



# Prouille Catholic Primary School Wahroonga

## 2010 Annual Report



Projected image of Prouille's new school

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## 1. Message from Key Groups in Our School Community

### 1.1 Message from the Principal

Our School Vision is: *"Prouille Catholic School will be inspired by our Dominican heritage as we strive to educate individuals in the search for truth in a changing and challenging world by nurturing and supporting the development of each student through an authentic and holistic education. We endeavour to empower our students to responsible and compassionate action that engenders a sense of hope and optimism for the future".*

At Prouille Catholic Primary School Wahroonga, the staff strives 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.

Prouille is an extraordinary community that is particularly characterised by the welcoming parents, staff and students. This invaluable trait has remained constant year in and year out because of the effective pastoral care structures in place and the Dominican spirit of generosity that permeates all aspects of school life.

During 2008, Prouille participated in a whole school review conducted by the Catholic Schools Office (CSO). This process involved the entire community and ultimately provided a valuable report with numerous commendations in all aspects of schooling and parish initiatives. Additionally, the report afforded Prouille School a concise set of recommendations. Now, with a clear sense of direction and purpose guided by our newly developed Strategic Plan (2009-2012) and associated Annual Goals, Prouille is well placed to move from strength to strength.

Throughout 2010, numerous strategic goals were achieved and particular mention must be made of the following:

- Strong enhancement of our Dominican charisms within Prouille School and community
- Comprehensive development of our daily K-6 Literacy Block (outstanding NAPLAN results for both Yr 3 and Yr 5 in 2010)
- Commencement of the building of our long awaited new school (Stage 1 due to be completed Term 2 2011 ... Final Stage - Stage 2 due to be completed early Term 4 2011)

Prouille Catholic Primary School has much to celebrate beyond outstanding academic achievement. Exceptional success in Music and Creative Arts is a hallmark of Prouille. 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.

### 1.2 Message from the Parent Body

Two new Co-Presidents were appointed on an interim basis at the Parents and Friends (P&F) Association General Meeting on 10 May. Since May Prouille has experienced a period of change with the rebuilding of the school commencing. It has also been a year of community building as the P & F has concentrated on creating a **community built on heart & fun for our children.**

The P & F have hosted, organised or supported the following events:

- Working Bee
- Cupcake Day – Year 6
- Canteen Day
- Pizza Day
- P & F Building information evening



- Athletics Carnival food & beverage fundraising
- 60<sup>th</sup> Anniversary morning tea
- Mr Ramsey's farewell gift presentation
- Masterchef Parent Evening
- Masterchef Raffle
- Musical – together with Class Parents
- Father's Day Breakfast
- Grandparents Day
- Orientation Day
- Family buddy arrangement for new families 2011
- International Teachers day morning tea
- Christmas Carols Evening catering
- School Disco on 10 December

In addition we have introduced a **new P&F Newsletter** which was distributed in Terms 2, 3 and 4 to involve the community. This highlights important initiatives like the Independent Traffic Report.

Over this period we have received building approval for the new school building. Several thank you notes were sent by the Presidents to the Parish, CSO and School members involved.

We have now set up regular monthly building update meetings with Phil Ledlin. We have been consulting with the Principal on the internal fit out including the canteen space and possible storage facility for the P & F. The playground/landscaping are the next area to consider.

We are currently looking at options to outsource the uniform shop due to the current space being demolished.

We filled the roles of auditor and K – 2 Coordinator but are still in desperate need for a **Social Coordinator**. We are looking to introduce a new **Yearly Social Calendar** which will make different year groups responsible for different events each year.

To make all roles on the P & F easier and more accessible for new members we have collated a **new P&F Manual**. This outlines the roles and how social events have been organised in the past. Special thanks to the coordinator – a huge task – and to all the contributors who took the time to write their parts.

We would like to sincerely thank all this year's P & F committee who have worked with us and supported us all year through these changes – you are an amazing asset to the school.

Many other members of the school community have been extremely supportive over this period and we sincerely thank all those that have given their time & energy.

*P&F Co Presidents*

### **1.3 Message from the Student Body**

The 2010 Student Executive consisted of:

- School Captains
- Mission Prefects
- Liturgy Prefects



- Parish / School Liaison
- Colour House Captains
- Library Monitors
- Music Captains

Much was achieved by the student body in the support of school events such as the swimming carnival, athletics carnival, liturgies, Book Week, talent quest and more. These opportunities allowed growth in leadership and taking responsibility and initiative.

Above and beyond all of these 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. There was, of course, the Kindy Buddy Programme, but this buddy programme really involved all students at Prouille (not just Kindy). The Principal would often say, "If Year 6 are excellent role models, the entire school is guaranteed to run well." As school leaders, we think the school ran very well in 2010!

*Prouille School Captains*



## 2. School Profile

### 2.1 Introduction

Prouille was established as a Catholic Primary School over fifty years ago by the Dominican Sisters. It is one of thirty-six primary schools within the Broken Bay Diocese.

There are twelve classes from Kindergarten to Year 6 catering for both boys and girls.

The school draws students from the set diocesan boundaries (Wahroonga, Turramurra, Warrawee and Normanhurst) and from outside those boundaries.

Approximately 92% of students are baptised Catholic; the school integrates traditional Catholic teachings, providing an understanding of the present, through an appreciation of the past.

### 2.2 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
152	135	50	2	287

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)<sup>†</sup> which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

All enrolment applications are given consideration including liaising with the Parish Priest. All applications are processed by the Prouille Enrolment Committee.

<sup>†</sup>Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.4 Staff Profile

The NSW Government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
20	0	0	20



Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

## 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

## 2.6 Teacher Satisfaction

One of the greatest traits of Prouille Catholic Primary School is the respectful and co-operative student body. This factor, together with a teaching team that is keen to work towards common goals, makes Prouille such a good work environment.

Furthermore, staff satisfaction is derived from ongoing, rewarding challenges of curriculum development, students' needs, parish interconnectedness and individual roles of responsibility.

All staff had a specific curriculum area to lead and develop in 2010. Staff direction was provided by the School Leadership Team.

Interactive whiteboards (IWBs) were purchased and installed in all classrooms and classroom teachers have worked at finding the best ways to utilise this new technology to improve teaching and learning in the classroom. Teachers particularly appreciated staff ICLT sharing sessions, our ICLT Staff Development Day and general professional development in support of student improvement.

Staff liturgy teams continued this year, and liturgical celebration preparations were shared by all teachers throughout the year. The sense of achievement by staff was rewarding.

Continued connections (social and professional) with staff and students at St Lucy's School has also been a wonderful achievement.

## 2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	95
1	93
2	96
3	94
4	95
5	94
6	96

The average student attendance rate for the whole school for 2010 was 94.8%.



**Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.8 Student Satisfaction

The student executive team considered 2010 to be a year of achievement for Prouille in the following areas:

- Social justice
- Academic studies
- Sport
- Chess
- Music

Team spirit and aspiration for personal best was evidenced through the ever-present effort and spirit of keenness and enthusiasm amongst the Year 6 leaders. Role descriptions were developed for all Year 6 students because every student in Year 6 was viewed as a leader.

The School Leadership Team, with the support of all staff, ensured that every opportunity possible was given to students (K-6) to develop a sense of responsibility. Opportunities were found in classroom initiatives, school liturgies, Parish initiatives and within general playground activities. Additionally, whenever students presented a school improvement initiative, opportunities were always sought to develop it further.



Fundraising and outreach in 2010 was particularly successful in providing so many rich experiences for all students. The following represent some of these initiatives in 2010:

- St Vincent de Paul Winter Appeal and Christmas Appeal
- Candela - Peru Stall
- Mission Week experience
- Fundraising for Autism Australia and Cystic Fibrosis
- Christmas Cards for The Grange, Waitara
- Toiletry packs for Hornsby Homelessness Taskforce
- The extensive outreach program to St Lucy's School Wahroonga



### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

Prouille Catholic School was founded by the Dominican Sisters in 1950; the school continued to be lead by the Dominican Sisters until 1989 when the first lay principal was appointed. Prouille's motto is "Veritas" ie "Truth" - the motto of the Dominican Religious Order.

Prouille is the name of a small village in southern France, and this is where St Dominic, in 1206, established the foundation of the first Dominican Sisters.

Prouille's educational philosophy is grounded in the precepts of the Gospels and in Christian teaching. Christian values underpin all we do.

St Dominic's message was simply to keep passing on the message of Jesus:

"God loves and treasures every person".

His power was to inspire others, through his words and actions, to be a loving neighbour to all God's peoples and to be true to the teachings of Jesus.

As a Catholic community, Prouille school comes together in pursuit of a common goal – the Christian education of the young – offering a vision of life and its meaning to allow each student the opportunity to explore, understand and value the spiritual dimension of life through religion, literature, art, drama, music, nature and human relationship. The school provides each student with an environment where individual gifts and capabilities are extended so they can participate actively and responsibly in the community.

#### 3.2 Religious Life of the School

The school year commenced with our Opening School Mass at Holy Name Church. This Mass officially acknowledged our new school leaders for 2010.

Our next special liturgy was a combined celebration with the Stage Three students of St Lucy's. This liturgy was for Ash Wednesday and took place within our assembly area which was converted into a special sacred space.

Throughout the year, special liturgies continued to be shared by the community and facilitated by the students and their teachers. These liturgies included:

- St Patrick's Day
- Holy Week presentation
- ANZAC Day
- Grandparents' and Special Friends' Day
- Mary MacKillop
- Aboriginal Reconciliation Week
- Our Lady Star of the Sea
- Remembrance Day
- Mothers' Day
- Fathers' Day
- Advent

Our Year 6 Mission Prefects participated in the Diocesan Mission Mass while Year 6 students attended the North Shore Year 6 Cluster Mass. These were both significant Diocesan celebrations



held at our Cathedral, Our Lady of the Rosary, Waitara. The Year 6 children also concluded what was an amazing year with their Graduation Mass and Celebration.

All classes co-ordinated and participated in one of the Parish Sunday Masses throughout the year. The children in Year 2 received the Sacrament of Confirmation and the children in Year 3 received the Sacrament of Reconciliation and the Sacrament of Holy Communion.

Another major focus for 2010 was the celebration of Prouille's 60<sup>th</sup> Anniversary which coincided with the Feast Day of St Dominic. Some particular highlights included:

- The creation of a number of significant Dominican-inspired memorials
- Our Dominican Values pavers
- A joint celebration with the staff and students of St Lucy's
- Significant representation of past staff, students and families
- An acknowledgement of the founding decade and its living representatives
- A special outdoor Mass concelebrated by our current Parish Priest Fr Clem Hill, Broken Bay Diocesan Bishop David Walker, Dominican Bishop Bernard O'Grady, Dominican Priest Fr Luke Rawlings and our Assistant Priest Fr Martin Aye Ngwe
- The "museum" outlining past memorabilia, photos and artefacts
- A time capsule including thoughts, hopes, reflections and dreams by current students and staff, as well as visitors from the past.

Throughout 2010 we have maintained an ongoing relationship and connection with our Dominican neighbours, St Lucy's, Wahroonga. This relationship has seen the continuation of the Stage 3 integration project, the Year 4 Play Buddies Programme and the Year 5 Structured Play Programme. We also continued social and professional connections with St Lucy's staff.

The enrichment of our Catholic Identity has been given the opportunity to be extended with the construction of our new school for 2011. Rich Dominican symbolism has been planned and commissioned for inclusion, as well as a specially designed coloured-glass window to be placed within the new school chapel. An extension of the recently created Prayer Garden, will see a larger space created so as to accommodate more eco-spiritual aspects within our grounds.

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, and the Seasons for Growth programme was implemented for those children in need of this support.

For staff, weekly prayer was utilised at both staff meetings as well as on a Thursday morning before school in the form of Lectio Divina with a focus on the weekly Gospel readings.

2011 will see a major focus on the establishment of our new school which will indeed be a very special community event to be shared with both our families and parishioners.

### **3.3 Catholic Worldview**

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.

Teachers were encouraged to draw out and articulate ways in which they already contribute to the formation of young Catholic disciples at our Spirituality Staff Development Day in Term 4.

The development of detailed units of work for each Stage regarding St Dominic and the Dominican Way linked beautifully with the Catholic Worldview.



In 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 and Christmas Appeal
- Candela - Peru Stall
- Mission Week experience
- Fundraising for Haemophilia and Cystic Fibrosis
- Christmas Cards for The Grange, Waitara
- The extensive outreach program to St Lucy's

### **3.4 Professional Learning in Catholic Life and Mission**

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

One teacher gained her Accreditation of Teachers of Religious Education, while five teachers continued studying for the NSW Religious Education Certificate.

During 2010, the Religious Education Coordinator worked with an Education Officer-Mission Services and classroom teachers to develop learning sequences for modules of work.



## **4. Pastoral Care**

### **4.1 Diocesan Policies**

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### **4.2 School Implementation of Diocesan Policy**

Based on the Diocesan policies, Prouille has the following policies: Pastoral Care, Anti-Bullying and Student Behaviour Management.

Prouille believes that a safe school is the responsibility of all stakeholders, including the Parish. Principal, staff, students and parents were issued with new/updated policies where applicable.

All policies are easily accessed by staff in hardcopy and online. Programs which focus on prevention and reinforce positive student behaviour establish a strong foundation built on the Gospel values.

To ensure an effective pastoral care prevention program, the following components were incorporated:

- clearly defined behavioural expectations
- consistent implementation
- teaching appropriate behaviour through the Religious Education modules
- ongoing monitoring and dissemination of data to staff and parents
- positive recognition and public acknowledgment of appropriate behaviour
- intervention plan increasing the number on the student executive team.

2010 ensured a systematic approach to the development of quality relationships, improved learning experiences and effective care network.

Catholic Worldview in the true sense demands application to all aspects of life.

### **4.3 Pastoral Care of Families**

School and parish worked closely to ensure families in need were well-supported through community support and professional agencies.

Class Parents have a pastoral care responsibility, through effective communication and strong partnership, incorporating a sense of:

- welcoming
- belonging
- caring for one another/affirming
- co-operating
- supporting healing
- celebrating

Professional support used in 2010 by families included the Prouille Learning Support Department, School Counsellor, Department of Community Services and Centacare.



#### **4.4 Resolving Issues**

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

#### **4.5 Occupational Health and Safety**

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the Catholic Schools Office for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Schools Office personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

The major initiatives for implementing quality teaching and learning in 2010 were:

- The establishment of a K-6 understanding of, and commitment to, "What constitutes a Balanced Literacy Block?"
- The establishment and embedding of a "school improvement" model K-6
- Integrated ICLT (Information, Communication and Learning Technology) into teaching and learning (especially Literacy)
- A strong investment in Literacy resources (P+F and School Funded)
- The development of a programme to support our English as Second Language (ESL ) students
- The assessment of all students Yr2 – 5 with "Ravens Testing" (an additional assessment tool to assist in the identification of students needing extension and enrichment opportunities)
- The further development of our connection to our Dominican heritage (Dominican Units of work for each grade, 60<sup>th</sup> Anniversary)
- The further development our connection to St Lucy's (integration for students Yr 6, Buddy Programme for Yr 4, etc)
- The biannual whole school musical "Kids In Camelot" (integrating St Lucy's School India class)
- The commencement of direction for Mathematics development (Whole Staff visit to St Philip Neri, Northbridge)

### 5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- 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.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 46 students in Year 3 and 25 students in Year 5.



Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

**Band Distributions (%) – Year 3**

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	0	9	22	17	52	100
<b>Writing</b>	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	2	11	43	43	100
<b>Spelling</b>	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	0	9	24	26	41	100
<b>Gr. &amp; Punct.</b>	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	0	2	17	28	52	100
<b>Numeracy</b>	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	0	20	22	24	35	100

The Year 3 cohort’s mean was higher than the National mean in all test areas (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). The band distribution for Year 3 demonstrates that the school percentage of students in the top two bands greatly exceeded the national distribution. It is pleasing to note that no students were placed in the lowest two bands. This suggests that the school’s early intervention programs (including extension and enrichment programs) are successful in meeting specific targets. A high percentage of Year 3 students were placed in the highest band (Band 6) in the areas of Reading, Writing, Grammar & Punctuation and Numeracy. It is also pleasing to note that the Year 3 results are very strong compared with national figures.

**Band Distributions (%) – Year 5**

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	0	0	8	33	17	42	100
<b>Writing</b>	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	4	8	56	24	8	100
<b>Spelling</b>	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	0	0	16	36	24	24	100
<b>Gr. &amp; Punct.</b>	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	0	24	24	28	24	100
<b>Numeracy</b>	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	0	13	38	33	17	100



The Year 5 cohort's mean was higher than the National mean in all test areas (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). The band distribution for Year 5 demonstrates that the school percentage of students in the top three bands greatly exceeded the national distribution. This suggests that the school's early intervention programs (including extension and enrichment programs) are successful in meeting specific targets. A high percentage of Year 5 students were placed in the top three bands (Bands 6, 7 and 8) in the areas of Reading, Writing, Grammar & Punctuation and Numeracy.

### **5.3 Extracurricular Activities**

#### **Private Music Lessons**

The availability of excellent music tutors attracted many students in 2010 - piano, violin, viola, cello, guitar, various band instruments and choir.

Lunch time and evening recitals presented by the String Ensemble, Prouille Concert Band and pianists brought musical entertainment to the school, parish and senior citizen communities.

The Concert Band attended a camp, with extra tuition in place, provided by a resident conductor.

#### **Sport**

Regular physical activity is one of the essential ingredients for developing and maintaining optimum health.

2010 saw the ongoing implementation of a sequential whole-school sports program based on the syllabus.

Term 1 saw outstanding results at the annual swimming carnival, with numerous school records broken.

A number of students achieved Polding House Level of Competition.

The winter athletics carnival began with a robust health hustle, led by spirit-filled Colour Captains.

Standing records were broken, with one student progressing to State level.

Seasonal activities were well supported in 2010 - soccer, netball, rugby and basketball. Parents took responsibility for coaching and team management and reporting weekly through Prouille's newsletter.

#### **Public Speaking**

Students from Kindergarten to Year 6 participated in the school's annual competition. Two senior students were chosen to present at the Diocesan Cluster Level.

#### **Creative Arts**

The arts are considered an integral part of education at Prouille.

2010 saw all areas of the Creative Arts curriculum implemented.

The sequential Music Program K to 6 ensured good pedagogy in all areas of music – guitar and recorder were taught at grade level. Choir numbers remained strong throughout the year.

The biannual whole school musical "Kids in Camelot" was held in Term 3, with participation from all students in Kindergarten to Year 6 and India class, St Lucy's School.



## 5.4 Professional Learning

In 2010 all Prouille staff participated in extensive professional development in a bid to further improve quality teaching and learning in the classroom. Much of the direction of this professional development was determined by the findings in the 2008 whole school review by the Catholic Schools Office.

Student improvement goals in 2010 had a strong literacy focus. Establishing consensus amongst all teachers K-6 regarding what constitutes a balanced literacy block with best practice was the basis of the main professional learning goal. Consultation with Education Officers from the Educational Services Team at the Catholic Schools Office, external consultants and drawing on the wealth of staff knowledge, resulted in renewed commitment by all teachers K-6 to student improvement, particularly in literacy.

A notable area of Professional Learning is the School Improvement Model that was adopted by Prouille in 2010. The model had in class support over five half days each week, with mentors from the Leadership Team working with students and teachers.



## 6. Strategic Initiatives

### 6.1 2010 Priorities and Achievement

The major achievements reflected the areas that were prioritised in our 2008 plan for 2009 and are outlined below:

- Commencement of the long awaited Prouille School Building Project
- Development of a new model of learning (Facilitator Model – emphasis on a K-6 approach in all Key Learning Area's KLA'S)
- Continued development of the understanding of what constitutes a balanced Literacy block (established agreed practice K-6)
- Development of our understanding of how to best integrate ICLT (Information, Communication and Learning Technology) into teaching and learning with a specific focus on Literacy
- Formation of lasting professional learning relationships with the Catholic Schools Office and neighbouring schools (Our Lady of Perpetual Succour, West Pymble; Corpus Christi, St Ives; St Agatha's, Pennant Hills)
- Upgrade of our computer resources to include at least five computers (notebooks) in every classroom
- Interactive whiteboards and data projectors installed in every classroom K-6 with relevant professional development provided.
- Continuing the process of strengthening and deepening our Dominican heritage and school identity:
  - Parish renewal led by Dominican religious
  - Created Prayer/memorial Garden
  - Established Dominican traditions re Grandparents'/Special Friends' Day (Dominican Rosary Beads/Lily etc)
  - Designed separate Dominican units of work for all classes K-6
  - Developed Dominican links with Santa Sabina College-Strathfield
  - Developed Dominican links with St Lucy's
  - Leadership Team attended Dominican Conference in Adelaide
  - Celebration of the school's 60<sup>th</sup> Anniversary
- Developed strong ties with St Lucy's School:
  - Continued development of social ties with St Lucy's staff
  - Year 4 Buddy Program
  - Friday integration program (Years 5 and 6)
  - Involvement in liturgies of both schools
- Complete revamp of School Website
- Complete upgrade of "take home readers" for K-2 and a huge injection of funds into Guided Reading materials K-6
- Playground Equipment with "soft-fall" (to be temporarily installed in lower playground)



## 6.2 2011 Priorities and Challenges

- Establish a Kindergarten to Year 6 Positive Behaviours for Learning (PBL) Programme at Prouille
- Ensure Prouille's pedagogical approach in IT is the most appropriate to enhance student learning and growth
- Continue to develop a deeper understanding of Dominican charism
- Continue to sustain a common understanding of a balanced Literacy block
- Gain a common understanding of a balanced Numeracy block
- Work towards continuity K-6 in the teaching and understanding of Mathematics
- Align teacher programming with new learnings



## **7. Parent Participation**

### **7.1 Introduction**

Parent involvement throughout the year was directly through the P&F, Class Parents, Parish Committees and Staff.

Parent participation increased in two areas of school life: support in the classrooms and the Family Masses held on specific Sundays throughout the year.

The Tears and Tissues morning tea provided a friendly forum for new and established parents, followed by a Welcome In Cocktail Party.

The P&F Social Committee established functions, dates and times for 2010 in Term 4, 2009.

Class Parents plan at least two informal get-togethers for grade parents each year. Attendance varied, yet firm friendships were formed.

Further areas of parent participation include:

- pastoral care of families in need
- Buddy Programme for new families coming to the school
- support for Concert Band, Orchestra, Choir, and Parish Family Masses
- class excursions
- support for parish liturgies and socials
- membership of the P&F
- classroom activities – computers, reading, art, gross motor, special needs support.

The Uniform Shop continued to be operated professionally in 2010. Accounting software was updated and training implemented, ensuring efficient stocktaking.

### **7.2 Parent Satisfaction**

Parents participated positively in the school and parish. Family and Class Masses were prepared and celebrated by staff and parents and children, encouraging parents to become active stakeholders in the Religious Education program by taking organisational and supportive roles, particularly at weekend Masses.

Dissemination of news through the primary source of school/home communication centred on the weekly newsletters including items from the P&F, Class Parents and the Catholic Schools Office. All of the above can be located on the school website and the P&F website.

An A-E reporting information session for parents and carers was welcomed. Staff availability for parents who needed an interview after reports were sent home was also a positive initiative.

Class Parents for each grade revisited their role description; changes made were agreed on by all involved, and resulted in providing organised support in the following areas:

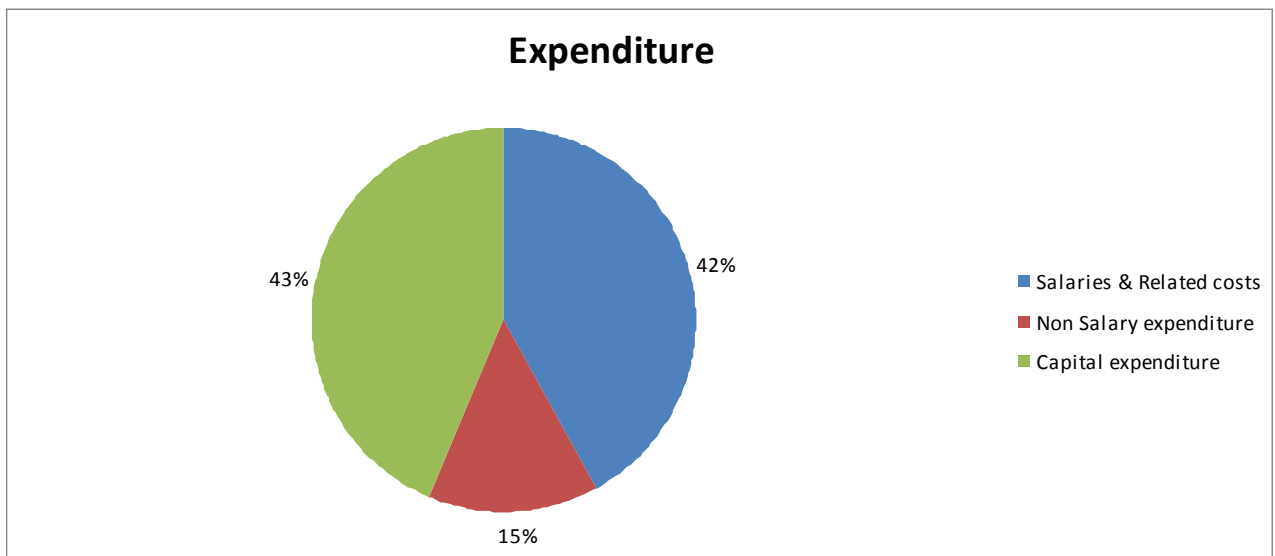
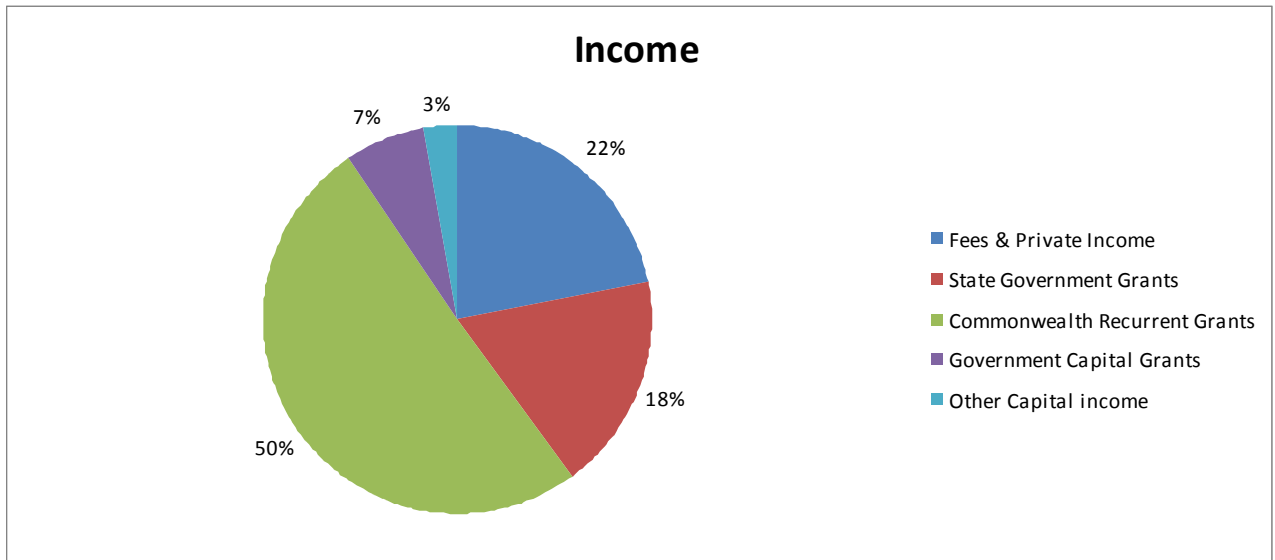
- classroom
- families in need
- class socials
- parish liaison
- sporting events
- excursions.

The Prouille Parent Education Committee continued to meet once a term in 2010.



## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Diann Hynes.