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 2013. It is a detailed and comprehensive record of what the Kildare community has achieved and flags our plans for 2014.

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 2013.

1.2 **Message from the Parent Body**

2013 saw the appointment of Mr Rod Whelan as Principal of Kildare Catholic College.

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

During 2013 the new Trade Training Centre and College Hall were completed. This work has transformed the College, particularly with the new capacity to hold whole-school indoor events on-site.

On behalf of the Council, I would like to thank the Principal and staff for their continued hard work throughout 2013.

Thanks to all parents who have volunteered in any capacity in 2013, 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 2013 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 2013.

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 2013.

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**

2013 marked the tenth 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.

Enrolment at the end of 2013 was 820 students. Mt Erin Boarding House (incorporated into the College) has 100 students, with 75 of these attending Kildare Catholic College and 25 attending Mater Dei Catholic College.

2.2 **Student Profile**

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB</td>
<td>411</td>
<td>384</td>
<td>12</td>
<td>31</td>
<td>795</td>
</tr>
</tbody>
</table>

*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/](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.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>0</td>
<td>0</td>
<td>64</td>
</tr>
</tbody>
</table>
2.5 Teacher Satisfaction

Staff, particularly teachers, play a significant role in the development of the College’s Annual Improvement Plan. Staff have provided feedback on proposed key directions and initiatives, resulting in the following strategic intents:

**Faith**
- Focus on Bishop’s mandate as a foundation document of the College.
- Support increased prayer life in college.
- Support Diocesan Accreditation to Work, Teach and Lead in a Catholic School.

**Learning**
- Focus on quality formative and summative assessment to increase student access to assessment outcomes.
- Implementation of Technology Plan.
- Use of Inquiry Cycle planning for improving student learning outcomes.
- Planned, focused use of Open learning Spaces.
- Focus on coaching conversations and PLPs to improve teacher classroom practice.

**Care**
- Focus on Positive Behaviour Support (and associated structures and procedures).
- Improved across-KLA academic care and support, including investigation of student coaching model.

**Service**
- Build leadership capacity at all levels.
- Increased analysis and use of data to identify gaps, monitor improvement and plan interventions.
- Professional learning focus at staff and KLA meetings.

**Stewardship**
- Development of Open Learning Spaces.
- Reduced printing through more effective delivery of student content using Google Apps For Education.

2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>93.17%</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.07%</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.24%</td>
</tr>
<tr>
<td>Year 10</td>
<td>89.51%</td>
</tr>
<tr>
<td>Year 11</td>
<td>91.93%</td>
</tr>
<tr>
<td>Year 12</td>
<td>92.02%</td>
</tr>
</tbody>
</table>
The average student attendance rate for 2013 was 90.49%.

Of the students who completed Year 10 in 2011, 73.28% completed Year 12 in 2013.

Management of non-attendance:

Roll marking occurs at Homegroup each morning and parents are contacted by SMS by 10.00am 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

Students are regularly consulted at the classroom, Year and House level about College direction and priorities. Priorities in 20013 that were developed with student input included:

- Continued work on Positive Behaviour Support (and associated structures and procedures).
- Improved across-KLA academic care and support, including investigation of student coaching model
- Improvements to Open Learning Spaces and general classrooms.
- Focus on building student leadership experiences and capacity.

2.8 Student Destinations

2013 Higher School Certificate Cohort

- 96 students
- 68% received a university offer

Destinations

- Studying at University - 50%
- Studying at TAFE - 2%
- Studying at Private Provider - 2%
- Employment Full Time - 15%
- Looking for Employment - 2%
- Having a GAP Year (Volunteering, Working Full Time, or working Part Time and Traveling) - 25%
- Unknown - 4%
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 2013 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 2013.

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 spirituality 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 2013, 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 2013, 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.

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. 2013 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 2013 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 and Lismore Online Education Centre.
- 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 2013 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 2013. 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**

In the 2013 cohort, there were 157 students in Year 7 and 128 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>7</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Band 8</td>
<td>22</td>
<td>9</td>
<td>25</td>
<td>15</td>
<td>18</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Band 7</td>
<td>33</td>
<td>26</td>
<td>37</td>
<td>23</td>
<td>36</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Band 6</td>
<td>26</td>
<td>39</td>
<td>19</td>
<td>30</td>
<td>30</td>
<td>28</td>
<td>34</td>
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<td>Band 5</td>
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<td>14</td>
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<td>Band 4</td>
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<td>5</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 9</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 10</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Band 9</td>
<td>17</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Band 8</td>
<td>23</td>
<td>24</td>
<td>40</td>
<td>20</td>
<td>33</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>
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.

**Higher School Certificate**

1. Courses

<table>
<thead>
<tr>
<th>No of courses</th>
<th>No of courses above state average</th>
<th>% of courses above state average</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>15</td>
<td>51.7</td>
</tr>
</tbody>
</table>

2. Overall Band Analysis (Count of bands)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>E1</th>
<th>E2</th>
<th>E3</th>
<th>E4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>51</td>
<td>136</td>
<td>173</td>
<td>124</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

**Extracurricular Activities**

Kildare Catholic College has a mandate to educate the whole child and in 2013 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 2013 Kildare Catholic College presented a Musical and 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 2013 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. Key areas for 2013 included:

- Continue professional learning focus for KLA Coordinators, seeking consistent, informed leadership of KLA teams.
- House Coordinator Professional Learning focus on PBS, student wellbeing and academic care across KLAs.
- Professional learning focus at Staff and KLA meetings.
- Building a self-reviewing and self-renewing culture using an evidence-based approach to school improvement.
- Increased use of data analysis to inform and shape teacher practice.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Faith
- Focus on Bishop’s mandate as a foundation document of the College.
- Support increased prayer life in college.
- Support Diocesan Accreditation to Work, Teach and Lead in a Catholic School.

Learning
- Focus on quality formative and summative assessment to increase student access to assessment outcomes.
- Implementation of Technology Plan.
- Use of Inquiry Cycle planning for improving student learning outcomes.
- Planned, focused use of Open learning Spaces.
- Focus on coaching conversations and PLPs to improve teacher classroom practice.

Care
- Focus on Positive Behaviour Support (and associated structures and procedures).
- Improved across-KLA academic care and support, including investigation of student coaching model.

Service
- Build leadership capacity at all levels.
- Increased analysis and use of data to identify gaps, monitor improvement and plan interventions.
- Professional learning focus at staff and KLA meetings.

Stewardship
- Development of Open Learning Spaces.
- Completion of Trade Training Centre and College hall.
- Reduced printing through more effective delivery of student content using Google Apps For Education.

6.2 2013 Priorities and Challenges

Faith
- Focus on Bishop’s mandate as a foundation document of the College.
- Support increased prayer life in college.
- Support Diocesan Accreditation to Work, Teach and Lead in a Catholic School.

Learning
- Focus on quality formative and summative assessment to increase student access to assessment outcomes.
- Implementation of Technology Plan.
- Use of Inquiry Cycle planning for improving student learning outcomes.
- Planned, focused use of Open learning Spaces.
- Focus on coaching conversations and PLPs to improve teacher classroom practice.

Care
- Focus on Positive Behaviour Support (and associated structures and procedures).
- Improved across-KLA academic care and support, including investigation of student coaching model.
Service
- Build leadership capacity at all levels.
- Increased analysis and use of data to identify gaps, monitor improvement and plan interventions.
- Professional learning focus at staff and KLA meetings.

Stewardship
- Development of Open Learning Spaces.
- Reduced printing through more effective delivery of student content using Google Apps For Education.
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

A full parent survey was last conducted in 2011. We anticipate a further survey in 2014, when key strategic initiatives have been embedded. Feedback from the College Council indicates that parents are particularly pleased with:

- An increased focus on classroom learning.
- Consistent teacher language and practice in classroom management strategies.
- Completed building projects and refurbished learning spaces.
FINANCE REPORT

College Income

School Income

- Fees & Private Income: 22%
- State Recurrent Grants: 17%
- Commonwealth Recurrent Grants: 43%
- Government Capital Grants: 18%
- Other Capital Income: 0%

College Expenses

School Expenses

- Salaries, Allowances & Related Expenses: 52%
- Non Salary Expenses: 20%
- Other Capital Expenditure: 29%