

Nazareth College Noble Park North

2022 Annual Report to the School Community



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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/05/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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’

‘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. Nazareth College has become a school of choice for many families.

This has seen a slight increase in our potential families coming into the area.

Consequently, our new bus route in the Rowville and Keysborough areas 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 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. Numbers have decreased due to border closures and the pandemic. The College still had students from Vietnam, Korea, Indonesia, Japan, China, 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.

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 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, Tennis, 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).

The Advisory Committee structure as of the end of 2022 was as follows:

Principal
Deputy Principal (staff member)
Business Manager
Chair / Finance Committee Chair
Parent Representative x 2
Parish Representative x 2
Student Representative x 2
Minute taker

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 was completed and all the college facilities were refurbished, giving the students the very best facilities.

In 2022, we began the upgrade of our existing Food, Science, and Media facilities into a new Food and VET Hospitality Centre, STEM, and Multimedia area. Nazareth appreciates 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 2022, 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.

2022 was a year that presented many challenges, however, our Community bonded together to operate in the new normal way, compared to the previous year, the new normal allowed day-to-day activities to operate face to face.

Family and Community involvement remained a priority. Constant communication was made either by written correspondence, social media, or 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. Schools now had another medium how to connect with families.

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 was difficult. As one can appreciate, it is not easy to do some of the hands-on activities from home. Again many of our students and staff members simply adapted to the new ways of gathering information and learning in a variety of manners.

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

Nazareth College completed many co-curricular activities throughout the year.

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 e.g. involvement in Outreach, Mini Vinnies, Tutoring, Refugee Groups, as well as simply caring for 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 5.9%
- 90+ ATAR 10.40%
- English 40+ 3.2%
- Maths 40+ 7%
- Perfect Score 50 (Product Design & Technology)
- College Dux 99.70

2022 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

School Advisory Council Report

The committee met throughout the year. The meetings covered a wide range of topics surrounding the operation and development of the school. The contribution from the student representatives in particular was most helpful and appreciated in raising relevant issues.

The members of the 2022 committee are listed below representing a cross-section of the school community.

Principal	Mr Sam Cosentino
Deputy Principal (Staff & Students)	Mr Justin Duckett
Parent Representative	Mrs Caroline Murray
Parent Representative	Mrs Suzan Tissera
Parent Representative	Mrs Sue Hatley-Smith
Parent Representative	Mr Sid Samuel
Business Manager	Mr Lee Perry
Chair / Finance Committee Chair	Mr Glenn Williams
Student Representative	Lachlan Murray
Student Representative	Ruby Bolch
Alumni and/or NCCA Member	Mrs Agnese Alifano
Canonical Administrator (President)	Fr Mark Reynolds
Minute taker	Ms Angie Palmer

I thank all the members for taking the time to attend the meetings and also for their contributions to the meetings.

Mr. Glenn Williams

ADVISORY BOARD CHAIR

Catholic Identity and Mission

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 2022 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

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 as 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.

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 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's 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. 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.

**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 of the College's St Vinnies group including 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
- Year 10 Building Bridges (selected Year 10 and 11 students)
- Class Masses (some classes) /Year Level Masses (Some Year levels)
- Opening School Mass (all students)
- Ash Wednesday and Easter Liturgies (all students)
- Valedictory Mass
- Two-day Retreat for Year 12 2023 students including Mass.
- ANZAC Day and Remembrance Day Services (all students)
- Weekly 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 (Some classes)
- Regular Faith Team meetings including students and staff.
- Skill enhancement for the Youth Ministry classes through the engagement of Youth Ministry speakers.

- Exploration of Indigenous themes in the curriculum and through prayer and Acknowledgement of country.

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

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 continued to research engagement and engagement practices. He also worked with Teams of teachers to see if changes of teaching practice improved engagement. Year 9 Science teachers and Year 9 Humanities teachers undertook action research to investigate the impact of more formative assessment on engagement.

City Experience was a highlight for Year 9 students. Year 9 students travelled into Melbourne CBD as part of their 3-day City Experience program. Students were excited by the opportunity to get out and explore Melbourne and what it has to offer. Students were required to organise themselves in small groups around a schedule, travel on public transport navigate around the city's many construction areas as they explored what Melbourne has to offer. Some experiences students had included visiting the South Melbourne and Queen Victoria Market, viewing street art at various locations, and visiting landmarks in an Amazing Race-style activity.

Again, Instructional Leaders worked to introduce new subjects for students, particularly students in years 9 and 10. Subjects such as Law and Order, Business and Enterprise, and Global Economics and Finance have proven to be popular with students, based on Subject Selection numbers.

The Nazareth College website also had some additions from the Learning Team. The Subject Selection page was updated, and easy-to-read Course Guides were uploaded. There was also

a new Careers website linked to the website. I thank Lauren Conlon and Elena Flodstrom for their work on these additions and innovations.

Technology continued to be utilised extensively. The Digital Technology Instructional was appointed from 2022 to 2023. The digital technology team is implementing a 5-year strategic plan with a specific focus on using digital technology for student and school success, teaching and learning, intelligent environments, and leadership and policy. Creating new pathways for our students is an integral part of the vision. A Year 9 Robotics elective was introduced, with plans to expand this initiative to mechatronics and systems engineering. Professional development opportunities have been made available for all staff to support the transition from Google to Microsoft as well as further consolidate their skills in using SIMON.

Feedback

We endeavored to elicit feedback from students about their well-being, and we also asked students to give some feedback to teachers. We did this through the Pivot Platform. This has given teachers and school leaders a valuable insight into students attitudes and experiences here at Nazareth College, so that we can work to refine and improve what we do, especially in the classroom.

In Term 3, each Instructional Leader and the Deputy Principal Teaching and Learning went on a Learning Walk through the College. This gave feedback about what was happening in the classrooms of the school. The Instructional Leader and Deputy Principal went into classrooms for a short period of time and where appropriate, asked students the following questions:

- What are you learning?
- How are you doing?
- How do you know?
- How can you improve?
- Where do you go for help?

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 centered on one of the three areas of focus for the School Improvement Plan. The teaching staff all undertook professional learning about Developmental Assessment and Rubrics.

Middle Leaders undertook professional learning with the company called “Coaching Focus”. The Instructional Leaders explored their personal leadership style and considered how this impacted the way they lead their team.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes 2022

Over the period of 2020 to 2022, 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. 2020 NAPLAN data is not available as the test was not conducted that year.

Year 7s in 2022 had lower overall NAPLAN achievement levels than Year 7s in 2021. The area of Reading was lower than in 2021 and lower than the state. This cohort will benefit from the targeted Literacy and Numeracy programs offered by the school.

In 2022, no “value-added” data was available for NAPLAN and PAT data for Year 9. In 2022 the Year 9 cohort was higher than the 2021 cohort and higher than the state average in Writing. The improvement in Writing could be attributed to the targeted programs that have been implemented, such as the Fountas and Pinnell LLI program. The Benchmark Assessment System data for students in Literacy Support also indicated improvements in student progress with 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

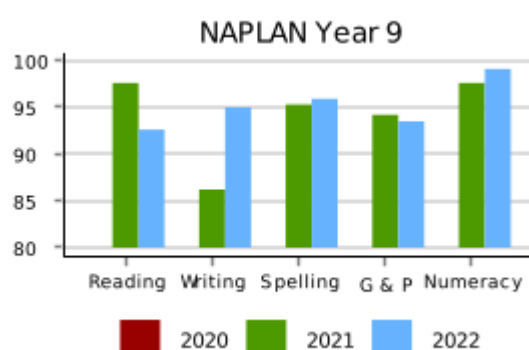
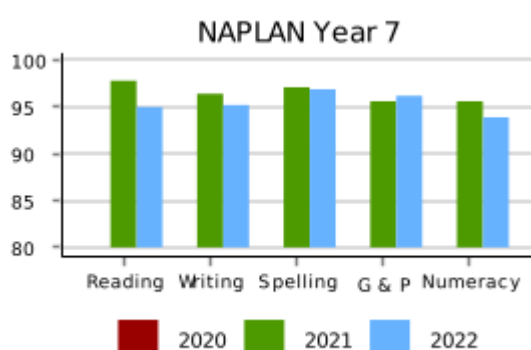
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	579.7
Year 9 Numeracy	590.6
Year 9 Reading	591.8
Year 9 Spelling	596.8
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	95.6	-	96.2	0.7
YR 07 Numeracy	-	95.6	-	93.9	-1.7
YR 07 Reading	-	97.8	-	95.0	-2.8
YR 07 Spelling	-	97.1	-	96.9	-0.2
YR 07 Writing	-	96.4	-	95.2	-1.2
YR 09 Grammar & Punctuation	-	94.2	-	93.5	-0.7
YR 09 Numeracy	-	97.6	-	99.1	1.5
YR 09 Reading	-	97.6	-	92.6	-5.0
YR 09 Spelling	-	95.3	-	95.9	0.6
YR 09 Writing	-	86.2	-	95.0	8.8

* 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 students feel known and have a strong sense of belonging to the school community. Student Wellbeing is improved by targeting resilience, respect, and responsible behaviours.

Achievements

The Wellbeing of our community has continued to be of utmost importance as we transitioned back to learning at school, keeping in mind some of the lingering challenges that prevail from students spending a large portion of the past two years learning from home and having limited learning and social opportunities together.

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.

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.

The smooth transition of our new Year Seven's at the start of the year was again 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 was carefully collated and made available to assist staff to be able to best cater for the students and help them to grow.

Certainly, after 2021, 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, 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.

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.

Another important aspect of our Wellbeing program which we have been able to reinstate this year has been our Year level incursions, promoting personal growth and self-reflection. Our Year 9 students had a number of sessions on creating a healthy sense of self and positive Body Image. Year 10, 11, and 12 students had an enlightening session on being respectful online, facilitated by well-known Cyber Safety Expert Susan McLean. Our Year 7, 8, and 9 students were addressed by our local Police Liaison Unit who spoke about safe online behaviour and laws around consent, both physical and online. Some of our Year 7 and 8 students also attended a mental health and wellbeing day run by the City of Greater Dandenong Youth Services. They met with students from other schools to listen to guest speakers and participate in various workshops to develop their capacity to 'Nurture Self, Nurture Others'.

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 staff professional development run by Berry Street Childhood Institute facilitating our Staff Wellbeing Day, with a focus on creating a positive classroom environment and positive relationships. It was an opportunity to reflect on the importance of our role in ensuring that students feel that they matter to us and that we seek to know who they are and how to bring out the best in them so that they feel safe, confident, ready, and excited to learn. We were reminded about the importance of creating a consistent predictable reliable environment which allows young people to flourish.

The counselling team in 2022 grew to match the increasing numbers of the school. We saw the addition of Arlene, who has brought a depth of knowledge and experience to the counselling department. With the ongoing impacts seen from the epidemic, the counselling department has aimed to continue to support students to find ways to cope with difficulties that may arise, no matter how big or small.

Our Wellbeing Centre continues to be an important part of our whole school wellbeing approach, and a place in the school where students can come to relax and feel calm, and a safe place for students to unwind from the busyness of school life. The centre comes to life each lunchtime with students chatting with their friends, playing games together, reading magazines, relaxing on the bean bags, or having a chat with one of the Wellbeing staff.

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 Team
- SEL Program with age-appropriate curriculum
- Extended Pastoral Sessions
- House Assemblies
- 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 for 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
- Extended Pastoral Team Meetings

STUDENT SATISFACTION

In 2022, Nazareth College undertook an internal Student Satisfaction MACSIS survey. There were 411 responses. All areas showed a decline in student satisfaction as compared to the previous year, particularly in the middle years. Returning to permanent onsite learning did present challenges for many students

Years 7, 8 and 12 in particular showed areas of improvement as

- : • Rigorous expectations
- Teacher-student relationships
- School belonging
- Student Voice

Nazareth College is seeking to improve student satisfaction in the middle school through the appointment of a Middle Years Engagement Officer, who is completing research and implementing strategies to address the data reported. Strong responses to both individual responsibility and whole school response to challenging behaviour, have been implemented to also address concerns.

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. Our SiMon attendance recording system also sends out 'Pulse' alerts to Heads of House and the Director of Wellbeing to notify student absences. This system also flags attendance concerns on each roll when being marked by the subject teacher, so any anomalies are identified in real-time. Where there is a concern, Student Services is notified to follow this up with the Pastoral Teacher or Head of House.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

98.3%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.3%
Y08	84.4%
Y09	88.1%
Y10	83.4%
Overall average attendance	86.3%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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

- That students feel safe within the school community
- Familiarise staff with the new Child Safe Standards
- Implementation of the new Child Safety Standards
- Embedding a Culture of Child Safety

Achievements

- Fortnightly Child Safety Meetings
- Child Safety is on the agenda at all meetings
- Meeting with parents/guardians/carers as part of the implementation of the new standards
- New Child Safety Standards communicated to all families
- Meetings of all staff to address the new standards and what the school is currently doing, and what it needs to be doing to implement the standards
- Staff Professional Learning time addressing Child Safety Standards
- Staff Professional Development on mandatory reporting
- Staff Professional Development on dealing with a disclosure
- Student Social and Emotional Learning addressing child safety, consent, respectful relationships, etc
- Fortnightly Wellbeing Team Meetings
- Student support meetings fortnightly
- Learning & Pastoral Team Meeting once a cycle
- Child Safety is a regular feature in the weekly staff memo
- 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.
- '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.
- Police, Child Protection, Orange Door, Child First, MACS Wellbeing Duty Line – worked closely with the College on child safety matters
- 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/Guardian/Carer 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.
- Staff Professional Learning from MACS on Aboriginal and Torres Strait Islanders
- 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 regard to Child Safety

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

The return of face-to-face meetings and Student Progress meetings meant that parents, teachers, and students could work together as they had in the past. Community engagement was enhanced by video updates to the Community and through the use of Social Media. Staff engagement was further cultivated by the provision of social events and catch-ups, so again this was a return to previous practices.

Building works meant that new areas for student engagement were constructed. This included the new Science Labs and the tennis courts at the front of the school. The college now offers tennis, soccer, basketball, and volleyball through the 'School of Excellence'.

Feedback

The Leadership Team began work on a data plan in 2022. This data plan looks at the data used to give feedback about how we are going as a school in many areas. The Leadership Team is also focusing on the actions we take as a result of the analysis of data.

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.

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 2023. The Middle Leaders then met with the Principal to discuss this feedback.

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.

Non-teaching staff also undertook ARMs, using the EMS360 platform. This included LSOs as well.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 2022, there were three whole staff Professional Learning Days. Staff undertook one of Professional Learning about Developmental Rubrics. This was followed up later in the year with a consolidation day. The Wellbeing Professional Learning undertaken was with Berry Street.

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 Coaching Focus Professional learning about Leadership. The Team also had mentoring training from the company PD Training.

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.

Number of teachers who participated in PL in 2022	110
Average expenditure per teacher for PL	\$680

TEACHER SATISFACTION

Teacher Satisfaction was measured by the MACSSIS survey. 41 teaching staff members completed the survey, compared to 82 in 2021. Overall, the positive endorsement of the school decreased compared to 2021.

General trends were that there were domains where there was an improvement compared to the 2021 averages, including professional learning, collaboration around an improvement strategy, and collaboration in teams. Lower scoring domains were student safety, school climate, and Instructional Leadership. Female teachers had lower averages than male teachers.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.4%
Graduate	44.4%
Graduate Certificate	3.2%
Bachelor Degree	82.5%
Advanced Diploma	14.3%
No Qualifications Listed	6.3%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	74.0
Teaching Staff (FTE)	62.9
Non-Teaching Staff (Headcount)	46.0
Non-Teaching Staff (FTE)	41.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- That student numbers increase
- Increase parent participation in the community
- That parents will feel more connected with the learning community
- Continuing to use Zoom for appropriate parent/guardian/carers meetings
- That all members of the Nazareth Community are connected and contributing to the Community
- Increase the number of clubs and groups offered to students
- To have a shared understanding of how community connections can improve student outcomes
- To develop shared ownership of our community and respectful behaviour

Achievements

- Coming out of COVID restrictions the highest number of parents at school events for a number of years
- Increase in staff required for 2023, and interviews, referee checks, etc to improve our community
- Focus on developing positive relationships with students and connection
- Highest Year 7 parent/guardian/carers attendance at information nights
- Virtual Student Progress Meetings and in person Student Progress Meetings
- Appointment of an activities officer for 2023
- Regular School Tours in person
- College Open Evening
- Taster Days for primary schools in the area
- Staff student engagement team
- Time is given each term for the student engagement team to meet during professional learning time
- Appointment of a student engagement leadership position
- Presentation of student engagement officer to staff with findings from their research
- Staff professional learning, and research on student engagement in their area of choice for approximately one-third of teaching staff
- 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
- Focus on behavioural management plans for selected students
- Community announcement via virtual video

Regular School Newsletter - virtual

VALUE ADDED

- Enrolment increased by 90 students from 2022-2023
- 19 new staff appointed to commence in 2023
- Further enrolment increase projected for the next four years
- Staff skilled in Zoom following allowed selected virtual parent/guardian/carers meetings
- Lunchtime activities offered in Wellbeing Centre weekly

PARENT SATISFACTION

Parent Satisfaction was measured by the MACSSIS survey. 9 parents completed the survey, compared to 11 in 2021.

Overall, the positive endorsement of the school decreased from 2021. All domains scored lower than in 2021. 80 families were randomly selected to undertake the survey, but only 9 families responded.

Future Directions

Continue to grow the Catholic identity of the College:

1. Visually and for all members of the Community;
2. Increase the number of Catholic enrolments, especially from our Catholic feeder schools;
3. 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 and Tennis. Aerobics will be coming in 2023.

Provide the absolute best facilities for our Community, by opening new buildings – Science Wing, Tennis Courts, and new amenities, while continuing to complete our Master Plan in the post years.

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