



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



NAZARETH
CATHOLIC SCHOOL - GROVEDALE

Nazareth School

14 - 16 Griffith Street, GROVEDALE 3216

Principal: Reuben Johnson

Web: www.nsgrovedale.catholic.edu.au

Registration: 1778, E Number: E1302

Principal's Attestation

I, Reuben Johnson, attest that Nazareth School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 12 May 2026

About this report

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

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

As a Catholic Community, we journey together to become lifelong learners.

We value ourselves, our relationships with others and the world around us.

Our Mission

To create a welcoming Catholic Community where Gospel values are lived.

To foster a supportive learning environment that values the common good.

To provide a contemporary innovative curriculum.

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. Joel Peart 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 embarked on a refurbishment project to the value of \$4.1 million which was completed in January 2024. Three million was contributed by the state government and the remainder through local contribution. This project has enhanced learning & teaching facilities, administration facilities and new bathroom areas.

In 2025, we finished the year with 368 students (186 girls and 182 boys) from 259 families, organized into 15 classes: three Foundation classes, four Year 1/2 classes, four Year 3/4 classes, and five Year 5/6 classes, supported by both teaching and non-teaching staff. The school welcomed 55 Foundation students in 2025 and a few new students across other year levels.

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 as life-long learners. The specialist subjects, including Visual Arts, Performing Arts, Physical Education, Wellbeing and Library were taught across all year levels. Italian is taught each day for 15 minutes through the ALL program.

The fundamental core belief underpinning all we do at Nazareth is the philosophy of the science of learning. Education at Nazareth is explicit and systematic with learning attained through specific learning intentions at the point of need for each child. Students review learning in all areas of reading, writing and mathematics on a daily, weekly and monthly basis to support further learning and application of skill.

Partnering with this educational philosophy is the belief 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 valuable support in many 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. 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. They continue to support the spirit and ethos of the school. Our Parents & Friends continued to look for positive ways to build community and celebrated Mother's Day, Father's Day, Welcome Evening, family Christmas party and Fun Food days spread throughout the year.

Principal's Report

Education in Faith

This year has been filled with much joy. Our Sacramental programs were beautiful celebrations of faith journeys shared by our students, staff, and parents. Prayer in Pyjamas offered a wonderful opportunity to engage with our Foundation students and marked the first step for many new families into the religious life of our community. Our Nazareth Parish RELs continued to collaborate, working together as part of a strong parish community, with sacramental preparations shared among us. Fr. Joel was a constant source of support for faith formation within our communities.

Conceptual planning continued to thrive, with the impact of our faith concepts extending beyond Religious Education and becoming woven into many areas of our curriculum. Our Year 6 Faith in Action leadership team remained committed to fostering connections with the broader community, culminating in a deeply reverent and warmly supported Grandparents' Afternoon celebration.

Learning & Teaching

We have continued to focus on improving our NAPLAN and PAT results, continuing with our implementation of a Science of Learning approach to reading, spelling, and mathematics across all year levels through MultiLit and the MACS initiative, Ochre. Throughout 2025, all staff engaged in the Flourishing Learners West professional development program, participating in multiple whole staff days of learning. Educational leaders across the school met regularly to review our practice, monitor progress, and further use student assessment data to drive improvement.

A continued emphasis was placed on literacy development in Foundation to Year 2, with targeted professional development on InitialLit. Staff also collaborated closely with educational leaders to develop our 2026 Annual Action Plan, ensuring a clear, strategic path forward.

Beyond the classroom, our extracurricular programs thrived. The Sports Academy, led by Mick Armstrong, and our school bands, under the direction of Cam Plapp, provided students with a range of enriching opportunities and achieved outstanding success.

Wellbeing

In 2025, Nazareth participated in the Mental Health in Primary Schools (MHiPS) project, funded by the Victorian Government. As a staff we gathered together to review our student MACSSIS data and this helped drive the Wellbeing initiatives for 2026. Staff participated in a range of professional development in 2025 delivered by members of the Wellbeing team.

Leadership for Learning

In 2025, we worked collaboratively with students, staff and NSAC members to develop our new Masterplan. This incorporates new building projects, including the addition of modern classrooms, breakout spaces, and relocation of the library as well as extensive development of new specialist learning spaces. The masterplan will enhance the learning environment and provide the infrastructure to meet the need of the additional enrollment spaces being requested by our wider community.

Throughout the year, Marcelle and Adam worked tirelessly to ensure that every learning space remained staffed, despite the ongoing pressures caused by the national teacher shortage. Their efforts helped maintain stability and continuity across the school. We also began to experience greater consistency in our operations through the retention of our Business Manager, Ross Leishman, who continues to support the school's administrative functions.

In addition to the physical developments, the executive leadership team has engaged in a broad range of professional development opportunities, strengthening their skills in teaching and learning, finance, and instructional leadership. This ongoing commitment to professional growth continues to drive excellence across the school.

Community

Community engagement continued to shine through events such as Mission Day and Grandparents' Afternoon. The NSAC's unwavering commitment to prioritizing the needs of all children — along with their support during my first year as principal — has been deeply appreciated.

Our Parents & Friends (P&F) and the Nazareth School Advisory Committee (NSAC) were invaluable partners throughout 2025. Led by Susie, and her dedicated team, the P&F organized a range of community-building events, including the Mother's and Father's Day stalls, Fun Food Days, and a very successful Father's Day breakfast. The introduction of the coffee van at our community events was also a wonderful addition and has been very well received. Our P&F also financially contributed the purchase of a range of outdoor resources

for each classroom through the fundraising levy. They also funded the installation of the bollards in our pick up and drop off pspace to ensure the wsafety ansd wellbeing of our students during these busy times of the day at Nazareth.

Catholic Identity and Mission

Goals & Intended Outcomes

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

Achievements

Our Faith Foundation

Deeply rooted in the Catholic faith, the community ethos at Nazareth Primary School is guided by core gospel values. Inspired by the teachings and example of Christ, we are committed to fostering a culture defined by compassion, respect, and dedicated service across all our interactions and initiatives.

Spiritual Development and Family Engagement

A cornerstone of our mission is nurturing the ongoing spiritual development of our students and their families. We provide meaningful opportunities for our community to celebrate and deepen their faith through:

- Liturgical Celebrations: Regular participation in weekly class masses and whole-school liturgies.
- Sacramental Preparation: Dedicated family engagement evenings focused on upcoming sacraments.
- Community Connection: The Foundation Year's "Prayer in Pyjamas" program, which serves as a notable highlight of our commitment to fostering spiritually significant family connections.

Enriching Prayer Life

In 2025, we placed a renewed emphasis on enriching our students' prayer life by offering a more diverse range of experiences. Building upon the established Nazareth Prayer Model (Gather, Listen, Respond, and Go Forth), teachers intentionally integrated various forms of prayer to cultivate a deeper connection with God. These included:

- Music and artistic expression
- Meditative practices

- Scriptural reflection

This strategic approach enabled students to interact with prayer in innovative and personally meaningful ways, fostering a highly individualized spiritual journey.

We also connected prayer with the sacraments and seasons of the church throughout the year to help build a deep connection between learning, prayer and the wider church community.

Theological Dialogue in Religious Education

Ongoing theological dialogue provides a critical framework for enhancing staff understanding and enriching student learning within Religious Education (RE).

- **Reflective Practice:** This process empowers teachers to explore fundamental questions related to core theological concepts, ensuring that RE instruction remains contextually relevant and highly impactful.
- **Navigating Contemporary Society:** In a world where religious beliefs increasingly intersect with secular lifestyles, this approach is particularly vital. It cultivates thoughtful, respectful discourse regarding our faith, reinforcing our identity as a Catholic school within an inclusive, supportive environment.

Student Leadership: Faith in Action

The Year 6 Faith in Action Leadership Group continues to demonstrate a profound impact on our school community through various student-led initiatives. In 2024, their active engagement included:

- **Charitable Service:** Active involvement in Mini Vinnies and proactive fundraising and awareness campaigns for organizations such as Caritas
- **Liturgical Leadership:** Organizing and leading a special liturgical celebration to begin the Grandparents Afternoon event
- **Peer Engagement:** Facilitating lunchtime community gatherings that provided a platform for younger students to explore key scriptural themes and RE concepts, deepening their faith through thoughtful reflection

Value Added

- Sacramental family evenings to increase connection and participation.
- School/parish masses each week to strengthen relationships as a community.
- Beginning and end of year school masses as a community.
- Opportunity for families to pray together at our Prayer in Pyjamas evening and sausage sizzle.
- Confirmation Reflection Day for all Year 6 students to support their sacramental journey and faith development over their time at Nazareth.

- Planned daily prayer opportunities for students supported through the collaborative planning cycle.
- Use of the 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.
- Year 6 Faith in Action Leadership group and their initiatives including mini vinnies and grandparents afternoon.
- Continued social justice action through our student led initiatives such as Caritas Project Compassion and supporting our Parish fundraising efforts.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To develop a shared commitment to 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.

Achievements

Professional Learning and Pedagogical Philosophy

At Nazareth, we are committed to collaborative planning and embedding continuous professional learning into our teaching practice. Guided by the MACS2030 'Vision for Instruction' our educators have centered their development on the Science of Learning and the Science of Reading.

Our classroom practices are now heavily grounded in:

- Explicit Instruction: Driven by Rosenshine's Principles of Instruction.
- Cognitive Load Theory: Reinforcing and reviewing learning in small, manageable chunks to ensure successful retrieval from long-term memory.

To build capacity and ensure consistent, rigorous implementation of these evidence-based programs, staff participated in both internal and external coaching. This fostered rich professional dialogue around connecting pedagogy to practice and targeting students systematically.

Curriculum Implementations

During 2025, several programs were continually developed to raise student achievement and target learning exactly at the point of need.

Literacy: Foundation to Year 2

InitialLit: Staff embarked on this evidence-based program to teach the phonemic code using decodable texts. Supported by extensive professional learning, teachers utilized data tracking to assess, group, and systematically meet the needs of all junior students.

Literacy and Spelling: Years 3 to 6

Ochre Literacy Units & Novel Studies: Students explored eight rich texts per year level. These units seamlessly connected reading, spelling, grammar, and writing. Once staff mastered the unit structures, they successfully tailored the content to specific student groups. Spelling Mastery: Introduced across the middle and senior years, staff grew significantly in their confidence and knowledge to address students' specific spelling needs.

Mathematics: Foundation to Year 6

Ochre Maths Units: Continued to be rolled out rigorously alongside a newly developed scope and sequence aligned with the Victorian Curriculum. Pedagogical choices were made collaboratively to target point-of-need learning.

Extension: Students achieving above the expected level in Foundation to Year 2 were targeted within the daily program, while Year 3 and 6 students were supported through a dedicated enrichment program (Maths Olympiad).

Targeted Intervention (Years 1 to 6)

To support students achieving below the 20th percentile, Nazareth used MiniLit and MacqLit. This initiative required a shift in key staff roles to ensure highly trained educators were available to facilitate the groups. By identifying knowledge gaps and focusing on explicit needs, these programs successfully raised achievement levels for our most vulnerable learners.

Resourcing and Assessment

A resource audit was conducted to ensure staff had the materials required to support learning and teaching practise. This resulted in a considerable investment in training and further reading materials aligned with the Science of Reading.

To monitor student progress accurately, our data collection cycle included:

- DIBELS
- WARN, WARL, and WARP (used to identify intervention needs)
- InitialLit tracking assessments
- Acadience Maths Assessment
- PAT-Reading and PAT-Maths
- PAT-Spelling (Years 3-6)

Specialist Program

To further complement our learning and teaching program, students engaged in a specialist program including Visual Arts, Performing Arts, Library, Physical Education and Wellbeing.

Students participated in these 1 hour lessons weekly. Students excelling in Physical Education also had the opportunity to apply for Sports Academy to further extend their abilities. We also continued to offer the school bands project in Years 4-6 for students looking to gain additional skills and experience with music.

Student Learning Outcomes

NAPLAN results in Literacy from the 2025 assessment indicate that:

88% of Year 3 students achieved the proficient standard in Writing

79% of Year 5 students achieved the proficient standard in Writing

83% of Year 3 students achieved the proficient standard in Reading, an increase from 78% in 2024

88% of Year 5 students achieved the proficient standard in Reading

61% of Year 3 students and 75% of Year 5 students achieved the proficient standard in Spelling, an increase in Year 3 from 53% and Year 5 from 65% in 2024

63% of Year 3 students and 84% of Year 5 students achieved the proficient standard in Grammar and Punctuation, an increase in Year 3 from 49% and Year 5 from 59% in 2024

NAPLAN results in Mathematics from the 2025 assessment indicate that:

78% of Year 3 students achieved the the proficient standard in Numeracy, an increase from 73% in 2024

79% of Year 5 students achieved the the proficient standard in Numeracy, an increase from 64% in 2024

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	426	63%	411	56%
	Year 5	524	84%	505	72%
Numeracy	Year 3	428	78%	426	76%
	Year 5	509	79%	495	72%
Reading	Year 3	423	83%	423	81%
	Year 5	507	88%	504	91%
Spelling	Year 3	403	61%	399	57%
	Year 5	496	75%	484	70%
Writing	Year 3	424	88%	433	91%
	Year 5	490	79%	488	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

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

Achievements

In 2025, Nazareth deepened its partnership with MACS under the Flourishing Learners initiative. This collaboration was pivotal in further embedding the eXcel framework for student wellbeing, moving beyond implementation into a lived school culture. There is a shared language that staff and students utilise, with a consistent vocabulary that reinforces our restorative approach to relationships. In parental partnership, we facilitated more constructive dialogues with families regarding behaviour policies, supported by targeted parent education. Sharing and using affective statements helped bridge the gap between school and home, ensuring a unified approach to fostering healthy, positive relationships.

This year, Classroom Mastery strategies transitioned from professional development into everyday practice. By standardising high expectations, we have fostered learning environments that are consistently positive and productive.

The continued integration of structured routines—including Cue to Start, Classroom Morning Routine, and Classroom Entry Routine—has provided students with the "predictable calm" necessary for deep focus. These initiatives have directly contributed to improved learning outcomes by measurably increasing student engagement.

Our core values of Respect, Gratitude, and Compassion remained the heartbeat of our daily interactions. This year also marked a significant milestone in our school's identity as our School Captains led the naming of our sports houses. To ensure these names carried spiritual connectedness and relevance to our Catholic community, the following houses were established:

McKillop (Blue)
Francis (Green)
Slattery (Gold)

Damascus (Red)

These names provide a new sense of belonging and a grounded connection to our Catholic faith.

Our Year 6 leaders acted as vital stewards of our school's spiritual life, facilitating frequent opportunities for prayer and reflection.

The Nazareth Grandparents' Afternoon served as a major highlight of the year. It was an occasion where families gathered in our church to reflect on the sacred importance of family bonds. Following the service, grandparents joined students in their learning spaces, offering them a meaningful window into the contemporary and vibrant educational journey of their grandchildren.

Through the integration of the eXcel framework and Classroom Mastery routines, Nazareth has successfully cultivated a stable, value-driven environment where students feel safe to flourish and lead.

Value Added

During the 2025 school year, we engaged in;

- Mission Mini-Fete Day
- Year 5/6 School Camp
- Beach Water Safety F - 6
- Surfing - Year 6
- Year 6 Leadership Teams
- Mini Vinnies Food Collection
- Bike Education Yrs 3-6
- Grandparents Afternoon
- Nazareth Cross Country and Athletics Day
- Foundation - Year 5 Buddy Program
- School Assembly
- Digital Tattoo Information Session - senior students
- Lunchtime Communities
- Nazareth Anzac Service
- Day on the Green
- School Band Concerts - onsite and offsite
- Themed Days - Footy Colours Day, Book Parade, Culture Day, 100 Days of School (Foundation)
- Fun Food Days
- Basketball and Netball Lunchtime Tournaments (student-designed and led)

Student Satisfaction

Through our MACSSIS Survey, the student community continues to express strong confidence in the positive social and learning climate at our school. There has been noticeable growth in students' sense of physical and psychological safety, providing them with reassurance that they are learning and connecting with others in a secure and supportive environment. Our students have also shown increased engagement in school, becoming more attentive and invested in their learning and personal growth.

Student Attendance

The school uses the digital system nRoll (nForma) 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 absencee@nsgrovedale.catholic.edu.au, phone call or message. If contact is not received for absence, messages are sent home via SMS 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.

Average Student Attendance Rate by Year Level	
Y01	86.68
Y02	87.28
Y03	85.57
Y04	86.35
Y05	85.74
Y06	83.62
Overall average attendance	85.87

Leadership

Goals & Intended Outcomes

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.

Achievements

Throughout 2025, Nazareth School continued to strengthen its collaborative practices across the whole school community. Engagement with our wider school community remains as a key focus. Working collaboratively with our parental community has helped strengthen this approach. A highlight of this partnership was an evening event for prospective parents where P&F members attended and shared their knowledge of our school.

The 2025 school year marked a continuation of our pedagogical transformative change, with staff embedding the introduced science of learning approaches with professionalism and a clear continued focus on student outcomes. These changes have ensured that all students at Nazareth were provided with explicit, targeted instruction at their point of need, within a safe and supportive learning environment.

Significant investment in professional development saw staff deepen their knowledge and implementation of reading instruction grounded in the key principles of the Science of Reading as well as data collection and analysis. A selection of staff also attended professional learning with Dr Selena Fisk on data analysis and data storytelling. Teaching and learning practices reflected a cognitive science approach, guided by the MACS documents Vision for Instruction and Vision for Engagement. The commitment of Nazareth staff to ongoing improvement and excellence was evident in the embedding of the pedagogical shifts made across all year levels from Foundation to Year 6.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
<p>All staff to identify a learning & teaching goal in PLP (Personal Learning Plan)- linked to AITSL standards, the goal to drive ARM (Annual Review Meeting) conversations</p> <p>LSO professional learning, eg Social Skills,InitialLit, MacLit</p> <p>Timetabled Educational Leader meetings</p> <p>Facilitated weekly planning with Leader of Learning & Teaching (Co-deputy principal), Growth Leader (F-2) and REL</p> <p>Circles of Security (social emotional wellbeing)</p> <p>Mathematics Acceleration Program</p> <p>InitialLit</p> <p>Daily Reviews</p> <p>OCHRE</p> <p>Flourishing Learners - Cognitive science of learning</p> <p>Science of Reading</p> <p>Religious Education - Faith formation for staff</p> <p>SIT - School Improvement team meetings timetabled twice per term</p> <p>Child Safe Standards</p> <p>MACS Code of Conduct</p> <p>Warden Training</p> <p>First Aid and online modules related to compliance, inclusive of mandatory reporting</p> <p>RE Accreditation training</p> <p>Epilepsy Foundation</p> <p>Emergency Management</p>

Expenditure And Teacher Participation in Professional Learning	
Principal/Deputy Principal/REL network meetings	
Learning Diversity meetings	
Bike Education	
Number of teachers who participated in PL in 2025	29
Average expenditure per teacher for PL	\$879.56

Teacher Satisfaction

During 2025 staff participated in the MACSSIS survey. From a staff perspective insight was gathered on student safety, school climate, staff - leadership relationships, instructional leadership, staff safety, psychological safety, professional learning, collaboration around an improvement strategy, collaboration in teams, support fro teams, collective efficacy and catholic Identity.

Nazareth staff data showed a positive attitude across 11 of the 13 areas measured. The two areas with a lower score than the MACS average were professional learning for other staff and collaboration around an improvement strategy. As a leadership team this will be taken on notice for the 2026 year. The academic perormace data was a significant positive and the growth data was also very positive. The attendance rate for studnets across all areas was higher than the MACS average.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	0
Graduate Certificate	1
Bachelor Degree	17
Advanced Diploma	4
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	30.2
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	10.7
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal:

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

Intended Outcome:

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

Achievements

The Parents and Friends Group remained a cornerstone of Nazareth in 2025, playing a vital role in strengthening the social fabric of our school. Through a diverse calendar of events, the P&F created intentional spaces for families to build lasting relationships. They provided community gatherings, the Beginning of the Year Welcome Evening, Christmas Family Celebration, and the Winter Solstice. The Mother's and Father's Day breakfasts and stalls, which continue to be cherished traditions for our students and their families, were well supported by students, parents and caregivers. Beyond event coordination, the P&F provided essential pastoral support to families during times of need, embodying the compassionate spirit of our school values.

A primary goal in 2025 was to further cultivate the trust and transparency between Nazareth staff and our families. We utilised a multi-channel communication strategy to ensure student learning and school successes were celebrated widely. Through digital platforms, Seesaw served as a primary window into the classroom, while our school newsletter and social media presence (Facebook and Instagram) kept the community informed and connected. There was direct engagement through Learning Conversations, which provided formal opportunities for parents and teachers to partner in supporting student growth.

As a Catholic community, our identity is anchored in shared prayer and the celebration of our faith. Throughout the year, we nurtured the spiritual growth of our students and families through

liturgical celebrations, including school and class masses, sacramental evenings, and special liturgies. There were unique initiatives like "Prayers in Pyjamas" that provided accessible, meaningful ways for families to connect with God. There were also moments of parish connection through mass and the sacramental programs. These moments strengthened the

sense of belonging not only to the school but to the wider Nazareth Parish, fostering a deep, communal relationship with God

During the 2025 school year, the community had opportunities to engage in:

School Athletics Carnival

School Cross Country

Mission Mini-Fete Day

Cultural Day

Grandparents Afternoon

Beginning of Year Mass

End of Year Mass

Sacramental Evenings

Morning Coffee Van

School Information Evening - All year level school enrolments

Digital Tattoo Parent Information Evening

Winter Solstice

Sacramental Celebrations

Book Week Parade with parents in attendance

Fun food days

Footy Colours Day

Parents and Friends Meetings

Parents and Friends Gatherings

Welcome Night

Mother's Day Breakfast

Father's Day Breakfast

Mother's and Father's Day Stalls

Christmas Family Celebration

Parent Satisfaction

The parent community continues to express strong confidence in the positive social and learning environment at our school. There has been noticeable growth in the sense of physical and psychological safety experienced by students, reassuring families that their children are learning and connecting with others in a secure and supportive setting.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.nsgrovedale.catholic.edu.au