



## School Performance Information 2017

### 1. Contextual Information

Nagle Catholic College is a coeducational Catholic Secondary College for Years 7 to 12, enrolling in excess of 1200 students in 2017. 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
<b>Diploma</b>	<b>17</b>
<b>Bachelor Degree</b>	<b>85</b>
<b>Post Graduate Diploma</b>	<b>50</b>
<b>Masters</b>	<b>11</b>
<b>Doctorate</b>	<b>1</b>



### 3. Workforce Composition

Our workforce consists of the following staff:

	Male	Female	Indigenous
<b>Teaching Staff Full Time (including Principal)</b>	<b>31</b>	<b>50</b>	
<b>Teaching Staff Part Time</b>	<b>1</b>	<b>9</b>	
<b>Non-Teachers Full Time</b>	<b>14</b>	<b>28</b>	<b>4</b>
<b>Non-Teachers Part Time</b>	<b>1</b>	<b>16</b>	<b>2</b>

	Male	Female	Indigenous
<b>FTE Teaching Staff</b>	<b>31.7</b>	<b>56.0</b>	
<b>FTE Non-Teaching Staff</b>	<b>14.4</b>	<b>37.6</b>	<b>4.7</b>

### 4. Student Attendance

	Students	Attendance (%)
<b>Year 7</b>	<b>252</b>	<b>91.4</b>
<b>Year 8</b>	<b>220</b>	<b>90.5</b>
<b>Year 9</b>	<b>222</b>	<b>89.2</b>
<b>Year 10</b>	<b>192</b>	<b>90.4</b>
<b>Year 11</b>	<b>193</b>	<b>93.0</b>
<b>Year 12</b>	<b>167</b>	<b>93.2</b>
<b>Average Attendance</b>	<b>1246</b>	<b>91.3</b>

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 ring the Student Services Line (08) 9920 0500 before 10.00am. In addition to this, the College should receive written advice of the absence on the day the student returns to the College. This note should be written and signed by a parent/guardian. The parents of any student who is an unexplained absence, are sent a text message to alert them that their child is not present.

The College continually monitors each student's attendance record. Where a student's attendance falls below 85% or the College has not been provided with notice of the absence, then the parents/guardians will be informed by letter and contact will be made by the College Heads of Houses. Exceptions to this procedure are where the absence is due to illness (medical certificate supplied), bereavement or some types of family matters.

Regular attendance at the College is required from all students. In the case of frequent truancy, the appropriate Education Authority will be contacted so that further action can be initiated.



## 5. 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
<b>Grammar and Punctuation</b>	<b>531</b>	<b>573</b>	<b>542</b>	<b>574</b>	<b>533</b>	<b>566</b>
<b>Numeracy</b>	<b>544</b>	<b>584</b>	<b>554</b>	<b>592</b>	<b>545</b>	<b>583</b>
<b>Reading</b>	<b>533</b>	<b>581</b>	<b>545</b>	<b>581</b>	<b>538</b>	<b>577</b>
<b>Spelling</b>	<b>537</b>	<b>569</b>	<b>550</b>	<b>581</b>	<b>539</b>	<b>575</b>
<b>Writing</b>	<b>503</b>	<b>566</b>	<b>513</b>	<b>552</b>	<b>507</b>	<b>547</b>

## 6. Student, Parent and Teacher Satisfaction

### Students

Students were provided with an opportunity to provide feedback in relation to a number of factors. The most recent data indicating favourable responses is shown below:

1. Student Morale	75.4%
2. Student Distress	78.5%
3. Connectedness to School	80.9%
4. Teacher Empathy	82.8%
5. Purposeful Teaching	84.9%
6. Stimulating Learning	66.5%
7. Learning Confidence	86.7%
8. Student Motivation	92.3%
9. Connectedness to Peers	91.5%
10. Student Safety	84.8%
11. Classroom Behaviour	68.1%
12. Importance of a Catholic School	48.8%
13. Student Opportunities	85.8%
14. Behaviour of Staff	82.6%
15. Behaviour of Students	64.3%
16. Student Compassion	87.1%
17. Christian Service	85.3%

### Parents

Parents were provided with an opportunity to provide feedback in relation to a number of factors. The most recent data indicating favourable responses is shown below:

1. Learning Focus	92.2%
2. Extra Curricular	81.3%
3. Homework	90.6%
4. Connectedness to School	96.9%
5. Student Motivation	87.5%
6. Social Skills	93.8%



7. Connectedness to Peers	92.7%
8. Student Safety	88.5%
9. School Approachability	87.5%
10. Parent Input	86.3%
11. Student Reports	82.3%
12. School Improvement	90.6%
13. Behaviour Management	91.4%
14. Stimulating Learning	89.8%
15. Teacher Morale	97.5%
16. Classroom Behaviour	67.2%
17. Transitions	90.6%
18. Importance of Catholic School	83.0%
19. Opportunity	98.1%
20. Behaviour of Staff	98.7%
21. Behaviour of Students	87.4%
22. Parent Compassion	95.4%
23. Parent Christian Service	98.5%

### Teachers

Teachers were provided with an opportunity to provide feedback in relation to a number of factors. The most recent data indicating favourable responses is shown below:

1. Individual Morale	89.3%
2. Individual Distress	77.3%
3. School Morale	91.4%
4. Supportive Leadership	84.0%
5. Role Clarity	87.8%
6. Teamwork	87.4%
7. Empowerment	72.3%
8. Ownership	84.8%
9. Appraisal & Recognition	65.6%
10. Professional Growth	81.3%
11. Work Demands	58.9%
12. School Distress	84.0%
13. Student Management	89.8%
14. Respect for Students	97.8%
15. Student Behaviour (school)	98.5%
16. Student Motivation	83.0%
17. Engaging Practice	85.5%
18. Partner Partnerships	81.2%
19. Quality Teaching	87.0%
20. Student Behaviour (classroom)	93.5%
21. Teacher Confidence	95.9%
22. Curriculum Processes	90.1%
23. Staff - Importance	80.0%
24. Staff – Opportunity	98.7%
25. Staff – Behaviour of Staff	92.9%
26. Staff – Behaviour of Students	86.2%
27. Staff – Compassion	100%



28. Staff – Social Justice	96.7%
29. Quality Catholic Schooling Tool (formerly Framework)	81.5%
30. Annual School Improvement Plan	87.6%
31. Overall Enthusiasm	62.2%
32. Survey Usefulness – School	71.1%
33. Acted on Previous Surveys – Personally	68.9%
34. Acted on Previous Surveys – School	73.3%
35. Act on Results – Personally	73.3%
36. Act on Results – School	68.9%
37. Issues Coverage	73.3%

## 7. School Income

Access to this information can be obtained on:

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

## 8. 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.

The Schools 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	93.7
Number of students who achieved Certificate II or higher	74
Median ATAR	78.5
Highest ATAR	98.9
Number of students who achieved an ATAR of more than 90	18
Number of students who achieved a Certificate of Distinction/Merit/Excellence	16

ATAR Triciles	Low	Mid	High
Nagle Catholic College	30	37	33
State	33	33	33



**9. Post-school destinations**

Results of the Destination Survey, in which 76.0% of the Year Group participated, are as follows:

Destination	%
University	60.6
Employment	33.1
Other	6.3



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## 10. Annual School Improvement Goals for 2017

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

### Goal 1

#### *Review the physical environment and provision of services to enhance the student sense of safety and wellbeing.*

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



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		<ul style="list-style-type: none"> <li>Review and enhance the Bullying Policy and identify additional proactive initiatives</li> </ul>		
<ul style="list-style-type: none"> <li>Deliver a comprehensive and valuable Student Leadership Program</li> </ul>	<ul style="list-style-type: none"> <li><b>By the end of Term 3,</b> students will have undertaken leadership activities to prepare them for future leadership roles at the College</li> </ul>	<ul style="list-style-type: none"> <li>Clarify agreed understandings of Year 11 leadership process at the College <b>in Term 1</b></li> <li>Selected Year 11 students attend the GRIP Leadership Conference <b>in Term 1</b></li> <li>Provide students and parents/guardians with a copy of the Student Leadership Program in booklet form, with deadlines and requirements listed <b>in Term 2</b></li> <li>All Year 11 students attend a Leadership Day <b>in Term 3</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Year 11 Leadership Program enhanced</b></li> <li><b>Students attended the Grip Leadership Conference</b></li> <li><b>Booklet provided to all students in Geraldton and Carnarvon</b></li> <li><b>Students attended a Leadership Day</b></li> </ul>	<ul style="list-style-type: none"> <li>Large number of Year 11 students successfully complete Year 11 Emerging Leaders Program</li> </ul>
<ul style="list-style-type: none"> <li>Continue to develop our Restorative Practice approach</li> </ul>	<ul style="list-style-type: none"> <li><b>By the end of Term 2,</b> Restorative Practice will be an integral component of pastoral interactions</li> </ul>	<ul style="list-style-type: none"> <li>Conduct Professional Development on Restorative Practice at <b>start of Term 2</b></li> <li>Analysis of current practice - Refine and evaluate the current Behaviour Management Plan</li> <li>Application of Restorative Practice</li> </ul>	<ul style="list-style-type: none"> <li><b>Behaviour Management Plan refined (Student Management Plan) visible to students</b></li> <li><b>Reinforcement of the plan with staff and parents/guardians so that the approach is consistent</b></li> <li><b>Professional learning on Restorative Practice twice throughout year</b></li> <li><b>Regular feedback to students, staff and parents/guardians</b></li> </ul>	<ul style="list-style-type: none"> <li>Consistent approach to Restorative Practice, observable as part of pastoral processes</li> <li>Agreed understanding of Behaviour Management Plan - Flow Chart visible in every class room</li> <li>Revised practices observed in class room settings</li> <li>Staff follow protocols when behaviour does not meet expectations</li> </ul>





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			regarding Student Code of Conduct	<ul style="list-style-type: none"> <li>Parents/Guardians support the College in implementing expected student behaviours</li> </ul>
<ul style="list-style-type: none"> <li>Promote a safe and caring environment through the development of the physical environment and a change in counselling processes</li> </ul>	<ul style="list-style-type: none"> <li><b>By the end of Term 1</b>, the Presentation Centre will be fully refurbished</li> <li><b>By the end of Term 1</b>, the role of the Counsellors will be clarified and the processes recommended by the Executive will have been implemented</li> </ul>	<ul style="list-style-type: none"> <li>Design and furnish the Student Services area</li> <li>Promote a safe, caring and comfortable environment for students, through an attractive and modern physical environment and genuine and caring personal interactions</li> <li>Speak with Doctor Tim Wong from the Catholic Education Western Australia around best practice for counselling</li> <li>Present information to the Executive and request recommendations</li> <li>Implement the processes recommended by the Executives</li> <li>Communicate recommendations to students, staff and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Counselling process simplified</li> <li>Positive survey results from Student Wellbeing Survey</li> </ul>	<ul style="list-style-type: none"> <li>Positive survey results from Student Wellbeing Survey</li> <li>Implementation of the recommendations for counselling process</li> </ul>

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Learning

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Accountability

Discipleship



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## Goal 2

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

Focus	SMART Goals	Strategies	Achievements	Success Indicators
<ul style="list-style-type: none"> <li>Use data more effectively (Internal assessments, NAPLAN, AGAT, CLP, WACE etc) to enhance Teaching and Learning programs and practices to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li><b>By the end of Term 1</b>, Year 7 students will be ability grouped</li> <li><b>By the end of Week 5 Term 1</b>, Year 12 students will be on track for WACE</li> <li><b>By the end of Term 1</b>, CLP will have been introduced to staff</li> <li>HOLAs will regularly review student grouping to ensure best possible learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Data from Primary School, internal assessments and AGAT will be used to group students accurately</li> <li>Lower school students will be grouped accordingly and Teaching and Learning programs adapted</li> <li>Inform staff of CLP and develop approach by beginning to look at Year 8 students</li> <li>Current Grade/Current Mark will be used to track Year 12 students and they will be counselled (academically)</li> <li>HOLAs will monitor Current Grade/Current Mark <b>at least twice per term</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Students were ability grouped → Note for 2018: This was too early</b></li> <li><b>Current Grade and Current Mark used to counsel students and continues to be used to monitor students. Students were moved both up and down in MESH courses</b></li> <li><b>Staff were informed; We did not move on this for Year 8 students</b></li> </ul>	<ul style="list-style-type: none"> <li>All Year 7 students engaged in their learning and achieving to their potential (NAPLAN 2019 results)</li> <li>100% WACE Graduation Rate: General students →work, apprenticeship or further study ATAR students →university offers, improved tricales, fewer students below ATAR of 65</li> <li>Rich, engaging Teaching and Learning programs and practices and students achieving to their potential</li> <li>Staff better informed about students' learning</li> </ul>
<ul style="list-style-type: none"> <li>Link Staff ISMART goals to Professional Learning, the Standards and improving student outcomes</li> </ul>	<ul style="list-style-type: none"> <li><b>By the end of Week 6 Term 1</b>, staff will have met with Deputy Principal – Teaching and Learning and Director of External Studies to identify their focus for 2017</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have 15 minute meeting with Deputy Principal – Teaching and Learning/Director of External Studies</li> <li>Record of ISMART goals to be kept</li> </ul>	<ul style="list-style-type: none"> <li><b>Most staff engaged in setting of ISMART goals</b></li> </ul>	<ul style="list-style-type: none"> <li>Staff achieve ISMART Goals</li> <li>Staff visibly sharing Professional Learning</li> </ul>



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



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<ul style="list-style-type: none"> <li>• Ability group Year 7-10 students in English, Maths, Science and HASS</li> </ul>	<ul style="list-style-type: none"> <li>• HOLAs and teachers to use data gained from assessments to maximise the learning programs for students so that they achieve the best outcomes</li> <li>• Flexibility to move students appropriately (ongoing all year)</li> </ul>	<ul style="list-style-type: none"> <li>• To create Accelerate, General and Focus classes</li> <li>• To have rich, engaging, level appropriate courses that allow students to thrive in their learning</li> <li>• To be flexible and move students according to their progress and development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students allocated to classes</b></li> <li>• <b>Teachers report improved level of engagement of students in their learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students engaged in their learning</li> <li>• Better meeting of needs of students → engagement, fulfilment</li> <li>• Improved results in external assessments in 2018</li> <li>• Parent/Guardian satisfaction</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance feedback to students – Current Grade, Current Mark, 4 Habits, 3 reflections consolidated</li> </ul>	<ul style="list-style-type: none"> <li>• <b>By Week 5 Term 1</b>, teachers will know how to show Current Grade and Current Mark and will implement the use after every assessment</li> <li>• <b>By the end of Term 1</b>, teachers will master providing feedback to students that demonstrates the criteria (it will become a habit); Teachers will regularly reflect on their practice (Refer to Appendix A – Strategic Plan, ASIP and Curriculum Plan Focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Show teachers how to set up Current Mark; Provide a guided copy of how to set up Current Mark and Current Grade in the Staff Handbook.</li> <li>• Students and parents/guardians to be informed via Bulletin and Newsletter that such features are available through Learn and Engage</li> <li>• Practice and revise the 4 habits and 3 reflective questions at a Staff Meeting using learning area specific student work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers maintain Current Mark in their Marks Book</b></li> <li>• <b>Students refer to their assessment marks as part of learning conversations</b></li> <li>• <b>Feedback that feeds forward raised again, but not yet embedded</b></li> </ul>	<ul style="list-style-type: none"> <li>• Current Grade and Current Mark become common practice (“It is what we do here.”)</li> <li>• Students monitor their own learning</li> <li>• Teachers better understanding how to move their students forward → “Feedback that feeds forward”</li> <li>• Parent/Guardian satisfaction around more data available to them</li> </ul>
<ul style="list-style-type: none"> <li>• Promote visible learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>By Week 5 Term 1</b>, learning walks will commence and become regular occurrences</li> <li>• Development of CLP → Initiation of data wall <b>by start of Term 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• To undertake learning walks that have a focus (eg technology use) and have walkers with specific roles (the learning, the physical environment etc) that use the five</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited action due to program not run by CEWA</b></li> </ul>	<ul style="list-style-type: none"> <li>• Development of professional conversations around student data</li> </ul>



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	<ul style="list-style-type: none"> <li>• <b>By the end of 2017</b>, all Learning Areas will have contributed to the Newsletter (student voice)</li> </ul>	<p>questions modified to suit us and that give many teachers the opportunity to be “walkers”</p> <ul style="list-style-type: none"> <li>• Set up data wall</li> <li>• HOLAs will nominate at least one Term when they will have student voice in the Newsletter</li> </ul>		<ul style="list-style-type: none"> <li>• Better understanding of students and their learning</li> <li>• Teachers positively responding to and about the student learning that they are seeing</li> <li>• All Learning Areas are visible in the Newsletter = Pride → students, staff, parents/guardians; Enhanced community perception of the College</li> </ul>
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### Goal 3

#### *Deepen the understanding of the College value 'Presence'*

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



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



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

Learning

Engagement

Accountability

Discipleship