

# 2017 Annual School Report

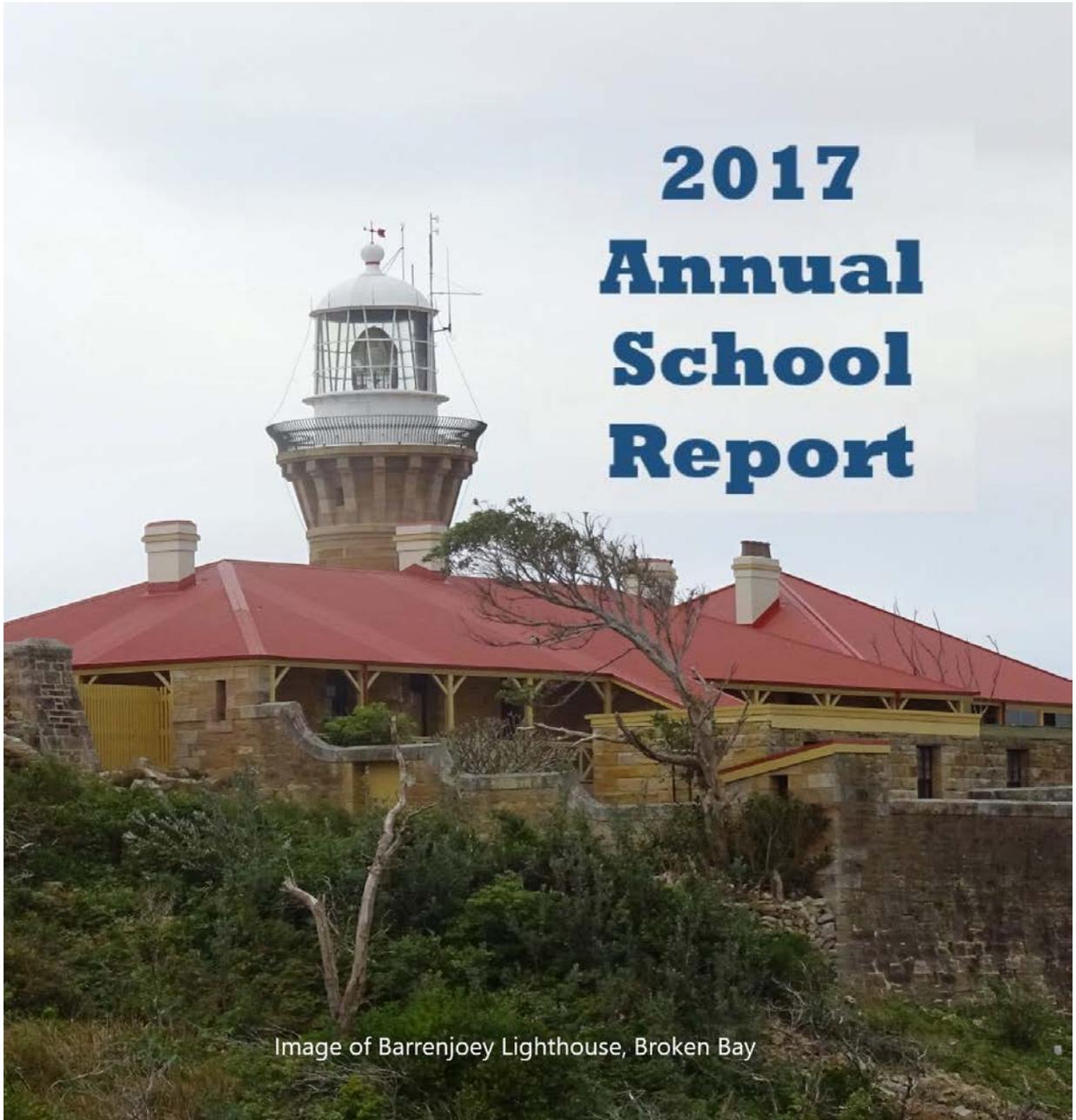


Image of Barrenjoey Lighthouse, Broken Bay



## Prouille Catholic Primary School, Wahroonga

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## ABOUT THIS REPORT

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Prouille Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### Principal's Message

2017 has seen Prouille Catholic School achieve many accomplishments. This includes welcoming a new leadership team and successful implementation of the final stage of our strategic management plan. This has assisted us with maintaining the tradition of promoting a learning community of excellence where a strong sense of 'the achievable' is nurtured in an environment where individual needs and strengths are supported. Our focus is on school improvement whereby all school community members are encouraged to continue with actively participating in leading learning in the following three domains:

- Mission
- Teaching and Learning
- Pastoral Care.

This year we worked collaboratively on the following school improvement goals:

- To foster students' understanding of what it means to be a missionary disciple
- To improve student outcomes in numeracy, K-6
- To improve students' resilience and capacity to self-regulate in order to better engage in school life.

The overarching direction for this action was to ensure our vision is ever evolving and adapting in response to our context so we can prepare our students for contemporary living and learning via increased teacher capacity and parent engagement outcomes.

### **Parent Body Message**

In 2017 the P&F successfully supported three focus areas:

**Community:** We ensured that our new Principal and AP were smoothly transitioned into Prouille and it has been a pleasure working alongside them both. We consistently built community spirit through our highly successful social events e.g. welcome event, athletics carnival, Father's and Mother's day breakfasts, family movie night and school disco. We enjoy a close relationship with the Holy Name Parish through Family Masses and sacramental program.

**Communication:** We focussed on improving communication channels between the school and parents utilising the school calendar, school app and Dropbox. Our DBB Parent Council representatives kept us informed regarding current diocesan events and thinking. During the school funding issue, we worked with other P&Fs from the Diocese to coordinate a successful campaign, providing timely and accurate information to parents to ensure they could make informed decisions.

**Curriculum:** We supported the school ipad program through fund-raising. Thank you for the support we have received from the committee, staff and parent volunteers.

We are so proud of our school community.

P&F co-presidents

### **Student Body Message**

At Prouille we have been encouraged to embrace growth: to find out what we are good at, find out what we like to do, and grow; know we can be anything we want to be and not to be afraid and frightened of not succeeding but rather to grow in confidence. Our parents and teachers have encouraged us to be our very best, take up challenges and grow and for that we are truly grateful. At Prouille we have been taught to be honest people who know it is better to give than to receive. We have learnt to be grateful and appreciate the people, events and things in our life during our time at Prouille.

God is the power and source of all things. He is the reason why we are all here. He is our strength, present and future. He is great and loves us more than we know. We are grateful that Father David has been instrumental in teaching us the Gospel values so we can go forth, proclaiming the teachings of our patron saint, St. Dominic, loud and clear.

Finally, thank you Prouille for allowing us to shine our lights, believe in ourselves, stand tall, proud and without fear and to be the very best we possibly can.

### **Parish Priest's Message**

The relationship between a parish and its primary school is very particular one, and an important means by which the mission of the Church in a local area is engaged and extended. For this reason the close collaboration between the Parish and the School, and their respective leaderships, is essential. It is a delight that the bonds between Holy Name Parish and Prouille School are very close with a very strong inter-connection, even though there is a geographical separation. Together we seek to bring the face of Christ to the people of Wahroonga, and open up the possibility of people experiencing the invitation to be Church. May this bond continue to grow as special feature of our local neighbourhood of grace.

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## SECTION TWO: SCHOOL FEATURES

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### 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 and in 1989 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) systemic primary schools within the Broken Bay Diocese. In 2017 there were twelve classes from Kindergarten to Year 6 catering for both boys and girls. School 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.

Inspired by our Dominican heritage, 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. This embedded practice enables us to:

- encourage students and community members to celebrate our Catholic identity
- embrace the Dominican values
- develop in each student an appreciation of their gifts and a desire to achieve personal excellence
- nurture reverence and respect for God’s creation through an awareness of our responsibility as co-creators of our natural environment
- challenge students to dialogue, question and discern meaning in their search for truth
- respond to and support the needs and interests of each student through a contemporary and innovative curriculum
- create an environment in which students feel safe to take risks with their learning by modelling respectful relationships
- foster a sense of community working together in a spirit of welcome and collaboration
- provide a diverse curriculum inclusive of music, arts, sport and STEM.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
135	123	53	258

\* Language Background Other than English

Enrolments have stabilised in recent years. There is a great demand for places in our classes from Kindergarten to Year 4. Some children leave at the end of Year 4 to attend private Catholic and independent schools where they will continue through to the end of High School.

### 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 2017 was 93.91 %. 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
93 %	95 %	93 %	94 %	94 %	96 %	93 %

## 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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

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](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	17
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	17
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	21
Number of full time teaching staff	14
Number of part time teaching staff	3
Number of non-teaching staff	4

### 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.

<b>Day 1</b>	Transition and orientation, Mathematics, Google Docs
<b>Day 2</b>	Writing & oral language development (Sheena Cameron and Louise Dempsey), Cultures of Thinking
<b>Day 3</b>	Walking the Way spirituality day; Positive Behaviour for Learning

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## SECTION FIVE: MISSION

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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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

Our school finds its foundational roots in the Dominican tradition and continues to uphold the mission of our Diocese in “...educating and forming young people in Catholic Discipleship.” We walk this journey in close partnership with the primary faith educators of our young people, parents, as well as the Holy Name Parish community. As a community of Catholic discipleship, the school provides Religious Education and student and staff formation that emphasises our Diocesan focus; it is coherent, coordinated and systematic. This year, our focus on Discipleship in Action has enabled students to participate in various missionary initiatives for those who are significantly disadvantaged.

The Broken Bay K-12 Religious Education curriculum is the basis of all our Religious Education programs. The objective of the programs is simple: to provide purposeful, relevant, engaging and thought-provoking learning experiences to allow for student-centred exploration of our Catholic Faith and its immersion in our lives. Students, staff, parents and caregivers are invited to partake in a multitude of formational experiences. Regular Mass and communal prayer are essential expressions of faith at the school. Meaningful and regular sacramental and missionary activities allow the students to be active participants in their faith journeys.

A focus for 2017 has been initiating the ‘Walking the Way’ program. This CSO driven opportunity has enabled parents and caregivers in our community to accompany their children on their faith journeys, with useful tips and strategies as well as beautifully run reflection mornings. With the theme of accompaniment in mind, the school has additionally integrated a variety of Cultures of Thinking (CoT) strategies throughout our Religious Education programs which has encouraged a deeper understanding of the Catholic message.

Our outreach and social justice initiatives have been fully supported and encouraged by the entire school and Parish community, including;

- St Vincent de Paul Winter Appeal (token system for Missionary Outreach)
- Honey Drive (Asylum Seeker Centre)
- Mission Week experience and Catholic Mission Fundraiser (Crazy Sock Day, Candela Stall)
- Play Buddies (twice a week – Outreach program with St Lucy’s School)
- St Vincent de Paul Christmas appeal (hampers collected and packed for 13 families living in the outer western Sydney suburb of Whalan).

We have continued to work closely with Holy Name Parish this year. Each year group hosted a Family Parish Mass on Sundays as well as gathering at the Church for a weekday Parish Mass. The Sacramental program further strengthened our valued links to the Parish, with Parish leaders facilitating various groups and building upon our School and Parish community connection.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### **Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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.

Prouille Catholic Primary School is committed to “providing quality education that strives to meet the needs of every child.” The curriculum is underpinned by Catholic values and the school’s mission statement.

The Special Needs Program addresses specific needs of students who present with learning challenges. Our *Beliefs about learning* statement informs School pedagogy and forms the basis of instructional decisions. It nuances and deepens shared understandings of how children learn. We encourage transformative learning and learners, a highly engaging environment and quality authentic practice. The School’s assessment policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate their strengths and achievements. Student achievement informs ongoing teaching and learning. The K-6 curriculum is well organised and timetabled efficiently to accommodate maximum learning time. Technology is expanding with an increased use of i-pads. This year we introduced an effective computer science coding program as part of our Science and Technology program, resulting in up-skilling teachers and students.

The reporting procedures include written reports (mid and end-of-year), portfolios and parent/teacher interviews. Prouille's 2017 strategic management plan articulated our role in effectively implementing system priorities by embedding the Leading Learning framework deeply within the school’s practices. This process was guided by our School Improvement Plan (SIP) to improve student learning outcomes. Key factors in this process have been building leadership capacity; goal setting; professional dialogue and ongoing evaluation. The core of this process is the teacher inquiry and knowledge building cycle to enable children to be continually challenged and extended within their “zone of proximal development”.

Prouille continued to deepen teachers' understanding of Extending Mathematical Understanding (EMU), as a whole school approach to teaching and learning in Mathematics. Two additional EMU specialist teachers were trained in the Early Years' course and one specialist teacher further extended their professional learning and expertise by completing the Middle Years' course. This depth of knowledge resulted in improved intervention and classroom practice; the improvement is demonstrated in successful intervention for the most vulnerable children, some of whom progressed by over two points on the Growth Point Framework. Four teachers attended Ron Richhart’s *Cultures of Thinking* seminars to discern and embed the cultural forces that are required for all children to thrive as learners.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	84.85 %	55.50 %	3.03 %	10.50 %
	Reading	69.70 %	51.60 %	0.00 %	10.00 %
	Writing	72.73 %	44.60 %	0.00 %	7.50 %
	Spelling	54.55 %	45.60 %	3.03 %	13.10 %
	Numeracy	57.58 %	39.80 %	3.03 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	65.52 %	34.40 %	3.45 %	17.50 %
	Reading	68.97 %	37.00 %	3.45 %	14.60 %
	Writing	27.59 %	15.80 %	3.45 %	19.40 %
	Spelling	58.62 %	34.30 %	3.45 %	14.10 %
	Numeracy	64.29 %	27.90 %	0.00 %	14.60 %

## **NAPLAN Comments**

### **Year 3**

It was very pleasing to note that the percentage of students achieving at Band 6 was significantly above national, state and NSW Catholic sector in every test area. It was also pleasing to see that the percentage of students in the lower bands was much lower than comparable figures. NAPLAN results at Year 3 indicate that current teaching programs and intervention strategies are working effectively to support continuing development of student skills and knowledge across all facets of literacy and numeracy. These approaches will be continued in 2018 with the expectation that students will continue to extend and develop their skills in these critical areas. In the early years, there was an identified weakness in literacy across this cohort. Explicit intervention strategies were implemented and resulted in improved learning gain. The continued implementation of the EMU intervention program and an emphasis on excellent classroom practice has also contributed to this.

### **Year 5**

It was pleasing that data indicates that intervention and within-class support for students at risk is effective. Band distributions in reading continue to reflect strengths in this area and provide support for continuing current teaching programs. The percentage of students in the top two bands of Reading improved from 45.7% in 2016 to 69% in 2017. It is recognised that specific skills development has contributed to extending students in the higher bands and this needs to continue. Our focus on all areas of literacy, particularly writing where we gave attention to explicit criteria in teaching spelling and grammatical features in various texts, displayed improved student learning outcomes. Close attention to the standards typically expected at the higher levels will be a priority in 2018 and explicit teaching of the necessary skills will be an emphasis. In 2017 our major focus was improving student outcomes in comprehension and we are pleased that this work is evident in the children's results. Numeracy results were particularly encouraging and reflected explicit teaching and intervention that has been sustained for several years. The EMU intervention has also contributed to improved learning gain. We will continue to review and refine expected standards and ways of teaching mathematics in upper primary to enable more students to achieve at the higher levels and carry on the growth in transition to Stage 4. This review will be ongoing throughout 2018.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling 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. There were no changes made to this policy in 2017.

## **Initiatives Promoting Respect and Responsibility**

The deeply committed and authentic relationships that underpin our community are a defining feature of Prouille Catholic School where we provide opportunities to nurture and grow relationships both formally and informally within the life of the school.

All classes have two class parents who provide a network of contact and support for all families. They also act as a point of liaison with the school in times of crisis or particular family need. The North Shore cluster school counsellor has worked closely with a number of children and their families. The school counsellor has continued to be an invaluable resource person who is able to provide initial diagnosis, ongoing counselling support or referral to an appropriate agency, if necessary.

This year Prouille Primary School continued working within the framework of the *Kidsmatter* program to assist our school community to improve students' well-being by developing their competencies in applying self-awareness, self-management, social awareness, relationship skills and responsible decision making skills. One of the biggest challenges, as a teacher or parent, is to help children cope with the different types of stress they encounter in their lives. In an increasingly complex and rapidly changing world, building resilience for young people has become very important. It is key to working and playing effectively and creating strong relationships of hope and possibility throughout their lives.

In order to tackle this challenge this year we have taken a step further to strengthen students' resilience through the revitalisation of the Positive Behaviour for Learning (PBL) program. This program has an emphasis on teaching children what behaviours are expected and then supporting them to be successful with these behaviours. There are three school rules which the children know and understand: at Prouille we are respectful, responsible learners. These three rules are each supported by more specific behavioural expectations that include: we are fair and just, we make good choices, we show a positive attitude. The behavioural expectations are taught in a variety of contexts across the school and children are given opportunities to use and practise these behaviours. At Prouille we value the importance of student voice and our student SRC assists with this. They help with effectively implementing the PBL program.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

The key improvements identified for 2017 include the following:

- There was a smooth transition and induction of the new school leadership team.
- We fostered students' understanding of what it means to be a missionary disciple and this was demonstrated in their relationships and actions.
- There were improved student learning outcomes in numeracy which resulted in: 100% of students demonstrating learning gain in all areas of mathematics; 100% of students applying mathematics understanding/skills in context (numeracy); and 100% of students successfully using the metalanguage of mathematics. Members of the school community were also aware of the shared metalanguage in mathematics.
- We noted improved student resilience and capacity to self-regulate in order to better engage in school life. Students can now articulate how they are feeling and choose an appropriate response.
- We developed and implemented a whole school approach to pastoral care that effectively encompasses PBL and Kidsmatter.
- Cultures of Thinking principles are aligned with our school-based Principles of Learning and the inquiry model; and are embedded across all KLAs.

### Priority Key Improvements for Next Year

Improvement goals for 2018 have been articulated and include:

- Progressing with Walking the Way and developing the concept of accompaniment
- Embedding Cultures of Thinking across all Key Learning Areas particularly in STEM
- Continuing with Positive Behaviour for Learning and working on plotting children on the Social and Emotional Learning continuum
- Continue developing a professional culture of learning at Prouille through encouraging persistence, maintaining challenge, raising the benchmark for all, and helping children to achieve their personal best and achieve by being stretched within their Zone of Proximal Development
- Promoting the Prouille School community in the local area.

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## SECTION TEN: COMMUNITY SATISFACTION

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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**

Prouille parents voiced satisfaction with:

- The great support from teachers and other parents in developing values that are pertinent to Catholic life
- The excellent support that is provided for parents and families throughout the Parish based sacramental programs
- The way in which the school community practises what it preaches and encourages children to implement what they learn throughout their everyday life and in relationship with each other and their teachers
- An environment which promotes learning and faith formation of students
- The quality and content of the teaching and learning program
- The excellent, caring and supportive teachers
- Excellent level of care and attention for each child
- Individual needs being addressed in an ideal learning environment
- Children's learning being supported and encouraged, leading to increased levels of confidence and competence for all children
- Highly qualified, committed, caring, dedicated and experienced teachers
- Highly motivated staff who strive to meet children's needs
- Nurturing environment
- Diverse educational and extra-curricular opportunities
- An inclusive community and a sense of belonging
- A community that fosters individual care.

## **Student Satisfaction**

The children value that Prouille School is a Catholic community. They believe that by attending Prouille, they are privileged to learn about God and their faith and are supported on their faith journey by many different people such as their Parish Priest and teachers. The children stated that they:

- have fun and experience enjoyable Religious Education lessons
- attend Mass and liturgies regularly
- participate in fundraising events that help teach them about others in the world and how as Catholics we are asked to be Jesus' disciples.

We found that the children enjoyed all aspects of their learning, in all KLAs, as teachers give them a range of strategies through which to approach learning; they appreciated many different and interesting learning experiences, and knew they were continuously developing new skills. In particular, students enjoyed the fact that they were challenged and were faced with diverse, exciting, well-prepared and well-presented lessons daily. Children said they were engaged in their learning and were provided with the encouragement and motivation to achieve success.

The children said Prouille is extremely pastoral especially through PBL and Kidsmatter programs.

## **Teacher Satisfaction**

Prouille staff engaged in a survey to assess their level of satisfaction with the school in terms of Catholic Mission, Learning/Teaching and Pastoral Care. The responses were extremely encouraging. Teachers noted:

Catholic Mission: Strong connection with the Parish; gift of our Parish Priest Fr. David; partnership with parents and community members; RE modules K-6; Inclusion of whole community in Masses and Liturgies; St. Lucy's Buddy program

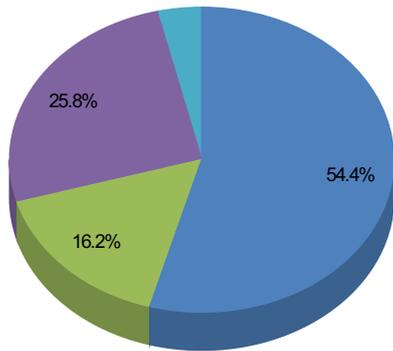
Learning and Teaching: Embedding of IT across the curriculum; implementation of Cultures of Thinking to provide rich learning experiences; continual Professional Development to upskill teachers; increased confidence in decision-making processes; primary focus on student-based quality learning; collaborative approach with specialist support teachers; extra-curricular activities e.g. Night of the Notables, band, gymnastics, dance, collaboration with parents to support student learning; highly committed and motivated teachers

Pastoral Care: Re-established implementation of PBL program; linking PBL values and attitudes to teaching/ learning strategies; working with CSO personnel to encourage inclusiveness; buddy program; class parent network.

## SECTION ELEVEN: FINANCIAL STATEMENT

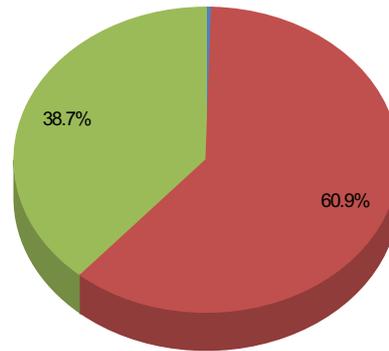
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (54.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.2%)
- Fees and Private Income (25.8%)
- Interest Subsidy Grants (0%)
- Other Capital Income (3.7%)

Expenditure



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (60.9%)
- Non-Salary Expenses (38.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,164,600
Government Capital Grants	\$0
State Recurrent Grants	\$643,281
Fees and Private Income	\$1,025,945
Interest Subsidy Grants	\$0
Other Capital Income	\$148,756
<b>Total Income</b>	<b>\$3,982,582</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$18,306
Salaries and Related Expenses	\$2,428,132
Non-Salary Expenses	\$1,541,482
<b>Total Expenditure</b>	<b>\$3,987,920</b>