2004 Annual Report

KILDARE CATHOLIC COLLEGE

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1. School Profile

1.1 Introduction

Kildare Catholic College opened in January, 2004. Three Catholic Colleges, Mount Erin High School for girls Years 7-10, St. Michael’s Regional High School for boys Years 7-10 and Trinity Senior High School, a co-educational College for students in Years 11 and 12, all closed at the end of 2003 and two coeducational Colleges opened in 2004.

Kildare Catholic College began from day one with nine hundred students from Years 7 – 12. Students come from the five feeder Catholic primary schools in Wagga and from many primary schools around the district and from as far as Lake Cargelligo, Deniliquin and Canberra because of boarding facilities.

Kildare is the largest Catholic College in the diocese of Wagga Wagga and has enjoyed from its inception a good reputation in and support of the community.

There were some initial difficulties because for three terms it was still a building site and there were adjustment issues for all concerned. However by term three Kildare was on the way to achieving its current status.

1.2 Student Profile

The following information describes the student profile for 2004:

<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>Girls</td>
<td>519</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>343</td>
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<td></td>
</tr>
<tr>
<td>LBOTE*</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>882</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Language background other than English

1.3 Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolments Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at www.cso.wagga.catholic.edu.au CSO Documents, Forms & Policies

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

1.4 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a recognised higher education institution
b) have qualifications from a recognised higher education institution but no formal teacher education qualifications
c) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>2</td>
<td>0</td>
<td>75</td>
</tr>
</tbody>
</table>

1.5 Retention Rates

<table>
<thead>
<tr>
<th></th>
<th>Years 7-10</th>
<th>Years 10-12</th>
<th>Years 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>437</td>
<td>445</td>
<td>882</td>
</tr>
</tbody>
</table>
2. Catholic Life and Mission

2.1 Catholic Heritage

The formation of Kildare Catholic College resulted from the merger of three existing Wagga Wagga Catholic high schools for whom the works of the Christian Brothers and Presentation Sisters were central. Kildare College’s Vision and Mission statement makes clear that the charisms of Edmund Rice and Nano Nagle will be remembered and promoted in the new school. To this end, the Year Seven Sharing Our Story unit “Initiating and Belonging” will introduce the ministry of these two Catholic educators and the works of their respective religious orders locally, nationally and internationally. A new founders unit will be designed in 2005.

In recognition of the Irish spiritual and cultural influence on Catholic education in Australia, the College also claims St Brigid as an important spiritual icon. The oak tree and St Brigid’s cross are featured symbols in the College crest.

Kildare Day was instituted in 2004 to commemorate and celebrate the rich history of these inspirational personalities and their followers.

2.2 Liturgical Life

The Kildare Opening Mass was a significant event in the life of the College, marking publicly the commencement of a new Catholic school. A staff Opening Mass was also celebrated. A closing Mass concluded Kildare’s first year.

Special liturgies were celebrated for Years Ten and Twelve as they completed significant landmarks in their education.

Weekly Masses were celebrated in the Mt Erin chapel with Kildare’s chaplain, Fr Brendan Lee. The chaplain also offered the sacrament of Reconciliation to all Year Nine classes through the year.

Prayer services were conducted prior to Holy Week and prayers were a regular part of Home Group meetings. Prayer began all staff, executive and parent information meetings and a prayer corner in the staff common room directed focus on the liturgical year and special intentions of the staff and community.

2.3 The School in the Life of the Parish and Diocese

The Kildare newsletter was developed, providing prayers and reflections as well as updates on Religion activities occurring at the College.

Vocation Days supported by the Serra Club and Bishop Hanna were conducted with Year Eleven.

REC meetings supported by John Goonan (CSO consultant) provided a forum for religion educators across schools in the diocese.
College support of charities and justice initiatives included dialogue with representatives from and fund raising for Catholic groups including St Vincent de Paul, Micah House, St Charles Youth Conference and Camps, Erin Earth, Caritas Australia and Catholic Mission.

Students participated in Meals on Wheels, the Red Shield Appeal and the Red Cross badge appeal.

2.4 Religious Education Curriculum

A new Religion syllabus (K-12), Sharing Our Story, was introduced in diocesan schools and Kildare began the process of adapting these programs to the Kildare environment. A NSW Board of Studies senior religion course, Studies of Religion, was also implemented. These courses were given initial approval by the CSO accreditation team and further recommendations were to be implemented by November 2005.

2.5 Catholic Worldview

A decision was taken to emphasise local, Catholic charities in keeping with the College Vision and Mission statement. House mufti days raised awareness of local and international issues of justice. Funds were raised in support of the Sudan Appeal, Micah House, Project Compassion, Catholic Mission, St Vincent de Paul and the Shave for a Cure initiative.

2.6 Parent Participation

Parents were invited to attend College liturgies and were very supportive of the Opening College and Graduation Masses.

Religious Education at the College was promoted at the Kildare Open Day where student work and religion resources were on display.

Parents were involved in House charity days.

Parents were kept informed of religion curriculum issues, liturgies, retreats and charity appeals through the College newsletter and through information evenings.

2.7 Professional Learning in Catholic Life and Mission

A group of six staff attended an Association for Studies in Religion Conference at the ACU campus, Strathfield.

Professional conversations were promoted by regular department and year group religion meetings.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at: www.cso.wagga.catholic.edu.au CSO Documents, Forms & Policies
3. Pastoral Care

3.1 Diocesan Policies

The Diocese of Wagga has established Pastoral Care and Discipline policies, which are implemented by all school in the Diocese. The full text of these policies can be found at: www.cso.wagga.catholic.edu.au CSO Documents, Forms & Policies

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

3.2 School Implementation of Diocesan Policy

Kildare’s Pastoral Care Program is an expression of the Gospel values and the Catholic ethos of the College and attempts to meet the needs of all individuals, whilst shaping a whole community in the direction of our motto “Live the Truth”. As an arm of the Church, the College aims to foster mutual respect, responsibility and service to the community.

To fulfil our mission to ensure justice and equity for all of our College community, KCC is committed to building a partnership between the College community, the Catholic Church and the wider community. Pastoral care integrates academic, social, emotional and spiritual dimensions that pervade every aspect of the College. Every member of the College community is intrinsically involved in Pastoral Care.

3.3 Pastoral Care of Families

Families are the building block for all Pastoral Care at KCC. It includes many different forms, such as:

- Our Pastoral Care Program begins with the Transition to High School Program. This initially involved contact being made with parents and their Year 6 child for an interview. The College also made contact with students from all our major feeder Primary schools. Year 10 Buddies from the College visited these schools to ensure that a strong sense of welcome was present from our first contact. The Director of Learning and Teaching spoke to each of the Year 6 teachers, gathering information that would assist with transition. Information packages were sent to the families and an invitation card was sent to the Year 6 student to attend the Oh!Day (Orientation Day). At the beginning of Year 7, continuing contact was made with the Year 10 Buddies.

- All Year 7 to 12 students were placed in one of the six College Houses. Each House was vertically arranged with approximately 150 students. Family members were placed together. They met each morning, in a group called Homegroup, where small numbers of about 18 students from Years 7-12 gathered to pray, take roll, celebrate birthdays and particular occasions and go over events of the day. This was pastoral care at the grass roots.

- We encouraged contact with the school through either the House Coordinator or the Homegroup Teacher. Because each student usually remains in the same Homegroup and House throughout their time at Kildare, a relationship began to develop with a particular staff and a family. It encourage continuity and belonging.

- A ‘Welcome to KCC’ barbeque was held for all the family members each of the Houses on consecutive Friday evenings in Term One at the College pool.

- Community members were welcomed into the College on Open Day, which was an opportunity to become more familiar with the College, to see all of the facilities and to speak with teachers. It culminated with an evening concert in the Central Courtyard. Parents and community members were also invited to the Musical Solo evenings, Drama
performances, Shakespearean play, Creative Arts Showcase, and several concerts by the Orchestra, Ensembles and Bands. In addition, the Information Evenings, HSC Support Nights and Parent/Student/Teacher interviews all helped to build positive relationships. The doors were open to parents on numerous occasions.

- The College undertook to work in partnership with parents to ensure a just and equitable discipline system prevailed. Acceptable and unacceptable behaviours were clearly defined and staff endeavoured to contact parents when discipline issues arose.
- The College had two counsellors on staff, each available for four days a week. All students were introduced to our counsellors. They worked closely with students and, if necessary, their families.

### 3.4 2004 Initiatives

In establishing the new College, there were many new aspects of Pastoral Care, including:

- The College’s Pastoral Care Policy was established and fine-tuned in 2004. It was based upon the Vision and Mission Statements, which speak of the importance of good relations between members of the Kildare Community. The statements refer to including others, serving others, modelling good behaviour, being the best we can as Christian people, of recognising and celebrating each other’s success and being compassionate and caring toward one another.
- The College’s Student Management Policy was established. It focused on maintaining a respectful, secure and safe learning environment. Clearly defined rewards and sanctions, commensurate with behaviour, were explained to the College student community through the Student Diary. The House system provided the support mechanism for times when a student was “at risk” and this sometimes involved many members of the Kildare staff, beginning with the House Coordinator.
- Kildare College rewarded the good work and deeds of students in the Merit System. Students were acknowledged in front of their peers at House meetings or College Assemblies. Students could move through Bronze to Silver to Gold Levels.
- ‘Seasons for Growth’ program ran with two small groups of students participating.
- An Anti Bullying program was developed and delivered to all Year 8 students as part of the Religious Education program.
- A Student Representative Council was established with Year 11 and Year 12 students nominating for this leadership responsibility.
- At the end of the year, the College called for nominations from the whole community to name the six Houses. We asked that these names be in harmony with the College’s Vision statement, that they reflect the identity of the College now and well into the future, that they be unique to this College and that all six names were connected in a meaningful way. The names of six peace advocates were chosen: Oodgeroo, Benedicta, Gandhi, Teresa, King and Romero. In effect, the College declared to our community that we wished to be a ‘peace school’.

### 3.5 Resolving Issues

The Diocese of Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at [www.cso.wagga.catholic.edu.au CSO Documents, Forms & Policies](http://www.cso.wagga.catholic.edu.au CSO Documents, Forms & Policies)

The implementation of this policy is monitored by the Catholic Schools Office
4. Excellence in Learning and Teaching

4.1 Curriculum Overview

All requirements of the Board of Studies and the Catholic Schools Office for school registration were met. In each KLA the recommendations were addressed. The cyclical Curriculum Review of KLAs began with English. The report was exemplary.

The timetable is structured on a ten-day cycle, with six fifty-minute lessons per day. In Year 7, students follow the mandatory Board of Studies courses. The option of a French or Indonesian LOTE class is taken up in Year 8. From Year 9 to Year 12, the range of possible courses offered was extensive and included all Board of Studies developed and endorsed courses. Course selection and the subsequent timetable structure was student driven. This resulted in:

<table>
<thead>
<tr>
<th>Year level</th>
<th>Number of Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>34</td>
</tr>
</tbody>
</table>

In Years 11 and 12, the curriculum also includes three VET framework courses (four were offered for study in 2005) and some students have taken the opportunity to study Content Endorsed Courses at Riverina Institute of TAFE – Wagga.

The curriculum is supported by an excellent and extensive co-curricular program.

4.2 Approach to Learning and Teaching

The principles for learning and teaching follow those articulated in *Today’s Children, Tomorrow’s Adults*, and conscious decisions have been made by the staff to develop new programs for the College that are student-centred and outcomes-driven. An Assessment program has been developed, aiming at a balance across the year levels, across the KLAs and within each subject area.

All teaching, learning and assessment programs demonstrate the integration of Catholic values.

4.3 Significant Initiatives

KCC put in place specific initiatives to support and enhance learning. These included:

- To support learning and foster use of technology, the KCC Resource Centre was open from 8am until 6pm each day. On a daily basis, up to fifty students took advantage of this before and after school.
- There was a strong focus on developing a partnership with parents, through four Information Evenings and two HSC Support evenings. Reporting to parents was undertaken four times in the year and was supported by two opportunities for Parent/Teacher/Students interviews.
- All Year 12 courses were given the additional time of one lesson per fortnight in face-to-face teaching in the timetable allocation.
- A structured Study Skills program of fifteen minutes per week was implemented for senior students.
- All students across 7 to 12 had Learning Support lessons twice per term, with a program designed to have a spiralling skills development.
• Tutorials were offered in Mathematics twice per week. Tutorials in other KLAs were available for HSC students upon request.
• All students entering Year 7 and 8 were assessed for their literacy and numeracy levels and this information was presented to teams of their teachers to use as the basis of flexible programming, teaching and assessing.
• Modelling Middle School principles, each Year 7 class had a reduced number of teachers, remained with a core class and had minimal movement across the College.
• The Focused Learning Centre was established as a location for supporting students whose capabilities are outside the norm. Apart from the support offered to students with Special Needs, an intensive Short Term Flexible Support Program was designed to help students learn particular literacy and numeracy skills identified as needing further development.
• Homework support was available for students three afternoons per week for an hour after school.
• Individualised programs and support structures were developed for gifted students.
• Decision-making workshops were developed for Year 8 and Year 10 students to assist with the course selection.

4.4 Student Achievement

Literacy

All Year 7 and 8 students were tested for literacy standards using standardised tests. This was used as diagnosis and modification of teaching programs.

In the English Literacy and Language Assessment (ELLA), across each of the spectrums of writing, reading and language, the students at KCC were significantly above the state averages. There were forty-three criteria where the students scored 10% or higher than their peers across the State.

Across the categories of writing, reading and language, up to 25% more students were successful in achieving a High category, in comparison to other students in NSW. Over 57% of students (in comparison to 32% across the State) were in the High category for the three spectrums, whereas only 1% of students achieved a Low rating in reading, writing and language. This indicates a generally more capable and literate group of students in Year 7 in 2004.

Numeracy

All Year 7 and 8 students are tested for numeracy skills using a modified standardised test. This was used as diagnosis and modification of teaching programs.

Although not as dramatically different to the state-wide averages indicated in ELLA, the Secondary Numeracy Assessment Program (SNAP) results for KCC students were above the averages achieved across the State. In the High category, there are 33% of students (State average 24%), the Proficient category has 49% (State average 42%).

Similarly, the numbers of students who achieved lower scores were less at KCC than across the State. In the Elementary category, there were 18% (in comparison to 30% across the State) and there was 1% in the Low category (whereas the State has 5%).
School Certificate

The School Certificate results in English/Literacy, Mathematics, Science, and Australian History and Geography/ Civics and Citizenship showed that in most cases the students achieved on par with the state averages in both the higher and lower Bands. English/Literacy results were the most pleasing.

<table>
<thead>
<tr>
<th>Bands 4-6</th>
<th>English/Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
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<tbody>
<tr>
<td>KCC</td>
<td>82%</td>
<td>50%</td>
<td>71%</td>
<td>51%</td>
<td>64%</td>
</tr>
<tr>
<td>State</td>
<td>70%</td>
<td>53%</td>
<td>68%</td>
<td>55%</td>
<td>60%</td>
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</table>

<table>
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<th>Bands 1-3</th>
<th>English/Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
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</thead>
<tbody>
<tr>
<td>KCC</td>
<td>18%</td>
<td>50%</td>
<td>29%</td>
<td>49%</td>
<td>36%</td>
</tr>
<tr>
<td>State</td>
<td>30%</td>
<td>47%</td>
<td>31%</td>
<td>44%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Higher School Certificate

The overall results for the Higher School Certificate were pleasing. In fifteen courses, there were more than 60% of students who received Band 4,5 or 6 and in seven courses, 80% of students received Band 4,5 or 6. Across all KLAs, there were thirteen Band 6 results and one E4 in English Extension 2. Some students received more than one Band 6. Drama, Economics, Advanced English, Music, Modern History and Visual Arts all had a high number of students achieving at a particularly high level.

Of the 31 courses examined for the Higher School Certificate in 2004, 11 courses achieved results on, or above, the state average. These courses included English Standard and General Mathematics.

One Drama student’s performance was selected for OnStage and another Design and Technology project was chosen for the HSC DesignTech exhibition, which was a showcase of outstanding work.

Two thirds of KCC students were offered university places in the first round of offers.

Targets for 2005

Collaborative decisions have been made to:

- Further develop teaching learning and assessment programs to document the alterations made for different learning abilities and learning styles;
- Structure the timetable to provide nine lessons per cycle for both Year 11 and 12;
- Structure supervised study for all senior students;
- Develop personal professional learning plans for all staff;
- Introduce PLOTpd to a core group of staff;
- Monitor the growth in literacy and numeracy skills for Year 8 students using internal assessment that matches the internal assessment completed in Year 7. This will be the beginning of a systematic tracking of students’ achievement levels throughout their time at KCC.
- Successfully implement a range of new BOS syllabus documents for Years 7 to 10;
- Begin resourcing the new syllabus documents through the Resource Centre;
- Begin the conversion of video resources to DVD format and update hardware to match;
- Increase number of class combinations for Year 8 students, as part of their transition through middle school;
• Analyse School Certificate and HSC results, in relation to student expectations, teaching programs and practice, resources and timetable structure;
• Reduce the number of disruptions to teaching time for Year 12 classes;
• Lay the groundwork for establishing a mentoring system for senior students.

Preparation has begun for the Curriculum Review for Creative Arts and Religious Education during 2005.

4.5 Information, Communication and Learning Technologies

There is a whole school approach to the integration of learning technologies and this has been supported by the Learning Technologies Coordinator.

The role of the Learning Technologies Coordinator focused on:
• Establishing a strong working relationship with, and assisting staff with the wide range of support that was requested, including team-teaching;
• Preparing support materials and teaching resources that all staff could use in developing their ICT skills.

A series of ten fully illustrated Computer Skills Assessment Core Skills Guides were produced and made available to all staff and KLA Co-ordinators. Over one hundred specific skills guides were added to the collection over 2005. There were requests for unit development, which were supported with teaching ideas, Internet site searches, Internet image searches and demonstrations.

All teaching learning and assessment programs document appropriate integration of ICT skills. Bookings by classroom teachers for the computer rooms increased each term.

After hours in-service course were offered to staff in Word, PowerPoint and Excel; twenty two staff members received training in one or more of these applications. In addition, fifteen presentations were made at staff or faculty meetings.

To further the assessment of the students’ skill level an internal Computer Skills Assessment test was developed for administration, as part of the Year 10 examination.
The internal test was followed by the involvement of the Year 10s in the formal Board of Studies CSA trial in November.

Table 1: Specific support provided during 2004.

<table>
<thead>
<tr>
<th>Support</th>
<th>Occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team teaching lessons</td>
<td>121</td>
</tr>
<tr>
<td>Skills Guides</td>
<td>108</td>
</tr>
<tr>
<td>Subject specific sites</td>
<td>78</td>
</tr>
<tr>
<td>One-to-one help</td>
<td>167</td>
</tr>
<tr>
<td>Unit development</td>
<td>63</td>
</tr>
<tr>
<td>Faculty/staff meetings</td>
<td>15</td>
</tr>
</tbody>
</table>

Students took up the option of the following electives in ICT:
• Software Design and Development;
• Information Processes and Technology;
• Computing Studies;
• Information Technology (VET).
4.6 Professional Learning

As part of a learning Community, the Professional Learning of staff was given a high priority. This took many different formats:

- Each whole staff meeting had an allocate time for short inservice on alternative teaching strategies and ICT skills.
- Time was allocated for teaching staff to work in professional teams to develop new teaching learning and assessment programs to correlate with new syllabus documents.
- Team meetings were held for professional conversations about Year 7 and 8 students.
- All staff attended the Diocesan Curriculum Day, which focused on assessment for learning.
- There were seventeen Practicums and two internships, which encouraged teachers to review and articulate their practices.
- Sixty three staff members took advantage of specific professional learning opportunities, both on-site and off-site.
- Two staff members completed post grad qualifications.
- Two Teachers’ Aides began the Certificate Three in Education Support (Teachers’ Aides) course.
5. Extra Curricula Program

The extra curricula program at Kildare Catholic College is extensive and in our first year we were very pleased with the range and the success.

Music

As well as the mandatory Music program in Years 7 and 8, the opportunity is provided for all students to learn an instrument through the Instrumental Music Program and to join one of the bands, orchestras, ensembles or vocal groups. In 2004 Kildare’s choir won the District Eisteddfod and the various bands participated in the Wagga Jazz Festival. The Sydney Symphony Orchestra’s Playerlink program was based at Kildare for two days when the musicians were working with music students from the Riverina. Twenty of the sixty students were from Kildare and the final concert, the product of the two days’ work was spectacular! We are in the enviable position of having the facilities to provide eleven rehearsal spaces and a performance hall without disrupting existing classes within the College.

Drama and Dance

Kildare is committed to promoting all the Arts and has spent considerable resources on a Drama space. As well as the scheduled drama classes which present performance evenings during the year, a group each year performs a Shakespearean play which in 2004 was *A Midsummer Night’s Dream*. As well, the College presents a bi-annual Musical where the Music, Art and Drama departments work together to present spectacular performances. Towards the end of 2004 we began rehearsals for a musical *Back to the 80’s* to be presented in May 2005. One of the HSC students was invited to perform in the Onstage program organised by the Board of Studies for the beat Drama performances presented for the HSC.

In 2004 the Dance group achieved a second place in the district eisteddfod and are very involved in the College Musical.

Debating and Public Speaking

Students at Kildare participated in both public speaking and debating competitions and were successful in both. The Year 9 debating team won the Riverina competition. Students are encouraged to participate in all the competitions on offer.

Tournament of Minds

Kildare Catholic College hosted the Riverina TOM competition in August, 2004. Hundreds of primary and secondary students from across the region performed through the day and Kildare’s teams were highly commended. In 2005 Kildare plans to host again.

Sport

As well as the mandatory sport for junior students all girls and boys in years 7-10 participate in a sport program every Wednesday afternoon. The choices are great and we feel the interests of all students are met. Students in Years 11 and 12 do not participate in the school sport program on Wednesdays but do have many opportunities to represent the College in the various interschool competitions. Kildare Catholic College entered teams in many sporting competitions in 2004. Our Aussie Rules team took out the Carroll Cup but our Rugby League team failed to win the coveted Hardy shield. Our cricketers won the Byrne Shield. Three Kildare students represented at State level (in Diving – Jade Walker, Aussie Rules – Ned Mortimer and Touch Football – Kate Bradley) and Jade also at Australian All Schools in diving. They all received Blues awards from the Combined Catholic Colleges Sports Association (CCC).

Kildare has entered teams in Athletics, Cross Country, Basketball, Cricket, Netball, Hockey, the four codes of football, Softball, Swimming, Touch Football. Students at Kildare have excelled in Tennis, Archery, Motocross.
6 Strategic Initiatives

6.1 2004 Priorities and Achievements

As 2004 was the foundation year of Kildare Catholic College the major priority was to bring together students and staff from three different cultures and environments as well as some from outside the diocese and to create a Kildare culture. Beginning a new school is difficult at any time but to start with 900 students from across the six year groups and staff from differing workplaces and expectations into a building site was a big ask.

We are very proud of our Vision and Mission statement and a major priority for us was to be true to that statement and make it a reality. We believe that we achieved our aims of making Kildare a place where our Catholic heritage is lived and celebrated: where learning and teaching are holistic, inspired and strive for excellence: where we honour diversity, promote social justice and show compassion.

All policies and procedures were new and many decisions had to be made about every conceivable aspect of a school. The administration moved twice and I moved three times.

We achieved much in 2004.

By the end of the year we had in place a pastoral system which worked for the welfare of all students. Learning and teaching programs had been developed for all courses and we had met all Registration and Accreditation requirements of the Board of Studies.

The builders moved off the site in October to the great relief of us all! The new facilities have provided us with the opportunity to provide to our students a varied curriculum and beautiful open areas for sport and recreation. The Resource Centre is open ten hours a day for the use of students and staff.

By the end of 2004 Kildare Catholic College was recognised in the community as an established College and our enrolments are healthy. We have applications for 2007.

6.2 2005 Priorities and Challenges

Kildare Catholic College continues to be a work in progress and 2005 will be a year of consolidation.

Academically we hope to improve on past HSC results and plan to implement strategies to provide our students with extra tuition time and teacher assistance. The Pastoral team plans to offer extra curricula activities to students such as camps in order to develop relationships and students’ confidence and self-esteem.

In 2005 it is our hope that more staff will have the opportunity for professional development.

The challenges for 2005 are to build on the great start we had and to move from reactive to proactive decision-making and planning.
7. Parent Participation

At Kildare Catholic College we are inclusive community and as such encourage and welcome parents into the College often.

In 2004, after the builders had left, we opened the College to the Wagga community, who were very keen to inspect the refurbished areas and to inspect students’ work and to enjoy the many musical talents of our students. Many families and community members visited the College that afternoon and evening.

We believe in informing parents about curriculum and assessment requirements and so provide information evenings for parents of students in Years 10, 11 and 12 and distribute carefully handbooks for each of these cohorts. We also provide several support evenings especially for parents of Year 12 students providing information on study skills, career options and stress management.

Communication about students’ progress is through interim, half-yearly and yearly reports, as well as formal interviews and informal contact between teachers and parents.

Parents are encouraged to join the Parents and Friends group, which works at the various activities through the year, raises money for the College and organises social activities for parents.

Parents make up a substantial membership of the School Council, which exists to advise the Principal on a number of matters regarding the efficient management of the College.

The College canteen could not operate without the generosity of parents who work in it.

The community is kept well informed of all College matters through the weekly newsletter. This is available in printed format and electronically and is the major means of communication with parents and is substantial in scope and length.

Parents are involved in College carnivals and activities and assist with the various sports.

Working bees are another way in which parents are able to be involved with the College.

Parents and members of our community were offered the opportunity to engage in Certificate 1 in Information Technology and graduated in Term 1 after a seven evening course.
8. Financial Statement
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.
The total income and expense of the school, that is included in the above, is shown below.

- **Fees and Private Income, 21.3%**
- **Commonwealth Recurrent Grants, 59.9%**
- **State Recurrent Grants, 18.7%**
- **Other Capital Income, 0.1%**
- **Salaries, allowances and related expenses, 86.2%**
- **Non-salary Expenses, 13.8%**