



2016 Annual Report to the School Community

A Kildare Education Ministries School in the Brigidine Tradition

118 Mentone Parade
Mentone Victoria 3194



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 2016 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 2017



College Contact Information

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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.

Our History

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.





Co-Principals' Report

It is with pleasure that we present the 2016 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.

The College theme for 2016 was *Welcome all*, which reflects one of our core values as a Kildare Ministries school in the Brigidine tradition. Our theme was lived in our daily interactions with others and in the way we responded to our call to speak out and take action against injustice and support the marginalised and vulnerable.



2016 was named by Pope Francis as the Extraordinary Jubilee Year of Mercy, challenging us to show compassion or forgiveness toward someone whom it is within our power to punish or to harm. As humans sometimes when we are angry or annoyed we seek revenge. We sometimes hide behind our social media persona. In this the Year of Mercy we were called to resist the temptation for payback and to be open to forgiveness and giving this to others. As a community we were reminded that it is the simple actions that can make the greatest change. We cannot ask for peace in our world, if we are not striving for peace in our own lives and communities.



Kilbreda has a long and proud history of girls demonstrating persistence to achieve their goals and a generosity to give to others. We are blessed to have many role models for our girls who demonstrate being busy with purpose, seeing every moment as a gift from God not to be taken for granted with a firm focus on the innate dignity of all people.

Together as a College staff we affirmed that our focus is firmly on improving engagement, wellbeing and learning outcomes for all students and creating a school culture that is underpinned by success for all. Areas for development were identified to support the College to meet the future goals which have been set.

Using the Charter of Sandhurst School Improvement (CoSSI) framework an extensive full school review was undertaken. The review focussed on: Catholic Identity, Leadership, Learning and Teaching, Pastoral Wellbeing and Stewardship of Resources. 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 was very affirming, commended many aspects and provided recommendations for the continued enhancement of Kilbreda College.



In addition to the full school review, staff, students and parents completed the Enhancing Catholic School Identity survey in 2016

providing data in relation to the Catholic Identity of Kilbreda College, insights into the beliefs of our community and perceptions of the 'ideal school'

In partnership with families we support and encourage our students to achieve excellent individual learning and wellbeing outcomes. We are committed to providing a contemporary, comprehensive, and innovative learning environment that empowers young women to be well informed, independent and critical thinkers.

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. Local, national and international camps and immersion programs were again a feature with students travelling to Central Australia, Timor Leste and New Caledonia. The 2016 junior production of *The Little Mermaid Jr* wowed the audiences and was a great success as did the senior production, *West Side Story*, staged by St Bede's College in conjunction with Kilbreda.





Education in Faith

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.

Our Opening Mass, con celebrated by Most Rev. Peter Elliott and Rev. Peter Matheson was a joyful occasion for the Kilbreda community as we welcomed the Year 7 students, others new to the College and the new school year. We were reminded by Most Rev. Peter Elliott that in this Jubilee Year of Mercy, “we are called to welcome people into our midst because mercy is kindness, an active compassion, or to put it simply, love in action.”



Throughout the year, staff and students were offered rich and diverse opportunities for them to reflect upon and enrich their faith. In 2016 some of the many opportunities for students were:

- Year 9 retreat day focussing on stillness and nature
- Year 10 interfaith immersion day
- Year 11 visit to Urban Seed to explore homelessness and how as a community we can respond justly
- Year 12 three day retreat
- Year 10 Building Bridges Interfaith Program with Protestant, Jewish and Muslim schools
- Year 7 class masses at Our Lady of the Assumption, Cheltenham

- Class based liturgies
- Celebration of the Eucharist as a school community
- Ash Wednesday and Easter liturgies
- A conscious commitment to provide prayer and reflection in response to local, national and international issues
- Year 12 cultural immersion program to Timor-Leste
- Links with Caritas and St Vincent de Paul:
 - Project Compassion during Lent
 - Coins for Caritas
 - Food drive for local St Vincent de Paul groups
 - Christmas hampers for local St Vincent de Paul groups

In May, Fr Richard Leonard SJ led a faith development day for all staff. The focus of the day was an exploration of our Christian faith through the topics of our daily encounter with Christ, discernment and mission.

Additional professional learning sessions for staff were held over the course of the year. These focused on:

- Privileges and responsibilities of teaching in a Catholic school in the 21st century – Fr Elio Capra SDB
- The sacramentality and grandeur of creation and of life – Fr Elio Capra SDB
- Opening up Catholic Social Teachings - Megan Bourke, Caritas

Enhancing Catholic School Identity Project

Staff, students and parents completed the Enhancing Catholic School Identity surveys in 2016. This provided the College with valuable data in relation to the Catholic Identity of Kilbreda College, insights into the beliefs of our community and perceptions of the ‘ideal school’.

In 2017, a Catholic Identity and Mission Team will be formed to lead further development in this area.



Learning and Teaching

Kilbreda College is a learning focused school where as individuals and as a whole school community we strive for continuous growth with an emphasis on improving learning outcomes.

The curriculum is developed within a framework of values and practices consistent with the Gospel call to 'live life to the full'. Through exposure to a rigorous learning environment, an extensive co-curricular program and a deep commitment to social justice, our mission is to inspire our students to pursue academic excellence, express their creativity and embrace opportunities for leadership and service. We celebrate the diversity and unique gifts of our students and encourage and support them to develop into confident and articulate young women.

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.

Achievements

In 2016, learning and teaching at the college continued to be enhanced. Some of the achievements were as follows:

- Extensive testing using a range of instruments such as Torch, MYAT and On Demand, to identify student needs and further inform teaching and learning.
- Formal analysis of VCE 2015 data by individual subject teachers and Domain Leaders.
- Modification of the Accelerated Learning Program for Year 10 students to better reflect the suite of skills and attributes needed to ensure success.
- Review and enhancement of the Year 9 BRIDGES program
- Introduction of end of semester examinations at Year 9 in the core studies of English, Humanities, Mathematics and Science
- Introduction of formal end of semester examinations in every subject at Year 10 and 11.
- Further enhancement of the use of technology in the curriculum.
- Enhancement of feedback given to parents via formal reports to include grades for all assessment tasks.



The Kildare Centre, our new Year 9 building, opened to students at the start of 2016. Break-out spaces (smaller alcoves off the main rooms), a large central space and the ability to open up adjoining rooms have facilitated a range of teaching pedagogies and allowed for more team teaching and small group sessions.



The Library was a hive of activity throughout the year, with themes and activities from Write-a-Book-in-a-Day, the ‘edible book’ creations and Roald Dahl’s birthday to name just a few. The school year was also punctuated by several faculty-themed weeks with associated activities and engagements: PE, Library, Commerce and Science weeks and Bastille Day among those which lent variety and enjoyment to the school calendar.

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.

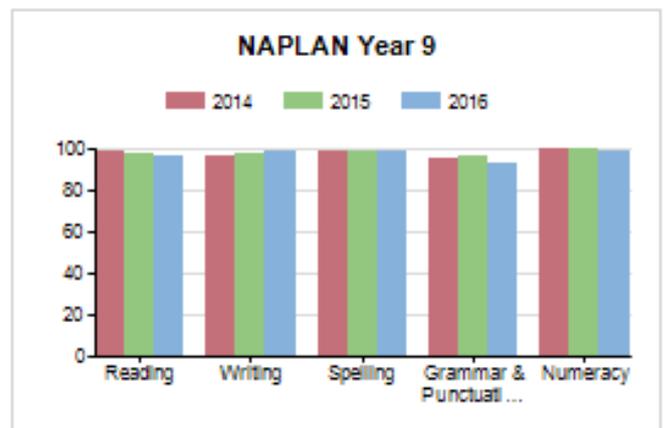
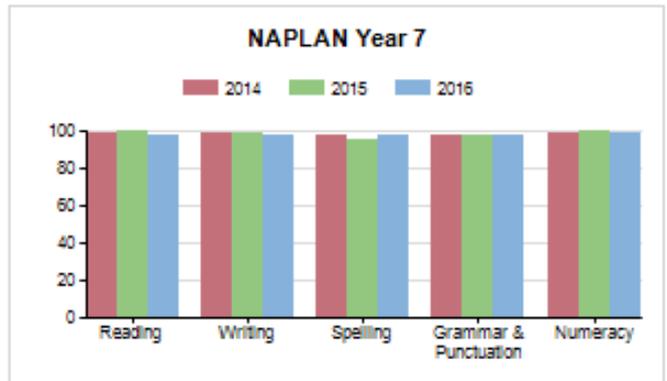
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	590.70
Year 9 Writing	585.40
Year 9 Spelling	575.60
Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	577.60

NAPLAN Changes in minimum standards 2015-2016

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	-1.9	-1.2
Writing	-1.5	1.8
Spelling	2.4	-0.2
Grammar & Punctuation	0.3	-3.3
Numeracy	-0.6	-0.7

Over the period of 2014 – 2016, student learning outcomes have remained fairly stable with only small fluctuations in most areas.





Senior Secondary Outcomes

We commend the Class of 2016 on their results in both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). The VCE median Study Score of 31 was above the state average.

VCE median Study Score:	31
VCE completion rate:	100%
VCAL completion rate:	100%

In the Victorian Certificate of Education:

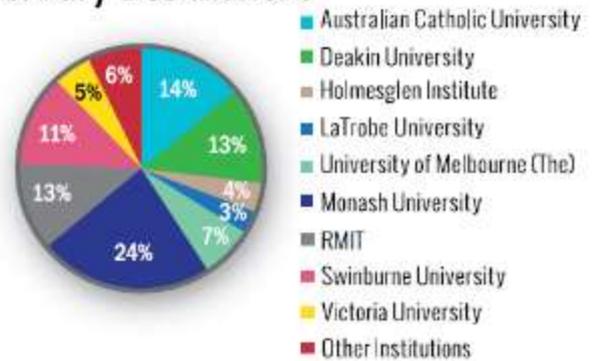
- Over 30% of our students achieved an Australian Tertiary Admissions Ranking (ATAR) of 80 or above, placing them in the top 20% of students in the State
- 5.9% of Study Scores were 40 or above (top 9% in the State)
- Two perfect Study Scores of 50 were achieved

The College Dux for 2016 was Katie Last, who achieved an ATAR of 98.20. Two students received a prestigious Premier's VCE Award for their 2016 VCE studies. Montana O'Brien (Class of 2016), who achieved a perfect Study Score of 50, received her award for Sport and Recreation (VCE VET) while Tenae Smith (Year 11, 2016) received her award for Dance. The awards acknowledge the outstanding results of individual students and also pay tribute to principals, teachers and families who play an invaluable role in supporting and encouraging students during their VCE studies.

Post-School Destinations

Of the 131 students that completed Year 12 in 2016 and applied for a tertiary placement, 126 were offered a place.

Tertiary Destinations





Value Added Programs

Kilbreda College provides a rich and diverse co-curricular and immersion program 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 2016 were:

- Student leadership programs
- Year 8 Foreshore Improvement Program
- Justice and Democracy Group
- Immersion programs to Central Australia, East Timor and New Caledonia
- SCSA & SCSG sporting competitions
- Surf Life Saving
- Techbots Technology Club
- DAV debating
- Public Speaking Competitions
- Language Perfect Competition
- Science Perfect Competition
- Music tuition, ensembles, bands and choir
- Duke of Edinburgh Award
- Community Radio
- Dante Alighieri Poetry Competition
- High Resolves Leadership Program
- Write-A-Book-In-A-Day
- Bertha Mouchette Writing Competition
- Melbourne Water Kids Teaching Kids Conference
- Dairy Australia Camembert in the Classroom Competition
- RACI Titration Stakes Competition



Student Wellbeing

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

Our wellbeing programs are age and stage appropriate, addressing adolescent needs in a timely and relevant manner. We are recognised as an accredited Mindmatters school and are working to achieve eSmart accreditation. The philosophy of Restorative Justice informs student behaviour management practices, enabling students to learn from their mistakes, accept responsibility for their actions, recognise the impact of their actions on others and reconcile and resolve conflict.

Our wellbeing and pastoral care programs are underpinned by the following Vision and Mission statements:

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

In 2016 the College implemented organisational changes to comply with Ministerial Order 870, meet the gazetted seven child safe standards and to promote a school community culture of child safety.

As part of this process, the Kilbreda College Child Protection and Safety Policy was developed. This policy provides a framework for:

- the creation of a positive and robust child protection culture
- the development of practices, policies and procedures that promote child protection within the College
- the promotion and open discussion of child protection issues within the College
- complying with all laws, regulations and standards relevant to child protection in Victoria.

The Kilbreda College Child Safety Code of Conduct was also developed, outlining the College's expectations of behaviours and boundaries for all adults interacting with students within our College community.





During 2016, the wellbeing and pastoral care at the College was reviewed as part of the whole-school review. Seven areas were evaluated - school environment, whole-school approach, family/community engagement, connecting learning and behaviour, social and emotional learning, inclusive practice and intervention and support.

The final report was comprehensive and affirmed the College's strengths in wellbeing and pastoral care. The College was particularly commended for:

- its comprehensive induction and transition processes for students
- the variety of programs and processes evident that provide a welcoming and inclusive environment
- the employment of a chaplain to work in partnership with students and families experiencing challenge
- continuing to build upon the use of MindMatters as the framework for wellbeing programs

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	93.28
Year 8	92.50
Year 9	90.55
Year 10	91.98
Overall average attendance	92.08

The retention rate for Years 9-12 students in 2016 was 84.88%.





Leadership and Management

Achievements

- Significant consultation with key stakeholders and our architect to design the redevelopment of the existing theatre into a contemporary 400 seat multipurpose auditorium
- Extensive review of the Administration and Finance areas of the College and development of position descriptions
- Installation of security cameras around the perimeter of the College
- Replacement of signage
- Further development of the College master plan
- Enhancement of the College grounds
- Implementation of Complispace to house all risk and compliance policies and procedures
- VRQA assessment completed with the College judged to be fully compliant

Professional Learning

In 2016, the average expenditure per teacher for professional learning was \$774. All teachers participated in professional learning offered at the College and many teachers participated in external professional learning on a range of topics related to their specific role at the College.

Professional learning offered at the College related to areas such as faith development, student wellbeing, learning and teaching and leadership. These included:

- Privileges and responsibilities of teaching in a Catholic school in the 21st century – Fr Elio Capra SDB
- The sacramentality and grandeur of creation and of life – Fr Elio Capra SDB
- Opening up Catholic Social Teachings - Megan Bourke, Caritas
- Leading Learning - Domain Leaders and Year Level Coordinators participated in a series of workshops facilitated by external consultants

- VCE data analysis
- ESCIP data analysis
- Mandatory Reporting
- Child Safety
- First Aid and Anaphylaxis Management
- Autism Spectrum Disorder – Dr Richard Eisenmajer

Staff Composition

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	85
FTE Teaching Staff	70.5
Non-Teaching Staff (Head Count)	34
FTE Non-Teaching Staff	27.9
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	91.57%



College Community

As a College we are proud of our reputation as a welcoming community in which all students are known and valued, where we treat each other with respect and dignity at all times. We are committed to ensuring that each girl is known, is respected and feels valued in this community.

We both value and recognise the role that parents play as the primary educators of our students. With that in mind, we are continually looking for ways to further develop this partnership.

Communication between the school, parents, students and the broader community remains open, reciprocal and effective.

Parent Satisfaction

The full school review undertaken in 2016 identified that the College has developed authentic partnerships with parents and offered opportunities to connect and engage them in their child's faith and academic development. New opportunities offered in 2016 for parents to be involved in College life, give feedback on the College and broaden their connections included:

- Co-Principal's Parent forum
- Mass for Year 12 students as they commenced their final exams at Our Lady of the Assumption, Cheltenham
- Parent seminar on 'Understanding the Teenage Brain!'

Feedback received from parents during 2016 through various forums was very positive. This along with their strong attendance and engagement in the various programs, evenings and events offered at the College indicates a high level of parent satisfaction.



Staff and Student Satisfaction

Feedback from staff collected through individual meetings and during consultation in regards to the future goals of the College indicated that there is a high level of energy, enthusiasm and pride amongst staff towards their work and the College.

Student feedback also indicates that students feel a strong connectedness to their peers and are motivated to do well in their studies.

