

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2016



NAZARETH COLLEGE, Noble Park North



REGISTERED SCHOOL NUMBER: 1899

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Contact Details

| | |
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Minimum Standards Attestation

I, Salvatore Cosentino, attest that Nazareth College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College Vision



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

Nazareth College 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).***

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 come from the regional primary schools of St John Vianney's Mulgrave and Resurrection Parish Keysborough, and from more than 10 other schools, both Catholic and government. Situated in Noble Park North, the College is in a residential area but borders the Monash Freeway. The area is becoming a low to no growth suburb and decreasing numbers attending the four parish schools have impacted on enrolments at Nazareth. Enrolments have declined from 836 in 2012 to 679 in 2016.

A College bus service provides transport for students from Lysterfield and Keysborough, both perceived to be areas of more growth. The school is multi-cultural with more than 42 nationalities represented. Students who are new arrivals to Australia are provided with quality refugee support. Nazareth's multi-cultural faith community draws on a richness of tradition and diversity and treasures the contribution of each member. The International Students program, which has been a feature of the school for many years, continues to be an important part of the Nazareth College community.

The Leadership Team comprises the Principal, Deputy Principal, two Assistant Principals (Learning and Teaching and Faith and Wellbeing), the Director of Studies and the Business Manager.

The completion in February 2017 of the Joseph Centre for Applied Learning, which was supported by a state government grant of \$1 million, will permit the College to better support students who choose this learning pathway.

Nazareth College has a focus on personalised learning and pathways that enables all students to follow their head and heart through innovative eLearning Programs and Single gender classes in core subjects, programs of acceleration and a broad extracurricular program – all within a faith-based community.

The College is governed by a Board of Management under delegation from the Canonical Administrators. Each of the four parishes is represented. Further support to the College is provided by the Nazareth College Parents Association.

Principal's Report

In 2016, the College continued to embed initiatives in the areas of personalised learning and student wellbeing. Staff continued to be up-skilled with many Professional Learning opportunities in the areas of:

1. Most effective teaching in a Single Gender classroom;
2. Accelerated learning;
3. eLearning;
4. Literacy and Numeracy projects;
5. Embedding Vertical Pastoral systems and consolidating the learning from the previous year.

Students, staff and parents have responded most positively to these initiatives, with students telling us that they are more engaged in their learning and more confident to answer questions. Peer support within the Pastoral groups revolves around students continuing to assist other students in their Pastoral groups. Finally, House spirit also has developed within the overall Pastoral system.

This year, we found ourselves consolidating all our new ventures and saw a remarkable improvement in participation and learning. Students were extremely appreciative of their new, refurbished areas.

Music and Performing Arts were showcased with an outstanding school Production, "Hairspray – The Musical". A variety of students participated in the Production and they were able to showcase their skills through 'performance'. Sports programs, Social Outreach and academic Pathways were also strengthened throughout the 2016 school year.

Our Year 12 cohort in 2016 achieved outstanding results with a Median Study Score of 31 and:

- 57% of student ATARs in the top 30% of the State;
- Median Study Score in the top 21% of the State;
- 99% of Tertiary applicants received a First Round offer;
- 78% of ATARs were above 60;
- No other Catholic Co-educational school had a higher Median Study Score.

In 2016, the New Applied Learning Centre (The Joseph Centre) was planned after the State Premier, The Honourable Mr Daniel Andrews MP, worked in partnership with the Catholic Education authorities to provide funds for this building. The building and refurbishment commenced in mid-October and it was anticipated to be ready for the commencement of 2017. These facilities will provide outstanding opportunities for those who want to pursue the Applied Learning pathway.

Finally, 2016 was significant with Mrs Anne McDonald announcing her retirement and the appointment of a new Principal, Mr Sam Cosentino, from the commencement of the 2017 school year.

It is hoped that the College will continue to grow in Faith, Wisdom and Knowledge in the next phase of its journey.

Mr Sam Cosentino
PRINCIPAL

College Board Report

At the end of 2016, Mrs Anne McDonald concluded her time at Nazareth College after ten dedicated years as Principal. On behalf of the whole Nazareth Community, we thank Mrs McDonald for all that she has given and done for this Community. A variety of activities was organised including the End of the School Year Mass, College Assemblies and Farewell Functions to suitably acknowledge and thank Mrs McDonald.

In turn, the Nazareth College Board is delighted to welcome Mr Sam Cosentino as its newly appointed Principal.

Sam has been actively involved in Catholic education for the past thirty-two (32) years and has held numerous positions of leadership at Trinity College, Marcellin College and Padua College. He is heavily involved in his local parish and strongly believes in serving others and being community focussed.

Sam is proud to join Nazareth College and its immediate and extended communities and will endeavour to ensure that it is welcoming and respectful with a focus on Gospel values and a Christ-like example.

The Board was delighted with and proud of the school's outstanding 2016 results which included:

- A Median Study Score of 31
- 57% of student ATARs in the top 30% of the state
- Median Study Score in the top 21% of the state
- 99% of Tertiary applicants received a First Round offer
- 78% of ATARs were above 60
- No other Catholic Co-educational school had a higher Median Study Score

Following the generous grant in 2016 from our Premier, The Honourable Daniel Andrews MP, we look forward to being provided with an excellent state of the art facility for our Applied Learning and Pathways department – The Joseph Centre – which will officially be opened in Term 2 2017.

Mr Michael Quin

Chair

Nazareth College Board

Education in Faith

Goals & Intended Outcomes

To build the Catholic Culture of the College.

That students and staff will have a greater understanding of and commitment to what it means to belong to a Catholic school.

That College Community members have an understanding of Social Justice as an expression of our Catholic faith.

That Nazareth College is enhanced as a community of Faith, Hope and Love.

Achievements

- Introduction of “school wide positive behavior support” to assist our community as one of hope and faith.
- Continued development of St Vincent de Paul College Conference.
- Opportunities for prayer and sacramental participation increased with Monday prayer and reconciliation at lunchtime.
- Building Bridges program participation increased by 50% over 2015.

Value Added

- Reflection Days for each Year level
- Year 12 overnight Retreat
- Mini Vinnies
- Social action including:
 - Soup kitchen
 - Winter Sleep Out
 - Blood Bank
 - Food and clothing appeals
- CSYMA Youth Ministry
- Building Bridges – an Interfaith Program for Year 10 students
- Active Faith Team, including Parish Priests to plan liturgies and other expressions of faith
- Monthly Lunchtime Prayer and Reconciliation
- Reconciliation in classes during Lent
- Staff Reflection Day
- Prayer in Morning Homeroom
- Refugee Dinners

Learning & Teaching

Goals & Intended Outcomes

To enable students and staff to be successful, engaged and purposeful learners.

That purposeful teaching will improve through teacher understanding and practice of contemporary pedagogy.

That student learning outcomes continue to improve.

Achievements

VCE results have improved in each successive year since 2013, with the 2016 VCE Results providing the best results in over 10 years. Since 2014, the median Study Score has risen from 29 to 31 and the 40+ scores rose by 3.5%, with the percentage of students achieved A-grade exams doubling during this period. Most pleasingly for future pathways, the ATAR median rose to 71.90, with the 70+ ATARS now 27% above the state average. In addition, Nazareth College began the first year of VCE VET training for students through on-site delivery of the VET Music (Performance) units, with students from local colleges also joining this course.

The College expanded its eLearning capabilities through the introduction of the Google Suite. This involved implementing Google Drive, Hapara and the productivity Suite. Staff underwent specific training in navigating and effective use of Google Drive, Hapara, Google Docs and Google Forms, with more training in a wider variety from the suite due in 2017. The focus on effective pedagogies continued with staff professional learning in literacy – led by the Nazareth College SLIP Team (Secondary Literacies Improvement Project) – and in single-gender pedagogies. Curriculum Mapping was updated to a college-wide format that includes planning for specific literacy teaching, curriculum differentiation and eLearning elements in every course.

Student Learning Outcomes

While the 2014 Year 7 cohort brought to Nazareth College skills that were below the state and national means in all areas, both 2015 and 2016 cohorts have proven stronger in their NAPLAN results. The 2016 cohort produced the highest writing results across the three years, in terms of the mean, a higher 75th percentile and a higher 25th percentile, all of which are above the state and national means. While spelling remained on-par with 2014-15, the 2016 numeracy results were stronger in the raw score, but dropped marginally below the state average.

The more relevant Relative Cohort Growth results indicate the successes of the Nazareth College programs in literacy and numeracy, particularly the enhancement programs to support less able students and the Laurel program for highly able students. In 2016, all measures of relative growth are improved from the 2015 results. Numeracy continued a positive growth trend, moving from marginally below state mean in 2014-15 to reach the

state growth mean in 2016. The influence of the SLIP program is evident in the 2016 Writing growth comparison, which moved from being below the state average in 2014-15 to being significantly above in 2016.

Post-School Destinations

| | |
|-------------------------------------|-------|
| TERTIARY STUDY | 68.0% |
| TAFE / VET | 20.5% |
| APPRENTICESHIP / TRAINEESHIP | 2.45% |
| DEFERRED | 1.75 |
| EMPLOYMENT | 7.3% |

Student Wellbeing

Goals & Intended Outcomes

To strengthen our understanding of contemporary wellbeing issues to better inform our policies and enhance our practices.

That students' connectedness to school, their peers and staff will improve.

That wellbeing will improve.

Achievements

- Commenced implementation of "School wide Positive Behaviour Support"
- Fortnightly Learning and Pastoral meetings build Student Wellbeing and learning Programs
- Emphasis on staff building relationships with students
- Further embedding of the Vertical pastoral structure
- Significant success with school refusal students
- Successful management of Year 12 students with high mental health needs.

In order to achieve success and to develop and maintain meaningful relationships, regular attendance at school is vital. The importance of school attendance is communicated to parents and monitored and advised on a daily basis by the College.

Nazareth College managed student non-attendance in 2016 in the following manner.

- Marking of the daily attendance roll, Electronic Roll Marking, at each period.
- Parents contacted each day of child absence by SMS.
- Homeroom Teacher contact with parents.
- Setting up of software to detect patterns in student absences.
- Counselling of parents and students in the case of long term and/or frequent absenteeism.

Following the installation of a different student record system the College will continue to record non-attendance in a similar manner however in 2017 will use the SIMON system.

Value Added

- Range of guest speakers covering Key Wellbeing topics
- Student Leader Forums for student voice
- Lunchtime activities offered for students
- Lunchtime Concerts offered for students
- Reflection Days for each year level
- Year 12 overnight Retreat
- CSYMA Youth Ministry
- Building Bridges – a program of interfaith for Year 10 students

Child Safe Standards

Goals and Intended Outcomes

To ensure that the care, safety and welfare of students are embedded in policies and procedures which ensure a commitment to zero tolerance of child abuse.

That the College is committed to the creation and maintenance of a child safe school environment.

That all staff are fully aware of the extent of the regulations promulgated under Ministerial Order No 870 – Child Safe Standards.

That all documentation and processes evidence compliance with the requirements of the Ministerial Order.

Achievements

During 2016 the College conducted extensive professional development in implementing the requirements of the Ministerial Order and in reviewing and revising documentation and procedures.

These included external training for selected staff who then returned to conduct several internal sessions for all staff, both teaching and administrative and support staff. These staff also conducted a review of policies revising and adding policies as required and reviewed and revised procedures and ensured that documentation was similarly revised.

New Human Resources practices in recruitment and employment were adopted to ensure compliance and a review of visitors protocols was commenced.

Leadership & Management

Goals & Intended Outcomes

To promote shared leadership to ensure ethical governance, accountability and a culture of excellence.

That the leadership capacity of staff and students is enhanced.

That staff are supported in their roles.

That appropriate management programs and protocols direct practice.

Achievements

The College introduced the Synergetic Administrative system with effect from September 2016 adopting the same “back office” package solution as most Catholic secondary schools, a move which paves the way for the future adoption of the ICON package which will result in all Catholic secondary schools using the same system. This has permitted significant improvements in communication with parents and staff providing more accessible on-line information and enabling faster and cheaper communication with parents.

The Synergetic platform will ultimately enable the effective integration of all College systems such as student, parent and staff information for timetabling, attendance, communication and result reporting.

A restructure of teaching Positions of Leadership was undertaken which took effect from the commencement of 2017 leading to enhanced leadership opportunities and capacity for significant growth in responsibility for those successful in obtaining the positions.

Staff self-improvement continued as three staff members continued to advance towards Masters degrees by studying part-time with the College providing assistance.

A significant focus for the 2016 school year was the 2016 School Review completed in June, which evidenced the College’s compliance with VRQA requirements and established the agenda for Nazareth College in its next Strategic period, 2017 to 2020.

Expenditure And Teacher Participation In Professional Learning

All staff participated in in-house Professional Learning in 2016. Outside Professional Learning for both Teaching and Non – Teaching staff continued and involved some 137 full days of learning, 35 half days and 42 days of out of hours training for Teaching staff.

The concentration of professional learning during the year was on e-learning, (particularly Google Suite), pedagogy and student welfare.

There was a strong focus on literacy with SLIP training and Literacy for Learning and also on the implementation of VCE Australian Curriculum subjects and the Years 7 to 10 Victorian Curriculum.

| | |
|--|-------|
| NUMBER OF TEACHERS WHO PARTICIPATED IN EXTERNAL PL | 50 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | \$504 |

Teacher Satisfaction

The 2016 School Improvement Teacher Surveys, (Insight SRC), indicated an increase in staff satisfaction with significant improvements in:

- staff morale
- staff sense of empowerment
- role clarity, and a,
- sense of supportive leadership.

College Community

Goals & Intended Outcomes

To further develop Nazareth College as a core community of Faith, Wisdom and Knowledge.

That student involvement in the broader community will increase.

That parental involvement in their children's school life will increase.

That staff experience an improved sense of belonging through the College Community.

That the College's standing in the local and broader community will be further enhanced.

Achievements

The Nazareth College Parents Association, (NCPA), welcomed more members throughout 2016 and organized a variety of successful functions. The NCPA continues to be a very viable link between the school and its parent community.

Student Social functions, primarily Year 12 Formal and the Year 12 Valedictory Dinner, were supported in great numbers.

This year was the first that the College Production, ("Hairspray-The Musical" in 2016), was held at the College. Performed in the Wheeler Auditorium it was well supported by our school community leading to the decision to hold the 2017 production "Xanadu" in the same venue.

The number of parents attending Information Nights and Subject Selection Nights increased and the parents who took advantage of these scheduled parent forums found them enlightening and informative.

Social Media continued to be an avenue of communication for our school community and increased use of Twitter and Facebook in 2016 increased interaction with the College Community and well publicised the College production of "Hairspray – The Musical".

Value Added

- Mini Vinnies greatly expanded in student numbers in 2016
- Nursing Home visits
- Blood Bank attendance by staff
- Use of College facilities by Parish and neighbouring schools for performances and Presentation Nights
- Refugee Dinners

Parent Satisfaction

An increase was noted in Parent Satisfaction in virtually all areas of the results from the School Improvement Parent Surveys, (Insight SRC), however the College is mindful of the small number of parent respondents and securing a greater level of response to surveys remains an area of focus.

Future Directions

During 2017 the College will continue to build on the programmes implemented in 2016 and specifically the introduction of the Synergetic system by implementing the SIMON web based solution for further improvements to attendance recording and timetable reporting and provide instantaneous daily and calendar information to students, their parents, staff and all members of the College community.

In a similar manner the College will continue the implementation of the Google Suite of Applications for Education commenced in 2016, by moving to Gmail.

A primary focus will continue to be on the compliance with the requirements of the Child Safe standards promulgated in 2016 to ensure that the care, safety and welfare of students are embedded in policies and procedures which ensure a commitment to zero tolerance of child abuse and that all staff, and indeed all impacted members of the College Community, are aware of their obligations under the regulations and adhere to the requirements of the Ministerial Order.

Nazareth College in 2017 will continue to enhance classroom pedagogy striving for continually improving student outcomes and emphasise improved student well-being by increased awareness by staff of student needs and meaningful responses to those needs.

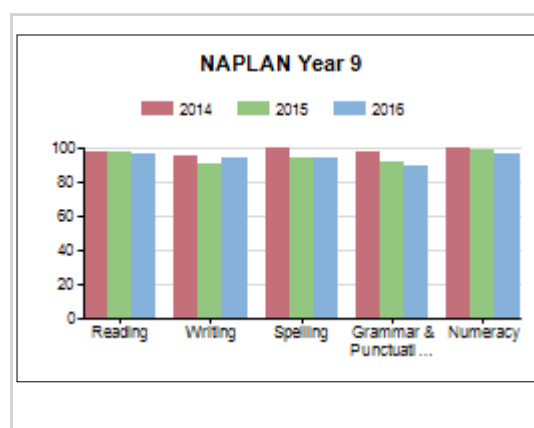
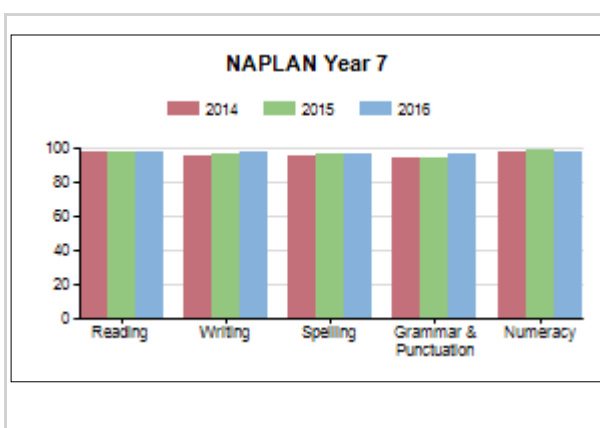
VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|---------------------------|-----------|---------------------------|
| NAPLAN TESTS | 2014 % | 2015 % | 2014–2015 Changes % | 2016 % | 2015–2016 Changes % |
| YR 07 Reading | 98.0 | 98.1 | 0.1 | 98.1 | 0.0 |
| YR 07 Writing | 95.0 | 96.2 | 1.2 | 98.1 | 1.9 |
| YR 07 Spelling | 96.0 | 96.2 | 0.2 | 97.2 | 1.0 |
| YR 07 Grammar & Punctuation | 94.1 | 94.2 | 0.1 | 96.3 | 2.1 |
| YR 07 Numeracy | 98.0 | 99.0 | 1.0 | 98.1 | -0.9 |
| | | | | | |
| YR 09 Reading | 97.5 | 97.9 | 0.4 | 96.1 | -1.8 |
| YR 09 Writing | 94.9 | 90.3 | -4.6 | 94.1 | 3.8 |
| YR 09 Spelling | 100.0 | 94.4 | -5.6 | 94.1 | -0.3 |
| YR 09 Grammar & Punctuation | 97.5 | 92.4 | -5.1 | 90.1 | -2.3 |
| YR 09 Numeracy | 100.0 | 99.3 | -0.7 | 97.0 | -2.3 |
| | | | | | |



| YEARS 9–12 STUDENT RETENTION RATE | |
|-----------------------------------|--------|
| Years 9–12 Student Retention Rate | 85.92% |

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|-------|
| Y07 | 92.23 |
| Y08 | 91.40 |
| Y09 | 89.55 |
| Y10 | 88.89 |
| Overall average attendance | 90.52 |

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|--------|
| Teaching Staff Attendance Rate | 84.95% |

| STAFF RETENTION RATE | |
|----------------------|--------|
| Staff Retention Rate | 85.14% |

| TEACHER QUALIFICATIONS | |
|------------------------|--------|
| Doctorate | 1.54% |
| Masters | 21.54% |
| Graduate | 43.08% |
| Certificate Graduate | 3.08% |
| Degree Bachelor | 92.31% |

| | |
|--------------------------|--------|
| Diploma Advanced | 20.00% |
| No Qualifications Listed | 0.00% |

| STAFF COMPOSITION | |
|---------------------------------|--------|
| Principal Class | 4 |
| Teaching Staff (Head Count) | 67 |
| FTE Teaching Staff | 58.355 |
| Non-Teaching Staff (Head Count) | 28 |
| FTE Non-Teaching Staff | 24.922 |
| Indigenous Teaching Staff | 0 |

| MEDIAN NAPLAN RESULTS FOR YEAR 9 | |
|----------------------------------|--------|
| Year 9 Reading | 562.30 |
| Year 9 Writing | 572.90 |
| Year 9 Spelling | 593.30 |
| Year 9 Grammar & Punctuation | 561.50 |
| Year 9 Numeracy | 577.80 |

| SENIOR SECONDARY OUTCOMES | |
|---------------------------|------|
| VCE Median Score | 31 |
| VCE Completion Rate | 100% |
| VCAL Completion Rate | 99% |

| POST-SCHOOL DESTINATIONS AT AS 2016 | |
|-------------------------------------|-------|
| Tertiary Study | 57.0% |
| TAFE / VET | 17.0% |
| Apprenticeship / Traineeship | 13.0% |
| Deferred | 6.0% |
| Employment | 7.0% |