

2025

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2025 has been another outstanding year for Prouille Catholic Primary School — a year characterised by growth, renewal, and a continued commitment to excellence in learning, wellbeing, and faith formation. As we embrace the newly launched CSBB Strategic Directions, we remain steadfast in our mission to place the student at the centre of all we do, with a strong focus on human flourishing, academic progress, and spiritual development.

This year has marked a significant transition in our parish community. We extend our sincere gratitude to Fr Kevin Lovegrove for his dedicated service and pastoral care, which has enriched our school in countless ways. We warmly welcome Fr Gaspar to Holy Name Parish and look forward to building a strong and faith-filled partnership under his guidance.

A key highlight of 2025 has been the full implementation of the new K–6 English and Mathematics curriculum. This important milestone, supported by sustained and strategic professional learning, has strengthened consistency and clarity in teaching practice across all year levels. Our continued commitment to collaborative coaching has played a pivotal role in this success, empowering teachers to refine their practice through shared expertise, observation, and feedback. This approach has significantly enhanced student outcomes, particularly in literacy and numeracy.

Our unwavering focus on deepening and consolidating foundational literacy and numeracy skills has resulted in excellent student achievement. We are proud of the strong academic results across the school, reflecting both the dedication of our staff and the engagement and perseverance of our students.

Student wellbeing has remained a central priority throughout the year. Our ongoing focus on the “UR Strong” program has further strengthened students’ emotional intelligence, resilience, and capacity to build and sustain positive relationships. This shared language of wellbeing continues to enhance the sense of belonging and connection across our school community.

Our Positive Behaviour for Learning framework continues to support a consistent and respectful school culture, where expectations are explicitly taught and celebrated. Students are recognised for demonstrating our core values, contributing to a safe, inclusive, and supportive environment for all.

At Prouille, we are proud to nurture students who are confident, compassionate, and capable learners. As we look ahead, we do so with optimism and a shared commitment to continuous improvement, ensuring that every student is known, valued, and inspired to thrive.

Parent Body Message

In 2025, the Prouille Parents & Friends (P&F) Association has continued to grow as a vibrant and valued part of our school community, strengthening connections between families and supporting initiatives that enhance student life.

We have been pleased to see an increase in P&F membership this year, reflecting the welcoming and inclusive spirit of Prouille. We also acknowledge a number of long-standing members who conclude their journey with us as their children move on to high school. Their contribution has been significant and they will be greatly missed. We warmly welcome new families and look forward to their involvement in the years ahead.

Our key community events once again brought families together and fostered a strong sense of belonging. The Mother's Day and Father's Day celebrations were well attended and much enjoyed, while the Term 1 Welcome Event continued to provide a relaxed and engaging opportunity for new and existing families to connect.

The P&F proudly supported major school events, including the Athletics Carnival, where the sausage sizzle, cake stall and canteen contributed to a successful day. Our Class Parents continued to play an important role in building connections across the school, with highlights including the Year 6 Graduation Lunch.

Other initiatives such as Trivia Night, Movie Night, Friday Ice Blocks, End-of-Term Lunches and the End-of-Year Disco added to the strong community spirit throughout the year.

We also supported the school's focus on student wellbeing, including the "UR Strong" program, which continues to strengthen relationships and resilience across the student body.

The P&F remains committed to working in partnership with school leadership and staff in support of the CSBB Strategic Directions and the ongoing focus on student learning and wellbeing.

We thank all parents, carers and volunteers for their generous support throughout the year - your contribution continues to make a meaningful difference to our school community.

Student Body Message

Being part of the Prouille community in 2025 has been a wonderful experience. As Year 6 students, we have had many opportunities to grow as leaders, support others, and live out the Dominican values that guide our school. We are proud to carry the motto Veritas and show truth, kindness and respect in all that we do.

This year, the Student Representative Council (SRC) continued to give students a strong voice across the school. New members joined each semester, and together we worked to

share ideas and represent our peers. Our School Captains led meetings and helped guide projects that supported both our school and the wider community.

We were also involved in the Mission and Environment Teams, where we organised fundraising events and raised awareness for important causes. It felt great to work together and make a positive difference.

One of the highlights of being in Year 6 is being Kindergarten buddies. Supporting the younger students, helping them settle in and building friendships with them has been a very special experience.

Learning this year has been engaging and exciting, especially with the new English and Mathematics curriculum. Our teachers have helped us build strong literacy and numeracy skills, and we have really enjoyed using different ways to learn, including technology and creative activities.

We also continued to collect PBL house points, showing respect, responsibility and resilience every day. The “UR Strong” program has helped us learn how to manage friendships and build positive relationships, making our school a happy and supportive place.

There have been many fun events throughout the year, including the Christmas Concert, which brought the whole school together in a joyful celebration. We also enjoyed the wide range of activities available to us, such as sport, music, and clubs.

As we prepare to leave Prouille, we feel grateful for the friendships, memories and learning we will take with us. We will always remember our time here and continue to live by Veritas in the years ahead.

School Features

Prouille Catholic Primary School, Wahroonga, is a Catholic systemic co-educational school founded by the Dominican Sisters in 1950. The school flourished under the Sisters' leadership until 1989, when the first lay principal was appointed. Our school motto, Veritas - meaning Truth — reflects both the Dominican tradition and our commitment to authentic learning and faith development. The name "Prouille" originates from the village in France where St Dominic established the foundation of the Dominican Sisters in 1206.

In 2025, the school continues to cater for students from Kindergarten to Year 6, providing a contemporary learning environment supported by high-quality facilities. These include a well-resourced library, large hall, Eucharistic Chapel, and specialist spaces that support Creative Arts, Music, and contemporary learning initiatives.

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In 2025, Prouille proudly celebrated its 75th anniversary, marking this significant milestone with a range of whole-school and community celebrations that honoured our rich history and strong sense of community.

The school caters for students from Kindergarten to Year 6 and offers a contemporary learning environment supported by high-quality facilities, including a well-resourced library, large hall, Eucharistic Chapel, and specialist spaces for Creative Arts and Music. A strong sense of belonging remains a defining feature of the school, underpinned by effective pastoral care and the Dominican spirit.

Teaching and learning are grounded in evidence-based practice, with a focus on inquiry, critical thinking, and real-world application. The full implementation of the new K–6 English and Mathematics curriculum, supported by Collaborative Coaching, has strengthened teaching practice and enhanced student outcomes, particularly in literacy and numeracy.

New initiatives such as the SPARK program have enriched student learning through extension and creativity, while the introduction of a whole-school musical has been a highlight, showcasing student talent and strengthening community connection.

Students continue to access a wide range of co-curricular opportunities, including:

- Digital Technologies and STEM
- SPARK enrichment program

- School band and choir
- Individual music tuition
- Year 6 camp and Stage 3 excursions
- Public speaking and debating
- Representative and interschool sport
- Maths Olympiad, AMC and ICAS
- Chess Club
- Drama Club and 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 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
119	143	96	262

* 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 2025. 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 2025 was 91.95%. 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
93.58	93.81	93.33	89.80	90.51	89.27	91.42

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	28
Number of full time teaching staff	12
Number of part time teaching staff	9
Number of non-teaching staff	7

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	2
Proficient Teachers	19

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Meaningful and regular sacramental and missionary activities continue to support students in actively engaging with their faith journey at Prouille. In 2025, our strong and ongoing relationship with Holy Name Parish, under the leadership of Fr Gaspar, has further enriched the spiritual life of the school. Regular class Masses, liturgies, and parish celebrations have strengthened students' connection to the wider faith community and deepened their understanding of Catholic traditions.

The Mission Team plays a vital role in bringing faith to life through authentic, real-world experiences. Through student-led initiatives, learners are given opportunities to bear witness to Catholic values by supporting others and responding to the needs of the wider community. This year, students actively engaged in a range of outreach and social justice initiatives, including the St Vincent de Paul Winter and Christmas Appeals, Catholic Mission appeals, and other charitable activities, demonstrating compassion, service, and a commitment to justice.

Religious Education continues to be enriched through the integration of Godly Play, New Pedagogies of Deep Learning, and collaborative teaching practices. These approaches have supported students in developing a deeper understanding of scripture and the Catholic tradition, while making meaningful connections between faith and everyday life.

Through these combined efforts, students are empowered not only to learn about their faith, but to live it through action, service, and strong connections with their parish community.

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.

The school continues to provide a high-quality, inclusive education that strives to meet the needs of every learner. We remain committed to the belief that all students, regardless of their starting point, are capable of achieving at least one year's growth within a year. Our curriculum is grounded in Catholic values and aligned with the school's mission to nurture faith-filled, capable and confident learners.

A key focus in 2025 has been the strengthening of teaching and learning through our highly effective Collaborative Coaching model. This approach has significantly enhanced teacher practice, particularly in Mathematics, where a consistent, evidence-based pedagogy has been implemented across all year levels. Through regular coaching cycles, observation, feedback, and shared planning, teachers have refined their instructional strategies, resulting in measurable improvements in student engagement and learning outcomes in numeracy.

In Literacy, the Leader of Learning has worked closely alongside classroom teachers to provide targeted, in-class support. This has enabled the precise identification of student needs and the implementation of differentiated teaching strategies, leading to improved outcomes across reading, writing and spelling. The continued focus on explicit teaching, clear learning intentions and a whole-school approach has ensured consistency and impact across all classrooms.

Our Learning Support and extension programs continue to provide tailored support and challenge for all students. Early identification and targeted intervention remain priorities, supported by ongoing assessment practices that inform teaching and learning. Programs such as EMU (Extending Mathematical Understanding) and the use of diagnostic tools have further strengthened our ability to support students requiring additional assistance in Mathematics.

Teachers have continued to engage in high-impact professional learning, strengthening their capacity to deliver explicit, engaging and differentiated instruction. Inquiry-based learning and the integration of the 6Cs (Character, Citizenship, Collaboration, Communication, Creativity

and Critical Thinking) remain embedded across curriculum areas, particularly within STEM, fostering deeper learning and increased student agency.

Student achievement data, including ICAS and other assessments, reflects the strong academic growth across the school, particularly in Literacy and Numeracy. These outcomes are a testament to the dedication, professionalism and collaborative practice of our staff, who remain committed to continuous improvement and excellence in teaching and learning.

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.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	86%	54%
	Reading	88%	66%
	Writing	88%	76%
	Spelling	93%	62%
	Numeracy	88%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	88%	63%
	Reading	88%	73%
	Writing	83%	65%
	Spelling	73%	69%
	Numeracy	84%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

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

Parents at Prouille continue to express a high level of satisfaction across a wide range of areas within the school. Families strongly value the consistent promotion of Catholic values and the school's commitment to faith formation, supported through its close partnership with Holy Name Parish.

Parents highly regard the quality of teaching and learning, particularly the impact of contemporary practices such as collaborative coaching and targeted classroom support, which have strengthened student outcomes in literacy and numeracy. Staff are recognised as professional, dedicated and caring, with a clear commitment to meeting the individual needs of every student within a supportive and engaging learning environment.

Parents also express appreciation for the breadth of educational and co-curricular opportunities available to students, including new initiatives such as the SPARK program and whole-school events, which further enrich student engagement and development.

Overall, Prouille is highly regarded by parents as a welcoming, nurturing community that prioritises student growth, wellbeing and authentic care.

Student satisfaction

Students at Prouille continue to express strong satisfaction with their school experience, particularly valuing their Catholic identity and the rich opportunities provided to live out their faith. The strong relationship with Holy Name Parish, under the guidance of Fr Gaspar, is highly valued, with students appreciating regular Masses, liturgies, and access to the school chapel as a sacred space for prayer, reflection and reconciliation.

Students appreciate the wide range of opportunities available to them across academic, creative, sporting and social areas. Programs such as SPARK, debating, public speaking, STEM and co-curricular activities, including band and performing arts, enable students to pursue their interests and talents.

A strong focus on wellbeing continues to positively impact student experience. The "UR Strong" program has supported students in building positive relationships, managing conflict

and developing resilience. Students consistently acknowledge the care and support provided by teachers, noting that they feel safe, known and valued within the school community.

Teacher satisfaction

Teachers at Prouille continue to report high levels of professional satisfaction, valuing the strong culture of collaboration, support and continuous improvement across the school. Staff demonstrate a clear commitment to professional growth and show strong engagement and compliance with ongoing professional learning, particularly through Collaborative Coaching.

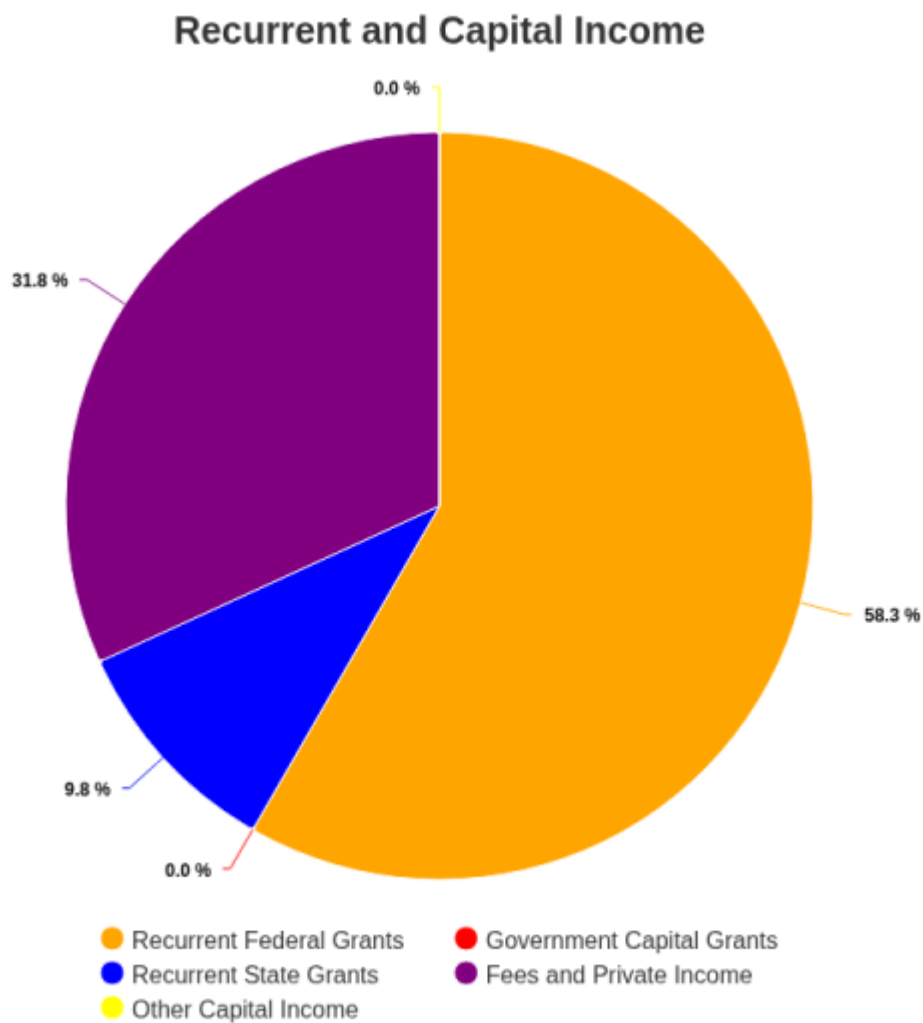
Teachers appreciate the targeted support provided through coaching, mentoring and leadership structures, including opportunities to work closely with leaders to refine practice in literacy and mathematics. This professional learning culture has strengthened teacher confidence, consistency and effectiveness in the classroom.

The strong sense of collegiality and shared purpose contributes to a supportive working environment where teachers feel valued, respected and motivated. Staff acknowledge the importance placed on student wellbeing initiatives, including the “UR Strong” program, and appreciate the alignment between wellbeing, faith formation and academic growth.

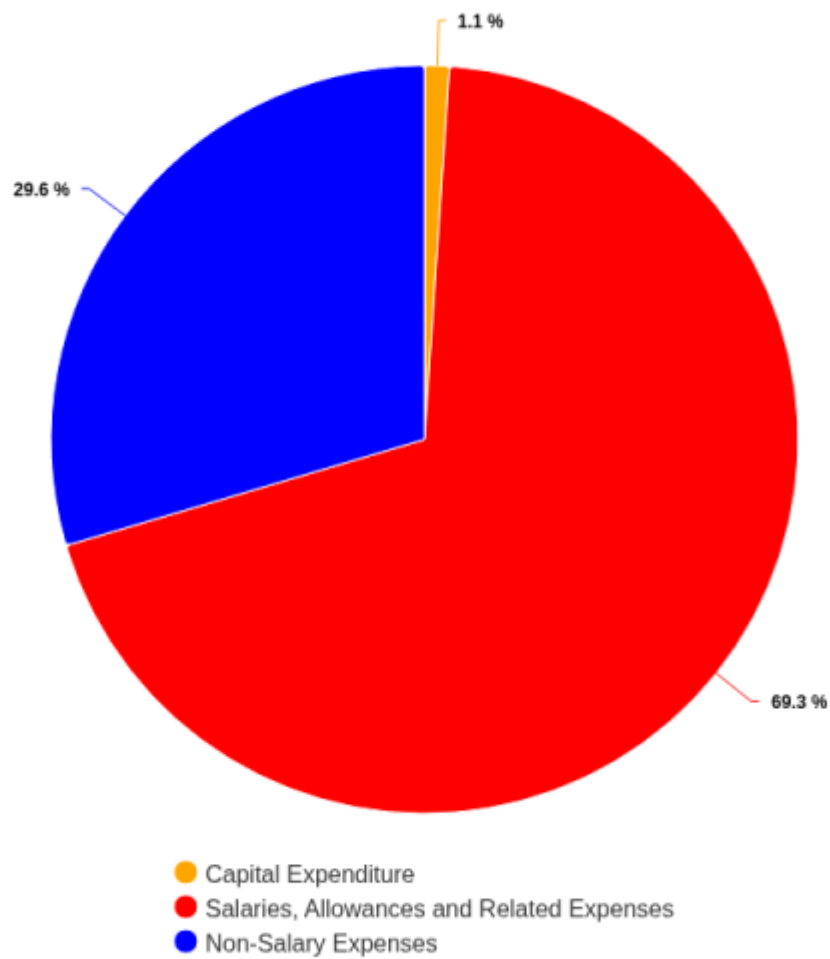
Overall, teachers describe Prouille as a professional, collaborative and faith-filled environment that supports both their personal and professional development.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT