

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



**Catholic
Regional College
North Keilor**

CATHOLIC REGIONAL COLLEGE NORTH KEILOR



Contents

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	8
Child Safe Standards	10
Leadership & Management.....	11
College Community.....	13
Future Directions.....	14
School Performance Data Summary	15

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Minimum Standards Attestation

I, Tullio Zavattiero, 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*



Tullio Zavattiero
Principal

24 May 2019

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 Catholic values and a belief that with sufficient time and support, every student can experience success. Given that, any initiatives and programs undertaken at the College must have as their foundation the values and beliefs that are expressed in the College’s Mission Statement.

College Overview

We were founded in 1982 as a Year 7 to 10 Co-Educational College to educate youth from the surrounding parishes of St Christopher's Airport West / St Augustine's Keilor, St Mary of the Assumption Keilor Downs, St Peter's Keilor East and Emmaus Sydenham.

We take pride in being an inclusive, faith community that welcomes and values all the students, families and staff of our College. With Jesus as our role model, we embrace our core values of Faith, Compassion, Resilience and Respect as constant reminders of the journey we travel on, and the people we are striving to be.

We hope that each of our students feel a strong sense of belonging to the College, that they are challenged to discover and pursue their individual learning passions and journey on a pathway towards success and fulfilment. The College has the highest hopes and expectations of our students in terms of the attitude, effort and formation of habits necessary for life-long learning and achievement.

Our staff are proud of the rich tradition of CRC North Keilor, and are committed to working together to ensure a supportive, inclusive and positive environment exists here; a culture where personalised learning needs and interests of students are always paramount.

Our motto of 'make us bearers of your peace' challenges us to journey together with faith and hope, always working towards a better world for all.

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 who were born overseas, including, but not limited to, the Republic of South Korea, Malaysia, New Zealand, Philippines, Sri Lanka, Syria, United Arab Emirates and the United Kingdom.

In 2018, the school had a Socio Economic Score (SES) of 99. Tuition fees for 2018 were \$3,849 per student (not including the laptop program, eBooks or Year 7/9 camp levies). Sibling discounts are provided. 75 of our families were 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 was 92%.

In 2018, we had 629 students enrolled at the College and there were 541 families. The average Homebase class sizes in 2018 were: Year 7 – 28; Year 8 – 26; Year 9 – 28; and Year 10 – 24. Practical class sizes were smaller (no larger than 25). The school employed 63 teaching staff and 37 non-teaching staff in 2018.

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.

The school is welcoming to all and encourages the strengthening of the 'home – school - parish' partnership, which is evidenced by our Family Engagement Program, and numerous after school activities aimed at Grade 5 and 6 students of feeder primary schools.

Principal's Report

Our College is a proud Catholic community and it has been wonderful to witness our development in the area of faith this year. We are proud that 45 students and five staff attended the Ignite Conference in September; that so many students and staff are able to share in this unique faith giving experience is a testament to all we represent as a Catholic school and to our core mission to bring people closer to God by understanding and accepting Jesus as our teacher and role model.

Early in the year a number of students took part in the Rise Conference at Mt St Joseph's College, Altona, which was very special for many. Establishment Day in August was also a great day of celebration, when a wonderful Eucharist was followed by fun-filled afternoon of activities and, of course, food. It was great to have the support of the Parents and Friends Association and numerous volunteers on the day.

CRCNK is driven to provide the highest quality of teaching and learning possible, guiding all students to grow and develop in a genuinely holistic sense. The Year 8 Program was taken in a new direction in 2018, with girls and boys being separated for two sessions each cycle. The girls and boys were challenged to focus on key learning and developmental issues. This successful program culminated in celebration evenings showcasing the unique learning that had taken place for each student. A Mathematics coaching program at Year 8 has been very successful in engaging students and meeting varied learning needs. As always, Arts week in October was a great highlight, with some wonderful work and talent showcased throughout.

For a number of years, the College has delivered a Connections Program to all students each fortnight. This program is continually revised so that its message and content holds meaning and context for our students. With the support of key staff from CEM, we delivered content around Identity and Growth to all Year 9 students. It was challenging to present contemporary, yet faith-based understandings and reflections, in this important area of learning. I am proud of the way in which our staff worked closely with the CEM to produce the content for students and for the way our students engaged in the learning.

In 2018, the College initiated a series of workshops for parents to include them in the learning journey of their children and affirm the partnership they share with CRCNK. An evening with Dr Andrew Fuller focusing on understanding the adolescent brain was a highlight; and workshops on Change and Transition, and Developing Positive Study Habits, were well attended and parent feedback very positive. It is heartening and humbling to witness and acknowledge the support and engagement of our parents as a key characteristic of our College community. These partnerships are crucial in ensuring the College moves forward as a collective with students, families and staff knowing we are aiming for the same goal – ensuring our students learn, grow and flourish during their time at CRC North Keilor.

The College strived to enhance its partnerships with the local parish primary schools in 2018. Primary students enjoyed the opportunity to undertake after school Mathematics and soccer skills development programs. CRCNK students also visited some of our feeder schools to lead RE programs and music demonstrations, enjoying working with the younger students and acting as wonderful ambassadors for the College in the process.

I commend our students, staff and parents/guardians on all the contributions made throughout 2018. An enormous amount has been accomplished as we continue to journey on as a community united in our faith and purpose.

Mr Tullio Zavattiero, Principal

Education in Faith

Goals & Intended Outcomes

1. Support and encourage staff in their faith journey and in seeking Accreditation to Teach Religious Education.
2. Enhance our youth ministry, encouraging students to grow and live their faith.
3. Link faith across all areas of learning.

Achievements

'Faith is the essence of things hoped for, the conviction of things not seen'. This quote inspired from the book of Hebrews 11:1 was chosen as the inspiration for the core value of 2018 – 'Faith'. The Australian Bishops declared 2018 as the national Year of Youth. This declaration is complementary to our own Year of Faith. When both themes came together we saw students in a range of opportunities to encounter God and explore their faith.

With the ongoing assistance from the priests of our feeder parishes we have celebrated Homebase and College Masses, as well as Reflection Days across all year levels and activities where Catholic speakers shared their talents and their faith stories.

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.

VALUE ADDED

- Four staff accompanied 40 students to the RISE Youth Conference
- Five staff accompanied 45 students the Ignite Conference in the September school holidays
- Members of the Year 10 cohort re-enacted the Stations of the Cross
- Jason Evert, a renowned Catholic author and Chastity Speaker, met with Year 8 students
- Opportunities for student participation and contribution to faith life of the College community through our Ministry Band and Faith Team
- Year 10 RE students conducted workshops and Performing Arts students staged musical performances at Cana Catholic Primary School allowing them to immerse themselves in service to others.
- Year 10 students also provided a Peer Support Program to Year 7 students
- Regular liturgy and prayer opportunities for students and staff
- Strong connection and commitment to ACU
- Various excursions across all year levels throughout the year to support and enhance classroom learning

Learning & Teaching

Goals & Intended Outcomes

1. Empower students to flourish in their personal learning journey.
2. Use evidence-based research to shape professional practice.
3. Strive for best practice in implementing Victorian Curriculum guidelines and assessment protocols.

Achievements

The College explored opportunities to support the growth of students through the redevelopment of the Year 10 Curriculum, which led to important curriculum structural changes at Year 10 for the start of 2019, including offering a pool of new and exciting subject electives for students.

Growth Coaching practices to support the quality of teacher feedback to students, and focus on a deeper exploration of inquiry-based questions in teaching and learning practices, was implemented. This work in these areas to continue into 2019.

Domain Leaders were provided with professional learning time to reflect, review and engage in dialogue concerning reporting and assessment of student learning, as well as curriculum structures, and teaching and learning policies and procedures. This work will continue in 2019 and will support the development of a Teaching and Learning policy and procedures 'road map'.

In 2018, the College engaged *StepFwd IT* consultants to conduct an extensive review of ICT at the College, which included the identification of a new Learning Management System and the production of an implementation plan for 2019.

STUDENT LEARNING OUTCOMES

The NAPLAN data for CRC North Keilor has been relatively consistent over the past five years across the five domains including reading, writing, numeracy, spelling, and punctuation and grammar.

Year 7 Literacy results in 2018 indicate that we are slightly below the State benchmarks. Our lowest student are equal to the State lowest. The 2018 Year 7 Numeracy results show a slight decline from 2017.

Year 9 Literacy results are equal to or above State and National benchmarks. Results from Year 9 Reading and Writing remain consistent with the 2018 State benchmarks. Year 9 Spelling results have exceeded the State average in 2018. Year 9 College Numeracy results have improved from 2017, however remain slightly lower than the State benchmark in 2018.

Over the past 12 months, the College has committed to developing and implementing curriculum programs and initiatives to support all students on the learning continuum.

Student Wellbeing

Goals & Intended Outcomes

1. Further develop a Positive Behaviour and Wellbeing Framework and embed Child Safe practices.
2. Deepen the implementation of the Berry Street Education Model, Respectful Relationships Project, and the Connections Program, enabling students to flourish in their learning and wellbeing.
3. Provide opportunities for staff and parents/guardians to grow their understanding of adolescents and wellbeing.

Achievements

Our involvement as a lead school in the Respectful Relationships in Schools Project was extended. We engaged in professional learning, student leadership activities and curriculum development with other lead schools in the Brimbank area. The project has reinforced the work already being done at the College and has provided additional learning material for the Student Connections Program.

All staff engaged in two days of Professional Learning run by Berry Street Education. The knowledge and strategies gained from these days continues to inform our staff about ways to build positive and respectful relationships and enhance student learning.

The College joined the Northern Region Secondary Student Wellbeing Network. This forum has facilitated dialogue about student wellbeing, informed us on current wellbeing frameworks, such as eXcel, and Identity and Growth, and established a connection between other Catholic secondary schools in our zone.

In 2018, the College introduced a Family Engagement Program designed to support parents/guardians in the learning journey of their children and affirm the partnership they share with the College. A series of workshops was conducted throughout the year, including positive growth mindset; change and transition; and developing positive study habits. These were well attended and feedback very positive.

VALUE ADDED

- Embedding of new staff position – Director of Student Services
- Two training sessions conducted by an external facilitator for Student Leaders
- A new student leadership position, Liturgy Captain, to enhance student faith experience
- Attendance at the Archbishop's Conversation with Student Leaders and the Young Speaker Colloquium
- Mother's and Father's Day celebrations for parents/guardians and students
- Regular SRC meetings and opportunities for representatives to organise and/or support fundraising activities and other initiatives
- Student Leaders participation in College Tours

STUDENT SATISFACTION

The College did not participate in the Insight SRC SIF survey process in 2018.

STUDENT ATTENDANCE

1. Class rolls are marked each lesson electronically to track student attendance over the day.
2. Office Staff send an SMS at 10am to the primary parent/guardian contact of any student that has been marked absent and where we have not received notification via our absence line or general College phone number.
3. If there is no response to the 10am SMS, and no response from the primary parent/guardian contact, Office staff will telephone alternative emergency contacts progressively until the whereabouts of the student can be ascertained.
4. Office staff are aware of the College's obligation to follow the School Attendance Guidelines applicable to all registered schools in Victoria in order to meet the requirements of the relevant act and regulations. Therefore, if the College cannot ascertain the location of the student and has been unable to speak with all registered emergency contacts, police will be notified.
5. In the case of students who are school refusers or where a high number of absences occur (but not due to illness) the Student Wellbeing Coordinator, in consultation with the Deputy Principal – Student Wellbeing and/or Director – Student Services, will make contact with parents/guardians and follow the Every Day Counts guidelines in offering assistance and support.

Child Safe Standards

Goals and Intended Outcomes

- To ensure our moral, legal and mission-driven responsibilities are met to create nurturing school environments where children and young people are respected, they are empowered and their voices are heard, and they are safe and feel safe.
- To comply with Ministerial Order 870 and all other associated standards and legislative requirements.
- To continually educate and remind staff of their professional expectations, how to recognise abuse, what their reporting obligations are and how to respond if they believe a child is at risk.

Achievements

- Staff professional learning sessions were held during the year about Disclosure and Reporting to support and empower staff to respond
- The College continued its work with Berry Street Education and the Respectful Relationships Project, including two professional learning sessions for Teaching staff and Learning Support Officers during the year
- All staff completed online eLearning Mandatory reporting module
- Regular reference to ChildSafe matters at Staff Meetings
- Role descriptions for staff use CEM child safety templates
- Job advertisements include reference to employment requirements of WWCC or VIT registration and national criminal history checks. Also include reference that College is a Child Safe College.
- Prospective employees are provided copy of College's Child Safety Policy and Code of Conduct prior to interview.

Leadership & Management

Goals & Intended Outcomes

1. Communication across the College is professional and constructive.
2. Enhance collaborative approaches and structures for staff.
3. Support and acknowledge the professional practice and growth of all staff.

Achievements

- The new position of Director – Professional Practice was embedded at the College. The purpose of this role is to enhance the learning culture at the College and assist staff in identifying and undertaking suitable PL
- Annual Review Meeting (ARM) template for teaching staff was reviewed and enhanced; and all teachers had an ARM with a member of the Leadership Team in 2018
- The Professional Learning Plan for 2019 was in part shaped by feedback provided by teaching staff during their ARM interviews by identifying common themes in PL requests.
- The Leadership team began the year with an Introduction to the “Growth Coaching International” model of leadership, which developed an even stronger profile mid-year, with an additional two-day program, delivered on campus by GCI facilitator Chris Munro.
- In 2018, staff also embraced the opportunity mid-year to present Professional Learning sessions to their colleagues, which addressed identified needs in the field of technology.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

As expected, many teachers opted to attend curriculum focused PD which would enhance and strengthen their delivery of their individual methodology. Conference highlights included:

- Edu Tech Conference in Sydney attended by the Technology leaders at CRC
- Annual ACPHER Conference for members of the Health and Physical Education team
- Evidence Based Teaching in Schools Conference, which looked at how to use data more effectively, to improve our practice
- Nurturing Creativity Conference attended by Visual Arts team members.
- AFS Religious Education Conference two-day conference.
- Various literacy, numeracy and subject-based sessions chosen specifically to meet a curriculum focus or need

In addition, staff elected to attend conferences with a focus on student wellbeing. These included:

- Positive Schools Conference
- PESA & Resilient Kid Conferences attended by our Family Engagement Coordinator, who also presented at the conference herself
- Empowering Autistic Learners Session
- “Actioning Hope” Day

Other training:

- Annual updates were conducted, including CPR and Anaphylaxis Updates, and the modules on Mandatory Reporting.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL IN 2018 :	51
AVERAGE EXPENDITURE PER TEACHER FOR PL :	\$1,106.92

TEACHER SATISFACTION

The College did not participate in the Insight SRC SIF survey process in 2018.

College Community

Goals & Intended Outcomes

1. Strengthen the connection of families to the College
2. Explore opportunities for school promotion and enrich our relationships with feeder primary schools
3. Complete the website redevelopment project and enhance other aspects of our digital presence

Achievements

- Embedding of new Community Liaison Officer role, providing support to staff in organising family and student events, especially Family Engagement Program workshops, and working with the School Development Officer
- Changes in procedure to ensure all promotional information is coordinated by the Community Liaison Officer, resulting in consistent and professional messaging
- Increased communication with feeder primary schools and parishes regarding College events, including school tours and relevant information nights
- Revamp of College Tour format to make them more informative and engaging
- Following some minor delays in with the project, the College's new website was launched on 20 March 2019

VALUE ADDED

- Parent Workshops and Seminars (Family Engagement Program)
- Family events, e.g. Year 7 Family Movie Night (opportunity for new families to connect)
- After School Activities aimed at Grade 5 and 6 students from feeder primary schools, including Mathematics tutoring, STEM activities, and soccer skills development clinic.

PARENT SATISFACTION

The College did not participate in the Insight SRC SIF survey process in 2018.

Future Directions

In 2019, the Leadership Team has continued its work with Growth Coaching International, spending three days prior to the academic year commencing, formulating clear, concise strategic goals, including ***Our preferred future at CRCNK*** statement:

With authentic relationships at our core, everyone is known, valued, empowered to flourish, and shares the responsibility of their own progress and the growth of the Catholic Regional College North Keilor community.

Consolidating and further building on our sense of community and cohesion, as well as supporting and enabling individual personal growth, will be key drivers behind our work.

There are two key strategic objectives that the College will be working on this year:

1. Individual Growth of Staff
2. Individual Growth of Students

We have adopted a new method of measuring and reporting on progress every 30 days, which helps to maintain focus and momentum – particularly important when the day-to-day operations of a school can sometimes distract from the bigger picture.

One of our priorities is in regards to *Student Voice* – determining ways to engage with students on their ideas and opinions. An example of this is our Director – Student Services meeting with student leaders to obtain their input on a submission to the Catholic Church Plenary Council. Students were very vocal about how they currently see the Church and what their hopes for its future are.

It is an exciting time to be at CRC North Keilor as we collectively strive for excellence and deepen our collaboration to achieve our collective goals.

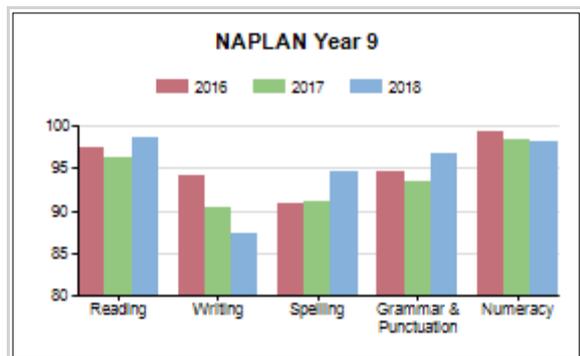
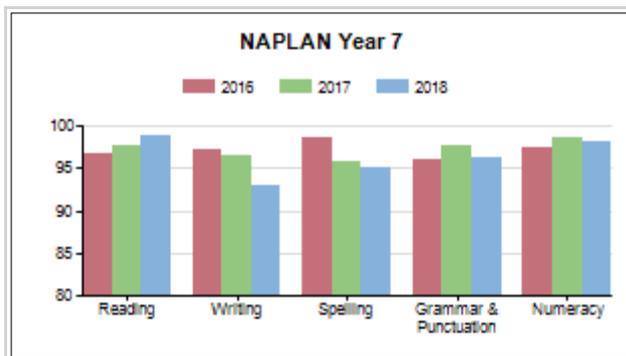
Mr Tullio Zavattiero, Principal

School Performance Data Summary

E1327
Catholic Regional College North Keilor, Keilor North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	96.0	97.8	1.8	96.2	-1.6
YR 07 Numeracy	97.4	98.6	1.2	98.1	-0.5
YR 07 Reading	96.7	97.8	1.1	98.8	1.0
YR 07 Spelling	98.7	95.7	-3.0	95.0	-0.7
YR 07 Writing	97.3	96.4	-0.9	93.1	-3.3
YR 09 Grammar & Punctuation	94.7	93.4	-1.3	96.7	3.3
YR 09 Numeracy	99.3	98.5	-0.8	98.1	-0.4
YR 09 Reading	97.4	96.2	-1.2	98.7	2.5
YR 09 Spelling	90.8	91.2	0.4	94.7	3.5
YR 09 Writing	94.1	90.4	-3.7	87.3	-3.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	95.0
Y08	92.5
Y09	93.2
Y10	93.6
Overall average attendance	93.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.0%
STAFF RETENTION RATE	
Staff Retention Rate	89.8%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	35.6%
Graduate Certificate	13.3%
Bachelor Degree	97.8%
Advanced Diploma	24.4%
No Qualifications Listed	0.0%
STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	55.1
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	34.4
Indigenous Teaching Staff (Headcount)	0
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	588.7
Year 9 Reading	583.8
Year 9 Spelling	600.4
Year 9 Writing	558.0
SENIOR SECONDARY OUTCOMES	
VCE Median Score	
VCE Completion Rate	%
VCAL Completion Rate	N/A

Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au