

**Prouille Catholic Primary School,
Wahroonga**

5 Water Street, Wahroonga 2076

Principal: Mrs Julie Caldwell

Phone: (02) 9489 3233 Fax: (02) 9489 3954

Email: prouille@dbb.catholic.edu.au

www.prouilledbb.catholic.edu.au



ABOUT THIS REPORT

Prouille Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Principal's Message

The School was established by the Dominican order and has Dominican values as its foundation. The School continues to provide high quality teaching and learning in an inclusive environment in our local community. The students who attend the School work with teachers who are passionate and caring in a supportive environment. They form part of a community which will prepare them to live with the skills and confidence necessary in a changing world. The high quality of educational experiences provided for students is due to year level team based planning, assessment and monitoring of student learning and progress, as well as the participation of staff in whole school quality professional development. Prouille is a community school which vibrantly engages parents and students in their learning and promotes Catholic family values in a nurturing environment. We have a proud history and tradition of caring for our community at Prouille Catholic School.

Parent Body Message

At the end of 2015 parents were surveyed as to their needs and their engagement with the School in preparation for 2016. This resulted in more engagement opportunities planned with parents particularly in regard to their children's learning. A number of educational sessions as well as our community events and fund raising opportunities were held in 2016. Some of the opportunities for parent engagement were:

- *Parent Education/Engagement Sessions*
- *Helping in the Classroom*
- *Supporting your child in infants literacy*
- *Recognising and supporting children with anxiety*
- *Cybersafety sessions*
- *Transition to High School Sessions*
- *Social and Emotional Intelligence*
- *NAPLAN information evening*
- *Prayer sessions "Refresh the Spirit"*

One of the ways that parents actively engaged and collaborated with the School was in the very successful Open Day for 2017 where parents, teachers and the and Principal welcomed new families to the school.

Student Body Message

The 2016 Student Executive consisted of:

- School Captains and Vice Captains
- Student Representative Council (SRC)
- Mission Leaders
- Colour House Captains
- Library Prefects

- Music Prefects
- Information Communication Learning Technology (ICLT) Prefects
- Environment Prefects

The student leaders in 2016 were especially committed to their leadership positions and their pastoral responsibilities. Of particular note was their very active leadership and support of each term's Wellbeing Week activities. Our student leaders were also actively involved in the preparation and support of school events such as swimming and athletics carnivals, liturgies, masses, Book Week, Open Day, the School Musical, Kindergarten Orientation, the Kindergarten Buddy program and the sustainability garden. These opportunities allowed growth in leadership and provided opportunities to use initiative and take responsibility. Above and beyond all of the more formal roles listed above, all Year 6 students were viewed as important (and equal) leaders in the School.

Parish Priest's Message

The School's Catholic life is celebrated in a diversity of ways that both honour its specifically Dominican heritage and nourish the experience of ecclesial belonging. The School chapel in which is reserved the Blessed Sacrament is a key space in the School. Beyond regular prayer liturgies, the sacraments are often celebrated at the School, and the School expresses its place in the life of the parish, liturgically, through family masses, as well as many other forms of pastoral collaboration. As Pastor I seek to be present at as many whole school events as I can. In so doing, I seek to be somebody identifiable by the children in a positive pastoral manner so that they might enjoy a genuine sense of belonging to the Catholic community.

SECTION TWO: SCHOOL FEATURES

School Features

Prouille Catholic Primary School Wahroonga, is a Catholic systemic co-educational school.

The School was founded by the Dominican Sisters in 1950 and flourished under the Sisters until 1989 when the first lay principal was appointed. The School motto is “Veritas” – Truth; which is also the motto of the Dominican Order. “Prouille” is the name of a small village in France and this is where St Dominic, in 1206, established the foundation of the Dominican Sisters.

The School is one of thirty-seven (37) primary schools within the Broken Bay Diocese. In 2016 there were thirteen classes from Kindergarten to Year 6 catering for both boys and girls. Other facilities include a beautifully appointed library, a large hall, a unique Eucharistic Chapel and numerous special purpose areas to cater for the School's Creative Arts and Music programs.

Staff at the School, strive to provide an outstanding Catholic education, working with parents as partners in this endeavour. Importantly too, the School is an integral part of Holy Name Parish, Wahroonga, and the wider community. The Parish community actively promotes and supports a strong and vibrant Parish/School connection and the ministry of our Parish Priest.

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

After many years of planning and negotiation, the School was completely rebuilt in 2010 and 2011. Now students and staff are thriving in a remarkably well appointed, 21st Century learning environment.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
163	136	65	299

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 93.98 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	94 %	94 %	94 %	94 %	94 %	94 %

Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	4	25

* This number includes 15 full-time teachers and 6 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	21
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Cultures of Thinking: Presented by Ron Ritchhart (External Consultant), Project Zero Harvard
Day 2	Writing and Reading based on the work of Sheena Cameron: Presented by Prouille staff
Day 3	Mathematics, Place Vale: Presented by Prouille staff

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

A focus for 2016 has been actively living out Pope Francis' call to Mercy. The Year of Mercy offered many opportunities to work with the Parish to create an awareness of what the Year of Mercy means to all members of the community. The School's work continued this year to combine and integrate the Catholic message into the School's wellbeing program led by the Wellbeing Coordinator.

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

- St Vincent de Paul Winter Appeal - where the children earned tokens to purchase an item for the appeal
- Mission Week experience and Catholic Mission Fundraiser (Crazy Sock Day)
- Participation in "The Dish", a local community outreach initiative of the Hornsby Homeless Taskforce
- Play Buddies - an outreach program to St Lucy's School
- St Vincent de Paul Christmas Appeal - hampers and hamper packing for 14 families in living the outer western Sydney suburb of Whalan

Working with the Parish has continued to be a focus throughout the year. In 2016, each grade hosted a family Parish Mass on Sunday. Parish leaders became active participants as group leaders in the Sacramental Program in order to consolidate the parish/school/community links. The School hosted the Parish fundraiser and many School families joined in Parish initiatives.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

As a Catholic school system, curriculum and pedagogy reflects a Catholic view of the world. Compliance with BOSTES curriculum requirements is monitored through the CSO [School Review and Development](#) process. Religious Education is a critical learning area at the School; it is taught daily and is integrated, where possible, into all KLAs.

Curriculum is one factor contributing to the achievement of valued learning outcomes for students. School culture, teaching and assessment, and the formal curriculum all play a part in leading to student achievement.

In 2016, two more teachers undertook the training to extend their professional learning in Mathematics through the Extending Mathematical Understanding (EMU) course offered by the Australian Catholic University. These teachers were then able to offer professional learning support and leadership of Mathematics to other members of staff. Wellbeing and English were also areas of significant professional development for 2016. The Spelling scope and sequence was reviewed and writing was a key improvement area for staff professional learning.

Some of the extracurricular opportunities the School offers are private music tuition in violin and piano. The School has a very successful band program with a large proportion of the students attending either the string ensemble, the concert band or the junior band. The choir is also attended by many students. Mandarin and French are taught privately after school and chess and martial arts classes are offered at lunchtime.

The School's sport program ensures that the children have many pathways to success in representative sport especially in Years 3 to 6. The School also has its own soccer and netball club.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72.73 %	52.50 %	2.27 %	9.60 %
	Reading	65.91 %	49.40 %	4.55 %	11.50 %
	Writing	65.91 %	48.80 %	0.00 %	6.20 %
	Spelling	63.64 %	46.40 %	4.55 %	12.40 %
	Numeracy	52.27 %	35.60 %	4.55 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37.14 %	36.30 %	5.71 %	15.00 %
	Reading	45.71 %	35.30 %	11.43 %	15.50 %
	Writing	14.29 %	17.20 %	5.71 %	18.10 %
	Spelling	31.43 %	29.80 %	11.43 %	17.20 %
	Numeracy	22.22 %	28.30 %	11.11 %	16.50 %

NAPLAN Comments

The results for students in Year 3 were well above the national percentages for the top two

bands in all four content strands. Most children in Year 3 achieved results in the top two bands in the strands of Grammar and Punctuation, Reading, Writing and Spelling. The 2016 results show that a very small percentage of students achieved results in the bottom two bands in any area except in Writing. These results were much better than the national levels.

Year 5 results show that most children were consistently on par or better than national counterparts for the top two bands in most content strands except for Writing. The numbers of students achieving results in the bottom two bands were on par with the national counterparts for all areas. Analysis of these results indicate that a more individualised approach to reviewing children's achievement in Bands 2 and 3 is required for ongoing educational support.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

The School endeavours to ensure respect for others is consistently taught and demonstrated. Strategies to promote respect and responsibility are consistently practised at the School. Some of the ways in which this is done includes the following:

- Liturgies and assemblies, where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged, occur regularly.
- In teaching and learning students can learn about social problems and learn about rights and responsibility throughout the PDHPE curriculum.
- The Positive Behaviour for Learning (PBL) lessons have provided the opportunity to teach more positive ways of interacting.
- The introduction of a Student Representative Council ensured the role of student voice in decision making.
- Safe and structured playground spaces are provided as well as the availability of activities which develop a culture of caring for one another.
- A Wellbeing Coordinator has been appointed as well as a team that includes teachers, the Principal and parents.
- The appropriate provision of counselling or other support services are available to students and families if needed.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In 2016 the key achievements were:

- **Mission:** A focus on the continued exploration of the gospels and the message of Pope Francis. Continuing to explore the connections and opportunities afforded by the close connections with our local Catholic Schools and Parish with a focus on the Year of Mercy.
- **Teaching and Learning:** To improve student learning outcomes in English and Mathematics with a focus on assessment and data analysis.
- **Wellbeing:** To continue, consolidate and strengthen work in positive behaviour processes. That parents are confident that all behaviour, socialisation problems, incidents are all fully investigated, appropriately dealt with and that continued support for parents and children is given as needed. Continue to implement the *KidsMatter* module 2 in 2016 *Social and Emotional Learning*.

Priority Key Improvements for Next Year

Our goals for 2017

- **Mission 3-year goal:** To develop in students a deep understanding of discipleship and their ability to respond to this in their choices and actions.
- **Learning & Teaching 3-year goals:**
 - To improve student learning outcomes with a focus on assessment and data analysis
 - To improve student learning outcomes with a focus on developing greater consistency of high quality teaching practice K-6 in English and Mathematics).
- **Pastoral Care 3-year goal:** To foster a broader sense of wellbeing using the Diocesan Pastoral Care and Wellbeing Framework.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent input and satisfaction were gauged this year through their participation in parent education opportunities as listed earlier in the report and through opportunities to engage with the school in:

- *Surveys re Religious Education in the school.*
- *Input on the selection of a new Principal for 2017*
- *Discussions on school fees structures*
- *Question and Answer re changed class structure.*

Student Satisfaction

The Year 6 leaders prepared a report at the end of their year. Their focus for the year took three main areas: (i) connection to the Parish and their faith, (ii) their learning environment and (iii) their outreach into the community.

The students felt privileged to be involved in the significant renovations in the playground and had input into the type of lunchtime activities and clubs that were introduced. Year 6 enjoyed their responsibilities as leaders, as sporting representatives and as the School representatives at community celebrations. One of the initiatives that the Year 6 students enjoyed and responded well to is the care and nurturing of their *Kinder buddies* and their hosting of the *Open Morning* for new parents.

Teacher Satisfaction

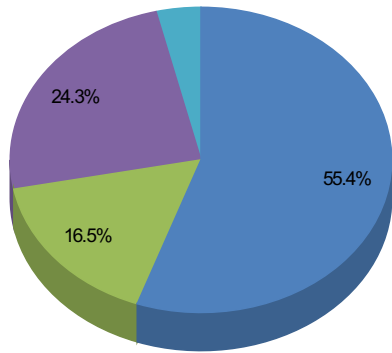
Staff continue to engage professionally in their own learning, which demonstrates high levels of satisfaction with the School. Other ways that staff satisfaction and engagement were gauged by were:

- *Input on the selection of a new Principal for 2017*
- *Engagement with Professional Learning opportunities and positive feedback from these.*
- *Staff commitment to further learning*
- *Staff commitment and attendance at community events eg St Dominic's Day, Family Masses*
- *Regular communication meetings and professional learning opportunities.*

SECTION ELEVEN: FINANCIAL STATEMENT

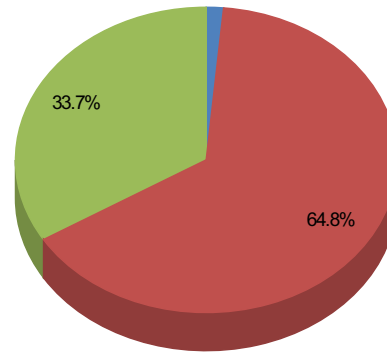
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (55.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.5%)
- Fees and Private Income (24.3%)
- Other Capital Income (3.8%)

Expenditure



- Capital Expenditure (1.5%)
- Salaries and Related Expenses (64.8%)
- Non-Salary Expenses (33.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,429,909
Government Capital Grants	\$0
State Recurrent Grants	\$723,466
Fees and Private Income	\$1,064,640
Other Capital Income	\$166,209
Total Income	\$4,384,225

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$62,192
Salaries and Related Expenses	\$2,766,529
Non-Salary Expenses	\$1,440,738
Total Expenditure	\$4,269,459