Contents

Contact Details ........................................................................................................................................................... 1
Our College Vision ...................................................................................................................................................... 2
College Overview ........................................................................................................................................................ 3
Principal’s Report ....................................................................................................................................................... 4
Church Authority Report ............................................................................................................................................ 6
College Board Report .................................................................................................................................................. 7
Education in Faith ....................................................................................................................................................... 8
Learning & Teaching .................................................................................................................................................. 10
Student Wellbeing .................................................................................................................................................... 15
Leadership & Management ....................................................................................................................................... 16
College Community ................................................................................................................................................... 18
Smarter Schools National Partnerships ..................................................................................................................... 19
Financial Performance .............................................................................................................................................. 21
Future Directions ...................................................................................................................................................... 22

Contact Details

ADDRESS
273 Victoria St
West Melbourne VIC 3003

PRINCIPAL
Mr Bernard J McFarlane

PARISH PRIEST
Rev Fr Max Polak

SCHOOL BOARD CHAIR
Mr Brendan Walsh

TELEPHONE
(03) 9321 9200

EMAIL
principal@sccmelb.catholic.edu.au

WEBSITE
www.sccmelb.catholic.edu.au
Our College Vision

**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

---

**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 and understand the emotions of others. The development of self esteem, self discipline and leadership skills are fostered. We encourage ethical and constructive decision making.

---

**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.

---

**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.

---

**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.
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 494 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.
Principal’s Report

This year Simonds Catholic College celebrated the graduation of our first group of Year 12 students. This was the culmination of three and a half years of hard work by many staff as we fulfilled the requirements for registration as a VCE provider, redeveloped the St. Brigid’s site to create a new VCE campus, and provided excellent teaching and pastoral support to enable our senior students to achieve success in their final years of secondary education. I am most grateful to the many staff who have generously given so much of their time, energy and expertise to making our new senior campus a success.

Congratulations to our graduating students on the resilience they have shown in adapting to a new campus whilst it was being redeveloped. They have shown great camaraderie for each other, and affection for the school and their teachers. Boys have matured into fine young men before our eyes. All at Simonds are proud of what you have achieved and we are grateful for what you have contributed towards developing a strong culture of learning and mutual support at our St. Brigid’s VCE Campus.

Of course we would not have been able to devote as much time and energy into the development of the St. Brigid’s VCE Campus if it had not been for the good work and cooperation of staff and students at the St. Mary’s 7-10 Campus. The welcoming and supportive environment and the quality of teaching and pastoral care continue to be strengths of that campus.

The introduction of the Simonds Program for Literacy (spLIT) into Years 7-9 has been an excellent achievement this year. Literacy is an essential life skill as well as an essential skill to be well educated in Australia. The spLIT program has enhanced the Literacy skills of all students across Years 7-9 by giving them a framework to develop skills appropriate to their level of achievement. Early testing of one class group has indicated the program is working well. We are grateful for the excellent work of Ms. Megan Carton and Ms. Rachael Hands who are the coordinators and developers of the Simonds program. The boys are also to be congratulated on their enthusiastic response to this program.

Every four years Catholic schools are now required to undertake a formal review. This review is part of a School Improvement Framework developed by the Catholic Education Office and has two purposes:

1. To satisfy the legal expectations of government through the Victorian Registration and Qualifications Authority checklist
2. To assist schools and teachers to improve student learning outcomes.

During the last 12 months Simonds has undertaken its review. I am pleased to inform you that the college satisfied all requirements for its continued registration as a school teaching students across Years 7-12. Staff, some parents and one class of students at each year level were invited to participate in surveys on Organisational Health conducted by an independent firm, Insight SRC. The results of these surveys are compared with other Victorian secondary and primary schools, to provide us with information on how our college compares to other schools in various areas. This information is then analysed by the college and helps to determine areas for improvement over the next four years.
Parent responses to the 2010 surveys indicated high levels of satisfaction with the school. Particular strengths identified by parents were Student Safety, the Reporting Process, and Approachability of staff. Some areas in which parents would like to see improvement are Parent Input, Student Motivation, and the provision of more Extra-Curricular activities. The survey data and the School Reviewer’s Report will assist the school in the development of its Annual Action Plan for School Improvement.

The Faith development of students has been enriched by the commitment of the Religious Education staff to provide learning experiences that are relevant, challenging and varied. Boys have been encouraged to develop their faith through participation in Masses and Reconciliation and have been given opportunities to express their faith in action through supporting people in need. Father Max Polak, the Parish Priest of St. Mary’s West Melbourne, and Mrs. Rosie Noble, our Religious Education and Faith Development coordinator, have provided a range of faith experiences to support the boys’ spiritual development.

This year links were further established between the Academy of Mary Immaculate and Simonds. Young women from the Academy attended our St. Brigid’s VCE Campus to study Physics and Accounting at Year 12, while six young men from Simonds studied Year 12 Food & Technology at the Academy. Through this sharing both schools were able to extend the learning opportunities of their students. In 2012, Academy students will study Year 12 Specialist Mathematics at Simonds, while our students will study Year 12 Food and Technology, Music and Art at the Academy. We were also pleased to be invited to participate in the Academy’s musical production of ‘Grease’. We look forward to participating in their next major production in 2013. Boys in other classes participated in a Mathematics Games Day and a Social with the girls.

At Year 10 level we continue our long tradition of sharing Ballroom Dancing classes with the students of St. Aloysius College. These social opportunities have been of mutual benefit to the students of both schools. The students look forward to developing other opportunities for sharing between the two colleges.

Through continued funding from the Australian Government we have been able to extend our Family/School Partnerships. Across Years 7,8,10 & 11 boys have been invited to participate in activities with their parents; morning tea gatherings have provided opportunities for parents to meet, share stories and support each other; parents from various cultural groups have met with staff to discuss ways to improve their children’s learning. I take this opportunity to express my appreciation to parents for your continued support of the efforts of staff to provide an excellent quality of education for your sons. In particular, those parents who have participated on the College Board, assisted at working bees or in the canteen, attended parent evenings, camps or excursions have given a special service to the school which is most appreciated.

Simonds continues to flourish through the generous commitment of staff to ensure each student is encouraged and supported to achieve his very best. Many boys are enthusiastic learners who also support others in their efforts to learn. May their example inspire the reluctant learners to realise their potential. Thank you for another great year at Simonds Catholic College.

Mr B J McFarlane

Principal
Church Authority Report

As usual, the year at Simonds has been eventful and full of activities for both the students and the staff. The two chaplains that serve the school, Fr Joe Pich and myself, have been privileged to witness, even if not as close at hand as members of staff, the steady and successful development of the school into a full secondary college. With many and demanding parish duties, our time involvement in school chaplaincy is limited. However, it holds an important place in our hearts.

What is especially gratifying to us as priests is to see the lads growing in their sensitivity to the things of God and the spiritual and moral dimensions of life. This development owes a lot to the staff involved in religious and moral education. It is these members of staff that we tend to work with most closely. Significant as the contribution of RE teachers and priests might be, the limits of time and whatever other personal limitations there might be, impose a limit on the positive influence we might wish to have upon the lives of these young men.

It is really the special gift, responsibility and challenge of parents to help their children whom they love in a special way to grow up into mature and upright persons. Parents should not be satisfied that their young ones are trained for the most basic and practical aspects of life, or have great academic results, useful as these things might be. They should also want them to be well balanced, generous, thoughtful and good-principled men. This, of course, should also be in the mind of teachers.

Moral, religious and spiritual maturing occurs little by little, over a long time. The home situation is pretty much essential to this happening successfully. The sense of being loved (as opposed to being put up with or, on the other extreme, pampered) bears strongly and positively on attitudes taken up in later life. Parents today face bigger challenges than in the past. There is the danger that, in the end, in spite of good intentions, their role is lessoned by the effects of media and communications, the internet in particular, working through computers and mobile phones.

Young men need to be challenged in thoughtful ways – not to waste their time, not to be self-centred but to learn how to contribute to family life, to good friendships and also through involvement in healthy social, community and religious groups. The effort to do this begins with parents not isolating themselves, on account of a lack of effort to find good environments and activities outside of the home where they themselves can contribute, benefit and show their children how to do so at the same time.

Catholic parents sending their children to a Catholic school should also reflect whether they are sufficiently interested in passing on the beliefs, values and good habits that Jesus, the Son of God, teaches us. In particular, do they lead with example when it comes to the practice of prayer, of showing charity and understanding towards others, of avoiding a purely materialistic way of life, of attending Mass on weekends, acknowledging the need we all have to be fed by God’s word, and strengthened by his grace in the sacraments of confession and the Eucharist.

I would like to encourage Catholic parents to take note of the Year of Grace established by Australia’s bishops and set to begin at Pentecost 2012. This special time of reflection and renewal in the Church of Australia will end up coinciding with the Year of Faith. Pope Benedict XVI wishes the entire Church to observe a Year of Faith from October of 2012 till the end of November 2013. There seems to be a strong message here, coming from above, that we all could do better when it comes to seeking God and the reward he promises us in the life to come. As parents, teachers and priests, if we would like to see the children we are supposed to guide become fine, happy, and virtuous men, we should first look to ourselves and to what we are striving for in life.

Rev Fr Max Polak
Canonical Administrator
College Board Report

As a former student of Simonds, I was honoured to be elected as Chairperson of Simonds Catholic School Board for 2011. This is my fourth year as a parent participant on the board and it ceases to amaze me at the hard work and dedication of the staff of the college.

Simonds a small inner city catholic college, can be very proud of its achievements throughout 2011. It was only a few years ago that the college board learnt that St Joseph’s College in North Melbourne was closing and this year we had our first Year 12 students complete their secondary school education at the St Brigid’s VCE Campus, Fitzroy North.

The St Brigid’s VCE Campus Recognition Ceremony in July celebrated the magnificent transformation of a former catholic primary school into a state of the art secondary college. The Most Reverend Vicar General Leslie Tomlinson, Senator Gavin Marshall and Mr Stephen Elder, Director of Catholic Education attended this special occasion.

Bill Jennings, Founding Director of Time and Space conducted a number of valuable sessions for both parents and students across all year levels. I attended a number of these sessions throughout the year including the Year 8- Father and Son evening which focused on ‘stepping up’ and was a great practical way to create and strengthen communication channels and provides an opportunity for fathers and sons to genuinely hear where each other is coming from. My son Marcus and I also participated in the Year 10 - Time and Space Program where dads or mentors are asked to set time aside time for four program sessions, two either side of a peak experience (a weekend) which includes a rigorous outdoor adventure with the boys at the helm. This year we camped at Warrandyte and canoed for 2 days down the Yarra River. The journey is planned so that all the participants can reach their destination, regardless of age and fitness. I participated in all the four nights and the weekend and I truly believe that my relationship with my son has only benefited from this unique experience. The boys are encouraged to show leadership and by the end of the camp undergo and amazing transformation. Highly recommended.

I also attended the Year 12 Valedictory Dinner for students, parents and staff in October at the San Remo Ballroom. I was impressed by the gratitude that the young men displayed to their parents and staff. It was a very special evening, a true “red carpet” night as the VCE graduating class of Simonds Catholic College 2011 were presented to Mr McFarlane. Mr Bernie McFarlane, through his principal report keeps the board informed of the many important changes that occur throughout the year. Mr McFarlane continues to foster and enhance relationships with the Academy of Mary Immaculate and St Aloysius College with the opportunity to offer additional subject sharing at VCE level and social events.

Father Max Polax, Canonical Administrator provides spiritual guidance to the board, a chaplaincy report and an update on the church redevelopment. The staff representatives of the board provide information on pastoral care of students and staff and a curriculum report. A special thanks to Alan Watts, Finance Manager who always provides a timely and accurate financial report.

To my fellow parent representatives of the board, I thank you for your commitment, support and dedication that makes Simonds Catholic College a great school. Finally, I would like to thank parents for supporting the Simonds School Community throughout 2011. To those families leaving us, many thanks for your continued support over the many years and best wishes to our young men as they embark on a new chapter of their lives.

Mr Brendan Walsh
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

In terms of cultural “shifts” in Australia, as it is today, Catholic schools face challenges concerning secularisation, individualisation and pluralism.

Simonds College, as part of a greater Australian society, is reflective of changing values and lifestyle choices. Sometimes the sacred can appear distant in a culture which values personal comfort and materialism. However, perhaps the sense of what is sacred has been transformed rather than de-prioritised. Perhaps it is our role to find where sacredness still exists, even co-exists, in this secular phase of human history. Perhaps there is an extra demand placed on all of us to make an effort to recognise God in a different context. Perhaps it is our perception which needs sharpening rather than God’s presence necessitating a more visible presence.

If society has encouraged “individualisation”, then our Simonds boys will certainly be part of this shift where personal achievement is lauded. As part of the Religious Education program, we must also value “individualisation” – but this is also to be moderated against the values of community, cooperation and friendship. God needs to be growing within each individual if God is to be seen in the action and face of others.

Simonds also reflects the “pluralistic” nature of current Australian society. The profile of our boys is Catholic, Orthodox, Buddhist, Hindu and Muslim. This means that Simonds must not only be an educational provider but a faith facilitator. This faith needs to be both emergent and nurturing for all Simonds boys. Steeped in Catholicism but inclusive of all, Simonds must reflect the Gospel values emulated by Jesus – all are welcome. Those who attend Simonds will emerge with a strong sense of faith, compassion and justice.

As witnessed this year, secular society with its pluralism and individualisation can be suddenly and wholly diminished and dwarfed by tragedy. 2011 is a year to remember because of the indiscriminate suffering caused by famines, floods, tsunamis and earthquakes. In a global world, everyone is a neighbour. The very tools of materialism are sometimes the means by which a shared experience of suffering can occur. At Simonds, as with the rest of mainstream society, the cry for help was heard and acted upon. The core values of Simonds College emerged as a shared experience and transference of “Love thy neighbour”.

As an educational institution, Simonds obviously values education. But this education needs to be grounded in faith and driven by underpinning core values that acknowledge God and the role each one must play in transforming our society – secular, pluralistic and individual that it may be – into a better place. Jesus worked in the world as it was for him and so must we.
This year, my thanks go to the very strongly dedicated Religious Education Staff. Each person has worked for the faith development and the formation of moral values for your son. Father Max and Father Joe from *St Mary’s Star of the Sea* have also attended meetings, provided the experience of Masses and Reconciliation and visited classes in order to establish communal links with the boys. Mr McFarlane has attended Meetings and provided guidance to the Staff throughout the year. His presence has been much appreciated.

Mrs R Noble  
Head of Religious Education

**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
- 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
  - Pastoral Sessions
  - Arts Day
  - 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.
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 2011. 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 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Writing</td>
<td>98.1%</td>
<td>97%</td>
</tr>
<tr>
<td>Spelling</td>
<td>99%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100%</td>
<td>88.1%</td>
</tr>
<tr>
<td>Numeracy</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 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td>Reading</td>
<td>-3%</td>
<td>3%</td>
</tr>
<tr>
<td>Writing</td>
<td>-1.1%</td>
<td>3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-4.9%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-11.9%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>-1%</td>
<td>-2.9%</td>
</tr>
</tbody>
</table>

Median Standardised Results for Year 9
This item reports on the median score achieved by Year 9 students in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in nationwide tests as assessed by the NAPLAN. The median score is the middle score obtained by Year 9 students at the College, ie 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.
### Year 9

#### Median NAPLAN Results

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>5.36</td>
<td>5.19</td>
<td>5.25</td>
<td>0.06</td>
<td>-0.17</td>
<td>0.06</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>4.48</td>
<td>4.33</td>
<td>N/A</td>
<td>0.01</td>
<td>-0.14</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>4.86</td>
<td>5.05</td>
<td>5.14</td>
<td>0.16</td>
<td>0.19</td>
<td>0.09</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>4.72</td>
<td>4.78</td>
<td>4.58</td>
<td>0.05</td>
<td>0.06</td>
<td>-0.20</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>5.29</td>
<td>5.05</td>
<td>5.12</td>
<td>0.45</td>
<td>-0.24</td>
<td>0.07</td>
</tr>
</tbody>
</table>

As the Writing genre changed from narrative to persuasive the VCAA advice is that direct VELS comparisons should not be made, hence the N/A in 2011.

#### Student Learning Outcomes 2009, 2010, 2011 (VELS median)

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td>4.2</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>4.2</td>
</tr>
<tr>
<td>Simonds</td>
<td></td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td>4.1</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>4.1</td>
</tr>
<tr>
<td>Simonds</td>
<td></td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td>4.1</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>4.4</td>
</tr>
<tr>
<td>Simonds</td>
<td></td>
<td>4.4</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>4.4</td>
</tr>
<tr>
<td>Simonds</td>
<td></td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td>4.1</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>Simonds</td>
<td></td>
<td>4.5</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 and to monitor their progress over time.

Year 9 students at Simonds generally meet the standards expected of them in all categories of the NAPLAN with results relatively similar to, or above, state medians. Year 7 students' Reading results continued to fall below the state average with Spelling and Grammar & Punctuation results also showing a decline in 2011; the latter to that of below state standard. The literacy program implemented in 2011 is designed to improve the learning outcomes of students in Reading.

Numeracy has been a particular strength, with Year 7 and 9 students traditionally performing well above the state median. This favourable trend has continued at Year 9, but for the first time Year 7 results did not exceed, but rather, were on par with the state.
Years 9-12 Apparent Retention

| YEARS 9-12 STUDENT RETENTION RATE | 69 % |

The school announced the introduction of the VCE in 2009. In 2008 when this Year 12 cohort was in Year 9 some families had already chosen a senior secondary provider, as had been the previous practice. Additionally, as Simonds does not provide a VCAL option, some students chose to pursue this pathway elsewhere, after completing Year 11 at the school.

Senior Secondary Outcomes

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
</tr>
</tbody>
</table>

These Year 12 students were the first to complete their senior secondary education at Simonds. The VCE Mean Score was 30.

Post School Destinations

<table>
<thead>
<tr>
<th>Post School Destinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
</tr>
<tr>
<td>TAFE/VET</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
</tr>
<tr>
<td>Deferred</td>
</tr>
<tr>
<td>Employment</td>
</tr>
</tbody>
</table>

VALUE ADDED

We can be justly proud of our achievements in Learning and Teaching. The School Improvement Review was undertaken in 2011 and our reviewer, Tony Frizza, acknowledged that our major achievement has been the successful introduction of VCE studies, and quite remarkably, at very short notice. The establishment of the St Brigid’s VCE Campus in Fitzroy North now allows our Year 10s to take up senior school pathways. Gaining the confidence of students, parents and staff, in support of this initiative is a testament that our enormous efforts have been recognised and that there is an anticipation that we will deliver. Our first Year 11 classes commenced in 2010 and 2011 saw them working towards the completion of their VCE certificate.
Notwithstanding our efforts in the establishment of the senior school, the reviewer saw evidence of the successful implementation of the VELS curriculum, including the assessment and reporting practices established for Catholic Education Office Melbourne (CEOM) schools. He remarked favourably on the high quality course outlines and documentation that exist. With 67% of our students having a Language Background Other Than English (LBOTE), we can be pleased with our NAPLAN results in literacy and numeracy that indicate “value added” from Year 7 to Year 9 and a performance that betters state means and like schools in several areas.

As we move forward, there is recognition for the need to develop in teachers an understanding and practice of contemporary pedagogy and for skilling them in the areas of Information Technology and the use of educational data. We now have the challenge to develop a stimulating and dynamic learning culture in which students are being encouraged to seek high levels of personal achievement and to develop a responsibility for their learning. In creating this culture, we will have teachers who have a strong commitment to improved classroom practice. Teachers who will create a learning environment that maximises outcomes for students, where teaching is purposeful, energy in the classroom is apparent, and students are engaged.

As the VELS is phased out and we turn our attention to planning for the implementation of the Australian Curriculum, it provides a process for targeted renewal. Through the lens of the Australian Curriculum, there is the opportunity to take advantage of all that it has to offer and explore strategies and curriculum design that are required in the 21st century classroom and demanded by our 21st century learners.

This process has already begun.

**Literacy**

Our NAPLAN results, over a number of years, have highlighted the need to further develop the reading skills of our students. In 2011 we implemented the Simonds’ Program for Literacy (spLIT). The program covers all aspects of literacy, from basic skills in reading and comprehension, to using sophisticated strategies to conceptualise information in text and critical analysis of text. There is an emphasis on Oral Language as well as reading for pleasure. The reading level of all Year 7-9 students was established prior to placement into a class where activities were designed to be precisely at their access level. In this way students' literacy skills will continue to improve as they experience success. Twenty teachers were involved in the delivery of the program, with classes scheduled three times a week. Our Literacy Coordinators resourced the program and supported the teaching team. Initial data on student progress is promising; indicating at least a twelve month improvement within six months of the program in a small group of Year 8 students. The program will be expanded in 2012 to include the Year 10 students who are opting out of the study of Italian or Japanese, and those who would normally have done Literacy Support.

**Numeracy**

Whilst Simonds students’ numeracy skills have typically been well above state levels in NAPLAN tests, we do not take this for granted and strive for continuous improvement. This is just as well since our 2011 NAPLAN results indicated that our current Year 7’s numeracy levels did not place them in the advantageous position of those in the upper year levels. The school made a commitment for four of our Mathematics teachers to be involved in the CEOM run
Purposeful Teaching of Mathematics (PToM) program, under the guidance of the Head of Mathematics.

This initiative stems from the Victorian Parliamentary Inquiry into the promotion of mathematics and science education (2006). Its vision is for Victorian students to achieve a level of mathematical and scientific literacy that matches the best in the world by 2020, and to increase the proportion of our highest achievers pursuing these disciplines for the advancement of Victoria's economic, social, cultural and environmental goals.

Intercultural Understanding
The Curriculum Committee attended the Immigration Museum in May for a tour of the *Identity Exhibition – Yours, Mine, Ours*. A full day, whole staff professional development day was held in July. We are looking at developing a whole school approach to Intercultural Understanding (one of the seven general capabilities in the Australian Curriculum) and Global Citizenship, working in partnership with the museum and education officer Jan Molloy.

Integration of ICT in learning and teaching
Fran Dorgan (CEOM) has worked with Simonds in developing a whole school understanding of Contemporary Learning. Staff completed an online survey to provide indicative benchmark data that will inform professional learning needs. An eLearning Committee was set up in Semester 2 and an eLearning Plan is being developed with respect to the integration of ICT to enhance teaching and learning.

Many of our teachers have been actively searching for opportunities to integrate ICT in learning and teaching. A number of web 2.0 tools were showcased during faculty meetings in Term 1. This inspired several teachers to explore these in their teaching.

At the end of Term 4 Curriculum Leaders were issued with iPads and commenced work on a trial that will continue in Semester 1 2012.

Mrs H Koutoulogenis

**Director of Teaching and Learning**
### 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. During 2011, several coordinators participated in training in Social Emotional Learning, and developed a Pastoral Program to be introduced across Years 7-11 in 2012.

<table>
<thead>
<tr>
<th>STUDENT ATTENDANCE RATE</th>
<th>95.33 %</th>
</tr>
</thead>
</table>

This represents a decline of 0.7% on 2010 results but remains a very high rate of attendance.

#### VALUE ADDED

Other extra-curricular activities that foster student well-being include camps for Years 7 & 9, Reflection Days for Years 10, 11 and 12, 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.

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).

#### STUDENT SATISFACTION

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.
Leadership & Management

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

Achievements
In 2011 the College employed 48 teaching staff and 10 non-teaching staff.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>93.4 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>92.5 %</td>
</tr>
</tbody>
</table>

Staff absence includes sick days, carer’s leave, attendance at professional development days and other leave. This good retention rate reflects positively on staff morale and the learning environment of the college.

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
</tr>
<tr>
<td>MASTERS</td>
</tr>
<tr>
<td>GRADUATE</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
</tr>
</tbody>
</table>

Many teachers have more than one tertiary qualification.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
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 Study Tour investigating the use of Information Technology in schools.
During 2011, whole staff in-service activities included:

- Family/School Partnerships – Understanding Different Cultures
- Social Emotional Learning
- The use of Restorative Practices in Schools
- Intercultural Understanding at the Immigration Museum
- 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 familiarisation with the Australian Curriculum and the planning for its implementation in 2013. Teams of staff also participated in Social Emotional Learning and the Purposeful Teaching of Mathematics program through the Catholic Education office and the University of Melbourne.

Senior and Middle Leaders began leadership training with Group 8 Education. All staff will participate in this teacher development program in 2012.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1336.00</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.

**TEACHER SATISFACTION**

Teacher survey results indicate few concerns about student misbehaviour.
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. Staff were also involved in professional development sessions to promote understanding of the multicultural backgrounds of our students.

The school community supported the school’s participation in the School Improvement Framework by completing surveys and meeting with the reviewer.

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.

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.
Smarter Schools National Partnerships

**IMPROVEMENT TARGETS/MILESTONES**

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**

<table>
<thead>
<tr>
<th>2011 OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key school staff met with the Family School Partnerships convener and other schools for planning of the Family School Partnerships initiative.</td>
</tr>
<tr>
<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>Literacy Coordinators resourced the program and supported staff in its implementation and support from CEOM Education-Literacy Officers was received.</td>
</tr>
<tr>
<td>Staff attended a briefing and submitted an application for the sponsored studies in leadership at Australian Catholic University • One teacher commenced study in 2011 • One teacher completed studies in Post Graduate Certificate (Wellbeing in Inclusive Schooling).</td>
</tr>
<tr>
<td>The school participated in the CEOM SEL initiative in 2011 and developed a Pastoral program to be implemented across Years 7-11 in 2012.</td>
</tr>
<tr>
<td>New strategies in teaching Mathematics were trialled and shown to other teachers.</td>
</tr>
<tr>
<td>Introductory training of the Leadership Team and Middle Leaders in Term 3, 2011.</td>
</tr>
</tbody>
</table>

**2012 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.
- The school completed a Self Reflection Report developed a School Improvement Plan based on the evidence provided through the School Improvement Surveys and NAPLAN data to be implemented in 2012.
- Continued involvement in PToM.
- Introduction of Pastoral Program based on SEL initiatives.
- A structured Performance and Development coaching program for leaders and teachers will begin in 2012.
- The school will expand spLIT (Simonds’ Program for Literacy) through to Year 10.
- The school’s literacy leaders 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>The National Partnership (NP) your school is participating in</th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Direct SSNP funding</td>
<td>$233,499</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td>$31,252</td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
<td>N/A</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$54,445</td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$260,661</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td>$N/A</td>
</tr>
</tbody>
</table>

- 2011 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).
- 2011 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).
- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.
- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

*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>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>$354,167</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$14,401</td>
</tr>
<tr>
<td>Private income</td>
<td>$90,936</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$1,089,945</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$437,075</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>$5,920,224</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recurrent Expenditure</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$4,418,661</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$1,300,345</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>$5,719,006</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capital income and expenditure</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>$471,867</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$550,370</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>$1,022,237</strong></td>
</tr>
</tbody>
</table>

| **Total capital expenditure**                           | **$960,866**    |

<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>$421,371</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>$360,000</strong></td>
</tr>
</tbody>
</table>

*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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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.*
Future Directions

Simonds 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, 2012-2015, have been determined and Annual Action Plans formulated to target all facets of College operation.

Strategic Goals

Leadership & Management
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.

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

Education in Faith
To have staff, students and parents identify more fully with the Catholic culture of the college and the centrality of Religious Education.

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

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