



# Simonds Catholic College

## West Melbourne

### 2022

## Annual Report to the School Community



Registered School Number: 25

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## 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 2017 (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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

16/03/2023

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

**OUR VISION** is to develop confident, well-rounded young men who have hope for their future.

### OUR MISSION

The Simonds Catholic College community, united in faith, inspires young men to become active, global citizens. Guided by Gospel values, we provide a safe and supportive learning environment in which each student is individually known. We challenge our students to become courageous, resilient and hope-filled.

### WE VALUE

- **Catholic beliefs and teachings**, particularly those relating to justice, charity and compassion. We encourage everyone to give of themselves, allocating time and other resources to people who are in need, both within and beyond the school community
- **pastoral programs** that promote an appreciation for the whole person. We foster a spirit of mateship that strengthens through the school years, forging lifelong bonds;
- **respectful behaviour**. We strive to provide a collaborative and supportive learning culture that recognises the dignity of each person. Respect for self, others and the environment is intrinsic to school life;
- **inclusivity**, respecting people of all cultures, genders and religions who act in empathy with our values;
- **fully committed teachers** who provide contemporary and purposeful learning for all students;
- **motivated students** who actively pursue excellence and assume responsibility for their own learning.

## College Overview

Simonds Catholic College is a Catholic Secondary School for boys in the heart of the city. Our size means that each boy can be individually known, valued and have a sense of belonging. With multiple transport options and ease of access to both our central campuses, our students come from all areas of Melbourne. This adds to the diversity of community that Simonds is known for. Our Year 7s came from over 30 different primary schools.

Following our acquisition of a multi storey building adjoining the St Mary's, West Melbourne Campus and the refurbishment of existing areas, we are excited that we will become one school on one campus from 2023. Our St Brigid's Campus will close at the end of 2022 and all our students will be based at the St Mary's Campus site.

Simonds Catholic College provides high quality programs to students within a spiritual, academic, social, sporting and cultural dimension. The school is driven by a deep belief that every student is capable of successful learning, has high expectations and promotes intellectual rigour. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement.

The excellent facilities mean that we are able to offer a broad and exciting curriculum within the setting of a small school. Our proximity to the beautiful St Mary Star of the Sea Church at West Melbourne, means that boys are provided with frequent opportunities to reflect, pray and celebrate the Sacraments in an inspiring and historical religious setting.

In addition to VCE classes, students have access to a wide range of VET subjects through the Inner Melbourne VET cluster.

Simonds Catholic College is a member of the Associate Catholic College Competition, which includes sport, music, drama, debating, chess, public speaking and student leadership.

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 local facilities including the Melbourne Sports and Aquatic Centre, North Melbourne Football Club Oval, Princess Park Ovals, Edinburgh Gardens Ovals, Carlton Baths and Flagstaff Gardens.

In 2022 we commenced a partnership with Science Gallery Melbourne which sees our year 7 and 8 students access the facilities and programs of this state of the art facility, on a weekly basis.

The staff has excellent professional qualifications and are committed to providing a high standard of education in an environment of mutual support. The teachers are very generous in their commitment of time and share a concern for the pastoral needs of the students entrusted to their care. There are a number of programs within the Pastoral Care Program that support and nurture the development of young men in our rapidly changing society.

## Principal's Report

2022 marks another significant milestone in the history of Simonds Catholic College. In May, Simonds Catholic College purchased a property at 52-58 Chetwynd Street West Melbourne which actually adjoins the rear of the St Mary's Campus. The purchased property was formerly an English Language School, that when refurbished will allow us to **accommodate all Year 7-12 classes on our West Melbourne campus** from the beginning of 2023. The advantages and benefits of all students and staff being based on one campus will be enormous, and further provide the students and staff with upgraded facilities and resources that they so rightly deserve.

After two years of interrupted schooling, it really has been terrific to observe our school getting right back into the swing of things, with a plethora of activities and events held across the course of the year. As a member of the **Associated Catholic Colleges (ACC)** competition, our students are afforded many opportunities to represent their school in sport, music and other associated activities. This year many students have represented Simonds Catholic College and have done so with great pride and in many instances – with great success.

In my Valedictory Address to the Graduating Class of 2022, I stated that teachers at Simonds Catholic College are characterised by their **generosity and commitment**, and the outstanding relationships they build with their students, as they show genuine care and compassion for them. I believe they also show remarkable determination and persistence as they strive to achieve the best possible academic outcomes for their students. I particularly thank our Religious Education Coordinator, Year Level Coordinators, the College Counsellor, the Heads of Faculty, the Director of Sport, the Learning Diversity Coordinator, Subject Teachers, Homeroom teachers and the Learning Support Officers for all that they have done in working with our students this year. I also thank the administration and ancillary staff for the way in which they have gone about their work this year to ensure the smooth operations of the College.

It is indeed a great privilege to be assigned with the responsibility of leading a school community such as Simonds Catholic College. Fortunately, I am able to share the many tasks involved with leading a school community with an outstanding Leadership Team. I am particularly indebted and grateful to Mr Robert Anastasio, Deputy Principal/ College Organiser/ Head of St Brigid's campus and Mrs Helen Koutoulogenis, Deputy Principal, Learning and Teaching/ Head of St. Mary's Campus for their generous and tireless work (often behind the scenes) as they bring new and innovative ideas and processes to the forefront of our thinking. I commend them for developing a Memorandum of Understanding with the University of Melbourne which allows the Melbourne Science Gallery staff to facilitate coding and **STEM classes at Science Gallery Melbourne** for our Year 7 and Year 8 students every Tuesday in conjunction with our own staff. I would also take this opportunity to sincerely thank our Business Manager, Mr Halyer Rayner for his excellent financial prudence as well as taking on the important role of Project Manager for the refurbishment of the St Mary's Campus and renovation of the recently acquired building in Chetwynd street.

The Simonds Catholic College School Advisory Council plays a significant role and makes a fine contribution to the college in its advisory capacity. I thank the SCCSAC members who so freely give up their time to be a council member. The SCCSAC is very ably lead by the chairperson, Mr Sonto Magro. I would also take this opportunity to thank Fr. Anthony Bernal as

Custodian of Mission and College Chaplain for his keen interest, support and work with the college.

As a Catholic School, Simonds Catholic College takes on an enormous responsibility in educating young men, and ensuring they are well equipped and ready to enter society once their secondary education is completed. By providing students with opportunities underpinned by a spiritual, academic, cultural, sporting or social dimension our students will be well prepared to enter the rapidly changing world they find themselves living in. I have no doubt that as a school, we are fulfilling our College vision statement “ in developing confident, well rounded young men who have hope for their future”.

Simonds Catholic College is quite a unique secondary school. With its inner-city location and student enrolment of 415 boys, I constantly observe a very strong sense of community and partnership amongst the students, staff and parents, where people working together with similar purpose and goals produce fine outcomes for all concerned. Simonds Catholic College continues to be an enormously vibrant school community, where students’ successes are acknowledged and valued, where students are asked to give of their best and make the most of any opportunities presented to them.

As we move to a single inner-city year 7-12 Campus in West Melbourne next year. I am sure the wonderful school spirit, and strong culture will continue to grow from strength to strength. I thank all members of the Simonds Catholic College community for their involvement in different capacities and events, and for all of the valuable contributions they have made in 2022.

**Peter Riordan | PRINCIPAL**

## School Advisory Council Report

In 2022 Simonds continued to achieve across all levels of the school meeting student and family's needs and expectations. The year continued to be marked with Simonds Catholic College providing a stable and well connected learning environment for our students while the anticipation and excitement of change kept growing for all our students and teachers as they prepared to be co-located at West Melbourne, commencing Feb 2023. It is very evident, that Simonds Catholic College has made an amazing transition as a co-located school, although a little disruptive at times with refurbishment of existing buildings underway, the positivity, determination and resilience of both students and teachers has been outstanding as they embrace the merging of the two campuses. Simonds Catholic College has embraced the changes with the adaptability and growth-mindset that makes our school remarkable.

In 2022, the partnership between the School Advisory Council and the school continued to uphold strong governance with the School Advisory Council, receiving regular updates from the Principal on Simonds Catholic College operations including reports on College events, financial and governance reports, student enrolments for the coming year and all maintenance and redevelopment works.

I would also like to take this opportunity to acknowledge and thank Principal Mr Peter Riordan, Teachers and staff who have done an outstanding job managing the disruptions with the school co-location while still continuing to deliver our students a quality education.

## Catholic Identity and Mission

### Goals & Intended Outcomes

- To nurture the faith journeys of all students and staff
- To encourage a deeper understanding of the Catholic faith and traditions
- To provide students with an understanding of the importance of upholding Christian values in their daily lives
- To foster an understanding that each individual is called to serve God to bring about the realisation of Christ's vision for humanity
- To participate in social justice activities which reflect the Christian mission to serve others
- To participate in daily class prayer and to come together as a college community for liturgical celebrations throughout the school year.

### Achievements

- Our college is committed to offering our students with Religious Education programs that strive to enrich their understanding of the Catholic faith, whilst also striving to enrich the spiritual journeys of all students regardless of their backgrounds.
- Our college offered four successful spirituality days for Years 7 and 8 students in Term 3, run by YMT, and Years 9 and 10 students in Term Four run by Gen Bryant and her team.
- The Religious Education Staff at Saint Mary's held a year long partnership with Sacred Heart College Kyneton, Caroline Chisolm, Braybrook and Thomas Carr College Tarneit. The aims of our regular meetings throughout the year, was to share ideas and resources to enhance the experience of prayer and Christian meditation within our school communities.
- The focus of the Staff Spirituality Day in Term Three focused on the pivotal question of mission and identity of Catholic Schools within a modern pluralist society. This was facilitated by Father Richard Leonard.
- Prayers for students were uploaded in iSimonds by the Religious Education coordinator and each school day commenced with class prayer.
- The staff gathered in prayer at Monday morning briefings via Teams throughout the school year
- Our school community raised funds for Caritas Australia during Lent, The Good Friday Appeal, and supported the Saint Vincent De Paul Society's Christmas Appeal by providing gifts for the needy in our community
- Each class in Year Nine students undertook Community Service for one semester. This was a very valuable experience for our students, as it enabled them to serve members of the wider community in various organizations including kindergartens, community centres, primary schools and aged care facilities.

- The Reconciliation program was offered to students in years 7 to 9 during Lent in preparation for Easter
- Following the success of previous years, the college offered a Sacramental Program to all unbaptized students. Unfortunately, no students participated in this program in 2022.
- Father Felix undertook class visits in Terms Three and Four. This provided valuable enrichment to our Religious Education Program here at Simonds.
- Our college community gathered in in prayer throughout the school year. These opportunities included the Staff Mass at the commencement of the school year, The Family Mass, Ash Wednesday Liturgies and Stations of the Cross, Simonds Day mass, the Year 12 Graduation Liturgy, and Christmas liturgies for students and staff.

#### VALUE ADDED

- Our college offered four successful spirituality days for Years 7 and 8 students in Term 3, run by YMT, and Years 9 and 10 students in Term Four run by Gen Bryant and her team.
- The Religious Education Staff at Saint Mary's held a year long partnership with Sacred Heart College Kyneton, Caroline Chisolm, Braybrook and Thomas Carr College Tarneit. The aims of our regular meetings throughout the year was to share ideas and resources to enhance the experience of prayer and Christian meditation within our school communities, with a focus on students in year 7.
- Our ongoing review of all religious education courses allows us to improve our classroom practices and enrich our use of resources.

## Learning and Teaching

### Goals & Intended Outcomes

**To improve the Literacy skills of all our students.**

- That consistent teaching practices that are data and research informed are delivered.
- That individual student data is used to inform teaching practice.
- That a feedback culture is developed effectively within the school.

### Achievements

The College has been active in the following:

- The establishment of a **partnership with Science Gallery Melbourne** that involves Year 8 students onsite at the Gallery in Parkville, participating in STEM focussed lessons each Tuesday throughout the year.
- Further development of the **Year 7 Digital Technologies** curriculum in collaboration with STEM Centre of Excellence staff.
- Its **use of data** including VCE and NAPLAN data services to enable staff to develop greater understanding of the learner and the impact of their teaching on student learning. Staff were challenged to develop a rich data culture that fosters student learning, enhancing teacher capacity and building school improvement. The collected information was used for VCE subject selection counselling.
- Celebrating student success through our social media platforms, the newsletter and via live streaming of events.
- The ongoing recording of class tasks and assessments through our LMS (iSimonds). Teachers, students and **parents are able to engage real time feedback** as the students' progress through their course so that successes can be built upon and weaknesses addressed to enable positive outcomes through a cycle of continuous feedback. This can be in the form of classroom tasks or assessments feedback that monitored by the teacher, student and parent. These Approaches to Learning Reports, provided regularly throughout the semester, give ongoing insights to the performance of students as leading up to the final assessments allowing intervention, consolidation or acceleration to the individual needs of students.

2022 saw the **re-establishment of REP (reading program)** as a consistent part of the curriculum, after two years of it having to be regularly shelved during remote learning. Unfortunately time for boys in remote learning did not equate to time spent reading, so in 2022 REP teachers and students had to work hard to re-establish the habits and concentration required to read regularly and successfully.

From a data perspective:

- 98% of students completed reading quizzes,
- 1,260 book quizzes were successfully completed, at an average of more than 5 books each.

- There was considerable variation between students reading output and consequent reading growth and it's an ongoing focus for myself to develop more consistent learning outcomes.

As REP teachers, we are always striving for ways to maximise the growth in student reading and broader cultural capital that can occur through REP. As well as the regular end-of-semester awards, in 2022 we employed "Reader of the Fortnight" awards to better recognise the immediate efforts and gains made by students during the semester. We emphasised students sharing with their classmates, books that they've enjoyed or learnt from. A part of the REP curriculum is giving students opportunities to write and talk about novels they have loved and the program is designed to cultivate and harness their natural reading interests.

The end of 2022 saw important discussions around the future of REP as the school leadership juggled the complex task of merging the 7-9 and 10-12 timetables and determining how REP could or should fit into the new common timetable. Meetings were held and staff feedback around the efficacy of REP was sought and it was ultimately decided to extend REP into year 10, and to have a separate REP stream at yr 11, that equated to non-screen based study sessions, with an emphasis on reading.

## STUDENT LEARNING OUTCOMES

### NUMERACY

- The 2022 year 7 NAPLAN results in Numeracy for our students show that the median scaled score was in fact higher compared to the state median.
- In 2021 the year 7 NAPLAN results in Numeracy shows that the median scaled score was lower than the state median. It should be noted that in 2021 there was more variability in the top 15% of student scaled scores compared to the lowest 15% of student scores.
- The 2022 Year 9 NAPLAN results in Numeracy show that the median scaled score was approximately the same as the state median.
- When we examine the 2021 Year 9 NAPLAN results in Numeracy we see a contrast with the median scaled score lower than the state median.

The College is always actively striving to improve the learning outcomes of all our students and in particular to better support the diverse range of our students commencing in year 7.

In 2022 we continued to support our year 7 students by running all **mathematics classes** at the same time. Using OnDemand results and teacher feedback from student performance in term 1 students were placed into one of the four classes. Each group was named after a mathematician. The reason for this was to enable students to bond with their new classmates and to also instil an interest in the subject of mathematics by learning about a mathematician. The Pascalians discovered pascal's triangle, the Pythagoreans; Pythagoras' Theorem, the Eulers: Euler's formula and the Fibonacci; the Fibonacci sequence. While each group would be tested in the same way, with the exception of the Fibonacci the teaching strategies and learning activities would be designed to best support the boys in each particular group.

The Pascalians were exposed to more problem-solving activities and focused on different strategies when solving an unfamiliar problem while the Fibonacci group focused on the most

important skills in the topic to assist them to 'catch up'. This group consisted of students who were on Individual Learning Plans and was deliberately designed to be the smallest class group. Most often the group was further supported with a Learning Support Officer.

The Pascalians were also involved in the Mathematics Olympiads to build upon their problem solving skills and invited to take part in the Australian Mathematics Competition. After each topic, teachers collaborated and where appropriate boys were placed into different classes that may better reflect their current working knowledge of the topic that would be studied. This program was very successful as all teachers at year 7 taught all boys and this enabled a better diagnosis of student skills and ability. Furthermore, feedback from students was very positive with 56 % of students preferring the different class groupings as it gave students the opportunity to learn alongside other students who had similar knowledge and skills.

Other initiatives in place to improve the learning outcomes of all students including designing the year 7 – 10 program so that the units taught were more concentrated into smaller sharper topics with more frequent assessment. This showed some real promise with improved student engagement and student feedback stating that lengthy units made it challenging to recall the knowledge and skills in assessments. Teachers also continue to develop their use of technology in the classroom which primarily focuses on the use of OneNote in all classes and the TI-Nspire CAS in year 10.

## **WRITING, READING, CONVENTIONS OF LANGUAGE**

- The 2022 year 7 NAPLAN test indicates that students have a broader range and above average result in reading. These results differ to the 2021 cohort who appear to fall within a tight spectrum than the current year and also have a lower average than the state.
- The year 9 Reading scores show a lower range than the previous year but this does not reflect their progress as the 2020 data is unavailable.
- The Year 7 Writing evidence suggest that the 2023 cohort will be behind state levels but not to the same degree as the 2022. Last year's cohort of years 9s are basically on par but the 2021 are below in Writing.
- The current year 9s seem to be below the state in Grammar with a small range; this is not the case with the 2021 group who are comparable to the state. On the other hand both years of year 7 are at the expected level for Grammar.
- Finally, Spelling is weaker in both years of year 7 but they results are slightly above average at year 9 for the 2021 and 2022 cohorts.

Simonds Catholic College aims to support and encourage the best from all students. We have students from a wider range of backgrounds that encompass many cultures, beliefs and social economic settings.

Year 7 students have been eased into the secondary curriculum to account for the many differences from the previous primary experiences. Their first assessment has been tailored to relieve the performance stresses that a new situation would create. Specifically, the first assessment is not graded and allows the year 7s to not feel anxiety until they are settled in.

Students are all set up to use and complete tasks using ICT in the English domain via the extensive use of 'Team' or 'OneNote' programs. Instant collaboration and sharing of materials are enabled along with increased benefits of improved communications and feedback.

The curriculum is in constant review and is written in response to the VCAA requirements. All English courses are reviewed and then prepared prior to the commencement of year. The assessments have been devised and planning document than written to follow these outcomes.

Assessment is moderated to ensure that there is consistency and fairness across the classes. This is often completed in year level meetings within the faculty where same response are shared to set benchmarks.

All curriculum documentation, assessments, planning and activities are stored in a common shared folders in 'Teams'. This ensures consistency and allows for constant improvements if deemed necessary.

### **Processes used to set goals and targets for outcomes including students at risk**

2022 saw increased utilisation of the funding available through NCCD to support students with diverse learning needs. The school registered just under 80 students who needed adjustments to teaching and learning that was over and above what is considered quality differentiated teaching practice. These students were supported by the equivalent of 5.4 FT Learning Support Officers and through the creation of Individual Learning Plans (ILPs). The learning goals and adjustments within these ILPs were determined largely by the relevant teachers, in consultation with myself, parents and students. Learning goals vary enormously depending on the learning profile, subject and year level. They may be around mastering specific skills, or they may be around specific actions or behaviours that enhance learning. With some students, I work closely with outside specialists to determine the most effective goals. The process of generating and documenting these goals and then consulting with parents and students is a major focus of the Learning Diversity department.

Recent years has seen a continued increase in use of Tier 2 diagnostic testing that helps us understand and support different learning profiles.

The SPARK (yrs 7-9) and StepUp (yr 10) continue to offer small group (tier 2) intervention to students who experience significant literacy challenges. Depending on the year level, these classes typically focus on the language components of mainstream subjects. For example a year 9 SPARK class may focus on the key words and phrases that are needed to write an essay on the English text The Simple Gift.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	568.7
Year 9 Numeracy	588.4
Year 9 Reading	570.4
Year 9 Spelling	588.1
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	87.7	-	90.8	3.1
YR 07 Numeracy	-	94.5	-	90.9	-3.6
YR 07 Reading	-	97.3	-	98.5	1.2
YR 07 Spelling	-	90.4	-	98.5	8.1
YR 07 Writing	-	90.3	-	96.9	6.6
YR 09 Grammar & Punctuation	-	94.9	-	90.8	-4.1
YR 09 Numeracy	-	98.7	-	100.0	1.3
YR 09 Reading	-	94.9	-	95.4	0.5
YR 09 Spelling	-	89.9	-	98.5	8.6
YR 09 Writing	-	84.2	-	92.3	8.1

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

**To provide a structured and safe learning environment where all students are able to flourish and achieve their full potential.**

- That each boy feel valued, confident and capable in an environment that prioritises respect for the individual and their diverse needs and capabilities.
- That positive relationships are emphasised to ensure commitment and engagement in the school environment.
- That individual strengths are recognised, encouraged and developed, whether they be academic, sporting, artistic, technological or other.
- That boys feel that they are respected and their wellbeing is genuinely a priority.

### Achievements

Easy student access to confidential counselling across both campuses on 2 specified days per campus by the College Counsellor.

Communication and liaison with external agencies eg. DFFH, Child First, Headspace, Kidshelpline, Orgygen and RCH Mental Health.

Visits to classrooms to ensure familiarity of Counsellor, psychoeducation and discussion of current mental health and wellbeing issues as arising within the student population.

Confidential records of student behaviours, mental health status and parent and external professional contact. Individual plans to support students behaviour and mental health.

Liaison with parents, Learning Diversity Co-ordinator, year level co-ordinators, home room teachers and general teachers to ensure optimal outcomes for students.

#### VALUE ADDED

Co-ordination of the implementation of Rights, Resilience and Respectful Relationships within the school. Liaison with Government staff to bring speakers to the school, and educating of teachers to teach the program. Commencement of the teaching of the program across all year levels.

Co-ordination of special event days such as Anti-Bullying, RU OK Day and the Pushups for Mental Health month.

Organisation of special presentations such as Pat Cronin One Punch talks to Year 10 and 11, Elephant Ed talks on pornography and consent for year 9 and 12.

Supervision of ACU Psychology student to assist with psychological assessment to improve understanding of student needs and learning programs.

Fostering of a relaxed attitude towards counselling, positive relationships and trust with students.

**STUDENT SATISFACTION**

Students feel known, safe and respected in the school community and feel open to the counselling process, WASP sessions are seen as a perfectly normal part of school life.

Students voices are heard and respected, and action is taken where necessary. Student initiatives are embraced and encouraged.

Student wellbeing is a high priority and identified trending issues are addressed at an individual and class level.

Individual strengths are encouraged and celebrated to ensure sense of belonging and being valued. Students are acknowledged at relevant Assemblies

The counsellor is approachable and known to all boys

Students enjoyed the guest speakers on relevant topics at year level presentation

A new student leadership was developed looking at implementation for and by students in the following year.

**STUDENT ATTENDANCE**

Attendance is recorded in our LMS - Simon (iSimonds).

The attendance officers will make contact with home in the morning if a student is absent and notification from a parent has not been received.

Contact with parents is initiated early when students are struggling with attendance.

Students are offered individual counselling and where possible parents are advised on best practice to ensure student attendance.

Daily attendance is monitored by the pastoral chain. A team approach to managing student attendance where YLC, Counsellor, HRT, Deputies and Principal are working together to maximise attendance. Staff members are informed, within the limits of confidentiality, as to how to best support a student to maximise attendance. The involvement of external professionals and agencies is sought where necessary.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate

87.8%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.4%
Y08	88.5%
Y09	86.6%
Y10	87.7%
Overall average attendance	88.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	98.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	71.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	3.0%
Deferred	3.0%
Employment	6.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

## Child Safe Standards

### Goals & Intended Outcomes

To continue to revise and formalise our Child Safety Policy and to disseminate it amongst all relevant members of the school community to ensure that they are aware of their obligations and responsibilities, including those relating to the Child Safe Standards contained in the Victorian Education Minister's Ministerial Order 1359 and the new II Safe Standards.

### Achievements

- The Simonds Catholic College Child Safety Policy and Child Safety Code of Conduct is in place.
- Compilation and distribution of Child Safety Dossier to new staff and volunteers. The Dossier contains the school's Child Safety Policy, copies of the CECV Commitment Statement to Child Safety, Ministerial Order 870, the State Governments Betrayal of Trust Fact Sheets, a section on reporting obligations relating to Child Protection, and the school's Child Safety Code of Conduct.
- Child Safety Dossier is available for download by any interested party from the Policy section of our website.
- Monitored staff completion of the Department of Education and Training eLearning Module on Mandatory Reporting Obligations
- Child Safety Policy embedded into Human Resource Practices, including ensuring all staff have current VIT Registration or, for non-teaching staff, a current working with children check.
- The promotion and importance of the Child Safety Standards is recognised and approved at School Board level and continues to be disseminated at Parent and Community level
- Child Safety is a standing item on all Leadership Team and School Advisory Council Meeting Agendas
- Professional Learning opportunities are supported in the area of child safety for all College staff.

## Leadership

### Goals & Intended Outcomes

**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.**

- That all members of the school community know, understand and are committed to enacting the school vision.
- That all decisions have a positive impact on student learning outcomes.
- That staff collaborate to improve teaching practices.
- Student leadership Model improved and modified to facilitate all Year 7-12 students on one campus.

### Achievements

- Whole School Staff Briefings held every Monday morning via Microsoft Teams
- Parent Teacher Interviews took place online via MS Teams twice in 2022
- Whole School Assemblies now filmed and streamed to all classrooms in the school.
- Provision of 'buddies' for all new staff
- Provision of mentors for graduate teachers
- Virtual Subject Selection Interviews took place via MS Teams
- Numerous policies developed and ratified by the SCCSAC under the MACS governance model.
- Purchase of 52-58 Chetwynd Street, West Melbourne to facilitate the movement of Year 10, 11, & 12 to the West Melbourne Campus in 2023
- Regular Meetings with MACS, Chandler Architects, and the College Leadership Team in working towards the refurbishment of 52-58 Chetwynd Street, West Melbourne and the current St Mary's site to accommodate all students and staff on one site in 2023, with internal access to all buildings.
- Presentation of Principal's Award, Deputy Principal's Diligence Awards Year Level Awards, REP awards and Student Leadership badges.
- Stage 1 and Stage 2 of the Masterplan submitted and approved for future reference by the city of Melbourne and DWELP.
- \$9.5 M loan secured with CDF for purchase of 52-58 Chetwynd Street, West Melbourne and DWELP.
- School environment maintained and upgraded including new fencing and screening and landscaping
- Simonds Catholic College now operates under the MACS (Ltd) Governance structure
- POL structure developed and put in place for 2023.
- PLT meetings scheduled for Wednesday with a shortened school day for students

- Building E totally refurbished including classrooms, breakout rooms and teacher work spaces. The entrance to Reception upgraded to provide disability access.
- Fencing and gate installed on Victoria Street entrance to improve safety and access.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole of school staff days, subject-specific in services, meetings and conferences and a range of professional learning program. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Teachers are enrolled in the Teacher Learning Network (TLN), which provides them with on-demand access to professional learning opportunities in a range of topics, as decided by the individual teacher.

They also undertook professional learning individually or in small teams including through engagement in online forms of professional learning (e.g. webinars and online conferences) that were subject specific or in their area of leadership responsibility. We had teachers participate in the STEM Aviation project STEM in Innovation project and the Teaching Excellence Program.

### **Design Thinking @ Science Gallery Melbourne [whole school]**

Design thinking is a problem-solving approach that encourages thinking beyond conventional methods and promotes new ways of approaching and resolving issues. As part of our Wednesday afternoon's professional learning program we set the goal of helping teachers and middle leaders gain confidence in using design thinking as a tool for enhancing our curriculum and practices. Teachers engaged in practical exercises and discussions, taking risks and collaborating with their colleagues throughout 12 sessions.

The program was divided into two semesters, with the first six sessions dedicated to exploring the stages of the design thinking process and identifying areas where it could be implemented in the school's existing practices. The remaining six sessions focused on the year-level groups, where participants worked together to ideate, prototype and test a design thinking intervention aimed at improving a specific area of opportunity for the students. The areas that were explored included simplifying the school's digital footprint, improving the ICT skills of younger students, promoting student agency, and bridging the gap between industry and the curriculum.

In the final session, staff members presented their interventions, highlighting both their successes and challenges. This event took the form of a marketplace, allowing teachers to share and exchange their experiences and ideas. Overall, the program provided a valuable opportunity for teachers and middle leaders to develop their understanding and application of design thinking principles in the school context.

Number of teachers who participated in PL in 2022	56
Average expenditure per teacher for PL	\$519

**TEACHER SATISFACTION**

There is a strong sense of identity and belonging amongst students and staff. There is a collegial and supportive atmosphere amongst staff who are motivated by their commitment to the students of SCC.

The 2022 MACSSIS survey provided the following data:

- Over 69% of the staff indicated SCC has a positive school climate
- 86% of the staff indicated positive Staff / Leadership Team Relationships
- The school Leadership Team was given a positive rating above that of like MACS secondary schools
- Staff indicated that they are very positively supported in their teams where strong collaboration is evident and is rated above the MACS secondary school average.
- 74% of staff indicated they worked in a positive working environment compared to the MACS average of 66%
- School leaders are rated at 97% in being respectful of staff
- 82% of staff indicated collegial relationships amongst each other
- 90% of staff indicated that school leaders work in the best interests of the school
- 75% of staff believe important information is effectively communicated to staff by school leaders.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	72.6%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	75.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	27.9%
Graduate	30.2%
Graduate Certificate	9.3%
Bachelor Degree	72.1%
Advanced Diploma	16.3%
No Qualifications Listed	20.9%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	44.6
Non-Teaching Staff (Headcount)	26.0
Non-Teaching Staff (FTE)	20.7
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

**To build a vibrant and welcoming school community, where parents are engaged in their son's learning and connectedness to the school is increased.**

- That parental engagement in their son's learning, and engagement in the life of the school, will increase.

### Achievements

- Inaugural student production presented. Treasure Island at Lithuanian Club Theatre, North Melbourne in October.
- Partnership with Science Gallery Melbourne established and formalised with a Memorandum of Understanding.
- Simonds Catholic College identity continues to grow in the community through strategic marketing and distribution of promotional material
- SCC continues to develop its relationship with its sister school – The Academy of Mary Immaculate in Fitzroy, as well as over 30 Catholic Primary schools in the Archdiocese of Melbourne
- Parental engagement and attendance at school functions and events continues to increase at SCC
- Virtual Parent Teacher Interviews that were implemented as a matter of need during lockdowns continued as the preferred means of meeting, following favourable feedback from parents and teachers.
- SCC continues to form strong relationships with ACU, RMIT and Melbourne University.

### VALUE ADDED

- Year 7 and 8 students access presenters and state of the art facilities at STEM Centre of Excellence at Science Gallery Melbourne every Tuesday throughout the school year.
- Participation in ACC Sports and Activities
- VCAL students involved in community projects
- Numerous hobby clubs available to students
- Connection with the Smith Family, The Brotherhood of St. Laurence, St Vincent de Paul, North Melbourne Rotary, and the Huddle in North Melbourne
- Year 9 Community Service Program
- Year 10 Work Experience Program
- Family Masses

- Student work published in Shared Stories
- Contributions to local newspapers
- Caritas fundraising
- Face of Winter Appeal
- Principal visits to over 30 primary schools
- Alumnae Reunions
- Principal led school tours
- Membership of LLEN and Inner Melbourne VET Cluster
- Collection of food and gifts for St Vincent de Paul Christmas appeal
- Study sessions 3 nights per week
- Breakfast Club on Tuesday mornings
- Outdoor Education program for Years 7-9
- House Sports and Activities
- Justinian (yearbook) distributed to all families.

## PARENT SATISFACTION

The 2022 MACSSIS survey provides the following data:

- 87% of families indicated that SCC was the right fit for their son(s), well above the MACS average for secondary schools
- Parents have expressed in writing a high level of confidence in the college and its leadership team
- Student enrolment numbers continue to remain stable.
- A 39% number of health care card enrolments indicates that SCC is inclusive and accessible to all families who seek a Catholic education
- Simonds Catholic College families indicated percentages within the School Fit Domain in their survey results, well above the MACS average for 2022
- 58% of families gave an overall school positive endorsement which aligns with the MACS average
- 80% of families indicated that school leaders are very approachable – well above the MACS average
- 80% of families indicated they would recommend SCC to prospective families
- 90% of families noted how balanced the school's systems are in evaluating children's growth and progress. The MACS average is 67%.