1 Message from Key Groups in Our School Community

Message from the Principal
I am happy to present this report to you. It is for the year 2006 and is a detailed and comprehensive record of what the Kildare community has achieved and flags our plans for 2007.

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 2006.

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

Message from the Parent Body
Prepared by Chair of School Council

Kildare Catholic College School Council acts in an advisory capacity to support the College Principal with her responsibilities.

During 2006, the council made a special contribution to the College Review, which was an extensive consultative process involving all College stakeholders and which led to a new School Plan. This was a significant step to enhance the fulfilment of Kildare’s mission following completion of its establishment phase.

Council was involved in reviewing the need to refurbish M Block, a substantial part of Kildare’s inherited infra-structure. It had discussions with project manager and assisted to develop scope of works including the need to prioritise what was achievable within budget constraints.

A second property project was the installation of a large shade-cloth structure over the College’s assembly area, with assistance of a government grant.

The Council reviews College budgets and its financial performances and supports the principal in her efforts to obtain additional financial resources to update the physical resources available to the College community.

Above all, Council provides a valuable forum for the principal to discuss matters of importance in a confidential way, or members to offer support and possible alternative approaches and for council members to raise issues of concern to parents in a caring and positive manner.

I note that parents also have numerous other means of being involved, as parents, in College activities and their contributions are valued.

Message from the Student Body
The students at Kildare Catholic College have a vast range of opportunity to contribute for the student body to contribute to the life of the school. Each student belongs to one of six Houses This provides the opportunity for cross-age activities and the development of friendships at different levels. School spirit is encouraged with House activities across the academic, sporting, musical and dramatic spheres.

Each House holds a Community Day in which activities are run for students which promotes involvement in community spirit and raises money for specific charities.
Kildare Catholic College participates in specific student welfare programs. Programs such as Rock and Water, promote anti-bullying for boys in Year 8. Peer support programs for new Year 7 students in which they have a buddy in year 10, provides support and helps them adjust to High School life.

Year 12 students are encouraged to participate in the mentoring program. This involves selecting a teacher to guide them through their HSC year.

The Student representative Council is a body that represents the students. In 2006 they were involved in projects such as

- Meals on Wheels
- Remembrance Day badge selling
- Rotary Peace Day
- Red Shield Appeal
- St Vincent de Paul
- ANZAC Day activities

They also fundraise on the House Community Days and other College activities. These involve fun activities that get students involved such as:

- Mini Olympics
- Red Faces
- Karaoke
- Socials
- Formals
- Graduation ceremonies

## 2 School Profile

### 2.1 Introduction

2006 marked the third year of Kildare Catholic College Wagga Wagga, a co-educational High School catering for students in Years 7 – 12.

It was a year where we really felt we achieved consolidation. Staff, students and parents participated in a major review of all aspects of the College and the overwhelming message was one of a happy community, respecting the worth of each member and striving to achieve our Vision of an inclusive community, which nurtures a culture of social justice.

The enrolment stabilised at around 750 students. The drawing area is quite large. The numbers in the boarding school are increasing, even with the impact of the drought, which affects capacity to pay.

Our demographics are varied as is normal for a regional school and the socio-economic status of our community also is vast.

Our students were successful in the HSC with a number achieving Band 5 and 6 in a selection of courses. More detail is provided elsewhere on both HSC and SC results.

We continue to participate widely in many sports, cultural activities and community service.

Kildare enjoys a high and respected profile in the community where we take part in many charity activities as outlined in the report from the student body. We provide entertainment annually for the Men’s Carmelite group which raises money for these sisters. Kildare invites local primary schools, including the local Special School, to our Musical Dress Rehearsals. Kildare musicians provide entertainment at many
community activities, such as International Women’s Day Breakfast and religious ceremonies.

2.2 Student Profile

The following information describes the student profile for 2006:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
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<td>23</td>
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*Language background other than English

2.3 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

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

2.4 Staff Profile

The Leadership Team at Kildare Catholic College has eight members:

Principal, Assistant Principal, Religious Education Co-ordinator, Curriculum Co-ordinator, Director of Learning and Teaching, Administration Co-ordinator, a Pastoral Co-ordinator and a KLA Co-ordinator (the latter two are selected by their groups).

There are 17 ancillary staff who work a total of 589 hours weekly

The NSW Government requires that this report details the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the national Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

b) 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

c) do not have qualifications in a) or b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
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<tr>
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Teacher Attendance and Retention Rates.

The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 94.2% was achieved in 2006 by staff at Kildare Catholic College, Wagga Wagga.
Teacher Satisfaction
In 2006 Kildare Catholic College undertook a major review of all aspects of the College. The majority of staff indicated their satisfaction to varying degrees with most areas covered in the review.

The areas surveyed were
- Our Catholic Identity
- Care and community
- At the Chalkface
- Holding the show together
- Enhancing learning
- Beyond the Classroom

Where there were concerns or criticisms we have made substantial efforts to rectify the situation. An example would be the lack of knowledge about College policies and where to find them. They have now been placed on the College network providing easy access for all staff.

Staff were particularly pleased with the College’s expressions of our Catholic identity.

Student Attendance and Retention Rates
61.4%

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Kildare Catholic College began in 2004, so we can only provide data for groups enrolled at the college after that time.

Student Satisfaction
From surveys conducted with all students at the College in 2006 using the same headings as for the staff there was general satisfaction with what we do and what we offer.

Some areas of concern such as standard of some facilities were already in the planning stage and an $800,000 refurbishment of the last section of the College has been completed to the delight and relief of us all, but particularly the Principal!

An area of concern has been the Music Program, which has been a great disappointment in 2006. Plans are in place to appoint a Director of Music in 2007 and to promote the Instrumental Program. This will please many students.

2.5 Student Destinations
50% of students were offered places at University
30% have found either part-time or full-time employment
10% have gone to TAFE or other educational providers
A few students have taken up the GAP option

3 Catholic Life and Mission
3.1 Catholic Heritage
Kildare Catholic College opened as a Wagga Wagga diocesan systemic high school in 2004, following the merger of three pre-existing Catholic high schools. The religious orders instrumental in the governance of these earlier schools were the Christian Brothers and the Presentation Sisters. Their legacy in developing Catholic education in Wagga Wagga is celebrated by the Kildare
community and the charisms of Edmund Rice and Nano Nagle are deemed to deserve special recognition at Kildare, as set out in the College Vision and Mission statement.

In honour of the Irish Catholic orders that left from Kildare to establish schools in Australia, St Brigid, co-patron saint of Ireland is also recognised by the Kildare community as an inspirational figure, celebrated especially on Kildare Day, September 1, the beginning of spring.

The College educates and forms students in Catholic discipleship through an holistic approach that includes classroom teaching, liturgical celebrations, community building experiences and practical service initiatives.

Kildare’s comprehensive survey of parents staff and students in 2006 recommended more frequent celebrations of the Eucharist at a College level, perhaps through House and Year masses.

Staff responses, in particular, expressed a hope that the College chaplain would be a more frequent presence at Kildare to raise his profile and to support the spiritual and pastoral life of the College. These recommendations were incorporated into Kildare’s strategic plan.

3.2 Liturgical Life

Liturgical and prayer celebrations in 2006 were frequent and varied. The Creative Arts department was very supportive in designing artwork, providing musicians and assisting in singing practice. This enriched our liturgical celebrations and generated pride in our public identity as a Christian community.

Prayer was at the beginning of all staff meetings, Monday briefings, Curriculum, Pastoral and Executive meetings.

Important liturgical celebrations for the Kildare community in 2006 included; the College Commencement Mass, the World Youth Day Diocesan Mass, the Year 11 Vocations Mass and barbecue, the Year 10 and Year 12 Final Masses and the Kildare Closing Mass. Thursday lunchtime masses were also conducted throughout the year, organised by Homegroups.

Prayer was a regular feature in classroom lessons, daily Homegroup notices, in the weekly newsletter and, for staff, focused at the staff prayer table which reflected the liturgical seasons and the special intentions of staff.

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

Kildare draws students from various parishes, however, a special relationship is established with Fr Plunkett and The Sacred Heart Parish where a number of our specials masses occurred. Due to the limitations of space, the College Opening Mass was held at Joyes Hall, Charles Sturt University.

Invitations to parish priests to be a part of our liturgical celebrations were frequently made. Bishop Gerard Hanna and a number of his priests joined us.

The College supported the Diocesan Mass of the Oils, the Deanery Mass and the Diocesan World Youth Day Mass by sending representatives.

Father Brendan Lee was replaced by Father Matthew Austin as College chaplain during the year. Fr Austin’s connection to the Junee parish consolidated the link between the College and our Junee based parishioners.
Priests from the diocese also supported our sacrament of reconciliation program.

The sisters at Erin Earth worked with students to develop their appreciation of our environmental responsibilities as Christians.

3.4 Religious Education Curriculum

In 2006 the new Sharing our Story curriculum was fully implemented. Following a positive review of the RE department by the Wagga Wagga CSO in 2005, some suggestions were incorporated. Programs were amended to indicate the core strand for each unit and greater consistency in the setting out of programs and assessment tasks was undertaken. This reflected a more standardised approach to programming and assessment across the College. The sequence of units with a stage was refined in some cases.

In consultation with the Bishop, a Bishop’s Award was proposed for 2007 as a way of recognising high achievement in Religious Education.

For the first time at Kildare, Band 6 results were achieved by our 2006 HSC students in One and Two Unit Studies of Religion.

In Year 10 2006 School Certificate results, of 130 students, 12 students received an A grade in Religion, 38 received a grade of B.

3.5 Catholic Worldview

Each year group participated in a retreat experience through the year.

Visitors to the school included Jonathan, one of the “lost boys” of the Sudan. He was engaged to talk by Mrs Pat Meaker on behalf of Catholic Missions.

Ms Katie Hogg was appointed as World Youth Day representative and a WYD group was started at Kildare.

A Saint Vincent de Paul Conference was established in 2006 with the support of the Diocesan Youth Co-ordinator, Ms Carla Robinson. A number of students elected to represent the College at the Youth Conference although this was cancelled due to low numbers from other schools.

Each College House organised a special day of celebration that raised money for charity. A proportion of the donations from each event was given to meet the commitment of the college to the Catholic Missions. These initiatives supported such events as the Winter and Christmas Appeals, provided school supplies for students in developing countries and responded to community health projects. Local, Catholic organisations were identified as the appropriate organisations to benefit from the Kildare community’s fundraising.

Staff lead initiatives included an Amnesty International group and Meals on Wheels service.

3.6 Parent Participation in Catholic Life and Mission

An invitation, accepted by many families, was extended to parents to attend College liturgies.

The involvement of parents in the school renewal initiative enable them to contribute their opinions on the Catholic dimensions of the College.

Information evenings for parents and particular year groups included opportunities for the REC to report to families about religious education issues and the College’s
commitment to a Catholic life. Parent teacher interviews were another area where parents responded and made suggestions concerning the Catholic identity and practise of the school.

3.7 Professional Learning in Catholic Life and Mission

Whilst constrained by financial considerations, professional learning was accessed by staff in 2006. Professional conversations between teachers at the College and with Religious Education teachers in other Diocesan schools proved valuable. Sharing of learning materials also allowed teachers develop new insights into the delivery of the RE curriculum.

The REC met with Bishop Hanna on a term by term basis, in part to clarify the Bishop’s expectations of Catholic education in the Wagga Diocese.

Fr Tony Loth and Mr John Goonan supported teachers wishing to begin a Graduate Certificate in Religious Education, providing tutorial support.

Mr Peter Mudge from Parramatta CEO has worked on the team developing Sharing Our Story since its inception. He has presented information to RECs in the diocese to better implement the curriculum.

Under Mr John Goonan’s direction, the RECs from the Wagga Catholic high schools normally meet once a term. Combined meetings of Primary and High School RECs have also been held.

The REC took leave in 2006 to undertake HSC Studies of Religion marking. Insights gained were shared with staff and students.

A plan to support RE teachers at Kildare was undertaken in 2006. A request to reduce the overall number of RE teachers from 22 was made and the Principal proposed some time allocation for teachers responsible for developing resources and co-ordinating the implementation of the RE curriculum in a particular year group.

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

www.cso.wagga.catholic.edu.au

4 Pastoral Care

4.1 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:

www.cso.wagga.catholic.edu.au

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

4.2 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 fulfill 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.

4.3 Pastoral Care of Families

The Pastoral Care team and the Centacare School Counsellors have developed a strong collaborative support structure, as an effective response mechanism to meet both the individual and group needs of students and their families at KCC.

In consultation with School counsellors, the Pastoral care team have designed and implemented topical workshops/programmes in response to emerging trends such as bullying, sexual harassment, drug and alcohol abuse in 2006.

Counsellors provide a Social Worker model in case management, support and apply therapeutic interventions such as Strength Based Solution Oriented Brief Therapy, Family Therapy, Narrative, Cognitive Behaviour Therapy, Gestalt, Grief and Loss methodology, Self-concept/Self Worth, Art Therapy and Relaxation/Stress Management Methods.

Family Therapy intervention enables a ‘cross-school’ model engaging all members/siblings of the KCC student’s family and embodies a wider collaborative Pastoral approach with these respective schools.

In 2006, the School Counsellors linked students and their families with other support services within the diocese. These included Learning support services, Behavioural specialist Gerard Sullivan and other staff at CSO, as well as referral to Centacare services and programmes. Outside professional contacts within the community included CAMS, DOCS, Centalink, Sexual Assault Service, Young Carers, WWCC services, Family Support Service, Defence Support Services, Disability Support agencies, Police, PCYC, Mission Australia & Youth Assistant Programme, Drug & Alcohol Service, Wagga Women’s Health Centre and Community Health as well as Psychologists, Dieticians, Paediatricians, and GPs.

4.4 2006 Initiatives

A number of initiatives were taken in 2006 to support students at risk. For students in Years Nine to Eleven contact was made with the Campbell Page Organisation. This non-profit group run courses for students in the fully funded Youth Pathways program on behalf of the Federal Department of Education, Training and Science (DEST). Youth Pathways aims to assist at-risk young people to make a successful transition through to completion of Year 12. Participants receive a combination of individual and group support to identify barriers to ongoing education as well as strategies for negotiating these obstacles.

Campbell-page worked with the Assistant Principal and House Coordinators in identifying students and two courses of four weeks length for ten boys and ten girls were completed. The girls program *Empowering Girls for Success* covered topics such as:
• Dealing with exams
• Increasing self confidence
• Improving concentration
• Time management
• Effective study techniques
• Self esteem
• Nutrition and beauty
• Body Image

The boys program titled *Chase Your Dreams* has been endorsed by Steve Waugh and encompasses

• Resilience for life
• Goal setting
• Leadership
• Teamwork
• Resistance to bullying

Parental approval was sought for the selected students and for both boys and girls all students completed the course. Feedback from students, parents, Campbell Page and staff indicate that Kildare Catholic College should continue to pursue similar programs in the future.

To address concerns in Year 8 boys that issues surrounding bullying and peer pressure impinge on learning and positive social relationships, two staff were trained in the *Rock and Water* Program. All Year 8 boys at Kildare Catholic College completed an eight-week course. It has been very successful in bonding the cohort together and breaking down some of the barriers which arise in adolescent boys, particularly in self-esteem and respect for others. Funding for training staff was allocated in Kildare’s *Success for Boys* 2006 grant. A decision has been made at the end of 2006 to train another staff member in *Rock and Water*. Kildare’s goal is to extend the program to all Year 8 students as many of the components of the program are thought to be equally valuable for girls as they are for boys.

In Year 7 2006 saw Peer Support introduced for students. Training of staff took place in 2005 and the two teachers followed up their instruction by training a leadership group of Year 9 students to support the incoming Year 7 cohort. This well established program has helped smooth the transition for students entering high school. A further staff member has been trained as a Peer Support Facilitator to enable the program to continue in future years.

Another new Pastoral Care initiative involved extending the Student Merit Award System by introducing a Gold Merit Shopping Discount Card. Ten local businesses have pledged to support the program by offering discounts on purchases to students who present the Kildare Gold Merit Card. In conjunction with the award students and families were invited to a Principal’s Afternoon Tea where recipients were presented their cards.

In late November Year 10 students participated in the Kildare organised *Living and Learning* Week. Some of the activities included talks from local police on drug and alcohol issues, safe partying, drink driving and road safety. Other topics over the week which all students participated in were peer mentoring—a unit of the *Success for Boys* program and all students were required to complete a day of community service. This successful week will be incorporated into the 2007 program for Year 10.
Following ongoing staff discussions on student behaviour the student time-out and detention process was modified to include setting up a space in the college for students to be removed to, if classroom learning is significantly disrupted. A staffing roster involving college executive and middle management was established and a joint approach between Subject Department and House Coordinators endeavours to resolve student behaviour issues. House Coordinators monitor student referrals and contact is made with families if a pattern develops.

In conjunction with some of the issues involving student behaviour, the Wagga Wagga Catholic Schools Office appointment of Mr Gerard Sullivan to support teachers of students with behaviour problems led to the implementation of student behaviour management plans and group programs targeting certain students. A number of team building activities focussing on cooperation, leadership and shared learning were instigated late in 2006. It is hoped that the support offered by Mr Gerard Sullivan to House Coordinators and teachers will continue to be strengthened next year.

4.5 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

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

5 Excellence in Teaching and Learning

5.1 Curriculum Overview

All requirements by the Board of Studies for school registration were met. In the Religious Education and Creative Arts KLAs, the recommendations suggested in the cyclical review were addressed. An action plan for the Mathematics KLA was established to address the current recommendations.

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 Language other than English component provided the option in Year 8 French or Italian. 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>12</td>
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<td>11</td>
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</tr>
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<td>12</td>
<td>23</td>
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</table>

In Years 11 and 12, the curriculum also includes three VET framework courses and some students have taken the opportunity to study Content Endorsed Courses at Riverina Institute of TAFE – Wagga. These courses include Child Studies, Real Estate, Automotive, Hairdressing, Beauty and Fashion.
The curriculum is supported by an excellent and extensive co-curricular program.

5.2 Approach to Teaching and Learning

The constructs outlined in the Diocesan policy for developing learning communities, *Today’s Children, Tomorrow’s Adults*, underpins the conscious decisions made by the staff to develop and teach programs for the College that are student-centred and outcomes-driven. In 2006, teachers have spent time considering the process of helping students to construct meaning and understanding using a variety of learning tools and technologies.

An assessment program has been developed, aiming at a balance across the year levels, across the KLAs and within each subject area. Assessment for learning as well as assessment of learning is becoming more meaningfully linked to genuine inquiry and demonstration of understanding. 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, especially of equity and justice.

5.3 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 8.30 am until 6 pm Monday to Thursday and 8.30 am until 4.00 pm on Friday. Many students took advantage of this before and after school.

- Indigenous students were given the opportunity to attend a homework centre on Monday and Tuesday after school with a range of tutors available.

- 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 four times in the year and was supported by opportunities for Parent/Teacher/Students interviews.

- All Stage 6 two unit courses and Studies of Religion one unit were given the additional time of one lesson per fortnight in face-to-face teaching in the timetable allocation.

- 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 few weeks to use as the basis of flexible programming, teaching and assessing. This was used in conjunction with the standardised testing provided by ELLA and SNAP. This is the beginning of a systematic tracking of students’ achievement levels throughout their time at KCC.

- Modelling middle school principles, each Year 7 class remained with a core class,
based on their House to assist with the building of strong relationships.

- 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.
- Individualised programs and support structures were developed for gifted students.
- Decision-making workshops, with ‘tasters’ of options for various elective subjects, were developed for Year 8 and Year 10 students to assist with the course selection;
- Identified school leavers received assistance to prepare themselves for the options beyond school;
- A Flexible Learning Program commenced with gifted and talented students who required individual programs, distance education and/or acceleration
- Teaching, learning and assessment programs continued to be modified and varied to better cater for students with different learning abilities and learning styles;
- Structure supervised study was organised and timetabled for all senior students;
- A mentoring program for all HSC students was initiated, with staff volunteering to be a Mentor for a small group of students and to work and support them through all aspects of their HSC year on a one to one basis;
- There was a common set of expectations established and displayed in each classroom, which were used as the basis of discussion around mutual respect and creating a positive learning environment.
- Year Ten students participated in the ‘Living and Learning Week’ after the conclusion of the School Certificate external exams. They had workshops relating to areas such as careers and interview skills, personal presentation, safe driving, goal setting and time management, first aid, relaxation skills and responsible use of technology. There were also options to complete community service.

### 5.4 Student Achievement

A coordinated approach mapped student progress as they entered KCC, for the School Certificate and then for the Higher School Certificate. Different strategies were implemented to target groups of students and areas of need. Participation in external competitions has increased significantly and has assisted students in self-monitoring their progress.

Whilst using the same criteria as the previous years, there was a marked increase in the number of students receiving awards at the end of semester and end of year award ceremonies. This indicates greater application to learning.

### 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 2006, it was the first time that both Year 7 and Year 8 undertook the English Literacy and Language Assessment (ELLA). The decision was taken to more closely monitor the progress of students in the middle years using a standardised assessment tool.

Across the spectrums of reading, writing and language, the students entering KCC in Year 7 present an overall picture of a generally more able group of students, with significantly more students achieving in the high category (43%), and significantly less students performing at the low and elementary levels (2% and 1%). Boys, in particular, performed better in 2006 than in previous years.

When considering the overall literacy:
- 6 students scored above 100 (out of 120)
- 3 students were in the Elementary category
- 1 student was in the Low category

When considering writing achievement
- 6 students scored above 100
- 4 students were in the Elementary category
- 1 student was in the Low category

When considering reading achievement
- 13 students scored above 100
- 3 students were in the Elementary category
- 2 students were in the Low category

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<th>Language</th>
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</tbody>
</table>

When considering language achievement
- 6 students scored above 100
- 4 students were in the Elementary category
- no student was in the Low category

In Writing, there were six students in Year 7 who were not able to meet the National Benchmark requirements. A significant number of students (23) omitted questions in the Reading and Language sections. This
also included the more able students. These were not necessarily the questions that were at the end of each section or the most difficult questions. This indicates some skill-building needed in the area of exam literacy.

In Year 8, a different picture emerged. In comparison to the results for this group of students in 2005, there is a generally less favourable picture of the students’ competencies, with the mean sitting very close to or under the State averages (especially in Language). The expected growth for students requiring additional literacy support has been realised, but this has not necessarily been replicated for all students. This analysis formed the basis of revised teaching programs and the provision of alternative learning strategies.

When considering the **overall literacy**: 

<table>
<thead>
<tr>
<th></th>
<th>ELLA 2005</th>
<th>ELLA 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 100 (very able)</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Elementary category (having difficulty)</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Low category (having significant difficulty)</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

When considering **writing achievement**

<table>
<thead>
<tr>
<th></th>
<th>ELLA 2005</th>
<th>ELLA 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 100</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Elementary category</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Low category</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

When considering **reading achievement**

<table>
<thead>
<tr>
<th></th>
<th>ELLA 2005</th>
<th>ELLA 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 100</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Elementary category</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Low category</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the Year 7 students achieved the top score in the International Competition and Assessment for School English examination. He received a commemorative medal for being the only student in NSW to do so.

**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. Both Year 7 and Year 8 students completed the Secondary Numeracy Assessment Program (SNAP) in order to compare numeracy progress.
The results for incoming Year 7 students present some quandaries. The overall picture presents a

- slightly more able group of students, with significantly less students who are under
- the National Benchmark for Numeracy (34 students in 2005 and 19 students in 2006). However,
- there are a significant number of students who are only just above that line in the Elementary
- and Low categories. Conversely, there is a small but more able group in the highest category,
- with some students scoring up to 114.8 out of a possible 120 marks in some elements of numeracy.

In all elements of Numeracy (number, measurement, space, data, patterns and algebra) the students at KCC were slightly above the State averages, and boys, as a group, performed slightly better than the girls

Nineteen students entering KCC in Year 7 did not meet the Numeracy National Benchmark and 19% of students were in the Elementary or Low category, indicating high numeracy needs.

In Year 8, the SNAP results showed a mean sitting very close to or under the State averages (especially for the girls in Overall Numeracy, Measurement, Space, Patterns and Algebra). Like the area of literacy, there are clearly identified aspects of numeracy requiring remediation. This will be undertaken across all KLAs

When considering the **overall numeracy**:

<table>
<thead>
<tr>
<th></th>
<th>ELLA 2005</th>
<th>ELLA 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 100 (very able)</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Elementary category (having difficulty)</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>Low category (having significant difficulty)</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

A significant number of students (42) omitted questions. This also included some of the more able students.
School Certificate
The School Certificate results in English/Literacy, Mathematics, Science, Australian History and Geography/ Civics and Citizenship and Computing Skills 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 Geography results, as well as continued excellence in English Literacy and Science. The computing skills results indicate we are successfully integrating Information Technology into our curriculum.

<table>
<thead>
<tr>
<th></th>
<th>4-6</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Literacy</td>
<td>Mathematics</td>
</tr>
<tr>
<td>KCC %</td>
<td>75.5</td>
<td>38.9</td>
</tr>
<tr>
<td>State %</td>
<td>71.0</td>
<td>40.7</td>
</tr>
<tr>
<td></td>
<td>English/Literacy</td>
<td>Mathematics</td>
</tr>
<tr>
<td>KCC %</td>
<td>23.7</td>
<td>61.0</td>
</tr>
<tr>
<td>State %</td>
<td>27.15</td>
<td>57.7</td>
</tr>
</tbody>
</table>

It should be noted that there were some outstanding individual performances, as well as some clear goals for 2007.

Higher School Certificate
The candidature in 2006 was the first small group since the creation of the two 7 – 12 co-educational Catholic High Schools in Wagga Wagga. The total number of students who sat the Higher School Certificate was 84.

In comparison with 2005 and 2004, we received a greater number of Band 6 results in 2006. We had a similar percentage of Band 5 and Band 4 as in previous years. In all years, up to 75% of students achieved a Band 4 or above in their subjects.

However, it is important to note that only 37.5% of subjects were above or on State Average.

Using our DeCourcy data analysis, the following subjects have improved their results in the level of expected achievement and in line with the State Mean since 2004:
Ancient History, Biology, Business Services, Community and Family Studies, Design and Technology, English Extension 2, History Extension, Legal Studies, Society and Culture, Visual Arts, and Studies of Religion I and II.

The results in the following subjects have maintained their excellent standards between 2004 and 2006:
ancient History, Biology, Community and Family Studies, Design and Technology, Drama and Visual Arts.

There has been some discussion across the Diocese about HSC English. There has been one HSC English Professional Learning Day focussing on critical literacy in 2005. One of
the outcomes of this day was the realisation that critical literacy needed to begin in Years 7 – 10 for the students to be prepared for the analytical approach required in Stage 6. These processes should assist future HSC students.

Mathematics is another area of discussion across the Diocese. The number of students seeking to complete Mathematics at the highest level has decreased markedly and strategies are being considered as to how to encourage more students to take up the challenge of Mathematics and Extension I courses.

The most successful students in 2006 studied Ancient History, Biology, Society and Culture, Studies of Religion I or II and/or Visual Arts. All these subjects were above or on the State Average. It should be noted that this is the second year that Visual Arts has achieved three Band 6 results. In addition, students from Drama, Music and Visual Arts were nominated for OnStage, Encore and ArtExpress

See Appendix A – Table of HSC Result Summary 2006

**Targets for 2007**

Responding to the College review findings:

- the annual organisation and distribution of assessment tasks will be given to students to better plan their time management;
- the student diary would be made a more effective and consistently used learning tool and a communication conduit between school and home;

Monitoring student progress:
- Analyse effective learning and teaching strategies where student achieve above state average results in all external exams and develop action plans to address identified professional learning needs;
- In literacy and numeracy skills for Year 8 students moving into Year 9, using internal assessment that correlates with the standardised assessment completed in Year 7 and 8. This will be the continuation of the systematic tracking of students’ achievement levels throughout their time at KCC.

Using the structure of the Teaching and Learning Committee:

- Explore the teaching strategies to positively affect students’ motivation for learning in the classroom;
- Implement a program of regular sustained writing practice for all students in all KLAs;
- Follow and implement the mapped requirements of ICT in all KLAs.

Through professional learning for staff:

- develop teaching, learning and assessment programs to meet the requirements of Disability Discrimination Act made for different learning abilities and learning styles.

The preparation for the cyclical Curriculum Review for HSIE will begin in 2007.

**5.5 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:

Continuing to develop 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 was strong demand by classroom teachers for access to the computer rooms each term, indicating growing confidence and increasing integration of ICT into the curriculum.

A digital video library containing video and teaching resources from Australia’s leading content providers plus content traditional recorded on analog video tape by the college was introduced to reliably deliver digital video to all users at the same time across our existing computer network.

Steps were initiated to centralise and standardise electronic resources developed by staff to support their delivery of the curriculum.

Students took up the option of the following electives in ICT:

- Software Design and Development;
- Information Processes and Technology;
- Computing Studies;
- Information Technology (VET)

5.6 Professional Learning

As part of a learning Community, the Professional Learning of staff was given a high priority. Overall, there were a total of 265 days of professional learning taken up by the teaching staff. This represented an average of approximately four days per staff member. This took many different formats.

- There was whole staff professional learning around the strategies that are desirable for building academic success for boys.
- 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 or professional reading. KLA Coordinators were encouraged to transfer this to their individual KLA meetings.
- Team meetings were held for professional conversations about Year 7 and 8 students.
- There were thirty seven Practicums, which encouraged teachers to review and articulate their practices.
- Forty staff members took advantage of specifically targeted professional learning opportunities, both on-site and off-site.
- All newly appointed Teachers participated over the year in an induction program with a Companion Teacher and a Mentor.
- 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.

- Four staff took up the opportunity to be markers for the Higher School Certificate.
- A team of six teachers began their Certificate in Religious Education (NSW) by distance education and used invited guests to run tutorials.
- All teaching staff participated in professional learning around:
  a) strategies for engaging the learner
  b) effectively using CastNet

5.7 Optional

6 Extracurricular 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. These performed in the local and Albury Eisteddfods.

Preparation began late in 2006 for the College musical for 2007 and the incoming Year 7 students were invited to audition in November after their Orientation Day.

One of the 2006 HSC Music students performed recently in Sydney as part of the Encore program organised by the Board of Studies for the best Music performances presented for the HSC.

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 2006 was Twelfth Night.

A significant achievement in the cultural life of the College was the production of the variety show called Rhythm of the Night. Many students were involved in some way in this major production, which was staged in several venues for a variety of audiences, including as a fund-raiser for a local charity. Students acted, sang, played and danced in the production. The production received much praise across Wagga.

The dramatic skills of one of the HSC students were shown at OnStage, the Board of Studies selection of the best of NSW’s Drama performances for the HSC. Another student was the winner of the National Shakespeare Festival for Film Production.

All Year 7 students work with their English class to produce and perform in a short play that is presented for the Kildare community.

Public Speaking

Students at Kildare participated in various public speaking competitions and were quite successful in the Rostrum and Lions Youth of the Year Public Speaking competitions. 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, 2006. Hundreds of primary and secondary students from
across the region performed throughout the day. One of Kildare’s teams won the Riverina section and went on to receive a commendation at State level.

**Sport**

As well as the mandatory PDHPE for junior students, all girls and boys in Years 7-10 participate in a sport program every Wednesday afternoon. There is a rotation of activities for Year 7 and 8 and the students in Years 9 and 10 select from an extensive list of options that take place both on-site and at specialised local venues. 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 inter-school competitions. Kildare Catholic College entered teams in many sporting competitions in 2006. 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. Students at Kildare have excelled in Tennis, Archery and Motocross.

**Photography**

An internationally recognised indigenous photographer worked with Kildare students for a limited time promoting concepts of tolerance and reconciliation through photography.

**Year 10 Living and Learning Week**

A new program was implemented for Year 10’s participation after their School Certificate. The focus was on developing skills and understandings that are not normally included in school curricula. These ranged from learning how to lay bricks, make the perfect latte to polishing personal presentation for an interview.

**Chess Club**

A small but enthusiastic team of students entered local chess competitions and proceeded to State level where they played convincingly.

**Mock Trial**

A team of the more senior students were coached in the art of conducting a trial. They were successful with their arguments and convictions for the first four rounds.
Duke of Edinburgh
Students interested in obtaining their Duke of Edinburgh Award were taken for a variety of challenges, including on a field trip in the alpine region of the Kosciusko National Park. Sixteen students learnt bushwalking skills, ‘camp craft’, navigational and organisational skills.

Creative Arts and Language Showcase
To provide an opportunity for the students to showcase their creative pursuits, a special evening was set aside. It included a variety show, *Rhythm of the Night*, musical performances, an art gallery, food and drink provided by the French and Italian classes and static displays of students’ work in all of these areas.

Debating
There were four teams of debaters who competed in the regional Independent Schools’ Debating Competition. The Year 8 team were almost undefeated and the other teams conducted some hard-fought and vigorous debates.

7 Strategic Initiatives
7.1 2006 Priorities and Achievements
As stated in our plans for 2006 we carried out a very comprehensive review of all aspects of the College and from that data have a plan for 2007 and enough material to keep us planning for 2008 as well!

The topics for this review are listed elsewhere in this report.

All staff, students and parents had the opportunity to contribute to this review in a fairly significant way. We have all the material available for perusal if anyone wishes to examine our process of which we are very proud!

A major building program was flagged for 2006 and in March of 2007 we were able to take back full use of the major block of GLAs and we are very, very pleased!

Two Science laboratories have been refurbished and a new TAS workshop set up. We are working to continually improve our facilities to enhance learning and teaching.

Using funds from the Investing in our Schools program the College now has a very large shade shelter to cover a large courtyard. Because we do not have a hall big enough for all our students this shelter provides the protection we need from the sun for assemblies and the like.

We continue to upgrade our technology and our staff’s technology skills.

7.2 2007 Priorities and Challenges
Using information gathered from the 2006 review we developed a school plan for 2007 which will also carry over to 2008.

Under the following headings we have identified priorities and challenges for 2007.
Vision and Mission

- Review various liturgy and retreat programs
- Review Pastoral Care and disciplinary procedures

Programs, Policies and Curricula

- Explore teaching strategies to positively affect students’ motivation in the classroom
- Develop strategies to enhance the Music program

Leadership: Administration and Organisation

- Strive to achieve more effective communication at all levels and in all directions
- Continue to review the current role descriptions

Professional Learning

- Support teachers seeking Religious Education accreditation
- Encourage programs such as Rock and Water and Mind Matters

Resources and Facilities

- Continue to improve the physical environment
- Continue the rollover of technology where needed
- Continue to improve student resources and facilities

8 Parent Participation

8.1 Introduction

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. 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, which 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

8.2 Parent Satisfaction

In 2006 Kildare Catholic College conducted a major review of all aspects of the College. All families were posted a survey and were provided with access to the survey online as well.

25% of families responded. This was a very pleasing result. Most researchers would be delighted with this return of surveys.

Obviously there were areas where some parents were disappointed. Communication is an area where we are working to meet the needs of parents, even though we felt we did this well with regular reports, opportunities for meetings and a comprehensive weekly newsletter.

The use of the College diary was an issue for some parents and its greater use is being encouraged.

Parents were very happy with the Religious Education program at the College, the welcoming nature of our community, sustained school improvement, our pastoral care of students and our House system, provision of technology, the opportunities provided for student learning and the recognition and celebration of academic achievement.

9 Financial Report

See Appendix B
## Appendix A – Table of HSC Result Summary 2006

<table>
<thead>
<tr>
<th>Subject</th>
<th>Band 6/E4</th>
<th>Band 5/E3</th>
<th>Band 4/E2</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History (18)</td>
<td>2(11%)</td>
<td>8(44%)</td>
<td>5(28%)</td>
<td>83</td>
</tr>
<tr>
<td>Biology (18)</td>
<td>2(11%)</td>
<td>2(11%)</td>
<td>5(28%)</td>
<td>50</td>
</tr>
<tr>
<td>Business Studies (17)</td>
<td>0</td>
<td>5(29%)</td>
<td>6(35%)</td>
<td>64</td>
</tr>
<tr>
<td>Chemistry (8)</td>
<td>0</td>
<td>0</td>
<td>3(37%)</td>
<td>37</td>
</tr>
<tr>
<td>CAFS (14)</td>
<td>2(14%)</td>
<td>3(21%)</td>
<td>4(29%)</td>
<td>64</td>
</tr>
<tr>
<td>Design &amp; Tech (5)</td>
<td>0</td>
<td>1(20%)</td>
<td>4(80%)</td>
<td>100</td>
</tr>
<tr>
<td>Drama (11)</td>
<td>0</td>
<td>5(45%)</td>
<td>3(27%)</td>
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</tr>
<tr>
<td>Economics (5)</td>
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<td>2(40%)</td>
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</tr>
<tr>
<td>English Standard (40)</td>
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<td>4(10%)</td>
<td>10</td>
</tr>
<tr>
<td>English Advanced (44)</td>
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<td>7(16%)</td>
<td>17(39%)</td>
<td>55</td>
</tr>
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<td>English Ext 1 (8)</td>
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<td>5(62%)</td>
<td>99</td>
</tr>
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<td>English Ext 2 (4)</td>
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<td>3(75%)</td>
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<td>50</td>
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<tr>
<td>Industrial Tech (10)</td>
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<td>0</td>
<td>2(20%)</td>
<td>30</td>
</tr>
<tr>
<td>IPT (10)</td>
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<td>0</td>
<td>5(50%)</td>
<td>50</td>
</tr>
<tr>
<td>Legal Studies (9)</td>
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<td>4(44%)</td>
<td>3(33%)</td>
<td>77</td>
</tr>
<tr>
<td>Gen Maths (49)</td>
<td>0</td>
<td>4(8%)</td>
<td>21(43%)</td>
<td>51</td>
</tr>
<tr>
<td>Mathematics (19)</td>
<td>1(5%)</td>
<td>1(5%)</td>
<td>2(10%)</td>
<td>20</td>
</tr>
<tr>
<td>Maths Ext 1 (5)</td>
<td>0</td>
<td>1(20%)</td>
<td>1(20%)</td>
<td>40</td>
</tr>
<tr>
<td>Modern History (10)</td>
<td>0</td>
<td>1(10%)</td>
<td>7(70%)</td>
<td>80</td>
</tr>
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<td>History Ext (2)</td>
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<td>1(50%)</td>
<td>1(50%)</td>
<td>100</td>
</tr>
<tr>
<td>Music 1 (5)</td>
<td>1(20%)</td>
<td>2(40%)</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>PDHPE (18)</td>
<td>1(5%)</td>
<td>4(22%)</td>
<td>7(38%)</td>
<td>65</td>
</tr>
<tr>
<td>Physics (6)</td>
<td>0</td>
<td>0</td>
<td>4(67%)</td>
<td>67</td>
</tr>
<tr>
<td>Senior Science (6)</td>
<td>0</td>
<td>3(50%)</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Society &amp; Culture (14)</td>
<td>1(7%)</td>
<td>6(43%)</td>
<td>4(29%)</td>
<td>79</td>
</tr>
<tr>
<td>Studies of Rel 1 (34)</td>
<td>2(6%)</td>
<td>7(21%)</td>
<td>17(50%)</td>
<td>77</td>
</tr>
<tr>
<td>Studies of Rel 2 (34)</td>
<td>1(3%)</td>
<td>7(21%)</td>
<td>12(35%)</td>
<td>59</td>
</tr>
<tr>
<td>Visual Arts (11)</td>
<td>3(27%)</td>
<td>5(45%)</td>
<td>3(27%)</td>
<td>100</td>
</tr>
<tr>
<td>Business Services (13)</td>
<td>0</td>
<td>1(8%)</td>
<td>6(46%)</td>
<td>54</td>
</tr>
<tr>
<td>Retail Operation (1)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hospitality (5)</td>
<td>0</td>
<td>1(11%)</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Information Tech (9)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL 2006 (84)</strong></td>
<td><strong>20 (24%)</strong></td>
<td><strong>86</strong></td>
<td><strong>156</strong></td>
<td></td>
</tr>
<tr>
<td>2005 (154)</td>
<td>21(14%)</td>
<td>160</td>
<td>382</td>
<td></td>
</tr>
<tr>
<td>2004 (148)</td>
<td>13 (9.5%)</td>
<td>139</td>
<td>375</td>
<td></td>
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</tbody>
</table>
APPENDIX B
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.

System Income 2006
- School Fees 14%
- Other Fee Income 5%
- State Government Recurrent Grants 21%
- Commonwealth Government Recurrent Grants 57%
- Capital Income 3%

System Expenses 2006
- Salary and Related Expenses 73%
- Non Salary Expenses 20%
- Capital Expenditure 7%
The total income and expense of the school, that is included in the above, is shown below.