

2023

Annual Report to the School Community



Nagle College

20 Hope Avenue, BAIRNSDALE 3875
Principal: Douglas Doherty
Web: www.nagle.vic.edu.au
Registration: 1589, E Number: E4025

Principal's Attestation

I, Douglas Doherty, attest that Nagle College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 May 2024

About this report

Nagle College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The 2023 school year marked my first year as Director of Catholic Education in the Diocese of Sale following the retirement of previous Director, Ms Maria Kirkwood who served in the role for ten years.

Throughout the year, I had the pleasure of visiting each of our 38 Catholic primary schools and five Catholic secondary schools. It was inspiring to witness the dedication of staff and the wonderful work taking place to provide a high-quality Catholic education for our students in a faith-filled environment.

Working with the Bishop, the Diocese of Sale Catholic Education Limited (DOSCEL) Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices was a top priority. The nation-wide shortage of teachers presented challenges, but we were committed to finding new and innovative ways to attract and retain high quality, committed Catholic educators.

Reflecting on the 2023 year, we have much to be proud of. Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools to enhance learning spaces and amenities to benefit students and staff.

During 2023, 13 blessing and opening ceremonies were held to celebrate school projects completed over the past three years, while the commencement of three new major projects were recognised with sod-turning ceremonies.

We were particularly excited to begin construction on the new St Josephine Bakhita Catholic Primary School at the newly established Five Farms estate in Clyde North. This will be the 44th school within the network of primary and secondary schools operated by DOSCEL.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility. During Child Safety Week 2023, schools and parishes were invited by DOSCEL to showcase their innovative projects and activities to keep young people safe. Many of the projects were developed by young people themselves. A video and education resource were created from the submissions to share the work and promote awareness of child safety.

Our Catholic schools continue to be places of learning and enrichment, nurturing students in their spiritual, academic, physical, and emotional development.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

Vision and Mission

Vision Statement:

"I have come that they may have life, and have it to the full". John 10:10

Inspired by the life of Christ, our Presentation Heritage and the Salesian Charism, Nagle College is a Catholic community that welcomes, builds strong relationships, evangelises and prepares young people for life.

Mission Statement

So that all members of the Nagle College community can live out the College Motto "Let Your Light Shine", we will:

- Develop a safe, nurturing and hope-filled community based on Christ's message of love, justice and service.
- Provide innovative, inclusive and engaging educational pathways that enable students to develop their potential to become lifelong learners in the 21st century.
- Build a culture that promotes and accepts personal excellence.
- Be people of dignity, respect, compassion, resilience and unconditional love.
- Be conscientious stewards of the environment.
- Continue to build sustainable relationships with faith communities, other educational institutions, and community organisations and businesses.
- Create leadership opportunities and provide formation for all members of the college community.
- Celebrate the traditions and rituals of our Catholic Story.

College Overview

Nagle College is a Catholic co-educational secondary college situated on the outskirts of Bairnsdale in Eastern Gippsland. The College was founded in 1958 by the Presentation Sisters and has served the educational needs of the young people of East Gippsland for over 65 years. Nagle College is a diocesan school that aims to support parents in educating their daughters and sons within the Catholic tradition and the spirit of its founders, Nano Nagle and St John Bosco.

As we teach and work with our young people our philosophy is grounded in the Gospel of Jesus and the interpretations lived out by Nano Nagle, founder of the Presentation Sisters, and St John Bosco, founder of the Salesian Society. Like our founders we believe that education can be liberating and encourages students to build self-belief and the skills to be productive members of their community and enhance their vocational prospects where they can find a sense of purpose.

The College has an inclusive enrolment policy. We endeavour to be a low fee school, offering a broad, holistic curriculum that aims to engage and challenge our students, demanding excellence from them whilst developing their mind, body and spirit. We take pride in our ability to cater for the broad needs of all students. This is highlighted in the wide range of options taken up by Nagle graduates including tertiary and further studies, traineeships and apprenticeships.

We seek to build upon the foundations laid by past generations who established a clear direction for the College, recognising the special Catholic culture of Nagle College and the specific influences in this region. We aim to build upon this culture and develop strategies to create an even better school and community as we work to improve the educational opportunities provided for our students.

Principal's Report

In 2023 we were joined by 171 Year 7 students and 18 students at other year levels. It was a year of change and sometimes challenge. There was change as our long-serving Principal prepared for retirement and Mrs Gabe Costin led the school as Acting Principal for very successful Terms 3 and 4. We would like to take this opportunity to thank Mr Neville Powles for his service and dedication to the students, staff and families of Nagle College, over a twelve year period. We would also like to thank Mrs Gabe Costin for her excellent relational leadership as Acting Principal.

Change brings challenges and the Nagle College community addressed these changes and challenges with great positivity. Continued success was seen amongst the lower and middle cohorts of students across both NAPLAN and VCE, VM and VET.

While there was a decline in student numbers during 2023, the dedication to the raising of aspirations and expectations for students, certainly increased.

Like most schools today, staffing is always a paramount concern; but Nagle College addressed these situations with great success.

Annual Improvement Plan:

The strategic intent remained: To develop expert teacher capacity and achieve accelerated rates of student learning.

Our Annual Improvement Plan highlighted a range of goals:

- To continue to implement the new senior RE program – Shine
- To promote prayer and social justice across the school
- To build deeper knowledge of progressions of learning
- To share expert teacher practice
- To further develop understanding of data analysis
- To promote student voice
- To review timetable structures
- To build teacher capacity to effectively manage student classroom conduct
- To continue to promote child safe practices
- To complete the new Performing Arts Centre project
- To commence the design of the VM Centre

Performing Arts Centre - The Saint Dominic Savio Centre:

After an extended period of designing and planning the building of the new Performing Arts Centre was completed in July 2023 and officially opened by The Most Revered Bishop Greg

Bennett on 14 May 2024.

Strenna - Salesian Theme for the Year: As the Yeast in Today's Human Family

The strenna this year refers to the Kingdom of God and our challenge and mission to help build this kingdom here on earth.

Yeast works from within, it goes to work silently, quietly. We can do the same as we help build the kingdom. So it can be the little things we do – the hello in the morning, the eye contact and smile to those we pass during the day, the enquiry of “how are you today?” or the pat on the back. These can all make a difference to our human family.

Don Bosco had a recipe for family – cheerfulness, attend to duties and do good to others.
Child Safety:

Child Safe Standards were introduced in Victoria in 2016. A revised set of Child Safety standards came into effect on July 1st. There are now 11 Standards in place in Victoria. We are committed to providing a safe and nurturing culture for all our students. At Nagle we are committed to:

- Upholding the primacy of the safety and wellbeing of children and young people.
- Empowering families, children, young people and staff to have a voice and raise any concerns.
- Implementing rigorous risk-management and employment practices.

Mr Doug Doherty
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity and Religious Education

To become expert teachers who plan and use evidence-based strategies to deliver a high-quality Religious Education Curriculum, using *To Live in Christ Jesus* as the source document (including Sexuality Education in the Catholic School)

Expert Teacher Practice and Improved Student Outcomes

Students in all schools achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environments

Leadership for Learning and Resources

Learning: For Leaders to facilitate school improvement at Nagle College.

Child Safety: Continue to plan for and provide a safe and suitable environment for all students and staff. Child safety and vulnerable adult practices are embedded within the culture.

Resources: To provide suitable facilities, appropriate levels of staffing and the necessary resources to support student learning and well-being.

Achievements

Staff viewing Recontextualising as the current practice and view as the ideal practice provides a good launching pad to further develop Catholic Identity.

A strong response from Leadership and Teachers of Religious Education (85%) acknowledging they are committed to Catholic identity.

A positive response, approx. 75% regularly take part in Professional Learning to develop an understanding of the school's Catholic identity.

A positive response (approx. 70%) by Leadership and Teachers of Religious Education acknowledging the school is Catholic in both name and action.

Majority of Leadership and Teachers of Religious Education acknowledge Nagle shares the Christian story in a contemporary way with students.

CIRE data indicates staff support Catholic Identity although this is not as strong with our students.

Approximately, 79% of School Officers are committed our school's Catholic identity.

The majority of School Officers acknowledge the school is Catholic in both name and action. A small (9%) disagreed.

RE staff enjoy and have confidence teaching RE

This is supported by the acknowledgement of the contemporary way in which CI&RE are delivered and promoted within Nagle College by the majority of Leadership and the Religious Education Team, as evidenced by both ESCI and CIRE surveys.

The continued development of the Shine Program could clearly be aligned with the growth in confidence for the more senior RE teachers.

Value Added

'SHINE' - Senior Religious Education

In 2023, SHINE, a new Religious Education program using the guidelines of 'To Live in Christ Jesus' curriculum designed for Year 11 and 12 was fully implemented. A key element to SHINE is a pedagogy of encounter. Students discover the spirituality in the Catholic Christian tradition and have the opportunity to explore, experience and express their own spirituality.

SHINE is presented in various formats, e.g. music, art and storytelling. This provides access for all thinking and creative levels of learning. Students were given the opportunity to provide feedback at the end of each semester. The feedback provided us with positive affirmations and also provided us with ideas to further develop and improve SHINE.

We look forward to further developing SHINE throughout 2024 to provide enriching experiences for our senior students.

Learning and Teaching

Goals & Intended Outcomes

STRATEGIC PLAN FOCUS: HIGH QUALITY CATHOLIC EDUCATION

Improvement Domain: Learning and Teaching

Improvement Dimension: Expert Teacher Practice and Improved Student Outcomes

GOAL: Students will achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environment.

Strategies:

1. Build teacher capacity to measure success in student learning beyond NAPLAN and PAT.
2. Develop capacity for inclusive education.
3. Develop expert leader and teacher capacity.

Measures of Success:

1. The Teaching Climate improves each year.
2. The school has an established Professional Learning Plan aligned with the school and Diocesan priorities.
3. The Student Social Emotional Climate improves each year.
4. Student perception of learning confidence increases.
5. Quality teaching and engaging practice indicators strengthen.

Actions:

1. Build a deeper staff knowledge of progressions of learning.
2. Review Student Support Group process to promote student voice.
3. Implement the shared explicit understanding of Expert Teacher practice.
4. Develop each teacher's capacity for data analysis to inform their teaching at a point of need.

Achievements

- PAT and NAPLAN analysis ongoing with Subject Learning Leaders and Literacy/ Numeracy team.
- Use of the PAT teacher resource centre to support learning at the point of need.

- MacLit training for 2 staff to identify and support low literacy skills in junior students with 1 to 1 sessions.
- Data Analysis coach tracking and sharing other variables such as attendance, feedback, behaviour, active learning behaviours and assessment tasks as formative data.
- Professional Learning day in term 1 aligned with improving the capacity of staff to build Positive Behaviour Management.
- Curriculum Day in term 3 updated unit and work plans for new VCE Vocational Major, new year 9 program and new timetable structure for all learning areas and year levels.
- Ongoing promotion and participation in other academic opportunities e.g. Write a Book in a Day, Science Week, Book Week, Maths and Geography competitions, Chess, Kokoda Trail.
- Reviewed Student Support Group (SSG) meetings to ensure SSG action plan includes a checklist to encourage student voice and input into their goals for each semester.
- Expert teacher and Expert Learning Support Officer (LSO) surveys conducted to match the Expert teacher Brochure produced in 2021. Completed at the beginning of the year to also be added to ARM reflection documents at the end of the year. Expert teacher capacity information visible each day in SIMON staff messages. Shared on induction day for all new staff.
- Data Analysis coach continues to unpack more than just PAT and NAPLAN to provide formative data for teaching and learning at a point of need.
- Despite not having most recent NAPLAN data to track student growth from Year 7 to 9, other alternatives being investigated.

Student Learning Outcomes

NAPLAN Reading data, where our students achieved highly in the lower and lower-middle percentiles, illustrates the focus of the teachers is directed at these groups. This success of supporting the lower percentiles to improve is once again evident in the VCE trends due to the latest VCE grades having the greatest growth due to a recognised movement out of 60s and increase in 40's & 50's. These results may be a successful product of the introduction of the Literacy and Numeracy Teams that have been established, as well as a literacy and numeracy focus across the curriculum.

Yr 7–10 students completed PAT for maths and reading to allow for analysis of student data across stanines and percentile ranks to determine measurement of growth against their previous testing.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	523	59%
	Year 9	549	54%
Numeracy	Year 7	526	65%
	Year 9	554	61%
Reading	Year 7	539	69%
	Year 9	573	64%
Spelling	Year 7	517	63%
	Year 9	557	65%
Writing	Year 7	509	49%
	Year 9	558	52%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate (includes VCE VM completions)	94.60%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

- Implement the Whole-School Approach to Positive Behaviour Support.
- Provide opportunities to enhance student voice and agency.
- Work in partnership with families, community groups, allied health professionals and external agencies to improve student wellbeing.
- Leaders and teachers demonstrate an understanding of the importance of positive and caring relationships to foster successful learning and build mutually respectful relationships within safe and inclusive environments.

Achievements

- Continuation of the key universal elements of the Whole School Approach to Positive Behaviour Support. The Expert Teacher Team continues to promote the Teacher Agreed Behaviours Matrix with daily reminders of the demonstrated traits of expert teachers.
- Continuation of The Resilience Project as part of our curriculum, with activities and exercises for the different year level groups.
- In consultation with staff and students a review of the student leadership structure was undertaken, the outcome was the implementation of a new model of leadership.
- Regular Student Support Group and Out of Home Care Meetings.
- Facilitation of staff first aid, mandatory reporting, child safety, emergency management, and anaphylaxis training.
- Staff professional learning facilitated by external trainers including the Resilience Project Team.
- Collaborative work with external support agencies including the Department of Families, Fairness and Housing, Child First, allied health professionals and Victoria Police.
- Participation of students in decision-making via Student Oratory.
- Transition activities with local primary schools.
- Additional transition activities for vulnerable students.
- Grade 6 Orientation Day.
- Provision of well-being resources for staff. This included resources specifically targeted and promoting relationship building and re-engagement to consider the impact of remote learning and mental health.
- Enhancement of individual student well-being plans including Intensive Support Plans and Individual Education Plans for students in Out of Home Care.
- Inclusive practices - Learning Adjustment Strategy Implementation including ATSI and NCCD Team.

Value Added

- Student Leaders Induction Day
- Acknowledgement and Commencement Assembly
- Year 12 Valedictory Dinner
- Year 12 Graduation Day celebrations
- Catholic social justice fundraising events and activities
- Nagle's Got Talent Art Photographic Competition
- Virtual Salesian College Captains Conference
- Inter-House sporting competitions
- National days of action such as R U Okay Day and Do it for Dolly Day

Student Satisfaction

2023 Insight SRC data shows that there is a decline in student mindset – students largely do not believe that their teachers know them and their needs. However, Student Motivation is not lower based on Learning Confidence outcome. This is positive as it may suggest that students want to be motivated, therefore a good starting point.

Student Attendance

Each day the College sends an SMS notification to families if their child is marked as absent and the parent/guardian has not notified the College of their student's absence. If a parent/guardian has not responded to the SMS by a designated time the College Attendance Officer will attempt to contact the parent/guardian. In the event that contact is not established the College Attendance Officer will contact the student's designated emergency contacts.

In instances where a concern exists for the welfare of a child who has not been accounted for the relevant external authorities will be notified. At the conclusion of the school day a letter is emailed (or posted) to any family who has not responded to the SMS message requiring them to provide an explanation for the student's absence. A copy of this letter is emailed to the student's Pastoral Teacher. If there is no response the Pastoral Teacher is required to contact the family to ascertain the reason for the absence in accordance with the Nagle College Procedures for Managing Student Attendance.

Where a teacher has a concern about a child's attendance in their specific subject, they should contact the parent/guardian and alert the relevant school coordinators. School Coordinators and Deputy Principal Pastoral follow up on any students where absence is an issue or reasons for absence are not forthcoming. In response a number of strategies including the development of Student Attendance Support Plans are enacted. Student Attendance Support Groups are formed to assist students and their families with attendance

issues. These groups may also consist of external professionals such as allied health workers, social workers and psychologists if required.

The Deputy Principal Pastoral, school coordinators and counsellors monitor cases where absence is a serious concern. DOSCEL is notified in specific cases where the College has exhausted all attendance improvement strategies. Where necessary notifications are made to the Department of Education as per our legislative obligations. Referrals are made to Child First and the Department of Families, Fairness and Housing - Child Protection as appropriate.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	62.4%

Average Student Attendance Rate by Year Level	
Y07	86.6%
Y08	82.7%
Y09	79.8%
Y10	80.2%
Overall average attendance	82.3%

Leadership

Goals & Intended Outcomes

Leadership: Learning

GOALS: For Leaders to facilitate school improvement at Nagle College

- Sourcing and employing staff for the College.
- Implement the new EBA including Time in Lieu (TIL) requirements.

Leadership: Child Safety

GOAL: Continue to plan for and provide a safe and suitable environment for all students and staff. Child safety and vulnerable adult practices are embedded within the culture.

- To develop and implement the key universals to Positive Behaviour Support (PBS). Child Safe Standards to be included in WSAPBS and consequences.

Leadership: Resources

GOAL: To provide suitable facilities, appropriate levels of staffing and the necessary resources to support student learning and wellbeing.

- Complete the Performing Arts Centre
- Progress the VM (Vocational Major) Centre
- Maintenance Program – review and implement
- Progress the design of the Administration Wing

Achievements

- To date the College is fully staffed and a best practice in relation to TIL has been implemented and continues to be reviewed.
- The College continues to develop its WSAPBS through continued support by DOSCEL.
- Performing Arts Centre is now complete and operational - Officially opened by His Most Reverend Bishop Greg Bennett on 14th May 2024; named the St. Dominic Savio Centre.
- The VM - Vocational Centre is now in the final stage of planning with a goal to have it built and ready for 2025.
- A new Master Plan has been instigated in 2024 by the new Principal, therefore, putting the design of the Administration Wing on hold for a new design in the future.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

- Understanding Students with Autism
- Transport Driver Training
- Diocese Sale Leadership Program 2023
- Disability Standards for Education for Junior Secondary: Part 1
- Disability Standards for Education for Junior Secondary: Part 2
- Overview of Biology Unit 3
- 2023 VCE Mini Conference
- VCE Conference Series 2023 Environmental Science
- Chemistry Conference 2023
- Deakin Career Practitioners' Seminar
- Individual Education Plans - Part 1
- 2023 ACU Advisory Conference
- Mandatory Reporting and Other Obligations
- Train the Trainer - 2 Day Reaccreditation Course
- APSPA Salesian Immersion 2023
- Infection Prevention and Control in Schools
- RASNET Conference
- VCE Biology 2023 - Unit 3 Toolkit
- Staff Meeting - Anaphylaxis Briefing & SEED Presentation
- 2023 RMIT Career Practitioner Seminar
- Anaphylaxis Update
- 25th Annual Psychology Conference
- Anaphylaxis Update and SEED
- Anaphylaxis Management
- Communities of Practice (Learning and Teaching)
- Communities of Practice - Learning Adjustment
- Learning Adjustment Leader Induction Days
- 2023 VASS Workshop
- DOSCEL Graduate & Mentor Program
- Teaching VCE English in 2023
- Out of Home Care Info Session
- Edutech
- Canberra Quilt Teachers
- CIML/REC Gathering Team
- Staff Meeting - Discrimination & Harassment
- Reviewing Student Performance in the 2022 VCAA VCE Exam
- Graduate Induction and Mentor Program 2023
- Tier 2 Proficient - Addressing the Barriers to Learning in Education
- Completing Documentation for General Maths Audit for VCAA

Expenditure And Teacher Participation in Professional Learning

- Relationships and routines for success (secondary)
- Training for Conduct and Administration of 2023 VCE External Assessment
- Graduate Induction and Mentor Training Day 2
- Eastern Cluster Meeting
- Staff Meeting - ARM/TRM Processes & Review - TRP
- Mandatory Reporting for Early Childhood Sector
- Differentiation for all Learners
- Year 7 Geography Units 1 & 2
- The Trades Fit
- Disability Standards for Education for Education Assistants: Part 1
- Disability Standards for Education for Education Assistants: Part 2
- The Trades Fit
- Understanding Autism Spectrum Disorders
- Staff Meeting - WSAPBS
- Alexander McQueen Exhibition & Australian Quilt Convention
- RASNET Twilight Zoom Seminar Units 3 & 4
- Tafta Fibre Forum
- Daily Organiser Training
- Engaging Your Faith Online Series
- Understanding Indigenous content with the curriculum
- Encouraging Student Voice in the classroom
- Combating Toxic Masculinity in Secondary Schools
- When there is a behaviour crisis in the classroom
- Leading and Learning - A Neuroscience Perspective
- Religious Education Conference - CIMLs/RECs
- CIML/RE Leader's Gathering
- NDIS - Pathways to Post School Life
- Disability Standards for Education for senior secondary:Part 1
- Disability Standards for Education for senior secondary:Part 2
- "All Minds are important" Understanding the Nuances to support and develop students with diverse needs
- Boys, boys, boys in 2023 - Strategies & Solutions
- Boys, Boys, Boys in 2023 - Strategies & Solutions to Assist Them in their Education
- Cut & Create - An Introduction to Laser Cutting
- Active Language Use 2023 Secondary East
- Getting Started with Stile
- National Education Summit
- Law for School Counsellors Vic 2023
- Staff Meeting - TRP Wellbeing
- Engaging Students with ADHD
- Staff Meeting - TRP - Wellbeing

Expenditure And Teacher Participation in Professional Learning

- WSAPBS
- Staff Meeting - WSAPBS
- DOSCEL Multilingual Cluster Meeting
- Indigenous Voice to Parliament
- Synergetic: Managing the Student Life Cycle
- Supporting Students Struggling with Literacy
- Melbourne Career Expo
- VATE Ideas Lab: English in the Middle Ages
- Cheese Making
- The Art of School Culture Leadership
- 2023 Annual Home Economics Conference
- Visual Communication 23
- Gippsland Tech School and Enviromicrobio
- Kitchen Assistants Conference
- Berry Street Education Model
- Animal Adaptations and Change
- Community Surf Rescue Certificate Update
- Staff Meeting - Anaphylaxis Briefing and Teaching Sprints
- Understanding Mental Health Challenges
- Anaphylaxis Briefing
- OLT - Understanding ADHD
- Conductor's Workshop
- Home Economics Vic Annual Conference
- Building Rapport with Students
- Five Approaches to Differentiation (Secondary)
- Ice Breakers in Your Classroom
- GTAV Annual Conference
- SSV August Forum
- Staff Meeting - OHS
- Implementing the new OES Study Design for 2024
- VCE Food Studies Teacher Exam Prep Webinar
- VCE Food Studies Teacher Exam Prep Web
- Disinterested and Disruptive Students
- Increasing Student Learning Using Metacognition
- Warden Training
- Staff Meeting - Emergency Management
- Literature Network Meeting Two - Sect A of Exam
- Synergetic MS Queries
- Synergetic Crystal Reports
- VCE Vis Com Design Implementation
- LabCon

Expenditure And Teacher Participation in Professional Learning

- Managing Front of Office Conversations, Conflict and Cranky People
- MAV Annual Maths Conference
- Millinery Workshop
- Staff Meeting - Vic Police Presentation
- On Country PD
- VET Validation and New Course Workshop
- Planning for Year 12 VCE English in 2024
- Community of Practice Meeting (VM)
- Datta Course - Bodices and Bustiers
- Fashionable Hats
- Staff Meeting - Insight SRC Survey Results & Communities of Practice
- ChatGP and Artificial Intelligence in Language Classes
- Bairnsdale/Sale Koorie Education Roundtable
- Tafe Vet Orientation
- Gippsland Agricultural Group Research Farm Field Days
- Staff Meeting - WSAPBS
- Differentiation for Students with a Learning Disability
- Differentiation in Changing and Challenging times for Schools and Learners
- DOSCEL Career Teacher's Network Meeting
- Mental Health First Aid
- VCE Environmental Science Teacher's Conference
- VATE State Conference
- Community Of Practice
- Pathways and Transition Workshop VM VCE
- DOSCEL Eastern Cluster Meeting Languages
- SSV Awards and December Conference
- Out of Home Care Designated Teacher Network
- Every Learner, Every Day. Mastering Differentiation in the Classroom
- Catholic College Sale Technology Visit
- Information and Networking Event
- Incorporation Nature into Art Class
- Sharing ARMs across Learning Areas

Number of teachers who participated in PL in 2023

84

Average expenditure per teacher for PL

\$571.42

Teacher Satisfaction

Staff completed the annual Insight SRC Survey to provide feedback on a broad range of parameters. This information is used to inform and provide direction for future planning.

1. Decline in staff mindset, in particular adaptive behaviours.
2. Significant drop in confidence surrounding student behaviour and management. This seems to have a direct correlation with the staff mindset.
3. Appraisal and Recognition is above Empowerment, which suggests that the staff are supportive of each other as peers. However, the work demands, school distress and empowerment suggest that staff would like to be challenged and supported more in developing their practice of teaching.

Teacher Qualifications	
Doctorate	0.8%
Masters	10.0%
Graduate	20.8%
Graduate Certificate	3.8%
Bachelor Degree	46.2%
Advanced Diploma	10.0%
No Qualifications Listed	8.5%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	95
Teaching Staff (FTE)	78.3
Non-Teaching Staff (Headcount)	70
Non-Teaching Staff (FTE)	60.7
Indigenous Teaching Staff (Headcount)	5

Community Engagement

Goals & Intended Outcomes

- To further develop the Senior RE Program - Shine
- Promote prayer and Social Justice in Catholic Teaching (action) through Pastoral Structures across the school
- To promote Professional Learning opportunities for staff and the community
- Build a deeper staff knowledge of progressions of learning
- Review Student Support Group process to promote student voice
- Implement the shared explicit understanding of Expert Teacher practice
- Develop each teacher's capacity for data analysis to inform their teaching at a point of need
- Leaders develop a staff professional learning plan that supports teachers and leaders to accelerate growth in student learning and align curriculum documentation
- To explore maximising learning opportunities by reviewing the timetable structure
- Introduction of Data Analysis Coordinator
- Build teacher capacity to effectively managed student classroom conduct via Professional Development days, WSAPBS and The Resilience Project
- Professional Development of staff
- Audit child safe practices in line with legislative standards on an annual basis
- Ensure the school has processes to enable students to participate in and enhance Child Safety
- Explore effectiveness of all levels of student Learning Support structures
- The College Advisory Committee to review and discuss each Child Safe Standard
- Improve staff awareness of Intensive Support Plans (ISP)
- Complete the building of the P.A.C, carpark and covered sports court
- Design the new Applied Learning Centre (VM)
- Design the adjustments to the Administration Wing.
- Review cleaning contracts
- Implementation of the outstanding actions from the ESP Review.

Achievements

Camps for Years 7-9 and specialist Outdoor Education camps successfully took place.

Parent Satisfaction

The 2023 Insight SRC data indicated:

- It appears that a large number of parents/carers do not have clarity in regards to the strategic and operational direction of the school.
- There are concerns around some key areas of school life.
- The dramatic increase in parental desire to respond may suggest that parent/carers want to be heard and desire a voice within the school community.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.nagle.vic.edu.au