



2011 Annual Report to the School Community



Catholic Regional College
North Keilor

REGISTERED SCHOOL NUMBER: 1835

Contents

Contact Details	1
Our College Vision	2
College Overview.....	3
Principal’s Report	5
Church Authority Report	
Education in Faith.....	7
Learning & Teaching	8
Student Wellbeing.....	11
Leadership & Management	13
College Community	18
Financial Performance	20
Future Directions.....	21

Contact Details

ADDRESS	Santa Monica Dve, North Keilor. 3038
PRINCIPAL	Mr Gregory Wade
PARISH PRIEST	Fr. John O’Reilly
SCHOOL BOARD CHAIR	Fr. John O’Reilly
TELEPHONE	03 9361 5900
EMAIL	gwade@crcnorthkeilor.vic.edu.au
WEBSITE	www.crcnk.com.au

Our College Vision

Whenever we promote our College we use the phrase “Educating in Faith ... Educating for Life”. This phrase encapsulates the vision we have for every student who attends our College. - We want CRCNK to be providing them with the best possible Education in Faith and Education for Life that a Year 7 – 10 Catholic Co-educational College can. Our school is driven by strong values and a belief that with sufficient time and support, every student can experience success. Given that, any initiatives / programs undertaken at the College must have as their foundation the values and beliefs that are expressed in the College’s Mission Statement¹.

¹ Attachment 1 – College Mission Statement.

College Overview

Founded in 1982, Catholic Regional College North Keilor is a Year 7 – 10 co-educational school which serves Catholic youth from the parishes of Saint Christopher's Airport West, St. Augustine's Keilor, St. Mary of the Assumption Keilor Downs and Kealba, and Emmaus Parish, Sydenham. We enjoy membership of a Federation of five Catholic Regional Colleges which provides a Catholic co-education to students in the north - western suburbs in the Archdiocese of Melbourne. Sister Colleges in the Federation include CRC St. Albans, CRC Melton, CRC Caroline Springs and our senior campus CRC Sydenham. CRC North Keilor's motto, "Make us Bearers of your Peace" underpins our mission which seeks to provide an "Education in Faith" and an "Education for Life" for all of our students.

The school is housed in 9 main buildings. These house 19 general purpose classrooms (6 of which are portable classrooms), 2 Science laboratories, 2 Design Education rooms and 3 computer laboratories as well as specialist Music, Drama, Physical Education, Materials Technology (Wood) and Food Technology facilities. There is a large maintenance shed and an Administration wing which houses the General Office, the staff amenities and work areas. The most recently constructed building (2008) is our Chapel, which is sited at the front of the school. The school is fortunate to enjoy spacious grounds which provide very good active and passive recreational facilities for the students. School Improvement Report (SIR) data indicates however, that with less than 80% of the facilities specified for a school our size by Commonwealth Government guidelines, we are in need of additional Materials Technology and Science teaching spaces. The buildings and facilities are well maintained and provide a comfortable environment for students and staff.

The students from CRC North Keilor come from a variety of socio-economic backgrounds, with Anglo-Saxon, Italian and Maltese forming the greater majority. We also have students from Croatian, Vietnamese, Pilipino backgrounds. The school has a Socio Economic Score (SES) of 100. We have a two-tiered fee structure – high fees (\$4,408 p.a. plus levies) / low fees (\$2,608 p.a. plus levies). 3.7% of our families are paying high fees, the remainder paying low fees or a part thereof. 19% of our families are eligible for EMA and 4.0 % receive LNSLN funding.

In 2011 we had 573 students enrolled at the College and there were 483 families. It is expected that there will be a fluctuating enrolment over the next 4 – 6 years. Our relatively high SES index continues to makes it very difficult for the College to attract government grants for capital works. This means that the College must fund its own building and capital works programs. The average Homepage class sizes in 2011 were: Yr 7 – 26.5 Yr 8 – 24.3, Yr 9 – 26.6 and Yr 10 – 27. Practical class sizes are smaller.

The school employed 46 teaching staff and 25 non-teaching staff in 2011.

Though the Colleges in the Federation are autonomous, they are interdependent and are all administered by the one College Council. Council membership consists of the Canonical Administrators from the supporting Parishes, the 5 Principals, Parish representatives, the Federation Business Manager and co-opted members as required. The Council has two sub-committees; the Finance Committee and the Board of Studies.

Catholic Regional College North Keilor encourages a community atmosphere. Events such as whole school Masses, Parent / Teacher / Student interviews, the Parents & Friends Association and Working Bees foster this. We also celebrate our history through Mass and activities on our Establishment Day in August. The school is welcoming to all and encourages the strengthening of the 'home - school' partnership. A Year level Newsletter and a fortnightly College newsletter with contributions from teachers and students are used to keep parents informed about current issues, activities and upcoming events. Parent Information nights and P/T/S interview evenings are well attended.

Principal's Report

Each school year brings with it, its own highlights and challenges. In that sense 2011 was similar to many that have gone before. Nonetheless we have had much to be thankful for in 2011.

The Eucharist, once again, was at the centre of an omni-present and vibrant faith life at the College. Whole school community Masses were highlights on the calendar and weekly Homepage Masses provided students with a more intimate opportunity to participate in Eucharistic celebrations. We are fortunate we are to have such a beautiful Chapel in which to host such celebrations and to have such supportive Pastors prepared to be with us for these occasions.

Another highlight came on Sunday, 5th June, when the communities of Sacred Heart, Emmaus and the Federation of Catholic Regional Colleges, gathered to celebrate Fr John O'Reilly's 50th year as a priest. One would be hard pressed to find anyone who has contributed more to these communities and we are all deeply indebted to Father John for his vision and his works of service over such an extended period of time.

The Social Justice Team worked tirelessly throughout the year and ensured that we never lost sight of our responsibilities to those less fortunate members of our own community and those in the Global community. Kyle Wollbrandt, one of our College Captains, ably represented the College at World Youth Day 2011 in Madrid.

The new outdoor sports and recreational area has been used extensively by the students this year. It actively engages a hundred or more students on a daily basis.

2011 saw the introduction of the **Audeamus Program**. This innovative, inter-disciplinary project, gives our Year 9 students opportunities to take more responsibility for their own learning and to explore a world outside the school environment. Along the way they are developing their ability to work in teams and developing their ICT skills – all essential as they prepare to take their place in a 21st Century workplace.

The **SLIP Team (Secondary Literacy Improvement Project)** met weekly to plan, discuss and trial ways in which they could support the literacy development of students. I am confident the practices they have developed will assist in the development of students literacy skills into the future.

It is appropriate to acknowledge those who have made contributions to College life in 2011. Once again our **students** have excelled in so many areas – too many to mention here ! They remain the best possible advertisement for our College.

Our **parents** continued to give generous support to the College throughout 2011. A special thank- you to those who supported the activities of the P & F Association this year.

I thank also our **sponsors** for 2011. Their generosity has enabled the College to provide an enhanced offering to our students.

The College is indeed fortunate to have such dedicated and conscientious **staff** – teaching and non –teaching. I am especially grateful to them as 2011 was a very difficult one for a number of them and their families.

Unfortunately 2011 was also a year where many in our community were touched by the loss of a loved one and / or encountered serious illness or injury. We keep them in our thoughts and prayers.

Despite this, I believe I am well justified in stating that 2011 was a year of both real and measurable improvement in all the “Spheres” of our College.

Education in Faith

Goals & Intended Outcomes

That students' knowledge in Religious Education will improve.

That student understanding and practice of the Catholic faith will improve.

That staff as a whole will value the Catholic ethos.

Achievements

The Mission Statement of Catholic Regional College North Keilor states that “We envision a school where the understanding of human integrity, as modelled by Jesus Christ and taught by the Catholic Church, is lived” and this is supported and promoted throughout all areas of the curriculum but specifically through the Religious Education and Faith Development program at the College. As a whole College we celebrate Mass four times a year, once each term and we also celebrate Mass for each Year Level, in our College Chapel. Mass is also celebrated on a weekly basis for each homebase group. Each day of the academic year begins with prayer both for staff and for students. Homebase prayers are written and led by students. We also celebrate significant events during the school year including our Establishment Day, the feast of the Sacred Heart, Anzac Day, Sorry Day and Remembrance Day. We enjoy the support of the priests in our feeder parishes on a regular basis.

CRC North Keilor enhances the faith education of all our students through a variety of extra and intra curricular activities. These include:

- Weekly Mass for all homebases and Year levels
- Student led liturgies commemorating Anzac Day, Sorry Day and Remembrance Day
- Establishment Day Mass
- The Sister Veronica Lonergan Leadership Award
- Attendance at World Youth Day 2011 in Madrid
- Appointment of a Social Justice Captain and team
- Social Justice initiatives which include:
 - Fund raising for specific extraordinary events
 - Support of the Bahay Tuluyan project in the Philippines
 - Winter and Christmas Appeals for the St. Vincent de Paul
- Reflection Days at Years 8, 9 and 10
- Attending the St Patrick’s Day School Mass
- Attending the Conversation with the Archbishop
- Liturgies included as part of all camps.
- Guest Speakers to enhance the RE Curriculum
- Excursions to support the RE Curriculum including visits to
 - Mosque, Synagogue, St. Patrick’s Cathedral, St Paul’s Cathedral

Learning & Teaching

Goals & Intended Outcomes

That all teachers have a thorough and comprehensive understanding of how to implement assessment tasks to improve student learning.

That the College use multiple sources of data (SIF, NAPLAN and PAT) to inform curriculum planning and assessment strategies.

That the curriculum taught in 2011 and beyond incorporates AusVELS and engages, extends and challenges students.

That teacher are empowered to work collaboratively to improve student engagement and learning.

Achievements

A major focus of the 2011 year was to design curriculum that was engaging and challenging for all our students. One of the ways in which the College aimed to do this was to amplify the use of digital tools and media content within the learning experiences. In this context considerable resources were focussed on the implementation of the Year 7 one to one laptop program. This has involved a great deal of planning by the ICT Team, College Business Manager, College Librarian and Learning Area Leaders. This strategy was launched on July 18th at a whole school professional development day 'Inspired by Technology- Driven by Pedagogy.' Staff also undertook professional development throughout Semester Two to build their own skills and to explore embedding these experiences into the curriculum. To further support this program interactive whiteboards have been installed in all Year Seven, Year Ten and specialist rooms. As the curriculum was being reviewed in light of the laptops it was timely that staff also implemented the AusVELS curriculum at Year Seven.

2011 saw the continuation of SLIP, Audeamus and the NITOR program. In particular the SLIP team worked to continue to share strategies with the whole staff and reflect on their practice.

In order to encourage all our students to produce their best work and develop into independent and confident learners a series of forums were held with staff to review our current assessment practices and plan how to develop processes that will support and challenge our students to strive to deepen their learning. A revised Assessment Policy will be implemented in 2012.

Table 1

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9					
NAPLAN TESTS	2009	2010	2009–2010 changes	2011	2010–2011 changes
YEAR 7 READING	100 %	97.3 %	-2.7 %	99.4 %	2.1 %
YEAR 7 WRITING	99.2%	98.6 %	-0.6 %	98%	-0.6 %
YEAR 7 SPELLING	98.5%	95.9 %	-2.6 %	97.3%	1.4 %
YEAR 7 GRAMMAR & PUNCTUATION	99.2%	91.9 %	-7.3 %	96%	4.1 %
YEAR 7 NUMERACY	100 %	98 %	-2 %	96.2%	-1.8 %
YEAR 9 READING	98.6 %	97.7 %	-0.9%	98.4 %	.7 %
YEAR 9 WRITING	95.3 %	94.4 %	-0.9%	93 %	-1.4 %
YEAR 9 SPELLING	96 %	95.3 %	-0.7 %	98.4 %	3.1%
YEAR 9 GRAMMAR & PUNCTUATION	96.7%	93 %	-3.7%	97.7 %	4.7 %
YEAR 9 NUMERACY	98.6%	97.7 %	-0.9 %	98.4 %	0.7 %

Table 2

MEDIAN NAPLAN RESULTS FOR YEAR 9		
YEAR 9 READING	5.32	Score
YEAR 9 WRITING	0	Score
YEAR 9 SPELLING	5.14	Score
YEAR 9 GRAMMAR & PUNCTUATION	4.71	Score
YEAR 9 NUMERACY	4.76	Score

The median scores presented in Tables One and Two above represent the average standard level achieved by students in Victoria. The median score is calculated using NAPLAN data. It is important to note that national benchmarks are minimum standards; these are the standards by which the NAPLAN results are measured. The standards set by the Victorian Government

through the VELS are at a more advanced level. In some disciplines and learning areas, the VELS establish competencies up to 12 months in advance of a student completing a particular year level.

The median scores for CRCNK Year 9 students in 2011 are presented in Table One. Note that: writing is shown as 0 in 2011 as the NAPLAN writing assessment was a persuasive writing task could not be compared to the narrative writing task in 2010.. The state-wide median scores are expected to be between 5.0 and 6.0 in each domain tested.

The College recognises that there is still more work to be done in improving numeracy and grammar results and we are currently implementing a range of interventions to improve in this area.

Of particular interest however is the data from the MySchool website that shows that while students' numeracy results at CRCNK are lower than the state average in numeracy at Year 7 significant value adding occurs over three years as the cohort ends up at the state average in Year 9

Student Wellbeing

Goals & Intended Outcomes

To foster a whole school approach to Student Wellbeing

To increase staff awareness and understanding of current Student Wellbeing frameworks and strategies with an emphasis on primary prevention and early intervention strategies

To raise awareness for staff and students of the core values and mission of the College in relation to Student Wellbeing

To further develop positive relationships and interactions between members of the College.

To lay the foundations for the introduction of a Student Wellbeing program (Period) in 2012 which aims to raise the profile and effectiveness of student wellbeing initiatives.

To create opportunities for parents to be involved in a partnership to raise awareness and provide them with resources that could assist in improving student wellbeing.

Achievements

- Through professional development opportunities for the staff we have continued to raise awareness of the close link between student wellbeing and improved learning. Staff have been involved in current Wellbeing initiatives.
- 2 staff now have Master Degrees in Student Wellbeing
- HBT weekly meetings
- Cybersafety presentations – link with local Youth resource officers from Keilor Downs Police station
- Attendance of Parents at Information Evenings continues to be high
- Improved communication - A new student planner, which details key policies and expectations, has provided clarity to both students and parents and is a key form of communication along with the fortnightly newsletter
- Nitor – our Year 10 program for boys modelled on applied learning
- Overt displays of classroom management approaches and expectations of our students Wellbeing.

STUDENT ATTENDANCE RATE	94 %
--------------------------------	-------------

The student attendance rate has remained relatively steady over the past few years and we are working to improve it via more rigorous follow up of unexplained absences. This is done through the sending of an SMS at 10am to the parents of any student that has been marked absent and we have not received notification of the absence via phone to the office staff or the absence line, as well as follow up by the Homebase teacher and the Year Level Co-ordinator.

In 2012 we will be moving to an electronic marking for attendance of Homebase in the morning and afternoon and for each lesson throughout the day. This will enable us to have much more accurate data on the frequency of absence particularly related to subjects.

Currently there are two factors that are impacting on the attendance rate. Firstly, the absences due to families choosing to travel on extended holidays, locally and overseas and secondly we

have a few students that have extended illnesses or are school refusers. Both these factors are impacting on our average attendance rate. As a College we are looking at ways to reduce these absences.

STUDENT SATISFACTION

The data from Insight SRC would confirm that our students are happy at Catholic Regional College North Keilor. The generally feel safe and connected to the school. Our “hands off” policy and the implementation of a Bullying and Harassment policy have resulted in a reduction of incidents of aggressive behaviour.

Opportunities for student involvement have included the formation of a Student focus group, tour guides at the College Open day and invitations to a “Back to CRC” BBQ.

The Nitor Program has continued to engage the boys and help them on their journey to ‘manhood’. The success of the program has been recognised by the Student Wellbeing Team at the CEOM and we have had a number of teachers from other schools visit the College to see first-hand what is being achieved, including two teachers from Burnie in Tasmania. Each of the visitors has commented on the positive relationships between the students, their parents and the staff, the engaging curriculum offered and the difference this was making to the student’s learning.

Year 7 Transition Interviews - For the first time this year we held interviews with the students and parents, who would be joining the College community in 2012. The aim of these interviews was to meet the new students and find out a little about them and their families, and for the students to have established a contact person and a familiar face in order to support their transition to North Keilor. This was an overwhelmingly positive experience for the students, their parents and the staff, as we made our first step to establishing positive relationships with our new students.

Leadership & Management

Goals & Intended Outcomes

That the educational and supportive leadership skills of the Leadership Team and other school leaders will improve.

That a stronger professional culture will develop and that this will be informed by explicit staff expectations and behaviours linked to the College and professional values, and ongoing, school-based professional learning.

That, as a result of altered L & M practices, there will be improved role clarity and communication for staff and students.

That a responsible balance will exist between GAC staffing guidelines and the program needs of the students.

That buildings and amenities will be developed and maintained in such a manner as to offer the best possible teaching and learning environment for teachers and students.

That the best possible resources will be provided for teachers and students.

That ICT will be developed in such a manner that students and teachers will have access to the latest technologies so that teaching practices are enhanced and learning improves.

To develop a Sustainable Care of the Environment policy & practices eg Water conservation, Solar Power, etc

To ensure financial accountability for capital and recurrent expenditure and in so doing ensure the long term financial viability of the College.

That there will be improved accountability by those responsible for budgets within the College.

Achievements

As a result of our participation in the School Improvement Framework project in 2008 / 09, the College developed the "School Improvement Framework Strategy Plan 2009 – 2012". This plan provides a direction for whole school improvement for the stated period of time. The goals for the Leadership and Management Sphere are outlined above and what follows represents a summary of what was achieved in 2011, as we work towards achieving the stated goals and intended outcomes.

- **Improving educational and supportive leadership skills of Leadership Team and other school leaders.**

A comparison of SRC Insight data, 2010 and 2011, indicates that there has been improvement in the indicators of educational and supportive leadership at the College, notwithstanding a negligible decrease in the empowerment indicator.

- Supportive Leadership – increased 4%
- Empowerment – decreased 1%
- Appraisal and Recognition – increased – 11%
- Professional Growth – increased 7%

Encouraging staff who aspire to and demonstrate potential for leadership in our College will remain an ongoing priority in 2012.

- **Development of a stronger professional staff culture** – The College expectations for staff were highlighted at the first staff meeting of the year. Staff at their Annual Review Meetings were asked to reflect on how well they were meeting three of the eight professional standards (1, 6 and 7) and to draw up a personal professional plan for the next 12 months. Through these mediums staff are coming to a greater awareness of what is expected of them professionally in whatever role it is they have at the College.

- **Improve role clarity and communication for staff and students** -

There has been a significant increase in the CLARITY indicator as shown by a comparison of the 2010 and 2011 SRC Insight data. (31.7% to 49%). Having gone through the exercise of clarifying role descriptions in recent years, staff appear to be clearer on what is being expected of them in their roles.

- **Personnel Management** – In 2011 student enrolments were strong. 163 students were enrolled into Year 7. This, combined with staff movement and adjustments to part-time teaching allotments, resulted in the College operating within an acceptable staffing level as compared to the GAC recommended staffing ratio in 2011.
- **Buildings and Amenities** – In 2010 an application for a Capital Grants to allow us to continue with the development of the Master Plan was unsuccessful. The College's SES (Socio-Economic Index), which is "100", means that many other schools are rated needier than us. As a result of this the College will have to raise its own funds to finance future building and development projects. A high fee collection rate, however places us in a good position to apply for loans in 2012 / 13.

The cyclic maintenance program continued in 2011. Major works included the :

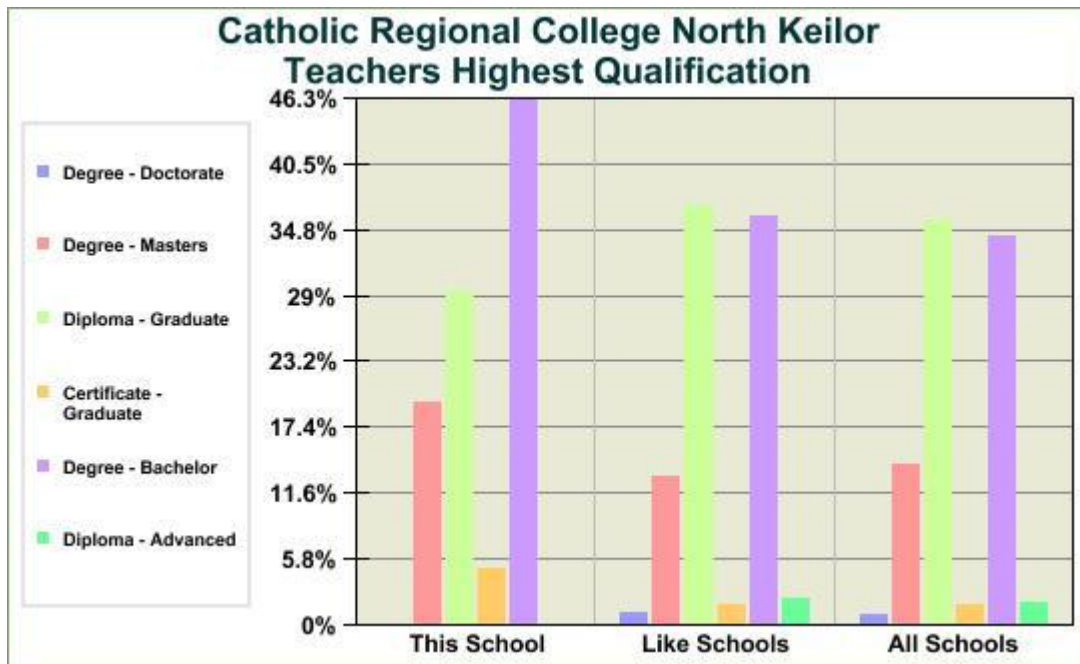
- (i) Refurbishment of Portable classrooms - \$27k
- (ii) Air conditioning / Heating – \$15k

- **ICT provision** – In 2011 the College continued to move forward in this area with the purchase of a further 7 interactive whiteboards, 2 data projectors and a variety of digital tools (Flip Cameras etc). Planning and preparation for the 1:1 Laptop Program for the Year 7 group of 2012 continued in earnest. Our administration staff continued to learn more about the new school administration package (Synergetic) and we are now beginning to realise the practical benefits of this move.
- **Financial Accountability** - the 2011 AFS was prepared and audited by Clement, Dunne, Bell Partners and was submitted to the CEOM by 30th April, 2012.

The debt per pupil in 2011 was \$1,844. Continued vigilance will be required to ensure all available fees are collected if we are to meet our loan repayments. Fee rises for 2012 and in the future can be expected if the building program is to be continued given our inability to attract Government Capital Grants.

TEACHING STAFF ATTENDANCE RATE	93 %
STAFF RETENTION RATE	90 %

Teachers Highest Qualification - Catholic Regional College North Keilor - 2012



Teachers' Qualifications

Level	This School	Like Schools	All Schools
Degree - Doctorate	0%	0.98%	0.84%
Degree - Masters	19.51%	13.5%	14.65%
Diploma - Graduate	39.02%	44.72%	43.72%
Certificate - Graduate	17.07%	6.51%	5.87%
Degree - Bachelor	95.12%	81.33%	80.05%
Diploma - Advanced	39.02%	25.54%	23.51%
No Qualifications Listed	0%	7.13%	9.92%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Forty six college staff members were involved in a number of whole school and individual professional learning activities.

Professional Learning took place in the following categories

- Classroom Management
- Senior Leadership
- Middle management Leadership
- Religious Education
- Accreditation to teach in a Catholic School
- Vocational Education
- Special Learning Needs
- Science
- Technology
- Library
- Mathematics
- The Arts
- Gifted and Talented programs
- Health and PE
- Student Wellbeing
- Anaphylaxis Training
- Boys Education
- Curriculum review and development
- VELS
- LOTE
- NAPLAN

\$100,898 was spent on external Professional Learning in 2011.

Staff took advantage of activities related to accreditation to teach in a Catholic School and accreditation to teach Religious Education in a Catholic School offered at Colleges within the Federation.

Teachers were provided with a record of the professional learning activities they attended both internally and externally.

The cost to register teachers in these activities was \$56,347. In addition, staff who participated in Professional Learning activities were replaced by Casual Relief Teachers. These costs have been estimated at \$38,142 which relates to the cost for 155 days coverage @ \$246.08. In a number of cases, attendees will actually have been covered by other teachers as per usual school practice.

Other Expenditure relating to the Professional Development of Teachers included catering for Professional Development Functions at a cost of \$6,409.

Hence, the Total Cost for Professional learning is \$100,898. The number of equivalent full time teachers was 41.8 FTE. Therefore expenditure per teacher on Professional Learning is \$2,413.82.

This expenditure does not take into account the professional learning which also occurs in scheduled meetings. For example, each week, there are three scheduled after-school meetings which take place between 3.30pm – 5.00pm. On average staff could be expected to attend two meetings per week.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 46

AVERAGE EXPENDITURE PER TEACHER FOR PL \$2,413

TEACHER SATISFACTION

Whilst the SRC Insight data (2010 of 2011) shows that there has been continued improvement in many of the areas surveyed, there are areas staff have identified as needing attention and improvement.

These would include the need to improve;

- Staff Leadership development
- feedback & accountability of staff & encouragement of responsibility for Learning and professional development
- the Teaching & Learning Program – 21st Century Curriculum
- resources
- Respect
- Individual Morale & School Morale
- Supportive Leadership i.e. the need to develop middle leaders and use a more facilitative approach
- Teamwork / Empowerment / Ownership – encouraging teams to work more effectively
- Appraisal & Recognition / Professional Growth – focus of PD in 2012 should be on TEAMS in Teaching & Learning
- Student Management – encourage greater consistency across the whole staff
- Teacher Confidence / Engaging Practice / Quality Teaching – a perceived need to share & talk more about this

The Leadership Team has reviewed this data and is factoring it into its planning for 2012.

College Community

Goals & Intended Outcomes

That the proportion of enrolments from our feeder schools will increase.

That the activities / interactions with our feeder Primary schools and Federation Colleges will increase.

That regular opportunities for staff to interact socially with each other will occur.

That there will be opportunities available for staff to discuss their issues/concerns.

That classrooms will be tidy, well maintained and visually stimulating.

That staff and students will practise the principles of 'reduce, reuse and recycle'

Achievements

In 2011, the students, parents and staff at CRC North Keilor were involved in many activities and events that can be seen as improving their involvement with each other and other members of the school community. While there is little data collected on these activities, the evidence for their success is in the verbal feedback, cooperation and continued participation.

Students were involved in

- Sports programs including SACCSS, Premier league, Non Premier league, Cross country, Yr 8 Sport.
- Leadership embracing School Captains, Sports Captains, Social Justice Captains, SRC, Peer support and Arts Captains as well as the awarding of the Sr Veronica Lonergan Leadership Award annually.
- Recognition of achievement and effort through Semester awards, Sports awards, Arts exhibition awards, Academic awards and Endeavor awards.
- Involvement in College events through Reflection days, Establishment day, Socials/Formal, Unleashed, Choir, Instrumental music program, VCE/VET/VCAL Information evenings
- Involvement in Open day, Catholic education week activities, camps, excursions, guest speakers, community service, raising money for charity, Work experience, Artsplay, Nitor and Audeamus

Parents were involved in

- Information evenings, working bees, P&F association, Establishment day, parent teacher interviews- Attendance rates over the past have been high. 2008 90%, 2009 91.3% 2010 87%, 2011 89%

Staff were involved in

Open Day, Establishment day, Parent information evenings, Awards Night, Arts week, Parent/Teacher/Student interviews, Intercampus days and meetings, staff social activities

The College's involvement with the wider community included

Work experience, Arts night, Artsplay workshops, Presentation night, Newspaper articles, Community service, communication with parents via the newsletter, website and sms.

As well other activities which add value to the wellbeing of the CRC North Keilor community included

Skills Plus and modification of work for funded students who need assistance with basic skills and alternative programs in order to meet their individual learning needs.

Real World Maths which is offered to assist those students in Yr 10 for whom Core Maths is too challenging at this level.

Core Plus Maths for those Yr 10 students who need extending and enhanced work.

NITOR program providing success in boys education at the Yr 10 level

The Anzac writing competition whereby students were able to win a trip to Canberra to participate in the dawn service at the Australian War Memorial based on their writing on a topic about the Anzac tradition.

PARENT SATISFACTION

Overall, Parent, student and teacher satisfaction with the College is seen as improving and positive. The survey results in 2011 indicate a high degree of satisfaction (73%) from parents with the school and very high satisfaction with the catholic culture of the school recording in the top 25% of Victorian Catholic secondary schools

Survey data over the past few years shows that staff have increased their levels of empathy, clarity, engagement and learning and that teamwork, opportunities for staff input and engagement in curriculum are continued goals.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	1,412,533
Other fee income	191,773
Private income	86363
State government recurrent grants	1,013,740
Australian government recurrent grants	3,906,004
Total recurrent income	6,815,959
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	4,961,509
Non salary expenses	968,631
Total recurrent expenditure	5,871,076
Capital income and expenditure	Tuition
Government capital grants	125,072
Capital fees and levies	1,242,005
Other capital income	
Total capital income	249,277
Total capital expenditure	365,677
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	835,500
Total closing balance	951,900

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 include both recurrent and capital school fees.

Future Directions

Participation in the **School Improvement Framework Project** in 2008 led the College in mid 2009, to draw up the “School Improvement Framework Strategy Plan 2009 – 2012”. This was an important outcome of this project for the College because this plan provides us with a clear direction for school improvement and development in the short term and medium term futures. We must be true to the process and ensure that we remain focused on the goals, outcomes and strategies contained therein. This has been our continued focus in 2011.

The “plan” details how we are seeking to improve in all spheres of College life having considered carefully feedback from parents, staff, students and our external reviewer.

What follows is an excerpt from (“School Reviewers Report” - 2008, Keryn McGuinness) Pg 3 – observations based on Insight SRC Survey Data 2008.

“Across most dimensions of effective schooling, the College has potential for improvement. The review finds considerable untapped potential resides with the College which can be realised chiefly through:

- **building leadership capacity** (at the senior and middle leadership levels, as well as for students) particularly effective management of change, rigorous accountability for enhanced student learning and professional practice;
- an unrelenting focus on **higher expectations for all** – for student learning and teacher professional expectations, standards and practice;
- a coherent, fully documented, **engaging curriculum**;
- a focus on **more effective, engaging teaching practice** across the school; and
- **more effective student engagement in classroom learning**”.

In 2011 we moved forward with working towards the achievement of our goals / outcomes. The job is not done by any means but we can be buoyed by the progress we are making.

We must also continue to work towards the realisation of the College Master Plan. Herein lies a significant issue / challenge for the College. Our inability to attract Government Capital Grants, together with a fluctuating enrolment, means the College will have to raise its own funds to finance future building and developmental projects. Fee increases will be inevitable. Providing we work together as we have done in the past, we will see the College continue to move forward into the future.

If we are to provide the best possible facilities and educational opportunities for our students we must meet these challenges in 2012 and beyond.

Attachment 1 – Mission Statement

CATHOLIC REGIONAL COLLEGE NORTH KEILOR

MISSION STATEMENT

In the Hebrew scriptures, to give something a name was to call it into existence, to give it an identity. We call upon this sacred tradition as we seek to define our vision for ourselves and our school community

We are a **Catholic** College.....

We envision a school where the understanding of human integrity, as modeled by Jesus Christ and taught by the Catholic Church, is lived.

We therefore:

- ◆ treat people with dignity and respect
- ◆ value the individual
- ◆ offer a view of the world which is distinctive
- ◆ allow second chances
- ◆ celebrate our faith
- ◆ actively teach our Christian tradition
- ◆ pray together
- ◆ promote the needs of those less fortunate
- ◆ invite a personal faith response
- ◆ seek what is just

We are a **Regional** College....

We envision a school where people continue with us, a journey begun in their local parish.

We therefore:

- ◆ value the relationship we have with our feeder parishes
- ◆ make real attempts to know one another
- ◆ celebrate the cultural and religious communities we come from
- ◆ foster acceptance of diversity
- ◆ encourage continued participation in parish events
- ◆ support our collegial campuses
- ◆ welcome opportunities to be involved in local events

We are a **College**.....

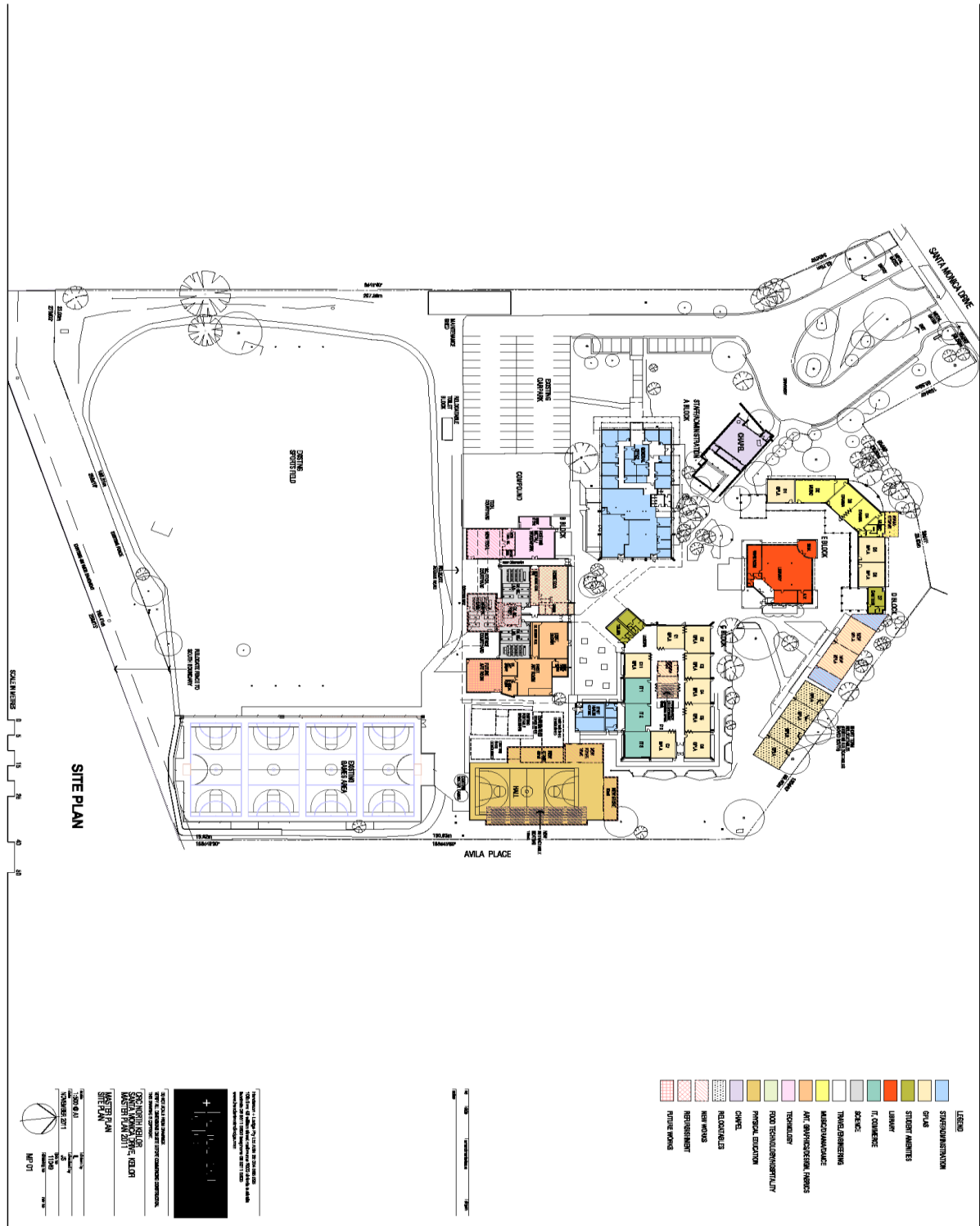
We envisage a school where excellence is applauded.

We therefore:

- ◆ acknowledge achievement and success
- ◆ value learning
- ◆ develop responsibility
- ◆ offer opportunity for shared leadership
- ◆ encourage the use and appreciation of talents
- ◆ invite the setting of personal goals
- ◆ develop a curriculum which meets the needs of the individual

We envision a school where everything that we do witnesses to who we are; so that faith, based on the belief that God loves each of us, pride in our religious tradition and hope in a future enriched through education, might last a lifetime.

Attachment 2. – College Master Plan



Greg Wade