

## Principal's Address Presentation Evening

### **Introduction**

#### Invited guests

- Bishop Justin – Bishop of Geraldton
- Father Michael Morrissey – Vicar General
- Father Tai Trinh – College Chaplain
- Mr Ian Blayney MLA
- Mr Darren West MLC
- Mr Paul Brown MP
- Mrs Debbie Carson – Board Chair
- Members of the Board
- Members of the Parents' & Friends' Association
- Other members of the Clergy and Religious Orders
- Ms Maureen Barrett – Principal of St John's Primary School
- Mrs Melissa Marquis – Principal of St Mary's Northampton
- Mr Nick Johnstone – Principal of Geraldton Grammar School
- Mr Bill Swetman – Managing Director Central Regional TAFE
- Invited guests, parents, family members and most importantly, students and staff.

Good evening and welcome to all. Thank you for being present tonight and for your interest in Nagle Catholic College.

### **Values**

Our prayer this evening, which celebrated the College value, "*Connected to the Spirit*," brings to a close our focus during 2016 upon this aspect of our Spiritual journey.

During 2017, the focus will be upon the value referred to as Presence. Nano Nagle and Edmund Rice built relationships by being present to people in ways that showed that they cared for them personally. They made time to establish relationships with them by being present to them. They sought to immerse themselves in the lives of the young by going out to meet them in their own space and in their own culture. During 2017, individually and as a community, we will be able to explore our awareness, acceptance, involvement and care for others.

### **Highlights of the Year**

2106 marks the Second Year of a new leadership structure at the College and we now have a very competent and stable Leadership Team.

This stability has resulted in establishing clarity regarding the respective leadership roles and has allowed the various teams to function with a greater sense of autonomy and purpose.

#### **Outcome Students**

Specifically, the Students team has been able to enhance a range of student well-being initiatives and provide greater clarity around our pastoral care processes and structures.

#### **Outcome Faith & Life**

Our Faith and Life team were able to establish a strong bond amongst our aboriginal students and facilitate an outstanding leadership camp at Shark Bay

#### **Outcome Teaching & Learning**

The Teaching & Learning team have been able to deliver an increased level of feedback to students and their parents regarding student progress and the level of feedback provided to teachers to guide their ongoing development has increased.

The Administration and Support Staff were able to initiate our digital Newsletter and administer our finances and resources to ensure that the renovation of the convent was able to be completed.

## **Developments**

Despite 2016 appearing to be a challenging year from a financial perspective, I am pleased to report that the College has made some significant achievements.

The Nagle Carnarvon Campus commenced operation at the beginning of the year and it was a pleasure to welcome 13 students and their teacher to the Nagle community. The beautifully renovated learning spaces provide a vibrant learning environment for students to engage in both ATAR and General studies. Numerous visits to both Geraldton and Perth provided opportunities for the students to learn and benefit from their interactions in a wider community setting. I would particularly like to acknowledge the work of our Director of External Studies, Meredith Roe and our two Carnarvon teachers, Helen Dixon and Sue Jordan and to congratulate them upon their achievements. Dr Tim McDonald formerly opened the campus earlier this month and we look forward to welcoming another cohort of students and teachers next year.

2016 also marked the formal commencement of Boarding at the Geraldton Residential College. After an initial period of settling in, Nagle students began to feel quite at home and I began to receive positive comments about the behaviour of our students, their good manners and their pleasant disposition. I am so pleased to be able to report that the transition has been successful. I congratulate Ruth Davis and her team upon their efforts this year.

## **Principal's Review**

Many would be aware that as part of my contract, two Principals external to the College undertook a review of my role and performance. I am pleased to report that the Review was an Affirming experience and has helped to shape my future aspirations for the College.

Last week, I was formerly advised that Bishop Justin had endorsed my appointment as Principal for a second contract period of five years. I extend my thanks and appreciation to Bishop Justin and to the wider community who have supported me during my first contract period. Although the job can be quite challenging at times, I do experience a deep sense of

satisfaction from knowing that the work we undertake can impact so positively upon the individual lives of those in our College, and in turn, upon those in the wider community.

### **Strategic Plan**

A new four-year Strategic Plan for the College has been developed and provides us with a 2020 vision for the future. I would like to briefly outline several key components from the Strategic Plan.

### **The Mission of the College remains unchanged**

*Our Mission is centred in enabling our students to develop fully to make a positive contribution to our society.*

### **Our Strategic Direction remains unchanged.**

*We will continue to work in partnership with our parents and families, to focus upon the development of the whole person. We will continue to be guided by our Catholic ethos and the College values. We will continue to strengthen our relationships with the Aboriginal community.*

### **Our Vision for the next four years, however, is sharp and clearly defined.**

*Nagle Catholic College is a progressive educational LEADer, ensuring success for every student through the provision of high quality, research-based learning experiences and life-forming opportunities.*

The richness and power of this Vision Statement becomes more obvious when we look closely at some of the key words and phrases.

### **Nagle Catholic College**

*The naming of Nagle Catholic College serves as an identifying statement that proclaims the Catholic nature, the historical links and the personal identity of the College.*

## **LEADer**

*The deliberate inclusion of the capital letters in LEADer signals the direct connection and alignment to Catholic Education Western Australia, the inherent gospel values and faith beliefs and the educational initiatives and aspirations of the system.*

## **Progressive Educational leader**

*Describing the College as a progressive educational leader accents the desire of the College to provide the best educational experience possible and highlights the active nature of continuous improvement.*

## **Success for every student**

*Our view is that the success of every student is important and that appropriate academic achievement is just one of a number of aspects to be considered.*

## **High quality learning experiences**

*Teachers at Nagle pride themselves upon delivering high quality learning experiences, based upon sound educational pedagogy, which actively engage and empower students in their learning*

## **Life-forming opportunities**

*Nagle provides students with an array of rich opportunities to assist them to create and refine a perspective of life, rich in personal values*

## **Staff**

The Year has had some challenges for the College staff with two teachers sustaining significant injuries, which have prevented them from returning to work. Another teacher sadly lost her husband quite unexpectedly.

Many of you would know that one of our long serving staff members, Danny Bowen was involved in an accident early in Term 4. Whilst we initially had some considerable concerns for his health, I am pleased to advise that he is making good progress in his recovery.

Narelle Bignell is continuing to recover from an accident sustained whilst on a school trip to Canberra and we hope to see her back at the College in 2017.

### **Significant staff absences / retirements**

Mike Peake will be away from the College for the next 18 months enjoying some scheduled leave. His wife Breid Peake, who is my personal assistant, will also be away from the College for 12 months. Both Mike and Breid have been long serving and faithful members of the College staff and we wish them well as they prepare to set off on their travels.

Kim Jackson, another long serving staff member, retired earlier in the year. Kim was an innovative and outstanding educator, whose centre was always focussed upon the best outcomes for all of his students. His pupils regularly achieved outstanding results in their ATAR exams and thoroughly enjoyed their personal interactions with this dedicated teacher. I take this opportunity to thank Kim for his contribution to the College and wish him well in his retirement.

### **Long Service Leave**

I have previously advised the community that I will be on Long Service leave for Terms 1 and 2 of 2017. I am not doing a countdown, but I can inform you that there are exactly 13 work days until the school closes for the year!

I am excited about the opportunity to enjoy some travel with my wife and I am also excited about the opportunity to be refreshed and reinvigorated.

During my absence, Robyn Gummery will be the Acting Principal. I have great confidence in her ability to lead the College. As a long serving staff member, Robyn has a great feel for both the College and the Community.

## **Support**

I would like to acknowledge the support and guidance which I have received from Bishop Justin. Thank you Bishop for your assistance this year and for the wonderful contribution which you have made to both the College and the archdiocese for more than 20 years. We wish you well as you prepare for your retirement. I invite you to come to the stage now so that we can acknowledge you and present you with a small gift.

I also receive some very proactive support from a number of parents at the College who are members of the Parents & Friends Association or the College Board. I am extremely grateful for their assistance.

The combined efforts of our community result in Nagle Catholic College being able to deliver a range of learning experiences and life forming opportunities which impact so positively upon our students. The College is in great shape. This is evidenced by the addition of an extra class for 2017 that was added to cope with unprecedented demand. Enrolments for Year 7 students in 2018 are already oversubscribed.

## **Conclusion**

In closing, I extend my thanks to the students of the College who have responded so positively to my invitation to work in partnership with the staff. I offer my thanks and appreciation to all of the staff of the College who regularly go far beyond what is required and what is expected. I extend my thanks to the Nagle community, who have been most generous in their support throughout the year.

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

Thank you.



# Nagle Catholic College Geraldton

**ANNUAL SCHOOL IMPROVEMENT PLAN 2016**

**Achievements**



## **Nagle Catholic College - Vision Statement**

*Nagle Catholic College is a caring Christian educational community within the Catholic tradition which exists to enable its students to develop fully in order to prepare 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

### **Nagle Catholic College School Improvement Goals for 2016**

1. Enhance the agreed understanding of expected student behaviour within the Nagle Catholic College community.
2. Further develop the use of Feedback in relation to Goal Setting.
3. Deepen the understanding of the College value, Connected to the Spirit.

**2016 ASIP Goal 1 – Enhance the agreed understanding of expected student behaviour within the Nagle Catholic College community.**

Focus	SMART Goals	Strategies	Achievements	Success Indicators
Clarify <b>staff</b> understanding of student behaviour.	By the end of T1W4, a revised agreed understanding reflecting staff input will be published.	<ul style="list-style-type: none"> <li>• Staff review current practices and enhance</li> <li>• Publish agreed understanding</li> <li>• Review at end of Term 1</li> </ul>	<p>Agreed understandings established and published.</p> <p>Agreed understandings communicated to all staff.</p> <p>Agreed understandings emailed to all staff on a regular basis.</p> <p>House Leaders encouraged to go over any clarification of behaviours with their House staff at the start of each Term.</p> <p>Reviewed throughout school year on several occasions (PB).</p>	<p>Agreed understanding visible in every classroom</p> <p>Revised practices observed in classroom settings</p> <p>Staff follow protocols when behaviour does not meet expectations</p>
Clarify <b>student</b> understanding of student behaviour.	By the end of T1W6, students will have engaged in activities to clarify their understanding.	<ul style="list-style-type: none"> <li>• Agenda item first Assembly</li> <li>• Seniors present at House meeting</li> <li>• DOS meeting with Year group</li> <li>• Students undertake compliance software test</li> </ul>	<p>Agreed understandings brought up at several Assemblies, student meetings throughout the year.</p> <p>Understandings discussed with students when setting sanctions.</p> <p>Staff discussion of agreed understandings in class/Home Room.</p> <p>Compliance software not utilised.</p>	<p>Students successfully complete compliance software test</p>
Clarify <b>parent</b> understanding of student behaviour.	By the end of T1W7, parents will understand their importance in supporting agreed understandings.	<ul style="list-style-type: none"> <li>• Highlight in Newsletter</li> <li>• Provide parents with copy of Agreed Understandings</li> <li>• Tutorials on Website</li> </ul>	<p>Regular emails to parents regarding school processed around understandings.</p> <p>Newsletter used to highlight agreed understandings.</p> <p>No tutorials available on website.</p>	<p>Parents support the College in implementing expected student behaviours</p>
Revise Restorative Practice approach	By the end of Term 3, Restorative Practices will be an integral component of pastoral interactions.	<ul style="list-style-type: none"> <li>• PD – Restorative Practices</li> <li>• Analysis of current practice - Recommendations to enhance practice</li> <li>• Application of Restorative Practice</li> </ul>	<p>This could have been done better and needs to be an area of focus for 2017.</p> <p>PD for House Leaders should have restorative practices as one of the elements.</p> <p>Application improving, but not consistent feature of how all Student Services staff deal with students.</p>	<p>Consistent approach to Restorative Practice observable as part of pastoral processes</p>

Lead Components Learning

Engagement

Accountability

Discipleship

## 2016 ASIP Goal 2 – *Further develop the use of Feedback in relation to Goal Setting.*

Focus	SMART Goals	Strategies	Achievements	Success Indicators
Initiate discussion re FEEDBACK Improvement protocols.	<p>On PD 1, commence discussion on the concepts underpinning “EN” days.</p> <p>Throughout the year, continue research, group workshops, and commence surveys.</p>	<ul style="list-style-type: none"> <li>• Introduce concepts at PD 1</li> <li>• Continued discussion and development at staff meetings and through TALK.</li> <li>• Discuss and use what SEQTA provides re feedback. (Link to AGS and protocols around Current Grade and Student and parent Coneqt.</li> </ul>	<p>PD on Feedback was that it was favourably received. Further PD was offered and TALK until August offered readings and information on Providing Feedback. TALK ceased publication in August.</p> <p>Current Grade protocols are in place. With assistance from HOLA Science, facility for Current Mark is now in place for 2017.</p>	<p>Students being better informed and showing better understanding of how to improve</p> <p>Student improvement (measured by results).</p> <p>Staff, student and parent provide positive input on improvements to feedback.</p> <p>Less reliance on Reports and PST.</p>
Link Teacher iSMART goals to improving teaching and learning by connecting to one PL opportunity	By T1W6, teaching staff have met with DP T+L to speak to identify their “improvement focus” for 2016.	<ul style="list-style-type: none"> <li>• Teachers plan time to meet DP for 15 minutes in SSRR.</li> <li>• Teacher &amp; DP keep record of iSMART goals</li> <li>• Individual review meeting to occur Term 4 Weeks 3-8 to discuss success.</li> </ul>	<p>ISMART has been more focused this year. Feedback was excellent in the review meetings justifying that this was a practice that needed to be embedded in school culture. (“What we do here”.)</p>	<p>Scheduled meetings take place</p> <p>Teachers take opportunities to share learnings with other teachers</p> <p>Teachers contribute to TALK.</p>
Seek staff input regarding feedback and evaluations	<p>Early in Term 1 staff will provide input on the type of feedback they require to help them improve as teachers.</p> <p>Staff feedback trials to be conducted during Term 2.</p>	<ul style="list-style-type: none"> <li>• Staff meetings used to find out what teachers want re feedback, how often they want it, what it should look like to be relevant, what we do with feedback, frequency of feedback etc.</li> <li>• This input to be used to form the trial documents and processes for staff feedback</li> </ul>	<p>The survey indicated that staff would like feedback at least once a year. The Staff Development Program would be formed and trialled in 2017. The format would be about development, so a formative appraisal that would involve the staff member and a member of the T+L Team (DP, DES or relevant HOLA) discussing “where I am now” and “where I would like to be” linked to AITSL Standards.</p>	<p>Teachers will be more focused with regards to what they want to improve.</p> <p>Staff indicate they feel more supported, happier and valued.</p> <p>Teacher satisfaction on Climate survey shows positive improvement.</p>

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**2016 ASIP Goal 2 – Further develop the use of Feedback in relation to Goal Setting. (continued)**

Focus	SMART Goals	Strategies	Achievements	Success Indicators
Implement protocols around the use of “Current Grade” to enable parents to use Coneqt P to be better informed about their child’s progress	By the end of Term 1, parents will have been provided with information to enable them to access Coneqt P and understand the information available to them.	<ul style="list-style-type: none"> <li>Parents provided with information regarding Coneqt P via letter, web and demonstration</li> <li>Every 5 weeks, parents informed by Newsletter and email that information on their child is “current” on Coneqt P</li> </ul>	<p>Current Grade is updated regularly on Engage (SEQTA P).</p> <p>Parents no longer require the update in the Newsletter.</p>	<p>Parents are able to access Coneqt P and locate information.</p> <p>Parents utilise information sourced from Coneqt P to engage in discussions with their child and their teachers</p>
Publication of TALK Booklet	<p>On a regular basis, Teachers contribute their professional learning experiences to TALK.</p> <p>Talk distributed 3<sup>rd</sup> Tuesday of every month</p>	<ul style="list-style-type: none"> <li>Teachers regularly encouraged to share their learnings</li> <li>Talk compiled and distributed</li> </ul>	Survey done on TALK. No longer in publication.	Teachers contribute to TALK and the publication becomes a source of discussion amongst teachers
Promote and Support online learning resources at both Nagle campuses	Throughout the year, the DES, in conjunction with the DLC, will assist teachers to develop online resources (with a focus on feedback) that will enrich current courses	<ul style="list-style-type: none"> <li>Roles of DLC, DLITC and Library Manager resolved.</li> <li>Re-establishment of ICT committee and purpose clarified.</li> <li>Project leaders meet to confirm strategies. Prescribed requirements identified. HOLAs briefed.</li> <li>Activities commence with project positive teachers who provide feedback and input to remaining staff.</li> </ul>	<p>Roles were clarified, but the understanding still not full achieved.</p> <p>TRG Committee continued to look at ICT.</p> <p>Two teachers and support staff involved with creating on-line resources and a T+L program to upskill Year 10 students (in Carnarvon) who planned to undertake studies in Methods and Physics.</p> <p>NZ PD (Rob, Meredith) to begin looking at a “collective” for on-line learning</p>	<p>Roles of DLC, DLITC and Library Manager clarified and published</p> <p>ICT committee functioning</p> <p>Leaders, HOLAs &amp; teachers collaborate in the development of online resources</p> <p>Teachers incorporate online resources within their teaching strategies</p> <p>Students provide positive feedback re online resources</p>

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**2016 ASIP Goal 3 – Deepen the understanding of the College value, Connected to the Spirit.**

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<p>“Connected to the Spirit” is identified, celebrated, animated and discovered throughout the year.</p>	<p>Throughout the year, implement strategies that highlight the value, Connected to the Spirit.</p>	<ul style="list-style-type: none"> <li>• Faculties implement learning area based strategies identified in 2015.</li> <li>• House Leaders implement pastoral based strategies identified in 2015.</li> <li>• Opening staff Mass uses value as the theme.</li> <li>• Closing staff Mass uses value as the theme.</li> <li>• Reflection experiences provided for staff.</li> <li>• Theme explored and developed during staff Faith Day.</li> <li>• Promotional opportunities used to convey the value.</li> <li>• Assembly prayers explore aspects of value.</li> </ul>	<p>Limited success in integrating value into curriculum and into pastoral strategies.</p> <p>Value of ‘connected to the Spirit’ successfully integrated within the Retreat themes of Year 7, 8, 11 and 12. In addition, the value was also central to the ‘theme’ of the Year 9 Clár Solais program for this year.</p> <p>Opening Mass of the year for staff provided the opportunity for staff to reflect on ‘connected to the Spirit’. College Chaplain provided a reflection on the value during his homily.</p> <p>Staff provided with the opportunity to reflect on ‘connected with the Spirit’. This included opening school Mass for staff, Faith &amp; Life day, and for new staff during the Faith, Story and Witness program.</p> <p>Prayer and liturgical experiences designed throughout the year to assist the College community to reflect on the meaning and significance of ‘connected to the Spirit’. These experiences included: opening College Assembly; Founders’ Day Mass; prayers and</p>	<p>The Value becomes an integral reference point to the College motto “For Others”.</p> <p>Staff implement experiences based upon the value.</p> <p>Students refer to the value with a sense of understanding.</p> <p>Prayer and liturgical experiences provide opportunities for the community to, “Connect to the Spirit”.</p> <p>Parents express support for and understanding of the value.</p> <p>Promotional materials displayed through the College and associated media.</p>

		<ul style="list-style-type: none"> <li>• Presentation Night liturgy based on theme.</li> </ul>	<p>reflections at College Assemblies throughout the year including NAIDOC celebration; Presentation Evening reflection and prayer; Graduation Mass and Ceremony; Information Evening for Year 7 students and parents.</p>	
Outreach and Transition	By the end of Term 3, transition program activities with St John's which foster indigenous participation at Nagle, will have been implemented.	<ul style="list-style-type: none"> <li>• Confirm details 2016 program with Principal &amp; staff at St John's</li> <li>• Identify target students &amp; families</li> <li>• Implement activities commencing in Term 1</li> <li>• Establish and record Transition Rate for 2015 and 2016</li> </ul>	<p>Transition activities coordinated successfully with St John's Primary staff and students. As a direct result of this planning student representatives from Nagle participated in the NAIDOC celebrations at St John's this year. Year 6 students from St John's also attended the NAIDOC assembly at Nagle and participated in a tour of the College.</p> <p>Discussions also occurred in regards to 'barriers' to transition from St John's to Nagle College. Strategies to address the factors that limit transition have been included in planning and preparation for 2017.</p>	<p>Increase in transition rate of Indigenous students from Catholic primary schools</p> <p>Transition Rate records established</p>

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