



# Nagle College Bairnsdale

## 2021 Annual Report to the School Community



Registered School Number: 1589

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Our College Vision .....4

College Overview .....5

Principal’s Report .....6

School Advisory Committee Report .....10

Catholic Identity and Religious Education .....11

Learning and Teaching .....15

College Community and Student Wellbeing .....19

Child Safe Standards .....24

Leadership .....26

Future Directions .....33

## Contact Details

ADDRESS	20 Hope Avenue Bairnsdale VIC 3875
PRINCIPAL	Neville Powles
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd
TELEPHONE	03 5152 6122
EMAIL	principal@nagle.vic.edu.au
WEBSITE	www.nagle.vic.edu.au
E NUMBER	E4025

## 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

25/03/2022

**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](http://www.acnc.gov.au)

## Governing Authority Report

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. With pastoral support from our parish priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

## Our College Vision

### 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 60 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

We thought we may have left COVID and the previous years disrupted learning behind us however, this was not to be the case. We experienced short periods of Remote Learning in term one and again in term two. The back half of term three was spent in Remote Learning and for most students the first three of weeks in term four.

Whilst we were much more proficient in the technical aspects of using on-line learning the cumulative effects seemed to wear some students down and remaining fully productive became challenging. The vast majority persevered and made the most of their circumstances.

We finished the year well and there was a sense of "turning the corner" even though COVID had arrived in East Gippsland and many other schools had periods of closure. Vaccinations became the way to respond and protect ourselves. Whilst masks had been the best form of defence for much of the year, they were no longer a requirement as we ended the year. Somehow collectively, we were not impacted by positive cases and the College did not have to close for either groups of students or all students.

We would do well to take on board Charles Darwin's thought that "It is not the strongest nor the most intelligent that survives, it is the most adaptable to change". As we endeavour to thrive in such uncertain times it was pleasing to see those young people who adapted quickly and so made the most of their learning both face to face and remote modes.

More generally we appreciated the distraction of the Tokyo Olympics and many fine performances from our Australian athletes and the strongest earth tremor to have impacted Victoria was a noteworthy event during the term three holidays.

### CATHOLIC EDUCATION - CELEBRATING 200 YEARS

This year we celebrated the contribution Catholic Education has made to our nation.

The first Catholic school in Australia, historians suggest, was founded in October 1820 by Irish Catholic priest John Therry. The school is believed to have been in Hunter St Parramatta and taught 31 students.

Today, Catholic education has grown to 1,751 Catholic schools in Australia educating around one in five or 768,000 students and employing 98,000 teachers and staff.

### STRENNA FOR THE YEAR

Hope moves us. "Behold, I make all things new" (Rev 21:5)

The Salesian strenna is our theme that all Salesian schools around the world share and consider throughout this year. 125 countries and 3000 schools.

In our current COVID circumstances we were called to be hopeful. Whilst we might be restricted or we may be suffering we were encouraged to remain positive as people who hold a belief in Jesus. Jesus who lived amongst us and who suffered the most agonising death - nailed and crucified on a cross. But he rose from death, showing us that there is always hope. Showing us that even in the darkest circumstances glory can be achieved.

### YEAR 12 RESULTS

Our 2021 Year 12 showed their adaptability and preparedness to persevere in such challenging circumstances over their past two years. The outcomes for students were impressive for the 64 students sitting the VCE exams and the 21 students studying the VCAL.

17% of students achieved an ATAR above 80 and 30% above 70. These scores were backed up by the whole student population with 75% achieving an ATAR over 50 and a medium subject study score of 28.

Renae Jones was the VCE dux achieving an ATAR of 96. Renae is looking forward to taking a GAP year during which she will focus on her sport of clay target shooting. She will give further consideration to a tertiary course beyond 2022.

It was pleasing to see many students achieving study scores over 40 across a range of subjects including Further Maths, Biology, Religion and Society, Sport & Recreation, Business Management, Physical Education and Legal Studies.

There was also a significant group of students who completed their VCAL certificates. Many of these achieved outstanding outcomes in gaining full time employment, apprenticeships and traineeships. Kasey Nichols who was the dux of the VCAL cohort. Kasey has secured employment at Style & Co in Bairnsdale.

## THE RESILIENCE PROJECT

Our students were introduced to The Resilience Project this year. This coincided with the pressures of lockdowns and the experiences in the COVID environment on our young people. Part of the Resilience Project focuses on G.E.M. - Gratitude, Empathy and Mindfulness. Promoting these elements was a positive and helpful way of building independence and resourcefulness in our young people. The program was delivered by a combination of Pastoral, RE, PE and English Teachers in their relevant classes.

## 2021 A.I.P. - ANNUAL IMPLEMENTATION PLAN

### **Strategic Intent:**

To develop expert teacher capacity and achieve accelerated rates of students learning.

### **Goals:**

- Deepen the expertise of teachers to deliver the RE program
- Enhance staff understanding of their role and purpose of teaching in a Catholic
- Develop an explicit understanding of what expert teacher practice is at Nagle College
- Build teacher capacity to cater for diversity of learners
- Continue to provide a safe environment for all students including the continued implementation of our Whole School Approach to Positive Behaviour Support
- To implement the College Masterplan Phase I

## PERFORMING ARTS CENTRE / CAR PARK / BUS BAYS PROJECT

Throughout the year we worked with our architects, Y2, to develop the design of our next major capital development project. After a lengthy process we went to tender and we were delighted when tenders were within budget and the whole project will be completed as one phase.



The project will involve new music tuition rooms, drama space, lecture / performing space and 330 seat auditorium with accompanying foyer facilities. The old change rooms will be demolished and the tennis courts replaced with a covered netball / basketball court. Bus and car traffic will be separated from pedestrian traffic and the car park redesigned.

## PRESENTATION BALL

We were delighted to have over 90 students involved in the Year 11 Presentation Ball. The coordinating staff and trainers reported a very positive and cooperative group of students. We have successfully "transitioned" from the former Debutante Ball.

## PARENT CODE OF CONDUCT

During the year we developed a Parent Code of Conduct to guide and assist effective communications between parents and staff. We were guided by DOSCEL (the Diocese) and shared the information with our own School Advisory Committee to produce the final outcome which was distributed to all families.

## STUDENT VOICE

During the year the senior student leaders expressed their keenness to provide our students with information about the topic of Consent. Consent and sexual assault had received a lot of press earlier in the year. The senior students believed their fellow students / our young people would benefit from being more informed about this topic. With this in mind, we explored the availability of experienced and informed presenter Mr Brent Sanders. Unfortunately, Mr Sanders was completely booked out and it didn't help that he also resides in Sydney. The next best option was to use a YouTube video in which Mr Sanders answered questions and presented valuable information so that young people become informed. At a senior assembly our students watched this video. It certainly provided valuable information and hopefully assisted them to navigate a sensitive and significant area.

## NAPLAN 2021

Our Year 7 and Year 9 NAPLAN results are an independent check of students literacy and numeracy standard compared to other students across the State and Nation.

Of particular interest to us are the results of the Year 9 students and the amount each student has improved in their scores since they were in Year 7. It was particularly pleasing to see that our students, as a group, achieved excellent growth. We congratulate them and their teachers for this result.

## SCHOOL ADVISORY COMMITTEE

This year has been one of stability of membership as the current members had been involved in 2020. We built on the opportunities to be actively involved in conversations and sharing information, although there was a need to meet via Zoom at times. At the end of the year, we held the AGM. Michelle Brooker after eight years of serving on the Board / Committee and the last two as Chairperson stepped aside. We have benefited greatly from Michelle's leadership and contributions over the period of her involvement. I thank her particularly and all members for their

work. We were pleased Samantha Bishop has accepted to step into the Chairpersons position as we move forward.

#### AND FINALLY

The year has tested us, and we have all drawn on amazing depths of energy to "hold firm" on our course to provide outstanding Catholic education in the Salesian tradition for the young people of East Gippsland. The levels of learning growth have been impressive and the partnership between parents and staff enhanced over the course of the year.

Our staff have been extraordinary in their commitment and perseverance and I thank and commend them for their work.

I thank parents for their support, particularly in the times of Remote Learning when it was very challenging to combine work, parenting and overseeing their child's learning.

Our students are generally commended on their resilience, energy and hard work focusing on their learning.

The highlight of my year came on the last student day, at the end of that day when we gathered to share a Christmas Liturgy. I saw and listened to a student who struggles to read in public overcome that struggle with great courage and perseverance with distinction. It was a magic moment as he "let his light shine".

## School Advisory Committee Report

The Advisory Committee congratulate the graduating class of 2021 in what was a challenging year of learning. This is a great testament to not only the students and their families, but also to Neville, teachers and support staff as a whole.

I am optimistic that we have now entered the recovery phase of the COVID 19 pandemic with classroom learning, retreats, camps and excursions being very much a part of 2022.

During the year the Advisory Committee has focused its efforts in the following areas:

- Promoted child safety;
- Reviewed Child Safety Standards;
- Providing feedback on and review of school policies;
- Endorsement of School yearly budget;
- Endorsement of the next year School Fees structure;
- Child safety has been an important agenda item and the ability to contribute as parents was welcomed by all Advisory members.

The importance of creating vibrant learning spaces has remained a focus with the school working with our architects on the lecture hall, car park and bus bays project. It is with much excitement that the project will now commence, which supports the Schools commitment to providing our students with the best possible learning environments.

After eight years of involvement on the Advisory Committee, I am stepping down. Serving on the Advisory Committee has been a privileged opportunity to contribute and create better outcomes for the School, students, staff and parents. I welcome the incoming chair, Mrs Samantha Bishop and thank our principal, Mr Neville Powles for his leadership and his executive team for their application and commitment to achieving the best outcome for the School.

**Mrs Michelle Brooker**

**Advisory Committee Chair**

## Catholic Identity and Religious Education

### 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).

#### Intended Outcomes:

- Deepen the expertise of teachers to deliver high quality religious education
- Ensure all staff understand their role and purpose of teaching in a Catholic School.

### Achievements

One of our goals from the 2021 Annual Improvement Plan was to 'deepen the expertise of teachers in Religious Education.'

There are 4 to 5 one hour meetings scheduled each term for Religious Education staff to meet. In the past these meetings provide a forum to disperse information and share resources. During 2021, these meetings were changed from information dissemination to professional learning based on Marg Carswell's work 'AWES' - A Way of Encountering with Scripture. The one hour sessions provided staff with accreditation hours for teaching religious education in a Catholic School and also provided teachers with engaging ways to enter into scripture with students. These sessions give staff time to discuss, ask questions and develop their expertise as Religious educators.

These sessions proved to be valuable in developing expert teacher practice and will continue throughout 2022.

The annual Religious Education Professional Development day scheduled for the whole staff with Fr Richard Leonard was unable to go ahead and has been rescheduled for December 2022.

### Salesian Strenna

The Salesian Strenna for 2021 was 'Moved by Hope. See I am making all things new.'

St John Bosco found himself in turbulent times. However, regardless of the situation, everything he did was done with optimism and hope. The Covid pandemic continued to challenge us all. We are called to respond with HOPE because God's Spirit continues to make 'all things new'.

"As a Salesian Family, we must be signs of charity and hope. We need to accompany young people on life's journey, help the young understand and accept the 'normality of life' and let ourselves be challenged by the many voices of hope from young people in difficult times."( Fr Fernández, Rector Major)

The 2021 strenna was a pertinent reminder of our focus and purpose as Catholic Educators to continue fostering Christian spirituality, promote a sense of hope and provide transformative encounters with God.

## VALUE ADDED

### **Coffee and Charism**

A prayerful and reflective liturgy for the Year 7 parents and carers took place on the first day of school in the chapel. The Liturgy provides the opportunity for parents and carers to come together and share their hopes and dreams for their children as they commence their Catholic Education journey at Nagle College. Mrs Josie Boland, Religious Education Junior Coordinator uses her expertise to provide a meaningful liturgy along with an informative presentation on the Salesian Charism, Catholic Identity and what it means to become part of a Catholic School community.

### **Commencement Mass**

The Commencement Mass, was celebrated by Fr Michael Willemsen in February. The scriptural readings assisted in breaking open the Salesian strena, 'Moved by Hope. See I am making all things new.' At the conclusion of Mass, the Year 12 students were presented with 'Year 12 badges' and made their pledge and commitment to work together, be supportive and inspire one another on their journey no matter what challenges and joys unfold.

### **GAP time**

One minute GAP (Gratitude and Peace) time prior to lunch provides students with an opportunity to reflect on positivity in our lives. Students and staff are encouraged to 'be still' no matter where they are. GAP time resonates with Psalm 46:10 'Be still and know that I am God.' It is through stillness and silence we come to know the language of God.

### **Prayer**

Our young students are invited to pray at the commencement of each day in morning Pastoral sessions. Throughout 2021 teachers of Religious Education have made prayer a key focus to commence Religious Education lessons. A variety of prayers ranging from traditional, reflective, meditative and song have been implemented. Religious Education staff share their prayers and reflections via a shared drive on Google Drive. The shared drive is an exemplary example of collective efficacy amongst the Religious Education team.

### **Lent**

The Lenten period provided Pastoral classes to reflect on spiritual renewal and the opportunity to fundraise for Project Compassion, Caritas Australia. A special thank you to our families for their generosity and our staff for their work in walking with our students during Project Compassion to make a difference in the lives of those less fortunate.

The week leading up to Palm Sunday involved the Youth Ministry students making small crosses from palm leaves that were distributed at the St Mary's Bairnsdale Palm Sunday Mass. This activity was instigated by local parishioner, Michelle Grimsted and provided an opportunity to develop a connection with our parish family.

### **Easter Liturgy**

Prior to the end of term one, we celebrated an Easter Liturgy. Our Youth Ministry students participated and led the liturgy providing students and staff with an opportunity to reflect on the life, suffering, death and resurrection of Christ. The beauty of the Easter message is truly the belief in the resurrection, as all are invited to new life through a relationship with Christ.

### **Retreats**

Retreat and reflection days form part of the distinctive character of Catholic education. They provide opportunities for students to reflect and contemplate life's journey.

The Year 12 Retreat gave students a chance to look back on the memories they had made in the past five years, as well as reflect on their own individual growth. Students participated in varied activities, discussions about hopes for the future, developed goals for the remainder of the year and strengthened new and old friendships along with promoting their spiritual development. Students worked in small groups led by members of Nagle College's teaching staff. Thank you to the staff who come along and dedicated their time and expertise to make the retreat an enriching experience for our students.

For the first time, a new initiative was introduced for the Year 11s with a guest speaker for the day. Fr. Rob Galea, a well-known singer/songwriter and extraordinary musician engaged students with personal transforming stories. Fr Rob's music and faith filled stories brought laughter, tears and messages of hope.

Due to illness the Year 9 and 10 retreats were cancelled for 2021.

### **Project Santiago**

The Year 11 students from our Youth Ministry classes participated in the trial program 'Project Santiago' to develop leadership skills. Michael and Felicity Walter, the facilitators of the program are passionate about their program and support teachers to develop confident, empathetic student leaders who take initiative. Due to covid restrictions the face to face time with the facilitators was reduced and did impact the momentum of the program.

### **Founders' Day**

The annual celebration of Founders' Day was reduced to a pre-recorded liturgy presented in during the Pastoral session.

Unfortunately, the remaining planned activities for Founders' Day were unable to go ahead due to Covid restrictions.

The annual St Vincent de Paul, "Founders' Day Food Drive" was able to take place and it was great to see the generosity extended to those in our community who are less fortunate than ourselves.

### **Graduation Mass**

For the second year in a row, the Graduation Mass was pre-recorded and viewed by each Pastoral Class. Despite being a 'virtual' ceremony our students still celebrated with a great sense of reverence to acknowledge the efforts of all our Year 12 students and wishing them every blessing for their future endeavours.

### **Advent**

Students came together on the final day of term to celebrate Advent in preparation for the celebration of Christ's birth at Christmas. Students and staff were very generous in the annual toy drive providing gifts for those children in our community who are less fortunate than ourselves.

Given the restrictions imposed by covid throughout the year, it became necessary to modify liturgies, prayer and personal development. With hope and faith, we look forward to many more opportunities in 2022.

## Learning and Teaching

### Goals & Intended Outcomes

#### GOAL:

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

#### STRATEGIES:

- Develop expert leader and teacher capacity
- Develop capacity for inclusive education

#### ACTIONS:

- Develop a shared and explicit understanding of expert teacher practice
- Develop each teacher's capacity for data analysis
- Build a deeper staff knowledge of progressions of learning
- Build teacher capacity to cater for the diversity of learners
- Enhance staff understanding and practice of R.E.A.L. (Respectful relationships, Experiences, Authentic, Local) learning experiences to improve student engagement

### Achievements

- Project timeline established
- Expert teacher team established - meeting each term
- Staff workshops - collation of ideas
- Brochure produced - hard copy and accessible online
- Weekly notices in SIMON staff messages with link to brochure
- Targeted strategic PD
- Links with Learning and Teaching Framework
- Links with Teacher Behaviour Matrix - WSAPBS
- Trial of PAT Adaptive testing
- Staff and SLL workshops
- PAT resources in SIMON
- PAT analysis in Literacy/Numeracy team to identify focuses for 2022
- NAPLAN data analysis workshops attended by some Leadership members
- New Data Analysis Coordinator appointed for 2022
- Data for student learning accessible in SIMON
- Literacy/Numeracy Continuums explored in staff workshop



- PD day 1 - Building Capacity in Literacy and Numeracy
- PD day 2 - Building capacity in Inclusive Practices - the Agile Learner
- NAPLAN results - significant growth across all learning areas matching and exceeding the State growth
- New SEED (Student Enhancement and Enrichment Department) coordination
- SEED information presented at staff workshop at the start of the year
- Student Snapshot data accessible in SIMON
- Resources for different categories of Disability accessible in SIMON
- PD day 2 - NCCD process, PLP feedback, identifying level and categories of disability
- Ongoing staff compliance - completion of Disability Standards
- Share-point established for PLP feedback during remote learning - more accessibility
- Staff workshopping
- Continuous links during the year to PL
- Links to the Critical Challenge
- Promotion Tips and Tricks document shared
- Links to Learning and Teaching Framework when goal setting

## STUDENT LEARNING OUTCOMES

### Year 7:

The 2021 cohort achieved higher than the year 7s of 2019 with more students at or above the expected level in all areas but Grammar and Punctuation. The proportion of Year 7 students meeting the minimum standard since 2020 has dropped slightly with the exception of writing which has improved. Our focus on literacy remains strong as we continue to improve on reading across the curriculum.

### Year 9:

The trends for Year 9 are promising. There was noticeable improvement in writing, grammar and punctuation. Reading, spelling and numeracy had a slight decline, however students have matched and/or exceeded the state growth in most areas.

### Overall

Year 7 & 9 showed a high level of growth in numeracy, writing, spelling, grammar and punctuation. While Nagle achievement is still slightly below the state average, the gap between Nagle and State in year 9 is significantly reduced compared to state.

The overall results for grammar, punctuation and spelling support the priority at Nagle College. The numeracy growth was significant, and we continue to explore ways to extend the 90th percentile. The Literacy and Numeracy Team meet regularly to upskill on techniques for analysing NAPLAN and PAT results to inform teacher practice. This team reports back to all Learning Teams which has enhanced the rich collegial discussion and focus on learning

activities that teachers can include in their programs. Teachers have been shown how they can track student results and identify specific student needs.

**Year 12 results**

The year 12 on track/ destination data results from 2020 indicate that 21% of our students began a university course last year. 21% of students began an apprenticeship or traineeship and 22% were employed, 25% of students deferred and we expect they will take up their university place in the future. The number of students attaining apprenticeships dropped, however we know that employers in the area continue to offer opportunities to our students throughout the course of the year.

VCE results were strong, given the disruption of the school year with 71 students studying the Victorian Certificate of Education (VCE) and the 21 students studying the Victorian Certificate of Applied Learning (VCAL). The median score was 28

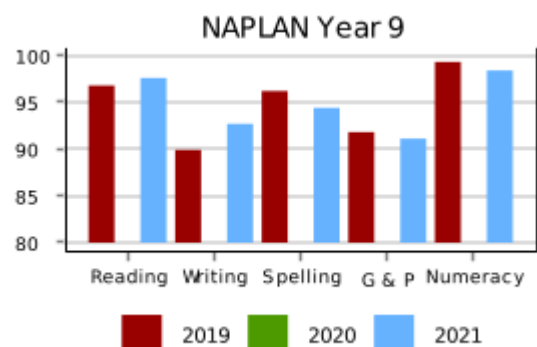
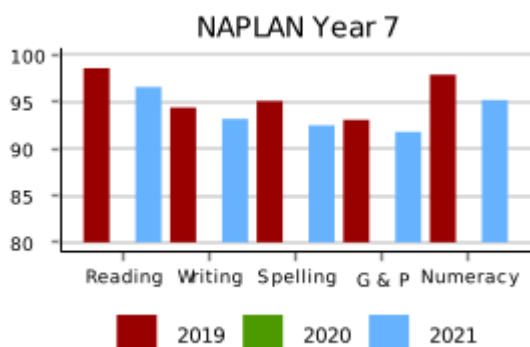
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	579.8
Year 9 Reading	580.3
Year 9 Spelling	572.5
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	93.1	-	-	91.8	-
YR 07 Numeracy	97.9	-	-	95.2	-
YR 07 Reading	98.6	-	-	96.6	-
YR 07 Spelling	95.1	-	-	92.5	-
YR 07 Writing	94.4	-	-	93.2	-
YR 09 Grammar & Punctuation	91.8	-	-	91.1	-
YR 09 Numeracy	99.3	-	-	98.4	-
YR 09 Reading	96.8	-	-	97.6	-
YR 09 Spelling	96.2	-	-	94.4	-
YR 09 Writing	89.9	-	-	92.7	-

\* 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.



## College Community and 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

- Implementation of the key universal elements of the Whole School Approach to Positive Behaviour Support. In consultation with Diocesan Facilitators, staff and the Expert Teacher Team a Teacher Agreed Behaviours Matrix was developed and published to all staff.
- Introduction of The Resilience Project.
- Review of student Leadership structure. 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 for 2022.
- Regular Student Support Group and Out of Home Care Meetings.
- College Assemblies (Live streamed during Remote Learning).
- 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.
- Year 7 Parent Liturgy and Morning Tea.
- Transition activities with local primary schools.
- Additional transition activities for vulnerable students.
- Grade 6 Induction 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.
- Refinement of well-being procedures and processes in light of remote learning to ensure support for students and families during this time.
- Enhancement of individual student well-being plans including Intensive Support Plans and Individual Education Plans for students in Out of Home Care.

- Appointment of additional College counsellor.
- Cyber safety Presentation 'the Flipside' to students in Year 8. The Flipside' was a live theatre experience that addressed issues of (cyber)bullying, online safety, digital citizenship, bystander behaviour and online ethics. The performance highlighted the importance of personal responsibility, empathy, respect and values in the online and offline worlds.
- Inclusive practices - Learning Adjustment Strategy Implementation including ATSI and NCCD Team.

**VALUE ADDED**

- Student Leaders Induction Day.
- Acknowledgement and Commencement Assembly.
- Year 12 Valedictory Lunch.
- 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.

**STUDENT SATISFACTION**

The 2021 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, student safety and classroom behaviour.

Student feedback in relation to the students experience during this second period of remote learning indicated very good levels of student satisfaction. The students indicated their levels of familiarity with the curriculum processes such as the online learning platform which they found easy to navigate and beneficial during this time. In addition, students reported high levels of satisfaction regarding the levels of communication from staff.

**STUDENT ATTENDANCE**

**Process for Monitoring School 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 co-ordinators.

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.

### **Process for Monitoring Student Attendance During Remote Learning**

During the period of Remote Learning students were expected to participate in their academic program during school hours each day. Parents/Guardians were expected to follow the normal school procedures to notify the College as soon as possible on the morning that their child is not attending or participating in the remote learning. During this time students were initially required to electronically log their attendance twice per day. This was later changed to once per day when the official attendance requirements changed in light of remote learning. Procedures were put in place to accommodate students who did not have internet access.

Process for monitoring Non-attendance during remote learning.

If a student has not logged their participation in remote learning and the College has not received notification of their absence by 11.00 am on the day of the absence an SMS message is sent to the parent/guardian to inform them of this and to ask they contact the College to explain the reason for the absence.

Where a reason for the absence is still not forthcoming by 11.45am the College Attendance Officer will attempt to contact the parents/guardians by telephone to seek an explanation for the absence.

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.

Where contact cannot be established the College Attendance Officer will generate a pro-forma letter which will be emailed or posted (if no email address is provided) to the families seeking an explanation for the absence. Until a response is received the student absence shall be recorded as unauthorised.

All contacts and attempted contacts with parents/guardians will be recorded as per the normal school attendance process.

Where there has been no communication for a period of more than 2 days the Pastoral Teacher should contact the parent or guardian and advise the relevant School Coordinator. If contact cannot be established this should be recorded in Student Notes. If a reason for absence is forthcoming the pastoral teacher should notify the College Attendance Officer via email StudentAttendance@nagle.vic.edu.au, so the rolls can be updated.

The College Attendance Officer provides the relevant School Coordinators and the Deputy Principal Pastoral with a 3-day Absence Report. If a student has been absent for 3 days or more without an explanation the relevant School Coordinator should contact the parent/guardian. All information should be recorded in the student's Simon Profile under Student Notes.

Where no communication can be achieved the School Coordinator should contact the Deputy Principal Pastoral who will attempt contact via telephone.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	80.7%
--------------------------------------	-------

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y07	87.8%
Y08	84.3%
Y09	83.1%
Y10	85.1%
Overall average attendance	85.1%

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	98.0%

<b>POST-SCHOOL DESTINATIONS AS AT 2021</b>	
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%

**PARENT SATISFACTION**

The 2021 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 connectedness to school (student), student engagement, reporting processes, extracurricular activities, approachability, peer relations (social skills), stimulating learning and parent partnerships.

Parent feedback in relation to the students experience during remote learning indicated generally high levels of student satisfaction. This included the quality and quantity of communication between the school and families and the effectiveness of the learning program. Parents also reported that an increased familiarity with remote learning had made the second period of remote learning



## Child Safe Standards

### Goals & Intended Outcomes

- Nagle College continues to plan for and provide a safe and suitable environment for all students and staff.
- Child safety and vulnerable student practices are embedded in the culture of the school.
- The leaders and teachers at the school demonstrate an understanding of the importance of positive, safe, inclusive, and caring relationships.
- The College meets all mandatory compliance benchmarks under relevant Commonwealth and state legislation.

### Achievements

- Comprehensive Child Protection Program.
- Cyclical review of child safe policies, procedures, and documentation.
- 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.
- Wellbeing checks via telephone conducted by the college counselling team during the period of remote learning for vulnerable or at-risk students.
- Supervision was provided at school during the period of remote learning for at risk/vulnerable students was provided at school.
- Mandatory Reporting Register.

# Leadership

## Goals & Intended Outcomes

**GOAL:**

For leaders to facilitate school improvement at Nagle College.

**STRATEGY:**

Leadership capacity is developed across all levels of leadership in the school.

**ACTIONS:**

Build teacher capacity to effectively manage classroom conduct.

**GOAL:**

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

**STRATEGY:**

Increase opportunities for student voice and agency.

**ACTIONS:**

- Review Student leadership structure.
- Implement key universals from WSAPBS.
- Implement and participate in Project Santiago.

## Achievements

- Development of explicit outline of what Expert Teacher Practice means at Nagle College.
- Review of the Student Leadership structures.
- Implementation of WSAPBS across the school.
- Due to COVID, Project Santiago was postponed.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

- Meet the VCE Assessors - Literature
- Community Surf Lifesaving Certificate Update
- RenewALL Workshops 3, 4 & 5 and online modules
- Meet the Assessors
- Bike Maintenance
- Understanding Anxiety and Resilience in your School

School Camp COVID-19 Operations Training  
Mandatory Reporting  
VCE Further Maths meet the Assessors and SAC Workshops  
VCE Maths Methods, Further Maths and Specialist Maths meet the Assessors and SAC Workshops  
VCE Physics 2021 - Focussed on the Future  
International Women's Day - Melbourne Event  
Certificate of Religious Education - 2nd Year  
DOSCEL Leadership Program  
Staff Meeting - Anaphylaxis & SEED Update  
Analysing VCE Results Webinars  
Anaphylaxis Update  
SSV February Forum  
School Camp COVID - 19 Operations Training  
Infection Control Training - COVID 19  
2021 CDES Psychology Teachers' Virtual Conference  
RASNET Twilight Zoom Religion and Society Consultation  
RASNET Annual Conference Unit 3 Zoom Seminar  
RASNET Annual Conference Unit 4 Zoom Seminar  
Infection Control Training - COVID 19  
Staff Meeting - Anaphylaxis & SEED Update  
Infection prevention and control in schools and early childhood during coronavirus (COVID-19)  
VCSSDPA Leadership Seminar and Welcome  
Swift Water Rescue International and Australian Certification  
Disability Standards for Education for Senior Secondary: Part 1  
Discrimination and Harassment Training  
Making Maths Visible Series K-12 Events  
Kikezuri Workshop  
CIMIL & CIRE PD with Marg Carswell - interpreting Scripture  
Remote Area First Aid  
Infection prevention and control in schools and early childhood during coronavirus (COVID-19)  
Planning for assessment in VCE Psychology  
RenewALL Workshops 4 & 5  
Graduate Mentor & Training Program  
Child and Family Violence Information Sharing Schemes Training

Learning and Teaching Network  
Graduate Induction and Mentor Program  
Whole School Approach to Positive Behaviour Support  
VCE Mini Conference Gippsland  
Corporate Business Continuity Management  
NCCD case study e-learning for secondary schools  
Teaching TRP - Everything you need to succeed  
Information Sharing & Family Violence Reforms; Practical Workshop for Professionals  
Eating Disorders explained for Gippsland Professionals working with young people  
Risk Management  
VCAA VCAL QA Verification  
RenewALL Workshops 4 & 5  
Zoom - Parent/teacher Interviews  
VCSSDPA Women in Leadership Dinner and Seminar Day  
RE - Sexuality RE Curriculum  
Building Literacy and Numeracy Capacity  
DoFoodSafely  
Supervising Pre-service Teachers - Unpacking the Graduate Standards Module  
Supervising Pre-service Teachers - Effective Partnerships Module  
Supervising Pre-service Teachers - Making Judgements Module  
Supervising Pre-service Teachers - Practice Analysis Module  
EduTECH  
Differentiating the Learning in Our Classrooms  
Team Teach De- Escalation Intermediate Training  
Advanced Payroll Features  
History Teaching Masterclass - Every student can succeed at History!  
Data: Moving Beyond Collection to Real Improvement!  
2021 NCCD Moderation and Quality Assurance Preparation  
Digitisation, Creativity, Diversity  
Self Harm in the School Setting.  
VCAA QA Stage 1  
AWES - A Way of Encountering Scripture in Secondary Schools  
2021 ACU Advisory Conference  
Effective Strategies to Maximise Learning for ASD Students  
Staff Meeting - Naplan Focuses & Insight SRC Completion

VCE Revolutions 3/4 Implementation Session  
Effective Pedagogy  
VALA Conference (Presenter)  
Community of Practice for Leaders of Wellbeing  
CBCA Judge's Talk  
Staff Meeting - RE Sexuality Part 2  
Established Leaders Secondary DPs - Multipliers: How the best leaders ignite everyone's intelligence  
Health and Safety Representative Training  
Microsoft Excel Intermediate  
Accreditation to Teach Religious Education or Lead in a Catholic School  
NCCD Case Study e-learning for Secondary Schools  
Zoom - Student Progress Interview Training  
Teaching Meditation and Prayer  
Microsoft Excel Introduction  
Microsoft Excel Advanced  
Staff PD Day - Building Capacity in Inclusive Practices  
Dell Student Tech Crew  
Payroll Year End Process  
Draft VCE Music Study Design Consultation  
Victorian Senior Secondary Certificate Reform Webinar  
Writing and the English Classroom  
Practical Strategies for enriching Expression in the Middle Years  
Strategies for Writing  
Student Voice and Agency in the English Classroom  
VTAC Briefing  
Recognise & Respond to Crisis Situations (First Aid for Mental Health)  
Kitchen Assistants Conference  
Fundamentals for School Kitchen Assistants  
VCSSDPA Annual Conference  
Best Free Tech Resources for Music Teachers - 2021  
Staff Meeting - OHS  
Seven Questions about Dyslexia and the answers you need to understand your students  
Eight questions about EAL students and the answers you need  
Eight questions about ADHD and the answers you need to understand your students

Managing disruptions in the classroom  
SSV August Forum  
Encouraging Motivation Self-Efficacy and Independent Learning for all Students  
Languages Eastern Cluster Meeting  
Staff Meeting - Child Safety  
Review of new VCE Certificate  
The Resilience Project PD  
Managing and Responding to Extreme Behaviours  
Understanding Autism Spectrum Disorder  
Mathematics Association of Victoria Conference  
VCAA Quality Assurance  
Improving results in Language classes using metacognition and retrieval  
Managing Front Office Relationships, Interpersonal Skills and Difficult Conversations  
Mental Health First Aid  
Positive Education - Why it might be necessary in 2021  
Allergies & Anaphylaxis  
Encouraging Motivation, Self-Efficacy and Independent Learning for all Students  
VCAA 2021 Naplan Reporting & Data Service PD  
VCAA CED School Guidelines and Resources Webinar  
RE: Social & Moral Perspectives (Unit 8)  
Kahootedu Meetup  
ACEL Annual Conference  
Encouraging Student Voice in the Classroom  
Identifying and supporting students with anxiety  
Staff Meeting - ReadCloud  
Annual Home Economics Vic Conference  
African Drumming Teacher Training  
Community Surf Lifesaving Certificate Update  
Winter Solstice - Wild Wire Bird Cage Lamp Workshop  
Images of God  
Disability Standards for Education for Senior Secondary: Part 2  
EP Masterclass  
Urban Surf  
Remote Area First Aid  
Emergency Training

Productivity Tips for busy Music Teachers  
 Accessible Assessment Ideas in Garage Band - Year 9 & 10  
 Working with students with ASD - building on fixed interests  
 Staff meeting - WSAPBS  
 Emergency Training  
 Year 12 PE Exam Marking - Training Day  
 First Aid Course  
 VCAA Induction  
 Master of Project Management  
 VCE Environmental Science Conference  
 AWES - A Way of Encountering Scripture in Secondary Schools  
 Building Culture  
 Help! How do I teach Geography?  
 2021 VCE Conference  
 Senior Secondary Pathways Reform  
 Stem, Food and Fibre Teachers PD  
 Resetting for Success: Choosing the Best Repertoire to get Your Ensemble Back on Track  
 To Parody or Not to Parody - Song writing with a difference  
 Found Objects - Making Music the Non-Traditional Way  
 SSV Forum: Empowering You  
 PAT Workshop

Number of teachers who participated in PL in 2021	80
Average expenditure per teacher for PL	\$464

### 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 growth in both the measure of engaging practice and quality teaching.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.1%
--------------------------------	-------



<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	88.6%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	2.5%
Masters	16.5%
Graduate	39.2%
Graduate Certificate	3.8%
Bachelor Degree	81.0%
Advanced Diploma	19.0%
No Qualifications Listed	2.5%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	88.0
Teaching Staff (FTE)	76.1
Non-Teaching Staff (Headcount)	69.0
Non-Teaching Staff (FTE)	55.4
Indigenous Teaching Staff (Headcount)	3.0

## Future Directions

A strategic Annual Improvement Plan will be developed for 2022 and shared with all sectors of the community.