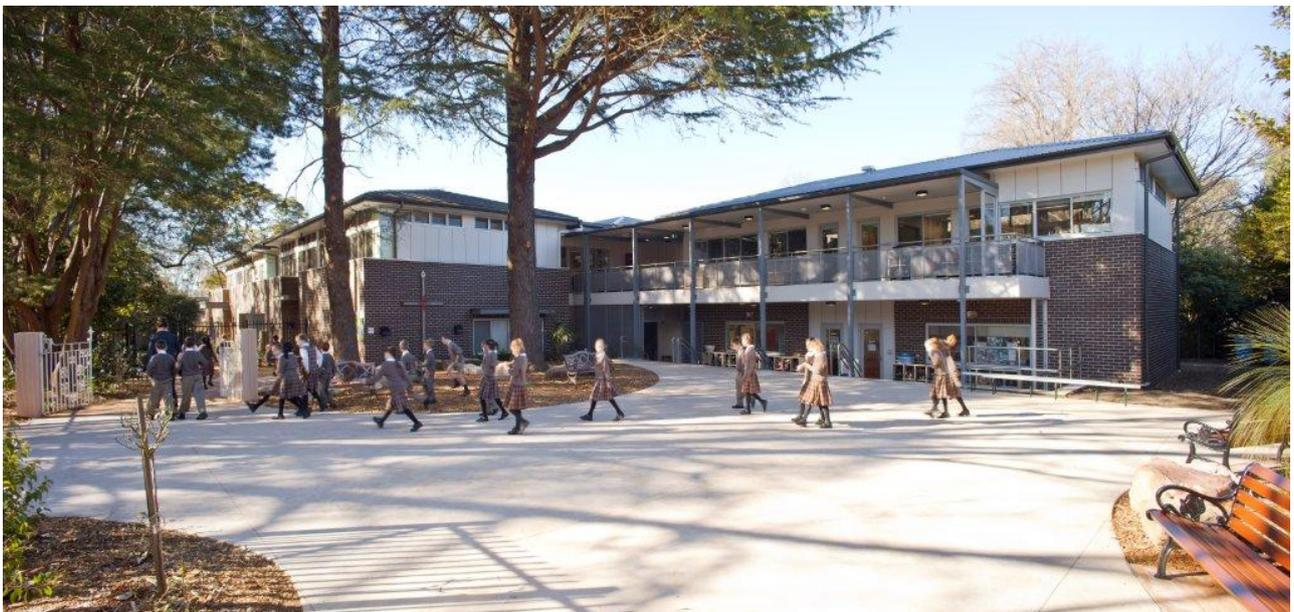




# Prouille Catholic Primary School Wahroonga

## 2013 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 Primary School, Wahroonga 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 show responsible and compassionate action that engenders a sense of hope and optimism for the future".

Our beautifully appointed learning environment continues to provide a wonderful sense of pride; this, in turn, made for another productive year of teaching and learning.

Results from our 2013 NAPLAN Assessments, are again exceptional and noteworthy. In every single assessable area/strand in both English and Mathematics, Prouille School again performed remarkably well. The yearly consistency of Prouille's high NAPLAN performance is indeed worth celebrating.

The school staff deserves enormous praise for professionally maintaining excellence in the Learning/Teaching realm throughout 2013. Equally too, the co-operation and commitment of parents and students in 2013 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 are 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

#### Prouille School Parents' and Friends' Association

##### CO-PRESIDENTS' REPORT

This is the final report for 2013. It has been a very busy year where a number of initiatives have been progressed whilst continuing with the many events and programmes our Prouille Community organises, supports and delivers.

We are very grateful to the people who have contributed to the organisation and delivery of these events and programmes which benefit our children and our community.

Some of the initiatives and successes in our community for 2013:

- energy cost reduction scheme - PV (Solar) progressed to Development Application submission;
- environmental initiatives;
- Holy Name/Prouille Family Masses;
- 'Ripples' – (Wellbeing Programme for parents);
- Pastoral Fund (combined with voluntary support services) established in conjunction with Holy Name Parish;
- Prouille 'Yellow Pages' document established;
- established a system to email weekly newsletters;
- Parents and Friends (P&F) Welcome Letter and Recruitment request to new parents;
- completed purchase of 12 iPads; and
- Outdoor learning centres (Huts) built in lower playground area.



### **Events and Programmes 2013:**

- Diocesan Parent Council (Active engagement by Prouille P+F Executive).
- Welcome Event and Cake Stall.
- Getting to Know You / Masterchef event hosted by Year 2.
- Mothers' Day function.
- 'Slushie Fridays' – to raise funds for iPads.
- Student School banking set up and managed weekly.
- Funds raised through raffles, lunches, canteen, Entertainment Books and Athletics Carnival.
- Years 5 and 6 fundraising for graduation dinner and gift to school.
- Grandparents' Day.
- Sacramental Programmes – Reconciliation, First Eucharist and Confirmation.
- Lowes uniform supply and uniform swap event.
- Uniform survey and assessment.
- 'The Dish' – Supporting outreach to the needy.
- Prouille Open Day.
- Year /Class events / morning teas / lunches / dinners etc..
- End of Term Sausage Sizzles.
- Pie and Sausage Roll Days.
- Pizza days.
- Woolworths Earn and Learn Programme.
- Parish anniversary picnic.
- Fathers' Day Breakfast.

### **Moving Forward**

- Direction setting for 2014.
- Whole of school social event.
- P and F Newsletters.
- Parental engagement in education to be a focus in 2014 (particularly regarding the effective use of technology to improve learning outcomes).
- Ongoing environmental initiatives.

We would like to extend our thanks and appreciation to those in the Prouille Community who have volunteered their time, energy and resources to assist with the events and programmes that contribute to the betterment of our school for our children.

*Co-Presidents, Prouille School P&F.*



### 1.3 Message from the Student Body

The 2013 Student Executive consisted of:

- School Captains.
- Mission Prefects.
- Liturgy Prefects.
- Colour House Captains.
- Library Prefects.
- Music Prefects.
- Information Communication and Learning Technology (ICLT) Prefects.
- Environment Prefects.

Much was achieved by the student body in the support of school events such as the swimming carnival, athletics carnival, Liturgies, Book Week, Talent showcase, Kindergarten Orientation and more. These opportunities allowed growth in leadership and taking responsibility and 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 good 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 2013!

*Prouille School Captains*



## 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 thirteen 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 2013:

Girls	Boys	LBOTE*	Indigenous	Total
185	148	92	3	333

\*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:

- 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
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 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 95%.

## 2.5 Teacher Satisfaction

Throughout 2013, teachers particularly appreciated the supportive Leadership team and their fellow staff members. They valued the caring environment and felt they belonged to the Prouille community. Teachers appreciated the involvement of the Parish in the school community, the positive and inclusive nature 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	96
1	95
2	96
3	95
4	96
5	96
6	95

The average student attendance rate for 2013 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 students valued many aspects of school:

- their friendships;
- friendliness of the teachers and staff;
- the kind, welcoming and safe environment offered at Prouille;
- the leadership opportunities provided – Kindy buddies, school leadership positions;
- the sporting opportunities – Athletics and Swimming carnivals, Gala days;
- special days – Grandparents' Day, St Dominic's Day, Night of the Notables;
- the biannual school musical;
- Chess Club;
- optional Language Classes other than English (French, Italian);
- Music e.g. School Band, Piano and Violin;
- Social Justice and Outreach opportunities; and
- academic studies e.g. Gateway Project, Maths Olympiad, Knox da Vinci Decathlon.

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.



### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

Prouille Catholic Primary School was founded by the Dominican Sisters in 1950; through 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 2013.

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

- Ash Wednesday;
- St Patrick's Day;
- Holy Week;
- Easter Liturgy;
- ANZAC Day;
- Grandparents' and Special Friends' Day;
- Mary MacKillop;
- Refugee and Migrant;
- Our Lady Star of the Sea;
- Remembrance Day;
- Mothers' Day;
- Fathers' Day; and
- Advent (3 separate Liturgies).



Our Year 6 Mission Prefects participated in the Diocesan Mission Mass and all 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, held in the St Dominic's Chapel and Veritas Hall respectively.

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 (REC) 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 met with the Parish Sacramental Co-ordinator regularly to facilitate the program and attended the preparation evenings and led one of the preparation groups. Regular notices were put in the school newsletter endorsing the Sacramental Program and providing parents with necessary details. 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.

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

St Dominic's Chapel and the prayer garden continue to be used regularly for prayer for both staff and students. The continuation 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.

Throughout 2013 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 Program. As well, we continued social and professional connections with St Lucy's staff.

In early 2013 Prouille staff attended a spirituality day 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. In July of 2013 the Principal, Assistant Principal, REC and Co-ordinator all attended the Dominican Conference for all the Dominican schools at Santa Sabina, Strathfield.

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;
- Mission Week experience and Catholic Mission Fundraiser – Crazy Sock Day;
- Candela - Peru Stall;
- 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.



### 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. These units were revised in 2013 with a particular focus on including scripture in each unit.

### 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 [Behaviour Management 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.

2013 ensured a systematic approach to the development of quality relationships.

### 4.3 Pastoral Care of Families

The 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 2013 by families included the Prouille Learning Support Team, Catholic Schools Office, School Counsellor, Department of Community Services and CatholicCare.

### 4.4 Resolving Issues

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

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



#### 4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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

Throughout 2013, a variety of special programs and initiatives were offered to students from Kindergarten to Year 6 at Prouille to foster quality learning for all children.

Stage 3 teachers were involved with the ETM Project – Empowering Teachers of Mathematics. The goal of ETM was to improve student engagement and achievement in Mathematics, while focusing on student understanding of concepts and processes. ETM supported teachers' professional learning in Mathematics by incorporating a collaborative learning/inquiry approach to teacher learning.

Prouille Year 6 students were once again invited to participate in the GATEway (Gifted & Talented Enrichment) program with three other Broken Bay Catholic Primary Schools. This aimed at providing enrichment and extension in four different areas – Dance/Drama, Science, Robotics and Writing.

The structure of the Prouille learning support team (one learning support teacher and two teacher assistants) presented teachers and students with some 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, and parents and specialists;
- assessment programs to assist student learning including Best Start, Clinical Interviews, ACER testing, Practice Analysis Conversations; and
- enrichment programs offered to students including Gateway Enrichment Programme, Come On Kids, Knox Da Vinci Decathlon and Maths Olympiad.

### 5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(55)** students in Year 3 and **(27)** 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/>).

### Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	3.7	7.4	24.1	27.8	37	100
<b>Writing</b>	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	3.7	7.4	18.5	35.2	35.2	100
<b>Spelling</b>	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	3.7	9.3	25.9	24.1	37	100
<b>Gr. &amp; Punct.</b>	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	1.9	5.6	18.5	25.9	48.1	100
<b>Numeracy</b>	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	3.7	14.8	27.8	33.3	20.4	100

An analysis of Band achievement for Year 3 students reveals the excellent results across all assessable areas. It is particularly pleasing to see the improvement in Numeracy considering the whole school strategic focus in this area in recent years.

The data shows that in the areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy 100% of students were at or above national minimum standard.

It is also pleasing to see an extremely low number of students in the lower bands (across all assessable areas); this corresponds with the intensive early intervention programmes in Years K-2. Additionally, in recent years, the school has streamlined the approach to purposeful assessment that most effectively informs Learning and Teaching; this factor has particularly influenced learning in Years K-2.



### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	3.6	0	32.1	28.6	35.7	97
<b>Writing</b>	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	17.9	25	25	32.1	97
<b>Spelling</b>	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	3.6	7.1	3.6	25	35.7	25	93
<b>Gr. &amp; Punct.</b>	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	0	3.6	21.4	21.4	53.6	97
<b>Numeracy</b>	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	3.6	10.7	50	14.3	21.4	97

It is also pleasing to see an analysis of Band achievement for Year 5 students reveals the same excellent results across all assessable areas. It is particularly pleasing to see individual growth of Year 5 students in Numeracy; this is evident when comparing their Year 3 2011 NAPLAN results with the Year 5 results above. This improvement can be directly related to the whole school strategic focus in Numeracy in recent years.

For Year 5 students in the areas of Reading, Writing, Spelling and Punctuation and Grammar, 100% of students were at or above national minimum standard. Year 5 boys in particular have shown a marked improvement from the 2012 data in the test aspects of Reading and Grammar and Punctuation.

## 5.3 Extra Curricula Activities

### Private Music Lessons

The availability of excellent music tutors attracted many students in 2013 - 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. 2013 saw the ongoing implementation of a sequential whole-school Physical Education program based on the syllabus. Term 1 saw outstanding results at the annual swimming carnival and several children went on to compete at Diocesan and Polding carnivals. The winter athletics carnival saw all the children involved in a tabloid of track and field activities and once again several long standing records were broken. Several students progressed to Diocesan and Polding level of competition in athletics. Seasonal activities were well supported in 2013- soccer, netball, rugby and basketball. Parents took responsibility for coaching and team management and reporting weekly through Prouille's newsletter. Several children also represented Broken Bay in Diocesan sporting teams.



## 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.

## 5.4 Professional Learning

Throughout 2013, Prouille staff participated in various professional learning opportunities. Through participation in staff development days, conferences, team meetings, and professional development staff members have continued to stay at the forefront of education.

Throughout 2013, 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 to further improve quality teaching and learning in the classroom.

Student improvement goals in 2013 had a strong Numeracy focus. There was consultation with Education Officers at the Catholic Schools Office.

Another major area of focus in 2013 was the continued implementation of the Positive Behaviour for Learning program (PBL).

New Scheme teachers attended mentor meetings and National Institute of Dramatic Art (NIDA) courses organised through the Catholic Schools Office.

Throughout the year, staff members also attended Australian Literacy Educators' Association (ALEA) professional development sessions and a variety of professional development opportunities offered by the Catholic Schools Office.



## 6. Strategic Initiatives

### 6.1 2013 Priorities and Achievements

The following is a summary of 2013 achievements regarding our 2013 School Improvement Plan (SIP) and the three priority areas: **Catholic Mission, Learning and Teaching, Pastoral Care.**

- Improved students' knowledge and understanding of our Catholic story and Dominican tradition.
- All teachers K-6 had extensive professional learning in number, problem solving/ reasoning. (This had a positive and direct impact on the level of learning/teaching 'differentiation' in every classroom).
- All classes Years 1-6 benefited from the introduction of ACER Assessments (Maths and English) in both T1 and T4. (Assessments in T1 determined/influenced learning and teaching programmes; additionally, assessments in T4 facilitated the measurement of individual student growth throughout the year).
- Continued with our whole school/community Pastoral Care Programme, "Positive Behaviour for Learning" – PBL (Stage 2). Students were further empowered towards responsible and compassionate action in the context of our Dominican values.

### 6.2 2014 Priorities and Challenges

The goals specified in the 2014 School Improvement Plan are:

#### **Catholic Mission:**

To develop students' understanding of their Catholic identity and our Catholic Worldview ... this will be achieved by responding to the 2013 Year 6 Discipleship Responses:

- clarifying student misconceptions;
- engendering authentic student discipleship responses; and
- building a school/Parish community that authentically and collaboratively 'reaches out'.

To preserve, share and re-interpret our Dominican story for our contemporary context.

To increase student engagement in prayer and Liturgy.

#### **Learning and Teaching:**

To use targeted assessment and growth point data to improve student outcomes for low attaining students in number.

To use technology to engage all learners in Mathematics.

To implement a differentiating approach to extend/challenge high attaining students in number.

#### **Pastoral Care:**

To develop respectful, responsible learners.

To decrease the number of students presenting with anxiety.



## 7. Parent Participation

### 7.1 Introduction

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

Parent participation increased in several areas of school life:

- support in the classrooms;
- support at Family Masses held on specific Sundays throughout the year; and
- commitment to the 'Ripples' programme (spirituality/wellbeing program for parents).

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 organised functions, dates and various events throughout the year.

Class Parents planned at least two informal get-togethers for grade parents in 2013. Attendance varied and 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, learning support.

### 7.2 Parent Satisfaction

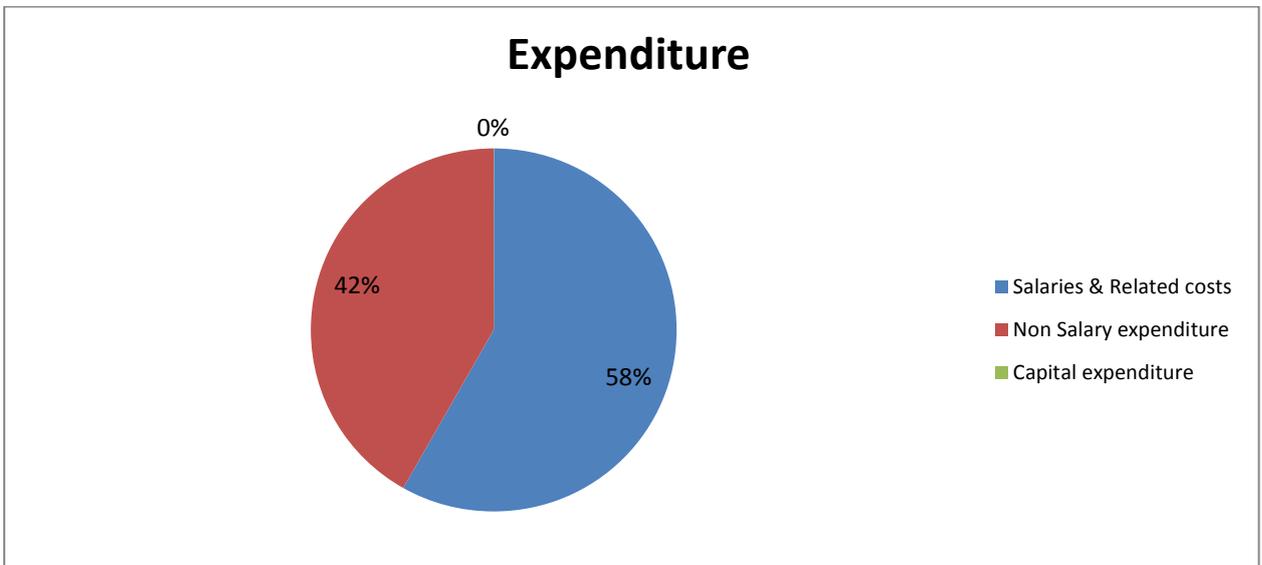
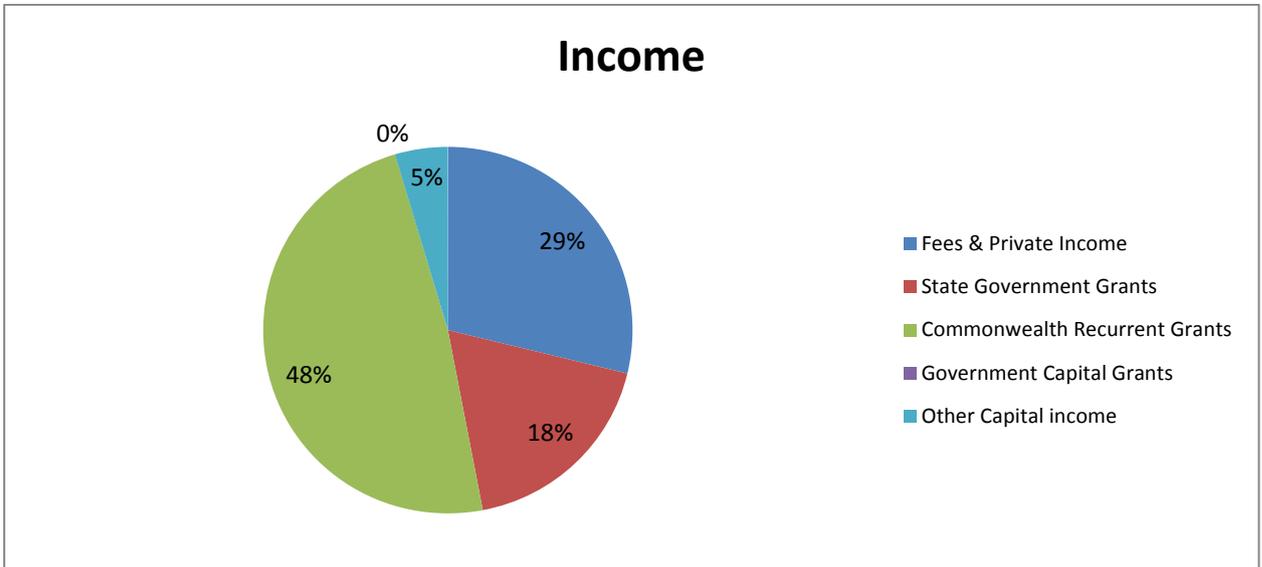
Parents participated positively in the school and Parish in a variety of ways. All of this contributed to strong parent engagement and visible presence in support of student learning and direction. Parents were invited to participate in a survey to provide their viewpoint on various areas. The specific areas that parents felt that their expectations of the school were being met or exceeded were:

- quality teaching and learning;
- focus on student welfare, providing a safe and caring environment;
- the values of the school;
- a balanced Catholic education;
- reputation and tradition;
- the leadership direction;
- facilities and resources;
- social and cultural diversity; and
- extra-curricula programmes.



## 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.