Contact Details

| ADDRESS       | St Mary’s 7-10 Campus  
|               | 273 Victoria St  
|               | West Melbourne 3003  
|               | St Brigid’s VCE Campus  
|               | 20 York St  
|               | Fitzroy North 3068  
| PRINCIPAL     | Mr Peter Riordan  
| PARISH PRIEST | Fr Anthony Bernal  
| SCHOOL BOARD CHAIR | Mr Andrew Quinn  
| TELEPHONE     | (03) 9321 9200  
| EMAIL         | principal@sccmelb.catholic.edu.au  
| WEBSITE       | www.sccmelb.catholic.edu.au  

Minimum Standards Attestation

I, Peter Riordan, attest that Simonds Catholic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
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*

**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. We promote the ability to recognise and manage one’s own emotions of others. The development of self esteem, self discipline and leadership skills are fostered. We encourage ethical and constructive decision making.

**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, emotional, 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.

**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. We promote restorative practices in building strong, healthy and cooperative relationships. 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.
College Overview

Simonds Catholic College is a Year 7-12 secondary boys’ school with an enrolment of 460 students in 2015. Established as a Year 7-10 school in 1996, following the amalgamation of St Mary’s Boys’ Regional School, West Melbourne, and Cathedral College, East Melbourne, the VCE was introduced in 2010. As student numbers increased, the school expanded over two campuses with St Mary’s in West Melbourne remaining predominantly a Year 7-10 campus, and St Brigid’s in Fitzroy North becoming the senior campus. In 2013 VCAL was introduced as an alternative senior secondary pathway. Students also have access to a wide range of VET subjects through the Inner Melbourne VET cluster. In addition, several VCE classes are shared with students from the Academy of Mary Immaculate.

Both campuses are in close proximity to fine churches: St Mary Star of the Sea in West Melbourne and St Brigid’s Church in North Fitzroy. These churches provide beautiful settings for the boys to gather as members of a faith community.

The student profile is diverse and evolving, reflecting various migrant influxes. This year, students arrived from 35 different primary schools. The majority of the students are Catholic; however, with students born in 25 different countries speaking 24 different languages, a number of other Religions are also represented. 60% of our students speak a language other than English at home. 30 students receive funding under the LNSLN (Students with Disabilities) program.

Simonds Catholic College is a member of the Associate Catholic College Competition, which includes sport, music, drama, debating, chess, public speaking and student leadership. Our Year 9 Program offers students opportunities in a week-long City Experience, a Community Service Placement and two Outdoor Adventure Camps.

Building refurbishments have occurred at Simonds Catholic College over the past several years. The works facilitated the introduction of music and drama at the 7-10 campus. The school makes use of a wide range of external facilities to provide additional learning opportunities, including sporting activities. Considerable investment has been made into upgrading technology, and in 2013 iPads were introduced for students in Years 7-10, with the intent of supporting changes to teaching practice.
Principal's Report

When I reflect on the year that was 2015, I am filled with a sense of pride and amazement with what we have been able to achieve as the Simonds Catholic College community. I have noted before that schools are vibrant, busy and particularly energetic places where students are presented with an abundance of opportunities and programs in so many different ways. There is no doubt in my mind that there is a tremendous spirit and school culture at Simonds Catholic College.

Throughout the year I have reminded our students that they are in fact the custodians of this unique spirit and school culture, which is quite a big responsibility. I sincerely thank our student body, with the strong support of staff, for their willingness to take on that responsibility in maintaining and enhancing our school spirit and school culture in 2015.

As I move about both campuses in the course of my school days, I consistently observe very happy students interacting respectfully with their classmates and teachers. I thank all students for their commitment, their willingness to share their diverse skills, and their preparedness to embrace the values and ethos of Simonds Catholic College.

In particular, I extend my sincere thanks to our College Captain, Farzan Yazdi, and our College Vice Captain, Michael Au, for the leadership they have given the College and the fine example they have set. These two fine young men were also very ably supported by the Student Representative Council across Years 7-12, under the excellent guidance of Mr Simon Vaughan and Mr Zac Cox.

At Simonds Catholic College you will observe a strong sacramental program, ACC events, school camps, different clubs, leadership programs, Simonds Day, retreats, personal development programs, social justice activities, cultural days, house sports, assemblies and many other unique events that are all part of our daily school life. Each of these events or activities have a spiritual, academic, cultural, social or sporting dimension.

I sincerely thank the staff at Simonds Catholic College at all levels, for both the professional expertise I witness when they are working with students here, and the generosity in which they go about their work on a daily basis. I know that our teachers believe very strongly that they can make a significant difference in the lives of the students they are working with.

In 2015, a number of refurbishments and maintenance projects were completed at Simonds Catholic College. At St Mary’s campus, these projects include (i) installation of security cameras;
(ii) installation of Tiger Turf in North Yard; (iii) a new Year 7 Coordinator’s Office; (iv) blinds and carpets replaced or repaired in E Building; (v) floor of General Purpose Room sanded and polished; (vi) new tables and desks in all Year 9 and Year 10 classrooms; (vii) rubberised paths laid; and (viii) a reconfiguration of the Office Space for the Business Manager/Receptionist/PA & Registrar. At St Brigid’s campus, a major project was the remodelling of the Study Centre.

Another significant thing we have achieved this year is to take the time to work with our staff and students in the re-imaging of our College Crest. The really critical point of this re-imaging of the College Crest is the incorporation of three key words into a banner. The three keywords that you now see in the banner of the crest are KNOWN, SUPPORTED and INSPIRED, which have been specifically chosen to encapsulate what we believe we do particularly well as a school, in regard to our work with the students of Simonds Catholic College.

In closing, I thank the parent community of Simonds Catholic College for the confidence you show in us as a school, by giving us the enormous privilege of educating your son(s). The privilege of doing so is a responsibility that we will do the utmost to uphold. 2015 has been another highly successful year in the life of Simonds Catholic College.

Mr Peter Riordan
Principal
Education in Faith

Goal
To have staff, students and parents identify more fully with the Catholic culture of the College and the centrality of Religious Education.

Intended Outcomes
- That the faith experience of students and staff be enhanced.
- That student engagement in religious education will continue to improve.
- That understanding and respect for our multi-cultural and multi-faith community be improved.
- That staff inclusion and support for the Education in Faith program is enhanced.

Achievements
There has been an increase in the formality of teaching and learning Education in Faith, which is extended beyond the confines of the classroom. Students and staff actively participate in Social Justice Events throughout the liturgical year. An awareness of The Principles of Catholic Social Teaching allows the school community to support local or international groups, such as St Vincent de Paul Society and Caritas Australia. Thus, social justice leaders & all students are enabled to put their ‘faith into action’.

There has been an increase in Catholic identity and Celebration of Faith, which is an integral part of College life. It is enhanced through the guidance of the Principal, the Religious Education Coordinator and the College Chaplains who continually encourage the faith experience of staff, liturgy leaders, students and families. The sacramental life of the school offers meaningful opportunities to pray, worship and celebrate as a whole school community at St Mary’s Campus and St Brigid’s Campus in two historic churches – St Mary’s Star of the Sea, West Melbourne & St Brigid’s Church, Fitzroy North.
## VALUE ADDED

### Extra - Curricular/Social Justice:
- **Year 12 Retreat** – ‘Survivor’ at Kinglake Ranges Wilderness Camp.
- **Ash Wednesday Mass** (whole school) at St Mary’s Star of the Sea, West Melbourne – Project Compassion begins for Caritas Australia.
- **Easter Liturgy** – Stations of the Cross at St Mary’s Star of the Sea, Years 7-10. The Stations of the Cross was later held at St Brigid’s Church, North Fitzroy for VCE students. Project Compassion boxes are collected during the liturgy.
- **Social Justice Events** such as Gold Coin Day, Pizza Day, Trivia Night and lunchtime barbeques raise donations for Caritas Australia.
- **Simonds Day at St Brigid’s Campus** – Face of Winter Appeal
- Non-perishable goods are collected in the lead up to the annual Simonds Day Mass where each class chooses a representative to take the goods up during the Offertory. A representative from St Vincent de Paul, Fitzroy North collects the goods and thanks the community.

### Curriculum:
- KWL digital is downloaded to iPads for students in Years 7-10 RE classes.
- **Year 7 Integrated Unit** – Creation Stories/Stewardship.
- **Year 7 Investigating Egyptian Society/Moses/Life today**.
- **Year 10 – Global Faith/ ancient & World Religions**.
- **Year 10 Integrated Unit - Religious Education/Humanities – Personal, Communal and Global Injustice/Rights & Freedom** are being written.
- **Year 10 Reflection Day at St Brigids** – Real Talk coincides with Personal Relationships Unit.
- **Justice Day at ACU for Year 10 Social Justice Team**.
- **Year 9 Religious Education Unit** – The Catholic Church in Australia is being developed to coincide with Year 9 City Experience, when Year 9 Students visit St Patrick’s Cathedral, East Melbourne.

### Staff Spirituality Day
- focus “Refugees and Asylum Seekers”
  - Guest speakers – Sr Brigid Arthur csb, Brenda Hubber & Mark Clarke.

### Christmas Appeal
- during the End of Year Mass for years 7-9 the Christmas Gifts for St Vincent de Paul Society are taken up during the Offertory.

### Geelong
- **Big Day Out for Asylum Seekers**.

### Combined St Aloysuis College & Simonds Catholic College Social Justice Teams.

### Men Alive - Breakfast with the Archbishop for College Leaders.
Simonds Catholic College
West Melbourne & Fitzroy North

• Chaplaincy continues at St Mary’s, West Melbourne – Canonical Administrator, Opus
  Dei & St Brigid’s, North Fitzroy, Scalabrinian Fathers.
• Enhancing Catholic School Identity Survey.
• Provision for Accreditation towards teaching in a Catholic school/Religious Education.
• Opening Mass for Staff at St Mary’s Star of the Sea.
• Liturgical Singing Practice for Family Mass.
• Host School for REC Network Meeting (Northern Region).
• Altar Servers Scholarship for ministering at St Patrick’s Cathedral, East Melbourne, every second Sunday – REC liaises with the Dean.
• Catholic Education Week – Altar Servers from SCC served at the St Patrick’s Day Mass for School.
• Seminarians – Corpus Christi College attend on a Thursday for Pastoral Care (St Mary’s Campus).
• Justin Simonds Award for Staff/Student.
• Michael Carmody Cup/ Michael Carmody Foundation Dinner (Annual event in Geelong attended by Staff representatives).
• Prayer:
  • Prayer/Reflection in the Newsletter.
  • A Ritual for Staff Briefing twice a week and Staff Meetings.
  • Prayer for Students at the beginning of Homeroom and Pastoral Care in the Daily Bulletin.
  • Prayer at Assembly – led by REC & Liturgy Captain.
  • Reconciliation – Years 7-10 and VCE/VCAL.
  • Prayer at Ceremonies for Anzac Day, National Reconciliation Day, Remembrance Day.
  • Mass for the Feast of the Assumption.
• Class Masses:
  • End of Year Mass for Year 12 (St Brigid’s Church).
  • End of Year Mass & Awards (Whole School at St Mary’s Church).
  • Christmas Liturgy followed by lunch for Staff.
Learning & Teaching

Goals
To create a stimulating and dynamic learning culture that promotes high personal achievement and which encourages students to assume responsibility for their own learning.

Intended Outcomes
- That student performance in literacy (particularly reading and writing) and in numeracy will improve.
- That engagement, responsibility and confidence in learning will improve for students.
- That senior pathways options be successfully embedded in the college’s curriculum offerings.

Achievements

Thematic approach to curriculum design @ Year 7
Significant work was done in curriculum design at Year 7 in 2015. This involved the linking of curriculum thematically across the learning areas, with the explicit aim of creating deeper and richer learning experiences for students so that they would see the connections between subjects, and develop their capacity to transfer skills. At a very basic level of organisation, this is a way of learning and teaching where areas of the curriculum that are connected together are, firstly, identified, integrated within a theme and concepts taught across the subjects at the same time.

The project was led by our two Learning and Teaching Leaders and our Year 7 Coordinator and involved all members of the Year 7 Professional Learning Team. Dr Adrian Bertolini from Intuyu Consulting supported the project, acting as consultant and critical friend throughout the year. The redesign of units occurred in Religious Education, English, Humanities and Science.

“Water” was a theme running across already existing units of work in Religious Education, Science and Humanities in Year 7. Whilst it was obvious that the first step would be to ensure the timing of these units coincided, it was only the beginning. A backward planning approach was used to achieve particular learning goals as outlined in the AusVELS. The team worked collaboratively as key skills and understandings were stepped out in a logical sequence in each subject. With the delineation of specific areas to be covered by subjects, repetition was removed and the “crowded” curriculum became more manageable. As the focus shifted to an understanding of concepts rather than the delivery of content, it was found there would be more time for teachers to develop deeper and richer learning experiences for students about Water; filtration (Science), scarcity and recycling (Humanities), stewardship and the reduction of bottled water use (Religious Education), a debate about the banning of bottled water (English) and writing to persuade Australians to consider using recycled water in the future (English) were some of the key areas of focus for our Year 7s in Semester 1.
The same integrated approach to curriculum planning and design was applied in Term 3 around the theme of Egypt. This brought to life the novel “Pharoah the boy who conquered the Nile”, Ancient Egypt (Humanities) and The Old Testament and Moses (Religious Education) and culminated in an Egypt Day Expo where Year 7 students, some of them in costume, had the opportunity to showcase their efforts to their peers, teachers from other classes and to the many parents who took up the invitation to attend.

**STEM**

There is a push in education to engage students with STEM (science, technology, engineering and mathematics) subjects all with a goal of encouraging student interest in related careers. We were fortunate to be given the opportunity to be part of STEM Connections Project in 2015. Being one of just thirteen school across Australia we were supported by Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Australian Association of Mathematics Teachers (AAMT) to identify inter-relationships between STEM disciplines in the Australian Curriculum.

This project team investigated and documented an integrated approach to teaching and learning STEM. The aim was to show how individual subject skills can be brought together and applied to a specific school project. Students worked across four subjects on our project which was to design and build vertical garden/green walls for the St Mary’s campus. In Maths, students used measurement and geometry skills to assist in the overall design of the vertical garden, the creation and installation of an automated watering system was the focus in Systems Technology and suitable plant types for the project were profiled in Science. With all this information students in Product Design brought the design to life.

The success of this approach to curriculum design saw Year 7 students in Science, Humanities and English working around the theme of Asia in Term 4, and its continuation in 2016 with its expansion to Year 8. In 2016 a new subject, Product Engineering, will be introduced as a compulsory subject in Year 8 and 9. It will encompass STEM, focusing on rich, hands-on experiences and real-world applications.
STUDENT LEARNING OUTCOMES

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 2013, 2014 and 2015. These figures are based on results in the National Assessment Program - Literacy and Numeracy (NAPLAN).

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<td>96.1</td>
<td>97</td>
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<td>92.4</td>
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<td>98</td>
<td>97</td>
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Change in Proportion of Students meeting National Minimum Standards in Years 7 & 9

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 a decrease.

<table>
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MEDIAN NAPLAN RESULTS FOR YEAR 9

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<tr>
<th></th>
<th>Median NAPLAN Results</th>
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<tr>
<td></td>
<td>2013</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>558</td>
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<td>Spelling</td>
<td>595</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
<td>580</td>
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</table>
SCHOOL COMPARISON REPORT – MATCHED SCHOOL GROUP

This report shows the growth between 2013 and 2015 results for students who undertook the 2013 and 2015 tests at the same school.

The longitudinal nature of these data make it useful for comparing the change in performance of the same groups of students between 2013 and 2015.

Year 9 students performed close to or above state level in all tests in 2015. When these students were in Year 7 in 2013 they performed below the state level in Reading and Numeracy. The rate of progress of this group of students over time has exceeded the rate of progress relative to other students in the nation and state.

POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>TERTIARY STUDY</td>
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<tr>
<td>TAFE / VET</td>
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<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
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<tr>
<td>DEFERRED</td>
<td>0%</td>
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<tr>
<td>EMPLOYMENT</td>
<td>8%</td>
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</table>
Student Wellbeing

Goals
To develop an effective, coordinated and consistent approach to student wellbeing.

Intended Outcomes
- That the sense of connectedness of students to peers, teachers and the school is enhanced.
- That students’ College experience is inclusive, safe, happy and stimulating.
- That students understand and are committed to the College Vision and Values Statement.
- That Simonds students exhibit and embrace the five SEL (social emotional learning) competencies.

Achievements
- Counselling is available and recommended to students whose attendance is sporadic or has ceased. Causes/factors are addressed and stepped measures are constructed to aid in reconnecting to the school.
- Contact with off-campus agencies, where appropriate, is made.

VALUE ADDED
- A pastoral care program has been written for all year levels. It is developmentally appropriate and generally runs for six weeks in each team.
- A student Wellbeing Team conducts an after-hours program (3:15-5pm) every Thursday; conducts lunchtime games once per week; has input into pastoral care sessions in years 7 and 12.
- The Alumni Wellbeing Team assists in providing tertiary pathway information to senior students.
- The Parent-Wellbeing Team has conducted a well-attended evening on “Communicating with My Son” and further evenings (one per term) have been arranged.
- The Staff Wellbeing Committee has looked at student safety and has surveyed students with a view to improvement.
STUDENT SATISFACTION

- The establishment of a Student Well Being Committee chaired by the Student Counsellor has seen a number of initiatives implemented. The data gathered by Insight SRC shows that student perceptions regarding “Connectedness to peers” and “Student safety” remains similar to previous years with the percentage of favourable responses to the relevant survey questions remaining consistently high at around 92.
Leadership & Management

Goals
To create a vibrant learning community characterised by a shared vision, a strong sense of teamwork and focused on continuous improvement in learning and teaching.

Intended Outcomes
- That a stronger performance and development culture is evident.
- That staff morale and wellbeing are enhanced.

Achievements
- expansion of the Leadership Team to include the Business Manager.
- continued refurbishment of classrooms to create collaborative learning environments.
- upgrade and installation of security cameras.
- consultation with staff for new crest and branding.
- introduction of new sports uniform and College jumper.
- expansion of marketing strategies (eg, wrapping of school bus).
- website upgrade development put out to tender.
- learning management system put out to tender.
- investigated procedure for the development of Master Plan.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PD UNDERTAKEN IN 2015

Staff participated in the following PD:
- Differentiation across the curriculum.
- Catering for students with special needs in a mixed ability classroom.
- Learning Intentions and Success Criteria.
- Curriculum design using the UbD (Understanding by Design) framework.
- Induction for new Learning Management System.
- Emergency Evacuation Procedures.
- First Aid Training.
- Anaphylaxis & Asthma Management.
- Mandatory Reporting.
As part of the ongoing professional development all staff were encourage to attend professional development relevant to their respective faculty areas and positions held within the College.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 42 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL     | $823 |

**TEACHER SATISFACTION**

Insight SRC survey results from 2015 show that many of the indicators relating to teacher satisfaction have plateaued or actually decreased.

The focus of Professional Learning Teams on school based projects seems to have resulted in some dissatisfaction and frustration with the curriculum processes and hence there has been a decline in the organisational Climate Index. This has resulted in the school making a conscious decision to focus on faculty based curriculum development in 2016.
College Community

Goals
To establish a strong connection between students, families, the wider community and Simonds College.

Intended Outcomes
- That parental engagement in their son’s learning and connectedness to the college is increased.
- That there is more effective communication with parents.
- That the “Simonds Identity” is developed.

Achievements
- That Simonds Catholic College further develop its membership of the CEM Northern Region Family Schools Partnership Network.
- Parents regularly invited and welcomed to attend events and functions at Simonds Catholic College.
- Simonds Catholic College was marketed and promoted through various print publications.

VALUE ADDED

In 2015, staff, students and parents of Simonds Catholic College were involved in a range of activities as follows:

- Inaugural BBQ for families new to Simonds Catholic College.
- The College participated in the St Mary Star of the Sea Multicultural Festival.
- LOTE students participated in an overseas study tour of Japan.
- Students and staff collected non-perishable food items and clothes for the Face of Winter Appeal.
- An Open Afternoon was held in Term 4.
- Mercy Connect volunteers continued to work with our refugee students.
- City Experience was established as a compulsory part of the Year 9 program.
- Students attended Homework Clubs in Richmond and The Huddle.
- Students participated in the Interfaith Cup.
- Simonds Catholic College appeared in a number of feature articles in local newspapers.
- Signs erected facing Howard Street and Victoria Street on St Mary’s campus.
- Synergetic implemented as a database to expedite the contacting of parents.
• School Box was implemented as a Student Management System with PD for staff provided.
• Student Absentee Notification System was established and implemented.
• A differently-formatted “Justinian” was distributed to all families.
• Discussions with external experts regarding updating the College website in 2016.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<td>Private income</td>
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<td>State government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries; allowances and related expenses</td>
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<td><strong>Capital income and expenditure</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>940,000</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>830,000</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school-level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

Simonds Catholic College is committed to continuous improvement.

The School Improvement Framework is an ongoing, cyclical process whereby schools reflect on their achievements, examine data about school performance and identify areas for improvement. Staff, students and parents have the opportunity to participate in annual surveys as part of evidence gathering regarding goal achievement.

Strategic Goals for the four year period, 2016-2019, have been determined and Annual Action Plans formulated to target all facets of College operation.

Strategic Goals 2016-2019

Education In Faith

- To provide, as a Catholic school community, opportunities for all to engage in their Faith journey.
- To develop within the Simonds Catholic College community an understanding and appreciation of Faith within the Catholic tradition.

Learning & Teaching

- To provide contemporary and purposeful learning for all students.

Student Wellbeing

- To provide an orderly learning environment where boys are known, supported and inspired.

Leadership & Management

- To create a vibrant learning community characterised by a shared vision, a strong sense of teamwork, and focussed on improving student learning outcomes, underpinned by supportive leadership.

School Community

- To build a vibrant and welcoming school community, where parents are engaged in their son’s learning and connectedness to the school is increased.
VRQA Compliance Data

E1368
Simonds Catholic College, West Melbourne

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 07 Reading</td>
<td>97.5</td>
<td>96.1</td>
<td>-1.4</td>
<td>96.6</td>
<td>0.5</td>
</tr>
<tr>
<td>YR 07 Writing</td>
<td>94.9</td>
<td>89.6</td>
<td>-5.3</td>
<td>89.7</td>
<td>0.1</td>
</tr>
<tr>
<td>YR 07 Spelling</td>
<td>98.7</td>
<td>93.7</td>
<td>-5.0</td>
<td>89.7</td>
<td>-4.0</td>
</tr>
<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>91.1</td>
<td>92.4</td>
<td>1.3</td>
<td>92.0</td>
<td>-0.4</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>93.6</td>
<td>100.0</td>
<td>6.4</td>
<td>97.7</td>
<td>-2.3</td>
</tr>
<tr>
<td>YR 09 Reading</td>
<td>100.0</td>
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<td>-8.4</td>
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<td>-3.0</td>
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<td>91.5</td>
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<td>-1.4</td>
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<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>87.9</td>
<td>86.6</td>
<td>-1.3</td>
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<tr>
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<td>97.0</td>
<td>97.5</td>
<td>0.5</td>
<td>100.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

NAPLAN Year 7

NAPLAN Year 9
### YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 94.62% |

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y07</td>
<td>93.62</td>
</tr>
<tr>
<td>Y08</td>
<td>92.66</td>
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<tr>
<td>Y09</td>
<td>92.96</td>
</tr>
<tr>
<td>Y10</td>
<td>91.23</td>
</tr>
<tr>
<td>Overall average</td>
<td>92.62</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 85.7% |

### STAFF RETENTION RATE

| Staff Retention Rate | 87.50% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2.70%</td>
</tr>
<tr>
<td>Masters</td>
<td>13.51%</td>
</tr>
<tr>
<td>Graduate</td>
<td>48.65%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>5.41%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>81.08%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>24.32%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
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</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Class</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>52</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>48.070</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>19</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>17.820</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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</table>
### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
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<tbody>
<tr>
<td>Year 9 Reading</td>
<td>574.80</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>546.20</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>583.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>568.10</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>592.80</td>
</tr>
</tbody>
</table>

### POST-SCHOOL DESTINATIONS AT AS 2013

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tertiary Study</td>
<td>80.7%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>14.0%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>2.1%</td>
</tr>
<tr>
<td>Deferred</td>
<td>2.1%</td>
</tr>
<tr>
<td>Employment</td>
<td>8.6%</td>
</tr>
</tbody>
</table>