



CATHOLIC SCHOOLS
Broken Bay

2020

ANNUAL SCHOOL REPORT



Prouille Catholic Primary School

5 Water Street, WAHROONGA 2076

Principal: Mrs Sue Bevan

Web: www.prouilledbb.catholic.edu.au

About this report

Prouille Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2020 has been a unique year whereby school life has existed under COVID-19 conditions. However we are very proud of the many achievements for Prouille Catholic School. This includes successful implementation of the third year of our strategic improvement plan. The plan has continued assisting 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 and Pastoral Care. This year we worked collaboratively on the following school improvement goals: To integrate the Principals of PBL and Deep Learning to facilitate Discipleship in action; To maintain the Deep Learning processes and practices in STEM and apply to Geography and History; To develop the students' awareness of self and ability to self-manage in times of stress and anxiety. 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 have been somewhat challenged with the global situation this year as our priority is to build community spirit and encourage parent engagement through our highly successful events. Our Welcome Cocktail Evening was pre-COVID and was a great success. Unfortunately the Athletics Carnival, Father's and Mother's Day Breakfasts were cancelled but we supported the school with their highly successful Mother's and Father's Day Stalls. We ensured communication continued with the school community via our Prouille School App. We were excited about seeing light at the end of the tunnel with our Christmas School Disco with Kit-Kat the DJ which was a great success. 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 via Zoom, email and facebook. Families contribute in many ways to school life e.g. 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. Even though with mandated COVID restrictions we were not permitted on the school grounds however we were grateful for the various opportunities the school provided for us to be connected through Home Based Learning, Zoom meetings, phone calls, emails,

newsletters specialised meetings etc. 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. This year we have strengthened our skills in resilience and learnt how to cope during these uncertain times. We realise the importance of staying safe keeping others safe through making the responsible choices of social distancing, sanitising and wearing masks! 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 especially through home based learning. 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.

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 2019 there were nine 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. This year we have continued with accommodating two classes from our neighbouring school St. Lucy's whilst they build their new K-12 facility. Our St. Lucy's classes have become a vital part of our school community. Prouille was completely rebuilt in 2010 and 2011. Now students and staff are thriving in a remarkably well appointed, 21st century learning environment. Our new outdoor learning space outside the Kindergarten classroom is a well utilised space used by all classes K-6.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
97	98	40	195

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.18%. 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
95.23	94.58	96.24	94.72	94.22	94.04	97.20

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	17
Number of full time teaching staff	10
Number of part time teaching staff	5
Number of non-teaching staff	2

Total number of teaching staff by NESA category

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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

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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 provides specific information relating to the focus of three of these staff development days.

1. School Review Processes
2. Literacy-Spelling, Reading and Writing
3. Child Protection

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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.

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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 reach out to others instinctively. 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 2019 we focussed on the Scriptures through the implementation with Godly Play. We have integrated New Pedagogies of Deep Learning competencies and practices throughout our RE program which has resulted in deeper understanding of the Catholic message as well as referencing the Godly Play resources 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; Our Outreach Play Buddies Program with St. Lucy's; 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. This year we were introduced to a new Bishop for the Diocese and we have worked closely with him on his Towards 2025 strategy. COVID-19 presented many challenges however Holy Name Parish followed mandated COVID guidelines. The Reconciliation and First Eucharist Parish-Based Sacramental Programs went ahead. This year we did not hold the Sacrament of Confirmation. We held class masses and liturgies which were conducted under COVID-19 safe precautions.

Curriculum, Learning and Teaching

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.

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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 continued their implementation of 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 this program 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 the top 25% in the Maths Olympiad Competition. 30 students participated in 5 competitions throughout the year where they were involved in rigorous problem solving activities. Teachers also continued 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. We also embarked on implementing a whole school spelling strategy which resulted in improved spelling strategies for all students. There was also increased reading and comprehension levels as well as increased learning outcomes across all areas of English. Prouille's participation in the NPDL program through the lens of STEM enabled teacher capacity of knowledge, understanding and confidence in the teaching of Science and Technology. This was through implementation of school professional learning model through input, critical self-reflection, commit to action and feedback. Teachers embedded the inquiry model and the 6 Cs (character, citizenship, collaboration, communication, creativity & critical thinking) in STEM resulting in greater student engagement, student direction and increased outcomes. The teaching staff need to be commended for their resilience in surviving the challenge they confronted with COVID-19. They were innovative and committed in transforming their mode of delivering quality teaching and learning to their students via an effective home based learning platform. The teachers worked collaboratively to design the best curriculum that could be delivered remotely so as student outcomes were increased. They also utilised a diverse range of ICLT that enabled them to do this. The teachers attended school every day throughout lockdown and worked as a team to provide quality differentiated education that met the individual needs for all students. Their communication was phenomenal as they kept in constant contact with their students and their parents. They went above and beyond by doing simple things like dropping off reading books, providing ipads, delivering recorders etc. They truly need to be acknowledged for their dedication and going the extra mile. Prouille was identified as the most improved school in Naplan from 2018- 2019 with an increase of 6.74 percent. We were also ranked 8th in the most improved from 2015-2019 with an overall increase of 2.04 percent. These results were the result of our close tracking and monitoring of students' outcomes as well as our explicit teaching in English and Mathematics.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

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, selfmanagement, 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 voice 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. A unique quality amongst the Prouille community is

the way in which they reach out to others. This year a student in Year 4 initiated raising over \$10,000.00 for St. Lucy's school so they could build a vegetable garden. This was a selfless and amazing effort on the part of this student and displayed the true Dominican spirit and authentic discipleship in action.

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

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Key Improvements Achieved

2020 though challenging due to the global situation 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 integrated the Principles of PBL and Deep Learning to facilitate Discipleship in action. In regards to Pastoral Care successfully developed the students' awareness of self and ability to self manage in times of stress and anxiety. We continued implementation of the school's revised Positive Behaviour for Learning program which resulted in continued 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 successfully tracked all vulnerable children on this continuum. Learning and teaching is our core business and we successfully explored students' learning potential in the context of STEM through Deep Learning processes and practices. This resulted in 100% students demonstrating a high level of engagement in STEM involving creative and critical thinking. Teachers also have a deeper understanding of the Science & Technology curriculum resulting in increased confidence, knowledge and outcomes. We continued focussing 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. We also transferred our NPDL practices across to Geography and History. This highlighted the students of Prouille are authentic leaders in deep learning.

Priority Key Improvements for Next Year

Domain: Learning and Teaching

- Continue the great work already begun on the New Pedagogies for Deep Learning (NPDL) and particularly the structured meeting approach that enables teachers to collaborate and evaluate progress. It was evident that this work is already influencing teacher practice with regard to revisions of scopes and sequences and teaching programs.
- Continue the focus on learning intentions to support student learning. It is suggested that further work be embarked upon to build teacher capacity in their understanding of the elements of writing learning intentions that are clear and effective, and to ensure consistency across the school.
- Reading results, as measured by the NAPLAN mean, were seen to be variable. The school should investigate reasons for the variability over time and implement strategies to address student learning needs.

Domain: Mission

- The school's approach to student self-assessment for the Bishop's Art Prize was refreshing and genuine. Continue with and explore ways to build on this work.
 - The use of the Cultures of Thinking (CoT) routines to engender deep thinking/learning for both students and teachers was seen to be effective. To support this work further, consider overlaying the NPDL learning design rubric onto units of work. This will assist teachers in designing more explicit contemporary learning experiences for students and align with approaches taken in other KLAs over the last two years.
 - Consider using the NPDL character and citizenship competencies to either design learning experiences or to map student progress against these competencies. This action will support existing approaches to fostering student involvement and participation in Outreach activities and stewardship experiences. St Lucy's involvement in the school has provided an authentic experience for students with regard to these activities and experiences. The school is to be commended for this fine work.
 - Conduct an audit of RE semester report grades to ascertain trends in how these grades are allocated. This valuable information can then be used to address issues related to the consistency a
- #### Domain: Pastoral Care
- Continue using SEL data to identify areas of student needs and teacher support. A

suggestion to enable students to self-assess against the SEL indicators as opposed to this work being done by teachers for all students is proposed. The school might also consider only recording and monitoring this data for selected students. Looking for alternative ways to gather this data in a more manageable way may result in stronger data reliability and validity.

- The school's approach to PBL and to the promotion of student voice are to be commended. The school should now collect data from all stakeholders (students, staff, parents) to ascertain the effectiveness of these approaches.

- The school named a number of priorities for the next 3-year period in this domain. This included a focus on parent education, data tracking and the development of individual student plans. The school is well placed to pursue these priorities given the work already begun in this domain.

nd appropriateness in grade allocation.

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 articulated 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. The parents were also appreciative of the school's assistance with coping with COVID-19.

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 as well as participating in The New Pedagogies for Deep Learning Program. The co-curricula program includes choir and band and is enjoyed by the students. All students were disappointed with not having athletics carnivals and dance concerts but realised why they were cancelled and as our younger students said it is because of the virus! The students loved Socktober, the Book Week celebrations and the school Disco. Safety and wellbeing is a priority for the children and they praise the way they are cared for by the teachers

Teacher satisfaction

Prouille staff articulated high levels of satisfaction in the following areas: In the area of Catholic Mission they value the strong connection with Holy Name Parish and support from Father David. At Prouille we are a team and this is highlighted by the inclusion of whole school K-6 in Masses and Liturgies. Teachers also commented how our Outreach opportunities are authentic such as the following our activities with - St. Lucy's, St. Vincent de Paul, and the Candela Stall. In the area of Learning and Teaching teachers greatly appreciate the support provided for embedding IT across the curriculum. They applaud the continual PL opportunities that up-skill teachers and enable them to provide rich learning experiences through Inquiry Learning, Cultures of Thinking and New Pedagogies for Deep Learning. Teachers say they are motivated by the shared decision-making process and collaborative approach with all members of the team. Teachers value the integral role effective data analysis and its impact on increased student learning outcomes. They enjoy being involved in providing a diverse learning program that promotes working with parents to assist their children's learning. They are also motivated by working within a highly committed and motivated team approach. Pastoral Care plays an important part in the teachers' daily role and the teachers find the implementation of the revised and consolidated Positive Behaviour for Learning program is a major influence. Teachers also appreciate how the well-being is a matter of priority throughout the school especially for their own social and mental well-being.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,848,437
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$515,536
Fees and Private Income ⁴	\$687,604
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$102,803
Total Income	\$3,154,380

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$9,471
Salaries and Related Expenses ⁷	\$2,129,792
Non-Salary Expenses ⁸	\$1,185,791
Total Expenditure	\$3,325,054

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT