or student behaviour at least annually.</td>
</tr>
</tbody>
</table>
**In the classroom**

**Classroom settings** are defined as instructional settings in which teachers(s) supervise & teach groups of students.

1. **Expected student behaviour & routines in classroom** are stated positively & defined clearly.
2. **Problem behaviours** are defined clearly.
3. **Expected student behaviour & routines in classrooms** are taught directly.
4. **Expected student behaviours** are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).
5. **Problem behaviours** receive consistent consequences.
6. **Procedures for expected & problem behaviours** are consistent with school-wide procedures.
7. **Options exist to allow classroom instruction** to continue when problem behaviour occurs.
8. **Instruction & curriculum materials** are matched to student ability (math, reading, language)
9. **Students experience high rates of academic success** (≥75% correct)
10. **Teachers have regular opportunities** for access to assistance & recommendations (observation, instruction, & coaching).
11. **Transitions between instructional & non-instructional activities** are efficient & orderly.

**Non Classroom Settings**

**Nonclassroom settings** are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).

1. School-wide expected student behaviours apply to non-classroom settings.
2. School-wide expected student behaviours are taught in non-classroom settings.
3. Teachers actively supervise (move, scan, & interact) students in non-classroom settings.
4. Rewards exist for meeting expected student behaviours in non-classroom settings.
5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.
7. Staff receive regular opportunities for developing and improving active supervision skills.
8. Status of student behaviour and management practices are evaluated quarterly from data.
9. All staff are involved directly or indirectly in management of non-classroom settings.

**Individual Student Systems**

**Individual student systems** are defined as specific supports for students who engage in chronic problem behaviours (1%-7% of enrolment)

1. Assessments are conducted regularly to identify students with chronic problem behaviours.
2. A simple process exists for teachers to request assistance.
3. A behaviour support team responds promptly (within 2 working days) to students who present chronic problem behaviours.
4. Behavioural support team includes an individual skilled at conducting functional behavioural assessment.
5. Local resources are used to conduct functional assessment-based behaviour support planning (~10hrs/week/student).
6. Significant family &/or community members are involved when appropriate & possible.
7. School includes formal opportunities for families to receive training on behavioural support/positive parenting strategies.
8. Behaviour is monitored & feedback provided regularly to the behaviour support team & relevant staff.

**Findings and conclusions**

**School Wide Systems**

**SWS - Current Status**

- Assessments are conducted regularly to identify students with chronic problem behaviours.
- A simple process exists for teachers to request assistance.
- A behaviour support team responds promptly (within 2 working days) to students who present chronic problem behaviours.
- Behavioural support team includes an individual skilled at conducting functional behavioural assessment.
- Local resources are used to conduct functional assessment-based behaviour support planning (~10hrs/week/student).
- Significant family &/or community members are involved when appropriate & possible.
- School includes formal opportunities for families to receive training on behavioural support/positive parenting strategies.
- Behaviour is monitored & feedback provided regularly to the behaviour support team & relevant staff.

**SWS - Priority for Improvement**

- School-wide behaviour support team has a budget for (a)
- Involved directly or indirectly in school.
- Behavioural training activities for students are developed.
- Problem behaviour (frequent & intense) is being addressed.
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- Involved directly or indirectly in school.
- Behavioural training activities for students are developed.
- Problem behaviour (frequent & intense) is being addressed.
In the classroom

Mona Vale PS - May 2016
CS - Current Status

- Teachers have regular opportunities for access.
- Problem behaviors are defined clearly.
- Students experience high rates of academic and behavioral support.
- Instruction & curriculum materials are matched.
- Expected student behavior is known.

Non Class Systems

Mona Vale PS
NCSS - Current Status

- Staff receive regular opportunities for developing and improving active supervision skills.
- Staff receive regular opportunities for developing and improving active supervision skills.
- School-wide expected student behaviors are taught in non-classroom settings.
- Physical and architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic, (c) high student density, (d) low visibility of student behavior.

Future directions

That the school:
- Commence implementation of the Positive Behavioural Engaging Learning Program.
- Create and distribute posters describing our school expectations using PBEL descriptors, Respect, Responsibility and Personal Best.
Curriculum
Technology was the area of the curriculum selected for evaluation because substantial funds have been expended to purchase of state of the art technology for the school. The integration of technology into the curriculum is in its early stages and this survey will inform future directions in technology integration into the curriculum.

Background
Teachers were surveyed using the CLAS (Connect Learning Advisory Service) survey tool which allows schools to evaluate their use of implementation of technology in four phases across in eight areas: Assessment, Environment, Ethical Practices, Integrating Technology, Online interactions, Perspectives, Professional Contribution and skills.

Findings and conclusions
Staff skills are summarised by the above graphs so that professional learning can be tailored to meet the needs of the staff.

Future directions
See Target Three

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Professional learning
In 2010 Professional Learning at Mona Vale Public School was undertaken by all staff linked to the school management plan, the mandatory professional learning requirements of the Department of Education and Training, and professional learning plans for individual teachers.

Staff Development Days focussed on the training of all teaching staff in Accelerated Literacy Pedagogy, Positive Behaviour for Engaging Learners and Interactive Technology. In addition to Staff Development Days, professional learning was undertaken on Tuesday afternoons during stage and staff meetings. In Week Four of each term all staff attended PCS professional learning sessions on a variety of subjects.

In addition to the $25 000 Tied Professional Learning Funds the school spent $17 291 of school funds on professional learning. The focus for the majority of this expenditure was literacy, numeracy, quality teaching and beginning teacher development.
School development 2009 – 2011

Targets for 2011

Target 1
Improved student understanding and use of educational English.
Strategies to achieve this target include:

- Professional Learning Program conducted by Accelerated Literacy Tutors:
  - Day 1
    Module Five : Programming and Planning
  - Module Six : Assessment
- Purchase novels to support Accelerated Literacy Program implementation
- Integration of technology and Connected Classroom strategies into Literacy Blocks
- Parent Training Programs in Literacy Support Strategies

Our success will be measured by:

- Classroom practice and teacher programs reflecting Accelerated Literacy Strategies
- Improved student spelling, punctuation and grammar skills measured by NAPLAN
- Improved inferential comprehension skills measured by NAPLAN
- Staff being confident in the use of interactive technology to promote literacy practices

Target 2
Improved teaching of mathematics across all strands with a particular focus on Space and Geometry

Strategies to achieve this target include:

- Professional learning for all teachers in implementing Quality Teaching Framework Lesson Study for Space and Geometry
- Staff meetings conducted by key personnel on individual lesson study plans
- Collaborative planning of grade plans by grade teams with a view to maximising technology for delivery of mathematics units of study
- Purchase of appropriate software to support mathematics unit development
- Initiatives to increase parent involvement in learning process
- Parent training in how to help your child with mathematics

Our success will be measured by:

- Best Start Assessments and SENA assessments forming the basis of class programs
- NAPLAN results which are consistent in all areas of numeracy with national outcomes.

Target 3
Enhanced curriculum delivery through the use of ICT.

Strategies to achieve this target include:

- Establish a Smarties Club to focus on Professional Learning in the use of interactive technology and integration into the curriculum
- Staff meetings on Easy School Reporting, blogs, podcasting, photostory, moviemaker and video
- Professional Learning on the use of Sentral for recording student welfare information
- Expansion of connected classroom skills to all staff
- Staff using CLAS to map their e-learning
- Expanding our learning community through technology
- E-learn and e-link within our community of schools and outside our community of schools for transition and collaborative learning

Our success will be measured by:

- Whole school evaluation and progress using CLAS
- Students engaging in all forms of interactive technology to access the curriculum
- Teachers using all forms of interactive technology to engage students in learning

Target 4
Improved teaching of science across all strands, science understanding, science as human endeavour and science inquiry skills

Strategies to achieve this target include:

- Training of K-6 staff in Primary Connections Units
- Review Scope and continuum of science units grade by grade
- Purchase Primary Connections Units and resources to set up and equip a Science Resource Centre
- Implement Primary Connections Units including assessments
- Professional learning for all teachers in implementing National Science Curriculum.

Our success will be measured by:

- Primary Connections Units form the basis of class programs
• Teachers interpret and plan from individual student assessment in science strands
• Implementation of National Science Curriculum.

**Target 5**

**Enhanced curriculum differentiation**

Strategies to achieve this target include:

• Participation of OC teachers and extension class teachers in PCS (Peninsular Community of Schools) Quality Teaching Project with a school focus on questioning, substantive communication, Problematic knowledge and student directed learning
• Attendance of key personnel at GATS networks and conferences
• Whole school professional learning focussed on questioning techniques.

*Our success will be measured by:*

• The establishment of a GATS team across the school
• Formal identification and assessment policies and practices for gifted students at Mona Vale Public School
• Enhanced general questioning skills and high order thinking skills utilized in all teaching and learning programs across the school.

**About this report**

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

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