



Nazareth



2025 Annual Report

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.”

Contents



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.

School Context	2
Message to our Community	4
Our Governance Committees & Leadership Structure	6
Strategic Direction	7
Our Vision & Mission	8
College Theme for 2025	8
Stewardship	9
Catholic Identity	10
Education	12
Community	16
Family, Teacher & Student Satisfaction	17
Reconciliation Action Plan	18
Enrolments, Transition & Performance Early Childhood Centre	20
Enrolments, Transition & Performance College	21
2025 Student Attendance	21
NAPLAN Results	22
Senior Secondary Results Summary	23
Post-School Study Offers, Study Destinations & Pathways	24
Our Workplace	26
Finance	28

Message to our Community

Welcome to the 2025 edition of Nazareth's Annual School Report. Since its inception under the Australian Education Act, the key purpose of requiring schools to report to their communities in this way was to provide a snapshot into the health of schools and their progress in continually improving the standard of education offered to Australian students. Thus, while our 2025 Annual Report has data that speaks to overall school improvement, the various metrics highlight the growth and achievement of a community of people.

Schools do not operate in a vacuum. At Nazareth reflect and respond to the social, political and economic changes occurring in society more broadly. Thus, when asked why Nazareth has expanded into one of the largest multicultural colleges in Australia my answer is that we (CESA) have responded to the needs of our local western suburbs communities.

Given rapid social change and rising uncertainty, plotting a sensible course for school programs and approaches has also become more complex. One only need consider that after nearly twenty years of what was, in 2007, coined the Education Revolution – widespread adoption of ICT in schools, 2025 was a year in which many started to review the extent to which greater use of ICT improves educational outcomes. 2025 was also the year that Australian governments introduced a ban on access to social media for children under 16 years of age in response to broader community concerns that such access was undermining the healthy development of our children and young people. As Principal of Nazareth Catholic College I am delighted by the positive responses of our young people to the social media pause and our ongoing initiatives such as cyber safety seminars designed to keep them safe.

Similarly, our community of teachers have been proactive in this space through their professional selection of the most appropriate pedagogies and assessment instruments that make the best use of ICT in providing an outstanding education. In this regard, it is important to remember that the school curriculum is not static. Teachers are continually reframing and refining it to meet the needs of each cohort while responding to changes in the world around us. Thus, while there is much to celebrate in the academic achievement of our students in 2025, our plans for 2026 reflect our commitment to continuous improvement in all domains of college operations.

Throughout 2025, I became increasingly concerned with the negative tone of public commentary about life in Australian schools. Therefore, it is important in this official record of what happened in one school in 2025 that I correct the record – for Nazareth at least. Schools and especially Nazareth are happy, safe and vibrant places. With nearly three thousand children and young people coming together across our different sites daily, we are constantly amazed at their collective propensity to include newcomers, to celebrate difference and to allow people to reset and try again when something has gone wrong. Our annual theme *Your Story, Our Story, The Story* reminded us that people thrive and communities prosper when we celebrate diversity and when we understand that making mistakes is essential to making progress, whether that be in science, business or relationships. In celebrating the growth and achievements of the people in our community in 2025 we see God's infinite creativity at work in our world – The Story.

As you read through the various sections of this report, things such as high rates of student attendance, strong staff satisfaction and deep community connections provide something of

a dashboard to show that we are 'on the right track' in stewarding the growth of Nazareth to ensure that it remains a place where people feel strongly connected and valued – despite our size.

2025 was extraordinary in terms of framing the future directions of Nazareth as a large multi-campus college. The announcement of the future college structure and the establishment of a Year 10 campus at our Valetta Road site was the culmination of 18 months of consultation and planning. With our newest campus opening in January 2028, we have much to look forward to.

The scale of our operations and the unique challenges and opportunities faced by Nazareth at this time in its short history make me acutely aware of the dedication, expertise and support of many people throughout 2025. Our team of staff at Nazareth is large and diverse. While we are pleased with what our people had to say about working here, we seek to find new ways that will help our adults thrive in their professional lives knowing that it is an investment in the children and young people entrusted to their care.

I am especially grateful for our people who work behind the scenes to ensure that everything works as it should, every day - Finance, Grounds and Maintenance, ICT and AV, Bus Drivers, Allied Health professionals, Café and Hospitality, Timetable, Events, Administration and Student Services, Communications and Engagement along with our Human Resources, Safeguarding and Compliance roles. A look behind the scenes reveals a very complex organisation designed to make things easier and more responsive to the needs of students and families.

Remaining faithful to our vision requires the help of fresh eyes from people akin to the elders of our community – our College Advisory Board and its Finance Committee.

In 2025 the Nazareth community benefitted greatly from the wisdom and generosity of these volunteers who have supported the Nazareth leadership team and I through our regular meetings and many other conversations. In this report I wish to make special mention of Ms Lynette Bellwood our outgoing Chair and Dr Vin Thomas who conclude their time on the Board after many years of service to our community. Both Lynette and Vin have brought considerable expertise and wisdom to the Board from their respective backgrounds of decades of Educational Leadership in South Australia.

Finally, in words often attributed to Saint Oscar Romero, we know that we cannot do everything and that no plan or report is the end of the story. Thus, our annual report for Nazareth Catholic College is something of a footnote that reminds us of the extraordinary growth that occurred in our young people in 2025, along with many of the steps we took and the seeds we planted to offer each of them a truly outstanding Catholic education. Our hope is that this education helps them appreciate more deeply the spark of the creator that is alive in them.

We give thanks for the many blessings bestowed on our community in 2025 and look forward to playing our part in building a more just and sustainable society in 2026.



Brian Schumacher
Principal

Our Governance

Nazareth Advisory Board

Ms Lynette Bellwood (Chairperson)
Mr Brian Schumacher (College Principal)
Mr Darren Bailey (Business Manager)
Ms Suzy Stokowski (Secretary)
Fr Santhosh Nazareth

Mr Paul Harwood
Dr Pauline Hill
Ms Laura Jeffs
Dr Vin Thomas

Completed May 2025:
Ms Joanne Cooper
Ms Sara Ucci
Commenced June 2025:
Ms Samara Bell
Ms Eva Varga

Finance Committee

Mr Paul Harwood (Chairperson)
Ms Stacey Hazeldine

Ms Fiona Snowdon
Mr Brian Schumacher

Mr Darren Bailey
Mr Jeff Sochacki

Our Leadership Structure

Principal
Mr Brian Schumacher

Executive Assistant
Ms Suzy Stokowski

Early Childhood Services

Early Years Co-Directors
Ms Natasha Walc
& Ms Joanne Bird

College

College Deputy Principal
Mr Jeff Sochacki

Deputy Principal - Head Of Campus Findon (R-6)
Mr Stephen Campion

Deputy Principal - Head Of Campus Flinders Park (7-10)
Mr Adam Cibich

Deputy Principal - Head Of Campus Kidman Park (11-12)
Ms Nicole Laube

R-12 Assistant Principal Religious Identity & Mission (APRIM)
Mr Christian Martino

R-12 Head Of Inclusion & Support
Mr Steven McCulloch

Operations

Business Manager
Mr Darren Bailey

Communications & Engagement Manager
Ms Victoria Richardson

Human Resources Manager
Ms Madeleine Kitschke

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 2025

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.



Stewardship

Effective Administration and Resourcing

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 enabling us to effectively navigate ongoing challenges in a competitive market.
- Our unwavering commitment to safety continues to be a cornerstone of our culture, ensuring a secure and nurturing environment for all members of the Nazareth community.
- The strong financial management across the College supports long-term sustainability by aligning budgets to strategic priorities, monitoring expenditure and forecasts, ensuring accurate reporting and compliance, proactively managing financial risks, and improving efficiency so resources are directed to areas of greatest impact for students and staff.
- CESA approval secured to proceed with the development of a new Year 10 Campus at Valetta Road.





Catholic Identity

Our Catholic identity is inspired by Jesus of Nazareth, we form a welcoming community of faith and learning, committed to justice and service for all.

At the core of our work and reflected in the College theme is our commitment to helping each member of our community understand their faith journey within the Nazareth story and how it connects to the broader Christian story.

Highlights included:

- Regular celebrations of Masses, liturgies and classroom visits in collaboration with the Parish.
- The annual Staff Reflection Day provided staff with the opportunity to engage deeply with their own faith journeys and spiritual understanding through guided reflection and prayer. Through the sessions *Where Am I on a Spectrum of Belief?* and *Breaking Open the Word: Encountering Jesus through Imaginative Prayer*, staff were invited to reflect on personal beliefs, explore Scripture in a prayerful and imaginative way, and strengthen their capacity to support the faith formation of students through lived practice.
- Participation in the Enhancing Catholic School Identity (ECSI) research in collaboration with KU Leuven, a Catholic University based in Leuven, Belgium, including the review and reflection on collected data by staff during the Staff Reflection Day to inform ongoing Catholic Identity and Mission priorities.
- 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 focused on deepening their understanding of Religious learning and the lives and values of our House Patrons, supporting them to make meaningful connections between faith, identity and lived practice.
- 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.
- Upskilling and involvement of Nazareth staff in sector-wide organisations with members of the Catholic Identity and Mission Team participating in the Secondary Religious Education Leaders Association Executive and the SACCS Catholic Identity and Mission Steering Committee.

We are people of justice, responding as Christ's witnesses to the environmental and social needs of our world.

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

Highlights included:

- R-6 students participated in a range of faith informed and community focused initiatives that had a meaningful impact beyond the College. Through activities such as the Walk a Mile for Hutt Street Centre, students and families raising significant donations and awareness for the vulnerable. R-6 students also contributed to the wellbeing of their community through sustainability initiatives led by the Eco Chiefs and gardening programs, promoting care for the environment, while Winter Warmies

encouraged practical compassion and generosity in support of Catholic Charities. Together, these experiences strengthened students' understanding of social justice, responsibility and the positive role they can play in as part of the community.

- Students across Years 7 to 10 worked together in their Houses to plan, design and construct creative Can Sculptures as part of the Vinnies Can Drive, raising awareness and providing support to St Vincent de Paul through donations. This initiative supported students to develop a deeper understanding of service, responsibility and their role in contributing positively to the wider community.
- Senior students engaged in a range of social justice, leadership and faith focused experiences strengthening their contribution to the wider community. Through programs such as the Gold Hearts program and participation in the Hutt Street Centre Walk a Mile, students demonstrated compassion by preparing meals and raising awareness for people experiencing homelessness. Senior students also served as Eucharistic Ministers at College Masses, taking on leadership roles by leading through faith and contributing meaningfully to the community.
- Student Leaders represented the College at the Catholic Charities Thanksgiving Mass, sharing the social justice initiatives with the wider Diocesan community and giving thanks for the work of Catholic Charities.

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.
- Emphasis on teaching and learning time, with a deliberate focus on minimising disruption to classroom learning for both staff and students.
- Co leadership of the introduction of the Middle School Neighbourhood Model, working closely with the College Principal to strengthen pastoral care, student belonging and consistency of teaching and learning practice.
- Strategic transition of Year 10 students to the St Gabriel Centre, ensuring continuity of learning, wellbeing and operational readiness across sites creating a true Middle and Senior School Structure.
- Nazareth, in partnership with Our Lady of La Vang, hosted the Inclusive Futures Expo at our Kidman Park Campus.
- 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

- Nazareth ECC was involved in preparation for the Reggio Emilia Australia Information Exchange National Bi-Annual Conference in July, providing support at the South Australian Network stand.
- Establishment of the Leader of Inclusion and Wellbeing role as an integral part of supporting the increased need for early intervention across the service.
- Our educators continued their path as researchers for learning with action research in Professional Learning communities that aligned with our Quality Improvement Goals. This allowed all staff to be involved in research and action practice towards quality improvement for the whole service.
- Nazareth ECC was an integral part of the Launch of Explore, Wonder, Connect in June, with our children's artwork featured in the new faith guide for educators.
- Significant work was carried out to support the establishment of 3-year-old preschool with information evening for parents, sessions for staff and development of the preschool boost plan that obtained additional funding towards inclusion practices and staff development. 97 children are due to commence Flying Start Preschool in January 2026.

Primary Years (Rec-6)

- A continued focus of ACARA V9 across Foundation to Year 6 and a focus on utilising Performance Standards to report on student achievement.
- Professional Development with teaching staff, with our clear focus being on Explicit Teaching. All colleagues focused on developing Agreed Practice Units of Work for each term, incorporating the utilisation of cognitive verbs in the classroom setting.
- Development of the Professional Practice & Development (PP&D) for all teachers, with lesson observations now part of our professional development practice at the College.
- Enhanced student participation in external academic contexts, specifically Maths Olympiad and ICAS competitions.
- Students participated in the 'National Simultaneous Storytime'.
- Initialit 2 was implemented into the Year 2 Neighbourhood ensuring a consistent Literacy approach for students from Reception through to Year 2.
- Students participated in a number of excursions and overnight camps including 1-night inaugural school sleepover for Year 4 students, 1-night Aboriginal Culture Camp at Aldinga for Year 5 students and a 2-night Camp at Mylor for Year 6 students.



Education

High Quality Teaching & Learning

Middle Years (7-10)

- Strengthening student growth through targeted support structures, ensuring every student is supported, and challenged in their learning journey.
- Middle years students demonstrated a strong commitment to social justice throughout the year, actively living out our values through initiatives such as Project Compassion's Water Walk, clothing drives, and Winter Warmer donations to support those in need. A particular highlight was the creativity and impact of the can sculpture project, where students collaborated to design and build meaningful displays from donated food items. This initiative not only raised awareness of community need but also resulted in a significant contribution to local charities - a powerful example of faith in action and student-led service.
- Largest participation and involvement in extra curricular activities, which cover a broad range of our students engaging in opportunities at Nazareth. These important opportunities allow students to build confidence, develop friendships, discover new talents and interests, and strengthen their sense of belonging within the school community. From music to the sporting field and clubs which included drama, art and looking after our environment, our students shared a passion for learning and extending themselves beyond the classroom.
- The Year 10 students moved to St Gabriel Centre and started their EIF (Exploring Identities and Futures) as part of their SACE journey.

Senior Years 11-12

- Our Student leadership structures were developed and refined to expand and include College Captains, Mission Leaders, House Leaders, First Nations Cultural Immersion Leaders, Inclusion and Diversity Leaders and Co-curricular leaders.
- Student initiatives including raising funds and awareness for our Catholic Charities and creating House based Acknowledgement of Country.
- Our student pathways continued to expand with 111 students completing a VET course as part of their SACE almost doubling within the past year and a number of students completing school-based apprenticeships with our redesigned flexible SACE pathways.
- Our Senior Years pathways were carefully co-created with Mentor Group teachers as part of a strategic subject selection and future pathways individualised program to ensure our young people are able to set themselves up for our ever changing, dynamic world, create inspiring learning opportunities and explore their unique pathways.
- Kidman Park staff had a strong interest and commitment to the SACE Board's program of Subject Renewal, a key element of the 2024-27 Passport to Thrive strategic plan to create learning experiences to support our students to thrive and succeed in post school pathways.

Pathways and Partnerships

- 190 students were enrolled in VET qualifications in industries such as Animal Care, Automotive, Business, Childcare, Christian Ministry, Construction, Dance, Electrotechnology, Fitness, Hospitality, Health Services, Make-up, Music, Screen & Media, Plumbing, Sport Coaching and Workplace Skills.
- 102 work experience placements were undertaken by 87 students at 68 different host employers including Alexander Symonds, BAE Systems, Fleet Space Technologies, Jordan Plumbing, Komatsu Australia, LAI Group Australia, Maughan Thiem Automotive, Outside Ideas, SAPOL, Stevens Group, Department of Defence, Precious Cargo, Kids World and Woodville Day Nursery.
- 277 individual students booked and attended 500 careers counselling appointments.
- 83 students in Year 10 attended the Flinders University Enrichment program.
- 175 students in Year 10 undertook Try A Trade or Industry Immersion experiences.
- 51 students in Year 9 attended an Industry visit to Western Technical College.
- 64 students in Year 10, 11 and 12 undertook an accredited White Card micro-credential.
- Year 12 students undertook a range of Nazareth micro-credentials as part of their Wellbeing program, including CPR and Financial Literacy.
- Year 12 students had the opportunity to attend 1:1 appointments with representatives from Adelaide University, Flinders University and TAFE SA.
- Students had the opportunity to attend a range of Career Expos and industry immersion visits, including Wayville Career Expo, Western Regional Expo, Inclusive Futures Expo, Property Council's Girls in Property, Mini Woolies, Plant 4 Bowden, BAE Systems, and Elder Conservatorium of Music.



Community

Strong Home, School and Community Engagement

Families are the heart of our community, and we honour the profound role they play in a child's earliest and most enduring experiences of love, faith and learning.

When we strengthen family and community engagement, in learning and across College life, we form a powerful partnership that enables each child and young person to thrive. We are committed to fostering a faith-filled community where all are welcome and connected.

Highlights included:

- 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 family and student support including ongoing family support across key areas of College life including uniforms, booklists, camps, cocurricular involvement.
- Continued partnerships with Food Bank, Woolworths Diversion Program and Naz Connects cook ups have been instrumental in serving our community.
- Continued our support of St Vincent de Paul with the annual college wide drive for clothing and food donations.
- 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 connection gatherings.
- Research and development of a senior years nutrition curriculum through Flinders University's Nutrition and Dietetics students.
- 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 to support student learning, including AIF Mentoring, Careers Expo, Industry Spotlight Sessions, industry incursions and excursions and work placements.
- Strengthened family and community engagement through intentional key celebrations and events, such as La Festa Di Nazareth, the Book Week Parade, Harmony Day, Grandfriends Day and Mother's Day and Father's Day events, along with parent education sessions and ongoing community conversations.
- Celebrated a Class of 2015 reunion and school tour for our Class of 2015 and the opportunity for 2024 Graduates to return to receive their Yearbook with a morning tea.
- Thriving weekly participation in all of our community engagement programs including Wise Owls, school holiday programs and playgroups.

Family, 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 2026.

The 2025 survey results have highlighted four key priorities for our continued development: Catholic Education, Student Voice, Infrastructure, and Inclusion.

We thank those parents and caregivers who generously took the time to complete the survey providing valuable insight from a family's lens. While we are pleased with the overall outcomes we are committed to improving family engagement with the survey, as families play a valuable role in shaping and supporting the educational experience at Nazareth.

There was a positive increase in student engagement from previous years throughout all year levels. The valuable insights gained from the student voice have been instrumental in guiding our strategic planning. Highlighting the importance of the newly implemented Middle Years model, continued focus on student wellbeing, and actively improving student engagement within the school community.

Following the Infrastructure feedback, the Findon and Flinders Park campuses received upgrades over the 2025-2026 Term Break, to better meet the needs of our students. These infrastructure changes will assist in creating a safe and supportive learning environment for every member of our school community.

We are committed to strengthening partnerships across the Nazareth community, building connection, belonging and a shared sense of responsibility. By working together with students, staff and families, we nurture a vibrant, connected community that supports the holistic development and success of every student, and ensures a welcoming and inclusive environment for all.



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

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

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.

RESPECT



Artwork by
Caitlyn Davies-Plummer
Commissioned by Nazareth
@dustinkoart

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

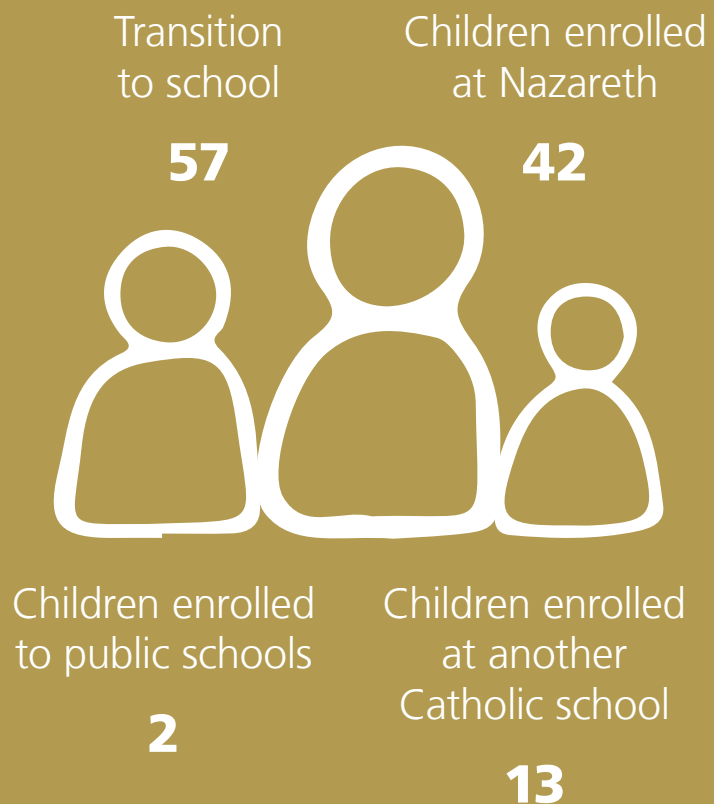
Early Childhood Centre

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	95%
FEB	99%
MAR	100%
APR	93%
MAY	100%
JUN	100%
JUL	95%
AUG	99%
SEP	99%
OCT	96%
NOV	99%
DEC	93%

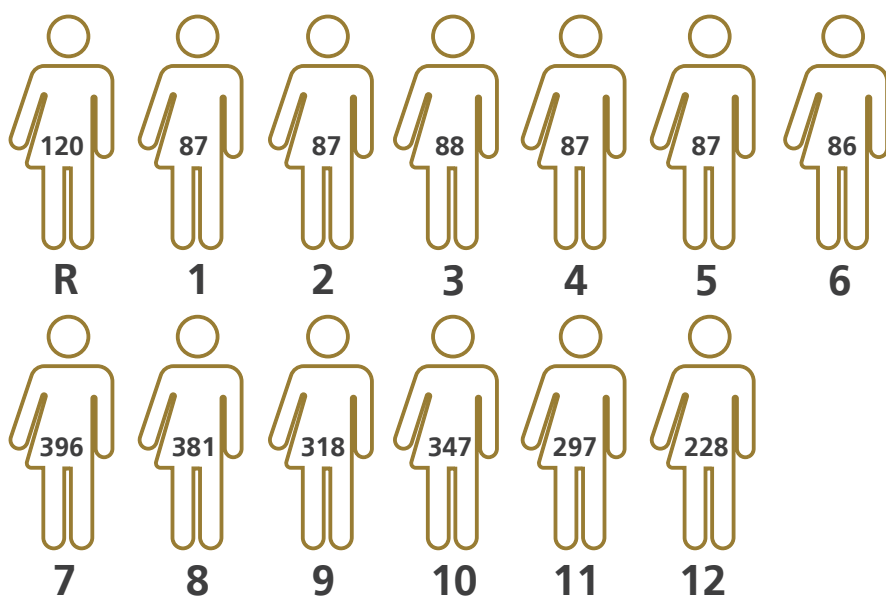
Pathways for Early Childhood Centre families across the 2025 Year



Enrolments, Transition and Performance

College

Enrolments in each year level



Indigenous Enrolments for 2025

0.65%

NCCD Students for 2025

25.1%

Full-Time Equivalent (FTE) Students For 2025

2,601.5

2025 Student Attendance

Rec	90%	Year 7	90%
Year 1	92%	Year 8	88%
Year 2	92%	Year 9	85%
Year 3	94%	Year 10	88%
Year 4	92%	Year 11	88%
Year 5	92%	Year 12	89%
Year 6	92%		

The overall average school attendance in 2025 was 90% as outlined. When a student is absent without explanation, a SMS text message is generated and sent to the parent/ caregiver by 10am requesting clarification of the student absence.

NAPLAN Results

Year 3				Proficiency Level
Component	2023	2024	2025	2025
Reading	419.0	401	429	Strong
Writing	426.1	422	423	Strong
Spelling	414.9	405	427	Strong
Grammar and Punctuation	416.3	403	430	Strong
Numeracy	412.2	398	408	Strong

Year 5		Mean Score			Proficiency Level
Component	2023	2024	2025	2025	
Reading	504.4	489	507		Strong
Writing	486.9	480	472		Strong
Spelling	495.3	486	488		Strong
Grammar and Punctuation	497.0	495	495		Strong
Numeracy	477.7	477	489		Strong

Year 7		Mean Score			Proficiency Level
Component	2023	2024	2025	2025	
Reading	537.8	530	538		Strong
Writing	549.5	543	552		Strong
Spelling	541.2	548	553		Strong
Grammar and Punctuation	540.2	536	543		Strong
Numeracy	533.2	529	541		Strong

Year 9		Mean Score			Proficiency Level
Component	2023	2024	2025	2025	
Reading	559.3	563	560		Strong
Writing	574.6	583	592		Strong
Spelling	569.4	569	565		Strong
Grammar and Punctuation	552.9	554	554		Strong
Numeracy	565.0	554	562		Strong

Senior Secondary Results Summary

100%

SACE Completion

41 students with an ATAR over 90

92 A+ grades, of which **31** were A+ with Merit, above the state average

39.15% of students were in the A grade bands

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

86.77% of students achieved results within the B grade bands or higher

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

Mateja Tolo

Governor of South Australia Commendation Excellence award

Matthew

Reinertsen

Governor of South Australia Commendation Excellence Award for Modified SACE



**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:

34	Health Science
22	Business
15	Law / International Relations / Politics
13	Nursing / Midwifery
11	Engineering
11	Social Work
9	Science
5	Computer Science
4	Aviation
4	Education
4	Media
3	Music
2	Arts
2	Medical Radiology
2	Pharmacy
1	Foundations Skills



**UNI
OFFERS**



Adelaide University
114

Flinders University
28

Apprenticeships,
traineeships, and/or
TAFE SA training
20



108

Nazareth students
received their
first preference
University offer

Pathways and Partnerships Opportunities

“I’m so grateful for the VET opportunity. It prepared me for the workforce, helped with problem solving, and also supported my AIF project. I couldn’t recommend it more highly.”
Mateja

“You can read about something or watch it happen, but nothing compares to experiencing it for yourself.”
Luka

“Having courage to challenge your fears can lead to discovering your identity.”
Princeton



Read more about our Year 12 Stories here



Our Workplace

Staff Profile

Every member of our staff community, working across campuses at Findon, Flinders Park, St Gabriel Centre and Kidman Park as well as the Uniform Shop and Early Childhood Centre, contributes to living out the mission and vision of Nazareth Catholic Community.

Early years educators, teachers, administration officers, education support officers, family and pastoral support workers, student counsellors, community

engagement, allied health workers, café workers, a cook, cultural liaison, maintenance, human resources, finance, IT and marketing and communications make up our exceptional staff community.

In 2025 we welcomed 94 new staff to the Nazareth community – 74 at Nazareth Catholic College and 20 at the Early Childhood Centre.

Staff Profile	Full Time Equivalent (FTE)
Teachers – Full Time	104.0
Teachers – Part Time	87.2
Education Support Officers – Full Time	54.0
Education Support Officers – Part Time	44.3
Education Support Officers – Casual	9.9
Total Staff - College	299.4
Early Childhood Centre – Full Time Teachers	3.0
Early Childhood Centre – Part Time Teachers	2.0
Early Childhood Centre – Full Time Educators	6.0
Early Childhood Centre – Part Time Educators	12.6
Early Childhood Centre – Casual Educators	2.0
Early Childhood Centre – Support Staff	3.3
Total Staff – Early Childhood Centre	28.9
Grand Total	328.3

Casual temporary relief teachers and after school sports coaches not reported.

1% of staff at Nazareth identify as Aboriginal or Torres Strait Islander.

Qualification	% of staff with this qualification
Certificate I	0.8%
Certificate II	2.3%
Certificate III	12.1%
Certificate IV	12.3%
Diploma	12.3%
Associate Degree	0.5%
Advanced Diploma	2.6%
Bachelor Degree	56.7%
Graduate Diploma	8.2%
Graduate Certificate	21%
Bachelor Honors Degree	4.4%
Masters	14.9%

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

Two staff successfully completed a Graduate Certificate in Career Education and Development through RMIT University and Catholic Education South Australia, strengthening Nazareth's capability to meet the growing demand for career education and career counselling.

Our Workplace

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, DEPSLA, 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



Nazareth Catholic College



College

2025	Budget	Actual	Variance
Revenue	59,371,000	59,808,000	437,000
Expenses	58,293,000	58,138,000	155,000
Trading Accounts	-78,000	-160,000	-82,000
Net Surplus	1,000,000	1,510,000	510,000

2025	Budget	Actual	Variance
Education Capital Fund Income	-	14,000,000	14,000,000
Capital Expenditure	1,911,000	2,793,000	-882,000
Building Program	2,000,000	1,045,000	955,000
Bank Account	4,609,000	4,414,000	-195,000

Income 2025

Income	Actual
Tuition – Gross Fees	15,108,000
Tuition – Fee Discounts	-3,663,000
Government Funding – Federal	31,369,000
Government Funding – State	9,690,000
Government Funding – Specific	338,000
Government Funding - CESA Interest Subsidy	4,500,000
Student Charges	872,000
Other Income and Reimbursements	1,594,000
Total Income	59,808,000

Expenses 2025

Expenses	Actual
Tuition – Salaries & Oncosts	32,095,000
Tuition – Goods & Services	3,757,000
Admin – Salaries & Oncosts	6,784,000
Levies (via CESA)	2,477,000
Admin – Goods & Services	1,146,000
Interest	3,614,000
Property & Facilities	2,739,000
Depreciation	5,526,000
Total Expenses	58,138,000

College Loan Summary 2025

2025 Closing Loan Balance	
Flinders Park Land	1,690,000
St Gabriel Centre	2,680,000
Kidman Park Campus	57,950,000
Total	62,320,000

2026 College Budget

2026	Budget
Revenue	61,174,000
Expenses	59,905,000
Trading Accounts	-169,000
Net Surplus	1,100,000
Capital Investment	12,920,000
Closing Bank Account	4,705,000

Budget Income 2026

Income	Budget
Tuition – Gross Fees	16,597,000
Tuition – Fee Discounts	-4,159,000
Government Funding - Federal	33,385,000
Government Funding - State	10,055,000
Government Funding - Specific	362,000
Government Funding - CESA Interest Subsidy	3,500,000
Student Charges	859,000
Other Income and Reimbursements	575,000
Total Income	61,174,000

Budget Expenses 2026

Expenses	Budget
Tuition – Salaries & Oncosts	33,369,000
Tuition – Goods & Services	4,056,000
Admin – Salaries & Oncosts	7,270,000
Levies (via CESA)	2,179,000
Admin – Goods & Services	1,461,000
Interest	3,293,000
Property & Facilities	2,797,000
Depreciation	5,480,000
Total Expenses	59,905,000

College Loan Budget Summary 2026

2026 Closing Loan Balance	
Flinders Park Land	1,359,000
Valetta Campus	10,000,000
Kidman Park Campus	56,875,000
Total	68,234,000

Community (Early Childhood Centre)

2025	Budget	Actual	Variance
Revenue	3,400,000	3,685,000	285,000
Expenses	3,370,000	3,760,000	-390,000
Net Surplus	30,000	-75,000	-105,000
Closing Bank Account	520,000	698,000	178,000
Utilisation	95%	97%	2%
Capital Investment	80,000	18,000	62,000

Income 2025

Income	Actual
Fees	3,489,000
Government Grants - State	91,000
Other Charges	105,000
Total Income	3,685,000

Expenses 2025

Expenses	Actual
Salaries & Oncosts	2,887,000
Consumables	124,000
Admin – Salaries & Oncosts	425,000
Admin – Goods & Services	252,000
Depreciation	72,000
Total Expenses	3,760,000

2026 Community Budget

2026	Budget
Revenue	3,637,000
Expenses	3,607,000
Net Surplus	30,000
Closing Bank Account	565,000
Utilisation	95%
Capital Investment	210,000

