

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



NAZARETH COLLEGE

Nazareth College, Noble Park North



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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

19 May 2020

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)**

Celebrating 35 years of growth in

Faith, wisdom and knowledge

***'...grow in the grace and knowledge of
Our Lord and Saviour, Jesus Christ'* (2 Peter 3:18)**

College Overview

Nazareth College was established in 1986 by the four parishes of St Elizabeth's (Dandenong North), St Justin's (Wheelers Hill), St Gerard's (Dandenong North) and St Simon's (Rowville). While these four schools are priority feeder schools, Year 7 enrolments also come from the regional primary schools of St Anthony's (Noble Park), St John Vianney's (Mulgrave), Resurrection Parish (Keysborough), St Joseph's (Springvale) and St Mark's (Dingley Village), and from more than ten other schools, both Catholic and government. Situated in Noble Park North, the College is in a residential area but borders the Monash Freeway.

The area is experiencing an upturn in residential sales with new estates being built (Waverley Football Ground Estate) and housing being affordable especially for first home buyers. This has seen a slight increase in our potential families coming into the area. Consequently our new bus route in the Rowville and Keysborough area has continued to grow.

Nazareth College prides itself on its multiculturalism with more than 51 different nationalities represented. The College is extremely harmonious and, despite having so many different nationalities, the Community blends itself as one and draws upon the richness of tradition and diversity of all.

The International Education Program has been a feature of the school for many years and continues to be an important part of the Nazareth College Community.

The introduction of a new Bridging Program for students to improve their English has helped new arrivals with their English skills. It has also brought students into the College from Vietnam, Korea, Philippines, Indonesia, Japan and China.

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

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

The College saw the need to assist students in achieving their best, not only academically but also in some popular sports that are very much community based. We offer the School of Excellence in Soccer and Basketball. This gives many students the opportunity for additional free coaching to help them succeed both at school and in their community.

Nazareth College is governed by a Board under delegation from the Canonical Administrators. Each of the associated Parishes is represented on the College Board. Further support to the College is provided by the Nazareth College Community Association (NCCA).

Principal's Report

In 2019, Nazareth College continued to build on existing relationships with all Feeder and associated Catholic Primary Schools along with local government schools.

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

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

Nazareth College is a school for all, where students, families and staff work together to ensure that each student is privy to the absolute best learning and spiritual experiences.

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

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

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

Students at Nazareth College focussed on what it means to be the Family of Nazareth and the impact each member has on his and her spiritual and overall learning. Students at Nazareth take it upon themselves to help those in need and to do something that helps others eg involvement in Soup Kitchen, Social Outreach (Nursing Home visits), Mini Vinnies, Refugee Groups as well as simply caring for those in need.

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

- Median Score 29
- % of 40+ Scores 5.9%
- 'A' Grade Exams 13.8%
- English 40+ 3.7%
- GAT (Written) 30.07
- Maths 40+ 8.5%
- GAT (Maths/Science/Technology) 30.24

2019 continued to strengthen our aim of becoming the 'School of Choice' for our surrounding community members and their children. We hope to continue to reconnect with our extended community and continue in our quest to further improve in all facets.

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

Mr Sam Cosentino
PRINCIPAL

College Board Report

On behalf of the Board of Nazareth College I write to outline to the Community the commendable outcomes for the College with particular reference to examination results, the cocurricular program, the administration of the school and to the further building of community and involvement at Nazareth.

A particular highlight in 2019 has been the impressive result regarding student enrolment. As a product of several effective initiatives, Year 7 applications for enrolment for 2020 has risen by about 30%. This has been achieved through very active interaction with neighbouring primary schools, both Catholic and government. The College has provided regular opportunities for families to visit both during the school day and by invitation to various events including the College's Musical Production. The remarkable enrolment increase reflects the higher public profile and positive reputation of Nazareth.

The VCE and VCAL results for 2019 were impressive and consistent with our cohort of students. As earlier reported by the Principal, there were several highlights. Our College Dux achieved an ATAR score of 99.45%. Two students achieved perfect scores of 50, one for Legal Studies; the other for Product Design Technology. Our VCAL students achieved results that prepared them either for post-secondary studies or for Apprenticeship training. Some have elected to initially proceed directly to the workforce. Our International student numbers continue to grow (38 students in 2019) and achieve commendable examination results. These students come from a variety of countries including China, Vietnam, Korea, Indonesia, Japan and Philippines.

NAPLAN tests were conducted in Years 7 and 9 and results were generally maintained both in Literacy and in Numeracy.

The co-curricular program continues to flourish and grow. The School of Excellence program introduced in 2018 for soccer is now complemented by a basketball program and has attracted numerous students. The Addams Family Musical Production was a wonderful success achieving full house attendance over 3 performances. Interschool activities are conducted by the SIS in a variety of sports and cocurricular activities. The usual range of community service activities continues, including Soup Kitchen, Blood Bank, Nursing Home and Refugee Round Table visits.

Parents have regular access to the College through Parent-Teacher evenings, Subject Selection evenings and a variety of formal and informal gatherings including the Career Information Expo. Conversation Corner evenings provided opportunity for parents to discuss and consider relevant issues. The Nazareth College Community Association (NCCA) is a driving force as preparation is underway for the 2020 celebrations related to the 35th year since the establishment of Nazareth College.

Significant refurbishment of College facilities has been undertaken this year directed to the Resource Centre and to the Year 7 Block. There has been an extensive repaint and an upgrade and extension of College signage.

The Board meets regularly through the year and achieves excellent attendance. Allyson Joseph was welcomed onto the Board this year and represents St Gerard's Parish. In addition to the usual discussions regarding matters like setting of fees, enrolment issues and policy development, the Board is alert to the emerging school governance issues related to recommendations from the Royal Commission with particular reference to Catholic schools. The decision-making structure in Catholic education is being reviewed and will impact on the responsibilities of the Nazareth Board. These changes are expected to be operational from the beginning of 2021.

Mr Michael Quin

BOARD CHAIR

Education in Faith

Goals & Intended Outcomes

As a Catholic Community the school "is centered on the person of Jesus Christ" (College Mission Statement). Throughout the 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 2019 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 greater understanding of Catholic Traditions:
 - Nazareth College's PL day strengthening staff understanding of our mission as Teachers in a Catholic School.
 - RE classes focus on prayer and Catholic Teaching.
 - Staff meetings feature prayer and information regarding church seasons/ feasts and matters relevant to Catholic Tradition.
 - Thanksgiving prayer occurs everyday

Religious Education Classes include Catholic Teaching, as well as the opportunity for prayer and reflection. We have 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 also aimed to increase student's engagement in the faith life of the College. Staff have also been provided with time to enrich their spiritual nourishment through Reflection Days, prayer and community service.

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.
 - Open Days and Parent Nights feature information about the Catholic identity of the College;
 - New family interviews explain aspects of the College's Catholic Identity and new families are given information on Catholic faith.
 - College Facebook page features articles on rituals, activities which highlight the College's Catholic Identity.
 - Daily Prayer om SiMON and in Pastoral groups.
 - The introduction of the Senior Youth Academy Class.
 - Students leading whole school Prayer Services.

With the Year level Reflection Days, Weekly Class Masses, the Sacrament of Confession during the Season of Lent, Whole School Masses each Term and daily prayer at school, we are continuing to build our Catholic Culture. With the introduction of the ALPHA Program and the continuation of the Building Bridges Program, students are given opportunities to address issues of faith in the contemporary 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.

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.
 - Representatives attended Mass in Catholic Education Week.
 - The College Chapel continues to allow ongoing opportunities for staff, student, class prayer and masses.
 - 'Faith in action' activities made available to students: Tutoring, Blood Bank and Soup Van, with increased staff involvement.
 - 15 students regularly tutoring at St Anthony's and over 60 students in the St Vincent de Paul College Conference.
 - 21 students attended The Catholic Youth Festival in Perth in 2019 – one of the largest school groups in the Archdiocese of Melbourne. They were outstanding in their sharing of their faith and were touched by sacred elements of the catholic traditions.
 - Senior students ministering Reflection Days to local Catholic primary schools and younger Nazareth students.
 - Nursing Home Visits
 - Soup Kitchen Visits

Our Students, led by the St Vincent de Paul College Conference went weekly to assist students at St Anthony's Noble Park with their homework in the tutoring club. This was a fantastic effort and a real living out of our Catholic Mission and call to discipleship – serving those in need. We also had students attending the Soup Kitchen, the local Nursing Home and our VCAL students once again serving the Balloon Football Competition and really living our call to service as Christians.

With the introduction of the Senior Youth Academy Class, we were able to have students leading whole school prayer services and lifting student participation and engagement in the faith life of the College. The 21 students who went to Perth for the Australian Catholic Youth Festival were outstanding in their sharing of their faith and were genuinely touched by this experience. Many of these students are members of the Youth Ministry Classes who minister reflection days to local Catholic Primary School and younger Nazareth Students.

VALUE ADDED

- Year 10 Youth Ministry: Reflection Days with Primary Schools
- Year 10 Building Bridges (selected students)
- Class Masses (all students)
- Opening School Mass (all students)
- Ash Wednesday and Easter Liturgies (all students)
- Nazareth Day Mass (all students)
- Termly Whole School Masses (all students)
- Valedictory Mass (all graduating students)
- Two day Retreat for Year 11 students
- Mass for Feast of the Assumption (all students)
- ANZAC Day and Remembrance Day Services (all students)
- Weekly Mass
- Whole School Masses each Term
- Sacrament of Confession during the season of Lent
- Year Level Reflection Days
- Senior Youth Academy Class
- Reflection Days facilitated for Sacramental Preparation in feeder Primary Schools
- Australian Catholic Youth Festival in Perth – 26 Nazareth representatives
- St Anthony's Primary School Weekly tutoring (15 students regularly) - St Vincent De Paul Conference (over 60 students)
- Balloon Football with SCOPE
- Soup Kitchen Visits
- Nursing Home Visits
- Staff Reflection Day
- Youth Ministry Study from RE staff

Learning & Teaching

Goals & Intended Outcomes

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

That inclusive practices in teaching and learning be improved.

That explicit Literacy teaching continues to be strengthened throughout the school.

That there will be improvement in student Numeracy outcomes as seen in Years 7-8 NAPLAN Numeracy cohort growth and GAT-improved VCE Mathematics results.

That the frequency and quality of peer observation increases to improve teacher collaboration, quality of professional conversations and pedagogy.

Achievements

In 2019, Nazareth College teachers engaged in professional learning modules about the Intervention Framework. These modules educated staff about inclusive teaching practices and responses to diversity, as well as the Universal Design for Learning and the Responses to Intervention methodologies.

Literacy continued to be a focus area for the College. Teachers continued to work on using the Teaching and Learning cycle, particularly in the English and Science Learning Areas. The structured reading comprehension program Cars and Stars was implemented in Year 7 English. Fountas and Pinnell's Benchmark Assessment System and Leveled Literacy Intervention Program were put into effect in Year 7 Literacy Support. It was pleasing to see a significant improvement in Year 7 PAT Comprehension data in 2019. This improvement could be attributed to these programs.

Pathways continued to be opened up for Nazareth students. Nazareth College is proud of the twelve-year association we have as a co-owner of the DREAM (Dandenong Regional Education Alliance Model) Centre at Chisholm TAFE Dandenong. One of the great advantages of our association is evident in the many students undertaking VET courses as part of either VCE or VCAL studies. Our Year 9 students engaged in a variety of courses on the VET Taster Day that included: Engineering, Building and Construction, Automotive Engineering, Early Childhood Education and Care, Health, Plumbing, Hair and Beauty, and Hospitality. This day gives students some insight into how teaching and learning is different in an adult learning environment and gives them an opportunity to incorporate selecting a VET subject as part of their VCE or VCAL programs.

STEM activities were again expanded in 2019. Programs such as the Melbourne University Amazing Spaghetti Machine and the Women in STEM activities were great opportunities for our students. The LitSTEM collective meant that Nazareth students could collaborate with students from nine other schools in activities such as the Medtech Actuator presentations and the very successful LitSTEM Expo, attended by over 100 students from surrounding schools.

Preparations were undertaken to institute a new program in Year 7 English and Mathematics. Several Nazareth College teachers visited other schools to investigate innovative ways of personalising the learning for students and increasing engagement in Maths and English. This program is being trialed in 2020.

Learning and Teaching at Nazareth are led by the Learning Team and our three Learning Innovations Teams, focused on: Student Growth, Curriculum Differentiation, and Student Engagement. Our Community is centred on Faith, Wisdom and Knowledge and is a success precisely because of our strong sense of community. In 2018 and 2019, Professional Learning Communities were trialed in the English Learning Area as a way of improving collaboration and connections in the learning community. These have been instituted in 2020 for the whole staff.

STUDENT LEARNING OUTCOMES

In 2019, relative growth for reading, spelling and grammar and punctuation was either medium or high. It was pleasing to see that the improvements in reading were reflected in PAT comprehension data for Year 7 and 9, where there was a significant improvement in the results as compared to previous years. This could be due to the emphasis on reading seen with the Fountas and Pinnell LLI system, the Cars and Stars program and the wide reading program.

Both the Year 7 and Year 9 cohorts have had a decrease in their NAPLAN results for writing. This trend is reflected in the 2018 and 2019 data. This could have been due to the changed emphasis on reading at the College. If such a trend continues, interventions and programs for writing will be necessary again.

The numeracy data suggests that the Year 7 cohort, particularly female students, have arrived with support needs. With the Year 9 cohort, higher achieving students achieved below the state. Relative growth for the Year 9 cohort was either low or medium. Numeracy is a focus for the College in 2020.

The VCE Median Study Score remained at 29. The completion rate for VCE was 100% and for VCAL was 98%. The College encourages all students to complete a pathway at Year 12 level. A small number of students undertook a non-scored pathway in 2019. This supported students in their goal to complete secondary schooling with a VCE certificate.

Student Wellbeing

Goals & Intended Outcomes

To create an optimal learning community which enables individuals to fulfil their potential and thrive.

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

Achievements

Throughout the last few years and particularly in 2019 we have had extensive Staff Professional Development focusing on building positive relationships between staff and students through the implementation of the School Wide Positive Behavior. The use of SWPBS (School Wide Positive Behavior Support) is systematic, individualised and provides strategies for achieving important social and learning outcomes while preventing behavioral issues with all students. SWPBS is a combination of effective practices to teach and encourage respectful, responsible behaviors and uses data to support decision making. It assists in creating an individualised and supportive school climate.

At Nazareth College the worth and dignity of each person is acknowledged, appreciated and celebrated, and each student has the opportunity to flourish in a Catholic atmosphere of love, acceptance, belonging and security. Our core values are: Respect, Responsibility and Resiliency. Our focus in 2019 has been to work towards a deeper embedding of the SWPS program. The three behavioral expectations have been spoken about regularly in classes, in homerooms, at assemblies and in the yard.

At Nazareth our students have a weekly Extended Pastoral Session and this provides an opportunity for students to focus on their Social and Emotional Learning and the development of Social and Emotional Skill set to take them forward as individuals of resilience, respect and responsibility. The resources for these sessions continue to be developed and updated this year.

The Students Action team worked to build, monitor and analyze student wellbeing data. The Wellbeing Team continued to meet fortnightly, along with Student Support Meetings to plan for how we can best support individual students to grow and thrive. In addition to this the College Pastoral Team also met regularly to look at how we can improve our support of care for and management of the students in our Community.

With stable Heads of House and Pastoral Teachers for the last few years, the relationships within the House system, remains a strong feature of our Pastoral Structure.

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

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

Behavioral Management Plans for students targeting growth when required, as well as safety plans for students at risk are used when there is a particular need. These plans aim to develop the students and help them to flourish.

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

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

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

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

Our work has seen staff develop their skill set and team work to flow down into the development of young people of Resilience, Respect and Responsibility.

VALUE ADDED

- Build Teacher knowledge and capacity to implement SWPBS through collaboration and targeted staff meetings
- Regular Meetings to support individual student growth and development:
 - Wellbeing Team
 - Pastoral Team
 - Student Support Meetings
 - Wellbeing Centre
 - Counselling Services
 - Student Action Team
 - Student Leadership Team
 - SEL Program
 - Extended Pastoral Sessions
 - SWPBS focus
 - Broad Range of extra-curricular activities
 - Development of School and Family connections and partnership
 - Behavioral Management Plans
 - Student Safety Plans
 - Careers Services
 - Health Centre
 - Use of SiMON
 - Year 7 Transition Program
 - Transition Notes

STUDENT SATISFACTION

Anecdotal data shows the majority of students are happy at Nazareth College. As a Community we pride ourselves on caring for each individual in our community and through weekly SEL activities, the Pastoral Structure, Student Support Meetings, Wellbeing Team Meetings, Case Management, Pastoral & Learning Meetings etc we provide opportunity for focus on the overall wellbeing of each of our students. Our Positive Behaviour Support helps us to create an atmosphere where students are acknowledged for their efforts and achievements and supported where needed in both their learning and behaviour. This helps to create a positive environment.

Our student action team is a growing area and it seems that will be a focus for further growth, along with our Student Leadership which is meeting weekly and hosting bi-monthly forums. Students have numerous activities and groups to participate in from SIS Sport to Drama, Musical Production, Music bands and lessons, LitStem, Chess Club, Book in a Day, Science Groups and Faith & Mission groups together with activities such as the St Anthony's Tutoring, Winter Sleep out, Soup Kitchen, Nursing Home Visits and Teen Chef, Talent Quests, etc there are so many activities for the students to engage in, develop talents, and shine.

The size of many of our extracurricular groups such as Minnie Vinnies and students attending Faith and Outreach activities has increased this year, as well as the increase in range of opportunities offered and embraced by students showing very positive student satisfaction.

CEMSIS 7.1 & 7.3 indicate that students feel safe at the College and bullying issues are dealt with in an efficient manner. Our Student Management and Wellbeing Teams work hard to respond efficiently and with care and compassion for all student issues.

CEMSIS 9.5 & 9.7 indicate that students are seeing Nazareth as an authentic Catholic Community with opportunities for faith celebration and growth.

Looking ahead our data indicates that embedding PBS as a key focus for the future for further developing our student satisfaction. Improving our Social and Emotional Learning Program and further developing House Spirit and connectedness are areas for our focus and continued growth in student belonging. Student Voice is also an area of great growth and celebration in the last year, but an area we set as a target for future improvement moving forward.

As a highly multicultural community (over 51 different cultures) we are blessed and enriched with such a great range of cultures. Our Community is characterised by smiling happy and friendly students. Our Cultural Inclusion Team works to ensure we are celebrating this great gift of cultural diversity. Our experienced and professional Staff are both pedagogically strong and also deeply caring for our students and lead us to be a school where we feel confident in saying our students feel they are known, valued and cared for. Given the size of our student population, we feel we have a very positive balance of school numbers and students feeling they are in a Community where they are known and valued.

We are excited looking ahead with healthy numbers for 2020, ready to celebrate our 35th Anniversary.

STUDENT ATTENDANCE

Parents are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day. Notification may be provided via email, SMS or by telephoning the College and should be made prior to the start of College.

Subject teachers take the class roll promptly at the commencement of the school day and at the start of each class (4 periods per day).

All absences are recorded absences using LMS - SiMON. They are then notified to Student Services Officer (Absences) and cross checked against the absentee notifications that have been provided to the College that day.

Following Up Unexplained Student Absences

Nazareth College has implemented the following systems and procedures in order to follow up unexplained absences from the College:

- Where an absence has not been explained by 9.30am an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the College. This notification is made on the same day, as soon as practicable, including for post compulsory aged students.
- Where the absence remains unexplained the matter will be reported to the Wellbeing Team for investigation and follow up.
- All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.

Notification of Parents and Guardians of Unsatisfactory Attendance

Nazareth College has implemented the following systems and procedures in order to notify parents and guardians of unsatisfactory attendance :

- Where a student is unsatisfactorily absent from College, the College will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school.
- Where parents repeatedly fail to inform the College of absences the Pastoral Teacher will contact the parents directly seeking an explanation and to remind them of their obligation to report absences.

Records of the Register of Daily Attendance

The Register is retained indefinitely and copies of information in the Register are stored off-site at regular intervals. The Register is kept for each calendar year, and shows the daily attendance checks and any reasons for absence

School Attendance Guidelines

Nazareth College has referenced the information in the Student Attendance Guidelines in relation to the development of this Policy.

Child Safe Standards

Goals and Intended Outcomes

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

Achievements

- We have continued to embed our Child Safety Policies and commitments into everyday practice. Our community is becoming more aware of the language, the requirements and the expectation that child safety must be at the core of everything we do.
- Student participation and empowerment were encouraged through posters, the activity of the Student Action Team, and presentations to all Year levels, safety matters were also addressed by the Student Action Team. The Student Voice was promoted through SiMON.
- A survey was conducted with students, amongst other things to evaluate students' perceptions of safety at school, which was favourably high. Where concerns were raised, they were followed up by the Wellbeing Team, Pastoral Teachers, Heads of House and the Assistant Principal (faith and Wellbeing).
- 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 established and a dedicated email address set up to deal with all matters relating to child safety.
- Child Safety policies were finalised and all staff, and board members "signed off" on the Nazareth College Code of Conduct. Child Safety is a standing agenda item at all school meetings (Board, Leadership, Staff, Learning Leaders, Heads of House, student support, learning and pastoral) where various matters of Child Safety are discussed. For example, responsibilities under the Reportable Conduct Scheme, Mandatory Reporting and Reporting Sexual Abuse of Children have been discussed.
- All staff completed online training and assessment in Mandatory Reporting and other safety matters. Induction of teachers, non-teaching staff and volunteers includes child safety. Staff were reminded of their responsibilities to attend yard duty, to ensure safety.

- 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools', was disseminated to staff and used as a reference. 'PROTECT: Four Critical Actions' posters are prominently displayed for staff reference. The Child Safety Standards are also displayed throughout the school.
- Strategies were adopted to further encourage inclusion of students from Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse Backgrounds. This has been achieved by the establishment of The Cultural Diversity Team to further support the diverse needs of those in our community which enabled our College to commemorate Cultural Diversity Week in March. Information on Child Safety has also been shared and made available in Languages other than English.
- RUOK Day, National Day of Action against Bullying, and National Child Protection Week were used to raise student awareness of the importance of safety, and of the need for advocacy for those who suffer abuse and bullying.
- The Leadership Team continue to retain overall responsibility for Child Safety.
- The commitment to Child Safe Standards is included on every email coming from the College;-
- All visitors to the College are made aware of their obligations under the Child Safe Code of Conduct and were required to register their presence on campus.
- Protocols and documentation to ensure that all Guest Speakers have current Working With Children Checks.
- Families were engaged in discussions about our strategies to support children and keep them safe through the College newsletter, and through presentations at Student Progress Meetings.
- Application forms for employment at the College require a Child Safety Declaration, Interview questions always ask about issues related to Child Safety and Referee Checks conducted for potential appointees to positions also ask about Child Safety to minimise the risk of employing candidates who might be unsuitable to work with students.
- The Occupational Health and Safety Committee monitored practices in the school, in support of the normal risk management practices implemented by the school. Approaches to risk management were enhanced, particularly regarding camps, excursions and other activities, with the aim of ensuring the safety of our students.
- The Learning Diversity and Wellbeing Teams closely monitor and support students with learning, physical and social needs to ensure that they are catered for and included in activities and within our community.

Leadership & Management

Goals & Intended Outcomes

From 'The Horizons of Hope'

To promote shared leadership to ensure ethical governance, accountability and a culture of excellence:

- In formation of self and others
- In leading learning, innovation and improvement
- In strategic planning, leadership and management
- In empowering staff and engaging in a shared vision for Nazareth

Achievements

The College continues to develop its application of SiMON and the Google Suite. Online absences, reporting and commendations are aspects of the program that are being utilised. SiMON and Google Classroom have also permitted teachers to email prepared lessons and work to students.

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

The Synergetic Management System was introduced in 2016 and, over the past 3 years, many more of its applications have been adopted in the Administration area. These have simplified fee collection, procedures and data, cash payments and record keeping. It is hoped that these will further improve.

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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Outside Professional Learning for both teaching and non-teaching staff continued in 2019. All staff participated in on campus Professional Learning as well, including full day sessions on the Intervention Framework, a Staff Wellbeing Day where we looked at using our strengths to assist in class management and building relationships and a full day on developing spirituality. The focus for Professional Learning in the wellbeing sphere was on strategies for dealing with challenging behaviours, which followed on from the work of the previous year. Unpacking ‘eXcel’ and ‘Protect’ Childsafe practices and policies were the topics of other sessions. Ten staff also experienced the Resilient Educators program, with a focus on providing this opportunity for early career teachers. Targeted Professional Development afternoons were hosted by the Learning Teams at the College, with sessions on Student Growth, Student Engagement and Curriculum Differentiation. eLearning sessions were offered, with an emphasis on continuing to train staff in the use of the SIMON Learning Management System. The focus on Literacy continued in 2019, with How Language Works, and expanded to include STEM. Nazareth College both hosted and conducted ‘LitSTEM’ network professional learning that combined Literacy and STEM focuses, particularly examining the literacies specific to project-based learning. The College continued to support and prioritise senior teachers attending relevant professional learning for their VCE subjects and participation in networking opportunities.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

61

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,168

TEACHER SATISFACTION

The 2019 CEMISIS data provided new insights into the area of teacher satisfaction. Second level comparison indicators that had high positive scores included student safety, school climate, staff-leadership relationships, collaboration in teams, collective efficacy and Catholic identity.

Teachers had the perception that staff discuss student wellbeing often, that there are collegial relationships between staff members and that students are supportive in their interactions with one another. Staff believe that the Principal clearly communicates a vision for teaching and learning. Staff feel that achievements are celebrated and that it is easy to speak up about what is on their mind. The staff perception is that teams often discuss student work and that curriculum is evaluated in a team frequently. Teachers are confident that they know how to help students learn at a high level. Staff have a high rating of the principal's faith leadership and of dimensions of Catholic identity in the life of the school.

The School Performance data lists teacher attendance at 84.9% and teacher retention at 83.5%, further evidence of teacher satisfaction.

College Community

Goals & Intended Outcomes

COLLEGE COMMUNITY GOALS

- That the reputation of Nazareth College in the wider community is enhanced.
- Develop a culture that is characterised by parent engagement with their child's learning.
- To further develop Nazareth College as a learning community where everyone is known as they grow in Faith, Wisdom and Knowledge
- That students will continue to discover themselves and learn how they can become valuable contributors in their communities.

COLLEGE COMMUNITY INTENDED OUTCOMES

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

Achievements

We were delighted to secure an enrolment of 141 students for Year 7 in 2020, clearly demonstrating a growth in the reputation of the College in the broader Community. We also saw an increase in the number of prospective families registering for our open mornings and open days and general enquiries exceeded the interest shown in 2018. We found that many families attending our open morning and open days were attending because of the wonderful things they had heard about Nazareth in the community and wanted to see for themselves what was great about Nazareth.

We also saw the continued growth of our taster days, a day where primary school students experience Nazareth for a day. In 2019, we were excited to welcome well over 1000 students to taster days to showcase our wonderful school. Families and teachers attending our taster days, continued to reinforce the message that they had heard great things about Nazareth. The reputation of Nazareth as a 'school of choice and a great school is also being recognised in the broader community. We have also continued to share our great facilities of the Auditorium, and Gymnasium with primary schools and community groups with our students acting as hosts, and guides so more people are becoming exposed to our College.

Through our Induction Program for both Staff and Students, new members of the Nazareth community are welcomed, and made to feel known and valued and that they have unique gifts to contribute to our community. A wide range of staff teams, such as the Student Support Teams, Pastoral & Learning Teams, Wellbeing Team and the Learning Diversity Team, work

tirelessly together to plan personalised programs for students with diverse learning needs so each individual can grow, flourish and succeed to be the best version of themselves.

The College Production - The Addams Family in addition to Sport and school-based clubs also created continued access to a variety of avenues for students to explore differing interests, passions and abilities in a peer environment. Such peer interaction is where relationships and inclusiveness thrived, enhancing connectedness and morale

The involvement of Nazareth students in the broader community continued to expand in 2020. The partnership between students in our VCAL Pathway and SCOPE has continued to enrich the lives of our Applied Learning students who serve the clients of SCOPE to run the balloon football program. In addition, we have had regular and very popular visits by students and staff to the Missionaries of Charity Men's Refuge in Fitzroy and to the Regis Aged Care Facility continue as an integral and ongoing part of our Social Outreach program.

We have students in our Youth Ministry Program, facilitating reflection days for students in the local Catholic Primary Schools as a part of their Sacramental Preparation program. We have had students partake in the interfaith dialogue program of building bridges, as well as a large number of students serving each week at the St Anthony's Tutoring Program. We have nearly 10% of our student population take part in the St Vincent de Paul College Conference. The food collection presented to representatives from St Vincent de Paul by our Mini Vinnies at our Mass for Social Justice and the number of students who took part in our Winter Sleepout were testament to the very well-developed social conscience of the Nazareth Community. All of these activities develop our individual community and improve our standing in the broader community and prepare our students once they leave Nazareth to be people who will continue to serve and contribute in the broader community.

Nazareth College is a culturally diverse rich school and in 2019 we have worked hard on fostering our Student Voice and Forums, so we can improve communication in our community and develop a deeper unity and connection where students feel they can make a valuable contribution and their voices are more readily heard on the issues impacting them. Through the Social and Emotional Learning Program and our focus through the School Wide Positive Behavior program focusing on building Positive relationships the building of relationships, engagement and connection continues to be a high priority and we are seeing a more united and connected community.

VALUE ADDED

- Family Information Nights
- Welcome BBQ
- Opening of the School Year Mass
- Awards Assemblies
- Yr 7 BBQ
- Yr 7 Orientation Day
- Southern Independent School Association Sporting and Cultural events and activities including; Art & Technology Exhibition, Book in a Day, Chess, Debating, Performing Arts, Public Speaking, Teen Chef, Athletics, Swimming and Cross Country
- Year 12 Retreat Program
- Year 9 Camps
- Year 7 Orientation
- Talent Quest
- Careers Expo
- Yr 7 Induction Program
- House System/Introduction
- Yr 8-12 New Student orientation program

- Nazareth Day Celebration
- Cultural Inclusion Team
- Prayers in languages other than English at College Masses
- Staff PD for student Inclusion
- Staff PD cultural inclusion and understanding
- Staff PD positive relationship focus
- Priests celebrating Mass
- Guest speakers who are Culturally and Linguistically Diverse (CALD)
- School signs in languages other than English
- Flags of different countries displayed representing our cultural diversity
- Nazareth proudly flies the Aboriginal flag to show respect for and a recognition of the First Australians. Flying the flag also promotes a sense of community, partnership.
- We offer external translators for meetings and our website is able to be translated
- Staff Presentation of crucifix from international trips

- Students voice group development
- Student Forums

- Student House Meetings
 - Student Leaders Meetings
 - CEMSIS Surveys
 - Continuous reporting
 - Learning Management System Simon and Pam
 - Nazareth College Community Association (NCCA)
 - Student Support Meetings – to discuss individual student progress and ways forward
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- Pastoral & Learning Team - develop individual learning programs for vulnerable and at risk students
 - Behavioural Expectations – Visible in posters and Student Organiser
 - Pastoral Team – relationship focus
 - Faith, Wisdom & Knowledge Awards
 - Simon Commendations
 - Over 51 different cultures (ESCI)
 - Four Canonical Schools, additional five Catholic Feeder Schools
 - Drawing from 37 schools for enrolment for 2020

PARENT SATISFACTION

Anecdotal data shows the majority of parents are happy with the Faith based, quality Education & Student Wellbeing provided at Nazareth College. Parents are also mostly happy with the communication methods employed by the school, sighting PAM, Facebook, email and Student Progress Meetings as their preferred methods of accessing information about the Nazareth and their children.

Parents also acknowledged frequently throughout 2019 the excellent communication between themselves and the College and were grateful that any concerns with their children were relayed to them promptly. It was often acknowledged that there was a real sense of partnership between families and the College in the education of Nazareth students.

Our CEMSIS data shows very positive engagement from parents. Parents are reporting they feel welcomed and valued at Nazareth and their opinions matter. Families have again this year embraced the CEMSIS survey and a snapshot of the data shows:

- Over 75% of the CEMSIS Family Data questions for above the Catholic Education Melbourne average for family engagement;
- Over 80% of our families feel welcome when they enter the school;
- Students and families feel respected 84% of the time by Nazareth staff;
- Families believe that Nazareth College greatly value their opinion.

We have seen the numbers in the Nazareth College Community Association (NCCA) increase and as a result of ongoing efforts from the NCCA, we are seeing higher parent engagement, connection and a great sense of families feeling they belong and can contribute to our community.

We have seen our community grow and be more connected, firstly with the biggest intake of Year 7 students for a number of years. Secondly, we have seen a greater presence of parents/guardians and families at school events, including the start of the Year BBQ, Opening of the School Year Mass and Assemblies throughout the year. Most pleasing is we have continued to see an increase in parents attend our whole community events. We were delighted with the number of students, parents, community members and staff who attended our Community Fund Raiser for Life Boat . Lifeboat's mission is to bring help and hope to adult survivors of church related sexual abuse. We were also excited to see how families and alumni embraced our planning for the 35th Anniversary and School Reunion Carnival.

Future Directions

During 2020, the College will implement the first stage of its Master Plan.

We seek to build a new Science Wing incorporating four new Science rooms, preparation area and staff study area.

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

We will apply to install 2 new Tennis Courts in the vacant block as you enter the College.

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

Compliance with the requirements of the Child Safe Standards will continue to be emphasised to ensure that the care, safety and welfare of students are embedded in policies and procedures which ensure a commitment to zero tolerance of child abuse.

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

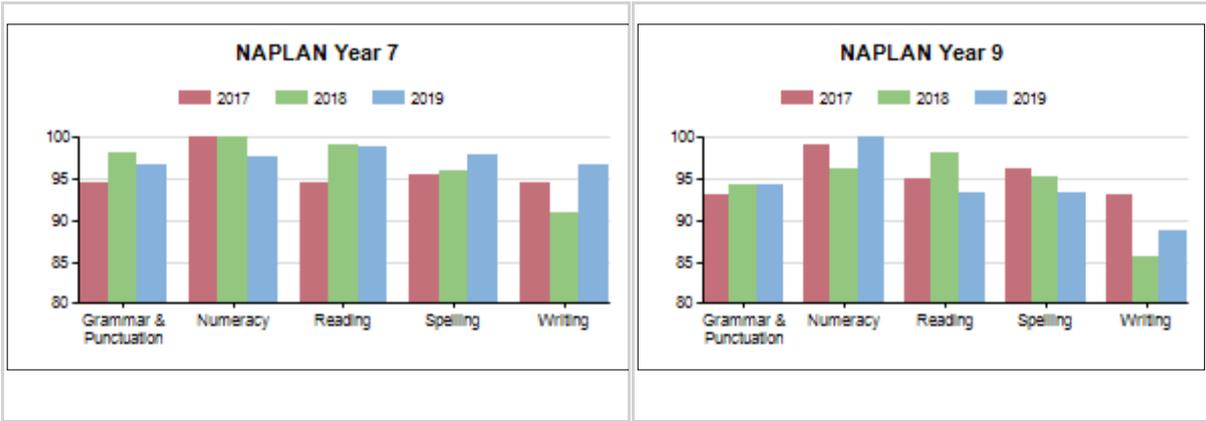
Our Literacy Improvement Project continues, along with LitSTEM, which now hosts a collaborative group of Primary Schools and Nazareth staff in a multitude of projects. College staff work with local Primary School staff to create learning experiences that benefit all participants. As part of this project,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

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

School Performance Data Summary

E1343 Nazareth College, Noble Park North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	94.4	98.0	3.6	96.6	-1.4
YR 07 Numeracy	100.0	100.0	0.0	97.7	-2.3
YR 07 Reading	94.4	99.0	4.6	98.9	-0.1
YR 07 Spelling	95.4	96.0	0.6	97.8	1.8
YR 07 Writing	94.4	91.0	-3.4	96.6	5.6
YR 09 Grammar & Punctuation	93.1	94.3	1.2	94.3	0.0
YR 09 Numeracy	99.0	96.1	-2.9	100.0	3.9
YR 09 Reading	95.1	98.1	3.0	93.3	-4.8
YR 09 Spelling	96.1	95.2	-0.9	93.4	-1.8
YR 09 Writing	93.1	85.7	-7.4	88.7	3.0



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	98.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.9
Y08	93.1
Y09	92.0
Y10	90.1
Overall average attendance	92.0

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.9%
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ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.8%
Graduate	41.3%
Graduate Certificate	4.8%
Bachelor Degree	87.3%
Advanced Diploma	20.6%
No Qualifications Listed	1.6%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	74
Teaching Staff (FTE)	61.0
Non-Teaching Staff (Headcount)	35
Non-Teaching Staff (FTE)	29.8
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	579.7
Year 9 Numeracy	587.0
Year 9 Reading	576.2
Year 9 Spelling	590.2
Year 9 Writing	560.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	98%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	55.0%
TAFE / VET	18.0%
Apprenticeship / Traineeship	7.0%
Deferred	6.0%
Employment	4.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	9.0%

