



Catholic Regional College North Keilor



2014 ANNUAL REPORT to the School Community

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Minimum Standards Attestation

I, Greg 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
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)



22 May 2015

Our College Vision

Whenever we promote our College we use the phrase “Educating in Faith ... Education 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.

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 "Educating for Life" for all of our students.

The school is housed in ten main buildings. These house the Chapel, 22 general purpose classrooms (nine of which are relocatable classrooms), two Science laboratories and a Science store, two Design Education rooms, a computer laboratory as well as specialist Music, Drama, and Physical Education facilities. In 2014 the Technology "Hub" was completed and houses 2 spaces – one for Materials Technology (Wood, Plastics and Metal) and one for Fabrics, Robotics and Engineering. In 2014 work began on a new Food Technology facility. There is also a Learning Centre (Library), a canteen, a large maintenance shed and an Administration wing which houses the General Office, staff amenities and work areas.

The students from CRC North Keilor come from a variety of socio-economic backgrounds (53 in total), 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 2014 were set at \$3,360 plus levies; 19% of our families were eligible for EMA and 34 students received LNSLN funding.

Our relatively high SES index continues to makes it very difficult for the College to attract government grants for capital works meaning we must fund our own building and capital works programs through borrowings.

In 2014 we had 641 students enrolled at the College and there were 546 families. It is expected that there will be a fluctuating enrolment over the next four to six years. The average Homebase class sizes in 2014 were: Year 7 – 28, Year 8 – 25, Year 9 – 26 and Year 10 – 27. Practical class sizes were smaller.

The school employed 54 teaching staff and 36 non-teaching staff in 2014.

Principal's Report

2014 began with the launch of our 'new' core values: Faith, Respect, Compassion and Resilience. These values underpin all that we say and do here at the College and to life in general. They also form part of our school logo.

For the past three years "Building Relationships, Improving Learning" has been the focus of a number of our professional development activities. I am pleased to be able to acknowledge the great work done this year by our "Change 2" team, who have been responsible for introducing the "Connections" program which will begin this year at the College. Based on the well-researched, "Sensibility" program, all students will be exposed to workshops designed to improve their wellbeing. This program makes tangible the important link between student wellbeing and the curriculum

Early in Term 2 2014, the new soccer field and athletics track became available for use and on any given lunchtime we can find up to half of the school making good use of it. In Term 3 the new Technology complex was completed. It comprises a large space to facilitate Materials (Wood, Plastics and Metals) Technology classes and a classroom which will house Fabrics, Robotics and Engineering classes.

We have also seen some wonderful developments in other areas of the College last year. The relocatable classrooms are barely recognisable, such is the facelift they have undergone (see pictures below). The landscaping works that were planned last year now complement this area of the College and provide wonderful passive recreational facilities for students.

The building project will continue well into 2015.

Another significant project undertaken in 2014 was the upgrade to the technology infrastructure at the College. Although the work done in this project would not be immediately obvious to a visitor, the improvements made now provide students and teachers with the most up to date technology infrastructure available. This will enable our students and teachers to experience a fast and reliable data service and allow them to maximise the use of the digital tools they have at their disposal well into the future.

2014 was memorable for many reasons and will be remembered as year of change – change for the better!



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

2014 has seen the introduction of our "Core Values". After much discussion last year amongst the key stakeholders of staff, parents and students, the Core Values of Faith, Respect, Compassion and Resilience were launched.

Each term all students had the opportunity to spend time with their Homebase teacher in order to unpack each of these core values individually.

The students have continued to have the opportunity to attend weekly Mass in our Chapel which has been prepared by a different Homebase each week. We are grateful to Fr O'Reilly, Fr Paul, Msgr Portelli and Msgr Cavarra (until his new appointment in October) 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 2014.

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, Sarah Rasquina, was part of a group of 15 Year 10 students and 3 staff (Phoebe Maluyo, Tara Ciantar and Theresa Stephenson) who travelled to Brisbane during the term 3 holidays, 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. As a result of launching our Core Values, the students and staff are more aware of the Gospel Values as lived and taught by Jesus Christ.

Each day of the academic year begins with prayer, both for staff and students. Homebase prayers are written and led by students.

Whole school Masses four times a year (once each term), termly Mass for each year level in our College Chapel and weekly Homebase Masses, coupled with other Liturgical celebrations enhances the whole College understanding of the importance of ritual liturgy. 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 2014 were:

Online and Ongoing Reporting

The College recognises that parents are an integral component of their child's learning and as such they need relevant and timely feedback about the progress and challenges of their child's learning. This information is now provided via a Dynamic Reporting system. Each parent has a personalised log in which allows parents to access ongoing feedback about their child's development.

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. Interim Reports are also provided at the end of Term 1 and 3 via the Parent Portal and a summative report is printed at the end of each semester.

New Learning Spaces

CRC North Keilor has continued to develop student-centered curriculum and this philosophical approach to learning has been foremost in our minds as we have planned and designed the new buildings including Materials Technology, Food Technology and Science. This process has also prompted us to reflect on our current learning spaces and how we can use these more effectively to enhance students learning. In consultation with students we have updated many classrooms and are experimenting with different furniture throughout the school.

New Subjects in 2014

The College has continued to review 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: Year 9 VET Indonesian and Year 10 Elective Sports of all Sorts

eLearning

The use of digital tools is paramount in learning in the 21st Century, particularly now that so many facts are at a learners fingertips. There is now a greater emphasis on applying knowledge to solve new problems. With the ICT infrastructure project being completed in December 2014 the possibilities for our students will be vast and exciting. We are well placed to take advantage of these new resources as every student will have their own digital device and Year 10 students will also have the opportunity to use an iPad as a companion device.

Considerable work has also occurred in 2014 to develop online curriculum resources that students can access from home. This means students can continue to stay connected to the learning experiences that occur in the classroom even if they are absent from school.

Awards Ceremony

Once again the whole college gathered mid-year to recognise those students who achieved the highest quality learning outcomes in each subject across a year level. The keynote address was given by the Dux of Sydenham College in 2013, Alex Chicocki who was also previously a student of North Keilor. Alex's speech challenged students to find subjects that they love and immerse themselves in all the related learning experiences.

STUDENT LEARNING OUTCOMES

The NAPLAN data for CRC North Keilor has been relatively stable for the last three years across the five domains including reading, writing, numeracy, spelling and punctuation and grammar. In all cases, results at both Year 7 and 9 have been at or close to the national average. Writing has been a particular strength at the College and this value adding has been consistent over the last three years (see tables on page 20).

What is particularly pleasing is the growth in learning from Year 7 to Year 9. In both reading and numeracy we see that students are progressing at a faster rate at CRC North Keilor than any other similar secondary school.

On closer inspection of the Year 9 data it can be observed that there has been a steady increase in grammar and punctuation, reading and numeracy over the last three years.

The College needs to continue to support our highly able students to build a deep and robust understanding of the skills and concepts expected of students at and above the standard.

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 with the approval of the Change2 – Connections initiative. A working party of interested staff was formed to undertake planning for the implementation of the program in 2015.

A range of Student Wellbeing-related activities for students also occurred during the year, including:

- “*Skin & Sun Care For Teens*” a presentation to Year 7, 8 and 10 students, which focused on creating good habits that help in protecting and caring for skin and the need to be ‘Sunsmart’.
- “*Impressions of Me*”, a presentation delivered to Year 9 and 10 students aimed at helping students build their confidence and self-esteem.
- *The Butterfly Effect* was delivered to Year 8 girls. The objective of the workshop was to look at ways of transforming these girls into thinking, confident young women. It also looked at reflecting and reshaping the future, how to make friends, and personal safety, at managing stress effectively and self-esteem.
- *The Odyssey Program* was delivered to Year 8 boys. The aims of the workshop included strengthening boys’ sense of self and encouraging them to question the one dimensional view society has of masculinity, as well as assisting boys to be responsible and healthy young men.
- CyberSafety – A representative from Caroline Springs Proactive Policing Unit (CSPPU), addressed students across all year levels about the possible dangers and threats to their safety and wellbeing, and that of others, through inappropriate use of technology.

The Federation Student Wellbeing Deputy Principals completed their project and launched the *Federation Wellbeing Guidelines* on 29 October. This was the conclusion of an inter-Federation project sponsored by a CEOM Leadership Support Grant. The following Guiding Principles were developed whereby student’s undertaking education within the Federation should feel that they:

- Are Known
- Are Valued
- Are Supported
- Belong

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94.96
Year 8	93.73
Year 9	91.12
Year 10	93.54
Overall average attendance	93.33

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.

Weekly Homebase Teacher meetings have continued in 2014 and have 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.

VALUE ADDED

Student leadership opportunities continued to be a focus in 2014. 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:

- assisting with preparations leading up to and on the day at the inaugural Mothers' and Fathers' Day Breakfasts
- attendance at the St Patrick's Day Mass
- attendance at the Young Speaker's Colloquium
- assisting in the College Canteen
- making recommendations to the Leadership Team regarding improvements to the school facilities
- organising the SRC Social

The transition process for new students entering Year 7 continues to be a successful one. Interviews were held in July 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 2015, the Year 7 students were the only students at the College, which they felt was very beneficial.

STUDENT SATISFACTION

In 2013 and 2014 the whole student population was included in our survey. Comparing 2013 data to 2014 we see very similar patterns emerging from the data. Student engagement in learning continues to be a major strength with results almost identical in both years. Results for Learning Confidence, Connectedness to Peers and Student Motivation in 2014 are once again 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 was an area that the College monitored closely in 2014 and pleasingly we saw slightly improved results on the previous year.

Also see Graph: 2014 student experience – actual scores (Attachment 1)

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 increased accountability 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 2014 as we work towards accomplishing the stated goals and intended outcomes.

- A comparison of SRC Insight data, 2014 cf 2013, indicates that there has been a very slight increase in the indicators of Supportive Leadership (58.39 to 58.43). Role Clarity (62.95 to 61.94) and Empowerment (48.44 to 46.92) have shown slight decreases. Encouraging staff who aspire to and demonstrate potential for leadership in our College will remain an ongoing priority in 2015.
- **Development of a stronger professional staff culture:** Staff indicated in their Annual Review Meetings how well they believed they were meeting three of the eight AITSL professional standards (3, 5 and 8) 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 2014, 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 2014.
- **Buildings and Amenities:** Having failed to attract capital grants to assist us to continue with the development of the Master Plan in 2014 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 further loans in 2014 and continue the following major capital works. These works included:
 - (i) Completion of Oval Redevelopment
 - (ii) Completion of Materials Technology Rooms
 - (iii) Completion of verandahs & decking adjoining relocatable classrooms

The cyclic maintenance and building improvement program continued in 2014.

Carpet for Classrooms		\$16,340
Painting	:	\$11,532
Air Conditioning		\$ 4,298
Maintenance Kart		\$ 3,000
Security		\$ 4,390
Furniture:		\$64,785

ICT provision: In 2014, the College continued to move forward in this area, undertaking a major revamping of its ICT infrastructure. Over \$1.3m was expended to improve WiFi and Internet access for staff and students. This project was successfully completed on December 20, 2014.

- **Financial Accountability:** The 2014 AFS was prepared and audited by Hayes Knight Melbourne and was submitted to the CEOM by 30 April 2014. Details of the College's financial performance appear on page 17 of this report.

The debt per student in 2014 was \$8,640. Continued vigilance will be required to ensure all available fees are collected if we are to meet the increased loan repayments. Fee rises for 2015 and beyond can be expected to fund the building program.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

During 2014 the following PD programs were conducted at the College:

- Formative Assessment – Glen Pearsall
- Catholic Stories and Spirituality- Dr Amy Jill Levine
- Discrimination in the Workplace- Rob Cargill

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	57
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,121.08

Several staff had the opportunity to participate in a range of external professional development courses including: First Aid Training Level 2; Drama; VCE English; AusVELS Geography; History; Art; Women in Leadership; Boys in Education; Classroom Management; Graduate Conference; Deputy Principal Conferences; eLearning MasterClass; Performance and Development Culture; and Accidental Counselling.

Two staff completed their CERT IV Training in order to provide VET courses here at the college. Four Educational Support Officers also completed their Certificate in Educational Assistance

TEACHER SATISFACTION

SRC Insight data (2013 cf to 2014) indicates:

- Staff Wellbeing in 2013 was on par with 2013, and was for the most part in the mid-50% when compared to Victorian secondary schools
- Empathy: Results were stable in 2014 in comparison with 2013 data. Results were in the low-50% of Victorian secondary schools
- Clarity: Results stable 2014 (cf 2013), still in mid-50% range
- Engagement results were stable in 2014 (cf 2013). This has been noted as an area where continued work and improvement is required

- Learning: Results were stable in 2014 in comparison with 2013 data
- Student Behaviour: Teachers noted an improvement in this area, particularly student motivation, which is now in the top 25% of secondary schools
- Team-based practices: Teachers noted a decrease in this area in 2014 (cf 2013) student management and curriculum
- Teaching and Learning: Student motivation, parent partnerships have shown improvement in 2014 (cf 2013).

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
- 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 2015. (see **Focus for 2015** page 18)

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	57
FTE Teaching Staff	64.050
Non-Teaching Staff (Head Count)	35
FTE Non-Teaching Staff	29.596
Indigenous Teaching Staff	0

College Community

Goals & Intended Outcomes

Through effective communication within the School and Community, together with the 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
- 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 2014, 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 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, AFL football
- Leadership: School Captains, Sports captains, Social Justice Captains, House Captains SRC, Peer support, Sr Veronica Lonergan Leadership Award, Ignite
- Recognition of Achievement: Semester Awards, Endeavour Awards, Sports Awards, Arts Awards, Arts Exhibitions, Dance Exhibitions, Awards Night.
- Involvement in College events: Reflection Days, Establishment day, Social/Formal, Unleashed, Choir, Instrumental Music Program, VCE/VCAL, Information Evenings, Arts Week, Religious Celebrations, Assemblies, Ignite, F1
- Involvement in the Wider Community: College Tours, Catholic Education Week, Ignite, Yr 7 and 9 Camps, Excursions, incursions, guest speakers, Community service, Charity Fundraising, Work experience, Arts Play, Sport, F1.

Parents were involved in a number of ways:

- Information Nights, Parents and Friends Association, College Tours, Canteen, Working Bees, Camps, Fundraising events, Establishment day
- Parent/Teacher/Student Interviews: Attendance is always very good and support is usually over 80%. Staff go above and beyond their teaching load to facilitate a variety of activities within and outside the College including
- Work experience Visits
- Arts week
- Intercampus Professional Learning and activities
- Camps
- Community Service/Social Justice/Fundraising

- Sporting activities all year long: Premier League/SACCSS
- Unleashed/Music/Dance
- Events, e.g. Establishment Day

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.

VALUE ADDED

- Skills Plus and modification of work for Special Needs students. A program of targeting at risk students
- Core Plus Maths and Foundation Maths to enhance mathematical ability and also assist students needing further help in Maths
- Nitor Program: A Boys education program at Yr 10
- The Audeamus Program: An interdisciplinary subject with Community links and much time spent offsite one day a cycle.
- Peers Support: A program run in the first Semester that aims to build connectedness and assist in the smooth transitioning of students to Secondary School with Yr 10 Student Leaders and Year 7 students twice a cycle in Term 1 and once a cycle in Term 2
- The Year 8 Program: An interdisciplinary subject for two periods each cycle.

PARENT SATISFACTION

SRC Insight data 2014 (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	453,407
Other fee income	478,516
Private income	453,275
State government recurrent grants	1,300,578
Australian government recurrent grants	5,351,241
Total recurrent income	8,037,017
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	6,252,599
Non salary expenses	2,671,848
Total recurrent expenditure	8,924,446
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	1,631,920
Other capital income	0
Total capital income	0
Total capital expenditure	4,871,723
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	3,239,803
Total opening balance	2,352,398
Total closing balance	1,990,819

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 2014, the College entered 'Phase 3' 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 2014. 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 the implementation its School Improvement Plan for 2013 – 2016.

Year of Resilience	
Focus for 2015	
Education in Faith	Enhancing Catholic Identity Project Foster the Year of Resilience Embedding Core Values across curriculum
Leadership & Management	Master Plan: <i>Continuation of grounds and building development program</i> Staff Induction
Student Wellbeing	Implement Connections Program Review Wellbeing Policies and Procedures Student Leadership
Learning and Teaching	Quality Learning and Teaching: <i>Dynamic Assessment; Online Classroom Documentation; Curriculum Development</i> Students with additional learning needs eLearning
Community	Marketing – update website; photos for publications Branding – prepare timeline; source designer Communication – develop and implement a policy
	
I can do all things through Christ who strengthens me. Ph 4:13	

These focus areas form the basis of our Annual Action Plan in 2015. Beyond that, we will continue to develop further and work towards the realisation of the College Master Plan.

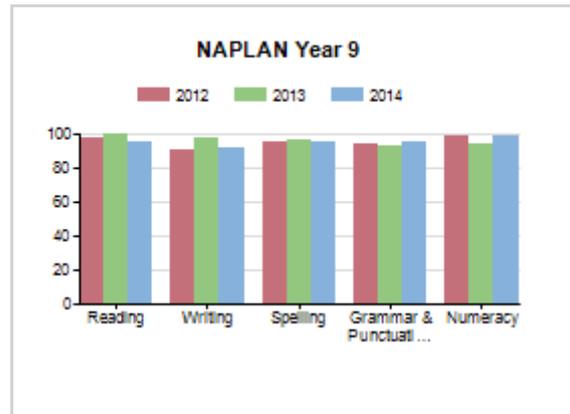
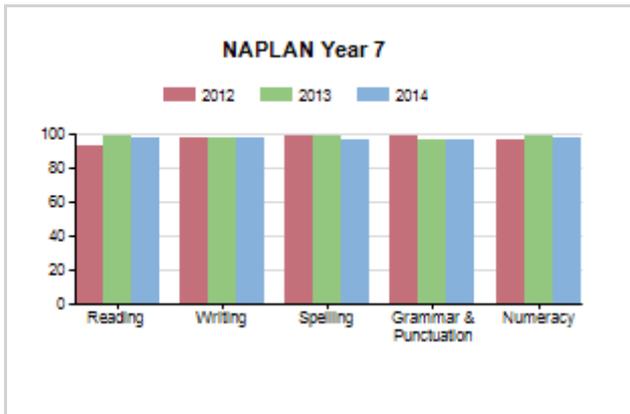
VRQA Compliance Data

E1327

Catholic Regional College North Keilor, Keilor North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2012	2013	2012–2013	2014	2013–2014
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	93.3	98.6	5.3	97.5	-1.1
YR 07 Writing	97.3	97.8	0.5	97.4	-0.4
YR 07 Spelling	98.7	98.6	-0.1	96.9	-1.7
YR 07 Grammar & Punctuation	98.7	97.1	-1.6	96.9	-0.2
YR 07 Numeracy	96.7	98.6	1.9	98.1	-0.5
YR 09 Reading	97.3	100.0	2.7	96.0	-4.0
YR 09 Writing	90.5	97.4	6.9	91.9	-5.5
YR 09 Spelling	95.9	96.1	0.2	96.0	-0.1
YR 09 Grammar & Punctuation	94.6	93.5	-1.1	96.0	2.5
YR 09 Numeracy	99.3	94.8	-4.5	99.3	4.5



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	589.80
Year 9 Writing	570.30
Year 9 Spelling	585.75
Year 9 Grammar & Punctuation	580.70
Year 9 Numeracy	582.70

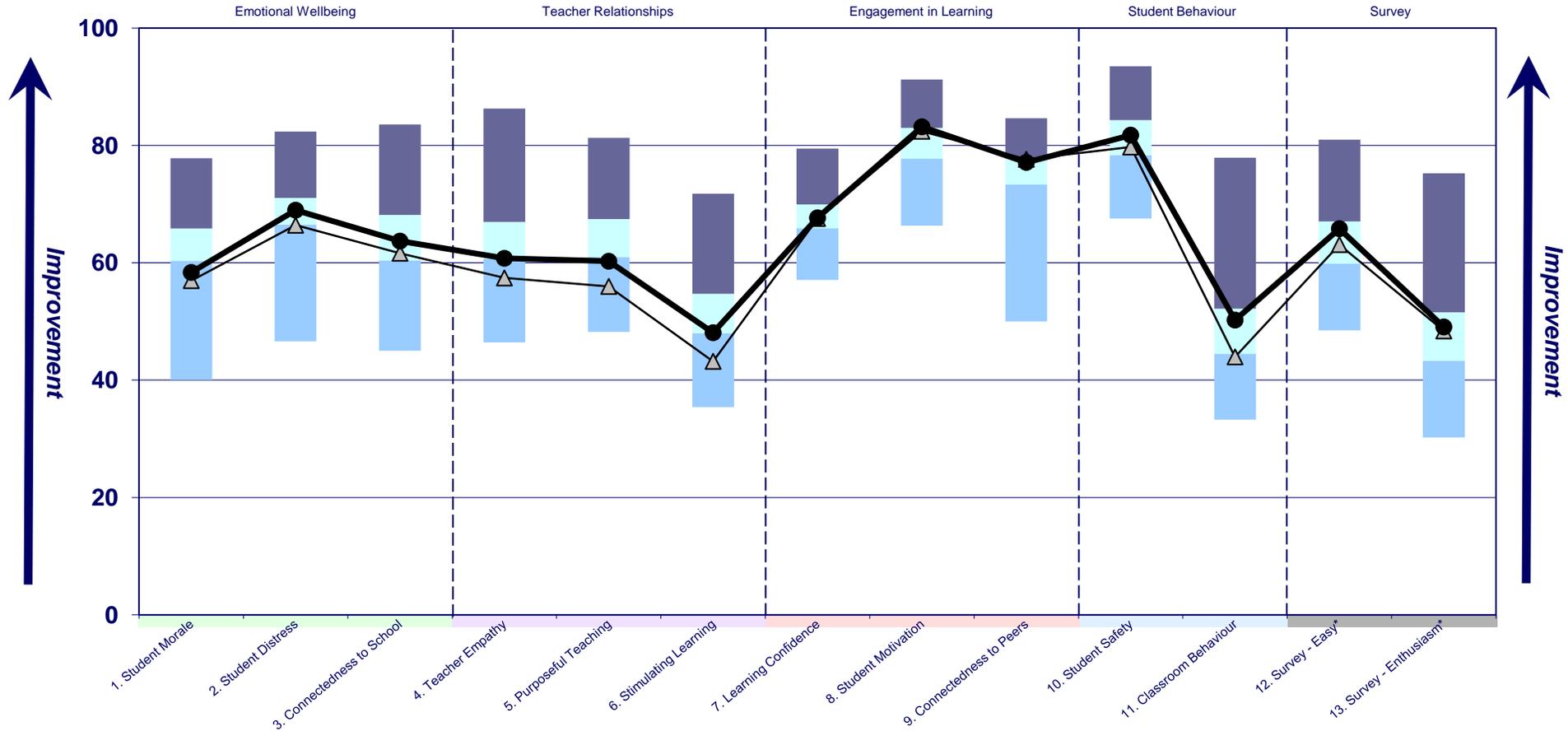
YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	0.00%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.71%

STAFF RETENTION RATE	
Staff Retention Rate	87.50%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	16.67%
Graduate	42.86%
Certificate Graduate	11.90%
Degree Bachelor	95.24%
Diploma Advanced	33.33%
No Qualifications Listed	0.00%

2014 student experience – actual scores ...



* Comparisons based on Victorian Catholic Secondary schools only (Indicators 12 & 13).

Top 25% of Victorian secondary schools
 Middle 50% of Victorian secondary schools
 Lower 25% of Victorian secondary schools

Catholic Regional College North Keilor (E1327) 2013 (555)

Catholic Regional College North Keilor (E1327) 2014 (569)

1-3
Emotional Wellbeing

4-6
Teacher Relationships

7-9
Engagement in Learning

10-11
Student Behaviour

12-13
Survey