



Prouille Catholic Primary School Wahroonga

2012 Annual Report



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1. Message from 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 2012, numerous strategic goals were achieved - particular mention must be made of the following:

- Improved knowledge and understanding of the Liturgy of the Eucharist.
- All classes K-6 managing a 'balanced' Numeracy block.

As a staff we established:

- problem solving teaching/learning expectations K-6;
- targets for groups; and
- effective assessment strategies for problem solving.
- Implemented Stage 1 of PBL (Positive Behaviour for Learning) Framework, ensuring it reflected Prouille School's Dominican values.

Throughout 2012, Prouille School celebrated the first full year in a totally new 21st Century School. The beautifully appointed learning environment certainly added to the renewed sense of pride that the entire community has in Prouille; this, in turn, made for a most productive year of teaching and learning.

Results from our 2012 NAPLAN Assessments, are worth celebrating. In every single assessable area/strand in both English and Mathematics, Prouille School performed above the Diocesan Average (NB each year, the Diocesan NAPLAN Averages are consistently above all the State NAPLAN Averages and the National NAPLAN Averages).

The school staff deserves enormous praise for professionally maintaining excellence in the Teaching/Learning realm throughout 2012. Equally too, the co-operation and commitment of parents and students in 2012 is something of which 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

The last report for 2012 marks the end of a great year for the Prouille Community and the P & F. We are extremely grateful to the people who have contributed this year to the many events and new opportunities for our children. Some of the highlights for 2012 were:

- completion of the playground and the Prayer Garden;
- official school opening;
- introduction of school banking with CTB – parent initiative;
- very profitable "Slushie Fridays" – parent initiative;
- first Uniform "swap" event held;
- whole school community-building Masterchef event attended by 120 people hosted by Year 2;
- Mothers' Day hosted by Years 3 and 4 drawing lots of mums; and Fathers' Day Breakfast reintroduced by K-2;



- Parent Education sessions on Numeracy and Literacy;
- funds raised through raffles, lunches, canteen, Entertainment books and Athletics Carnival;
- trial of "healthy option" for end of Term lunches;
- Grandparents' memorial gifts for Grandparents' Day;
- huge parent help with Whole School Musical costumes;
- great connections with our Parish this year through Sacramental Programme and other bonds; and
- Kitchen/canteen oven and fridge purchase.

The Executive Committee has now completed its term and is standing down this year. Thanks to the parent who took over the Treasurer's role this year. We really appreciated her donating her time and professional expertise. A huge thanks to the parent who has been the Secretary for the last 3 years. These 3 years have been very busy with all the changes and she has done a wonderful job of minuting every agreement. The P & F will miss her ability to get donations, beautiful certificates of appreciation and accommodating nature. On behalf of the P & F, I genuinely thank all the P & F Committee and parents who have supported us over the last three years. At times we have had some differing issues and opinions to consider and we are very pleased to still be friends with all! A special thank you to Phil Ledlin (Principal) who we have had the pleasure of getting to know very well over the last three years. His great intentions, spirituality and concern for individuals has been inspiring. Phil showed us as representatives of the parent body a great deal of respect and included us in many decisions over the last three years. We have also had many laughs! The school is now complete and looking wonderful. Most importantly it has kept its close community feel and this would not have happened without everyone's passion. We look forward to seeing it grow with the new committee next year.

The P & F Co-Presidents

1.3 Message from the Student Body

The 2012 Student Executive consisted of:

- School Captains;
- Mission Prefects;
- Liturgy Prefects;
- Colour House Captains;
- Library Prefects;
- Music Prefects; and
- ICLT Prefects.

This year was a unique one as the new school was completely finished. The students were able to finally use all of the new facilities and enjoy the bigger, newer spaces. The students have particularly enjoyed the use of the new hall for sport and for the various events that have been held there, such as the School Musical, the official School Opening and the disco. The students have also had the privilege of having their own school chapel – it is a very important addition to the school.



St Dominic's Chapel



2. School Profile

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 91% 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 2012:

Girls	Boys	LBOTE*	Indigenous	Total
173	144	90	3	317

*Language background other than English

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.

†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 detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) 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
- c) 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
24	0	0	24

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 2012 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2011 to 2012 was 95%.



2.5 Teacher Satisfaction

Teachers achieved great success in working with their Grade partners, particularly in the areas of English and Mathematics. They valued the strong work ethic among the team. Teachers enjoyed trialling new ways to best utilise the new "flexible" learning environments. New staff members were appreciative of the effective staff induction process. They also valued the induction programme in 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 and Retention Rates

Year	Average student attendance rate (%)
K	95
1	92
2	96
3	97
4	98
5	95
6	96

The average student attendance rate for 2012 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; and
- 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 2012 to be a year of achievement for Prouille in the following areas:

- Social Justice and Outreach opportunities;
- Academic studies e.g. Academic Enrichment Programmes conducted in Mathematics, Science and Visual Arts;
- Sport e.g. school and representative, Swimming Programme, Sport Gala Days;
- Chess;
- Music e.g. School Band, Piano and Violin;
- optional Language Classes e.g. French; and
- 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, school liturgies and Parish initiatives and within general playground activities. Additionally, whenever students presented a school improvement initiative, opportunities were always sought to develop it further. Fundraising and outreach in 2012 was particularly successful in providing many rich experiences for all students.

The following represent some of these initiatives in 2012:

- St Vincent de Paul Winter Appeal and Christmas Appeal;
- Candela - Peru Stall;
- Mission Week experience;
- Christmas Cards for The Grange, Waitara;
- the extensive outreach program to St Lucy's School Wahroonga;
- outreach to the needy in local area (Hornsby) through "The Dish"

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. This Mass officially acknowledged our new school leaders for 2012.

Our next special liturgy was a combined celebration with the Stage 3 students of St Lucy's. This liturgy was for Ash Wednesday and took place within Veritas Hall which was converted reverently into a sacred space.

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

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 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 2012 was the official opening of our new school. Within the new school is our new school chapel, called St Dominic's. This special sacred space, along with the recreation of our Prouille Prayer Garden, has been well utilised and accessed throughout the year by students, staff and parents. The commencement of a bi-monthly before-school Mass within St Dominic's Chapel has enabled many students, staff and parents to come together in prayer and Eucharist regularly throughout the year. St Dominic's Chapel was also used for our inaugural Mothers' Morning Prayer and Meditation event which was well attended by 20 women.

Throughout 2012 we have maintained an ongoing relationship and connection with our Dominican neighbours, St Lucy's, Wahroonga. This relationship has seen the continuation of the Year 4 Play Buddies Programme and the Year 5 Mentor Programme for Play Buddies. As well, we continued social and professional connections with St Lucy's staff.



The Religious Education Co-ordinators attended a NSW/VIC networking day for all the Dominican schools at Santa Sabina, Strathfield. This day was of importance in deepening the understanding of the Dominican charism and looking at ways to strengthen this knowledge at Prouille throughout the coming year.

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;
- Participation in 'The Dish' (a local outreach initiative of the Hornsby Homeless Taskforce);
- Christmas Cards for The Grange, Waitara; and
- 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' throughout the month of November, as well as the acknowledgment of passed loved ones at our annual 'Grandparents' and Special Friends' Day. The sad occasion regarding the death of one of our community's dads saw a special Wednesday morning Mass dedicated to his memory and attended by many families and students within the school.

For staff, weekly prayer was utilised at both staff meetings as well as on Wednesday mornings before school when Morning Mass was not scheduled.

Prouille Catholic Primary School has continued to sustain 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, Principal, Parish Parent Liaison and the Religious Education Co-ordinator occurred at the start of the school year to plan appropriate liturgical events for the year.

The Religious Education Co-ordinator and the Parish Sacramental Co-ordinator met regularly to facilitate the Sacramental 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.

The Sacrament of Reconciliation was provided to Stages 2 and 3 students throughout the Seasons of Lent and Advent within St Dominic's Chapel.

3.3 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.

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

Prayer experiences and ecological awareness were created and made available to the students from K-6 throughout the year, and in particular, during our 2012 St Dominic's Day celebrations.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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.

2012 ensured a systematic approach to the development of quality relationships.

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 2012 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 CSO 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 CSO 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 structure of our learning support team (one learning support teacher and two teacher assistants) afforded teachers and students a myriad of important learning and intervention experiences.

Some of these included:

- effective student referral system by teachers (not only for funded students, but all students presenting with learning needs);
- effective communication and planning led by the Learning Support Team with staff, parents and specialists;
- assessment programs to assist student learning including: Best Start, Clinical Interviews, Practice Analysis Conversations; and
- enrichment programs offered to students including: Gateway Enrichment Program, Come On Kids, The Da Vinci Decathlon and Maths Olympiad.

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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 52 students in Year 3 and 39 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 *MySchool* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	0.0	3.8	24.5	41.5	30.2	100
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	7.5	15.1	47.2	30.2	100
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	1.9	3.8	22.6	20.8	50.9	100
Gr. &Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	3.8	0.0	11.3	28.3	56.6	100
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	1.9	17.0	28.3	30.2	22.6	100

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	2.5	2.5	10.0	25.0	37.5	22.5	97
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	2.5	5.0	22.5	22.5	25.0	22.5	97
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	7.5	10.0	25.0	37.5	20.0	100
Gr. &Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	7.5	25.0	12.5	22.5	32.5	100
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	2.5	2.5	20.0	17.5	30.0	27.5	97

Prouille School is justifiably proud of its 2013 Naplan results. In every assessable area of Literacy and Numeracy in both Year 3 and Year 5, Prouille’s average results are above every National average and State average score.

More importantly, in every assessable area of Literacy and Numeracy in both Year 3 and Year 5, Prouille School performed above every Broken Bay Diocesan average score.

Whilst one needs to be careful comparing different cohorts of students, it is worth noting the improvement in 2012 that reveals considerably fewer students in the bottom three bands for both Literacy and Numeracy compared to the results of 2011. Accordingly in 2012, there is a greater percentage of students in the top three bands for Year 3 and Year 5 in both Literacy and Numeracy.

Special mention must be made of the sustained improvement in Writing for both Year 3 and Year 5; this area of Literacy has had a concerted strategic focus in recent years.



5.3 Extra Curricula Activities

Music Lessons

The availability of excellent music tutors attracted many students in 2012 - 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. 2012 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 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 2012 - soccer, netball, rugby and basketball. Parents took responsibility for coaching and team management and reporting weekly through Prouille's newsletter. One senior student received the Broken Bay Outstanding Sports Achievement award for his participation in rugby and cricket in the Polding State Level championships.

Public Speaking

Students from Kindergarten to Year 6 participated in the school's annual competition. Two senior students were chosen to present at the Cluster level competition. One of these students proceeded to the Diocesan level of the competition and eventually won the Broken Bay Diocese Primary School Public Speaking Competition.

5.4 Professional Learning

Throughout 2012, 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 2012 had a strong Numeracy focus. Establishing consensus amongst all teachers K-6 regarding what constitutes a balanced Numeracy block (with best practice) was the basis of the main professional learning goal. There was consultation with Education Officers from the Educational Services Team at the Catholic Schools Office.

Another major area of focus in 2012 was the implementation of the Positive Behaviour for Learning program (PBL). This was commenced in Term 4 2011 and it continued to be a focus in 2012.

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

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



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

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;
- increase reverence and respect in chapel space; and
- increase 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); and
- 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 "Quest".
- Sustained interconnectedness with St Lucy's School.

6.2 2013 Priorities and Challenges

The goals specified in the 2013 School Improvement Plan are:

CATHOLIC LIFE AND MISSION -To increase students' knowledge and understanding of our Catholic story and Dominican tradition.

TEACHING AND LEARNING -To increase student performance in number, problem solving/reasoning K-6.

PASTORAL CARE - To improve student wellbeing through the implementation of Stage 2 of the PBL Framework.



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 2012. 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 (i.e. through involvement in 'The Dish');
- 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 (e.g. 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

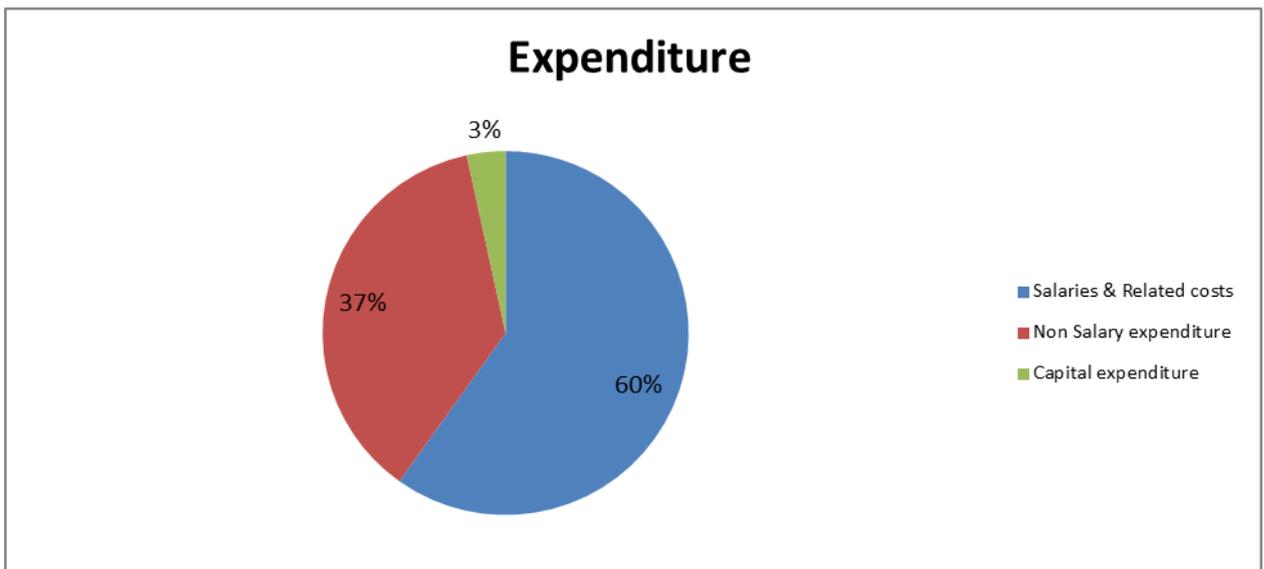
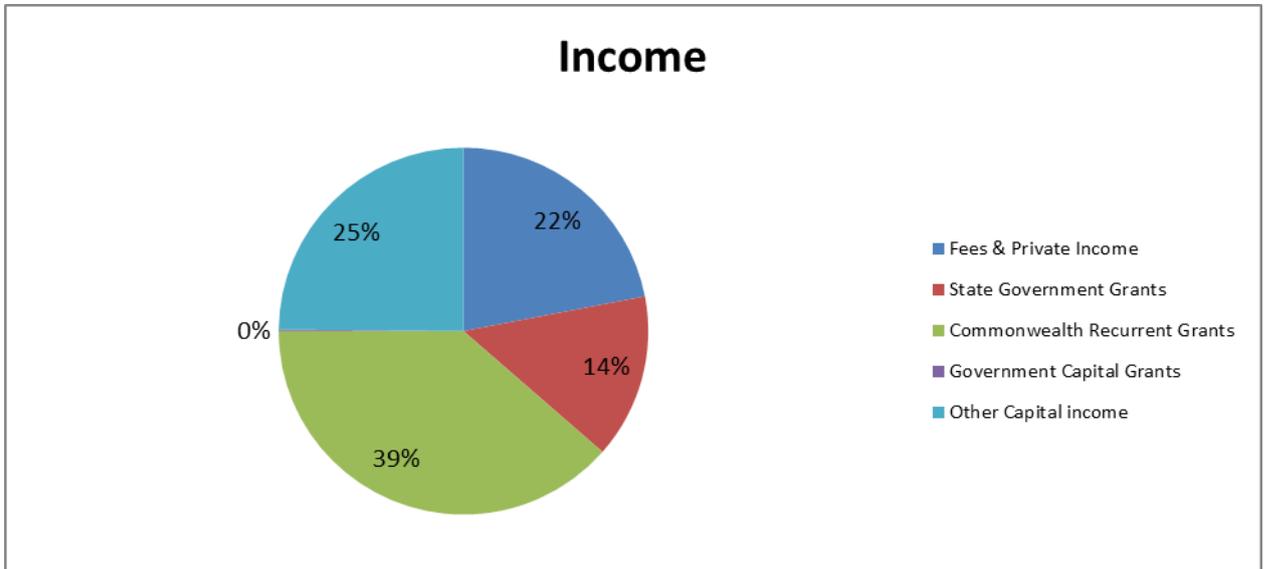
Parents participated positively in the school and parish in a variety of ways. All of this contributed to strong parent engagement and visible presence in support of student learning and direction. Beyond this, parents had a sense of excitement as they enjoyed Prouille community life in new school buildings.

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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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