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Contact Details

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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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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 an outstanding 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 fifty 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

Reflecting on 2014 we have much to celebrate, many to acknowledge and thank and a great deal to reflect on as we continue to change and adapt in our endeavours to provide the best possible Christian learning environment for our students in the Catholic tradition of St John Bosco and Nano Nagle. Nagle College is a school with a founding charism that had its genesis with an individual who had a vision for Catholic education for their time and place. This vision has clearly endured, it has been transported to many and varied places across the world and influenced hundreds of thousands and probably even millions of young people as they grew, developed and learnt about life, themselves and their God.

We, in Bairnsdale, are but one Catholic learning community which endeavours to keep the vision or tradition alive as it influences, as it challenges our young people to be their best in all they undertake. Whilst we talk about being an institution we are conscious of our school being a group of people who influence and educate in and through relationships. It is our relationships which are at the core of our learning and it is an obvious strength that our staff offer and our students experience in their education here.

There have been many highlights in 2014 and I take this opportunity to mention a few:
The Nagle College Landcare Group’s Eco Warriors Program was deemed a great example of how Landcare principles and activities can be incorporated into curriculums to improve students’ understanding of environmental issues. Led by Mrs Andrea Savage and supported by Ms Jacinta Preston students are involved in a broad range of activities which were deemed to being the winner of the Victorian Landcare Award. Nagle then became Victoria’s representative in the National Awards.

Individual students continue to be recognised for their skills and talents. This year this included Breanna Jansen from Year 10 who took part in a study tour of Gallipoli and the Western Front as part of being a recipient of the Premier’s Spirit of Anzac Prize. Breanna was also chosen to recite In Flanders Field at the Melbourne ANZAC Day dawn service. Year 12 student David Long capped off a year of achievements by being offered a drummers position at the James Morrison Academy of Music in 2015. David is one of only 70 to be offered a position and will study Jazz music allowing him to pursue his passion for the drums.

In May we took the opportunity to come together to name the magnificent tree situated to the north of the science rooms on the bank overlooking the Mitchell River. This tree is a Forest Red Gum Eucalyptus tereticornis - and is a starting focal point for the Rainforest Walk. After consultations with the local indigenous elders the name selected was Bunjil Balook - Spirit Tree. Hopefully this name reflects the importance and significance of this tree and in turn reflects how we might regard our environment and the stewardship our Christian tradition expects of us.

Over the term three holidays a dedicated group of students and staff travelled to Vietnam as part of World Challenge to explore and give service to those in need as they hiked and lived with the local people as they immersed themselves in the local culture. A small but committed group of staff and students continued our tradition of providing students with international experiences as they travelled to Japan at the end of the year to experience life and schooling in Japan and improve the Japanese skills.
We have completed the design process of our Trade Skills Centre and moved into the construction of a new VET facility which will provide our Building & Construction and Engineering students with modern and flexible facilities to enhance their learning in the years to come.

We progressed the Portable Replacement Project and have made the decision to build new learning spaces which will replace our aging portables. We are advancing the design process and expect these new facilities to be commenced in 2015.

We continue to explore opportunities for our staff to be involved in Professional Development and in term three they were all involved in full day workshops from internationally renowned presenters Dr Amy Jill Levine and Mr Denis McLaughlin.

Dr Levine is an American Jewish academic who specialises in first century Christian history. She shared her vast knowledge of Jewish and Christian scripture, her passion and enthusiasm assisting us to broaden our understanding of the Christian scriptures and story.

Mr McLaughlin – (Ph D University of London) is an Associate Professor in the School of Educational Leadership, who has worked in Catholic education for over 30 years. He provided us with a historical overview of the success of Catholic Education, current trends in enrolments in our schools across Australia and an outline of traditional catholic atonement theology as well as some insights into his own theology which includes humans being the face of God, living the good news and working to become truly human as we endeavour to focus on our mission in being followers of the way and building the kingdom. He highlighted the importance of engaging the hearts of young people so that that their thinking is changed. That we look for opportunities to heal through loving others, by trying not to judge but rather endeavour to understand.

In the area of Religious Education and Catholic Identity Nagle students continue to explore new and creative ways of developing their spirituality and serving their community. A Youth Group has formed this year, class masses have been added to the regular whole school masses, Youth Masses have been become a part of St Mary’s Parish and our CSYMA Group (Catholic Schools Youth Ministry Association) has become more active in working with younger students and promoting an active faith.

The College is very fortunate to have the strong support of so many in the region and local community: Our clergy led by Fr Peter Bickley, Fr Janeesh, Fr Siju and our own Fr Joe have once again provided support and spiritual direction at all levels of our school. The Catholic Education Office particularly through Director Maria Kirkwood and Consultant Rosemary Copeland have assisted in governance and advice and School Council members led by Chairperson Mr Simon Walsh for their advice and assistance throughout the year.

The vision of our founders continues to influence the learning environment we share today.

Mr Neville Powles
Principal
Church Authority Report

2014, the year of the Family, we the families and students, school faculty teachers and staff give thanks to God for a very full year. In September 2014 in an address at the Vatican to students and teachers, the Holy Father, Pope Francis shared that “schools are a precious means for making a contribution to the progress of the Church and society as a whole.” In this light what an important presence Nagle Catholic College has.

Many of us have taken to heart the year 12 students theme adopted for 2014, ‘Every Step we take we take together.’

It is often said ‘Catholic Schools are called to be real and living expressions of the Church’s pastoral mission in the world.’ This motto, ‘every step we take, we take together’ is a simple yet profound way of our students saying just that - their spirit-filled motto impressed me as, throughout the year I have witnessed their praying together, recreating together, studying together, their care for each other, their steps to deeper faith through retreat programs, year level Masses, liturgies of the word, and their deepening of mission through care of the elderly in the aged care homes, and fund-raising initiatives for missions and other needs.

I warmly commend our Nagle College School Principal, Mr Neville Powles, his vice-principals, all teachers and staff too, for their commitment and leadership. Each have made an important contribution to maintaining the richness of Nagle College’s spiritual heritage, evidenced through the quality religious education and the rich experiences of prayer and celebrations. All students are being supported in developing their relationship with God and are responding to the experience and action of God in their own lives.

The College school board is a strong voice of support and advice to the school principal on behalf of all parents, students and families, their dedication and ownership of the opportunity to sit in council for us has all our thanks.

Parents, all at Nagle appreciate you as first and foremost educators of your children, for the family is generally the first place where children come to Christian faith. I’m happy to add that Nagle College proudly provides religious education to nourish and develop the faith of the students in partnership with each family, with the parishes and the local east Gippsland community.

I would like to say it is my privilege to be Canonical Administrator, and in every way feel comfortable in the welcoming atmosphere Nagle College extends to one and all.

Having Fr Joe Pulis SDB and Bro Noel Hannabery on campus at all times, gives witness to the Salesian Charism of St Don Bosco whose love of teaching young minds and hearts is generously continued in them.

May the rich spirit of the Salesian - Charism be strengthened always and may Nagle College be rewarded with students responding to God’s call for young men to answer a call to service in the priesthood and for young men and women to serve God in religious life.
For all of us, Priests, Parents, Teachers and staff of Nagle College a further thought for our prayer and understanding comes to us in the school of teaching from our good Pope Francis who says ‘do not be disheartened in the face of some difficulties that the educational challenge presents! Educating is not a profession but an attitude, a way of being; in order to educate it is necessary to step out of ourselves and be among young people, to accompany them in the stages of their growth and to set ourselves beside them.’

This I believe is happening with all of us being family together, nurturing young minds and hearts through our love and prayers. ‘Every step we take we take together’.

Father Peter A Bickley
Canonical Administrator
College Board Report

I have now completed my first full year as Chair of the Nagle College School Council and in fact my first year as a member of the College Council. It’s certainly an honour to hold this position in just my first year as a member of the College Council and I hope that along with my fellow College Council members we can provide informed and considered advice to the Nagle College executive so that Nagle College can grow and evolve to meet the ever changing needs in education and to continue to provide the spiritual guidance that will best prepare our young people for the world and life ahead of them.

It’s always good to reflect on the past because after all the past formed the foundation on which the future has been built. My era as a student has long passed, some familiar faces are still guiding and educating eager young minds and the school has continued to change and evolved in to what we have here today. Gone are the days of rooms full of commodore 64, IBM and BBC computers once seen as ground breaking and innovative. Today every student has a laptop, an email address and a Facebook page, teachers are more available to students than ever and a year 7 student with an iPhone has more computing power in his/her pocket than the whole school did in 1988. The Nagle College of today is building the same foundations for our students as the Nagle College of 1988 did. Looking forward change is inevitable and keeping pace with change has never been more critical. Changes are often difficult to embrace but without change the challenges that life can throw at us would be so much harder to negotiate.

Nagle College will continue to evolve, construction works on the Trade Training Centre will commence shortly and replacing the portables that were transported from the old Francis St Nagle College is well in to the planning phase. Unfortunately the College was unsuccessful in gaining any Government funding to undertake this project but after consultation between the College Council, the Principal and Business Manger it was decided that the school was in a strong financial position and will be able to move forward and fund this important project. The College Council has also commenced preliminary investigations in to improving traffic flow to and from the school. Council members have commenced discussions with Vic Roads and the East Gippsland Shire as well as consulting with local contractors and several options are being considered and further work on this project is on-going.

This year the College Council members have provided contact details on the schools website for the purpose of creating an open pathway for communication between the College Council and the wider school community. The members of the College Council bring a wealth of knowledge and experience to the school and have made a commitment to provide guidance and advice to the school executive with the common goal to ensure that the school continues to provide high standards of education and with the obvious support of parents prepare our young people for whatever path they choose to take.

Mr Simon Walsh
College Chairperson
Education in Faith

Goals & Intended Outcomes

- Staff Prayer Opportunities
- Daily prayer in Pastoral Groups.
- Focus on staff gaining Accreditation to Teach in a Catholic School – provide hours of Professional Development in areas B and C. Provision of Dr Amy-Jill Levine, Mr Denis McLaughlin, Sr Rose CEO.
- Staff supported in formal study to gain Accreditation to teach RE in a Catholic School.
- Social Justice – CYSMA / Yr. 8
- Meetings with Catholic Primary feeder schools.
- Youth Masses in St Mary’s Parish.
- Parish Priests involved in RE class masses / liturgies.
- Changes in Curriculum – Liturgical Music - Throughout the Ages, Text & Traditions.
- Preparation with students leading up to Yr. 10 Retreat.

Achievements

- Induction process improved – new staff attended induction on the Catholic school both internally and externally.
- Increased number of staff accredited to teach in a catholic school.
- Ongoing opportunities in place for staff to participate in spiritual activities and courses – particularly for the RE Team.
- Notice board in place with focus on the liturgical year, Mass themes etc.
- Work on the charisms done with staff and students – students have attended Salesian events.
- Students given a much greater understanding of the Mass through the RE program and supported by pastoral teachers.
- Protocol developed for Extraordinary Ministers – Catholic Youth Ministry now part of curriculum and many peer ministry opportunities - Ash Wednesday and Reconciliation are also part of the program.
- Parents invited to College liturgies. Updated and improved Year 7 parent liturgy.
- Youth Group is being formed.
- Chapel now used more for aspects of the RE program.
- Increased amount of support materials for RE developed.
VALUE ADDED

Year 10 Retreat was modified to better meet needs of students and a Year 9 Retreat was also introduced.

- Youth Ministry students are involved in Grade 6 Confirmation Preparation.
- Class Masses are held in Terms 2 and 3 for all Year 7-10 students
- Students participate in Parish Liturgy for Good Friday Mass and hold a special Youth Mass once a term in the parish.
- Curriculum Teams have a greater input into making the curriculum engaging and more challenging for students.
- All year 7 students visited St Mary’s Church Bairnsdale.
- All Year 9 students visited Funeral parlour as part of their death and new life unit.
- Year 9 Diocesan Reflection Day.
- Senior Students attended Oz Bosco in Tasmania.
- CSYMA Students prepare and host a homeless sleepout at school in June to better understand the needs of the homeless.
Learning and Teaching

Goals & Intended Outcomes

- Focus on Learning Area Meetings to make them more effective by structuring them to include a focus on pedagogy, differentiation of curriculum, evaluation of course/units, showcasing best practice and learning activities, sharing any learnings from any professional development and the engagement of students.
- Ensure topic/unit plans are property documented and stored electronically (on the college intranet and SIMON). Make this available for students and parents.
- Seek student feedback on their learning using a number of strategies eg. surveys; reflection; self-evaluation; peer evaluation; goal setting.
- Review Yr. 9 Elective arrangements.
- Use data to inform our Learning and Teaching: consider NAPLAN and other assessment data with teachers and students to make their learning more explicit and visible.
- Consider how best to share information about the learning progress of students as they move through the year levels.
- Develop/introduce “Literacy Across the Curriculum” initiatives.
- Discuss Visible Learning Strategies with teachers so they are understood and applied in student learning programs.
- Develop a comprehensive documentation of ICT skills – identify the year levels and learning area involved with the application of each skill.
- Consider the balance between student written work and the use of computers to complete tasks.
- Support and encourage the ongoing development of ICT skills for teachers.
- Modify the TRM/ARM process for teachers.
- Review of Yr. 7 & Yr. 8 camps.
- Progress the Yr. 7 to Yr. 10 Study Skills program.
- Exploring strategies to improve VCE results.
- Consideration of type of testing and how to store results (particularly PAT or On Demand).
- Identifying programs for higher achieving students.

Achievements

- Learning Area Meetings
  - Guideline of meeting structure discussed and implemented by Learning Area Coaches
  - General reported improvement in outcomes of learning area meetings in covering agenda items
  - This included an agenda item on literacy which accommodated our college focus
- Documentation of curriculum and making this available to students and parents
  - Teachers given PD and information technology support to make course and assessment information available on the internet (in SIMON)
  - Progress continues to be made in this area
- Student feedback on their learning
  - Student feedback was an expected component of TRMs (triennial reviews) and ARMs
  - Electronic student feedback surveys were made available to staff
  - Discussion of student feedback on learning was a feature of all TRM and ARM meetings in relation to student learning outcomes
  - Literacy strategies complemented this by emphasising and supporting this practice
John Hattie Visible Learning strategies were introduced to staff and became a focus of staff professional learning meetings – student feedback was emphasised as having a big effect (factor) on improving student learning

- Review Yr. 9 Elective arrangements.
  - This was completed in Term 1, discussed with staff and included in all handbooks and subject selection for 2015
  - Year 9 now operate in the same blocks as the senior school – all Year 9 to 12 operate in the same blocks with 11 periods per cycle

- Use of data to inform our Learning and Teaching making student learning more explicit and visible.
  - Teachers analysed NAPLAN data at staff meetings and Learning Area Coaches meetings – this had a big impact on teacher understanding of NAPLAN tests and results and teachers identified things the students could and could not do well. This impacted on what was being taught and learnt in classes
  - Made Student Performance Analyser (SPA) available to all teachers – this included training on how to use the program, the sort of reports you can generate and how they can be used
  - All Year 7 to 10 students were expected to complete an On Demand test in Mathematics and English in Term 1 and 3 – there were some logistical issues with this but this was mostly achieved. The On Demand results are being downloaded onto SPA
  - Discussions with every Year 12 teacher about the data and performance of students in their area

- Share information about the learning progress of students as they move through the year levels.
  - SPA is now supporting this practice
  - More information is being stored on Student Profiles in SIMON and teachers are becoming more familiar with how to use this and access information about student reports and progress
  - Special education and funded / integration students: development of the student matrix and growth charts as part of PSG meetings; individual student portfolios supplied to teachers on request; all funded student information is available electronically to all teachers

- Develop/introduce “Literacy Across the Curriculum” initiatives.
  - Literacy leaders in each learning area that meet regularly, discuss literacy strategies and then take this back to their teams
  - Whole staff PD day with Jenny Dove – identified our areas of need and how to address these
  - Leadership went to the diocesan meeting on sharing our progress and strategies amongst all schools
  - Developed writing and reading templates from Year 7 to 12
    - These are now featuring in unit and lesson plans
    - John Munro strategies are being incorporated
      - Increased our literacy resources across the curriculum eg Jenny Dove booklets
      - Writer in residence for Year 9 and 10
  - Discussed Visible Learning Strategies with teachers so they are understood and applied in student learning programs.
    - Learning and teaching coordinator led a staff meeting on this
    - This was included in discussion of all review meetings and as a focus for teachers in classrooms
  - Development of comprehensive documentation of ICT skills (particularly in Years 7 to 9)
    - This was discussed at Learning Area Coaches meeting and information was compiled on what is currently done in learning areas
    - LACs input their current practices of ICT in their curriculum
    - Still to be compiled / documented and actions taken
• Support and encourage the ongoing development of ICT skills for teachers.
  - Ongoing PD for teachers as mini-PD activities for staff mainly by our ICT staff
  - Regular 5 minute segment on ICT in learning or supporting learning in staff meetings
  - ICT in learning included as part of TRM and ARM discussion
  - Some time allocation given to ICT coordinator to support staff with ICT skills
• Modified the TRM/ARM process for teachers so that it was updated and in line with Australian Standards and documentation updated; TRM process was personalised and streamlined
  - Review of Yr. 7 & Yr. 8 camps.
  - Year 7 Camp is to stay in current format with updated program
  - Year 8 camp planning to go to 3 days and 2 nights (increase of a day and night)
  - Year 9 program was also updated to have more of a curriculum focus
• Study Skills program designed for implementation in 2015
• Exploring strategies to improve VCE results.
  - Continued emphasis on VCE teachers meetings and analysing their results – teachers can now access this information themselves
  - Provision of indicative ATAR scores and discussion of this at Year 12 students and parents meeting and at the start of the year
  - Regular information at senior assemblies and the newsletter
  - Use of the upstairs in the library for quiet study
  - Encouragement for students to form peer study groups
• Identifying programs for higher achieving students included an extension program for Year 9 Maths, Science Olympiad, Maths Challenge, Gippspell, Public Speaking etc

STUDENT LEARNING OUTCOMES

Year 7:

There was an drop in the Year 7 NAPLAN minimum benchmarks in 2013 apart from Numeracy which even improved on the (already high) 2012 level. The 2014 levels saw an overall improvement although there was a small decrease in Spelling and Numeracy. Our region is historically lower than average for the writing and spelling levels and this was evident again with the 2014 NAPLAN data – our rise in Writing levels was balanced by a drop in Spelling levels. Whilst we do not have a lot of influence on these we are hopeful of building on these Year 7 results for future years.

Year 9:

It was encouraging to note the overall improvement in the minimum standards. The improvement in literacy results was particularly significant with the writing and spelling both recording substantial rises. Given our results for Year 7 this is also particularly encouraging for the work that we are doing – still work to do with the writing of students to match the overall percentage level of Year 7. The results build on the improvement of levels in 2013 although we did note that the 2012 Year 9 results were considerably / unusually lower than normal – the 2014 results are quite close to or better than those recorded in previous years.
Overall:

The overall results for literacy support the focus at Nagle College and throughout the Sale Diocese on literacy skills. Our Numeracy results have been fairly solid over the years.

Nagle College has been an active participant in the Diocesan focus on literacy. We have already had a number of activities with staff including workshops on reading and interpreting NAPLAN data, focusing on literacy in work plans and learning team meetings, a whole staff PD day with Jenny Dove, ongoing learning team release time to continue to write in literacy strategies to learning programs and meetings with Diocesan leaders.

A whole school approach to the various aspects of literacy (eg report writing) has continued to develop.

Whilst we do not anticipate much impact on our Year 7 NAPLAN results, we are looking forward to some improvement to the Year 9 results (particularly the median scores) into the future.

### POST-SCHOOL DESTINATIONS

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<thead>
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<th>Destination</th>
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<tbody>
<tr>
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<td>TAFE / VET</td>
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<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
<td>15%</td>
</tr>
<tr>
<td>DEFERRED</td>
<td>22%</td>
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<tr>
<td>EMPLOYMENT</td>
<td>17%</td>
</tr>
</tbody>
</table>
Comment:

The Year 12 results from 2013 were not as good as results over the years and this was certainly reflected in the offer and uptake of tertiary study positions. Typically the uptake of university places is around 25% to 30%. Interestingly there was a higher uptake in the TAFE/VET certificate so the overall take-up in tertiary places was similar to previous years. There were also more students who deferred – so the number of offers to students to tertiary places was still relatively high. The number of students taking up apprenticeships was similar to our average as was those in employment.

The Year 12 results from 2014 were improved on the 2013 scores – so we look forward to more students accessing tertiary programs when the 2014 On Track data is released later this year.

The retention rate for 2014 was a big improvement on 2013 and more in line with our long-term average of 70%.

| Years 9–12 Student Retention Rate | 67.72% |
College Community and Student Wellbeing

Goals & Intended Outcomes

- Promote a culture of wellbeing through the pastoral care of all students and staff in the College.
- Promote a common understanding of pastoral care and well-being.
- Promote staff and student health and well-being.
- Maintain a safe and caring environment for staff and students
- Promote restorative practices.
- Explore opportunities to involve parents in the educational life of the College.
- Foster wellbeing to enhance learning.
- Strengthen the connection between pastoral care and engagement in learning.
- Review the Pastoral Program (morning pastoral and pastoral periods).
- Provide regular Nagle articles to the local Newspaper.
- Nagle students involved in Parish Masses/activities.
- Map and review Work Experience Program/consider new legislation.
- Consider elements of other faith communities’ focus during Yr.9 Urban Camp.
- Promote opportunities for Nagle students to work with primary students (in both locations).

Achievements

- Continued development of a student culture of pride in the wearing of their uniform through regular discussion and monitoring and communication with families.
- Refinement of student management tracking to accommodate Good Standing process.
- Increased involvement of the Support and Extension Enhancement Department Coordinator in the student management process.
- Regular Parent Support Group meetings.
- Continued review of pastoral documentation.
- Regular scheduled meetings of Staff Social Club.
- Variety of guest speakers attended the College to speak at both College and Senior Assemblies.
- Publication of expectations to families via College Newsletter.
- Inter-House Talent Night
- Induction Day for 2014 College and House Leaders.
- Inclusion of National days of celebration such as Harmony Day in official Nagle College Calendar.
- Organisation of Reconciliation Week activities. This included the official ceremony to rename the Forest Red Gum tree “Bunjil Balook” and Scott Darlow Presentation to Year 8 and lunchtime concert for all students.
- Staff Anaphylaxis and First Aid Training.
- Victoria Police presentations focused on student safety (including cybersafety) to Year 7 and 9 students.
- Pastoral presentations to Year 11 and 12 students in Senior Assembly utilising both internal and external presenters.
- Victoria Police Parent Forum – Social media and issues affecting young people in Bairnsdale and surrounding areas.
- Collaborative work with Victoria Police and external agencies where appropriate.
- Revised student Medical Authority Form.
- Motivational Media Presentation ‘Impact’, presented to all Year 7-11 and VCAL students.
- New Parent Morning Tea.
• Increased pastoral information in staff induction materials.
• Student involvement in Bairnsdale RSL Remembrance Day Service ceremony. In 2014 the Bairnsdale community service was held at Nagle College. This is the first time this service has not been held at the Bairnsdale Cenotaph.
• Student involvement in delivering Keynote Address at Paynesville RSL commemoration of ANZAC Day.
• Review of Anaphylaxis Communication Plan.
• World Challenge Trip to Vietnam.
• School Counsellor facilitated staff PD session on self-injury.
• Development of new attendance guidelines and revised process for the management of attendance developed as a result of changes to the Education Training and Reform Act.
• Increased information on pastoral care included in staff induction process.
• Promotion of wellbeing and pastoral issues in the weekly newsletter.
• Review of Pastoral Period completed.
• Introduction of Information for Families Booklet. Distributed to families via email and available on College website.
• Pastoral resources available for families via College website.
• Continued review of Good Standing with a focus on completion of work.
• Introduction of Commencement and Acknowledgement Assembly.
• Review of Year 7 transition.
• Additional regular articles about Nagle College have appeared in the local newspaper.
• Nagle students were involved in Parish activities such as Good Friday Mass and Youth Masses.
• Nagle students continue to be involved with Primary School students in activities such as Grade 6 Confirmation, Walk for Hope and reading programs.

Each day the College sends an SMS notification to families if their child is marked as absent and the parent has not made contact with the College.
Pastoral Teachers are required to follow up all student absences with the child’s family.

House Coordinators and Deputy Principal Pastoral follow up on any students where absence is an issue; student welfare counsellors and external agencies are contacted as necessary. School Return Plans developed where appropriate.

Deputy Principal Pastoral and counsellors monitor cases where absence is a serious concern.

Catholic Education Office notified in specific cases where the College has exhausted all attendance improvement strategies.

The College has a separate attendance requirement for all VCE & VCAL students.
VALUE ADDED

The Work Experience Program and Work Placement Programs as part of VP, VCAL & VET continue to provide students with a positive experience in the workplace. This leads to frequent employment offers which are outstanding outcomes for Nagle students.

Involvement in Parish activities is a tangible way of students developing links with the broader church.

Making links with primary school students has many positive outcomes for Nagle students as they develop their leadership and communication skills.

- Salesian College Leaders Conference.
- Founders Day – Inter House Singing Competition.
- House Prayer Services.
- College and House Leaders Induction Day.
- Nagle College Commencement and Acknowledgement Assembly.
- Major College Liturgy (1 per term).
- Nagle Inter-House Swimming Carnival.
- Nagle Inter-House Athletics Carnival.
- Nagle College Inter-House Triathlon.
- Nagle College Inter-House Cross Country Carnival.
- Paynesville Music Festival.
- Catholic Social Justice Fundraising events and activities.
- East Gippsland Field Days.
- Debutante Ball.
- Bairnsdale RSL ANZAC Day Ceremony.
- Year 9 Bush Tucker Program.
- VIBE 3 ON 3 Basketball, Hip Hop and Cultural Festival.
- Rainforest Tree Planting Day.
- College student leaders meeting with Bishop.
- Open Night.
- Performing Arts Talent Night.
- Seasons for Growth Program.
- Valedictory Dinner.
- Year level camps and retreats.
- Nagle Ski Camp.
- University of NSW Mathematics, Science and Geography Competitions.
- Scheduled College, House and Senior School Assemblies.
- Parent Support Group Meetings.
STUDENT SATISFACTION

Feedback indicated broad levels of satisfaction amongst the Student Body.

PARENT SATISFACTION

General feedback has indicated broad levels of satisfaction amongst the Parent Body with opportunities for community engagement and steady levels of student engagement.

In addition, a survey was conducted with the Parent Body specific to Parent Student Teacher Interviews across the 2013/2014 school year. Solid participation was received with results indicating that stronger attendances were preferred in Semester 1 with families keen to continue attending the interviews with the allocated length of time being suitable for them. Effective time slots were addressed to ensure that families individual needs are respected and positive results also indicated that most families prefer to use an online booking system.

Feedback contributed has outlined areas for the College to address continuous improvement for the future.
Leadership and Stewardship

Goals & Intended Outcomes

- Positions of Leadership: Review of structure through Consultative Committee.
- Review class size arrangements.
- Newsletter to be produced fortnightly.
- Gather all Student Leaders once per term.
- Build Trade Skills Centre.
- Visit other schools to investigate flexible Learning Spaces.
- Develop a comprehensive Cyclical Maintenance Plan.
- Develop Maths Outdoor Learning Area, RE Garden, Art/Science Court Yard.
- Officially name “Spirit Tree” – “Bunjil Balook” (Wise Old Gum Tree).
- Progress replacement of portables.

Achievements

- The Consultative Committee reviewed the Positions of Leadership and minor adjustments were implemented.
- Class sizes were reviewed and adjustments to the maximum class size were made to bring them into line with recommendations in the Award.
- The Newsletter publication changed from weekly to fortnightly.
- The construction of the Trade Skills Centre commenced with a completion date of early Term 2, 2015.
- A comprehensive Cyclical Maintenance Plan was produced.
- The Maths Outdoor Learning Area was commenced.
- The design process for the learning spaces to replace the portables commenced and a location was decided.
EXPERIENCES AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

**Religious Education related Professional Learning:** Presentation by Dr Amy Jill Levine, Mission and Catholic Education, Celebrating our Faith, Certificate of RE.

**Compulsory training:** Anaphylaxis, CPR, First Aid, Mandatory Reporting, Internal staff meetings, graduates.

**Curriculum:** Literacy across the curriculum, VCAA results, individual subject professional development.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

Includes any CRT teachers, teacher aides and trainees who participated in professional development.

109 (40)

AVERAGE EXPENDITURE PER TEACHER FOR PL

$339 ($343)

TEACHER SATISFACTION

General feedback indicated general satisfaction in areas of their work and in the teaching and learning domain.

In addition, two surveys have been conducted with teaching staff specific to Parent Student Teacher Interviews & Subject Selections for students across the 2013/2014 school year.

The Parent Teacher Student Teacher Interview survey addressed various areas such as physical management, family/student attendance, effectiveness of time management of the overall process and the online booking resource.

Results from this survey indicate that the current process is positively received.

The Subject Selection survey addressed specific areas such as the timing of this process, the effectiveness of the information sessions, content delivered and available to students together with critical key areas to address to ensure students’ needs are considered and met.

Constructive feedback was welcomed and provided by teaching staff.

Results from both surveys have contributed to the College’s ongoing honest approach towards continuous improvement for the future.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>1,087,525</td>
</tr>
<tr>
<td>Other fee income</td>
<td>933,638</td>
</tr>
<tr>
<td>Private income</td>
<td>279,190</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,691,722</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>9,135,479</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>14,127,554</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>9,734,264</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>3,218,957</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>12,953,221</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>908,790</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>1,077,993</td>
</tr>
<tr>
<td>Other capital income</td>
<td>6,761</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>1,993,544</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>1,070,033</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>3,227,477</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>2,964,781</td>
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</table>

*Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*
Future Directions

- Celebrations of the 200\textsuperscript{th} Anniversary of the birth of St John Bosco.
- Continued provision of accreditation to teach in a Catholic School; professional learning opportunities for staff.
- Emphasis on student punctuality.
- Uniform review.
- Participation in Diocesan documentation of learning programs in English, Science & Maths.
- Continue to focus on development of literacy skills across the curriculum.
- Promotion of visible learning strategies.
- Review of Student Leadership structure.
- Explore improved use of the Learning Centre/Library.
- Explore access and exit road options to the Campus.
- Progress the replacement of portable classrooms with new learning spaces.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 07 Reading</td>
<td>98.9</td>
<td>98.8</td>
<td>-0.1</td>
<td>98.9</td>
<td>0.1</td>
</tr>
<tr>
<td>YR 07 Writing</td>
<td>97.8</td>
<td>93.8</td>
<td>-4.0</td>
<td>95.0</td>
<td>1.2</td>
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<tr>
<td>YR 07 Spelling</td>
<td>96.7</td>
<td>96.3</td>
<td>-0.4</td>
<td>94.5</td>
<td>-1.8</td>
</tr>
<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>98.9</td>
<td>91.4</td>
<td>-7.5</td>
<td>95.6</td>
<td>4.2</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>98.9</td>
<td>99.4</td>
<td>0.5</td>
<td>98.3</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 09 Reading</td>
<td>94.1</td>
<td>95.4</td>
<td>1.3</td>
<td>95.1</td>
<td>-0.3</td>
</tr>
<tr>
<td>YR 09 Writing</td>
<td>75.5</td>
<td>82.6</td>
<td>7.1</td>
<td>89.0</td>
<td>6.4</td>
</tr>
<tr>
<td>YR 09 Spelling</td>
<td>85.5</td>
<td>92.2</td>
<td>6.7</td>
<td>96.9</td>
<td>4.7</td>
</tr>
<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>93.4</td>
<td>92.7</td>
<td>-0.7</td>
<td>92.0</td>
<td>-0.7</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>98.7</td>
<td>96.0</td>
<td>-2.7</td>
<td>98.8</td>
<td>2.8</td>
</tr>
</tbody>
</table>
YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 67.72% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>89.71</td>
</tr>
<tr>
<td>Year 8</td>
<td>92.61</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.25</td>
</tr>
<tr>
<td>Year 10</td>
<td>89.44</td>
</tr>
<tr>
<td>Overall</td>
<td>90.75</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 87.78% |
### Staff Retention Rate

| Staff Retention Rate | 80.43% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1.22%</td>
</tr>
<tr>
<td>Masters</td>
<td>13.41%</td>
</tr>
<tr>
<td>Graduate</td>
<td>47.56%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4.88%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>68.29%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>24.39%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>9.76%</td>
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</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>102</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>72.95</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>61</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>56.165</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</tbody>
</table>
## Median NAPLAN Results for Year 9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>575.90</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>558.00</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>580.80</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>567.20</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>577.60</td>
</tr>
</tbody>
</table>

## Senior Secondary Outcomes for 2014

### VCE Median Study Score

The median VCE study score for 2014 was 29. The median study score over the last 5 years is as below:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>30</td>
<td>30</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

We certainly expected an improvement on the 2013. Whilst the low result of 2013 result was anticipated, it was still disappointing. The 2014 median was a pleasing increase and we did focus on a number of initiatives over the year – we continue to put in place programs and events to improvement the learning outcomes of VCE students. We do aim to at least achieve a median study score of 30, in line with the state average. That being said I also note that the median study score of country catholic colleges of similar size to us is around 29.
VCE Completion Rate

The VCE completion rate as quoted in the official statistics was 99%. Every student who we expected to complete their VCE did so – we had a couple of students who left during the year and one Year 12 student was put on a modified program to complete his VCE over more than one year. Every other student satisfactorily completed their VCE.

This is in line with our (usual) high satisfactory completion rates – in the end these are not surprising as we work with and follow up students to make sure they satisfactorily complete VCE outcomes.

VCAL Completion Rate

The official completion rate of VCAL units was 97%. When this is focussed on the Year 12 students we had one Year 12 student who did not achieve a VCAL certificate out of 18 students. This was as he left during the year and never officially withdrew. Our VCAL program continues to deliver outstanding outcomes for students in terms of retention at school; engagement in learning and training; success at passing secondary certificate (VCAL); engagement in SWL and VET programs; and future employment prospects and eventual take-up of employment and training options. We also continue to modify how we deliver the program to best achieve results for students – and consider what we offer in terms of staffing and resources.