Kildare Catholic College
Wagga Wagga

2012 Annual Report
1. **Message from Key Groups in Our School Community**

1.1 **Message from the Principal**

I am happy to present this Annual Report for Kildare Catholic College for 2012. It is a detailed and comprehensive record of what the Kildare community has achieved and flags our plans for 2013.

All the major stakeholders have contributed to this report, which includes reports from the Chair of the School Council and the College Captains.

In the various sections of this report information is provided on all aspects of the College in 2012.

We pride ourselves on our commitment to social justice and we feel that we have demonstrated that commitment in many ways. These should be self-evident through the body of this report.

1.2 **Message from the Parent Body**

Kildare Catholic College Council acts in an advisory capacity to support the Principal with her responsibilities. The Council reviews College budgets, financial performance and aims to provide support to the Principal in her efforts to improve the resources of the College.

The Council also provides the Principal with a forum to discuss College issues in a confidential manner. We offer support, suggestions and raise issues of concern to parents.

2012 was, once again, a very busy year. After the disappointment of the previous year in regards funding for the College Hall, the Council worked hard with the Principal to prepare a comprehensive submission for both a Hall and a Trade Training Centre. As you are all aware, the efforts of all concerned have been duly rewarded and 2013 will be a “building year” for the College. Thanks must go to the Principal, committee and advisers for their dedication to this task in 2011/12. These resources will be a great assistance to our children during their high school years.

On behalf of the Council, I would like to thank the Principal and staff for their continued hard work throughout 2012. I would also like to thank those parents who volunteered to join the Council in 2012, and the parents who have been longstanding members. It is important to have parents who are willing to assist the Principal with the direction of the College.

Thanks to all parents who have volunteered in any capacity in 2012, your efforts are much appreciated. I look forward to seeing many more parents becoming actively involved with the College in 2013.

1.3 **Message from the Student Body**

The students of Kildare Catholic College during the 2012 school year had great success in their pursuit of academic, sporting and cultural excellence. The facilities and opportunities provided to students at Kildare have enabled them to achieve many endeavours both in and around the classroom.

Academic excellence has been maintained throughout the school year, amongst all year levels. A wide range of academic opportunities have enabled students to be challenged and improve their own capabilities, exemplified by many great HSC successes by the student cohort in 2012.

Mentor programs were also provided for Year 12 students, in which a staff member guided and assisted them throughout their HSC Course. Other student support and leadership programs such as Year 10 peer support leaders actively welcomed new Year 7 students into the student body.

The idea of Kildare as a peace school was nurtured, with our pastoral care system being based on vertical integration across all year groups. Students are encouraged to embrace the visions of six world icons of peace and justice, after whom our houses are named. With the combination of these
six houses: King, Romero, Benedicta, Oodgeroo, Gandhi and Teresa. Students are given the opportunity to participate in many communal sporting events, such as swimming, athletic and cross country carnivals. Each House is given one day per year to raise awareness of, and money to, various community service organizations, as well as enhance the relationships that exist within our own community.

Mufti days and activities ranging from Race Days to Talent Quests, to Back to School Pack Drives to Christmas Hampers are conducted with the benefits of these days passed on to various bodies such as:

- St Vincent De Paul
- Plan Australia
- Micah House
- St Charles Conference
- Edel Quinn Shelter
- West Wagga Refugee Centre
- Catholic Missions
- Smith Family

The student body, through Kildare’s Community Service program conducted by Year 10 during their Living and Learning Week activities, also saw Kildare students contribute nearly 1600 hours of Community Service to local organisations and charities throughout 2012.

As well as supporting these community and charity days, the Student Representative Council aims to actively promote contributions to the wider community, in programs such as:

- Meals on Wheels
- Red Shield Appeal
- Selling of Remembrance Day Legacy badges
- St Vincent de Paul
- Anzac Day Activities

It is all these events that exemplify how we as students of Kildare wholeheartedly support the notion that by thinking globally, in terms of who and what our Houses stand of, and acting locally, we can promote and live out lives of peace and live the truth.
2. College Profile

2.1 Introduction

2012 marked the nineth year of Kildare Catholic College, Wagga Wagga, a co-educational High School catering for day and boarding students in Years 7 – 12.

Kildare has definitely moved into its consolidation phase. We are now an established, successful and a happy community.

The enrolment stabilised around 770 students. The drawing area is quite large.

In 2009 the College engaged in a major review inviting all stakeholders to contribute and therefore inform future planning. The response was exceptional with very valuable and affirming feedback. All stakeholders are happy with the College and the services it provides. The results of that comprehensive survey will inform our planning for several years.

The Annual School Plan was informed by this information.

2.2 Student Profile

The following information describes the student profile for 2012:

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<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
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<tbody>
<tr>
<td>Girls</td>
<td>420</td>
<td>359</td>
<td>13</td>
<td>35</td>
<td>779</td>
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*Language background other than English

2.3 Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolment Policy which is implemented by all systemic schools in the Diocese.

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

Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website: http://web.csoww.catholic.edu.au/ or by contacting the Catholic Schools Office on 02 69370000.

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.


At Kildare we undertook a major review of all aspects of the College in 2006 in our third year and again in 2009 in our sixth year. We believe that data is valid for the 2012 year as well.

Through surveys all stakeholders had the opportunity to comment on a number of issues such as:

- Catholic life of the College
- Pastoral Care
- Curriculum breadth and depth
- Resources and facilities

All staff and students completed the surveys at school and families received them in the mail. It was gratifying to receive about 90 responses representing about 20% of families surveyed.

There was a very high degree of satisfaction among all groups surveyed. All groups believe that we have a happy and positive environment where learning and teaching is effective and where there is clearly demonstrated our core values of justice and peace. Our community sees us as a very caring and successful school in all areas.

The information received from the surveys has been used to develop a College plan for 2012.

Under the following headings are listed priorities for 2012

**Faith**
- Review of the liturgy program
- Expansion of the Sacramental program
- Establishment of student-centred social justice programs

**Learning**
- Mapping of assessment tasks and making them available online.
- Australian curriculum
- ICT PD
- Better use of student diary by all parties
- Review of College Homework policy
- Professional Development around literacy and numeracy
- Differentiated curriculum

**Care**
- Consistency in student management
- Awareness of various cultures
- Provide opportunities to enhance the classroom and behaviour management skills of all teaching staff
- Restorative practices
• Rock and Water for girls

Service
• Communication in all directions
• Review of student leadership structure
• Professional Learning Plans

Stewardship
• Apply for funding for better facilities e.g. a College Hall and a Trade Training Centre
• Continue and expand the maintenance program at the College

2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Attendance %</th>
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<td>Year 7</td>
<td>92.44%</td>
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<tr>
<td>Year 8</td>
<td>92.49%</td>
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<tr>
<td>Year 9</td>
<td>91.06%</td>
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<tr>
<td>Year 10</td>
<td>90.14%</td>
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<tr>
<td>Year 11</td>
<td>90.10%</td>
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<tr>
<td>Year 12</td>
<td>90.10%</td>
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The average student attendance rate for 2012 was 91.06%.

Of the students who completed Year 10 in 2011, 81.8% completed Year 12 in 2012.

Management of non-attendance:

Roll marking occurs at Homegroup each morning and parents are contacted by SMS by 10.00 if there is not an explanation provided. On the third day parents are contacted by the Homegroup teacher if no explanation has been provided.

The House Co-ordinator follows up non-attendance with the Assistant Principal and College Counsellor.

2.7 Student Satisfaction

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**Stewardship**
- Apply for funding for better facilities eg a College Hall and a Trade Training Centre
- Continue and expand the maintenance program at the College

### 2.8 Student Destinations

2012 Higher School Certificate Cohort
- 104 students - 70% received a university offer

Destinations
- Studying at University - 53%
- Studying at TAFE - 6%
- Studying at Private Provider - 1%
- Employment Full Time - 18%
- Looking for Employment - 2%
- Having a GAP Year (Volunteering, Working Full Time, or working Part Time and Traveling) - 19%
- Unknown - 1%
3. **Catholic Life and Mission**

In keeping with the Critical Indicators of Progress (p.18 of *Catholic Schools At The Crossroads, Pastoral Letter of the Bishops of NSW and the ACT*), the Catholic purpose of Kildare Catholic College is clearly stated in our Mission Statement. We undertake ‘to promote and celebrate the fullness of truth that is integral to the Catholic faith, to reveal Christ through all interactions, service and modelling, to encourage a proactive social conscience and to lead observance of a collective practice of sacramental life, nurturing and valuing the spiritual dimension of human existence’.

The College Executive are practicing Catholics who understand and profess the Catholic faith. Through new appointments and professional development opportunities, a growing proportion of the College staff in 2012 are practicing and knowledgeable Catholics.

We strive to foster the Catholic faith at Kildare Catholic College through

- the upgrading of our Catholic symbols
- daily practices and prayers
- liturgical celebrations
- retreat and camp experiences
- our communications with our College families
- the continued development of curriculum, methodologies and resources
- co-curricular activities that nourish spiritual life.

3.1 **Catholic Heritage**

"God tirelessly calls each person to this mysterious encounter with Himself. Prayer unfolds throughout the whole history of salvation as a reciprocal Call between God and man.”

**The Catechism of the Catholic Church #2591**

The essence and spirit of Kildare College is reflected in its crest and motto. St Brigid established a monastery in the Irish township of Kildare. It became a place of refuge for the poor, the aged, orphans and the sick. It was a centre of learning and St Brigid is known as the patron saint of students. Our motto; Live the Truth, signals our determination to actively reflect the Gospel truths in our daily lives.

In keeping with the School Renewal Framework, the Restorative Justice practices supported the College strategic plan to emphasise respectful and equitable relations between staff and students.

A staff team oversees an effective transition program for Year 7 students which includes-school visit by College Executive, College tours, Student /Parent Interviews with the College Executive and "Oh"Day.

Acknowledging the dignity and rights of our indigenous students, the Aboriginal Liaison Officer is especially charged to support the Koori community at Kildare and the College celebrates and seeks reconciliation with Australia’s first nation through the observance of NAIDOC Day.

As the number of refugee students at Kildare rises we look to raise awareness of the plight of refugees and promote a Christian response to their circumstances, joining in the celebration of Refugee Week and National Harmony Day.
3.2 Religious Life of the School

"The Church is the Body of Christ. Through the Spirit and his action in the sacraments, above all the Eucharist, Christ, who once was dead and is now risen, establishes the community of believers as his own Body."

The Catechism of the Catholic Church #805

The College year began, with a Staff Mass. Other significant liturgical celebrations included the College Commencement Mass, Ash Wednesday (promoting Project Compassion as a Lenten sacrifice), Graduation Mass for Year Twelve, and Kildare Day with Fr. Paddy Skyes. Each College House also celebrated a Mass through the year.

Community prayers were also organised for numerous events including Mary MacKillop’s Feast Day, All Saints and All Souls Days, Kildare Day and Refugee Day.

3.3 The School in the Life of the Parish and the Diocese

"The Church is catholic: she proclaims the fullness of faith... She is sent to all men. She encompasses all times. She is ‘missionary of her very nature.’"

The Catechism of the Catholic Church #868

At the beginning of the year the College was well represented at the Wagga Wagga Deanery Mass at Holy Trinity, West Wagga. where we renewed our commitment to Catholic education.

The College supported Social Justice Sunday with a College Liturgy.

Again we welcomed Fr.Paddy Skyes as our chief celebrant through 2012, in the absence of a College chaplain and on special occasions Mass was celebrated by Bishop Hanna and for Kildare Day we were pleased to have Fr.Paddy as our celebrant.

3.4 Catholic Worldview

"The equal dignity of human persons requires the effort to reduce excessive social and economic inequalities. It gives urgency to the elimination of sinful inequalities."

The Catechism of the Catholic Church #1948

The recognition and promotion of Community Service in the College was consolidated with twelve percent of students achieving the highest Platinum merit level through the completion of nearly 1500 hours of voluntary support of various charitable organisations and non-profit initiatives including Meals on Wheels, Australian Cancer Council, the Christmas Cards for Troops project, Legacy, St Vincent de Paul, Pink Ribbon Day and the Smith Family "Student2Student” reading program.

The College Houses were extremely generous in their support of Catholic Missions with their contributions being recognised at the state level.

Retreats, camps and community days were enjoyed by each year level. An outside team, Rising Generations, successfully worked with the Kildare Staff team on the Year 12 Warrambui Retreat. This experience is always recognised by Year 12 as a highlight of their last year at Kildare.

Links between the College, the Presentation Sisters and the Christian Brothers were strengthened. The Brothers and Sisters were represented at the Commencement Mass and Kildare Day. Classes
also visited the Presentation Sisters-Erin Earth to learn more about Christian environmental ethical practice.

The Kildare staff spiritually sessions were facilitated by Mr Chris Cotter from the CSO Catholic Life Team and Mr Terry Kennedy from Kildare focusing on Jesus as model for Catholic Teaching.

This outline is just of some of the areas in which Kildare Catholic College celebrated and acted upon its faith in 2012, and demonstrates our commitment Christianity in action

### 3.5 Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office 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.

Kildare staff took part in a number of spirituality sessions on Jesus as a model for Catholic school teachers.

A number of Religious Education teachers began study through the Broken Bay Diocese, supported by Catholic Schools Office, McAlroy House.
4.Pastoral Care

4.1 School Implementation of Diocesan Policies

In 2012, Kildare Catholic College continued to further develop and refine its Pastoral Care Policy and Programs to meet the requirements as set out by the Diocese of Wagga Wagga.

The House system is central to the Pastoral Care program at Kildare Catholic College. The network of Homegroup Teachers and House Coordinators that have an affiliation with a particular House, arranged in vertical groupings of students across Years Seven through to Twelve, provide the opportunity for positive relationships to be established in an environment beyond the academic classroom. Homegroups allow time for roll call, administration and the celebration of significant events such as birthdays. The vertical arrangement also allows for members of families to be together in the one Homegroup, thereby streamlining communication channels between parents/guardians and the College.

The House and Homegroup based activities also continually reinforced issues associated with Respect, Responsibility and Social Justice. Each of the Houses conducted a Charity fundraising day to raise money for various charities. The success of each Community day was clearly demonstrated by the amount of respect that the College community had for their efforts. The nature of each of the days varied, ranging from Oodgeroo’s Dance Party, Romero’s Race Day, Benedicta’s “Carnival”, King’s Red Faces, Gandhi’s Indian and Karaoke Day and finally through to Teresa’s support of the St.Vincent de Paul Christmas Appeal. Each House, and ultimately each Homegroup, assumed great responsibility in ensuring that these days were successful and that significant contributions were made to the various charities that were supported.

The House system was complimented by various year-based activities throughout the year, all of which were designed to enhance the growth and development of our students across the Physical, Cultural, Social and Spiritual realms. The Year 12 Retreat Experience was once again conducted at Warrambui, near Murrumbateman. Held in Week Three of Term One, the 3 days provided opportunity for our Senior Leaders to set some short and long-term goals as they headed towards the final year of schooling and post-school life. It provided a great opportunity for our Year 12 leaders to reflect on what legacy they would like to leave at Kildare and where their journey over the coming months might take them. As was the case over the previous 6 years, the program was led by both staff from Kildare and Rising Generations, an organisation that specializes in youth leadership. It also provided a fantastic opportunity to prepare for the significant upcoming events such as the Commencement Mass, Swimming Carnival and Athletics Carnival.

The Year 7 Community Day, conducted at Borambola Sport and Recreation camp, had a focus on meeting new people, establishing group expectations and working as a team. The Year 8 Camps were cancelled due to floods and replaced with a community day at Lake Talbot in Term 4. In 2012 Year 9 once again focused on gender specific issues in order to maximise the potential for positive outcomes for the group. Year 10 attended the Lake Hume Camp, once again allowing teams to develop skills based around communication and problem solving. All activities were led by the staff of Kildare. The Year 11 Community Day allowed a musical focus to provide challenges and inspirations for the group. Chris Doyle again provided the direction for this day at the Wagga Wagga Country Club.

2012 also saw the continuation of the Platinum Community Service Awards as part of the College’s Merit Award program, which proved to be an outstanding success. As was the case in 2011, this level was awarded to those students who performed varying levels of community service throughout the year – Year 7 & 8 (5 Hours), Years 9 & 10 (10 Hours) and Years 11 & 12 (15 Hours), as well as having reached the Gold level in the regular program. At the end of year Awards and Showcase night over 1200 hours of Community service hours provided by the students of Kildare Catholic College were recognised through the presentation of over 90 Platinum Medallions.
The Year 10 Living and Learning week was once again another opportunity for the promotion of respect and responsibility among our community. The week saw Year 10 students provide a day’s volunteer work to various organisations such as Charities, Pre-schools and Primary Schools. This program was independent of the Community Service program adopted by the Merit Award Scheme. Dave Kobler from Choicez Media also presented two half-day workshops with the Year 10 Boys and Girls to address issues surrounding relationships, sexuality and decision-making. The week finished with a series of optional activities that involved students being able to choose from a selection of tasks that suited their individual needs. These activities included Team-Building, Rock and Water, Personal Presentation. Year 10 were also responsible for managing the Peer Support program with Year 7 students, which is an important part of the transition to high school.

Throughout the year, a number of other programs were conducted to support the overall development of respect and responsibility throughout the College. The Police Liaison Officer spoke to all of Years 7-10 about the issue of Bullying and Cyberbullying. The Rock and Water program for resilience in boys was an integral part of the Year 8 Sport Rotation. Year 11 students attended the annual Rotary Youth Driver Awareness (RYDA) program at the Equex Centre. Continued reminders at Homegroup, House and College Assemblies relating to the way that we relate to one another and the responsibilities that we have as a Catholic Faith community in terms of caring for others were a regular part of our week to week organisation. Brainstorm Productions provided dramatic performances which addressed the issues of Bullying and Harassment to Years 7-10, NAIDOC allowed the College community to celebrate the Indigenous traditions of our country, as well as the opportunity for Year 7 to be involved in some hands on activities linked to Indigenous culture.

4.2 Pastoral Care of Families

Kildare Catholic College recognises the importance of communication and support between families and the College in providing a high level of Pastoral Care for not only the students of the College, but also to families of students of the College. The House Coordinators, Homegroup Teachers and Front Office Staff provide easily accessible contact points for families to discuss issues surrounding the Pastoral Care of their children. The changing nature of society brings with it great challenges and pressures that impact on all members of our community and Kildare Catholic College strives to provide support for students and families alike. The College has a Counsellor that is available 5 days each week. The support provided by the College Counsellor is crucial for students and families in their attempts to navigate their way through some of the more difficult aspects of life that occur from time to time. 2012 also saw us continue to consolidate our ties with professional agencies outside the College, such as Child and Adolescent Mental Health, Centrecare and Headspace. Choicez media, as part of their involvement in the Year 10 Living and Learning week conducted an information evening for parents and guardians.
5. Excellence in teaching and learning

5.1 Quality Teaching and Learning

Quality Teaching and Learning

In 2012 Kildare Catholic College continued (and developed) specific initiatives to support and enhance learning across the curriculum. These included:

- The KCC Resource Centre was open from 8.30 am until 5.30 pm Monday to Thursday and 8.30 am until 4.00 pm on Friday.

- Tutorials were offered in Mathematics twice per week. Tutorials in other KLAs were available for students upon request.

- The Focused Learning Centre supported students whose capabilities were outside the norm. Life Skills Courses were introduced.

- Where the College was unable to run courses, students were encouraged to study through Karabah Distance Education Queanbeyan (Italian beginners) and Lismore Online Education Centre (Software Design and Development and Economics).

- A Year 9 Elective French class was established and for the first time, Year 9 students had the opportunity to study Information Technology as a VET subject.

- Information Technology VET was introduced in Year 11.

- Individualised programs and support structures were developed for gifted students. Teaching, learning and assessment programs continued to be modified and varied to better cater for students with different learning abilities and learning styles;

- Year Ten ‘Living and Learning Week’ provided workshops relating to areas such as careers and interview skills, personal presentation, safe driving, automotive maintenance, aviation experience, goal setting and time management, first aid, relaxation skills and responsible use of technology. There were also options to complete community service. Year 10 students also completed the mandatory ‘All My Own Work’ unit.

- In 2012 HSC students were given the opportunity to attend a variety of activities that had a positive effect on HSC results:
  - Holiday programs in courses including Society and Culture, Visual Arts and Drama
  - Mentor program for every Year 12 student
  - Study Skills program
  - Study Days in English, Modern History, Ancient History, History Extension, Society and Culture, Business Studies, Physics, Chemistry
  - Workshops and studios open on weekends and over the holidays for the completion of major works in Visual Arts, Drama and Design and Technology.
  - Extensive feedback on assessment tasks
  - Using outside experts where appropriate e.g. Extension 2 English

There was a strong focus on developing a partnership with parents, through four Information Evenings for incoming Year 6, Year 8, Year 10, Year 11 and two
HSC Support evenings. Reporting to parents was undertaken three times in the year and was supported by opportunities for Parent/Teacher/Student interviews.

Participation in external competitions has increased significantly and has assisted students in self-monitoring their progress.

The Strive for Success Program was successful in recognising a wider range of students for academic success in 2012. There was a marked increase in the number of students receiving awards at the end of year award ceremonies. This indicates greater application to learning.

**Student Achievement**

2012 was the 5th year of the National Assessment Program – Literacy and Numeracy (NAPLAN). Several points should be noted:

Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

In the 2012 cohort, there were 150 students in Year 7 and 146 students in Year 9.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.

<table>
<thead>
<tr>
<th><strong>Percentages in Bands</strong></th>
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<td><strong>YEAR 7</strong></td>
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<tr>
<td>Reading</td>
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<td>Band 9</td>
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The band distributions for NAPLAN show that on every aspect of literacy and numeracy in Years 7 that a large proportion of our students were at or above the National Minimum standard compared with the national average. In all test components there were promising results with students performing above the state average. A significant number of the cohort had results above national minimum standards. There had been significant growth for girls, especially in Numeracy.

As each group has individual characteristics it is difficult to make comparisons or identify trends. At Kildare, we have developed specific programs to improve students’ literacy and numeracy levels. Teachers use literacy teaching strategies to introduce new knowledge, practise new literacy learning, consolidate literacy learning, and transfer and apply literacy learning. This is designed to meet individual learning needs; move students’ literacy learning from dependent to independent; and support and extend students’ literacy learning.

The KLA and Pastoral Coordinators analysed the results and developed a range of programs and strategies to assist in the overall literacy and numeracy students in the College. Literacy and Numeracy were seen as a whole school project and each KLA was involved in the identification and teaching of specific literacy and numeracy skills seen as crucial to the needs of students.

**Higher School Certificate**

The candidature in 2012 of 99 students was slightly larger than 2009. There were 32 Band 6 results in 15 Courses. Of particular interest were the two E4 results in Mathematics Extension 1 and band 6 results in Mathematics Extension 2. Outstanding subjects were Society and Culture 5 band 6’s, Music with 4 Band 6’s, Drama and Studies of Religion I with 3 Band 6s. Other impressive subjects were Business Studies, General Mathematics and Mathematics, and PDHPE. A Kildare student was shortlisted for On Stage and Art Express.

Our percentage of Band 4 and Band 5 continues to improve although there is some fluctuation within the actual courses. 75% of courses studied at the College had over 50% of the candidature achieving a Band 4 or higher.

The most successful students in 2012 studied Advanced English, Mathematics 2 Unit, Drama, Business Studies and Music. The two students (SDD and Economics) who studied through Lismore Online Education Centre achieved Bands 6 and 5 respectively.

**Extracurricular Activities**

Kildare Catholic College has a mandate to educate the whole child and in 2012 there was a wide range of extracurricular activities to this purpose. College Masses and liturgies, the Warrambui Experience in Year 12 and the various community days for other years combine the building of community values with Catholic experience. Under the Coordinator for Social Justice, students are challenged to become part of the larger community.

In 2012 Kildare Catholic College presented a Cabaret Show and Music students had the opportunity to perform at a wide variety of venues in Wagga Wagga. Religion, English,
Science and HSIE KLAs organized visiting speakers and performers to enhance their subjects. In 2012 Visual Arts students attended a camp at Bundanon in the Southern Highlands. Mock Trial, Chess Competitions, Debating and Tournament of Minds encouraged students to think creatively and critically.

In the sporting field Kildare Catholic College was an active participant in a range of sporting activities that provided a pathway for our students to compete at State and National level, while building a sense of community.

**Professional Learning**

At Kildare staff are encouraged to take up professional learning opportunities. These have been for the whole staff and for individuals or small groups.

In 2012 a major emphasis was ICT and in Term 3 all staff attended a forum of Teach More Manage Less at Leeton run by Christine Richmond. Staff and students attend HSC study days organised both within and outside Wagga.

Staff were funded to attend inservices organised by the professional associations such as ETA, HTA, STA, TAS teachers and PDHPE teachers.

Staff from Kildare always attend CSSA forums in Sydney organised to provide up to date information on current matters such as the NSW Institute of Teachers, the National Curriculum, NAPLAN, School leaving age, TTCs and so on.

I acknowledge here the problems faced by teachers in rural and regional areas. The cost and inconvenience of accessing professional development is sometimes too onerous and teachers and students outside big centres are definitely disadvantaged.

### 5.2 Student Achievement

2011 was the third year of the National Assessment Program – Literacy and Numeracy (NAPLAN). Several points should be noted:

- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.
- In the 2011 cohort, there were 145 students in Year 7 and 127 students in Year 9

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.

#### Percentages in Bands

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
<th>Data Measurement, Space &amp; Geometry</th>
<th>Number, Patterns &amp; Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 9</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Band 8</td>
<td>20</td>
<td>8</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Band 7</td>
<td>34</td>
<td>24</td>
<td>28</td>
<td>30</td>
<td>29</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Band 6</td>
<td>25</td>
<td>34</td>
<td>33</td>
<td>30</td>
<td>27</td>
<td>28</td>
<td>23</td>
</tr>
</tbody>
</table>
The band distributions for NAPLAN show that on every aspect of literacy and numeracy in Years 7 that a large proportion of our students were at or above the National Minimum standard compared with the national average. In Year 9 the results showed significant improvements across all components for most students and growth rate trends above state averages. This was most evident in Numeracy and Punctuation and Grammar where Year 9 boys showed considerable growth. The results for funded students were pleasing. The school teaching programs are addressing the basic skills especially in Reading, Writing, Spelling and Numeracy.

As each group has individual characteristics it is difficult to make comparisons or identify trends. At Kildare, we have developed specific programs to improve students’ literacy and numeracy levels. Teachers use literacy teaching strategies to introduce new knowledge, practise new literacy learning, consolidate literacy learning, and transfer and apply literacy learning. This is designed to meet individual learning needs; move students’ literacy learning from dependent to independent; and support and extend students’ literacy learning.

The KLA and Pastoral Coordinators analysed the results and developed a range of programs and strategies to assist in the overall literacy and numeracy students in the College. Literacy and Numeracy were seen as a whole school project and each KLA was involved in the identification and teaching of specific literacy and numeracy skills seen as crucial to the needs of students.

One standardised test used is the ICAS (International Competitions and Assessment for Schools). The results of these tests were used as diagnostic tools to identify weaknesses in the curriculum.

### Comparison School Certificate Results - 2010 / 2009 in Brackets

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Band 6</th>
<th>Band 5</th>
<th>Band 4</th>
<th>Band 3</th>
<th>Band 2</th>
<th>Band 1</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literacy</td>
<td>2(4)</td>
<td>37(43)</td>
<td>73(64)</td>
<td>10(19)</td>
<td>4(2)</td>
<td>2(1)</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4(6)</td>
<td>19(20)</td>
<td>29(48)</td>
<td>43(43)</td>
<td>33(16)</td>
<td>0(0)</td>
<td>0</td>
</tr>
</tbody>
</table>
### School Certificate

The candidature in 2011 (129) was smaller than in 2010 (134). All subjects showed sound results in the Bands 4-6. Science showed considerable improvement in Bands 1 and 3 while History consolidated in the upper bands. All students were Highly Competent or Competent in Computing Skills, results that indicate we are successfully integrating Information Technology into our curriculum.

### Higher School Certificate

The candidature in 2011 of 93 students was larger than 2010. There were 27 Band 6 results in 11 Courses. Of particular interest were the Band 6 results in Creative Arts: Drama (4), Visual Arts (3) and Music (1). Outstanding subjects were Mathematics 2U with 5 Band 6s, Legal Studies (3), Biology (4), Society and Culture (2) and PDHPE (2). Kildare Catholic College Drama students were invited to present their group performance at On Stage.

One student studied French by Distance Education through Karabah Distance Education Centre. In addition 3 students studied at the National Art School.

Our percentage of Band 4 and Band 5 continues to improve although there is some fluctuation within the actual courses. Five subjects exceeded 50% of the candidature in Bands 5 and 6. With 11 subjects exceeding 70% in Bands 4, 5 and 6.

The most successful students in 2011 studied Advanced English, Mathematics 2 Unit, Biology Legal Studies and Drama.

### Extracurricular Activities

Kildare Catholic College has a mandate to educate the whole child and in 2011 there was a wide range of extracurricular activities to this purpose. College Masses and liturgies, the Warrambui Experience in Year 12 and the various community days for other years combine the building of community values with Catholic experience. Under the Coordinator for Social Justice, students are challenged to become part of the larger community.

In 2011 Kildare Catholic College presented a Musical involving more than 100 students and staff. Music students had the opportunity to perform at a wide variety of venues in Wagga Wagga. Religion, English, Science and HSIE KLAs organized visiting speakers and performers to enhance their subjects. In 2012 Visual Arts students attended a camp at Bundanon in the Southern Highlands. Mock Trial, Chess Competitions, Debating and Tournament of Minds encouraged students to think creatively and critically.

In the sporting field Kildare Catholic College was an active participant in a range of sporting activities that provided a pathway for our students to compete at State and National level, while building a sense of community.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>9(3)</td>
<td>28(52)</td>
<td>58(56)</td>
<td>31(16)</td>
<td>5(6)</td>
<td>0(0)</td>
<td>1(1)</td>
</tr>
<tr>
<td>History</td>
<td>5(1)</td>
<td>25(13)</td>
<td>35(61)</td>
<td>42(32)</td>
<td>20(24)</td>
<td>1(2)</td>
<td>1(1)</td>
</tr>
<tr>
<td>Geography</td>
<td>1(1)</td>
<td>28(26)</td>
<td>42(54)</td>
<td>36(37)</td>
<td>16(13)</td>
<td>5(1)</td>
<td>1(1)</td>
</tr>
</tbody>
</table>
6. Strategic Initiatives

6.1 2012 Priorities and Achievements

The information received from the 2009 surveys has been used to develop a College plan for 2012. Under the following headings are listed priorities for 2012

Faith
- Review of the liturgy program
- Expansion of the Sacramental program
- Establishment of student-centred social justice programs

Learning
- Mapping of assessment tasks and making them available online.
- Better use of student diary by all parties
- Review of College Homework policy
- Professional Development around literacy and numeracy
- Differentiated curriculum

Care
- Consistency in student management
- Awareness of various cultures
- Provide opportunities to enhance the classroom and behaviour management skills of all teaching staff

Service
- Communication in all directions
- Review of student leadership structure

Stewardship
- Apply for funding for better facilities e.g. a College Hall and a Trade Training Centre
- Continue and expand the maintenance program at the College

6.2 2012 Priorities and Challenges

The information received from the 2009 surveys has been used to develop a College plan for 2012. Under the following headings are listed priorities for 2012

Faith
- Review of the liturgy program
- Expansion of the Sacramental program
- Establishment of student-centred social justice programs
- Finding a Chaplain

Learning
• Mapping of assessment tasks and making them available online.
• Better use of student diary by all parties
• Review of College Homework policy
• Professional Development around literacy and numeracy
• Differentiated curriculum
• ICT PD
• National Curriculum

**Care**

• Consistency in student management
• Awareness of various cultures
• Provide opportunities to enhance the classroom and behaviour management skills of all teaching staff
• Restorative Practices
• Rock and Water for girls
• Inservice for Boarding staff

**Service**

• Communication in all directions
• Review of student leadership structure
• Professional Learning Plans

**Stewardship**

• Build a new hall and Trade Training Centre using funds allocated by the Federal Government.
• Continue and expand the maintenance program at the College
7. Parent Participation

7.1 Introduction

Parents are welcome at Kildare. In a number of ways we encourage their involvement and provide regular communication.

A 4-page College newsletter is published weekly and distributed through Homegroups and electronically.

Information evenings are offered to parents on a range of matters from curriculum, careers, role of counsellors, safe partying and ways to support students through their Higher School Certificate.

Parents work in the canteen, support College liturgies, sporting activities, musical productions and the like. They tell us that they feel very welcome and appreciate the open-door policy we try to engender.

Parent Satisfaction

At Kildare we undertook a major review of all aspects of the College in 2006 in our third year and again in 2009 in our sixth year. The data provided was appropriate for us in 2011 and informed our planning.

Through surveys all stakeholders had the opportunity to comment on a number of issues such as

- Catholic life of the College
- Pastoral Care
- Curriculum breadth and depth
- Resources and facilities

All staff and students completed the surveys at school and families received them in the mail. It was gratifying to receive about 90 responses representing about 20% of families surveyed.

There was a very high degree of satisfaction among all groups surveyed. All groups believe that we have a happy and positive environment where learning and teaching is effective and where there is clearly demonstrated our core values of justice and peace. Our community sees us as a very caring and successful school in all areas.

The information received from the surveys has been used to develop a College plan for 2012.

Under the following headings are listed priorities for 2012

Faith
- Review of the liturgy program
- Expansion of the Sacramental program
- Establishment of student-centred social justice programs

Learning
- Mapping of assessment tasks and making them available online.
- Review of College Homework policy
- Professional Development around literacy and numeracy
- Differentiated curriculum
- National Curriculum
Care

- Consistency in student management
- Awareness of various cultures
- Provide opportunities to enhance the classroom and behaviour management skills of all teaching staff
- Restorative practices to be continued and enhanced
- Rock and Water for girls

Service

- Communication in all directions
- Review of student leadership structure
- Professional Learning Plans

Stewardship

- Build a College Hall and a Trade Training Centre
- Continue and expand the maintenance program at the College

FINANCE REPORT

College Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees and Private Income</td>
<td>$4624122.50</td>
<td>74.12%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$113266.65</td>
<td>1.82%</td>
</tr>
<tr>
<td>Commonwealth Grants</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$1501285.73</td>
<td>24.06%</td>
</tr>
<tr>
<td>Other Capital Grants</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

College Expenses

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, Allowances &amp; related</td>
<td>$321376.91</td>
<td>6.99%</td>
</tr>
<tr>
<td>expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-salary Expenses</td>
<td>$3415542.30</td>
<td>74.27%</td>
</tr>
<tr>
<td>Other Capital Expenditure</td>
<td>$861802.55</td>
<td>18.74%</td>
</tr>
</tbody>
</table>
School Income

- Fees & Private Income: 26%
- State Recurrent Grants: 0%
- Commonwealth Recurrent Grants: 53%
- Government Capital Grants: 1%
- Other Capital Income: 20%

School Expenses

- Salaries, Allowances & Related Expenses: 65%
- Non Salary Expenses: 20%
- Other Capital Expenditure: 15%