

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2018



**NAZARETH**  
COLLEGE

**Nazareth College, Noble Park North**



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## Minimum Standards Attestation

I, Sam 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

20 May 2019

## 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)

**One in Christ**

**Engaging Minds**

**Igniting Hearts**

## 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 more than ten 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 had an impact on enrolments at Nazareth College.

A college bus service provides transport for students from Rowville and Keysborough, both perceived to be growth areas.

The school prides itself on its multiculturalism with more than 35 countries of birth represented. Students who are new arrivals to Australia are provided with quality refugee support. Nazareth's multicultural faith community draws on a richness of tradition and diversity and treasures the contribution of each member.

The International Education Program, under the leadership of the new Director of Global Innovation / International Program, has been a feature of the school for many years and continues to be an important part of the Nazareth College Community.

The Leadership Team comprises the Principal, Deputy Principal, Assistant Principal Learning, Assistant Principal Faith and Wellbeing, the Director of Studies, the Director of College Operations and two Co-Directors of Wellbeing, together with the Business Manager.

Nazareth College has a focus 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 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 under delegation from the Canonical Administrators. Each of the four feeder parishes is represented on the College Board. Further support to the College is provided by the Nazareth College Community Association (NCCA).

Nazareth College strives to provide a safe and nurturing environment in which students are able to achieve to the best of their ability and potential. Through our focus on personalised learning, we endeavour to meet the spiritual, academic and wellbeing needs of all our students.

## Principal's Report

In 2018, Nazareth College continued to build on existing relationships with all Feeder and associated Catholic Primary Schools along with local government schools.

Large numbers of students from these associated schools were invited to spend time at Nazareth College, to explore what it would be like to spend a day in a Secondary College. These days are called Taster Days and were well attended. They gave students and families a fantastic insight into Nazareth College.

Family and community involvement was another priority that the College identified as being an integral part of belonging to our school. The Nazareth College Community Association (NCCA) ensures that all existing families are kept informed and feel a sense of belonging, just like their children.

Nazareth College is a school 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 personalised Learning, Literacy and Student Wellbeing. Also, by its nature and number, Nazareth College is a school where we ensure that our students and families are known.

The College has a comprehensive array of pathways and courses that students can undertake. Our new (VCAL) Applied Learning Centre (the Joseph Centre), together with the DREAM Centre facilities at Chisholm College, allow our students to undertake a variety of courses many of which emphasise life skills and prepare our students for life after Nazareth. The College proudly offers Year 9 and 10 VET Programs, TAFE Taster Days and an Accelerated VCE Program, together with a traditional VCE/VCAL Program.

Students not only can consolidate their academic learning, but there are so many opportunities to become involved in co-curricular activities such as Chess, Debating, Drama, Music, an endless choice of Sports, a Book in a Day competition and so on – we are a member of the Southern Independent Schools Association.

Another new initiative was the introduction of the School of Excellence Soccer Program. This was extremely well attended and has further assisted in the development of our students' Soccer skills.

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 Soup Kitchen, Social Outreach (Nursing Home visits), Mini Vinnies, Refugee Groups as well as simply caring for those in need.

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

○ Median Score	29
○ % of 40+ Scores	4.8
○ 'A' Grade Exams	11.5%
○ English 40+	1.0%
○ GAT (Written)	29.96
○ Maths 40+	6.0%
○ GAT (Maths/Science/Technology)	29.84

2018 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

## College Board Report

On behalf of the Board of Nazareth College, I write to congratulate the Community on the commendable outcomes in each facet of school life – exam results, the co-curricular program, the administration of the school and, generally, the building of spirit and involvement in the Nazareth Community.

The Year 12 results for 2018, as noted in the Principal's Report, were favourable and reflective of the cohort of students. Highlights included the College Dux achieving an ATAR score of 99.5 and two students achieving perfect scores of 50 in Physics and Food Technology. Our VCAL students all achieved encouraging results, as reported in the Annual School Report – each student being enrolled in post secondary studies or apprenticeship training, or to a position in the workforce. Our International student numbers continue to grow and these students enjoy fine academic success.

The NAPLAN results were also encouraging at Years 7 and 9 and confirm that the focus areas on which the College has concentrated are improving. Commendable outcomes were achieved by our students in both Numeracy and Literacy.

The co-curricular program highlight in 2018 was perhaps the Showcase of Performing and Creative Arts – a thoroughly enjoyable event engaging the efforts of a high proportion of the student community. The event was also a reflection on the teachers at the College and their ability to inspire high quality work in our students.

This co-curricular program was well complemented by the regular sporting activities (both College and interschool competitions). Three Nazareth students qualified to enter the SIS representative teams in Athletics and Swimming. A recent additional sporting opportunity has been the introduction of the after school Soccer Program conducted by Mr Brendan McAleer, a past international player. The usual range of community service activities continues, including Mini Vinnies, Blood Bank visits, Building Bridges, Shared Table, Soup Kitchen etc.

Parents had regular access to the College through Parent / Teacher evenings, Subject Selection evenings, together with formal and informal gatherings at the College. The successful Career Expo achieved high parent and student attendances. Conversation Corner evenings provided opportunities for parents to consider issues related to social media and the use of ICT.

The Board is always well attended at the several meetings held per year and via the functioning of an effective Finance Committee. Board discussion is regularly directed to issues like the setting of fee levels, fee collection and to initiatives related to enrolment including effective links with neighbouring Catholic Primary Schools, publicity and the conduct of parent visits to the school.



The membership of the Board includes representatives from the College staff, parent and parish communities. Mr Lee Perry was appointed Business Manager in late 2018, replacing Mr Rob Malone who retired. Mr Perry has been most active in arranging the refurbishment of various College facilities and the upgrading of College signage.

Mr Michael Quin

NAZARETH BOARD CHAIR

## Education in Faith

### Goals & Intended Outcomes

*To further 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 members of the College Community have an understanding of Social Justice as an expression of our Catholic faith.*

*That Nazareth College is enhanced as a Community of Faith, Wisdom and Knowledge.*

### Achievements

In this year, we continued to aim to further build the Catholic Culture of the College. Obviously this is done through so many different ways and is, in fact, built often through repetitive actions and rituals. Also, in the Catholic Community, the relationships of people within this community are a key way that the Catholic Culture is seen and lived out. We have continued to work hard through the PBS implementation to build a community that is more explicit in teaching what we desire in terms of behaviours and restorative practices when issues arise.

The theological virtue of Hope and the Christian call to forgiveness are central aspects of the Catholic faith and two things we are working on across the board with our student management through PBS and restorative practices.

We have endeavoured to develop the Religious Education of our students and the faith development of our community through further developing CSYMA (Catholic Schools Youth Ministry Australia) and introducing a Year 11 class in 2018. This has led to more students ministering to younger levels and classes also going to our Parish Primary Schools to lead Reflection and Sacramental Preparation Days. This helps our students to know more deeply the Catholic faith to be able to share something of it and build a connection and commitment to it.

Our St Vincent de Paul College Conference has continued to mature and develop in numbers and is a place where students actively live the faith, by helping people in need. We have begun the process (and need to continue and further develop it) of assisting students to understand more the link between Social Justice and the Catholic faith through most explicit sharing of the faith as the source of such action.

Our Sacramental Life through Masses and Confession continues to be central to us as a Catholic Community, as are our Outreaches to the Soup Kitchen, Nursing Home and work with SCOPE where we endeavour to live out our call to love and serve our neighbour. Daily Prayer, Reflection Days and frequent communal prayer help us as we endeavour to place the person of Jesus Christ at the very centre of our Community.

**VALUE ADDED**

Weekly Mass before School

Whole School Masses five times a year

Staff Masses to begin and conclude the year

St Vincent de Paul College Conference with over 40 students

CSYMA – Introduction of Year 11 Class

CSYMA – Reflection Days for Year 7

CSYMA – Reflection Days for Parish Sacramental Preparation

Soup Kitchen visits

Nursing Home visits

Daily Prayer

Frequent Communal Prayer

Hosting a Senior School Reflection Day for a number of Catholic Schools in the Archdiocese

Reflection Days for each level

Overnight Retreat for Year 12 students

## 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.*

*That every teacher be confident and competent with utilising contemporary learning strategies for personalising learning.*

### Achievements

2018 was yet another year busy with innovation and expansion of learning opportunities for Nazareth students. The commitment to STEM was significantly expanded from the STEM club of 2017, with the inaugural Year 9 STEM course and the innovative inter-school collaboration of the LitSTEM program. Through LISTEM, students have worked to lead local Primary students through STEM experiences, and staff across the local primaries worked with Nazareth staff to expand dialogue and opportunities for current and future Nazarenes. This was particularly evident when Nazareth hosted local Primary School and CEM staff for a joint professional learning day with Beverly Derewianka, designer of Australian Curriculum for English and Literacy

Nazareth College proudly celebrated its ten year association as a co-owner of the DREAM (Dandenong Regional Education Alliance Model) Centre at Chisholm TAFE Dandenong. One of the great advantages of our association is evident in the many students undertaking VET courses as part of either VCE or VCAL studies.

Our Year 9 students were also thoroughly engaged in a variety of courses on the VET Taster Day that included: Engineering, Building and Construction, Automotive Engineering, Early Childhood Education and Care, Health, Plumbing, Hair and Beauty, and Hospitality. Students learned a variety of skills, including basic CPR and bandaging, putting on fake eyelashes, changing nappies and making playdoh, changing tyres, bending copper rods and making stable tables.

The revamped Year 9 program continues to develop, with a series of experiences throughout the year, including the Business Expo, Camp, aforementioned VET Taster Day and Year 10 Taster Day. The Year 9 City Explorer Day in Term 4 was a precursor to an expanded 2019 City Learning research project to take place over four weeks, building teamwork, initiative, collaboration and research skills. 2018 also saw the launch of the Soccer School of Excellence, with a specific Soccer Education stream at Year 9, to be expanded with a Basketball Education stream in 2019.

Learning Technologies continued to flourish under the coordination of the Learning Technology Steering Team. This year saw the seamless transition to a full BYOD program, with students successfully innovating and collaborating using the Digital Device of their preference.

eLearning pedagogy was significantly enhanced through the introduction of the ViVi wireless projection system, and the continued expansion of the SIMON / PAM system, particularly with the introduction of Continuous Reporting. Key leaders were privileged to visit the Hewlett Packard Enterprise Customer Engagement Centre in Singapore to learn more about the future uses of technology to support education. While there, we also connected with agents for our International Education Program, which proudly launched the new International Bridging School in 2018.

Successfully teaching and learning programs – evident in so many ways, including success at Eisteddfod by the Bay, SIS Teen Chef, International Youth Silent Film festival, Dante Alighieri Italian Poetry and so much more – require support from a wide range of people and teams.

Learning and Teaching at Nazareth are led by the Learning Team and our three Learning Innovations Teams, focussed respectively on: Data and Literacy, Curriculum Differentiation, and Student Engagement. Our Community centred on Faith, Wisdom and Knowledge is a success precisely because of our strong sense of community: the partnership between staff and parents to support our Nazarene students as they strive to explore the outer reaches of their abilities in continual search for new skills and knowledge.

## STUDENT LEARNING OUTCOMES

The 2018 Year 9 cohort continued the trend of 2015-17 providing the strongest NAPLAN results in the last 5 years for Spelling, Reading, Numeracy and Grammar & Punctuation. However, the incoming Year 7 cohort arrived weaker in Writing and Numeracy, highlighting the need to continue to enhance delivery of quality Numeracy and Literacy support in junior years. The Year 9 cohort produced means above the national average in all areas. 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 2018, measures of relative growth are improved from the 2015-17 results in Reading, Spelling, Grammar & Punctuation, and Numeracy. The influence of the Literacy for Learning Program and the Literacy Enhancement Group is evident in the Reading Growth comparison, which continued the trend of the last three years of improving each year, with 2018 the highest level growth of the last 5 years. Increased focus on Numeracy has also resulted in Numeracy growth outstripping the State growth for the first time in 4 years.

## Student Wellbeing

### Goals & Intended Outcomes

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

*That the wellbeing of students will be addressed and strengthened.*

*That staff will be supported further with classroom management through the implementation of PBS.*

### Achievements

In 2018, the College Leadership Structure changed with the introduction of Co-Directors of Student Wellbeing. This has been a great blessing for the College and enabled us to seriously strengthen the wellbeing of students through a number of avenues. There are more staff now available to work one-on-one with students who need extra support for wellbeing issues and this enables a more regular and indepth follow up of numerous students in assisting their wellbeing.

We have worked on our Extended Pastoral Program and provided an SEL curriculum through Extended Pastoral Sessions which are geared towards improving the wellbeing of students across the board.

The continued work to implement the PBS has given staff further Professional Development and tools to improve the classroom management and wellbeing needs of the students. We have offered staff Wellbeing Sessions and the opportunity of dialogue with wellbeing staff looking at key wellbeing issues for adolescents. The Professional Development of four staff with Berry Street has enabled us to share resources and ideas to further develop not only these staff members, but offer resources for our whole staff to further improve our students' wellbeing management.

Towards the end of 2018, we also developed a Cultural Inclusion Team aiming at celebrating our rich multicultural community and developing further the unity within our Community. This Team introduced a number of initiatives that will commence in 2019.

We have also seen the development of the Student Voice Team, meeting regularly to allow opportunities for students for deeper reflection and input into the very life and decisions of the College.

Our Mobile Phone Policy was adjusted to address current issues with wellbeing flowing from mobile device use. We clearly articulated to students, parents and staff the College expectation for digital device use - before school, after school and not at school.

Our Wellbeing Centre has also been a great blessing for our students and a safe place for many to visit.

As a way of improving student outcomes, staff were also offered some wellbeing activities to assist them in being able to perform at their very best.

**VALUE ADDED**

Introduction of Co-Directors of Student Wellbeing

Development of SEL Program for students during Extended Pastoral Sessions

Implementation of PBS

Professional Development of staff in PBS

Professional Development of staff with Berry Street

Student Voice Team meeting regularly

Development of Cultural Inclusion Team

A range of Guest Speakers for Extended Pastoral Sessions

Wellbeing Centre – a safe place for our students to visit

A range of activities and opportunities for students to shine and flourish outside of the classroom

**STUDENT SATISFACTION**

SRC Student Satisfaction data indicates that students are feeling positive emotions at school and a sense of connection and belonging. The levels of student distress is low. Students feel classes are engaging and meeting their learning needs, but they feel lessons are not always as clearly planned or organised as they could be.

Students are highly motivated to learn and have confidence in their ability to learn. The classroom behaviour is perceived as good and not interfering with their learning. Outside the classroom there are some indications that there may be some bullying.

Overall, the results are quite good, but also there are some clear areas to improve.

**STUDENT ATTENDANCE**

Students who do not attend school on a given day are asked to contact the College and this is generally done by SMS.

If a student misses a number of days, the Pastoral Teacher is asked to call the family to follow up and see how the student is and if there is anything we can do to support him / her.

If students are struggling to come to school, meetings are arranged with the family to discuss the issues and see if adjustments can be made to assist a return to school plan. Students with significant challenges in attending school have their program adjusted as is fit and CEM procedures are followed for school refusal situations.

## Child Safe Standards

### Goals and Intended Outcomes

***To ensure that the care, safety and welfare of students is embedded in policies and procedures which assure 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 2018, the College continued to conduct extensive professional development in implementing the requirements of the Ministerial Order and in reviewing and revising documentation and procedures. This included:

- Whole staff professional development sessions conducted on a regular basis;
- Case workshops regularly conducted in staff meetings and briefings;
- Extensive training and workshopping scenarios for all new and returning staff, both teaching and administrative and support staff;
- The inclusion of Child Safe policies in the Staff Induction Booklet;
- The inclusion of Child Safe Scenarios as part of the Induction process for new and returning staff;
- The Professional Development of staff in relation to the Reportable Conduct Scheme;
- The compulsory completion by all staff of the Mandatory Reporting eModule;
- An Information Session and workshop conducted specifically for all Emergency and Casual Relief Teachers employed by the College.

Child Safe Policies and Procedures continued to be imbedded in daily practice at the College as:

- The College Child Safe Code of Conduct and the Professional Boundaries Policy were included in the Staff Induction Booklet;
- The commitment to Child Safe Standards was included on every email emanating from the College;
- All visitors to the College were made aware of their obligations under the Child Safe Code of Conduct and were required to register their presence on campus;
- Protocols and documentation to ensure that all Guest Speakers and Guest Presenters had current Working With Children Checks were enforced;
- There continued to be a major focus on 'Student Voice' within the Student Leadership Program;
- All Referee Checks for prospective staff were required to address specific questions in relation to applicants; suitability to work with young people.



## 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.*

*That staff are empowered and engaged in a shared vision for Nazareth.*

### Achievements

The College has been developing its application of SIMON since its introduction in 2017. Online absences, reporting and commendations are aspects of the program that are being utilised. SIMON has also permitted teachers to email prepared lessons and work to students.

It has also given parents the latest up-to-date course outlines and work requirements through the introduction of online reporting (PAM – Parent Access Module).

The Synergetic Management System was introduced in 2016 and, over the past two years, many more of its applications have been adopted in the Administration area. These have simplified fee collection, procedures and data, cash payments and record keeping. It is hoped that these will further improve next year.

The College Leadership Team has had a year of consolidation in its current form. It has worked on visionary elements with the development of a Master Plan and Strategic Plan. Overall, together with all staff, the aim is to continue to improve results, facilities and the staff and student morale, ensuring that the College operates at its best at all times, producing the ultimate learning experience for our College Community.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

All staff participated in on campus Professional Learning in 2018. Outside Professional Learning for both teaching and non teaching staff continued.

Many of the Welfare leaders were involved in Professional Learning to implement Positive Behaviour Support and conduct local professional learning for its implementation. Ten staff also experienced the Resilient Educators program, with a focus on providing this opportunity for early career teachers.

With the introduction of the SIMON Learning Management system, extensive professional learning on its many features was conducted. This included the Behavioural Management System and the introduction of Continuous Reporting.

The focus on Literacy continued in 2018, with Literacy for Learning, and expanded to include STEM. Nazareth College both hosted and conducted 'LitSTEM' network professional learning that combined Literacy and STEM focus, particularly examining the literacies specific to project-based learning.

The College continued to support and prioritise senior teachers attending relevant professional learning for their VCE subjects and participation in networking opportunities.

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	<b>45</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$692</b>

## TEACHER SATISFACTION

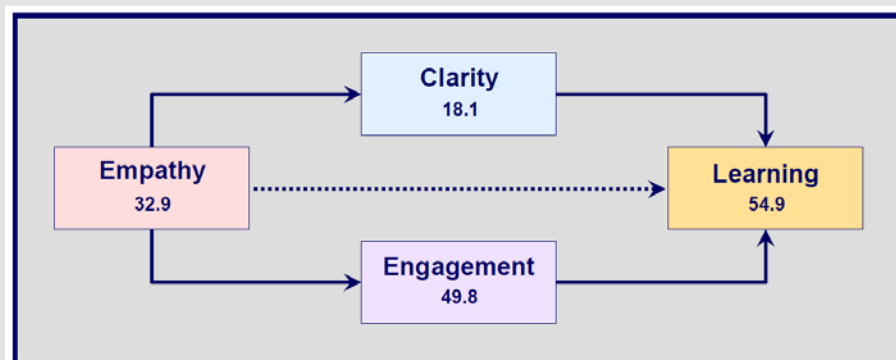
The 2018 School Improvement Framework data demonstrates maintenance of the gains from 2017 in most areas of Staff Satisfaction in the School Climate indicators, with improvements in the Team-Based Practices.

Empathy, Role Clarity, Professional Growth, Student Behaviour, Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice and Quality teaching were all considered as better or equivalent in 2018 than 2017, a year that saw significant gain in almost every area from the previous 3 years.

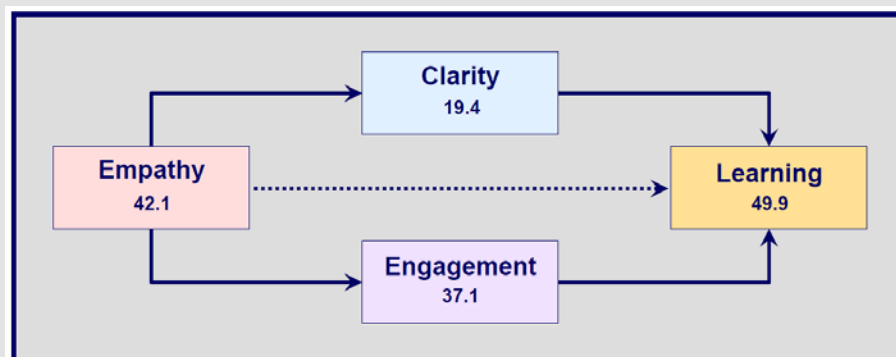
The most substantial improvements were in the areas of Team-Based Practice and in Teaching and Learning. The data showed increased satisfaction levels amongst the staff of up to 6% in these areas; again, this is on top of 25%-plus increases from 2016-17.

The increased level of Staff Satisfaction is best seen by comparing the Four Cultural Pillars - which research has shown drive Staff Wellbeing, Engagement and Performance. The charts below compare the Four Cultural Pillars of 2017 with 2018. The data illustrates our School Data relative to other Australian Secondary Schools which undertook the survey.

2017



2018



These charts show an increase in staff-related pillars of Empathy and Clarity, illustrating a strong increase in the satisfaction of staff, which underpins the culture of the College. While Engagement and Learning do not reflect the same growth, both are substantially above the ratings from 2015-2016.

## College Community

### Goals & Intended Outcomes

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

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

*That student involvement in the broader community will increase.*

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

### Achievements

It was abundantly evident that the standing and reputation of Nazareth College was greatly enhanced in 2018. The number of visitors to our Open Day and to our Open Mornings and School Tours far exceeded numbers from previous years. In 2017, 53 families attended our Open Day. In 2018, that number rose to 92 families. In 2017, 80 families attended Open Mornings and School Tours; in 2018, that number grew to 230 families. In 2017, 450 Primary School children took part in one of our Taster Days. In 2018, 966 Primary Students came to experience a day Nazareth. When visitors to our Open Schools and parents and teachers of the children attending the Taster Days were asked why they were attending, invariably their answer was that they had heard such good things about Nazareth. The reputation of Nazareth as a 'great school' was certainly growing rapidly in the wider community.

It was also pleasing in 2018 to be able to share our facilities with an expanded number of our local primary schools and community groups who presented their concerts and end-of-year functions in our Wheeler Auditorium or Gymnasium.

The involvement of Nazareth students in the broader community also continued to flourish in 2018. The partnership between students in our VCAL Pathway and SCOPE continued to enrich the lives of our Applied Learning students. Regular visits by students and staff to the Missionaries of Charity Men's Refuge in Fitzroy; to the Blood Bank and to the Regis Aged Care Facility continued as an integral part of our Social Outreach program. The number of students involved in our Mini Vinnies group also continued to grow. The food collection presented to representatives from St Vincent de Paul by our Mini Vinnies at our Mass for Social Justice and the number of students who took part in our Winter Sleepout were testament to the very well developed social conscience of the Nazareth Community.

The Nazareth College Parents' Association changed its name in 2018 to the Nazareth College Community Association (NCCA) to reflect its broadening focus. In conjunction with the College Wellbeing team the NCCA introduced once-a-term evening get togethers for parents known as 'Conversation Corners'. These evenings provided an opportunity for parents to meet in an informal setting and discuss issues relevant to them as parents of teenage children. The evenings were based around topics such as 'Cyber Safety' and 'How to Support Children with their Study'.

That these evenings were very well attended demonstrated that parents welcomed the opportunity to meet with other parents and staff to discuss ideas and concerns common to them all in parenting teenage children.

The involvement of parents in their children's schooling was further enhanced in 2018 through much better communication between the College and families.

In 2018 we experienced a dramatic increase in communication with families via email from both the College as a whole and by individual teachers; the number of parents accessing information on the College App rose significantly, and the number of parents making use of the College's social media platforms also increased significantly. The biggest factor in this regard was the use of PAM (Parent Access Module – the parent access to our Learning Management System SIMON) which was greatly escalated in 2018. This was brought about by parents now needing to use PAM to complete their children's medical profiles, access school reports, make bookings for Student Progress Meetings, and access our new program for Continuous Reporting.

Improved communication was a major factor in the increased number of parents attending Information Evenings and Student Progress Meetings.

#### VALUE ADDED

- Introduction of 'Conversation Corners' for parents jointly hosted by the Nazareth College Community Association (NCCA) and the College Wellbeing Team.
- Increased use of PAM (Parent Access Module) to enable parents to access information about their children's school progress and to communicate with the College.
- Increased and improved communication with parents via email, the College App and the College's social media platforms.
- Greatly increased number of families attending the College Open Day and Open Mornings and School Tours.
- Greatly increased number of Primary School children attending our Taster Days.
- Mini Vinnies further increased in student numbers in 2018.
- Visits to Regis Aged Care Facility, the Blood Bank visits; the Missionaries of Charity Men's Refuge and our partnership with SCOPE.
- Greater use of College facilities such as the Wheeler Auditorium and the Gymnasium by neighbouring schools and community groups for performances and Presentation Nights.

**PARENT SATISFACTION**

Data from the Parents' SIF Survey demonstrated that parents continued to be highly pleased with the education offered to children at Nazareth College. In particular, parents acknowledge that the behaviour of students at Nazareth was very good and that they were confident that their children were safe and well cared for at the College.

Anecdotally, the same messages were received repeatedly through 2018. Parents continually spoke or wrote to staff at the College that their children were happy at Nazareth and that as parents they were grateful that their children felt safe at the College.

Parents also acknowledged frequently throughout 2018 the excellent communication between themselves and the College and were gratified that any concerns with their children were relayed to them promptly. It was often acknowledged that there was a real sense of partnership between families and the College in the education of Nazareth students.

## Future Directions

During 2019, the College will implement the first stage of its Master Plan.

- We will build a new Science Wing incorporating four new Science rooms, preparation area and staff study area.
- We are installing a lift to the Wheeler Auditorium making upstairs accessible and compliant.
- We will renovate and reconfigure new toilet blocks for the College.

The College Grounds and Maintenance Program hopes to continue systematically giving the entire College a facelift and providing some symbolism that will strengthen the Catholic Identity of our school.

Compliance with the requirements of the Child Safe Standards will continue to be emphasised 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.

We continue to ensure that all visitors to the College, whether parents, contractors or teaching professionals are aware of their obligations under the regulations and adhere to the requirements of the Ministerial Order.

The Nazareth College ICT Department has also had a major influx of spending to ensure that our wireless and related programs are the very best, allowing learning to be seamless.

Our Literacy Improvement Project continues, along with LitSTEM, which now hosts a collaborative group of Primary Schools and Nazareth staff in a multitude of projects. College staff work with local Primary School staff to create learning experiences that benefit all participants. As part of this project, Primary Schools and Nazareth share facilities and projects. Younger students and older students engage in exchanging ideas and, together, they produce outstanding outcomes.

All in all, the College continues to prosper and grow in its partnerships and involvement within and beyond the College Community.



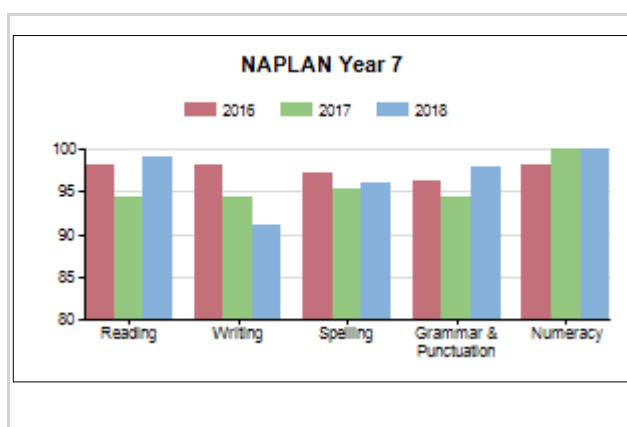
## School Performance Data Summary

E1343

Nazareth College, Noble Park North

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	96.3	94.4	-1.9	98.0	3.6
YR 07 Numeracy	98.1	100.0	1.9	100.0	0.0
YR 07 Reading	98.1	94.4	-3.7	99.0	4.6
YR 07 Spelling	97.2	95.4	-1.8	96.0	0.6
YR 07 Writing	98.1	94.4	-3.7	91.0	-3.4
YR 09 Grammar & Punctuation	90.1	93.1	3.0	94.3	1.2
YR 09 Numeracy	97.0	99.0	2.0	96.1	-2.9
YR 09 Reading	96.1	95.1	-1.0	98.1	3.0
YR 09 Spelling	94.1	96.1	2.0	95.2	-0.9
YR 09 Writing	94.1	93.1	-1.0	85.7	-7.4



### YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

86.4%

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Y07

94.3

Y08

91.0

Y09

91.1

Y10

92.0

Overall average attendance

92.1

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

87.3%

### STAFF RETENTION RATE

Staff Retention Rate

86.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.4%
Graduate	40.6%
Graduate Certificate	6.3%
Bachelor Degree	90.6%
Advanced Diploma	18.8%
No Qualifications Listed	1.6%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	78
Teaching Staff (FTE)	64.6
Non-Teaching Staff (Headcount)	42
Non-Teaching Staff (FTE)	36.3
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	596.0
Year 9 Reading	591.7

Year 9 Spelling	610.9
Year 9 Writing	558.0

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	62.3%
TAFE / VET	23.0%
Apprenticeship / Traineeship	0.0%
Deferred	9.8%
Employment	3.3%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.6%