

Nazareth School Grovedale

2022 Annual Report to the School Community



Registered School Number: 1778

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Minimum Standards Attestation

I, Dena Reddan, attest that Nazareth School 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.

14/03/2023

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

[OurSchoolVision]

School Overview

Nazareth Primary School is a coeducational Catholic Primary School situated in Griffith St, Grovedale. The school provides Catholic education for families living in the Grovedale, Marshall, Waurm Ponds and parts of the Mt. Duneed communities. Our school is part of the Nazareth Parish, and Fr. Linh Tran is our Parish Priest.

The school was established in 1979 and is situated on 2 hectares of land. Over the years additional buildings have been added to the refurbished main building. The school has embarked on a refurbishment project to the value of \$4.1 million. Three million was contributed by the state government and the remainder through local contribution. This project will enhance and contemporise learning & teaching facilities, administration facilities and new bathroom areas.

The 2022 school enrolment of 322 students was made up of 162 girls and 160 boys. The students came from 227 families. The school welcomed 36 Foundation students in 2022 and 6 new students across other grade levels. Nazareth was structured with 15 classroom groups: 2 x Foundation, Years 1/2 x 5; Years 3/4 x 4 and Years 5/6 x 4. The year level classrooms were grouped to enable the teachers to function and work in teams to support contemporary learning and teaching. Nazareth had teaching staff and Non-Teaching Staff.

All classes at Nazareth are taught a comprehensive curriculum based on the Victorian Curriculum. It is designed and implemented to achieve the knowledge, skills and behaviours that students need for their development as individuals, for healthy relationships with others, and for their ability to understand and act effectively in the world. The school seeks to enable all students to acquire the skills and knowledge needed for a successful progression from Foundation through to Year 6 and to develop life-long skills.

The specialist subjects, including Visual Arts, STEM, Physical Education and Library are taught across all year levels. Italian is taught each day for 15 minutes through the ALL program. Wellbeing was introduced for year 1/2 classes as a specialist class.

The fundamental core belief underpinning the Learning and Teaching philosophy at Nazareth is that there is a significant relationship between social and emotional wellbeing and academic achievement. The school has a commitment to supporting a safe and caring environment, which promotes personal growth and positive self-esteem for all.

The parent community has a strong commitment to the school, providing excellent support in numerous ways. The belief of 'It takes a village' is at the forefront of our minds as we engage together in providing a holistic approach to education. There are many opportunities for families to come together, with online opportunities through 2022. Parent helpers were encouraged throughout the year and were involved in activities such as our whole school cross-country, whole school athletics day and our whole school Mission Day.

The Nazareth School Advisory Committee, have worked diligently to establish ways of working as a committee. The reviewing of policies, inclusive of Child Safety is part of the role of the committee. New Child Safe Standards were introduced during 2022 and NSAC heavily supported the implementation of these at Nazareth School. They continue to support the spirit and ethos of the school. All groups, contributing and enabling the community approach, at Nazareth.

Our Parents & Friends continued to look for positive ways to build community and celebrated Mother's Day, Welcome Night, family Christmas party, Winter Solstice and Fun Food days spread throughout the term.

Principal's Report

This Annual Report aims to give an overview of events and highlight achievements for the 2022 school year. In 2022, we welcomed 36 new Foundation students and an additional 6 students from Grades 1 to 6.

The 2022 Annual Action Plan was developed from the overarching School Improvement Plan, with a focus on Mathematics, Literacy, Faith in Education and Well-being. Nazareth was engaged in a whole school review, inclusive of VRQA compliance, during 2022. The review provided an opportunity to reflect on the many developments at Nazareth, as well as to look forward to the next four years.

Nazareth School had the opportunity to employ new staff for the 2022 school year. Our Student Support Services Team expanded with the employment of a speech therapist. The expansion of this team created a greater opportunity to offer support to students with additional needs. The team consisted of our Learning Diversity Leader (Co-Deputy), student support service teacher, speech therapist, psychologist and play therapist. The team met regularly and developed a process for determining a process for identification of additional needs in partnership with classroom teachers and parents/carers. The school wide referral process has led to clear goal setting and the appropriate support required by the student.

Collaborative planning teams continued to be a focus with a shift in thinking to understanding shared practice and responsibilities. Once again the use of data to drive improved learning and teaching and student outcomes was at the core of the planning process. Teachers became more aware of the learning needs of cohorts of children to establish clear 'enabling and extending' prompts for students identified requiring support to enter tasks as well as those who needed extension beyond the task. Maths Olympiad's, STEM Mad challenge, Lego League and Nazareth School Bands provided other cross curricular engagement for students. The school also established a Sports Academy to enhance possibilities for those students who have a particular aptitude for sports development.

The 2022 school year enabled consistent attendance and onsite learning. Seesaw continued to provide a platform that was user-friendly from all stakeholders, staff, students and parents. Our Discovery program, focused F-2, gave students the opportunity to resume normal school life through developing relationships with self and others. The development of personal and interpersonal skills is crucial to successful learning so from 8.30 - 9.25am activities were prepared with student's interests in mind. Parents were also invited to drop off and pick up students at classrooms to create further connections between parents, teachers and students.

Nazareth School began a partnership with REAL Schools. The focus for this year was establishing a common language and a school wide approach to restorative practice. In school

and planning support occurred, with a very successful blended parent education session. Our Aspiring Leaders focused on well-being of students in addition to this professional learning.

Staff participated in professional learning with continuing particular focus on student and staff well-being and the curriculum area of writing. The Zones of Regulation were further embedded to staff and students as a pillar of support to the eXcel framework for student well-being. Zones of Regulation were then a focus of our student well-being, particularly as they returned to face-to-face learning. Evidence of this approach and the development of personal toolkits were visually present in each learning space. Nazareth continued a concept approach to RE. The concept was filtered through all elements of the curriculum. Further professional learning was undertaken with staff to help build an understanding of this approach to Education in Faith. Our sacramental programmes were also celebrated throughout the year. We were most thankful to celebrate the rites of Reconciliation, Eucharist and Confirmation.

Our parents looked at the many ways that they could interact with the school. Learning conversations took place in person, enabling the opportunity to celebrate student learning with partnership between teacher, student and parent. Our Parents and Friends once again thought differently about how our community might be able to come together. They continued to embrace change and began with a Welcome Night and once again celebrated with a Christmas Party that was subsidised for families at Adventure Park. Our Parents and Friends continued to look at alternate ways to bring the Nazareth spirit to life. Nazareth recognises the important role parents have in supporting their children's learning. Parent involvement is encouraged, welcomed and visible.

We continued to showcase our school through our Facebook page and our presence where possible, in the community. Our school band performed at the local shopping centre, school choir at the music and movement festival, Lego League competition and the STEM Mad showcase at the MACS Principal Conference in Melbourne. Nazareth participated in the many interschool sporting opportunities that were offered inclusive of lightning premierships and gala days.

Nazareth School Advisory Committee were part of so many discussions in regard to the new building project, child and online safety. They continued to be an integral part of and support to our Nazareth School community.

I thank all those in our community who continue to make Nazareth School a great place to play and learn. We once again committed to being the best we possibly could during a year when we *got to* be back together. Nazareth School continued to be truly thankful and grateful and looks to the 2023 school year with hope and anticipation.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To refurbish, restore and re-contextualise our faith story by strengthening and developing a culture of contemporary faith.

Intended Outcomes:

- Teachers interpret Religious Education curriculum to ensure learning entitlement
- Teachers engage learners through encounter and dialogue
- The school provides opportunities to develop an awareness of the sacred

Achievements

At Nazareth Primary School, our words, actions and daily interactions as a community are underpinned by the Catholic faith and gospel values. We are guided by the example of Christ and endeavour to continue his work through our connection with others.

During 2022, our students celebrated the sacraments of Reconciliation, Eucharist and Confirmation within our Nazareth Parish in partnership with Parish schools. Families were involved in sacrament specific family evenings to nurture the relationship between school and parish and to come to understand each sacrament deeper both as individuals and as a faith community. These were facilitated by both internal staff and external faith professionals. Each candidate and their family was also invited to attend a Parish mass for the Rite of Enrolment of Name, which had a greater uptake this year due the lifting of restrictions. Preparation for each sacrament was organised and delivered through our learning program at Nazareth, with a whole school focus on each sacrament prior to each celebration. Students across the school community each have an opportunity to come to know and understand their faith through our sacramental program with connections made throughout their learning experiences at Nazareth.

Living a sacramental life is a fundamental element of learning at Nazareth. Students participate in Parish masses on Thursdays where they have the opportunity to practise their faith, connect with parishioners and ultimately continue to strengthen their relationship with God. Families are invited to attend Parish masses also allowing the opportunity to join together as followers of Christ. This is an extension of the daily prayer practised in each learning space which students play an active role in planning. A face-to-face end of year mass was also celebrated (F-2 and 3-6) for the first time after the pandemic to reflect and conclude our school year as a faith community.

Our Nazareth RE team was involved in a personalised learning collective with another school and facilitated by MACS Western Region staff. This work centred around theological dialogue and investigated a schema being developed within the region. This involved four days of dedication professional learning, planning session for Religious Education Leaders (RELs) and follow-up opportunities to connect and assess learning online. Following each of these professional learning days, the RE team led professional learning for the whole Nazareth staff and helped to lead year level collaborative planning with the support of the REL. Pedagogical

dialogue was the primary focus for the learning conducted whole staff and enabled teams to come to understand the concept approach to learning in RE in a meaningful manner. Each concept was unpacked through the use of the Dialogue Tool (Part A) which allowed staff to grow in their own understanding of both the concept and theological dialogue. Through this process, staff also had the opportunity to pose big questions and grapple with contextualising what it means to be a Catholic in a contemporary world. Staff had the opportunity to consider the multiple ways we make meaning in the Religious domain and how this can be extended to each student. Staff also came together midterm to use the Dialogue Tool (Part B) to consider student learning and voice to re-frame learning and consider assessment opportunities for the remainder of the term. This also changed how we reported on RE at Nazareth, using dialogue from students to help assess how they encounter these big ideas, as well as to use as examples of learning, pre, during and post a learning concept.

The RE team used the dialogue schema being developed by the Western Region to consider how theological dialogue had between students could be tracked by teachers. Feedback on the schema was discussed at professional learning days, while other tools were developed to help support professional understanding in this area.

VALUE ADDED

- Return of face-to-face sacrament family evenings to increase connection and participation.
- Return of school/parish masses each week to strengthen relationships as a community.
- Opportunity for families to pray together at our Foundation Prayer in Pyjamas evening and sausage sizzle.
- Use of theological dialogue tool to develop staff understanding of RE concepts both pre and during learning cycles, using student data.
- Increased student dialogue within the RE program with the use of provocations and connected scripture.
- RE leadership enhanced through the professional learning of the RE team with representatives from each year level.
- Continued social justice action through our student led initiatives such as Caritas Project Compassion and supporting our Parish fundraising efforts for REACH Vietnam.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To develop a collaborative culture that empowers all staff to lead toward maximising learning for all students.

Intended Outcomes:

- Teachers engage with feedback on their practice through formal processes such as coaching and mentoring
- Teachers utilise evidence within disciplined cycles of inquiry
- Teachers plan targeted learning experiences
- Teachers provide feedback to students

Achievements

At Nazareth, we commit to a collaborative planning structure that supports both staff and student learning, supported by the Growth Leader (F-2) and Deputy Principal – Learning and Teaching (3-6). This is a supportive environment that uses student data to co-design personalised learning guided by the Victorian Curriculum, Victorian Early Years Learning and Development Framework, our whole learning concepts, school learning initiatives alongside our Annual Action Plan. Year level teams had the opportunity to meet weekly for a minimum of four hours while students engaged in various specialist curriculum areas including Health and Physical Education, Visual Arts, STEM, Library and Wellbeing (1/2).

In 2022, our professional learning focused on the area of Writing and Student Wellbeing to further develop the capabilities of staff. With the introduction of the Professional Learning Community (PLC) model, teachers investigated a problem of practise in the area of writing using an inquiry approach. Teachers gathered and interpreted data to identify this problem of practise and investigated professional learning and resources to help student growth in this area. Teachers engaged in the PLC through collaborative planning, supported by their Educational Leader. Each fortnight, the PLC formed initial discussions as a team and teachers sort feedback from colleagues in relation to student growth over this time. Teachers used high impact teaching strategies such as questioning or the use of mentor texts and focus groups to optimise learning and teaching. Through the PLC cycle, teachers also considered how these discoveries could also further enable students in other areas of the curriculum. While an inquiry approach to professional learning was not new for staff in 2022, the introduction of the PLC enabled such inquiry to become team based and supported our collaborative planning model. Our ARM process in Terms 2 and 3 also used the learning and discoveries from the PLCs to help facilitate discussion and set future goals.

Whole school closure days focused on theological dialogue (RE), REAL Schools initiative (Student Wellbeing) and writing conferences. In each of these three areas, a team was established to conduct learning and facilitate learning across the whole staff. These teams included a representative from each year level as well as other leaders within the school. With writing a continued focus in 2022, the use of writing conferences was investigated and

established to support our writing instructional model. This involved using learning from external professional development to upskill staff and enable discussion about students as writers rather than student writing. Teachers engaged with this learning and implemented the new structure immediately and this was again followed up through collaborative planning and school improvement meetings.

In the area of reading, focus shifted from the 'silo' method of teaching reading and begun to integrate the skills and curriculum focus across a Literacy session. This was a shift from the previous model which viewed reading and writing sessions separately. Enhanced by the introduction of PLCs in collaborative planning, teachers had the opportunity to reconsider how learning in writing could be facilitated or transferred to reading. Teachers also considered the role of oral language across the curriculum with an emphasis on increasing student talk and decreasing teacher talk. Staff continued to deliver literacy learning in small, targeted focus groups, together with writing conferences from Term 3. Teachers also helped support students to develop reading and writing goals which were aligned with curriculum, student interest and point of need. These goals and updated progress were shared with families using the Seesaw platform and through student led learning conversations each semester.

In Mathematics, teachers continued to focus on building their own conceptual understand to further develop the growth of students. Teams build methods of assessment to track student learning and use this information to construct learning experiences and share the development of learning. This involved both formal and informal assessment strategies which were aligned across a whole school assessment schedule. Students also gained increased agency in mathematical learning through the formation of learning goals which were developed at their point of need and communicated with parents and carers through Seesaw, learning conversations and semester reporting. Students in Years 3, 4, 5 and 6 were provided with opportunities to choose to extend their learning through the Maths Olympiad, Maths Games and Australian Mathematics Competition.

With a return to fulltime face-to-face learning, staff used our newly created Discovery Learning program to engage students and help them develop relationships and confidence in the learning spaces. This program is linked with our learning concept for the term and enables students to investigate and make discoveries based on both interest and connections with daily curriculum. This research-based approach is supportive for student development through its emphasis on the social nature of learning and the welcoming environment it creates each day for the school community. It is supportive of students who arrive earliest to school, giving them an increased opportunity to engage with peers and teachers, while also supportive for those who arrive closer to the school bell, allowing them the opportunity to enter the learning space in a calm and inclusive manner. In the afternoons, students often had the opportunity to further their Discovery Learning through provocations developed by teachers in response to student discussion and theory building. This is taken from the Reggio Emilia approach which privileges student agency as democratic citizens. Our Year 1/2 team began the Out and About Research project conducted in partnership with The University of Melbourne. This project focuses on the pedagogical practises teacher employ when working with students and challenges teachers to consider the individual meaning making process of students. The Year 1/2s visited Waurn Ponds Creek once a fortnight to develop a relationship with place and connect with the world around them. This extended time with place was proceeded with provocations and discussion as well as time for students to respond and continue building theories about what they encountered. These responses used the Hundred Languages to allow students the opportunity to make meaning and explain thinking in a personalised manner. In Term 4, our Foundation

students joined this project and also visited Waurn Ponds Creek to connect with place. It is anticipated that this project will continue to evolve into 2023.

STUDENT LEARNING OUTCOMES

NAPLAN results in Literacy from the 2022 assessment indicate that:

100% of Year 3 students achieved the minimum standards in Reading and Writing in 2022, matching the results in 2021.

95.3% of Year 3 students achieved the minimum standards in Grammar and Punctuation in 2022, an increase from 94.3% in 2021.

97.8% of Year 3 students achieved the minimum standards in Spelling in 2022, a decrease from 100% in 2021.

100% of Year 5 students achieved the minimum standards in Grammar and Punctuation in 2022, an increase from 94.4% in 2021.

100% of Year 5 students achieved the minimum standards in Reading in 2022, an increase from 94.4% in 2021.

97.6% of Year 5 students achieved the minimum standards in Spelling in 2022, an increase from 97.2% in 2021.

97.7% of Year 5 students achieved the minimum standards in Writing in 2022, an increase from 88.9% in 2021.

NAPLAN results in Numeracy from the 2022 assessment indicate that:

100% of Year 3 students achieved the minimum standards in Numeracy in 2022, matching the results in 2021.

97.7% of Year 5 students achieved the minimum standards in Numeracy in 2022, a decrease from 100% in 2021.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.3	-	95.6	1.3
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	97.8	-2.2
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	94.4	-	100.0	5.6
YR 05 Numeracy	-	100.0	-	97.7	-2.3
YR 05 Reading	-	94.4	-	100.0	5.6
YR 05 Spelling	-	97.2	-	97.6	0.4
YR 05 Writing	-	88.9	-	97.7	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

Goal:

To create a positive and safe learning environment which empowers students to develop effective relationships,

Intended Outcomes:

Safe, Positive and Enabling Learning Environments -

Policies, procedures and practices promote positive behaviour in learning environments

Resilience, Identity and Growth

Teachers plan learning that explicitly teaches personal and social capabilities

Belonging, Welcome and Positive Relationships

Leaders build positive relationships across the school community

Achievements

Throughout the 2022 school year, the Nazareth community - students, staff and parents - engaged with the REAL schools project to support the eXcel framework for student wellbeing. Establishing an Aspiring Leaders team through the wellbeing lens was the foundation for reconnecting with each other in the Nazareth community. The team were able to invest their time and energy to engage in professional learning to support students, staff and parents to strengthen the wellbeing of all members.

With the introduction of check-in, check-out and preparation circles, students began to identify emotions and develop strategies to manage them. These circle times have complemented the learnings from 2022 with the Zones of Regulation (ZoR). Students could connect their ZoR learning experiences with the circle time approach. This will continue to be a focus for 2023.

Our Student Wellbeing Philosophy at Nazareth states; *At Nazareth, we strive to develop a collaborative culture that empowers all staff toward maximising learning for all students.* Teachers are provided opportunities to engage in weekly collaborative planning sessions, supported by School Leadership and Education Leaders, to create an innovative curriculum that is personalised, responds to each student's learning needs, interests and experiences and is informed by a sense of who students are and who they might become.

Teaching and learning approaches closely align with our school's vision and are linked to evidence-based practices that align with contemporary education, supporting students in developing the skills required to be 21st Century learners. The Nazareth buddy program of 2022, with our Year 5 and Foundation students, continues to be a successful way for Yr 5 students to be role models who lead responsibly and welcomes new students to Nazareth school.

Our Year 6 students had the opportunity to lead our school across the dimensions of Sustainability, Library, Sport, Digital Technologies and Arts & Culture. The opportunity to reconnect with all members of the community was something all were genuinely grateful for after this was missed for two years. Connecting with Grandparents on Grandparents Afternoon

was a highlight for many students and was a wonderful opportunity to explore learning with loved ones.

Our F-2 students engaged in the Out and About and Discovery programs, allowing them to explore and wonder about the world around them. The children explored, hypothesised, investigated and developed theories about the world around them while fostering their relationships with each other. This will be extended to the 3-6 learning communities in 2023.

VALUE ADDED

During the 2022 school year, we were able to engage with;

- Out and About F-2
- Discovery Program
- School Camps Yrs 5/6
- Beach Water Safety F - 6
- Surfing - Year 6
- Yr 5 Leadership Conference
- Year 6 Leadership Teams
- Bike Education Yrs 3-6
- Grandparents Afternoon
- Nazareth Fun Run
- School Assemblies
- Lunchtime Communities
- Mini Fete
- Day on the Green
- School Band Concerts - onsite and offsite
- Themed Days - Pyjama Day, Footy Colours Day, Bookm Parade, 100 Days of School (Foundation)
- Fun Food Days
- Nazareth Big Bash, Basketball and Netball Lunchtime Tournaments (student designed and led)
- Lego League 3-6

STUDENT SATISFACTION

Our MACSSIS 2022 data survey shared insights into how our students felt after two interrupted school years. Students positively recognised their connection with staff and the strengthening of teacher-student relationships. Our students from Yrs 4 - 6 had strong and positive connections with teachers within and beyond the school. Our year 4 students had positive dispositions as learners and embraced opportunities to explore and develop new skills through various learning experiences. Year 6 students felt supported by teachers to feel connected, safe and respected at school. This was similar to our year 5 students, but with some elements in year 4 not showing the same levels of connectedness.

Our Foundation to Year 2 students used SeeSaw to share their learning experiences, including Morning Discovery and Out and About. The opportunity to explore and discover throughout their day created a connection with each other in a variety of learning spaces. Sharing their wonderings and learnings with their parents on Seesaw, allowed for conversations and further exploring at home.

Significant interactions and connections with Nazareth teachers and parents showed an overall positive endorsement and further developed the communication between the school and families. The 2023 year will bring opportunities to strengthen school and family connections with the return of all community members onsite with no restrictions.

STUDENT ATTENDANCE

The school uses a computerised system (NRoll) for the recording of all student attendance. Staff were able to monitor attendance through the completion of twice-daily rolls. It is an expectation that parents notify the school of reasons for absence.

Notification can take place through; Email to reception@nsgrovedale.catholic.edu.au or phone call or message. If contact is not received for absence, messages are sent home from our office. If there is no reply to the message, a phone call is made to follow up. Should there be frequent absences, the principal is notified and then contact is made to meet and understand reasons for frequent absenteeism. Following this conversation, a plan would be devised to support the family.

Covid isolation periods continued to have an impact on student attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.2%
Y02	86.2%
Y03	86.7%
Y04	82.6%
Y05	84.8%
Y06	83.5%
Overall average attendance	84.7%

Child Safe Standards

Goals & Intended Outcomes

During 2022, Nazareth underwent a whole school review inclusive of VRQA requirements. The school was found to be compliant with Ministerial Order 1359 and the 11 new child safe standards.

Nazareth will use its Vision and Mission when addressing the CECV Commitment to Child Safety Implementation, Child Safe Policy and Code of Conduct. Procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards will be shared through newsletters. This supports our ability to identify and remove risk of child abuse and promote child empowerment and participation.

Achievements

- Nazareth School has completed the VRQA Compliance Self Assessment and Action Plan. Policies, under MACS, were formulated for Child Safety, Child Safety Compliance, Child Safety Code of Conduct and Inappropriate Behaviour.
- All policies have been updated under MACS. Policies applicable to Child Safe were made available for access on the school website.
- Nazareth School has written and informed staff members of their obligations to the following documents:
 - Child Protection - Reporting Obligations
 - Child safety Risk Register
 - Victorian Reportable Conduct
 - Working Alone, In Isolation Policy and Procedure
 - Mandatory Reporting
- Nazareth School has informed staff about the 11 Standards of the Ministerial Order 1359 and provided educational and information sessions on the resource 'PROTECT' - Responding to Incidents, Disclosures and Suspicions of Child Abuse.
- The Nazareth School Community has received a copy of the CECV Commitment to Child safety Statement
- The school uses the guidelines as set out by CECV for employing new staff. School staff and advisory committee members have participated in whole school professional learning sessions on Child Safe
- All parents are required to sign a Code of Conduct document that informs parents and volunteers of their responsibilities
- Staff are made aware of all Child Safe policies and procedures at induction
- Staff participated in whole school professional development sessions - Child Safe Standards 2022

- Staff participated in Child Information Sharing Scheme 2022
- All Nazareth staff engaged in professional learning in regard to the 11 Victorian child safe standards. Education was offered to parent's both face to face and online and updates were placed in the school newsletter and other publications. Parent volunteers are required to take part in education in regard to the child safe standards.

Leadership

Goals & Intended Outcomes

The goals and intended outcomes from the 2022 Annual Action Plan are below.

Goal:

To develop a collaborative culture that empowers all staff to lead toward maximising learning for all students.

Intended Outcomes:

Leading Learning, Innovation and Improvement

2.3 School leaders effectively lead and manage change

Formation of Self and Others

1.1 The school has a documented and planned approach to professional learning

1.3 The school cultivates leadership development and practice

Achievements

During 2022, Nazareth School was able to continue to develop its approach to collaborative practice with all members of the community. Nazareth engaged with REAL Schools to help support the whole community in understanding a restorative approach to relationship building. We were able to share an evening with parents through the support of Sheila Bollard. This continued with support to facilitated planning as well as in-class modelling.

The whole school community contributed to our whole school review. Staff, students and parents were given access to MACSIS surveys to provide feedback for reflection. Our reviewer, Sheriden Coverdale, also met with sample groups of staff, students and parents and was able to form a picture of how Nazareth has journeyed over the previous four years.

Below are some reflections from the school review:

Organisational restructuring implemented collaborative planning teams for learning and teaching. They are supported by educational leaders with the aim of establishing an understanding of each students optimum learning capacity. The restructure also created opportunities for rich conversations around best teaching practice and student data.

With the creation of additional leadership positions in the areas of RE, learning and teaching and wellbeing, opportunities have been provided for professional conversations around building teachers capability to discuss instructional models for teaching, data analysis, pedagogy, teaching models, curriculum planning, and initiatives in RE, wellbeing and learning and teaching. The leadership team has implemented many changes with positive results shared by the staff

and students. The school has begun to introduce professional learning communities and cycles of inquiry. These cycles could progress further across teaching and leadership teams.

It was noted that the school has implemented many positive initiatives to build shared ownership and responsibility toward student learning.

The final part of the school review was compliance. Compliance was achieved through a thorough VRQA review.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Nazareth staff are committed to continuous improvement and excellence in learning and teaching. The 2022 school year provided an opportunity for staff to reflect on ways to support students and the community to connect. The support to students building social connections was central to staff development. Staff continued to support one another in developing a narrative in regard to supporting students with their relationships with staff and one another.

- All staff to identify a learning & teaching goal in PLP (Personal Learning Plan)- linked to AITSL standards and HiTS, the goal to drive ARM (Annual Review Meeting) conversations
- LSO professional learning, eg Colourful Semantics
- Timetabled Educational Leader meetings
- Facilitated weekly planning with Leader of Learning & Teaching (Co-deputy principal), Growth Coach (F-2) and REL
- REAL Schools - Restorative Practice and student wellbeing
- Writing - building a love of writing
- Religious Education - Faith formation for staff
- SIT - School Improvement team meetings timetabled twice per term
- Child Safe Standards- PL on the 11 standards that were introduced in 2022
- First Aid and online modules related to compliance, inclusive of mandatory reporting
- Sponsored study in RE Accreditation, Masters program undertaken by members of staff
- Principal network meetings; Learning Diversity meetings
- Bike Education

Number of teachers who participated in PL in 2022	44
Average expenditure per teacher for PL	\$2036

TEACHER SATISFACTION

During 2022 our school engaged in whole school review. The review was inclusive of all staff members, who were able to contribute and voice their thoughts through constructive discussion for the future of Nazareth. The MACSIDS survey was conducted and from a staff perspective had gains in staff leadership relationships, school leadership, psychological safety, professional learning and collaboration around an improvement strategy (affirming our approach to Review). Catholic identity also increased, with all areas well above MACSIS averages.

Staff feedback on our commitment to their wellbeing was noted. Covid isolation periods continued to impact staff attendance.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	70.6%
Advanced Diploma	23.5%
No Qualifications Listed	17.6%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	26.4
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	14.4
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Goal:

To develop a collaborative culture that empowers all staff to lead toward maximising learning for all students.

Intended Outcome:

Belonging, Welcome and Positive Relationships

Leaders build positive relationships across the school community

Targets:

School leaders prioritise relationships and draw on the strength of these to enable progress, growth and learning for all members of the school community.

The school celebrates community engagement in the life of the school.

Achievements

Nazareth School endeavoured to re-engage with the school community to rebuild a sense of belonging and connection.

Activities conducted were inclusive of;

- In person assemblies, applying Covid safe guidelines
- Continuing communication via regular updates using SeeSaw and Facebook
- Sharing of celebrations via Facebook
- Seesaw communication with parents to celebrate student learning and family activities
- Grandparents and Friends Day celebration
- School athletics carnival at Landy Field with parent and past student helpers
- Whole school cross-country with parent attendance and helpers
- Monthly Parents and Friends Exec meetings to help support connections
- Contribution from the school fund-raising levy to subsidise the end of year Christmas Party held at Adventure Park
- Fun food days, including footy colours day

- Learning Conversations - either online or face to face depending on guidelines
- Sacramental family nights online and face to face
- Sacramental celebrations in Nazareth Church
- REĀL schools parent education evening
- Human Development parents & child evening
- Book Week Parade with parents in attendance
- Anzac Day event with parents in attendance
- Parents and Friends - Welcome Night, Winter Solstice event, Mother's Day Luncheon, Mother's Day Stall

PARENT SATISFACTION

During 2022, Nazareth School engaged with our community in many ways. Support to students of essential service and vulnerable students through lock-downs were once again extensive. Learning Support Staff were particularly engaged with our on-site learners as staff engaged in workshops and check ins with online students.

Nazareth continued to reach out to families who experienced challenging situations. The Parents & Friends Pastoral Care team did an amazing job supplying many meals to families who experienced loss, new babies or trying circumstances.

Advice was sought from the Nazareth School Advisory Committee on how we could improve our connections with families.

Our MACSSIS data revealed that we had made gains in the areas of Barriers to Engagement, School Fit, School Climate and Catholic Identity. These results are pleasing, particularly in the engagement area, as Nazareth created many opportunities to re-engage as a community.

2022 was a whole school review year for Nazareth. We look forward to the opportunities that arise from our review to help strengthen school connectedness and an even greater community.

Future Directions

Our Strategic Intent

The core purpose of Nazareth Catholic School is to provide an inclusive, vibrant, rigorous learning environment that challenges and engages students to grow as passionate learners. The school seeks to nurture the growth of motivated, creative and independent learners who demonstrate strong social values, leadership qualities, resilience and self-esteem.

Priority 1

Goal

To recontextualise our Catholic worldview and enact our own contemporary story as a faith community.

Intended Outcome

That all learners will make connections with and develop deeper understandings of their own faith story.

Priority 2

Goal

To develop a shared commitment of learning and teaching that embodies the values and vision of our diverse school community.

Intended Outcomes

That staff understand and embed the instructional models of learning to ensure sustainable learning and teaching practices which enable deep, ongoing and continuous impact on student growth.

That staff use continuous, accurate and forward focused feedback to support learners to persevere and continuously build upon their learning and agency.

Priority 3

Goal

To collectively build a culture of belonging enhanced through respectful and thoughtful relationships which honours the sacred dignity of each person.

Intended Outcomes

That authentic partnerships between school, families, parish and the broader community are developed and nurtured

That members of our school community develop a sustainable positive mindset and satisfaction with self, relationships and experiences

