## Contents

- Contact Details ................................................................................................................................. 2
- Minimum Standards Attestation ........................................................................................................ 2
- Our College Vision ............................................................................................................................. 3
- College Overview .............................................................................................................................. 4
- Principal’s Report ............................................................................................................................... 5
- Church Authority Report .................................................................................................................... 8
- College Board Report ........................................................................................................................ 9
- Education in Faith .............................................................................................................................. 10
- Learning & Teaching .......................................................................................................................... 12
- College Community & Student Wellbeing ...................................................................................... 17
- Leadership & Stewardship ............................................................................................................... 21
- Financial Performance ...................................................................................................................... 22
- Future Directions ............................................................................................................................. 23
- VRQA Compliance Data .................................................................................................................. 24
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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 Victorian Registration and Qualifications Authority (VRQA).
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016
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

The images that come to mind as I reflect back on the Year 2015 are many and varied. The highlight of the year has been the celebration of the 200th anniversary of the birth of St John Bosco.

We are a Catholic school – that makes us different, our parents have made a conscious choice to select Nagle for the education of their daughters and sons. We have a history of well over 50 years - a Presentation heritage and a Salesian charism and we understand that it is this that parents wanted when they selected us as their school. We seek to work in partnership in the endeavour to provide the best education for our young people. We have high expectations for them and I say with confidence, our parents do too.

Don Bosco founded the Salesian order. And in this his anniversary year all Salesian schools took on the theme – “with the young for the young” – there is no doubt where his focus was.

Pope Francis wrote the following about Don Bosco – “he is remembered in the Church as a holy educator and pastor of the young who opened the way of holiness for young people, he offered a method of education that is at the same time spirituality and received a charism for modern times”.

We are a student centred school and we aim to prepare our young people for life – this is hard work and at times involves difficult decisions. It is also extremely rewarding work.

We operate in this glorious region of East Gippsland in a context which is changing, an educational context which like the rest of our world is not standing still. Change is around us and that is a good thing for the young people of the East. Whilst change can be challenging for us, as a school, it is good for our young people and we are, we remember, a student centred school; we are “with the young, for the young”. We look forward to any challenge and ensuring our good school becomes an even better school.

Early in the year we introduced “GAP Time”. A minute prior to lunch when reflective music is played into each classroom and everyone is asked to stop and reflect on Gratitude And Peace – some aspect of their life they appreciate. In the business and hectic life we seem to lead there are few opportunities for us to stop and reflect – unless we create such time. GAP time is an endeavour to do this.

In term three we commenced using the new Trade Skills Centre. This has been a highly successful addition to our expanding facilities and has enhanced our offerings to the students who study VET and VCAL courses and specifically Engineering and Building & Construction. This group of students continue to make significant progress in developing their applied skills and the surrounds of the College benefit. Most recently this has been in the form of the gardens around the RE Centre. Regional employers are recognising the attributes these young people have developed and numerous employment offers made. Great success!

During the course of the year staff has spent considerable time focusing on Literacy and how we can improve our students’ literacy skills in all subjects – not just English. We are working together as a coordinated team to address an area of our students learning which we believe we can do better.
Results may not show up immediately but over time we believe we are heading in the right direction. Staff has also focused on Visible Learning – using the work and research of renowned educationalist Prof. John Hattie we looked to implement better ways of engaging students in their learning which builds the capacity of learners to learn. This has included the adoption of an explicit Growth Mindset as we encourage students to fully appreciate their preferred ways of learning and that making mistakes is a step towards new learning. This work is on-going, a “work-in-progress”.

Towards the end of the year we worked with Mrs Jo Osler, a Pedagogy Coach from Catholic Education Office, on a number of initiatives including developing a Learning and Teaching Vision / Statement. This will articulate a common view of our core work and will be advantageous for all staff working together as we continue to improve the learning in our classrooms and develop greater levels of engagement of students.

I thank our staff for their continued energy and expertise and their commitment to the students of Nagle.

We have patiently progressed the design of the new learning centre which will replace the aged and tired portables. It is a contemporary building which aims to provide flexible learning spaces and opportunities for team teaching. And yes, there is an excitement about this project as it is long awaited and eagerly anticipated. The project has gone to tender and contracts are in the process of being signed by the Bishop and the successful local builder – Brookers Pty Ltd.

Nagle has a long history of excelling in the sporting fields and perhaps the team highlight this year came in the success of the senior boy’s hockey team who won the State Championship. This same group were successful in being state champions when in Year 8 and 10, an even more outstanding achievement.

We farewelled and congratulated all our 2015 Year 12 students on their achievements. Their overall results were solid for both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). It was particularly pleasing that nearly 30% of VCE students achieved an ATAR score above 70 and three students achieved an ATAR over 90. Ben Howden was congratulated on being the 2015 dux of Nagle College. He achieved ATAR of 98.50 which included a perfect study score of 50 for Physics. Ben is considering courses at University of Melbourne in pursuit of a career in mathematic or science. Other outstanding results were achieved by Ben Biggs (95.05) and Claire Hammond (94.25). Ben is looking forward to commencing Aerospace Engineering at Monash University and Claire is considering courses in biomedicine and science. Each of these students has been great examples to other students in effectively combining various study, sporting, and community commitments during the year.

There was an impressive range of subjects in which students achieved a study score of 40 or more. These included: Physics, Mathematical Methods, Italian, Chemistry, Physical Education, Visual Communication Design, Health and Human Development, Outdoor and Environmental Studies and Sport and Recreation.
In the area of performing arts our music department continues to grow and the challenge is to find enough practice rooms for students to receive their tuition. Once again their tour at the end of year was highly successful with glowing testimonies received from audiences. Dramatic performances re-emerged this year as the Year 10/11 Drama class created and performed their own clever and humorous show. Plans are in place for a whole school production of “Hairspray” in 2016.

Br Noel Hannabery SDB is retiring after 15 years of dedicated and devoted service to Nagle College. He has been a constant presence of the Salesian and Don Bosco influence that prevails here. Br Noel is most humble. He is passionate about sharing his love of mathematics with young people and so peaceful in the manner in which he “carries” himself. We have been blessed to have benefitted from his work and we offer him every blessing as we thank him for his work and time at Nagle. We are pleased he will continue to live in our Bairnsdale community. We also have a number of long serving staff members who are retiring and I take this opportunity to acknowledge their considerable contributions and thank them – Mr Frank Bailey, Mrs Marlo Campbell, Mrs Christine Cooke, Mr Ian Cooke, Mrs Lorna Elliot, Mrs Edith Ryan and Mrs Carlene Tovey.

Very late in the year we were advised Fr Peter Bickley is to move to the position of Dean of the Cathedral Parish in Sale early in the new year. Fr Peter, as our Canonical Administrator and Parish Priest, has been a vibrant and influential shepherd for us. He has been a great supporter of Catholic education and the College always keen to develop links with our students. We will certainly miss his guidance and advice. In thanking him we wish him well as he continues the Lord’s work in our Diocese.

Additionally the College continues to receive greatly appreciated support from many in the region and local community: other clergy including Fr Siju and our own Fr Joe continue to provide spiritual direction at all levels of our school. The Catholic Education Office through Director Maria Kirkwood and Consultant Oronzo Farina have assisted in advice and our School Council members led by Chairperson Mr Simon Walsh have provided assistance throughout the year.

The College Leadership Team members have again been fabulous with their energy and being active in providing direction, initiative, leadership and management throughout the year.

Neville Powles
Church Authority Report

Nagle College - Bairnsdale. 'Let your light shine' "Salt of the earth" 2015.

Every year I am pleased to be part of the vibrancy of Nagle College. I appreciate the generous dedication of our school Principal Mr Neville Powles, his Deputy Principals Mrs Sharon Buurman and Mr Geoff Neeson, also that of the many teachers and staff and parents who combine to nurture young minds and hearts in sharing a strong catholic spiritual and academic ethos that empowers young minds to 'let their light shine'.

In a very busy world there are numerous pressures on families and students alike. The pastoral care Nagle College works hard to offer each student, develops their personal responsibility and leadership skills. I find this inspirational. This to me describes our call to discipleship. To live as a disciple one needs a strong sense of self and must have the generosity to lead in areas of our world where the good lord will eventually place us. When we say someone is the "salt of the earth" we understand that person to be solid and dependable, someone we can count on through thick and thin. I am confident our students in their turn will add flavour to the world in a Christlike manner and their light will shine. The image of disciples as light reinforces their call to season the world with the good news and let their light shine.

'Letting our light shine' therefore has purpose and meaning and we as your Priests in your parishes delight at every opportunity to be in this great school, we acknowledge the good light that you as parents, teachers and staff have collectively and generously shared with all students.

I’m confident the year twelve of 2015 have applied themselves well, we are sorry to see them go, but grateful for their leadership and influence on those who follow. We assure them, we will always be there for them and will follow their futures with great interest. We know they have the potential to live meaningful lives. They have studied hard and go with a strong catholic ethos to serve society as "salt of the earth".

Let me say to all students leaving Nagle and their families too, keep close to your prayers and you will have a strong sense of God’s love for you and that God is with you. You will never be alone. Talk to Jesus about things that threaten to dilute your "saltiness" as his disciples, and ask Jesus to keep your light burning brightly, and to see that your good deeds point to the Source of light. Jesus!

To the whole Nagle College community, your dedicated College Council Members, Principal, vice-principals, teachers, staff, parents and students thank you for all we have shared in 2015. We have had a great year. Praise the lord!

God Bless and protect you all
Fr Peter A Bickley
Canonical Administrator.

Fr Peter A Bickley
Canonical Administrator.
College Board Report

It’s time again to reflect on the year that was.

Firstly I would like to thank my fellow school council members for their work and their commitment, thank you to Michelle Brooker, Brad Fisher, Steve Butler, Steven Watts, David Pollard and David Downie. These parents have volunteered and committed their time, experience and expertise to the Nagle college community.

Capital works continue and this year we saw the completion of the Trade Skills Centre which is a valuable asset to the college providing trade skills education ensuring a diverse range of education options for students.

The new wing that will replace our old portables will commence in 2016 and we are in the early stages of planning a “Technology precinct”.

Work on traffic congestion is ongoing and the college continues discussions with relevant authorities.

We undertook a review of several policies with particular time spent on revising the fees policy focusing on the management and recovery of arrears but also more importantly ensuring that there continues to be open and easily accessible communication pathways for parents that find themselves in financial stress, I would like to thank Mr Brill for his ongoing work in this area. We also reviewed the Communications policy, Social media policy and the Staff/Student professional relationship policy.

This year we examined the tradition of the Debutant ball and its relevance today. We discussed how we might make the occasion more relevant to the 21st century, more affordable and more inclusive rather than exclusive.

This year the Principal has commenced focus meetings with parents. The purpose is for parents to provide honest and productive feedback based on a range of questions. Parents will be selected randomly each term and I strongly encourage parents to actively and enthusiastically participate. This information will be crucial in helping the college to deliver quality education to your children.

Mrs Buurman made a presentation to the School Council introducing the new Student leadership model and Council members have been provided the opportunity to mentor our student leaders and next year we will explore this in greater detail.

As Chairman of the College Council I have the opportunity to attend various college events and ceremonies, the Deb Ball, the year 12 commitment mass, the year 12 valedictory dinner. For the first time I was able to attend the Remembrance Day ceremony, I would like to congratulate the students and teachers for the work they put in to such a wonderful ceremony and I would also like to congratulate the entire students for standing out in the rain which I think provided an appropriate atmosphere for the occasion.
Education in Faith

Goals & Intended Outcomes

- Staff Prayer Opportunities
- Daily prayer in Pastoral Groups.
- GAP time- Gratitude and Peace Time
- Focus on staff gaining Accreditation to Teach in a Catholic School – provide hours of Professional Development in areas A, B and C.
- Staff supported in formal study to gain Accreditation to teach RE in a Catholic School.
- Social Justice – CYSMA / Yr. 8- Peer ministry
- Meetings with Catholic Primary feeder schools and sharing Liturgical celebrations.
- Youth Masses in St Mary’s Parish.
- Parish Priests involved in RE class masses / liturgies.

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 -more opportunities have been offered internally as well as the creation of a data base and improved record keeping.
- 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 with students leading these events.
- Parents invited to College liturgies. Updated and improved Year 7 parent liturgy.
- Chapel now used more for aspects of the RE program.
- Increased amount of support materials for RE curriculum developed and shared amongst staff

VALUE ADDED

- Year 10 Retreat was modified to better meet needs of students and a Year 9 Retreat was also introduced.
- Class Masses are being held in Terms 2 and 3 for all Year 7-10 students
- Students participate in Parish Liturgy for Good Friday Mass and held a special Youth Mass and youth activities for CSYMA students for Salesian Feast day.
- 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.
• Walk for water in Year 7. Students carry buckets of water around the oval for the day and raise money for project compassion whilst learning about the scarcity of clean water around the world.

• Senior Students attended Australian Catholic Youth Festival in Adelaide.

• CSYMA Students prepared and hosted a homeless sleepout at school in June to better understand the needs of the homeless. They prepared food, games, a liturgy, listened to a guest speaker on Homelessness and made blankets to give to the St Vincent’s de Paul society to distribute.
Learning and Teaching

Goals & Intended Outcomes

- Focus on students completing tasks (as part of developing the Learning Culture of the college).
- Participation in, preparation for and follow-up English, Maths and Science Diocesan learning / curriculum sharing meetings.
- Documenting and publicising curriculum to parents and students.
- Continuing to focus on literacy across the curriculum.
- Identifying and documenting ICT skills across the curriculum (with a focus on Year 7 to 9).
- Developing a Study Skills program across all year levels with a focus on implementing the new Year 9 study skills program.
- Gathering and using appropriate data to inform learning and teaching.
- Developing personalised learning plans for students (by teachers) – with focus on extending more able students.
- Focusing on curriculum planning and developing learning and teaching strategies and activities with a focus on Visible Learning Strategies.
- Continuing the focus on learning and teaching in structured learning team meetings, LAC meetings and support for LACs.
- Investigating the adoption of electronic and online textbooks.
- Continuing to explore strategies to improve VCE results.
- Consider the balance between student written work and the use of computers to complete tasks.

Achievements

- Focus on students completing tasks.
  - Worked on draft document of the learning framework for the college (nearly finalised at the end of 2015 and completed early in 2016) – this focused on learners who can show critical thinking, independence, initiative and ownership of their learning.
  - Use of student tracking of classroom incidents for students in SIMON and impact on student’s “Good Standing”.
  - Support for teachers by learning area coaches and coordinators with the discussion of student management plans, lunchtime support, parental contact and academic reviews (where necessary).
- Diocesan learning / curriculum sharing meetings.
  - Learning areas prepared overall documentation and one exemplar unit to take to the meetings (and share).
  - Two teachers from each learning area attended the meetings.
  - Information from the meetings was shared with learning areas on return.
  - Learning area coaches all commented on the advantages of creating networks within their learning areas in the diocese.
- Documenting and publicising curriculum to parents and students.
  - Continued the practices of putting more curriculum on SIMON for students and parents, emailing parents by teachers, use of the website to publicise events related to curriculum.
  - We have found that parents are a lot more in tune with the access to SIMON and what information they can get from this as we do all our parent, student and teacher interview bookings through SIMON and we don't mail out reports anymore – they are all available to students and parents electronically through SIMON.
• Continuing to focus on literacy across the curriculum.
  o Continued participation by college leaders in the diocese initiative with literacy.
  o Literacy component is part of all learning area meetings – and they continue to develop resources in their areas.
  o Literacy discussed at meeting of learning area coaches.
  o Each learning area has a representative on the literacy focus group who discuss literacy strategies and initiatives.
  o The John Munro Highly Reliable Literacy Teaching Practices (HRLTPs) have been discussed with staff and displayed on posters in all classrooms.
  o Lesson exemplars are built into staff meetings where a teacher will lead a lesson and the teachers complete the task and reflect on the literacy components.
  o Consideration of literacy as part of curriculum documentation, assessment and reporting.
• Identifying and documenting ICT skills across the curriculum (with a focus on Year 7 to 9).
  o Whilst there has been some progress on the auditing of ICT skills and those expected this has not progressed as we would have liked.
  o Learning areas are documenting where these skills are encountered by students
• Developing a Study Skills program across all year.
  o Year 9 Study Skills program was implemented – this was quite successful with a series of discrete lessons over the year (perhaps could have been a bit more frequent to improve continuity).
  o VCE continued to be supported through the Elevate for Success program (external speakers and follow-up work with students).
  o Still more work to be done in Years 7, 8 and 10.
• Gathering and using appropriate data to inform learning and teaching.
  o 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.
  o This data is now available for classes or individuals on SIMON – teachers were shown how to access this, the various displays of data obtainable and how to use this to inform learning and teaching practices / activities.
  o 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.
  o 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 quite a few logistical issues which compromised this. The On Demand results are being downloaded onto SPA.
  o Discussions with every Year 12 teacher about the data and performance of students in their area – teachers were provided with a comprehensive set of data at the end of this meeting.
• Developing personalised learning plans for students (by teachers) – with focus on extending more able students.
  o Continues to be a priority with discussion on differentiating programs and creating open-ended tasks.
  o Withdrawal of a small group of Year 9 students for enhanced English and Mathematics (once a fortnight in each subject).
  o Implemented a Year 8 Advanced Science class – withdrawal of students once a fortnight.
  o Continue to encourage participation in things like Mathematics, English and Science competitions, Mathematics Enrichment Challenge, Science Olympiad, Gippspell, DaVinci Decathlon etc.
  o Celebration of student performance at student assemblies and college publications.
• Focusing on curriculum planning and developing learning and teaching strategies and activities with a focus on Visible Learning Strategies.
  o Continued discussion and modelling of lessons and practices at staff meetings.
  o Visible learning strategies discussed with teachers as part of the TRM (Triannual Review Meeting) process which includes a discussion of focuses to look at over the year with the principal, deputy principal (curriculum) and the learning and teaching coordinator a classroom visit and a reflective follow-up discussion.
• Continuing the focus on learning and teaching in structured learning team meetings, LAC meetings and support for LACs.
  o Items discussed with learning and teaching coordinator and learning area coaches.
  o Guidelines discussed and implemented for learning area coaches to structure their learning area meetings and teams.
  o Continue the focus on learning and teaching items (as opposed to organisational or administrative matters) at meetings and in conversations.
• Investigating the adoption of electronic and online textbooks.
  o Didn’t really make much progress on this.
  o The difficulty of internet access for many of our families and the preference for text material has kept this at a fairly low priority.
  o Progress was also (probably) compromised by the extended leave of our teacher librarian.
• Continuing to explore strategies to improve VCE results.
  o Current practices continued / reinforced:
    ▪ Meetings of VCE teachers throughout the year.
    ▪ Administrative support of teachers for students who struggle to meet course expectations.
    ▪ Meetings with individual VCE teachers at the start of the year to discuss the previous year’s results, how they change over the years, exam performance, marking standards of school-assessed coursework, discussion of priorities / modifications for the coming year etc.
    ▪ Using predicted study scores to calculate an estimated ATAR for each student and sharing this with families in mid-Term 3. The estimations continue to be quite accurate for higher scores, but we are a little too generous for lower scores. Student reaction is mixed – it can be quite motivating for some students but there have been some instances of students being surprised about how low they are (especially if they are wanting a certain ATAR for a tertiary course).
  o Trialling of Edrolo for student usage – this is an internet based support program for students and teachers. It provides tutorials, quizzes and activities for students. Teachers are able to set tests using past VCE test questions. We trialled it in 5 subjects.
    ▪ This trial was very successful.
    ▪ We have purchased the complete access for all VCE students for 2016.
• Consider the balance between student written work and the use of computers to complete tasks.
  o This continues to be a challenge and one where it is difficult to decide the correct balance – a lot of what students do in everyday life is on electronic devices, yet they are still required to be able to write by hand.
STUDENT LEARNING OUTCOMES

Year 7:
The proportion of Year 7 students meeting the minimum standards over the last three years is much the same in Reading, Spelling and Numeracy (went up and down a bit in Numeracy). The proportion of students meeting the minimum standards in these 3 areas is quite high.

The proportion of students meeting the minimum standards in writing and grammar and punctuation is lower. They have also varied a bit over the three years (going up and down a bit).

Our region is historically lower than average for Literacy. This is particularly evident in the writing and can be seen in the reading, spelling or grammar and punctuation. 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:
When comparing the trends over the three years there has been noticeable improvement in the proportion of students meeting the minimum standards in Numeracy with a slight improvement in Reading and Grammar and Punctuation.

Although the levels in Writing and Spelling have improved over the three years they have fluctuated more than the other areas.

When comparing the Year 7 cohort of 2013 to the year 9 cohort of 2015 we noted a drop in Writing, a slight decrease in Reading and Spelling, an improvement in Grammar and Punctuation and much the same levels in Numeracy. There are number of changes in student movement which can affect these but the comments are still fairly accurate.

It was encouraging to note the overall improvement in all areas over the three years.

This reinforces our focus on Literacy and the work we are doing in this area – particularly to at least match the level of Year 7 levels of the same group of students when they reach Year 9.

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, adoption of the John Munro Highly Reliable Literacy Teaching Practices and modelling of literacy learning activities with teachers at staff meetings. We have also implemented the use of On Demand testing throughout Year 7 to 10 which enables the tracking of student results and the identification of student’s learning needs – and hence programs to address these needs.

A whole school approach to the various aspects of literacy in report and essay 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.
Comment:

The Year 12 results from 2014 were an improvement on 2013 with more students attending university – although not as many went into the TAFE / VET sector. Typically the uptake of university places is around 25% to 30% - so 2014 was in line with this. There were a similar number of students who deferred – whilst this is higher than the average rates for the state it is in line with what we usually record (factors such as money and distance from home are often key factors in this). We remain hopeful that these students take up their university place in future years.

A much larger group than usual went into employment – typically this is about 15% to 20%.

There were less students in apprenticeships – seemingly related to those going straight into employment.

The Year 12 results from 2015 were similar to the 2014 scores and we are hoping those students going on to further study or training will be strong when the 2015 On Track data is released later this year.
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.
- Clarify the role of the student counsellors.
- Refine the staged student management process ‘Good Standing’.
- Review the student leadership structure.
- Promote the importance of attendance.

Achievements

- Development and publication of Nagle College Counselling Guidelines.
- Publication of the Nagle College Guidelines for the management of Non-Suicidal Self-Injury.
- Review of the student leadership structure.
- Introduction of the student leadership structure known as the Oratory Model of Leadership.
- Participation in the National Day of Action against Bullying and Violence.
- Regular Parent Support Group meetings.
- Continued review of pastoral documentation including Return to School Plans and Absence Improvement Plans for at risk students in consultation with health professionals and families.
- 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 and Information for Families Booklet.
- Inter-House Talent Night
- Induction Day for 2015 College and House Leaders.
- Inclusion of National days of celebration such as Harmony Day in official Nagle College Calendar.
- Organisation of Reconciliation Week activities.
- Staff Anaphylaxis and First Aid Training.
- Staff completion of Mandatory Reporting module.
- Victoria Police presentations focused on student safety (including cyber safety) to all Year 8 and 9 students.
- Pastoral presentations to Year 11 and 12 students in Senior Assembly utilising both internal and external presenters.
- Victoria Police Parent Forum – New Child Protection Laws including Failure to Disclose and Grooming, cyber safety and drug and alcohol abuse.
- Victoria Police staff presentation – New Child Protection Laws including Failure to Disclose and Grooming, cyber safety and drug and alcohol abuse.
• Victoria Police Presentation to Year 12 students on the New Child Protection Laws including Failure to Disclose and Grooming, cyber safety and drug and alcohol abuse.
• Collaborative work with external agencies where appropriate.
• Motivational Media Presentation ‘Jigsaw’, presented to all Year 7-11 and VCAL students. This presentation focused on 5 key areas; having a vision, knowing yourself, accepting others, making good decisions and overcoming difficulties.
• New Parent Morning Tea.
• Increased pastoral information as part of the staff induction process.
• Student involvement in delivering Keynote Address at Bairnsdale RSL commemoration of the 100 Year anniversary of the Gallipoli landings on AZAC Day. To mark this special anniversary this was undertaken in partnership with Bairnsdale Secondary College.
• Student Wellbeing presentation at Diocesan Learning Expo.
• Refinement of the process for monitoring student attendance.
• Increased information on pastoral care included in staff induction process.
• Promotion of wellbeing and pastoral issues in the weekly newsletter.
• Brainstorm Productions anti-bullying Presentation to all Year 8 students.
• Continued review of Good Standing process with a particular focus on areas identified by staff focus groups.
• Commencement and Acknowledgement Assembly.
• Staff Professional Development.

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 in accordance with the Nagle College Procedures for Managing Student Attendance.

Subject teachers are required to notify the student’s pastoral teacher and where appropriate Curriculum Leader when a student misses three or more classes. The pastoral teacher will then make contact with the student’s family to seek an explanation for the absences. The subject teacher may also choose to contact 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 with the assistance of external organisations (where appropriate) and families. Student Attendance Support Groups are formed to assist students with attendance issues.

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.

The Nagle College Attendance Guidelines are available on the College website.
### VALUE ADDED

- Salesian College Captain’s Conference.
- College Leaders, House Captains and Year 7 8 Oratory Representatives Induction Day.
- Nagle College Commencement and Acknowledgement Assembly.
- Founders Day.
- House Prayer Services.
- 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.
- Nagle College Remembrance Day Service.
- Nagle College ANZAC Day Service.
- Rainforest Tree Planting Day.
- National Day of Action against Bullying and Violence.
- College student leaders meeting with Bishop.
- Open Night.
- Performing Arts Talent Night.
- Inter-House Battle of the Minds competition.
- Seasons for Growth Program.
- Victoria Police presentations to staff, parents and students.
- Valedictory Dinner.
<table>
<thead>
<tr>
<th>STUDENT SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attitudes to school indicated general levels of satisfaction. The Insight SRC data Student Attitude to School actual Scores 2015 showed improvement since the last data collection in 2013 in areas including teacher empathy, purposeful teaching, stimulating learning and classroom behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENT SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent attitudes to school indicated general levels of satisfaction. The Insight SRC parent Opinion Actual Scores 2015 showed improvement since the last data collection in 2013 in areas including; parent input, reporting, school improvements, extracurricular, transitions, homework, stimulating learning, behaviour management and student safety.</td>
</tr>
</tbody>
</table>
Leadership and Stewardship

Goals & Intended Outcomes
- Colleges may include the goals and intended outcomes from the Annual Action Plan.

Achievements
- In this section colleges should describe and/or illustrate their achievements in a manner appropriate to the college community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RE related Professional Learning:</strong></td>
</tr>
<tr>
<td>Spirituality in a Gadget Filled World, The Catholic School, Celebrating our Faith, Certificate of RE.</td>
</tr>
<tr>
<td><strong>Compulsory training:</strong></td>
</tr>
<tr>
<td>Anaphylaxis, CPR, First Aid, Mandatory Reporting, Internal staff meetings, graduate meetings, VET training.</td>
</tr>
<tr>
<td><strong>Curriculum:</strong></td>
</tr>
<tr>
<td>Literacy across the curriculum, Growth Mindset, Supporting Students with Autism, Differentiation, Visible Learning, VCAA results, Diocesan Learning Expo</td>
</tr>
<tr>
<td>Various Learning area PD including new subject course advice (seniors) and conferences, Aspiring to Principalship.</td>
</tr>
</tbody>
</table>

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 70 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $714 |

TEACHER SATISFACTION

When considering the Insight Data from 2015 the Professional Growth section of the learning com of the survey the college mean matches the Victorian Secondary Schools mean. All of the results Teaching and Learning section of the survey have increased from 2013 to 2015.
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>$682,502</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$872,002</td>
</tr>
<tr>
<td>Private income</td>
<td>$299,915</td>
</tr>
<tr>
<td>State Government recurrent grants</td>
<td>$2,753,773</td>
</tr>
<tr>
<td>Australian Government recurrent grants</td>
<td>$9,722,639</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$14,330,831</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$9,977,048</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>$3,641,890</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$13,618,938</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>$91,210</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$1,531,169</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$5,651</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$1,628,030</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$1,943,988</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>$2,964,781</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$2,723,566</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

Initiatives currently in place and which will continue to be a focus for the future include:

- Literacy across the Curriculum – whereby all subject areas explicitly develop our student’s literacy skills.

- Visible Learning – exploring ways of engaging all our students in their learning – adopting the mantra – students come to school to work and their work is learning.

- Learning and Teaching Framework implementation – having developed the explicit position that we want students to “be motivated and reflective learners who show ownership and take action”. We explore ways of

- A new broader Student Leadership model has been developed and it will be implemented during 2016 providing students with a voice to express ideas and changes they would like to see in their College.

- A New Learning Centre will be built in 2016 to replace the portables. This new complex will feature flexible learning opportunities, team teaching and break out spaces. The CORE and Languages Learning Areas will be the prime users but all year levels will have access.

- School Renewal Process – a new four year Strategic Plan will be developed over the next twelve months through a broad consultative process involving parents, students and staff.

- Exploration and investigation will take place for the design of new Technology Learning facilities – this will incorporate food, wood, systems, textiles and electronics.
## 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><strong>YR 07</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>98.8</td>
<td>98.9</td>
<td>0.1</td>
<td>98.1</td>
<td>-0.8</td>
</tr>
<tr>
<td>Writing</td>
<td>93.8</td>
<td>95.0</td>
<td>1.2</td>
<td>89.5</td>
<td>-5.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.3</td>
<td>94.5</td>
<td>-1.8</td>
<td>94.7</td>
<td>0.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.4</td>
<td>95.6</td>
<td>4.2</td>
<td>91.4</td>
<td>-4.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.4</td>
<td>98.3</td>
<td>-1.1</td>
<td>100.0</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>YR 09</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>95.4</td>
<td>95.1</td>
<td>-0.3</td>
<td>97.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Writing</td>
<td>82.6</td>
<td>89.0</td>
<td>6.4</td>
<td>83.1</td>
<td>-5.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.2</td>
<td>96.9</td>
<td>4.7</td>
<td>93.1</td>
<td>-3.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92.7</td>
<td>92.0</td>
<td>-0.7</td>
<td>93.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.0</td>
<td>98.8</td>
<td>2.8</td>
<td>99.3</td>
<td>0.5</td>
</tr>
</tbody>
</table>
YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 74.84% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y07</td>
<td>91.83%</td>
</tr>
<tr>
<td>Y08</td>
<td>89.56%</td>
</tr>
<tr>
<td>Y09</td>
<td>89.06%</td>
</tr>
<tr>
<td>Y10</td>
<td>89.29%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>89.94%</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 84.93% |
### Staff Retention Rate

| Staff Retention Rate | 79.27% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1.33%</td>
</tr>
<tr>
<td>Masters</td>
<td>13.33%</td>
</tr>
<tr>
<td>Graduate</td>
<td>49.33%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>65.33%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>25.33%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>13.33%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</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>85.530</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>63</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>51.098</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</tbody>
</table>
### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>571.80</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>546.20</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>575.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>568.10</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>571.50</td>
</tr>
</tbody>
</table>

### POST-SCHOOL DESTINATIONS AT AS 2013

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>75.7%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>15.1%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>15.3%</td>
</tr>
<tr>
<td>Deferred</td>
<td>21.5%</td>
</tr>
<tr>
<td>Employment</td>
<td>24.5%</td>
</tr>
</tbody>
</table>