2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

West Melbourne & Fitzroy North

REGISTERED SCHOOL NUMBER: 0025
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Our College Vision

**Educating for Fullness of Life**
I have come that they may have life and have it to the full.
John 10:10

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**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.

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

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**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.

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**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.

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**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.

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**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.

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**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.
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 and St Brigid’s VCE Campus located at 20 York Street, Fitzroy North.

In 2011, there are approximately 495 students enrolled across Years 7-12. 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. A small number of VCE classes are shared with students from the Academy of Mary Immaculate.

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:

- Ascot Vale - St Mary’s
- Brunswick - East Our Lady's
- Brunswick North - St Margaret Mary's
- Brunswick West - St Joseph's
- Clifton Hill - St John's
- Coburg - St Paul’s
- Coburg East - St Bernard's
- Collingwood - St Joseph's
- Fawkner - St Mark’s
- Fawkner - North St Matthew's
- Fitzroy - All Saints
- Fitzroy - Sacred Heart
- Flemington - St Brendan’s
- Footscray - St Monica’s
- Glenroy - Corpus Christi
- Hadfield - St Thomas Moore’s
- Kensington - Holy Rosary
- Maidstone - St Vincent’s
- Melbourne - Bourke St, St Francis
- Melbourne - St Patrick’s
- Melbourne East - St John’s
- Melbourne North - St Michael’s
- Melbourne West - St Mary’s
- Moreland - St Fidelis
- Oak Park - St Francis De Sales
- Parkville - St Carthage’s
- Pascoe Vale - St Oliver Plunkett’s
- Richmond - St Ignatius
- Richmond North - Trinity

A wide range of external facilities are utilised to provide additional learning opportunities for students. The inner city location provides easy access to many of Melbourne’s excellent educational and cultural facilities. Teachers are encouraged to use these on class excursions. 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.
Students study the following subjects in Year 7-10

**YEAR 7 & 8**
- Religious Education
- English
- Mathematics
- Science
- Italian or Japanese
- Humanities
- Health & Physical Education
- Visual Art
- SPORT

*Semester length subjects*
- Visual Communication (Yr 8)
- ICT (Yr 7)
- Design & Technology
- Food Technology
- Systems Technology

**YEAR 9**
- Religious Education
- English
- Mathematics
- Science
- Italian or Japanese
- Humanities
- Health & Physical Education

*Semester length subjects*
- Visual Art
- Visual Communication
- Design & Technology
- Food Technology
- Systems Technology

**YEAR 10**
- Religious Education
- English
- Mathematics
- Core Science (sem 1)
- Chemistry & Physics or Biology & Psychology (sem 2)
- Italian or Japanese
- Humanities
- Health & Physical Education

*Electives selected from*
- Drama
- Film Making
- Radio Broadcasting
- Digital Photography
- Visual Communication & Design
- Stop Motion Animation
- ICT in Web Design
- Design & Technology
- Food Technology
- Systems Technology
- VCE Maths (General Maths)

All Year 7, 8 & 9 students will participate in the newly introduced Simonds’ Program for Literacy (spLIT) to further develop their literacy skills. The skills learnt will assist boys’ learning in all subjects and better prepare them for senior studies.

**Literacy Support classes are provided for students in place of LOTE where required.**

**VCE studies offered include**

<table>
<thead>
<tr>
<th>English</th>
<th>Accounting</th>
<th>Physics</th>
<th>Religion &amp; Society (Ethics &amp; Morality)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Economics</td>
<td>Business Management</td>
<td>Mathematical Methods (CAS)</td>
</tr>
<tr>
<td>History</td>
<td>Legal Studies</td>
<td>General Mathematics</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Italian</td>
<td>Biology</td>
<td>Further Mathematics</td>
<td>Food &amp; Technology</td>
</tr>
<tr>
<td>Japanese</td>
<td>Psychology</td>
<td>Specialist Mathematics</td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td>Music</td>
<td>Chemistry</td>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

Students may undertake a VET study offered through the Inner Melbourne VET Cluster (IMVC) as part of their VCE, including Applied Design (Games), Building & Construction, Digital Media, Community Recreation, Engineering, Electrotechnology, Hospitality & Kitchen Operations and Furnishings. These studies allow for the completion of the VCE and a vocational certificate course normally provided to school leavers at a TAFE College.

We work closely with the Academy of Mary Immaculate (Nicholson St, Fitzroy), which educates girls in Year 7-12, to broaden the learning opportunities for the VCE students at both colleges.
Principal’s Report

2010 has certainly been a busy year for our college. Two highlights were the introduction of Year 11 classes and the redevelopment of a second campus in Fitzroy North to be known as the Simonds Catholic College St Brigid’s VCE Campus. This name was chosen because the school buildings are part of the St Brigid’s Church complex.

The redevelopment has included two new Science laboratories and a Science Preparation room, a new main office with an entrance from York Street, rewiring and cabling of the whole site, replacement of all light fixtures and carpet, total refurbishment of all classrooms and toilets, and installation of new computer equipment. It is expected that this work will be completed in time for the commencement of the 2011 school year. In mid-January, work will commence on landscaping of the grounds and painting and maintenance of exterior parts of the school. The total cost of all works will be approximately $2 700 000 of which $763 000 was provided by a grant from the Australian government and $350 000 from the State government.

Year 11 classes functioned throughout the year, despite the constant presence of workmen and associated noise from drills and hammers. The enthusiasm, community spirit, patience, resilience and work ethic of staff and students were outstanding. I applaud the camaraderie and culture of learning that they have begun to develop at our VCE Campus. They have made a great start to a new beginning for our college and set an excellent example for future groups to follow. I look forward with high hopes to the presence of our first complete VCE cohort next year when we will have classes at both Year 11 and 12.

In 2010, two Year 11 students from Simonds studied VCE Music at the Academy of Mary Immaculate which is located in Nicholson Street, Fitzroy. Young men from Simonds have also joined in practice for the musical ‘Grease’ which will be performed by students of the Academy and Simonds in 2011. As a result of the success of these ventures of co-instruction between the two colleges, further sharing will take place next year. Young ladies from the Academy will attend classes at Simonds in Year 12 Accounting and Physics while young men from Simonds will study Year 12 Food Technology at the Academy. We are pleased to have this opportunity to extend the curriculum choices for students from both colleges through these cooperative arrangements.

With the introduction of an additional year level and two teachers taking 12 months leave, ten teachers were new to the college this year. The enthusiasm, passion for teaching and expertise that these teachers brought to Simonds were assets to our school and beneficial for the boys’ learning. In 2011 we will lose Mr Tom Spurling who has been a dedicated and inspiring teacher of English and Literature as well as a strong supporter of debating. Tom and his family are moving to Perth where he will take up another teaching position. We will welcome the return of Ms Megan Carton, Mr Robert McConnon and Ms Stella Nguyen plus another six new teachers, most of whom have experience teaching VCE classes.

This year, Simonds was one of four Catholic secondary colleges in the Archdiocese of Melbourne to be chosen by the Australian government to participate in its Smarter Schools National Partnerships initiative. Through our involvement in this project we will receive funding for three years to introduce a Literacy Improvement Program for all students in Years 7, 8 & 9 and to participate in Family/School/Community Partnerships. The partnership activities undertaken in 2010 included an optional camping/canoeing weekend for Fathers/Male Mentors and Sons in Years 10 & 11; activities and excursions sponsored by the North Melbourne Football Club;
introduction of a comprehensive subject choices/future careers planning program with individual interviews for parents and their sons in Years 10 & 11; introduction of an Arts Day for students; staff and parent workshops in the Art room and Technology centre; and an informative professional development day for staff which emphasised the different cultural and family backgrounds of our students. Ms. Kim Kippels will continue to work with staff and parents next year on other Partnership initiatives.

Recently I attended the Year 10 Formal. This was a great night attended by many of the Year 10 students with their partners. The occasion was a formal three course meal interspersed with dancing. What a wonderful evening! The young men and women had an enjoyable evening with lots of fun and laughter. They were smartly dressed and behaved in a respectful and responsible manner throughout the evening. Congratulations to all of them and their parents.

On the last day of school, boys in Years 7, 8 & 9 participated in various recreational activities and were provided with food and drinks. Once again, a great sense of fun and cheerfulness stood out as I walked around the school grounds. The boys displayed a strong sense of belonging, and support and friendship towards each other. This community spirit is one of the strengths of Simonds. It begins with the values taught by parents and lived out in the home; it is supported and strengthened through the Christian values of the school, the excellent role models of the staff and the experience of living, learning and playing with others; it is enhanced by a commitment to always be the best person I can be and to support others in their pursuit of becoming their best selves.

Every boy who attends Simonds Catholic College contributes to what the school is. Over the fifteen years of the existence of Simonds, the efforts, support and friendship of so many boys have created a very good school community. I thank the many boys this year from each campus who have contributed to the continued development of Simonds.

Parenting is a demanding and time-consuming role. I am most grateful to those parents who are able and willing to volunteer to assist the school through participation on the College Board, assisting in the canteen, helping at a Working Bee or attending events for families. In particular I thank Mr Tony Smith in his role as Chairman of the College Board for his support and excellent leadership.

The college is most fortunate to have the guidance and encouragement of Fr. Max Polak, the Parish Priest of West Melbourne, and the support of Fr Delmar, the Parish Priest of Fitzroy North.

In our busy lives may we take time to be aware and appreciate the people who are important to us. By our words and actions may we ensure that they know we appreciate them for who they are, not what they do. And may we give time to ourselves to be the best persons we can be.

Thank you for another great year.

Mr B J McFarlane

Principal
College Board Report

This year saw the implementation of Year 11 at the St Brigid’s VCE Campus in Fitzroy North due to the closure of St Joseph’s in West Melbourne. In 2009, a lot of work was put in by the Principal, Mr McFarlane, and his staff making representation to the CEO and other areas to make the St Brigid’s Campus a reality. Earlier in 2010, a viewing was held by members of the board at the St Brigid’s site. We were amazed at how much work was required to be completed especially in the Science Laboratory areas. Since its inception from the start of the year, the year 11 students have quickly gained ownership of the site and they have adjusted enthusiastically to their new campus. Mr McFarlane advised the board on the feedback he received from the workers doing the renovations on how polite and considerate the boys are towards them.

It was a busy year for both campuses and we were all extremely excited when we were advised that Yr 10 student, Dominic Scholtes, was selected to go to Rome for the canonisation of Mary McKillop. This pilgrimage was sponsored by the CEO and the college and Dominic joined other students from the Academy of Mary Immaculate under the supervision of the Principal of the Academy, Sister Mary Maloney. During the September holidays, eighteen Yr 9 & 10 students and four teachers flew to Italy and by all accounts they had a marvellous but busy time and appreciated the opportunity to visit Italy. At the end of term 1, three teachers took the boys on an extremely successful cultural study tour of Japan and we were advised of the exemplary behaviour of the boys and the interest shown by them in all aspects of their trip. This year the school camps continued. The Year 7 students enjoyed their school camp at Toolangi and Year 9 attended their camp at Anglesea. Mr Sal Valentino ran a hugely successful father/son weekend during winter which saw fathers and sons battle the elements and one part of it was kayaking down the Yarra River. There was a fabulous amount of positive feedback in relation to this weekend and we wait in anticipation for the weekend to go ahead again in 2011.

The introduction of Yr 11 at Simonds saw a number of students attend various VET classes through our association with the Inner Melbourne VET Cluster. A lot of work was conducted by Mr Croughan to see these students attend the various classes travelling to the Melbourne Girls College, St Aloysius College and many other venues.

This year with the extra expenditure with the St Brigid’s Campus and the on-going expenditure for the St Mary’s Campus, the college’s Finance Manager, Mr Alan Watts, was kept very busy. Each meeting Mr Watts advises the board of the on-going expenditure relating to the school and the school is extremely indebted to Mr Watts for his financial expertise and dedication. Another plus for the school was the outside auditing by Deloittes and we were extremely encouraged that on each point that was audited, it came back as a positive result and the school and Mr Watts should be extremely proud of this achievement.

Father Max Polak, the Parish Priest of St Mary’s, gives his report each meeting regarding the spiritual aspects of the students’ development and a full report on the restoration of the church. We always welcome Father Max’s reports and he always leaves us with something to think about when we finish our meetings.

Mr Tony Smith

School Board Chair
Education in Faith

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

Words transmit information, while presence teaches about integrity and, perhaps, wisdom (Bussey, 2010)

The Religious Education Faculty welcomed some new staff members this year who have contributed to a new chapter of teaching at Simonds College. They are Mr D Barnett (Year 11), Mrs S Noonan (Year 11), Mr A Croughan (Year 11), Mrs T Micomonaco (Year 11), Mrs M Krall (Years 9 and 8) who has returned from Study Leave, Mr G Di Fabrizio (Year 7) and Ms L Fisher (Year 7). These teachers have engendered their energy, commitment and many new ideas into the Religious Education Courses. Considering that recent research publicised in the “Journal of Religious Studies” states that teachers are “the key to spiritual development in the context of the school”, this is an important acknowledgement of how important the process of teaching and learning becomes for the spiritual development of everyone.

We live in a secular world where it is often difficult to find spiritual meaning. The pace of life is fast, we rush our way through each day and are often pushed to achieve continual performance goals. There is often little time or space to think about God except on the fringes of each day. In this context, the time spent in school becomes more important in terms of gaining spiritual depth to life, making meaning of the current world and in forming hopeful goals for the future.

The Religious Education Staff has been offered short Professional Development niches to appreciate theologians such as Thomas Groome and Edward Schillebeeckx who advocate how teaching can be shaped into a more holistic approach for students. While it is important to challenge the intellect, it is just as important to provide emotional enrichment to students through the learning process. Relationship becomes paramount. As Marcus Bussey stated, “Education is not simply a knowledge transfer” because teachers “transmit the lived energy of relationship”.

In this context, the teachers have attempted to include more reflective time within classes where students can experience a sense of interiority. This may be through Meditation, Liturgies or quiet activities such as creating Rosary Beads, Gifts of the Holy Spirit cards and Buddhist prayer flags. Particularly with boys, it is important to be able to practically apply knowledge and to extend the educational experience as much as possible. Father Max and Father Joe have provided Masses and Reconciliation opportunities for the boys. Our Lady Star of the Sea offers a beautiful sanctuary where the boys can spend time praying away from the school environment. Father Max and Father Joe are more than happy for the boys to become familiar with the various places of worship within the Church.

The Religious Education Staff, has been encouraged to play music in classes which is of a contemplative nature. Ranging from plainsong and chants to quiet, reflective music, the boys are able to settle more quickly into their study and to be more responsive to the activities. There have been meditation experiences provided for students, particularly by Mr Valentino and Mr Ramos. This, however, is not to diminish the interactive class experiences which add a more energetic encounter to classes.
Curriculum encounters should provide a religious landscape full of growth possibilities for everyone. While a sense of belonging is important in any school, becoming embraces a more active dimension for personal development and the shaping of values. The course content in Religious Education is crucial for providing such opportunities and we have worked hard to deliver such an experience. Inspirational content to carry the theory, beliefs and practices essential to Catholicity has been continually refreshed and energized. The Staff as a whole were fortunate to experience a professional development day with Father Richard Leonard on October 4th. Father spoke about the relevance of Jesus in our lives and what it means to be teaching in a Catholic school. Again, the importance of “relational” experiences between people was highlighted.

In terms of content, it is important to seek a topical “entry point” with students which is interesting, otherwise there is little to connect the teacher and the class. Testimonials of saints and stories/films of heroic actions by ordinary humans become powerful seeds for provoking action. The microcosm of the school becomes a powerful force for social justice change which can eventually reach into global enclaves. A vast vision is needed to yield movements upon which the Catholic Church relies such as much needed environmental action. At Simonds, we have been publicizing the plight of Tuvalu in the Pacific region as part of our dedication to Rerum Novarum.

As part of our pledge to solidarity, the students have raised an enormous contribution for the Easter Caritas Appeal and St Vinnies’ Christmas Appeal. This year, we placed our focus on Pakistan with the devastating floods. This country received so little publicity in the Australian media, the Simonds community attempted to conduct its own appeal which reached deep into everyone’s spiritual consciousness.

As we conduct a Seminarian Program at Simonds, I would like to thank all the Religious Education Staff for their contribution to allowing Kester Rebecchi and Dong Tran to participate in their classes. As part of the Seminarians’ training, they undertake pastoral placements at various institutions in order to have a closer interaction with the community. I would also like to thank all the Staff who have prepared material for our Staff Meetings such as Miss Kechin for the Agape Meal, Mr Ken Turner and Mr Giovanni Di Fabrizio for their music and reflections, Mr David Barnett for his Wurunjeri talk and reflection, Mrs Maryanne Krall for her Social Justice and Buddhist talks, Mr Tom Spurling for his presentation on Refugees and Asylum Seekers and Mr Eder Ramos for his continual updates on Youth activities and participation in the various Masses and celebrations organized through the Cathedral.

I would like to thank all the student participants in the various Social Justice Days and Forums held this year, the Mary MacKillop Celebrations and the Conversations with the Archbishop that the School Leaders attended. Our St Mary’s School Captain, Dominic Scholtes, was selected to attended the canonization of Mary MacKillop in Rome which will be remembered as a key event of this century for all Catholics.

As 2010 nears its conclusion, the Religious Education teachers and their students can be content in the knowledge that we have tried our best to make our lives a reflection of Gospel values. We have endeavoured to allow God to touch our lives as we have striven to find meaning and focus in the everyday concerns which we encounter. Above all, we have shared time and relationship in each other’s journeys where, at times, the ordinary has transcended into the sacred.

Rosie Noble

Head of Religious Education
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 Minimum Standards at Year 7 and 9
This item reports on the percentage of students in Years 7 and 9 who met national benchmarks in 2010. These figures are based on results in the National Assessment Program - Literacy and Numeracy (NAPLAN).

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Reading</td>
<td>97.9%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Writing</td>
<td>96.8%</td>
<td>98.1%</td>
<td>97%</td>
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<tr>
<td>Spelling</td>
<td>94.7%</td>
<td>99%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92.6%</td>
<td>100%</td>
<td>88.1%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Change in Proportion of Students meeting National Minimum Standards
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 NAPLAN. A number with a + indicates an improvement; a number with a - indicates a decrease.

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2008-09</td>
</tr>
<tr>
<td>Reading</td>
<td>2.1%</td>
<td>-3%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3%</td>
<td>-1.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.3%</td>
<td>-4.9%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>7.4%</td>
<td>-11.9%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0%</td>
<td>-1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Average Standardised Results for Year 9
This item reports on the median score achieved by Year 9 students in Reading, Writing, Spelling, Grammar & Punctuation and Mathematics in nation wide tests as assessed by the NAPLAN. The median score is the middle score obtained by Year 9 students at the College, i.e. when all the
scores are ranked from highest to lowest, half the scores will be above and the other half will be below the median. Generally, the median score will be between 4.5 and 6.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Average Standardised Results</th>
<th>Change in Average Standardised Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>Reading</td>
<td>5.3</td>
<td>5.36</td>
</tr>
<tr>
<td>Writing</td>
<td>4.47</td>
<td>4.48</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.7</td>
<td>4.86</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>4.67</td>
<td>4.72</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.84</td>
<td>5.29</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, prayer services, and social justice activities
- involvement in Smarter Schools National Partnerships – Family/School Partnerships
- personal development in self-worth, self identity, respect for others, resilience, perseverance, support for others, building community and goal setting. This was achieved through:
  - Home Room groups
  - visiting speakers and theatre groups
  - 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
  - Study Skills seminars
  - student and parent interviews with careers counsellors
- 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.
Student learning outcomes 2008, 2009, 2010 (VELS median)

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th></th>
<th></th>
<th>Year 9</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Median</td>
<td>Year 2008</td>
<td>Year 2009</td>
<td>Year 2010</td>
<td>Year 2008</td>
<td>Year 2009</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td>4.1</td>
<td>4.2</td>
<td>4.3</td>
<td>5.4</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>State</strong></td>
<td></td>
<td></td>
<td><strong>Simonds</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td>4.2</td>
<td>4.1</td>
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<tr>
<td></td>
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<td><strong>State</strong></td>
<td></td>
<td></td>
<td><strong>Simonds</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td>4.1</td>
<td>4.1</td>
<td>4.2</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>State</strong></td>
<td></td>
<td></td>
<td><strong>Simonds</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td>4.3</td>
<td>4.2</td>
<td>4.3</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>State</strong></td>
<td></td>
<td></td>
<td><strong>Simonds</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>State</strong></td>
<td></td>
<td></td>
<td><strong>Simonds</strong></td>
<td></td>
</tr>
</tbody>
</table>

The data from the NAPLAN tests gives the College the ability to compare our students’ achievements against national standards and state levels to monitor their progress over time. Students at Simonds generally meet the standards expected of them in all categories of the NAPLAN with results relatively similar or above state medians, with the exception of Reading. Numeracy is a particular strength with Year 7 and 9 students performing well above the state median in each of the last three years. There has been an improvement in Spelling and Grammar & Punctuation performance, however Writing performance in Year 7 and 9 decreased in 2010, having been steady prior to that. The literacy program being developed in 2010 for implementation in 2011 is designed to improve the learning outcomes of students in Reading.
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 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. In senior classes students have a Pastoral Care Mentor Teacher who has responsibility for a maximum of ten students.

<table>
<thead>
<tr>
<th>STUDENT ATTENDANCE RATE</th>
<th>96 %</th>
</tr>
</thead>
</table>

This represents an improvement of 0.6% on 2009 results.

<table>
<thead>
<tr>
<th>VALUE ADDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other extra-curricular activities that foster student well-being include camps for Years 7 &amp; 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.</td>
</tr>
</tbody>
</table>

Through participation in Time & Space Programs students had access to Mother & Son Evening (Year 7), Father & Son Evening (Year 8), a Father & Son Camping and Canoeing Expedition (Year 10 & 11) and a Boys Day with Stan Alves (Year 10). |
Leadership & Management

Goals & Intended Outcomes
Staff are encouraged and supported in their own learning to enable them to be leaders in learning.

Achievements
In 2010 the College employed 40 teaching staff and 9 non-teaching staff.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING STAFF ATTENDANCE RATE</strong></td>
<td>89.7%</td>
</tr>
<tr>
<td><strong>STAFF RETENTION RATE</strong></td>
<td>86.7%</td>
</tr>
</tbody>
</table>

Staff absence includes sick days, carer’s leave, attendance at professional development days and other leave. 50% of those that left took 12 months leave and intend to return to Simonds in 2011, while the others continued in education. This good retention rate reflects positively on staff morale and the learning environment of the college.

<table>
<thead>
<tr>
<th><strong>TEACHER QUALIFICATIONS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASTERS</strong></td>
<td>16 %</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td>39 %</td>
</tr>
<tr>
<td><strong>CERTIFICATE GRADUATE</strong></td>
<td>2 %</td>
</tr>
<tr>
<td><strong>DEGREE BACHELOR</strong></td>
<td>80 %</td>
</tr>
<tr>
<td><strong>DIPLOMA ADVANCED</strong></td>
<td>31 %</td>
</tr>
</tbody>
</table>

Many teachers have more than one tertiary qualification.

<table>
<thead>
<tr>
<th><strong>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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, visiting other schools, undertaking tertiary courses of study relevant to their work at Simonds, and participating in an overseas StudyTour with the Asia Education Foundation.</td>
</tr>
</tbody>
</table>
During 2010, whole staff in-service activities included:
- Family/School Partnerships – Understanding Different Cultures
- Whole School Literacy
- Skills training in the use of computer software
- 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 Year 12 in 2011.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1035.15</td>
</tr>
</tbody>
</table>

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
Through the College’s participation in the Smarter Schools National Partnerships Program it was involved in developing Family/School/Community Partnerships. A range of activities were implemented including a Father & Son Camping and Canoeing Expedition, extension of the Hot Chocolate Homework Club, implementation of family VCE information evenings, and parent and student interviews with careers counsellors to assist with VCE subject selection and future career options, developing links with North Melbourne Football Club, introducing morning teas with parents, and inviting parents to participate in an Arts day, afternoon Arts workshops and working in the Technology workshop. School staff were also involved in professional development sessions to promote understanding of the multicultural backgrounds of our students.

VALUE ADDED

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.

TEACHER, STUDENT & PARENT SATISFACTION

Parent Surveys indicate a high level of satisfaction with school structures and programs. In particular parents are highly satisfied with and supportive of the quality of student safety and pastoral care, and the reporting processes implemented by the school.

Student survey results indicate a high level of safety at the College with very few experiences of bullying or harassment, although the level of connectedness to peers was reported as being low.

Teacher survey results indicate few concerns about student misbehaviour.
Smarter Schools National Partnerships Statement

**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 2010 to meet the improvement targets.

<table>
<thead>
<tr>
<th>Improvement Strategies</th>
<th>2010 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school effectively participated in CEOM professional learning opportunities to engage effectively in the Smarter Schools National Partnerships reform agenda</td>
<td>Key school staff attended the CECV Family School Community Partnerships Forum in May 2010 and used this as a planning opportunity for the Family School Partnerships initiative.</td>
</tr>
<tr>
<td>The school’s leadership team utilised consultancy support available (Insight SRC/Data workshops) to engage the staff in data analysis to drive school improvement.</td>
<td>Staff members developed a strengthened awareness of the implications of the School Improvement Survey data and NAPLAN for school improvement. This includes awareness at cohort level of students’ literacy and numeracy needs and direction for teaching.</td>
</tr>
<tr>
<td>The school developed a whole school approach to literacy. A literacy program will be implemented in 2011 in Year 7,8 and 9</td>
<td>Staff were involved in professional development, Literacy Coordinators were appointed and support from CEOM Education Literacy Officers was received.</td>
</tr>
</tbody>
</table>
| Staff applied for CEOM sponsored study  
  • In leadership studies at the University of Melbourne | Staff attended a briefing and submitted an application for the sponsored studies in leadership at the University of Melbourne  
  • One teacher to commence study in 2011  
  • One teacher is continuing with studies in Post Graduate Certificate (Wellbeing in Inclusive Schooling) in 2010 |
| The school has committed to developing a coordinated and holistic approach to embedding Social and Emotional Learning (SEL) across the school. | The school completed a CEOM Expression of Interest in the SEL initiative for 2011. |

**2011 Planned Progress**

- 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 for learning.
- The school will continue to monitor student progress and be responsive to individual learning needs and the diversity of the school community.
- They will complete a Self Reflection Report and will develop a School Improvement Plan based on the evidence provided through the School Improvement Surveys and NAPLAN data.
- The participant who received sponsorship for post graduate studies in wellbeing will be provided with an opportunity to demonstrate her understanding by contributing more significantly to the school improvement planning process.
- The school will implement spLIT (Simonds’ Program for Literacy) in Year 7, 8 and 9.
- The school’s literacy teachers will engage with a CEOM Education Literacy Officer to build teacher capacity and improve student outcomes.
### Financial

#### Smarter Schools National Partnership Funding

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Partnership (NP) our school is participating in is:</td>
<td>Low SES Communities</td>
</tr>
<tr>
<td>2010 Direct SSNP funding(^1)</td>
<td>$184,237</td>
</tr>
<tr>
<td>2010 Indirect SSNP funding(^2)</td>
<td>$21,977</td>
</tr>
<tr>
<td>2010 State NP actual allocation(^3)</td>
<td>N/A</td>
</tr>
<tr>
<td>2010 School Co-investment(^4)</td>
<td>$56,296</td>
</tr>
<tr>
<td>2011 Notional SSNP budget allocation</td>
<td>$257,084</td>
</tr>
<tr>
<td>2011 Notional State NP budget allocation(^5)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1. 2010 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).

2. 2010 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).

3. 2010 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2010. This may not be applicable to all schools.

4. 2010 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2010 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.

5. 2011 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2011.

*Please note: expenditure at the school level may not have been spent in the year the direct support was received.*
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>0</td>
</tr>
<tr>
<td>Other fee income</td>
<td>171,186</td>
</tr>
<tr>
<td>Private income</td>
<td>115,537</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>853,002</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>3,789,296</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>4,929,021</td>
</tr>
</tbody>
</table>

| **Recurrent Expenditure**                    | Tuition         |
| Salaries; allowances and related expenses    | 3,749,899       |
| Non salary expenses                          | 1,310,296       |
| **Total recurrent expenditure**              | 5,060,195       |

| **Capital income and expenditure**           | Tuition         |
| Government capital grants                    | 1,033,138       |
| Capital fees and levies                      | 752,898         |
| Other capital income                         | 0               |
| **Total capital income**                     | 1,786,036       |
| **Total capital expenditure**                | 2,468,866       |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
|----------------------------------------------------------------------------------------|
| **Total opening balance**                                                              | 40,897          |
| **Total closing balance**                                                              | 421,371         |

Note that the information provided above does not include the following items: 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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.