Mona Vale Public School

Annual School Report

2012
Our school at a glance

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.
Students
In 2012 there were 883 students enrolled at Mona Vale Public School (MVPS), comprising 459 boys and 424 girls. They were organised into 37 classes, of which two were Opportunity Classes (OC), one each in Year Five and Year Six, and four were classes for students with special needs.
Mona Vale is experiencing strong enrolment growth and it is anticipated that if the current trend continues the school will have 950 students in 2013.

On average ninety five point three per cent of students attended school each school day. This was below the daily attendance in 2010 in the North Sydney Region, and above the State average attendance.

Staff
MVPS had 57 members of staff in 2012. This included 49 teaching staff and 8 support staff. The teaching staff was comprised of seven executive staff, twenty eight classroom teachers, 1.4 teacher librarians, a music teacher, a computer teacher and three part-time support teachers for Reading Recovery, Student Learning Support Assistance (STLA) and English as a Second Language (ESL). All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2012 Mona vale celebrated its Centenary on the Waratah Street site. As a school community we reflected on the significant role Mona Vale has played in the local community, graduating 100 Year 6 grades and providing a quality education to children in the local area. Our year of celebration concluded with a Centenary Fair held on Saturday 15 September and attended by five thousand visitors. The fair raised in excess of fifty thousand dollars and has been allocated towards an upgrade of the school’s playground equipment. The school wishes to thank the hard work of the Centenary committee co-chaired by Deputy Principal, Ms Elizabeth Crick and past Principal Mr Richard Hoskins OA. Mrs Juile Body, the Fair Manager, deserves special praise for her outstanding coordination of this community event.

Student achievement in 2012
2012 saw the students in Years 3 and 5 completing their NAPLAN tests in May with pleasing results. Our Year 5 students, in particular, performed very well with the girls achieving above region in several strands. This places them in the highest performing category in the country.
Our results in Year 3 were varied. Our boys performed within regional targets, however our girls’ results indicated that they needed additional support to improve their outcomes. As a staff, we have analysed these results and will implement gender based classes as a trial in 2013.
Principal’s message

Welcome to Mona Vale Public School. We 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 2012 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 humour, 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. 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.

Mrs Elizabeth Crick retired as Deputy Principal at the end of 2012 after twenty years at Mona Vale and fifty years with the Department of Education. Mrs Crick was an outstanding educator, colleague and friend. Mrs Crick worked tirelessly to ensure all students at Mona Vale were catered for and had the opportunity to succeed. Staff appreciated her no nonsense, practical and common sense approach to life and work. Many staff attribute their professional approach and love of teaching to her leadership and mentoring of them as beginning teachers.

Our community wishes Mrs Crick all the best that retirement has to offer, she has been a wonderful colleague and will be sorely missed at Mona Vale.

Mona Vale has a bright future and as we reflected, in 2012, on our past 100 years of providing a quality education to our local community, we will look with confidence and a new found optimism to the future.
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.

Greg Jones BA. Macq MA. Ed Macq
Member Macquarie University Council
Board Member Macquarie University Hospital

P & C and/or School Council message
In 2012 the Parents and Citizens Association of MVPS continued its objective to provide funding to benefit all students and support and promote the best interests of the school. The 2012 Audit by Hall and Jackson Pty Ltd was returned with no further qualifications saving for the expected timing differences on some cash and cheque receipts. The P&C is complimented on its reporting quality and solid financial tracking.

Working further to align the interests of students and families, the P&C and School Executive successfully reintroduced the Class Parent network. The P&C was represented on the School’s Executive Finance Committee. Communication was enhanced and facilitated with general meetings in weeks 4 and 8 of each term. Commentary and community information continued to be presented via these meetings and the school newsletter.

In April the School celebrated the official appointment of Mr Greg Jones to the role of Principal and Mrs Leesa Martin as Deputy Principal. The confirmation of both Mr Jones and Mrs Martin into these pivotal positions was a victory for students and families made possible by your willingness to voice your needs and concerns.

Following on from this auspicious start, 2012 proved to be an epic year in the school’s history.

P&C Donations
In 2012 the P&C made three donations over $140,000 to MVPS:

1. $60,000 Technology funding - this final donation was made in July towards the Technology backbone
2. $50,000 Emma Street Playground Upgrade - this urgent upgrade was identified in the school audit conducted early in 2012 and represents the P&C’s co-contribution towards new play equipment and area refurbishment
3. $33,500 various equipment - this final donation, made in December, was for additional sporting goods including 2 backboards, library books, funding for special needs equipment, classroom home readers and signage.

Sub committees
Through their successful operations, the 2012 Canteen and Uniform shop sub committees made donations of $20,000 and $10,000 respectively. These contributions were included in the above $140,000+ of donations paid to MVPS.

Further, the Canteen shop funded its winter fit-out, meeting regulatory compliance and improving amenity for users, canteen staff and volunteers.

The Uniform shop started its long overdue system service upgrade, which will continue during 2013.

Chess Club hosted two major events in 2012 with many students going on to compete at major tournaments. The club
continues to expand in size and skills development. Thanks for this sustained effort to the support network of volunteers and school teaching staff.

The P&C Band had another successful year. The efforts of its volunteers, passion of its staff and commitment from students was witnessed in the quality of the performances we were all fortunate to experience in 2012 and especially on stage at Centenary Festival Day 15 September, 2012.

The Social and Events committee deliberately scaled back its activities to allow focus on the yearlong centenary events. Their year started with a fantastic Welcome Picnic, successful mothers and father’s day stalls and an end of year K-2 disco, held offsite for the first time. A small group of volunteers, the generous support of school staff aided this subcommittee team of just two volunteers.

In December Mrs Elizabeth Crick, Deputy Principal, advised her retirement to the community. The P&C wishes to acknowledge and thank with gratitude Mrs Crick for her legacy to our community and her dedication and service to education, which was delivered for nearly 20 years at Mona Vale Primary School.

The Centenary Festival Day held on 15 September 2012 celebrated 100 years of education at the Waratah street site. It was the biggest event on the 2012 P&C calendar. The generous support of over 200 school families and friends as well as the efforts of the P&C subcommittee volunteers and Executive and school staff helped make Festival day a major event in the School’s history. Around $50K was raised from centenary donations and paver sales throughout the year including takings from Festival day.

The Mona Vale business community, Pittwater Council including ex-Mayor Harvey Rose, Member for Pittwater Robert Stokes and the financial generosity of our sponsors Commonwealth Bank, MLC Advice, Pittwater RSL, Officeworks, Mona Vale Chamber of Commerce and Flip Flops Shoes helped ensure a highly successful outcome on Festival day.

After much searching the 1975 time capsule was found. A new time capsule donated by EBSRAY Pumps and CODMAC Engineering, was buried in Term 4. The refurbished old school bell is now proudly displayed within the new formal commemorative centenary paved area. This space also showcases plaques and items dedicated at previous school events which are further enhanced by a new flagpole.

The biggest winners must be our students and school both benefitting by sharing this festivity with so many members of our community. I recognize how fortunate I am to have worked with this fabulous network being both P&C President and convener of the P&C Centenary project in 2012. I wish the 2013 P&C Officers and Members and sub committees all the best and encourage
you to support their efforts in the interests of our students.

Louise Anderson
President, P&C MVPS 2012

Student representative’s message

2012 will be remembered for the London Olympics, the Queen’s diamond jubilee and the re-election of President Obama. Green Moon won the Melbourne Cup, Melbourne won the Rugby League, Sydney won the AFL, Ben won Big Brother, Carise won the Voice and Samantha won the X factor.

For us, 2012 will be remembered as the year we were the Mona Vale school captains in its Centenary year.

It has been a year where we lost a time capsule, found a time capsule and buried a time capsule. A year of learning, playing, dancing, singing and performing. A year of festivals, assemblies, camps, kindy buddies and Parliament House.

We would like to take this opportunity to say thank you to Mona Vale School. Thank you to all of our teachers who have prepared us for high school and the future, whatever that may be. Thank you to Mr Jones for your leadership and guidance.

We have thoroughly enjoyed our year.

Max Stevenson and Jasmine Laing

2012 School Captains

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.

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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 404 girls and 475 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 Training.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.0</td>
<td>96.5</td>
<td>95.7</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.7</td>
<td>97.1</td>
<td>94.6</td>
<td>94.6</td>
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<tr>
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<tr>
<td>3</td>
<td>95.8</td>
<td>96.8</td>
<td>95.1</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.0</td>
<td>97.6</td>
<td>95.5</td>
<td>94.9</td>
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<tr>
<td>6</td>
<td>94.6</td>
<td>96.9</td>
<td>96.0</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.3</td>
<td>95.6</td>
<td>96.8</td>
<td>95.3</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Note: Attendance rates for central schools are for K-6.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>434</td>
<td>410</td>
<td>420</td>
<td>428</td>
<td>475</td>
<td>469</td>
</tr>
<tr>
<td>Female</td>
<td>420</td>
<td>386</td>
<td>411</td>
<td>400</td>
<td>404</td>
<td>414</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2012, 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.

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. The Home School Liaison Officer monitors the school's non-attendance data on a termly basis.

Staff information

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

The teaching staff at Mona Vale are dedicated, passionate professionals, some of whom have a longstanding relationship with the school. There is balance of experienced and new scheme teachers with a wide range of talents. The staff also includes outstanding Administrative staff and dedicated support personnel who work with teaching staff to maximise learning opportunities for our students.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>
</tr>
<tr>
<td>Head Teachers</td>
<td>31</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.172</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
Our school staff includes one Indigenous member of our teaching staff.

**Staff retention**

Staff retention is high at Mona Vale (94%) with a small but significant number having taught at the school in excess of ten years. Staff overwhelmingly indicate the professional environment, quality of the extra curricula programs and opportunities for professional growth as reasons for their tenure. In 2012 an Assistant Principal was appointed after an interview process and a Deputy Principal retired.

**Teacher qualifications**

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

Staff at Mona Vale are highly trained and participate in a quality teacher professional learning schedule as a component of the schools commitment to quality teaching and learning.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>

**Financial summary**

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

A full copy of the school’s 2012 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 2012

#### Achievements

**Arts**

Two specialist dance groups were formed this year. Students in Stages Two and Three 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 groups performed successfully to audiences both in school and out in the community. They were selected to perform at the Sydney North Dance Festival at the Glen Street Theatre.

The Stage Three group was highly privileged in being selected for inclusion in the 2012 State Dance Festival. They also performed at Martin Place.
Hannah Sergi was successful in her audition to perform in the North Sydney Junior Ensemble which is a representative group of highly accomplished dancers.

Band Program

Mona Vale Public School students have many musical opportunities to take advantage of in our wonderful school. In 2012 students were offered choirs, bands, recorder group and dance ensembles to participate in.

Nearly all students received weekly music lessons from our music specialist teacher Mr. Warby. With the school in full swing celebrating it's centenary all year groups also performed on the festival day with either a song, a dance, or sometimes both.

Choir: Years 1 and 2 for the Stage 1 Choir; the Junior and Senior PCS Choir and Arts North Choir. Junior and Senior PCS choirs performed at PCS Music Festival in August, whilst the Arts North Choir performed at the Opera House in the Arts North massed choir.

2012 again saw growth in our school band program and a full performance schedule. A fourth band in the form of a jazz stage band was created to extend our students and give them opportunity to learn some soloing techniques, including improvisation. At the Northern Beaches Eisteddford the Concert Band placed 2nd out of 11 bands and our Performance Band placed 1st in the open category. At the Yamaha Festival Training Band received a Silver Award, Concert Band received a Silver Award and Performance band received a Gold award. 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, 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. All bands participated in performances on the festival day of Centenary and really showed the community how wonderful our students can be. Some of our senior students also busked during the day and raised money for their much loved band program. Finishing the year with fun, the bands all gather for what is known as The Big Band Bash, and is always well received by the supporting families.
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.

This year all students K-6 participated in the Premier’s Sporting Challenge, in which most students obtained either a diamond or gold level of achievement.

All K-2 students attended gymnastics and tennis lessons throughout the year. 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. Kindy also attended Hop Skip Jump lessons promoting self-confidence, coordination and cooperation through sport.

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, the 9 years, 11 years and 12 years teams were all successful at the district All Schools Carnival and the 9yrs were semi-finalists at the State Carnival. In the Paul Kelly Cup, 28 boys represented the school, winning the comp and progressing to the semi-finals.

We entered teams in the Manly Sea Eagles eagle tag championships. 9ys progressed to the finals and won, with the 12yrs making it through to the grand final. Boys and girls competed in the Rugby League Gala 7-a-side. The Junior boys’ teams won the competition.

In 2012, we entered the PSSA State Knockout competition in boys’ and girls’ soccer, rugby league and boys and girls touch football. Our boys touch team progressed to the State finals, gaining third place.

This year, we had 3 state representatives in tennis and 1 in soccer. In Athletics, 6 individual regional representatives in both track and field. We broke 2 Zone records at the Pittwater Zone Athletics Carnival. One student then went on to represent at state level.

In Swimming, the school had one relay team and 5 individuals represent at the regional level, with 1 going on to State. 5 students also represented the school at regional cross country.

The Intensive Swimming Scheme occurred during Term 4 for all Year 2 students. Improvement in the safety and swimming ability was noted in the students attending.

Chess Club

The Chess Club, run by a P&C subcommittee, has been in operation for twelve years, offering lunchtime coaching and intra-club competition for children in Kindergarten through to Year 6. Coaching
for juniors and seniors was offered during 2012 using professional coaches assisted by parents. Enthusiasm remained high among the students and this was demonstrated by their continued success in regional tournaments.

On March 29th Mona Vale hosted the Northern Beaches Primary Schools Chess Challenge. There were 88 teams from 19 local schools. Mona Vale’s B team placed second in the competition and also received a trophy for the top all girls’ team. Mona Vale’s A team placed eleventh. There were also some impressive results from our younger players, including Mona Vale H team which placed 15th overall and second in the Junior Division.

Mona Vale entered 3 teams into the NSW Junior Chess League Primary Schools Competition for the Manly Warringah Zone, which ran on Friday afternoons after school commencing on 4th May and finishing on 3rd August. All 3 teams placed well in their respective divisions. The Championship Division team placed 6th, the Rookies Division placed 1st and the junior Rookies Division placed 2nd.

On 19th June, 19 Mona Vale students attended an individual all day tournament run by the Sydney Academy of Chess at Curl Curl North P.S. Mona Vale students placed 3rd in this competition. A team from Mona Vale qualified to participate in the semi-finals of this competition in September at Warrawee Public School and it placed in the top half.

Mona Vale entered two teams in the Scots College Primary Schools Chess Challenge which was held on Friday 22nd June. Our A and B teams placed in 18th and 23rd position, a great achievement.

Mona Vale entered two teams in the NSW Interschool Girls’ Team Chess Challenge which was held on Thursday 23rd August. Our A team placed 5th and our B team placed 7th.

On Wednesday 7th November Mona Vale hosted the NSW Junior Chess League’s Northern Beaches Primary Schools One-Day Chess Teams tournament. Mona Vale entered 12 teams and altogether 54 teams participated. Mona Vale A team finished 2nd overall.

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)
Year 3 students performed favourably in their NAPLAN reading assessment, with students performing well above the state average. In 2013 we will develop strategies to move our data further into the proficiency bands.

Year 3 Numeracy results were pleasing, with students performing within regional targets on the tests. In 2013 we will continue to examine teaching pedagogy in mathematics to ensure our students continue to improve.

Year 5 students achieved outstanding results in reading, outperforming our similar schools group (SSG) and placing well within regional targets. The students were congratulated on their excellent results, which reflect a concerted effort by staff to improve performance data in literacy.

Year 5 Numeracy data was equally pleasing, with students performing well above similar schools and within regional targets. In 2013 we will strive to move an even greater percentage of students into the proficiency bands.
Progress in reading

Whilst progress between Year 3 and 5 was not as strong in 2012, overall the school demonstrated a higher growth rate than our similar school group (SSG) and state averages.

Progress in numeracy

Again, in numeracy, our growth rate was higher than the state and similar schools group, which was pleasing. We also maintained our growth rate from the previous period, indicating our teaching strategies are consistently effective.

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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Aboriginal Education, taught as a perspective across the curriculum, has become a focus for awareness-raising activities and teaching. Cromer 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 82% indicating that Aboriginal people should be treated the same as themselves.

Multicultural education

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 Council helps organises Harmony Day.
celebrations and this focus on celebrating our diversity is widely supported by the Mona Vale community.

**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, 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 8,000 students from diverse backgrounds from K-12, with new and dynamic learning opportunities.

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.

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 a survey, PCS staff have 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, Indigenous education programs and staff participation in professional learning activities.

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 2012 eg competitions, robotics challenges and enrichment activities. More occasions will be provided for students to visit Macquarie University. Robotics programs will be also extended in our schools with the help of staff and student tutors from Macquarie University.

**Progress on 2012 targets**

**Target 1**

Repeat target for 2012 from 2011 report

- Raise the school’s mean in Year 3 Reading from “below region” to “within region” in 2012.
- Increase in percentage of students performing in the proficiency bands for Year 5 Reading from 41.3% to 50% in 2012.

Our achievements include:
• Year 3 successfully met this target of achieving within region in reading.
• Performance of students in Year 5 improved significantly, with 72.4% of students achieving in the top 3 bands.

Target 2
• Raise the school's mean in Year 3 numeracy from “below region” to “within region” in 2012.
• Increase in percentage of students performing in the proficiency bands for Year 5 in numeracy from 54.2% to 60% in 2012.

Our achievements include:
• While we did not achieve our school target of moving within region in Year 3 Numeracy, pleasing progress has been made in identifying and supporting students in the area of numeracy. A range of strategies, including gender based classes, will be employed in 2013 to address these issues.
• Performance of our Year 5 students in Numeracy has been particularly pleasing, being within 1% of the regional data. Northern Sydney Region is the highest performing region in Australia.

Target 3
• Increase the percentage of curriculum being delivered via technology to 30% in 2012.
• Enhance digital literacy skills of students by producing one booklet per student by Term 3 2012 to determine baseline data for 2013 targets

Our achievements include:
• All staff increased the level of curriculum delivery through technology enabled learning strategies within their classrooms.
• The students K-6 prepared a digital work sample through their specialized ICT program.
• The school’s technology infrastructure was upgraded significantly to ensure 21st century technology enabled learning schooling.

Target 4
• Conduct a qualitative survey to determine staff’s attitudes towards professional and executive support, staff collegiality and staff participation in key decision making processes

Our achievements include:
• Staff overwhelmingly commented positively on the improvement in staff culture and collegiality. In particular, staff have noted a significant change in the way they relate positively with each other and with the school executive.
• Staff commented that the executive not only recognize staff effort, but are also approachable and open.
• Overwhelmingly, staff indicated that professional development time was not only used effectively, but also focused on improving student outcomes.
• Staff commented that the new direction in leadership had been both
professionally and personally supportive of staff and their needs.

- Many staff indicated that the executive have helped them enhance their teaching skills and have provided an opportunity to develop their leadership capacity. Staff also commented that the executive were focused on supporting the development of management skills and career development goals among staff.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Catering for Individual Differences.

The review used 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.

Catering For Individual Differences

Background

Mona Vale hosts two Opportunity Classes and has Enrichment Classes from grades two to Year 6. Entry into both Opportunity Classes and Extension Classes is highly competitive and has resulted in considerable discussion and opinion within the community. The Review sought to determine the level of support and understanding for these classes.

Findings

Parents, (91%) overwhelmingly support the provision of a differentiated curriculum and class structure to support students requiring academic extension,

Students, (72%) indicated they support Extension Classes and indicated that children who find class work easy should be extended,

Staff, (40%) while evenly divided in their support for Extension Classes believed that the curriculum needed to be differentiated to support students who required extension.

Parents, (77%) while supporting Extension Classes at Mona Vale, only (42%) indicated they understood the criteria for entry into Extension Classes and 50% for entry into Opportunity Classes

Future directions

- The school formed a Catering for Individual Differences (KIDS) team to support the development and implementation of policies and programs to support the differentiation of curriculum provision to address the needs of all learners.
- An extension class formation policy was written to make transparent the entry criteria for students into our extension classes.
- We formed a high performance unit within the school to provide further opportunities for students to be extended both academically and culturally at school.
- We identified and created a register of students who displayed gifts or talents in a broad range of areas. These students will be monitored as they progress through school and will be matched to opportunities to extend their abilities.
- Staff K-6 were trained in strategies to identify and support gifted and talented students. There will be ongoing teacher professional learning to support the school’s focus on ensuring high performing students meet their potential.
Parents, through the Mona Vale Mail, class parent meetings and P and C meetings, are continually updated and informed on opportunities to meet the needs of all learners.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students

Students commented favorably on many aspects of the school and the way it supports them. Overwhelmingly students, (94%) indicated they felt safe at school many commented that the school does not accept bullying (88%) and that teachers are friendly and helpful (82%). Students, (84%), when asked about their learning indicated that they enjoy their learning, they learn to get along with others (95%) and that the school cares about their learning and wants them to be successful (86%). Students, (92%) strongly supported the focus on school leadership indicating that students are given opportunities for leadership

Parents

Parents, (93%) overwhelmingly indicated that their child is happy at school and that the school was a safe and secure environment. Parents, (92%) believe the school is well managed and projects a clear direction for the future (87%). Parents, (88%) indicated that the Principal holds high expectations of staff and students and that staff are courteous and professional (92%). Parents, (77%) stated that through the P&C they were involved in school planning and that the school uses its resources to benefit their child (77%)

A significant number of parents, (90%) indicated that Mona Vale is an excellent school and projects a positive image of Public education.

Staff

Staff reported a high level of satisfaction in working at Mona Vale citing strong collegial leadership (100%) a respectful and supportive Principal (100%), excellent communication within the school (90%) and the regular and systematic celebration of student learning (100%).

Staff valued highly the schools focus on Teacher Professional Learning indicating professional development time is used effectively (92%) and that it focuses on improving student outcomes (92%) Many staff acknowledged that a change of senior leadership and culture had improved collegiality at the school considerably.

A significant number of staff, (95%) feel a sense of loyalty towards the school and community and said they were proud to work at Mona Vale, (95%)

Professional learning

In 2012 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 Communities, and professional learning plans for individual teachers.

Staff Development Days focussed on the training of all teaching and support staff in Positive Behaviour for Engaging Learners, consistency in assessment and reporting and Technology enabled schooling. In addition to Staff Development Days, professional learning was undertaken on Tuesday afternoons during stage and staff meetings. In Week 4 of each term all staff
attended PCS professional learning sessions on a variety of subjects.

In addition to the $22,000 Tied Professional Learning Funds the school spent $7,301 of school funds on professional learning. The focus for the majority of this expenditure was literacy, numeracy, quality teaching and beginning teacher development.

School planning 2012—2014

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

School priority

Curriculum and Assessment (Intellectual Quality)

Outcome for 2012–2014

• Quality teaching and assessment practices are implemented in all teaching programs for learner diversity

2013 Targets to achieve this outcome include:

1. Improve annually the percentage of students achieving in the top 2 bands for NAPLAN Literacy and Numeracy in Years 3 and 5.

Strategies to achieve these targets include:

• Curriculum support for programming
• IPI Process
• 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)

Outcome for 2012–2014

• Quality leadership practices are modelled by student and staff leaders.

2013 Targets to achieve this outcome include:

Role statements for staff and student leadership positions are effectively implemented.

Strategies to achieve this outcome include:

• Explicit professional development for executive staff and aspiring assistant principal, provided by external consultant from the private sector.
• Executive and/or nominated staff explicitly develop and mentor the student leadership team for 2013 via weekly meetings.
• Role statements are reviewed and redeveloped to address school needs.

School priority 3

Engagement and attainment (Quality Learning Environment)

Outcome for 2012–2014

• Improved student and school performance.

2013 Targets to achieve this outcome include:

Improve classroom practice, programming and assessment procedures to accurately identify learning outcomes for every student.

Strategies to achieve these targets include:

• 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.

- All teachers supported to provide inclusive classrooms for students with specific learning needs

**School priority 4**

*Inclusivity and connectedness (Significance)*

**Outcome for 2012-2014**

- All students feel supported and connected to their learning through student welfare programs and curriculum differentiation

Strategies to achieve these targets include:

- Term 4 2012 - PL on effective behaviour management skills to support PBEL program and enhance student engagement
- Development and delivery of Personalised Learning Plans, (PLPs) for 3 targeted students per class
- Gifted and Talented policy introduced to all staff and community and implemented
- Establishment of GATS coordinator to monitor 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.

**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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School Code: 2593 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: