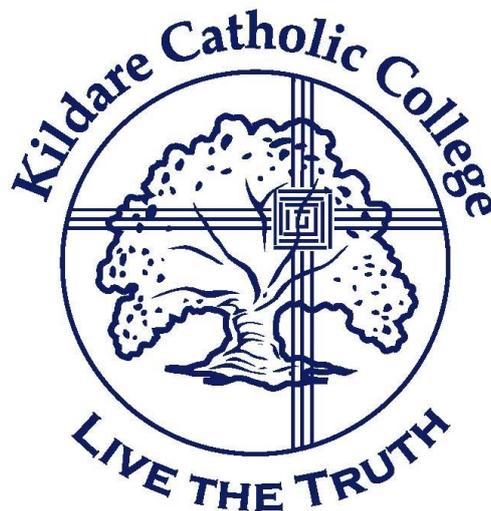


Kildare Catholic College Wagga Wagga

2014 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

I am happy to present this Annual Report for Kildare Catholic College for 2014. It is a detailed and comprehensive record of what the Kildare community has achieved and flags our plans for 2015.

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 2014.

1.2 Message from the Parent Body

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

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

On behalf of the Council, I would like to thank the Principal and staff for their continued hard work throughout 2014.

Thanks to all parents who have volunteered in any capacity in 2014, your efforts are much appreciated. I look forward to seeing many more parents becoming actively involved with the College in 2015.

1.3 Message from the Student Body

The 2014 school year saw the students of Kildare have great success in a variety of academic, sporting, cultural and social justice arenas. The completion of the College Hall, refurbishment of the TAS Block and construction of Trade Training facilities in late 2013 were great additions to our campus and allowed us to participate in many new and varied learning opportunities.

Academic achievement and continued improvement for both individual and cohort learning were high on the agenda throughout 2014. The success of the HSC class of 2014 exemplified the challenge and opportunity provided to students through a wide range of learning experiences.

Our Student Representative Council and Year 10 Peer support programs provided scope for students to engage in and display their leadership potential. The Year 12 Mentoring program the initiation of Personalised Student Learning plans allowed for conversations between staff and students to become focused towards improved learning, with clear plans for achieving success.

Once again, the Kildare community provided great support for those in need. Each of the Houses again conducted their annual fundraising days to provide assistance to numerous worthy causes.

These included:

- Catholic Missions
- St Vincent de Paul
- Micah House
- West Wagga Refugee Centre



- Edel Quinn Shelter
- Plan Australia
- Cancer Council
- Sisters of Charity in the Phillipines
- Salvation Army

The student body, through involvement in Community Service programs and the Year 10 volunteer days, provided in excess of 1500 hours of support to local charities, child care centres, aged care facilities and primary schools in 2014. The Student Representative Council also contributed to programs such as:

- Rotary Peace Day
- ANZAC Day
- Legacy Badge Selling
- Diocesan Mental Health Forum

The contribution of the student body throughout 2014 demonstrates clearly our College's commitment to think globally, act locally and to live out lives of peace and truth.

2. College Profile

2.1 Introduction

2014 marked the eleventh year of Kildare Catholic College, Wagga Wagga, a co-educational High School catering for day and boarding students in Years 7 – 12.

Enrolment at the end of 2014 was 860 students. Mt Erin Boarding House (incorporated into the College) has 94 students, with 71 of these attending Kildare Catholic College and 23 attending Mater Dei Catholic College.

2.2 Student Profile

The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Indigenous	Total
465	396	15	32	861

*Language background other than English

2.3 Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolment Policy which is implemented by all systemic schools in the Diocese.

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

Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website: <http://web.csoww.catholic.edu.au/> or by contacting the Catholic Schools Office on 02 69370000.

2.4 Staff Profile

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
- b. as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- c. 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 do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
67	0	0	67

2.5 Teacher Satisfaction

Staff, particularly teachers, play a significant role in the development of the College's Annual Improvement Plan and are regularly consulted for feedback. The National School Improvement Tool (ACER, 2012) is used as a reflection tool, with staff considering the following domains:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

Feedback from the use of this tool is used to assist in the setting of an improvement agenda for the College.

2.6 Student Attendance and Retention Rates

Year	Attendance %
Year 7	92.94%
Year 8	92.98%
Year 9	92.14%
Year 10	89.52%
Year 11	91.84%
Year 12	92.05%

The average student attendance rate for 2013 was 92.05%.

Management of non-attendance:

Roll marking occurs at Homegroup each morning and parents are contacted by SMS by 10.00am if there is not an explanation provided. On the third day parents are contacted by the Homegroup teacher if no explanation has been provided.

The House Co-ordinator follows up non-attendance with the Assistant Principal and College Counsellor.

2.7 Student Satisfaction

Students are regularly consulted at the classroom, Year and House level about College direction and priorities. Priorities that continued in 2014 with student input included:

- Continued work on Positive Behaviour Support (and associated structures and procedures).
- Improved across-KLA academic care and support
- Improvements to Open Learning Spaces and general classrooms.

- Focus on building student leadership experiences and capacity.

2.8 Student Destinations

2014 Higher School Certificate Cohort

- 95 students
- 64% received a university offer

Destinations

- Studying at University - 50%
- Studying at TAFE - 3%
- Studying at Private Provider - 2%
- Employment Full Time - 15%
- Looking for Employment - 2%
- Having a GAP Year (volunteering, working full-time, or working part-time & traveling) - 24%
- Unknown - 4%

3. Catholic Life and Mission

In keeping with the Critical Indicators of Progress (p.18 of *Catholic Schools At The Crossroads*, Pastoral Letter of the Bishops of NSW and the ACT), the Catholic purpose of Kildare Catholic College is clearly stated in our Mission Statement. We undertake 'to promote and celebrate the fullness of truth that is integral to the Catholic faith, to reveal Christ through all interactions, service and modelling, to encourage a proactive social conscience and to lead observance of a collective practice of sacramental life, nurturing and valuing the spiritual dimension of human existence'.

The College Executive are practicing Catholics who understand and profess the Catholic faith. Through new appointments and professional development opportunities, a growing proportion of the College staff in 2014 are practicing and knowledgeable Catholics.

We strive to foster the Catholic faith at Kildare Catholic College through

- the upgrading of our Catholic symbols
- daily practices and prayers
- liturgical celebrations
- retreat and camp experiences
- our communications with our College families
- the continued development of curriculum, methodologies and resources
- co-curricular activities that nourish spiritual life.

3.1 Catholic Heritage

"God tirelessly calls each person to this mysterious encounter with Himself. Prayer unfolds throughout the whole history of salvation as a reciprocal Call between God and man."

The Catechism of the Catholic Church #2591

The essence and spirit of Kildare College is reflected in its crest and motto. St Brigid established a monastery in the Irish township of Kildare. It became a place of refuge for the poor, the aged, orphans and the sick. It was a centre of learning and St Brigid is known as the patron saint of students. Our motto; Live the Truth, signals our determination to actively reflect the Gospel truths in our daily lives.

At our Founders' Day Mass in 2014 we celebrated the local influence of the Presentation Sisters and Christian Brothers. 2014 is a significant year for both Orders, with the Presentation Sisters arriving in Wagga Wagga 140 years ago and the Brothers celebrating their Centenary Year.

From 1898 until 1914 the Presentation Sisters also educated boys, following the withdrawal of the small Patrician Brothers community from Wagga Wagga. The Christian Brothers came to the rescue in 1914, educating primary and secondary boys at the St Michael's site and working in partnership with the Sisters in Catholic education for the next 82 years. Because of the work of these two Orders, we are at Kildare catholic College today.

3.2 Religious Life of the School

"The Church is the Body of Christ. Through the Spirit and his action in the sacraments, above all the Eucharist, Christ, who once was dead and is now risen, establishes the community of believers as his own Body."

The Catechism of the Catholic Church #805

The College year began with a Staff Mass. Other significant liturgical celebrations included the College Commencement Mass, Ash Wednesday (promoting Project Compassion as a Lenten sacrifice), Founders' Day, Graduation Mass for Year Twelve, and Kildare Day with Fr. Paddy Skyes.

Community prayers were also organised for numerous events including Mary MacKillop's Feast Day, All Saints and All Souls Days, Kildare Day and Refugee Day.

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

"The Church is catholic: she proclaims the fullness of faith... She is sent to all men. She encompasses all times. She is 'missionary of her very nature.'"

The Catechism of the Catholic Church #868

At the beginning of the year the Wagga Wagga Deanery Mass was held in the College Hall, where staff renewed their commitment to Catholic education.

The College supported Social Justice Sunday with a College Liturgy.

Again we welcomed Fr. Paddy Skyes as our chief celebrant through 2014.

3.4 Catholic Worldview

"The equal dignity of human persons requires the effort to reduce excessive social and economic inequalities. It gives urgency to the elimination of sinful inequalities."

The Catechism of the Catholic Church #1948

The College Houses were extremely generous in their support of Catholic Missions with their contributions being recognised at the state level.

Retreats, camps and community days were enjoyed by each year level. An outside team, Rising Generations, successfully worked with the Kildare Staff team on the Year 12 Warrambui Retreat. This experience is always recognised by Year 12 as a highlight of their last year at Kildare.

Links between the College, the Presentation Sisters and the Christian Brothers were strengthened. The Brothers and Sisters were represented at the Commencement Mass and Kildare Day. Classes also visited the Presentation Sisters-Erin Earth to learn more about Christian environmental ethical practice.



3.5 Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.

A Staff Spirituality Day was held in conjunction with Mater Dei Catholic College, presented by Father Richard Leonard with the theme 'Where the Hell is God?'

A number of Religious Education teachers began study through the Broken Bay Diocese, supported by Catholic Schools Office, McAlroy House.

4. Pastoral Care

4.1 School Implementation of Diocesan Policies

In 2013, Kildare Catholic College continued to further develop and refine its Pastoral Care Policy and Programs to meet the requirements as set out by the Diocese of Wagga Wagga.

The House system is central to the Pastoral Care program at Kildare Catholic College. The network of Homegroup Teachers and House Coordinators that have an affiliation with a particular House, arranged in vertical groupings of students across Years Seven through to Twelve, provide the opportunity for positive relationships to be established in an environment beyond the academic classroom. Homegroups allow time for roll call, administration and the celebration of significant events such as birthdays. The vertical arrangement also allows for members of families to be together in the one Homegroup, thereby streamlining communication channels between parents/guardians and the College.

The House and Homegroup based activities also continually reinforced issues associated with Respect, Responsibility and Social Justice. 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. The nature of each of the days varied, ranging from Oodgeroo's Dance Party, Romero's Race Day, Benedicta's "Carnival", King's Red Faces, Gandhi's Indian and Karaoke 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 and that significant contributions were made to the various charities that were supported.

The House system was complimented by various year-based activities throughout the year, all of which were designed to enhance the growth and development of our students across the Physical, Cultural, Social and Spiritual realms. The Year 12 Retreat Experience was once again conducted at Warrambui, near Murrumbateman. Held in Week Three of Term One, the 3 days provided opportunity for our Senior Leaders to set some short and long-term goals as they headed towards the final year of schooling and post-school life. It provided a great opportunity for our Year 12 leaders to reflect on what legacy they would like to leave at Kildare and where their journey over the coming months might take them. As was the case over the previous 6 years, the program was led by both staff from Kildare and Rising Generations, an organisation that specializes in youth leadership. It also provided a fantastic opportunity to prepare for the significant upcoming events such as the Commencement Mass, Swimming Carnival and Athletics Carnival.

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 7-10 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. Year 11 students attended the annual Rotary Youth Driver Awareness (RYDA) program at the Equex Centre. 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. Brainstorm Productions provided dramatic performances which addressed the issues of Bullying and Harassment to Years 7-10, NAIDOC allowed the College community to celebrate the Indigenous traditions of our country, as well as the opportunity for Year 7 to be involved in some hands on activities linked to Indigenous culture.



4.2 Pastoral Care of Families

Kildare Catholic College recognises the importance of communication and support between families and the College in providing a high level of Pastoral Care for not only the students of the College, but also to families of students of the College. The House Coordinators, Homegroup Teachers and Front Office Staff provide easily accessible contact points for families to discuss issues surrounding the Pastoral Care of their children. The changing nature of society brings with it great challenges and pressures that impact on all members of our community and Kildare Catholic College strives to provide support for students and families alike. The College has a Counsellor who is available 4 days each week. The support provided by the College Counsellor is crucial for students and families in their attempts to navigate their way through some of the more difficult aspects of life that occur from time to time. 2014 also saw us continue to consolidate our ties with professional agencies outside the College, such as Child and Adolescent Mental Health, Centrecare and Headspace. Choicez media, as part of their involvement in the Year 10 Living and Learning week conducted an information evening for parents and guardians

5. Excellence in teaching and learning

5.1 Quality Teaching and Learning

Quality Teaching and Learning

In 2014 we focused particularly on:

- Improving feedback to assist student learning.
- Intensive staff professional learning on how to improve student writing, vocabulary and reading comprehension.
- Productive technology use to assist student learning.
- Accelerated Reader opportunities for Years 7, 8 and 9.

Student Achievement

In the 2014 cohort, there were 157 students in Year 7 and 128 students in Year 9. Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.

• Percentages in Bands

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement, Space & Geometry	Number, Patterns & Algebra
Band 9	8	1	11	10	10	12	14
Band 8	18	13	23	20	24	23	23
Band 7	34	27	34	32	27	29	25
Band 6	29	33	20	31	31	29	28
Band 5	9	20	10	15	10	7	10
Band 4	2	6	2	2	0	0	2

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement, Space & Geometry	Number, Patterns & Algebra
Band 10	6	4	7	4	7	11	11
Band 9	18	8	15	13	18	10	14
Band 8	29	25	31	19	36	35	31

Band 7	28	25	23	30	21	25	25
Band 6	15	22	16	26	14	15	15
Band 5	5	16	8	7	3	4	4

Classroom teachers, KLA Coordinators and Executive members use the Smartdata Naplan Analysis package to analyse data and prepare strategies to address strengths and weaknesses identified for individual students and for cohorts.

Higher School Certificate

1. Courses

No of courses	No of courses above state average	% of courses above state average
29	19	65.5%

2. Overall Band Analysis (Count of bands)

1	2	3	4	5	6	E1	E2	E3	E4
4	26	103	192	143	21	0	7	15	1

Extracurricular Activities

Kildare Catholic College has a mandate to educate the whole child and in 2013 there was a wide range of extracurricular activities to this purpose. College Masses and liturgies, the Warrambui Experience in Year 12 and the various community days for other years combine the building of community values with Catholic experience. Under the Coordinator for Social Justice, students are challenged to become part of the larger community.

In 2013 Kildare Catholic College presented a Musical and a Cabarett Show and Music students had the opportunity to perform at a wide variety of venues in Wagga Wagga. Religion, English, Science and HSIE KLAs organized visiting speakers and performers to enhance their subjects. In 2013 Visual Arts students attended a camp at Bundanon in the Southern Highlands. Mock Trial, Chess Competitions, Debating and Tournament of Minds encouraged students to think creatively and critically.

In the sporting field Kildare Catholic College was an active participant in a range of sporting activities that provided a pathway for our students to compete at State and National level, while building a sense of community.

Professional Learning

At Kildare staff are encouraged to take up professional learning opportunities.

Key areas for 2013 included:

- Continue professional learning focus for KLA Coordinators, seeking consistent, informed leadership of KLA teams.
- House Coordinator Professional Learning focus on PBS, student wellbeing and academic care across KLAs.
- Professional learning focus at Staff and KLA meetings.



- Building a self-reviewing and self-renewing culture using an evidence-based approach to school improvement.
- Increased use of data analysis to inform and shape teacher practice.

6. Strategic Initiatives

6.1 2014 Priorities and Achievements

Strategic Intents are taken from the Wagga Wagga Diocese Strategic Plan.

The starting point is an explicit improvement agenda that focuses attention on specific learning priorities.

Clear targets include reduction in behaviours that interrupt learning, improved NAPLAN results in trending areas of concern, improved learning gain for HSC students (individually and collectively), an explicit whole-school literacy plan, more effective use of technology to support learning, ongoing focus on PLPs and effective professional learning, and building the leadership capabilities of teams and individuals.

Catholic Identity and Religious Education

- Continued focus on Bishop's mandate
- Support increased prayer life in college.
- Support Diocesan Accreditation to Work, Teach and Lead in a Catholic School.

Student learning:

- Continued work on Positive Behaviour Support (and associated structures and procedures).
- Improved across-KLA academic care and support, including investigation of student coaching model.
- Continued focus on quality formative and summative assessment to increase student access to assessment outcomes.

Pedagogy

- Continued evaluation and implementation of Technology Plan.
- Use of Inquiry Cycle planning for improving student learning outcomes.
- Planned, focused use of Open learning Spaces.
- Development of a whole-school literacy plan and development/trialling of an Aspects of Writing Continuum in the HSIE KLA.
- Continued focus on coaching conversations and PLPs to improve teacher classroom practice.

Strategic Leadership and Partnerships

- Build leadership capacity at all levels.
- Increased analysis and use of data to identify gaps, monitor improvement and plan interventions.
- Professional learning focus at staff and KLA meetings.

6.2 2015 Priorities and Challenges

2015 will see a continuation of the key priorities of 2014. Formative Learning Walks to support formative classroom practice will be a key professional learning focus.

Clear targets include reduction in behaviours that interrupt learning, improved NAPLAN results in trending areas of concern, improved learning gain for HSC students (individually and collectively), an explicit whole-school literacy plan, systematic support for technology to support learning, ongoing focus on PLPs and effective professional learning, and building the leadership capabilities of teams and individuals.

Catholic Identity and Religious Education

- Continued focus on Bishop's mandate
- Support increased prayer life in college.

Student learning:

- Build Academic Care and Wellbeing model
- Continued work on Positive Behaviour Support (and associated structures and procedures).
- Continued focus on quality formative and summative assessment to increase student access to assessment outcomes.

Pedagogy

- Continued evaluation and implementation of Technology Plan.
- Use of Inquiry Cycle planning for improving student learning outcomes.
- Planned, focused use of Open learning Spaces.
- Continue to embed whole-school literacy plan: focus on writing, vocabulary and Accelerated Reader program (Stage 4)
- Continued focus on coaching conversations and PLPs to improve teacher classroom practice.

Strategic Leadership and Partnerships

- Build leadership capacity at all levels.
- Increased analysis and use of data to identify gaps, monitor improvement and plan interventions.
- Professional learning focus at staff and KLA meetings.

7. Parent Participation

7.1 Introduction

Parents are welcome at Kildare. In a number of ways we encourage their involvement and provide regular communication. A College newsletter is published weekly and distributed through Homegroups and electronically. Information evenings are offered to parents on a range of matters from curriculum, careers, role of counsellors, safe partying and ways to support students through their Higher School Certificate. Parents work in the canteen, support College liturgies, sporting activities, musical productions and the like. They tell us that they feel very welcome and appreciate the open-door policy we try to engender.

Parent Satisfaction

Feedback from the College Council indicates that parents are particularly satisfied with:

- An increased focus on classroom learning.
- Consistent teacher language and practice in classroom management strategies.
- A coherent and consistent technology focus to support learning.
- Completed building projects and refurbished learning spaces.

FINANCE REPORT

