

2015

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



---

## CATHOLIC REGIONAL COLLEGE NORTH KEILOR

REGISTERED SCHOOL NUMBER: 1835



## Contents

Contents .....	0
Contact Details .....	2
Minimum Standards Attestation .....	2
Our College Vision .....	3
College Overview.....	4
Principal’s Report.....	5
Education in Faith .....	6
Learning & Teaching .....	7
Student Wellbeing .....	9
Leadership & Management.....	11
College Community.....	15
Financial Performance.....	17
VRQA Compliance Data.....	18

## Contact Details

<b>ADDRESS</b>	Santa Monica Drive North Keilor 3038
<b>PRINCIPAL</b>	Greg Wade
<b>PARISH PRIEST</b>	Fr John O'Reilly
<b>SCHOOL BOARD CHAIR</b>	Fr John O'Reilly
<b>TELEPHONE</b>	(03) 9361 5900
<b>EMAIL</b>	<a href="mailto:gwade@crcnk.vic.edu.au">gwade@crcnk.vic.edu.au</a>
<b>WEBSITE</b>	<a href="http://www.crcnk.com.au">www.crcnk.com.au</a>

## 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)



20 May 2016

## 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 CRC 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 / 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, CRC 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 are 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, comprising 23 general purpose classrooms (nine of which are relocatable classrooms), three Science laboratories, two Design Education rooms, two Materials Technology rooms (Wood and Fabrics) and one computer laboratory, as well as specialist Music, Drama, Physical Education and Food Technology facilities. There is a large maintenance shed and an Administration wing which houses the General Office, the staff amenities and work areas. The most recently constructed/renovated building (2013 – 2015) is our specialist block (Science and Technology).

The school is fortunate to enjoy spacious grounds which 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 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, Filipino, Indian and African backgrounds. The school has a Socio Economic Score (SES) of 99. Tuition fees for 2015 were \$3609 per student. Although 91.4 % of our families commit to pay full fees, 17.5% of our families are eligible for CSEF, meaning they are on a pension and or in receipt of a Government Health Card. Our fee collection rate for the College is approximately 90.2%; 5% of our students receive LNSLN funding.

In 2015 we had 625 students enrolled at the College and there were 527 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 2015 were: Year 7 – 24.7; Year 8 – 27.8; Year 9 – 25.8; and Year 10 – 26.1. Practical class sizes were smaller. The school employed 51 teaching staff and 29 non-teaching staff in 2015.

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 and the Federation Business Manager, along with and co-opted members on an as-required basis. The Council has two sub-committees: Finance Committee and Board of Studies.

CRC North Keilor encourages a community atmosphere. Events such as whole school Masses, Parent/Teacher/Student (PTS) interviews, the Parents and Friends Association meetings, 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 PTS interview sessions are well attended.

## Principal's Report

2015 has contained many highlights. One only has to walk around the College to witness the developments that have taken place at the College over the last 12 months.

Our ability to claim our place as a genuine 21st Century educational facility was franked when in January we began to fully utilise the new 'future-proofed' IT infrastructure which was completed in late 2014. The introduction of the new infrastructure has resulted in noticeable improvements in the consistency, quality and access to digital teaching and learning experiences for all in our College community. I am confident that these enhancements provide the foundations for continuing improvements in these areas as time goes on.

The new Food Technology room became a fully functional classroom from the beginning of Term 2 and the newly landscaped area between C and D blocks was opened up at the same time. Both of these areas are 'state of the art', providing students and teachers with first class facilities for both teaching and learning and simply spending some downtime. We marked the 100th Anniversary of Gallipoli with the installation of a 'Poppy Wall' in the newly landscaped area, where the whole school gathered in April honour the ANZACs and witness the blessing of the new facilities.

Under the direction of Joseph Scully (Henderson and Lodge Architects) building works continued to be a major focus right up until the end of the 2015 school year. Our builders McMahon and Utri completed the third stage of a very complex building project by delivering us an amazing new Science room and a new collaborative learning space, which will also seat approximately 200 people for meetings and assemblies. The two original Science rooms were refurbished and the Science Storeroom extended. All of these facilities were ready for use from the beginning of 2016.

Whilst I am very proud of what we, with the support of the Federation of Catholic Regional Colleges, have been able to achieve facilities-wise, I am equally proud of what our teachers and students have been able to achieve in the faith development, academic, co-curricular and community spheres of College life.

Worthy of note this year has been the introduction of the very successful Connections Program. Twelve months in the planning this whole school program is designed to make explicit links between wellbeing and learning, and is underpinned by a strong focus to build upon existing programs and resources that already support student learning and wellbeing.

## 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 CRC North Keilor community.

### Achievements

Religious Education and the Faith Development of our community are at the forefront of the teaching and learning experiences in our school. This is evident in the way we express our Catholic identity at the College.

2014 saw the introduction of our “Core Values”; with 2015 designated as the Year of Resilience. Each term all students had the opportunity to spend time with their Homebase teacher in order to ‘unpack’ our 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 Olickal, Msgr Portelli, Fr Gerard Johnson and Fr Arockia Manoharan Sebastian who came to celebrate Mass for us on a weekly basis.

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 26 winter hampers to the local SVDP chapters following our Mass of the Sacred Heart on 18 June and a further 25 hampers full of Christmas cheer at the end of 2015.

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 Youth Minister, Melissa de Sieno attended these days and assisted as a presenter. Melissa also went to the Year 9 Camp and prepared and led the Liturgy at the Year 9 camp.

At the end of 2015 we were notified that two of our staff have been selected to accompany students to World Youth Day celebrations in Krakow in 2016. Our Youth Minister is also attending with the Archdiocesan Office for Youth as an administrative assistant.

#### VALUE ADDED

- Employment of a Youth Minister
- Targeted employment of committed Catholic staff
- Continuation of Homebase Masses
- Support of students to attend Catholic youth conference (Ignite in Brisbane)
- Organisation of our own youth conference (Seekers)
- Establishment of a Ministry Band

## 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

We began 2015 examining what quality teaching and learning looks, sounds and feels like at CRC North Keilor. This has been an ongoing discussion in various forums at the College. Staff reflected on the key aspects of quality teaching and learning, and considered research in this area. To lead our work we have collaborated throughout the year with education consultant, Glen Pearsall. He assisted our teachers to develop routines which can be established in classes that will provide a more focussed and reflective learning experience for our students. In particular, he encouraged teachers to explicitly state the learning intentions of each lesson and share these with the students. Glen challenged us to provide high quality learning in every subject, in every lesson, every day. We continue to try to build a learning culture where teachers and students do not just cover the course but uncover the essential truths contained within each domain.

On 8 August, during our whole school Professional Development day, Glen Pearsall returned to launch our 'Collegial Conversations' project, which we plan to implement in 2016. The project will involve a group of ten to 15 teachers who will collaborate to improve teacher practice and student learning. Teachers will work in pairs to observe each other's practice and learn from one another, including offering constructive feedback to each other. Glen provided a range of protocols that staff could use to plan and document their planning, observing and reflecting. This is a significant step in our endeavour to further promote a culture of reflection and teamwork across the College.

During the September holidays Liam O'Sullivan, Domain Leader – English, and I attended the ACEL conference in Sydney with the theme '*Courage and Commitment to Lead*'. This was a fantastic opportunity to hear some world class educators and researchers discussing new and emerging trends in education. A recurring theme at the conference was for educators to commit energy into exploring new ways to meet the needs of all learners. Salient research indicated that using specific learning data about each child is useful in supporting teachers to develop curriculum that meets the need of the individual. We know we all grow and develop at a different pace so it is important all students are supported as they make progress along the learning continuum.

Using data to track and monitor student improvement is essential if we want to foster a culture where all students can continue to grow, learn and improve. This year all our Year 7 students completed the ACER Numeracy and English comprehension tests online during class. In this way the subject teacher received immediate feedback about each of their students. We then repeated these tests later in the year to highlight areas of growth and also provide information to teachers on the success of various teaching strategies. We want to be a school that fosters a culture of progress in which teachers, students, and parents see learning success as being about effort and improvement, not just ability and attainment.



## 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.

While writing was a particular strength in 2013 and 2014 we observed a slight decrease in Year 9, 2015. After careful analysis of the teaching program it became evident there needed to be a continued focus on the various writing genres early in Year 9.

What is particularly pleasing is the growth in learning from Year 7 to Year 9 in numeracy. It can be observed that students are progressing at a faster rate at CRC North Keilor than any other similar secondary school.

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

- The Connections lessons are linked with the Core Values of the College and the content of the lessons have a strong focus on respect for others
- The promotion of the College's Core Values with students at Homebase and Year Level; in 2015 it was 'Resilience' and in 2016 it is 'Compassion'. This promotion occurs in Connections lessons, RE classes, general assemblies and class Masses
- The work of the College Captains and the SRC students has had a strong focus on Respect and Resilience. Activities that they have planned and facilitated include Safer Internet Day, National Day of Action Against Bullying and Violence, Refugee Week activities and Cultural Diversity Day, as well as attendance at the Conversation with the Archbishop
- Mother's and Father's Day breakfasts (a Wellbeing forum initiative) commenced in 2014 and are now a regular feature of the College calendar. They promote connectedness and our core values with our parents
- The focus on developing respectful relationships through professional learning for staff reinforces the Catholic school vision
- There has been a strategic focus on improving student attendance, particularly chronic absences and the College is utilising the "Every Day Counts" processes.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.90
Y08	92.41
Y09	91.16
Y10	92.45
Overall average attendance	91.98

Class rolls are marked each lesson to track student attendance over the day.

Office Staff send an SMS at 10.00am 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.

In the case of students who are school refusers or where a high number of absences occur (but not due to illness) the Year Level Coordinator, in consultation with the Deputy Principal – Student Wellbeing, will make contact with parents/guardians and follow the *Every Day Counts guidelines* in offering assistance and support.

**VALUE ADDED**

- Student Leadership Development Program
- Student led initiatives - Safer Internet Day, National Day of Action against Bullying & Violence
- Formation of SRC Executive
- Mothers' and Fathers' Day Breakfasts
- Attendance at the St Patrick's Day Mass (College Captains/Vice Captains)
- Attendance at the Young Speaker's Colloquium (College Captains/Vice Captains and Social Justice Team)
- Cultural Diversity Week and Refugee Week
- SRC Social
- Good relationship with new P&F Committee (Engagement in Establishment Day activities)

**STUDENT SATISFACTION**

The link between positive relationships, student wellbeing and student learning outcomes has been made more explicit. One area this has been reflected in is the Connections program, where the explicit sessions were focused on self awareness, self-regulation, cybersafety, positive self-talk, growth mindsets, planning for the future, and study skills.

Student safety and connectedness continue to be rated very high and there has been a slight decrease in student distress. The Student Management data indicator has risen from 55 in 2014 to 59 in 2015. Anecdotal feedback from staff would also indicate this to be the case, with much less high levels of disruption and misbehaviour in the classroom; student data also reflects this. Student motivation has improved creating greater learning opportunities. In 2013 it was 61 and in 2015 it was 64. Student attendance rate has also increased and chronic cases of absence have been case managed to improve the absences for a number of school refusers.

There has been a greater involvement of Student Leaders and increased opportunities for "student voice", including a restructuring of the Student Leadership selection process and a more proactive approach take to engage with the student leaders. The student leaders/SRC have instigated a number of key days for the College community – Safer Internet Day, National Day of Action Against Bullying and Violence, Refugee Week, and Cultural Diversity Day.

## 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' provided a direction for whole school improvement for the stated period of time. The Leadership and Management Sphere goals are outlined above, and what follows represents a summary of what was achieved in 2015 as we work towards accomplishing the stated goals and intended outcomes.

**Development of a stronger professional staff culture:** Staff indicated in their Annual Review Meetings how well they were meeting the three of the eight AITSL professional standards (1, 3 and 6) which were set as their goals, 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 2015, student enrolments were again strong with 159 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 2015.

**Buildings and Amenities:** Having failed to attract capital grants to assist us to continue with the development of the Master Plan in 2015 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 2015 and complete the following major capital works.

Completion of new Food Technology area  
 Completion of new Science Room  
 Refurbishment and extension of Science Preparation room  
 Completion of Landscaping works between D Block and C Block  
 Completion of Landscaping works between A Block and B Block

The cyclic maintenance and building improvement program continued in 2015.

Item	\$ Amount
Purchased multiple Apple All in One Computers to replace current Desktops	\$ 26,800
Educational Writing Smart Boards	\$ 12,211
Upgraded the Telephone System from Analogue to Digital	\$ 9,086
Purchased 2 Touch Screens for meeting rooms to facilitate better presentations in meetings	\$ 7,990
Trim, Banding of Trees, & Mulch for gardens	\$ 6,930
Supply & Install Pinboards	\$ 6,730
Painting required for the Learning Centre	\$ 5,983
Stormwater Drain Works	\$ 5,068

Item	\$ Amount
Roller Blinds and drapes for the Drama Room	\$ 4,900
<b>TOTAL</b>	<b>\$ 85,698</b>

- **ICT provision:** In 2015, the College continued to move forward in this area.
  - Purchased full site copy of Adobe Creative Cloud license and software for all students and staff
  - Charging Lockers in Library
  - Introduced CareMonkey
  - New iMacs for administration
- Undertook a comprehensive **Review of the Finance, Administration and Allied Services** and restructured operations in that area, with a view to increasing capability in resources management and reducing the administrative burden on the Principal and Deputy Principals. Review included an online survey and separate focus groups for staff, students and parents
- **Review of Master Plan commenced** – consultations with staff and Parents groups conducted
- **Financial Accountability:** The 2015 AFS was prepared and audited by Hayes Knight Melbourne and was submitted to the CEOM by 30 April 2015. Details of the College's financial performance appear on page 17 of this report.

The debt per student as of December 2015 was \$11,412.73. Continued vigilance will be required to ensure all available fees are collected if we are to meet the increased loan repayments. Minimal fee rises for 2016 and beyond can be expected to fund the building program.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2015

- Think Outside the Box – Technology and Education (2 staff)
- Art and Design Workshop- NGV (3 staff)
- The Future of Learning – VCSSPA (2 staff)
- Illustrator and the Elements of Design- VISCOM (3 staff)
- Visual Arts Conference (1 staff)
- Food and Technology Conference (1 staff)
- Laboratory Technology Conference – STAV (1 staff)
- Formative Assessment CSE (1 staff)
- International Guest Speaker Catholic Identity Dr Richard Gaillardetz – All teaching staff
- Quality Teaching and Learning Glen Pearsall (All teaching staff)
- RACV Women in Catholic Education (10 staff)
- Setting the Learning Agenda-Courage and Commitment to Lead (2 staff)
- First Aid Training (10 staff)
- Italian Teachers Conference VATI (3 staff)
- Light up your World with Books- Australian Library and Information Australia (1 staff)
- Building Influence in School Libraries – Learning Team Australia (1 staff)
- It's a Digital World SLAV (1 staff)
- Annual Textiles Conference (1 staff)
- Geography Conference Critical Agendas (1 staff)
- Women in Leadership CSE 2 days (1 staff)
- Helping Students with Social and Emotional Problems Proactive Solutions (2 staff)
- Effective Assessment – Simon Breakspear CSE (1 staff)
- STEM Conference (3 staff)
- Science Teachers Association Conference STAV (2 staff)

<ul style="list-style-type: none"> <li>• Mathematics Association (2 staff)</li> <li>• Health and PE Conference ACHPER (2 staff)</li> </ul>	
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	50
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$1,100.00

## TEACHER SATISFACTION

SRC Insight data (2014 cf to 2015) indicates:

- **Staff Wellbeing** A comparison of SRC Insight data, 2015 cf 2014, indicates that there has been a slight decrease in the indicators of **Supportive Leadership** (58 to 56),
- **Role Clarity** (62 to 66)
- **Empowerment** (47 to 49) have shown slight increases.
- **Empathy:** Results were stable in 2015 in comparison with 2014 data and were mostly in the mid-50% range for Australian secondary schools
- **Clarity:** slightly improved results 2015 (cf 2014), 62 cf 66, still in mid-50% range
- **Engagement:** Teamwork, Empowerment and Ownership all show slight improvement in 2015 (cf 2014)
- **Learning:** Slight decrease in this area is evident in 2015 (cf 2014) Both Professional Growth showed a slight decrease from 2014 to 2015 and Appraisal & Recognition remained the same as in 2014
- **Work Demands:** Teachers felt significantly better about work demands in 2015 cf 2014
- **Student Behaviour:** Teachers noted improvements in both classroom and whole school behaviour in 2015 cf 2014
- **Team-based practices:** Teachers noted significant improvement in both student management and curriculum processes in 2015 cf 2014
- **Teaching and Learning:** Student Motivation, Respect for Students, Teacher Confidence, Engaging Practice and Quality Teaching have all shown improvement in 2015 cf 2014.

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 – continuing to encourage teams to work more effectively
- appraisal and recognition, and professional growth particularly in the area of peer appraisal
- student management – continuing to encourage greater consistency across the entire staff
- teacher confidence, engaging practice and quality teaching – a perceived need for greater collegial sharing.

The Leadership Team, having reviewed the insight SRC data and made its own observations as to the key areas of need within the College, identified the following Focus for areas for 2015.

Year of Resilience

Focus for 2015 – **FINAL**



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

## 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

- Commenced a rebranding exercise, which will be implemented by the end of 2016
- Commenced redevelopment of the College website, to be implemented by early 2017
- The issue of staff wellbeing has been workshopped with both internal and external facilitators, culminating in the establishment of a Staff Wellbeing Committee (chaired by the Deputy Principal – Student Wellbeing), which works closely with the Staff Association (social committee) to stage one off and regular activities to improve staff connectedness and morale
- Introduction of CareMonkey App – permission component currently in operation, reducing paperwork for parents/guardians and providing more immediate communication regarding excursions
- Continued push with parents (new and existing) to use the Parent Portal
- Audeamus and Nitor programs continue to provide opportunities for local and wider community interaction, as have Student Leadership and Social Justice Committee activities.

### VALUE ADDED

- Skills Plus and modification of work for Special Needs students. A program of targeting at risk students
- Core Plus Mathematics and Foundation Mathematics to enhance mathematical ability and also assist students needing further help in Mathematics
- Nitor Program: A Boys education program at Year 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 Year 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

There is a strong sense of community at CRCNK, evidenced by second generation families now attending the College, for example.

Parents are encouraged and welcomed to participate in school activities and events. They also have open communication with staff at the College and are provided with email addresses and phone numbers for leaders and teachers at the beginning of each year and encouraged to have student led conferences with their child's teacher/s as required.

SRC Insight data 2015 (cf 2014) indicates parent satisfaction with the College is very positive. In particular, parents acknowledge the significant **school (capital) improvements** that have been achieved at the College in 2014. Parents also rated the College highly on **approachability**, stating that there is very good two-way communication between staff and parents at the school and that they felt very comfortable in approaching staff with any concerns. **Parent partnerships** – the degree to which staff work with parents – was also rated very highly. **Parent input** – the extent to which parents have an opportunity and are encouraged to make a contribution to school planning – was also seen as a positive and has improved significantly since 2013.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	781,836
Other fee income	82,550
Private income	452,825
State government recurrent grants	1,303,371
Australian government recurrent grants	5,631,328
<b>Total recurrent income</b>	<b>8,251,910</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	6,807,422
Non salary expenses	2,121,306
<b>Total recurrent expenditure</b>	<b>8,928,728</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	0
Capital fees and levies	1,627,586
Other capital income	2,275,318
<b>Total capital income</b>	<b>3,902,904</b>
<b>Total capital expenditure</b>	<b>3,902,904</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>1,990,819</b>
<b>Total closing balance</b>	<b>1,534,402</b>

*The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.*

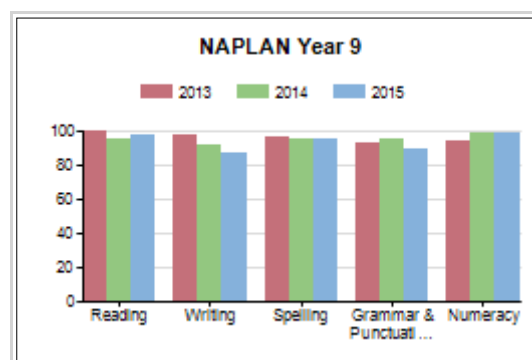
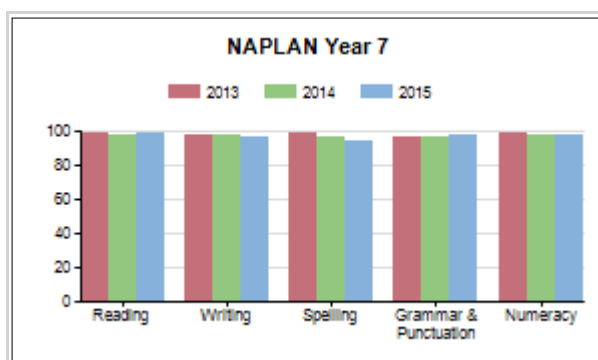
The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

## VRQA Compliance Data

**E1327**  
**Catholic Regional College North Keilor, Keilor North**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 07 Reading	98.6	97.5	-1.1	98.6	1.1
YR 07 Writing	97.8	97.4	-0.4	97.2	-0.2
YR 07 Spelling	98.6	96.9	-1.7	94.4	-2.5
YR 07 Grammar & Punctuation	97.1	96.9	-0.2	97.9	1.0
YR 07 Numeracy	98.6	98.1	-0.5	97.9	-0.2
YR 09 Reading	100.0	96.0	-4.0	97.9	1.9
YR 09 Writing	97.4	91.9	-5.5	87.7	-4.2
YR 09 Spelling	96.1	96.0	-0.1	95.2	-0.8
YR 09 Grammar & Punctuation	93.5	96.0	2.5	89.7	-6.3
YR 09 Numeracy	94.8	99.3	4.5	99.3	0.0



### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Reading	559.80
Year 9 Writing	558.00
Year 9 Spelling	575.70
Year 9 Grammar & Punctuation	554.10
Year 9 Numeracy	571.50

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.90
Y08	92.41
Y09	91.16
Y10	92.45
Overall average attendance	91.98

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.77%

STAFF RETENTION RATE	
Staff Retention Rate	87.76%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.57%
Graduate	39.13%
Certificate Graduate	13.04%
Degree Bachelor	97.83%
Diploma Advanced	28.26%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	57
FTE Teaching Staff	49.783
Non-Teaching Staff (Head Count)	38
FTE Non-Teaching Staff	40.095
Indigenous Teaching Staff	0

## OUR VISION AND 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.

***Our Mantra:***

*Good, Better, Best, Never let it rest.  
'Til your Good is Better, and your Better Best.*

*St Jerome (340-420)*

***2016 – Year of Compassion***

*Merciful like the Father.*

*Luke 6:36*