

Annual Report 2024



School Context

Nazareth is a Catholic community, a place of welcome and connection; a place where everyone belongs. Our aim is to engage with families across the whole-of-life journey. From precious newborns through to Wise Owls and everyone in between, we are creating communities of faith, learning and wellbeing.

Spanning across multiple campuses and sites on Kurna land in the western suburbs of Adelaide, Nazareth incorporates an Early Childhood Centre, Reception to Year 12 College and a variety of community and engagement programs.

We provide learning that is holistic, inclusive, life-giving and lifelong. Our promise is that students will find their chosen pathway and graduate knowing they matter absolutely, have the power to make the world a better place and influence positive change.

Nazareth embraces a contemporary approach to faith and learning, where innovation, technology and our environment enable both students and staff to be at the forefront of education. Success comes in many forms, and it is our promise that all students will graduate empowered to lead their own fulfilling and holistic lives. Whether their pathway is university, further education, training, apprenticeships, or the workforce – we aspire for every student to be working towards a career that not only values their talents, but for which they also have a real passion and purpose.

Families are at the heart of our faith and learning environment and we are committed to building community through nourishing family life. It's not just students who get to experience what Nazareth has to offer, as we coordinate a range of programs and initiatives to support and celebrate all members of our community including early learners, graduates, parents, seniors and friends.

**“We are people of justice,
committed to building community,
nourishing family life and making
the world a better place.”**

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Photo Credit: Sam Noonan

Acknowledgement of Country

We acknowledge the Kurna people as the custodians of the greater Adelaide region, and that their cultural and heritage beliefs are still as important to the living Kurna people today.

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Message to our Families and Community

Nazareth Catholic College is a place where young people thrive while developing the skills and attributes with which to become capable learners and eventually take their place in society as active and responsible citizens. Nazareth is an important work of the Catholic Church here in the western suburbs of Adelaide and it makes a significant contribution to Australian society more generally. 2024 was a pivotal year in the development of Nazareth as one of Australia's largest, multicampus schools and we are pleased to share that story in this Annual Report to the community.

While there are many successes to celebrate in this Annual Report, it is our identity as a Catholic school and the vitality of our common religious and spiritual life that offers the deepest sustenance and greatest potential. In 2024 we were nourished by daily invitations to prayer and reflection, weekly Masses in the Parish, campus liturgies, retreats and regular opportunities to engage in social justice activities. Each of these moments offered students, staff and families the chance to appreciate the reality of God's continual presence in our lives – The Story.

2024 saw continued strong growth in enrolment demand and the consolidation of our preferred school structure with approximately 400 students in each year level. Importantly, the prime determinant in the expansion of the College is our commitment to ensuring affordable access to high quality Catholic education within the western suburbs which is itself undergoing a period of renewal and growth. While expansion presents challenges that must be managed, periodic surveying of Year 7 students in 2024 revealed that they enjoy the larger cohort size and identified having our Flinders Park Campus now a designated Middle School as much more important for their safety and sense of connection.

As you will read in subsequent pages, 2024 was another successful year for Nazareth students who achieved well in both NAPLAN and SACE. Our students also made the most of the vast array of opportunities in co-curricular sport, the arts, social justice, STEM and many other opportunities to test their skills. One of the great gifts that is realisable in a school the size of Nazareth is the ease with which we can successfully provide pedagogical adjustments that enable success for students with additional social and learning needs. The scale of Nazareth brings teams of expert teachers and allied health professionals together in service of a diverse student community who find it natural to make everyone feel welcome, regardless of background, ability or interests.

The Launch of Nazareth's Reconciliation Action Plan was a most significant step in our commitment to walking the path of ongoing reconciliation. It is a journey that connects all Nazareth students to the story of the Kaurna people who lived and educated thousands of generations of First Australians on the banks of the Karrawirra Parri where the Nazareth campuses now stand. Acknowledging the truth of their story and committing to ongoing reconciliation and learning more about local Kaurna history enhances the education of all Nazareth students and invites them to connect more deeply with the local environment.

Schools are people organisations and our success at Nazareth stems from the quality of the relationships across staff, students, families and members of the local community. Nazareth is a large employer with over 450 people coming together across our sites in service of our Mission. It is also a good place to work because of our collective commitment to respecting and looking after each other. Strong fields of applications to our recruitment of new staff and few issues navigating the national teacher shortage suggests that Nazareth is becoming an employer of choice. Throughout 2024 I was often inspired by the skill, creativity

and goodness of our Nazareth people. Wandering through our campuses many times in any week I saw first-hand the fruits of their work in the lives of our students.

Managing the financial and physical resources of such a large enterprise as it undergoes a generational transformation demands expertise and commitment to responsible stewardship. As an Archdiocesan school we have been able to provide extraordinary value for our families as Nazareth continues to deliver state-of the-art facilities while maintaining affordable fees that make high quality Catholic education accessible to a diverse range of families.

Entrusted with the leadership of such a large and complex college and community entity, one quickly discovers the truth that we need teams of skilled and dedicated people who are committed to working together if we are to realise the Nazareth Vision. In this regard, I am especially grateful for the generosity and wisdom of our community volunteers who form the College Advisory Board and Finance Committee. Both groups play a most significant role in supporting our leadership and through that the provision of an outstanding education for the young people entrusted to our care.

Drawing upon the wisdom of our Dominican heritage, we challenge Nazareth students to become who God calls them to be, knowing that in doing so they will likely set the world on fire with their unique contribution to building a more prosperous, inclusive and sustainable society. We are grateful for the many blessings bestowed upon the Nazareth community in 2024 and for the privilege of working with the 2400 children, young people and their families entrusted to our care.

Mr Brian Schumacher
Principal



Our Vision

We are a Catholic community of welcome, connecting faith, family and education.

Our Mission

Inspired by Jesus of Nazareth and our Patrons we are people of justice each committed to building community, nourishing family life and making the world a better place.

College Theme for 2024

Theme Rationale

At Nazareth, we believe that getting closer to God is a journey that involves all of us. It is a journey moving from a simplistic and separate understanding of our Christian story to a deeper appreciation for our place in the universe. This journey is encapsulated in our theme: 'Your Story, Our Story, The Story', a phrase adapted from Franciscan priest and spirituality writer Richard Rohr.



Strategic Direction

In 2024 we continued our focus on our strategic planning, aligning our internal structures to harmonise with the South Australian Commission for Catholic Schools and Catholic Education South Australia's Strategic Plan, Towards 2027.

With a particular emphasis on the areas of **Catholic Identity at the Heart**, being **Innovative, Flexible and Responsive**, creating **Pathways for All** and **Celebrating our Diverse Community**, we ensured our strategic direction aligns with our local context

and incorporates our commitment to our children, students, families, staff, old scholars, wise owls and our community as a whole.

As we unveiled our annual school improvement plan to the College community, we showcased key targets and initiatives that mirror our collective commitment to fostering a vibrant, inclusive, and faith-centred learning environment. Through this strategic alignment, we are poised to navigate the evolving educational landscape while remaining true to our Catholic ethos and values.



Our Governance

Advisory Board

Ms Lynette Bellwood (Chair)
Mr Darren Bailey
Ms Joanne Cooper
Mr Paul Harwood
Dr Pauline Hill
Ms Laura Jeffs
Fr Santhosh Nazareth
Mr Brian Schumacher
Dr Vin Thomas
Ms Sara Ucci
Ms Suzy Stokowski (Secretary)

Finance Committee

Mr Paul Harwood (Chair)
Mr Darren Bailey
Ms Stacey Hazeldine
Mr Brian Schumacher
Ms Fiona Snowdon
Mr Jeff Sochacki
Ms Suzy Stokowski (Secretary)

Our Nazareth Leadership Team

Mr Brian Schumacher
Principal

Mr Darren Bailey
Business Manager

Mr Jeff Sochacki
R-12 Deputy Principal

Mr Christian Martino
R-12 Assistant Principal
- Religious Identity and Mission

Ms Natasha Walc
Early Years Co-Director,
- Early Childhood Centre

Ms Joanne Bird
Early Years Co-Director,
- Early Childhood Centre

Ms Natalie Cameron
Deputy Principal
- Head of Campus, Findon (Years R-6)

Mr Chris Catalano
Acting Deputy Principal
- Head of Campus, Findon (Years R-6)

Mr Adam Cibich
Deputy Principal
- Head of Campus, Flinders Park (Years 7-9)

Ms Nicole Laube
Deputy Principal
- Head of Campus, Kidman Park (Years 10-12)

Ms Victoria Richardson
Communications and Engagement Manager

Ms Madeleine Kitschke
Human Resources Manager

Ms Suzy Stokowski
Executive Assistant

Our Leadership Structure

NAZARETH ADVISORY BOARD Chairperson – Ms Lynette Bellwood				
PRINCIPAL Mr Brian Schumacher		EXECUTIVE ASSISTANT Ms Suzy Stokowski		
EARLY CHILDHOOD SERVICES		COLLEGE		
OPERATIONS				
EARLY YEARS CO-DIRECTORS Ms Natasha Walc & Ms Joanne Bird	R-12 DEPUTY PRINCIPAL Mr Jeff Sochacki		BUSINESS MANAGER Mr Darren Bailey	COMMUNICATIONS AND ENGAGEMENT MANAGER Ms Victoria Richardson
	ACTING DEPUTY PRINCIPAL - HEAD OF CAMPUS FINDON: PRIMARY COLLEGE (R-6) Mr Chris Catalano	DEPUTY PRINCIPAL - HEAD OF CAMPUS FLINDERS PARK: SECONDARY COLLEGE (7-9) Mr Adam Cibich	DEPUTY PRINCIPAL - HEAD OF CAMPUS KIDMAN PARK: SECONDARY COLLEGE (10-12) Ms Nicole Laube	
	R-12 ASSISTANT PRINCIPAL RELIGIOUS IDENTITY & MISSION (APRIM) Mr Christian Martino		HUMAN RESOURCES MANAGER Ms Madeleine Kitschke	

Catholic Identity



We invite our community to a deeper relationship with God and creation through engaging, life-giving experiences.

At the core of our work and reflected in our 2024 theme was the need for each member of our community to understand their own faith journey within the Nazareth story and how this relates to the greater Christian story.

Highlights included:

- Family participation in the Sacramental Preparation programs for receiving the sacraments of Baptism, Reconciliation, Confirmation and First Eucharist, including students from other schools who joined our community for their sacraments
- Regular celebrations of Masses, liturgies and classroom visits in collaboration with the Parish
- A Staff Reflection Day, which focused on developing a deeper understanding of the Christian story in the context of the church in Australia. The day included a guest presentation from adventurer, speaker, producer and author Sam Clear. Staff had the opportunity to participate in workshops and activities from a range of faith-based organisations and activities across Adelaide to contribute to their understanding of the Christian story.
- The continued participation of staff in faith formation through Café Theology sessions once per term across the campuses; guest speakers unpacked theological ideas, allowing concepts to be relatable and meaningful for participants
- Our student Faith Formation and Retreat programs, where students explore the annual College theme and key elements from their Religion coursework.

- Participation in the Enhancing Catholic School Identity (ECSI) research in collaboration with KU Leuven, a Catholic University based in Leuven, Belgium.
- Upskilling and involvement of Nazareth staff in sector-wide organisations with two members of the Catholic Identity and Mission Team on the Secondary Religious Education Leaders Association Executive, one member on the SACCS Catholic Identity and Mission Steering Committee, and one member being the recipient of the 2024 Catholic Education Award South Australia for Religious Education.
- An increase in the number of staff commencing and completing the Graduate Certificate in Education (Catholic Education) since 2023.

We are people of justice who respond as Christ's witness to environmental and social needs.

As a Catholic community, we continued to live out this calling in a myriad of creative and innovative ways across the community.

Highlights included:

- The expansion of our Catholic Charities Op Shop to the Kidman Park Campus, where students had the opportunity to buy clothing donated by our community. The Op Shop was staffed by Year 12 Student Leaders. The Op Shops now run across two campuses and all money raised and any unsold clothing was donated to Catholic Charities.
- Continued support of our relationship with Vinnies SA in their Winter Appeal and Can Drive across the community. Nazareth continues to be a significant school contributor to this initiative. We also now have a focus on supporting our local Hindmarsh-Findon Vinnies Bunker

and working with Vinnies representatives to support those in need within our parish.

- Further development of our Laudato Si Action Plan by planting and tending gardens across each of our sites with a focus on native food sources.
- The continuation of 'Healthy Breakfast' at the Findon campus and the implementation of 'Breakfast Club' at the Flinders Park Campus, where Social Justice Club members assisted in the preparation of fruit and healthy snacks for students
- Our Nazareth Houses across Years 7 – 12 contributing in various ways to key charities
- Stage 2 Food and Hospitality students and community members producing hundreds of portions of food to restock the 'Naz Connects' freezer allowing meals to be delivered to families in need



Education

High Quality Teaching & Learning

We provide excellence in teaching and learning through the delivery of contemporary and innovative educational practices. We sustain a culture of continuous improvement in learning for all within the Nazareth community.

Nazareth embraces a contemporary approach to learning where innovation, technology and our environment enable children, young people and staff to be at the forefront of education. Quality teaching and learning is central to our commitment to success for all and is a key driver of Nazareth's success as a learning community.

We recognise every member of Nazareth as a learner across their lifespan. Staff, student and family participation in professional learning, conferences, study tours and professional networks is central to our culture of continuous improvement in holistic, inclusive, life-long and life-giving learning for all.

Highlights in High Quality Teaching and Learning included:

- Alignment with Catholic Education South Australia's Toward 2027 Strategic Plan, designed to expand horizons and deepen practices.
- Launch of Nazareth's Reconciliation Action Plan (RAP), outlining our commitment to reconciliation and how our school and community will strengthen relationships and respect First Nations cultures, as well as create positive learning opportunities for students and staff across the community.
- Continuation of Nazareth's Pathways and Partnerships strategy to enable increased opportunities for all students, particularly in the senior years, to explore and immerse in learning and pathways that support their thinking about careers and their transition to life and community beyond Nazareth.

Early Years

- The ECC outdoor environment was upgraded sequentially between April and November, and areas for educational engagement with the children were reviewed and adjusted to support supervision and learning in the outdoors.
- ECC children continued to contribute ideas to the changes for the design in the outdoor environment, using creative languages to convey ideas and conducted risk assessments of the spaces as they were completed and made available for use.
- The uniform polo shirt design was approved following on from the children's work in 2023 with Aboriginal Artist, Caitlyn Davies Plummer (Dustin Koa Art). Children proudly wear the uniform polo they helped to design. Staff also have the opportunity to wear the Dustin Koa art polo shirts from this work.
- The service hosted an ECCO tour for other education facilities to explore spaces and the educational program.
- ECC Educator, Chloe Jones was awarded the 2024 Early Years Educator of the Year for her teaching role and exceptional work in the 3-5 Neighbourhood.
- Our educators continued their path as researchers for learning with action research in Professional Learning communities to enhance practice and opportunities for children.
- The service community participated in the review and development of a revitalised Service Philosophy to capture current context, community, beliefs, values, pedagogy, and practice. A video has been created showing philosophy in action.

- The service organized a fundraiser for Project Compassion, featuring a large raffle. Children played a crucial role in demonstrating solidarity and serving the community through this project
- The ECC entered the fourth stage of the Culturally Responsive Practice project with Uni SA and is continuing to work on embedding the 5 Principles of Culturally Responsive Pedagogy in learning designs with children. There has been a continued focus on embedding Aboriginal and Torres Strait Islander Perspectives through the everyday.
- Opportunity was given to apply for partnership with the Office of Early Childhood Development to deliver 3-year-old preschool from 2026. The current program is well established to support the addition of this opportunity for 3-year-old children, and we look forward to a positive outcome from the submission.

Primary Years R-6

- A continued focus of ACARA Version 9 was maintained across Foundation to Year 6, with an emphasis on utilising Performance Standards to report on student achievement.
- Professional development included staff participation in Culturally Responsive Pedagogy (CRP) sessions presented by Sam Shultz. Additionally, Madhavi Nawana Parker delivered a session for staff, as well as a Family Engagement session for the community on "The Keys to Raising Resilient and Happy Children."
- The Professional Practice & Development (PP&D) program continued for all teachers



- During STEAM Week, Year 6 students represented Nazareth at the STEM MAD Competition, with one group receiving 2nd place for their outstanding invention, "The Weight Lifter."
- Reception to Year 6 students took part in the National Simultaneous Storytime, read by our Principal, Mr Schumacher.
- Initialit 2 was implemented in the Year 2 Neighbourhood, ensuring a consistent literacy approach for students from Reception through to Year 2.
- Students participated in various excursions and overnight camps, including:
 - A one-night inaugural school sleepover for Year 4 students
 - A one-night Aboriginal Culture Camp in Aldinga for Year 5 students
 - A two-night camp at Mylor for Year 6 students
 - An excursion to Lenswood Apple Orchard for the Eco Chiefs
- **Award-Winning Civics Program:** Year 9 students participated in a powerful Civics and Citizenship course that won the 2024 Governor's Civics Award, culminating in the exciting Democracy Day with guest presenters and local MPs.
- **The Rite Journey:** This is a deeply reflective program for Year 9s that supports the journey into young adulthood through challenge, ritual, and guided self-exploration. In 2024, the experience culminated in overnight experience at Scotts Creek where students conquered individual and team challenges. Highlights continue to be the relationships between students and staff, as well as the departure walk from the beach and homecoming celebrations.
- **Faith Formation:** Faith Formation continues to be strong for our students throughout the year, from social awareness opportunities to reflection days. In particular the Year 7 students engaged in spiritual development through dedicated formation day at the Monastery, learning more about their values, beliefs, and connections to the Catholic tradition.

Middle Years 7-9

- **Year 7 Neighbourhoods:** In 2024 we introduced the Year 7 Neighbourhoods model, a unique and nurturing aspect of the Year 7 experience, in our inaugural year of the Neighbourhoods it continues to foster a strong sense of belonging, collaboration, and continuity with a team of teachers working closely with students across subjects. It's a place where relationships thrive and learners feel seen, known, and supported. In Year 7 students got a taster of all elective subjects which gave them a real sense of the middle school experience before they went on to pick subjects for 2025.

Elective Standouts

- In Dance, students choreographed and performed routines at the Middle Years Arts Showcase.
- In Digital Tech, Year 8s coded their own mini video games and explored AI tools.
- In Cook & Create, students tackled family recipe challenges, sharing cultural dishes with classmates.
- The addition to our specialist sport program of Volleyball and growth in AFLW were popular choices amongst our students in 2024.

Extra-Curricular Opportunities

- Our Middle Years students continue to be heavily involved in extracurricular activities. The Flinders Park Campus continues to have a positive atmosphere before and after school as students are involved in Sports, Music, Arts opportunities, Debating, Pedal Prix, Maths Support and Homework clubs. It is amazing to see our students not just being involved in our program but also proudly representing our College in so many facets of what our community stands for. Extracurricular activities continue to help middle school students build confidence, develop social skills, and discover their interests beyond the classroom. They also promote time management and a sense of belonging, contributing to overall well-being and academic success. As an extension to this, it is so important for us to acknowledge the staff, parents, old scholars, and external supports who coached, tutored and supported these opportunities for students, as without them we wouldn't be able to provide this.

Senior Years 10-12

- Celebrating the opening of our fully functioning campus and maximising learning time by redesigning the timetable in Term 1 and programming FLEX times at the beginning and end of the day to model adult learning environments.
- Continuing to explore the wide range of flexible SACE options combining VET/ pathways, University studies and School based apprenticeships
- 100% SACE with students studying classes in a wide range of learning areas
- Mentor Group programs tailored to support our students to go out into the world with

micro credentials including CPR training, resume development and work ready skills.

- One on one individualised extensive subject counselling to ensure students were set up for their unique pathways beyond school and Stage 2 subjects.
- Continued emphasis on the careers focused education through industry connections with students involved in Career expos, industry lounge talks and work experience.



Pathways and Partnerships

- VET Course offerings available to Nazareth students on campus, including Fitness, Early Childhood Education and Care, Cookery, Business, Health Services Assistance and Resources Infrastructure (Civil Construction).
- Implementation of Industry Skills Labs and Flexible Learning Programs at the St Gabriel Centre to complement industry-focussed learning and targeted transition support.
- Implementation of a range of SACE industry-specific subjects, including Business Skills, Tools of the Trade and Hospitality Skills.
- Continuation of the Industry Immersion and Try-A-Trade experiences for Year 9 and Year 10 students as opportunities to explore and inform their subject and pathways selections, including in the Construction, Automotive, Plumbing, Civil Construction, Childcare, Business, Health, Food & Hospitality industries and others.
- University and Training experiences and exposure, including guest presentations from a range of Apprenticeship and Group Training Organisations, University representatives and Enrichment Excursions to University campuses.

Stewardship

Stewardship of our resources continued to be influenced by our values, our faith and our mission to support the provision of quality programs and services for families across the lifespan.

Highlights included:

- The success of our enrolment strategy incorporating College Tours and Open Days, as evidenced by the overwhelming demand for enrolment.
- Our pastoral approach to resource management and innovative recruitment strategies have enabled us to effectively navigate ongoing challenges in a competitive market.
- Our unwavering commitment to safety remains a cornerstone of our culture, ensuring a secure and nurturing environment for all members of the Nazareth community.

Our Learning Philosophy

We recognise every member of the Nazareth Catholic Community as a learner across their lifespan.

As Nazareth Catholic Community we recognise and honour each individual's unique gifts and potential.

Guided by our call to "love one another"
we aspire to be thriving people, capable learners,
leaders for the world God desires.

As Nazareth Catholic Community we nurture active citizens and innovative learners through the use of intentional and contemporary approaches, which honour each individual's learning journey.

As Nazareth Catholic Community we design collaborative, meaningful and future-focused opportunities which encourage each individual to take ownership of their learning.

As Nazareth Catholic Community we create inclusive learning environments which inspire and enrich learning experiences, and foster a sense of belonging.

As Nazareth Catholic Community we encourage all learners to evaluate their understanding and seek authentic opportunities to demonstrate, share and celebrate their learning achievements.

Community

Strong Home, School and Community Engagement

Families are at the heart of our community and we honour the role of families in providing a child's first, ongoing and most significant experience of love, faith and learning.

By strengthening family and community engagement in learning and the life of our community, we are nurturing a powerful partnership to support each child and young person to flourish.

Creating a faith filled community of welcome and connection is a key part of our mission to nurture family life.

Highlights included:

- The Official Opening and Blessing of our Kidman Park Campus.
- Continued focus on improving our enrolment and retention processes to ensure a coordinated and pastoral approach to support families joining or leaving the school community.
- Continued participation by students across R-12 in Catholic Education South Australia's Classroom Pulse Survey once per term, to gauge student wellbeing and engagement and identify areas to build connection, belonging and engagement.
- Continued development of our family and student support including the development of the Breakspace program at the Flinders Park Campus and it's introduction at the Kidman Park Campus, for identified food insecure students and increasing access to counsellors and the wellbeing team, family support through food packs and vouchers and ongoing family support across key areas of College life including uniforms, booklists, camps, cocurricular involvement. Our partnerships with Food Bank, Woolworths Diversion Program (Findon) and Naz Connects cook ups have been instrumental in serving the need.
- Our Reconciliation Action Plan was formally launched in a cross-campus celebration commencing with a formal breakfast followed by a progressive smoking ceremony starting on the banks of Karrawirra Parri involving all members of our College community and undertaken by Uncle Mickey O'Brien and key Aboriginal Torres Strait Islander members within our community.
- Development of key apparel items including ECC Polo shirt and USA Basketball playing uniform incorporating the significant artwork developed by Caitlyn Davies-Plummer sharing our Nazareth story.
- Support for the successful transition of preschool children and their families into Reception through the Loving, Learning, Thriving program and year 7 students and their families through Term 3 transition gatherings.
- Engaging Dietetics and Nutrition students from Flinders University to implement a curriculum plan for middle years Food & Technology subjects focussing on safe nutrition practices to support healthy body image.
- Continued partnerships across multiple allied health disciplines with Flinders University including Occupational Therapy, Speech Pathology, Psychology and Nutrition and Dietetics. These partnerships now extend into Middle School support and programs.
- Continued to build on formal engagement opportunities where our community and families partnered to share their professional knowledge, expertise or skills to support student learning, including AIF Mentoring, Careers Expo, Industry Spotlight Sessions, industry incursions and excursions and work placements.

- Strengthening family and community engagement through intentional key celebrations and events, parent education sessions and ongoing community conversations.
- Celebrated a reunion and school tour for our Class of 2014 and the opportunity for 2023 Graduates to return to receive their Yearbook with a morning tea.
- Thriving weekly participation in all of our community engagement programs including a number of school holiday programs (Duck & Turtle) and playgroups.



Parent, Teacher and Student Satisfaction



The annual survey was again conducted involving students, families, and staff to assess our performance in vital areas, including Catholic Identity, Curriculum, Student Agency, and Community Engagement. The insights gained from this survey are instrumental in guiding both our Strategic Plan and our Annual Improvement Plan for 2025.

The 2024 survey results have highlighted four key priorities for our continued development: Catholic Education, Student Voice, Infrastructure, and Inclusion.

Although we are encouraged by the overall feedback, we recognise the need to increase participation, especially among secondary students, to ensure their voices are more fully represented.

While we are encouraged by the overall engagement, we acknowledge the opportunity to strengthen student participation, to ensure their voices are more fully represented.

Family participation remained strong in 2024, with a growing number of parents and caregivers generously taking the time to complete the survey. This encouraging trend highlights the invaluable role our families play in shaping and supporting the educational experience at Nazareth.

The valuable insights gained from the student voice have been instrumental in guiding our strategic planning. They have prompted us to realign our efforts with a renewed focus on the Middle Years program, prioritizing student wellbeing, and actively enhancing student influence within the school community.

Following the Infrastructure feedback, it became clear that a review of our campus arrangements was necessary to better meet the needs of our students. As a result, from 2025, Year 10 students will be based at the St Gabriel Centre campus. This change enables us to designate the Kidman Park campus exclusively for our Year 11 and 12 students, transforming it into a dedicated Senior campus. These infrastructure changes are essential to creating a safe, supportive, and purpose-built learning environment for every member of our school community.

We remain committed to strengthening partnerships across the Nazareth community, from our youngest learners in Early Learning to our valued Wise Owls. Community collaboration is a guiding principle in our efforts to support the well-rounded development and achievement of every student. Through these shared efforts, we continue to foster a connected and inclusive community that honours and celebrates all who are part of Nazareth - students, graduates, families, seniors, and friends.

LLL Survey

College Families

**Continued
to have
improved
ratings for**

Autonomy and Independence
Enjoyment of School
Infrastructure
Welcoming & Safe School

**Overall
increased
family
responses**

Years 2-6 students

**Continued
to have
improved
ratings for**

Catholic Education
Religious Education Classes
Learning Support
Autonomy and Independence
Infrastructure
Welcoming and Safe School

Years 7-12 students

**Continued
to have
improved
ratings for**

Catholic Education
Religious Education Classes
Student Influence
Student Reflection
Autonomy and Independence
Infrastructure
Welcoming and Safe School

Teachers/ESO

**Continued
to have
improved
ratings for**

Experiencing Catholic Identity
School Support
Personal Competence
Student Influence
Student Reflection on Growth
Infrastructure
Partnerships and Agency
Welcoming and Inclusive School
School Safety



RELATIONSHIPS

IN THE CLASSROOM

Engaging Aboriginal & Torres Strait Islander people in the classroom
Opportunities for Aboriginal & Torres Strait Islander children to celebrate their heritage & identity

AROUND THE SCHOOL

Cultural responsiveness education for staff to learn about biases and aid understanding of Aboriginal & Torres Strait Islander perspectives, contributions and cultures
Collaborative whole-school reconciliation projects
Encourage Aboriginal & Torres Strait Islander representation on committees

WITH THE COMMUNITY

Welcome to Country
Celebrate National Reconciliation Week
Build relationships with local Aboriginal & Torres Strait Islander Community
Maintain an Aboriginal & Torres Strait Islander stakeholder list
Establish dedicated spaces for Aboriginal & Torres Strait Islander families & community

IN THE CLASSROOM

Support teachers to include indigenous perspectives
Incorporate Aboriginal & Torres Strait Islander history and cultures when planning curriculum
Support teachers to focus on Reconciliation within the Australian professional standards for teachers

OPPORTUNITIES

AROUND THE SCHOOL

Make policies inclusive of Aboriginal & Torres Strait Islander perspectives
Encourage staff engagement with the Reconciliation Action Plan
Teach and learn Aboriginal & Torres Strait Islander languages, particularly Kurna

IN THE CLASSROOM

Teach about the concept, history and progress of reconciliation in Australia.
Explore current affairs and issues relating to Aboriginal and Torres Strait Islander people and reconciliation.

AROUND THE SCHOOL

Develop understanding of what it means to acknowledge Country, and provide everyone the opportunity to do so throughout the year.

Visibly demonstrate respect for Aboriginal & Torres Strait Islander histories and cultures

WITH THE COMMUNITY

Display the Aboriginal & Torres Strait Islander flags
Display a physical Acknowledgment of Country

Commemorate days of national significance for Aboriginal and Torres Strait Islander peoples and reconciliation.

Hold a special event to launch the Reconciliation Action Plan

Raise awareness on, teach about, and act against racism.

WITH THE COMMUNITY

Celebrate Reconciliation Action Plan progress
Develop Aboriginal & Torres Strait Islander Employment strategy
Attend Aboriginal & Torres Strait Islander sites, events and excursions
Support Aboriginal & Torres Strait Islander businesses

RESPECT

Artwork by
Caitlyn Davies-Plummer
Commissioned by Nazareth
@dustinkoaart

Reconciliation Action Plan

Vision For Reconciliation

Nazareth acknowledges and recognises the cultural and spiritual values of Aboriginal and Torres Strait Islander students, families, staff, and community members, as an integral part of our College community. We are committed to ensuring that, as a school and community, we acknowledge our part in the journey of reconciliation and prepare young people for continuing this throughout their own lives. As a College community we acknowledge the wrongs of the past and pray there is truth, justice, healing, and historical acceptance.

Our vision for reconciliation is inspired by our Catholic ethos as we celebrate interconnectedness, ensuring equity, unity, empathy, and acknowledgement of the past, embodying respect for the dignity of each person in our care. We aim to build a sense of belonging amongst First Nations children and families through the implementation of our committed RAP actions. We look to celebrate and recognise First Nations children and families, as well as working toward deep listening and understanding of their experiences and wisdom.

Our College community will prioritise actions that support 'Closing the Gap' in education, as well as caring for, and making space for Aboriginal and Torres Strait Islander peoples' individual and collective rights and cultures. As a large organisation that works with young people, it is our responsibility to create a range of opportunities for Aboriginal and Torres Strait Islander Australians as they become proud, confident, and resilient young people.

Our hope is that young people are empowered to be people of justice and commit to making the world a better place, by fully embracing all that is required to bring about a reconciled Australia. We will continue to learn and grow in the actions we take towards reconciliation and understand more deeply the need for change.



Enrolments, Transition and Performance

Early Childhood Centre

The Centre offers up to 100 places each day. Lower numbers in January, April, July, October and December are as a result of pre-school holidays for some children.

Utilisation %

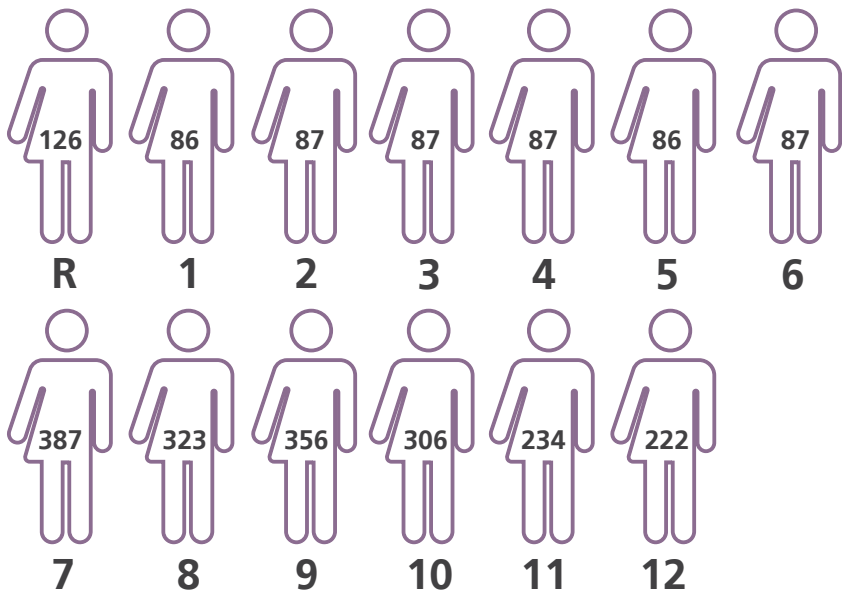
JAN	93%
FEB	100%
MAR	100%
APR	92%
MAY	100%
JUN	100%
JUL	94%
AUG	100%
SEP	95%
OCT	98%
NOV	99%
DEC	88%

Pathways for Early Childhood Centre families across the 2024 Year



College

Enrolments in each year level



INDIGENOUS
ENROLMENTS FOR 2024
0.70%

NCCD STUDENTS
FOR 2024
25.7%

FULL-TIME EQUIVALENT (FTE)
STUDENTS FOR 2024
2,471.4

2024 Student Attendance

The overall average school attendance in 2024 was 91% as outlined in the table below. When a student is absent without explanation, an SMS text message is generated and sent to the parent/ caregiver by 10am requesting clarification of the student absence.

Rec 93%
Year 1 93%
Year 2 94%
Year 3 93%
Year 4 93%
Year 5 93%
Year 6 93%

Year 7 89%
Year 8 88%
Year 9 88%
Year 10 87%
Year 11 87%
Year 12 89%

NAPLAN Results

Year 3		Mean Score				Proficiency Level
Component	2020	2021	2022	2023	2024	2024
Reading	N/A	448.0	439.5	419.0	401	Strong
Writing	N/A	445.3	425.4	426.1	422	Strong
Spelling	N/A	431.5	409.7	414.9	405	Strong
Grammar and Punctuation	N/A	444.7	434.2	416.3	403	Strong
Numeracy	N/A	393.4	395.8	412.2	398	Strong

Year 5		Mean Score			Proficiency Level
Component	2022	2023	2024	2024	
Reading	515.9	504.4	489		Strong
Writing	496.2	486.9	480		Strong
Spelling	514.3	495.3	486		Strong
Grammar and Punctuation	499.7	497.0	495		Strong
Numeracy	495.2	477.7	477		Strong

Year 7		Mean Score			Proficiency Level
Component	2022	2023	2024	2024	
Reading	544.2	537.8	530		Strong
Writing	538.1	549.5	543		Strong
Spelling	553.0	541.2	548		Strong
Grammar and Punctuation	534.3	540.2	536		Strong
Numeracy	541.1	533.2	529		Strong

Year 9		Mean Score			Proficiency Level
Component	2022	2023	2024	2024	
Reading	565.6	559.3	563		Strong
Writing	566.1	574.6	583		Strong
Spelling	568.8	569.4	569		Strong
Grammar and Punctuation	567.2	552.9	554		Strong
Numeracy	571.0	565.0	554		Strong

Senior Secondary Results Summary

100%

SACE Completion

36

students with
an ATAR over 90

32

subject merits awarded
(A+ with Merit)

421

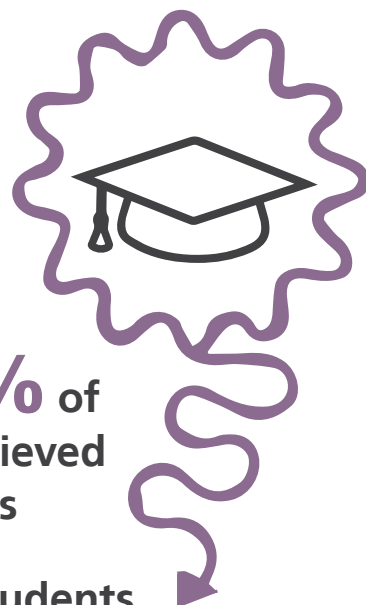
results achieved within
the A grade band to
168 students
(83% of students)

45

students completed
Vocational Education
Qualifications
as a pathway to post school
apprenticeships, traineeships
or university applications.

1

Governor of South Australia
Commendation Excellence
Award



33.07% of
students achieved
A Grades

82% of students
achieved B Grades or
Above – above the
state average.

**MERIT
SUBJECT
AREAS**

Spiritualities,
Religion & Meaning,
AIF, Health,
English,
Child Studies,
English Literary
Studies,
Food & Hospitality,
Integrated Learning,
Outdoor Education,
Visual Arts

Post-School Study Offers, Study Destinations & Pathways

University Study Offers and Study Destinations:

38	Sciences
19	Education
17	Nursing & Midwifery
13	Arts, Journalism, Media
11	Social Work, Psychology
10	Business
10	Medical Sciences
8	Engineering
8	Law, Inter-Relation, Politics
4	Computer Science
2	Surveying, Geo
2	Aviation
2	Foundation Skills
1	Music
1	Architecture



**UNI
OFFERS**



University of
South Australia

68

Adelaide University

33

Flinders University

41



101
Nazareth
students received
their first
preference
University
offer

- 68 students in Year 10 undertook Try A Trade or Industry Immersion experiences.
- 79 Work Experience placements were undertaken by 56 Year 10, 11 & 12 students at a variety of workplaces including BAE Systems, Alexander Symonds, The Lakes Resort, LAI Group Australia, CavPower, Jordan Plumbing, Austral Meat and Emali Early Learning.
- 37 students in Year 10 attended the Flinders University Enrichment program.
- 82 students in Year 9 attended an Industry visit to Western Technical College.
- 5 students undertook school-based apprenticeships.
- All students in Year 9-12 had the opportunity to attend the Nazareth Careers Expo, with over 40 industry, tertiary and vocational exhibitors attending.
- Nazareth students participated in multiple Career Expos, including the Inclusive Pathways and Careers Expo, Wayville Career Expo, and Western Regional Expo.
- Focus was placed on addressing skills shortages in Defence, Civil Construction, Health, Personal Services, and Trades through strengthened industry partnerships with organisations such as BAE Systems, Outside Ideas, TAPS, the Torrens 2 Darlington Tunnel project, and SALHN.
- A partnership agreement with Flinders University was established, offering VET to University pathways with guaranteed entry into selected degrees without the need for an ATAR.



"During my work experience at Nonna's Cucina, I helped in the kitchen – preparing and packaging meals for the elderly, working with other volunteers in the kitchen and also delivering the meals."

Romeo's recipe for success combines his inclusive education, pathway opportunities, and personal aspiration. Blended together, they're serving up his future as a top chef.



**Read our
12 Stories from
Year 12 here**

Our Workplace

Staff Profile

Every member of our staff community working across our multiple sites, contributes to living out the mission and vision of our Nazareth Catholic Community.

Early years educators, teachers, administration officers, education support officers, family and pastoral support workers, student counsellors, community services officers, allied health workers, café workers, a cook, cultural liaison, maintenance, human resources, finance, IT and marketing

and communications officers make up our exceptional staff community.

In 2024 we welcomed 137 new staff to the Nazareth community – 116 at Nazareth Catholic College and 21 at the Early Childhood Centre.

Staff Profile	Full Time Equivalent (FTE)
Teachers – Full Time	89.0
Teachers – Part Time	84.8
Education Support Officers – Full Time	42.0
Education Support Officers – Part Time	45.0
Education Support Officers – Casual	15.0
Total Staff - College	275.8
Early Childhood Centre – Full Time Teachers	2.0
Early Childhood Centre – Part Time Teachers	2.3
Early Childhood Centre – Casual Teachers	1.1
Early Childhood Centre – Full Time Educators	9.0
Early Childhood Centre – Part Time Educators	9.8
Early Childhood Centre – Casual Educators	0.1
Early Childhood Centre – Support Staff	2.6
Total Staff – Early Childhood Centre	26.9
Grand Total	302.7

Temporary relief teachers and sports coaches not reported.

0.01% of staff at Nazareth identify as Aboriginal or Torres Strait Islander.

Qualification	% of staff with this qualification
Certificate I	0.9%
Certificate II	2.1%
Certificate III	11%
Certificate IV	10.5%
Diploma	11.9%
Associate Degree	0.4%
Advanced Diploma	2.3%
Bachelor Degree	54.4%
Graduate Diploma	7.2%
Graduate Certificate	19.4%
Bachelor Honors Degree	4.9%
Masters	15.2%

Nazareth staff are lifelong learners and are highly qualified in their chosen fields, as shown in the table above.



Staff Professional Learning

Staff at Nazareth undertake both group and individual professional learning, as summarised below:

Professional Learning	AITSL Standards
Graduate Certificate in Catholic Education, MITIOG and Scripture Scope and Sequence, Enhancing Catholic Identity, Religious Education reporting and performance standards	5.1, 5.3, 6.2, 7.1
New Staff to Nazareth Induction; CESA Induction, Protective Practices, Keeping Safe Child Protection Curriculum	4.1, 4.3, 4.4, 6.2, 6.3, 7.1, 7.2
ACEL National Conference, CaSPA National Conference, DE-PSLA, EduTech, Aspiring Leaders, Quality School Improvement, Highly Accomplished/Lead Teacher, STEM Conference, Empowering mentors, the early career Teacher induction program for schools	2.6, 3.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.4
Whole Staff Meetings and Gatherings; R-12 Staff Meetings, 7-12 Staff Meetings	2.5, 3.2, 3.3, 3.6, 6.2, 6.3, 7.1, 7.2
Aboriginal cultural sensitivity and respect; Aboriginal education focus; Culturally Responsive Schooling;	1.3, 1.4, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.4
Professional Learning in Leadership, Pedagogical Leadership, SACE Management, NAPLAN, PAT analysis, Literacy, Numeracy, Key Capabilities, Assessor Training	Standards across all areas 1, 2, 3, 5, 6, 7
Professional learning including Literacy, Social Entrepreneurship, Micro credentialing, Ecological Conversion and Environmental Science, Economics, Drama, Languages Pedagogies, Professional learning for career advisors, VET coordinators and workplace learning specialists, SACE exploring identities and futures	Examples across all standards
Assessment Moderation	5.3, 5.4, 6.2, 6.3
Personal Responsibility and Wellbeing, Behaviour Management Essentials, Supporting Children who refuse to attend school, Youth Mental Health First Aid, Access counselling, Trauma responsive practice in education, parents understanding mental health and the role of a school counsellor	1.1, 1.5, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 6.2, 6.3, 7.1, 7.2, 7.3
SPELD Dyslexia Training, Cognitive Coaching, supporting trauma-affected students in schools; understanding Autism Spectrum Disorders, Speech Pathology & Occupational Therapy, Positive Psychology	1.1, 1.2, 1.5, 1.6, 2.1, 2.5, 3.1, 3.3, 3.4, 3.6, 4.1, 4.3, 4.4, 5.2, 6.1, 6.2, 6.3, 6.4, 7.1, 7.4
Stretch Project for Gifted and Talented students – Creating design-based thinking initiatives empowering gifted students; the Social emotional development of gifted children	1.2, 1.5, 1.6, 2.1, 2.2, 3.1, 3.2, 3.3, 3.6, 3.7, 4.1, 4.5, 5.1, 5.2, 5.5, 6.2, 6.3, 6.4

Finance

College

2024	Budget	Actual	Variance
Revenue	49,738,000	53,347,000	3,609,000
Expenses	49,547,000	52,195,000	-2,648,000
Trading Accounts	-191,000	-78,000	113,000
Net Surplus	0	1,074,000	1,074,000

2024	Budget	Actual	Variance
Capital Expenditure	1,753,000	2,914,000	-1,161,000
Bank Account	5,400,000	3,858,000	-1,542,000

Income 2024

Income	Actual
Tuition – Gross Fees	13,813,000
Tuition – Fee Discounts	-3,853,000
Government Funding – Federal	31,261,000
Government Funding – State	9,024,000
Government Funding – Specific	333,000
Other Charges / Offsets / Reimbursements	2,769,000
Total Income	53,347,000

Expenses 2024

Expenses	Actual
Tuition – Salaries & Oncosts	27,831,000
Tuition – Goods & Services	3,657,000
Admin – Salaries & Oncosts	6,300,000
Levies (via CESA)	2,384,000
Admin – Goods & Services	822,000
Interest	2,906,000
Property & Facilities	3,055,000
Depreciation	5,240,000
Total Expenses	52,195,000

College Loan Summary 2024

2024 Closing Loan Balance	
Flinders Park Land	2,000,000
Caritas Building	7,400,000

2024 Closing Loan Balance	
St Gabriel Centre	10,600,000
Kidman Park	59,950,000
Total	79,950,000

College Budget 2025

2025	Budget
Revenue	57,318,000
Expenses	56,351,000
Trading Accounts	33,000
Net Surplus	1,000,000
Capital Investment	1,911,000
Closing Bank Account	4,609,000

College Loan Budget Summary

2025 Closing Loan Balance	
Flinders Park Land	1,695,000
Caritas Building	6,620,000
St Gabriel Centre	9,820,000
Kidman Park	57,603,000
Total	75,738,000

Budget Income 2025

Income	Budget
Tuition – Gross Fees	15,328,000
Tuition – Fee Discounts	-4,440,000
Government Funding	45,492,000
Other Charges / Offsets / Reimbursements	938,000
Total Income	57,318,000

Budget Expenses 2025

Expenses	Budget
Tuition – Salaries & Oncosts	30,519,000
Tuition – Goods & Services	3,839,000
Admin – Salaries & Oncosts	7,124,000
Levies (via CESA)	1,856,000
Admin – Goods & Services	1,613,000
Interest	3,706,000
Property & Facilities	2,318,000
Depreciation	5,376,000
Total Expenses	56,351,000

Finance

Community (Early Childhood Centre)

2024	Budget	Actual	Variance
Revenue	3,188,000	3,474,000	286,000
Expenses	3,158,000	3,401,000	-243,000
Net Surplus	30,000	73,000	43,000
Closing Bank Account	650,000	644,000	-6,000
Utilisation	95%	97%	2%
Capital Investment	200,000	225,000	-25,000

Income 2024

Income	Actual
Fees	3,286,000
Grants – Specific	96,000
Other Charges	92,000
Total Income	3,474,000

Expenses 2024

Expenses	Actual
Salaries & Oncosts	2,618,000
Materials	127,000
Admin – Salaries & Oncosts	351,000
Admin – Goods & Services	240,000
Depreciation	65,000
Total Expenses	3,401,000

Community (Early Childhood Centre) Budget 2025

2025	Budget
Revenue	3,360,000
Expenses	3,330,000
Surplus	30,000
Closing Bank Account	520,000
Utilisation	95%
Capital Investment	80,000

