



Nagle College Bairnsdale

2022 Annual Report to the School Community



Registered School Number: 1589

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Minimum Standards Attestation

I, Neville Powles, attest that Nagle College 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

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

Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

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 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 the East

The year has been one of high academic achievement, success in a range of sporting pursuits, as well as blossoming talent in art, music, drama, public speaking, singing, debating, design, craftsmanship and care for the environment. There has been participation in activities with a focus on service to others, growth of leadership qualities in our young and the opportunities to connect with the environment and Australian outdoors.

Parallel with the growth of our young people is the growth of the school itself. We have an evolving sense of Catholic identity and culture. We consider ways of expressing what Nagle is and endeavours to be in word, symbol and action through the decisions we make and in the way we go about doing things. We commenced the year with 169 Year 7 students in their seven classes. Additionally, there were 23 students commencing at other Year levels and twelve new teachers.

COVID

We began the year with students required to wear masks indoors. RAT test kits were provided throughout the year, although there was a shortage in the early weeks and students were encouraged to test twice a week. The Year 7 Camp had to be cancelled. As the year progressed there were pressures on staffing as absences were high due to COVID and other illnesses. We were prepared to have some Year levels study from home but fortunately we were able to avoid this. In June student absences with COVID peaked at just over 100.

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 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 progress the new Performing Arts Centre project
- To commence the design of the VCAL / VM Centre

Performing Arts Centre Project

After an extended period of designing and planning the building of the new Performing Arts Centre commenced and is making steady progress in a challenging period for building projects. Additionally, new covered netball / basketball facilities and bus / car park area are being

progressed. The new completion date is July 2023. The music rooms have been refurbished and students have already moved back into these learning areas.

Year 12 Results

Our 2022 Year 12 students have demonstrated resilience and determination to successfully complete their secondary education. The outcomes for students were impressive for the 99 students studying the VCE and the 15 students studying the VCAL. All students successfully completed these certificates.

It was pleasing that 10% of students achieved an ATAR above 80. These scores were backed up by the whole student population with 76% achieving an ATAR over 50.

Keira O'Neill was the VCE dux of Nagle College for 2022. She achieved an outstanding ATAR of 98.65. We are delighted for Kiera who achieved a perfect study score of 50 in both Health and Human Development and in Psychology. Kiera is looking forward to an exciting and busy 2023.

It was also pleasing to see many students achieving study scores over 40 across a range of subjects including Chemistry, History: Revolutions, Religion and Society, Further Mathematics, and Physical Education

We are also very proud of the significant group of students who completed their VCAL certificates this year. Students who have been undertaking applied learning programs through VCAL have achieved outstanding outcomes with many students gaining full time employment, apprenticeships and traineeships.

At the Valedictory Dinner it was announced that Chelsea Beechey was the dux of the VCAL cohort. She has already gained employment in the Real Estate industry.

Salesian Strenna

The theme for this year came directly from the writings of St Francis de Sales (1567 – 1622) the person Don Bosco decided to call his group of priests after. St Francis inspired Don Bosco and this year was the 400th anniversary of St Francis death.

Our theme was “Do all through love, nothing through constraint” and we were encouraged to do all through love - love of God and love of neighbour. St Francis encouraged an openness and warmth towards people. He promoted relations between people which avoided a stiffness of manner and we were encouraged to do the same.

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.

Bishop's Visit

Nagle College was delighted to host Bishop Greg Bennet for the first time since his arrival in the Diocese of Sale. Bishop Greg held meetings with each Year 8 class to talk about his work and to answer any student questions.

He also officially blessed our new Cross, The Risen Christ, overlooking the Mitchell River and its flood plain. We very much appreciated the time he spent with us.

The new cross includes a wooden inlay from the previous cross and is a constant visual reminder to anyone in this part of our Catholic school that we exist to promote and build the kingdom of God.

Uniform

Parents were surveyed about the option of students wearing the rugby top as part of the everyday uniform. 94% of the 375 parent responses supported the proposal. The change was approved and commenced in Term 3. We rarely achieve such a high level of response from parents – it was reassuring to know emails to the parent community are read.

2023 Timetable Structure

After a period and process of review, next year we will move from four sessions to five periods per day. The day will operate with two periods, a break, two periods, a break and one period to end the day. The new periods will run for 60 minutes.

This change recognises contemporary educational thinking and practice to maximise learning time. We tend to find the level of productivity is low in the last 10 to 15 minutes of a session. This has particularly been the case since remote learning.

School Advisory Committee

This year we welcomed new Chairperson Mrs Samantha Bishop and new Committee member Mrs Alison Turner. A range of policies were considered and discussed over the course of the year. Each of the eleven new Victorian Child Safe Standards were on ongoing focus at meetings. Towards the end of the year Mr Gary Pini, Mrs Jill Filmer and Mrs Alison Truner tendered their resignations. We thank each of them for their generous contributions to the College.

Graduation Day

It was fabulous to be able to hold a full Graduation Day – particularly for our Year 12 students but also for the rest of the student body.

More than half the school – Years 7, 8 and 9 had not had the opportunity to experience what is possibly the most significant single day or event we hold that demonstrates to students that they are part of something bigger than themselves and promotes a sense of belonging.

It was pleasing to see so many parents, family members and past students present on the day.

FUN4FOURS

We had our first adventure day for local Grade 4 students from the local primary schools for three years. With over 230 visitors it was our most successful.

Our Year 10 and 11 students running the program did a wonderful job and the Grade 4's had a ball.

Another Challenging Year

After the last two interrupted years and the accompanying challenges it was reasonable to expect this year, being interruption free, would be a much more “normal” year and yet there is much to suggest this has been the hardest year of the pandemic.

Staff have persevered in supporting students as they adjusted to the new dynamics of the pandemic and the continuity of once again being face to face for the full year.

Thanks to all students, parents / guardians and staff for efforts and contributions throughout the year.

Neville Powles

Principal

School Advisory Council Report

It has been my honour to fill the role of Chair of the Advisory Committee for the first time in 2022. Reflecting on the past year, I would like to acknowledge everyone who has helped us shape the past twelve months at Nagle College.

It feels like we have finally started to move on from the COVID pandemic in 2022. Looking back to newsletters and Committee minutes from the first few months of the year, there was a focus on case numbers and RAT tests. While COVID is still in the backs of our minds today, its management has become more routine, using a combination of hard-won knowledge and common sense. As a result, life is more “normal” than it has been in a long time.

This has led to the welcome return of many College events and traditions, such as the swimming and athletics carnivals, the Presentation Ball, and a full Graduation Day for the Year 12 students. These have had a celebratory feel, reminding us of the importance of connecting face-to-face.

The Committee would especially like to congratulate the Year 12 graduating class of 2022. These young people weathered two challenging years of remote learning in 2020 and 2021 before having to re-adapt to life on campus for their final year. In November, they were rewarded with an in-person Valedictory Dinner celebrating their achievements with their friends and family.

Good progress has also been made on building works for the new Performing Arts Centre and the refurbishment of the music rooms. While completion will be later than planned, these exciting new works should be finished by mid-2023. And we have seen the installation of a new “Risen Cross” on the hill overlooking the river, which was blessed by Bishop Greg in August.

The Advisory Committee has had a welcome return to “in person” meetings, supporting the Principal and Leadership team with a focus on:

- Exploring the new Child Safety Standards introduced in July, and considering their application to the College.
- Reviewing and providing feedback on new school policies.
- Reviewing and endorsing next year’s School fee structure.
- Endorsing next year’s School budget.

Sadly, at the end of this year we have said goodbye to Committee members Jill Filmer, Gary Pini and Alison Turner. We thank them for their valuable contribution, and wish them well. Replacement appointments to the Committee will be announced in the New Year.

In the meantime, I wish all students, parents, teachers and staff well for the festive season. Please enjoy your Christmas break, and I look forward to seeing everyone in 2023.

Samantha Bishop
Chair - School Advisory Committee

Catholic Identity and Mission

Goals & Intended Outcomes

GOAL:

- 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).

STRATEGIES:

- Deepen the expertise of teachers to deliver high quality religious education.

MEASURE OF SUCCESS:

- Teacher planning and teaching is in line with the Diocesan Religious Education Curriculum and Sexuality Education in Catholic Schools documents.
- ECSI data indicates a growing trend towards a preference for post critical belief and all ECSI data is within the indicative ranges including feedback on the new Year 11/12 SHINE Program.

ACTIONS:

- To implement 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.

Achievements

As we reflect on 2022, we are reminded that Salesian Spirituality calls us to discover the presence of God in our lives, in the present moment. United with our loving God, we need not fear the future nor dwell on the mistakes of the past.

The Salesian Strenna 2022: 'Do all through love, nothing through constraint.' These words capture the essence of our Catholic faith and the Salesian spirit.

The Salesian charism is a way of acknowledging the gift of the Holy Spirit that was given specifically in the prayer journey and spiritual friendship of Saint Francis de Sales. The Salesian Spirituality is named after St. Francis de Sales (Sales-ian). On January 24th 2022, we celebrated the 400th anniversary of Saint Francis de Sales who Don Bosco saw as someone to imitate, someone to model himself on for his life's work. In fact, when he was ordained a priest, he made this resolution: 'The love and gentleness of St Francis de Sales will guide me in everything'.

VALUE ADDED

‘SHINE’ - SENIOR RELIGIOUS EDUCATION

In 2022, SHINE, a new Religious Education program using the guidelines of ‘To Live in Christ Jesus’ curriculum designed for Year 11 and 12 was introduced. 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 2023 to provide enriching experiences for our senior students.

PROFESSIONAL DEVELOPMENT

The 2022 Annual Improvement Plan goal included: ‘To become expert teachers who plan and use evidence based strategies to deliver a high quality Religious Education Curriculum.’ This aligns with our Learning and Teaching goals as we continue to provide professional learning based on ‘high quality religious education curriculum throughout each term. Teachers of Religious Education are expected to attend these meetings whilst leadership and other teaching staff are invited.

These sessions give staff time to discuss, ask questions and develop their expertise as specialised Religious educators and provides staff with accreditation hours. These sessions proved to be valuable in developing expert teacher practice and will continue throughout 2023.

The annual Religious Education Spirituality day scheduled for the whole staff with guest speaker, Fr Richard Leonard was held in December.

As Catholic Educators we are charged to not just teach the students in our care, but to enrich their spirituality. The best way we can do this is by attending to our spirituality.

During this day we explored:

- Jesus. Without Christ there is no Christianity, but how do we encounter a Christ who is not pious or fundamentalist?
- Discernment. If faith gives us any gift, then it has to be discernment – the ability to navigate our daily lives alert to demands of the Gospel and its practical application in our lives.
- Mission. Christianity is not a private feel-good collective. We are sent out to live and proclaim our spirituality. What does the world look like to which we, and our students, are sent? What questions is the world posing to us, and what questions do we have as we go out?

LITURGIES

Unfortunately, we were unable to commence the year with the traditional Year 7 liturgy for parents on the first day of school as COVID restrictions were still in place.

In March, the whole school came together to celebrate 'Commencement Mass.' A beautiful and reflective Mass was celebrated by Fr Michael Willemsen to begin the school year. The scriptural readings and words of wisdom from Fr Michael assisted in breaking open the Salesian Strenna; 'Do all through love, nothing through constraint.' At the conclusion of Mass, the Year 12 students were presented with a special Year 12 badge and made their pledge and commitment to work together, be supportive and inspire one another as they journey together through their final year of school.

We celebrated an Easter Liturgy reflecting on our Lenten journey. As we entered into Holy Week, the liturgy assisted us to reflect on Jesus' life and work; the last meal with his disciples and his suffering and death on the cross. For Christians, Easter Sunday is a significant celebration of Jesus' death to new life. No matter where we are on our journey of faith and life, we are all invited to be more like Jesus by living a life of faith, hope and service to others.

It was a great pleasure to welcome Bishop Greg Bennet to Nagle College in August this year. Bishop Greg made a commitment to speak with all Year 8 students across the diocese. Whilst Bishop Greg was at Nagle on this day, our student leaders spent time getting to know him and our new 'Risen Christ' sculpture was officially blessed and unveiled.

It was wonderful to come together for the first time in three years to celebrate Founders and Patrons' Day Mass. We commenced the celebration with the ringing of the original Nagle College Bell which calls us to 'Let our Light Shine.' Our celebrant Fr Michael, provided us with thought-provoking reflections along with beautiful and uplifting music from our liturgical music group. The liturgy provided the opportunity to recall the strengths and unique qualities of people from long ago. Many of these people are remembered, especially because of a talent or an event that occurred in their lives. We welcomed special guests Mr Albert Pruscino and Mrs Trish Veevers, representing Bairnsdale St Vincent De Paul society who accepted a large donation of food pantry items from students. We have yet again had a wonderful response to the 'Food Drive' call which will benefit many needy families within our community.

Liturgies are an important aspect of the Catholic faith and education. They play a unique and critical role in the formation of Catholic identity. It provides opportunities for students to be involved in various ways, such as the reading of prayers and scripture, creating music and singing. We were particularly grateful to our Faith and Justice Captains, Angus Anderson and Dale Mitchelson-Twigg along with the Youth Ministry and Liturgical Music students who were wonderful models of faith, willing to contribute to all our liturgies and prayer celebrations.

SOCIAL JUSTICE

Caritas Australia: "End poverty, promote justice and uphold dignity - For all future Generations."

Social action brings into focus Jesus' vision for the Kingdom of God. Project compassion, Caritas Australia is held throughout the Lenten season and each Pastoral class worked together to fundraise and became part of a just community. The generosity of kind, everyday people is what makes a difference in the lives of vulnerable communities globally.

In an effort to reach out to those in our community who struggle at Christmastime, our Junior Religious Education Coordinator, Mrs Josie Boland, organised a 'Toy Drive' giving our students the opportunity to bring along a small toy to be donated to families in need within our community. It is in these actions, that we demonstrate dignity for each person, as faithful followers of Christ.

RETREATS

The Year 12 Retreat provides time out from the busyness of school life with a focus on personal and spiritual development. This year, students spent three days at Coonawarra Farm Resort. In a relaxed, informal way, students were provided with an opportunity to reflect on their life's journey, share with others the important aspects of life, and build self-understanding. There was time to reflect personally on their faith, to celebrate through liturgy and prayer and to have fun together in a spirit of community.

Year 9, 10 and 11 students spent a day with Chris Doyle from Karis Ministries, Sydney. The Reflection Day provided our students with the opportunity to strengthen relationships with fellow students, deepen self-knowledge, explore their relationship with God, and take time out to reflect and search for balance/harmony in life, through music, laughter, reflective meditations, and team building activities.

Our work as Catholic educators continues to challenge us in our ever-changing secular world. We continue to maintain a focus on the goals and purpose of our work gaining strength from each other and our faith in our almighty God.

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	Measures of Success	Actions
Build teacher capacity to measure success in student learning beyond NAPLAN and PAT.	<p>The Teaching Climate improves each year.</p> <p>The school has an established Professional Learning Plan aligned with the school and Diocesan priorities.</p>	Build a deeper staff knowledge of progressions of learning.
Develop capacity for inclusive education.	The Student Social Emotional Climate improves each year.	Review Student Support Group process to promote student voice.
Develop expert leader and teacher capacity	<p>Student perception of learning confidence increases.</p> <p>Quality teaching and engaging practice indicators strengthen.</p>	<p>Implement the shared explicit understanding of Expert Teacher practice.</p> <p>Develop each teacher's capacity for data analysis to inform their teaching at a point of need.</p>

Achievements

- Teaching climate in Insight SRC data rose by 1.3 from 2021 to 2022.
- 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.
- Students identified for ongoing tutoring support in Literacy and Numeracy.

- 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 to update unit and work plans for new VCE Vocational Major, new year 9 program and new timetable structure for all learning areas and year levels.
- Gifted and Talented workshops with staff to build higher order thinking skills.
- Student participation in the Global Academic Challenge.
- 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.
- Student Social Emotional Climate – Learning confidence has grown by 4 points, student motivation had held steady while emotional wellbeing has declined.
- 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.
- SRC Insight data indicated learning confidence of students has improved by 3 points while Quality Teaching has improved by 2 points and Engaging Practice has held steady.
- Data Analysis coach appointed to unpack more than just PAT and NAPLAN to provide formative data for teaching and learning at a point of need.
- Despite not having 2020 NAPLAN data to track student growth from year 7 to 9, other alternatives being investigated.

STUDENT LEARNING OUTCOMES

2022 was our first year of completing NAPLAN online, so comparison from previous years will be different. Achievement in the area of writing has improved for Year 7 since 2021. Other test results remained steady with school data just below the state in Reading, Grammar and Punctuation, Spelling and Numeracy. Writing for Year 9 decreased. This analysis has given us the opportunity to identify areas of challenge that we will address throughout this year. Our focus on literacy remains strong as we concentrate on specific skills to improve student achievement. The data trends indicate areas for improvement including reading, spelling and numeracy.

The continued focus on improvement is a testament to the Literacy and Numeracy team who distribute teaching tips and model assessment analysis practices to assist with student growth. Our tutoring program was a positive addition to the curriculum areas and students

have shown promising progression with this support. Extension and enrichment tasks are provided to allow opportunities to enhance writing and numeracy skills.

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.

Year 12 Results

The results in 2022 reflect a positive rise in ATAR scores with a great improvement in ATARs above 70. The median study score remained steady at 28. The percentage of students attaining scores above 90 increased and the VCE dux for 2022 achieved an ATAR of 98.65.

100% of our VCE students achieved a satisfactory VCE result or VCAL certificate indicating that students are making appropriate program choices for individual pathways.

All graduating VCAL students found employment, traineeships and offers of further study. We acknowledge the employers in the Bairnsdale region who continue to offer opportunities to our students throughout the course of the year.

MEDIAN NAPLAN RESULTS FOR YEAR 9

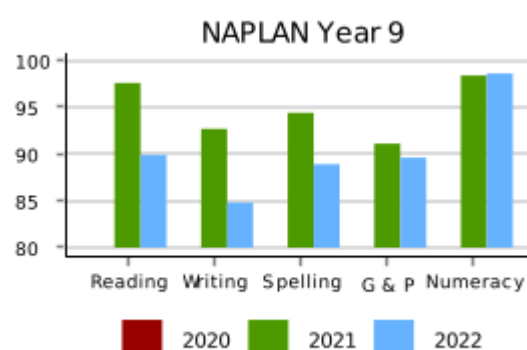
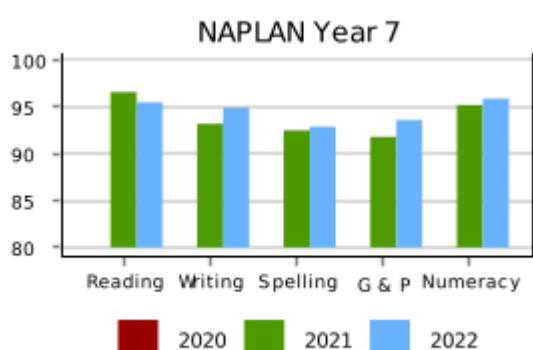
Year 9 Grammar & Punctuation	572.5
Year 9 Numeracy	571.9
Year 9 Reading	574.8
Year 9 Spelling	569.0
Year 9 Writing	547.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	91.8	-	93.6	1.8
YR 07 Numeracy	-	95.2	-	95.9	0.7
YR 07 Reading	-	96.6	-	95.5	-1.1
YR 07 Spelling	-	92.5	-	92.9	0.4
YR 07 Writing	-	93.2	-	94.9	1.7
YR 09 Grammar & Punctuation	-	91.1	-	89.6	-1.5
YR 09 Numeracy	-	98.4	-	98.6	0.2
YR 09 Reading	-	97.6	-	89.9	-7.7
YR 09 Spelling	-	94.4	-	88.9	-5.5
YR 09 Writing	-	92.7	-	84.8	-7.9

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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.
- Three College Assemblies per term to enhance school community.
- 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.
- Brainstorm Productions presented 'The Hurting Game' to Year 8 students. It was a live theatre experience that explored the skills we need to cope with life's challenges and build meaningful connections. It challenged students to think about how they treat themselves and others, both online and offline, and provided strategies for breaking unhealthy behaviour patterns.

- Refinement of well-being procedures and processes in light of remote learning to ensure support for students and families during this time.
- On Founders Day this year we introduced the Diversity Dash. A diversity dash is a colour run celebrating diversity and celebrates all students no matter their background, gender or ability.
- 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 Voice was promoted through a change to the uniform standards, allowing the rugby jumper to form part of the uniform, which was previously restricted to the sports uniform.

STUDENT SATISFACTION

The 2022 Insight SRC Data indicated general levels of satisfaction in relation to students' socio-emotional experience in most areas of college operations. This included areas such as improved results for learning confidence, however identified areas of focus such as emotional well-being and engagement in learning. The return to face-to-face learning has presented a number of new challenges primary relating to connectedness in both learning and relationships.

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	68.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	83.1%
Y08	77.9%
Y09	78.1%
Y10	79.5%
Overall average attendance	79.7%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	89.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	21.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	21.0%
Deferred	25.0%
Employment	22.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	6.0%

Child Safe Standards

Goals & Intended Outcomes

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.

This would be achieved through:

- Continual Professional Development of staff.
- Auditing of child safe practices in line with legislative standards on an annual basis.
- Ensuring 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.
- Improving staff awareness of Intensive Support Plans (ISP)

Achievements

- Comprehensive Child Protection Program.
- Cyclical review of child safe policies including update of procedures and documentation in line with new Child Safe Standards.
- Comprehensive review of each new Child Safe Standard by the College Advisory Committee and discussion about how each one is reflected through practices at Nagle College,
- School policies and procedures support the use of the PROTECT protocols and Protect Poster displayed for staff reference.
- Cyber Hound Internet Filtering System.
- SMS alert sent to families where a child has not attended school by 10.30am and a Parent Notified Absence has not been received.
- Staff training including Department of Education and Training E Learning Mandatory Reporting and Information Sharing Scheme.
- Inclusion of child safety material on college website, Learning Management System, Newsletter and Student Diary.
- Staff are required to hold either a National Criminal History Record Check or Working with Children Check.
- Child Safe HR practices and procedures such as pre-employment referee checks that include checking for child safety and all employment advertisements and position descriptions include statement about child safety. All potential employees are required to answer specific questions in relation to child safety.
- Staff professional learning in relation to NCCD and disability standards.
- Child safety staff presentations including restraint and seclusion and child safe practices.

- Child Safety induction for all new staff.
- E Reporting Tool for students.
- Child Safe Code of Conduct.
- Student Code of Conduct.
- Critical Incident procedures.
- Child safe visitors' protocols and procedures.
- Staff First Aid Training.
- Designated Child Safety Officers.
- Student Support Groups.
- Implementation of the Whole School Approach to Positive Behaviour Support.
- Completion of Risk Assessments for activities such as excursions and camps. Activities involving higher risk must be approved by DOSCEL.
- Emergency Management procedures and drills.
- Information on learning management system to alert staff to child safe issues such as restricted contacts.
- Child safety as a Standing Agenda Item for College Leadership Team and Student Oratory Meetings.
- Mandatory Reporting Register.

Leadership

Goals & Intended Outcomes

For Leaders to facilitate school improvement by:

- 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.

Achievements

- The professional learning program for 2022 is further documented in the next section supporting our goal to accelerate growth in student learning and alignment of curriculum. We continue to explore and support opportunities to align with this purpose.
- A full review of the timetable was undertaken in regard to understanding methods to maximise learning time for our students, It was determined that the level of productivity is low in the last 10 to 15 minutes of a session. With this in mind we will move from 4 sessions to 5 periods per day - Two periods, a break, two periods, a break and one period to end the day.
- We created the role of Data Analysis Coordinator whose role it will be to support teachers and Subject Learning Leaders with building their capacity and effectiveness to use data to enhance student achievement. The Data Analysis Coordinator will provide educational data to teachers and then assist them to interpret it and use it in a way which leads to enhanced outcomes for students.
- Implementation of the key universal elements of the Whole School Approach to Positive Behaviour Support. In consultation with Diocesan Facilitators, elements of our Teacher Agreed Behaviours Matrix were highlighted weekly as a constant reminder of those ideal traits.
- The Resilience Project continues to be part of our Curriculum and the GEM attributes of gratitude, empathy and mindfulness upheld through different activities and exercises which are designed with different developmental stages of year levels in mind.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- The Passion and Resurrection in the Four Gospels
- Principles of Justice: Parliament and the Courts
- The Track to Treaty in Victoria - Structures, Process and Progress
- Patience, Persistence and Change

- Overcoming Adversity - A Night with Eddie Betts
- Career Tools Website Workshop
- SSV Awards and Conference
- Inclusion of students who have low vision
- Book Buying and Capacity Building School Libraries
- Anti-Doping Level 1, Child Protection and Safeguarding, Harassment and Discrimination 2022
- School Visit - Catholic Regional College
- Anaphylaxis Management
- Macqlit PD Workshop
- Seasons for Growth Program - Grief and Loss
- Master of Education and Theology
- VCE Accounting Virtual Faculty Meeting with Neville Box
- Verifying the Correct Use of Adrenaline Injector Devices
- Leading by Learning
- The Age Schools Summit
- 22578VIC Course in First Aid Management of Anaphylaxis
- 22579VIC Course in Verifying the Correct Use of Adrenaline Injector Devices
- CyberEdge Launch Roadshow
- Developing IEPs/PLPs for Students in OFHC
- VCAL - Literacy/Numeracy Curriculum Update
- Learnership - The Skill of Learning
- CDES 24th Annual Psychology Teacher's Conference
- Preparing for the New Unit 3 VCE Psychology Course 2023 - 2027
- 2022 CEBA Conference
- Research Methods for 2023 - VCE 4
- Strategies that support positive behaviour management
- How to conduct Difficult Conversations
- Anxiety - What it is and what to do about it in Mainstream Classrooms
- Dyslexia - Practical Skills and Ideas to use in the Classroom
- Effective Collaboration between Teachers and Teacher Assistants
- Seven Skills of Effective Teachers
- Making Maths Dyslexia Friendly
- Effectively Teaching and Supporting Students with Low Working Memory

- Effective Strategies to Engage Reluctant Learners
- Fearful, Worried & Scared to Try - Teaching Students with Anxiety
- Using Visual Supports to Powerfully assist your student with an ASD and other Visual Learners
- How to Extend and Challenge Students Across the Curriculum
- Bike Ed Instructor Update
- Mandatory Reporting and other Obligations
- DEET Information Sharing Reforms and Family Violence
- Understanding Sensory Processing
- Teacher & Teacher's Assistants
- Introduction to the Positive Behaviour Support Template
- Staff Meeting - ATSI Education Plan DOSCEL Presentation
- Learning and Teaching Network
- Diocese of Sale Leadership Program 2022
- REL & CIML Conference
- Graduate Induction & Mentor Program 2022
- DOSCEL Eastern Cluster Meeting - Languages
- New Learning Adjustment Leader Introduction
- LAL induction Session 2
- DOSCEL Language PL - Active Use of Language
- Inclusion of students with speech, language and communication needs
- Early and Often - Leadership Injury Management
- Drama Victoria Conference: Arise
- Edutech
- SITXFSA001 Use hygienic practices for food safety
- Upskill Food Studies Teaching
- Kitchen Assistants Conference
- VCE History Conference and Examination Reports
- Teaching VCE History in 2023
- HTAV Annual Conference - History Rising
- LabCon 2022 Conference
- Community Surf Life Saving Certificate Update
- MAV Annual Maths Conference
- MAV - Meet the Examiners & SAC Workshops

- Staff Meeting - Anaphylaxis Update & SEED Info
- Staff Meeting - Discrimination and Harassment Training
- Staff Meeting - Anaphylaxis Briefing and Extras and Lesson Plans
- Staff Meeting - ARMS - Reflection and Sharing
- Staff Meeting - Emergency Management
- Staff Meeting - EBA Questions and Discussion
- Staff Meeting - Insight SRC Survey Results and Literacy/Numeracy Focuses
- Staff Meeting - ARM/TRM 2022 & The Resilience Project
- Staff Meeting - Anaphylaxis Briefing
- Staff Meeting - 2022 Annual Implementation Plan and Timetable Structures 2023
- Staff Meeting - Subject & Pathways Expo Planning
- Staff Meeting - Child Safety
- Staff Meeting - WSAPBS
- Staff Meeting - OHS
- Curriculum PD Day - Building Capacity in Positive Behaviour Management
- Reporting Processes
- Disability Standards for Education for Junior Secondary: Part 2
- Disability Standards for Education for junior secondary :Part 1
- Disability Standards for Education for Senior Secondary: Part 1
- Disability Standards for Education for leaders: Part 1
- Disability Standards for Education for leaders: Part 2
- Disability Standards for Education for senior secondary: Part 2
- Anaphylaxis Update
- Disability Standards for Education for education assistants: Part 1
- Pearson Academy Tier 1 Beginner
- RASNET Annual Conference
- Cert 4 Training & Assessment Upgrade
- Library Design & Refurbishment
- 2022 VCE Biology and Environmental Science Conference
- STAV Physics Conference
- How to teach Sunset Boulevard
- How to Implement the new VCE English Study Designs at Unit 1 & 2 in 2023
- Implementing the new VCE Literature Study Design Unit 1 & 2 2023

- Bairnsdale/Sale Koorie Education Round table
- VCE VM
- VATE VCE Literature & English Days
- Engaging with writing in the Middle Years classroom
- 2022 Online VCE English Language and Literature Day
- 2022 VATE State Conference
- VCE, VM & VPC Numeracy
- VCAA VCE VM Certificate Overview Senior Secondary Certificate Reform
- VCE Psychology (2023 - 2027) Unit 3, Skills and Assessment Webinar
- VCE VM and VPC Applied Learning in Practice
- VCAL QA Stage 2
- Analysing your school's VCE Results
- VCAL PDS Quality Assurance Meeting
- Year 12 PE Exam Marking Training Day
- VET Statewide Online Webinars
- VCE - VM and VPC
- Naplan Reporting & Data Service PD
- VCSSDPA Conference

Number of teachers who participated in PL in 2022	76
Average expenditure per teacher for PL	\$658

TEACHER SATISFACTION

Staff completed the annual SRC Insight Survey to provide feedback on a broad range of parameters. This information is used to inform and provide direction for future planning. There was improvement across the vast majority of measures particularly in the area of student behaviour which aligns with parent opinion.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.0%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	83.8%

TEACHER QUALIFICATIONS	
Doctorate	2.5%
Masters	13.9%
Graduate	34.2%
Graduate Certificate	3.8%
Bachelor Degree	72.2%
Advanced Diploma	16.5%
No Qualifications Listed	12.7%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	83.0
Teaching Staff (FTE)	72.2
Non-Teaching Staff (Headcount)	67.0
Non-Teaching Staff (FTE)	58.5
Indigenous Teaching Staff (Headcount)	5.0

Community Engagement

Goals & Intended Outcomes

- To implement 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)
- Progress the building of the P.A.C, carpark and covered sports court
- Design the new Applied Learning Centre (VCAL)
- Design the adjustments to the Administration Wing.
- Review cleaning contracts
- Implementation of the outstanding actions from the ESP Review.

Achievements

- Annual Implementation Plan Foci achieved.
- Delivered camps for Year 8,9 and 10 - Year 7 was cancelled due to COVID.
- SRC Insight Survey data indicated growth in the Organisational Climate and Teaching Climate indicators. There was also growth in the cultural pillars of Supportive Leadership and Role Clarity.

VALUE ADDED

- Delivered a successful new format for Founders Day with Diversity Colour Run (for all abilities) and whole school "Battle of the Minds" trivia afternoon.
- Subject related camps and excursions.
- Student voice instigated a review of uniform, with a subsequent survey to families which resulted in the rugby jumper being allowed as part of regular uniform.
- Student Progress Interview format updated to include face to face and online options. Face to face interviews centralised in the Hall.

PARENT SATISFACTION

The 2022 Insight SRC data indicated general levels of parent satisfaction in all areas on college operations. In particular, parents reported higher levels of satisfaction in relation to student motivation, student safety and classroom behaviour.

Given 2022 was the first full year back at school post-COVID, it also proved a challenging one for reconnection with peer relations and community engagement focuses of improvement.

Future Directions

A strategic Annual Improvement Plan will be developed for 2023 and shared with all sectors of the community.