



Diocese of Sale
Catholic Education Ltd

2024

Annual Report to the School Community



Nagle College

20 Hope Avenue, BAIRNSDALE 3875

Principal: Douglas Doherty

Web: www.nagle.vic.edu.au

Registration: 1589, E Number: E4025

Principal's Attestation

I, Douglas Doherty, attest that Nagle College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 20 May 2025

About this report

Nagle College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the DOSCEL Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, we have much to be proud of.

Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCFP) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

Vision and Mission

Vision Statement:

"I have come that they may have life, and have it to the full". John 10:10

Inspired by the life of Christ, our Presentation Heritage and the Salesian Charism, Nagle College is a Catholic community that welcomes, builds strong relationships, evangelises and prepares young people for life.

Mission Statement

So that all members of the Nagle College community can live out the College Motto "Let Your Light Shine", we will:

- Develop a safe, nurturing and hope-filled community based on Christ's message of love, justice and service.
- Provide innovative, inclusive and engaging educational pathways that enable students to develop their potential to become lifelong learners in the 21st century.
- Build a culture that promotes and accepts personal excellence.
- Be people of dignity, respect, compassion, resilience and unconditional love.
- Be conscientious stewards of the environment.
- Continue to build sustainable relationships with faith communities, other educational institutions, and community organisations and businesses.
- Create leadership opportunities and provide formation for all members of the college community.
- Celebrate the traditions and rituals of our Catholic Story.

College Overview

Nagle College is a Catholic co-educational secondary college situated on the outskirts of Bairnsdale in Eastern Gippsland. The College was founded in 1958 by the Presentation Sisters and has served the educational needs of the young people of East Gippsland for over 65 years. Nagle College is a diocesan school that aims to support parents in educating their daughters and sons within the Catholic tradition and the spirit of its founders, Nano Nagle and St John Bosco.

As we teach and work with our young people our philosophy is grounded in the Gospel of Jesus and the interpretations lived out by Nano Nagle, founder of the Presentation Sisters, and St John Bosco, founder of the Salesian Society. Like our founders we believe that education can be liberating and encourages students to build self-belief and the skills to be productive members of their community and enhance their vocational prospects where they can find a sense of purpose.

The College has an inclusive enrolment policy. We endeavour to be a low fee school, offering a broad, holistic curriculum that aims to engage and challenge our students, demanding excellence from them whilst developing their mind, body and spirit. We take pride in our ability to cater for the broad needs of all students. This is highlighted in the wide range of options taken up by Nagle graduates including tertiary and further studies, traineeships and apprenticeships.

We seek to build upon the foundations laid by past generations who established a clear direction for the College, recognising the special Catholic culture of Nagle College and the specific influences in this region. We aim to build upon this culture and develop strategies to create an even better school and community as we work to improve the educational opportunities provided for our students.

Principal's Report

2024 began with a positive intake of 165 Year 7 students, unfortunately there was a significant decline in the retention of students, leading to a census of 738 students for 2024: however, by the end of 2024 the positive narrative of College improvements saw an increase to 816 students.

2024 was a year of successful reviews - Climate Checker, School Review, CIRE review and VRQA review. This was an amazing opportunity for myself as the new Principal to formulate a 'blueprint' when creating our new 2025-2028 Strategic Plan, which was successfully formed in consultation with all key stakeholders.

The key messages coming from all the reviews was that staff were developing a strong pride in the College, they were feeling much safer than previous years, staff feel listened to and encouraged to develop their skills during 2024. There was a strong desire to develop accountability for all staff to ensure collective responsibility in implementing whole College Learning and Behaviour expectations. It was also very evident that staff viewed students as predominately passive learners and there was an immediate need to develop strategy and action to ensure student engagement in all College Pillars of Culture.

From these findings, there was a restructure of Leadership positions and Student Services. There was a significant development in the implementation of Co-Authorised Leadership as a model for Leadership within Nagle College, that also focuses on clarity of roles and processes. This was also accompanied with a significant investment in providing these leaders with both time and expertise development.

During 2024, Operational Leaders and Strategic Leaders have both received the support and guidance of expert external consultants, to help develop personal and team capabilities. This is in line with the developing culture of the Nagle College as a Community of Practice.

The phrase - Safe, Happy and Successful has been imbedded into the universal language of daily life at Nagle College during 2024. The implementation and continued support through Leadership presence, has led to a very significant reduction in the serious behavioural events previously common at Nagle College. The data for social behaviours is tracked regularly and the growing success of positive behaviour is regularly celebrated with the staff and students.

This drive to raise and uphold expectations for behaviour and personal improvement has also been underpinned by the consistent message to students regarding 'Every Teacher has the Right to Teach, and Every Student Has the Right to Learn.'

Strenna - Salesian Theme for the Year: "The Dream That Makes You Dream"

This theme was very exciting for a school community undertaking a renewal of expectations, leadership and vision. It invites the Salesian Family to rediscover and live Don Bosco's original dream at nine years old—a dream that inspired his lifelong mission to serve the young, especially the poor and marginalised. It emphasises the power of dreams rooted in faith, love, and service, encouraging all to accompany young people in discovering their own God-given purpose. The Strenna calls the Salesian community to rekindle the passion for education, re-contextualised evangelisation, and hope, continuing Don Bosco's legacy with creativity and dedication in today's world.

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity and Religious Education

To become expert teachers who plan and use evidence-based strategies to deliver a high-quality Religious Education Curriculum, using *To Live in Christ Jesus* as the source document (including Sexuality Education in the Catholic School).

Expert Teacher Practice and Improved Student Outcomes

Students in all schools achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environments.

Leadership for Learning and Resources

Learning: For Leaders to facilitate school improvement at Nagle College.

Child Safety: Continue to plan for and provide a safe and suitable environment for all students and staff. Child safety and vulnerable adult practices are embedded within the culture.

Resources: To provide suitable facilities, appropriate levels of staffing and the necessary resources to support student learning and well-being.

Achievements

In June 2024, Nagle College underwent a comprehensive school review process. We were pleased with the findings, particularly in relation to our ongoing commitment to strengthening Catholic Identity and Religious Education. The review affirmed many positive practices across the College.

Recontextualising Dialogical Communities

The review acknowledged the integration of recontextualising and dialogical approaches in various aspects of the College's faith life. These approaches are evident in our prayer, ritual, and liturgical celebrations, as well as within the Religious Education curriculum.

School leaders, including the Principal and Leaders of Religious Education, actively engage with reports prepared by DOSCEL's Catholic Identity and Religious Education (CIRE) Education Officers. This engagement deepens our collective understanding of key frameworks such as the Enhancing Catholic School Identity (ECSI) project, the CIRE Survey,

and Insight data. Members of the leadership team also provide clear guidance to staff on Religious Education priorities.

The review identified that efforts are being made to strengthen the link between classroom practices and Catholic Social Teaching, with school leaders and staff demonstrating an increasing capacity to articulate these connections. It also served as a valuable opportunity to reflect on our current practices and strategically plan for the continued growth of Catholic Identity and Religious Education at Nagle College.

High-Quality Religious Education

Significant progress has been made in developing staff understanding of the progression of learning within *To Live in Christ Jesus*, the curriculum framework for Religious Education. The College is exploring the use of both formative and summative assessments to enhance teaching and learning outcomes in this area.

Religious Education and sexuality education units are planned by individual teachers using *To Live in Christ Jesus* and *Sexuality Education in the Catholic School*. These units are reviewed and refined with support from the Leaders of Religious Education to ensure alignment with diocesan expectations.

Most members of the Religious Education team, including leaders and teachers, are appropriately accredited to teach Religious Education or work in a Catholic school. Ongoing professional learning opportunities are provided in accordance with VCEA policy. Staff not yet accredited are actively encouraged and supported to achieve the required accreditation.

Parish and School Partnerships

Strong and meaningful partnerships between the parish and school remain a key focus. The Principal and Leaders of Religious Education consistently promote the Catholic identity of the College by nurturing a recontextualising and dialogical school community.

The College invites the Parish Priest to participate and lead in the prayer, ritual, and liturgical life of the school. Parish involvement is actively encouraged and facilitated for special events, strengthening our shared sense of community and mission.

Value Added

Catholic Identity and Religious Education are central to the mission of Nagle College, underpinning our commitment to the spiritual, moral, and ethical development of all members of our community. Guided by the Gospels and inspired by the Salesian Charism and Presentation traditions, our vision is to create a community where faith is lived, hope is encouraged, and love is expressed through meaningful action such as:

Liturgy and Worship

- GAP (Gratitude and Prayer) Time and Pastoral Prayer
- All Staff Beginning of Year Mass
- Coffee and Charism – Year 7 Parent Welcome
- Commencement Mass
- Student Led Easter Liturgy
- Inaugural Commissioning Mass for Principal and Leadership Team
- Founders' and Patrons' Day Mass
- Year 12 Graduation Mass

Faith in Action:

- Caritas Australia – Project Compassion Launch
- Retreats and Formation
- Salesian Mission Connection
- Visit from Ms Lauren Hichaaba Salesian Ministries– The Cagliero Project
- Emily Kool, a Year 10 student, represented Nagle College on the Cagliero Immersion to Cambodia, living out the Salesian mission beyond borders.

Staff Faith Formation:

- Catholic Identity and Religious Education Staff Reflection Day – “The Power of Story”
Led by Christine Carlton, this formation day explored the importance of storytelling in building community and meaning. Staff reflected on the legacy of Don Bosco and Nano Nagle, sharing personal stories that affirmed their commitment as Catholic educators.

Professional Development and Accreditation:

In 2024, a significant number of staff expressed interest in undertaking the Accreditation to Teach and Lead in a Catholic School course. As a result, six teachers commenced the two-year accreditation course, marking the highest number of teaching staff enrolled in this course in many years. By the end of 2024, one teacher had successfully finished the accreditation course. This reflects a strong commitment among staff to deepening their understanding of Catholic education and strengthening their capacity for leadership within the context of Catholic Education.

To support this commitment, the school provides a minimum of two professional development opportunities or meetings each term to assist teaching staff in gaining and maintaining their accreditation. These sessions are led by Nagle's Religious Education team in collaboration with DOSCEL's Catholic Identity team.

The 2024 Insight SRC (Catholic Culture) survey results show some growth and sustained strengths in key areas of Catholic identity. The importance staff place on celebrating prayer and participating in liturgies and sacraments has improved, rising from the lower 25% into the

middle 50% of Victorian Catholic Secondary Schools. Staff also continue to report strong opportunities to reflect on their faith, pray together, and celebrate liturgies and sacraments, remaining in the top 25% across the state. Student data reflects a similar trend, with student perceptions around faith reflection, prayer, and shared liturgical experiences sitting within the middle 50% of Victorian Catholic Secondary Schools. A significant improvement has been recorded in staff behaviour aligning with faith-based values, which has shifted from the lower to the middle 50% of Victorian Catholic Secondary Schools. The importance of compassion and the opportunity for staff to act with compassion continues to be a strength, continues to sit in the top 25% of Victorian Catholic Secondary Schools. Staff continue to value social justice and report ongoing opportunities to engage, affirming the College's commitment to living out the values of the Catholic faith.

Learning and Teaching

Goals & Intended Outcomes

Goal:

Develop high-impact teaching practices and provide opportunities for students to achieve their potential.

In 2024, Nagle College continued to strengthen its commitment to high-impact teaching and learning practices underpinned by clarity, consistency, and continuous professional reflection. The College's learning and teaching program is designed to foster excellence, inclusivity, and engagement across all year levels, supporting each student to achieve their potential.

Strategies:

1. Embed evidence-based teaching methods such as explicit instruction and regular feedback.
2. Use data-informed practices to target student needs and adjust instruction accordingly.
3. Create inclusive, supportive learning environments that cater to diverse learning styles and needs.

Measures of Success:

1. Increased student growth and achievement data (e.g. NAPLAN, PAT, classroom assessments).
2. Improved student engagement and attendance.
3. Increased number of students achieving learning goals and personal bests.

Actions:

1. Run professional development sessions on high-impact strategies (e.g. worked examples, questioning techniques, formative feedback).
2. Collaborate in teams to monitor student outcomes and adapt teaching approaches.
3. Reflect on curriculum design to ensure lesson plans are focussed and support specific student learning outcomes.

Achievements

Professional Growth through Teaching SPRINTS

As part of the College's focus on evidence-informed pedagogy, Teaching SPRINTS were embedded within the professional learning schedule. These structured, collaborative cycles

of inquiry allowed staff to trial, refine, and reflect on targeted teaching strategies that respond to identified student learning needs. SPRINTS were conducted throughout each semester and involved:

- Identifying a focus area based on student learning data
- Collaboratively designing and implementing strategies
- Reflecting on impact and refining practice

This process empowered staff to take ownership of their professional development, while ensuring ongoing, measurable improvement in teaching quality

Using Data to Inform Practice

Throughout 2024, Nagle College teachers drew on a range of formative and summative data sources to:

- Identify individual learning needs and plan targeted interventions
- Monitor progress and growth over time
- Evaluate the effectiveness of teaching strategies
- Inform professional conversations during SPRINT cycles and Subject Learning Teams meetings

This data-informed approach ensures that teaching is responsive and equitable, supporting all learners to achieve success.

Curriculum Design and Learning Management via SIMON

The development and refinement of lesson plans continued to be centralised through SIMON. This platform allowed staff to design and curriculum resources, ensuring alignment with Victorian Curriculum standards and accessibility for students. Lesson plans uploaded to SIMON:

- were regularly reviewed to include adjustments for diverse learners, supported by the SEED department.
- included clear learning intentions and success criteria
- were scaffolded with formative assessment checkpoints for timely feedback

This system also provided a transparent structure for students and families to engage with learning content.

Student Learning Outcomes

In 2024, Nagle College promoted the goal that every student is capable of success. As such, the teaching and learning environment was framed by:

- Clear academic and behavioural expectations established using the WSAPBS framework
- Visible recognition of academic growth and excellence across all subjects

Commendation of student achievement occurred both formally (e.g. award ceremonies, academic reports) and informally (classroom praise, learning displays), reinforced a culture of respect, responsibility and excellence.

Aligned with research-based approaches to formative assessment, the College placed a strong emphasis on improving the timeliness and quality of feedback provided to students. Teachers were expected to:

- Offer feedback that is specific, constructive, and aligned with success criteria and clearly structured rubrics
- Utilise formative assessment tools embedded within lessons
- Use SIMON to ensure that both students and families are aware of individual student academic growth and areas that need improvement

These strategies support metacognitive development and empower students to take an active role in their learning journey.

NAPLAN results indicated a growth across most areas since 2023. Also, with improved curriculum in the VCE VM program, students are selecting their VCE pathway more carefully with better completion results.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	537	63%
	Year 9	543	55%
Numeracy	Year 7	531	68%
	Year 9	546	55%
Reading	Year 7	543	73%
	Year 9	556	63%
Spelling	Year 7	522	66%
	Year 9	540	60%
Writing	Year 7	539	61%
	Year 9	559	62%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	99%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	27%
TAFE / VET	6%
Apprenticeship / Traineeship	24%
Deferred	0%
Employment	36%
Other - The category of Other includes both students Looking for Work and those classed as Other	6%

Student Wellbeing

Goals & Intended Outcomes

- Continued implementation and strengthening of the Whole School Approach to Positive Behaviour Support.
- Provide opportunities to enhance student voice and agency.
- Work collaboratively with families, community groups, allied health professionals and external agencies to support and improve student wellbeing and child safety.
- All College community members to demonstrate an understanding of the importance of positive and caring relationships to foster successful learning and build mutually respectful relationships within safe and inclusive environments.

Achievements

- Strengthened the implementation of the key Universal Features of the Whole School Approach to Positive Behaviour Support.
- Regular Student Support Group and Out of Home Care meetings.
- Facilitation of staff First Aid Mandatory Reporting, Child Safety, Emergency Management and Anaphylaxis Training, Youth Mental Health First Aid.
- Collaborative work undertaken with external support agencies including the Department of Families Fairness and Housing, Gippsland Engaged Mentoring, GippSport.
- Participation of students in decision making through the Student Oratory .
- Transition activities with local primary schools.
- Additional transition activities for vulnerable students.
- Grade 6 Orientation Day
- Discover Nagle evening
- Provision of wellbeing resources for staff, including resources targeted to the promotion of relationship building and engagement.
- Enhancement of Individual Student Wellbeing Plans and Intensive Support Plans and Individual Education Plans for students in Out of Home Care.
- Inclusive practices. Learning Adjustment Strategy Implementation including ATSI and NCCD team.

Value Added

- Year 12 Valedictory evening
- Year 12 Graduation Day celebrations
- Catholic Social Justice Fundraising events and activities
- Salesian College Captains Conference

- Inter-house sporting competitions
- Founders Day
- Diversity Dash
- National days of action such as R U OK Day and Do It For Dolly Day
- Establishment of a Student Safeguarding Committee

Student Satisfaction

2024 Insight SRC shows that improvements were made in the areas of connectedness to school and students learning confidence. Student wellbeing data has been in general decline for the past 5 years, however that declined slowed significantly in 2024.

The formation and leadership of the Student Safeguarding Committee has also led to the collation of favourable data that illustrates that students are feeling much safer, happier and successful in both classrooms and other learning environments.

Student Attendance

Each day the College sends an SMS notification to families if their child is marked as absent and the parent/guardian has not notified the College of their student's absence. If a parent/guardian has not responded to the SMS by a designated time the College Attendance Officer will attempt to contact the parent/guardian. In the event that contact is not established the College Attendance Officer will contact the student's designated emergency contacts.

In instances where a concern exists for the welfare of a child who has not been accounted for the relevant external authorities will be notified. At the conclusion of the school day a letter is emailed (or posted) to any family who has not responded to the SMS message requiring them to provide an explanation for the student's absence. A copy of this letter is emailed to the student's Pastoral Teacher. If there is no response the Pastoral Teacher is required to contact the family to ascertain the reason for the absence in accordance with the Nagle College Procedures for Managing Student Attendance.

Where a teacher has a concern about a child's attendance in their specific subject, they should contact the parent/guardian and alert the relevant school coordinators. School Coordinators and Deputy Principal Students follow up on any students where absence is an issue or reasons for absence are not forthcoming. In response, strategies including the development of Student Attendance Support Plans are enacted. Student Attendance Support Groups are formed to assist students and their families with attendance issues. These groups may also consist of external professionals such as allied health workers, social workers and psychologists if required.

The Deputy Principal Students, school coordinators and counsellors monitor cases where absence is a serious concern. DOSCEL is notified in specific cases where the College has exhausted all attendance improvement strategies. Where necessary notifications are made

to the Department of Education as per our legislative obligations. Referrals are made to Child First and the Department of Families, Fairness and Housing - Child Protection as appropriate.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	70.34

Average Student Attendance Rate by Year Level	
Y07	87.0
Y08	82.0
Y09	82.4
Y10	79.1
Overall average attendance	82.6

Leadership

Goals & Intended Outcomes

Leadership: Learning

GOAL: For Leaders to facilitate school improvement at Nagle College

- Sourcing and employing relevant staff for the College.
- Create a streamlined and much more efficient Leadership and Support Structure that would facilitate successful school improvement.
- To provide the formation and time allocation to leaders to support their development as a community of practice.

Leadership: Child Safety

GOAL: Continue to plan for and provide a safe and suitable environment for all students and staff. Child safety and vulnerable adult practices are embedded within the culture.

- To develop and implement the key universals to Positive Behaviour Support (PBS). Child Safe Standards to be included in WSAPBS and consequences.
- To provide opportunities for student voice and advocacy.

Leadership: Resources

GOAL: To provide suitable facilities, appropriate levels of staffing and the necessary resources to support student learning and wellbeing.

- Progress the VM (Vocational Major) Centre, now known as the Vocational and Entrepreneurial Centre
Maintenance Program – review and implement
- Create a streamline and efficient way to ensure successful completion of compliance for all staff.

Achievements

- Creation of clear leadership Structures that enhance the desire for Co-Authored Leadership supported with clear role descriptions.
- Creation of reviewed Policy and Processes, many with Standard Operating Procedures (SOPs) to permit clarity of purpose and action.
- Introduction of the use of external expert leadership consultants to assist in the development of the different areas of leadership – both Operational and Strategic.

- Creation and Implementation of the Student Safeguarding Committee, led by students, has created student voice and advocacy that has manifested a greater success in students feeling safe, happy and successful within all learning environments.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<ul style="list-style-type: none"> • Building Capacity in Data Literacy • Workplace Behaviours for Schools • Staff Meeting - WSAPBS & Merit System • Staff Meeting - RE Accreditation • Complaints Handling for Schools • Staff Meeting - Anaphylaxis Update • Emergency Management - General Training • Emergency Management Training - General Awareness • Cybersecurity for Schools • Privacy for Schools • Work Health and Safety for Schools • Staff Meeting - A Pedagogical Focus for the Strategic Plan • I CAN Network Presentation • Child Protection in Schools • Staff Meeting - Anaphylaxis Briefing and SEED Information • Geelong Fibre Forum Workshops • Staff Meeting - Teaching Sprints • Staff Meeting - Subject Selection • Leadership Structure Work Forum • Fashion Workshop • HEI Vic Annual Conference • Staff Meeting - WSAPBS • Staff Meeting - Grouping for Success and Teaching Sprints Review • Staff Meeting - Preparation for Promotion • Disability Standards for Education for Senior Secondary - Part 2 • Mandatory Reporting and Other Obligations • Disability Standards for Education for Education Leaders: Part 1 • Disability Standards for Education for Education Leaders: Part 2 • Year 12 Cross Marking and Curriculum - Visual Communication • DOSCEL Respect @ Work • DOSCEL Office Appropriate Behaviours at Work Functions • Graduate Induction and Mentor Program 2024 • Developing Agreed and Consistent Teacher Behaviours • CDES Annual Psychology Teacher's Conference • Graduate Induction and Mentor Program • Anaphylaxis Management Training • Language Specific Cluster Meeting • Activation Learning Growth in Language • VPC Curriculum Writing Panel - Art and Design

Expenditure And Teacher Participation in Professional Learning

- RASNET Conference
- A Spirituality of Liberation and Oscar Romero
- CIML Religious Education Conference
- CPR Practical
- Health Teachers: The New Study Design - Units 1 & 2
- Health Teachers: The New Study Design - Units 3 & 4
- 2024 ACHPER Victoria Annual Conference
- Review of Student Performance in the 2023 Examinations
- Comview Conference & Expo 24
- Provide First Aid
- Women in Leadership Dinner & School Visits
- Berry St Education Model
- Youth MHFA Refresher Course
- Teacher's Toolkit VCE Food Studies
- Ways of Making - Collective Closets
- Creating High Quality Rubrics
- National Education Summit
- Simon User Conference
- Using the National School Improvement Tool
- VCSSDPA Annual Conference
- Reimagining Australian Schools for Teacher and Student Success
- NCCD for School Leaders e-learn
- Christian Prayer - Level 3
- Designing the School Library
- Level 2 RE Accreditation
- Salesian Immersion 2024
- Emergency Management - Warden Training
- Disability Standards for Education for Junior secondary - Part 1
- Disability Standards for Education for Junior secondary - Part 2
- Swiftwater Rescue Training Pro-1
- Wilderness First Aid Refresher
- Differentiation When Teaching Maths
- Supercharge Your 2025 Curriculum with Quiz AI
- 2024 Online Meet the Assessors - English
- Year 12 English Cross Marking
- Naplan Analysis Webinar
- Data Leader Teacher Meeting
- Introduction to Teaching the VCE VM & VPC
- Teaching English in the Middle Years
- Anaphylaxis Management
- DOSCEL Leadership Program

Expenditure And Teacher Participation in Professional Learning

- Unit 2 Catholic Identity
- Unit 3 Scripture
- Unit 4 Christian Prayer
- Learning Mentor Training
- Teaching History VCE 2025
- Mathematics Professional Learning Days
- La Trobe University Career Practitioner's Conference
- RMIT Career Practitioner's Seminar
- DOSCEL Careers Practitioner Meeting
- Federation Uni Career Practitioner Day
- Federation University Gippsland Campus Practitioner Day
- East Gippsland Career Practitioner's Network Meeting
- Graduate Certificate in Career Development Practice
- MAV Annual Maths Conference
- Conasta - 71 Science Educators Shaping Tomorrow
- A Practical Introduction to the new Victoria 7-10 Curriculum
- VATE State Conference
- Religious Education and Catholic Identity Diocesan Meeting
- 2024 VCE English Language
- VATE Conference
- Community Surf Rescue Certificate
- DATTA Vic Conference
- TAESS00019 Assess Skill Set
- SSV Region Forum - The Future of Interschool Sport
- HTAV Annual Conference - Changing the Course of History
- Youth Mental Health First Aid Refresher Course
- Broadening Horizons Program Launch
- Diverse Learners Symposium
- Understanding and Supporting Students with Autism
- Leading Effective Teacher and Education Support Staff Partnerships
- How to Teach and Support Neurodiverse Students
- Learning Adjustment Professional Learning Day
- Jumpstart 2024
- Teachers New to Catholic Schools in the Diocese of Sale 2024
- Middle Years Conference
- 2024 Online Meet the Assessors - English Language
- Pathways and Applied Learning
- Community Surf Lifesaving Certificate
- AI Tools for Teacher's Webinar
- WSAPBS Professional Development Day
- Drama Vic Conference 2024

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Teachers New to Catholic Schools • Teacher's Toolkit (Biology) • Deputy Principal - Learning and Teaching Meeting • New to VCE Geography • New Learning Adjustment Leader • The Year 7 English Morning • GenAI in the Classroom • VCE VCAA Audit Information Meeting 	
Number of teachers who participated in PL in 2024	95
Average expenditure per teacher for PL	\$761.42

Teacher Satisfaction

A comparison of 2023 and 2024 Insight SRC School Climate data, shows a significant increase in the confidence around student behaviour and management. This seems to have a direct correlation with the significant improvement in staff morale and reduction of school distress. A strong sense of empowerment has also developed in line with the decrease in school distress and increase in morale, which shows that staff are professionals of hope who desire the ability to be a successful community of practice.

The Four Pillars of Culture all seen unprecedented levels of improvement, which means that staff have a greater confidence in a Supportive Leadership structure (Empathy), clarity of roles (Clarity), greater desire to engage in teamwork and acknowledge much improved appraisal and recognition (Engagement & Learning).

Teacher Qualifications	
Doctorate	0
Masters	18
Graduate	32
Graduate Certificate	6
Bachelor Degree	74
Advanced Diploma	11
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	91
Teaching Staff (FTE)	80.47
Non-Teaching Staff (Headcount)	80
Non-Teaching Staff (FTE)	60.89
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

GOAL:

To develop an effective communication plan to encourage greater engagement with parents/carers and local community.

INTENDED OUTCOME:

There would be greater trust between the College and external stakeholders such as parents/carers/parish/local communities/Indigenous Community/etc.

Achievements

A communications strategic plan has been created and implemented.

A new social media and general media campaign has been formed to share the good work happening at Nagle College.

The local communities, Governing Body, Salesian Communities and National representatives have been involved in a range of events at Nagle College, many of which have been live streamed to families, local care homes, etc. These events included an ANZAC Awareness Ceremony and ANZAC Memorial Ceremony, Subject Expo, Discover Nagle evening, Parent/Carer Teacher Interviews, Year 12 Graduation Celebration Day etc.

The Year 12 Valedictory was held at the College as opposed to the regular licensed premises in the local town. This was a very dignified event that represented the expectations of Nagle College.

The College was very well represented in local and national sporting events, with great success in Field Shooting, Equestrian, AFL football and swimming.

The College was also recognised nationally for its charitable contribution both financial and awareness for the Do It For Dolly Day, as well as their commitment to Salesian Ministries and Caritas.

Parent Satisfaction

There was no parental contribution to the INSIGHT SRC survey. This is no longer a requirement.

Although we do not have actual survey results from parents, there is much positive responses from parents/carers and the community, including the East Gippsland Proactive Policing Unit.

The increase in the demand for enrolments and the fact that we have a waiting list for years 7-9 is indicative of a community who has regained trust and aspiration in a school community.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.nagle.vic.edu.au