



# 2021

## ANNUAL SCHOOL REPORT



### Prouille Catholic Primary School

5 Water Street, WAHROONGA 2076

Principal: Genevieve Smith

Web: [www.prouilledbb.catholic.edu.au](http://www.prouilledbb.catholic.edu.au)

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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 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](#).

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## Message from key groups in our community

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### Principal's Message

2021 has been an outstanding year in many ways even under COVID-19 conditions. The students, teachers and families worked together under difficult conditions to continue to deliver educational outcomes through a range of platforms. A new school leadership team commenced and enacted the Diocesan's "Towards 2025" Strategic Directions that place the student in the centre of all that we do and strive for in human flourishing which was mission driven and future focussed. Our PBL team worked to ensure that a positive focus on all behaviours that contribute to a nurturing yet structured environment was in the forefront of all that we did. Best practice for teaching spelling across all grades was reviewed and a culture of continuous improvement in the teaching and learning of spelling commenced. Throughout lockdown we maintained continuous communication with all families and students and ensured that home-based learning met the needs of all families and students. Students achieved commendable results in NAPLAN and ICAS. We ran online discos, trivia days, liturgies, scavenger hunts, talent quests, winter sleepouts and showcases via zoom. Teachers extended their technology skills using Screencastify, Clickview, Mote, Ed Alive and Zoom to deliver engaging lessons both at school and through HBL.

### Parent Body Message

As a P & F we continued to be challenged with COVID restrictions that popped in and out of our lives throughout 2021. Our welcome event was cancelled as were a number of other events. We still managed to have modified community events for Mother's Day and Father's Day and the Prouille Athletics Carnival, which is heavily supported by the P & F with a sausage sizzle, cake stall and running the canteen, was a huge success. The school hosted many community events via Zoom throughout the lockdown and we continued to meet as a committee throughout the year. The P & F contributed funds for the purchase of a water bottle refill station, a shade cloth over the infants playground, new play equipment, World Book Online and Typing Tournament. The team of Class Parents continued throughout the year, providing a connection between the families and the school and the Year 6 Graduation Lunch was greatly appreciated by the students and families. We look forward to next year and the ability to work closely with the parents and teachers to enhance the wonderful community spirit that pervades all aspects of this school.

### Student Body Message

At Prouille we have been instilled with the Dominican Value in all that surrounds us. We are grateful and proud to carry on this tradition. We feel as though we have been given many gifts and opportunities that we will be able to use in our future. Most of all we have learned

how to be respectful, responsible learners and live out the school motto of “Veritas” or truth. Father Paul started at Holy Name Parish, and even though we had lock down and home learning we got to meet him and Deacon Sam. Our school Student Representative Council (SRC) started back up again and we had members from each grade being in office for a Semester so that they could make real change in different areas of the school. We started collecting PBL house points for students that showed they were following the school rules. We all made new friendships throughout the year and found new ways to meet up with each other when we were stuck at home. Most of all we learned how important it was to support each other and remember we are all different in many ways but all the same in Jesus’ eyes.

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## School Features

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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 satellite classes from our neighbouring school St. Lucy's. 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 outdoor learning space outside the Kindergarten classroom is a well utilised space used by all classes K-6.

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## 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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
113	99	56	212

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2021 was 96.00%. 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
96.33	96.90	96.58	96.44	94.92	96.26	94.55

## 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 Quality Assurance and improvement 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	23
Number of full time teaching staff	10
Number of part time teaching staff	8
Number of non-teaching staff	5

### 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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL 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.

### Summary of professional learning at this school

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 inservices, meetings and conferences and a range of professional learning programs provided by the CSBB.

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. Mini-COGE training, how to extend and enrich the “gifted” student.
2. Literacy - Spelling, Reading and Writing
3. Towards 2025 - Embedding a culture of Continuous Quality Improvement in the classroom.

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## Catholic Identity and Mission

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

Meaningful and regular sacramental and missionary activities allow students to actively engage in their faith journey. In 2021 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 as well as a number of Catholic Mission Appeals.

We have continued to work closely with Holy Name Parish this year. The Sacramental Program was put on hold due to COVID but we were able to strengthen our links to the Parish with the new Parish Priest Fr. Paul and Deacon Sam. We held class masses and liturgies which were conducted under COVID-19 safe precautions.

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## Curriculum, Learning and Teaching

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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. We believe that regardless of a student's starting point they all need to make one year's growth in one year's time. The curriculum is underpinned by the Catholic values and the School's Mission Statement. The Learning Support Program addresses specific needs of students who present with learning challenges. While the enrichment and extension programs provide for those students who are working well beyond their stage. All teachers were trained through the University of NSW mini-COGE program to ensure all classroom teachers are able to cater for a full range of learning needs. 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. Continual targeting of all vulnerable children K-6 and implementing successful interventions has led to increased student learning outcomes. Teachers also continued in extensive Professional Learning which focussed on developing more effective Literacy Blocks where learning intentions were clearly articulated and teaching with an explicit focus and whole school spelling strategy. 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. They also utilised a diverse range of ICLT that enabled them to do this. Students took part in ICAS and achieved outstanding results, achieving top 1% in the state for spelling and reading.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	86%	54%	0%	11%
	Reading	86%	55%	0%	10%
	Writing	86%	53%	0%	6%
	Spelling	76%	49%	0%	13%
	Numeracy	76%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	43%	35%	9%	14%
	Reading	61%	40%	4%	11%
	Writing	39%	20%	9%	18%
	Spelling	52%	38%	22%	14%
	Numeracy	35%	29%	9%	15%

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## Pastoral Care and Student Wellbeing

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### 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 2021.

### 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 2021.

### 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 2021.

### 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, 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 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.



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## 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

Key Improvements Achieved 2021 though challenging due to the global situation was a highly successful year in that many of the planned key improvements set were achieved and new goals were set out of need and proved highly successful. 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.

Learning and teaching is our core business and we successfully explored students' learning potential in the context of extension and enrichment of students working beyond their stage or grade. We worked with the CSBB "enrichment team" to revitalise programming through the eyes of our Mini-COGE training to engage and develop students' perseverance, inquiry and growth mindset. Our deep focus on spelling and the student as a speller across the grades and continuum yielded surprising results, with previously detached students engaging in rich discussions and use of multiple strategies to improve their spelling skills. Our focus on technology for both the students and the teachers during home-based learning provided unique opportunities for learning that will continue well beyond HBL.

### Priority Key Improvements for Next Year

#### **Learning and Teaching**

- Familiarise all staff with the new K-2 Literacy and Numeracy Syllabus for implementation in 2023

- Continue to embed the New Pedagogies for Deep Learning across all KLAs with an emphasis on collaboration and collegial discussion to improve practice.
- Continue the focus on learning intentions to support student learning with further work 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.
- Continue to embed a culture of quality improvement across the school.
- Continue to embed a clear and consistent approach to teaching spelling from K-6 with a common language and use of effective strategies

### **Mission**

- Strengthen the use of the Cultures of Thinking (CoT) routines to engender deep thinking/learning for both students and teachers by ensuring a clear pathway and continuum across the grades.
- Strengthen the relationship with St Lucy's by providing ongoing opportunities for involvement in whole school and grade specific activities.
- Work closely with Holy Name Parish and the priest to enhance opportunities for cross collaborative activities
- Train all staff with the new K-2 RE syllabus initially and then the 3 - 6 RE Curriculum.

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## 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 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. 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 students at the School value their Catholic Heritage, enjoy the Religious Education Program and the strong links established with The Holy Name Parish Wairoa. The students feel privileged to have a school chapel and a sacred place. 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, ICAS, debating or public speaking as well as participating in The New Pedagogies for Deep Learning Program. The co-curricula program includes a band and is enjoyed by the students. All students were disappointed with not having a swimming carnival, school play, surf ed 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 online school Disco, Prouille's Got Talent Show, Scavenger Hunt and Winter Sleep Out Trivia Night (all via Zoom). 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 Paul. They like how outreach opportunities are authentic such as:- St. Lucy's collaboration, St. Vincent de Paul Winter and Christmas' Appeals. 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 of 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.

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## Financial Statement

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Consistent with the NESA requirements, financial income and expenditure for the School in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,204,774
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$596,223
Fees and Private Income <sup>4</sup>	\$936,736
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$10,408
<b>Total Income</b>	<b>\$3,748,140</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$19,254
Salaries and Related Expenses <sup>7</sup>	\$2,566,779
Non-Salary Expenses <sup>8</sup>	\$1,216,595
<b>Total Expenditure</b>	<b>\$3,802,628</b>

### 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 2021 REPORT