

2018 Annual School Report



Prouille Catholic Primary School, Wahroonga

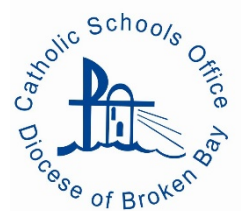
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ABOUT THIS REPORT

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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2018 has been a year of many achievements for Prouille Catholic School. This includes successful implementation of our new strategic improvement plan. The plan 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 members of the school community are encouraged to actively participate 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 enable students to demonstrate spiritual accompaniment with others in their words and actions.

To improve student outcomes in literacy and numeracy, K-6.

To develop students' resilience and capacity to self-regulate in order to better engage in school life. These goals set out to ensure that our vision is enacted in response to our context so we can prepare our students for contemporary living and learning through increased teacher capacity and parent engagement.

Parent Body Message

As a P&F we aim to build community spirit and encourage parent engagement through our highly successful events including Welcome Cocktail Evening, Athletics Carnival, Father's and Mother's Day Breakfasts and School Disco. We also enjoy a close relationship with the Holy Name Parish through the participation in Family Masses and Sacramental Program. Our amazing team of Class Parents are the backbone of the P&F and once again have provided that crucial link between staff, P&F and parents whilst nurturing the strong sense of community that exists at the School. The bi-annual school musical "To Find a Bunyip" was a resounding success that demonstrated what can be achieved by our wonderful parents, staff and students working in collaboration. Families contribute in many ways to school life e.g. School Banking, second hand uniform shop, Scholastic Book Club, maintaining school archives, reading groups, library, excursions etc. Although not our prime objective, the P&F activities have once again produced a surplus financial benefit for the school. We have a school to be proud of, dedicated staff, delightful children and a wonderful community of families.

Student Body Message

At Prouille we have been instilled with the Dominican Values: Justice, Peace, Knowledge, Unity of Creation, Prayer & Contemplation and Beauty in all that surrounds us, for this we are truly grateful. We are proud to carry on the Dominican tradition and values in everything we do. We have been given so many gifts and opportunities that we will use in our future lives. Most importantly we have learnt how to be responsible, respectful learners as well as to be individuals who seek out the truth in their daily lives as stated in our school motto Veritas. We have been guided by all members of our School community who have taken us under their wings, nurtured us and allowed us to grow to our full potential. It is the people who make a community unique. We have made many authentic friendships at our School that we will keep close to our hearts. We realise the importance of God in our lives and we are grateful for the role Father David and our teachers have played in teaching us the values of the Gospel and proclaiming the teachings of our patron saint, St. Dominic. We wish to thank the School for allowing us to believe in ourselves, be proud and become the very best we can be.

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.

In 2018 there were ten 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. The School is an integral part of Holy Name Parish, Wahroonga, and the wider community which 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. 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 all 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
- challenge students to dialogue, question and discern meaning in their search for truth
- respond to and support the needs 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 through working together in a spirit of welcome and collaboration
- provide a diverse curriculum inclusive of music, arts, sport and STEM.

The School presents an original musical biannually. This year the whole school community was involved in our Musical "To Find A Bunyip". All students K-6 performed in this production. Our music teacher wrote the script and music for this musical. Parents assisted with the costuming, props and setting. We were proud of our achievement!

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
114	102	42	216

* 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 2018 was 94.05 %. 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 %	95 %	95 %	93 %	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

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	18
Number of full time teaching staff	12
Number of part time teaching staff	3
Number of non-teaching staff	3

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	English Block; Mathematics
Day 2	Writing- Sheena Cameron & Louise Dempsey; NPDL- New Pedagogies for Deep Learning
Day 3	Accompaniment spirituality day; Positive Behaviour for Learning Tiers 1-3

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 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 continues to be immersed in the Dominican tradition and upholds the mission of the Diocese in "...educating and forming young people in Catholic Discipleship." We walk this journey in partnership with the children's primary faith educators - the parents and Holy Name Parish Community. As a community of Catholic Discipleship we provide coherent, coordinated and systematic Religious Education programs as well as opportunities for student and staff formation. This year, our focus on "Accompaniment" has enabled the students to participate in pilot initiatives through Catholic Mission, be active participants in the quest to live their lives in the footsteps of Jesus, and conduct significant conversations and reflections about what it means to accompany others. The objective of our RE program is to provide purposeful, relevant, engaging, thought-provoking learning experiences that provide opportunities for student-centred exploration of our Catholic Faith and its immersion in our lives. A variety of formational experiences are provided for all community members. Mass and communal prayer are regular aspects of our Catholic faith practice. Meaningful and regular sacramental and missionary activities allow students to actively engage in their faith journey. In 2018 we focussed on the Scriptures through the "Sweeter Than Honey" resources. This CSO driven opportunity has enabled staff members to embed the theme of accompaniment across our diversified learning experiences. We have integrated Cultures of Thinking strategies throughout our RE program which has resulted in deeper understanding of the Catholic message as well as referencing the RE Toolkit resource and co-teaching RE and Literacy models. Our outreach and social justice initiatives have been fully supported and encouraged by the whole school community. This included: St. Vincent de Paul Winter & Christmas Appeals; Catholic Mission- Crazy Sock Day/Candela Stall; Our Outreach Play Buddies Program with St. Lucy's; Charlie Teo Beanies for Brain Cancer- a student-run initiative; Christmas Cards for our local Nursing Home.

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 attended the Church for our Whole School Masses. The Sacramental Program further strengthened our inextricable links to the Parish, with Parish leaders facilitating various groups and building upon our School and Parish community connection. We welcomed new presiders into our community and gained further connections through our mutual focus on the Plenary Council for 2020.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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.

The School provides quality education that strives to meet the needs of every child. The curriculum is underpinned by the Catholic values and the School's Mission Statement. The Special Needs Program addresses specific needs of students who present with learning challenges. The School's Beliefs About Learning Statement informs pedagogy and forms the basis of instructional decisions. The Statement helps build 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 across the curriculum. Student achievement informs ongoing teaching and learning.

The School's continued participation in the Extending Mathematical Understanding-EMU program has enabled the identification of children vulnerable in Mathematics through implementation of the Mathematics Assessment Interview- MAI. Teachers have continued their professional development increasing their effectiveness in pedagogical practices in Mathematics. Stage three teachers participated in the Encouraging Persistence, Maintaining Challenge Program for Mathematics. This assisted teachers in designing lessons and tasks that challenge students, enable sustained thinking, decision-making and risk-taking and develop increased learning effort, self-efficacy and independence. This professional learning enabled teachers to focus on pedagogy that encourage persistence and challenge in order to extend and increase learning outcomes for all students. Involvement in these courses has resulted in practices evolving due to the action research and practitioner inquiry model that was implemented. Continual targeting of all vulnerable children K-6 and implementing successful interventions has led to increased student learning outcomes. This is evident in vulnerable children exhibiting improvement of an average of 2-3 growth points. This program is sustainable and embedded in the Schools Mathematics Curriculum. This year the Maths Olympiad team achieved first position in the Maths Olympiad Competition. 30 students participated in 5 competitions throughout the year where they were involved in rigorous problem solving activities.

Teachers were also involved in extensive Professional Learning which focussed on developing more effective Literacy Blocks where learning intentions were clearly articulated and teaching was explicit with a special focus on writing, spelling and reading. This resulted in increased reading and comprehension levels as well as increased learning outcomes across all areas of English.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	75.68 %	53.20 %	5.41 %	8.60 %
	Writing	59.46 %	41.90 %	5.41 %	10.00 %
	Spelling	64.86 %	46.60 %	8.11 %	12.50 %
	Grammar	78.38 %	53.10 %	2.70 %	11.00 %
	Numeracy	51.35 %	39.20 %	8.11 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	34.78 %	38.60 %	8.70 %	12.60 %
	Writing	21.74 %	13.70 %	30.43 %	23.40 %
	Spelling	52.17 %	34.50 %	4.35 %	13.60 %
	Grammar	47.83 %	35.50 %	13.04 %	14.30 %
	Numeracy	39.13 %	27.60 %	13.04 %	14.00 %

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 2018.

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 2018. 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

The deeply committed and authentic relationships that underpin the School community are a defining feature of the School where opportunities are provided to nurture and grow relationships both formally and informally. The network of class parents provide a point of contact and support for all families. They also act as a liaison with the school in times of crisis or particular family need. The Diocesan school counsellor also worked closely with a number of children and their families and has continued to be an invaluable resource person who is able to provide initial diagnosis, ongoing counselling support or referral to an appropriate agency,

This year the School continued to reference the Student Wellbeing Framework to improve students' well-being by developing their competencies in applying self-awareness, self-management, social awareness, relationship skills and responsible decision making skills. We have continued assisting children develop their resilience in order to cope with the many stresses they encounter in their daily lives. A key aspect of this is assisting children create strong relationships of hope and possibility throughout their lives. The way in which the School has tackled this is through the revitalisation of the school's Positive Behaviour for Learning- PBL program. The School has introduced the three tiers of the PBL program with a continued emphasis on expected behaviours, supported with strategies that support students in utilising these behaviours successfully. There is an emphasis on students understanding of the school rules: we are respectful, responsible learners. These rules are supported by the following expectations: we are fair and just, make good choices and show a positive attitude. Behavioural expectations are explicitly taught and children have the opportunity to use and practise them in a variety of situations.

Student voice is valued and it plays a major role in this process. The SRC is a key student representative body with significant responsibility in implementing the PBL program across the school community. Respect is a vital characteristic at the School. Respect for self and others! Children also display an instilled sense of pride and respect for their School - and are instrumental in the Schools' promotion.

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. 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

2018 was a highly successful year in that many key improvements we set out to do were achieved. In the area of Catholic Life and Mission we successfully implemented the Walking the Way program and developed the concept of accompaniment throughout the school community. In regards to Pastoral Care we implemented the school's revised Positive Behaviour for Learning program which resulted in great success with achieving improved behaviour and increased learning outcomes. Due to the teaching staff's increased confidence and competence in using the Social & Emotional Learning continuum we were able to track all children on this continuum.

Learning and teaching is our core business and we focussed on developing a professional culture of learning at the School. Improvement occurred through encouraging persistence, maintaining challenge, raising the benchmark for all and helping children achieve their personal best by being stretched within their Zone of Proximal Development particularly in the areas of Literacy and Mathematics. A major highlight was achieving lead school status in the 2018 Maths Olympiad Competition for Australian Schools.

Priority Key Improvements for Next Year

In 2019 the key improvements we are hoping to achieve are:

Catholic Life & Mission

We are aiming to provide opportunities for students to identify compassionate actions in their daily lives. In addition to this, we are working towards developing a positive sense of self, spirit and belonging.

Learning & Teaching

Within the Learning & Teaching domain, we are working towards embedding new pedagogies for deep learning as a tool for learning across the school curriculum. Our focus is exploring students' learning potential in the context of STEM through deep learning processes and practices.

Pastoral Care

We are continuing to review our Positive Behaviour for Learning and Be You programs to identify existing strategies that will support students to critically reflect and self-regulate.

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

Prouille parents hold a high level of satisfaction in the school in a variety of areas. Parents value the promotion of Catholic values by teachers and parents. They appreciate the support for parents and families throughout the Parish Based Sacramental Program. Parents support the school community in promoting learning and faith formation for all students.

Parents are very satisfied with the delivery of quality learning and teaching programs. They praise the professional, committed, motivated, caring and supportive teachers who address the individual needs of their children in an ideal learning environment. Parents place a priority on working with teachers to support and encourage children's learning in order to increase levels of confidence and competence.

Parents articulate their appreciation of the diverse educational and extra-curricular opportunities that are provided within an inclusive community that focusses on a sense of belonging and is nurturing. In addition to this parents also favour the School as a community that fosters authentic individual care and ensures open communication exists throughout.

Student Satisfaction

The children at the School value their Catholic Heritage, enjoy the Religious Education Program and the strong links established with The Holy Name Parish Wahroonga. The students feel privileged to have a school chapel and a sacred place where they can attend Reconciliation, liturgies and prayer sessions. The children are appreciative of the engagement and gifts of the Parish Priest.

The children also commend the learning opportunities, as engaging, interactive, diverse and varied. The children say that their interests are being met in the various aspects of school life: academic, creative, athletic or the arts. The children enjoyed being challenged by inquiry learning, maths olympiads, debating or public speaking. The co-curricula program includes choir and band and is enjoyed by the students. All students K-6 enjoyed being involved in the school musical "To Find a Bunyip". Sport is an important part of a well rounded education, and the children value sports carnivals, Surf Ed, football with the Mariners and activities with NSW Sport.

Safety and well-being is a priority for the children and they praise the way they are cared for by the teachers and the School PBL program.

Teacher Satisfaction

Prouille staff articulated high levels of satisfaction in the following areas:

Catholic Mission:

- Strong connection with Holy Name Parish
- Support from Father David
- RE modules and continual evaluation and consolidation
- Inclusion of whole school K-6 in Masses and Liturgies
- Outreach opportunities - St. Lucy's, SV de P, Candela Stall

Learning and Teaching

- Support provided for embedding IT across the curriculum
- Providing rich learning experiences through Inquiry Learning, Cultures of Thinking
- Continual Professional Learning to up-skill teachers
- Shared decision-making process and collaborative approach
- Collaborative approach with support teachers
- Effective Data Analysis and increased student learning outcomes
- Diverse learning program
- Working with parents to assist student learning.
- Highly committed and motivated team approach

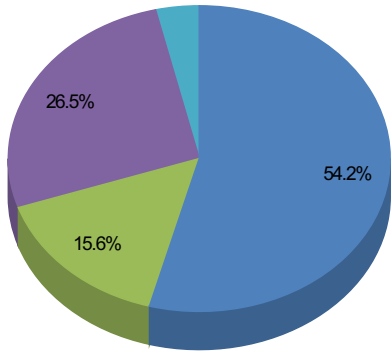
Pastoral Care

- Implementation of revised and consolidated PBL program
- Well-being for all members
- Supportive class parent network
- Implementation of inclusive education

SECTION ELEVEN: FINANCIAL STATEMENT

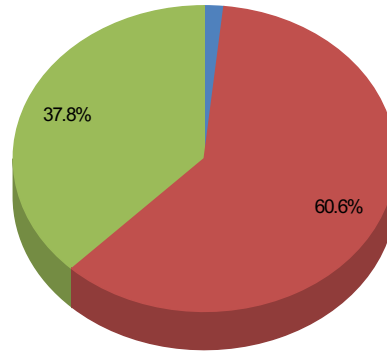
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (54.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.6%)
- Fees and Private Income (26.5%)
- Interest Subsidy Grants (0%)
- Other Capital Income (3.7%)

Expenditure



- Capital Expenditure (1.6%)
- Salaries and Related Expenses (60.6%)
- Non-Salary Expenses (37.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,910,349
Government Capital Grants	\$0
State Recurrent Grants	\$549,973
Fees and Private Income	\$934,898
Interest Subsidy Grants	\$0
Other Capital Income	\$129,672
Total Income	\$3,524,892

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$59,932
Salaries and Related Expenses	\$2,203,336
Non-Salary Expenses	\$1,375,275
Total Expenditure	\$3,638,543