2005 Annual Report

KI LDS ARE CATHOLIC COLLEGE

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1. **School Profile**

1.1 **Introduction**

2005 marked the second year of Kildare Catholic College, a co-educational High School catering for students in Years 7 – 12. Its first year, 2004, had its difficulties in terms of adjustment for students and staff who had come from three previously existing schools. As well, the premises were a building site for three terms in 2004. In 2005 these difficulties were less evident and the community seemed much more settled. Our numbers stabilised around the predicted 800 mark. Our students were successful in both the School Certificate and the Higher School Certificate and continue to participate widely in many sports, cultural activities and community service.

1.2 **Student Profile**

The following information describes the student profile for 2005:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>332</td>
<td>458</td>
<td>12</td>
<td>16</td>
<td>790</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 http://cso.wagga.catholic.edu.au/policies.htm

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>61</td>
<td>2</td>
<td></td>
<td>63</td>
</tr>
</tbody>
</table>

1.5 **Retention Rates**

<table>
<thead>
<tr>
<th>2005</th>
<th>Years 7-10</th>
<th>Years 10-12</th>
<th>Years 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Apparent</td>
<td></td>
</tr>
<tr>
<td>563</td>
<td>255</td>
<td>818</td>
<td></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" introduces the ministry of these two Catholic educators and the works of their respective religious orders locally, nationally and internationally. A new Sharing Our Story unit, "Kildare's Founders" was designed for Year 8 in 2005 and endorsed during the Review and Accreditation process.

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. Benedicta House became the organisers for the fun day that followed the morning College liturgy. Invited guests from the Presentation Sisters included Sr. Alexis Horsley who addressed students at the College Assembly on this day.

2.2 Liturgical Life

The Kildare Commencement Mass was celebrated with Bishop Hanna in Term One. A Staff Opening Mass was also celebrated. A closing Mass concluded the 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 junior classes through the year. Year 12 Retreat was identified as an opportunity to make the sacrament available to our senior students.

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.

A staff reflection table was established as a focal point for staff intentions and to serve as a reminder of the liturgical season.

A staff reflection evening was held in Term Four. It was well received and staff requested more opportunities of a similar kind in 2006.
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.

A Vocation Day and barbeque were supported by the Serra Club, Mr Norman Corbett and Bishop Hanna 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.

Priests from the diocese visited the College with the Chaplain to offer the sacrament of reconciliation.

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

2.4 Religious Education Curriculum

The new Religion syllabus (K-12), Sharing Our Story, was consolidated at Kildare with programs adapted to the Kildare environment. A NSW Board of Studies senior religion course was also implemented. The initial approval given by the CSO accreditation team was endorsed during the Religious Education Review in November 2005. The staff members were congratulated on the creative and thorough organisation of programs and registers. The review team were impressed by the samples of student work provided. All aspects of the review found the Religion department to be in compliance with no formal recommendations for change required.

Retreats or Community Days were run successfully for each year. The decision to offer a single venue for all Year 12 students at Harrietville in N.E. Victoria proved to be a popular success. Overnight, outdoor experiences for Years Eight and Ten were very successful, more so because of the organisational role taken by House Co-ordinators attached to a year group.

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 Tsunami appeal.
2.6 Parent Participation

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

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 decision to support teachers wishing to undertake study in religious education was supported by the Principal. CSO provided information on courses available to staff to gain accreditation to teach Religious Education and the Certificate of Religious Education (NSW) was identified as a course where fees would be reimbursed by the College upon completion of units.

Mr John Goonan (CSO) offered support to teachers undertaking study and worked with the RE Co-ordinator in adapting the Sharing Our Story syllabus to the Wagga Diocese and Kildare College in particular.

Kildare staff worked with teachers from Mater Dei College and Xavier College to develop units of work and share resources.

Regular department and year group religion meetings promoted professional conversations.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

http://cso.wagga.catholic.edu.au/policies.htm
3. **Pastoral Care**

3.1 **Diocesan Policies**

The Diocese of Wagga Wagga has established Pastoral Care and Discipline Policies, which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://cso.wagga.catholic.edu.au/policies.htm

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**

- Information Evenings commenced our Transition to High School Program. This was held in May and began a process that lasted until the end of the year. Following from this evening, afternoon tours were made available for families to inspect the college grounds and buildings. An open Saturday morning was included for families unable to attend the weekday inspections. All of the college executive staff was involved in presenting these tours.

- Our Pastoral Care Program continued in Terms Two, Three and Four with contact being made with parents and their Year 6 child for an interview. The College also made contact with students from all major feeder Primary schools. Year 10 Peer Support Leaders 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, whilst the Assistant Principal spent time with the Principal or Assistant Principal 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 Peer Support Leaders.
• All new students from Years 7 and others new to the college in other years were placed in one of the six College Houses. Family members were placed together. 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 encouraged continuity and belonging.

• A ‘Welcome to KCC’ barbeque for Year Seven families and new families of other year groups was held for all the family members Term One at the College pool. Here, staff members were introduced to families and connections were made with House Coordinators, Homegroup teachers and Student Leaders.

• All students (and families) are issued with a new 2005 College Diary. In it are all policies and procedures relevant to students and families. It is a major form of communication between college and home.

• The College had two counsellors on staff, one male and one female, 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 2005 Initiatives

• This year, decisions have been made to train staff in Peer Support and in November, two staff underwent training. In December thirty-six selected Year Ten students took a Leadership Training Course. They have begun working with the 2006 intake of year Seven students and have participated in all facets of the Transition Program. Together, with the two staff members, they will run the Peer Support Program with these students in 2006 in Term One.

• As the physical environment was now defined, areas for student recreation were re-examined and defined according to availability and safety. Staff members were rostered on duty accordingly, including before and after school supervision.

• Kildare College rewarded the good work and deeds of students in the Merit System. Students were offered special excursions on weekends as acknowledgment for their efforts. Students from Bronze Level upwards, were able to attend these events. These have included ski trips and visits to Melbourne and Sydney to attend sporting fixtures.

• The Pastoral Care Coordinators have agreed to increase the incentive program of the Merit System in 2006. Shop discounts at participating stores will be available for students on Gold Level. The Assistant Principal is charged with its implementation in 2006.
• School Camps were commenced for students in Years 8 & 10. The college has now established a program of overnight camps for every second year a student is at Kildare, interspersed with day community programs. The Year Twelve Retreat was a whole of year group, three-day experience. These camps, along with the community days in Years 7 & 9, combine both personal and group spiritual experiences and personal challenges. Developed by the House Coordinators and Religious Education Staff they included outside providers in some cases and were a great success.

• An Anti Bullying program was developed and delivered to all students from Years 7-10. Teachers from all subject areas presented a school-developed program initiated by the Assistant Principal, House Coordinators and Special Needs staff. This intensive program took place every day for one lesson, over a two-week period. It also involved the college counsellors and staff from the Catholic Schools Office.

• Duke of Edinburgh Program, whilst not specifically a Pastoral Care Program, was instigated nevertheless by one of the House Coordinators and Assistant Principal. It now has more than twenty participants from Years 7-11 and provides personal growth set upon chosen goals and now established, will continue to grow.

• "Success For Boys” Funding Application was successful. The college, as part of the Catholic Schools Office Cluster Project, applied for funding from the Federal Government to improve outcomes for boys. The college project will focus on improving the self-esteem of boys to enhance learning (target group-Year 8) and implement a professional learning program for staff. This will commence in 2006.

• "Parents in Partnership“ an Indigenous Program to increase the confidence and success of the indigenous students at Kildare Catholic College. Funding from the Department of Education, Science and Training will allow the college to implement a community-supported program. The school-based program will involve not only the students but develop closer links with the families of indigenous students. This will commence in 2006.

• A number of the College’s Pastoral Care Procedures were fine-tuned in 2005. Some discipline procedures were modified and “paperwork” streamlined in some cases and rewritten in others.

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 http://cso.wagga.catholic.edu.au/policies.htm

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

4.1 Curriculum Overview

All requirements by the Board of Studies 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 Italian 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>11</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>36</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 Teaching and Learning

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 and teach 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.

A greater focus has been placed on assessment for learning as well as assessment of learning. This may be in the form of setting goals for learning, self-assessment and peer assessment, detailed marking guidelines and rubrics, greater feedback during the learning process and opportunities for reflection on learning.

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

4.3 Significant Initiatives

KCC continues specific initiatives to support and enhance learning. These included:

- To support learning and foster use of technology, the KCC Resource Centre was open from 8 am until 6 pm 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 Stage 6 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 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 within the first two weeks to use as the basis of flexible programming, teaching and assessing.

Modelling Middle School principles, each Year 7 class remained with a core class, based on their House, and had minimal movement across the College.

The Focused Learning Centre supported students whose capabilities were 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.

A Flexible Learning Program commenced with gifted and talented students who required individual programs, distance education and/or acceleration

### 4.4 Student Achievement

#### Literacy

All Year 7 and 8 students were tested for literacy standards using two standardised tests and a writing task in the first week of school. This was used as diagnosis and modification of teaching programs.

In the English Literacy and Language Assessment (ELLA), across the spectrums of reading and language, the students entering KCC were close to or slightly above the state averages. In the spectrum of writing, students in the High category were slightly below the state average. Additionally, in the low category there were 4% of students who will need intensive support in writing skills.

The results were slightly below state average for students who identified themselves as A&TSI and NESBT.

In Writing, there were nine students entering KCC who were not able to meet the National Benchmark, whilst in Reading, eight students were below the National Benchmark.

There were eight literacy criteria (out of 141 criteria) where the students scored 10% or more higher than their peers across the State. In three literacy criteria, students scored 10% or more lower than State averages.
This generally indicates a group of students entering Year 7 in 2005 seem to who have higher literacy needs.

**Numeracy**

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

The overall mean of results for the Secondary Numeracy Assessment Program (SNAP) was close to state averages (85.8 for KCC and 85 for the state), with a slightly greater strength in Number (86.5 for KCC and 85.1 for the state). In all categories, boys slightly out performed the girls.

Similar to ELLA, the results for SNAP were slightly below state average for students who identified themselves as A&TSI and NESBT.

There were three numeracy criteria (out of 117 criteria) where the students scored 10% or more higher than their peers across the State. In two numeracy criteria, students scored 10% or more lower than State averages.

Thirty four students entering KCC in 2005 did not meet the Numeracy National Benchmark and 28% of students are in the Elementary or Low category, indicating high numeracy needs.

**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. There was a pleasing improvement in the Australian History results as well as continued excellence in English Literacy and Science.

<table>
<thead>
<tr>
<th>Bands 4-6</th>
<th>English / Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCC</td>
<td>75.5%</td>
<td>47%</td>
<td>74%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>State</td>
<td>67%</td>
<td>51%</td>
<td>69%</td>
<td>64%</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bands 1-3</th>
<th>English / Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCC</td>
<td>24.5%</td>
<td>52%</td>
<td>26%</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td>State</td>
<td>33%</td>
<td>49%</td>
<td>31%</td>
<td>36%</td>
<td>40%</td>
</tr>
</tbody>
</table>

It should be noted that there were some outstanding individual performances.
Higher School Certificate

The overall results for the Higher School Certificate were pleasing. In eighteen 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 21 Band 6 or E4 results. Five students received more than one Band 6. Drama, Biology, Chemistry, Mathematics Extension 1, Music I, and Visual Arts all had a high number of students achieving at a particularly high level.

Of the 33 courses examined for the Higher School Certificate in 2005, 17 courses achieved results on, or above, the state average. These courses included Drama, English Standard, General Mathematics, Extension 2 Mathematics, Music I, Physics and Visual Arts. It should be noted that no student who studied Drama, Mathematics Extension 2, Music I or Visual Arts for the HSC received a result lower than 70.

One Drama student’s performance was selected for HSC OnStage, two Design and Technology projects were chosen for the HSC DesignTech exhibition, and three Major Works were chosen for ArtExpress. Each of these 2005 HSC exhibitions showcases outstanding major work from across NSW.

Two thirds of KCC students were offered university places in the first round of offers including those students who attained Early Entry prior to their HSC results.

Targets for 2006

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 and five lesson per cycle for one unit subjects;
- Structure supervised study for all senior students;
- Using the above strategies, plus the evaluation of 2005 learning and teaching programs, aim to increase the number of courses for which our students achieve above state average results;
- Monitor the growth in literacy and numeracy skills for Year 8 students using internal assessment and ELLA and SNAP that matches the standardised assessment completed in Year 7. This will be the beginning of a systematic tracking of students' achievement levels throughout their time at KCC.
- Successfully complete the implementation of a range of new BOS syllabus documents for Years 7 to 10;
- Continue resourcing the new syllabus documents through the Resource Centre;
- 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;
- Establish a mentoring system for all HSC students.
- Establish and display a common set of expectations for each classroom, to be used as the basis of discussion around mutual respect and creating a positive learning environment.
- Begin preparation for the cyclical Curriculum Review for Mathematics.

### 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;
- Supporting the professional learning of staff on an individual basis as well as a whole group;
- Supporting the development of Teaching Learning and Assessment programs with the integration of ICT.

There were an increasing number of bookings by classroom teachers for the computer rooms each term, indicating growing confidence and increasing integration of ICT into the curriculum.

For the Board of Studies CSA trial in November, students undertook the electronic version. The results indicate that further work will be required in 2006 to ensure that students are confident with this form of testing.

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 allocated time for short inservice on alternative teaching strategies and ICT skills.
- Each KLA Coordinators’ meeting had a short input of professional learning. KLA Coordinators were encouraged to transfer this to their individual KLA meetings.
- Time was allocated for teaching staff to work in professional teams to develop new teaching and assessment programs to correlate with new syllabus documents.
- Team meetings were held for professional conversations about Year 7 and 8 students.
- All English staff attended a HSC English Support Day, focussing on critical literacy and teaching strategies to enhance learning for senior students.
- There were twenty-seven Practicums, which encouraged teachers to review and articulate their practices.
- Fifty-two staff members took advantage of specific professional learning opportunities, both on-site and off-site.
- Two Teachers’ Aides continued the Certificate Three in Education Support (Teachers’ Aides) course.
- All newly appointed teachers participated over the year in an induction program with a Companion Teacher.
- All New Scheme Teachers undertook the initial phase of the NSW Institute of Teachers’ accreditation process with weekly meetings and structured support from the Director of Learning and Teaching.
- All teaching staff participated in professional learning around:
  a) strategies for engaging the learner
  b) effectively using CastNet
5. Extra Curricula Program

The extra curricula program at Kildare Catholic College is extensive.

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 2005 Kildare’s choir participated in the District Eisteddfod and was highly commended for its performance.

Our greatest achievement in the cultural life of the College was the production of the musical "Back To The 80s". Over a hundred students were involved in some way in this major production, which played to over 3000 people in seven performances at the Wagga Wagga Civic Theatre, during May. Students acted, sang and danced in the production and our own College orchestra provided all the music. It was a wonderful event for our whole community and received much praise across Wagga and beyond. Kildare students, staff and parents built the sets, worked backstage and front of house and supported the venture in a very comprehensive way.

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 2005 was "As You Like It". One of the 2005 HSC Drama students performed recently at the Seymour Centre as part of the ONStage program organised by the Board of Studies for the best Drama performances presented for the HSC.

Public Speaking

Students at Kildare participated in various public speaking competitions and were quite successful in the Rostrum and Lions competitions. A group attended a public speaking course provided by Rotary. A Year 11 student was selected to attend the NSW Youth Constitutional Convention at NSW Parliament House in Macquarie St. Only 100 students are selected from across the state for this very worthwhile activity.

Tournament of Minds

Kildare Catholic College hosted the Riverina TOM competition in August, 2005. Hundreds of primary and secondary students from across the region performed through the day. One of Kildare’s teams won the Riverina section and went on to be placed second across the State. We were delighted with this result.

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 2005. Our Aussie Rules team took out the Carroll Cup but our Rugby League team failed to win the coveted Hardy shield.

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

6.1 2005 Priorities and Achievements

A major priority for 2005 was to build on the achievements of 2004, our foundation year and to consolidate all that we had begun in our first year. Setting up a new school takes time and establishing a unique culture was important to us. We feel that we moved along a great deal in this regard.

In 2004 we implemented a Pastoral system, which, while shaky at first, has developed and now is firmly rooted in the ethos and practices of our College. In 2005 we completed the preparation of documentation around programming, including provisions for students with learning difficulties as well as the gifted and talented.

At the very end of 2004 a committee, after much consultation and deliberation, named our six Houses after significant people of peace – Oodgeroo, Gandhi, Romero, King, Teresa and Benedicta. Our College won a Rotary Peace Prize for our commitments in this area. We present ourselves as a Peace School in the world’s first Rotary Peace City.

Areas of success for us included a whole school anti-bullying initiative, upskilling the staff in the use of technology and lifting our results in the HSC. Our HSC results, as detailed elsewhere in this report, were very pleasing.

6.2 2006 Priorities and Challenges

In 2006 our priorities include working with staff to expand their range of pedagogy and to promote the value of good relationships between all members of the College community. We have organised an educational consultant to work with students and staff over several days.

As 2006 is the third year of the College, we plan to conduct a major review of current policies, practices and procedures as part of a Renewal Framework and to assist with strategic planning for the next few years.

Two building programs are planned for 2006. The College still has some areas in need of refurbishment. The disruption will be inconvenient but the result worthwhile.
7. **Parent Participation**

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

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 prepared 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.

School Data

**Income**
- School Fees: 8%
- Other Fee Income: 5%
- Commonwealth Government Recurrent Grants: 66%
- State Government Recurrent Grants: 21%
- State Government: 21%
- Commonwealth Government: 66%

**Expense**
- Salary and Related Expenses: 85%
- Non Salary Expenses: 15%
System Data

System Income

- School Fees: 13%
- Other Fee Income: 5%
- State Government Recurrent Grants: 22%
- Commonwealth Government Recurrent Grants: 59%
- Capital Income: 1%

Total System Expenses

- Salary and Related Expenses: 78%
- Non Salary Expenses: 20%
- Capital Expenditure: 2%