



Melbourne Archdiocese
Catholic Schools

2024

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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 13 May 2025

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our 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 2024, we finished the year with 350 students (176 girls and 174 boys) from 222 families, organized into 15 classes: three Foundation classes, four Year 1/2 classes, five Year 3/4 classes, and four Year 5/6 classes, supported by both teaching and non-teaching staff. The school welcomed 53 Foundation students in 2024 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. Linh was a constant source of support for faith formation within our communities. After his departure for his new Parish in St Albans we were fortunate to welcome Fr. Joel Peart into our community.

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, adopting a Science of Learning approach to revitalise reading, spelling, and mathematics across all year levels through MultiLit and the MACS initiative, Ochre. Throughout 2024, 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 significant 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 2025 Annual Action Plan, ensuring a clear, strategic path forward.

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

Wellbeing

In 2024, we successfully concluded our three-year REAL Schools partnership. Building on this foundation, we continued to strengthen the eXcel wellbeing framework by embedding a shared restorative language among staff and students. This ongoing work supported meaningful parent discussions around behaviour policies and relationship-building. Parent education sessions focused on affective statements, personal development, and nurturing positive relationships. As part of this process, our staff revisited and refined our behaviour management policy and procedures to ensure clarity and consistency across the school.

Nazareth also participated in the Mental Health in Primary Schools (MHiPS) project, funded by the Victorian Government. Additionally, the CASEA program, supported by Barwon Health, provided weekly sessions for staff to support social, emotional, and behavioural development.

Leadership for Learning

In 2024, we celebrated the completion of our new building projects, which included the addition of modern classrooms, breakout spaces, administration areas, and updated bathrooms featuring gender-neutral options. These facilities have greatly enhanced the learning environment, providing students and staff with contemporary, flexible spaces that support a range of teaching and learning styles.

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.

Following the completion of construction, CHC Architects and Rendine Builders have worked closely with the school to address the defects identified during the final stages of the project. This process remains ongoing and will continue into 2025, ensuring that our new facilities meet the highest standards for our community.

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. Adam and Reuben further enhanced their expertise by becoming certified assessors for candidates seeking Lead Teacher status under the National Teacher Certification program. 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 2024. Led by Alie, Susie, and their 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 our stage through the fundraising levy, which is used during whole school events and assemblies.

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

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

A cornerstone of our mission is nurturing the spiritual development of our students and their families. We provide meaningful and engaging opportunities to celebrate and deepen their faith through regular participation in weekly class masses, whole-school liturgical celebrations, and sacrament-focused family engagement evenings. The Foundation Year Level's "Prayer in Pyjamas" program serves as a notable example of our commitment to fostering spiritually significant family connections within our community.

In 2024, a renewed emphasis was placed on enriching the prayer life of our students through a more diverse and engaging range of experiences. Building upon the established Nazareth Prayer Model – Gather, Listen, Respond, and Go Forth – our teachers intentionally integrated various prayer forms, incorporating music, artistic expression, meditative practices, and scriptural reflection to cultivate a more profound connection with God. This strategic approach enabled students to interact with prayer in innovative and personally meaningful ways, fostering a more individualized and comprehensive spiritual journey.

Ongoing theological dialogue serves as a critical framework for enhancing staff understanding and enriching student learning within Religious Education. This reflective process empowers our teachers to pose and explore fundamental questions related to core theological concepts and student comprehension, thereby ensuring the contextual relevance and impact of RE instruction. In contemporary society, where religious beliefs increasingly intersect with secular lifestyles, this approach is particularly salient. Theological dialogue

cultivates thoughtful and respectful discourse regarding Catholic faith and beliefs, reinforcing our identity as a Catholic school community within an inclusive and supportive environment.

The Year 6 Faith in Action Leadership Group continues to demonstrate significant impact through a range of student-led initiatives within the school community. Their activities include active involvement in Mini Vinnies, the organization of a liturgical celebration following the Grandparents Afternoon event, and proactive engagement in raising awareness and funds for charitable organizations such as Caritas. Furthermore, the Leadership Group facilitated lunchtime community gatherings, providing a platform for students to explore key scriptural themes and Religious Education concepts, thereby deepening their understanding of faith through active engagement and 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

At Nazareth, we have a continued commitment to collaborative planning for all teams to ensure a clear cycle of professional learning that is embedded in teaching practice. This key priority for learning and teaching at Nazareth is supported through the facilitation by team and curriculum leaders of professional learning which is strongly linked to the MACS2030 initiative 'Vision for Instruction' together with external professional learning opportunities, particularly, the MACS Flourishing Learners West Program. Such whole staff learning helps embed theory and practice into the classroom where staff develop a shared understanding of both content and expectations which aim at enhancing student achievement.

Part of this learning was the focus on the science of learning, and particularly, the science of reading which is supported by the research of Rosenshine and direct (explicit) instruction. This is coupled with cognitive load theory which outlines the importance of both reinforcing and reviewing learning through small chunks to ensure it is retrievable from long term memory.

In Foundation to Year 2, staff embarked on the InitialLit program (heavily supported by professional learning and practice) to raise student achievement and target learning in Literacy at the point of need. This process enabled staff to both assess and group students accordingly and meet the needs of students systematically. A program based on learning the phonemic code, supported by decodable text, staff tracked learning through the collection of data and analysis as a team.

From Years 3 to 6, staff further implemented the Ochre novel studies and embraced the new Ochre literacy units. Throughout the year, eight texts were explored in each year level, connecting reading, spelling, grammar and writing. These units of work were initially implemented in full until staff had the understanding of structure to tailor units to specific groups of students. These units are a valuable addition to our curriculum offering at Nazareth and consist of quality, rich texts.

The Ochre Maths units were also introduced across all levels as we developed a new scope and sequence in line with the Victorian Curriculum, Ochre guides and reporting. The Ochre Units were implemented with rigour and pedagogical choices were made within teams to ensure learning was again targeted at the point of need. From Foundation to Year 4, students achieving above the expected level were targeted through the daily program, while Year 5 and 6 students were targeted through our enrichment program.

Finally, 2024 also saw the introduction of the Spelling Mastery program in Years 3-6. Becoming increasingly familiar with the program and how to meet the specific needs of students, staff grew in both confidence and knowledge in practice.

During 2024, the implementation of several new programs called for a focus on rigour and consistency. As a result, staff endeavoured to learn as much as possible about learning in Literacy and Maths and the connection between pedagogy and practice. To support this process, staff were involved in coaching (both externally and internally) to build capacity. Professional dialogue at collaborative planning and meetings also centred around rigour and the importance of following evidence based programs as designed, to ensure students were targeted systematically and at their point of need.

During 2024, MiniLit and MacqLit were also introduced to support students who were achieving below the 20th percentile (using the assessments WARN, WARL and WARP). Resourcing of these programs in Years 1 to 4 meant that the role of key staff members shifted to ensure they were both available and advanced in their knowledge of the program. These programs have seen a rise in the achievement of students concerned by identifying 'gaps' in knowledge and focusing learning on their specific needs.

To support these new initiatives an audit on resources was paramount to ensure that staff had what they needed to bring new learning to life. A considerable investment in resources and training took place over the 12 months with new reading materials being purchased that aligned with our new view of learning to read.

Assessment at Nazareth was also reviewed with the following assessments continuing or replacing previous data collection:

- DIBELS
- WARN, WARL and WARP
- InitialLit tracking assessments
- Acadience Maths Assessment

- PAT-Reading
- PAT-Maths
- PAT-Spelling (Years 4 and 5)

The curriculum was further enhanced through the integration of Performing Arts into the Specialist Program. Complementing the existing disciplines of Visual Art, Library, Wellbeing, and Physical Education, this expansion provided all year levels with weekly, dedicated instruction in dance, drama, and music. These sessions were led by educators possessing specialized expertise, fostering students' creative exploration and development.

Student Learning Outcomes

NAPLAN results in Literacy from the 2024 assessment indicate that:

94% of Year 3 students achieved the proficient standard in Writing, an increase from 86% in 2023

80% of Year 5 students achieved the proficient standard in Writing

78% of Year 3 students achieved the proficient standard in Reading, an increase from 61% in 2023

94% of Year 5 students achieved the proficient standard in Reading, an increase from 78% in 2023.

53% of Year 3 students and 65% of Year 5 students achieved the proficient standard in Spelling, an increase in Year 5 from 49% in 2023

59% of Year 5 students and 49% of Year 3 students achieved the proficient standard in Grammar and Punctuation, an increase from 39% in 2023

NAPLAN results in Mathematics from the 2024 assessment indicate that:

73% of Year 3 students achieved the the proficient standard in Numeracy, an increase from 55% in 2023

64% of Year 5 students achieved the the proficient standard in Numeracy, an increase from 51% in 2023

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	395	49%
	Year 5	485	59%
Numeracy	Year 3	424	73%
	Year 5	480	64%
Reading	Year 3	422	78%
	Year 5	501	94%
Spelling	Year 3	395	53%
	Year 5	471	65%
Writing	Year 3	441	94%
	Year 5	485	80%

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

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 2024, we continued our collaboration with the REAL Schools project to further embed the eXcel framework for student wellbeing. This initiative has played a key role in developing a shared language among staff and students, reinforcing our restorative approach to relationships. It has also supported more constructive conversations with parents about our behaviour policies and how we guide students in building and maintaining healthy relationships. Parent education was a key component, with targeted communication around affective statements, personal development, and fostering positive relationships.

All staff engaged in Classroom Mastery professional development, aimed at strengthening student engagement by fostering positive, engaging, and productive classroom environments. We introduced structured routines—Cue to Start, Classroom Morning Routine, and Classroom Entry Routine—to ensure consistency and create calm, safe and focused learning spaces. These initiatives have contributed to improved learning outcomes through increased student engagement.

We also introduced our new school values: Respect, Gratitude and Compassion. Students are encouraged and supported to demonstrate these values consistently through both words and actions.

Our Year 6 leaders played a vital role in nurturing the spiritual life of our school community, providing opportunities for prayer and reflection throughout the year. One highlight was the Nazareth Grandparents' Afternoon, a special occasion where families gathered in our church to pray and reflect on the love and importance of family. Grandparents were also invited to visit learning spaces, offering them valuable insight into the learning experiences of their grandchildren at Nazareth.

Value Added

During the 2024 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 Fun Run
- Foundation - Year 5 Buddy Program
- School Assembly
- School sporting events - cross country, athletics day
- 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), Daniel Morcombe Day
- 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 according to our 2024 MACSSIS data.

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	86.7
Y02	87.3
Y03	85.6
Y04	86.4
Y05	85.7
Y06	83.6
Overall average attendance	85.9

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 2024, Nazareth School continued to strengthen its collaborative practices across the whole school community. Engagement with REAL Schools remained a key focus, supporting staff, students, and families in deepening their understanding of restorative approaches to relationship-building. A highlight of this partnership was an evening event for parents, led by Sheila Bollard, which further enhanced community understanding and connection.

The 2024 school year marked a period of transformative change, with staff embracing the introduced science of learning approaches with professionalism and a clear focus on student outcomes. These changes have ensured that all students at Nazareth are 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. Teaching and learning practices increasingly reflected a cognitive science approach, guided by the MACS document Vision for Instruction. The commitment of Nazareth staff to ongoing improvement and excellence was evident in 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 2024
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 LSO professional learning, eg Social Skills, Timetabled Educational Leader meetings Facilitated weekly planning with Leader of Learning & Teaching (Co-deputy principal), Growth Leader (F-2) and REL REAL Schools - Restorative Practice and student wellbeing Circles of Security (social emotional wellbeing) Classroom Mastery InitialLit Mathematics Daily Reviews OCHRE Flourishing Learners - Cognitive science of learning Science of Reading Religious Education - Faith formation for staff SIT - School Improvement team meetings timetabled twice per term Child Safe Standards First Aid and online modules related to compliance, inclusive of mandatory reporting Sponsored study in RE Accreditation, Masters program undertaken by members of staff Epilepsy Foundation

Expenditure And Teacher Participation in Professional Learning	
Emergency Management	
Masters Degree Mathematics	
Principal/Deputy Principal/REL network meetings	
Learning Diversity meetings	
Bike Education	
National Teacher Certification Program Assessor Training for Principal and Deputy Principal.	
Number of teachers who participated in PL in 2024	29
Average expenditure per teacher for PL	\$879.56

Teacher Satisfaction

During 2024 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 were more positive in each category than the MACS average, bar one where they were the same as the MACS average. Of note was that across 10 of the 13 areas the school positive endorsement from staff increased from the 2023 scores. Two areas had a decrease from 2023; feedback and collaboration around an improvement strategies with the remaining 3 showing an increase in the positive endorsement from staff in regards to collective efficacy, support for teams and student safety perceptions. Teaching staff attendance was 96% for 2024. Teaching staff retention rate for 2024 was 83%. This was impacted by a staff member moving interstate for family reasons and others expanding their families.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	0
Graduate Certificate	1
Bachelor Degree	17
Advanced Diploma	5
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	30.9
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	13.45
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

Parents and Friends continue to play a vital role in strengthening community connections by organising a range of events designed to bring families together. Highlights included the Beginning of the Year Welcome Evening, the Christmas Family Celebration, and the ever-popular Mother's and Father's Day stalls, as well as the Mother's & Father's Day breakfasts. These events provided meaningful opportunities for families to connect and build relationships within the school community. In addition to these gatherings, the group offered pastoral support to families in times of need.

The engagement between Nazareth staff and families was evident throughout the year, with the intent of continuing to further develop communication and trust. Use of platforms such as Seesaw, Learning Conversations, the school newsletter, and social media (Facebook and Instagram) played an important role in enhancing these connections and celebrating student learning and success.

As a Catholic community, we continued to nurture our faith through shared prayer and celebration. School and class masses, sacramental evenings, special liturgies, and moments like "Prayers in Pyjamas" created spaces for students, staff, and families to come together and strengthen our relationship with God, fostering a deep sense of belonging to not only Nazareth Catholic Primary School but also Nazareth Parish.

Whole-school sporting events and special celebration days were embraced with enthusiasm by students, staff, and families alike. These occasions not only showcased our community spirit but also provided joyful moments of connection and shared pride. We are grateful for the dedication and involvement of all who contributed to the vibrant life of our school throughout the year.

During the 2024 school year, the community had opportunities to engage in:

School Athletics Carnival

School Cross Country

Class Stomp performance

Mission Mini-Fete Day

Cultural Day

Grandparents Afternoon

Beginning of Year Mass

End of Year Mass

Sacramental Evenings

Community food van and African drumming evening

Sacramental Celebrations

REAL schools parent education evening

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, providing families with reassurance that their children are learning and connecting with others in a secure and supportive setting. This is reflected in the increased percentage of families who gave positive feedback in the Family Engagement and School Fit domains of the MACSSIS survey.

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