



Principal's Address 2017

Introduction

Good evening and welcome,

Our focus this year on the College value of Presence has encouraged our community to be more aware of our relationships with others and by being personally present. Our immersion experiences and outreach activities have provided opportunities to immerse ourselves in the lives of others by going out to meet them in their own space and in their own culture.

For 2018, the College will focus on the value of Compassion.

The work of Nano Nagle and Edmund Rice, is centred upon their response to the needs of those less fortunate than themselves. Their compassion for others moved them to give of their material goods and to give of their life so that others would benefit. This compassion is enshrined in our motto 'For Others.

Thank You to Robyn Gummery

I was fortunate to be on Long Service Leave for Semester 1 of this year.

During my absence, Mrs Robyn Gummery was the acting Principal. I want to acknowledge her generosity in agreeing to take on the role of Principal for an extended period of time and to congratulate her upon the successful manner in which she did so. Robyn not only managed to keep the College functioning smoothly and efficiently but also managed to organise the installation and Blessing of the Nano Nagle statue and gathering area, celebrate Bishop Justin Bianchini's 25th Anniversary in the College Gymnasium and facilitate the ordination of our new Bishop, Michael Morrissey in the same Gymnasium.

Nagle Catholic College 25th Anniversary

It is my pleasure to announce the commencement of a year of celebration to mark the 25th Anniversary of Nagle Catholic College. A special logo has been created to mark this event.

The amalgamation of Stella Maris Presentation College and St Patrick's College gave rise to the tentative beginnings of Nagle in 1994. The student population then was approximately 660 students.

As we commence this year of celebration, I want to acknowledge the foundation upon which the College stands. The selfless and dedicated work of both the Presentation Sisters and the Christian Brothers cannot be understated. Their outstanding commitment to the students and their families in very challenging times sets a standard for all to aspire to. Their legacy lives on in the form of the College values, which have been modelled upon the lives of Nano Nagle and Edmund Rice.

The appreciation of our heritage extends to the former students of St Pat's and Stella Maris. Whilst the establishment of Nagle marked a new beginning, the connection and shared history of the three schools remains entrenched forever.



I would also like to pay tribute to the work of the two former Principals, Brother Warwick Bryant and Mr Declan Tanham, and all of the staff who have made a magnificent contribution over the years. I want to acknowledge all of the Board members and the P & F members, the parents and every single student who attended any of the three associated schools. On behalf of the College, I thank you for your contribution.

There are a number of activities and occasions planned to mark this special achievement that we celebrate. As we were planning these celebrations, I did spend some time thinking about what it is that we are actually celebrating.

The obvious came to mind easily:

- A doubling of student numbers and teachers;
- Outstanding academic results which enable access to universities and other training organisations;
- The creation of pathways, which lead to apprenticeships or further vocational training;
- Exceptional sporting achievements within team structures and as individuals; and
- The spiritual nourishment and development of the Nagle community.

Whilst these achievements are commendable, Nagle is a learning community with a deep and deliberate focus upon the development of the human person.

I recently met with some of our successful Year 12 Gap Year students. This interaction, and more importantly, their responses gave great insight into what we celebrate. I would like to share some of their responses with you.

Question 1: What attracts you to this position?

- The income from this job will help remove some of the financial burden from my family.
- This position would be an excellent chance to put something back into the school community.
- My goal is to help improve student self esteem and prove to them that they are capable of achieving their goals.

Question 2: What understanding have you gained from your time at Nagle?

- With hard work comes rewards.
- No task is ever too big or a question too small to ask.
- If you don't succeed try again.
- Kindness and patience are the keys to success in life.
- Nagle has shown me the importance of family and has become my family in my years at the school.

Question 3: What have you learnt during your time at Nagle?

- To always smile and enjoy the beautiful place we live in.
- To always be 'For Others'.
- To try your hardest.
- To be different and unique, accepting everyone's differences and embracing your own.
- To not be afraid to ask the difficult questions and strive for what is right.



Question 4: What statement would you like to make about your experience?

- Teamwork gets you further in life than you do by yourself. Nagle is a community of people who work together. I have learnt that if we all work together we will all enjoy our roles within the Nagle Community.
- Throughout my life I have learnt that no one is the same and people learn and cope with situations in many different ways. No one way is right or wrong.
- What I have gained from my education at Nagle is far greater than any ATAR score. I have learnt to have faith in myself from those around me and I wish to have a role in inspiring others.

When I compare the Mission Statement of the College and the statements from our students, it is deeply satisfying to note the congruence and alignment of both.

This is why we celebrate!

Celebrations Planned

St Pat's Students – March 2018

Invitation to St Pat's Day Games (As spectators and for the 'Boomalacker' War Cry);
College Tour; and
Sundowner on St Pat's Oval.

Stella Maris Students – June 2018

College Tour; and
Champagne Sundowner in the Staff Room.

Nagle Students

Refurbishment of the Einstein Circuit in the Library (in conjunction with the P & F);
Refurbishment of a new learning space designed to support a contemporary, flexible and dynamic approach to learning; and
Four occasions (one per Term) of special treats or activities.

Nagle Staff

Refurbishment of the Staff Room (in conjunction with the P & F); and
Part scholarship (to the value of \$1,500) for staff to deepen their knowledge of Nano Nagle and Edmund Rice, by participating in a study pilgrimage to Ireland.

Nagle Community

A Silver Jubilee Mass;
A Gala Function to be held on the College oval; and
The establishment of an Alumni Organisation, to be known as 'Friends of Nagle', to encompass former students of all three schools, their teachers, other supporters and business associates. The 'Friends of Nagle' motto which will encapsulate their mission is 'For Others, For Life'.



Long Serving Staff

Three staff members will celebrate 25 years of employment at Nagle in 2018. They become the first recipients of a new award to be known as the 'Nagle Catholic College Silver Jubilee Staff Award'. Staff who qualify for this award are presented with a personal plaque at the commencement of their 25th year of service to the College. Their names will also be added to a perpetual trophy to formally record and acknowledge their years of service and dedication to the College.

Mr Danny Bowen has had a number of roles at the College including teacher, Head of Learning Area - Health & Physical Education, Director of Students and he is now Deputy Principal - Faith & Life. When asked about his thoughts on Nagle, Danny stated "There is a wonderful feel around the school. I probably put the school before my home life. I am grateful that I have worked in this type of school. It's a nice place to work, people are great. It's a nice working environment. I'm pretty happy."

Thank you Danny for the outstanding service which you have given to the College.

Mrs Judith Burrows initially came to Geraldton for two years to teach at Stella Maris as her first teaching job. Thirty years on she is still here. Judith loves the town, loves the people and loves the students. Judith is one of ten teachers selected to participate in a Catholic system initiative to build a Virtual School Network. Thank you Judith for the amazing teaching contribution which you have given to the students, staff and parents of the College.

Mr Peter Saunders is the Property and Maintenance Manager and leads a team of dedicated women and men. Peter is a chippy by trade and when he got a job at St Pat's his starting wage was \$187.00 week. As the school was going broke, he used to go out to the tip on Saturdays and get timber and metal so he had stuff to work with during the week. When the amalgamation was announced in early 1993, Peter met with Brother Tony Daley and let him know he had been given a job elsewhere. Tony's response was "Don't leave Pete, I need ya!" and that was it, Peter stayed and was appointed as Property Manager. Peter loves being involved with Nagle and says that it's great to work here.

Thank you Peter for your dedication to the College and for all of the hidden work that gets done behind the scenes to ensure that the College is able to operate efficiently.

In recognition of the leadership that Danny and Peter have given to the College, it is my pleasure to inform you that their legacy will remain. From this time forward, the Sanford Street Oval will be known as the Peter Saunders Oval and the current Year 7 Oval will be known as the Danny Bowen Oval. Congratulations to the both of you and thank you for your outstanding leadership.

Retiring Staff

I would also like to acknowledge the work of three staff members who will complete 24 years of service to the College when they retire at the end of this year.

Breid and Mike Peake are presently sitting on a beach in Streaky Bay, South Australia. Breid has been the Personal Assistant to myself and to past Principals. She has performed this role not only with a great sense of professionalism and commitment but also with a smile. Mike has worked as a teacher in the Technologies department and until recently was the Head of Learning Area. He is highly regarded as an outstanding teacher and individual within the College.



Robin Meder, who is with us tonight, has been a long serving teacher within the Technologies department. Her focus has been primarily upon Food Technologies (or Home Economics or Cooking as it has been referred to in the past). She has been a willing contributor to the life of the College and a significant force in helping to grow the *Rags to Riches* event through her own contribution and that of her classes. Robin, thank you for your dedication and service to our community.

Whilst the recognition of our major milestone leads us to celebrate what has been achieved, it also challenges us to consider what opportunities lie ahead.

Guided by our Aspiration Statement within the Strategic Plan, Nagle Catholic College will strive to be a learning community that applies the best theory, practice and evidence about contemporary learning.

Under the guidance of our expert teachers, learning boundaries will be pushed to provide a flexible curriculum that encourages students to take risks as self directed and independent learners.

Our learning environment will transform to support a contemporary and dynamic approach to learning that promotes the entrepreneurial skills of:

- Collaboration;
- Communication;
- Critical thinking;
- Problem solving; and
- Leadership.

Nagle Catholic College will continue to emerge as a community, which fosters faith, learning, collaboration, imagination and innovation. From a practical perspective, an application for Nagle to permanently increase student enrolment from seven streams to eight streams will be presented to the Catholic Education Commission later this week.

A new Capital Development Plan is also being submitted as part of the application.

Major capital works scheduled for approval include:

A new Music and Arts building scheduled for completion in 2020;

A new Technologies building scheduled for completion in 2023; and

And new Science Laboratories scheduled for completion in 2024.

In closing my address, I extend my thanks to all of the staff at Nagle. They work so hard and give so generously of themselves and I want them to know that they are greatly appreciated. I also extend my thanks to the Board members and the P& F Committee for their support, advice and contribution, which I find to be so valuable.

I take this opportunity to wish you a restful and rejuvenating holiday and a peace filled Christmas.



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CELEBRATING
25
YEARS

Nagle Catholic College Geraldton

ANNUAL SCHOOL IMPROVEMENT PLAN 2017

Achievements



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Nagle Catholic College - Vision Statement

Nagle Catholic College is a caring Christian educational community within the Catholic Tradition. Our mission is to enable our students to develop fully and empower them to make a positive contribution to their society.

LEAD Strategic Focus

Learning

- Enhance student achievement and wellbeing
- Increase student and staff engagement in their own learning and faith formation

Engagement

- Enhance parental engagement in their child's learning and faith formation
- Develop our people to be leaders in Catholic Education's mission

Accountability

- Increase understanding of our individual and collective responsibility for Catholic Education's mission
- Ensure inclusivity, good governance and the resource allocation required to meet our mission

Discipleship

- Enhance opportunities for personal faith development
- Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action



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Nagle Catholic College School Improvement Goals for 2017

1. Review the physical environment and provision of services to enhance the student sense of safety and wellbeing.
2. Further develop the use of data and feedback to develop Teaching and Learning programs that maximise student learning and to support and challenge staff to improve their practice against the Standards to improve student outcomes.
3. Deepen the understanding of the College value "Presence."



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2017 ASIP Goal 1 – *Review the physical environment and provision of services to enhance the student sense of safety and wellbeing.*

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<ul style="list-style-type: none"> Extend the Pastoral Care Program (PCP) so that it incorporates our scope and sequence goals, and delivers a comprehensive program to all students 	<ul style="list-style-type: none"> By the end of Term 4, all students will have undertaken eight PCP sessions aimed at delivering our scope and sequence skills, and will have attended a Year Level Pastoral Care presentation 	<ul style="list-style-type: none"> Extend the current PCP so that it incorporates our scope and sequence goals, and delivers a comprehensive program to all students over the year Communication about the PCP via the Newsletter 	<ul style="list-style-type: none"> Students successfully rotated through a range of activities that incorporated our Scope and sequence goals Activities communicated through the Newsletter and Facebook page 	<ul style="list-style-type: none"> Checklist of House and Year Level activities
<ul style="list-style-type: none"> Implement a range of educational programs to assist with the delivery of the PCP at the College 	<p>By the end of 2017</p> <ul style="list-style-type: none"> All Year 8 students will have completed the ACE Program A selection of Year 8 and Year 11 students will have completed the Peer Support Program All Year 9 students will have completed the Love Bites Program All Year 8 students will have completed a Protective Behaviours Workshop 	<ul style="list-style-type: none"> Deliver the ACE Program to all Year 8 students via the Health Education Curriculum in Term 2, so that students are equipped with positive coping skills Continue to run the Peer Support Program for students and provide training for Year 10 students through the PCP program Review and enhance the Bullying Policy and identify additional proactive initiatives 	<ul style="list-style-type: none"> Students in Year 8 completed the ACE Resilience Program Bullying Survey administered and completed; Information examined and acted upon; Duty teachers wear fluros, hot spots monitored, bullying activities and information presented during PCPs 	<ul style="list-style-type: none"> Students successfully complete ACE Workbook and receive certificate Student reflection of Peer Support program by facilitators and participants Positive survey results from Bullying Survey
<ul style="list-style-type: none"> Deliver a comprehensive and valuable Student Leadership Program 	<ul style="list-style-type: none"> By the end of Term 3, students will have undertaken leadership activities to prepare them for 	<ul style="list-style-type: none"> Clarify agreed understandings of Year 11 leadership process at the College in Term 1 	<ul style="list-style-type: none"> Year 11 Leadership Program enhanced Students attended the Grip Leadership Conference 	<ul style="list-style-type: none"> Large number of Year 11 students successfully complete Year 11 Emerging Leaders Program



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	<p>future leadership roles at the College</p>	<ul style="list-style-type: none"> Selected Year 11 students attend the GRIP Leadership Conference in Term 1 Provide students and parents/guardians with a copy of the Student Leadership Program in booklet form, with deadlines and requirements listed in Term 2 All Year 11 students attend a Leadership Day in Term 3 	<ul style="list-style-type: none"> Booklet provided to all students in Geraldton and Carnarvon Students attended a Leadership Day 	
<ul style="list-style-type: none"> Continue to develop our Restorative Practice approach 	<ul style="list-style-type: none"> By the end of Term 2, Restorative Practice will be an integral component of pastoral interactions 	<ul style="list-style-type: none"> Conduct Professional Development on Restorative Practice at start of Term 2 Analysis of current practice - Refine and evaluate the current Behaviour Management Plan Application of Restorative Practice 	<ul style="list-style-type: none"> Behaviour Management Plan refined (Student Management Plan) visible to students Reinforcement of the plan with staff and parents/guardians so that the approach is consistent Professional learning on Restorative Practice twice throughout year Regular feedback to students, staff and parents/guardians regarding Student Code of Conduct 	<ul style="list-style-type: none"> Consistent approach to Restorative Practice, observable as part of pastoral processes Agreed understanding of Behaviour Management Plan - Flow Chart visible in every class room Revised practices observed in class room settings Staff follow protocols when behaviour does not meet expectations Parents/Guardians support the College in implementing expected student behaviours
<ul style="list-style-type: none"> Promote a safe and caring environment through the development of the physical environment and a change in counselling processes 	<ul style="list-style-type: none"> By the end of Term 1, the Presentation Centre will be fully refurbished By the end of Term 1, the role of the Counsellors will be 	<ul style="list-style-type: none"> Design and furnish the Student Services area Promote a safe, caring and comfortable environment for students, through an attractive 	<ul style="list-style-type: none"> Counselling process simplified Positive survey results from Student Wellbeing Survey 	<ul style="list-style-type: none"> Positive survey results from Student Wellbeing Survey Implementation of the recommendations for counselling process



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	clarified and the processes recommended by the Executive will have been implemented	and modern physical environment and genuine and caring personal interactions <ul style="list-style-type: none">• Speak with Doctor Tim Wong from the Catholic Education Western Australia around best practice for counselling• Present information to the Executive and request recommendations• Implement the processes recommended by the Executives• Communicate recommendations to students, staff and parents/guardians		
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Lead Components

Learning

Engagement

Accountability

Discipleship



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YEARS

2017 ASIP Goal 2 – Further develop the use of data and feedback to develop Teaching and Learning programs that maximise student learning and to support and challenge staff to improve their practice against the Standards to improve student outcomes.

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<ul style="list-style-type: none"> Use data more effectively (Internal assessments, NAPLAN, AGAT, CLP, WACE etc) to enhance Teaching and Learning programs and practices to improve student outcomes 	<ul style="list-style-type: none"> By the end of Term 1, Year 7 students will be ability grouped By the end of Week 5 Term 1, Year 12 students will be on track for WACE By the end of Term 1, CLP will have been introduced to staff HOLAs will regularly review student grouping to ensure best possible learning outcomes 	<ul style="list-style-type: none"> Data from Primary School, internal assessments and AGAT will be used to group students accurately Lower school students will be grouped accordingly and Teaching and Learning programs adapted Inform staff of CLP and develop approach by beginning to look at Year 8 students Current Grade/Current Mark will be used to track Year 12 students and they will be counselled (academically) HOLAs will monitor Current Grade/Current Mark at least twice per term 	<ul style="list-style-type: none"> Students were ability grouped → Note for 2018: This was too early Current Grade and Current Mark used to counsel students and continues to be used to monitor students. Students were moved both up and down in MESH courses Staff were informed; We did not move on this for Year 8 students 	<ul style="list-style-type: none"> All Year 7 students engaged in their learning and achieving to their potential (NAPLAN 2019 results) 100% WACE Graduation Rate: General students →work, apprenticeship or further study ATAR students →university offers, improved triles, fewer students below ATAR of 65 Rich, engaging Teaching and Learning programs and practices and students achieving to their potential Staff better informed about students' learning
<ul style="list-style-type: none"> Link Staff ISMART goals to Professional Learning, the 	<ul style="list-style-type: none"> By the end of Week 6 Term 1, staff will have met with Deputy Principal – 	<ul style="list-style-type: none"> Staff will have 15 minute meeting with Deputy Principal – Teaching 	<ul style="list-style-type: none"> Most staff engaged in setting of ISMART goals 	<ul style="list-style-type: none"> Staff achieve ISMART Goals



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Standards and improving student outcomes	Teaching and Learning and Director of External Studies to identify their focus for 2017	and Learning/Director of External Studies <ul style="list-style-type: none"> Record of ISMART goals to be kept Staff will share Professional Learning with others Staff will have 10 minute individual review meeting during Weeks 4-6 Term 4 		<ul style="list-style-type: none"> Staff visibly sharing Professional Learning
<ul style="list-style-type: none"> Begin planning/establishing the Staff Development Program 	<ul style="list-style-type: none"> By the end of Term 2, all protocols, procedures and practices of the Staff Development Program will be fully endorsed by staff 	<ul style="list-style-type: none"> Staff Development Program Committee will be established, meetings will take place to initiate draft of program, draft will be presented to staff for feedback, feedback will be implemented, program will be ratified and trial will commence by the end of Term 3 	<ul style="list-style-type: none"> Staff Development Program Committee was established; A triad type colleague collaborative model was created; It was up to staff to take this up; Trial commenced, but staff did not seem to be as interested as the Committee as the process was considered too time consuming 	<ul style="list-style-type: none"> Staff Development Program successfully trialled and ready for full implementation in 2018
<ul style="list-style-type: none"> Promote online learning 	<ul style="list-style-type: none"> By end of Term 2, the Executive and staff involved in the delivery of online courses in 2018 will have a solid understanding of key principles 	<ul style="list-style-type: none"> Regular meetings with online teachers Create network of WA online teachers Keep all staff updated regularly Look for opportunities to promote online learning beyond Nagle Source/create appropriate Professional Learning opportunities 	<ul style="list-style-type: none"> ViSN established as organization model 10 schools and 70 students engaged to commence in 2018 	<ul style="list-style-type: none"> Online teachers creating courses that reflect best practice and can speak positively and knowledgeably about it Deputy Principal – Teaching and Learning has spoken at various forums to promote online learning New interest in delivering online



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				courses from internal and external sources
<ul style="list-style-type: none"> Ability group Year 7-10 students in English, Maths, Science and HASS 	<ul style="list-style-type: none"> HOLAs and teachers to use data gained from assessments to maximise the learning programs for students so that they achieve the best outcomes Flexibility to move students appropriately (ongoing all year) 	<ul style="list-style-type: none"> To create Accelerate, General and Focus classes To have rich, engaging, level appropriate courses that allow students to thrive in their learning To be flexible and move students according to their progress and development 	<ul style="list-style-type: none"> Students allocated to classes Teachers report improved level of engagement of students in their learning 	<ul style="list-style-type: none"> Students engaged in their learning Better meeting of needs of students → engagement, fulfilment Improved results in external assessments in 2018 Parent/Guardian satisfaction
<ul style="list-style-type: none"> Enhance feedback to students – Current Grade, Current Mark, 4 Habits, 3 reflections consolidated 	<ul style="list-style-type: none"> By Week 5 Term 1, teachers will know how to show Current Grade and Current Mark and will implement the use after every assessment By the end of Term 1, teachers will master providing feedback to students that demonstrates the criteria (it will become a habit); Teachers will regularly reflect on their practice (Refer to Appendix A – Strategic Plan, ASIP and Curriculum Plan Focus) 	<ul style="list-style-type: none"> Show teachers how to set up Current Mark; Provide a guided copy of how to set up Current Mark and Current Grade in the Staff Handbook. Students and parents/guardians to be informed via Bulletin and Newsletter that such features are available through Learn and Engage Practice and revise the 4 habits and 3 reflective questions at a Staff Meeting using learning area specific student work 	<ul style="list-style-type: none"> Teachers maintain Current Mark in their Marks Book Students refer to their assessment marks as part of learning conversations Feedback that feeds forward raised again, but not yet embedded 	<ul style="list-style-type: none"> Current Grade and Current Mark become common practice (“It is what we do here.”) Students monitor their own learning Teachers better understanding how to move their students forward → “Feedback that feeds forward” Parent/Guardian satisfaction around more data available to them
<ul style="list-style-type: none"> Promote visible learning 	<ul style="list-style-type: none"> By Week 5 Term 1, learning walks will commence and become regular occurrences 	<ul style="list-style-type: none"> To undertake learning walks that have a focus (eg technology use) and have walkers with specific 	<ul style="list-style-type: none"> Limited action due to program not run by CEWA 	<ul style="list-style-type: none"> Development of professional



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	<ul style="list-style-type: none"> • Development of CLP → Initiation of data wall by start of Term 2 • By the end of 2017, all Learning Areas will have contributed to the Newsletter (student voice) 	<p>roles (the learning, the physical environment etc) that use the five questions modified to suit us and that give many teachers the opportunity to be “walkers”</p> <ul style="list-style-type: none"> • Set up data wall • HOLAs will nominate at least one Term when they will have student voice in the Newsletter 		<p>conversations around student data</p> <ul style="list-style-type: none"> • Better understanding of students and their learning • Teachers positively responding to and about the student learning that they are seeing • All Learning Areas are visible in the Newsletter = Pride → students, staff, parents/gurardians; Enhanced community perception of the College
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Lead Components

Learning

Engagement

Accountability

Discipleship



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2017 ASIP Goal 3 – *Deepen the understanding of the College value ‘Presence’*

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<ul style="list-style-type: none"> Provide opportunities for students and staff to reflect upon, connect with and live out the value of “Presence” 	<ul style="list-style-type: none"> Develop and implement strategies for students and staff to participate in formation experiences centred around the value of “Presence” 	<p>For students and staff:</p> <ul style="list-style-type: none"> Opportunities for reflection on the value of “Presence” will be provided throughout the year (Assemblies, Founders’ Day Mass, Retreats, Graduation and Presentation Ceremonies) <p>For staff:</p> <ul style="list-style-type: none"> Value of “Presence” will be integrated into opening and closing Masses Reflection on the value of “Presence” will be provided during Staff Meetings 	<ul style="list-style-type: none"> Opportunities for reflection on the value of “Presence” were included in Masses, as much as possible A focus on “Presence” was included in Assemblies, Retreats, Graduation and Presentation Ceremonies A presentation on “Presence” was conducted during Professional Learning in Term 1 and Term 3; This proved successful with positive staff feedback 	<ul style="list-style-type: none"> Value becomes an integral reference point to the College motto “For Others” Students and staff refer to the value with a sense of understanding Prayer and liturgical experiences provide opportunities for the community to reflect upon the value Parents/Guardians express support for and understanding of the value Promotional materials displayed through the College newsletter and communications
<ul style="list-style-type: none"> Provide students with opportunities to come to a deeper understanding and appreciation of personal and communal prayer, the Word of God and the Sacraments 	<ul style="list-style-type: none"> Continue to provide an opportunity for students to actively participate in meaningful communal prayer, liturgical and Sacramental experiences 	<ul style="list-style-type: none"> Faith and Life Team and other identified staff will commence professional learning in the area of the ‘New Evangelisation’ and its implications for formation, liturgical and Sacramental programs at the College by the start of Term 3 	<ul style="list-style-type: none"> Given the change in leadership, this focus has not proceeded Father Tai Trinh has been made aware of this intention and has made some allowances but it is difficult to timetable; Discussions were had with the Head of Religious Education 	<ul style="list-style-type: none"> Professional learning plan in place Celebration of class Masses and the Sacrament of Penance aligned with Year 7-10 Religious Education curriculum units



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		<ul style="list-style-type: none"> Align the celebration of class Masses and the Sacrament of Penance with the Year 7-10 Religious Education curriculum by the end of Term 1 	<p>and she has indicated that she is happy with the current setup</p>	
<ul style="list-style-type: none"> Engage the school community in seeking to establish and maintain a just society that cares for and protects the marginalised and the most vulnerable 	<ul style="list-style-type: none"> Establish and increase the transition and retention rates of Aboriginal students to and at the College 	<ul style="list-style-type: none"> Implement transition program activities for Years 5 and 6 Aboriginal students from St John's Primary School by the start of Term 3 Initiate planning for transition activities for Years 5 and 6 students from St Francis Xavier Primary School by the start of Term 1 Review and enhancement of College's Reconciliation Action Plan completed by the start of Term 2 	<ul style="list-style-type: none"> Given the change in leadership, this focus has not proceeded; Discussions in place for 2018 St Francis Xavier Primary School students were invited to the College and involved in NAIDOC week activities The College's Reconciliation Action Plan has been reviewed and enhanced; The College has joined the Narragunnawali organisation so their platform can be used to guide and support our plan 	<ul style="list-style-type: none"> Transition activities implemented Review and enhancement of College's Reconciliation Action Plan completed
<ul style="list-style-type: none"> Foster within our students, a commitment to actively participate in Christian Service Learning within the local and wider communities 	<ul style="list-style-type: none"> Explore, develop and implement effective methods for the recognition of students' contribution to Christian Service Learning 	<ul style="list-style-type: none"> Review current process for recording and acknowledging students' completion of Christian Service Learning in Years 7-10 by the end of Term 2 Design and implement a model for the recognition of students' participation and completion of Christian Service Learning from Years 7-12 for 2018 onwards by the end of Term 2 	<ul style="list-style-type: none"> ICT Coordinator will transfer certificates and data to SEQTA in due course 	<ul style="list-style-type: none"> Review and recommendations for revised processes for acknowledgments of completion of Christian Service Learning in Years 7-10 completed



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YEARS

<ul style="list-style-type: none"> • Nurture within our students, their capacity to exercise Christian Leadership in effectively responding to the needs of others, including the poor and marginalised within local, regional and international communities 	<ul style="list-style-type: none"> • Explore, develop and implement effective methods for the recognition of students' Christian Leadership contribution within the Nano Nagle, Edmund Rice and St Vincent de Paul pathways 	<ul style="list-style-type: none"> • Review current process for recognising students' participation as Christian Leaders in Years 7-12 by the end of Term 2 • Design and implement a model for the recognition of students' participation as Christian Leaders within the pathways for 2018 onwards by the end of Term 2 • Integrate and acknowledge the Reconciliation Action Plan Student Committee within the pathways for Christian Leadership by the end of Term 3 	<ul style="list-style-type: none"> • Christian Leaders recognized through the establishment of the Student Ministry Team and ongoing assessment of effectiveness; Building capacity of team; Weekly meetings where goal are set and initiatives discussed and implemented • Christian Leaders recognised by participation in Year 10 Endeavour program • Reconciliation Action Plan Committee established and meetings conducted once per Term 	<ul style="list-style-type: none"> • Review and recommendations for revised processes for acknowledgments of students' participation within Christian Leadership pathways completed by the conclusion • Successful integration of Reconciliation Action Plan Student Committee within Christian Leadership pathways completed
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Lead Components Learning Engagement Accountability Discipleship