2007 Annual Report

KILDARE CATHOLIC COLLEGE

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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 2007 and is a detailed and comprehensive record of what the Kildare community has achieved and flags our plans for 2008.

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 2007.

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 2007 the major refurbishment of M Block was completed, with the result adding substantially to the comfort and usefulness of this area.

Storm damage to the assembly area’s shade structure was investigated and rectified. An additional shade structure was erected in front of the PE change rooms. Each of these shade structures resulted from the Federal Government’s “Investing in our Schools” programme.

The College also applied successfully for funding under the new School Chaplaincy programme.

The Council reviews College budgets and its financial performance, 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, for Council 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 Collect activities, and their contributions are valued.

Message from the Student Body

The students of Kild are Catholic College during the 2007 school year were met with success and opportunity throughout all streams of school life. Outstanding academic, sporting and cultural achievements reflected the overflow of opportunity and facility that Kildare has to offer its students. The idea of Kildare as a Peace School was nurtured, with students embracing the visions of six peace workers that our Houses are named after.

King, Romero, Benedicta, Oodgeroo, Gandhi and Teresa Houses each held their own Community Days to raise funds for their own chosen organizations. These activities were organized and run by the staff and students and promoted a positive atmosphere on which the College community thrived upon.
Thousands of dollars were raised for various funding groups and instilled in the students was a sense of fellowship and spirit.

Each year group at Kildare participated in retreats and excursions as part of the pastoral care and student welfare system at the College. As well as these, welfare programs such as Rock and Water were continued from the previous year in order to promote ant-bullying in the younger male years. Peer Support programs for the new Year 7 students provided support form the older Year 10 students of the school, assisting them in a smooth transition between primary and high School life.

A Mentoring program was provided for Year 12 students, in which a staff member guided and assisted them throughout their HSC course.

The Student Representative Council works as the voice of the students and in 2007 contributed to many varied aspects of the Kildare and wider communities. Involvements such as

- Meals on Wheels
- Red Shield Appeal
- Selling of Remembrance Day Legacy Badges
- St Vincent de Paul
- ANZAC Day activities

The SRC also contributed and supported the fund raising in the College, involving themselves in the House Community Days and also setting up funding days solely for the raising of money to go towards the ongoing improvement of College facilities. They also led in College activities such as

- Formals
- Graduation ceremonies
- Socials
- Red Faces
- Karaoke
- BBQ Fund raising.

2 School Profile

2.1 Introduction

2007 marked the fourth 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 in 2006 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 720 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 extremely successful in the HSC with a number achieving Band 5 and 6 in a selection of courses. Kildare was the most successful High School in the region and was ranked in the top 200 schools in the State. 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 2007:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>291</td>
<td>429</td>
<td>13</td>
<td>23</td>
<td>720</td>
</tr>
</tbody>
</table>

*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:

CSO Documents, Forms & Policies

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

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 95.6% was achieved in 2007 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
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**
89.9%

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>80</td>
<td>91</td>
<td>0</td>
</tr>
</tbody>
</table>

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 had been the Music Program, which had been a great disappointment in 2006. In 2007 I appointed a Director of Music and the growth in the number of students involved in the Instrumental program grew enormously as did the participation in the various bands and the choir.

### 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.

In 2007 there was a concerted effort to meet these requests.

3.2 Liturgical Life
Liturgical and prayer celebrations in 2007 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 2007 included; the College Commencement Mass, the World Youth Day College Cross, the Year 11 Vocations Mass and barbeque, 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, focussed 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.

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 presented in 2007 as a way of recognising high achievement in Religious Education.

### 3.5 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 practice of the school.

### 3.6 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 2007 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 2007. 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:

[CSO Documents, Forms & Policies](#)
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:

CSO Documents, Forms & Policies

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

4.2 School Implementation of Diocesan Policy

Vision Statement
At Kildare College we are an inclusive community where we honour our diversity and promote respect, equity and social justice within and beyond our school community.

This statement guides the mission of Kildare Catholic College in that it encourages students to develop a proactive social conscience. A number of changes to the Pastoral Care policy at Kildare Catholic College have taken place this year. These will be implemented in 2008.

Merit Award System
Review of the Merit Award System has resulted in a fourth tier being put in place. This Platinum Level recognises the students for community service and will be monitored by the House Coordinators. The hours required for each year level varies from a minimum of five hours for Stage Four, ten hours for Stage Five and fifteen hours for Stage Six.

The Double Gold Award recognition at the Annual Awards Night will be replaced with recognition for attaining the Platinum Level. Student Leadership positions will require students to be at least on the Silver Level.

Students will receive merit points for attaining Academic Excellence and Application to Learning Awards. Students will also be recognised on the Merit Award System for consistent level comments on the Interim Report produced twice a year.

Students Award Levels will not be accumulative from 2007. All levels will require yearly attainment.

Computerised Record Keeping
All student welfare incidents are now recorded on the Student Administration Software Program, which enables tracking of all pastoral records.

4.3 Pastoral Care of Families
Kildare Catholic College invited parents to hear consultant Robert Periera speak on the effects of bullying and how they as parents can support children who are involved in bullying, either as victims, perpetrators or witnesses. Robert also provided valuable resources for parents to access.

New families and Year Seven families were invited to a welcome BBQ evening. Information evenings included sessions on supporting your child through the HSC and SC, with particular reference to stress minimisation and relaxation techniques.

4.4 2007 Initiatives
Continued involvement of Catholic Schools Office Education Officer Learning Support Secondary, Mr Gerard Sullivan in developing Individual Behaviour Plans for students at risk. Gerard also in-serviced all staff on the type of support he can provide both in class and to House Coordinators.
Introduction of the Norming Process to develop a whole school behaviour code. This will commence in 2008, commencing with Year Seven. House Coordinators and the Assistant Principal will be responsible for the implementation of the program.

Diocesan Leadership Day for Student Representative Council. This day enabled students to meet and discuss their critical role in the development of school climate. Student leaders met with the Bishop of Wagga Wagga, Gerard Hanna DD and attended various workshops presented by Wagga Wagga Diocesan Secondary Assistant Principals.

Anti-Bullying Workshops. Year Eight spent a day with consultant Robert Periera examining and discussing how to minimise bullying. Cyber-Crime Workshops for Years 7 & 10. Police Liaison Officer, Senior Constable Rebecca Lanyon presented these sessions.

Safe Partying Forum-Year 10. Police Liaison Officer, Senior Constable Rebecca Lanyon presented this session.

Drug Forums- Years 10 and 12. Presented by professionals a number of times throughout the year.

Rotary Youth Driver Awareness Program presented to Year 11. This one day program focused on helping students to develop a positive attitude and awareness of road safety. It included road safety experts, driving instructors, NSW Police, recovering survivors, drug and alcohol educators and financial services personnel.

It is envisaged that all initiatives commenced in 2007 will continue in 2008.

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

CSO Documents, Forms & Policies

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 Mathematics KLAs, the recommendations suggested in the cyclical review were addressed. An action plan for the HSIE 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. 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>
</tr>
<tr>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>21</td>
</tr>
</tbody>
</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 Wagga. These courses include Automotive - Spray painting, Construction 12, Child Studies, 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 2008, teachers 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. In 2008 ELLA and SNAP will be replaced by NAPLAN (National Assessment Plan for Literacy and Numeracy).

- 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. Work Education was introduced in 2007 to assist students who needed specialist skills before entering the workplace.

- Individualised programs and support structures were developed for gifted students.

- A Flexible Learning Program commenced with gifted and talented students who required individual programs, distance education and/or acceleration. Mathematics, Art, Music and Technology are the main areas where acceleration has occurred.

- 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;

- Teaching, learning and assessment programs continued to be modified and varied to better cater for students with different learning abilities and learning styles;

- Structured supervised study was organised and timetabled for all senior students;

- A mentoring program for all HSC students was initiated in 2006 and continued in 2007, 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.

- Year 10 and 11 students also completed the mandatory 'All My Own Work' unit which is now a pre-requisite for the Higher School Certificate.

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 standardized tests and a writing task in the first week of school. This was used as diagnosis and modification of teaching programs.

In 2007, both Year 7 and Year 8 undertook the English Literacy and Language Assessment (ELLA).

The decision was taken to continue to 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 presented an overall picture of a generally fairly average group of students, with more students achieving in the High category (49%), and less students performing at the Elementary and Low levels (7% and 1%) than the State averages. Girls performed better than boys, but this is consistent with State averages.

When considering the overall literacy:
- 4 students scored above 100 (the total score was out of 120 and this indicates the most able students)
- 9 students were in the Elementary category (the students experiencing difficulty)
- 0 students were in the Low category (the students experiencing significant difficulty)

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

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

When considering language achievement
- 12 students scored above 100
- 13 students were in the Elementary category
- 3 students were in the Low category
**ELLAResults Year 7, 2007**

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Overall</th>
<th>Writing</th>
<th>Reading</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State %</td>
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<td>35</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>KCC %</td>
<td>49</td>
<td>53</td>
<td>46</td>
<td>50</td>
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<tr>
<td>Proficient</td>
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<tr>
<td>State %</td>
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<tr>
<td>KCC %</td>
<td>44</td>
<td>42</td>
<td>46</td>
<td>38</td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State %</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>KCC %</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Low</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>State %</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>KCC %</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

In Writing, there were four students in the incoming Year 7 class who did not meet the National Benchmark requirements. In Reading there were ten students who did not meet the National Benchmark requirements.

A significant number of students (42) 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 2006, there is a generally more favourable picture of the students’ competencies, with the mean sitting very close to or just above 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.

No students in Year 8 in 2007 were under the National Benchmark requirements. This was the result of some intensive support offered to those who were under the Benchmark the previous year. Also, all students who were in the Low category the previous year had made progress.

The intensive support was coupled with explicit literacy instruction for all students in all subjects. The number of students who improved their overall literacy so that they could achieve at a High level was significant.

When considering the overall literacy:

<table>
<thead>
<tr>
<th>Score</th>
<th>ELLA 2006</th>
<th>ELLA 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score above 100 (very able)</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Elementary category (students experiencing difficulty)</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Low category(students experiencing significant difficulty)</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
When considering writing achievement:

<table>
<thead>
<tr>
<th></th>
<th>ELLA 2006</th>
<th>ELLA 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score above 100</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Elementary category</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Low category</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

When considering reading achievement:

<table>
<thead>
<tr>
<th></th>
<th>ELLA 2006</th>
<th>ELLA 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score above 100</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Elementary category</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Low category</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

One of the Year 8 students achieved the top score in the Reading section of the ELLA.

**Numeracy**

In 2007, all Year 7 and 8 students were tested for numeracy skills in the first week, using a modified standardised test. This was used for 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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Overall Numeracy</th>
<th>Number</th>
<th>Measurement</th>
<th>Space</th>
<th>Data</th>
<th>Patterns and Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>High State % KCC %</td>
<td>27</td>
<td>28</td>
<td>28</td>
<td>31</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Proficient State %KCC %</td>
<td>35</td>
<td>36</td>
<td>30</td>
<td>36</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>Elementary State %KCC %</td>
<td>31</td>
<td>29</td>
<td>34</td>
<td>22</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Low State % KCC %</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

The results for incoming Year 7 students present some quandaries. The overall picture presents an average group of students, with a significant group of students who are under the National Benchmark for Numeracy (27 students in 2007 compared to 19 students in 2006). However, there are also a significant number of students who are only just above that line in the Elementary and Low categories.

In all elements of Numeracy (number, measurement, space, data, patterns and algebra) the students at KCC were close to the State averages, except for Space where incoming Year 7 students were below State averages.
Boys, as a group, performed slightly better than the girls. Twenty one percent of incoming Year 7 students were in the Elementary or Low category, indicating high numeracy needs. Like the area of literacy, there are clearly identified aspects of numeracy, especially spatial understanding, that required remediation. This was undertaken across all KLAs.

In Year 8, the SNAP results showed a mean score sitting slightly above the State averages.

When considering the overall numeracy:

<table>
<thead>
<tr>
<th></th>
<th>SNAP 2006</th>
<th>SNAP 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score above 100 (very able)</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Elementary category (having difficulty)</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Low category (having significant difficulty)</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

It was pleasing to see so many students who improved their level of achievement from Year 7 to Year 8. One student achieved a perfect score.

Similar to ELLA, a significant number of students (36) omitted questions. This also included some of the more able students.

**School Certificate**

The School Certificate results in English/Literacy, 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 History and Science results, as well as continued excellence in English Literacy. Mathematics, although gaining in the middle bands, exhibited a slight decrease in the top band.

The computing skills results indicate we are successfully integrating Information Technology into our curriculum.

It should be noted that there were some outstanding individual performances, as well as some clear goals for 2008.

<table>
<thead>
<tr>
<th>Computing Skills</th>
<th>Highly Competent</th>
<th>Competent</th>
<th>CND</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCC</td>
<td>54.54</td>
<td>45.45</td>
<td>0.00</td>
</tr>
<tr>
<td>State</td>
<td>58.06</td>
<td>39.51</td>
<td>0.82</td>
</tr>
</tbody>
</table>

**Higher School Certificate**

The candidature in 2007 of 108 students was significantly larger than 2006.

In comparison with previous years, we received a greater number of Band 6 Results in 2007. Kildare Catholic College gained a place in the top 200 schools in the State in the 2007 Higher School Certificate. There were 48 Band 6 results, 28 more than in 2006. We received at least one Band 6 in 65% of our courses (20/31) in 2007. Outstanding subjects were PDHPE with 7 Band 6s, Studies of Religion 1 with 5 Band 6s, Extension subjects, Maths I and II, and English I had 7 students, in total who gained E4 results.

We had a greater percentage of Band 5 and Band 4 than in previous years. 84% of courses had over 50% of the candidature
achieving a Band 4 or higher. Most pleasing was the single Band 1 result.

It is important to note that 58% of subjects (18/31) were above the State Average, an overall improvement on 2006.

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 2005:

- Business Services,
- Economics,
- English Extension 2,
- English Extension 1,
- Modern History,
- Music 1,
- PDHPE,
- Physics,
- Studies of Religion 2.

The results in the following subjects have maintained their excellent standards between 2004 and 2007: Biology, Design and Technology, Drama and Visual Arts.

In 2006 there was some discussion across the Diocese about HSC English and the need for critical literacy to begin in Years 7-10 for the students to be prepared for the analytical approach required in Stage 6. As a result of special funding in 2007, students were able to travel to Sydney for a selection of study days. These were supplemented by Study Days held by the local English Teachers’ Association in Wagga Wagga. It can be speculated that such assistance was of benefit to students in achieving the pleasing results in Advanced English in 2007. (Three Band 6s, 15 Band 5s.)

For the first time, Kildare initiated a Diocesan wide Study Day for Studies of Religion. Numerous guest speakers provided informative sessions which were heard by students from the five Diocesan high schools.

Promotion of learning opportunities beyond the College

In 2007 students were given the

Opportunity to attend a variety of activities that had a positive effect on HSC results:

- Tutorials each week in Mathematics
- Holiday programs in 6 courses
- Mentor program for every Year 12 student
- Study Skills program
- Study Days in Studies of Religion, English, Society and Culture, Business Studies, Physics, Chemistry, Modern and Ancient History, Extension History and Economics
- Workshops and studios open on weekends and over the holidays for the completion of major works
- Extensive feedback on assessment tasks
- Using outside experts where appropriate

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 2007 studied Advanced English, Mathematics Extension I & II, PDHPE, English Extension 1, Modern History, Biology and/or Physics and Chemistry, Studies of Religion I or II, Economics. All these subjects were above or on the State Average. In addition, three
students from Visual Arts were nominated for ArtExpress

See Appendix A – Table of HSC Result

**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;

- the introduction of a Senior Diary for Years 11 and 12 to better suit their needs.

**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;

- Continue a program of regular sustained writing practice for all students in all KLAs;

- Follow and implement the mapped requirements of ICT in all KLAs;

- Survey the College community on attitudes and practices relating to homework.

**Through professional learning for staff:**

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

The preparation for the cyclical Curriculum Review for PDHPE will begin in 2008.

**5.5 Information, Communication and Learning Technologies**

A whole school approach is used to the integration of learning technologies within Kildare Catholic College. This has been supported by the Learning Technologies Coordinator.

The role of the Learning Technologies Coordinator focused on:

- Continuing to develop a sound 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;
There was strong demand by classroom teachers for access to the computer rooms each term.

A new Mac lab extended the capability of the College to cater for the needs of senior students in the areas of Drama, Music and Visual Arts.

The Resource Centre continued to expand the College’s digital video library. This library contains video and teaching resources from Australia’s leading content providers, content recorded from Pay and free to air TV, plus a growing amount of on-site produced content.

Steps continue to be taken 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.

- 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 Vocational Education and Training
Kildare Catholic College delivered Vet subjects to students in the areas of Hospitality Business Services and Information Technology.

Collectively VET teachers have participated in a number of local, regional and state activities, including:

a) Regional network meetings.
b) Regional Worldskills competitions coordination. (host School)
c) Judging of components of the Regional Worldskills Competition.
d) Inservice Training
e) NSW VET Training Awards.

A review and upgrade of some program components was carried out.

Existing Technology in Information Technology, Hospitality and Business Services has been upgraded in a number of areas.

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 Eisteddfods.

The College had an extremely successful musical Godspell. This played to 7 audiences and over 2000 people.

The new Director of Music made a significant impact on the music life of the College in 2007.

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 2007 was Much Ado About Nothing.

A significant achievement in the cultural life of the College was the production of the variety show called The Beat Goes On. 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.

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.

Tournament of Minds
Kildare Catholic College hosted the Riverina TOM competition in August, 2007. Hundreds of primary and secondary students from across the region performed throughout the day.
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 and our Rugby League team won the coveted Hardy shield.

The senior girls’ netball team won the Combined Catholic Colleges competition.

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.

Year 10 Living and Learning Week
A 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 organizational skills.

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
We employed an educational consultant who worked with staff, students and parents around a variety of issues and all groups expressed very complimentary comments about building positive relationships.

As stated in our plans for 2007 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**

This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.
The total income and expense of the school, that is included in the above, is shown below.
# Appendix A – Table of HSC Results Summary 2007

<table>
<thead>
<tr>
<th>Subject</th>
<th>Band 6/E4</th>
<th>Band 5/E3</th>
<th>%Total</th>
<th>Band 4/E2</th>
<th>%Total</th>
<th>Band 3/E1</th>
<th>%Total</th>
<th>Band 2</th>
<th>%Total</th>
<th>Band 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History (12)</td>
<td>0</td>
<td>1(8)</td>
<td>8</td>
<td>3(25)</td>
<td>33</td>
<td>6(50%)</td>
<td>2(17%)</td>
<td>67</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Biology (28)</td>
<td>4(14%)</td>
<td>2(7%)</td>
<td>21</td>
<td>8(29%)</td>
<td>50</td>
<td>10(36%)</td>
<td>4(14%)</td>
<td>50</td>
<td>0</td>
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<tr>
<td>Business Studies (17)</td>
<td>1(6%)</td>
<td>1(6%)</td>
<td>12</td>
<td>5(29%)</td>
<td>41</td>
<td>6(35%)</td>
<td>4(24%)</td>
<td>49</td>
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<td>71</td>
<td>0</td>
<td>71</td>
<td>1(14%)</td>
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<td>Design &amp; Tech (30)</td>
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<td>16</td>
<td>18(60%)</td>
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<td>7(23%)</td>
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<td>23</td>
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<td>10(71%)</td>
<td>92</td>
<td>1(7%)</td>
<td>0</td>
<td>7</td>
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<tr>
<td>Economics (8)</td>
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<td>50</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>English Standard (65)</td>
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<td>0</td>
<td>0</td>
<td>18(28%)</td>
<td>28</td>
<td>40(62%)</td>
<td>7(11%)</td>
<td>73</td>
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<td>English Advanced (40)</td>
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<td>15(37.5%)</td>
<td>45</td>
<td>19(47.5%)</td>
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<td>English Ext 1 (9)</td>
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<td>3(33%)</td>
<td>77</td>
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<td>0</td>
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<td>100</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
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<td>1(8%)</td>
<td>25</td>
<td>5(42%)</td>
<td>67</td>
<td>4(33%)</td>
<td>0</td>
<td>33</td>
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<tr>
<td>French Beginners(6)</td>
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<td>2(33%)</td>
<td>50</td>
<td>1(7%)</td>
<td>67</td>
<td>2(33%)</td>
<td>0</td>
<td>33</td>
<td>0</td>
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<tr>
<td>Gen Maths (70)</td>
<td>1(1%)</td>
<td>12(17%)</td>
<td>18</td>
<td>27(39%)</td>
<td>57</td>
<td>20(29%)</td>
<td>9(13%)</td>
<td>42</td>
<td>1(1%)</td>
<td></td>
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<tr>
<td>Mathematics (21)</td>
<td>3(14%)</td>
<td>4(19%)</td>
<td>33</td>
<td>7(33%)</td>
<td>66</td>
<td>4(19%)</td>
<td>3(14%)</td>
<td>13</td>
<td>0</td>
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<tr>
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<td>0</td>
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<tr>
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<td>3(21%)</td>
<td>35</td>
<td>5(36%)</td>
<td>71</td>
<td>3(21%)</td>
<td>1(7%)</td>
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<td>17</td>
<td>3(50%)</td>
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<td>33</td>
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<td>80</td>
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<td>80</td>
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<td>0</td>
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<td>PDHPE (38)</td>
<td>7(18%)</td>
<td>6(16%)</td>
<td>34</td>
<td>7(18%)</td>
<td>52</td>
<td>14(37%)</td>
<td>4(11%)</td>
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<tr>
<td>Physics (7)</td>
<td>2(29%)</td>
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<td>29</td>
<td>3(43%)</td>
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<td>Subject</td>
<td>Band 6/E4</td>
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<td>%Total</td>
<td>Band 4/E2</td>
<td>%Total</td>
<td>Band 3/E1</td>
<td>%Total</td>
<td>Band 2</td>
<td>Band 1</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Senior Science (20)</td>
<td>1(5%)</td>
<td>5(25%)</td>
<td>30</td>
<td>6(30%)</td>
<td>60</td>
<td>8(40%)</td>
<td>0</td>
<td>40</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Society &amp; Culture (15)</td>
<td>0</td>
<td>1(7%)</td>
<td>7</td>
<td>4(27%)</td>
<td>34</td>
<td>8(53%)</td>
<td>2(13%)</td>
<td>66</td>
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<td></td>
</tr>
<tr>
<td>Studies of Rel 1 (73)</td>
<td>5(7%)</td>
<td>14(19%)</td>
<td>26</td>
<td>23(32%)</td>
<td>58</td>
<td>30(41%)</td>
<td>1(1%)</td>
<td>42</td>
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</tr>
<tr>
<td>Studies of Rel 2 (12)</td>
<td>1(8%)</td>
<td>4(33%)</td>
<td>41</td>
<td>4(33%)</td>
<td>74</td>
<td>3(25%)</td>
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<tr>
<td>Visual Arts (11)</td>
<td>2(18%)</td>
<td>6(55%)</td>
<td>73</td>
<td>3(27%)</td>
<td>100</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Business Services (13)</td>
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<td>3(23%)</td>
<td>23</td>
<td>7(54%)</td>
<td>54</td>
<td>1(8%)</td>
<td>0</td>
<td>8</td>
<td>2(15%)*</td>
<td></td>
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<tr>
<td>Hospitality (21)</td>
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<td>1(5%)</td>
<td>5</td>
<td>6(29%)</td>
<td>34</td>
<td>7(33%)</td>
<td>2(10%)</td>
<td>43</td>
<td>5(24%)*</td>
<td></td>
</tr>
<tr>
<td>Information Tech (7)</td>
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<td>0</td>
<td>0</td>
<td>4(57%)</td>
<td>57</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>TOTAL 2007</strong></td>
<td><strong>48</strong></td>
<td><strong>103</strong></td>
<td><strong>210</strong></td>
<td><strong>186</strong></td>
<td><strong>40</strong></td>
<td><strong>1</strong></td>
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<td>2006</td>
<td>20</td>
<td>86</td>
<td>156</td>
<td>143</td>
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<td>2005</td>
<td>21</td>
<td>160</td>
<td>382</td>
<td>269</td>
<td>63</td>
<td>8</td>
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</table>

* These are the students who did not sit the optional HSC exam

**Overall Achievements**

- 25% of courses had over 50% of its candidates achieving a Band 5 or higher
- 84% of courses had over 50% of its candidates achieving a Band 4 or higher
- 19% of courses had all its candidates receiving a Band 4 or higher
- Received Band 6 in 65% of courses
- Received Band 5 or 6 in 90% of courses
- A total of 48 Band 6s were awarded.