

2012 ANNUAL REPORT to the School Community



Catholic Regional College

North Keilor

REGISTERED SCHOOL NUMBER: 1835



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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 Catholic Regional College North Keilor 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 and programs undertaken at the College must have the values and beliefs that are expressed in the College’s Mission Statement as their foundation.¹

¹ Attachment 1

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 St 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 west 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 nine main buildings. These buildings contain 19 general purpose classrooms (six of which are portable classrooms), two Science laboratories, two Design Education rooms and three 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 that houses the General Office, and 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 that provide very good active and passive recreational facilities for the students. The buildings and facilities are well maintained and provide a comfortable environment for students and staff.

The students from Catholic Regional College 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, and Filipino backgrounds. The school has a Socio Economic Score (SES) of 100. Our fees are set at \$2,686 plus levies; 20% of our families are eligible for EMA and 4% receive LNSLN funding.

In 2012, we had 618 students enrolled at the College from 483 families. It is expected that enrolments will fluctuate over the next four to six years. Our relatively high SES index continues to make 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 Homebase class sizes in 2012 were:

Year 7:	26.3
Year 8:	28.3
Year 9:	25.8
Year 10:	22.5

Practical class sizes are smaller.

The College employed 46 teaching staff and 26 non-teaching staff in 2012.

Although the Colleges in the Federation are autonomous, they are also interdependent and are all administered by the one College Council. Council membership comprises the Canonical Administrators from the supporting parishes, the five 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 (PTS) Interviews, the Parents and Friends Association and Working Bees foster this. We also celebrate our history through Mass and activities on our Establishment Day in August each year. The College is welcoming to all and encourages the strengthening of the 'home and 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 Interviews are well attended.

Principal's Report

As a College are we doing a good job? Are we educating the students well? Are we preparing them well for their futures? How would we know if are doing a good job or not? These are all extremely valid questions, questions on which all schools should be continually be challenging themselves.

The year 2012, in which we marked our 30th Anniversary, has been a year of review at our College. We have had a School Review, a Principal's and Deputy Principal's review, and we have been working to implement the recommendations that arose from our Curriculum Review. Through all of this we have learnt much about our school and I am grateful to all the staff, students and parents who provided us with feedback via surveys and interviews. We have collected valuable data, which enables us to respond to questions like those posed above. I am particularly grateful to the members of School Improvement Panel who have led us through what can be difficult process. We have reached agreement on five broad goals which will give direction to the College over the next four years. They are:

- to enhance the **Catholic identity** of the College while respecting those who come from other traditions
- to provide a **contemporary learning environment** that equips all students for engagement in **21st Century** society
- to maintain and further develop **respectful relationships and interactions** in a **safe school** environment
- to develop a **staff climate** that is characterised by **shared vision**, a strong sense of **teamwork** and a focus on **continuous improvement**
- to **enhance the image** of the College to the **broader community**.

Of course there are many other specific outcomes we must work hard to achieve as well. Whilst in no way trying to detract from the importance of all of this work I cannot help but think that we can sometimes miss the answers to important questions, when, in fact, they can be found right in front of us.

In October 2012, the following email was forwarded to me by our Deputy Principal – Teaching and Learning, Mrs Eryn O'Mahony. It read:

Hi Eryn

Just wanted to let you know Adrianna Y9 came in today to give Scope a cheque for \$45. I'm so impressed with her, this is just wonderful, I nearly started crying (she must think I'm crazy). We took a photo, please thank her and all the students again for us.

Regards

Linda Mazziol

*Program Co-ordinator
St Albans Lifestyle Options
Scope (Vic) Ltd*

In following up this email a little further, I found out that after a visit to Scope as part of the Year 9 Audeamus Program, Adrianna had been so moved by the experience that she decided to do something about the need she had seen. Adrianna came home, baked a batch of cakes and then sold them to anyone who would buy them. She then took the money raised and donated it to Scope.

Father John O'Reilly often talks about the importance of our College 'turning out good citizens'. To my mind, in Adrianna, we have an outstanding example of just that. It is further evidence that the message (Jesus' message) we are sending to our students is the right one and that it is being heard.

Space does not permit me to mention the many highlights 2012 brought to us as a community, however, I am confident that this report will show that it was a year of growth and development at our College.

Thank you to all of the staff, students and parents who have made 2012 yet another successful one in our proud 30 year history.

Greg Wade
Principal

Education in Faith

Goals & Intended Outcomes

That students' knowledge in Religious Education will improve.

That students' 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*". This is supported and promoted throughout all areas of the curriculum, but specifically delivered through the Religious Education and Faith Development program at the College.

We celebrate a whole school Mass four times a year (once each term) and 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 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, Sorry Day, ANZAC Day and Remembrance Day. We enjoy the support of the priests from our feeder parishes on a regular basis.

VALUE ADDED

Catholic Regional College 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, Remembrance Day and Sorry Day
- Establishment Day Mass
- The Sr Veronica Lonergan Leadership Award
- Attendance at the Ignite Youth Conference in Brisbane
- Appointment of a Social Justice Captain and team
- Social Justice initiatives which include:
 - Fundraising for specific extraordinary events
 - Support of the Bahay Tuluyan project in the Philippines
 - Winter and Christmas Appeals for St Vincent de Paul
- Reflection Days for Years 8, 9 and 10
- Attending the St Patrick's Day School Mass
- Liturgies included as part of all camps.
- Guest speakers to enhance the RE Curriculum
- Excursions to support the RE Curriculum, including visits to:
 - a Mosque
 - a 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 uses multiple sources of data (SIF, NAPLAN and PAT) to inform curriculum planning and assessment strategies.

That the curriculum taught in 2012 and beyond incorporates AusVELS and engages, extends and challenges students.

That all teachers are empowered to work collaboratively.

Achievements

In order to provide a contemporary and engaging curriculum the College periodically reviews its curriculum structure and offerings. In 2012 we undertook two curriculum reviews. The first was conducted by the Teaching and Learning Forum and the main focus was the Year 10 curriculum offerings.

The need to review the Year 10 curriculum offerings was timely, given the introduction of AusVELS in 2013, and this was the focus of much discussion and research within the Teaching and Learning Forum over the past 12 months. We believe that we need to ensure that the curriculum offered at this level is both engaging and challenging and allows students to begin to develop the skills and knowledge that will allow them to tackle a range of VCE/VET and VCAL subjects with confidence. We are also conscious that students at this age desire more autonomy over their learning, so choice is a powerful motivator and can aid students' intellectual development as they explore concepts in greater detail, rather than being exposed to a breadth of subjects in less depth. In total, there are 13 new subjects being offered here for our Year 10 students.

The second review was conducted by the Curriculum Review Committee. This comprised Helen Kelly (Chair), Educational Consultant; Deputy Principal, Eryn O'Mahony; Year Level Coordinator, Rosemary Drenen; Learning Area Leader, Maria Michieli, and two Year 9 students.

The following subjects and projects were identified by various groups and faculties within the College as being worthy of this team's evaluation, review and analysis. These were Year 7 and 8 Information Communication Technology, Year 8 Sport, and the Peer Support Program. This review was the first in what is planned to be an annual process. The aim of maintaining and creating a vibrant, contemporary and engaging curriculum has a better chance of being realised by considering the structures and offerings, and evaluating these against clear criteria in the context of the culture of the College.

The team made the following recommendations:

- Peer Support program should be maintained and would be included within the Religious Education program.
- Year 7 ICT would also continue in 2013.

- Year 8 ICT and Year 8 Sport would not continue in their current form in 2013. Therefore both Mathematics and Science would receive an extra lesson at Year 8. Both subjects already teach a considerable amount of ICT and are well placed to extend these learning experiences.
- A new subject will be introduced at Year 8. This will be an interdisciplinary, enquiry-based subject and will include some of the content that was previously covered in ICT.

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9					
NAPLAN TESTS	2010	2011	2010–11 changes	2012	2011–12 changes
YEAR 7 READING	97.3%	99.4%	+ 2.1%	93.3%	- 0.6%
YEAR 7 WRITING	98.6%	98.0%	- 0.6%	97.3%	- 0.7%
YEAR 7 SPELLING	95.9%	97.3%	+ 1.4%	98.7%	+ 1.4%
YEAR 7 GRAMMAR & PUNCTUATION	91.9%	96.0%	+ 4.1%	98.7%	+ 2.7%
YEAR 7 NUMERACY	98.0%	96.2%	- 1.8%	96.7%	+ 0.5%
YEAR 9 READING	97.7%	98.4%	+ 0.7%	97.3%	- 1.1%
YEAR 9 WRITING	94.4%	93.0%	- 1.4%	90.5%	- 2.5%
YEAR 9 SPELLING	95.3%	98.4%	+ 3.1%	95.9%	- 2.5%
YEAR 9 GRAMMAR & PUNCTUATION	93.0%	97.7%	+ 4.7%	94.6%	- 3.1%
YEAR 9 NUMERACY	97.7%	98.4%	+ 0.7%	99.3%	+ 0.9%

YEARS 9 – 12 STUDENT RETENTION RATE	N/A
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MEDIAN NAPLAN RESULTS FOR YEAR 9	
YEAR 9 READING	5.13 Score
YEAR 9 WRITING	0.00 Score
YEAR 9 SPELLING	4.91 Score
YEAR 9 GRAMMAR & PUNCTUATION	4.52 Score
YEAR 9 NUMERACY	4.53 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 AusVELS are at a more advanced level. In some disciplines and learning areas, the AusVELS establish competencies up to 12 months in advance of a student completing a particular year level.

The median scores for Catholic Regional College North Keilor's Year 9 students in 2012 are presented in Table One. Note that Writing is shown as 0 in 2012 as the NAPLAN writing assessment was a persuasive writing task, and therefore could not be compared to the narrative writing task in 2011. 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. It shows that while students' numeracy results at Catholic Regional College North Keilor are lower than the state average at Year 7, significant value adding occurs over three years as the cohort ends up close to 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, 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

We have continued to raise awareness of the close link between Student Wellbeing and improved learning through professional development opportunities for the staff. Underlying this understanding is the importance of building positive relationships. Staff were involved in a number of professional development activities that had a focus on Student Wellbeing, including:

- Positive Schools Conference
- Mental Health for Teenagers
- e-Smart – Cybersafety.

Two staff have completed their Master Degrees in Student Wellbeing.

Weekly Homebase Teacher meetings have continued in 2012 and have fostered and maintained effective communication between Homebase Teachers and Year Level Coordinators.

Cybersafety has continued to be a focus in 2012. We commenced the year with a full day of professional development for staff on Cybersafety, presented by ACMA. They also conducted specific year level Cybersafety sessions for students in Years 7, 9 and 10. A parent information session was also held to inform them of the key benefits of and concerns about technology in relation to their children. The ACMA presentation proved to be informative and engaging. The College has signed up to be a part of the eSmart school program and will focus on achieving this over the next two years.

Parent attendance at Information Evenings at the start of the year continued to be high and promoted the building of the partnership between the school and the family.

NITOR continues to be a successful program for our Year 10 boys. During 2012, the classroom was transformed into a 'Living Melbourne', with features of the City of Melbourne created around the classroom walls.

The NITOR program was also featured on Korean TV early in the year, with a film crew having followed the students both in the classroom and on their field trips. Teacher, Brian Horan, and Deputy Principal, John Coshan, were invited to present the NITOR concept and program at the 'What's Happening to Our Boys Conference' in June. The NITOR year culminated with 'Amazing Races' around the Melbourne and Sydney central business districts.

Classroom behavior has continued to be a focus for staff. Regular year level assemblies, and the overt display of classroom management approaches and expectations of our students, have assisted in addressing and challenging inappropriate behaviour.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	93.78%
Year 8	91.92%
Year 9	91.97%
Year 10	93.95%
Overall average attendance	92.90%

Attendance rates have continued to remain high, with careful monitoring of absences by Homebase Teachers and Year Level Coordinators, as well as through office staff sending an SMS at 10am to the parents of any student that has been marked absent, where we have not received notification via our absence line or general College phone number.

Electronic marking of student attendance each lesson commenced towards the end of 2012 and will be continued in all classes in 2013. This will enable us to have much more accurate data on the frequency of absences, particularly related to specific subjects.

Factors that have impacted on the attendance rate include families choosing to travel on extended holidays, locally and overseas. In addition, we have a few students that have had extended illnesses, and three students who have become school refusers.

VALUE ADDED

Student leadership opportunities continued to be a focus in 2012. The SRC and College Captains were involved in a Leadership Development Program facilitated by Darren Pereira in May, which helped them identify their leadership qualities and style, and explored practical ways to build leadership capacity. The SRC students' activities included:

- attendance at the St Patrick's Day Mass
- involvement in the YAG
- two students being selected to attend the YAG Cybersafety summit in Canberra
- assisting in the College Canteen
- organising the SRC Social
- facilitating the SRC Cybersafety Page on the intranet
- involvement in the Principal and Deputy Principal reviews.

The transition process for new students entering Year 7 continues to be a successful one. Interviews were held in October with the students and their parents. The aim of these interviews was to find out a little more 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 the College. 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.

This was followed by a Transition Information Evening in November, and Orientation Day in December. On both the Orientation Day and the first day of school in 2013, the Year 7 students were the only students at the College, which they felt was very beneficial.

STUDENT SATISFACTION

SRC Insight Data 2012 (cf 2011) indicates that the student satisfaction with the College is again very positive. Students appreciate that the College is committed to looking after them (Wellbeing indicator – top 25%). They rate their connectedness to peers as very high, compared to other students in Victorian secondary schools, and they believe that the College is a very safe place for them to be.

They also believe that teachers show empathy towards them and that they receive purposeful teaching, which gives them confidence and motivates them to learn (all indicators in or near the top 25% range of Victorian secondary schools).

The students' responses indicate, however, that they would appreciate it if teachers made their learning experiences more stimulating. This will be examined as part of professional development of our teachers in 2013.

Leadership and 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 there will be improved role clarity and communication for staff and students, as a result of altered Leadership and Management practices.

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 and associated practices, for example, water conservation, solar power, and so on.

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 – 2009, 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 2012 as we work towards accomplishing the stated goals and intended outcomes.

- A comparison of SRC Insight data, 2012 of 2011, indicates that there has been improvement in the indicators of Supportive Leadership (21 – 31%) and Empowerment (17 – 23%)

Encouraging staff who aspire to and demonstrate potential for leadership in our College will remain an ongoing priority in 2013.

- **Development of a stronger professional staff culture:** The College expectations for staff were highlighted at the first staff meeting of the year. Staff were asked at their Annual Review Meetings to reflect on how well they were meeting three of the eight professional standards (2, 4 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 decrease in the Clarity indicator as shown by a comparison of the 2011 and 2012 SRC Insight data (49 – 35%). The higher than usual number of new staff coming into the school in 2012 may have contributed to this. However, it is clear that we need to continue to work on ensuring that all staff are clear on their roles.
- **Personnel Management:** In 2012, student enrolments were again strong with 163 students accepted into Year 7. This, combined with staff movements and adjustments to part-time teaching allotments, resulted in the College operating within an acceptable staffing level compared to the GAC recommended staffing ratio in 2012.
- **Buildings and Amenities:** Previous applications for capital grants to assist us to continue with the development of the Master Plan have been unsuccessful. As a result, the College will have to raise its own funds to finance future building and development projects. However, a high fee collection rate places us in a good position to apply for loans in 2013.

The cyclic maintenance program continued in 2012. Major works included:

Carpeting classrooms:	\$18,000
Omega Security Locking system:	\$34,000
Installation of Dance Floor:	\$19,000
Refurbishment of Hall floor:	\$18,000

- **ICT provision:** In 2012, the College continued to move forward in this area with the purchase of a further six interactive whiteboards (\$50,000). The Leadership Team and the Year Level Coordinators all received new laptop computers (\$7,000). Planning and preparation for the 1:1 Laptop Program for the 2013 group of Year 7s 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 2012 AFS was prepared and audited by Clement, Dunne, Bell Partners and was submitted to the CEOM by 30 April 2013. The College transferred from cash to accrual accounting in 2012.

The debt per student in 2012 was \$1,323. 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 beyond can be expected if the building program is to continue, given our inability to attract government capital grants.

TEACHING STAFF ATTENDANCE RATE	87.87%
STAFF RETENTION RATE	78.78%

TEACHER QUALIFICATIONS	
DOCTORATE	0%
MASTERS	17.95%
GRADUATE	43.59%
CERTIFICATE GRADUATE	15.38%
DEGREE BACHELOR	94.87%
DIPLOMA ADVANCED	38.46%
NO QUALIFICATIONS LISTED	0%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

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
- AusVELS
- LOTE
- NAPLAN

\$91,956 was spent on external Professional Learning in 2012.

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 \$50,111. In addition, staff who participated in professional learning activities were replaced by Casual Relief Teachers. These costs have been estimated at \$34,387, which relates to the cost for 135 days coverage at \$256. In a number of cases, attendees were actually 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 \$7,458. Hence, the total cost for professional learning is \$91,956. The number of teachers participating in PL activities in 2012 was 46, therefore the average expenditure per teacher on professional learning is \$2,040.

This expenditure does not take into account the professional learning that also occurs in scheduled meetings. For example, each week there are three scheduled after-school meetings that 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	\$2,040

STAFF COMPOSITION	
PRINCIPAL CLASS	3
TEACHING STAFF (HEAD COUNT)	50
FTE TEACHING STAFF	43.67
NON-TEACHING STAFF (HEAD COUNT)	31
FTE NON-TEACHING STAFF	23.66
INDIGENOUS TEACHING STAFF	0

TEACHER SATISFACTION

SRC Insight data (2011 cf to 2012) indicates:

- Staff Wellbeing in 2012 is on par with 2011, and in the mid-50% when compared to Victorian secondary schools
- Empathy: Improvement was noted in 2012 (cf 2011) – lower 25% to mid-50% of Victorian secondary schools
- Clarity: Slight decrease in 2012 (cf 2011), still in mid-50% range
- Engagement has decreased slightly in 2012 (cf 2011). This has been noted as an area to work on improving for 2013
- Learning – slight decrease 2012 (cf 2011)
- Work Demands: Teachers feel work demands are increasing 2012 (cf 2011)
- Student Behaviour: Teachers noted an improvement in this area
- Team-based practices: Teachers noted significant improvement in student management and curriculum
- Teaching and Learning: Student motivation, respect for students, parent partnerships, teacher confidence, and quality teaching have all shown improvement in 2012 (cf 2011).

Whilst there has been improvement noted in many of the areas surveyed, there are areas that staff and the Leadership Team have identified as needing attention and improvement. These would include the need to improve:

- staff leadership development
- feedback and accountability of staff, and encouragement of responsibility for learning and professional development
- the Teaching and Learning Program – 21st Century Curriculum
- resources
- respect
- individual morale and school morale
- supportive leadership, i.e. the need to develop middle leaders and use a more facilitative approach
- teamwork, empowerment and ownership – encouraging teams to work more effectively
- appraisal and recognition, and professional growth
- student management – encourage greater consistency across the entire staff
- teacher confidence, engaging practice and quality teaching – a perceived need to share and talk more about this.

The Leadership Team has reviewed this data and is factoring it into its planning for 2013.

College Community

Goals & Intended Outcomes

To raise the profile and reputation of the College in the wider community.

To strengthen relationships with feeder Primary Schools and Federation Colleges.

To raise the morale of staff and strengthen relationships amongst staff.

To develop a sense of pride in the College which is evident in our care of the facilities and the environment.

Achievements

In 2012, the students, parents and staff at Catholic Regional College 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 of their success is in the verbal feedback, co-operation and continued participation.

Students were involved in a number of ways, including:

- Sports programs: SACCSS, CAS, Premier League and organised activities for all students not in Premier League on the day, Swimming, Athletics and Cross Country Carnivals, Chess tournament, Hockey and Girls AFL.
- Leadership: School Captains, Sports Captains, Social Justice Captains, House Captains, Arts Captains, SRC, Peer Support, and the Sr Veronica Lonergan Leadership Award.
- Recognition of Achievement: Semester awards, Sports awards, Arts Exhibition, Awards and Presentation Night.
- Involvement in College events: Reflection Days, Establishment Day, Socials/Formal, Unleashed (Battle of the Bands), Choir, Instrumental Music Program, VCE/VCAL Information Evenings, Arts Week.
- Involvement in the wider community: College Tours, Catholic Education Week activities, camps, excursions, incursions, guest speakers, community service, raising money for charity, work experience, 'ArtsPlay' (Year 10 students leading arts workshops at feeder primary schools).

Parents were involved in a number of ways, including:

- Information Evenings
- Parents and Friends Association
- College Tours
- Volunteers: Working Bees and Establishment Day
- Parent/Teacher/Student (PTS) Interviews: Attendance rates over the past few years have been high:
 - 2006 – 80%
 - 2007 – 88%
 - 2008 – 90%
 - 2009 – 91.3%
 - 2010 – 87%
 - 2011 – 82%
 - 2012 – 75%

Safety at School and Connectedness to Peers: Survey data from “Insight SRC” (2011) shows that parents feel their children are safe at Catholic Regional College North Keilor and highly rate connectedness to their peers.

Staff were involved in a number of ways, including:

- Open Day
- Establishment Day
- Parent Information Evenings
- Parent/Teacher/Student interviews
- Intercampus days and meetings
- Staff social activities

The College involvement with the wider community included:

- Work Experience
- College Tours
- Arts Night
- ArtsPlay Workshops
- Presentation Night
- Newspaper articles
- Community service: Collections for charity

VALUE ADDED

- Skills Plus and modification of work: A program targeting ‘at risk’ students to provide assistance with basic skills and modifying work to meet the needs of individual students.
- Core Plus Maths: An enhancement class for students in Year 10.
- NITOR program: 2012 saw the continued success of boys education in the NITOR program.

The Audeamus Program: an interdisciplinary subject for Year 9 students.

PARENT SATISFACTION

SRC Insight Data 2012 (cf 2011) indicates parent satisfaction with the College is very positive. In general, the parents’ opinions on School Climate, Student Behaviour and Student Engagement are either in the top half of the mid-50% range or the top 25% range of Victorian secondary schools.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	1,254,360
Other fee income	283,590
Private income	168,374
State government recurrent grants	1,279,410
Australian government recurrent grants	4,472,204
Total recurrent income	7,457,938
Recurrent Expenditure	Tuition
Salaries, allowances and related expenses	5,351,567
Non-salary expenses	1,628,755
Total recurrent expenditure	6,980,322
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	450,377
Other capital income	
Total capital income	450,377
Total capital expenditure	297,885
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	951,900
Total closing balance	799,408

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 for the College because the plan has provided a clear direction for school improvement and development over the last four years. I believe that as a College we were true to the process and remained focused on the goals, outcomes and strategies we set for ourselves back in 2008.

In 2012, the College entered 'Phase 2' of the School Improvement Project and we participated in another External Review. The CEOM appointed reviewers, Mr Tony Frizza and Mr Rieny Nieuwenhof, noted the following in their final report:

- *“The College has taken on board the recommendations of the 2008 school review and whilst a number of the targets may not have been met, gains are evident across all of the spheres of Catholic education. The review has demonstrated strengths in Education in Faith, Student Wellbeing and School Community, with evidence of improvements in Learning and Teaching, and Leadership and Management.*
- *The College can be particularly pleased with the School Improvement Survey responses of its students and parents. With so many of the responses in the top 25% of Victorian secondary schools, both students and parents have indicated a strong connection with their school and its educational programs, and a high level of satisfaction.*
- *A number of relative strengths at the College will provide the foundation for ongoing improvement:*
 - *A strong interconnectedness between staff, with a supportive Leadership.*
 - *A welcoming College, with an approachable Leadership and staff.*
 - *A focus on improving Learning and Teaching, and developing 21st Century learners, and on school improvement.*
 - *An orderly, safe environment.*
 - *Opportunities generously provided for the professional growth of staff.*
 - *Friendly, co-operative, well behaved students – excellent ambassadors.*
 - *Member of a Federation of schools.*
 - *'Good reputation...there are standards and a follow up of any issues' – Parents.”*

The Reviewers also identified the following areas for development at the College over the next four years:

- *“Continued skilling of teachers in the use of ICT as a contemporary learning tool and attention to infrastructure/network maintenance.*
- *Continued energy for the contemporary Learning and Teaching journey – consider the place for learning “walks”, team teaching and coaching; all teachers must be brought on board.*

- *Strengthen understanding of the links between Student Wellbeing, and Learning and Teaching.*
- *A rigorous review of meeting structures and protocols, communication systems and the operation of co-curricular activities.*
- *Continued attention to the provision of facilities which support a contemporary curriculum.”*

These suggestions will form the basis for our Annual Action Plans over the next four years.

We must also continue to work towards the realisation of the College Master Plan in 2013, if we are to provide the best possible facilities and educational opportunities for our students.

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.

