



Catholic
Regional College
North Keilor

NITOR



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FOREWARD

Dear parents/guardians and students

This is a time of important decision making about possibilities and pathways in life. At Catholic Regional College North Keilor, we aim to challenge and empower our students to make the most of the great range of options before them. We are proud of our inclusive approach but focus strongly on the growth of each student. And our dedicated staff are all about working with students as individuals, to help them flourish and to be the best version of themselves that they can.

The Nitor Program makes up a special component of our offerings at Year 10. The program began in 2009 and has been highly successful since its inception in helping boys discover more purpose in their learning. It is about engaging the disengaged, challenging those that need and want to step up, and enabling each student to understand what they are capable of and strive to achieve important personal goals.

In 2021, Nitor will continue to equip students with important attributes, skills, and motivation to understand and make the most of opportunities afforded to them, and to make important strides in the pathway they identify for themselves.

"The most exciting program I have come across in recent years ... Nitor is targeted at those most disengaged. As every teacher knows, many boys tune out at this stage of schooling, whether through too much ability, or too little, or because of difficult family situations or other individual challenges. Nitor tackles this disengagement – which is really a hunger to get more out of school – with direct and positive action, and wonderful results."

Excerpt from *The New Manhood* by Steve Biddulph AM, psychologist, and world-renowned parent educator (Originally published in August 2019)



Tullio Zavattiero
Principal



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NITOR

The Nitor Program has been designed for Year 10 boys who may be disengaged with their learning, or who are seeking a different challenge in order to prepare themselves for their final years of secondary school.

The aim is to create a learning environment that not only connects boys back to their education, but also educates them on what the most important things in life really are and in doing this, give them the ability to question what it means, and takes, to be a good man. A key feature of the Program is building mutually positive, respectful relationships with their teachers.

The group of 28 boys will have a wide-ranging level of academic abilities; but will share a common goal – to become better students, and better people – good men.

The Humanities curriculum is a highlight of the program, encompassing a diverse range of topics on the geography and living history of Melbourne, creating student learning through real world experience. Weekly field trips to Melbourne and the inner suburbs are a highly regarded feature of this learning.

Latin (verb): to change, shine, excel, reflect, plan, grasp opportunity

During their field trips, Nitor students engage with the community of Melbourne, visiting inner city primary schools, and homeless and refugee welfare centres. Through these visits, as well as meeting with Victoria Police Community Engagement Officers and fundraising for St Vincent de Paul, beyondblue, and Mercy Hospice, the boys become aware of the wider world and realise that not everybody is afforded the same opportunities as them. The boys receive the positives that come from not only walking in someone else's shoes, but by doing something to contribute to other's needs.

The second, very important, element of the Humanities Program is the 'Boys to Men' Manhood Program.

IS NITOR FOR YOU?

DO ANY OF THE FOLLOWING RESONATE?

- School is ok but wants more
- Doesn't want to come to school
- Results are already high but wanting to go that extra mile
- No motivation
- Not doing homework/Behavioural issues
- Wants an environment where everyone shares the same focus
- Wants to take on lots of challenges and be out of their comfort zone

WHAT CAN NITOR OFFER?

The aim is to help Nitor boys flourish and be the best version of themselves they can. It is also about helping each student build up his own unique 'bag of tricks' to help him navigate the road ahead by instilling in them important skills and attributes, including:

- Engagement
- Knowledge
- Confidence
- Creativity
- Spirit
- Empathy
- Accountability
- Independence
- Resilience
- Balance
- Success
- Critical Thinking
- Commitment
- Inclusivity

All this leads to an improvement in morale, increased satisfaction at school due to greater levels of meaning and purpose in work, and positive relationships with parents/guardians, teachers and friends.

MANHOOD BOYS TO MEN

Staff in the Nitor Program are committed to delivering a wide range of meaningful experiences on the study of manhood.

Many unique opportunities are created throughout the year for critical reflection on this extremely important aspect of personal growth and development. The 'Study of Manhood' is not a subject like English or Maths. It is a THEME that permeates the entire program.

The boys are continually challenged throughout the year to consider:

- **What type of man do I want to become?**
- **How can I make the world a better place?**

As the boys develop, they begin to be able to answer these questions honestly and clearly. It is wonderful to have conversations with them about their dreams and plans for the future man they are becoming.

“Nitor contains a world of experiences that are able to change a person’s attitude, not only in schooling, but how they see the world around them. As we delve into the subject of manhood in class, I further understood what the Nitor Program is about. Yes, it’s certainly very much about changing and perfecting our work habits and attitude towards learning but, with our teachers guiding us, it is equally about becoming good men who are role models for the world around us.”

Jacob Marino, 2012



CONNECTION WE BELONG HERE

We can only become our true selves and discover our spirit when we are fully connected to life. When people disengage from life, for whatever reason, the wheels can start to fall off quickly.

The structure of the entire Nitor Program has been designed to help the boys connect to everything they do. The renewed feeling of ENGAGEMENT and CONNECTEDNESS can be seen in the boys as they progress through the Program.

One of the contributing factors to academic improvement and personal growth of the boys is how strongly they feel they BELONG.

As each boy leaves the Program it is our deepest hope that he continues to search for his inner spirit and lives a life that is totally engaged and connected. When this happens, he will bring others with him to create the lives we were all born to live.



STRUCTURE OF THE PROGRAM


English, Science, Physical Education and Religious Education program delivery is the same as the rest of the Year 10 cohort.

The key difference with Nitor is the mode of delivery of the Humanities Program, which includes weekly field trips, and the inclusion of a 'Manhood' learning module. There is also a slight variation in the delivery of Mathematics curriculum.

NITOR HUMANITIES PROGRAM

The Nitor Humanities Program is intended to provide the boys with a challenging and engaging set of learning and personal growth experiences to encourage them to be active members of society. The other key objective is to strengthen their literacy skills to maximise their potential for success in VCE English.

The success of the Nitor Program can be attributed to the high level of engagement and varied learning experiences provided both in the classroom and outside on weekly field trips to discover the wonderful living history and geography of our marvelous city of Melbourne.



“The regular Tuesday excursions have seen Patrick become a more confident and independent young man. He has learnt his way around the city and the history behind our landmarks as well as the value to working together with others to achieve an outcome.”

Peter Frankas, (parent)

Growth in responsibility and independence is directly related to the engagement and involvement in the Humanities program. The Program opens up the boys' eyes to the world around them in a way that captivates their excitement in real and applied learning.

STRUCTURE OF THE PROGRAM

WHAT DOES THE NITOR TIMETABLE LOOK LIKE?

Below is a comparison between the Nitor Program timetable and that of non-Nitor students.

In essence, the Nitor Program follows the same structure as the rest of the Year 10 students' timetable, except for Tuesdays, which are dedicated to the Nitor Field Trip program.

DAY	NITOR PROGRAM	NON-NITOR TIMETABLE
Monday	Normal classes at CRCNK	Normal classes at CRCNK
Tuesday	Field Trip Program	Normal classes at CRCNK
Wednesday	Electives - CRCNK or Sydenham	Electives - CRCNK or Sydenham
Thursday	Normal Classes at CRCNK	Normal Classes at CRCNK
Friday	Normal classes at CRCNK	Normal classes at CRCNK



SUBJECT OVERVIEW



Nitor students follow the same curriculum as the rest of the Year 10 cohort, although there are some adjustments to course structure, as outlined below.

NITOR MATHS

In Year 10, students have the option of selecting Foundation Maths, Core Maths or Core Plus Maths.

However, there is no Foundation Maths course in Nitor. Instead, all students commence with Core Maths.

Students who show a proficiency and wish to pursue a Mathematical Methods and/or Specialist Maths pathway in VCE, will undertake a variation of the Core Plus program called 'Nitor Methods Preparation', in addition to Core Maths.

Nitor Methods Preparation models the intensity of high-level mathematics at a VCE level and covers the same topics as the standard Core Plus class at North Keilor. Nitor boys are not disadvantaged in any way. In most cases, this alternative course structure puts the boys at an advantage as the classroom teaching methods mimic those of a VCE class and can therefore be of great assistance in Years 11 and 12.

Additional learning support is always available for students (whether it be for Maths or any other subject).

NITOR ENGLISH

Again, Nitor's English curriculum is consistent with the rest of the Year 10 cohort. Nitor boys, when selecting their English option for VCE, can select English, English Language or English Literature, just like any other Year 10 student.

NITOR SCIENCE

Nitor Science follows the same curriculum as Year 10 Science. It allows for those who are looking at Science as a VCE pathway to flourish within the main science subjects of Chemistry, Physics and Biology.

SUBJECT OVERVIEW



NITOR RELIGIOUS EDUCATION

Nitor's Religious Education curriculum follows that of the rest of the Year 10 cohort.

Nitor boys, when selecting their Religion option for VCE, can select any of the Religion choices on offer at Year 11.

NITOR HUMANITIES

The delivery of the Nitor Humanities Program is significantly different to other Year 10 classes due to the Field Trip and Manhood Programs.

Nitor Humanities topics include: World War II, the Holocaust, Indigenous issues, Apartheid, the Civil Rights Movement, Refugees, Environmental Change, Gentrification.

The Field Trip program incorporates the following elements:

Marvelous Melbourne – Semester 1

This is a semester-length subject studying the historical and geographical development of Melbourne's CBD and specific neighbouring precincts. Weekly field trips run in tandem with classroom-based activities and homework research tasks.

The field trips require students to develop progressive independence in their travel to, from and within the city. By the beginning of Term 2, all students travel independently to the designated meeting points each week, as well as their travel around the city. Three of the field trips during this Semester are navigated on bicycles.

Specific landmarks and precincts are explored each week, with associated research completed prior to and after each trip. The city is divided into sections to be explored sequentially, as well as many opportunities to revisit areas for deeper exploration.

SUBJECT OVERVIEW



Fabulous Fitzroy – Semester 2

This is a semester-length subject, studying the historical, geographical, cultural, and social development of Melbourne's first suburb.

The major focus is the examination of the "people of Fitzroy over time", with emphasis on the poor and those seeking a new start in life. Listening to the voices of people who currently live and work in Fitzroy is a primary source of study.

Interstate Field Trip

The culmination of the year's studies is the two-day Sydney Nitor Trip.

The main event is an 'Amazing Race', which calls on the boys to put all the skills they have learnt throughout the year to help them navigate and solve clues around this city, as well as completing challenges.

NITOR PHYSICAL EDUCATION

Nitor Physical Education covers the same curriculum as the rest of the Year 10 cohort.

"The NITOR program has been one of the best years of my schooling to date. I went from a kid who hated coming to school and didn't give school my best effort, to looking forward to coming in, working hard and pushing myself. The rewards come every Tuesday and they especially come around exam time, because I got extremely high marks compared to last year, and even got 96% on my English exam, which I never thought would be possible. NITOR has made a change in the way that I approach my schooling and I will never forget the amazing year that 2019 in the NITOR program has been."

Declan Denni, 2019

SOME PRACTICALITIES

ADDITIONAL COSTS

As outlined below, the Nitor program attracts some costs in addition to the standard College fees and levies applicable at Year 10.

PROGRAM LEVY - \$400

Covers items such as transport, entry fees to field trip venues, truck hire for bike rides, guest speakers, etc.

NITOR POLO TOP - \$35-\$40 (est.)

It is compulsory to purchase this polo top, which is worn on Field Trips.

**Some families opt to purchase two tops so that the polo top can also be worn for PE classes.*

SYDNEY TRIP - \$200-\$250 (est.)

Flights, accommodation and other expenses.

**Note: Nitor teachers have always said that any cost incurred for being a part of the Nitor program should be paid for by the students themselves, whether it is through savings, a loan from parents, or working a part-time job. As part of this journey into manhood, this gives the boys some ownership of their choice to be a Nitor boy, whilst also teaching them some financial responsibility.*

GENERAL INFORMATION

- **7:30 OPENING** – The Nitor classroom opens every day at 7:30am (except Wednesdays). Under teacher supervision, Nitor boys can catch up on homework, do extra work for subjects, collaborate with classmates on group projects, or simply come in and relax in a friendly environment before the day's learning commences.

At other times, the 7:30am start is when any Nitor boys who make incorrect choices with their learning or behaviour come in and use this time to reflect and evaluate the mistakes they have made, and work towards remedying the situation.



SOME PRACTICALITIES



- **MYKI CARD** – Nitor boys must have a topped-up MYKI card to enable them to travel to, from and around Melbourne on weekly Field Trips.
- **NITOR BIKE RIDES** – The College provides students with the use of a bike. Students must supply their own bike helmet, which must conform to Australian Standards.
- **MOBILE PHONE** – Nitor staff regularly communicate with students and parents/guardians via mobile phone for matters such as upcoming activities, field trip photos, homework, etc.

Students need to have their mobile phone fully charged and with them for the Field Trip Program.

Mobile phone communication is a very important tool that keeps parents/guardians up to date with all things Nitor, as well as allowing parents to feel a part of the program.

Important Note on Elective Subject Selection Process

Please make your subject selections as per the process outlined in the CRCNK Year 10, 2021 Study Guide, which you can access on Schoolbox under the Learning tile, or follow this link to the subject selection and pathways page:

<https://schoolbox.crcnk.vic.edu.au/homepage/2899/>

Elective subject selection is an online process, opening on 26 August and closing on 2 September. If you are accepted into the Nitor Program, and should there adjustments be required to take into account your elective choices, this will be discussed with you.

NITOR APPLICATION PROCESS

If the Nitor Program sounds like something you want to be part of in 2021, please email Mr Magris, Program Coordinator, at dmagris@crcnk.vic.edu.au to register your interest. Mr Magris will then provide you with further information about the next step in the process, which includes an interview later in September.

Closing date for expressions of interest: 2 September 2020

TESTIMONIALS

The Nitor Program values the student/parent/teacher partnership.

“The outcome of a good work ethic is that it really puts into perspective what is needed to be successful, not just in schooling but in life in general. Nitor has taught me that in order to have success we need to have the right attitude and out in the hard yards. This is why we study manhood in the program and analyse such great role models as Jim Stynes and Nelson Mandela.”

Past Nitor Student - Jayden Laverde

“Christian has shown so much growth within himself in just a short time of being in Nitor. The confidence he displays in everything he does, whether it’s in school or out of school, is so rewarding to see. We love that he is thinking ahead of his future, allowing himself options for VCE and future career paths. That lazy, unmotivated child we once had is no longer there.”

Past Nitor Parents - Cathy & Rocky Galtieri

“Not in my wildest dreams did I ever think that a teacher and a student could have a relationship such as the ones in Nitor. By having a relationship with your teacher, it gives you somebody to go to when your facing any troubles. I and my other classmates also feel more confident to ask questions in the Nitor class as there is no judgement of saying something wrong. Here in Nitor the effort that the class and teachers put into education is 110%. The Nitor teachers want the best out of us and can see if we’re doing something not to the best of our ability. And will do everything that they possibly can to change this mentality to better improve our grades.”

Past Nitor student - Caleb Spiteri-Fenton



TESTIMONIALS



“As a Nitor student, Daniel’s time management skills have improved a lot, he’s only been late to school 5 times opposed to 39 from last year. All his tasks and assignments are finished a day or two before they are due. His academic results have all improved. He is passing every subject and his marks are consistent in all subjects. Where Daniel has really excelled is in his independency and his ability to commute all around Melbourne on his own, which has given him much needed confidence in himself. Daniel use to dread going to school I think this is one of the reasons for his many late attendances in the past. As a Nitor student he seems to have a sense of belonging. I believe the tightness and comradery of the Nitor boys has given him a new-found confidence. He really enjoys being a Nitor student.”

Past Nitor Parent - Robert Saico

Nitor Alumni

Many Nitor students have encountered success and a personal sense of achievement whilst at North Keilor and in the years beyond, including:

- **Osinachi Njoku** (Nitor, 2013) went on two years later to receive an ATAR score of 98.25 and become the CRC Sydenham Dux of the College.
- **Chukwuebuka (Buka) Njoku** (Nitor, 2017) was awarded 2017 CRC North Keilor College Dux.
- **Michael Lim** (Nitor, 2011) – went on to graduate from the University of Melbourne in 2016, and was awarded 2017 Victorian Premier’s Volunteer Champion - Impact Category; and 2018 Brimbank Young Citizen of the Year.

PHOTO GALLERY



PHOTO GALLERY

