



# Prouille Catholic Primary School Wahroonga

## 2009 Annual Report



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## **1. Message from Key Groups in Our School Community**

### **1.1 Message from the Principal**

I sincerely thank the staff, parents, students and the wider Parish of Holy Name, Wahroonga, for the warm welcome I received in 2009 in my first year as Principal of Prouille Catholic School. Without the support from all staff, the parent body and the wider Parish (with particular reference to the School Leadership Team, the P&F Executive Team and the Parish Pastoral Council) 2009 would not have been as successful as I firmly believe it was regarding school improvement in all areas.

At Prouille Catholic Primary School, the staff strives to provide outstanding Catholic education, working with parents as partners in this endeavour. Importantly too, Prouille is an integral part of Holy Name Parish, Wahroonga, and the wider community.

Prouille Catholic Primary School is an extraordinary community that is particularly characterised by the welcoming parents, staff and students. This invaluable trait has remained constant year in and year out because of the effective pastoral care structures in place and the Dominican spirit of generosity that permeates all aspects of school life.

During 2008, Prouille Catholic Primary School participated in a whole school review conducted by the Catholic Schools Office. This process involved the entire community and ultimately provided a valuable report with numerous commendations in all aspects of schooling and parish initiatives. Additionally, the report afforded Prouille Catholic Primary School a concise set of recommendations. Now, with a clear sense of direction and purpose guided by our newly developed Strategic Plan (2009-2012) and associated Annual Goals, Prouille is well placed to move from strength to strength.

Prouille Catholic Primary School has much to celebrate beyond outstanding academic achievement; exceptional success in Music and Creative Arts is a hallmark of Prouille. The dedication of staff, the calibre of the students and the involvement of many parents/grandparents/friends sets Prouille in a privileged position to meet the contemporary challenges of Catholic education in our increasingly secular world.

### **1.2 Message from the Parent Body**

2009 has been another busy year for the Prouille P&F!

We were very pleased to welcome our smiling and enthusiastic new Principal. We are indebted to him for his openness, his genuine interest in, and commitment to, the role of the P&F in our school and for his leadership.

As Presidents, our greatest challenge this year has been the implementation of the P&F structural and constitutional requirements of the Catholic Schools Office to our committee. Whilst these transitional changes initially created some angst and upheaval, we believe that the new structure will provide our whole school community with a greater opportunity to participate in the P&F and provide committee members with clearer operational guidelines.

For the first time in many years, the P&F now operates with a smaller Executive Committee and has open General Meetings each term to which all parents and friends are invited to attend. It is hoped that this new structure will enable a more inclusive participation in school life for all parents.

In 2009 P&F funds were spent largely on IT upgrades, the provision of new readers across the Infant and Primary classes, completion of fencing for St Thomas' playground and some much needed maintenance work in the Admin Block.

One of the most important roles of the P&F is community building within our school family. At Prouille this has traditionally taken the form of social events for parents and families, class parent initiated events, and parent involvement in special days such as Grandparents' Day and sports days. We would like to take this opportunity to express our tremendous appreciation to our Social



Committee and their vast team of volunteers who have made 2009 another successful year for our community.

Thanks also to the many Class Parents for their wonderful role in arranging play dates, parent evenings, gifts as required and support for families who have needed assistance throughout the year. This 'grass roots' role is a powerful and important one as we build the threads of a caring and supporting school community.

The Treasurer's role this year has been a daunting one as we have sought to more closely align our practices and procedures with Catholic Schools Office policy. Thank you to our Treasurer for undertaking this role – for the many countless hours spent gently guiding us along a new path.

We also extend our great appreciation to all the other members of the 2009 P&F Committee:

- The Auditor
- The Diocesan Parent Council Representatives
- The Fundraising Coordinator
- The Grounds Coordinators
- The Parish Liaison Officer
- The Secretary
- The Uniform Shop Coordinator
- The Webmaster

and the wider school community for their ongoing support and commitment to Prouille. These combined efforts culminate in an extraordinary community, providing a wonderful school environment for our children's education.

Finally, our report would not be complete without mentioning our deep gratitude to all the teaching and support staff at Prouille. The patience, commitment and good humour which they tirelessly offer our children is greatly admired and deeply appreciated by all families.

*P and F Co-Presidents*

### **1.3 Message from the Student Body**

The 2009 Student Executive consisted of:

- School Captains
- Mission Prefects
- Liturgy Prefects
- Parish / School Liaison
- Colour House Captains
- Bus Prefects
- Library Monitors
- Music Captains

Much was achieved by the student body in the support of school events such as the swimming carnival, athletics carnival, liturgies, Book Week, talent quest and more. These opportunities allowed growth in leadership and taking responsibility and taking initiative.

Above and beyond all of these more formal roles listed above, all Year 6 students were viewed as important (and equal) leaders in the school. Our main role as leaders was to be terrific role models



for the younger students in the school. There was, of course, the Kindy Buddy Programme, but this buddy programme really involved all students at Prouille (not just Kindy). The Principal would often say, "If Year 6 are excellent role models, the entire school is guaranteed to run well." As school leaders, we think the school ran very well in 2009!

*Prouille School Captains*



## 2. School Profile

### 2.1 Introduction

Prouille was established as a Catholic Primary School over fifty years ago by the Dominican Sisters. It is one of thirty-six primary schools within the Broken Bay Diocese.

There are twelve classes from Kindergarten to Year 6 catering for both boys and girls.

The school draws students from the set diocesan boundaries (Wahroonga, Turramurra, Warrawee and Normanhurst) and from outside those boundaries.

Approximately 92% of students are baptised Catholic; the school integrates traditional Catholic teachings, providing an understanding of the present, through an appreciation of the past.

### 2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
140	126	36	0	266

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

All enrolment applications are given consideration including liaising with the Parish Priest. All applications are processed by the Prouille Enrolment Committee.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.4 Staff Profile

The NSW Government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
20	0	0	20



Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

## 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 95.2%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 86.4%.

## 2.6 Teacher Satisfaction

One of the greatest traits of Prouille Catholic Primary School is the respectful and co-operative student body. This factor, together with a teaching team that is keen to work towards common goals, makes Prouille such a terrific work environment.

Furthermore, staff satisfaction is derived from ongoing, rewarding challenges of curriculum development, students' needs, parish interconnectedness and individual roles of responsibility.

All staff had a specific curriculum area to lead and develop in 2009. Staff direction was provided by the School Leadership Team.

Interactive whiteboards were purchased and installed in all classrooms in 2009. Every staff member has been inspired to find the best ways to utilise the new technology to improve teaching and learning in the classroom. Teachers particularly appreciated staff ICLT sharing sessions, our ICLT Staff Development Day and general professional development in support of student improvement.

Staff liturgy teams were established, and liturgical celebration preparations were shared by all teachers throughout the year. This was the first time this has been done at Prouille, and the sense of achievement by staff was rewarding indeed.

Renewed connections (social and professional) with staff and students at St Lucy's School has also been a wonderful achievement.

## 2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	89
1	90
2	90
3	92
4	89
5	92
6	88

The average student attendance rate for the whole school for 2009 was 90%.

**Management of non-attendance:** In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility



under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.8 Student Satisfaction

The student executive team considered 2009 to be a year of achievement for Prouille in the following areas:

- Social justice
- Academic studies
- Sport
- Chess
- Music.

Team spirit and aspiration for personal best was evidenced through the ever-present effort and spirit of keenness and enthusiasm amongst the Year 6 leaders. Role descriptions were developed for all Year 6 students because every student in Year 6 was viewed as a leader.

The School Leadership Team, with the support of all staff, ensured that every opportunity possible was given to students (K-6) to develop a sense of responsibility. Opportunities were found in classroom initiatives, school liturgies, Parish initiatives and within general playground activities. Additionally, whenever students presented a school improvement initiative, opportunities were always sought to develop the initiative further.

Fundraising and outreach in 2009 was particularly successful in providing so many rich experiences for all students. The following represent some of these initiatives in 2009:

- St Vincent de Paul Winter Appeal and Christmas Appeal
- Candela - Peru Stall



- Mission Week experience
- Victorian Bushfire Appeal
- Fundraising for Autism Australia and Cystic Fibrosis
- Christmas Cards for The Grange, Waitara
- The extensive outreach program to St Lucy's.



### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

Prouille Catholic Primary School was founded by the Dominican Sisters in 1950; the school flourished under the Dominican Sisters until 1989 when the first lay principal was appointed. Prouille's motto is "Veritas" ie "Truth" - the motto of the Dominican Religious Order.

Prouille is the name of a small village in southern France, and this is where St Dominic, in 1206, established the foundation of the first Dominican Sisters.

Prouille's educational philosophy is grounded in the precepts of the Gospels and in Christian teaching. Christian values underpin all we do.

St Dominic's message was simply to keep passing on the message of Jesus:

"God loves and treasures every person".

His power was to inspire others, through his words and actions, to be a loving neighbour to all God's peoples and to be true to the teachings of Jesus.

As a Catholic community, Prouille school comes together in pursuit of a common goal – the Christian education of the young – offering a vision of life and its meaning to allow each student the opportunity to explore, understand and value the spiritual dimension of life through religion, literature, art, drama, music, nature and human relationship. The school provides each student with an environment where individual gifts and capabilities are extended so they can participate actively and responsibly in the community.

#### 3.2 Religious Life of the School

The school year commenced with our Opening School Mass at Holy Name Church. This Mass officially acknowledged our new school leaders for 2009.

Our next special liturgy was a combined celebration with the Stage Three students of St Lucy's. This liturgy was for Ash Wednesday and took place within our assembly area which was converted into a special sacred space.

All throughout the year, special liturgies continued to be shared by the community and facilitated by the students and their teachers. These liturgies included:

- St Patrick's Day
- Holy Week presentation
- ANZAC Day
- Grandparents' and Special Friends' Day
- Mary MacKillop
- St Dominic's Day
- Remembrance Day
- Mothers' Day
- Fathers' Day

All students participated in the Diocesan Mission Mass while Year 6 students attended the Year 6 Cluster Mass. These were both significant Diocesan celebrations held at our Cathedral, Our Lady of the Rosary, Waitara. The Year 6 children also concluded what was an amazing year with their Graduation Mass and Celebration.



All classes co-ordinated and participated in one of the Parish Sunday Masses throughout the year. The children in Year 2 received the Sacrament of Confirmation and the children in Year 3 received the Sacrament of Penance and the Sacrament of Holy Communion.

Another major focus for 2009 was the reclaiming of our Dominican heritage. A number of opportunities were provided for staff, parents and students who undertook this journey. Some particular highlights include:

- a Staff Development Day held at Santa Sabina College, Strathfield and facilitated by those who are connected to the Dominican story
- a joint Parish/School celebration on the Feast of the Sacred Heart where Mass was led by Dominican Priests and a Dominican Nun
- the establishment of new school Colour House banners that reflect the Dominican charism and symbols
- the creation of a three panel mural situated within our prayer garden which connects us to the story of St Dominic, Prouille, France.

Throughout 2009 we have maintained an ongoing relationship and connection with our Dominican neighbours, St Lucy's, Wahroonga. This relationship has seen the continuation of the Stage 3 integration project, as well as the revitalisation of the Play Buddies Programme. As well, we attended the St Lucy's Theatre Project presentation of *The Queen's Forest* and continued social and professional connections with St Lucy's staff.

The enrichment of our Catholic Identity within the school grounds has seen the building of a prayer garden. This prayer garden was jointly designed and co-ordinated by two parents, the Year 6 teacher and the Year 6 students and families. The garden is a memorial to those parents and students within the school who have passed away. It is a lovely sacred space which has been maintained and utilised regularly by the community of Prouille.

With regards to social justice and outreach initiatives, the following were actively supported by the parents, staff and students of Prouille:

- St Vincent de Paul Winter Appeal and Christmas Appeal
- Candela - Peru Stall
- Mission Week experience
- Victorian Bushfire Appeal
- Fundraising for Autism Australia and Cystic Fibrosis
- Christmas Cards for The Grange, Waitara
- The extensive outreach program to St Lucy's

In creating a culture of prayer and support, the children have also had the opportunity to contribute names of loved ones who have died to the Prouille Book of Remembrance, and the Seasons for Growth programme was implemented for those children in need of this support.

For staff, weekly prayer was utilised at both staff meetings as well as on a Thursday morning before school in the form of Lectio Divina.

2010 will see a major focus on our school's 60<sup>th</sup> Anniversary which will indeed be a very special community event to be shared with both our families and parishioners.



### 3.3 The School in the Life of the Parish and the Diocese

Prouille Catholic Primary School has developed a strong relationship with Holy Name Parish, Wahroonga. The parish is central to the liturgical life of the school community – planning between the Parish Priest and the Religious Education Co-ordinator occurred at the start of each school term to plan appropriate liturgical events for the year.

Students participated in parish liturgies throughout the year. The Ash Wednesday Liturgy involved the wider community and the Mass for the Feast of the Assumption included all Catholic schools in the area.

Throughout the year, each grade was rostered to minister at one Sunday Mass. The children were involved with the readings, procession of gifts, prayers of intercession and singing. Morning tea was provided by the parents of the appointed grade at the conclusion of Mass.

The school actively promoted the parish based Sacramental Program. The Religious Education Co-ordinator met with the Parish Sacramental Team regularly to facilitate the program. Regular notices were put in the school newsletter endorsing the Sacramental Program.

The school participated in Diocesan liturgies and events such as the Year 6 North Shore Cluster Mass and the Mission Mass.

### 3.4 Catholic Worldview

As a Catholic school, Prouille has the task of developing and supporting the Catholic Worldview. At Prouille, we aim to provide opportunities to apply that worldview to all aspects of life, both within the school context and the wider community.

Teachers were encouraged to draw out and articulate ways in which they already contribute to the formation of young Catholic disciples at our Spirituality Staff Development Day in Term 4.

The development of detailed units of work for each Stage regarding St Dominic and the Dominican Way linked beautifully with the Catholic Worldview.

### 3.5 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

One teacher gained her Accreditation of Teachers of Religious Education, while five teachers continued studying for the NSW Religious Education Certificate.

During 2009, the Religious Education Coordinator worked with an Education Officer-Mission Services and classroom teachers to develop learning sequences for modules of work.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

Based on the Diocesan policies, Prouille has the following policies: Pastoral Care, Anti-Bullying and Student Behaviour Management.

Prouille believes that a safe school is the responsibility of all stakeholders, including the parish. Principal, staff, students and parents were issued with new/updated policies where applicable.

All policies are easily accessed by staff in hardcopy and online. Programs which focus on prevention and reinforce positive student behaviour establish a strong foundation built on the Gospel values.

To ensure an effective pastoral care prevention program, the following components were incorporated:

- clearly defined behavioural expectations
- consistent implementation
- teaching appropriate behaviour through the Religious Education modules
- ongoing monitoring and dissemination of data to staff and parents
- positive recognition and public acknowledgment of appropriate behaviour
- intervention plan increasing the number on the student executive team.

2009 ensured a systematic approach to the development of quality relationships, improved learning experiences and effective care network.

Catholic Worldview in the true sense demands application to all aspects of life.

### 4.3 Pastoral Care of Families

School and parish worked closely to ensure families in need were well-supported through community support and professional agencies.

Class Parents have a pastoral care responsibility, through effective communication and strong partnership, incorporating a sense of:

- welcoming
- belonging
- caring for one another/affirming
- co-operating
- supporting healing
- celebrating

Professional support used in 2009 by families included the Prouille Learning Support Department, School Counsellor, and Centacare.

The *Seasons for Growth* Program for students experiencing grief was run this year by trained school staff and trained parishioners.



#### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

#### 4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the Catholic Schools Office for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Schools Office personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

The major initiatives for implementing quality teaching and learning in 2009 were:

- Development of new Strategic Plan 2009-2012 (strong school improvement / quality teaching/learning focus)
- Development of new School Vision
- Development of a new model of learning (Facilitator Model – emphasis on a K-6 approach in all KLAs)
- Development of our understanding of what constitutes a balanced Literacy block (established agreed practice K-6)
- Development of our understanding of how to best integrate ICLT (Information, Communication and Learning Technology) into teaching and learning with a specific focus on Literacy
- Formation of lasting professional learning relationships with the Catholic Schools Office and neighbouring schools (Our Lady of Perpetual Succour, West Pymble; Corpus Christi, St Ives; St Agatha's, Pennant Hills)
- Upgrade of our computer resources to include at least five computers (notebooks) in every classroom
- Installation of interactive whiteboards and data projectors in every classroom K-6 with relevant professional development provided for all staff in Term 4 2009. This will continue to be a major focus in 2010.
- Commencement of the process of strengthening and deepening our Dominican heritage and school identity.

### 5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 45 students in Year 3 and 30 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



**Band Distributions (%) – Year 3**

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	0	16	23	28	33	100
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	<b>2008</b>	School	3	0	10	9	34	44	97
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
<b>Writing</b>	<b>2009</b>	School	0	0	2	11	47	40	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	<b>2008</b>	School	3	0	0	9	25	63	97
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
<b>Spelling</b>	<b>2009</b>	School	0	0	5	28	47	21	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	<b>2008</b>	School	3	3	12	16	41	25	97
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	2	2	5	44	47	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	<b>2008</b>	School	0	3	3	16	31	47	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
<b>Numeracy</b>	<b>2009</b>	School	0	5	9	27	39	20	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	<b>2008</b>	School	0	0	3	44	31	22	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

The Year 3 cohort's mean was higher than the National mean in each of the following tests: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The band distribution for Year 3 demonstrates that the school percentage of students in the top two bands greatly exceeded the national distribution. It is pleasing to note the very low percentages of students in the bottom two bands. This suggests that our early intervention programs (including extension and enrichment programs) are successful in meeting specific targets. It is also pleasing to note that our Writing, and Grammar and Punctuation results in Year 3 are strong compared with national figures.



**Band Distributions (%) – Year 5**

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	3	3	33	47	13	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	<b>2008</b>	School	0	10	17	24	42	7	100
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
<b>Writing</b>	<b>2009</b>	School	0	0	20	33	23	23	100
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	<b>2008</b>	School	0	7	24	48	11	10	100
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
<b>Spelling</b>	<b>2009</b>	School	0	0	3	30	57	10	100
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	<b>2008</b>	School	3	7	17	28	35	10	97
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	0	0	23	43	33	100
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	<b>2008</b>	School	4	17	17	31	14	17	96
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
<b>Numeracy</b>	<b>2009</b>	School	0	3	20	20	33	23	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	<b>2008</b>	School	0	11	11	50	18	10	100
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

The Year 5 cohort’s mean was higher than the National mean in each of the following tests: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. It is pleasing to note the low percentages of students in the bottom two bands. This suggests that our early intervention programs (including extension and enrichment programs) are successful in meeting specific targets.

It is also pleasing to note that Spelling, and Grammar and Punctuation results in Year 5 are strong compared with national figures.

**5.3 Extracurricular Activities**

***Private Music Lessons***

The availability of excellent music tutors attracted many students in 2009 - piano, violin, viola, cello, guitar, various band instruments and choir.

Lunch time and evening recitals presented by the String Ensemble, Prouille Concert Band and pianists brought musical entertainment to the school, parish and senior citizen communities.

The Concert Band attended a camp, with extra tuition in place, provided by a resident conductor.

***Sport***

Regular physical activity is one of the essential ingredients for developing and maintaining optimum health.



2009 saw the ongoing implementation of a sequential whole-school sports program based on the syllabus.

Term 1 saw outstanding results at the annual swimming carnival, with numerous school records broken.

A number of students achieved Polding House Level of Competition.

The winter athletics carnival began with a robust health hustle, led by spirit-filled Colour Captains.

Standing records were broken, with one student progressing to State level.

Seasonal activities were well supported in 2009 - soccer, netball, rugby and basketball. Parents took responsibility for coaching and team management and reporting weekly through Prouille's newsletter.

### ***Public Speaking***

Students from Kindergarten to Year 6 participated in the school's annual competition. Two senior students were chosen to present at the Diocesan Cluster Level. Prouille gained third place.

### ***Creative Arts***

The arts are considered an integral part of education at Prouille.

2009 saw all areas of the Creative Arts curriculum implemented.

The sequential Music Program K to 6 ensured good pedagogy in all areas of music – guitar and recorder were taught at grade level. Choir numbers remained strong throughout the year.

A whole school workshop with Andrew Chinn and all students K to 6 culminated in a Christmas Concert held at St Lucy's School.

## **5.4 Professional Learning**

In 2009 all Prouille staff participated in extensive professional development in a bid to further improve quality teaching and learning in the classroom. Much of the direction of this professional development was determined by the findings in the 2008 whole school review by the Catholic Schools Office.

Student improvement goals in 2009 had a strong literacy focus. Establishing consensus amongst all teachers K-6 regarding what constitutes a balanced literacy block with best practice was the basis of the main professional learning goal. Consultation with Education Officers from the Educational Services Team at the Catholic Schools Office, external consultants and drawing on the wealth of staff knowledge, resulted in renewed commitment by all teachers K-6 to student improvement, particularly in literacy.

Towards the end of 2009, a comprehensive Model of Learning and Professional Development was developed in close consultation with all staff. The model provides for two School Leadership Team members to work closely in and out of class with all teachers on individual teacher professional needs (including individual teacher class needs). In 2010, this model will be fully implemented. Education Officers from the Educational Services Team at the Catholic Schools Office will continue to lead the School Leadership Team in the effective implementation of the Learning Model in 2010. This connection with the Catholic Schools Office will continue into 2010, and has assisted in building leadership density on the School Leadership Team; importantly too, the Learning Model supports and promotes the professional development of all teachers that, in turn, will lead to more classroom teachers aspiring to curriculum leadership roles.



## 6. Strategic Initiatives

### 6.1 2009 Priorities and Achievement

The major achievements reflected the areas that were prioritised in our 2008 plan for 2009 and are outlined below:

- Development of new Strategic Plan 2009-2012 (strong school improvement / quality teaching/learning focus)
- Development of new School Vision
- Development of a new model of learning (Facilitator Model – emphasis on a K-6 approach in all KLAS)
- Development of our understanding of what constitutes a balanced Literacy block (established agreed practice K-6)
- Development of our understanding of how to best integrate ICLT (Information, Communication and Learning Technology) into teaching and learning with a specific focus on Literacy
- Formation of lasting professional learning relationships with the Catholic Schools Office and neighbouring schools (Our Lady of Perpetual Succour, West Pymble; Corpus Christi, St Ives; St Agatha's, Pennant Hills)
- Upgrade of our computer resources to include at least five computers (notebooks) in every classroom
- Installation of interactive whiteboards and data projectors in every classroom K-6 with relevant professional development provided for all staff in Term 4 2009. This will continue to be a major focus in 2010.
- Commencement of the process of strengthening and deepening our Dominican heritage and school identity:
  - Parish renewal led by Dominican religious
  - Created Prayer/memorial Garden
  - Established Dominican traditions re Grandparents'/Special Friends' Day (Dominican Rosary Beads/Lily etc)
  - Designed separate Dominican units of work for all classes K-6
  - Developed Dominican links with Santa Sabina College-Strathfield
  - Developed Dominican links with St Lucy's
  - Leadership Team attended Dominican Conference in Adelaide
  - Preparation for our 60<sup>th</sup> Anniversary
  - New School Colour House Banners steeped in Dominican symbolism
  - Three panel mural steeped in Dominican symbolism
- Developed strong ties with St Lucy's School:
  - Developed social ties with St Lucy's staff
  - Year 4 Buddy Program
  - Friday integration program (Years 5 and 6)
  - Involvement in liturgies of both schools



- Complete revamp of School Website
- Complete upgrade of "take home readers" for K-2 and a huge injection of funds into Guided Reading materials K-6
- Playground Equipment with "soft-fall" (to be temporarily installed in lower playground)

## **6.2 2010 Priorities and Challenges**

- Ensure our pedagogical approach in IT is the most appropriate to enhance student learning and growth. Professional development in this area is a major focus in 2010.
- Develop a deeper understanding of Dominican charism with a focus on preparing for our 60<sup>th</sup> anniversary
- Continue to sustain a common understanding of a balanced Literacy block
- Gain a common understanding of a balanced Numeracy block
- Work towards continuity K-6 in the teaching and understanding of Mathematics
- Align teacher programming with new learnings
- Use the Facilitator Model to differentiate the curriculum.



## 7. Parent Participation

### 7.1 Introduction

Parent involvement throughout the year was directly through the P&F, Class Parents, Parish Committees and Staff.

Parent participation increased in two areas of school life: support in the classrooms and the Family Masses held on specific Sundays throughout the year.

The Tears and Tissues morning tea provided a friendly forum for new and established parents, followed by a Welcome In Cocktail Party.

The P&F Social Committee established functions, dates and times for 2009 in Term 4, 2008.

Class Parents plan at least two informal get-togethers for grade parents each year. Attendance varied, yet firm friendships were formed.

Further areas of parent participation include:

- pastoral care of families in need
- Buddy Programme for new families coming to the school
- support for Concert Band, Orchestra, Choir, and Parish Family Masses
- class excursions
- support for parish liturgies and socials
- membership of the P&F
- classroom activities – computers, reading, art, gross motor, special needs support.

The intention and direction of parent participation would benefit from more formalised role descriptions. This was reiterated by the parent representatives on the Diocesan School Council Committee.

The Uniform Shop continued to be operated professionally in 2009. Accounting software was updated and training implemented, ensuring efficient stocktaking.

### 7.2 Parent Satisfaction

Parents participated positively in the school and parish. Family and Class Masses were prepared and celebrated by staff and parents and children, encouraging parents to become active stakeholders in the Religious Education program by taking organisational and supportive roles, particularly at weekend Masses.

Dissemination of news through the primary source of school/home communication centred on the weekly newsletters including items from the P&F, Class Parents and the Catholic Schools Office. All of the above can be located on the school website and the P&F website.

An in-depth three part inservice by an external literacy facilitator for parents in Term 1 on Literacy in the Primary Classroom was very well received. Many parents have asked for this to be re-run in 2010.

An A-E reporting information session for parents and carers was welcomed. Staff availability for parents who needed an interview after reports were sent home was also a positive initiative.

Class Parents for each grade revisited their role description; changes made were agreed on by all involved, and resulted in providing organised support in the following areas:

- classroom



- families in need
- class socials
- parish liaison
- sporting events
- excursions.

Finally, in 2009, Prouille established a Parent Education Committee that met once a term. This will continue in 2010.



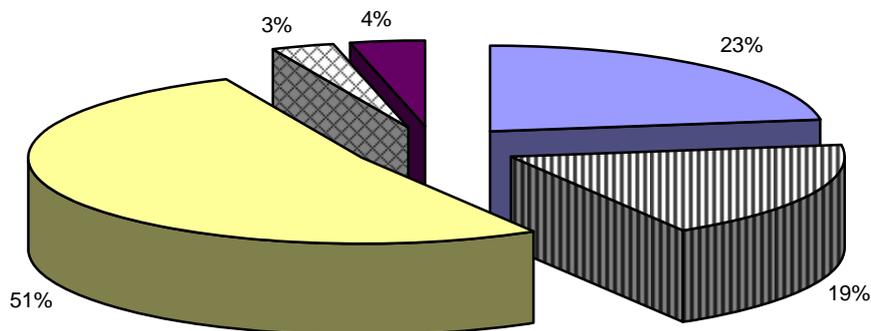
## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

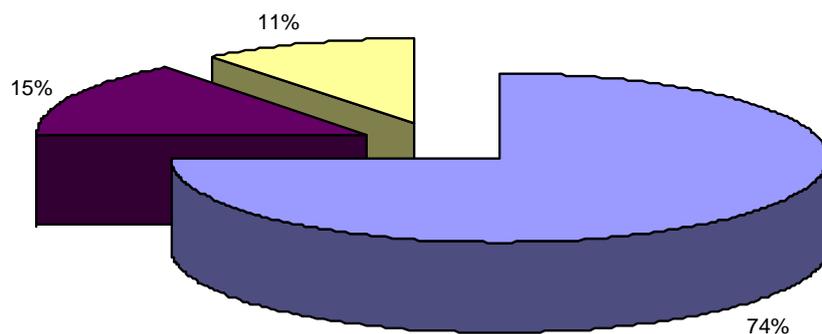
### Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government capital Grants
- Other Capital Income



### Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



The contents of this annual report have been validated by the Schools Consultant, Michelle Smith.