



Prouille Catholic Primary School Wahroonga

2011 Annual Report



Prouille School Wahroonga

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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Our School Vision is that: "Prouille Catholic School will be inspired by our Dominican heritage as we strive to educate individuals in the search for truth in a changing and challenging world by nurturing and supporting the development of each student through an authentic and holistic education. We endeavour to empower our students to responsible and compassionate action that engenders a sense of hope and optimism for the future".

Throughout 2011, numerous Strategic Goals were achieved; particular mention must be made of the following:

- strong enhancement of our Dominican charisms within Prouille School and community;
- comprehensive development of our daily K-6 uninterrupted Numeracy teaching Block; and
- completed building our long-awaited new school in late 2011.

In 2011, Prouille Catholic Primary School, Wahroonga, celebrated the completion of a remarkable building programme, partly funded through BER, that has provided the community with a totally new 21st Century School. The beautifully appointed learning environment blends in so attractively within the residential setting, and the facilities have been purposefully designed to maintain a link with the school's Dominican heritage. (Prouille was founded by the Dominican Sisters in 1950; the school flourished under the Dominican Sisters and the first lay Principal was appointed in 1989). Interestingly, all rooms in the new school are individually named after various Dominican Saints and other notable figures who have contributed to the development of the school over the past 61 years.

A rather significant feature of the new school is 'The Meeting Place' at the centre of the school; The Hall (Veritas Hall), The Library (Aquinas Learning Centre) and the Chapel (St Dominic's Chapel) all have expansive glass doors that open to this space and provide an extraordinary sense of 'welcome' to all who visit. A very expansive 5m x 5m mosaic of a Dominican compass has been set in concrete in 'The Meeting Place'. St Dominic was known to encourage his followers not to take a map on their journeys to spread the Good News; rather, he said, "Take with you a compass that allows you to keep your eyes ahead as you follow a more general direction ready to respond spontaneously to anything God might suddenly put before you."

The school staff deserves enormous praise for professionally maintaining excellence re Teaching and Learning in the classroom throughout the relatively busy year on the construction front. Equally too, the co-operation of parents and students in 2011 is something of which the Prouille community should be very proud.

Prouille Catholic Primary School has much to celebrate beyond new facilities; excellent academic achievement and 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

This last report for 2011 marks the end of a great year for the Prouille Community and the P & F. We are extremely grateful to all those people who have contributed throughout the year to the many events, fundraising and achievements below:

- wonderful, 21st Century designed School & Playground facilities near completion;
- outsourcing of school uniforms to Lowes and our first ever uniform "swap" event;
- whole school community-building Masterchef event attended by 120 people;
- mothers' Day event evening hosted by Years 3 & 4 families, that was well attended by lots of deserving mums;
- funds raised through raffles, Orientation day sales, events, lunches, canteen, Entertainment books and Athletics Carnival;
- introduction of working bee levy with funds going directly to the school to cover what would previously have been covered by a combination of P & F funds and working bees;
- Years 5 & 6 fundraising for graduation dinner & the Compass mosaic gift to the school;
- a special 'active' day for the students with an Inflatable Obstacle Course and Mini Canteen;
- trial of "healthy option" for canteen with fruit cups and agreement on Healthy Food approach;
- contribution of memorial gifts for Grandparents given at our annual Grandparents and Special Friends' Day;
- initiation of our first Social Calendar with different year groups responsible for different events; and
- strengthening of genuine connections with our Parish through the Sacramental Programme, Parish/School Masses, Parish Picnic, Parish Youth Group and other worthy ideas and approaches.

The P&F Executive Committee has two longstanding members leaving at the end of this year. On behalf of the community, I would like to thank our long standing and committed Treasurer for all that she has contributed, organised and initiated. These include:

- reorganisation of P&F accounts;
- creation of formats that allow easy access and readability; and
- negotiations with Lowes for the transfer of school uniforms from the school to the store.

I would also like to thank on behalf of the community our DPC Representative and former Social Committee organiser. We thank her for over twelve years of commitment to both her roles. She was part of a really active Social Committee over the years and as DPC rep has gone above and beyond her role. Such collaborations and initiatives for all that has been contributed by her have included:

- establishing connections to CSO resources;
- jointly beginning our lovely tradition of Grandparents' memorial gifts;
- creating and updating the P & F Handbook;
- active involvement in the Prouille School 60th Anniversary celebrations 2010.

On a personal note we will miss them both in Executive meetings as they have been a tremendous support to both of us as we work through changes, build community and strengthen ties between home, school and the Parish.

Prouille P&F Co Presidents



1.3 Message from the Student Body

The 2011 Student Executive consisted of:

- School Captains
- Mission Prefects
- Liturgy Prefects
- Colour House Captains
- Library Prefects
- Music Prefects
- ICLT Prefects

This was an exciting and different year with changes occurring due to the building project.

Throughout the year, however, the Year 6 leadership teams continued to contribute to the life of the school in a variety of ways. Pastoral Care programs such as the Kindy/ Year 6 Buddies and St Lucy's Play Buddies were important ways of building community during the school's BER project, when there was disruption. Student leadership was evidenced by participation in school based activities, such as Book Week and through representation of the school at both civic and sporting events, such as the Hornsby Homeless Task Force meetings.

Senior students contributed to the Catholic Life and Mission of the school by modelling safe and respectful behaviours, providing for prayerful whole school liturgies and having a visible presence at school assemblies, Masses and liturgies. We also assisted and promoted the charitable drives for St Vincent de Paul for Winter and Christmas, as well as the collection of Christmas Cards for residents at The Grange Nursing Home, Waitara.

Finally, a most important part of our role as Year 6 leaders, was assisting at the 'Prouille School Open Day' in Term 1. Here we proudly led tours around our school with prospective new families and Kindergarten 2012 enrolments.

In addition to this, we assisted with induction procedures at the 'Orientation Day' for Kindergarten 2012 in Term 4 to help welcome and ease the transition for parents and students.

These two events were perhaps the most rewarding formal contributions that we all made to Prouille School in 2011.

Prouille School Captains



2. School Profile

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 and Warrawee).

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.

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
161	133	79	0	294

2.2 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.

2.3 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
21	0	0	21

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.



2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 97%.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

A trait of Prouille 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 an excellent work environment.

- Teachers valued the resources and improvement to the physical environment.
- Teachers valued parental support.
- Teachers valued the enthusiastic children.
- Teachers achieved great success in working in Stages and with Stage partners.
- Teachers enjoyed trialling new ways to best utilise the new "flexible" learning environments.
- Teachers valued the strong work ethic among the team.
- New staff members were appreciative of the effective staff induction process. They also valued the induction program which they were involved at the Diocesan level. They sensed an air of belonging especially at the welcoming Mass.
- Teachers appreciated the involvement of the Parish in the school community, the positive and inclusive community and the support for all community members.
- Teachers were enthusiastic and motivated by the professional development provided.

2.6 Student Attendance

YEAR	Average student attendance rate (%)
K	96
1	97
2	96
3	99
4	95
5	92
6	96

The average student attendance rate for the whole school for 2011 was 96%.

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.

2.7 Student Satisfaction

The student executive team considered 2011 to be a year of achievement for Prouille in the following areas:

- Social justice and Outreach opportunities;
- Academic studies (eg Academic Enrichment Programmes conducted in Mathematics, Science and Visual Art);
- Sport (eg school and representative, Swimming Programme);
- Chess;
- Music (eg School Band, Piano and Violin); and
- Optional Language Classes (eg Italian, French).

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 continued to be 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 2011 was particularly successful in providing so many rich experiences for all students. The following represent some of these initiatives in 2011:

- St Vincent de Paul Winter Appeal and Christmas Appeal;



- Candela - Peru Stall;
- Mission Week experience;
- fundraising for Autism Australia and Cystic Fibrosis;
- Christmas Cards for The Grange, Waitara;
- the extensive outreach program to St Lucy's School Wahroonga; and
- outreach to the needy in local area (Hornsby) through "The Dish" soup van.

The students enjoyed the variety of opportunities that were offered to them, such as sport events, the Book Week Parade, School Disco, the Talent Quest and sporting Gala days.

The students appreciated the opportunities they had for becoming independent learners through the Gateway Project, the Night of the Notables, Maths Olympiad, and the Knox Decathlon.

They were excited about the new building project and appreciated the minimal disruption to their learning.



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 Wahroonga. This Mass officially acknowledged our new school leaders for 2011.

Our next special liturgy was a combined celebration with the Stage Three students of St Lucy's School, Wahroonga. This liturgy was for Ash Wednesday and took place within Veritas Hall 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' Days;
- Mary MacKillop;
- Aboriginal Reconciliation Week;
- Our Lady Star of the Sea;
- Remembrance Day;
- Mothers' Day;
- Fathers' Day; and
- Advent.

Our Year 6 Mission Prefects participated in the Diocesan Mission Mass while Year 6 students attended the North Shore 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 (and some children in older grades) received the Sacrament of Confirmation and the children in Year 3 (and some in older grades) received the Sacrament of Penance and the Sacrament of Holy Communion.

Another major focus for 2011 was the completion of our new school buildings. Some particular highlights included:

- the establishment of a new school hall that we named "Veritas Hall";
- our Dominican Values' pavers were inlaid into our main walkway named "The Dominican Walkway";
- the establishment of an onsite chapel named "St Dominic's Chapel";
- the inclusion of our "Meeting Place" in the courtyard with a large Dominican compass as its main feature;
- the naming of each classroom and staff space after significant Dominican saints, Prouille contributors and people of significant Catholic identity; and
- the pre-planning stages of a newly established Prayer Garden to be completed 2012.

Throughout 2011 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, the Year 4 Play Buddies Programme and the Year 5 Structured Play Programme. As well, we continued social and professional connections with St Lucy's staff.

With regard 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;
- Fundraising for Haemophilia and Cystic Fibrosis;
- Christmas Cards for The Grange, Waitara;
- The extensive outreach program to St Lucy's; and
- The Soup Van and support for the Hornsby Homeless Task Force.

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.

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 with a focus on the weekly Gospel readings.

2012 will see a major focus on liturgy and liturgical life within our school and parish.

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 Co-ordinator of Parish Life, Parish Parent Liaison Officer, the Religious Education Co-ordinator and the School Principal occurred at the start of the school year to plan appropriate liturgical events for the year.



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 was available to assist the Parish Sacramental Team regularly and attended the preparation evenings for assistance. 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. Staff actively supported the annual Opening Schools Diocesan 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. In particular, our Religious Education units of work help to develop and enhance the reality of a Catholic Worldview for our students.

The on-going development and review of detailed units of work for each Stage regarding St Dominic and the Dominican Way link beautifully with the Catholic Worldview.

With a focus on Positive Behaviours for Learning (PBL) in 2012, the inclusion of the Catholic WorldView will also be considered and integrated into the discussion of establishing this framework within our school.

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 four teachers continue their formal accreditation process through the Broken Bay Institute.

Staff have been encouraged to use the new programming format in their RE modules that promotes deep thinking and application of learning to real life. Teachers new to Prouille in 2011 underwent professional learning in this area led by our CSO Mission Services representative. All staff experienced a refresher on the programming format during allocated Staff Meeting times.

Staff reviewed Diocesan feedback on the Year 6 Discipleship responses and Year 6 Standardised RE Test. This information will assist direction for further learning in RE for 2012.

All staff received induction regarding the new Mass changes and liturgical responses. Ongoing professional development for the staff, students and community will continue throughout 2012.



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; and
- positive recognition and public acknowledgment of appropriate behaviour.

2011 ensured a systematic approach to the development of quality relationships, improved learning experiences and effective care network.

The 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; and
- celebrating.

Professional support used in 2011 by families included the Prouille Learning Support Team, Catholic Schools Office, School Counsellor, Department of Community Services and Centacare.



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 focus in 2011 was to raise standards in student achievement, especially in Numeracy.

Staff learnt how to administer a 'clinical interview' for Numeracy to help identify specific gaps in Mathematics learning. Teaching programs were modified to cater for the individual and group needs for number in Numeracy.

Learners and learning programs were tracked, and professional learning was planned to meet specific needs.

5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 32 students in Year 3 and 37 students in Year 5.

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 shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



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
Reading	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	3.1	3.1	3.1	15.6	25.0	50.0	97
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	0.0	3.2	48.4	48.4	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	3.1	3.1	6.3	43.8	43.8	100
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	3.1	0.0	0.0	15.6	12.5	68.8	97
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	3.1	18.8	18.8	34.4	25.0	100

Prouille is proud of the Year Three cohort's achievements in NAPLAN testing. Consistent with past years, the performance of Year 3 students in Bands 5 and 6 was significantly higher than both the State and National results in all areas. 75% of students were placed in the top two bands for Reading, 98% of students were placed in the top two bands for Writing and 87% of students were placed in the top two bands for Spelling.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	2.6	10.5	10.5	26.3	28.9	21.1	97
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	2.7	0.0	32.4	27.0	18.9	18.9	97
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	5.3	2.6	18.4	28.9	34.2	10.5	95
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	2.6	10.5	2.6	21.1	31.6	31.6	97
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	2.7	8.1	29.7	45.9	8.1	5.4	97

Prouille is proud of the Year Five cohort's achievements in NAPLAN testing. In Reading, 76% of students were placed in the top 3 bands and 85% of students were placed in the top three bands for Grammar and Punctuation. In 2010 and 2011 there was concerted effort in all classes K-6 on developing the 'Writing' skills of all students. It was therefore pleasing to see Year 5 NAPLAN results for Writing showed marked improvement when compared to their achievements two years' earlier in their 2009 Year 3 NAPLAN Writing.



5.3 Extracurricular Activities

Private Music Lessons

The availability of excellent music tutors attracted many students in 2011 - 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.

2011 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, and 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 2011 - 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.

Creative Arts

The arts are considered an integral part of education at Prouille. 2011 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.

5.4 Professional Learning

Throughout 2011, in alignment with the Annual Goals, the professional learning agenda focused on pedagogy and innovative learning practices to improve student outcomes and to build leadership capacity. Prouille staff participated in extensive professional development in a bid to further improve quality teaching and learning in the classroom.

Student improvement goals in 2011 had a strong Literacy and Numeracy focus. Establishing consensus amongst all teachers K-6 regarding what constitutes balanced Literacy and Numeracy blocks (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.

Another area of focus was Positive Behaviour for Learning (PBL). This was commenced in Term 4 and it is planned that it will continue to be a major focus in 2012.

New Scheme teachers attended mentor meetings and NIDA courses organised through the Catholic Schools Office.



In 2011, we commenced our Professional Learning investigation into how we can most effectively use our new learning environments as 'agile learning spaces' (NB all new classrooms have been purpose built to maximise 'co-operative learning' possibilities).

Throughout the year, staff members also attended ALEA professional development sessions and a variety of inservice courses offered by the Catholic Schools Office.

One teacher completed her Masters of Educational Leadership in 2011.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

By the end of 2012:

CATHOLIC LIFE AND MISSION

GOAL 1.1

Students, Staff and the wider community will have a deeper understanding of Dominican charism and its implications for living our Catholic Mission.

ACHIEVEMENTS:

- Children/staff/wider community can articulate the Dominican story.
- Dominican units of work evaluated, reviewed and re-worked.
- Visible representations within the new school surrounds and buildings.

GOAL 1.2

Students, Staff and Parents are educated towards responsible and compassionate action.

ACHIEVEMENTS:

- Strong connection established in Stage 3 to the Hornsby Homeless TaskForce and "The Dish" initiative.

GOAL 1.3

Students, Staff and Parents are reinvigorated re the school's commitment to Catholic Ministries within the Parish.

ACHIEVEMENTS:

- Each class attends Parish Mass once per term.
- Greater involvement in Outreach initiatives (HHTF and StVdP).
- Growth of numbers in Youth Group, Children's Liturgy etc.

TEACHING AND LEARNING

GOAL 2.1

Build teacher capacity to meet the learning needs of students in Numeracy.

ACHIEVEMENTS:

- All teachers K-6 are engaged in agreed 'best practice' in a balanced Numeracy Block.
- Clinical Interviews used with students identified as "at risk" in Stages 1 and 2. All children in Year 1 participate in Clinical Interviews at beginning and end of year. Data tracked and input on Growth Points given.

GOAL 2.2

New flexible learning spaces will improve teaching and learning opportunities for Students and Teachers

ACHIEVEMENTS:

- Staff explored possible whole school 'flexible learning' approaches in new learning spaces.



PASTORAL CARE

GOAL 3.1

The Implementation of a K-6 Pastoral Care programme will align positive behaviours with school values.

ACHIEVEMENTS:

- Staff have a clear and "agreed" approach re PBL.

OTHER AREAS

- Complete revamp of School Website
- Playground Equipment with "soft-fall" (to be re-established and installed in lower playground)

6.2 2012 Priorities and Challenges

2012 Annual School Improvement Plan

Domain: Engagement in the mission of the Church

Strategic Goal: Create a culture that is connected to our Catholic and Dominican identity.

Annual Goal: Establish effective strategies for prayer and worship to enable student growth in liturgical knowledge, reverence and involvement

Targets:

- improved knowledge and understanding of the Eucharist;
- improved knowledge and understanding of the Liturgy of the Eucharist;
- stage 3 students actively involved in liturgical planning and preparation of at least 4 liturgies;
- reverence and respect for Chapel space; and
- utilisation of chapel by school and parish community.

Domain: Learning and Teaching

Strategic Goal: More effectively meet students individual learning needs in Numeracy.

Annual Goal: To equip students with strategies to improve problem solving capacity and comprehension in Numeracy.

Targets:

- All classes K-6 managing a 'balanced' Numeracy block (problem solving expectations / grouping / targets for groups / extending / explicit problem solving teaching / related to assessment) (links made to our balanced Literacy Block).
- Numeracy: Minimum NS Cluster average achieved in NAPLAN 2012 (NB 5% improvement in high order Problem Solving areas).
- Ascertain 'what is a balanced Numeracy Block?' ... All staff commit to this (NB levelled Numeracy groups operating in a similar way to our Literacy/Guided Reading Groups).



Domain: Pastoral Care

Strategic Goal: Secure a culture of student, staff and parent well-being

Annual Goal: Implement Stage One of Positive Behaviour for Learning (PBL) framework

Targets:

- consistency of staff expectations (establish appropriate policies to align);
- consistency of student behaviour;
- parent understanding and support of the PBL program;
- PBL framework to reflect Dominican values; and
- gather data from staff and students to inform PBL direction.

Other Areas

- 'Best Start' Numeracy and Literacy assessments for every Kindergarten child (February 2012).
- Review of all assessment procedures for every KLA K-6.
- Teachers designing 'Teacher Goals' aligned to SIP Goals.
- 'Practice Analysis Conversations' for all teachers to promote and support open/professional dialogue re teaching practice.
- OHS Audit (Term 3 2012).
- Whole School Musical (including Stage 3 St Lucy's).
- Sustained interconnectedness with St Lucy's in the myriad of initiatives already in place.



7. Parent Participation

7.1 Introduction

Parent involvement throughout the year was directly through the Parents and Friends (P&F) Association, Class Parents, Parish Committees, Education Committees, Social Events, etc.

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 'Tea and Tissues' morning tea provided a friendly forum for new and established parents, as did the *Masterchef*-themed evening open to all parents and the 'Thank you' morning tea at the end of the year.

The P&F Social Committee established functions, dates and various events throughout the year.

Class Parents planned at least two informal get-togethers for grade parents in 2011. Attendance varied, yet firm friendships were formed.

Further areas of parent participation included:

- pastoral care of families in need within the school, and groups in need within the local community (ie through involvement in 'The Dish' soup van);
- Buddy Programme for new families coming to the school;
- support for Concert Band, Orchestra, Choir, Water St netball, Prouille soccer and Parish Family Masses;
- class excursions, school sport carnivals, representative matters (eg sport, Mission Mass, Gateway);
- support for parish liturgies, social events and curriculum matters;
- membership of the P&F; and
- classroom activities – computers, reading, art, gross motor, learning support.

7.2 Parent Satisfaction

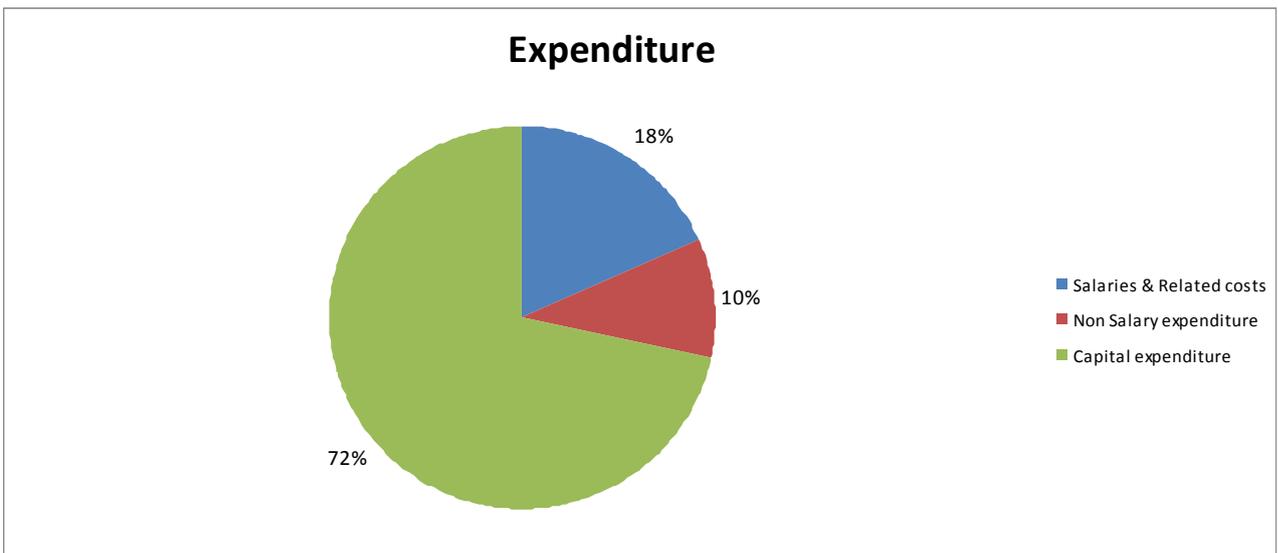
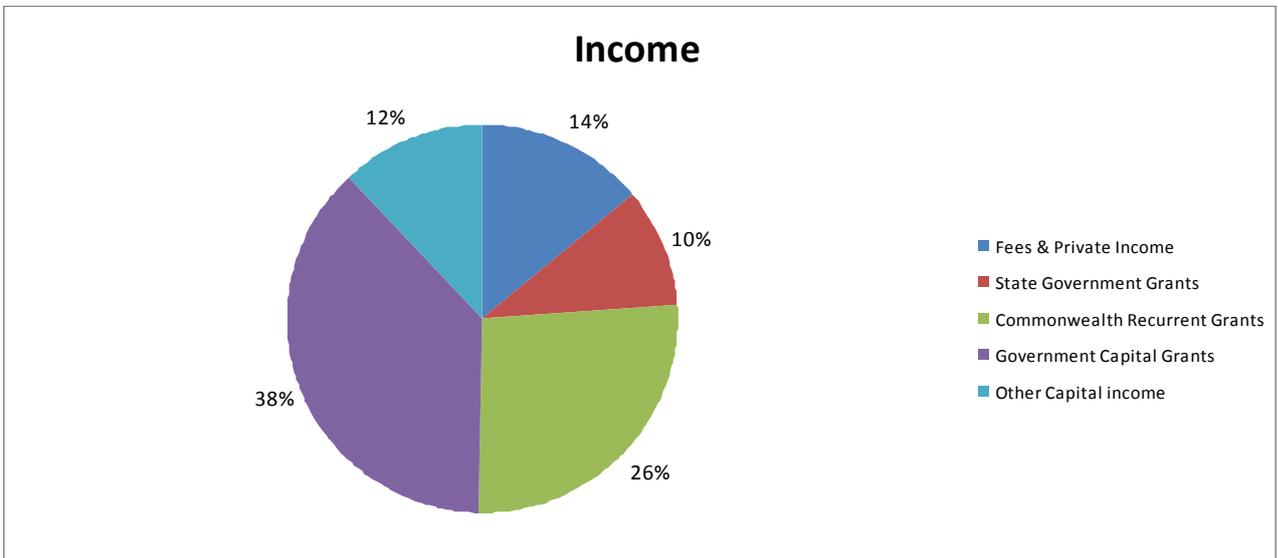
Parents participated positively in the school and parish in a variety of ways. All of this contributed to strong parent engagement and visible presence in support of student learning and direction. Beyond this, parents had a sense of excited anticipation all year as they watched the new school buildings develop.

With the building project now completed, the sense of pride and satisfaction in the community is extremely high.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. 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>



The contents of this annual report have been validated by the School's consultant, Diann Hynes.