



Annual School Report 2021

1. Contextual Information

Nagle Catholic College is a coeducational Catholic Secondary College for Years 7 to 12, enrolling in excess of 1100 students in 2021. 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	29
Bachelor Degree	88
Post Graduate Diploma	22
Masters	8
Doctorate	1

3. Workforce Composition

Our workforce consists of the following staff:

	Male (No.)	Female (No.)	Indigenous (No.)
Teaching Staff Full Time (including Principal)	30	44	0
Teaching Staff Part Time	1	10	0
Non-Teachers Full Time	9	16	4
Non-Teachers Part Time	1	30	2



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	Male	Female	Indigenous
FTE Teaching Staff	30.3	52.4	0
FTE Non-Teaching Staff	12.6	36.3	5.6

4. Student Attendance

	Students (No.)	Attendance (%)
Year 7	221	89
Year 8	212	91
Year 9	193	89
Year 10	187	88
Year 11	148	93
Year 12	135	93
Average Attendance	1096	90.5

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 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.



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The following sets of data are those considered to be the most useful in providing feedback to the College community.

Certification	
Percentage of students who achieved Western Australian Certificate of Education	93.8%
Number of students who achieved Certificate II or higher	81
Median ATAR	82.55
Highest ATAR	97.10
Number of students who achieved an ATAR of more than 90	13
Number of students who achieved a Certificate of Distinction/Merit/Excellence	20

ATAR Triciles	Low	Mid	High
Nagle Catholic College	23	48	29
State	33	33	33

6. Student NAPLAN Outcomes

Scores of Standardised Tests (Most recent)

	Nagle Catholic College		Australian Schools		Similar Schools	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Grammar	518	587	533	573	519	576
Numeracy	546	596	550	588	538	590
Reading	531	601	542	577	532	582
Spelling	529	586	548	580	536	579
Writing	525	574	522	551	508	555

7. Student, Parent and Teacher Satisfaction

Students

Students were provided with an opportunity to provide feedback in relation to a number of factors. Points of note included:

Constructs to Celebrate

- Peer connectedness
- Low reports of risky behaviour
- Low reports of students experiencing online bullying
- Low reports of students experiencing physical bullying
- The frequency of which students report their teacher expects them to do well
- The frequency of which students reported that the school rules make it clear that certain behaviours are not ok



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Recommendations/Potential Areas of Focus

- Female students reported lower than male students in all aspects of the survey
- Students in Years 9 and 10 reported lower than other Year groups
- Increasing awareness of how homework provided to students helps their learning
- Increasing awareness of teachers noticing when they have trouble learning something
- Increasing awareness of teachers taking an interest in the background of students
- Encourage students to respect each other's differences
- Increasing the feeling of value students have when at school

Parents

Parents were provided with an opportunity to provide feedback in relation to a number of factors. Points of note included:

Constructs to Celebrate

- Catholic identity in practise
- Welcoming school
- Affirming diversity
- Communication
- The frequency of which parents report that staff care about their child/children
- The frequency of which parents report that staff treat their child with respect
- The frequency of which parents report that there are high expectations for student behaviour
- The frequency of which parents report that they are satisfied with how their child is progressing behaviourally

Recommendations/Potential Areas of Focus

- Increasing parent awareness of the school's understanding of their child's needs
- Increasing parent awareness of the school's knowledge and appreciation of their child's unique qualities
- Designing and implementing activities that are varied to suit the abilities of different students
- Increasing the clarity of feedback given on school reports
- Parents of Year 9 students are the least satisfied overall
- Parents who identify as Aboriginal or Torres Strait Islander report lower on all aspects of the school climate survey, other than for welcoming school
- Parents of Year 7 students report highest in all aspects of the climate survey
- Why do parents send their child to Nagle:
 - 33.33% Standard of behaviour
 - 19.93% Academic standards
 - 13.04% Catholic faith
 - 12.68% Local government school not an option

Staff

Staff were provided with an opportunity to provide feedback in relation to a number of factors. Points of note included:



Constructs to Celebrate

- Catholic identity in practise
- School mission
- Staff collegiality as reported by both teachers and support staff
- Safe and respectful environment
- The frequency of which teachers report that they are able to approach the leadership team to discuss concerns
- The frequency of which teachers and support staff report that staff go out of their way to try and cultivate a positive relationship with parents and carers
- The frequency of which teachers report high degrees of satisfaction with their job, teacher efficacy, teacher collective efficacy
- The frequency of which teachers and support staff report to feel they are moving forward professionally

Recommendations/Potential Areas of Focus

- Participation in decision making, particularly for female members of staff
- Female staff reported lower in all aspects of the survey compared to their male counterparts
- Increased awareness of the leadership team ensuring that teachers and support staff are involved in decision making
- Encouraging parents to attend school meetings when invited
- Encouraging parents to play a more active role in their child's education
- Encouraging an improvement of teacher practice
- Encouraging teachers to be innovative
- Encouraging support staff to consider ways to improve their practice
- Increased awareness of the leadership team's knowledge of the issues faced by teaching and support staff
- Increase the expectations for student academic performance
- Teachers with three years or less teaching experience reported considerably higher in all aspects of the climate survey
- Part-time teachers reported lower in all aspects of the climate survey

8. Post School Destinations

Results of the Destination Survey, in which approximately 82% of the Year group participated, are as follows:

Destination	Percentage (%)
Employment (Other than Apprenticeship)	35%
Apprenticeship	2%
TAFE	10%
University	53%



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 2021

1. To enhance student wellbeing and engagement through leadership opportunities, a positive education focus and trauma informed practice.
2. Improved student engagement with their learning within the College's Vision for Learning framework of 'One Step Beyond'.
3. Enhanced connection and engagement of faith with our life and a greater alignment with the understanding of our Catholic ethos through service to others.

2021 ASIP Goal 1 – To enhance student wellbeing and engagement through leadership opportunities, a positive education focus and trauma informed practice.

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<u>Student Leadership</u> Develop within the College a whole school culture and practice of Student Leadership	<ul style="list-style-type: none"> • Develop a student leadership framework from Years 7 to 12 based on a social change model of leadership, service and being 'For Others' which is integrated with the College's Vision for Learning • Consult with students, in line with the CEWA Child Safe Framework – Voice of the Child – when developing and implementing the student leadership framework 	<ul style="list-style-type: none"> • Directors of Students to introduce the student leadership framework to staff and students during Pastoral Care Periods (PCPs) and other Year group meetings, and organise opportunities for student voice • Home Room teachers to work with students to set goals, record on SEQTA and review at the end of Term 3 (Year 12) and Term 4 (Years 7 to 11) • Extend the Year 11 Emerging Leaders Program 	<ul style="list-style-type: none"> • Students and Home Room teachers entered goals, which were visible in SEQTA, and goals were reviewed • Emerging Leaders Program start date brought forward • Significant increase in student leadership nominations from 2020 to 2021 • Distributed leadership – Badges were investigated but not supported • Years 7 to 10 leadership focus and 	<ul style="list-style-type: none"> • Student goals visible in SEQTA • Increase in leadership nominations in 2021 for 2022 positions • Visible student leadership programs and projects within the College



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	<ul style="list-style-type: none"> Integrate student goal setting as part of the student leadership framework 	<p>to start at the beginning of the year</p> <ul style="list-style-type: none"> Investigate implementation of badges that students are able to earn for leadership activities/responsibilities 	<p>activities/projects (Year 7 = Integration skills and leadership focus; Year 8 = Containers for Change project; Year 9 = Student leadership forums and student led activities; and Year 10 = UWA Aspire Camp and introduction to leadership as 'The Heroes Journey' through PCPs)</p>	
<p>Student Resilience Enhance the resilience of students through a whole school positive education approach to the overall wellbeing of students</p>	<ul style="list-style-type: none"> Implement a structured and planned program for each Year group that integrates the College's Vision for Learning and positive education strategies, with specific wellbeing programs and experiences for students Foster a shared understanding and language relating to positive education and the PERMA framework 	<ul style="list-style-type: none"> Use of structured activities during Home Room and PCPs that relate to the PERMA framework Use the 'Be Brave' program to target students who may suffer from anxiety Character strengths, integrated with College values, are articulated, taught and reflected within the College environment 	<ul style="list-style-type: none"> Heads of House used activities in the PCP founded on developing positive relationships with students Character strengths revisited by Directors of Students and Heads of House Some online programs were used with students who were not willing to seek help from Counsellors such as the 'Be Brave' program 	<ul style="list-style-type: none"> Feedback from students regarding Home Room and PCP activities via Forms in Term 3



<p><u>Student Wellbeing</u> Prepare College staff to recognise and respond to the needs of individual students including those impacted by traumatic stress</p>	<ul style="list-style-type: none"> • Continue to prioritise staff professional learning activities on trauma informed and restorative practice • Staff to develop knowledge/skills in the area of behaviour and trauma 	<ul style="list-style-type: none"> • Trauma informed practice PD of staff continued with Fiona Currans • Use of de-escalation strategies by staff • Use of calming spaces in the PC for students • Positive behaviour support in classrooms with a trauma informed approach, based on mutual respect and restorative practice • Develop and implement a strong external referral process and procedures to support the College Counselling service 	<ul style="list-style-type: none"> • PD on trauma informed practice continued • Calming spaces for heightened students • Networking with external services (Mental Health and Wellbeing Week, agencies welcomed/encouraged to work with students at school should this be of benefit to our students and families) • Strategies to build relationships with students explored with staff in a number of staff meetings 	<ul style="list-style-type: none"> • Use of calming spaces by students at the College • Increased referrals to external providers • Agencies visible within the College (Mental Health Week).
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2021 ASIP Goal 2 – Improved student engagement with their learning within the College’s Vision for Learning framework of ‘One Step Beyond’.

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<u>Know Students Better</u>	<ul style="list-style-type: none"> Establish a recording of student goals (continuum) on SEQTA (No more than two goals per year). This is to aid choices around future academic paths and so teachers know Nagle students better 	<ul style="list-style-type: none"> The recording of a student’s goals to be visible in SEQTA and added to each year by the Home Room teacher 	<ul style="list-style-type: none"> Attention has been given to this through PCPs (Extended Home Rooms) Full value of this endeavour will not be known in the short term 	<ul style="list-style-type: none"> Long term goal = More data on students which will result in improved educational outcomes
<u>New Program Implementation, Development and Reviewing</u>	<ul style="list-style-type: none"> Implement the Academic Curriculum Extension (ACE) program in Years 8 and 9 (Year 8 through the Humanities & Social Sciences/Science line; and Year 9 as an Option) Implement a whole school approach to Research Skills Establish a common language in Year 7 around Literacy. Benchmark that all Year 7s will have completed this course and have basic strategies to grow student 	<ul style="list-style-type: none"> Review engagement of students in Term 4 and compare against ACE “take up” in Year 9 2022 A common document (guide) to be used in all Learning Areas when students are using Research Skills. A committee will look at creating a Years 7-10 continuum Aim to have at least one teacher who has multiple classes of Literacy. “Language/vocabulary” of 	<ul style="list-style-type: none"> ACE program implemented successfully. Excellent uptake in Years 8 to 9 and Years 9 to 10. Introducing for Year 7 2022 with one teacher to teach Humanities and Social Sciences (HASS) and Science (SCI) to the class (Nine periods of ACE, HASS and SCI combined) Director of Teaching and Learning will track students over time Common document is in use 	<ul style="list-style-type: none"> Mid-term goal = All of the programs are designed to encourage development, improvement and engagement in student learning. Data will need to be collected on whether the goal has been achieved by implementing these programs. Anecdotal evidence (from teachers involved), combined with feedback from students and parents/guardians and tracking of student



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	<p>confidence in various forms of Literacy going forward</p> <ul style="list-style-type: none"> • Implement the re-focus of Learning Support • Implement the Ignite Skills program – Digital Literacy, Friendology, Research Skills • Implement ‘The Water Project’ in Year 7 – a deep learning project Humanities & Social Sciences/Science (Other Learning Areas may supplement) 	<p>all Learning Areas, oral literacy, reinforcement of SEXAR, SEAL and other College based writing structures and improved notetaking</p> <ul style="list-style-type: none"> • Plan has already been devised. Regular feedback to review structure • Director of Students – Year 7 to teach this program to all Year 7s to ensure consistency. Director of Students – Year 7 is to establish/ground Year 7s as Nagle students (eg expectations etc) • Student development in Fullan’s 6Cs through this project 	<ul style="list-style-type: none"> • Literacy program has evolved as the year has progressed. Regular meetings occur • Re-focused, but will need to re-focus as personnel are changing for 2022 • Director of Students – Year 7 was excellent in Ignite Skills and all other work with the Year 7s • ‘The Water Project’ has been launched and lessons began in Term 4. Students are enthusiastic. The Heads of Learning Area for HASS and SCI have prepared well for this • The assessment will be done using the 6Cs rubrics, which have been modified for the College’s project and students 	<p>progress, should inform whether success is being achieved. Review Term 4 and then following year, Term 3</p>
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2021 ASIP Goal 3 – *Enhanced connection and engagement of faith with our life and a greater alignment with the understanding of our Catholic ethos through service to others.*

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<p><u>Christian Service Learning (CSL)</u></p>	<ul style="list-style-type: none"> Students actively living out their faith 	<ul style="list-style-type: none"> CSL projects to be embedded in lower school Religion classes Endorsed courses to be offered in Year 10 	<ul style="list-style-type: none"> During 2021, CSL was incorporated in the Years 8, 9 and 11 retreats. With the Year 8s, this was connected to an inquiry assessment 'Harmony Audit'. We have had some learning around this model with the Year 8s that showed success but also areas for improvement in 2022 The CSL portal has been created enabling CSL jobs to be posted and students to discover opportunities as well as download the relevant paperwork NagleCare has been launched with Years 10 and 11 students already enrolled or planning to enrol. This endorsed program means students 	<ul style="list-style-type: none"> Greater engagement of classes in Religion through active learning and meaningful service



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			will have their service count toward their Western Australian Certificate of Education (WACE)	
<u>Faith Formation</u>	<ul style="list-style-type: none"> Formation of staff to be developed through the sacramental program, House Masses/Eucharist and staff retreat 	<ul style="list-style-type: none"> House Masses to be restructured to allow more opportunities to celebrate Mass Retreat offered to all staff on a Professional Development day 	<ul style="list-style-type: none"> Each House has experience Mass in the Cathedral at least once this year. Feedback points to this being an overwhelming success. Students are involved in the running of the Mass including the readings. In 2022, more involvement will be implemented such as the offertory procession and also special ministers Staff Retreat went ahead at Nukara Farm with Bishop Justin Bianchini and Joanne Harris as keynote speakers. Time was offered for collegial reflection. The feedback for the retreat was overwhelmingly positive and has seen staff achieve ongoing renewal for accreditation. We also got 	<ul style="list-style-type: none"> Staff attending Mass on Thursdays and on weekends Greater student engagement in Masses



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			some good feedback for the Staff Retreat in 2022	
<u>Aboriginal Perspectives</u>	<ul style="list-style-type: none"> Perspectives to be incorporated into all Learning Areas and College activities, where possible 	<ul style="list-style-type: none"> Liaison with Heads of Learning Areas 	<ul style="list-style-type: none"> National Reconciliation Week and NAIDOC Week were opportunities for students and staff to engage in Aboriginal culture Plans to incorporate Aboriginal spirituality as part of the Staff Retreat in 2022 Liaison with the Heads of Learning Areas regarding the incorporation of Aboriginal perspectives will be tabled in 2022 	<ul style="list-style-type: none"> Greater immersion, awareness and understanding of Aboriginal culture and language amongst students and staff