



Annual School Report 2020

1. Contextual Information

Nagle Catholic College is a coeducational Catholic Secondary College for Years 7 to 12, enrolling in excess of 1100 students in 2020. It serves the Geraldton community and the Geraldton Diocese. The College works in partnership with the Geraldton Residential College to provide boarding places for students attending from the Pilbara, through the Gascoyne, Murchison, Geraldton agricultural districts, remote pastoral leases and coastal tourist and fishing villages. The College is an amalgamation of a Presentation Sisters' school, Stella Maris College and a Christian Brothers' school, St Patrick's College. The College is named after Nano Nagle, the Foundress of the Presentation Order and it maintains links with both of these Orders. Nagle offers a complete education to cater for the development of students' spiritual, religious, intellectual, physical, social and emotional needs. It also has excellent Outdoor Education and Marine Studies programs, which access the Abrolhos Islands and the Kalbarri National Park. The College achieves excellent results in public examinations and NAPLAN Testing. There is a well developed literacy and numeracy support structure and it has a strong Vocational Educational pathway. The College is well resourced and is located on an attractive campus within a kilometre of the Indian Ocean.

2. Teacher Qualifications

Most teaching staff hold more than one qualification. The following is a summary:

	Staff (No.)
Diploma	21
Bachelor Degree	96
Post Graduate Diploma	3
Masters	9
Doctorate	1

3. Workforce Composition

Our workforce consists of the following staff:

	Male (No.)	Female (No.)	Indigenous (No.)
Teaching Staff Full Time (including Principal)	33	44	
Teaching Staff Part Time	4	10	
Non-Teachers Full Time	10	25	5
Non-Teachers Part Time	1	23	1

	Male	Female	Indigenous
FTE Teaching Staff	34.8	51.3	
FTE Non-Teaching Staff	10.7	37.1	5.7



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4. Student Attendance

	Students (No.)	Attendance (%)
Year 7	208	90
Year 8	191	90
Year 9	222	89
Year 10	179	88
Year 11	154	93
Year 12	134	94
Average Attendance	1088	90

In order to exercise a duty of care towards students, the College must be aware of all cases of school absence, late arrival and early departure.

If a student is absent from the College for any reason, it is asked that on the day of the absence, a parent/guardian phone, email or text message Student Services. For instances of early departure, parent/guardian must sign the student out from Reception. If a student is to depart on their own or with a person not on their contact list, the College should be contacted via a parent/guardian to provide approval.

The parents/guardians of any student who is an unexplained absence, are sent a text message to alert them that their child is not present.

All unresolved absences are followed up by Student Services in accordance with College policies and procedures.

The College continually monitors each student's attendance record. Where a student's attendance falls below 90% or the College has not been provided with notice of the absence, then the parents/guardians will be informed by letter. The Deputy Principal – Students and the Directors of Students follow up on all cases where a student's attendance falls below 90%.

Regular attendance at the College is required from all students. In the case of ongoing absence or frequent truancy, the Principal is notified, and the appropriate Education authority may be contacted so that further action can be initiated as required.

5. Senior Secondary Outcomes

The staff of Nagle Catholic College strives earnestly to assist students to achieve their best possible academic results. As part of the reflective process, an analysis of Year 12 results is conducted every year and forms the basis of any change to teaching practices from Years 7 – 12.

The School Curriculum and Standards Authority, the Tertiary Information Services Centre and Catholic Education Western Australia make a wide range of data and statistics available. Nagle Catholic College also collates its own data.



Parents

Parents were provided with an opportunity to provide feedback in relation to a number of factors. Their level of satisfaction in relation to key indicators is presented below:

Overall Satisfaction Rating (Most recent) 79%

- Student Wellbeing 80%
- Teaching & Learning 76%
- Catholic Practices, Philosophy & Faith 74%
- Co-Curricular Activities 79%
- Management 80%
- Communications 80%
- Community Engagement 78%
- Facilities & Resources 80%

Staff

Staff were provided with an opportunity to provide feedback in relation to a number of factors. Their level of satisfaction in relation to key indicators is presented below:

Overall Satisfaction Rating (Most recent) 81%

- Student Wellbeing 88%
- Teaching & Learning 81%
- Catholic Practices, Philosophy & Faith 76%
- Co-Curricular Activities 82%
- Management 80%
- Communications 81%
- Community Engagement 83%
- Facilities & Resources 79%

8. Post School Destinations

Results of the Destination Survey, in which approximately 76% of the Year group participated, are as follows:

Destination	Percentage (%)
Employment (Other than Apprenticeship)	22
Apprenticeship	8
TAFE	12
University	58



9. School Income

Access to this information can be obtained on:

<https://www.myschool.edu.au>



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10. School Improvement Achievements for 2020

1. To engage our Nagle community in a positive education experience, based on mutual respect, our Nagle values and the integration of teaching and learning, faith and life and pastoral care
2. To re-imagine and develop Nagle's Vision for Learning through the teaching and learning dimension
3. Determine the future direction of faith and life at Nagle

2020 ASIP Goal 1 – To engage our Nagle community in a positive education experience, based on mutual respect, our Nagle values and the integration of teaching and learning, faith and life and pastoral care

Focus	SMART Goals	Strategies	Achievements	Success Indicators
Continue to enhance the wellbeing of students, staff and families by building on the established positive education approach introduced in 2019 (CEWA Strategic Direction 3a)	Students and staff will engage in a number of positive education experiences and activities coordinated by the Director of Students (DOS) and also framed by our Year 7-12 wellbeing program with the aim of building resilience and a sense of wellbeing	DOS to have positive education included in portfolio – Help prepare Home Room activities for students around the five pillars of positive education (PERMA): <ul style="list-style-type: none"> • Positive emotions: Feeling positive emotions such as joy, gratitude, interest, and hope • Engagement: Being fully absorbed in activities that use your skills but still challenge you • Relationships: Having positive relationships • Meaning: Belonging to and serving something 	Positive education portfolio set up at the start of the year. During online learning (due to COVID-19), Home Room activities were placed on Teams. Heads of House included PERMA activities in their rotations	Feedback from students via survey in Forms



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		<p>you believe is bigger than yourself</p> <ul style="list-style-type: none"> • Accomplishment: Pursuing success, winning achievement and mastery <p>Coordinate a systematic and thorough Years 7-12 wellbeing program to enhance student needs with Year level themes to address student wellbeing needs in a sequential and systematic manner:</p> <ul style="list-style-type: none"> - Home Room activities - PCP activities - Our relationships with others <p>Facilitate small group work to proactively target student wellbeing needs from data attained by our Counsellors, and integrate with learning areas to provide support for our students eg Mental Health Week in conjunction with the Arts</p> <p>Restorative practice PD for staff – A positive approach to conflict resolution</p>	<p>Exploration of and development of Year level themes via the Executive and the Vision for Learning, which will be continued and implemented in 2021</p> <p>Counsellors provided group activities for students that were extremely popular. Mental Health & Arts Week saw an expo type culmination with many community agencies onsite promoting their services</p> <p>Focus changed to Trauma Informed Practice, whereby professional development was provided to staff on a number of occasions (eg Book Club articles,</p>	<p>Student feedback reflects conflict resolution approach</p>
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			session run by Fiona Currans and Staff Meeting focusing on data in relation to students with trauma at Nagle)	
Form part of the College's Vision for Learning (VFL) team to improve student engagement and outcomes (CEWA Strategic Direction 2b)	The pastoral care team, in conjunction with other key staff will provide input into the College's Vision for Learning by forming part of this team and providing feedback about our students and how they best learn	Input into VFL meetings regarding the needs of students and how to enhance engagement with the curriculum Collaboration Feedback regarding student engagement	Input was provided by the Deputy Principal – Students (DPS) to the Executive to assist with the formation of the College's VFL. Feedback was not able to be sought due to VFL being in draft stage	Student feedback in collaboration with Teaching and Learning
Student attendance – Improve student attendance and punctuality to be consistent with or above benchmark levels (CEWA Strategic Direction 3d)	To improve student attendance by following our new attendance process so that students and families are tracked regularly. which will have a positive effect on attendance rates within the College	Familiarise DOS and PC staff with the Nagle Student Attendance Plan formulated in late 2019 Follow up with students at risk on a regular basis, in line with the recommendations provided	COVID-19 skewed student attendance data, however: <ul style="list-style-type: none"> • New attendance process is on the intranet • Non-attendance was followed up with via SMS, five weekly correspondence and meetings • Case conferences were conducted • - Significantly more home visits were conducted for students not attending school on a regular basis 	Compare student attendance for 2020 with previous years via an excel spreadsheet



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Support inclusivity within the Nagle context (CEWA Strategic Direction 3a and 4c)	To help our Nagle community to recognise that all staff and students, regardless of gender, culture, age, socio-economic status, disabilities etc are valued and supported within the Nagle context	Introduction of community service program for Year 12 students working with special needs students/Learning Support Encourage the newly formed Cultural Ambassadors to create opportunities for students, staff and the Nagle community to celebrate diversity respectfully	A number of students completed this program with hours gained contributing towards their Western Australian Certificate of Education (WACE) Cultural Ambassador role dissipated with the rationale being that encouraging diversity is the role of all student leaders	Students' successful completion of community service endorsed program and Peer Support training
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2020 ASIP Goal 2 – To re-imagine and develop Nagle’s Vision for Learning through the teaching and learning dimension

Focus	SMART Goals	Strategies	Achievements	Success Indicators
Consolidate the Nagle teachers (who we are) (CEWA Strategic Direction 2a)	a) Non-negotiables for teachers to underpin teaching practice (See Appendix A) b) Make visible the nine Nagle Teachers dimensions	a) Non-negotiables are to be visible in learning area guidelines and attended to periodically at learning area meetings b) Professionally produce items that make visible the nine dimensions	a) The non-negotiables for teachers are visible in all learning area expectations and in every learning area handbook b) The nine Nagle Teachers dimensions are visible in classrooms, in learning area handbooks and around the College	a) Non-negotiables fully imbedded b) Appealing display “products” that show and remind/reinforce the nine dimensions



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<p>Re-focus Learning Support (LS) structure (CEWA Strategic Direction 2c and 3a)</p>	<p>a) Investigate restructure to separate Special Needs and LS b) Improve literacy through the introduction of evidenced-based program</p>	<p>a) Investigate best practice from other schools/research and begin implementation b) Introduce MacqLit to identified students in Years 7 and 8</p>	<p>a) LS structure is being split into two roles; Learning Support Coordinator and the Disability Support Coordinator. A trial of the new model for 2021 will then ensue b) Macqlit implemented in Year 7. Due to COVID-19, implementation came later and a decision was made that it would be only Year 7</p>	<p>a) More accurate attention to student needs = satisfied students and parents/guardians b) Improved literacy for identified students</p>
<p>Develop a gifted and talented program for implementation in 2021 (CEWA Strategic Direction 2b)</p>	<p>Investigate, research and adopt an appropriate extension program for Nagle</p>	<p>All learning should be engaging and cater for all students Create a PLC to explore, develop and prepare for implementation in 2021</p>	<p>A model for a gifted and talented program, known as ACE, has been developed ready for implementation in 2021. It will run through one of the core lines in Year 8 and the Option area in Year 9. Students have been invited. Implementation of the model in 2021 will require analysis of success</p>	<p>A trial program for implementation in 2021</p>
<p>Vision for Learning (VFL) (CEWA Strategic Direction 2c, 2d and 4c)</p>	<p>Begin our journey into Deep Learning as focus for VFL</p>	<p>Promote Deep Learning (in Faith and Life team, Students team and all learning areas) Develop PLCs - Create Year 7 RESH project</p>	<p>Begun in Term 1, with readings and activities etc for staff, however, put on hold due to COVID-19 RESH project development occurred, however, ceased due to COVID-19. Implementation delayed until 2021. Re-focus occurred at HOLAday with regards to who would be involved</p>	<p>Several PLCs operating, staff having deeper understanding around DL (starting to use language), higher engagement level from Year 7 students as a result of the project, positive responses from key stakeholders</p>



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			(Science/Humanities & Social Sciences) and how the timetable could accommodate a cross-curricular approach for 2021 (This will happen during Periods 1 and 2 on Fridays during Term 4)	
Re-design reports (CEWA Strategic Direction 2a and 2c)	Create a report that provides relevant information for key stakeholders	Teaching and Learning team to decide key components for the report, garner feedback from Faith and Life and Students teams, prepare for trial Years 7-11 Semester 1 Gather feedback from stakeholders after Semester 1, refine for Semester 2 Create new comment bank	Redesigning reports were on hold for Semester 1 due to COVID-19. Redesigned reports are ready for Semester 2 Feedback will be sought at the start of 2021 New Comment Bank created	Stakeholder (especially parents/guardians) approval/satisfaction

2020 ASIP Goal 3 – Determine the future direction of faith and life at Nagle

Focus	SMART Goals	Strategies	Achievements	Success Indicators
Redefine and review the roles and responsibilities of the faith and life team (CEWA Strategic Direction 1a, 1b, 1c and 2c)	Go through the job descriptions of each staff member and identify key areas of responsibility	Interview each staff member with a coaching mentality	Job descriptions were completed and reviewed by the Principal	Staff roles (DPFL, DCIM and F & L Coordinators) are attached to the features of evangelisation: <ul style="list-style-type: none"> Christian witness – Presence and charity



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				<ul style="list-style-type: none"> Ministry of the Word – Catechesis and knowledge and experience <p>Portfolios are developed to delegate the responsibility of coordinating faith and life events and experiences</p>
Articulate and animate the value of Audacity as part of our Evangelisation Plan (CEWA Strategic Direction 1a)	Promote and integrate the value across all areas of the curriculum	<p>Initiatives at staff meetings, House meetings, Religion classes, assemblies etc</p> <p>Posters and PowerPoints on display in key areas</p>	The value of Audacity was articulated through staff meetings, House meetings, assemblies, retreats, professional development sessions and College publications	<p>Events are run throughout the year to promote an awareness</p> <p>Masses and assemblies animate audacity through testimony, story and arts</p> <p>New immersion experience to India</p>
Revisit and restructure the Christian Service Learning (CSL) programs (CEWA Strategic Direction 1c)	Link CSL with Religion classes so that faith in action becomes more real	Discussions with HOLA RE regarding programming lessons to prepare students for CSL and retreats	<p>Greater linkage with Religion classes was accomplished.</p> <p>CSL in Years 7-10 recorded on SEQTA</p> <p>Research and investigation into endorsed programs in Year 10</p>	<p>Scope and sequence document of the program from Years 7-12</p> <p>Digital space for the recording and tracking of CSL</p> <p>CSL brand in the College “NagleCare”</p>
Change the focus of fundraising to make it more meaningful, by assisting more local connections and social outreach (CEWA Strategic Direction 2a and 3c)	A greater connection with local community needs through acts of charity	<p>Meet with HOHs and see if they can come up with solutions</p> <p>Use a model from other schools (Presentation conference)</p>	Charity Plan developed to include House fundraising projects which were close to the hearts of the students, and College projects which supported Catholic charities	<p>Fundraising committee formed to help guide the direction of future fundraising initiatives</p> <p>Engagement with the community to find suitable causes for students to engage with for fundraising</p>



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			<p>HOHs very supportive and the plan is working well. All Houses completed charity projects</p> <p>College projects supported the Bishop's recommended charities: CARITAS, Communio, LifeLink and Mission Australia</p>	<p>initiative as well as volunteering and implementing the use of funds</p> <p>Catholic charities are included and become the focus of fundraising</p> <p>Donation to Project Compassion over \$2,000</p>
<p>Greater coordination and linkage with our Endeavour and ministry groups (CEWA Strategic Direction 1a and 2a)</p>	<p>Improve and deepen or enrich the pathways of student ministry to faith formation and social outreach or service</p>	<p>Multiple Year groups in the ministry team.</p> <p>Combined meetings of the three groups</p>	<p>Ministry team invited younger members to participate in some activities. Developing the Years 10 to 12 ministry team is a future focus.</p> <p>Integration of Year 10 Endeavour into ministry programs</p>	<p>Scope and sequence document revisited, as well as the purpose of the Endeavour/Ministry programs</p> <p>New staff are recruited as part of their plus one to be involved</p> <p>Clear pathways defined for the meaning and purpose of Endeavour</p>