



2017 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 2017 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 2018





College Contact Information

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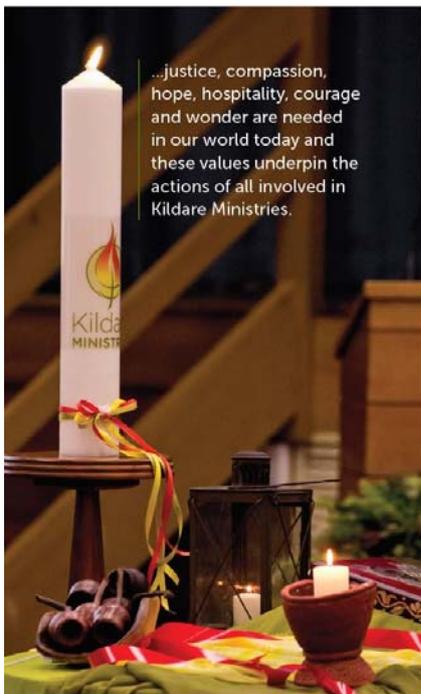


Our College Vision

Kilbreda College is a faith community committed to the teachings of Jesus and to inspiring a passion for learning, justice and stewardship acting in a spirit of strength and kindness.

Embracing the legacy of Saint Brigid, Kilbreda College inspires a love of learning, inclusiveness, compassion, wisdom and stewardship which are integral to the College's ethos.

As a Kildare Education Ministries School in the Brigidine Tradition we commit ourselves to the core values of Compassion, Courage, Hope, Hospitality, Justice and Wonder.



Staff and students form a community of learners. When our students graduate, we want them to be well informed, independent young women who are articulate and confident in their ability to embrace an ever changing world. We want them to leave with a well developed and transferable skill set and be resilient, critical thinkers, flexible and adaptable.

We acknowledge the responsibility that families place in us and trust that students will develop the confidence and desire 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 "Fortiter et Suaviter" which is Latin for **Strength and Kindness**. This motto encourages us to be strong in our principles, the basic beliefs by which we lead our life but kind in the way we interact with others as we live out those principles.

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. In December 2017, Land Titles were transferred from the Brigidine Sisters to the Trustees of Kildare Ministries. 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 2017 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 2017 was *Courage – speaking and acting with integrity*, which reflects one of our core values as a Kildare Ministries school in the Brigidine tradition. As members of this College community, whether it be staff, students or parents, we commit ourselves to these core values and to living them out through our words and action daily in the classrooms, hallways, school yard and in public. *Courage – speaking and acting with integrity* provided a powerful platform to make a difference in the lives of self, others and in particular to be the voice of the marginalised and vulnerable.

Considerable time was given to the implementation of the Child Safe Standards and practices to ensure that we provide a child safe environment that empowers our students to speak up if something is wrong and to understand that it is their right to be treated justly and with respect.

The commissioning of the newly formed FIRE (Friends Igniting Reconciliation through Education) Carriers in 2017 reminded us that as a school community, we have a responsibility to acknowledge the discrimination and injustice that has been inflicted on Indigenous Australians. It is our responsibility to promote equality by honouring each unique culture in our society. As individuals, we can take the initiative to educate ourselves and our peers to respect and celebrate Indigenous culture. The FIRE Carriers worked collaboratively to develop the following covenant:

We recognise that we stand on the sacred land of the Bunurong people of the Kulin nation. We respect Indigenous spiritual connections and beliefs. We aim to work together to help reconcile wrongs that have been done in the past and deepen our understanding of Indigenous culture in our school to provide hope for united future generations.

The inaugural Past Pupils of Distinction Dinner was another opportunity to celebrate some of the wonderful women who have passed through the gates of this College. We extend our congratulations to the eighteen nominees and acknowledge the four inductees, Carol Gaston AM, Professor Judith Kinnear, Doctor Mayumi Purvis and The Honourable Chief Justice Marilyn Warren AC. Professor Judith Kinnear concluded her acceptance speech by acknowledging the significant impact of the Brigidine Sisters of Kilbreda *who, over her student days, inspired in her a love of learning across many disciplines – music, maths, history, English Literature, French – and taught her that knowledge needs to be combined with understanding and compassion.* Our community is indebted to the courageous leadership and inspiration of all Brigidine Sisters who have been role models of learning, justice and compassion.



Kilbreda has a long and proud history of girls demonstrating persistence to achieve their goals. 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. 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.



Kilbreda College participated in the School Improvement Survey and the Resilience Youth Survey. The results of these surveys will be used to further enhance our learning, wellbeing and parent engagement programs at the College.



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 Italy, Timor Leste, Vietnam/Cambodia and Central Australia.



The creative and performance talents of students were demonstrated through musical and arts soirées, along with the outstanding performances of *Thoroughly Modern Millie* (in conjunction with St Bede's College) and the Art and Design Exhibition. The commencement of redevelopment of the existing theatrette into a multi-purpose 400 seat auditorium will further enhance the learning and performance opportunities for our students.



There were many opportunities for students to participate in sporting activities through involvement in both the SCSA and SESG.



For students to flourish not only academically but in all areas of their lives, it is important that they are happy and enjoy being at school. We are very mindful of the importance of a smooth and enjoyable transition to secondary school and have an extensive transition program. The Year 7 Transition Program was strengthened with the introduction of an outdoor education experience at Camp Howqua and an afternoon gathering of students entering the College from under represented, Catholic and government feeder primary schools prior to Orientation Day.

We are proud to reflect on the year that was and say with confidence that as a College we provided many opportunities across religious, physical, cognitive, emotional and social domains for our students to flourish - to grow in knowledge and also in character.



Learning and Teaching

The year began with the Leadership Team reaffirming the vision to be a learning focused school where the whole school community strives for continuous growth, with an emphasis on improving learning outcomes. At Kilbreda, learning stretches far beyond classroom instruction and assessment and importantly also encompasses spiritual, social and emotional learning.

This imperative was a driver of the work of the Domain Leaders in 2017. We set about reviewing the curriculum and programs, ensuring they are meeting the requirements of the Victorian Curriculum and importantly, confirming that we are catering for the needs of our students, enabling them to flourish in whatever pathway they choose. This was a significant task and a lot of work continues to be done by the Domain Leaders and the staff in their teams to ensure that we are offering a relevant and exciting curriculum, delivered with best classroom practice.

Linking in with the staff Professional Learning of Growth Mindsets and the increased focus on using data to inform our practice, we have begun the work of establishing a growth model of assessment. We believe that all students should be challenged in their learning, underpinned by our belief that every student can learn and achieve success.

The College offers a vast array of opportunities to enhance learning beyond the classroom. Students have participated in a multitude of exciting incursions, excursions and camps, all of which supplement a rich and holistic education.

At various times throughout the year, each Domain, capably led by Student Leaders, enjoyed a focus week. We were treated to some wonderful and creative holistic activities- from the furiously contested Staff vs Students Pictionary game, maths quizzes and puzzles, the appearance of Professor Bunsen for lunchtime Science shows and the ever popular lip-synch competition, just to mention a few!

These events take what is learned within the classroom into a different context and enable the students to challenge themselves in unique ways.

Within the classroom the opportunities were equally as rich and varied. The VCE offerings and elective programs at Year 9 and 10 are extensive and provide plenty of choice. We have continued to review and expand the subjects offered as part of the school curriculum. In 2018 we will introduce VET Applied Fashion, a Media Course at Year 10 and a revamped Writers Workshop elective at Year 9.

After much consideration and consultation, the new structure of the school day will take effect in the new academic year. The new format has been thoughtfully prepared and we look forward to the positive impact this change will have on our learning and teaching programs.

NAPLAN Results

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	
Reading	598.10
Writing	594.50
Spelling	590.00
Grammar & Punctuation	589.70
Numeracy	584.50



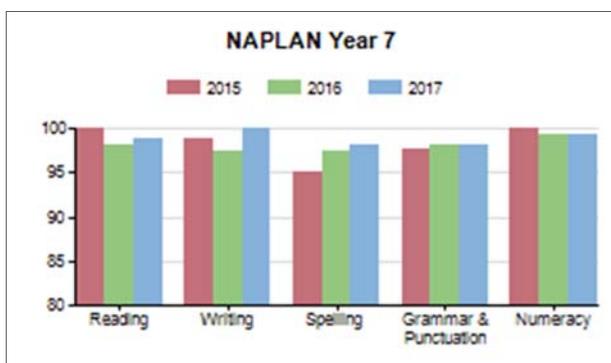
NAPLAN Changes in minimum standards 2016 – 2017

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

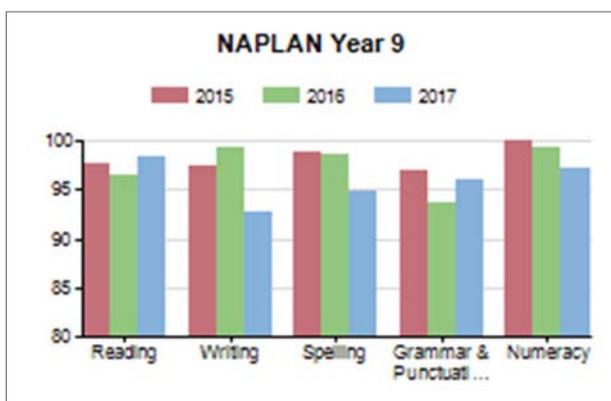
	Year 7 Changes %	Year 9 Changes %
Reading	0.7	1.9
Writing	2.6	-6.6
Spelling	0.7	-3.7
Grammar & Punctuation	0.0	2.4
Numeracy	0.0	-2.1

Over the period of 2015 -2017 student learning outcomes have remained fairly stable with only small fluctuations in most areas, with the exception of Writing in Year 9.

Year 7



Year 9



Senior Secondary Outcomes

We commend the class of 2017 on their results both in the Victoria Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

VCE median Study Score: 30

VCE completion rate: 100%

VCAL completion rate: 100%

In the Victorian Certificate of Education:

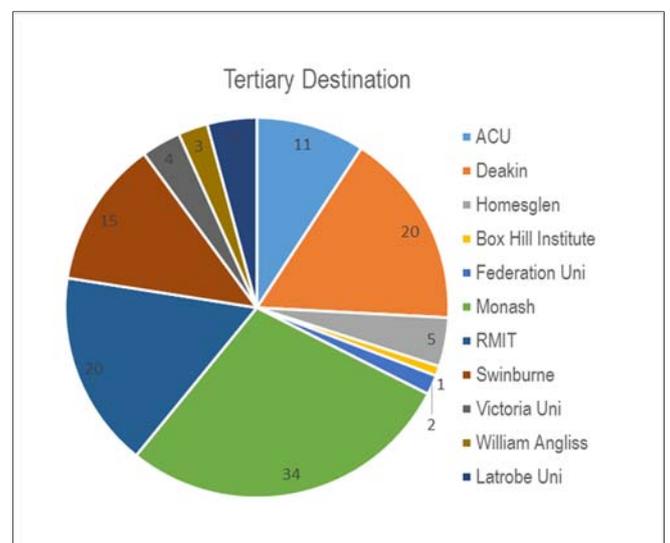
- Over 25 % of our students achieved an Australian Tertiary Admissions Ranking (ATAR) of 80 placing them in the top 20% of students in the state.
- 7.3% of Study Scores were 40 or above (top 9% in state)
- Two Perfect Study Scores of 50 were achieved.

The College Dux for 2017 was Jaimie Woolley who achieved a study score of 96.25.

Caitlin Bilos and Ciara Murray both achieved a Perfect Study score of 50 in Health and Human Development.

Post-School Destinations

Of the 139 students who completed Year 12 in 2017 and applied for a tertiary placement, 129 were offered a place.





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 2017 were:

- Student leadership programs
- Year 8 Foreshore Improvement Program
- Justice and Democracy Group
- Immersion programs to Central Australia and Timor Leste
- Italian Study Tour
- 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
- Dante Alighieri Poetry Competition
- High Resolves Leadership Program
- Write-A-Book-In-A-Day
- Melbourne Water Kids Teaching Kids Conference
- Dairy Australia Camembert in the Classroom Competition
- RACI Titration Stakes Competition
- World Challenge to Cambodia and Vietnam





Professional Learning

We are mindful that to improve student learning we need to ensure our staff are learning also. To meet this need, we appointed an Assistant Principal with a focus on Staff Learning and Development.

In 2017, the average expenditure per teacher for professional learning was \$1,274. All teachers participated in professional learning offered at the College with many also participating in external professional learning on a range of learning and wellbeing topics, specific to their role.

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

- *The Growth Mindset* - Mr James Anderson
- *Supporting Diversity and Inclusivity* - The Rainbow Network
- *Leading Learning and Wellbeing* - Dr Bern Nicholls
- *Middle Leadership: Making a Difference* - EDUCAA
- *A Spirituality Day I am Because we are* – Mr Paul Spence
- *Staff Formation Day, Understanding what it means to be a Kildare Ministries school in the Brigidine Tradition* - Sr Louise Cleary csb and Sr Bernadette Keating pbvm
- *Jesus and his Ministry to the Sick* – Rev Dr Elio Capra SDB
- *Jesus as a model for Courage* - Dr Rose Marie Prosser
- VCE data analysis
- NAPLAN data analysis
- Mandatory Reporting
- Child Safety
- First Aid and Anaphylaxis Management



Staff Composition	
Principal Class	2
Teaching Staff (Head Count)	99
FTE Teaching Staff	82.715
Non-Teaching Staff (Head Count)	40
FTE Non-Teaching Staff	36.237
Indigenous Teaching Staff	0

Teacher Qualification	
Doctorate	0.00%
Masters	22.89%
Diploma - Graduate	48.19%
Certificate - Graduate	12.05%
Degree Bachelor	93.98%
Diploma - Advanced	28.92%
No Qualifications Listed	0.00%

Teacher Qualification	
Teaching Staff Attendance Rate	90.84%
Staff Retention Rate	89.02%



Student Wellbeing

The wellbeing of each Kilbreda student is of paramount importance to us. We are committed to providing a safe and secure environment in which students are able to learn and grow.

Kilbreda College understands that its responsibilities to students relate not only to their educational and spiritual progress, but also to their wellbeing as individuals. As such, we have a whole school approach to student wellbeing, recognising that a Kilbreda girl is not just another face but also an individual with a unique personality who can flourish in a supportive, respectful and caring environment. Our school policies, programs, structures and curriculum are student centred. In addition, we have developed a range of support systems and programs that are designed to equip our girls with confidence, respect, tolerance and resilience – skills they need to deal with many complex issues that confront them as they move through school into adulthood.

Our Pastoral Care Programs are age and stage appropriate, addressing adolescent needs in a timely and relevant manner. Within a supportive and nurturing environment, we strive to foster in all students a confident sense of self-worth and a willingness to take initiative, accept responsibility and exercise leadership.

Achievements

Throughout 2017, our wellbeing practices focused on providing our students with opportunities to reflect on 'Who am I?' and to explore 'What is my identity and sense of purpose?' The Student Leadership Team demonstrated active citizenship and worked tirelessly to facilitate theme based weeks and activities that inspired creativity, community and connection. The Justice and Democracy group, the Faith and Liturgy Leaders and the FIRE Carriers have empowered the College Community to contemplate what it means to work towards the common good, to challenge unjust structures and to be the voice for the voiceless. The College's efforts in driving Caritas Australia's Project Compassion Campaign, the inaugural Year 12 Women's Health Breakfast, creating candles to raise funds

for the Brigidine Asylum Seekers Project, donating clothes for *Klothes 4 Kalumburu* and creating a 'together' mural to honour Reconciliation Week are all examples of student led initiatives that reflect our students' ability to embrace the call to take action.

2017 saw the seeding of new initiatives such as the Year 7 Transition Camp, Year 10 Futures Week, the Year 7 and 8 netball tournament, the Year 8 Explore, Excite and Experience week, the Past Pupils of Distinction Dinner and a Making Connections afternoon for future Kilbreda students. These initiatives have provided our students with the opportunity to build resilience through experience, to develop the intrinsic motivation and 'know how' to be resourceful, to think critically and creatively and to reflect on the tradition of excellence, rich history and outstanding opportunities enjoyed by Kilbreda students.

Our Student Leadership Program continued to develop in 2017 empowering our students to see the world through another's lens, providing opportunities for peer mentoring and creating learning environments that would bring out their best. A comprehensive review took place regarding the selection of our College Student Leadership Team. Our Year 12 2017 Student Leaders played an active role in the selection of our 2018 College Leaders. Preparation commenced on the introduction of a Middle Years Student Leadership Program for 2018. A significant number of students put themselves forward for these sought after positions.

In 2017, we concentrated great energy on Child Safe Standards and practices and to creating a child safe environment that empowers our students to speak up if something is wrong. This has been achieved by the Year Level Coordinators', Student Counsellors' and College Chaplain's strong commitment to developing pastoral programs that maintain high ethical standards, facilitating quality professional learning sessions for staff and ensuring that each of our students is known as both an individual and a learner.



During 2017, the Student Wellbeing Team worked collaboratively with all key stakeholders in the College to review the College’s mobile phone policy. In consultation with the Student Representative Council, a new policy was developed.

Student Resilience and Satisfaction

In 2017, the College worked in partnership with Kingston Council Youth Services as part of the Kingston Resilience Initiative. As part of this initiative, Kilbreda College implemented Resilient Youth Australia’s Youth Resilience Survey with students from Years 7-12. This evidence based online survey provided the College with data on the self-reported strengths of our girls. The Student Wellbeing Team commenced preliminary work on analysing this data, taking advantage of the opportunity it provided to plan programs and events to strengthen resilience.

The School Improvement Framework (SIF) Student Survey was undertaken in 2017. Students surveyed for the SIF report could identify that they are strongly connected to the school and to each other and feel safe. Students indicated that they have high levels of motivation and learning confidence with actual scores in the top 25% of the state achieved. They appreciate the positive relationships they have with their teachers and believe that this assists greatly in their learning processes.



Student Attendance and Retention

The College has invested significant time and resources in improving student attendance leading to noticeable improvement. An Attendance Officer follows up with parents/carers if notes or other documents have not been received to explain their daughter’s absence. Parents can review attendance live through the Parent Portal.

The retention rate for Years 9-12 students in 2017 was 91.72%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	92.79
Y8	92.39
Y9	92.47
Y10	90.82
Overall average attendance	92.12



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.

The constant challenge for Catholic schools of our times is to learn how to tap into our students' spirituality and how to make God alive to them as young women who live in the secular world of the 21st century. Part of our mission as a Catholic school is to provide avenues for connection to the Gospel values that are an integral part of our Christian tradition and then to find meaningful ways to challenge our students to live these values. At Kilbreda, the paradigm within which we work includes liturgy, religious education and social justice. We continue to nurture the faith and spirituality of our community. In order to achieve this effectively, it is fundamental that our College and our families continue to work together to develop this unique mission of God.

Our Opening Mass, celebrated by Fr. Brian Collins was a joyful occasion for the Kilbreda community as we welcomed the Year 7 students, and other staff and students new to the College and the new school year. We were reminded by Fr Brian that we can all be resourceful, kind and sensitive to self and others and that we all need to have courage in the way we act, embrace challenges in our learning and interact with others.



The 2017 Pentecost Letter from Archbishop Denis Hart challenged young people to embrace the words of Pope Francis:

My friends, Jesus is the Lord of risk... Jesus is not the Lord of comfort, security and ease. Following Jesus demands a good dose of courage, a readiness to trade in the sofa for a pair of walking shoes and to set out on new and uncharted paths. (World Youth Day, Krakow 2016).

Throughout the year, staff and students were offered rich and diverse opportunities for them to reflect upon and enrich their faith. In 2017 some of the many opportunities for students were:

- Each class visited the chapel as a sacred space for liturgies and reflections
- Year 7 and 8 class Masses at Our Lady of the Assumption, Cheltenham and St Patrick's Mentone where students were welcome by parishioners and participated in readings and serving
- Year 9 Retreat Day focussing on stillness and nature and the theme *Creation and Stewardship*
- Year 10 Interfaith Immersion Day
- Year 11 Urban Seed City Retreat to explore homelessness and how as a community we can respond justly to those who are excluded and vulnerable
- Year 12 three day Retreat of self-exploration and reflection
- Year 12 Parent Mass held at Our Lady of Assumption in recognition of the commencement of VCE Unit 3&4 exams



- Year 12 Graduation Mass
- Year 12 cultural immersion program to Timor-Leste
- Commencement of the school year and Brigidine Day celebration of the Eucharist as a school community
- Ash Wednesday and Easter liturgies
- Student led prayer at College Assemblies
- A conscious commitment to provide prayer and reflection in response to local, national and international issues
- Support of Brigidine Asylum Seekers Project and Timor Leste through fund raising and awareness
- Fair Trade Week
- International Women's Day
- Interschool Indigenous Issues Forum
- *Klothes 4 Kalumburu Drive*
- One Million Stars to End Violence
- Palm Sunday Rally in support for Refugees
- Reconciliation Week
- Winter Sleepout
- 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



Kilbreda has a strong commitment and connection to matters of social justice. This is not only spoken about but is lived through action. We want our students to understand social justice issues both locally and internationally, voice their opinions and understand that they can make a difference through their words and actions.

In 2017, a Catholic Identity and Mission Team was formed to lead further development in this area. It included a Co-Principal, Religious Education Coordinator, College Chaplain and Liturgy and Faith Leader, Justice and Democracy Coordinator, FIRE Carriers Coordinator and three students – Liturgy and Faith and Justice and Democracy Leaders.

Professional learning sessions for staff were held over the course of the year:

- A Spirituality Day, *I am because we are* – Mr Paul Spence
- *Jesus and his ministry to the sick* – Rev Dr Elio Capra SDB
- *Jesus as a model for Courage* – Dr Rose Marie Prosser
- Staff Formation Day, *Understanding what it means to be a Kildare Ministries school in the Brigidine Tradition* - Sr Louise Cleary csb and Sr Bernadette Keating pbvm





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. Parent seminars are held each year to address issues relevant to raising and living with adolescents.

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



Community Satisfaction

The Insight SRC School Improvement Survey undertaken in 2017 reported favourable scores with high percentage of parents, staff and students responding favourably to the survey questions (i.e., they gave a response that was at or above the midpoint of the scale). Results 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.

Opportunities offered in 2017 for parents and families to be involved in College life and broaden their connections included:

- Women's Health Breakfast
- Big Sister Little Sister Parent gathering
- Grand parent/carers Morning Tea
- *The Growth Mindset* parent evening- James Anderson
- Year level specific Information Evenings
- Parent, Teacher, Student Interviews



There was strong attendance and engagement in the various parent evenings and events offered at the College indicating a high level of parent satisfaction.

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.