School context statement

Mona Vale Public School is committed to Excellence, Innovation and Community. As a school community, we share the responsibility for ensuring that our students are well-educated, happy and responsible young Australians.

Our school is characterised by:

- the pursuit of academic excellence;
- a commitment by the school community not to accept learning failure among our students;
- the recognition of a wide range of student, staff and community talent and achievements;
- the fostering of students’ cultural and sporting talents; and
- the promotion of personal growth through the development of confidence and positive self-esteem for all.

At Mona Vale, Teaching and Learning programs are highly student-focused. The school, in partnership with its community, has set out the following expectations:

We expect students to:

- be responsible for their own learning;
- be responsible for their actions;
- enjoy their schooling;
- be competent in English and Mathematics;
- be confident in all aspects of their learning;
- be kind and caring towards each other;
- be confident in using technology; and
- be involved in a variety of school activities.

We expect that staff will:

- never give up on a student;
- have high expectations of students and themselves;
- constantly update teaching knowledge and expertise;
- plan to meet the needs of all students and carefully document their progress; and
- work as a team and support school-community initiatives.

Consistent with the expectations we have of staff and students, we seek active parent and community involvement in achieving the school’s aims through:

- the planning and evaluation of school programs to determine the school’s priorities and direction;
- class-based programs that support learning i.e. reading parents; and
- promoting and supporting inclusive Public Education.

At Mona Vale we offer a wide range of additional programs for all students including: band, dance, choir, drama, chess, music, art, debating, environmental education, leadership training, public speaking, school-wide buddy groups, and critical and creative thinking skills training.

Students, staff and the community also share a common belief that competence in the use of technology is vital to success at school and beyond.

Principal’s message

Welcome to Mona Vale Public School. As a school community are proud of our academic, cultural and sporting achievements.

Mona Vale is an outstanding example of all that is good and great about public
education; enquiring, happy students, dedicated, professional staff and a supportive and engaged parent body.

The Mona Vale community is well placed to take advantage of a national move to more localized schooling where decision making, resource allocation and determining what is best for our students will be developed by us as a community. This devolved model will require all groups within the community to work together in the interests of students and their learning. It will require trust, respect, commitment and strong shared governance if we are to be successful, and we will be!

I would like to acknowledge the outstanding professionalism, dedication and commitment of the Mona Vale staff in 2014 to ensuring students remained at the forefront of our endeavors. Our Administration staff, led so ably by Mrs Leonie Gallard, plays an integral part in our success. Their humor, willingness to get the job done and welcoming nature are greatly appreciated.

The school’s teaching staff are creative, innovative and committed to our students’ success. I would like to acknowledge the outstanding service of Ms Jane Blinkhorn 30 years service and Mrs Robyn Best 20 years service to students at Mona Vale.

Our parent community, while holding high expectations of us as a school, are supportive, engaged and committed to working with staff to enhance both the quality of learning and teaching at our school.

Schools are most effective when staff and parents work together to benefit our students.

This year a number of valued colleagues retired from the teaching service each one has made a significant contribution to the lives of many students and have helped build the outstanding reputation that Mona Vale is held in within the community. We as a community wish Ms Angela Despotovic, Ms Marilyn Brown and Ms Deborah O’Shea all the best in retirement, you deserve it.

**Student information**

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 1005 students 468 girls and 537 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, IO, AU and OC. Some of our students face physical and intellectual challenges in accessing teaching and learning programs (IO) and some are intellectually gifted (OC).

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), and one class 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 Communities.

**Student enrolment profile**

School enrolments have steadily increased over the past 5 years, with 2014 seeing the school reach 1000 students, with a slightly higher number of boys than girls.

**Student attendance profile**

Management of non-attendance

In 2014, Mona Vale used Sentral, an online attendance management program. Reports of student non-attendance are generated weekly and monitored by the school to ensure that all absences are correctly accounted for.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
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<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support</td>
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<tr>
<td>Total</td>
<td>61.108</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school currently employs one staff member of Indigenous background and is supportive of equal opportunity employment processes for indigenous teachers.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
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</table>

**Professional learning and teacher accreditation**

Teachers engage in professional learning experiences directly related to the school targets each week. A professional learning schedule is provided to all staff and sessions are counted towards staff requirements for accreditation maintenance as specified in the Australian Professional Teaching Standards.

**Beginning Teachers**

2014 saw the introduction of additional funding to ensure the appropriate development and support of early career teachers. The funding equated to
additional release time for beginning teachers each week to allow for planning, reflection, mentoring, professional development and preparation of accreditation documentation.

At Mona Vale PS this time was negotiated with beginning teachers who decided to combine sessions together to allow for deeper application to their professional learning needs. In some cases, where staff receiving the funding were more experienced colleagues, funding was allocated to allow these teachers to mentor beginning colleagues or to participate in leadership development opportunities. The school is looking to develop a mentoring program to support beginning teachers and develop experienced teachers in 2015.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
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<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</table>

A full copy of the school’s 2014 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 2014

Year 3

School performance data reflect the steady and continued improvement in both literacy and numeracy over the past two years. Year 3 students performed well above similar grouped schools (SSG’s) and the State average in Literacy, Writing, Reading, Grammar and Punctuation and Numeracy. The Year scored slightly below our similar grouped school’s but well above the State average.

Year 5

Year 5 performed above our similar grouped school’s in Reading, Grammar and Punctuation, and slightly below in Spelling Writing and Numeracy.

Growth between years 3 and 5 in both Literacy and Numeracy is below our similar group of school’s and this will be a focus of school analysis and planning.

Academic achievements

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.

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

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**Significant programs and initiatives – Policy and equity funding**

**Dancesport**

Mona Vale’s Year 5 students were involved in the second year of the Dancesport program, supporting positive social interactions throughout Terms 2 and 3. This year saw the introduction of a school Gala evening, held at Pittwater RSL club which was hugely successful and well supported by the parent community.

Dancesport is a department recognised social skills and dance program aimed at fostering positive healthy relationships between senior primary students through a structured dance program.

Dancesports encourages appropriate social interaction, respect and responsibility while learning a new skill.

The program is widely used by schools across Sydney. All schools involved in the program came together on Thursday 12th September at the State Sports Centre in Homebush to participate in the Dancesports Challenge.

All schools participated in four dances, involving approximately 1000 students. The Salsa, The Jive, The Cha Cha and The Tango. Mona Vale PS was very successful, gaining a first place in the Jive and Second place in the Cha Cha. Witnessing all the students dressed in ballroom attire was truly a sight to see.

**Creative Arts**

The Mona Vale community value highly the school’s focus on the “Arts” and over the past 3 years we have built up a dedicated and skilled team under the coordination of Ms Jacqui Shaw.

As a team they organized the Art Show school Musicale involving all students. The Art Show 2014 saw the opening up of all classrooms to showcase the abilities and skills developing in all classrooms. There was a display within the hall that so many parents and community members came to see. Our whole school musicale was a definite highlight on the school calendar: this year concluding with all students performers singing a happy song about being kind and inclusive to all.

Students have many creative arts opportunities to take advantage of in our wonderful school. In 2014 students were
offered a chance to be in: a year 2 PCS choir, junior choir, senior choir, training band, concert band, performance band, stage band, percussion ensemble, junior string ensemble, senior string ensemble, recorder group, stage one dance, junior dance, senior dance, infants arts club and primary art club. Providing opportunities for something fun and creative for everyone.

All students at MVPS received a weekly hour music lessons from one of our music specialist teachers. The violin was taught to all students in class time in Year 1. The recorder was taught to all students in class time in Year 2. 2014 saw the introduction of all of Year 6 learning the ukulele.

Year 2 Choir: Year 2 students formed the PCS Choir where they performed a set of songs entitled Giggle and Grin at the PCS Music Festival.

Primary Choirs: Under the expert leadership of Ms Hester Wright our choirs performed in the Opera House during the Festival of Choral Music in the combined choir. They also participated at the Town Hall as part of the Primary Proms festival.

Stage 1 Dance: Stage 1 dance made up of students form year 1 and year 2: performed a fun happy dance based on the books of Dr. Seuss at the PCS Music Festival.

Junior Dance: This year the junior dance group under Simon Rizzuto portrayed the joy and excitement of the Winter Olympics. They, alongside our seniors, performed at the Sydney North Dance Festival.

Senior Dance: Our senior girls group, under the directorship of Elise Melotic performed at the Sydney North Dance Festival: doing our school proud performing at the renown Glen Street Theatre professionally. A new ensemble was created in 2014 in the form of our Senior Boys dance group who also participated in the Sydney North Dance Festival. So exciting to see the boys embrace the creative arts.

Band: 2014 again saw growth in our school band program and a full performance schedule. Our four bands are strong and continue to teach students responsibility, respect and giving of their personal best.

A new ensemble was created for percussion players to develop their skills. We competed in the Northern Beaches Eisteddfod and the McDonalds Sydney Festival. In the Northern Beaches Eisteddfod Training Band received first place out of 6 bands, Concert Band received second place out of 11 bands and Performance Band won the open title. At the Sydney Festival our Stage Band received highly commended which was an outstanding result.

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. Performance, Stage Concert and Training bands played at Honour Assemblies throughout the year. In Term 3, the
Concert Band demonstrated instruments for the Year 2 students and their parents to provide information and raise awareness about the bands.

Training Band & Concert Band in term 3 were lucky enough to be in an eisteddfod run, and adjudicated by a well know Australian composer Brian Hogg; an inspiring opportunity for our budding composers. The bands all gather for what is known as The Big Band Bash, and is always well received by the supporting families. Conductors: Mr Michael Jobson, Mr Joshua Hughes & Mrs Jacqui Shaw

String Ensembles: After learning violin in Year 1 we felt it was important to let students who were motivated to continue in this area: so the Junior String ensemble was created. They performed at our school Musicale, Pittwater High School music festival and to all of our Year 1’s and their parents at our end of year String extravaganza. Senior Strings, under the directorship of Ms Kathryn Crossing performed as part of the combined strings groups at the Sydney Opera House.

Art Clubs: The senior art club under the directorship of Ms Jessica Legg met regularly to develop various drawing skills. They also created a large elephant reflecting our local history and forming the centre-piece of our Animal Art show for 2014.

Aboriginal education

Mona Vale Public School works with the PCS to engage in many culturally significant events to promote harmony, inclusivity and acceptance around indigenous education. In 2014 Mona vale hosted the NAIDOC Week celebration as part of the Guringai "Wellness and Wellbeing Festival" A key feature of the celebration was the “Beyond the Stars” art competition and exhibition featuring Indigenous inspired artworks submitted by students.

Aboriginal Education, taught as a perspective across the curriculum, has become a focus for awareness-raising activities and teaching. Mona Vale has a proud tradition in teaching Aboriginal perspectives.

The school is highly regarded by the Aboriginal community for the quality of our Aboriginal education initiatives. A survey of students indicated that they have positive attitudes towards Aboriginal and Torres Strait Islander culture and people, with 86% indicating that Aboriginal people should be treated the same as themselves.

Multicultural education and anti-racism

Mona Vale has a small but growing number of students from backgrounds other than English. The school teaches multi-cultural perspectives across the curriculum with a focus on developing respect and tolerance for the many cultures that make up our diverse Australian society. The Student Representative Council helps organises Harmony Day celebrations and this focus on celebrating our diversity is widely supported by the Mona Vale community.

Learning and Support

At Mona Vale Public School we are proud to cater for students special needs. Our Support Unit comprises 3 support classes one for students with autism and two for students with a moderate intellectual disability. These classes are integrated into all school activities and students participate in all school activities as appropriate. The classes are staffed by specialist teachers who ensure the delivery of rich, quality learning experiences on a daily basis.
Throughout 2014 our support classes have actively joined with other classes across the school to participate in many educational and engaging programs.

We wish to thank Stephen Hosking, Manager, Quays Marina, Church Point and his wonderful staff for their corporate support of our classes. Our students experienced a wonderful day on Pittwater with lunch at the Basin courtesy of the Quays.

*Heading to the basin, thanks Quays Marina*

Our students also participate in life-skills programs including shopping, cooking, catching public transport, boating, beach skills, tennis and much more.

Finally, a record-breaking 8 support class students recently joined our Year 6 for a 4 day trip to Canberra. What a wonderful experience for all of our students!

**Other significant initiatives**

**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, Bilgola 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 9,000 students from diverse backgrounds from K-12, with new and dynamic learning opportunities. Our 850 staff are committed to working in partnership to enhance Public Education on the Northern beachers.

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.

The 2014 strategic plan included the following targets:

1. To provide relevant and appropriate professional learning opportunities to support quality teaching and learning and improved practice.
2. To enhance the opportunities and delivery of technology enabled schooling.
3. To extend enrichment opportunities for students through links with our partners Macquarie University, Warringah Council, Pittwater Council.
4. To increase opportunities to build social cohesion and participation in the wider community.

Findings: 1. **PCS Professional Learning**
   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 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.

   Opportunities delivered for 2014 were:
   
   **FOCUS GROUPS:**
   - 23 Early Career teachers participated in a conference and workshops in Terms 1, 2 and 3.
   - 16 teachers participated in the Executive Leadership Mentoring project attending a conference and workshops in Terms 1, 2 and 3.
   - 15 DP's and AP's continued to meet each fortnight working on the implementation of the Australian Curriculum, numeracy.

   **TERMS 2 and 3 TPL Workshops**
   - 468 staff attended various workshops held across the PCS allowing staff to share their expertise.

2. **Technology**
   The established partnership with ADOBE continued. PCS staff participated in workshops using Adobe Muse and Edge Animate. ADOBE professional learning opportunities were also extended to principals and SASS. A technology committee was established to support the ongoing implementation of Adobe software and to assist the technology integration into teaching and learning, to implement BYOD and increase Pedagogical competences in technology.

3. **Enrichment**
   A strong focus was maintained in the areas of Senior Shared Curriculum, Enrichment Programs for students and the Young Leaders Program. Warringah Council hosted the Year 6 leadership presentation. Pittwater Council's Coastal Environment Centre supported the Science Fair. Macquarie University supported the First Lego League Regional competition, students in Leadership, Sustainability and Indigenous Education Programs.

4. **Social Cohesion**
   The Peninsula Community of Schools believes in reducing the inequalities and closing the gap between Indigenous and non-Indigenous students. Schools are active in promoting and recognising culture, history and important annual events through initiatives such as:
   
   - The PCS Art Festival. Student artworks representing the various themes for Harmony Day, Reconciliation Challenge, Guringai Festival and NAIDOC are exhibited as part of the Guringai Festival.
   - NAIDOC Acknowledgement
Mona Vale Public School was the host of the “Land Beyond the Sands” Art Festival and NAIDOC Acknowledgement. Transfield Services were proud sponsors of this event.

Students participated in:
- Dance workshops
- Didgeridoo playing boys
- Weaving girls
- Clapping sticks and or stone painting
- Bush Tucker garden
- Stone Axe activity
- Performance from Fred Reid “Let’s Bridge the Gap”
- Presentation from Jim Williams
- An overnight camp out on school oval

Other Achievements:

- Education Week was launched with the PCS Music Festival “Giggle and Grin” Students from Kindergarten to Year 12 sang and danced across the stage over two nights.
- The PCS Science Fair held in Science Week celebrated “Food for our future: Science feeding the world” PCS was fortunate to have engaged with a Scientist In Schools representative who assisted with the wonderful showcase of Science and technology presentations from the 13 schools. Local Government and local businesses supported this event.
- Students from the PCS attended the Youth Eco Summit
- A project based student leadership program was developed – Project Green Sea Turtle which was supported by Pittwater Council, Warringah Council, Take 3, Gibberagong Environmental Education Centre and Taronga Zoo. The project was awarded an NRMA Sustainability Community Grant

Future Directions: The Peninsula Community of Schools is constantly evolving as a learning community. A strong focus on our STEM programs will continue through the Science Committee, participation in the Youth Eco Summit and Robotics programs. Professional learning for staff and enrichment programs for students will continue to be at the core of our operation.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include: Quality Assurance methodology based around a review team involving staff, parents and involvement from the Student Council. The review surveyed students K-6, parents and staff on a range of issues related to the evaluation areas.

School planning 2012–2014:

School priority 1
Quality teaching and assessment practices are implemented in all teaching programs for learner diversity.

Outcomes from 2012–2014
Quality teaching and assessment practices are implemented in all teaching programs for learner diversity.

Evidence of achievement of outcomes in 2014:

- Creative and critical questioning techniques embedded in teaching learning programs and classroom practice-grade programs updated and reviewed.
- Early career teachers report feeling highly supported in their career development.
- Experienced teachers are utilising mentoring opportunities for personal professional development.
- Executive staff report the teachers they are supervising are programing for the variety of learners in their class.

Strategies to achieve these outcomes in 2014:

- Whole school PL on specific quality teaching elements
- Creative and critical questioning workshop delivered to staff as a teaching and learning tool to promote higher order thinking, substantive communication and quality assessment
- Establish Quality Teaching mentor position on staff to model best teaching practice and assist staff in the development of quality teaching and learning programs.

School priority 2
Quality leaders (Intellectual Quality)

Outcomes from 2012–2014
Quality leadership practices are modelled by student and staff leaders.

Evidence of progress towards outcomes in 2014:

- Executive staff displays improved confidence and efficacy in their leadership and management skills.
- Student leaders effectively lead school initiatives and assemblies with confidence.
- Role statements for all staff have been negotiated, with feedback being provided to determine future professional learning goals.

Strategies to achieve these outcomes in 2014:

- Explicit professional development for executive staff and aspiring assistant principal, provided by
external consultant from the private sector.

- Executive and/or nominated staff explicitly develops and mentor the student leadership team for 2014 via weekly meetings.
- Role statements are reviewed and redeveloped to address school needs.

School priority 3
Engagement and attainment (Quality Learning Environment)

Outcomes from 2012–2014
Improved student and school performance.

Evidence of progress towards outcomes in 2014:
- Grade based assessment tasks incorporate a variety of questioning techniques to enable higher order thinking and to remove ‘ceiling’ effect.
- Outcomes for students with learning needs improve on standardized assessments.
- Student performance data shows pleasing improvements in both literacy and numeracy (see NAPLAN section)
- Effective tracking of student performance data to provide accurate differentiation K-6 is occurring.

Strategies to achieve these outcomes in 2014:
- SDD session to focus on questioning as a tool for implementing differentiated assessment
- ESES: Learning and Support flexible funding is used to employ additional support staff to enhance curriculum differentiation for students with learning needs.
- Refine standardized K-6 assessment procedures to include: Dalwood Spelling, Torch Test K-6, Benchmarking and Ravens (for Year 1 only) in Terms 1 and 3.

School priority 4
Inclusivity and connectedness (Significance)

Outcomes from 2012–2014
All students feel supported and connected to their learning through student welfare programs and curriculum differentiation.

Strategies to achieve these outcomes in 2014:
- All staff trained on effective behaviour management skills to support PBEL program and enhance student engagement
- Development and delivery of Individual Learning Plans, (ILPs) for 3 targeted students per class
- Gifted and Talented policy implemented consistently across the school
- GATS coordinator monitoring students on register and promote extension opportunities for identified students.
- ESES: Integration, Funding Support budget is used to employ additional support staff to enhance curriculum differentiation for students with learning needs.

Evidence of progress towards outcomes in 2014:
- Teachers indicate an increasing confidence in managing student behaviour, inclusively, both in the in the classroom and playground.
• The number of “Incident Cards” issued for poor behavior fell by 60% in the first semester of 2014.

• ILPs were developed and submitted with teaching and learning programs for 3 students in each class, with entry and exit data monitored by the class teacher to determine future planning for each child. Plans will be passed on to new teachers for 2015.

• Gifted students are correctly identified and provided with opportunities to develop in their specific area of giftedness. Identified students demonstrate achievement in their area through competitions and external events.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students

The opinion of students was sort from the Student Representative Council.

• Students indicated the school is a safe place and bulling and harassment was not tolerated.

• Students commented that teachers are friendly and helpful and made them try their best to achieve success.

• Students value highly the schools Recognition of Achievement scheme.

• Students indicated the school rules are fair and just and Mona Vale was a great school.

• Students understood and supported the schools core values: Respect, Responsibility and Personal Best, and

• Students indicated that the school has a wide range of have leadership positions that they can participate in.

Staff

• Staff, 100% indicated that student success is regularly celebrated within the school and that they believe all students can be successful, 88%

• New staff, 100% indicated they are supported within the school and all staff, 88% indicated they were consulted about school planning and management issues,

• Staff indicated strongly, 92% that they are encouraged to bring ideas forward, that communication within the school is effective, 84% and staff are involved in the purchasing of resources 92%

• Staff indicated the Principal treats staff with respect, 96% and that Executive leadership is focused on ensuring Mona Vale is regarded as a school of excellence, 96%

• Overwhelmingly staff 100% indicated that they enjoy their job and feel a sense of loyalty to the school and the community.

Parents

• Parents, 87% indicated that the Principal holds high expectations of staff and students, that Mona vale is an excellent school 85%.

• Parents, 95% indicated their child is happy at school and the school keeps parents informed of school events and issues 90%.

• Parents, 90% agree the school is a safe and secure environment and staff are friendly and approachable, 85%
• Parents, 85% indicated they receive adequate notice of school events.
• Parents 100% indicated the school has a strong focus on technology and 21st Century schooling.
• Parents 100% support the schools focus on weekly music lessons and the teaching of physical education 97%

Future Directions
2015-2017 School Plan

In consultation with our community we are developing the school’s strategic direction for the next three years with a focus on three areas. As a community we have endorsed the following 3 areas, Excellence, Innovation and Community.

The following statements of intent will underpin each area,

• Excellence- “21st Century Learners” Students demonstrate growth socially, emotionally and academically,

• Innovation-“Innovation Lives Here” To promote a culture of forward thinking and risk taking, and

• Community- “Building Social Cohesion” To engage with our school and the wider community to provide opportunities to support student and staff learning.

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

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.

Mr. Greg Jones Principal
Mrs. Leesa Martin Deputy Principal
Mrs. Shirlee-Ann Curtis Deputy Principal
Mrs Tanya van der Wall Parent Representative

School contact information

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