Contextual Information about Kildare College

Kildare College is a Catholic Secondary school for girls in years 8 to 12. We provide every student with the opportunities she needs to achieve her best through a strong, broad curriculum and a caring environment. Our staff and families work in partnership to help each individual student develop her own unique talents and interests. Our education goes beyond the classroom to engender a love of learning that will last a lifetime. We help our students grow into adults who are confident in their interactions with others and who can make a positive contribution to society.

The College is located just 20 minutes northeast of the city in the foothills of Adelaide at Holden Hill, attracting students from across the eastern and northern suburbs, from many cultures and backgrounds.

Kildare is small enough (452 students as at August 2015 Census) for every student to be known and valued, yet big enough to bring out their best. Kildare College has an SES of 98.

Our academic results continue a proud tradition of consistent high achievement at SACE level, and are a reflection of our students’ abilities as well as the quality educational environment and teaching provided. Kildare students are known for their success in Sciences, Social Sciences as well as Performing and Visual Arts.

We emphasise and encourage individual abilities through programs such as Indigenous Art Projects, Enlight, Orchid Club, Robotics, Girls Achieve, Justice and Democracy. Kildare graduates are successful women of compassion and integrity finding their place in a diverse range of career paths.

Our school motto is “Strength and Gentleness”. We hope that when students leave Kildare they will embrace these qualities in their daily lives.

<table>
<thead>
<tr>
<th>Totals in Each Year Level</th>
<th>Year 8</th>
<th>99</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as at August Census 2015)</td>
<td>Year 9</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Year 10</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Year 11</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Year 12</td>
<td>68</td>
</tr>
</tbody>
</table>

Total Full time Enrolments 452

% Indigenous enrolments 1.3% (6 students)

% Students with disabilities 2.0% (9 students)
School Finances 2015  Workforce composition, including Indigenous Composition
Full Time equivalent enrolments relating to net current income  452

Financial Data is not available at this time. Awaiting confirmation of grants from Catholic Education SA.

Facilities & Improvements
The following improvements, upgrades were completed during 2015:
- PAVE classroom setup
- Server upgrade
- Outdoor Tennis Courts upgraded with acrylic surface and relined markings for Netball, Basketball and Tennis
- Outdoor external light wiring under walkways renewed
- Hall Upgrade
  - new floor covering
  - walls clad and painted
- Four new photocopiers purchased and installed
School Improvements

Feedback received from the Charter of Sandhurst School Improvement (COSSI) Validation Review 2015 – Teaching & Learning

- A strong focus is shown regarding alternate and intervention programs such as PAVE and VET.
- Shared understanding of the importance of positive relationships.
- Kildare is responsive to need.
- Off line subjects offered to maximise subject choices.
- The practice of differentiation is embedded as a regular and effective tool to cater for individual differences across Kildare College.
- Data informs staff of the needs of their students and formulates a curriculum that meets these needs.
- Teachers reflect on student achievement and engage in professional conversations.
- The classrooms are calm and welcoming.
- Staff speak to their students with dignity and respect, evidence of positive and strong relations.
- Extracurricular activities offered such as Robotics, Debating and the Orchid Club.
- Learning and Teaching program is relevant, responsive and flexible, providing opportunities for success for each student.
- Wellbeing programs support learning.
- Data is seen as the driver for improvement.
- Students are exposed to a number of camps and excursions
- A BYOD approach to technology.
- A clear effort to ensure that both learning and teaching along with pastoral care responsibilities are closely aligned.

2015 School Improvement Plan

The Kildare Education Ministries School COSSI panel validated the findings generated by the self-review process for Teaching & Learning under each of the Quality Indicators in the following areas:

- Purposeful Teaching
- Accountability
- High Expectations
- Purposeful Learning
- Professional Learning Committees
- Stimulating & Secure Environment
- Leadership for Learning
2015 School Improvement Plan (continued)

All areas covered met achieved standard with stimulating and secure environment at exemplary level.

Progress towards achievement of 2014 goals

Feedback received from the COSSI validation panel included the following areas:

Resources
- The recent renovation and refurbishment have transformed the Senior Study Centre and Home Economic areas into model teaching and learning spaces.
- Given its limited resources and limited capital funding, Kildare has utilised its resources effectively and wisely.
- The annual budget process is well structured.
Pastoral Wellbeing

- Kildare College clearly lives out its vision and mission as a Kildare Ministries school in the Brigidine Tradition.
- Considerable effort is made to make this school welcoming and attractive, an environment that is conducive to learning.
- Wellbeing is foundational to the educational purpose of Kildare College. The vision matches the lived reality.
- The vertical student grouping structure continues to be a factor in the successful delivery of wellbeing.
- The focus on indigenous education of Kildare College is another strength worth noting.
- The Student Learner Profiles are a significant way of promoting Social & Emotional Learning with all students and staff.

Professional Engagement

Teacher Standards and Qualifications

In our school we are fortunate to have a number of teachers with two or more qualifications in education.

Teacher qualifications in education 2015:

<table>
<thead>
<tr>
<th></th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>25%</td>
</tr>
<tr>
<td>Bachelor degrees</td>
<td>111%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>6%</td>
</tr>
<tr>
<td>Graduate Certificates</td>
<td>36%</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>17%</td>
</tr>
<tr>
<td>Masters</td>
<td>11%</td>
</tr>
</tbody>
</table>

Teacher Length of Service

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Number of Staff</th>
<th>Years of Service</th>
<th>Number of Staff</th>
<th>Years of Service</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>13</td>
<td>1</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Workforce composition, including Indigenous Composition

In 2015, the composition of the dedicated and enthusiastic staff of Kildare College was as follows:

- Teaching Staff: 34.00
- FTE Teaching Staff: 30.23
- Non-Teaching Staff: 21.00
- FTE Non-Teaching Staff: 17.22
- Indigenous Staff: 0
2015

School performance report

Key Student Outcomes

Student Attendance
Average daily attendance in 2015 for each year level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>89%</td>
<td>89%</td>
<td>90%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Total average student attendance rate for Kildare in 2015 was: 88%

Process for Non Attendance
Students’ daily attendance/absence is manually entered into SEQTA via a computer/laptop either by the Teacher, Student Reception or Front Reception for each lesson throughout the day.
If the school is not notified of a student’s absence, an SMS message is sent to parents at 10.00am. Diaries, sms messages and phone calls to the school are also a means of absentee communication between the parent and the school.
Prolonged continual absence is followed up with a phone call by the Pastoral Care teacher, or the appropriate Wellbeing Coordinator. Long term absences are monitored and followed up by the Student Counsellor or Deputy Principal.

National Minimum Standards
For comparison purposes the percentages of Year 9 students at or above the national minimum standard in reading, writing, spelling, grammar and punctuation and numeracy have been included for 2011, 2012, 2013, 2014 and 2015.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.1%</td>
<td>99.0%</td>
<td>98.0%</td>
<td>96.0%</td>
<td>96.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>94.0%</td>
<td>92.0%</td>
<td>92.0%</td>
<td>91.0%</td>
<td>91.0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.9%</td>
<td>97.0%</td>
<td>98.0%</td>
<td>98.0%</td>
<td>91.0%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95.2%</td>
<td>93.0%</td>
<td>94.0%</td>
<td>94.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.7%</td>
<td>96.0%</td>
<td>90.0%</td>
<td>95.0%</td>
<td>95.0%</td>
</tr>
</tbody>
</table>

Average Standardised Results Year 9
Congratulations to our Year 9 students for their participation in the 2015 Year 9 National Program for Literacy and Numeracy tests (NAPLAN). Attendance at each of the tests was good. Students’ participation rate was between 86% and 88%. The mean scaled scores were:

<table>
<thead>
<tr>
<th></th>
<th>Kildare</th>
<th>National</th>
<th>Index (similar schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>597.8</td>
<td>580</td>
<td>587</td>
</tr>
<tr>
<td>Writing</td>
<td>574.3</td>
<td>547</td>
<td>555</td>
</tr>
<tr>
<td>Spelling</td>
<td>586.4</td>
<td>583</td>
<td>589</td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>576.5</td>
<td>568</td>
<td>577</td>
</tr>
<tr>
<td>Numeracy</td>
<td>569.6</td>
<td>592</td>
<td>596</td>
</tr>
</tbody>
</table>
Average Standardised Results Year 9
NAPLAN data is just one form of data that we use as a school to inform our teaching and learning programs and professional learning continues to focus on effective teaching practices in and beyond the classroom. Whilst NAPLAN results are generally pleasing we are beginning to notice a small increase in students not participating through absence or withdrawal by parents.

Numeracy remains our challenge with efforts to re-engage students in the learning of mathematics and build confidence and skills. New approaches are being developed as part of teachers’ engagement in a Numeracy Project through Catholic Education South Australia.

Senior Secondary Outcomes
SACE
Of the 68 Year 12 students who graduated, 100% gained their SACE giving them the opportunity to apply for a diverse range of future pathways.

Vocational Training or Trade Training
9% completed Vocational training. Of this, 4 students completed a full Certificate III qualification.

Post School Destinations
Once again a variety of pathways have been pursued by students who exited from Kildare in 2015. Based on a review of SATAC offers to students:

UNIVERSITY
- 92% applied for University
- 93% of those who applied for University received offers and of these 65% received their first preference

TAFE or further training
- 16% applied for TAFE or courses with Private Registered Training Organisations (RTO)
- 90% of those who applied for TAFE or RTO received offers

FULL TIME EMPLOYMENT
- 10% gained full time employment

Once again, our senior students have showcased their outstanding academic potential and leadership skills as well as talent in all areas of the school’s co-curricular programs, achieving impressive results in the South Australian Certificate of Education (SACE).

Diversity of Pathways
Kildare students were accepted into a variety of courses at The University of Adelaide, Flinders University, UniSA and TAFE. This means they are able to pursue the career paths of their dreams.
Satisfaction Surveys

Each year the students, staff and parents at Kildare College are asked about their experience of Kildare. In 2015 the school satisfaction survey was completed online by 65% year 12 students, 61% year 8-11 students, 47% staff and 34 parents.

Student Satisfaction

Student satisfaction was very high in 2015 with results across most areas being higher than the previous year.

Kildare was described by students as a welcoming supportive, caring community with many opportunities for them to grow and achieve. Students feel comfortable in their learning environment and teachers are seen as committed and encouraging, helping them to excel academically. Students were most satisfied with their academic performance, the performing arts opportunities offered, the Brigidine core values and Kildare’s sense of community spirit. Students report feeling safe and belonging at Kildare. They also spoke about positive relationships between staff and students. Satisfaction with the sports courts was high following their resurfacing in 2015.

When asked about improvements for Kildare, the most common suggestions were for a school gym/hall, the oval surface and more lunchtime activities. There was also mention of some classrooms needing updating and improving canteen choices.

When asked about their decision making in choosing Kildare as a school, word of mouth, parental choice and coming on a Principal tour were considered most important.

Finally students were asked how likely they would be to recommend Kildare to others. 84% of the student community would recommend Kildare College.

Staff Satisfaction

Staff satisfaction was high with 100% being satisfied in a number of areas. Overall staff satisfaction was higher than in 2014.

Staff feel there is a strong community at Kildare with students valued and strong student/staff partnerships.

Staff satisfaction was highest for:

- Kildare’s Catholic environment
- The emphasis on Brigidine core values
- Word of mouth comments about Kildare
- Performing arts emphasis at Kildare
- Subject selection counselling
- Sports courts
- College gardens
- Building maintenance
Staff Satisfaction (continued)

Staff report being passionate about their role and rewarded by their work. They are happy with the school culture and report feeling valued, respected and comfortable in their teams.

Staff were asked about Kildare’s strengths and challenges. They identified the strengths as being the sense of community among staff and students, wellbeing and belonging, relationships, Kildare’s staff, students and small school size.

Challenges for Kildare included meeting the diverse needs of students, some student behaviour, demanding workloads, sporting facilities, the need for a gym/multipurpose centre, budgetary constraints and in class support.

Parent Satisfaction

Parent satisfaction with Kildare College is high with parents most satisfied with the emphasis on Brigidine core values, the religious education program, the pastoral care program, the library resources and the information provided about student behaviour.

Parents/caregivers were happy with how their daughters are supported at Kildare and the role the College plays in developing students into confident women.

They would like to see stronger and more consistent enforcement of uniform standards and the mobile phone policy. There was also a call for a gym/multipurpose centre and for more healthy choices to be offered at the canteen. Some parents would like more feedback from staff regarding learning, particularly in Progress Reports. They would like an online facility to better track what is happening at school.

Parents feel welcome at Kildare and were keen to be involved in school life but felt constrained by their work commitments.

Overall parents report that their daughters are happy at Kildare and they are happy with their choice of school. 88% of parents would recommend Kildare to new parents of friends.