



NAZARETH
COLLEGE



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

Nazareth College Noble Park North

2020

Annual Report to the School Community



Registered School Number: 1899

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our College Vision.....3
- College Overview4
- Principal’s Report6
- College Board Report9
- Education in Faith11
- Learning & Teaching14
- Student Wellbeing18
- Child Safe Standards.....23
- Leadership & Management25
- College Community29
- Future Directions33

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

11/06/2021

NOTE: The School's financial performance information has 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

Our College Vision

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)**

Engaging the Mind and Spirit

Creating and Nurturing Growth

'...grow in the grace and knowledge of our Lord and Saviour Jesus Christ' 2 Peter 3:18

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 upturn in residential sales with new estates being built (Waverley Football Ground Estate) and affordable housing, especially for first home buyers.

This has seen a slight increase in our potential families coming into the area. Consequently, our new bus route in the Rowville and Keysborough area has continued to grow.

Nazareth College prides itself on its multiculturalism, with more than 51 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. Despite the border closure, we have been able to retain 20 international students and extend their welfare into the extended holiday period. The College still has students from Vietnam, Korea, Indonesia, Japan and China.

The Leadership Team comprises 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 a 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 and Basketball. 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).

Advisory Board structure as at the end of 2020 was as follows:

- Principal and Executive Officer of the Advisory Council;
- Deputy Principal;
- Advisory Council Chair;
- Deputy Advisory Council Chair / St Anthony's Representative;
- Chair Finance Committee / Honorary Financial Advisor;
- St Elizabeth's Representative;
- St Gerard's Representative;
- St Simon's Representative;
- St Justin's Representative;
- Resurrection Representative;
- NCCA Representative;
- Business Manager;
- Minute Secretary;
- President Canonical Administrators / Parish Priest St Simon's.

Overall, Nazareth College continues to grow and improve its facilities. In the coming year, a new building project will commence with the Science wing facilities, together with two tennis courts.

Nazareth prides itself in being a school of opportunity and one where students are known.

Principal's Report

Principal's Report

In 2020, Nazareth College continued to build on existing relationships with all Feeder and associated Catholic Primary Schools along with local government schools. This work has resulted in an increase in our enrolments.

2020 was a year that presented many challenges. Due to the global pandemic and prolonged school closures, schools needed to be adaptable and continue to operate differently.

Typically Nazareth College would host a number of primary students through our Taster Day Program. Due to the lockdown during the pandemic, this wasn't able to eventuate due to restrictions.

Innovatively, we were able to showcase our school virtually. Several marketing video clips were produced to highlight to potential parents and students what Nazareth had to offer. This gave students and families a fantastic insight into Nazareth College.

Family and Community involvement remained a priority. Constant communication was made either by written correspondence, social media, video clips and was very much appreciated by our Community. ZOOM and Microsoft Teams gave the school another opportunity to connect with our families whilst they were in the comfort of their homes.

The NCCA (Nazareth College Community Association), together with the Leadership Team, continued to run virtual information evenings to ensure that families were kept informed and had a strong sense of belonging.

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 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.

Applied Learning and the challenges of TAFE going into lockdown, instigating homeschooling for them was extremely challenging. As one can appreciate, it isn't easy to do some of the hands-on activities from home.

Equally, our VCE students had their challenges throughout the year. Some thrived, whereas others found it extremely difficult. Giving all students 'Consideration of Education Disadvantage' due to the year that it was, was well received by both the students and staff members.

Despite the constant interruption due to the pandemic, Nazareth College could still compete in many cocurricular activities when it was allowed.

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

- Chess;
- Debating;
- Drama;
- Music;
- Homework Club;
- Endless choices of sport including School of Excellence in soccer and basketball;
- Book in a Day competition;
- 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 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 superseded expectations and received favourable results, especially in such an interrupted year with a global pandemic and school closures.

- Median Score 29
- % of 40+ Scores 9.1%
- 'A' Grade Exams 18.1%
- English 40+ 6.7%
- GAT (Written) 31.58
- Maths 40+ 13.2%
- GAT (Maths/Science/Technology) 30.5
- College Dux 98.95

2020 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

COLLEGE BOARD REPORT

On behalf of the Board of Nazareth College, I write to outline to the Community the 2020 outcomes.

The year will not soon be forgotten. The coronavirus has impacted each and every individual and community across the globe. The challenge to provide the best possible arrangements for students and staff has been an exhausting one for all schools. Balancing the safety of all with the best educational opportunities for our students has been uppermost in the efforts of all concerned with the administration of the school, especially the Principal and his Leadership Team.

On behalf of the Board, I congratulate and thank them for their efforts and the remarkable success of those efforts. The exemplary leadership of the College was exemplified in the outstanding communication that was evident. That communication reflected a clear vision and direction for the community in difficult circumstances. Teaching and administrative staff accepted the challenge with generosity and patience - it is not easy for lessons to be prepared, not knowing the environment in which they are to be conducted. And at times, the environment was changed with limited notice. At the same time, Nazareth parents offered admirable patience, cooperation and support to the staff to help ensure our students' needs were effectively addressed. The home education arrangements, sometimes presented with little notice, profoundly tested family relationship dynamics. Finally, the students overwhelmingly faced the challenges with remarkable resilience despite the many disappointments. Congratulations to all to have survived the 2020 college year. The challenges were especially difficult for our international students. Some returned home, unable to return due to the travel constraints that have been introduced.

Despite the difficulties, the College's VCE and VCAL results were commendable. 100% completed their VCE Studies, 94% completed VCAL. And there were the usual outstanding results - the Dux of the College gained a 98.95% result, and one student gained a perfect 50 result in Computing Data Analytics. The results strongly suggest that our teachers are preparing challenging classes throughout the six years of the student's secondary education.

There was no NAPLAN testing in 2020.

Much of the cocurricular program was compromised or cancelled, including the College Musical and camps. School of Excellence activities in Soccer and Basketball have survived and are growing and have been held regularly on two mornings per week.

The College has maintained excellent communication with parents and the community, making use of ZOOM and Microsoft Teams. It is especially pleasing to note continuing strong growth in enrolment applications and to be increasingly aware that for many families, Nazareth is the 'School of Choice'.

This optimistic story has enabled the College to address both refurbishment and active planning regarding upgraded facilities, including the imminent availability of tennis courts and the expansion to science facilities.

The Advisory Board has continued to meet regularly (usually remotely), with active consideration being given to the proposed restructuring of decision making in Catholic education and the Advisory Board's role in this structure. It is expected that arrangements regarding the operation of the Advisory Board will be bedded down before the end of the year.

Mr Michael Quin

ADVISORY BOARD CHAIR

Education in Faith

Goals & Intended Outcomes

As a Catholic Community the school "is centred on the person of Jesus Christ" (College Mission Statement).

Throughout this unique 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 2020 we specifically aimed to:

1. Develop a greater understanding of the Catholic Tradition.
2. To 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

Achievements

1. Develop a greater understanding of Catholic Traditions:

- RE online 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 in the lock down time 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, and prayer. There was a goal this year to increase student led prayer services and we did quite well considering the restrictions of the lockdown.

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 of virtual schooling and lock down for so much of 2020 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
- Virtual 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.

With the Covid Year many of the usual activities i.e. level Reflection Days, Weekly Class Masses, the Sacrament of Confession during the Season of Lent, Whole School Masses each Term and daily prayer at school, we were unable to run. We did however focus on prayers virtually for virtual assemblies and a strong emphasis on prayer for all people around the world impacted by this virus.

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. In the year that was 2020 we did endeavour to offer staff and students afternoons off on a Tuesday (concluding classes at 1:30 pm) to assist them with the unique and challenging situation. 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 local Catholic primary schools and younger Nazareth students.

Outreach activities tailored to the Covid restrictions (i.e. care packs, mask making etc, not visiting our usual outreach places).

VALUE ADDED

- Year 10 Youth Ministry: Reflection Days with Primary Schools
- Year 10 Building Bridges (selected students)
- Class Masses (all students)
- Opening School Mass (all students)
- Ash Wednesday and Easter Liturgies (all students)
- Valedictory Virtual Student Led prayer Service
- Two day Retreat for Year 11 students
- Virtual ANZAC Day and Remembrance Day Services (all students)
- Weekly Mass when restrictions allowed
- Year Level Reflection Day

- Senior Youth Academy Class
- Reflection Days facilitated for Sacramental Preparation in feeder Primary Schools

Learning & Teaching

Goals & Intended Outcomes

Goal:

To provide an inclusive education that enables students and staff to be successful, engaged and purposeful learners

Intended Outcomes:

- That inclusive practices in teaching and learning be improved.
- That explicit Literacy teaching continues to be strengthened throughout the school.
- That there will be improvement in student Numeracy outcomes as seen in Years 7-8 NAPLAN Numeracy cohort growth and GAT-improved VCE Mathematics results.
- That the frequency and quality of peer observation increases to improve teacher collaboration, quality of professional conversations and pedagogy

Achievements

Over the period of 2018 to 2020, Nazareth College focused on improvement in the areas of Learning Diversity, Literacy, Numeracy and Teacher Professional Learning.

In the area of Learning Diversity, achievements included the implementation of the NCCD and rigorous processes to ensure consistent decision making processes for student inclusion across the school. Teachers learned about the different tiers of intervention and the different categories of students with learning needs. Teachers began the process of learning how to use SMART goals when writing Personalised Learning Plans for students. PLPs were uploaded to SIMON and teachers evaluated the achievement of goals for students.

Literacy and Numeracy continued to be a priority. In the area of Literacy, for example, the College introduced the Stars and Cars comprehension program for all Year 7 students. Literacy Support classes began to be run using the Fountas and Pinnell Levelled Literacy Intervention program. Data on student progress in comprehension was collected using the Benchmark Assessment System (BAS). It was pleasing to see a continuing improvement in PAT Comprehension data for these students in particular.

During this three year period, teacher Professional Learning was offered for teachers individually and as a whole staff. The focus ranged from Literacy, to the Intervention Framework, to Feedback to students. As a result of the COVID crisis in 2020, many staff participated in Professional Learning online. Further details about Professional Learning are recorded in the Professional Learning section of this report.

An innovation in 2020 was the Learning Awareness Program. This began in Year 7 English and Year 7 Maths. The idea of this program is to give student more voice and take control of their own learning. Students choose the level of work that they will undertake for each unit, after an individual learning conversation with the teacher. Student growth is at the centre of this program.

STUDENT LEARNING OUTCOMES

Over the period of 2018 to 2020, 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.

NAPLAN and PAT data in 2018 and 2019 indicated improvements in Comprehension, but some issues in the areas of writing and Numeracy. These areas are being worked on in 2021, with the appointment of Literacy and Numeracy Instructional Leaders. The improvement in Comprehension could be attributed to the targeted programs that were implemented at this time. The Benchmark Assessment System data also indicated improvements in student progress with comprehension.

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. Well-being data such as attendance data has added to the understanding of the progress of each student.

During the COVID crisis of 2020, reporting and wellbeing data recorded on SIMON was an essential way of monitoring student progress and engagement. Senior students were also surveyed about their wellbeing as a way of supporting students and ensuring that Consideration of Educational Disadvantage was fairly applied. This data has subsequently been used in making decisions about which students fell behind during the crisis and were therefore eligible for the Tutor Program in 2021.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

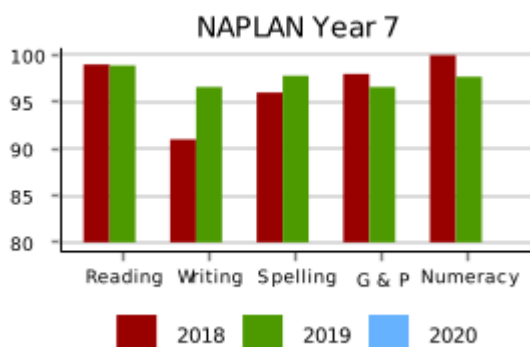
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.0	96.6	-1.4		
YR 07 Numeracy	100.0	97.7	-2.3		
YR 07 Reading	99.0	98.9	-0.1		
YR 07 Spelling	96.0	97.8	1.8		
YR 07 Writing	91.0	96.6	5.6		
YR 09 Grammar & Punctuation	94.3	94.3	0.0		
YR 09 Numeracy	96.1	100.0	3.9		
YR 09 Reading	98.1	93.3	-4.8		
YR 09 Spelling	95.2	93.4	-1.8		
YR 09 Writing	85.7	88.7	3.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To create an optimal learning community that enables individuals to fulfil their potential and thrive. That Student Wellbeing be improved by targeting resilience, respect and responsible behaviours.

Achievements

Throughout the last few years and particularly in 2020 we have had extensive Staff Professional Development focusing on building positive relationships between staff and students through the implementation of the School Wide Positive Behaviour. The use of SWPBS (School Wide Positive Behavior Support) is systematic, individualised and provides strategies for achieving important social and learning outcomes while preventing behavioural issues with all students. SWPBS is a combination of effective practices to teach and encourage respectful, responsible behaviours and the use of data to support decision-making. It assists in creating an individualised and supportive school climate.

At Nazareth College the worth and dignity of each person is 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 are: Respect, Responsibility and Resilience. Our focus in 2020 has been to work towards a deeper embedding of the SWPS program. The three behavioural expectations have been spoken about regularly in classes, in homerooms, at assemblies and in the yard. Due to the Covid situation, there was an increased focus on the three behavioural expectations and how they are lived out in the virtual classroom and world.

With the Covid lockdown, there was less opportunity for Pastoral Teachers to meet face to face but each week during the Extended Pastoral Period an opportunity for Pastoral Teachers and Students to check in. Our Wellbeing Team worked hard to support students with Online Counselling Sessions and the usual Wellbeing Meetings continued but virtually. We were very aware that this was a unique and difficult time for the students and the Wellbeing Team worked very hard to support students through virtual meetings, emails and phone calls. The feedback from staff and students indicated that at home learning was a positive experience generally for our students.

With stable Heads of House and Pastoral Teachers for the last few years, the relationships within the House system remains a strong feature of our Pastoral Structure. This year we conducted some additional whole school virtual assemblies, just to keep people informed and connected. There were also numerous video community updates from members of the Leadership Team to ensure we were doing all we could to connect with our community.

The further development of the use of the Wellbeing Centre and the great range of students that attend helps them to feel supported, welcomed and to enable them to be themselves. This has seen several of our students grow and thrive.

Our College Counsellor has continued to support a great number of our students over the year and along with the College Wellbeing Directors, Heads of House and Pastoral Teachers, our students have experienced and skilled staff to support their Wellbeing. The structure of our school timetable enables regular time to check in with Pastoral Teacher and through collaborations of teams previously mentioned students are monitored and supported according to their individual needs. Behavioral Management Plans for students targeting growth when required, as well as

safety plans for students at risk are used when there is a particular need. These plans aim to develop the students and help them to flourish.

The College Careers Office allows students to explore options for study and work outside of school. This work can be particularly important in helping individual students to feel known, cared for and valued as an individual with a unique pathway before them.

Our Health Centre is also a place where students can get support when needed.

The further development of our use of the SiMON communication platform has helped staff to have access to student data and transition notes to help us to care for students and their individual needs. It has also enabled more efficient communication with parents and improved the partnership between school and home.

Our Year 7 students are welcomed with an extensive Transition Program, which helps them to feel at ease, welcome, known and valued as a member of our community. Information for learning profiles and Wellbeing Issues is available to assist staff to be able to best cater for the students and help them to grow. Our work has seen staff develop their skill set and team work to flow down into the

development of young people of Resilience, Respect and Responsibility.

VALUE ADDED

- Build Teacher knowledge and capacity to implement SWPBS through collaboration and targeted staff meetings
- Regular Virtual Meetings to support individual student growth and development:
 - Wellbeing Team
 - Pastoral Team
 - Student Support Meetings
 - Wellbeing Centre
 - Counselling Services
 - Student Action Team
 - Student Leadership Team
 - SEL Program
 - Extended Pastoral Sessions
 - SWPBS focus
 - Broad Range of extra-curricular activities
 - Development of School and Family connections and partnership
 - Behavioural Management Plans
 - Student Safety Plans
 - Careers Services
 - Health Centre

- Use of SiMON
- Year 7 Transition Program
- Transition Notes
 - Additional College Virtual Assemblies
 - Regular Community update videos

STUDENT SATISFACTION

Student Satisfaction

In 2020, Nazareth College undertook an internal Student Satisfaction survey, based on the 2019 CEMIS survey. There were 113 responses, compared to 387 responses in 2019.

Areas of improvement, compared with 2019 results included:

- Teacher-Student relationships
- Learning disposition
- Student safety
- Catholic identity

Key areas to improve included:

- Rigorous expectations
- School engagement (note impact of COVID restrictions here)
- School climate (note impact of COVID restrictions here)
- Student voice (note impact of COVID restrictions here)

The data indicated that students were satisfied with the efforts and work of the Teachers during the remote learning period.

The return to students for face to face classes after a long period of remote learning demonstrated the great joy and renewed appreciation students had of being a part of this learning community.

Parents also indicated through our surveys that they were very happy with our efforts in the remote learning period and as happened throughout the state, there seemed to be an increased appreciation for the work of Teachers.

STUDENT ATTENDANCE

Students Attendance is marked each day for each period. The parents of students who are not attending in the morning are sent a notification that their child is not at school at 10:00 that morning.

Through our use of SiMon we have data on student attendance, punctuality and also class by class attendance and percentages easily accessible and located on individual student files.

During the time of learning remotely, student attendance was still taken for each class and students followed up if there were attendance issues.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.3%
Y08	90.2%
Y09	91.4%
Y10	92.0%
Overall average attendance	91.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	100.0%
VCAL Completion Rate	94.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	47.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	6.0%
Deferred	24.0%
Employment	10.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

- To ensure that the care, safety and wellbeing of students is embedded in policies and procedures which assure a commitment to a zero-tolerance of child abuse.
- The College is committed to the creation and maintenance of a child-safe school environment.
- That the Nazareth Community are fully aware of the extent of the regulations under Ministerial Order No 870 - Child Safe Standards.
- That all child safety policies are compliant with the requirements of the Ministerial Order.
- Embedding a culture of Child Safety.
- Enabling the student voice on matters of Child Safety.
- Implementing the Reportable Conduct scheme.

Achievements

- We have continued to embed our Child Safety Policies and commitments into everyday practice. Our community is becoming more aware of the language, the requirements and the expectation that child safety must be at the core of everything we do.
- Student participation and empowerment were encouraged through posters, the activity of the Student Action Team, and presentations to all Year levels. Safety matters were also addressed by the Student Action Team. The Student Voice was promoted through SiMON. Students have also started participating in the Nazareth Child Safety Team.
- Visiting and internal speakers addressed child safety matters at Assemblies in the Extended Pastoral Program, Child Safety knowledge, attitudes and skills continue to be taught through classes, particularly in Religion, Extended Pastoral and Physical Education.
- Child Safety Officers were continued to meet fortnightly
- Child Safety policies were updated.
- Child Safety is a standing agenda item at all school meetings (Board, Leadership, Staff, Learning Leaders, Heads of House, student support, learning and pastoral) where various matters of Child Safety are discussed.
- All staff completed online training and assessment in Mandatory Reporting and other safety matters. Induction of teachers, non-teaching staff and volunteers includes child safety. Staff were reminded of their responsibilities to attend yard duty, to ensure safety.
- 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools', was disseminated to staff and used as a reference. 'PROTECT: Four Critical Actions' posters are prominently displayed for staff reference. The Child Safety Standards are also displayed throughout the school.
- Strategies were adopted to further encourage the inclusion of students from Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse Backgrounds. This has been achieved through The Cultural Diversity Team to further support the diverse needs of those in our community. Information on Child Safety has also been shared and made available in languages other than English.

- The Leadership Team continues to retain overall responsibility for Child Safety.
- The commitment to Child Safe Standards is included in every email coming from the College;
- All visitors to the College are 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 have current Working With Children Checks.
- Families were engaged in discussions about our strategies to support children and keep them safe through the College newsletter, and through presentations at Student Progress Meetings.
- Application forms for employment at the College require a Child Safety Declaration, Interview questions always ask about issues related to Child Safety and Referee Checks conducted for potential appointees to positions also ask about Child Safety to minimise the risk of employing candidates who might be unsuitable to work with students.
- The Occupational Health and Safety Committee monitored practices in the school, in support of the normal risk management practices implemented by the school.

Approaches to risk management were enhanced, particularly regarding camps, excursions and other activities, with the aim of ensuring the safety of our students.

- The Learning Diversity and Wellbeing Teams closely monitor and support students with learning, physical and social needs to ensure that they are catered for and included in activities and within our community

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

In 2020, the College Leadership Team was challenged by the COVID Crisis. An emphasis on collaboration and flexibility enabled the team to successfully lead teachers and administration staff during this time of change. This was the perception of staff at the College, as reflected by the surveys undertaken with staff that were based on the CEM CEMSIS. There were improvements in the perception of staff/leadership relationships and in the perception of the efficacy of instructional leadership and school leadership during 2020.

Despite the pandemic, the school underwent a Review. This was a thorough review which delved into the workings of the school and made several recommendations for improvement using the new School Improvement Framework Rubric. These recommendations guided the development of the School Improvement Plan for the next four years. The focus on data that was encouraged by the School Review will continue to shape the direction of the College.

In the second half of the year, there was a review of the leadership of the College. Middle Leaders received feedback from teachers about their performance in their role. The POL structure was reshaped, with an emphasis on Instructional Leaders rather than Learning Area Leaders. A Middle Years Engagement officer was also appointed to investigate innovative ways of ensuring engagement in learning at Year 9 and 10 levels.

Due to the COVID Crisis and the pivot to online learning, there was an enormous impetus to improve teacher understanding of the use of technology for teaching. The College relied on the SIMON platform, Google Classroom and Zoom. Teachers also began to experiment with using Microsoft Teams. The College appointed a new ICT Manager who oversaw an audit of the ICT Infrastructure and who facilitated the roll out of new devices to teachers at the end of 2020.

The College Administration staff continued to be the backbone of the school. The staff also learned to work from home and to be flexible in supporting teachers. A new Compliance Officer was appointed who has been instrumental in ensuring that compliance tasks are properly undertaken, and in ensuring COVID safe procedures are implemented.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

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 2020, two of the planned Professional Learning Days were cancelled. We were able to undertake one full day on Zoom, which focused on Feedback.

- Learning Teams

Learning Area Leaders are members of one of three teams, the Student Growth Team, the Curriculum Differentiation Team and the Student Engagement Team. These teams undertake professional learning and then present their learnings to the rest of the teaching staff. These meetings did not take place as regularly in 2020.

- Professional Learning Community meetings

As of 2020, 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.

- Learning Area Meetings

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. These meetings were vital in 2020, as areas where teachers could find support in making the transition to online learning.

- Individual staff - ARM

Usually, all staff members participate each year in an Annual Review Meeting (ARM). This did not occur in 2020.

- Professional Learning for Non-teaching Staff
In 2020, non-teaching staff have listed Professional Learning goals. A Professional Learning morning focusing on customer service was provided.

Number of teachers who participated in PL in 2020	65
Average expenditure per teacher for PL	\$734

TEACHER SATISFACTION

In 2020, Nazareth College undertook an internal Teacher Satisfaction survey, based on the 2019 CEMIS survey. There were 41 responses out of 92 staff, compared with 82 responses in 2019.

Areas of improvement, compared with 2019 results included:

- Student safety
- Staff/leadership Relationships
- Instructional leadership

- School leadership
- Professional learning
- Support for Teams

Key areas to improve included:

- School climate
- Feedback
- Psychological safety

It should be noted that the COVID crisis had an impact on Staff's ability to work in teams, hence there seemed to be a decrease in this area as well.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.3%
Graduate	41.7%
Graduate Certificate	5.0%
Bachelor Degree	86.7%
Advanced Diploma	20.0%
No Qualifications Listed	1.7%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	71.0
Teaching Staff (FTE)	59.6
Non-Teaching Staff (Headcount)	35.0
Non-Teaching Staff (FTE)	32.5
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

- That all members of the Nazareth community are connected and contributing to the community.
- To have a shared understanding of how community connections can improve student outcomes.
- That parents will feel more connected with the College.

Achievements

We were delighted to secure an enrolment of over 140 students for Year 7 in 2021, clearly demonstrating a growth in the reputation of the College in the broader Community as we have had such positive numbers for two years in a row and are looking very healthy for 2022. We also saw an increase in the number of prospective families registering for our open mornings as we went virtual due to lock down and had numerous very successful virtual tours.

We found that many families attending our virtual tours were attending because of the wonderful things they had heard about Nazareth in the community and wanted to see for themselves what was great about Nazareth.

We had taster days, a day where primary school students experience Nazareth for a day. In 2020, we were forced to cancel some of taster experiences due to Covid restrictions. Families and teachers attending our taster days, continued to reinforce the message that they had heard great things about Nazareth.

Through our Induction Program for both Staff and Students, new members of the Nazareth community are welcomed, and made to feel known and valued and that they have unique gifts to contribute to our community. A wide range of staff teams, such as the Student Support Teams, Pastoral & Learning Teams, Wellbeing Team and the Learning Diversity Team, worked tirelessly together (often virtually) to plan personalised programs for students with diverse learning needs so each individual can grow, flourish and succeed to be the best version of themselves.

A big turn out at the Yr 7 Family BBQ at the Information Session pre Covid restrictions was a great community event.

The involvement of Nazareth students in the broader community was limited due to the Covid restrictions, but there were outreaches for providing care packs for people in need. We have students in our Youth Ministry Program, facilitating reflection days for students in the local Catholic Primary Schools as a part of their Sacramental Preparation program. The food collection presented to representatives from St Vincent de Paul by our Mini Vinnies and the number of students who took part in our Virtual Winter Sleepout was a testament to the very well-developed social conscience of the Nazareth Community. All of these activities develop our individual community and improve our standing in the broader community and prepare our students

once they leave Nazareth to be people who will continue to serve and contribute in the broader community.

Nazareth College is a culturally diverse rich school and in 2020 we have worked hard once again fostering our Student Voice and Forums, so we can improve communication in our community and develop a deeper unity and connection where students feel they can make a valuable contribution and their voices are more readily heard on the issues impacting them. Through

the Social and Emotional Learning Program and our focus through the School-Wide Positive Behaviour program focusing on building Positive relationships the building of relationships, engagement and connection continue to be a high priority and we are seeing a more united and connected community.

Our feedback also indicated we communicated very well to our community and our remote learning was of a high standard. Regular community update videos and the regular emails and parent notifications kept our community informed. As the year threw so many challenges we introduced Zoom Parent Forums and Zoom College assemblies, so as to be able to keep united and informed and develop our community further during this very unique year.

VALUE ADDED

- Family Information Nights
- Welcome BBQ
- Opening of the School Year Mass
- Virtual Assemblies
- Yr 7 BBQ
- Yr 7 Orientation Day
- Year 12 Retreat Program
- Year 9 Camps
- Year 7 Orientation
- Careers Expo
- Yr 7 Induction Program
- House System/Introduction
- Yr 8-12 New Student orientation program
- Cultural Inclusion Team
- Prayers in languages other than English at College Masses
- Staff PD cultural inclusion and understanding
- Staff PD positive relationship focus
- School signs in languages other than English
- Flags of different countries displayed representing our cultural diversity
- Nazareth proudly flies the Aboriginal flag to show respect for and recognition of the First Australians. Flying the flag also promotes a sense of community, partnership.
- We offer external translators for meetings and our website is able to be translated
- Students voice group development

- Student Forums
- Student House Meetings
- Student Leaders Meetings
- Continuous reporting
- Learning Management System Simon and Pam
- Nazareth College Community Association (NCCA)
- Student Support Meetings - to discuss individual student progress and ways forward
- Pastoral & Learning Team - develop individual learning programs for vulnerable and at risk students
- Behavioural Expectations - Visible in posters and Student Organiser
- Pastoral Team - relationship focus
- Faith, Wisdom & Knowledge Awards
- Simon Commendations
- Over 51 different cultures (ESCI)
- Zoom Parent Forums
 - 'Zoom College Assemblies
 - Zoom Graduation Ceremony

PARENT SATISFACTION

In 2020, Nazareth College undertook an internal Parent Satisfaction survey, based on the 2019 CEMISIS survey. There were 61 responses, compared to 78 responses in 2019.

Areas of improvement, compared with 2019 results included:

- Barriers to engagement were fewer
- School fit (a sizeable improvement here)
- School climate
- Student safety
- Communication

Key areas to improve included:

- Family engagement (note impact of COVID restrictions here)
- Catholic identity (note impact of COVID restrictions here)

It should be noted that the COVID crisis had an impact on family engagement as parents were not allowed to visit the school and on Catholic identity, as many religious events did not take place.

Future Directions

Future Directions

In 2021, the College will implement the first stage of its Master Plan.

We seek to build a new Science Wing incorporating four new Science rooms, a preparation area and a student gallery to display their work.

We will continue to renovate and reconfigure new toilet blocks for the College.

We will apply to install two new Tennis Courts in the vacant block as you enter 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 Child Safe Standards and OH&S requirements will continue to be emphasised to ensure that the care, safety, and welfare of students are embedded in policies and procedures that ensure a commitment to zero tolerance of child abuse.

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 College share facilities and projects. Younger students and older students engage in exchanging ideas and, together, they produce outstanding outcomes.

A new Year 7 'Growth Program' in Literacy and Numeracy was introduced to allow all students in Year 7 to challenge themselves at work in smaller class sizes to consolidate their skill level and also to be able to challenge themselves, to extend themselves. This program will also be extended into Year 8 in 2021 due to its success.

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