Prouille Catholic Primary School, Wahroonga
Annual School Report to the Community
2014

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Principal
Mr Philip Ledlin
Prouille Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

2014 has been another exciting year of learning at Prouille. This year we hosted the wonderfully successful whole school musical, *Lost in the Library*, that was completely written and directed by our music teacher.

Also this year, the school invested in a rather extraordinary and extensive *Solar Initiative* that has dramatically and positively impacted on our environmental Learning /Teaching programmes; with cost savings for the school. Another environmental initiative has been the establishment of our new and substantial *Sustainability Garden*. Indeed, our beautifully appointed learning environment continues to provide a wonderful sense of pride; this, in turn, contributed to another productive year of teaching and learning.

The dedication of staff, the calibre of the students and the involvement of many parents/grandparents/friends sets Prouille in a privileged position to meet the contemporary challenges of Catholic education in our increasingly secular world.

Parent Body Message

It has been a very busy year in the Prouille community with a number of new initiatives undertaken whilst continuing to organise, support and deliver the many regular events and programs our school community is accustomed to. These events were well attended and enjoyed by a broad representation of our school community. We are very grateful to the many parents and carers who have participated and or contributed to the organisation and running of these wonderful activities all of which aim to benefit our children and our community.

Some of the initiatives and success in our community in 2014:

- Energy cost reduction scheme - PV (Solar) installation and Environmental initiatives launch with political dignitaries
- Parent Welcome Night/Social Event at the Warrawee Bowling Club incorporating fund raising for the *Prouille Pastoral Care Fund*
- Quarterly newsletter
- Parent Engagement (Education) initiatives
- School Musical – *Lost in the Library* (e.g. costume preparation)
- North Connex awareness and information
- Parent Information evening in conjunction with the CSO
- Farewell and Thank You events for outgoing Principal

Prouille P&F Co-Presidents
Student Body Message

The 2014 Student Executive consisted of:

- School Captains
- Mission Prefects
- Liturgy Prefects
- Colour House Captains
- Library Prefects
- Music Prefects
- ICLT Prefects
- Environment Prefects

Much was achieved by the student body in the support of school events such as swimming and athletics carnivals, liturgies, masses, Book Week, the Talent Showcase, Open Day, Night of the Notables, the school musical, Kindergarten Orientation, the Kindergarten Buddy program and the sustainability garden. These opportunities allowed growth in leadership and provided opportunities to use initiative and take responsibility.

Above and beyond all of the more formal roles listed above, all Year 6 students were viewed as important (and equal) leaders in the school. Our main role as leaders was to be good role models for the younger students in the school.

Prouille School Captains

Parish Priest’s Message

The school’s Catholic life is celebrated in a diversity of ways that both honour its specifically Dominican heritage and nourish the experience of ecclesial belonging. The school chapel in which is reserved the Blessed Sacrament is a key space in the school. Beyond regular prayer liturgies, the sacraments are often celebrated at the school, and the school expresses its place in the life of the parish, liturgically, through family masses, as well as many other forms of pastoral collaboration. As Pastor I seek to be present at as many whole school events as I can, and often attend the weekly school assembly. In so doing, I seek to be somebody identifiable by the children in a positive pastoral manner so that they might enjoy a genuine sense of belonging to the Catholic community.
School Features

Prouille Catholic Primary School Wahroonga, is a Catholic systemic co-educational school.

Prouille School was founded by the Dominican Sisters in 1950; the school flourished under the Dominican Sisters until 1989 when the first lay principal was appointed. Our school motto is “Veritas” – Truth; 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.

Prouille School is one of thirty-six primary schools within the Broken Bay Diocese. There are thirteen classes from Kindergarten to Year 6 catering for both boys and girls. In 2015, we will have fourteen classes, adding an additional Year 6 class to make Prouille a K-6 two stream school.

At Prouille School, staff strive to provide outstanding Catholic Education, working with parents as partners in this endeavour. Importantly too, Prouille is an integral part of Holy Name Parish, Wahroonga, and the wider community. The school draws students from the set Diocesan boundaries (Wahroonga, Turramurra and Warrawee).

Holy Name Parish community actively promotes and supports a strong and vibrant Parish/School connection and the ministry of our parish priest.

Prouille 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.

After many years of planning and negotiation, Prouille School was completely rebuilt in 2010 and 2011. Now students and staff are thriving in a remarkably well appointed, 21st Century learning environment.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>173</td>
<td>145</td>
<td>77</td>
<td>318</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student growth at Prouille has steadily improved over the past 6 years. Next year in 2015, Prouille will grow to capacity with an additional class, making the total number of classes 14. This will be the first time in many years that Prouille School will be a full 2 stream school K-6.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.61 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>
Throughout 2014, more direct action has been implemented at Prouille (in line with current legislation) to improve student attendance.

Eg:

- Parent education in the school newsletter (regular notes)
- Monitoring class rolls
- Electronic roll taking introduced
- Follow-up phone calls and letters

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.
Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the *Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System* (password required).
Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>8</td>
<td>27</td>
</tr>
</tbody>
</table>

* This number includes 14 full-time teachers and 5 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>19</td>
</tr>
<tr>
<td>Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday 28 February 2014</td>
<td>MAI, data analysis, ACER testing</td>
</tr>
<tr>
<td>2</td>
<td>Monday 28 April 2014</td>
<td>Data Walls</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 7 October 2014</td>
<td>Spirituality Day: Outreach Action</td>
</tr>
</tbody>
</table>

Other Professional Learning opportunities in 2014 included:
- Early Career Teachers Mentoring Program

- EMU (Extending Mathematical Understanding) for leaders and specialist teacher

- Focus on assessment and data analysis in learning/teaching (all staff K-6)

- Specialist support re designing lessons/assessment in Mathematics

- Regular staff, professional learning meetings
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

A focus for 2014 has been the development of an understanding of discipleship and integrating this into everyday life. Liturgies have been prepared by staff and children with an action-oriented message to be drawn from each experience. With regards to social justice and outreach initiatives, the following were actively supported by the parents, staff and students of Prouille:

- St Vincent de Paul Winter Appeal - where the children earned tokens to purchase an item for the appeal
- Mission Week experience and Catholic Mission Fundraiser (Crazy Sock Day)
- Participation in "The Dish", a local outreach initiative of the Hornsby Homeless Taskforce, by the community
- Participation in "The Dish" by Staff as part of a staff development day where staff gardened, cooked or prepared personal hygiene packs for a women’s shelter in Hornsby
- Christmas Cards for The Grange, Waitara
- Play Buddies - an outreach program to St Lucy’s
- St Vincent de Paul Christmas Appeal - hampers and hamper packing for 14 families in Whalan (Outer Western Sydney)

In creating a culture of prayer and support, the children have also had the opportunity to contribute names of loved ones who have died to the Prouille 'Book of Remembrance' throughout the month of November, as well as the acknowledgement of passed loved ones at our annual 'Grandparents and Special Friends' Day.

As a Catholic school, Prouille has the task of developing and supporting the Catholic Worldview. At Prouille, we aim to provide opportunities to apply that worldview to all aspects of life, both within the school context and the wider community. The detailed units of work for each Stage regarding St Dominic and the Dominican Way link beautifully with the Catholic Worldview and are explicitly taught by each year, and integrated into the Mission Units by some year groups.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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 curriculum offered at Prouille is based on the NSW Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses. Teachers at Prouille use these documents as the foundation of their teaching programs. As a Catholic school system, our curriculum and pedagogy also reflect a Catholic view of the world. Compliance with the NSW Board of Studies, Teaching and Educational Standards (BOSTES) curriculum requirements is monitored through our School Review and Development process.

Religious Education is a critical learning area at Prouille School; it is taught daily and is integrated, where possible, into all Key Learning Areas.

The Key Learning Areas taught are:

- Religious Education
- English
- Mathematics
- Personal Development/Health/Physical Education
- Human Society & Its Environment
- Science & Technology
- Creative Arts

Curriculum is one factor contributing to the achievement of valued learning outcomes for students. School culture, teaching and assessment, and the formal curriculum all play a part in leading to student achievement.

Following on from the Empowering Teachers in Mathematics (ETM) project last year, where Stage 3 teachers developed a deeper knowledge of, and greater confidence in teaching fractions and decimals, a Stage 1 teacher was nominated to extend their professional learning in Mathematics through the Extending Mathematical Understanding (EMU) course offered by the Australian Catholic University. This specialist was then able to support Stage 1 students 'at risk'.

Annual School Report to the Community 2014
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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>68.60 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>66.70 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>68.60 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>58.80 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>47.10 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>60.00 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>62.20 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>22.20 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>51.10 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>46.70 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>
In 2013 and again in 2014, the Prouille School School Improvement Plans (SIPs) identified the Number Strand of Mathematics as an area for focus, growth and improvement. It is now most pleasing to see the very positive NAPLAN growth for Year 5, 2014 (ie compared to the same cohort in Year 3, 2012). The Year 5 graph above showing the top 2 bands for Prouille School compared to the top 2 National bands clearly reveals very strong results for Prouille.

Importantly, 2014 NAPLAN results show excellent growth in Reading from Year 3, 2012 to Year 5, 2014. This is particularly pleasing considering the consistent focus on this vital curriculum area year in year out. A strong focus on assessment and data in all areas of English in recent years is proving to be most worthwhile. The early intervention programs at Prouille are contributing significantly to teaching and learning at Prouille too; 2014 is now the second year the school has utilised the very comprehensive Kindergarten 'Best Start' assessment program.

The top 2 bands for Year 3, 2014 also reveal that the students are well above NAPLAN National averages in all assessable areas; however, there is a number of 'vulnerable' and funded students in this cohort as revealed by the % of students in the bottom 2 bands in all assessable areas. The considerable needs of the group of students in the bottom 2 bands was identified by teachers in Kindergarten. Special intervention programs have consistently been in place over the years. Importantly, in Term 1 2014, Learning Support staff were trained in the 'MiniLit Program' specifically with a view to introduce the program for 'vulnerable' learners in Year 3, 2014. 'Vulnerable' students commenced benefiting from the intensive 'MiniLit Program' at towards the end of Term 2, 2014.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies 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 (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The Pastoral Care Policy practices at Prouille are aligned with the Diocesan Pastoral Care and Student Discipline Policies and are expressed through the implementation of the Positive Behaviour for Learning Framework (PBL). PBL is a whole school approach to behaviour management that adopts proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. During 2014, staff continued the team approach to the implementation of PBL throughout the school. Our school rules: At Prouille, we are Respectful, Responsible Learners reflect our Dominican values and heritage. Each fortnight our focus was on one school rule with lessons taught in class and links to home life encouraged. Positive behaviours were written about in the newsletter with helpful hints to carry it through to home.

During 2014, two staff members and the school principal attended the Broken Bay Diocesan Pastoral Care and Wellbeing Conference to become more familiar with using the DBB Framework for whole school wellbeing and improvement. Two staff members also attended training this year in preparation for the implementation of KidsMatter early next year.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.
Prouille's Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy and Student Discipline Policy for Diocesan schools in that our approach to discipline has its basis in our pastoral care for each other.

We believe that Pastoral Care:
- has the example of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

Education is the process of helping each individual discover their own uniqueness, potential and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions. Behaviour management at Prouille is seen as teaching, guiding, leading, encouraging and demonstrating Christian behaviour within a framework of Catholic Gospel values.

Prouille's rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of the school as a safe, nurturing and inclusive environment. Students are taught, encouraged and supported to demonstrate expected behaviours.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

At Prouille School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We share a responsibility to create a culture of caring which will not tolerate bullying. The school's Anti-Bullying Policy builds on the Prouille's Pastoral Care Policy to provide clear and agreed procedures and strategies for combating bullying in the school, responding to bullying behaviours and protecting and supporting all parties involved.

Prouille provides a Christ–centred, catholic educational environment that nurtures, encourages and challenges all children to achieve their potential. At Prouille, we have developed and
implemented pastoral care strategies to assist the school community to develop and maintain a culture of care in which bullying behaviour is not accepted.

**Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

**Initiatives Promoting Respect and Responsibility**

At Prouille School students are explicitly taught the one school ‘rule’ that has several elements: “At Prouille, we are respectful, responsible learners.” This ‘rule’ is promoted in every weekly newsletter; a real-life Prouille story to demonstrate the ‘rule’ in action is also often presented.

The ‘rule’ is also referred to at most of our whole school assemblies.

In 2013, the Catholic Schools Office conducted a school survey to determine how familiar everyone was with the school ‘rule’; only 50% of the school confidently identified with the rule. At the end of 2014, a follow-up survey determined that over 90% of the school community confidently identify with and understand the school ‘rule’.

The 2014, PBL Programme had promotion of the school ‘rule’ as an important goal for 2014; importantly too, the Pastoral Care SIP identified this within one of its goals.

The Dominican charism at Prouille has always been a prominent feature of the school. During 2014 the school ‘rule’ was commonly linked to our Dominican values. St Dominic’s teachings consistently incorporate the values of respect and responsibility.

Finally, the 2014 Mission SIP goal focused on providing the students with opportunities for ‘authentic discipleship responses’ in all Religious Education Modules. Throughout the year in
staff meetings, staff commonly shared the ways they were integrating this goal into their programmes.

To sum up, within all 'authentic discipleship responses' at Prouille, elements of respect and responsibility are foundational.
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.

Key Improvements Achieved

An important Learning and Teaching improvement was achieved through the Extending Mathematical Understanding Program (EMU) that saw a new and intensive focus on the number strand of mathematics. Specifically, students engaged in more meaningful learning experiences that were determined by diagnostic analysis of what each child could and couldn’t achieve. EMU essentially heightened all teachers' focus on individualised, ongoing assessment.

Purposeful assessments within all Key Learning Areas (KLAs) was another focus of our annual goals for 2014; all teachers planned both formative and summative assessments for all required learning outcomes in all KLAs. Another important goal was achieved in the area of Mission where students were exposed to more authentic 'discipleship responses' throughout the year. This goal was primarily achieved by the teachers who all had a more concentrated focus on 'discipleship responses' in all the Religious Education modules of work.

In Pastoral Care, the school embarked on their second year of PBL (Positive Behaviour for Learning). Suffice to say, all students, staff and parents have an aligned understanding of PBL and associated expectations.

Priority Key Improvements for Next Year

Mission Goal: To develop in students a deep understanding of discipleship and their ability to respond to this in their choices and actions.

Teaching and Learning Goal: To improve student learning outcomes with a focus on developing greater consistency of high quality teaching practice K-6 in English and Mathematics.

Pastoral Care Goal: To foster a broader sense of wellbeing using the Diocesan Pastoral Care and Wellbeing Framework.
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**

In 2014, Prouille School participated in a Catholic Schools Office Whole School Review. This review involved parents being invited to complete a very comprehensive survey to measure their satisfaction in all areas of Prouille's school life. The results of this survey identified the following noteworthy findings (66% of parents completed the survey):

(70%-80% is determined as HIGH ... 80%+ is determined as VERY HIGH)

- Overall Satisfaction - 81%
- Catholic Practices, Philosophy and Faith - 83%
- Teaching and Learning - 73%
- Student Pastoral Care - 80%
- Leadership and Direction - 75%
- Communications - 77%
- Community Engagement - 84%
- Facilities and Resources - 88%
- Affinity - 80%
- Achieving School Mission - 79%

**Student Satisfaction**

After surveying the students, they articulated many aspects of school that they valued this year:

- Friendships with peers, teachers and class buddies
Friendliness of the teachers and staff
The kind, welcoming and safe environment offered at Prouille
The new school building and facilities
The leadership opportunities provided – Kindy buddies, school leadership positions
The sporting opportunities – Athletics and Swimming carnivals, Gala days
Special days – Grandparents’ Day, St Dominic’s Day, Night of the Notables
The biannual school musical - *Lost In The Library*
The Andrew Chinn concert
The purchase of new ipads for all classes
Well- Being Week
Optional Language Classes other than English
Music e.g. School Band, Piano and Violin
Social Justice and Outreach opportunities - Crazy Sock Day, Hampers for Vinnies, hygiene packs for "The Dish"
Environmental initiatives - sustainability garden, solar power
Academic studies and opportunities - Gateway Project, Maths Olympiad, Knox da Vinci Decathlon

**Teacher Satisfaction**

After surveying teachers, they articulated the following as aspects that they were satisfied with:

- Teachers appreciated the collegiality and support of staff members, particularly the wonderful sense of celebration enjoyed by all.
- They valued the caring environment and felt they belonged to the Prouille community.
- Teachers were proud of the team effort put in to produce a highly professional school musical.
- Teachers appreciated the involvement of the Parish in school life
- Teachers appreciated a positive and inclusive parent community.
- Teachers were enthusiastic and motivated by the professional learning opportunities that were available this year.
SECTION ELEVEN: Financial Statement

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

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (52%)</td>
<td>Salary and Related Expenses (58.6%)</td>
</tr>
<tr>
<td>Government Capital Grants (0%)</td>
<td>Non-Salary Expenses (39.8%)</td>
</tr>
<tr>
<td>State Recurrent Grants (16.5%)</td>
<td>Capital Expenditure (1.6%)</td>
</tr>
<tr>
<td>Fees and Private Income (27.2%)</td>
<td></td>
</tr>
<tr>
<td>Other Capital Income (4.4%)</td>
<td></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,951,693</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$618,249</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,022,338</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$164,319</td>
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<tr>
<td>Total Income</td>
<td>$3,756,599</td>
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</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$65,912</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,373,596</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,610,106</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$4,049,614</td>
</tr>
</tbody>
</table>