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Contact Details

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| School Board Chair | Mr. Carmel Caminiti |
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Our College Vision

Vision and Values Statement

GROWTH IN FAITH
Christian values underpin our teaching and school structures. Our faith inspires our prayer life, is expressed in the daily interactions of people within our school community and is taught in our curriculum. In these ways we aim to provide the foundation for ongoing growth.

THE INDIVIDUAL
We provide a safe and supportive environment in which each boy is individually known and is challenged to be all he can be. The development of self esteem, self discipline and leadership skills are fostered.

FAMILY
Education is a shared responsibility between the family and the school. This partnership is enhanced through mutual support and open communication.

COMMUNITY
We strive to develop a place where people feel a responsibility for helping and looking after each other. Respect, support and appreciation of others and their achievements are encouraged. As a community we have a social responsibility towards those in need both within and beyond our school community.

CULTURAL DIVERSITY
Our school community is enriched by and celebrates the diverse cultural identities of our students. We strive to grow in understanding and respect for others, their beliefs and traditions. We encourage each student to be proud of his family's cultural heritage while becoming a responsible Australian and world citizen.

STEWARDSHIP
We respect and embrace our environment and heritage. We acknowledge the gift and fragility of all creation and our responsibility to care for it for present and future generations.

LEARNING
Teaching and Learning proceed from the belief that education is a shared responsibility involving the whole school community. The curriculum, which has both a present and a future focus, attends to all dimensions of our humanity: spiritual, social, aesthetic, intellectual, physical and moral. We therefore provide a broad education that invites challenges and enables students to discover their particular talents and encourages them to pursue excellence.

Our Vision
EDUCATING FOR FULLNESS OF LIFE
I have come that they may have life and have it to the full. John 10:10

Simonds Catholic College, West Melbourne 3003
College Overview

Simonds Catholic College was formed in 1996 following the amalgamation of Cathedral College, East Melbourne, and St. Mary’s Boys’ Regional School, West Melbourne. The College is situated on two campuses:
St. Mary’s 7-10 Campus located at 273 Victoria Street, West Melbourne
St. Brigid’s VCE Campus located at 20 York Street, Fitzroy North.

In 2010, there are approximately 450 students enrolled across Years 7-11, Year 12 classes will be introduced in 2011. In addition to the VCE classes taught at the St. Brigid’s VCE Campus, students have access to a wide range of VET subjects through the Inner Melbourne VET cluster, which consists of 51 secondary schools and tertiary education providers.

Simonds caters for boys from a wide area in the North West and Central areas of Melbourne. The priority parishes from which the boys come are:

- St. Mary’s Ascot Vale
- St. Margaret Mary’s Brunswick North
- St. John’s Clifton Hill
- St. Paul Coburg
- St. Matthew’s Fawkner North
- Sacred Heart Fitzroy
- St. Brendan’s Flemington
- Corpus Christi Glenroy
- Holy Rosary Kensington
- St. Margaret’s Maryibymong
- St. Patrick’s Melbourne
- St. John’s Melbourne East
- St. Mary’s Melbourne West
- St. Francis De Sales Oak Park
- St. Oliver Plunkett’s Pascoe Vale
- Our Lady’s Brunswick East
- St. Joseph’s Brunswick West
- St. Bernard’s Coburg East
- St. Joseph’s Collingwood
- St. Mark’s Fawkner
- All Saints Fitzroy
- St. Monica’s Footscray
- St. Thomas Moore’s Hadfield
- St. Vincent’s Maidstone
- St. Francis Bourke St. Melbourne
- St. Michael’s Melbourne North
- St. Fidelis Moreland
- St. Carthage’s Parkville
- St. Ignatius Richmond
- Trinity Richmond North
Simonds provides a broad education for boys in Years 7-10. The curriculum for Years 7-10 in 2009 is:

### 2009 CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>YEARS 7-8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELIGIOUS EDUCATION</td>
<td>• Religious Education</td>
<td>• Religious Education</td>
</tr>
<tr>
<td></td>
<td>• Prayer and Liturgy</td>
<td>• Prayer and Liturgy</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>• English</td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td>• Literacy Support</td>
<td>• Literacy Support</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>• Mathematics</td>
<td>• Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>• Science</td>
<td>• Science</td>
</tr>
<tr>
<td></td>
<td>(Biology, Chemistry, Physics, Earth, Astronomy, Geology)</td>
<td></td>
</tr>
<tr>
<td>HEALTH and PHYSICAL EDUCATION</td>
<td>• Physical Education</td>
<td>• Physical Education</td>
</tr>
<tr>
<td></td>
<td>• Health</td>
<td>• Health</td>
</tr>
<tr>
<td></td>
<td>• Sport</td>
<td>• Sport</td>
</tr>
<tr>
<td>LANGUAGES OTHER THAN ENGLISH</td>
<td>• Italian</td>
<td>• Italian</td>
</tr>
<tr>
<td></td>
<td>Study both languages in Year 7. Choose ONE</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• Japanese</td>
<td>• Japanese</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>Studies of Society and Environment (SOSE)</td>
<td>• SOSE</td>
</tr>
<tr>
<td></td>
<td>(includes elements of History, Geography, Commerce, Asian Studies, Environmental Studies)</td>
<td></td>
</tr>
<tr>
<td>THE ARTS</td>
<td>• Visual Arts (includes Graphic)</td>
<td>• Visual Art</td>
</tr>
<tr>
<td></td>
<td>Visual Communication (Y 8)</td>
<td>Visual Communication</td>
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<td></td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>• Computer Studies</td>
<td>• Materials (wood, metal, plastic)</td>
</tr>
<tr>
<td></td>
<td>• Materials (wood, metal, plastic)</td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td>• Food Studies</td>
<td>• Systems and Electronics</td>
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<tr>
<td></td>
<td>• Systems and Electronics</td>
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The College encourages the use of Learning Technologies. The ratio of computers to students in Years 9 & 10 is 1:1.5. In future years, this will further reduce to 1:1 across Years 9-12. All classrooms have digital projectors and several also have electronic smart boards.
A wide range of external facilities are utilized to provide additional learning opportunities for students. The inner city location provides easy access to many of Melbourne’s excellent educational and cultural facilities. The Physical Education and Sport program is enhanced through the use of the State Hockey Centre, Melbourne Sports and Aquatic Centre, YMCA Kensington Pool, Princess Park Ovals, Royal Park Tennis Courts and Altona Leisure Centre.

Through school policies and practices, Simonds aims to create a welcoming environment where boys are encouraged and enabled to grow as persons and develop their abilities within an environment in which Christian values are taught and experienced. Through the Religious Education program, prayer and liturgy experiences, and opportunities to show social support for those in need, students grow in their understanding of their Faith.
Principal’s Report

A major focus of 2009 has been preparing for the introduction of VCE classes in 2010. Registration to teach Year 11 classes and registration of a second campus are required from the Victorian Registration and Qualifications Authority before a new year level can be taught. The documentation required took months to develop. The success of our applications was due to the tireless work of Mrs. Helen Koutoulogenis, the Director of Teaching & Learning, and Mr. Alan Croughan, who will be the Head of the St. Brigid’s VCE campus.

The site at St. Brigid’s in North Fitzroy will be redeveloped in the first half of 2010 to make it suitable for senior classes. We will be assisted in this redevelopment with a Commonwealth Government Grant of $763,000 as part of the Building Education Revolution initiative.

The planned introduction of VCE classes has created much interest and enthusiasm amongst students, families, current teachers and teachers appointed to join the new campus next year. The recent Year 11 Orientation Day was a busy day with high expectations of a successful future. The work given to students to complete in December and January emphasised the academic standard and work ethic expected of our future VCE students.

As I reflect on 2009, I am impressed by the variety of activities provided for your sons. The introduction of a cultural day this year which focused on aspects of Japanese and Italian culture provided many enjoyable learning experiences for the boys. One of the highlights was a performance of a traditional Japanese Fish Dance by a group of Year 7 students under the direction of Ms. Yoko Yao. News of the performance spread out from the school with the result that the boys were invited to perform to a group of one hundred and twenty principals who were attending a conference organized by the Asia Education Foundation. This performance received much acclaim from the principals present.

The opportunities for boys to participate in the Debating Association of Victoria competition and in debating days organized by the Association of Catholic Colleges were eagerly accepted by many boys. The confidence and skills gained through participation in these activities are most beneficial to the boys. Congratulations to the Year 9 debating team which competed in regional finals of the Debating Association of Victoria, our best result since entering the competition. Congratulations also to the Years 7 & 8 debating team that won its division of the Associated Catholic Colleges debating competition.

As always, the boys participated in a wide range of sporting competitions often against much larger schools. Many fine individual and team performances resulted from these competitions. I am grateful to Mr. Sebbens, Mr. Valentino and other members of staff who organized and coached boys in various sports.

The close proximity of the college to many educational facilities located within central Melbourne provides a variety of opportunities to extend boys’ learning through participation in educational excursions.
While such excursions do interrupt classes at times, the learning opportunities that are provided enhance your son’s education. We sometimes fail to realize how fortunate we are to have a short fifteen to twenty minutes walk, tram or bus trip to a local venue, compared to a whole day trip for students from many Victorian schools.

The college received a grant of $150,000 under the Commonwealth Government School Pride Program. This money, supplemented by school funds, has been used to upgrade the Art room, two Science laboratories and the Science preparation laboratory. Other improvements undertaken in 2009 include the installation of a new telephone system, provision of artificial grass in several recreational areas, the purchase of sixty new computers for student use, and the renovation of several staff offices. The priority for 2010 will be a total upgrade of the St. Brigid’s site for use by our VCE students.

At Simonds, we have many fine young men who are a credit to themselves, their family and their school. The recent Year 10 Formal was an excellent example of the boys’ character as the young men and their partners enjoyed a wonderful celebration in a respectful and dignified manner. Our hope is that your sons pursue excellence in all they do and feel well satisfied that they have done their best at everything they have tried. Pursuing excellence is both an ideal and a challenge that inspires us to keep striving to be better. The encouragement of others, family, friends, teachers and classmates supports us in our efforts to improve. At the same time, each student needs to recognize the important role he plays in supporting the efforts of others and acknowledging their achievements. Together we are able to achieve more than by our individual efforts.

2009 has been an extremely busy year as we have prepared for the introduction of Year 11 at Simonds. 2010 promises to be equally as busy as we develop the St. Brigid’s site and prepare courses for Years 11 & 12. We will be providing excellent opportunities for boys to complete their secondary schooling at Simonds. Our Year 11 classes will be led by an excellent group of teachers who are committed to helping each boy achieve his best in his VCE studies. The maximum class size will be nineteen students with most classes having fewer students than this. The average number of students in a Year 11 class will be only fourteen students. These small numbers will enhance the learning opportunities for all students.

Simonds continues to improve and grow into a better school. To those boys leaving Simonds, I wish you success in your new ventures. To all who remain at Simonds, continue to strive to achieve your best in all you do. To our first Year 11 group of students, be willing to set a standard of academic excellence and good character to which others will aspire. I expect you to develop a culture of learning at our St. Brigid’s VCE campus; a culture of learning that says we pursue excellence in an environment of mutual support.
College Board Report

Yes, another year has come and gone at Simonds Catholic College. We started the year with the terrible sights of bush fires on our TV screens which saw the whole country come together. All sorts of support from prayer, clothing, food and money came to the aid of the fire effected people. It was wonderful to see the boys at Simonds get behind the appeals that strengthen and unite our communities. Due to the fire hazards and damage to certain areas it was recommended to and agreed by the Board that the Year 7 camp would be postponed to a later part of the year due to safety concerns. Fortunately the year 7 Camp was able to go ahead later in the year at Toolangi. Many Year 8’s spent time in our national capital, Canberra, and the Year 9’s spent a week at the Anglesea Camp.

It’s hard not to be excited about the Year 11-12 project which has been a major part of securing Simonds’ future. The dedication and commitment from Helen Koutoullogenis, Alan Croughan and other teaching staff that assisted pre and during the information night for the Year 11 parents was absolutely first class. Everyone came away from the information evening with nothing than the utmost confidence, that everyone is doing their bit to ensure that our boys will receive the very best education possible.

Slight name changes were recommended and agreed for the two sites for next year in accordance with their traditions.

West Melbourne - Simonds Catholic College - St Mary’s 7-10 Campus
Fitzroy North - Simonds Catholic College - St Brigid’s VCE Campus

Simonds has been supported this year in preparation for Year 11 & 12 by St Aloysius College, with “Digital Media” and the Academy of Mary Immaculate with “Music Studies” and more opportunities to come next year.

The Board was impressed by the special interest the students have taken in their Year 11 and 12 badges and uniform. It is great to see that school pride and spirit continues to be alive and well at Simonds.

Students and Staff welfare plays a very important role at Simonds as always, this year with all the changes taking place it has been reassuring to hear of all the support and backup that the staff have given each other and the students. Student counselling plays a very important part when coping with the many changes and stresses of life these days. It’s reassuring to our boys that there is a person available to assist if and when required. Also this year five staff members were trained in the use of a defibrillator, which will assist in strengthening first aid practices at the school. This shows a huge commitment by teachers to student welfare.

This has been my third year on the Board of Simonds Catholic College and I have also had the privilege of being Chairperson for another year.

I would like to thank Bernie McFarlane and his dedicated staff. To my fellow Board members who always contribute and make our meetings fun and a real pleasure to be a part of, this has been a very rewarding year working with such dedicated people.

To Father Max and his staff, many thanks for the spiritual guidance that you continue to provide to us and our boys.

It’s reassuring that Simonds Catholic College is in good financial shape, this of course is due to the efforts of Alan Watts. His financial statements are always precise and easy to follow, a finance report which is always first class.

As parents, the easiest jobs are to pay the school fees, make sure our boys have their lunch, get them to school on time, and check out their school reports.

So what else happens, do you really know? I would like to extend to all parents, an invitation to come along and get involved in Simonds Catholic College.

You may be surprised what you will learn from the other side of the fence!

Camelo Caminiti - Simonds Board Chairperson and Members
Goals & Intended Outcomes
Christian values underpin our teaching and school structures. Our faith inspires our prayer life, is expressed in the daily interactions of people within our school community and is taught in our curriculum. In these ways we aim to provide the foundation for ongoing growth.

Achievements
One of the students in Year 8 wrote, “Good leaders build excellence and excellence is being all you can be … leaders have a directing role.” This is so true and frankly applies to what the Religious Education staff at Simonds have attempted to inculcate into their teaching this year...

In 2009, there has been a great emphasis placed upon ongoing professional development of staff that has been both personally enriching for teachers and also complementary in knowledge for the courses which our boys study. This year, the three key areas of Church teaching have been associated with the values akin to social justice, environmental stewardship and respect for other faith dimensions.

In practical terms, the focus has been on working towards alleviating suffering and poverty locally and globally, particularly through self-help projects; on protecting nature and utilising natural resources in a caring, responsible manner; on existing within our current society which may be the subject of suspicion or condemnation. In this way, our courses at Simonds are being authentic to the Gospel message and are constantly being adapted to contemporary issues with which our lives are confronted.

Within our Religious Education classes, staff members have encouraged students to experience their faith. This area of affective religion is crucial for students as there is a vast difference between learning about God and the experience of God. In this way, religious leadership emerges and evolves within the classroom, whereby teachers and students exchange their understandings and insights in the full knowledge that God is within everyone, thus everyone has valuable reflections to offer.

Another Year 8 student wrote: “Good leaders show an act of leading, guidance and direction to others. A true leader has the ability to inspire and gain respect...” Words like these strike at the very heart of an actively engaged classroom where everyone offers contributions. Students become aware of their own value and power to be contributory, conscious that an effort is involved, as another Year 8 student notes: “Good leaders tend to step out of their comfort zones and take more risks.” The emphasis has been on students growing in their faith experience through their connection with their teacher, their peers and the material offered within the courses. Teachers have utilised their own life experience, talents and training to enrich the boys’ school life in Religious Education classes.
Miss Nesrin Khechen was the instigator of the Agape Meal, where classes experienced an authentic Passover with traditional flat breads, bitter herbs and memories of journeys and changes. Mr. Sal Valentino trained in Centering Mediation which he has made available for students (and teachers) when times of reflection and prayer are needed.

Mr. Tom Spurling gave a session on Emotional Intelligence to Staff for classroom application and Mr. Eder Ramos spoke about how to bring a positive Bible experience to classes through song and film. Father Max has also spoken to the teachers about the early Church figures whom we can emulate and use as examples of courage and devotion. As convictions about faith need to be nurtured through a human dynamic, the activities which take place within classes are planned to be spiritually enriching. If students feel the impact of what they are learning and experiencing, they are more likely to value and remember the accompanying theory.

Both Miss Megan Carton and Miss Naomi Wait have endeavoured to give activities which the boys have found exciting, creative and memorable. Undertakings such as seeing documentaries on global injustice through children’s eyes, making Rosary Beads and writing their own prayers for the Student Planner have been valuable endeavours of which the boys are certainly proud.

One of the highlights of the year was when Mr. Ken Turner gave a PD session on being a ‘good’ teacher. What students remember is often attitudinal about their teachers, what teachers meant to them as people and how much care teachers displayed to them on a personal level. These are some of the values that are integral to Religious Education teaching at Simonds – which are transformative when offered to students. Students saw these values exemplified through Chris Keast, our Seminerian, who participated in lessons, shared his life journey and offered his own spiritual insights to the boys about his impending priesthood. As Mr. Peter Hennessy reflected, “The message of Religious Education teachers has not really varied greatly over time about God, scripture and life.”

What has changed has been the delivery of the knowledge and the way in which religious experience has been conveyed. More and more important has been the quality of the class experience, not the erudition of content. In a world waiting for our students to live their adult lives, a world much besotted with heightened productivity, intense accountability, material advancement and ardent achievement, there is “a place that God might smile upon; and that place is in the mind of a boy who feels that his God is truly present for him.” It is our hope that our boys make the world a better place because of the values they have learned and the faith experiences that they have cherished at Simonds Catholic College.
Learning & Teaching

Goals & Intended Outcomes
Teaching and Learning proceed from the belief that education is a shared responsibility involving the whole school community. The curriculum, which has both a present and a future focus, attends to all dimensions of our humanity: spiritual, social, aesthetic, intellectual, physical and moral. We therefore provide a broad education that invites, challenges and enables students to discover their particular talents and encourages them to pursue excellence.

Achievements – Proportion of Students meeting National Benchmarks
This item reports on the percentage of students in Years 7 & 9 who met national benchmarks in 2009. These figures are based on results in the National Assessment Program - Literacy and Numeracy (NAPLAN).

<table>
<thead>
<tr>
<th>Percentage of Year 7 and Year 9 students meeting National Benchmarks</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
</tbody>
</table>

Proportion of Students meeting National Benchmarks 2007-2009

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td>2008</td>
</tr>
<tr>
<td>Reading</td>
<td>94.7%</td>
<td>97.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>96.8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>N/A</td>
<td>94.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>N/A</td>
<td>92.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.3%</td>
<td>100%</td>
</tr>
</tbody>
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Changes in National Benchmark Results
This item reports on the changes in comparison to the previous year in the proportion of students in Years 7 and Year 9 who met national benchmarks. These percentages are based on results in the National Assessment Program - Literacy and Numeracy (NAPLAN). A number with a + indicates an improvement; a number with a - indicates a decrease.

Percentage Change In Year 7 And Year 9 Students Meeting National Benchmarks

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>+ 3.8%</td>
<td>+ 3.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>- 3.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Numeracy</td>
<td>+ 5.2%</td>
<td>+ 13.7%</td>
</tr>
</tbody>
</table>
Value Added

In addition to the learning undertaken within the various subjects your son studied, the school provided for his whole development in a variety of ways including:

- participation in Religious Education, school liturgies and prayer services, and social justice activities
- personal development in self-worth, self identity, respect for others, resilience, perseverance, support for others, building community and goal setting. This was achieved through:
  - Homeroom groups
  - visiting speakers and theatre groups
  - Homeroom Pastoral Sessions
  - Christian living days
  - school camps
  - participation in overseas study tours
  - provision of a school counsellor on a part-time basis
  - celebration days at school
  - assisting disadvantaged groups in the community
- opportunity to participate in teams or groups such as sporting teams, chess club, debating group, Student Representative Council, Social Justice group, Green Warriors environmental group and providing assistance in the canteen.

Average Standardised Results

This item requires schools to report on the average standardised score achieved by Year 9 students in learning areas assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN). This score represents the average Standard Level achieved by students in Year 9 at the school.

Year 9 Reading  5.36
Year 9 Writing   4.48
Year 9 Spelling  4.86
Year 9 Grammar & Punctuation  4.72
Year 9 Numeracy  5.29
Student Wellbeing

Goals & Intended Outcomes
We provide a safe and supportive environment in which each boy is individually known and is challenged to be all he can be. The development of self-esteem, self-discipline and leadership skills are fostered.

Education is a shared responsibility between the family and the school. This partnership is enhanced through mutual support and open communication.

Our school community is enriched by and celebrates the diverse cultural identities of our students. We strive to grow in understanding and respect for others, their beliefs and traditions. We encourage each student to be proud of his family’s cultural heritage while becoming a responsible Australian and world citizen.

Achievements
The average daily attendance of students was 95.4%
This represents an improvement of 2.4% on 2008 results.
The role of the Homeroom Teacher is significant in the development of a welcoming environment in which each student has a sense of self-worth and belonging to a welcoming community. The introduction in 2008 of a fortnightly pastoral session and individual interviews with the Homeroom Teacher further enhanced the quality of pastoral care provided by the college. Both of these initiatives were well received by the boys.
Other extra-curricular activities that foster student well-being include camps for Years 7 & 9, an optional tour of Canberra for Year 8, Reflection Days for Year 10, community celebrations such as Simonds Day and the end-of-year Activity Day, intra-school and inter-school sporting events, class excursions, social events with neighbouring girls’ colleges, and social service activities supporting projects including: the Royal Children’s Hospital Good Friday Appeal, Project Compassion, Schools4Schools (supporting schools in Africa), and the St. Vincent de Paul Winter Appeal and Christmas Appeal.
Leadership & Management

Goals & Intended Outcomes

LIFELONG LEARNING

Staff are encouraged and supported in their own learning to enable them to be leaders in learning.

Achievements

For the 31 teaching staff who worked at Simonds in 2009, the average daily rate of attendance was 91.1%. Staff absence includes sick days, carer’s leave, attendance at professional development days and other leave.

Between 2008 and 2009 87.1% of teaching staff remained at Simonds. Those that left continued in education or retired. This good retention rate reflects positively on staff morale and the learning environment of the college.

A summary of qualifications of the teachers at Simonds shows that:

- 81% of teachers have a Bachelor Degree
- 16% of teachers have a Masters Degree
- 52% of teachers have a Graduate Diploma
- 32% of teachers have an Advanced Diploma
- 3% of teachers have a Graduate Certificate

Many teachers have more than one tertiary qualification.

Professional Development of Teachers

As part of the ongoing professional development of teachers the school supports teachers to improve their teaching craft through participation in whole staff seminars, attendance at subject association workshops, participating in subject specific or role specific professional development activities, participating in major educational conferences particularly on boys’ education and in undertaking tertiary courses of study relevant to their work at Simonds.

During 2009, whole staff in-service activities included:

- the Victorian Essential Learning Standards
- skills training in the use of computer software
- training in Pastoral Care looking at promoting resilience in students
- Spiritual development

Much of the professional learning undertaken through subject associations and the Catholic Education Office concentrated on developments within the Victorian Essential Learning Standards and the changes to reporting requirements, as well as looking at ways boys learn. Many staff visited other schools as part of the school’s preparation for the introduction of a Simonds VCE Campus in 2010.

A total of 31 teachers took part in some form of professional development.

The average expenditure per teacher for professional development was $1096 which does not include the cost of replacement teachers.

The college has developed a laptop program for teachers to assist in their lesson preparation, the quality of their lessons and their reporting requirements. Staff are also financially supported to undertake tertiary studies relevant to their work at the college.
College Community

Goals & Intended Outcomes
We strive to develop a place where people feel a responsibility for helping and looking after each other. Respect, support and appreciation of others and their achievements are encouraged. As a community we have a social responsibility towards those in need both within and beyond our school community.

Achievements
In 2009, two successful programs were further developed. These were the Mother-Son Evening for Year 7 boys and their Mothers, and the Father-Son Evening for Year 8 boys and their Fathers. Both evenings were well attended and received much positive feedback from families. The College community continues to generously support the range of social service/justice initiatives sponsored by the college.

Enrolments in Year 7 continue to be strong. The major reason parents choose Simonds for their son is the positive reports they have heard from other parents or from present or past students. The high regard in which the college is held amongst families is a great endorsement.

Participation in Family Masses, Awards Nights, Parent/Teacher interviews, and Information Evenings continues to be strong.

Parent participation on the College Board ensures a parental voice in decisions affecting families within the college.

No Parent/Teacher/Student satisfaction surveys were conducted during 2009. However, the low levels of teacher absence, the enthusiasm of teachers, parents and students for the planned introduction of a Simonds VCE Campus, and the many families who enrol all their sons at Simonds, are evidence of a high level of satisfaction.
**Improvement Targets/Milestones**

Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.

1. Implement a whole school Literacy Improvement program
2. Develop strategies and programs to enhance student well-being
3. Extend the school’s links with local community organisations
4. Enhance communication with families

### Improvement Strategies

**Improvement strategies the school developed in 2009 to meet the improvement targets.**

<table>
<thead>
<tr>
<th>Improvement Strategies</th>
<th>2009 Outcomes</th>
</tr>
</thead>
</table>
| The school actively participated in CEOM principal briefings to engage effectively in the Smarter Schools National Partnerships reform agenda | The school:  
  - Is able to communicate relevant NP information to staff and the school community  
  - Key school staff understand:  
    - National Partnerships (NP) planning and accountability requirements  
    - The scope of NP reforms and the goals for the sector and the State |
| The school’s leadership team engaged in data analysis of the 2009 NAPLAN to drive literacy improvement | The school:  
  - Staff members have developed awareness of students’ literacy needs and direction for teaching  
  - The Literacy Support Program for Students in Years 7-10 was reviewed and redeveloped. |
| The school expressed interest in CEOM sponsored study in the Australian Catholic University (ACU) Master of Education (Wellbeing in Inclusive Schooling), which will commence in 2010. | The school:  
  - Attended a briefing for the Master of Education (Wellbeing Inclusive Schooling).  
  - Nominated a staff member to receive the CEOM sponsorship for the course |
| The school identified strategic approaches to family/school/community partnerships to enhance learning. | The school:  
| The school has committed to developing a coordinated and holistic approach to embedding Social Emotional Learning (SEL) across the school. | The school:  
  - Completed a CEOM Expression of Interest in the SEL initiative for 2011. |

### 2010 Planned Progress

- The school’s literacy teachers will engage with an external school-based literacy coach to build teacher capacity and improve student outcomes.
- The school will implement a revised Literacy Support program to better meet the needs of the students.
- The school will develop a strategic approach to Family-School Partnerships to enhance learning. This will include the identification of issues that impact on family involvement in learning; planning and engagement with the Family-School Partnership Convenor and the implementation of strategic activities to strengthen school-family-community partnerships.
- The school will develop and implement a structure to assist parents and students in their understanding of the VCE, and support students to make appropriate subject choices for their proposed career pathways.
### Financial

#### Smarter Schools National Partnership Funding

<table>
<thead>
<tr>
<th>The National Partnership (NP) your school is participating in</th>
<th>LOW SES School Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Actual allocation</td>
<td>$ 10,005</td>
</tr>
<tr>
<td>2010 Notional budget allocation</td>
<td>$ 263,781</td>
</tr>
<tr>
<td>2009 School Co-Investment</td>
<td>$ 46,375</td>
</tr>
</tbody>
</table>

- The 2009 Actual Allocation is the amount that has been sent directly to the schools or incurred on behalf of the school by the CECV or the Diocesan office.
- Expenditure at the school level may not have been spent in the year the direct support was received.
Financial Performance

Financial Performance for the year ended 31 December 2009

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>Tuition</td>
<td>202,432</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>72,773</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>76,805</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>693,709</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>2,664,374</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>3,710,093</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>Tuition</td>
<td>2,791,467</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>870,984</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>3,662,451</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>Tuition</td>
<td>192,131</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>304,951</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>512,082</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>495,502</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>57,477</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>40,897</td>
</tr>
</tbody>
</table>

Note that the information provided above now includes the following items that are not derived from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire (FQ) however which form part of the school's finances: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. DEEWR has finalised the process of reviewing the FQ during 2009 which may ultimately change the method of reporting these exclusions.