



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



NAZARETH
COLLEGE

Nazareth College

Manning Drive, NOBLE PARK NORTH 3174

Principal: Salvatore Cosentino

Web: www.nazareth.vic.edu.au

Registration: 1899, E Number: E1343

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 Jun 2025

About this report

Nazareth College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our College Vision

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

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

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

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

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

'Building our Community in Faith, Wisdom and Knowledge'

'Let your light shine before others'

(Matthew 5:16)

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

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

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

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. New roles have also been established – Senior and Middle Studies Co-ordinators and Student Management Co-ordinators to assist with the growing number of students.

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

The College saw the need to assist students in achieving their best, not only academically but also in some popular sports that are very much community-based. We offer the School of Excellence in Soccer, Basketball, Tennis, Volleyball, and Aerobics. Representative teams have successfully competed in interstate championships. 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), and the school leaders have a strong voice in the day-to-day operations of the College.

Overall, Nazareth College continues to grow and improve its facilities. Enrolment numbers continue to increase. The new buildings and refurbishments are complete. The new Student Hub is still in the planning process, and it is hoped that it will begin in 2025. Nazareth students and the Community appreciate the assistance that the State Government Grant supports, together with MACS, in ensuring that our Community has the best learning facilities.

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

Future Directions

1. Continue in our quest to be the school of choice and continue to improve in all aspects of learning and wellbeing.
2. Improve our VCE ranking and scores.
3. Increase our number of Catholic student enrolments while increasing our number of staff members who are fully accredited.
4. Consolidate Learning and Wellbeing and our School of Excellence options.
5. Continue to provide the best facilities that will improve learning and wellbeing outcomes.
6. Plan for future growth and programs by further developing our new Masterplan for 2024 – 2028.
7. Commence building the new Student Hub and extend our Gymnasium and HPE Staff area.

Principal's Report

In 2024, Nazareth College continues to be a school of choice and further develops its relationships with all Feeder and associated Catholic Primary Schools, along with local government schools. Our new school facilities are providing outstanding learning spaces. This work has resulted in an increase in our enrolments.

Nazareth College continues to cater 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.

The College proudly gives its students an abundance of choice when it comes to curriculum and co-curricular activities:

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

Students at Nazareth College focused 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. These activities help form students and staff and focus on what it means to be a Nazarene

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

- Median Score 28
- % of 40+ Scores 1.9%
- 90+ ATAR 3.6%
- English 40+ 0%.
- Mathematics 40+ 1.5%
- College Dux 92.45

2024 continued to strengthen our aim of becoming the 'School of Choice' for our surrounding community members and their children. We hope to continue to reconnect with our extended community and continue in our quest to further improve in all facets.

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

Mr Sam Cosentino

PRINCIPAL

Catholic Identity and Mission

Goals & Intended Outcomes

1. Growing as a Missionary Faith Community.
2. Quality Teaching and Learning.
3. Strengthening Our Community through Engagement and Empowerment.

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 2024, we specifically aimed to:

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

Achievements

1. Develop a greater understanding of Catholic Traditions:

- RE classes focus on prayer and Catholic Teaching.
- Staff meetings feature prayer and information regarding church seasons/ feasts and matters relevant to Catholic Tradition.

Religious Education Classes provided an opportunity for prayer and reflection. We placed an emphasis on assisting students to reflect on their own faith experience as well to fully immerse themselves in their knowledge and understanding of the Catholic Faith. We have aimed to increase 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, a Staff Reflection Day, and a one-day PD on Jesus' Crucifixion and Resurrection. This included an international keynote speaker.

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

- College newsletter reflections have been used as an opportunity to explain seasons of the Church and particular feasts, as well as looking at the experience through the lens of the Catholic Faith.

- Parent Information Sessions feature information about the Catholic identity of the College
- Staff Induction Focus on Catholic Identity of the College
- Tours focus on the College's Catholic Identity, and new families are given information on the Catholic faith.
- College Facebook page features articles on rituals and activities that 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.
- The commencement of a Sacramental program for students, where they study particular sacraments. This was to prepare themselves for receiving the Sacraments in a Local Parish which they had not yet received.

We are continuing to build our Catholic Culture. Faith, of course, is also seen in the way people relate to and treat each other. Our community continues to strive to care for each individual and treat them with the respect and dignity of a child of God, and our Whole School Approach to Positive Behaviour Support assists with this. Our Wellbeing Staff were very busy following up on student concerns, and we endeavoured at all times to keep our staff informed and up to date and to genuinely care for each and every member of our community, remembering their innate dignity as children of God.

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

- College Liturgies are designed to maximise student participation.
- The College Chapel continued to allow ongoing opportunities for staff, students, and class prayer.
- Senior students ministering at Reflection Days to a local Catholic primary school and younger Nazareth students. Outreach activities of the College's St Vinnies group include assisting with tutoring at St Anthony's, the Project Compassion appeal, the Winter sleepout, and a variety of fundraising activities.

Value Added

- Year 10 Youth Ministry: Reflection Day with a Primary School

- Class Masses (Year 7 and 8) /Year Level Masses (Year 11 and 12)
 - Opening School Mass (all students)
 - Ash Wednesday and Easter Liturgies (all students)
 - Valedictory Mass
 - Two-day Retreat for Year 12 2025 students, including Mass.
 - ANZAC Day and Remembrance Day Services (all students)
 - Weekly Thursday Morning Voluntary Mass
 - Year Level Reflection Days for each Year Level
 - Senior Youth Academy Class
 - A Reflection Day facilitated for Sacramental Preparation in a feeder Primary School
 - The Sacrament of Reconciliation (Years 9-12)
 - Regular Faith Team meetings, including students and staff.
 - Skill enhancement for the Youth Ministry classes through engagement of Youth Ministry speakers.
 - Exploration of Indigenous themes in the curriculum and through prayer and Acknowledgement of country.
- *A Year 11 Student was selected for the ACU School Leaders Program. This involved travelling to Rome and London for a three-week immersion in the Catholic Western tradition.
- * The commencement of a student-led lunchtime prayer group.

Learning and Teaching

Goals & Intended Outcomes

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

Achievements

Focus 1: Community Engagement

This year, we continued working on expanding student choice with subjects, particularly students in Years 9 and 10. Subjects such as Solving World Problems Through Coding and AI, Concept Art, and Digital Rendering have proven to be popular with students, based on Subject Selection numbers.

Our Middle School Studies Coordinator, Chris Brown, collaborated with students to plan a Year 10 Formal again. High-achieving students in Year 8 participated in M Cubed, a first for our school. Year 9s enjoyed their City Experience, with some time spent at the William Angliss campus in the CBD.

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

We focused as a staff on the High Impact Wellbeing Strategy of “Establish and Maintain Clear Classroom Expectations.” We were pleased that students understood the importance of these expectations as demonstrated by their responses to the Pivot Surveys.

Focus 2: Feedback

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

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

We received feedback as a school as a result of our School Review. We are excited to be working on creating a Teaching and Learning Framework in 2025 and building the capacity of our Middle Leaders.

Focus 3: A Performance and Development Culture

Teachers and school leaders have worked together again this year to build the professional capital of our College. Teachers have worked on Action Research projects that are centred on one of three areas. These are VCE Improvement, Literacy, and Differentiation. Teachers undertook Action Research and presented this research to their groups in Term 4.

I would like to thank some members of our community: our Principal, the Deputy Principal Staff and Students and the College Leadership Team who have supported me; the Senior Studies Coordinator, Marjoleine Dekker, the Middle School Studies Coordinator Christopher Brown, the Instructional Leaders who drive the innovation in our learning programs; Ms Vicky Lazaridis and Ms Julie Carlin, who coordinate Educational Support for learning; the committed and creative Nazareth College teaching staff; and, of course, our Nazarene students, the people who make it all worthwhile.

Student Learning Outcomes

Over the period of 2024, student progress has been tracked using a variety of tools, including NAPLAN, PAT, reporting data, and Student Wellbeing data. Much of this data is accessible to teachers on the SIMON LMS, through the use of the Intellischool Data Analytics package.

In 2024, no relative growth data was available for NAPLAN and PAT data for Year 9. Also, there was no 5-year trend data for Year 7 or Year 9.

Year 7s in 2024 in the area of Reading were below the state average. The student's Writing score and the Numeracy score were equal to the state average. Spelling, grammar, and Punctuation were below the state average.

In NAPLAN results for Year 9s, students scored lower than the state average in the areas of Writing, Grammar, and Punctuation. Students were above the state average in Spelling and at the state level for Reading.

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 the Semester. This data has then informed conversations about pathways and promotions. Wellbeing data, such as attendance data, has added to the understanding of the progress of each student.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	529	56%
	Year 9	544	48%
Numeracy	Year 7	536	68%
	Year 9	568	68%
Reading	Year 7	530	70%
	Year 9	570	69%
Spelling	Year 7	534	76%
	Year 9	573	77%
Writing	Year 7	548	72%
	Year 9	579	66%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	100%
VCE VM Completion Rate	94%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

A priority area this year is to strengthen our community through Engagement and Empowerment, and to create an optimal learning community where students feel connected, fulfill their potential, and thrive. We strive to enable students to grow through developing self-efficacy and emotional intelligence, recognising individual strengths and celebrating their uniqueness. We intend for students to feel known, have people they can trust and turn to for support, and have a strong sense of belonging to the school community. We aim for Student Wellbeing and engagement to improve by targeting resilience, respect, and responsible behaviours.

Achievements

Our School Review this year was extensive and highlighted the many achievements of the school in the area of supporting wellbeing, recognising it as a 'defining characteristic' of the school.

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

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

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

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

The Breakfast Club continues to feed many hungry mouths each morning. Many students arrive at school early for various reasons, and have not given themselves time for breakfast before school. Each morning, our Year 12 leaders and staff have served toast, juice, hot chocolate, and fruit.

Our Extended Pastoral program is an important feature of our school-wide Wellbeing Strategy. On Day 2, students spent time within their Pastoral Group or with their whole House, participating in sessions to build the house spirit and to build relationships. Day 7 was our Social Emotional Learning time, with students separated into Year levels to learn about and participate in activities around understanding self and maintaining positive and respectful relationships. Within these sessions, the curriculum is delivered in an age-appropriate manner. There has been a strong focus on personal skills, learning conversations with Pastoral Teachers, and goal setting, which then builds self-reflection capacity and an understanding of personal character traits and how to use these.

This year we had a slight shift in focus in delivering our Social and Emotional Learning Program by partnering with The Resilience Project. The organisation is committed to working with schools in teaching positive mental health strategies to prevent mental ill health and build young people's capacity to deal with adversity. As part of the initiative, students have engaged in lessons during their Extended Pastoral time, with activities centred around their core principles of Gratitude, Empathy, Mindfulness (GEM), and Emotional Literacy to build resilience.

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

Our SEL curriculum was consolidated with a variety of incursions held over the year. Our Year 11s were fortunate to have John Maher speak to them about safe choices on the road. His passion for road safety was evident, and his personal experience with road tragedy touched the students deeply. Year 10 and Year 11 students had sessions from the Pat Cronin Foundation, which focused on avoiding social conflict and violence. Year 10 once again had a day in the RYDA Road safety program, learning vital skills and safety awareness as they prepare to become our newest drivers. Our incursion focus for Year 9 was around Body

Image and loving yourself for who you are. Our Year 7 students participated in an Incursion run by 'Success Integrated' called 'Step Up' to success, focusing on transition to secondary school, and setting good organisational and learning habits. The students were thoroughly entertained and engaged by presenter Darren and DJ Daniela, all while learning about important concepts to motivate them to be their best. Our Year 8 students took part in a mental health and wellbeing incursion, delivered by Toolbox Education, who specialise in presenting preventative mental health workshops for schools. Their engaging and relatable programs gave students tools from cognitive behavioural therapy to support positive mental health, in a simple and easy way to understand.

One way we track the Wellbeing of our students is through regular surveys using the Pivot platform. Each term for a cycle of 5 weeks, students can access the survey questions, which provide us with a snapshot of the areas of celebration and areas needing greater focus. Having real-time data of our students' well-being has enabled us to put strategies in place to address their needs. One area the data showed was an area for improvement was 'help seeking', which enabled us to create explicit lessons around this topic at all year levels.

As part of our partnership with The Resilience Project, we also get access to the Resilient Youth Survey, which is a highly regarded Student Voice tool, allowing us to monitor the mental health of our students and respond by establishing whole school approach strategies. This survey tool also allows us to compare our data to the rest of Australia.

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

As a school, we have continued to consolidate our PBS practices, with our newly appointed Student Behaviour Managers leading the school in embedding our principles of Respect, Responsibility, and Resilience. Staff professional development was constantly provided to develop consistent routines and expectations, with many student restorative conversations and parent meetings to assist students to learn and grow in their behaviour choices and assist them in their engagement and learning goals.

The counselling team in 2024 continued to expand to match the increasing numbers of the school. Gaylene Reid has joined our Psychologist, Casey Cilia, and Counsellors Arlene Diston and Brooke Lockhart. As an experienced team, they bring a depth of knowledge and

experience to support student wellbeing, assisting students and families to find ways to cope with difficulties which may arise, no matter how big or small.

Value Added

- Build Teacher knowledge and capacity to implement SWPBS through collaboration and targeted staff meetings
- Wellbeing Centre
- Counselling Services
- Student Action Team
- Student Leadership Program
- SEL Program with age-appropriate curriculum
- The Resilience Project partnership
- Wellbeing Data collection through Pivot Wellbeing Surveys and Resilient Youth Survey
- Extended Pastoral Sessions, Pastoral Groups, and Year Level House Groups
- House Assemblies
- Broad Range of extracurricular activities, School of Excellence program
- Lunchtime Clubs
- Development of School and Family connections and partnership
- Student Behaviour Managers
- Behavioural Management Plans
- Student Safety Plans
- Careers Services, Pathways Co-ordination
- Breakfast Club
- Health Centre
- Use of SiMON for the collection of Wellbeing Data
- Year 7 Transition Program
- Extensive Transition Notes and Staff PD

Regular Meetings to support individual student growth and development:

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

Student Satisfaction

In 2024, Nazareth College undertook an internal Student Satisfaction MACSIS survey. There were 572 responses, an increase from last year.

Year 7 students in particular showed areas of improvement from last year, and were significantly above the MACS average in all areas:

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

Our focus on a smooth transition, sense of belonging, and connection is evident through these Year 7 results.

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

- Rigorous expectations
- School Engagement
- School Climate
- Teacher-student relationships
- School belonging
- Learning Disposition
- Student Safety

- Enabling Safety
- Student Voice
- Catholic Identity

Nazareth scored equal to or above the MACS average in the areas of:

- School Engagement
- School Climate
- School belonging
- Learning Disposition
- Student Voice
- Catholic Identity

Student Attendance

In 2024, the overall student attendance rate for the year was 86.80%. This was in keeping with the percentage from 2023, which was 86.99%.

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

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	101.12

Average Student Attendance Rate by Year Level	
Y07	90.5
Y08	88.6
Y09	86.7
Y10	86.6
Overall average attendance	88.1

Leadership

Goals & Intended Outcomes

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

Achievements

Engagement

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

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

Feedback

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

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

Performance and Development Culture

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

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

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>There were many ways that the College provided opportunities for teacher professional development, both on- and off-campus, utilising both internal and external expertise.</p> <p>Whole Staff Professional Learning Days</p> <p>In 2024, there were three whole staff Professional Learning Days. Staff undertook one day of Professional Learning about Risk Management, Child Safety, and the School Improvement Framework. Wellbeing Professional Learning was undertaken. There was a day devoted to eLearning.</p> <p>Professional Learning Community meetings</p> <p>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 as another Professional Learning activity.</p> <p>Learning Area Meetings</p> <p>While Learning Area Meetings undertake some administrative functions, the focus is on collegial collaboration, and they provide many similar opportunities for sharing of internal and external expertise as the PLCs.</p>	
Number of teachers who participated in PL in 2024	78
Average expenditure per teacher for PL	\$1123.00

Teacher Satisfaction

Teacher Satisfaction was measured by the MACSSIS survey. 77 staff members completed the survey. Overall, the positive endorsement of the school was greater than the MACS average.

General trends were that there were domains where there were higher results than the MACS averages, including student safety, school climate, staff-leadership relations, school leadership, and staff safety. Lower-scoring domains were student safety and collaboration in teams.

Teacher Qualifications	
Doctorate	0
Masters	16
Graduate	31
Graduate Certificate	3
Bachelor Degree	58
Advanced Diploma	7
No Qualifications Listed	27

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	93
Teaching Staff (FTE)	84.14
Non-Teaching Staff (Headcount)	68
Non-Teaching Staff (FTE)	51.86
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To increase community engagement (students, families, and staff) in learning, and thereby ensuring 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 performance and development culture, so that every staff member feels known and valued as a person and experiences growth.

Achievements

- 48% family engagement on parent surveys (well above MACS average of 27% and doubled from Nazareth 2023 data)
- A 20% increase in how well you understand the school's approach to the care and safety of students
- The increasing number of parents at school events continues
- Student Safety increased by 7% in the parents' survey, and also an increase in the student survey by 6%
- Introduction of the Martian HR System has assisted with staff recruitment (increase in number of applicants for positions)
- 16 new staff commenced at the beginning of 2025
- Planning for review of staff in positions of leadership in 2025 for their feedback, encouragement, and development
- Pastoral focus on developing positive relationships with students and connection with staff (professional development in this area)
- Highest Year 7 parent attendance at information nights
- Virtual student progress meeting and in-person student progress meetings
- Regular School Tours in person every term
- College Open Evening
- Taster Days for primary schools in the area for Grade 5 students
- Building up relationships with St Elizabeth's through the sacramental preparation program in the Youth Ministry course
- Vocational Major students developing community links and relationships with St Elizabeth's and SCOPE
- Regular professional learning time focusing on student engagement
- Individual staff completing professional learning on student engagement

- Regular feedback from staff to families via email, phone, in person, etc
- Focus on respectful relationships and behaviour with students in their social and emotional learning program
- Focus on respectful behaviour for selected students in small groups with the “Time to Shine Program”
- Focus on behavioural management plans for selected students
- Student group working on social skills “Time to Shine Program”
- Community announcements via virtual video
- Regular School Newsletter – virtual
- Nazareth College Community Association's second-hand uniform shop increased hours
- Enrolment increased by 80 students from 2024-2025
- Further enrolment increases are projected for the next year
- Lunchtime activities offered in the Wellbeing centre weekly
- Increased lunchtime activities to increase connection opportunities for students – gaming club, Lego club, chess, etc
- Increased family involvement in the community and connection through the Nazareth College Community Association uniform shop
- Opportunity for cheaper uniforms through the second-hand uniform shop
- Increased connection with local Catholic schools through a number of negotiated transfers
- Students encountering people in the broader community with disability

Parent Satisfaction

- A score of 100% and an increase of 18% and 33% above average for how well feedback from the school helps you understand how well your child is doing in their learning
- A 27% increase in parent response to how likely it is that staff at this school will notice if something isn't right with your child
- A 28% increase in parent and staff conversations about student learning or wellbeing, and double the MACS average
- A 59% increase in how involved you have been with a parent group at your child's school (64% above average)
- Well above average and a 14% increase in how often you have communicated with the school
- Above average and a 12% increase in how well the school supports you to engage in your child's learning
- A 33% increase and 26% above average for how often you have contributed to a learning experience or initiative at your child's school in the MACSSIS parent survey
- Increase by 7% of school fit on parent surveys

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.nazareth.vic.edu.au