



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



NAZARETH
COLLEGE

Nazareth College

Manning Drive, NOBLE PARK NORTH 3174

Principal: Salvatore Cosentino

Web: www.nazareth.vic.edu.au

Registration: 1899, E Number: E1343

Principal's Attestation

I, Salvatore Cosentino, attest that Nazareth 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 2023 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 15 Mar 2024

About this report

Nazareth 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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our College Vision

Nazareth College is a Catholic Co-educational Regional Secondary College established in 1986.

It is a learning community centred on the person of Jesus Christ.

Through learning and teaching in the Catholic tradition, we foster a culture of Faith, Wisdom and Knowledge.

‘He returned to Nazareth and became strong, filled with wisdom;

And the favour of God was upon Him.’ (Luke 2:40)

‘Building our Community in Faith, Wisdom and Knowledge’

‘Let your light shine before others’

(Matthew 5:16)

College Overview

College Overview

Nazareth College was established in 1986 by the four parishes of St Elizabeth's (Dandenong North), St Justin's (Wheelers Hill), St Gerard's (Dandenong North) and St Simon's (Rowville). While these four schools are priority feeder schools, Year 7 enrolments also come from the regional primary schools of St Anthony's (Noble Park), St John Vianney's (Mulgrave), Resurrection Parish (Keysborough), St Joseph's (Springvale) and St Mark's (Dingley Village), and from other schools, both Catholic and Government. Situated in Noble Park North, the College is in a residential area and borders the Monash Freeway.

The area is experiencing an increase in residential sales with new estates being built (Waverley Football Ground Estate) and affordable housing, especially for first home buyers. Nazareth College has become a school of choice for many families.

This has seen a slight increase in our potential families coming into the area.

Consequently, our new bus route in the Rowville, Dingley and Keysborough area has continued to grow.

Nazareth College prides itself on its multiculturalism, with more than 52 different nationalities represented. The College is extremely harmonious and, despite having so many different nationalities, the Community blends itself as one and draws upon the richness of tradition and diversity of all.

The International Education Program has been a feature of the school for many years and continues to be an essential part of the Nazareth College Community. The College has students from Vietnam, Korea, Indonesia, Japan, China, Philippines and Cambodia.

The Leadership Team comprises of the Principal, Deputy Principal Staff and Students, Deputy Principal Teaching and Learning, Director of Faith and Mission, Director of College Operations, Director of Wellbeing, and the Business Manager.

Nazareth College focuses on personalised learning and individual pathways such as that provided by Applied Learning, which enables all students to follow their head and heart through innovative programs, acceleration and broad cocurricular offerings – all within a faith-based Community.

The College saw the need to assist students in achieving their best, not only academically but also in some popular sports that are very much community based. We offer the School of Excellence in Soccer, Basketball, Tennis, Volleyball, and we introduced Aerobics this year (2023). This gives many students the opportunity for additional free coaching to help them succeed both at school and in their community.

Nazareth College has an Advisory Committee under delegation from the Canonical Administrators. Each of the associated Parishes is represented on the Advisory Committee.

Further support to the College is provided by the Nazareth College Community Association (NCCA).

Overall, Nazareth College continues to grow and improves its facilities. Enrolment numbers continue to increase. The new building and refurbishments are complete, including the latest Food Technology room, Make-a-Space room, and Multimedia area. Nazareth students and the Community appreciate the assistance that the State Government Grant support, together with MACS, in ensuring that our Community have the best learning facilities.

Nazareth prides itself on being a Catholic school where our students are known.

Future Directions

1. Continue in our quest to be the school of choice and continue to improve in all aspects of learning and wellbeing.

2. Increase our number of Catholic student enrolments while increasing our number of staff members who are fully accredited.

3. Consolidate Learning and Wellbeing and our School of Excellence options.

4. Provide the best facilities by opening new areas:
 - o Make A Space Room;
 - o Multimedia Room;
 - o Study Centre.

5. Plan for future growth and programs by initiating the new Masterplan for 2024 – 2028.

Principal's Report

Principal's Report

In 2023, Nazareth College continued to build on existing relationships with all Feeder and associated Catholic Primary Schools along with local government schools. Our new school facilities are providing outstanding learning spaces. This work has resulted in an increase in our enrolments.

Nazareth College continues to cater for all, where students, families and staff work together to ensure that each student is privy to the absolute best learning and spiritual experiences.

The College continues to place a great deal of emphasis on Learning, Literacy and Numeracy, and Student Wellbeing. Also, by its nature and number, Nazareth College is a school where we ensure that our students and families are known and feel that they belong.

Nazareth College competed in many cocurricular activities throughout the year.

The College has an array of cocurricular activities that should meet the needs of all:

- o Chess;
- o Debating;
- o Drama;
- o Music;
- o Homework Club;
- o Endless choices of sports, including School of Excellence in soccer, basketball, volleyball, tennis and aerobics;
- o Book in a Day competition;
- o Lego club;

- o Teen chef.

Students at Nazareth College focussed on what it means to be the Family of Nazareth and the impact each member has on his and her spiritual and overall learning. Students at Nazareth take it upon themselves to help those in need and to do something that helps others eg involvement in Outreach, St Vincent de Paul, Tutoring, Refugee Groups, as well as simply caring for those in need. These activities help form students and staff and focus on what it means to be a Nazarene

Our Year 12 cohort maintained a satisfactory level of improvement. It was pleasing to note that the group generally received favourable results.

- Median Score 28
- % of 40+ Scores 3.9%
- 90+ ATAR 10.70%
- English 40+: 0%
- Mathematics 40+: 5.7%
- Perfect Score 50 (Music Performance)
- College Dux 97.30

2023 continued to strengthen our aim of becoming the 'School of Choice' for our surrounding community members and their children. We hope to continue to reconnect with our extended community and continue in our quest to further improve in all facets.

In doing so, we hope the College will continue to grow in Faith, Wisdom, and Knowledge now and into the future.

Mr Sam Cosentino

PRINCIPAL

Catholic Identity and Mission

Goals & Intended Outcomes

- To increase community engagement (students, families and staff) in learning, and thereby ensure each member of the learning community feels known and valued as a person and experiences growth.
- To prioritise the use of feedback for students, teachers, leaders and parents so that each member of the Nazareth community feels known and valued as a person and experiences growth.
- To develop a whole school strategic approach to a performance and development culture, so that every staff member feels known and valued as a person and experiences growth.

As a Catholic Community the school "is centred on the person of Jesus Christ" (College Mission Statement). Throughout this year we have strived to continue to always keep Jesus at the centre of our community and further build the Catholic Culture of our Learning Community. In 2023 we specifically aimed to:

1. Develop a greater understanding of the Catholic Tradition.
2. Further enhance the Catholic Identity and culture of the College.
3. Promote and increase student engagement and participation with faith activities, liturgies, and co-curricular works of faith in action.

Achievements

1. Develop a greater understanding of Catholic Traditions:
 - RE classes focus on prayer and Catholic Teaching.
 - Staff meetings feature prayer and information regarding church seasons/ feasts and matters relevant to Catholic Tradition.

Religious Education Classes provided an opportunity for prayer and reflection. We placed an emphasis on assisting students to reflect on their own faith experience as well to fully immerse themselves in their knowledge and understanding of the Catholic Faith. We have

aimed to increase student's engagement in the faith life of the College. Staff have also been provided with time to enrich their spiritual nourishment through Staff Reflections, prayer and a Staff Reflection Day.

2. To further enhance the Catholic identity and culture of the College:

- College newsletter reflection has been used as an opportunity to explain seasons of the Church and particular feasts as well as looking at the experience through the lens of the Catholic Faith.
- Parent Information Sessions feature information about the Catholic identity of the College • Staff Induction Focus on Catholic Identity of the College
- Tours focus on the College's Catholic Identity and new families are given information on the Catholic faith.
- College Facebook page features articles on rituals, activities which highlight the College's Catholic Identity.
- Daily Prayer on SiMON and in Pastoral groups.
- The continuation of the Senior Youth Academy Class.
- Students leading whole school Prayer Services. We are continuing to build our Catholic Culture. Faith of course is also seen in the way people relate to and treat each other. Our community continues to strive to care for each individual and treat them with the respect and dignity of a child of God and Our Whole School Approach to Positive Behaviour Support assists with this. Our Wellbeing Staff were very busy following up on student concerns and we endeavoured at all times to keep our staff informed and up to date and to genuinely care for each and every member of our community remembering their innate dignity as children of God.

3. Promote and increase student engagement and participation with faith activities liturgies, rituals and co-curricular works of faith in action:

- College Liturgies designed to maximise student participation.
- The College Chapel continued to allow ongoing opportunities for staff, student, class prayer.

- Senior students ministering Reflection Days to a local Catholic primary school and younger Nazareth students. Outreach activities of the College's St Vinnies group including assisting with tutoring at St Anthony's, the Project Compassion appeal, the Winter sleepout and a variety of fundraising activities.

Value Added

- Year 10 Youth Ministry: Reflection Day with a Primary School
- Year 10 Building Bridges (selected Year 10 and 11 students)
- Class Masses (some classes) /Year Level Masses (Some Year levels)
- Opening School Mass (all students)
- Ash Wednesday and Easter Liturgies (all students)
- Valedictory Mass
- Two-day Retreat for Year 12 2024 students including Mass.
- ANZAC Day and Remembrance Day Services (all students)
- Weekly Mass
- Year Level Reflection Days for each Year level
- Senior Youth Academy Class
- A Reflection Day facilitated for Sacramental Preparation in a feeder Primary School
- The Sacrament of Reconciliation (Some classes)
- Regular Faith Team meetings including students and staff.
- Skill enhancement for the Youth Ministry classes through engagement of Youth Ministry speakers.
- Exploration of Indigenous themes in the curriculum and through prayer and Acknowledgement of country.

Learning and Teaching

Goals & Intended Outcomes

- To increase community engagement (students, families and staff) in learning, and thereby ensure each member of the learning community feels known and valued as a person and experiences growth.
- To prioritise the use of feedback for students, teachers, leaders and parents so that each member of the Nazareth community feels known and valued as a person and experiences growth.
- To develop a whole school strategic approach to a performance and development culture, so that every staff member feels known and valued as a person and experiences growth.

Achievements

Engagement

The Middle Years Engagement Officer continued to research engagement and engagement practices. Behaviour and Engagement Meetings were held after school on Thursdays for teachers to discuss and share professional practice, and for teachers to be offered informal or formal coaching. A Year 10 Social was organised. Homework Detention and Lunchtime Community Services numbers were tracked to see if students were engaged in completing homework. High Achieving students participated in the Da Vinci Decathlon.

City Experience was a highlight for Year 9 students. Year 9 students travelled into Melbourne CBD as part of their 3 day City Experience program. Students were excited by the opportunity to get out and explore Melbourne and what it has to offer. Students were required to organise themselves in small groups around a schedule, travel on public transport navigate around the cities many construction areas as they explored what Melbourne has to offer. Some experiences students had included visiting the South Melbourne and Queen Victoria Market, viewing street art at various locations and visiting landmarks in an Amazing race style activity.

Again, Instructional Leaders worked to introduce new subjects for students, particularly students in Year 9 and 10. Subjects such as Law and Order, Business and Enterprise, and

Global Economics and Finance have proven to be popular with students, based on Subject Selection numbers.

The Subject Selection Evening and Careers Expo was a great opportunity for parents and students to meet with teachers and tertiary providers. I thank Elena Flodstrom for her work in organising the Careers Expo, with over 20 presenters on the night.

Technology continued to be utilised extensively. The Digital Technology Instructional was appointed from 2022 to 2023. The digital technology team is implementing a 5-year strategic plan with a specific focus on using digital technology for student and school success, teaching and learning, intelligent environments and leadership and policy. Creating new pathways for our students is an integral part of the vision. A Year 9 Robotics elective was introduced, and this has been expanded to mechatronics and systems engineering.

Feedback

Two groups of teachers started the program, Quality Teaching Rounds. This is an initiative where a group of three teachers observe each other's classes and give feedback on the lesson. This is a valuable way of learning about what quality teaching looks like.

This year we have again endeavoured to elicit feedback from students about their wellbeing, and we have also asked students to give some feedback to teachers. We have done this through the Pivot Platform. This has given teachers and school leaders a valuable insight into students' attitudes and experiences.

In Term 2, I went on a Learning Walk through the College, looking at Year 9 classes in particular. This gave me some feedback about what is happening in the classrooms of the school. I was delighted to see the amount of collaborative learning happening in the classes, as this was the focus for Term 2.

Performance and Development Culture

Teachers and school leaders have worked together again this year to build the professional capital of our College. Teachers have worked on Action Research projects that are centred

on one of the three areas of focus for the School Improvement Plan. We all undertook professional learning again about Developmental Assessment and Rubrics.

Middle Leaders undertook professional learning about mentoring. The Instructional Leaders explored what mentoring is and considered how this impacted on the way they lead their team. Instructional Leaders mentored teachers as they undertook their action research.

Student Learning Outcomes

Over the period of 2021 to 2023, student progress has been tracked using a variety of tools, including NAPLAN, PAT, BAS, reporting data and Student Wellbeing data. Much of this data is accessible to teachers on the SIMON LMS, through the use of the Intellischool Data Analytics package.

In 2023, no relative growth data was available for NAPLAN and PAT data for Year 9. Also, there was no 5 year trend data for Year 7 or Year 9.

Year 7s in 2023 in the area of Reading were above the state average. The Student writing score was equal to the state average. In Spelling, Grammar and Punctuation and Numeracy, students were above the state average.

NAPLAN results for Year 9s had not changed much from the Year 7 2021 data. Students continued to score lower than the state average in the areas of Reading and Grammar and Punctuation. Students were above the state average in Spelling and at the state level for Writing. Students in Year 9 were at standard, on par with the state average. This is an improvement on this cohort's 2021 results, where they were below the state average.

Student reporting data and student wellbeing data, as recorded on SIMON, were also used to track student progress. Reporting data was shared with Heads of House at mid Semester and the end of Semester. This data has then informed conversation about pathways and promotions. Wellbeing data such as attendance data has added to the understanding of the progress of each student.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	550	69%
	Year 9	553	52%
Numeracy	Year 7	549	74%
	Year 9	569	66%
Reading	Year 7	549	78%
	Year 9	566	65%
Spelling	Year 7	558	83%
	Year 9	577	78%
Writing	Year 7	553	77%
	Year 9	571	70%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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 (includes VCE VM completions)	97.90%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

To create an optimal learning community where students feel connected and fulfill their potential and thrive. To enable students to grow through developing self-efficacy and emotional intelligence. That students feel known and have a strong sense of belonging to the school community. We aim for Student Wellbeing and engagement to improve by targeting resilience, respect, and responsible behaviours.

Achievements

Our Pastoral program provides the solid foundations of supporting positive wellbeing within our community. Heads of House and Pastoral Teachers continued to be the foundation of our pastoral care, and the relationships within the Vertical House system remain a strong feature of our Pastoral Structure. We continue to develop strong partnerships with families through the Pastoral teacher as the school's first point of contact for parents. Students and their families have a strong sense of being known at Nazareth.

The smooth transition of our new Year Seven's at the start of the year was again a strong focus. To facilitate their transition and help them to meet new friends, we implemented our Fabulous February program, where our aim was to focus on connection and belonging and to assist the students to feel in control and safe in their new surroundings and become known and valued as a member of our community. Information for learning profiles and Wellbeing issues was carefully collated and made available to assist staff to be able to best cater for the students and help them to grow.

At Nazareth College, the worth, dignity, and uniqueness of each person are acknowledged, appreciated, and celebrated, and each student has the opportunity to flourish in a Catholic atmosphere of love, acceptance, belonging, and security. Our core values through our SWPBS model continue to be Respect, Responsibility, and Resilience. This is taught explicitly at the start of the year and forms the basis of restorative discussions between teachers and students throughout the year.

The Wellbeing Centre continues to be calm, safe environment for many students to relax and unwind. Lunchtimes were particularly busy this year with Ms Dell'Aquila running the 'Wednesday Chill Out' sessions. Students from all year levels bonded together over games of uno and many craft activities. These have included Gem Art, croquet, knitting, Easter art and craft and pom poms to make a blanket for St Vinnies.

This year we started a new Wellbeing initiative with our Breakfast Club. Many students arrive to school early for various reasons, and have not given themselves time for breakfast before school. Each morning our Year 12 leaders and staff have served many hungry students cereal, toast, juice, hot chocolate and fruit.

Our Extended Pastoral program is an important feature of our school wide Wellbeing Strategy. On Day 2, students spent time within their Pastoral Group or with their whole House, participating in sessions to build the house spirit and to build relationships.

Day 7 was our Social Emotional Learning time, with students separated into Year levels to learn about and participate in activities around understanding self and maintaining positive and respectful relationships. Within these sessions, the curriculum is delivered in an age appropriate manner. There has been a strong focus on personal skills, learning conversations with Pastoral Teachers and goal setting, which then builds self-reflection capacity and an understanding of personal character traits and how to use these.

Pastoral sessions included reflecting upon the benefits of gratitude and hope, working towards a growth mindset, and the benefits of mindfulness activities. We have also had a focus on Positive Relationships, and the rights and responsibilities of building respectful relationships. Issues reflected upon and discussed included empathy, listening skills, friendship values, forgiveness, peer support, and consent. Reflecting upon behaviour within relationships both physically, emotionally and online is a vital part of the growth of our young people.

Our SEL curriculum was consolidated upon with a variety of incursions held over the year. Our Year 11s and 12s were fortunate to have John Maher speak to them about safe choices on the road. His passion for road safety was evident, and his personal experience with road tragedy touched the students deeply. They also had a session with AIS Athlete Tasmin Cook, who ran them through the Black Dog Institute Mental Fitness program where they learned about strategies to increase their wellbeing. Year 10 had sessions from the Pat Cronin Foundation, Warner Alcohol Education and RYDA Road safety program. Our incursion focus for Year 9 was around Body Image and loving yourself for who you are, while the Year 7 and 8 sessions focussed on Respect and Resilience, two of our core values. All students in Years 7, 8 & 9 participated in a session run by Susan McLean from CyberSafety Solutions. Her experience and understanding of the issues around use of technology and particularly social media, was enlightened to all and left them with a great deal to consider when communicating online, both safely and legally.

One way we track the Wellbeing of our students is through regular surveys using the Pivot platform. Each term for a cycle of 5 weeks, students can access the survey questions, which provide us with a snapshot of the areas of celebration and areas needing greater focus. Having real time data of our student's wellbeing has enabled us to put strategies in place to

address their needs. One area the data showed was an area for improvement was 'help seeking', which enabled us to create explicit lessons around this topic at all year levels.

Our school student leadership program and emphasis on Student Voice continued to be a focus on building community and personal development. Our Year 12 Leaders attended the Youth Leadership Conference and our student leaders had a full leadership day together. Their participation in these activities was to inspire, strengthen and empower our future leaders. Enlightening discussions inspired the notion that age has no effect on your ability to achieve extraordinary results, and the need for leaders to accept uncertainty. Regular student leadership forums enabled house leaders to create house fundraising and community building activities. Through this, they led their peers to care about and support others, recognising their ability to make a difference to those in need through their outreach activities.

As a school, we have continued to consolidate our PBS practices, with staff professional development run by Kristy Elliot from 'Restorative Pathways' facilitating our Staff Wellbeing Day, with a focus on creating a positive classroom environment and positive relationships. It was an opportunity to reflect on the importance of our role in ensuring that students feel that they matter to us, that we seek to know who they are and how to bring out the best in them, so that they feel safe, confident, ready and excited to learn. We were reminded about the importance of creating a consistent predictable reliable environment which allows young people to flourish.

The counselling team in 2023 continued to expand to match the increasing numbers of the school. Brooke Lockhart has joined our Psychologist Casey Cilia and Counsellor Arlene Diston. Together they bring a depth of knowledge and experience to support student wellbeing, assisting students and families to find ways to cope with difficulties which may arise, no matter how big or small.

Value Added

- Build Teacher knowledge and capacity to implement SWPBS through collaboration and targeted staff meetings
- Wellbeing Centre
- Counselling Services
- Student Action Team
- Student Leadership Team
- SEL Program with age-appropriate curriculum

- Extended Pastoral Sessions
- House Assemblies
- Broad Range of extracurricular activities, School of Excellence program, and clubs
- Development of School and Family connections and partnership
- Behavioural Management Plans
- Student Safety Plans
- Careers Services
- Breakfast Club
- Health Centre
- Use of SiMON for collection of Wellbeing Data
- Year 7 Transition Program
- Extensive Transition Notes and Staff PD

Regular Meetings to support individual student growth and development:

- Wellbeing Team
- Pastoral Leaders Team
- Pastoral Teachers Team
- SWPBS focus and Staff PD
- Student Support Meetings
- Extended Pastoral Team Meetings

Student Satisfaction

In 2023, Nazareth College undertook an internal Student Satisfaction MACSIS survey. There were 426 responses.

Year 7 students in particular showed areas of improvement from last year and being above the MACS average in the following areas:

- Rigorous expectations

- School Engagement
- School Climate
- Teacher-student relationships
- School belonging
- Learning Disposition
- Enabling Safety
- Student Voice
- Catholic Identity

Our focus on a smooth transition and sense of belonging and connection is evident through these results.

Nazareth College is seeking to improve student satisfaction in the middle school through the appointment of a Middle Years Engagement Officer, who is completing research and implementing strategies to address the data reported. Strong responses to both individual responsibility, and whole school response to challenging behaviour, have been implemented to also address concerns.

Survey results from the whole student body reflect stability and improvement in the following areas:

- Rigorous expectations
- School Engagement
- Teacher-student relationships
- School belonging
- Learning Disposition
- Student Voice
- Catholic Identity

Student Attendance

In 2023, the overall student attendance rate for the year was 86.99%. This was in keeping with the percentage from 2022, which was 86.27%.

At Nazareth College we follow the MACS process “Responding to Student Absences”. We record student absences on the SIMON LMS. When there are unapproved and unexplained absences, we implement the staged responses to absences. Where there is one day of absence, the Pastoral Teacher makes contact with the family. If there are four days of accumulated unapproved absences, contact is made with the family and a letter is sent home via email. If there are five or more absences, the Head of House makes contact with the family and establishes a Care Team. The Head of House informs MACS. If there is ongoing unapproved absences, the Head of House alerts the Deputy Principal Staff and Students and a letter is sent. A formal meeting is undertaken with the family and an Attendance Support Plan is implemented. The Head of House contacts MACS SWISS. If absences continue, there is a referral to the Department of Education School Attendance Officer.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	92.7%

Average Student Attendance Rate by Year Level	
Y07	89.4%
Y08	88.6%
Y09	86.1%
Y10	89.0%
Overall average attendance	88.3%

Leadership

Goals & Intended Outcomes

- To increase community engagement (students, families and staff) in learning, and thereby ensure each member of the learning community feels known and valued as a person and experiences growth.
- To prioritise the use of feedback for students, teachers, leaders and parents so that each member of the Nazareth community feels known and valued as a person and experiences growth.
- To develop a whole school strategic approach to a performance and development culture, so that every staff member feels known and valued as a person and experiences growth.

Achievements

Engagement

Student Progress meetings and parent meetings meant that parents, teachers and students could work together to improve student outcomes. Community engagement was enhanced by video updates to the Community and through the use of Social Media. Staff engagement was further cultivated by the provision of social events and catch ups.

Building works meant that further areas for student engagement were constructed. This included Hospitality Centre, the Maker Space Room, the new Multimedia Room, the Study Centre, the lift in the Auditorium, and the outdoor Amphitheatre.

The Middle years Engagement Officer ran weekly Behaviour and Engagement meetings, a safe space for teachers to discuss pedagogy, student engagement and student behaviour. Coaching was also offered to teachers who wanted this opportunity.

Feedback

Several members of the Leadership Team undertook Learning Walks. The purpose of the Learning Walks was to understand classroom practice, reflect on developing trends in the school and have an understanding of what professional learning is needed by staff.

Teachers elicited feedback on their teaching from students using the Pivot Student Survey on teaching twice during the course of the year.

Performance and Development Culture

Teachers and school leaders worked together to build the professional capital of our College. Teachers worked on Action Research projects that were centred on one of the three areas of focus for the School Improvement Plan: engagement, feedback and a performance and development culture.

Nonteaching staff also undertook ARMs, using the EMS360 platform. This included LSOs as well.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

There were many ways that the College provided opportunities for teacher professional development, both on- and off-campus, utilising both internal and external expertise.

Whole Staff Professional Learning Days

In 2023, there were three whole staff Professional Learning Days. Staff undertook one of Professional Learning about Developmental Rubrics. Wellbeing Professional Learning was undertaken. There was a day devoted to eLearning.

School Improvement Team

The School Improvement Team consists of the Heads of House and the Instructional Leaders. The emphasis of professional conversations and meetings was on how Learning and Pastoral leaders can work cohesively together to improve outcomes for students.

Instructional Leaders

Instructional Leaders had mentoring training from the company PD Training.

Professional Learning Community meetings

All teaching staff were members of a Professional Learning Community. These teams met together at least two afternoons each semester to plan Action Research and then to share findings. These findings were then presented in one of three big groups on Zoom as another Professional Learning activity.

There was also staff training in Cultural Awareness, in Child Safety and in the Disability Standards.

Learning Area Meetings

Expenditure And Teacher Participation in Professional Learning	
While Learning Area Meetings undertake some administrative functions, the focus is on collegial collaboration and they provided many similar opportunities for sharing of internal and external expertise as the PLCs.	
Number of teachers who participated in PL in 2023	75
Average expenditure per teacher for PL	\$1066.00

Teacher Satisfaction

Teacher Satisfaction was measured by the MACSSIS survey. 61 staff members completed the survey, compared to 50 in 2022. Overall, the positive endorsement of the school increased by 5% compared to 2022.

General trends were that there were domains where there was improvement compared to the 2022 averages, including school climate, staff-leadership relations, school leadership, staff safety, staff psychological safety, professional learning, support for teams, collective efficacy and Catholic Identity. Lower scoring domains were student safety and collaboration in teams.

Teacher Qualifications	
Doctorate	0.0%
Masters	13.6%
Graduate	23.7%
Graduate Certificate	1.7%
Bachelor Degree	46.6%
Advanced Diploma	6.8%
No Qualifications Listed	7.6%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	80
Teaching Staff (FTE)	72.1
Non-Teaching Staff (Headcount)	60
Non-Teaching Staff (FTE)	59.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To increase community engagement (students, families and staff) in learning, and thereby ensure each member of the learning community feels known and valued as a person and experiences growth.
- To prioritise the use of feedback for students, teachers, leaders and parents so that each member of the Nazareth community feels known and valued as a person and experiences growth.
- To develop a whole school strategic approach to a performance and development culture, so that every staff member feels known and valued as a person and experiences growth.

Achievements

- Increasing number of parents at school events for a number of years
- Increase in staff required for 2024, and interviews, referee check etc to improve our community
- Pastoral focus on developing positive relationships with students and connection
- Highest Year 7 parent attendance at information nights
- Virtual student progress meeting and in person student progress meetings
- Regular School Tours in person
- College Open Evening
- Taster Days for primary schools in the area
- Staff student engagement team meeting weekly
- Building up of St Anthony's tutoring program
- Building up of relationships with St Elizabeth's through the sacramental preparation program in the Youth Ministry course
- Vocational Major students developing community links and relationships with St Elizabeths and SCOPE

- Time given each term for the student engagement team to meet during professional learning time
- Appointment of new Year 7-9 Student Management Co-ordinator position
- Appointment of new Year 10-12 Student Management Co-ordinator position
- Appointment of new Middle Schools Studies Co-ordinator position
- Presentations of student engagement officer to staff with findings from their research
- Individual staff completing professional learning on student engagement
- Regular feedback from staff to families via email, phone, in person etc
- Focus on respectful relationships and behaviour with students in their social and emotional learning program
- Focus on respectful behaviour for selected students in small groups
- Focus on behavioural management plans for selected students
- Student group working on social skills
- Community announcement via virtual video
- Regular School Newsletter – virtual
- Nazareth College Community Association second hand uniform shop
- Enrolment increased by 60 students from 2023-2024
- 21 new staff appointed to commence in 2024
- Further enrolment increase projected for the next four years
- Lunchtime activities offered in Wellbeing centre weekly
- Increased family involvement in community through the Nazareth College Community Association uniform shop
- Opportunity for cheaper uniforms through the second hand uniform shop
- Increased connection with local Catholic schools
- Students encountering people in the broader community with disability

Parent Satisfaction

- A 14% increase and well above average for how well does feedback from the school help you understand how well your child is doing.
- Usefulness of online portal for parents rated above average and with an 8% increase.
- 13% increase in parent participation in school religious events.
- 18 % increase and above average rating for parents rating staff as being likely to notice if there was something wrong with their child.
- There was also an above 5% increase for how suitable the environment is for the

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.nazareth.vic.edu.au