

NAGLE NEWS

Nagle College Newsletter



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Mr Doug Doherty

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UPCOMING EVENTS

17TH JUNE
Subject Selection Expo

16TH -20JUNE
Years 10-12 Semester
Exams

18TH -19 JUNE
Enrolment Interviews

23RD JUNE
Student free day

4TH JULY
Term 2 Ends

Message from The Principal Mr Doug Doherty



Achieving Dreams

As we approach the end of Semester One, our Year 9-12 students will be finalising their preparation for their Semester One exams. This year is the first year that we have introduced exams for Year 9, but these assessments are vital to help the students, families and school to understand what the strengths and challenges are for each individual student. Knowing this information will best help us to create learning that will ensure that every student is given the opportunity to succeed, every lesson, every day. Therefore, to achieve this goal, we are expecting all students to take these exams and assessments very seriously and try their best, so that we can get the best data that will support knowing the capabilities of each student and how we can help them achieve their dreams of the future.



Students undertaking VCE and VCEVM will be sitting their GAT test on Tuesday 17th June. Again, this exam is vital in helping to assist with the final score for VCE.

On Friday 13th June – A joint email from Mrs Judy Taylor and Mr Steve Dunning, was sent to all Year 12 students, which outlines one way in which we are supporting students to achieve their best. The message reads:

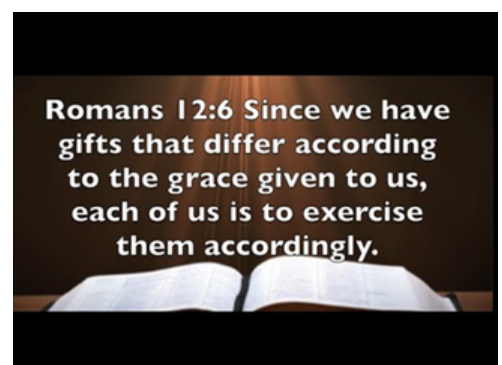
Following the completion of your Unit 3 practice exams, you will receive a formal update on your progress across your VCE subjects. This update is designed to give you clear feedback on your current standing and help guide your next steps.

In some cases, this update may be followed by a one-on-one interview with your Oratory teacher, House Leader or Deputy Principal. These interviews are a chance to have a supportive and constructive conversation about your academic goals, study strategies, and any assistance you may need to stay on track.

Please make the most of the feedback you receive and reach out if you have any questions or concerns.

At Nagle we recognise that every young person has a special gift – let's work together to find this and develop it:

The greatest wellbeing for any person is being successful and having purpose in what they are doing. A key vision of Nagle College is that every student has value, different strengths and weaknesses. It is important that we recognise both strengths and weaknesses, to help assist students to know how they can be successful in the future. We are reminded by St. Paul in his Letter to the Romans, that God has given each of us a special gift that we must identify and use for the good of all. This is a key goal of Nagle Catholic College.





Subject Selection & Subject Expo - Tuesday 17th June:

The College is currently planning some very exciting educational pathways that will help every student examine their strengths and weaknesses and focus on developing their strengths to share their special gift. These educational opportunities for 2026 include Enterprise@Nagle (which includes Entrepreneurial Education for all Year 9 students, Entrepreneurial opportunities for VCEVM students, including an online and physical shop to sell their business products; Year 9-10 Vocational Pathway and Big Picture Learning; which you can read more about in this newsletter).

I would like to take this opportunity to thank the amazing work of our staff, such as Mrs Tina Sonka and Mrs Michaela Ward in developing these ideas and programs. There is a true understanding that all not all our students love learning in the traditional classroom setting and can find success to realise their special gift through other ways of learning and learning environments.

We are currently in the Subject Selection period, which is vital for ensuring that every student is in the correct pathway that will help them achieve their dreams in the future. Nagle College staff have invested a vast amount of work and guidance to assist students in doing this. These investments included TAFE and VET tester days, careers guidance, Pathways lessons, etc.

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As parents/carers, I would highly recommend attending the Subject Expo on Tuesday 17th June from 4pm, where you can speak to our expert teachers and staff about our offerings and help your child make a choice that will benefit their future. Let's make their subject and pathway choice not become one where they attend a class where they do not succeed nor enjoy, just because their mates attend that class. Let's work together to help them make a choice that will promote their strengths and in turn, make them safe, happy and successful.

I look forward to seeing you at the Subject Expo on Tuesday 17th June.

God Bless

Mr Doug Doherty



Mrs Judy Taylor

Deputy Principal Teaching and Learning



Flexible Futures: Personalised Learning at Nagle College

At Nagle College, we are inspired by the educational values of St John Bosco. These principles ask all Salesian schools to be "a home that welcomes, a parish that evangelises, a school that educates for life and a playground where friends meet and enjoy themselves." This philosophy shapes every aspect of our approach to education—placing the wellbeing, dignity, and potential of each young person at the centre. We are committed to ensuring every student feels supported and empowered to thrive.

Throughout this semester, Big Picture Academy Leader Mrs Michaela Ward has been investigating possible models to better support students who may not find success in a traditional classroom setting. Essentially, this is a "school within a school" model that offers a flexible and tailored learning stream.

What is Big Picture Learning?

Big Picture Academy offers a fresh approach to education that prioritises student voice, choice, and engagement. Students join a small learning group called an Advisory, with just 15 students and a dedicated Advisory Teacher who mentors them throughout their learning journey.



Each term, students collaborate with their Advisor and family to create a Personalised Learning Plan that reflects their strengths, interests, and aspirations. The foundation of their learning is based on six broad goals: learning how to learn, personal development, numeracy and data use, scientific thinking, communication, and understanding society. These learning goals enable students to explore knowledge in creative and meaningful ways, while ensuring their education remains comprehensive and purposeful.

Learning Beyond the Classroom

Rather than following a traditional timetable, students engage with their learning through passion projects that reflect their personal interests. They participate in community-based activities, take part in relevant excursions, and access external courses that complement their goals. Through these experiences, students gain valuable skills in independence, time management, research, and communication. With guidance and mentorship from their Advisory Teacher, they grow into self-directed learners capable of thinking critically and creatively.



Instead of standardised exams, students demonstrate their learning through an Exhibition each term. These presentations allow students to share their progress and achievements with family members, teachers, and peers in a supportive and affirming environment.

Future Pathways

In Years 11 and 12, students may choose to complete the International Big Picture Learning Credential (IBPLC). This qualification is recognised in some contexts as supporting pathways into further education, including university, or employment, although these opportunities may depend on the industry, institution and course requirements. Students may also transition into VCE ATAR or VCE VM, at the successful completion of their Year 10 program.

Cont. Flexible Futures: Personalised Learning at Nagle College

Launching in 2026

In 2026, Nagle College will introduce Year 9 and Year 10 Advisories as part of the Big Picture Academy. This new learning stream offers a safe, inclusive, and engaging environment where students are encouraged to explore their interests, build strong relationships, and grow into confident, capable learners.

Target Students

Big Picture Learning is designed for students who may not thrive in traditional classroom environments and are seeking a more personalised, engaging, and relevant learning experience. It particularly supports students who benefit from hands-on, interest-driven learning and those who require a more flexible and nurturing educational setting. These students may feel disengaged by conventional subjects or assessment methods and often show greater motivation when their education connects to real-world contexts and personal passions.

As Big Picture Academy Leader Michaela Ward explains, "When students feel empowered and engaged, that's when real growth happens—and their potential truly shines."

Find Out More

We invite all families—especially those with students in Years 8 and 9 to attend the Subject Expo on Tuesday 17 June to learn more about this exciting new opportunity.

By placing students at the centre of their learning, Big Picture Academy helps them build meaningful pathways to a future that excites and inspires them.



General Messages

Notes and Notices

Exciting New Research Project: Impact of School Canteen Nutrition on Student Well-Being

We're excited to announce an upcoming research project at Nagle College focused on the role of nutrition in student learning and behaviour. This project will explore how improving the food options in our school canteen can help students perform better in class, stay focused, and improve overall mood and engagement.

Starting in Term 4, the project will introduce new food choices in the canteen, and we will track how these changes affect students' academic performance and behaviour. The research will also gather feedback from students, teachers, and parents to help us understand the link between nutrition and school success.

With this data collection, we will be developing a cohort of students to follow throughout the project. If this sounds like something you might be interested in, we have several upcoming opportunities for you to learn more. These include:

- **Subject Selection Night: Tuesday, 17th of June, 4-7pm** We'll have a station set up where you can pick up flyers and bring any questions you might have about the project.
- **Family Information Night: Friday, 27th of June, 4-6pm** This evening will feature a full presentation on the importance of this research, an overview of the data collection process, and what participation in the cohort will look like for students.

If these dates don't work for you but you're still interested in learning more about the project, please feel free to reach out to Selina Lancaster (slancaster@nagle.vic.edu.au).

Stay tuned for more updates and details on how you can get involved!

Don Bosco Care Fair 30th July

On Founders' Day, 30th July, a Care Fair will be run at Nagle with activities run by Don Bosco Youth Ministry team to raise funds for the Don Bosco Caring Centre in Mongolia.

ACTIVITIES:

- STAFF VS STUDENTS DODGEBALL
- FOOD STALLS AND TRUCK
- CARNIVAL GAMES
- FACE PAINTING



Money raised goes to supporting the Don Bosco Caring Centre in Ulaanbaatar, Mongolia which provides care for the disadvantaged of the city.

Additionally, if \$1500 is raised on the day Mr Doherty, Mr Jarrett, Mr Dunning AND Mr Kelliher will be dunked in ice water!



General Messages
Notes and Notices

Founders' Day Food Drive– Living Out the Preferential Option for the Poor

As we prepare to celebrate Founders' Day on the 30th July, we are reminded of the Catholic Social Teaching principle of Preferential Option for the Poor, a call to prioritise the needs of the most vulnerable in our community.

Each Oratory class is invited to contribute to our Founders' Day Food Drive by bringing in non-perishable items. These donations will be giving to our local St Vincent de Paul and distributed to individuals and families in need within our local area.

All Food Drive items (see list below for preferred items) will need to be delivered to the RE office (R6) by Monday 28th July

BEVERAGES: Teabags – Black or Herbal
BEVERAGES: Instant Coffee, coffee bags
LONG LIFE MILK: Regular, soy, almond etc
DRIED: Fruit, Nuts, Seeds, lentils
SPREADS: Honey, jam, Vegemite, nut butters
COOKING: Tomato Paste, stock, sauces etc
DRIED HERBS AND SPICES: small jars – any kind
TINNED FISH: Sardines, Tuna, Salmon
HEALTHY BREAKFAST CEREALS: Weetbix, Rice Bubbles, Rolled Oats, All Bran, Cornflakes, Vita Brits, etc.
TINNED VEGETABLES: tomatoes, corn, peas, chickpeas, lentils, kidney beans, etc
TINNED FRUIT: apricots, pears, peaches, etc
SNACKS: Healthy snacks (no chips etc)
PASTA/RICE: Dried, any kind
BABY PRODUCTS: Wipes, creams, nappies, etc
SANITARY: Pads, tampons, liners etc
BATHROOM: Toothbrushes, toothpaste, deodorant, pump soap
SHAVING: Razors, Foam, Gels etc.
DISHWASHING: Detergent, rubber gloves,
LAUNDRY: Detergent, Fabric softener, Napisan
TOILET: Loo Paper, Facial Tissues
BATH: Soap, Shampoo, Conditioner

Author of the best selling **YOU CHOOSE** interactive books!

'CHOOSE YOUR OWN ADVENTURE' WRITING WORKSHOP

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THE AUSTRALIA SURVIVAL GUIDE

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YOU CHOOSE

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LIMITED SPOTS!

TICKET \$25.00

Thursday 24th July 4.15-5.15pm
147 Macleod St, Bairnsdale

BOOK TICKETS & PREORDER BOOKS - SCAN HERE

CYAN ART CAMP

CREATIVE YOUNG ARTISTS NOOK

Sun 13- Thu 17 July

Year 5 - 10

Camp Coolamalong

Art, Craft, Connect

Find more details and register here!

Accompanied travel by train from Melbourne included

@ cyan@sucamps.org.au

SU Australia

NCCD Information Sheet for Parents, Carers and Guardians

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).