



2023

ANNUAL SCHOOL REPORT



Prouille Catholic Primary School

5 Water Street, WAHROONGA 2076

Principal: Genevieve Smith

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 at local school level and 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](#).

Message from key groups in our community

Principal's Message

2023 has been an outstanding year for students, teachers, and the Prouille community. The school leadership team continued to enact 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. We welcomed Fr. Kelvin Lovegrove as the new Parish Priest at Holy Name Parish, and he quickly became an integral part of our school community. Our PBL team worked to ensure that a positive focus on all behaviours that contribute to nurturing yet structured environment was in the forefront of all that we did.

Now in my third year as principal, I continue to be heartened by the community here at Prouille. Our strength lies with a dedicated teaching staff who strive to bring the best out in every child. I am inspired each day by our teachers. The concern they have for those in our care and their dedication to the profession that they exhibit each day. Teaching remains a vocation to us here and that is evident in the way we approach our work.

Teacher professional learning will always have a strong emphasis here. Last year we established a collaborative coaching model - freeing teachers for additional professional learning with a dedicated collaborative coach, to guide student improvement and growth. If we are serious about improving outcomes for students, then we need to invest in the quality of our teachers and support them to support our students learning with quality resources and professional learning.

While best practice for teaching spelling across all grades continued to be a focus, we added a collaborative coaching focus on mathematics across the school through the lens of continuous improvement in teaching and learning. We introduced the new K-2 Literacy and Numeracy syllabuses as well as a new Religious Education syllabus. Throughout the year we maintained communication with all families and students to ensure that the learning, social and spiritual needs were met for all families and students and introduced a new Newsletter format titled Veritas Voice. We installed new playground equipment and colourful stencilling on outdoor areas across the infants and lower playgrounds.

Students achieved highly commendable results in NAPLAN and ICAS. We ran swimming carnivals, cross countries, athletic carnivals, inter-school debating and hosted the public speaking finals. Students represented the school in various sports with great results. Our bands and musical programs were re-energised with multiple in-school and out of school opportunities for performances. Parent helpers for reading and number groups were re-established with a record number of volunteers that contributed to the positive community spirit that pervades our school.

Parent Body Message

As a P&F we were excited to share in the Prouille community spirit and actively engage the parent body. Mother's Day and Father's Day were massive events that were well attended and provided opportunities to connect. As a P&F we supported the Prouille Athletics Carnival with a sausage sizzle, cake stall and running the canteen, was a huge success.

This year we re-introduce the welcome event in an altered format for all families on the school grounds in Term 1. It was a huge success with a record attendance by families. 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. Other initiatives included:

- Trivia night
- Movie night in conjunction with the St Vincent De Paul Winter Sleep Out.
- Ice blocks every Friday.
- End of term lunches
- End of year disco

We look forward to next year and the ability to work closely with the parents and teachers to enhance the wonderful community spirit that is seen in all aspects of this school.

Student Body Message

At Prouille we have been instilled with the Dominican values and 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.

Our school Student Representative Council (SRC) has members from each grade being in office for a Semester so that they could make real change in different areas of the school. The school Captains run the SRC so that it is the students who can make the difference. We collect PBL house points for students that showed they were following the school rules. The winning house took part in a water bomb fight at the end of the year that was fantastic. We all made new friendships throughout the year. We have a mission team and an environment team, and we do heaps of activities during the year to involve everyone and even raise money for special projects to help social justice.

At Prouille, the teachers make the learning fun by doing a range of activities. We use iPads and technology and do arts and crafts that are tied to our learning unit to help people. Prouille is a very welcoming school that allows students to express our school mission. We have a 'buddy program' – Year 6 helps welcome the new Kindergarten children at the start of each year. This includes showing them around the school, creating a positive social network and being involved in learning activities in their classroom.

This year at Prouille it was a musical year. The whole school performed a musical written by teachers and students. It was so much fun, and all grades were involved. We did two performances, and it was a sell out each night. We have the chance to attend many different activities like chess, writer's club, coding club, choir, tennis, musical instruments lessons, drama club and language clubs.

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 2023 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.

Prouille 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. These classes will return to St Lucy's main campus following the completion of their building works at the end of the year and Prouille will welcome the first of many support classes across the diocese under the auspices of Catholic School Broken Bay titled the Elieen O'Connor Support Class.

Innovative techniques to provide a comprehensive curriculum that is relevant and engages children in reflective practice, inquiry and critical and creative thinking pathways. We value the role of parents in the learning process, and we continue to work in partnership to ensure we are educating faith-filled, capable and confident learners. At our school, students and teachers alike view themselves as learners. We also acknowledge that students need to experience success as they acquire skills, understanding, values and knowledge. Students also need opportunities to apply their knowledge and understanding in a real-world context.

The particular focus in 2023 has been implementing the Collaborative Coaching Diocesan Initiative and familiarising and preparing for the new 3-6 Curriculum implementation (Mathematics/English) in 2024. Prouille continues to provide opportunities for students to challenge themselves across a range of experiences. This year students have participated in:

- Digital Technologies and STEM initiatives
- School band and choir
- Individual music tuition taught by contract teachers.

- School camp (Yr. 6) and an overnight excursion to Canberra (Stage 3)
- Public Speaking Competitions
- A range of competitive sports activities
- Maths Olympiad Australian Mathematics Competition
- ICAS Competitions
- Chess Lessons
- Drama Club
- Interschool Debating Competition
- Whole school musical

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
108	123	78	231

* 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 2024. 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 2023 was 92.99%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.70	93.80	92.60	92.40	92.80	92.50	93.10

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	17
Number of full time teaching staff	9
Number of part time teaching staff	8
Number of non-teaching staff	3

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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

In 2023 the school had six staff development days devoted to teacher professional learning and the Catholic Schools Broken Bay's 'Towards 2025' strategy. These days focused on:

- Introduction of the new 3-6 English and Mathematics curriculum and review and continuation of the new K-2 English and Mathematics curriculum
- Numeracy professional development with “relentless consistency” assisted with Collaborative Coaching in the number domain
- Towards 2025 - Embedding a culture of Continuous Quality Improvement in the classroom.

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 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 explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include 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.

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.

As a Catholic school founded in the Dominican tradition, under the leadership of the Diocese of Broken Bay, we are committed to fostering a community that reaches out to people in need.

Our, 'Mission Team' who focus on social justice issues locally and globally ran a mission day to raise money and support displaced families. During 2023, we were involved in acknowledging key liturgical seasons of the Church Year such as Lent, Easter and Advent. We celebrated many masses together - Opening School Mass, Ash Wednesday, The Feast of Joachim and Anne celebrating Grandparent's Day, The Assumption, Year 6 Graduation and End of Year Thanksgiving Mass. We marked other key dates with whole school liturgies such as Holy Week, Mother's Day, Fathers' Day, ANZAC Day and Remembrance Day.

Outreach initiatives in 2023 included Project Compassion (Caritas) and Crazy Sock Day (Catholic Mission). Warm clothing and goods were assembled for the Winter Appeal as well

as Christmas food hampers (St Vincent de Paul). We are grateful for the generous spirit that the school community brings to social justice issues.

As a team we continue to support the faith formation program offered by Catholic Schools Broken Bay to further develop our faith. Students from Stage 1-3 entered The Bishop's Art Prize organised by Broken Bay Diocese with many commendable entries. Prouille placed 2nd t in the Stage 3 music section, with an original song and performance by a Year 6 student. Year 3 students participated in the Sacrament of Confirmation and Year 4 participated in the Sacrament of Reconciliation and Communion. The school supports the Parish Sacramental program by providing opportunities to expand student knowledge of these sacraments through the Religious Education Program.

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.

2023 saw the introduction of the collaborative coaching model within the school. The school was careful to align our School Learning Improvement Plan, to target classroom support for students and teachers in Mathematics with a particular focus on the Number domain. As such, throughout the year we maintained a strong commitment to developing a collaborative culture of continuous improvement. Teachers worked closely with their grade /stage partner and collaborative coach for up to two hours per week. During this time student work samples were analysed and a clear direction for teaching and learning was established with a sharp focus on the learning of each individual student.

This process was led by the Assistant Principal, working as collaborative coach, leading teacher teams, as they engage in the cycle of continuous improvement. During these sessions teacher and coach determine essential outcomes, identify specific learning targets, create common formative assessments, systematically analyse data collated from work samples, develop effective instruction, and reflect on instructional practice through the lens of student learning.

We continue to use the CSBB (Catholic Schools Broken Bay) Continuous Improvement Cycle to guide our process of learning improvement. At Prouille, the students are at the centre of our decision-making processes and staff work together to intentionally analyse, strategically plan, purposefully act and critically review. We are proud of our flexible learning spaces which provide a range of environments for children to work in. Classrooms have a variety of furniture including standing desks, single desks, booths with whiteboard tables for group tasks, lounges and different zones for children to work in depending on the task.

Continual targeting of all vulnerable children K-6 and implementing successful interventions has led to increased student learning outcomes. Program were implemented to assist students with learning needs in Reading across the school. Adjustments were continually made for students to achieve success at their point of need. Learning Support timetables were refined to ensure that support was provided at the most effective times and in classrooms with the highest needs. Students continued to be offered many opportunities for

enrichment across the curriculum. Specialist technology classes were well attended as were public speaking and debating competitions.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Prouille Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	76%	54%
	Reading	88%	67%
	Writing	83%	76%
	Spelling	89%	61%
	Numeracy	83%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	92%	64%
	Reading	91%	74%
	Writing	96%	66%
	Spelling	100%	69%
	Numeracy	91%	68%

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 significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

During 2023 the school has worked towards student and family wellbeing, with a number of initiatives designed to support connections and reestablish our sense of community.

We continued our development of the Positive Behaviours for Learning framework and student education around the practical use of 'Zones of Regulation' and it has continued to be an integral part of school life. Throughout 2023, the Learning Support Team has worked diligently with staff and parents in the implementation of the NCCD (Nationally Consistent Collection of Data on School Students with Disability) and the adjustments necessary to support all students. Structures and processes have been consistently implemented to ensure student needs are being met.

Students also participate in many local, national and global events to enhance respect and an awareness of social responsibility. These events include Harmony Day, Anzac Day services, World Safer Internet Day, Vinnies Winter Sleepout, natural disaster assistance programs, targeted social outreach opportunities and participation in local parish initiatives. Students join with other local schools to create joint social justice opportunities. The school focusses on current events that may require us as Catholic disciples of Jesus to reach out to others and take responsibility for the needs of our school and local community.

The school employs pedagogies, such as Project Based and Pedagogies for Deeper Learning, that assist students to authentically connect with and help others in their world. Teachers frequently work with students to brainstorm areas of need within our communities that require active assistance and incorporate these areas into students' learning so that students understand that the need for respect and responsibility are woven into all aspects of our lives.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2023, Prouille commenced Collaborative Coaching, a Catholic Schools Broken Bay (CSBB) Learning improvement program (LIP). This projects targets coaching for every teacher, every week in a curriculum area chosen by the school based on data. Throughout the year we embedded our collaborative coaching model and inducted new teachers into our Collaborative Culture of Continuous improvement. We prioritised Mathematics with a focus on Number. Our Assistant Principal was assigned the coaching role and is strongly supported by the team at CSBB. Our teachers have had opportunities to collaboratively:

- determine essential outcomes (the “must-knows”), unwrapping them and identifying specific learning targets
- create common formative assessments that reflect the “must-knows”
- analyse the data and develop effective instruction
- implement the plan and share and reflect on the effectiveness of their instructional practice through the lens of student learning

Teacher teams use the following 4 Critical Questions of Learning to shape their work:

1. What is it we want our students to learn?
2. How will we know our students are learning?
3. How will we respond when some students don't learn?
4. How will we respond when some students are already proficient?

Other significant achievements included:

- Continued to grow enrolments.
- Began student and teacher to migration to Microsoft Teams
- Invest in STEM Technology and continued Professional learning for teachers with targeted LTST lessons in each grade.
- Engage students in meaningful extra-curricular activities at lunch time – coding club, choir, stage three debating, drama class and dancing.
- Put on Whole school musical.
- RE Curriculum K-2 (Implementation Year 2 and familiarisation Stage 3)
- The implementation of the new English / Mathematics Curriculum K-2
- The familiarisation of the new English / Mathematics Curriculum 3-6

- Continued to enhance diverse learning - Vulnerable and Gifted/High Potential Students
- New playground equipment and stencilling

Priority Key Improvements for Next Year

- Work closely with Holy Name Parish and the priest to enhance opportunities for cross collaborative activities
- Commence IntialLit in Kindergarten and Year 1 in line with new K-2 Syllabus
- Engage the parent body in education workshops around the teaching of reading in K-2
- Implement the URSTRONG into the existing Personal Development / Health Syllabus with a school wide focus
- Continuation of the Collaborative Coaching Model - Number Focus
- The implementation of the new English / Mathematics Curriculum 3-6
- The implementation of the new Religious Education Syllabus - Stage 2
- Diverse Learning - Gifted/High Potential Students - commence SPARK program with other North Shore schools

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

Each year, parents' opinions are sought through P&F meetings, Class Parent Meetings, at enrolment and parent/teacher meetings and through surveys. Consistent strengths have been identified across all forums. Many respondents referred to the warm, welcoming dedicated staff who have energy and enthusiasm, strong academic results and many opportunities for students.

Prouille has endeavoured to foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school. Prouille scored highly in the area of school communication and relationships, and it was evident that parents felt welcomed and the students safe and clear about our Positive Behaviour for Learning program. Parents identified significant satisfaction with pastoral care and wellbeing as well as the positive relationships between the staff and the parents.

Many parents responded with positive comments about the inclusive nature of the school and the concern and dedication of the staff. Families acknowledge the efforts made by the P&F to organise community events. The attendance at the welcome event, the movie night, the trivia night and our whole school musical exceeded expectations.

Student satisfaction

Students report strong levels of engagement, and they feel their school provides an inclusive environment in which to learn. Students especially appreciate the school's emphasis on technology and its integration with learning in the classroom. They also feel that their teachers are fair and compassionate and help them to feel safe at school.

Students express that they were highly engaged in school most of the time. Many students commented on the caring nature of the staff and that they have someone at school who consistently provides encouragement and can be turned to for advice. Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Students overwhelmingly acknowledged that their school helps them to know and love God and that Religious Education is relevant to their lives. They also expressed gratitude for

the many opportunities to engage with exciting activities throughout the school year, run by the school and also the P & F.

Teacher satisfaction

Staff acknowledged the leadership team being strongly connected and working collaboratively with all staff. School leaders were commended for their support in establishing challenging and visible learning goals for students. Teachers commented on the Collaborative Coaching model and expressed appreciation for the opportunity to work collaboratively with peers and experts to examine data and plan learning opportunities together. Value was emphasised in discussing strategies with other teachers that increase student engagement.

Teachers at Prouille are dedicated and committed to student achievement. They engage with the parent community on a number of levels. Teachers consistently go well above and beyond what is expected of them as witnessed at the recent staging of the school musical.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,150,174
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$567,597
Fees and Private Income ⁴	\$1,254,640
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$81,335
Total Income	\$4,053,747

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$265,798
Salaries and Related Expenses ⁷	\$2,811,244
Non-Salary Expenses ⁸	\$1,895,284
Total Expenditure	\$4,706,528

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 2023 REPORT