

Kilbreda College



2015 Annual Report to the School Community

A Kildare Ministries School in the Brigidine Tradition



Registered School Number: 500



Attestation Statement

We, Teresa Lincoln and Nicole Mangelsdorf, attest that Kilbreda College, is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic.) and the Education and Training Reform Regulations 2007 (Vic.), except where the school has been granted an exemption from any of these requirements by the VRQA*
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).*

*Teresa Lincoln
Co-Principal*

*Nicole Mangelsdorf
Co-Principal*

May 2016





College Contact Information

Address:	118 Mentone Parade, Mentone 3194
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College Chaplain:	Father Peter Matheson
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Our College Vision

At Kilbreda College we are inspired by the person of Jesus and the teachings of the Gospel. We bear witness to the promise that every person is created to experience life to the full (John10:10)

Embracing the legacy of Saint Brigid, Kilbreda College is committed to the core values and beliefs of Brigidine Education; thus faith, a love of learning, inclusiveness, compassion, wisdom and stewardship are integral to the College's ethos.

Staff and students form a community of learners. Individuals are encouraged to strive for excellence, to achieve their academic potential, to develop a sense of self belief and integrity.

We celebrate and support the development of students' talents, interests and personalities enabling them to seek a challenging and rewarding pathway to further education.

We acknowledge the responsibility that families place in us and trust that students will develop and exercise their potential so as to become part of a generation responsible for bringing positive change to our world.

Graduate Outcomes

We trust our students will have:

- the passion for learning,*
- the wisdom for understanding,*
- the strength for enduring,*
- the gentleness for giving and receiving,*
- the capacity for living and loving,*
- the courage for daring and hoping,*
- the freedom for growing and changing*
- and the trust for believing.*

(Traditional Celtic Blessing)





College Overview

Founded in 1904, Kilbreda College is a Catholic secondary school for girls where Christianity is lived out through core Gospel values and in the Brigidine tradition of **Strength and Kindliness**.

Kilbreda's iconic landmark building commenced life as the Mentone Coffee Palace. It was built in the land boom years of the 1880s and purchased by the Brigidine sisters in 1904.

Today we enjoy the beautiful gardens and a mix of historic buildings and modern facilities, as we continue the tradition of offering a unique and quality education for young women of the 21st century.

Religious Education and Faith Development

Religious Education and Faith Development are central to the curriculum and all aspects of school life. Comprehensive and systematic teaching of the good news of Jesus Christ, appropriate to the faith level of students, is offered at all levels.

Learning and Pathways

At Kilbreda College the curriculum is developed within a framework of values and practices consistent with the Gospel call to 'live life to the full'. Individual differences are respected and students are challenged and supported to achieve their best.

Students experience a curriculum that encourages excellence, participation and belonging. A well-resourced Learning Enhancement Department provides support for students with particular learning needs and a variety of extension opportunities are offered at each year level.

The curriculum in Years 7 – 10, based on the Australian Victorian Essential Learning Standards (AusVELS), provides students with a breadth of learning that enables them to develop skills, knowledge and values.

Senior students have the opportunity to choose one of two pathways; the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training (VET) studies are also available.

Pastoral Care and Wellbeing

Kilbreda offers a safe environment that encourages and supports student learning.

Management and care of students is informed by fair, clear policies that recognise responsibilities and rights. Restorative practices underpin the College's approach to student management.

We are a Mind Matters accredited school and provide a full time counselling service.

In partnership with families, staff assist students to access specialist services when needed.

Kilbreda College prides itself on its transition program which serves to provide a positive start for all students new to the College.

TUITION FEES - 2015:

Years 7 – 12 \$4,700 per student

Years 7 – 12 \$450 Capital Payment per family





Co-Principals' Report

It is with pleasure that we present the 2015 Annual Report to the community. This report includes a range of data and information that we are required to report on in compliance with Australian and Victorian Government requirements.

Kilbreda College is a thriving Educational Ministry. Founded in 1904, it continues to support and challenge young women to be their best. The 2015 College theme, 'Learn from the past, Live for today and Hope for tomorrow' (Albert Einstein) asked each staff member and student to be present to the possibilities of life. As a community we engaged with and reflected upon this theme throughout the year.

A College Chaplain and Pastoral Care Worker was appointed through the Commonwealth Government's National School Chaplaincy Program (NSCP). The Chaplain and Pastoral Care Worker has supported the emotional wellbeing of students by providing pastoral care services, including home visits and strategies to support the emotional wellbeing of the broader school community (parents/carers). This role is in addition to other existing student wellbeing services; School Counsellor and Headspace Counsellor. The Chaplain and Pastoral Care Worker is a member of the Student Wellbeing Team and plays an active role in the Colleges Spiritual and Wellbeing programs.

One of the key building projects identified in the College's Master Plan was undertaken in 2015, through the construction of the Kildare Centre. The Kildare Centre was built to provide contemporary and flexible learning spaces for our Year 9 students. The facility contains: seven classrooms, break out spaces, a large central gathering space, kitchen and toilet facilities. It boasts the most up to date information technology and audio visual equipment. The Kildare Centre was designed to minimise environmental impact with 176 roof mounted solar panels, energy efficient LED lighting with motion and occupancy sensors, water saving taps, amenities and appliances. Rainwater runoff is also harvested and diverted into our underground storage tanks.

In April, an ANZAC Day Commemorative Assembly was held to remember and acknowledge the Centenary of ANZAC. Students created displays and installations that paid tribute to diggers from the area that fought in World War I, including ceramic poppies. A banner listing the names of service personnel from Mentone who died in WWI was hung from the College tower. Dr Clare Rhoden, a past student and author of 'The Purpose of Futility', spoke to the Kilbreda Community during the Commemorative Assembly reflecting upon the ANZAC Legend. Leading Seaman Tamara Prims, also a past student, spoke about the resilience she had learnt at Kilbreda College and her belief that, as a woman, she was entitled to lay claim to any career pathway.

Using the Charter of Sandhurst School Improvement (CoSSI) framework an extensive review of learning and teaching at the College was completed. A range of quality indicators such as purposeful learning, purposeful teaching, leadership for learning and accountability were reviewed. A comprehensive self-review was undertaken, judgement about performance made and evidence illustrating those judgements presented to the Validation Panel. The final report provided by the Validation Panel commended many aspects and provided recommendations for the continued enhancement of learning and teaching at Kilbreda College.

Over the course of 2015 teaching staff continued to engage with the model of Cognitive Coaching presented by external facilitator, John Corrigan, deepening their understanding and skill in the areas of coaching, mentoring and the provision of feedback.

The College's rich co-curricular program continued to provide students with a wide range of opportunities to pursue their interests, further develop their knowledge and skills, discover hidden talents and be of service to others. The 2015 production of the Broadway musical 'Hairspray', was a great success. Over one hundred students from Kilbreda and St. Bede's College's participated and performed four sell-out shows at the George Jenkins Theatre, Monash University.



Kilbreda's Justice and Democracy group is just one of the many ways in which students are given the opportunity to learn about justice and the teaching of the Church. The Justice and Democracy Forum allowed students to deepen their understanding and to engage in actions that make a difference including the 'Walk for Justice for Refugees', United Nations Peace Crane Project, fundraising for Caritas, Vinnie's Winter Sleep Out and the annual Christmas hamper collection.

"Mary's professional leadership of the Kilbreda community will be sorely missed, but most importantly, it is the quality of the person herself that will be a loss to all who have had the honour of working with her. On behalf of all within Kildare Ministries, we wish Mary a long and joy filled retirement".

*Ms Morag Fraser AM
Acting Chair, Kildare Education Ministries Board*

Students participated in the Educating for Justice Student Seminar, the theme for which was 'Fearless Voices'. Those gathered heard presentations on the impact of the loss of voice as well as the gift of empowerment that can occur when the voice of the vulnerable is restored. The plight of the trafficked person, the Asylum Seeker, Aboriginal people, youth in trouble with the law and orphans were exposed in the light of this voicelessness. Students were invited to participate in the creation of eleven artworks under the careful guidance of Ms Cathy Maloney.

At the end of 2015, Kilbreda College Principal Miss Mary Stack retired after many years of distinguished service to Catholic Education including nine years as Principal of Kilbreda.

"Kildare Education Ministries will lose a person whose professional and personal life has embodied the values we hold close to our hearts. A person of great integrity, Mary has initiated and immersed herself in many social justice initiatives and actively promoted these within Kilbreda College. Led by Mary's example, many students have caught this passion and, after leaving school, have continued to explore ways in which they might contribute to the lives of people who live in circumstances of disadvantage and under-development".





Education in Faith

Goals and Intended Outcomes

At Kilbreda College we aim to:

- Develop in students an appreciation of their own spirituality, informed by an understanding of the Jesus story, Catholic beliefs practices, tradition, the Brigidine story and Kildare Ministries story
 - Equip students with life and decision making skills which are informed by Catholic tradition and teaching, and by the Gospel challenges of love and justice
 - Foster in students a sense of:
 - real belonging to the school community
 - school as part of the broader church / Christian community
 - respect for all faiths
 - Initiate opportunities for the school community to pray and celebrate faith and life
 - Recognise and respond to the Gospel mandate of a preferential option for the poor.
- Prayer tables in all classrooms reflecting the liturgical seasons
 - Opportunities for faith leadership through the appointment of Liturgy Captains
 - Commencement of the school day, gatherings and staff meetings with a prayer
 - A conscious commitment to provide prayer and reflection in response to local, national and international issues
 - Partnership with family, parish and school recognising that for some students the school is Church
 - Chapel and classroom liturgies for significant feat days and civic occasions
 - Educating our community and encouraging action to work for charity and justice
 - Year 11 and 12 cultural immersion program to Timor-Leste
 - Embracing diversity and inclusion for all
 - Links with Caritas and St Vincent de Paul:
 - Project Compassion during Lent
 - Coins for Caritas
 - Food drive for local SVDP groups
 - Christmas hampers for local SVDP groups

Faith development opportunities

Kilbreda College offers students and staff rich and diverse opportunities for them to reflect upon and enrich their faith, including:

- Religious Education teachers consciously engaging students in learning and a faith journey
- Curriculum devised to reflect our Catholic and Brigidine values
- Year 9, 11 and 12 retreat programs
- Year 10 Building Bridges Interfaith program with Protestant, Jewish and Muslim schools
- Visit by Jewish students from Mount Scopus College as part of our Year 10 World Religions unit
- Aboriginal Reconciliation week and liturgy
- Partnership with the Balgo Aboriginal Community, Western Australia
- Development of sacred spaces at the College including the chapel which is used by students, staff and class groups for liturgies, prayer and reflection

In May staff gathered at the Edmund Rice Retreat Centre, Amberley, in Lower Plenty for our annual staff spirituality day. The focus was on developing a deeper sense of one's own spirituality as well as the spirituality of our land.

Staff formation continued through regular prayer and meditation, faith development professional learning sessions and with some staff undertaking post graduate studies in theology.





Learning and Teaching

Goals and Intended Outcomes

- To ensure that that all members of the Kilbreda College community will value and promote learning and teaching, where they can access boundless learning opportunities and learn to celebrate individual self-worth and achievement.
- To develop a Learning and Teaching Charter to facilitate a shared understanding amongst all staff of what constitutes good Learning and Teaching practice.
- A continued focus on further building teacher capacity through a variety of professional learning opportunities such as cognitive coaching initiative, collaborative planning and delivery, use of ICT as an effective learning and teaching tool.
- To continue to explore pathway planning and subject provision in the middle and senior schools.
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Achievements

In 2015, learning and teaching at the college continued to be enhanced. Some of the achievements were as follows:

- Introduction of English Language and Dance to our wide-ranging VCE program.
- Modification of the Accelerated Learning Program for Year 10 students to better reflect the suite of skills and attributes needed to ensure success.
- The development of the College's ICT infrastructure has allowed for the full implementation of laptops across all year levels and the reliable and broadband wireless connectivity has facilitated effective use of digital resources by both staff and students.

- Expansion of the elective program at Years 9 and 10.
- Further development of the Parent Portal to ensure greater accessibility and ease of use.
- The commissioning of the Kildare Centre in late 2015 heralded an exciting venture in learning practice at Year 9. New strategies are evolving and will continue to develop in the years ahead.
- Technology continues to be embedded in both the physical spaces around the College and in the curriculum.
- Relocation and refurbishment of music rooms to provide dedicated performance spaces for band practice and smaller rooms for individual tuition.
- Relocation and refurbishment of the Maths Resource Centre.
- Relocation and refurbishment of the dance rooms.

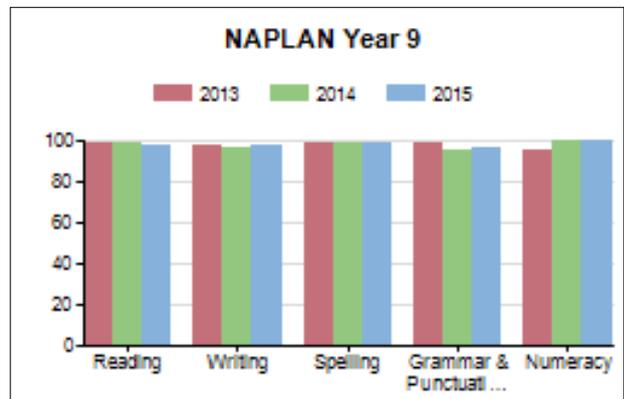




NAPLAN Results - Year 9

The following table details the median score for each of the Year 9 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy assessments.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	596.10
Year 9 Writing	582.50
Year 9 Spelling	591.70
Year 9 Grammar & Punctuation	582.30
Year 9 Numeracy	592.80



NAPLAN Changes in minimum standards 2014-2015

The following table shows the change in the percentage of students achieving at or above the national minimum standard in Years 7 and 9.

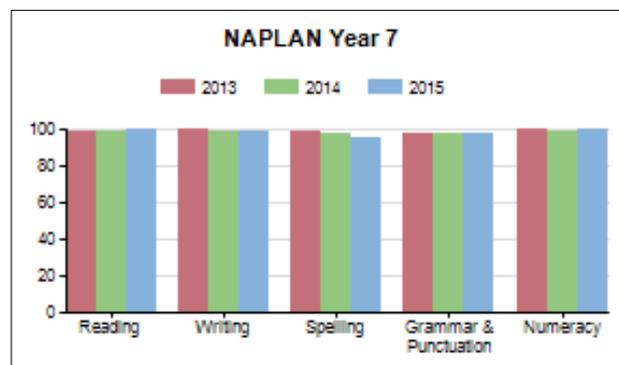
	Year 7 Changes %	Year 9 Changes %
Reading	1.3	-1.1
Writing	-0.4	1.3
Spelling	-3.0	0.1
Grammar & Punctuation	0.4	1.4
Numeracy	0.7	0.0

Student learning outcomes in relation to NAPLAN results have remained fairly stable over the last three years. Whilst there was a slight decline in the percentage of students achieving at or above the national minimum standard in Reading in Year 9, there was an increase in Writing, Grammar and Punctuation, and Spelling.

Senior Secondary Outcomes

VCE median Study Score:	29
VCE completion rate:	100%
VCAL completion rate:	97%

Over 21% of students who completed the Victorian Certificate of Education in 2015 achieved an ATAR of 80 or above, placing them in the top 20% of students in the state.

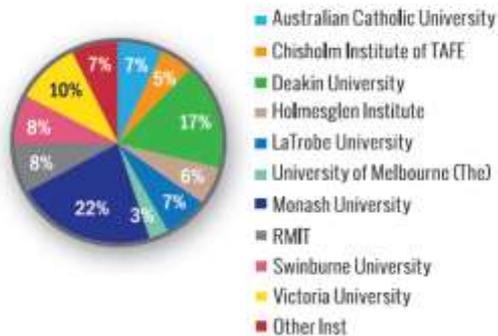




Post-school destinations

Of the 131 students that completed Year 12 in 2015 and applied for a tertiary placement, 123 were offered a place.

Tertiary Destinations



Japanese Immersion



Value added programs

Kilbreda College provides a rich and diverse co-curricular and immersion program both locally and internationally extending the learning opportunities available. The program broadens and enhances the experience of every student in the College, promoting a sense of belonging and engagement.

Some of the many opportunities available to students in 2015 were:

- Student leadership programs
- Community service
- Justice and Democracy Group
- Immersion programs to Balgo, Western Australia, Northern Territory, East Timor and Japan
- World Challenge
- SCSA sporting competition
- Girls' Surf
- Surf Life Saving
- Technology Club
- DAV debating
- Public Speaking Competitions
- Language Perfect Competition
- Music tuition
- Music ensembles and bands
- Duke of Edinburgh Award
- Community Radio
- Dante Alighieri Poetry Competition
- High Resolves Leadership Program
- Celebr8 Program



Student Wellbeing

Goals and Intended Outcomes

Pastoral Care Vision

That all students find Kilbreda College a safe, dynamic and vibrant place of welcome, where they can access endless learning opportunities and join a community where they are valued, respected, supported and challenged to grow in strength and kindness.

Pastoral Care Mission

To promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature by taking action that fosters student positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience.

Achievements

Following the 2014 Pastoral Care Review, strategic direction was set for the next three years and a 2015 Annual Implementation Plan developed. The key projects continue to be focussed on enhancing: student attendance, student affirmation opportunities, social, emotional learning and critical incident postvention.

In 2015, student wellbeing at the College continued to be enhanced. Some of the achievements were as follows:

- Enhancement of Pastoral Wellbeing Family Support

In 2015, a Pastoral Care Worker was appointed to the staff, working very closely with members of the College's Student Wellbeing Team to provide tailored support for students for whom regular school attendance is a challenge.

- Enhancement of Pastoral Wellbeing Professional Development

The focus of the Wellbeing Team has continued to be the development of strategies to address emerging adolescent

mental health issues. To further this goal, all team members undertook STORM training. This intensive 2-day skills-based training in risk assessment, safety planning and postvention, was based on a self-harm mitigation model developed in the United Kingdom.

Student Attendance and Retention

The College has invested significant time and resources in improving student attendance leading to noticeable improvement.

The College has a Students' Attendance Policy and a dedicated attendance phone line. Parents are notified by SMS if their daughter is absent and there has been no communication from the family. Electronic rolls are marked at the beginning of every day and every class. An Attendance Officer follows up with parents if notes or other documents have not been received to explain their daughter's absence. Parents can view attendance live through the Parent Portal. Interviews are held for continual unexplained absences.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94.47
Year 8	93.06
Year 9	92.13
Year 10	92.11
Overall average attendance	92.94

The retention rate for Years 9-12 students in 2015 was 83.04%.



Leadership and Management

Goals and Intended Outcomes

We aim to:

- Look to the future directions and needs of the school community
- Continue to develop and sustain a range of planning forums that involve staff, students, families and the Stewardship Council
- Develop a range of effective communication processes that allow for dialogue and information
- Establish timelines that are realistic and manageable
- Make good use of changing technology and establish more efficient practices
- Acknowledge and affirm staff leadership at different levels
- Provide opportunities for staff to share in a review of Positions of Leadership
- Encourage all staff to reflect on their leadership role as part of the Annual Review Meeting

Achievements

- Completion of major building project, the Kildare Centre.
- Improved and additional spaces for instrumental music lesson and band rehearsal allowing for continued expansion of the music program.

Professional Learning

In 2015, the average expenditure per teacher for professional learning was \$538. Sixty-three teachers participated in external professional learning on a range of topics related to their specific role at the College. All staff participated in professional learning days/workshops offered at the College relating to areas such as faith development, student wellbeing and management, learning and teaching, ICT and First Aid. The coaching program, facilitated by John Corrigan, continued at the College involving all teaching staff.

All staff completed the required training in Mandatory Reporting and Anaphylaxis Management.

Staff Composition

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	94
FTE Teaching Staff	79.500
Non-Teaching Staff (Head Count)	36
FTE Non-Teaching Staff	33.343
Indigenous Teaching Staff	0

Teacher Qualifications

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.05%
Graduate	53.57%
Certificate Graduate	11.90%
Degree Bachelor	91.67%
Diploma Advanced	32.14%
No Qualifications Listed	1.19%

Staff Attendance and Retention

STAFF ATTENDANCE AND RETENTION	
Teaching Staff Attendance Rate	90.08%
Staff Retention Rate	92.77%



College Community

Goals and Intended Outcomes

We aim to ensure:

- That all members of the Kilbreda College community, inspired by the Catholic story, live justly to make a difference in the world in the spirit of Jesus.
- To ensure that all members of the Kilbreda College Community have the opportunity to develop and share their leadership capabilities in order to enhance school culture.
- That all members of the Kilbreda College community will value and promote learning and teaching, where they can access boundless learning opportunities and learn to celebrate individual self-worth and achievement.
- That all members of the Kilbreda College community find it a safe, dynamic and vibrant place of welcome, where they can access endless learning opportunities and join a community where they are valued, respected, supported and challenged to grow in strength and kindness.
- The development of financial accountability and resource management systems that foster improvement and provide a secure environment for all.
- That communication between the school, parents, students and the broader community remains open, reciprocal and effective.
- That the College is financially managed in a manner that ensures its future development.

Parent Satisfaction

In the 2015 Parent Survey feedback from parents was as follows:

- 73.5% agreed that there is a generally good two way communication between school and parents.
- 88.2% agreed they feel comfortable approaching the College with concerns
- 91.2% agreed that their daughter gets on well with other students at the College
- 88.2% agreed that their daughter feels accepted by other students at the College
- 88.2% agreed that their daughter looks forward to going to school.

Staff and Student Satisfaction

The 2015 Staff Survey feedback indicated that there is a high level of energy, enthusiasm and pride amongst staff towards their work and the College. Student feedback indicated that students feel a strong connectedness to their peers and are motivated to do well in their studies.





Financial Performance

Financial Performance for the year ended 31 December 2015

(The information for this section is from the VRQA Financial Report tab on the AFS)

Reporting Framework	Accrual Accounting	\$
Recurrent Income	Tuition	
School Fees		1,493,300
Other fee income		36,340
Private income		296,571
State Government recurrent grants		1,916,009
Australian Government recurrent grants		7,752,322
Total Recurrent Income		11,494,543
Recurrent Expenditure	Tuition	
Salaries, allowances and related expenses		9,696,700
Non salary expenses		3,057,707
Total Recurrent Expenditure		12,754,407
Capital Income and Expenditure	Tuition	
Government capital grants		Nil
Capital fees and levies		3,033,109
Other capital income		Nil
Total Capital Income		3,033,109
Total Capital Expenditure		4,999,775
Loans (includes refundable enrolment deposits and recurrent capital and bridging loans)		
Total Opening Balance		0.00
Total Closing Balance		1,966,666

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally, when assessing the private income of the school including both recurrent and capital school fees.

