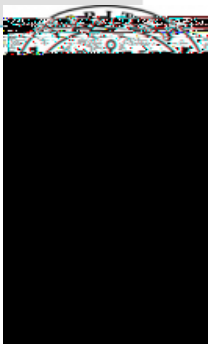




2022

ANNUAL SCHOOL REPORT

ANNI



Prouille Catholic Primary School

5 Water Street, WAHROONGA 2076

Principal: Genevieve Smith

Web: www.prouilledbb.catholic.edu.au

About this report

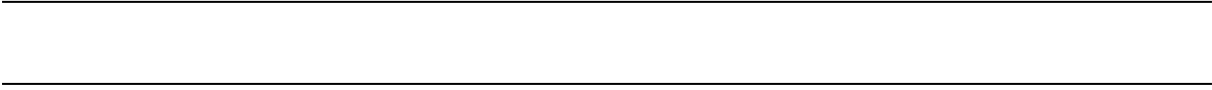
Prouille Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

started with PBL house points for students that showed they were following the school rules. The winning house took part in a water bomb fight at the end of the year that was fantastic. We all made new friendships throughout



Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
97	114	64	211

* 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 2023. 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 2022 was 89.50%. 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
89.50	90.50	90.80	88.60	89.30	90.40	88.40

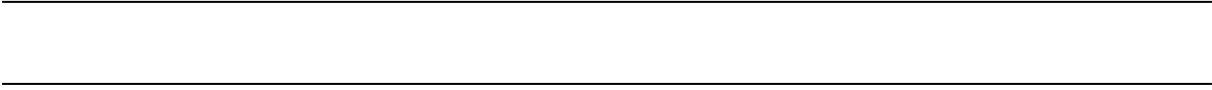
Managing Student Non-Attendance

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

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

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools



following provides specific information relating to the focus of three of these staff development days.

[Summary of professional learning at this school](#)

Catholic Identity and Mission

As a

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the

confronted with COVID-19. They were innovative and committed in transforming their mode of delivering quality teaching and learning to their students via an effective home based learning platform. The teachers worked collaboratively to design the best curriculum that could be delivered remotely. They also utilised a diverse range of ICLT that enabled them to do this. Students took part in ICAS and achieved outstanding results, achieving top 1% in the state for spelling and reading.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the school's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	77%	52%	6%	12%
	Reading	74%	54%	4%	11%
	Writing	77%	50%	4%	7%
	Spelling	72%	48%	2%	15%
	Numeracy	64%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	58%	31%	4%	14%
	Reading	63%	39%	8%	11%
	Writing	29%	25%	4%	18%
	Spelling	54%	37%	4%	14%
	Numeracy	38%	25%	4%	16%

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

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

Deeply committed and authentic relationships that underpin the School community are a defining feature of the School where opportunities are provided to nurture and grow relationships both formally and informally. The network of class parents provide a point of contact and support for all families. They also act as a liaison with the school in times of crisis or particular family need. The Diocesan school counsellor also worked closely with a number of children and their families and has continued to be an invaluable resource person who is able to provide initial diagnosis, ongoing counselling support or referral to an appropriate agency. This year the School continued to reference the Student Wellbeing Framework to improve students' wellbeing by developing their competencies in applying self-awareness, self management, social awareness, relationship skills and responsible decision making skills. We have continued assisting children develop their resilience in order to cope with the many stresses they encounter in their daily lives. A key aspect of this is assisting children create strong relationships of hope and possibility throughout their lives. The way in which the School has tackled this is through the revitalisation of the school's Positive Behaviour for Learning (PBL) program. The School has introduced the three tiers of the PBL program with a continued emphasis on expected behaviours, supported with strategies that support students in utilising these behaviours successfully. There is an emphasis on students' understanding of the school rules: we are respectful, responsible learners. These rules are supported by the following expectations: we are fair and just, make good choices and show

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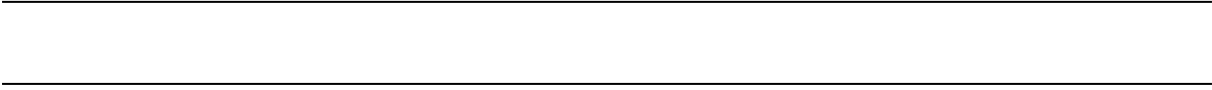
display an instilled sense of pride and respect for their School - and are instrumental in the Schools' promotion.

Community Satisfaction

The opinions

Teacher satisfaction

Prouille staff articulated high levels of satisfaction in the following areas: In the area of Catholic Mission they value the strong connection with Holy Name Parish and support from Father Paul. Teachers also commented how our Outreach opportunities are authentic such as the following our activities with - St Lucy's, St Vincent de Paul Winter Appeal and Christmas Hampers. In the area of Learning and Teaching teachers greatly appreciate the support provided for embedding IT across the curriculum. They applaud the continual PL opportunities that up-skill teachers and enable them to provide rich learning experiences through Inquiry Learning, Cultures of Thinking and New Pedagogies for Deep Learning. Teachers say they are motivated by the shared decision-making



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