

Nazareth College Noble Park North

2021 Annual Report to the School Community



Registered School Number: 1899

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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 2021 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 Schools.

22/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our College Vision

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

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

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

'He returned to Nazareth and became strong, filled with wisdom;
And the favour of God was upon Him.' (Luke 2:40)

'Building our Community in Faith, Wisdom, and Knowledge'

'You are part of a building that has Jesus for its main cornerstone'.
You, too in Him, are being built into a house where God lives in the Spirit'. Ephesians 2:19-22

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 52 different nationalities represented. The College is extremely harmonious and, despite having so many 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 retained 18 international students and extend their welfare into the extended holiday period. The College still had 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 co-curricular offerings - all within a faith-based Community.

The College saw the need to assist students in achieving their best, not only academically but also in some popular sports that are very much community-based. We offer the School of Excellence in Soccer, Basketball, and Volleyball. 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 of the end of 2021 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

Due to the new governance, the structure of the Advisory Board was changed for the commencement of the 2022 school year.

Overall, Nazareth College continues to grow and improve its facilities. During the latter part of the year, the new Science building and tennis courts construction began. It is not anticipated to be completed until the later part of 2022.

In 2021 we were granted a capital grant to upgrade our existing Food, Science, and Media facilities into a new Food and VET Hospitality Centre, STEM, and Multimedia area. We at Nazareth appreciate the state government and Melbourne Archdiocese Catholic Schools' support in ensuring that our Community is provided with the best learning environment.

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

Principal's Report

In 2021, Nazareth College continued to build on existing relationships with all Feeder and associated Catholic Primary Schools along with local government schools, despite the pandemic and the associated challenges. This work has resulted in an increase in our enrolments.

2021 was a year that presented many challenges, however, our Community bonded together to operate in the new normal way, albeit mainly remotely.

Innovatively, we were able to showcase our school virtually. Some 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.

Nazareth College continues to cater to 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 home-schooling for them was extremely challenging. As one can appreciate, it isn't easy to do some hands-on activities from home. Again many of our students and staff members simply adapted to the new ways of gathering information.

Equally, our VCE students had their challenges throughout the year. Some thrived, whereas others found it extremely difficult.

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

The College has an array of co-curricular activities that should meet the needs of all:

1. Chess;
2. Debating;

3. Drama;
4. Music;
5. Homework Club;
6. Endless choices of sports, including School of Excellence in soccer and basketball;
7. Book in a Day competition;
8. 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 or 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. These activities were put on hold throughout the year due to the restrictions and pandemic.

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 30
- % of 40+ Scores 5.8%
- 90+ ATAR 12.5%
- English 40+ 3.10%
- GAT (Written) 30.75
- Maths 40+ 7.7%
- GAT (Maths/Science/Technology) 30.55
- College Dux 98.40

2021 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

School Advisory Council Report

2021 was the launch of the new College Advisory Committee. Prior to its establishment, many hours of work were devoted to examining the purpose, role, structure, and tasks of individual members of the committee. On behalf of the old chair of the Committee, Mr. Michael Quinn, and the new chair, Mr. Glenn Williams, I thank each of the members for their patience and work in transitioning from the old to the new.

2021 was an opportunity to farewell some long-serving members:

Mr. Michal Quinn, Chair

Mr. Damian Cairns, Chair Finance Committee

Mrs. Helene Diamantopoulos, Representative

Mrs. Maria Scandizzo, Parish Representative

Agatha Scandizzo and Ashley Arcigal, College Captains (Student's voice)

Alexander Flodstrom and Angela Cremona, College Vice Captains (Student's voice)

Father Kevin Dillon, President Canonical Administrators

To each of them, Nazareth College is indebted to your time, effort, and passion in ensuring that the College is at its best.

On behalf of the College Community, I thank you all, together with the rest of the Committee.

Mr. Sam Cosentino and Mr. Glenn Williams

on behalf of the College Advisory Committee

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 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 2021, 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

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 during the lockdown 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 students' engagement in the faith life of the College. Staff have also been provided with time to enrich their spiritual nourishment through Staff Reflections, prayer and a Staff Reflection Day. 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 lockdown for so much of 2021 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 and 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 Covid, many of the usual activities ie Weekly Masses, the Sacrament of Confession,

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 2021, we did endeavour to offer staff and students afternoons off every second Tuesday (concluding classes at 1:30 pm) to assist them with the challenging situation of lockdown and remote learning. 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, students, and class prayer.
- Senior students ministering Reflection Days to a local Catholic primary school and younger Nazareth students. Outreach activities tailored to the Covid restrictions (i.e. care packs, not visiting our usual outreach places).

VALUE ADDED

- Year 10 Youth Ministry: Reflection Day with a Primary School
- Year 10 Building Bridges (selected Year 10 and 11 students)
- Class Masses (some classes)
- Opening School Mass (all students)
- Ash Wednesday and Easter Liturgies (all students)
- Valedictory Mass
- Two-day Retreat for Year 12 students
- ANZAC Day and Remembrance Day Services (all students)
- Weekly Mass when restrictions allowed
- Year Level Reflection Days for each Year level
- Senior Youth Academy Class
- A Reflection Day facilitated for Sacramental Preparation in a feeder Primary School
- Senior students assisting with the St Joseph's Springvale Soup Van in Dandenong
- The Sacrament of Reconciliation (Some classes)

- A Chaplain working at the College one day a week.

Learning & Teaching

Goals & Intended Outcomes

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

Achievements

Engagement

Students engaged in Learning Conversations with their Pastoral teachers and recorded these goals on SIMON. This was done in conjunction with parents in Semester 1. Goal setting was a focus of the Pastoral program for students.

The Middle Years Engagement Officer researched engagement and engagement practices in other schools as well as in the context of Nazareth College. A high level of engagement is indicated by many measures including;

- Higher assessment scores
- More completed assessments
- Less detentions and incidents
- A happier feeling around the cohort and school

It was found that although a school cannot directly influence these measures, there are measures that can be influenced by a school that may then have a flow on effect on engagement of students. Three were found during observation in classrooms:

- Assessments
- Practical tasks
- Group work

Work continues regarding how to effect change in the classroom from these identified areas.

The Year 7 English and Maths Learning Awareness Program (LAP) was extended to Year 8 this year. Student feedback through surveys has demonstrated satisfaction with and engagement in the program. The Languages Instructional Leader also trialed using some of the strategies of LAP in her Italian classes. The focus on student growth, formative assessment and learning

conversations had sparked an interest in professional learning about formative assessment and skills based rubrics.

New subjects were introduced. At Year 9 level, Digital Art and Robotics are now offered. Year 10 Dance was added as a Performing Arts option. Year 10 Science electives were revamped to include the subjects Environmental Chemistry, Life Within Us and Mission to Mars. VCE students were offered English Language and Outdoor Education.

Feedback

Staff undertook two days of Professional Learning about feedback. One session was with Glenn Pearsall, and the other was with Bronwyn Ryrie-Jones. The emphasis was on formative assessment and feedback.

Teachers received feedback from students in Semester 1 and 2, via the Pivot platform. This feedback was about the teacher's performance, as measured against the AITSL standards. Teachers were able to see from the reports areas of strength and areas for improvements.

It was intended that there would be a focus on classroom observation in Term 3. This was interrupted by the extended lockdown due to the pandemic. However, the Visual Arts and Technology Learning Area did undertake peer observation in Term 2.

Middle Leaders undertook a 360 Review and collected feedback from three selected colleagues. The purpose was to celebrate the work of the leader and suggest some future directions for 2022. The two Deputy Principals collected feedback as well to help them improve their performance in their respective roles.

Performance and Development Culture

The AITSL Self Report tool was used by teachers to identify their AITSL certification level. This tool also helped teachers set goals for their Annual Review Meeting and Action Research. Teachers chose one of the School Improvement areas and developed a Research Question. Teachers undertook Action Research to address this question. The results were then presented to other colleagues at the start of Term 4.

The School Improvement Team was created in 2021. This consists of Instructional Leaders and Heads of House. This team meets about twice a term. The focus of the meetings is "big picture" ideas and solutions to problems. The intention is to see a strong link between learning and wellbeing underpinning decision making at the College.

Technology had continued to be utilised extensively, particularly during the periods of online learning in 2021. To improve the way Digital Technology is offered through the curriculum, and to support staff learning about Technology, a new position of Digital Technology Instructional Leader has been created for 2022.

STUDENT LEARNING OUTCOMES

Over the period of 2019 to 2021, student progress has been tracked using a variety of tools, including NAPLAN, PAT, BAS, reporting data and Student Wellbeing data. Much of this data is accessible to teachers on the SIMON LMS, through the use of the Intellischool Data Analytics package.

Year 7s in 2021 had lower overall NAPLAN achievement levels than Year 7s in 2019. PAT data indicated that most students were at or above the expected level for Reading. An area of strength was Grammar and Punctuation being slightly above state level. Overall, students have come to Nazareth with a solid background in persuasive writing and some vocabulary usage in narratives. There is a pattern of students having a weak understanding of the purpose of texts and language devices. Students have come to Nazareth with a solid background in percentages and common fractions. There is a clear pattern of students having less experience of decimal, working problems that require multiple steps or non routine problems.

NAPLAN and PAT data for Year 9 in 2021 indicated improvements in Reading and Spelling. The improvement in Reading could be attributed to the targeted programs that have been implemented, such as the Fountas and Pinnell LLI program. The Benchmark Assessment System data also indicated improvements in student progress with reading. There was average relative growth in all areas indicated by NAPLAN, which is pleasing considering the two years of the pandemic and the impact of remote learning.

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 2021, 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 2022.

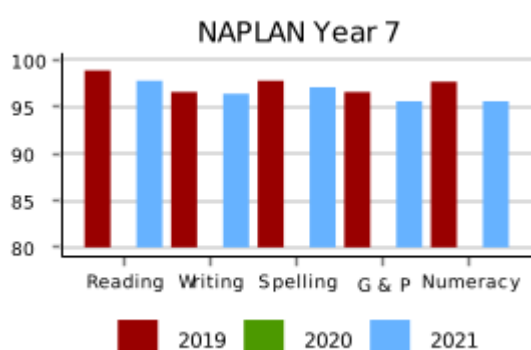
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	586.1
Year 9 Reading	589.0
Year 9 Spelling	601.8
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	96.6	-	-	95.6	-
YR 07 Numeracy	97.7	-	-	95.6	-
YR 07 Reading	98.9	-	-	97.8	-
YR 07 Spelling	97.8	-	-	97.1	-
YR 07 Writing	96.6	-	-	96.4	-
YR 09 Grammar & Punctuation	94.3	-	-	94.2	-
YR 09 Numeracy	100.0	-	-	97.6	-
YR 09 Reading	93.3	-	-	97.6	-
YR 09 Spelling	93.4	-	-	95.3	-
YR 09 Writing	88.7	-	-	86.2	-

* 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 they feel connected to and enables individuals to fulfill their potential and thrive.

That Student Wellbeing is improved by targeting resilience, respect, and responsible behaviours.

Achievements

The Wellbeing of our community has continued to be of utmost importance in 2021, as we continue to ride the ups and downs of the COVID19 pandemic. While this year has continued to provide challenges to students, staff, and families, there have also been times of great joy, togetherness, community spirit, and growth. At Nazareth College, the worth, dignity, and uniqueness of each person are acknowledged, appreciated, and celebrated, and each student has the opportunity to flourish in a Catholic atmosphere of love, acceptance, belonging, and security. Our core values continue to be Respect, Responsibility, and Resilience.

The smooth transition of our new Year Seven's at the start of the year was also a strong focus, particularly being mindful of lost time at school last year. To facilitate their transition and help them to meet new friends, we implemented our Fabulous February program, where our aim was to focus on connection and belonging and to assist the students to feel in control and safe in their new surroundings and become known and valued as a member of our community. Information for learning profiles and Wellbeing Issues 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 teamwork to flow down into the development of young people of Resilience, Respect, and Responsibility.

Certainly, after 2020, our focus has been to reconnect students to their school community and build socialization skills. Our Extended Pastoral program each week facilitates this, with each session having a strong wellbeing focus, and curriculum delivered at year levels in an age-appropriate manner. There has been a strong focus on personal skills and goal setting, which then builds self-reflection capacity and an understanding of personal character traits and how to use these. Pastoral sessions included reflecting upon the benefits of gratitude and hope, working towards a growth mindset, and the benefits of mindfulness activities. We have also had a focus on Positive Relationships, and the rights and responsibilities of building respectful relationships. Issues reflected upon and discussed included empathy, listening skills, friendship values, forgiveness, peer support, and consent. Reflecting upon behaviour within relationships both physically, emotionally and online is a vital part of the growth of our young people. 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 extended periods of Covid lockdown, there was less opportunity for Pastoral Teachers to meet face to face but each week during the Extended Pastoral Period there was an opportunity for Pastoral Teachers and Students to check in virtually. Heads of House and Pastoral Teachers continued to be the foundation of our pastoral care, and the relationships within the House system remain 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. Our Wellbeing Team worked hard to support students with Online Counselling Sessions and the usual Wellbeing Meetings continued 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 and families through virtual meetings, emails, and phone calls.

Our school leadership program and emphasis on Student Voice continued to be a focus on building community and personal development. Our Year 12 Leaders attended the Youth Leadership Conference and our student leaders had a full leadership day. Their participation in these activities was to inspire, strengthen and empower our future leaders. Enlightening discussions inspired the notion that age has no effect on your ability to achieve extraordinary results, and the need for leaders to accept uncertainty. Having the ability to adapt to new situations — COVID-19 is a great example of this — and conjuring up creative solutions to combat issues is something our leaders took away from the day and used throughout the year in leading our community through difficult times.

While opportunities for our Student Leaders were impacted somewhat this year due to lockdowns, they were able to have a significant role in designing our new House Banners. Each house leadership group was asked to come up with relevant and significant aspects of their House Patron, such as signs, symbols, and quotes. These have been incorporated into our new House Banners and will be a legacy for the future with which they can be very proud.

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 with age-appropriate curriculum
- Extended Pastoral Sessions
- SWPBS focus
- Broad Range of extracurricular activities, School of Excellence program, and clubs
- Development of School and Family connections and partnership
- Behavioural Management Plans
- Student Safety Plans

- Careers Services
- Health Centre Nazareth College
- Use of SiMON
- Year 7 Transition Program
- Transition Notes
- Additional College Virtual Assemblies
- Regular Community update videos

STUDENT SATISFACTION

In 2021, Nazareth College undertook an internal Student Satisfaction MACSIS survey. There were 241 responses.

Areas of improvement, compared to the 2020 results were:

- Rigorous expectations
- School climate
- Teacher-student relationships
- School belonging
- Student safety
- Enabling safety
- Student Voice
- Catholic identity

Areas to improve included:

- School engagement
- Learning disposition

While COVID19 and significant periods of lockdown continued to impact school life, it was pleasing to note so many areas had improved from 2020, even though we had many months of remote learning.

Family engagement was also noted as a significant improvement, as was school climate - families perceptions of the social and learning climate of the school.

STUDENT ATTENDANCE

Students' Attendance is marked at the start of each day during morning pastoral, and then at the start of every 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. Student attendance is monitored daily by the pastoral teacher and Head of House, and communication with the carer is followed up.

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

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	80.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.2%
Y08	93.3%
Y09	89.7%
Y10	90.3%
Overall average attendance	91.6%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	94.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	53.0%
TAFE / VET	29.0%
Apprenticeship / Traineeship	4.0%
Deferred	2.0%
Employment	12.0%
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 well-being of students are 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 is 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

Child Safety has become a regular feature in the Staff Memo and on the agenda of major meetings in the College (i.e. Advisory, Pastoral, and Staff Meetings).

- 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 and the activity of the Student Action Team.
- Presentations were provided 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.
- 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.
- Staff professional development is planned for Child Safety for 2022 when we are able to offer it face to face.

- 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 Parent 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
- Reporting to Melbourne Archdiocese Catholic Schools mandatory reports and issues of concern needing advice in regards to Child Safety

Numerous reports to Child Protection and Child First to work to ensure all students are safe

Leadership & Management

Goals & Intended Outcomes

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

Achievements

Engagement and Feedback

Engagement and feedback for all members of the community was the focus for School Leaders in 2021. Professional learning and Action Research projects centered on these foci. Sharing of knowledge and resources was facilitated by Professional Learning Communities. Other Teams, such as the School Improvement Team, Instructional Leaders, and Heads of House worked on enacting the School Improvement Plan intended outcomes and targets. The Middle Years Engagement Officer contributed to these achievements as well.

Performance and Development Culture

The ARM process was begun in 2021, but then the expectations for the ARM were reduced due to lockdown. Nonetheless, the teaching staff set goals related to the AITSL standards and worked on these for the year. Administration staff also set goals and undertook professional learning.

Middle Leaders engaged in a feedback process through the EMS 360 platform. This was a review where Middle Leaders sought feedback from three selected colleagues. The Deputy Principals sought feedback from all members of staff on their performance.

For the first time, teachers sought feedback from their students through the Pivot Survey. This occurred in Semesters 1 and 2. Teachers were able to use this feedback as part of their ARM.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
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 2021, one of the planned Professional Learning Days was cancelled. Staff undertook two days of Professional Learning about feedback. One session was with Bronwyn Ryrrie-Jones. The emphasis was on formative assessment and feedback. The other session was about developmental progression and rubrics, and this was undertaken online through the Melbourne University NanoMOCC.

- School Improvement Team

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

- Instructional Leaders

Instructional Leaders participated in the Responsive Teaching in Action Professional Learning program, a 10 week program with an emphasis on the current science of teaching and learning and school improvement.

- Professional Learning Community meetings

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

- 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 2021, as areas where teachers could find support in continuing online learning.

- Individual staff - ARM

Usually, all staff members participate each year in an Annual Review Meeting (ARM). This did not occur in 2021.

Number of teachers who participated in PL in 2021

77

Average expenditure per teacher for PL

\$370

TEACHER SATISFACTION

Teacher Satisfaction was measured by the MACSSIS survey. 41 staff members completed the survey, compared to 82 in 2019. The survey was completed during the extended lockdown of 2021 which impacted staff motivation to complete the survey.

Overall, the positive endorsement of the school improved from 2019.

General trends were that there were domains where Nazareth was rated above the MACS average, including student safety, instructional leadership and school leadership. Compared to 2019, there were improvements in the domains of student safety, school climate, staff-leadership relationships, instructional leadership, feedback, school leadership, staff safety, psychological safety, professional learning, collaboration around an improvement strategy and support for Teams.

Lower scoring domains were collaboration in teams, collective efficacy and Catholic identity. These areas were impacted by the period of remote learning, as it was harder for teachers to collaborate and the visible signs of Catholicism were not as apparent during remote learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	43.8%
Graduate Certificate	3.1%
Bachelor Degree	85.9%
Advanced Diploma	17.2%
No Qualifications Listed	3.1%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	73.0
Teaching Staff (FTE)	63.8
Non-Teaching Staff (Headcount)	37.0
Non-Teaching Staff (FTE)	33.1
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

- That parents will feel more connected with the learning community
- 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
- To develop shared ownership of our community and respectful behavior

Achievements

Despite a second year greatly impacted by COVID restrictions, it was a very successful year for our College Community. Our Year 7 intake of over 160 students was indicative of our school's growing popularity and the great work that has been happening for a number of years at Nazareth.

With a year of experience working a lot virtually, the school was ready to adapt and be flexible to find ways to connect and develop community over the internet. We continued with Virtual School Tours which were consistently booked out as well as having some of our planned taster days for prospective students.

Staff worked hard to link in with parents/guardians, and carers on the phone, via Zoom, and via email predominately to continue to develop our partnership. There were options for virtual parent forums and lots of virtual parent meetings via zoom.

Our staff continued with all of their usual team meetings, frequently taking them virtually as we continued with the "normal" processes as well as we possibly could. We were able to have some activities building links with the broader community such as taster days, tutoring, St. Vincent de Paul sessions. Fortunately, community-building activities such as some of our camping programs were still able to run.

With COVID restrictions having such a big impact on our community each day the COVID TEAM would meet regularly to review the situation, ensure we were following the school's operation guide, and mitigating risks as well as we could for any face to face activities.

Engagement, Feedback, and Development of a professional culture have been a focus for our community. The staff has undertaken action research tasks in groups and within this, some have focused on engagement in the classroom, which has also had a positive impact on the connection within our community.

Respectful behavior has continued as a behavior expectation focused on in our extended pastoral program and also addressed in teachable moments that may arise at any time in the class or in the yard. This has been an area of growth and one we target for future growth.

Family engagement, School Climate, Catholic Identity, and School Safety on the MACIS survey were all above average and indicative of a positive school community.

VALUE ADDED

- Increased virtual connection with current families
- Increased virtual connection with prospective students
- Increased communication with families
- Shared responsibility with families for the safety of our community

PARENT SATISFACTION

Parent Satisfaction was measured by the MACSSIS survey. 11 staff members completed the survey, compared to 75 in 2019. The survey was completed during the extended lockdown of 2021 which impacted staff motivation to complete the survey.

Overall, the positive endorsement of the school improved from 2019.

In the domain of family engagement and Catholic identity, the College was rated higher than in 2019, and significantly higher than the MACS average. School fit, school climate, student safety and communication were rated higher than 2019 and higher than the MACS average.

Barriers to engagement were rated lower, but this can be attributed to the lockdown.

Future Directions

Continue to grow the Catholic identity of the College:

Visually and for all members of the Community;

1. Increase the number of Catholic enrolments;
2. Increase the number of staff members who are fully accredited to teach in a Catholic school by giving staff greater opportunities through professional learning courses, lectures, reflection days, and personal study.

Continue to broaden our School of Excellence opportunities with the introduction of Volleyball, Tennis, and Performing Arts - Dance, Music, or Drama by 2023.

Provide the absolute best facilities for our Community. Continue our new building projects and facilities.

With increasing enrolments, to ensure that new staff members are inducted into the Nazareth way to uphold the Mission of our College in Faith, Wisdom, and Knowledge.