2008

Annual Report

Kildare Catholic College

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Introduction

I am happy to present this Annual School report for Kildare Catholic College for 2008. It is a detailed and comprehensive record of what the Kildare community has achieved and flags our plans for 2009.

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 2008.

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

1. The School

The School/College

2008 marked the fifth year of Kildare Catholic College, Wagga Wagga, a co-educational High School catering for students in Years 7 – 12.

Kildare has definitely moved into its consolidation phase. We are now an established, successful and happy community.

The enrolment stabilised around 730 students. The drawing area is quite large. The numbers in the Boarding House continued to grow even with the impact of the drought, which affects capacity to pay.

Our students were successful in the HSC achieving beyond expectation (proven by De Courcy analysis statistics). From 93 students we achieved 23 Band 6, 124 Band 5s and 167 Band 4 results.

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

Catholic Identity

To provide better opportunities for the College to pursue its Mission Statement as a faith community and to maximise our capacity to promote quality educational experience in Religion classes, the role of Religious Education Co-ordinator has been divided into the Religious Education Co-ordinator (curriculum) and the Justice and Liturgy Co-ordinator for 2008.

Liturgy

The College year began with a Staff Mass “Where your treasure is, there your heart is also.” With the sudden passing of staff member, Mr Roger Savill, the College responded with a memorial service for staff and students and the College assisted in the organisation of a funeral Mass in support of the Savill family.

Other significant liturgical celebrations included the College Commencement Mass, Ash Wednesday (promoting Project Compassion as a Lenten sacrifice), Graduation Masses for Years Ten and Twelve, the Back to the Parish Masses initiative for Year Seven students and the Serra Club Vocations Mass and BBQ. Each College House also celebrated a Mass through the year.

Community prayers were organised for numerous events including Mary MacKillop’s Feast Day, All Saints and All Souls Days, Kildare Day, Refugee Day and World Social Justice Sunday at Henschke Parish. The historic Federal Government apology to Indigenous ‘stolen generations’ was prayerfully recognised using Reconciliation Australia resources.
World Youth Day 2008 was a major event for the Kildare community and the Diocese. The Cross and Icon visit in February raised the community’s awareness of this special and holy event. A contingent made up of Year Eleven students and staff made the pilgrimage to Randwick in July. A 100th day celebration of this event was held at the College in September. Co-ordinated by Ms Katie Hogg, the WYD08 experiences were a very real experience of the Holy Spirit working in our midst.

Justice

The recognition and promotion of Community Service in the College was developed with the introduction of a new level of merit. Platinum level could be achieved through the completion of voluntary support of various charitable organisations and non-profit initiatives including Meals on Wheels, Australian Cancer Council, the Christmas Cards for Troops project, Legacy, St Vincent de Paul, Pink Ribbon Day and other appeals. The College reader / writers assisting fellow students in examinations were recognised at a special morning tea.

The sponsored Kildare Winter Sleepover Appeal was a popular fund raiser for St Vincent de Paul and the Kildare SRC ran a social disco for the St Joseph’s Primary School rebuilding fund. Mrs Christine Neylan enlisted the support of Romero House in providing money, medical supplies, toys and educational materials for children she visited in Angkor hospital for children in Siem Reap, Cambodia.

Catholic Mission provided a social justice experience. “Village Space” was a dramatic presentation focusing on the interplay between developing and ‘first world’ nations attended by Year Nine students as part of their social justice unit. Jodie Koppe visited the College as a guest of Catholic Mission. She shared her experiences as a drug and alcohol indigenous counsellor working out of Darwin.

Retreats, camps or community days were enjoyed by each year level. An outside team, Rising Generations, successfully worked with the Kildare team on the Year 12 Retreat.

Links between the College and the Presentation Sisters were strengthened through a meeting with Sr. Sheila Quoney, Congregational Social Justice Co-ordinator. The Sisters were represented at the Commencement Mass and two sisters addressed the school body on Kildare Day. Classes also visited Erin Earth to learn more about Christian environmental ethical practice.

Kildare supported the KAIROS team and participants at Junee Correctonlal Centre with anonymous support letters, prayer and food. Several staff attended the closing ceremony.

Executive and middle management staff were in-serviced on Restorative Justice and plans were made for further staff in-service in 2009.

This outline of some of the areas in which Kildare Catholic College celebrated and acted upon its faith in 2008, demonstrates our commitment to uphold our motto, “To live the truth.”

A Message from key School Bodies

Message from the Parent Body

Kildare Catholic College School Council acts in an advisory capacity to support the College Principal with her responsibilities. The Council reviews College budgets, financial performance and aims
to provide support to the Principal in her efforts to improve the resources of the school.

The Council also provides the Principal with a forum to discuss College issues in a confidential manner. We offer support, alternative suggestions, and raise issues of concern to parents.

2008 was a particularly busy year for the College. The World Youth Day Celebrations allowed the students to share the joy, with the arrival of the Cross and the unveiling of a beautiful sculpture in the Central Courtyard. 2008, also saw the decision that the boarding school would become an integral part of the school, from 2009.

On behalf of the Council, I would like to thank the Principal and staff for their continued efforts throughout 2008 to advance the College, both academically and spiritually.

I would like to, also, thank all the parents who assisted the College in 2008, and encourage all parents to become involved with the College in 2009.

Message from the Student Body

The students of Kildare Catholic College during the 2008 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 after whom our Houses are named: King, Romero, Benedicta, Oodgeroo, Gandhi and Teresa Houses each held their own Community Days to raise funds for their own chosen organisations. These activities were organised and run by the staff and students and promoted a positive atmosphere upon 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 anti-bullying in the younger male years. Peer Support programs for the new Year 7 students provided support from 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 2008 contributed to many varied aspects of the Kildare and wider communities. Involvements included:

- 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. Information on Key School Programs

College Determined Improvement Targets

The main components of the School Renewal Framework that reflect the College’s improvement priorities are as follows:

Vision and Mission

In 2008 Kildare created the position of Social Justice/Liturgy Co-ordinator.

This has proven to be a valuable role within the College.

A review of the Retreat program resulted in worthwhile and meaningful experiences for students Years 7 - 12.

Policies and Curricula

In 2008 there was an emphasis on consistency in student management, growth of the music program, substantive and sustained writing, better use of College diary and expansion of the Flexible Learning Program.

The Teaching and Learning Committee set goals and was expanded.

Professional Learning

During 2008 staff at Kildare undertook a range and number of professional learning opportunities.

- Stepping Out – promoting substantive and sustained writing
- CSSA forums – organised by the Catholic Secondary Schools Association, on current educational issues
- Conferences organised by professional associations such as ETA, MTA, STA, PDHPETA.
- HSC Study Days
- Mind Matters
- Rock and Water
- Road Safety
- Drug Education

Programmes to Support Students

Current Curriculum Initiatives

At Kildare in 2008 a number of programs were accessed to assist us improve student learning outcomes. Several Co-ordinators attended two-day courses on curriculum alignment so that assessment is geared to learning and teaching. Some emphasis has been placed on quality
assessment design and the mapping of assessment tasks across subject areas.

Other Learning Support Initiatives

At Kildare we have always prided ourselves on our value-adding. We believe our results are steadily improving because of the commitment of our staff as well as the provision of technology for all. All students have access to the internet and to the use of computers until 6.00 p.m. each day. Data projectors and Electronic White Boards are gradually being installed in classrooms.

All Year 12 students have a member of staff as their mentor. This gives extra support and encouragement to each student.

Equity program initiatives

In 2008 at Kildare the two minority groups, Indigenous and African students, were both provided with additional assistance through funded programs. As well through the Even Start program and literacy funding, students below benchmarks were provided with extra tuition.

Student Support programs

At Kildare we have an excellent record of working with students with disabilities. In 2008 although funding provided for two aides I budgeted for and provided a third. As well, by creative budgeting, we were able to provide the students at Kildare with the best Careers advice.

A Peer Support program operates with Year 10 students looking after the Year 7 students. This is part of a very comprehensive transition program for Year 7 students at our College.

Initiatives Promoting Respect and Responsibility

2008 saw a continuation of Kildare’s drive towards promoting an environment that encouraged respectful behaviour and responsibility, across all spheres of the community. The annual Community Days, Camps and Retreats for each Year group were great opportunities to educate the student body about these core fundamentals of the College’s Vision and Mission. Each of the Year experiences had their own individual focus, whilst at the same time, continued to reinforce the underlying principles of our College.

The Year 7 Community Day had a focus on meeting new people, establishing group expectations and working as a team. The Year 8 Camps at Goobragandra and Buddong Falls were designed to both challenge individuals as well as to reinforce the need to appreciate individual strengths and weaknesses in others, in order to achieve group goals. The Year 9 Community Day saw the dynamic shift to single gender issues, whilst in Year 10 the Lake Hume Camp once again allowed teams to develop skills based around communication and problem solving. The Year 11 Community Day allowed a musical focus to provide challenges and inspirations for the group and the Year 12 Retreat Experience at Harrietville provided opportunity for our Senior Leaders to set some short and long-term goals as they headed towards post-school life.

These Year focused days were then complemented through Homegroup and House based activities that continually reinforced the whole Respect/Responsibility issue. Each of the Houses conducted a Charity fundraising day to
raise money for various charities. The success of each Community day was clearly demonstrated by the amount of respect that the College community had for their efforts. Each of the days, varied in nature, ranging from Oodgeroo's Water Day, Romero's Race Day, Benedicta’s “Big Event”, King's Red Faces, Gandhi’s Indian Day and finally through to Teresa's support of the St.Vincent de Paul Christmas Appeal. Each House, and ultimately each Homegroup, assumed great responsibility in ensuring that these days were successful.

2008 also saw the initiation of the Platinum Community Service Awards as part of the College’s Merit Award program. This new level was awarded to those students who performed varying levels of community service throughout the year - Year 7 & 8 (5 Hours), Years 9 & 10 (10 Hours) and Years 11 & 12 (15 Hours), as well as having reached the Gold level in the regular program. At the end of year Awards and Showcase Evening over 300 hours of Community service hours provided by the students of Kildare Catholic College were recognised through the presentation of over 20 Platinum Medallions.

The Year 10 “Living and Learning Week” was also another opportunity for the promotion of respect and responsibility among our community. Guest speakers conducting compulsory seminars on Volunteering, Living a Catholic Faith, Peer Mentoring, and Skills for Life were all designed to allow our current Year 10 students to listen and learn from the experiences of others. The “Living and Learning Week” also saw all students provide a day’s volunteer work to various organisations such as Charities, Pre-schools and Primary Schools. This program was independent of the Community Service program adopted by the Merit Award Scheme. Jonathon Doyle from Choicez Media also presented two half-day workshops with the Year 10 Boys and Girls to address issues surrounding relationships, sexuality and decision-making. The week finished with a series of optional activities that involved students being able to choose from a selection of tasks that suited their individual needs. These activities included team-building, car maintenance, Rock and Water, Personal Presentation and Preparation for the Year 10 Graduation Mass.

Throughout the year, a number of other programs were conducted to support the overall development of respect and responsibility throughout the College. The Police Liaison Officer spoke to all of Years 7-11 about the issue of Bullying and Cyberbullying. The Rock and Water program for resilience in boys was an integral part of the Year 8 Sport Rotation. Continued reminders at Homegroup, House and College Assemblies relating to the way that we relate to one another and the responsibilities that we have as a Catholic Faith community in terms of caring for others were a regular part of our week to week organisation. In 2008, Kildare Catholic College has made a commitment to participate in the Restorative Justice program, which as another avenue that will be used to further reinforce the importance that respect and responsibility play in making Kildare a safe, productive, collaborative working environment.

Student Performance

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 2008, the decision was made that both Year 7 and Year 8 would undertake the ICAS assessment, in an attempt to more closely monitor the students’ progress in English, Mathematics and Science. Using a common standardised assessment tool allowed for greater comparison across the early stages of high school. Students’ results formed the early stages of the progress mapping that will continue across their six years at Kildare.

National and State-wide Tests and Examinations

National Assessment Program – Literacy and Numeracy [NAPLAN]

Kildare Catholic College has participated in ELLA and SNAP since its inception 2002-2006.

In the past we have compared our student performance to state-wide performance and the trends associated with this. The nature of this reporting has shifted from reporting on percentage of students achieving benchmarks to the proportion of students at or above the national minimum standards. Thus, schools/colleges this year are not expected to report on trends in NAPLAN results for the 2008 school year.

Kildare’s NAPLAN results:

For NAPLAN, students are graded into six bands, beginning with Band 4 and going up to Band 9.

In Year 7 the NAPLAN assesses the progress of the students entering the College. Combined with the internal assessment, this information forms the basis of the learning and teaching programs for 2008 and 2009.

In Year 7, 152 students sat for the NAPLAN.

Kildare’s Year 7 students performed in the literacy section of NAPLAN with the following results:
Comparison of Year 7 student performance to national performance in literacy:

<table>
<thead>
<tr>
<th></th>
<th>Reading %</th>
<th>Writing %</th>
<th>Spelling %</th>
<th>Grammar %</th>
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<td>Band 9</td>
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Kildare’s Year 7 students performed in the numeracy section of NAPLAN with the following results:

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<thead>
<tr>
<th></th>
<th>Number Patterns %</th>
<th>Measurement Data %</th>
<th>Space Geometry %</th>
<th>Numeracy %</th>
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<tbody>
<tr>
<td>Band 9</td>
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In Year 9, 121 students sat for the NAPLAN. The results are used to monitor individual students, as well as the progress of the whole cohort the success of the specific intervention between Year 7 and Year 9.

Kildare’s Year 9 students performed in the literacy section of NAPLAN with the following results:

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<tr>
<th></th>
<th>Reading %</th>
<th>Writing %</th>
<th>Spelling %</th>
<th>Grammar %</th>
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</table>
Comparison of Year 9 student performance to national performance in literacy:

<table>
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<tr>
<th>Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
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In sixteen areas of literacy, Kildare students performed 10 or more points higher than the State population percentage.

Writing competency had particularly improved since Year 7 in 2006, with a 27% increase in the numbers in the top Bands.

Kildare’s Year 9 students performed in the numeracy section of NAPLAN with the following results:

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<tr>
<th>Band</th>
<th>Number</th>
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Comparison of Year 9 student performance to national performance in numeracy:

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School Certificate Results

The School Certificate results in English/Literacy, Science, Australian History and Geography/ Civics and Citizenship and Computing Skills showed that in 2008 there was an overall improvement in the number of students achieving in the lower and middle Bands. There was a pleasing improvement in the Australian History, Australian Geography 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 with general improvement in the middle bands.

It should be noted that there were some outstanding individual performances, as well as some clear goals for 2009.
Higher School Certificate Results

The candidature in 2008 of 105 students was similar to 2007.

In comparison with previous years, we received a greater number of Band 5 and 6 Results in 2008. There were 21 Band 6 results and 106 Band 5 results. Nine subjects were above the state average. Outstanding subjects were PDHPE (with 4 Band 6s), Studies of Religion 1 and II, English Advanced, Biology, Ancient History, Design and Technology, CAFS, Hospitality, Visual Arts and Drama. All candidates in CAFS and Music I achieved Band 4 or better. English Extension and History Extension had all candidates achieving E4 and E3 results.

We had a greater percentage of Band 5 and Band 4 than in previous years. 82% of courses had over 50% of the candidature achieving a Band 4 or higher.

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:

- English Advanced,
- English Extension 1,
- English Extension 2,
- Studies of Religion 2
- Business Services (Exam),
- Hospitality (Exam),
- CAFS,
- Modern History,
- Ancient History,
- Senior Science.

The results in the following subjects have maintained their excellent standards between 2004 and 2008: Biology, PDHPE 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.

The special funding in 2007 for English has had ‘flow-on’ benefits in 2008.
3. School Overview

School Policies

Discipline Policy
See College website
www.kcc.wagga.catholic.edu.au

Student Welfare Policy
See College website
www.kcc.wagga.catholic.edu.au

Complaints and Grievances
The Diocese of Wagga Wagga has established Pastoral Care, Discipline policies and Complaints and Grievances 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

Enrolment Policy
The diocese of Wagga Wagga has established an enrolment 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

Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>315</td>
<td>387</td>
<td>24</td>
<td>19</td>
<td>745</td>
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</tbody>
</table>

*Language background Other Than English

Structure of Classes
Classes at Kildare are structured horizontally in Year groups. There is some grading in the junior school particularly in English, Maths and Science. Students choose two electives in Years 9 and 10 and of course all their courses in Years 11 and 12 except that they must study English and Religious Education.

Student Attendance
90.0%

Student Retention

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</tbody>
</table>

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

Teacher Standards

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

A. have teaching qualifications from a recognised higher education institution

B. have qualifications from a recognised higher education institution but no formal teacher education qualifications

C. have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
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<tr>
<td>60</td>
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Professional Learning

At Kildare staff are encouraged to take up professional learning opportunities. These have been for the whole staff and for individuals or small groups.

In 2008 a major emphasis for the whole staff was improving the standard of writing for our students. All staff engaged in Phase One of the Stepping Out program which was delivered several ways during the year. Initially, all staff worked for a day together, then during the year staff within faculties met for strategic planning within their subject areas.

Staff and students attend HSC study days organised both within and outside Wagga.

Staff are funded to attend inservices organised by the professional associations such as ETA, HTA, STA, TAS teachers, PDHPE teachers and so on.

Staff from Kildare always attend CSSA forums in Sydney organised to provide up to date information on current matters such as the NSW Institute of Teachers, the National Curriculum, NAPLAN, School leaving age, TTCs and so on.

I acknowledge here the problems faced by teachers in rural and regional areas. The cost and inconvenience of accessing professional development is sometimes too onerous and teachers and students outside big centres are definitely disadvantaged.

Community Satisfaction

The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with Kildare Catholic College.

In 2006 Kildare Catholic College undertook a very comprehensive major review of all aspects of the College. The areas surveyed were

- Our Catholic Identity
- Care and Community
- At the Chalkface
- Holding the Show Together
- Enhancing Learning
- Beyond the Classroom

Surveys were posted to all families. There was a return of a little over 20%. This was exceptional and the feedback was very positive indeed.
The whole student body was divided into small discussion groups facilitated by staff and SRC members. The feedback was very detailed and constructive. Most students were happy and their suggestions taken on board.

Staff responded well to the opportunity to reflect on our first three years and the feedback was more positive that expected. Adjustment problems seemed to have dissipated.

The Federal Schools Assistance Act 2005 requires that each school/college 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 95.49% was achieved in 2008 by staff at Kildare Catholic College.

Financial Statement Summary
About This Report

This report reflects input from the Principal, the Assistant Principal, the Religious Education Co-ordinator, the Curriculum Co-ordinator, the Liturgy and Social Justice Co-ordinator as well as the Chair of the School Council and the College Captains.

All staff, students and families had the opportunity to contribute to the extensive review which has been quoted in this report.
## Appendix 1

### Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Band 6/E4</th>
<th>Band 5/E3</th>
<th>% Tot</th>
<th>Band 4/E2</th>
<th>% Tot</th>
<th>Band 3/E1</th>
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<td>4 (36.36)</td>
<td>1 (9.09)</td>
<td>45.45</td>
<td>2 (18.18)</td>
</tr>
</tbody>
</table>

**TOTAL 2008** | **23** | **124** | **187** | **141** | **30** | **21**

- 2007: 48 (103) 210 186 40 1
- 2006: 20 86 156 143 40 23
- 2005: 21 160 382 269 63 8
* These are the students who did not sit the optional HSC exam

- 23% of courses had over 50% of its candidates achieving a Band 5 or higher
- 82% 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 52% of courses
- Received Band 5 or 6 in 89% of courses
- A total of 23 Band 6s were awarded.