



School Performance Information 2019

1. Contextual Information

Nagle Catholic College is a coeducational Catholic Secondary College for Years 7 to 12, enrolling in excess of 1100 students in 2019. 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
Diploma	20
Bachelor Degree	94
Post Graduate Diploma	5
Masters	9
Doctorate	1

3. Workforce Composition

Our workforce consists of the following staff:

	Male	Female	Indigenous
Teaching Staff Full Time (including Principal)	35	42	
Teaching Staff Part Time	2	12	
Non-Teachers Full Time	12	25	5
Non-Teachers Part Time	1	20	1

	Male	Female	Indigenous
FTE Teaching Staff	35.8	51.1	
FTE Non-Teaching Staff	12.3	36.2	5.7



NAGLE
CATHOLIC
COLLEGE
EST 1994

4. Student Attendance

	Students	Attendance (%)
Year 7	197	91.61
Year 8	246	88.58
Year 9	235	88.67
Year 10	177	90.19
Year 11	149	89.45
Year 12	143	84.11
Average Attendance	1147	88.76

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, the student must bring a letter signed by the parent/guardian or the parent/guardian must sign the student out from Students Services/Reception.

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%.

Exceptions to this procedure are where the absence is due to illness (medical certificate supplied), bereavement or some types of family matters where the College has been notified.

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 Practice 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.



NAGLE
CATHOLIC
COLLEGE
EST 1994

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.

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	92.2
Number of students who achieved Certificate II or higher	87
Median ATAR	80.05
Highest ATAR	97.10
Number of students who achieved an ATAR of more than 90	16
Number of students who achieved a Certificate of Distinction/Merit/Excellence	9

ATAR Triciles	Low	Mid	High
Nagle Catholic College	33	33	33
State	33	33	33

6. Student NAPLAN Outcomes

Scores of Standardised Tests

	Nagle Catholic College		Australian Schools		Similar Schools	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Grammar and Punctuation	551	573	542	574	540	570
Numeracy	559	593	554	592	555	591
Reading	558	588	546	581	547	580
Spelling	553	573	546	582	542	577
Writing	522	548	513	549	510	546

7. Student, Parent and Teacher Satisfaction

Students

Students 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 68%

- Student Wellbeing 69%
- Teaching & Learning 73%
- Catholic Practices, Philosophy & Faith 52%
- Co-Curricular Activities 75%



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 **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 **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 85% of the Year Group participated, are as follows:

Destination	%
Employment (Other than Apprenticeship)	16
Apprenticeship	10
TAFE	7
University	28
Gap Year	38
Other	1



9. School Income

Access to this information can be obtained on:

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



NAGLE
CATHOLIC
COLLEGE
EST 1994

10. School Improvement Achievements for 2019

1. Encourage and support a positive education approach to pastoral care.
2. Effectively use data and feedback to improve teaching practices and student outcomes.
3. Ignite in staff and students, a sense of passion and purpose for their work.

Goal 1				
<i>Encourage and support a positive education approach to pastoral care.</i>				
Focus	SMART Goals	Strategies	Achievements	Success Indicators
1. Introduce a positive education approach to student wellbeing to staff, students and families	1. Engage students from Years 7-12 in an exploration of their character strengths; Engage staff in an exploration of their character strengths; Provide all staff, students and families with clarity and consistency around bullying; Explore and evaluate effective school positive education programs utilised by other schools	1. Provide professional development to staff on Day 2 of Term 1 in the area of character strengths; Introduce character strengths to students via Home Room and Pastoral Care Periods; DOSs to source evidence based professional development on staff, student and schools wellbeing from experts in the field (PESA National Conference 2019); Update, seek feedback on and distribute the Bullying Prevention Policy; Collect specific data from students and families on their understanding of what constitutes bullying; Formulate a process that is clear and structured to deal with bullying; Provide a shared	1. Staff, students and families were introduced to character strengths via staff professional development days and PCPs throughout the year; DOSs attended professional development around character strengths and positive education throughout the year; Data collected from students in relation to the Friendology program indicated that students had a clearer understanding of what constituted bullying; Newsletter articles were written highlighting the Friendology program and information was fed back to staff regarding the outcomes of the program	1. Staff, students and families aware of positive education character strengths; Staff, students and families have a clearer understanding of what constitutes bullying after data collection at the end of the year, as compared with the start of the year; DOSs have a shared understanding of positive education in schools which will form the basis of the ASIP in 2020



<p>2. Conduct a review into wellbeing and resilience</p>	<p>2. Explore best practice for effective wellbeing and resilience by the end of Term 1</p>	<p>understanding of the language of bullying through the implementation of the Friendology 101 Program via Year 7 Integration Skills</p> <p>2. Form a Committee with a number of stakeholders and experts; Research contemporary practices</p>	<p>2. Wellbeing and resilience review was conducted by DPS; Recommendations were put forward to the Executive. Results were available via OneNote; Counselling processes added to OneNote for the future Counsellor PD around processes in schools to enhance student wellbeing</p>	<p>2. Consultation undertaken; Recommendations presented to Executive</p>
<p>3. Shared responsibility and ownership of pastoral care of students at the College</p>	<p>3. Staff will assist in the implementation of the Keeping Safe Protective Behaviours program; Communication to be enhanced between DOSs and HOLAs so that outcomes for students are improved</p>	<p>3. Staff to deliver the Keeping Safe Protective Behaviours program through an integrated cross-curricular approach – Home Room activities, Pastoral Care Periods etc; Teaching & Learning Team and Pastoral Care Team Morning Tea approximately once per Term; Remind staff on Day 2 of Term 1 and outline strategies to use to touch base with their students in detention</p>	<p>3. Improved communication between DOSs and HOLAs; Compromises have been made with regard to time allocation and reducing the numbers of PCPs; The Keeping Safe Protective Behaviours program has been reviewed and feedback suggests that staff are uncomfortable with some aspects of delivery – This has been modified for 2020; Detention records emailed to staff concerned and HOLAs</p>	<p>3. By the end of the year staff demonstrate an increased level of shared ownership in pastoral care at the College</p>



Goal 2

Effectively use data and feedback to improve teaching practices and student outcomes.

Focus	SMART Goals	Strategies	Achievements	Success Indicators
Data				
1. Construct framework on 'What is good teaching?'	1. Have a shared understanding of what defines good teaching at the College	1. At first Staff Meeting of the year DPTL and DTLs to lead	1. Achieved	1. Framework constructed; Buy in from staff
2a. Students in Mathematics (Year 9-10) and Science (Years 8-10) ability grouped from the start of the year based on previous year's data; Students in English and Humanities & Social Sciences grouped in General or Focus	2a. Better cater for student needs; For students to show improvement	2a. Student movement to occur between the General and Focus classes when appropriate	2a. Achieved	2a. Students engaged in their learning (anecdotal); Student improvement (current mark/current grade); Parent/Guardian satisfaction – This should be monitored by teachers and feedback provided at Learning Area Meetings – Challenges and successes should then be discussed by HOLAs at Curriculum Board Meetings; Improved performance on standardised test results
2b. Identified Year 8 students to be in Preliminary classes from the start of the year for MESH subjects; Identified Year 7 students to be in Preliminary classes from the start of Term 2 for MESH subjects	2b. Preliminary students to improve their literacy and numeracy so that they can function with success in mainstream classes	2b. Rich program 4 times per day to improve student outcomes taught by Learning Support teachers; DTLV to oversee growth measurement and discuss with Head of	2b. Completed but not successful (excluding a very small group of students)	2b. Students improve their literacy and numeracy; Growth measured by Learning Support teachers and then discussed with DTLV; Student movement occurs for "ready" students from Preliminary to Focus classes



<p>3. WACE data analysis</p>	<p>3a. To reduce the difference between the mean and standard deviation of the school mark and the moderated school mark and to have a high correlation (+0.7) between the school mark and the ATAR course examination mark</p> <p>3b. To be at or above the State average for all ATAR courses (aspirational goal)</p> <p>3c. All General students to successfully complete a Certificate II or higher course</p>	<p>Learning Support (Week 8 of each Term)</p> <p>3a. DPTL to discuss WACE ATAR results with HOLAs – What strategies will they use (if they need to use any, as results could show accuracy)? HOLAs are then to discuss with teaching staff</p> <p>3b. HOLAs to assist teachers' currency in regard to ATAR courses; HOLAs are to liaise with the DPS to ensure that students are in correct courses</p> <p>3c. Certificate teachers to closely monitor student progress and keep students on track (correspondence with parents/guardians etc) for successful completion; DTLM to oversee with VET Coordinator</p>	<p>3a. Achieved</p> <p>3b. Partly achieved</p> <p>3c. Achieved</p>	<p>3a. Greater accuracy in WACE ATAR results; Students offered places in the university course of their choice</p> <p>3b. More courses at or above the State mean</p> <p>3c. 100% Certificate completion</p>
<p>4. NAPLAN/OLNA data analysis</p>	<p>4. For teachers of students in Years 8-10 to access the 2018 NAPLAN data from the College portal and as a result target areas for improvement</p>	<p>4. Teachers must access the data for each student that they teach by the end of Term 1 Week 2 and note students' areas of strength and weakness and</p>	<p>4. Achieved</p>	<p>4. Teachers know their students better; Feedback targets areas to improve; Growth of collegial discussion around specific students (eg faces on data);</p>



		<p>target areas for improvement (“Know thy student” and feedback focus); HOLAs to identify (with teachers) students of particular concern, not already identified (IEPs, TAPs, CAPs) and facilitate discussion/meeting with Head of Learning Support; DTLV to identify (with sensitivity) student/s who need to pass OLNAs and monitor with HOLAs and teachers; Students in OLNAs category MUST attend tutoring</p>		<p>Student improvement; OLNAs students attend tutoring and gain success; 100% WACE completion</p>
<p>5. Bishops Literacy Religion Assessment (BRLA) data analysis</p>	<p>5. For students in Year 9 to be at or above the State average</p>	<p>5. Analysis of overall data to plot patterns of strength and concern; Develop a systematic program of teaching, revision and feedback of the 4 areas tested in Years 7-9; Teachers must monitor student progress; Develop student familiarity in online delivery of assessments</p>	<p>5. Achieved</p>	<p>5. Improvement in College average; By the end of Term 1, BRLA ‘teaching packs’ to be in use</p>
<p>6a. Identify students with strong academic performance in Year 7 (NAPLAN, Principal’s Honour List) and track to Year 12</p>	<p>6a. Gather longitudinal data to analyse patterns</p>	<p>6a. DTLV to collect data at the end of Semester 1 and Semester 2; DPTL and DPS to note changes over time</p>	<p>6a. Achieved</p>	<p>6a. Create a picture over time of areas of strength and weakness in Years/Learning Areas etc to provide to HOLAs to improve teaching and learning</p>



<p>6b. Begin developing a program for talented students</p>	<p>6b. To establish a worthwhile program for talented Year 7-12 students</p>	<p>6b. DPTL to discuss with Curriculum Board in Term 1</p>	<p>6b. Not achieved – Planning to commence in 2020</p>	<p>6b. By the end of Term 2, establish a committee to work towards the program (How will students be identified? What type of monitoring will be used? What form will it take? How will it be delivered?)</p>
<p>7. Develop a Learning Area Improvement Plan (Focus/Goals)</p>	<p>7. By 2020, all Learning Areas are to have a common format in place for their 2020 Improvement Plan (Focus/Goals) which should be linked to Year/s, Level/s or course targets</p>	<p>7. DPTL and DTLs to meet with HOLAs early in Term 2 to formulate a format</p>	<p>7. Not achieved</p>	<p>7. Common format in place for 2020 Improvement Plan (Focus/Goals)</p>
<p>Feedback – Students</p>				
<p>1. SEQTA Teach, Learn and Engage – All processes implemented all the time</p>	<p>1. Staff, students and parents/guardians can access current information on student progress; DLC to simplify the login process for parents/guardians; Maximum two-week turnaround time for marking feedback</p>	<p>1. All programs, assessment structure and dates, marks and grades to be up-to-date and loaded no later than Week 4 of each Term (must be “hit by a bus” proof); DTLM to ensure that reminders for parents/guardians to check SEQTA Engage are included in all Newsletters and Information Nights</p>	<p>1. Achieved</p>	<p>1. Improved communication and transparency/openness</p>
<p>2. Consolidate and imbed SNOWS (Strengths of the work,</p>	<p>2. Feedback that feeds forward (aim for at least two times each Term)</p>	<p>2. Staff to be reminded at Learning Area Meetings; HOLAs</p>	<p>2. Achieved</p>	<p>2. More specific direction for students to know how to improve should see them</p>



<p>next step for improvement, on the work only and specific)</p> <p>3. Learning Walks</p>	<p>3. Learning Walks to become familiar events that provide feedback from students</p>	<p>to monitor progress at Learning Area Meetings</p> <p>3. DPTL and DTLs to send forms Term 1 Week 5 and begin Learning Walks; DPTL and DTLs should collate data and provided feedback to HOLAs; Learning Walks should extend to include HOLAs and SLT by Term 3</p>	<p>3. Achieved</p>	<p>improve; Teachers reflecting on their own practice in regard to providing feedback</p> <p>3. “See” the learning; Teachers comfortable with others looking at the learning; Students proud of and comfortable to share their learning</p>
<p>Feedback – Staff</p> <p>1. ISMART Goal – Staff must identify by Term 1 Week 4; One goal to improve student learning</p> <p>2. Observation process to be refined for teachers and early career teacher</p>	<p>1. For staff to have a rich relevant goal that improves student learning</p> <p>2. Develop a user-friendly process for HOLAs (teacher observations) and DTLM (early career teacher observations)</p>	<p>1. Staff are to read the ASIP at the start of the year; Staff are to formulate their ISMART goal and discuss with DPTL, DTL or HOLA; Staff are to attend a monitoring progress session in Term 4 and when goal achieved</p> <p>2. HOLAs to work with DTLM to create an observation document for teacher observations and early career teacher observations (same) that is easy to use and promotes discussions on strengths and challenges (Use current model as a starting point for development)</p>	<p>1. Most staff identified goals and follow up has occurred</p> <p>2. Documentation aspect achieved</p>	<p>1. Staff satisfaction; Improved student learning</p> <p>2. Observation document improved and in use by the end of Term 1; Improved teaching – Teachers confident/happy to have others in their class</p>



3. Staff Learning Walks	3. Staff to do Learning Walks in small groups to “see” learning in other classrooms	3. DPTL and DTLs to create a format for this to happen so that Staff Learning Walks can occur in Terms 2, 3 and 4	3. Format created – No appetite from staff to be involved	3. “See” the learning; Improved teaching – Teachers confident/happy to have others in their class
Digital Pedagogy				
1. SEQTA Information Nights for parents/guardians early in Term 1 (especially Year 7)	1. Improve parent/guardian understanding and uptake of SEQTA	1. Plan Information Nights (approximately 20 minutes) for parents/guardians to BYOD and learn more about SEQTA and why we use it	1. Some definite positive movement with regards to the use of and proficiency with ICT	1. Increased parent/guardian engagement with all aspects of SEQTA
2. Teaching & Learning Staff Meeting with ICT focus	2. Staff work collaboratively and collegiality to develop/grow in regard to the use of technology	2. Staff have wealth of knowledge (Use activities including Q & A to share knowledge)	2. Partly achieved (ongoing)	2. Staff share ideas and experiences (leading to regularly and freely); Improved understanding of benefits of O365 tools for student outcomes
3. Use technology to drive innovation in the classroom	3. Work with staff who are digital innovators and risk takers to foster them becoming ignitors with their peers and in the classroom	3. Use the Collaborative Learning Area (Library staff to spearhead eg virtual reality activities – Outside of the box thinking)	3. Partly achieved (ongoing)	3. Staff being innovative in the classroom; staff inspiring other staff; staff inspiring student innovation
4. Problem based learning – Visual capture	4. Create a “place” to share problem-based learning visuals (eg <i>Wavelength</i>)	4. DLC to begin to explore appetite for this	4. Not achieved	4. Creation of a quality digital document



Goal 3

Ignite in staff and students a sense of passion and purpose for their work.

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<p>Formation of Values</p> <p>1. Provide opportunities for staff and students to reflect upon and connect with the value of 'Love of Work'</p>	<p>1. Develop and implement strategies for staff and students to participate in formation experiences centred upon the value of 'Love of Work'</p>	<p>1. Adopt a whole school approach for the integration of the value of 'Love of Work' by working with HOLAs and incorporating it into the curriculum; Principal to provide an overview of the origin of the Evangelisation Plan and how such values were formed; Home Room competitions on the meaning of 'Love of Work'; A 'Values Week' through the House system to establish better links between Pastoral Care and College values; Promotional material displayed around the College; Staff PD on 'Love of Work' sharing their reasons for becoming teachers, councillors etc</p>	<p>1. Staff and students reflected and connected with the value of 'Love of Work' through liturgies, Masses, assemblies, religion classes, PowerPoints, publications, posters, Home Room competitions and staff meetings; Staff were offered professional development on: 'Love of work' and 'Spirituality in the workplace'; To be continued: A 'Values Week'</p>	<p>1. 'Love of work' becomes an integral reference point to the College motto 'For Others; Staff and students refer to 'Love of Work' with a sense of understanding; Prayer and liturgical experiences provide opportunities for the staff, students and families to reflect upon 'Love of Work'; Promote 'Love of Work' in Newsletter and in communication with families; Conversations with HOLAs will indicate evidence of integration; Staff and students provide feedback indicating positive responses</p>
<p>Personal Spirituality</p> <p>1. Provide students with opportunities to come to a deeper understanding and appreciation for the Word of</p>	<p>1. Make prayer experiences more engaging and align the purpose with the experience at a student level</p>	<p>1. Align Masses with the curriculum – Year Level Masses rather than class Masses; Greater preparation for Masses and</p>	<p>1. Continued with class Masses, however, two or three classes combined; Students and teachers were better prepared by visiting</p>	<p>1. The celebration of Masses and the Sacrament of Penance aligned with the Years 7-10 curriculum; Increased number</p>



NAGLE
CATHOLIC
COLLEGE
EST 1994

<p>God, the Sacraments and personal and communal prayer</p>		<p>Retreats through Religious Education classes – Students to be more involved in preparation; Encourage greater use of the Chapel for Religious Education classes; Focus on the value of ‘Love of Work’ in Year Level Masses; Student prayer on vocation with reference to pride in work and doing their best over the Public Announcement System; Work with HOLA Religious Education to link Masses with curriculum and assist in preparation of Masses; Faith & Life Staff Retreat on the value of ‘Love of Work’; Greater use of the Catholic Centre and the Cathedral for Years 7-9 Retreats; Invite the College Chaplain to attend House Meetings and Religious Education classes; Review liturgical dance – This should be telling a story and more reverent and meaningful to the liturgical event; Hymn Singing with Year 7s during PCP led by Music Coordinator</p>	<p>the Chapel beforehand, so that they knew the correct procedures for entering and the importance of reverence; PowerPoints were used assist in teaching the meaning of the Eucharist; Improved cohesion with HOLA Religious Education in preparing classes</p>	<p>of bookings of the Chapel; Staff and students provide positive feedback regarding the increased presence of the College Chaplain; Faith & Life Team attend Staff Retreat and provide positive feedback; Feedback sought for all Retreats – Continual review of program effectiveness and staffing; Stronger singing and celebration at Masses, Assemblies and Liturgical Events</p>
---	--	---	--	--



NAGLE
CATHOLIC
COLLEGE
EST 1994

<p>Reconciliation Action Plan (RAP)</p> <p>1. Engage the College community in seeking to establish and maintain a just society that cares for and protects the marginalised and the most vulnerable</p>	<p>1. To increase the transition and retention rates of Aboriginal students</p>	<p>1. Promote MADALAH to Country towns, focusing on students from Country areas who would like a Catholic education; Encourage students to apply for the Kristy Crowe Scholarship; Develop a Aboriginal Education Plan with assistance from CEWA Geraldton; Form a new RAP Committee and meet twice per Term; Recognise Aboriginal students who have high levels of attendance; Run a 'Dads & Lads' Camp for Aboriginal students eg Gudah Group; More consistent monitoring of attendance and grades by Aboriginal Liaison Officer; Include other dominant cultures in cultural camps and activities; Access data and identify students who have not had the opportunity to attend camps and activities; Proposed Cultural Awareness Camp; Proposed Cultural Ambassador to build awareness, understandings and links between cultures; Schedule the Aboriginal</p>	<p>1. Grace Lewis from CEWA Geraldton worked with staff on an Aboriginal Education Plan – To be completed and implemented in 2020 (One session to go); New RAP Committee formed and RAP revised and on the website with greater cohesion and regular monthly meetings held during school time in order to involve more staff and students; Cultural Ambassadors appointed for 2020; More consistent monitoring of attendance and grades by Aboriginal Liaison Officer; Cultural Awareness Camps to Pia Wadjarri and Parnngurr; Successful Aboriginal Students Transition Day</p>	<p>1. Increased enrolments from regional areas; Updated RAP on College website; Evidence of strategies being implemented; Student and family participation in camps; Harmony Day celebrations; Students elected in leadership positions in 2020</p>
--	---	--	--	---



NAGLE
CATHOLIC
COLLEGE
EST 1994

		Students Transition Day for earlier in the year		
<p>Participation within Communities</p> <p>1. Foster within students, a commitment to actively participate in Christian Service Learning (CSL) within the local and wider communities</p>	<p>1. Explore, develop and implement effective methods for the recognition of student's contribution to CSL</p>	<p>1. Review the meaning and purpose of the Year 10-11 Endeavour programs and Year 12 Ministry Team; Discuss the Years 7-12 CSL programs and how they can be enhanced; Set a goal for the Ministry Team to assist or support the marginalised or vulnerable within the College; Review the Christian Leadership award so that it has a greater profile and credence at the College</p>	<p>1. Increased involvement of Religion classes in the CSL program; The Christian Leadership Award was promoted more strongly in Religion classes so that students understood the significance of the award</p>	
<p>Christian Leadership</p> <p>1. Nurture within 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</p>	<p>1. Explore, develop and implement effective methods for the recognition of students' Christian Leadership</p>	<p>1. Encourage the Ministry Team to read and be involved at parish Masses to establish greater connections between the College and parishes; Provide opportunities for all Ministry Team members to exercise and experience leadership; Formation and support of a community/parish Youth Group via the College Chaplain – It is</p>	<p>1. Attempted but with no success; Three youth group meetings were held and some of our students attended; 14 Nagle students and 5 staff attended the ACYF in Perth which was a very successful event; The Student Ministry Team was promoted more strongly through the Emerging Leaders program which resulted in an increased</p>	<p>1. Strong representation at the Festival of Youth in Perth</p>



NAGLE
CATHOLIC
COLLEGE
EST 1994

		<p>hoped that this will provide opportunities for faith formation and leadership development and encourage Nagle students to attend the Festival of Youth in Perth; Discuss the image of the Ministry Team – How do we attract good people? Do we need to change the name or image?; Further emphasise the importance and priority of Student Ministry Captains via the Emerging Leaders program; Promote the value and personal growth/advantages of joining the Ministry Team; Establish stronger links with the Youth Ministry Team in Perth and other programs</p>	<p>number of students applying for the positions</p>	
<p>Staff Wellbeing</p> <p>1. To enhance the pastoral care of all staff through further developing a positive culture of trust and support</p>	<p>1. Responsibility across all Learning Areas is accepted</p>	<p>1. Ask for representatives from all Learning Areas to be involved; Continue to source feedback on staff initiatives and activities/events; Ask and delegate tasks to non-committee members</p>	<p>1. This came under the banner of Students in 2019</p>	<p>1. Positive and constructive feedback from all staff</p>