

2013 ANNUAL REPORT to the School Community



Catholic Regional College North Keilor

REGISTERED SCHOOL NUMBER: 1835



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Minimum Standards Attestation

I, Gregory Wade, attest that Catholic Regional College North Keilor 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.



23 May 2014

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 Statement 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 house 22 general purpose classrooms (nine 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 which houses the General Office, the staff amenities and work areas.

In 2013 the College embarked on two major capital work programs. The first project involved the refurbishment of our specialist wing began with the building of two new Technology spaces – one which will accommodate woodwork, plastics and metalwork and the other which will house Textiles and Robotics. This section of works is expected to be finished mid-2014. At the same time the College oval has undergone a major redevelopment. When completed (term 2, 2014), it will feature a full size soccer pitch, facilities for athletics track and field events and cricket nets. The school is fortunate to enjoy spacious grounds and when this project is completed it will provide excellent 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 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 and Filipino backgrounds. The school has a Socio Economic Score (SES) of 100. Our fees in 2013 were set at \$3,285.00 plus levies; 19% of our families are eligible for EMA and 5% receive LNSLN funding.

In 2013 we had 626 students enrolled at the College and there were 541 families. It is expected that there will be a fluctuating enrolment 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 2013 were: Year 7 – 24.5, Year 8 – 26.5, Year 9 – 28 and Year 10 – 25.5. Practical class sizes were smaller.

The school employed 55 teaching staff and 35 non-teaching staff in 2013.

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 five Principals, Parish representatives, the Federation Business Manager and co-opted members as required. The Council has two subcommittees; 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

From a purely personal point of view 2013 has been marked by two major events – one was my recent visit to New York, the other was the exciting development of our Master Plan.

In 2013 I had the good fortune to be able to combine three weeks of Enrichment Leave with the third term holidays. This gave me the opportunity to visit New York and catch up with my daughter, who has been living there for almost three years now. Whilst in New York, my wife (also a teacher) and I visited five schools – two Catholic and three State (Government) Schools in New York, Manhattan and Brooklyn. These were certainly 'eye-opening' experiences for us both.

What struck us firstly was that all the schools we visited appeared to suffer from a lack of 'space'. Admittedly we were visiting 'city schools', however, coming from the wide open spaces we are used to here at CRC North Keilor the contrast could not have been more obvious. I could not help but think how fortunate we are to be teaching and learning in an environment where 'space' does not limit our planning and our teaching and learning to anywhere near the same extent.

All of the schools we visited were old, multi-storey buildings where each level of the building housed either a year level (in the case of the Catholic Schools) or a whole school (in the case of the State schools). Compared to our own, the classrooms were generally small, as were Libraries and Specialist rooms and the outside play areas were typically 'smallish' concrete basketball/handball courts surrounded by high wire-mesh fencing. One high fee paying Elementary School (Prep – Year 8) we visited had no outside areas for the students at the school and students took recesses and lunchtimes in the street (closed off to traffic of course!) that the school was in.

The Catholic Schools were in a rather exclusive precinct in upper Manhattan. One proudly promoted the fact that it was only one of two schools in New York City to achieve national recognition for its students' academic achievements. At the same time, however, it only offered places to students who passed its enrolment tests and whose parents who could afford the very high tuition fees. I found it interesting to note that this approach was in stark contrast to the State schools we visited in Brooklyn where, like ourselves 'all comers' were welcomed into these communities!

Also patently obvious at all schools was the level of security which surrounded the schools. It was extremely tight, particularly in the Government schools, where staff, students and visitors were required to go through an airport-like security screening system before being allowed into the building. As depressing as this was, it was far more distressing to hear that in the weeks since we returned to Australia there had been more incidents where teachers and students had lost their lives in American schools. Please God the authorities in the US will soon legislate against the right to bear arms because of the devastation it causes. Please God we never get to this stage in Australia.

Despite all this we could not help but be impressed by the commitment and dedication of the educators we spoke to. All were very positive about the educational opportunities they provided for their students and the students appeared friendly, pleasant and whilst the Government schools were clearly not as well off in terms of facilities, the good relationships between staff and students was most evident.

As I have already indicated, visiting these schools was indeed a privilege. As I came away from each school, however, I could not help but think just how fortunate our own students here at CRC North Keilor are and how well catered for they are and will be particularly when the 2013-14 building projects are completed. Sometimes we take things for granted and we do not appreciate just how good we have things right in our own backyard!

Speaking of building projects, the other major event that happened in 2013 was the beginning of our own. Though the Master Plan for the College has been in place for some time now, we were not been in a position, financially, to embark on the major works contained in it. However after receiving the necessary approvals/permits earlier in the year things moved rather quickly.

The development of the College oval commenced and is due to be completed at the beginning of Term 2, 2014. The redevelopment of the Specialist wing (B Block) was a little slower to begin, however it too is well underway and we anticipate that the first stage of this project (the new Materials Technology Centre) will be available for our use late in Term 2, 2014. This is a major project which will be staged over the next 18 months to two years. The initial stages of this project includes the refurbishing of the Food Technology area and the students toilets and will include an additional Science room.

2013 began what will be another exciting phase in the College's 31 history. Like in every other year, it has been made possible because of the contributions of many individuals and groups. I would like to acknowledge and thank all students, teachers and parents for the part they have played in making 2013 not only a memorable one but also one which I believe will be remembered as a landmark year in our growth as a College.

Greg Wade

PRINCIPAL

Education in Faith

Goals & Intended Outcomes

To enhance the Catholic identity of the College while respecting those who come from other faiths.

That gospel values are lived and expressed through the daily interactions of the CRCNK community.

Achievements

The Faith Development of the students at the College took a new turn in 2013 with the appointment of a Faith Formation Facilitator. Tara Ciantar, a former student of both North Keilor and Sydenham, who returned after two years of working with the National Evangelisation Team (NET) in Queensland and began work at the College two half-days a week, specifically with small groups of students in Years 7, 8 and 9.

Staff, parents and students had the opportunity to discuss and discern what we see as the core values of our College. There was a PD day facilitated by Geraldine Martin and her work was subsequently continued with Dr Margaret Carswell who ran further sessions with the staff, the Parents and Friends Association and students from the SRC.

The students continued to have the opportunity to attend weekly Mass in our Chapel which was prepared by a different Homebase each week. We are grateful to Fr O'Reilly, Msgr Cavarra, Msgr Portelli and Fr Amal who came every week to celebrate Mass for us.

The Social Justice Team was extremely active, not only with their fundraising but also with their work with the student body to raise awareness of global and local issues. They have raised over \$5,000 and presented 24 winter hampers to the local SVDP chapters following our Mass of the Sacred Heart on 7 June and a further 24 hampers full of Christmas cheer at the end of 2013.

The Year 8, 9 and 10 students all attended Reflection Days which were run by the NET Team (Years 8 and 9) and the Youth Mission Team (Year 10). Our Faith Formation Facilitator, Tara Ciantar attended these days and assisted as a presenter. Tara also went to the Year 9 Camp and prepared and led the Liturgy at the Year 9 camp.

Our Sr Veronica Lonergan Leadership recipient, Elaine Calleja, had a wonderful time in Rio with the Archdiocesan Pilgrimage to World Youth Day. In the term holidays, ten of our Year 10 students, accompanied by Phoebe Maluyo, Tara Ciantar and Theresa Stephenson went to Brisbane to attend the Ignite Catholic Youth Conference auspiced by Brisbane Archdiocese and the Emmanuel Community.

VALUE ADDED

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.

Learning & Teaching

Goals & Intended Outcomes

To provide a contemporary learning environment that equips all students for engagement in 21st Century society.

That student engagement in learning will improve.

That student learning outcomes across all areas of the curriculum continue to improve.

Achievements

CRC North Keilor continues to strive to provide contemporary and engaging learning experiences that are both meaningful and relevant to all students. Some of the highlights in 2013 were:

iPads for Year 10s at CRCNK

Semester Two saw the introduction of iPad minis for all Year 10 students and teaching staff. This highly portable and interactive device meant students and staff have literally had many and varied resources at their fingertips. This has allowed a cultural shift at the College and the ICT Team has worked hard to ensure the roll out and implementation was effective. Staff can now mark rolls while moving around the room, access online resources quickly and share these with students immediately via the Applets connected to the IWB in each room. This cable free connection ensures lesson transitions are smooth and efficient. The College undertook a 'learning lounge' approach to professional development to support the implementation of the iPad mini where the focus was on individuals sharing their area of expertise. Staff could then move through these informal workshops at their own pace. The staff have worked hard throughout this implementation phase to support each other and build a culture of ongoing learning in order to ensure CRC North Keilor remains a vibrant learning community. Of course students themselves have also been a great source of new ideas as they have shared relevant 'apps' and sites with each other and staff.

Focus Area – Mathematics

The College has identified Mathematics as a key area for improvement over the next three years. In order to raise awareness of the importance of making the most of those mathematical teachable moments across the curriculum the College invited Rob Vingerhoets to conduct a workshop on Mathematical Skills for Life for all staff on Friday, 9 August. This session was well received by staff and Rob continued to support Year 7 and 8 Mathematics teachers over the semester.

New Subjects in 2014

The college has continued to review and revamp subject offerings with many staff presenting possible new subjects to the Curriculum Review Committee each June. The following new subjects will run in Year 10, 2014: VET Indonesian, VET IT, Sailing and Rock Climbing and in Year 9 a new PE elective Just for Boys.

Online and Ongoing Reporting

The College has been exploring ways to provide families with ongoing feedback about their child's learning throughout the year rather than only receiving all the assessment information at the end of the Semester in a formal report. In this way parents can keep up to date about what their child is currently doing in class and what areas they require further assistance. Parents are also alerted when work is incomplete or not submitted. During Semester Two teachers of the core subjects Mathematics, English, Science and Humanities Year 7-8 entered a set of results on the Parent Access Portal for parents to review. 2013 was a trial phase at the College and we envisage that in 2014 that we will expand this phase.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2011	2012	2011–2012	2013	2012–2013	
	%	%	Changes	%	Changes	
			%		%	
YR 07 Reading	99.4	93.3	-6.1	98.6	5.3	
YR 07 Writing	98.0	97.3	-0.7	97.8	0.5	
YR 07 Spelling	97.3	98.7	1.4	98.6	-0.1	
YR 07 Grammar & Punctuation	96.0	98.7	2.7	97.1	-1.6	
YR 07 Numeracy	96.2	96.7	0.5	98.6	1.9	
YR 09 Reading	98.4	97.3	-1.1	100.0	2.7	
YR 09 Writing	93.0	90.5	-2.5	97.4	6.9	
YR 09 Spelling	98.4	95.9	-2.5	96.1	0.2	
YR 09 Grammar & Punctuation	97.7	94.6	-3.1	93.5	-1.1	
YR 09 Numeracy	98.4	99.3	0.9	94.8	-4.5	

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	N/A

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	579.60
Year 9 Writing	594.50
Year 9 Spelling	588.00
Year 9 Grammar & Punctuation	577.90
Year 9 Numeracy	573.70

The median scores for CRC North Keilor's Year 9 students in 2013 are presented in Table Two. The state-wide median scores are expected to be between 500 and 600 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 CRC 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

That the link between positive relationships, student wellbeing and student learning outcomes is made explicit.

That students set high expectations for themselves in their personal learning and interpersonal development.

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.

Weekly Homebase Teacher meetings have continued in 2013 and have fostered and maintained effective communication between Homebase Teachers and Year Level Coordinators.

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.

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	99.60
Year 8	98.52
Year 9	98.39
Year 10	97.96
Overall average attendance	98.61

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 and where we have not received notification via our absence line or general College phone number. Class rolls are also marked each lesson to track student attendance over the day.

Factors that have impacted on the attendance rate include families choosing to travel on extended holidays, locally and overseas.

VALUE ADDED

Student leadership opportunities continued to be a focus in 2013. The SRC and College Captains were involved in a Leadership Development Program facilitated by Darren Pereira in February and May, which helped them identify their leadership qualities, style, and explored practical ways to build leadership capacity. The SRC students' activities included:

- attendance at the St Patrick's Day Mass
- assisting in the College Canteen
- initiating a review of Mobile Phone Policy
- making recommendations to the Leadership Team regarding improvements to the school facilities
- organising the SRC Social
- facilitating the SRC Cybersafety Page on the intranet

Professional Learning continued to be high on the agenda in the Wellbeing area as all staff completed the eLearning module on Mandatory Reporting. The Year Level Coordinators worked intensely throughout 2013 on the program "The Courage to Lead Authentically" which was facilitated by Dr Bern Nicholls from Learning Labyrinth. The focus of the program was to build leadership capacity and build strong teams.

A parent information meeting was also held at the College on issues associated with adolescent girls. The guest speaker was Therese Sheedy a clinical psychologist and the 75 participants spoke highly of the quality of the information presented.

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 2014, the Year 7 students were the only students at the College, which they felt was very beneficial.

STUDENT SATISFACTION

In 2013 we decided to include the whole student population in our survey in contrast to only five students from each class in previous years. With this larger student sample the pattern of our SRC Insight Data 2013 is similar to 2012, however, overall the ratings were not as high as previous years. Student engagement in learning continues to be a major strength with results for Learning Confidence, Connectedness to Peers and Student Motivation being very positive. Students also feel very safe at the College, which is a testament to the many processes that have been put in place to reduce both physical and cyber bullying. Student emotional wellbeing is an area that the College will need to monitor closely as results in this area are lower than in previous years.

Leadership & Management

Goals & Intended Outcomes

To develop a staff climate that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.

That both internal and external communication is improved.

That there are heightened professional expectations for teams and individuals.

Achievements

The 'School Improvement Framework Strategy Plan 2013 – 2016' 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 2013 as we work towards accomplishing the stated goals and intended outcomes.

- A comparison of SRC Insight data, 2013 cf 2012, indicates that there has been a very slight decrease in the indicators of Supportive Leadership (59.41 to 58.39), Role Clarity (64.34 to 62.95) and Empowerment (48.9 to 48.44). Encouraging staff who aspire to and demonstrate potential for leadership in our College will remain an ongoing priority in 2014.
- **Development of a stronger professional staff culture:** Staff indicated in their Annual Review Meetings how well they were meeting three of the eight AITSL professional standards (1, 6 and 3) and drew up a personal/professional plan for the next 12 months. Through these mediums, they are coming to a greater awareness of what is expected of them professionally in their roles at the College.
- **Personnel Management:** In 2013, student enrolments were again strong with 168 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 2013.
- **Buildings and Amenities:** Having failed to attract capital grants to assist us to continue with the development of the Master Plan in 2013 the College worked to raise its own funds to finance future building and development projects. A high fee collection rate placed the College in a good position to draw down loans in 2013 and begin the following major capital works. Major works included:
 - (i) Oval Redevelopment
 - (ii) Materials Technology Rooms
 - (iii) 3 new relocatable general purpose classrooms
 - (iv) 4 Locker Bays

The cyclic maintenance program continued in 2013.

Concreting	\$ 9,600
Omega Security Locking system:	\$45,409
Furniture:	\$11,782
Science Laboratory Equipment:	\$ 6,719

- **ICT provision:** In 2013, the College continued to move forward in this area with the purchase of iPads for Year 10 students (\$68,680) and teaching staff (\$27,875). Nine projector systems were also purchased and installed (\$36,855).
- **Financial Accountability:** The 2013 AFS was prepared and audited by Hayes Knight Melbourne and was submitted to the CEOM by 30 April 2014. The move to an accrual accounting system in 2012 was consolidated in 2013.

The debt per student in 2013 was \$3,808. Continued vigilance will be required to ensure all available fees are collected if we are to meet our loan repayments. Fee rises for 2013 and beyond can be expected to fund the building program.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

Forty-nine 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
- Certificate IV Training (Dance)
- Classroom Differentiation
- iPads in the classroom
- Exploring our Catholic Core Values
- Special Learning Needs
- Science
- Technology
- Adolescent Literature.
- AusVELS
- Mathematics
- The Arts
- Gifted and Talented programs
- Health and PE
- Student Wellbeing
- Anaphylaxis and First Aid Training
- Boys Education
- Curriculum review and development
- LOTE

\$97,658 was spent on external Professional Learning in 2013.

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 \$58,093. In addition, staff who participated in professional learning activities were replaced by Casual Relief Teachers. These costs have been estimated at \$33,536, which relates to the cost for 131 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 \$6,092. Hence, the total cost for professional learning is \$97,658. The number of teachers participating in PL activities in 2013 was 49, therefore the average expenditure per teacher on professional learning is \$1,993.00.

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	49
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1193.00

TEACHER SATISFACTION – Compare 2012 to 2013 SRC Insight data

SRC Insight data (2012 cf to 2013) indicates:

- Staff Wellbeing in 2013 is on par with 2012, and was in the mid-50% when compared to Victorian secondary schools
- Empathy: Results were stable in 2013 in comparison with 2012 data. Results were in the low-50% of Victorian secondary schools
- Clarity: Results stable 2013 (cf 2012), still in mid-50% range
- Engagement results stable in 2013 (cf 2012). This has been noted as an area to work on improving for 2014
- Learning: Slight increase in this area is evident in 2013 (cf 2012)
- Work Demands: Teachers feel work demands are increasing in 2013 (cf 2012)
- Student Behaviour: Teachers noted an improvement in this area
- Team-based practices: Teachers noted an 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 2013 (cf 2012).

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 2014.

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	55
FTE Teaching Staff	67.159
Non-Teaching Staff (Head Count)	35
FTE Non-Teaching Staff	32.748
Indigenous Teaching Staff	0

STAFF RETENTION RATE	
Staff Retention Rate	93.48%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	16.28%
Graduate	34.88%
Certificate Graduate	4.65%
Degree Bachelor	37.21%
Diploma Advanced	0.00%
No Qualifications Listed	6.98%

College Community

Goals & Intended Outcomes

Through effective communication within the School and Community together with development of an engaging, contemporary curriculum the reputation of CRC North Keilor as a centre of excellence in Catholic co-education will continue to grow, with an emphasis on:

- Providing opportunities for students to interact with the local and wider community
- Having sustainable forms of communication between all members of the community
- Exploring strategies for improving Staff connectedness
- Investigating a strategic marketing plan
- Enhancing community service and social justice programs
- Developing sustainable and strategic forms of communication between the Federation Colleges and the feeder Primary schools

Achievements

In 2013, 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 of their success is in the verbal feedback, cooperation and continued participation. Students were involved in the following:

- Sports programs: SACCSS, CAS, Premier League, Non Premier League, Swimming, Athletics and Cross Country carnivals, Chess tournament, AFL Football
- Leadership: School Captains, Sport Captains, Social Justice Captains, House Captains, Arts Captains, SRC, Peer Support, Sr Veronica Lonergan Leadership Award
- Recognition of Achievement: Semester Awards, Endeavour Awards, Sports Awards, Arts Awards, Arts Exhibition, Awards and Presentation Nights
- Involvement in College events: Reflection Days, Establishment Day, Socials/Formal, 'Unleashed', Choir, Instrumental Music Program, VCE/VCAL, Information Evenings, Arts Week, Religious celebrations, e.g. Good Friday, Mass of the Sacred Heart, whole school assemblies
- Involvement in the wider community: College Tours, Catholic Education Week, camps, excursions, incursions, guest speakers, community service, charity fundraising, work experience, Arts Play (Year 10 students leading activities at local primary schools)

Parents were involved in a number of ways:

- Information Evenings, Parents and Friends Association, College Tours, Working Bees, Establishments Day, Camps, fundraising events
- Parent/Teacher/Student interviews: Attendance is always very good and support is usually over 80% of parents following up with teachers

Staff go above and beyond their teaching load to facilitate a variety of activities within and outside the College including:

- Work Experience visits
- College Tours
- Arts Week
- Arts Play workshops
- Parent/Teacher/Student interviews
- Intercampus activities
- Community Service/social justice/charity fundraising
- Community awareness through special programs
- Sporting activities all year long, e.g. Premier League
- Unleashed/Music
- Camps

Safety at School and Connectedness with Peers is consistently high in the data for both parents and students. Parent satisfaction with the College is very positive. Parent opinion on School Climate, Student Behaviour and Student Engagement are in the top 30% range of Victorian Secondary Schools and are reasons why many parents choose CRC North Keilor for their child.

VALUE ADDED

- **Skills Plus and modification of work/Special Education:** 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 and Foundation Maths** to enhance Mathematical ability and also assist students needing further help in Mathematics.
- **NITOR Program:** A boys education program at Year 10 which continues to go from strength to strength each year.
- **The Audeamus Program:** An interdisciplinary subject with community links that continues to go from strength to strength each year.
- **The Year 8 Program:** An interdisciplinary subject for two periods each cycle.

PARENT SATISFACTION

SRC Insight Data 2013 (cf 2012) indicates parent satisfaction with the College is very positive. In general, the parents' opinions on School Climate, Student Behaviour is in the top 25% and Community Engagement is in the top 30% range of Victorian secondary schools.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	1,407,097
Other fee income	339,414
Private income	160,813
State government recurrent grants	1,288,961
Australian government recurrent grants	4,625,715
Total recurrent income	7,822,001
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	5,829,084
Non salary expenses	2,229,818
Total recurrent expenditure	8,058,902
Capital income and expenditure	Tuition
Government capital grants	147,876
Capital fees and levies	556,841
Other capital income	
Total capital income	704,717
Total capital expenditure	2,434,596
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	1,729,879
Total opening balance	1,780,673
Total closing balance	2,352,398

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

In 2013, the College entered 'Phase 2' of the School Improvement Project having participated in its second External Review in 2012.

The relative strengths identified in that review continued to be features and selling points for the College in 2013. These included:

- *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.*
- *“Good reputation ... there are standards and a follow up of any issues” – Parents.*

The following areas of development were identified as being important for the College to focus on in its School Improvement Plan for 2013 – 2016.

- *“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 formed the basis for our Annual Action Plan in 2013 and we will looking to further developing these aspects of the College in the coming years.

In 2014 and beyond we will continue to work towards the realisation of the College Master Plan. As previously stated in this report this work began in 2013 and plans are that this development will continue in the coming years.

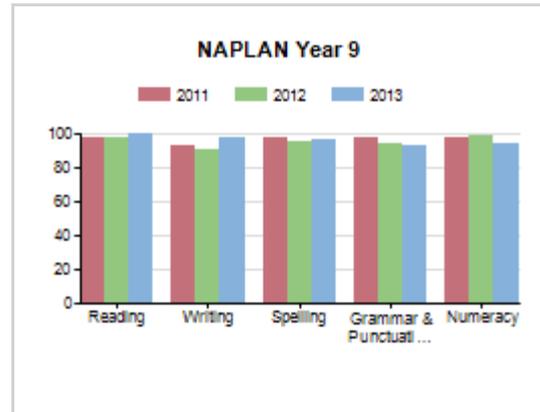
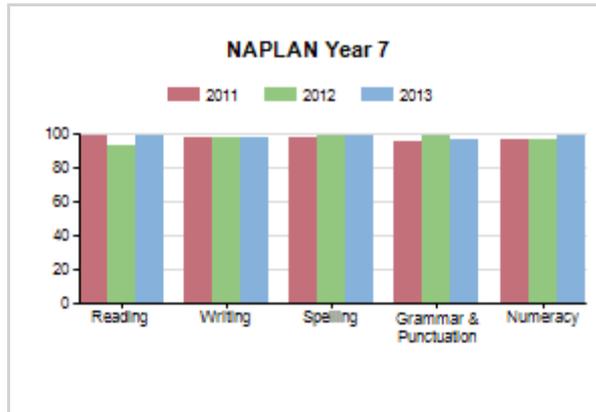
VRQA Compliance Data

E1327

Catholic Regional College North Keilor, Keilor North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2011	2012	2011–2012	2013	2012–2013
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	99.4	93.3	-6.1	98.6	5.3
YR 07 Writing	98.0	97.3	-0.7	97.8	0.5
YR 07 Spelling	97.3	98.7	1.4	98.6	-0.1
YR 07 Grammar & Punctuation	96.0	98.7	2.7	97.1	-1.6
YR 07 Numeracy	96.2	96.7	0.5	98.6	1.9
YR 09 Reading	98.4	97.3	-1.1	100.0	2.7
YR 09 Writing	93.0	90.5	-2.5	97.4	6.9
YR 09 Spelling	98.4	95.9	-2.5	96.1	0.2
YR 09 Grammar & Punctuation	97.7	94.6	-3.1	93.5	-1.1
YR 09 Numeracy	98.4	99.3	0.9	94.8	-4.5



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	0.00%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Year 7	99.60
Year 8	98.52
Year 9	98.39
Year 10	97.96
Overall average attendance	98.61

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.36%
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STAFF RETENTION RATE

Staff Retention Rate	93.48%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	15.91%
Graduate	43.18%
Certificate Graduate	13.64%
Degree Bachelor	86.36%
Diploma Advanced	36.36%
No Qualifications Listed	9.09%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	55
FTE Teaching Staff	67.159
Non-Teaching Staff (Head Count)	35
FTE Non-Teaching Staff	32.748
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	579.60
Year 9 Writing	594.50
Year 9 Spelling	588.00
Year 9 Grammar & Punctuation	577.90
Year 9 Numeracy	573.70

Vision and Mission Statement

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 our core values and a belief that with sufficient time and support, every student can experience success.

Our Vision

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 envision a school where:

- the understanding of human integrity, as modelled by Jesus Christ and taught by the Catholic Church, is lived.
- people continue with us, a journey begun in their local parish.
- excellence is applauded.
- 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.

Our Strategic Intent: 2013 – 2016

Over the next four years our Strategic Intent is to:

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