

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



**Catholic
Regional College
North Keilor**

CATHOLIC REGIONAL COLLEGE NORTH KEILOR



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Minimum Standards Attestation

I, Tullio Zavattiero, attest that Catholic Regional College North Keilor is compliant with:

1. 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.
2. Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
3. The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.



Tullio Zavattiero
Principal

22 June 2020

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 heritage forming the greater majority. We also have students who were born overseas, including, but not limited to Syria, Egypt, United Arab Emirates, and the United Kingdom.

In 2019, the school had a Socio Economic Score (SES) of 99. Tuition fees for 2019 were \$3,965 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 94%.

In 2019, we had 643 students enrolled at the College and there were 542 families. The average Homebase class sizes in 2019 were: Year 7 – 27; Year 8 – 26; Year 9 – 26; and Year 10 – 27. Practical class sizes were smaller (no larger than 25). The school employed 54 teaching staff and 36 non-teaching staff in 2019.

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

2019 was a fantastic year for the College, not without its challenges and hard work, however, we are a resilient community that embraces the wonderful learning opportunities on offer and the opportunity to gather and celebrate major school events, including Arts Week; Year 7 and 9 Camps; Establishment Day, Year 10 Graduation Mass, and Academic Awards Ceremonies.

A lot of work also went into creating experiences beyond the classroom to enhance learning, including: Italian Study Tour in conjunction with CRC Sydenham; Philippines Immersion Trip (Community service/faith based); NASA Space Camp, Ignite Youth Conference and the inaugural Australian Catholic Youth Festival in Perth.

Another very important event was the formal opening our newly refurbished Multi-Purpose Hall and the naming of it the John Arthurson Auditorium. John led the College for 11 years as Principal from 1995 – 2005 and passed away in October 2010. We were delighted that his wife Therese and children and grandchildren were able to attend.

We gathered as a College community on the morning of 11 October, with many special guests to celebrate Establishment Day Mass with Bishop Mark Edwards, concelebrated by Fr Maurie Cooney, Fr John O'Reilly, Fr Gerard Keith and Fr Peter Hoang. Mass was followed by an Indigenous Welcoming Ceremony, and Bishop Mark and a 'blessing party' then processed around the College to re-bless our buildings and formally name them. We named our buildings as per the list below, to reflect our rich history, tradition and identity as a College:

A Block – 'Fr John O'Reilly Building',
B Block – 'St Mary MacKillop Wing',
C Block – 'Bernard Dobson Centre'
D Block – 'Simon Wonga Wing'

The Chapel – 'St Francis Chapel',
The Library – re-blessed and already known
as the 'Sr Veronica Lonergan Learning

This year was also about preparing for change and for improving our systems and processes:

- Learning Management System – A detailed implementation plan and professional learning program took place during the year and this enabled a smooth migration to Schoolbox at the beginning of the 2020 school year.
- In the area of Compliance, the College has been working to review key policies and procedures in 2019 in preparation for our VRQA accreditation review. Work also began on implementation of CompliSpace (an online policy library and management system to ensure governance, risk, compliance and policy management legal obligations and requirements are being met by the College).

Planning for and reporting against learning diversity needs became an even more significant process, particularly from a compliance perspective in applying for NCCD funding.

- Consultation commenced with staff regarding the intention to move to a Vertical Structure model in 2021.

An enormous amount was accomplished in 2019 and I commend our students, staff and parents/guardians on all the contributions made throughout the year. We look forward to continuing our journey in 2020 as a community united in our faith and purpose.

Mr Tullio Zavattiero, Principal

Education in Faith

Goals & Intended Outcomes

1. Enhance faith and interfaith dialogue within the College Community, including enhancing faith links across curriculum.
2. Review Structure and format of Student Reflection Days.
3. Increase number of staff with Accreditation to Teach in a Catholic School.
4. Collaborate with other Domains to explore school-based indigenous programs and curriculum.

Achievements

1. Core Values – meaning and iconography: Following a staff consultation process, where the four College core values and their meaning were explored through the lens of branding iconography, each value now has an icon assigned to it.

Faith (Cross)



Compassion (Dove)



Respect (Chalice)



Resilience (Tree)



Following consultation with stakeholder groups, submissions to the Plenary Council were made on behalf of staff and students.

College Leadership Team commenced work with Catholic Education Melbourne to examine the CEM eXcel program and how to integrate faith (and other sphere) aspects at the College. This work will continue into 2020.

2. Following a review of structure and format of Student Reflection Days, themes were set for each year level to align with their RE curriculum. College staff now run entire Reflection Day programs instead of engaging external presenters.
3. Four more staff attained their Accreditation to Teach in a Catholic School this year, raising the accreditation level to 75%. Centralised recording of accreditation hours has been established. Faith Noticeboard is regularly updated. A staff member has been designated to proactively work with staff on professional learning opportunities.
4. To explore ways to enhance our curriculum in the area of indigenous culture:
 - The Director – Professional Practice and the Director – Faith and Mission undertook the Red Earth Organisation's *Indigenous Homelands Professional Development Trip* on the Cape York Peninsula in July 2019. An immersion trip for students was booked for July 2020.
 - A Philippines Immersion Trip took place in the July school holidays, attended by nine students, two staff, and Father Daniel Serratore, where they volunteered their services on local community projects, including construction of a house, making and serving meals for street children. A second trip has been flagged for 2021.

VALUE ADDED

- Three staff accompanied 16 Year 9 and 10 students to the RISE Youth Conference
- Six staff accompanied 50 students the Ignite Conference in the September school holidays
- Two staff accompanied six students from Years 7 and 10 to the inaugural Australian Catholic Youth Festival in Perth. The festival ran from 8 – 10 December
- Members of the Year 10 cohort re-enacted the Stations of the Cross, which was videoed this year due to our Auditorium being unavailable due to refurbishment works.
- 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.
- Regular liturgy and prayer opportunities for students and staff
- Key school events and all whole school assemblies include an Acknowledgement of Country
- In October, the College had its first Indigenous Smoking Ceremony to mark the re-opening of our refurbished hall (John Arthurson Auditorium)
- Comprehensive program of Indigenous guest speakers across year levels as part of NAIDOC week
- Draft role description for Indigenous Ambassador Student Leadership positions was completed in preparation for introduction of new student leadership role in 2020
- 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. Begin the process of integrating Developmental Rubrics into their curriculum reporting and assessment of student learning
2. Implementation of new Learning Management System at the College – Schoolbox
3. Commence a review of the Teaching and Learning reporting and assessment style guide
4. Commence mapping the entire College Curriculum and identify links and synergies between Teaching and Learning Domains and other school-based curriculum programs
5. Further investigation and directed professional learning into the development of appropriate Indigenous Curriculum links and a possible Immersion experience – *Refer to Education in Faith Section above*

Achievements

1. Implementation planning of a Growth Habits model of feedback via student reporting and assessment and Parent/Teacher/Student interviews commenced in the latter part of the year. The Growth Habits Model is positive shift toward nurturing skill development that focuses on learning as a process not just the outcome, with the view that successful learners adopt common habits. These habits lay the foundation for knowing how to learn, self-regulate and become lifelong learners. A rubric template was created following feedback from teaching staff. Implementation planning will continue in 2020.
2. Professional Learning was delivered to all Domain Leaders on migrating the online classroom content to the new Schoolbox Learning Management System (LMS), along with other targeted PL for key staff to ensure that the College was on track for a successful rollover in 2020 to the new system.
3. Curriculum Mapping is a large and detailed exercise. Discussions with key staff occurred and a process for review was established with Domain Leaders. Connections Program and Faith links were included in the mapping parameters. Work in this space will continue in 2020.

College Leadership Team commenced work with Catholic Education Melbourne to examine the CEM eXcel program and explore how to integrate faith (and other sphere) aspects at the College. This work will continue into 2020.

4. Following staff consultation, and careful selection and editing of language (consistency, key terms clarity and tone), a draft Style Guide for Assessment and Reporting was prepared and will be finalised early in 2020. The College's IT Consultant developed a variety of Schoolbox (LMS) Style Guides to support the implementation and ongoing use of the system. Introduction of the Teaching and Learning Style Guide will coincide with new Teaching and Learning policies and procedures.

STUDENT LEARNING OUTCOMES

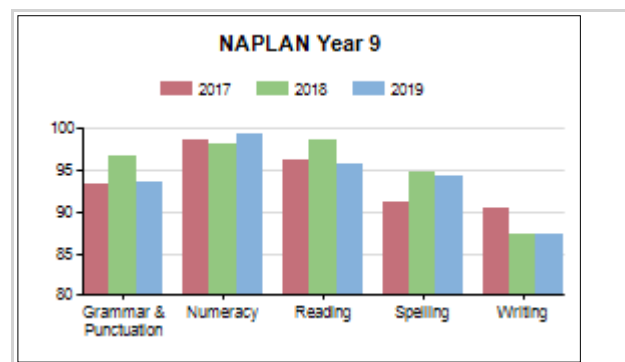
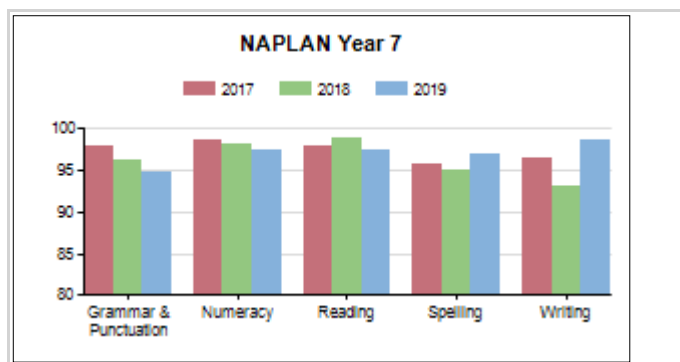
NAPLAN data 2019 review

Year 7 Literacy results indicate that we are mostly tracking consistently, mirroring national and state benchmarks. There was an increase in Year 7 Spelling and Writing between 2017-19. The data highlights a slight decline in 2019 for Reading, and Grammar and Punctuation compared to 2018. Year 7 Numeracy results are steady and consistent with national and state benchmarks.

The 2019 Year 9 NAPLAN results concerning Writing remained consistent with 2018 results. The Year 9 results revealed that Spelling remained stable over 2018-19, compared to 2017. Reading was an area that slightly dipped in 2019 compared with 2018, as did Grammar and Punctuation. The College will continue to explore opportunities to improve and strengthen our Literacy programs across the Curriculum in 2020 and beyond. The College Numeracy results were pleasing, and indicated strong growth at Year 9.

Over the past 12 months, the College has committed to developing and implementing curriculum programs and initiatives to support student growth through the lens of literacy and numeracy. These results support the development of the College Literacy Project, implemented at the commencement of 2020. The College continues to provide staff with ongoing professional learning opportunities to increase capacity to offer rigorous learning programs for all students on the learning continuum.

[Click here](#) for more detailed breakdown of NAPLAN results for 2019



Student Wellbeing

Goals & Intended Outcomes

1. Explore and create links between Teaching and Learning, and Wellbeing, underpinned by Faith.
2. Enhance Learning Environments
3. Student empowerment and voice
4. Further develop Family Engagement program and Student Connections lessons
5. Mapping of Wellbeing models

Achievements

1. College Leadership Team commenced work with Catholic Education Melbourne to examine the CEM eXcel program and how to integrate faith (and other sphere) aspects at the College. This work will continue into 2020.

This also links with the Teaching and Learning (T&L) sphere. Note: Discussions with key (T&L) staff have occurred and a process for mapping parameters was established with Domain Leaders, including Connections Program and Faith links. This work will continue in 2020.

2. Staff professional development on practices that enhance learning, positive behaviour and classroom environments occurred throughout 2019, including by CEM's Susan Ongarato on Autism Spectrum.

Joint meetings of the Teaching and Learning Forum and the Student Wellbeing Team also occurred during the year to provide an opportunity for sharing of professional practice and dialogue around process and strategies that address individual student behaviour and class group behaviour.

3. The College provided ongoing support for student-led initiatives, e.g. introduction of new recycling and waste management system; changes to PE and winter uniforms, and a Year 10 Commemorative Jumper.

Director – Student Services regularly met with student leaders at lunchtimes to discuss student-led activities and feedback they had on student issues raised at Student Representative Council (SRC) level.

Specific professional learning on Child Safe – Disclosure and Reporting was conducted for staff. Student-appropriate content was delivered during a Connections lesson so that students understand their rights and how to seek advice and support.

4. Family Engagement Program continues to be reviewed on an annual basis in terms of structure of speakers program and cost associated with parent seminars.

A Connections Team is in place to support the Connections Program Coordinator to prepare lesson content. Student input into lesson themes was also invited in late 2019 and will continue in 2020.

5. This goal is being progressed through the mapping of the curriculum and examination of Catholic Education Melbourne eXcel program.

VALUE ADDED

- Two training sessions conducted by an external facilitator for Student Leaders
- Embedding of new student leadership role of Liturgy Captain to enhance student faith experience
- Draft role description for Indigenous Ambassador Student Leadership positions was been completed in preparation for introduction of new student role in 2020
- 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 workshops conducted during the year on exam preparation – self-care (wellbeing), good study habits, and managing anxiety
- A range of parent information seminars were conducted during the year, including Change and Transition; Cybersafety; Learning Habits; Adolescent behaviour and anxiety

STUDENT SATISFACTION

A high proportion of students feel it is important to do well in school, with over half that group confident that they are employing effective strategies to achieve this.

Opportunities for Student Leadership have continued to flourish. College leaders at Year 10 and the Student Representative Council (SRC) leaders at each year level took active roles promoting 'student voice.' This included regular meetings of the student leaders amongst each other, and also with the College (Staff) Leadership Team.

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 refresher sessions were held during the year about Disclosure and Reporting to support and empower staff to respond
- All staff completed online eLearning Mandatory reporting module
- Regular PL and reference to ChildSafe and Reportable Conduct 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. Successful implementation of new Learning Management System (LMS) – Schoolbox
2. Greater focus on Staff Wellbeing
3. Continue to promote staff recognition and acknowledge individuals
4. Continue to implement Growth Coaching Model
5. Improve meeting structures and protocols

Achievements

1. Detailed implementation plan has been followed, including professional learning, with migration of course content to the new Schoolbox (Learning Management System) online classroom. College is on track for smooth changeover in 2020.
2. Initial plans for staff professional development were to continue their Collegial Conversations Projects from 2018, however, this time was instead re-allocated for targeted PL and planning time to complete implementation tasks associated with Schoolbox. A portion of each Staff Meeting agenda was also devoted to Schoolbox implementation.

New teaching staff to the College, as well as provisional teachers close to finishing their VIT portfolio, are supported by a mentor.

3. Annual Review Meetings (ARM) were completed for all teaching staff. Non-Teaching staff were also invited to have an ARM with a member of Leadership Team, although the uptake for 2019 was low.

Staff Morning Briefings twice a week include staff acknowledgements for achievements, as well as thanks for efforts associated with College activities/events. Formal recognition via presentations in front of all staff are made at the end of each term, with nominations coming from staff peers.

4. Further professional learning was undertaken by Leadership representatives and training for Position of Leadership holders / middle leaders was completed during the year. DiSC profiling on POL / middle leaders was undertaken and shared with those staff and Leadership Team. This is making a positive difference to communication exchanges amongst staff and enhancing opportunities to collaborate productively.
5. Leadership has continued to have a strategic focus to its meeting structures, including the ongoing commitment to a 30, 60, 90 day check-in (reporting) process to track progress against strategic goals/action plans.

Time and flexibility is provided for key groups to meet and discuss issues such as upcoming Connections Lessons content; a particular class/Homebase, specific student needs; innovation, professional practice, etc.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

As is the norm, many teachers opted to attend curriculum focused PD which would enhance and strengthen their delivery of their individual methodology.

Conference highlights included:

- ACU Graduate Certificate in Religious Education
- Growth Coaching Model – Introduction to Leadership Coaching; DiSC profiling
- Various literacy, numeracy and subject-based sessions chosen specifically to meet a curriculum focus or need
- Leadership Strategy Canvas with GCI International for members of Leadership Team
- Leadership / Coaching seminars with Dr Jim Knight and Professor Christian Van Nieuwerburgh (attended by Leadership Team)

Other training:

- Annual updates were conducted, including CPR and Anaphylaxis Updates, online modules on Mandatory Reporting, and Disability Standards training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL IN 2019 :

54

AVERAGE EXPENDITURE PER TEACHER FOR PL :

\$1,023.82

TEACHER SATISFACTION

CEMSIS data from staff indicated positive relationships with College Leadership, and confidence in the principal's faith leadership in the area of Catholic Identity.

College Leadership reviewed the CEMSIS data and following further staff consultation in December 2019 around survey results, identified a number of areas to focus on in 2020.

These focus areas include communication and collaboration, staff professional growth, effective use of meeting structures, student behaviour management support, and students with additional learning needs.

College Community

Goals & Intended Outcomes

1. Consolidate and further develop College partnerships and school development
2. Enhance and maintain the Family Engagement Program
3. Redevelop and relaunch College website
4. Develop and deliver community service programs to students

Achievements

1. After school sessions with students from our feeder primary schools has been highly successful this year and will continue to be offered in 2020.

A program of school visits for the Principal and the School Development Officer to meet with the principals of each of the feeder primary schools took place, which was received very favourably by feeder primary principals.

Attendance at College Tours is strong, as is interest in enrolling at the College.

2. Year 7 Transition and Parent Information Evenings were combined this year and reshaped to focus on students workshops whilst running a parent information session concurrently to provide parents/guardians with key information associated with their child's commencement.
3. New website was launched and is working very effectively.

Communication strategies for keeping parents informed about College matters continues to be reviewed and streamlined and will be enhanced in 2020 with the implementation of the new Learning Management System, Schoolbox.

4. New Community Service elective was delivered at Year 10.

Philippines Immersion Trip was conducted during the July school holidays. Nine students and two staff conducted fundraising activities during Semester 1 with all proceeds going towards construction materials for a community building project in the Philippines.

Director – Professional Practice and the Director – Faith and Mission undertook the Red Earth Organisation's *Indigenous Homelands Professional Development Trip* on the Cape York Peninsula in July 2019. This was in preparation for organising a student immersion trip in 2020.

VALUE ADDED

- Parent Workshops and Seminars (Family Engagement Program) were well attended, including a workshop with Karen Young, psychologist, on teen anxiety and adolescent brain development where over 80 people attended.
- Family events to provide new and existing families to connect in a social setting were provided, including a horse riding activity day, and Year 7 Welcome Event (barbecue and games/activities for incoming students – jumping castle, facepainting, animal nursery, etc.)
- After School Activities aimed at Grade 5 and 6 students from feeder primary schools, including Mathematics tutoring, STEM activities, and soccer skills development clinic.
- An Indigenous Immersion Trip has been booked for July 2020 with over 20 students registering their interest in attending.
- A Philippines Immersion Trip has tentatively been scheduled for January 2021.
- More streamlined, less content heavy College newsletter.

PARENT SATISFACTION

Parents and Friends Committee Meetings were well attended, which demonstrates parents/guardians are interested in what happens at the College and are prepared to contribute. They are also engaged with school activities and events such as fundraisers barbecues, Establishment Day celebrations, College Masses, and working bees.

CEMSIS data for 2019 indicated that overall, parent feedback was positive – there was a strong sense of belonging, staff were acknowledged as being approachable, and College communication is informative and timely.

Future Directions

In January 2020, the Leadership Team gathered for two days to identify key focus areas for 2020. This was crystalised in a statement called 'Our Best Hopes' and focusses on the quality of relationships, communication and empowerment and applies not only amongst staff, but between staff—students, and staff—parents/guardians.

CONVERSATION, EMPOWERMENT, GROWTH

We are a faith community committed to a positive culture of personal and collective growth; where all are valued, supported and empowered to flourish through respectful conversations

College Annual Action Plans (AAP) for 2020 will build on the work undertaken in 2019 and have also been informed by feedback from students, staff and parents/guardians via the 2019 CEM School Improvement Survey.

Achievement of our AAP goals and objectives will be further supported by the College's commitment to the Growth Coaching Model, with further training for staff to be conducted in 2020.

Next year, compliance will also continue to be a key focus with preparations already underway for the VRQA review scheduled for the first week in Term 3, 2020. Work has also begun on the implementation of CompliSpace – an online policy library and management system to ensure governance, risk, compliance and policy management legal obligations and requirements are being met by the College.

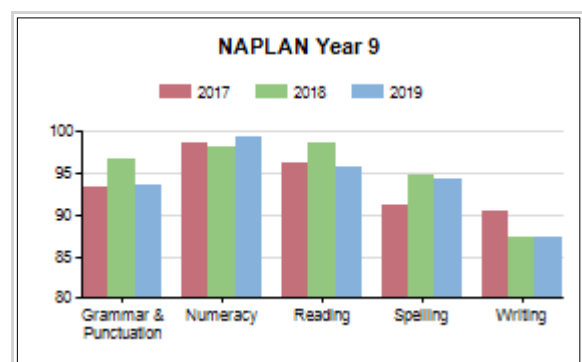
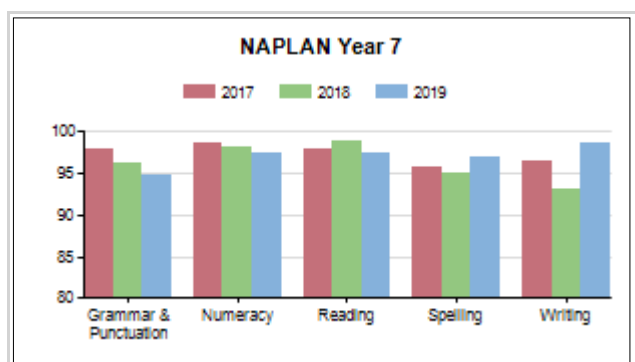
Mr Tullio Zavattiero, Principal

School Performance Data Summary

E1327
Catholic Regional College North Keilor, Keilor North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	97.8	96.2	-1.6	94.8	-1.4
YR 07 Numeracy	98.6	98.1	-0.5	97.4	-0.7
YR 07 Reading	97.8	98.8	1.0	97.4	-1.4
YR 07 Spelling	95.7	95.0	-0.7	96.8	1.8
YR 07 Writing	96.4	93.1	-3.3	98.6	5.5
YR 09 Grammar & Punctuation	93.4	96.7	3.3	93.5	-3.2
YR 09 Numeracy	98.5	98.1	-0.4	99.3	1.2
YR 09 Reading	96.2	98.7	2.5	95.6	-3.1
YR 09 Spelling	91.2	94.7	3.5	94.2	-0.5
YR 09 Writing	90.4	87.3	-3.1	87.4	0.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.5
Y08	92.6
Y09	92.4
Y10	93.1
Overall average attendance	92.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	84.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	24.0%
Graduate	32.0%
Graduate Certificate	12.0%
Bachelor Degree	98.0%
Advanced Diploma	22.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	54
Teaching Staff (FTE)	49.5
Non-Teaching Staff (Headcount)	36
Non-Teaching Staff (FTE)	29.8
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.7
Year 9 Numeracy	581.6
Year 9 Reading	591.4
Year 9 Spelling	590.2
Year 9 Writing	560.2

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