



# Simonds Catholic College

## West Melbourne

### 2021

## 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

23/03/2022

**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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our College Vision

**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 two-campus Catholic Secondary School for boys in the heart of the city. Our size (410 boys in Years 7-12) 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. In 2021 our Year 7s came from over 30 different primary schools.

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's Church at West Melbourne, and St Brigid's Church in Fitzroy North, 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 the VCE classes taught at the St Brigid's 10-12 Campus, students have access to a wide range of VET subjects through the Inner Melbourne VET cluster. VCAL was introduced as an alternative senior secondary pathway in 2013. A small number of VCE classes are shared with students from the Academy of Mary Immaculate.

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

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.

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

From the 1st January 2021, Simonds Catholic College underwent a significant change in governance. Simonds Catholic College is now a school which operates with the consent of the Catholic Archbishop of Melbourne and is operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

At the end of last year there was a great deal of discussion around what a challenging year it had been for so many people in so many different ways, yet somehow we managed to work our way through it with determination, patience and resilience. I think many of us were hopeful that we had seen the last of COVID-19 at the end of 2020, but unfortunately that was not to be the case, with COVID-19 again impacting significantly on school life for all members of the Simonds Catholic College community. It didn't just impact on the Learning and Teaching for students and staff, it also greatly effected the co-curricular life of the College with so many school events, sports and activities having to be cancelled or held virtually.

As the Principal of Simonds Catholic College, I am continually impressed with how our school community is able to rally around one another, and be so responsive in a positive way to the adversity and challenges that they are faced with, often with short notice or with little time for planning. The attributes of resilience, patience, flexibility and adaptability that many of us discovered about ourselves last year, have again been put to the test in 2021. This year has seen staff and students move in and out of Remote Learning and Teaching on a number of occasions, and on all occasions the transition has been quite seamless and a credit to all concerned.

I believe one of our biggest challenges this year has been working through "Lockdown Fatigue", where in some instances there was the mindset of "here we go again". I sincerely commend our teachers for their fine work this year in keeping boys interested, connected and engaged in their learning both remotely and whilst in the classroom. Through the sharing and pooling of resources and ideas, staff were able to provide students with stimulating and enriching lessons on a daily basis. I would also acknowledge the dedication of students for their preparedness to learn differently and adjust to the circumstances they were faced with, which were not always ideal. In some instances, the homes of our students were extremely busy places with often one or more students learning remotely, together with one or more parents working from home on a daily basis. I think families deserve a great deal of credit for how they have managed to work so successfully throughout 2021.

Simonds Catholic College is greatly indebted to a number of staff, who work tirelessly behind the scenes to ensure that Simonds Catholic College delivers the best possible outcomes for all students. I have the support of an outstanding Leadership Team. I thank Mrs Helen Koutoulogenis, Deputy Principal (Learning and Teaching)/ Head of St Mary's Campus and Mr Robert Anastasio, Deputy Principal (College Organiser)/ Head of St Brigid's Campus for their tireless and innovative work and ideas, as we have transitioned in and out of Remote Learning and Teaching, as well as assuming all the other duties that make up a Deputy Principal's exceptionally busy workload. The fourth member of the Leadership Team whom I wish to express my sincere thanks is Mr Halyer Rayner, the College Business Manager, who has also done a terrific job this year in very challenging circumstances, where some families have been impacted quite severely financially due to COVID-19. Mr Rayner has also coordinated the transition of the College Finances and Human Resources functions to ICON which all MACS (Melbourne Archdiocese Catholic Schools) will transition to next year. Simonds Catholic College has been an ICON school in 2021.

The College Leadership team is also very well supported by the SCC School Advisory Council who freely give up their time to make a significant contribution to the College. I thank all members of the Advisory Council for their commitment this year and in particular the chairperson of the Advisory Council, Mr Santo Magro. I also thank Fr. Anthony Bernal as Custodian of Mission at Simonds Catholic College for his continued interest, support and fine work with the College.

2021 saw the cancellation of many events and activities that over time have become part and parcel of everyday school life. I think by missing out on various events and activities, both staff and students may have developed a renewed enthusiasm for all that school has to offer. Adjustments and changes had to be made to many programs this year to ensure students remained engaged and connected to their peers, their teachers and their school. All staff at Simonds Catholic College played a big part in this.

In particular I thank our Religious Education Coordinator, our Innovation & Learning Leader, the Year Level Coordinators, the College Counsellor, Heads of Faculty, the Director of Sport, the Learning Diversity Coordinator, the Librarian, Subject Teachers, Homeroom Teachers and Learning Support Officers for all that they have done in challenging and at times adverse circumstances in such a positive and well intentioned manner. My thanks are also extended to the administration and ancillary staff for the way in which they have gone about their work within the school this year.

It really is an exciting time at Simonds Catholic College as we see our Master Plan beginning to come to fruition where it is envisaged that all staff and students from Years 7-12 will be based on the one campus at St Mary's, West Melbourne in the not too distant future. An enormous amount of work has been completed over the past four years to make this vision a reality.

Whilst less events and activities have taken place than in previous years, I would encourage you to take the time to read the Justinian, and reflect on what a diverse and vibrant school community we are who lives out its Vision - "to develop confident, well round young men who have hope for their future" on a daily basis.

I offer my sincere thanks to Mr Greg Edwards, the Editor of the Justinian for the time, effort and hard work he has put into making this such a wonderful publication for our school community.

I am hopeful and confident that the new year will see school life returning to more of a normality as we know it and are used to. It really has been a privilege to have lead a school community through another year of challenges and adversity, and to witness the resilience, the adaptability, the generosity and the commitment of the entire Simonds Catholic College community working successfully through 2021.



## School Advisory Council Report

As Simonds makes a solid start to the year, the start to 2021 began with uncertainty as the pandemic continued to spread across the community resulting in numerous lockdowns. Throughout all this, Simonds Catholic College continued to provide a stable and well connected learning environment for our students. The Simonds College Board recognises and applauds the Simonds Catholic College staff for their encouragement, determination and resilience in ensuring our students continued to receive a quality education with our College values and goals being upheld. The College Board also recognises and thanks parents in their support and remaining positive, patient and supportive during these times.

The College Board saw its own changes in 2021 with a change of Chair and in accordance with the governance of the Melbourne Archdiocese Catholic Schools (MACS) the Simonds Catholic College Board was renamed and replaced by the Simonds Catholic College School Advisory Council, with myself as the new Chair. However, the work of previous years to ensure a robust and resilient structure means that the School Advisory Council will continue their primary role of supporting and providing advice on important school matters in support of the College and College Principal.

The School Advisory Council, continued to receive regular updates from the Principal on Simonds College operations including reports on College events, financial and governance reports, student enrolments for the coming year and all maintenance and redevelopment works, including the journey the College undertook in its acquisition of 52-58 Chetwynd St West Melbourne, an amazing step in co-locating the two campuses.

To close out 2021, the School Advisory Council acknowledges our 2021 VCE students for their solid VCE results which once again demonstrated that although we are a small school we continue to deliver a great education.

The College Advisory council would also like to thank the leadership that Brett Bowler provided during the previous two years as the Simonds Catholic College Board Chair, and we look forward to the challenges that will be presented in 2022 and the opportunities these will provide. Above all, we look forward to having all Simonds Catholic College year levels co-located at West Melbourne as this provides a strong foundation for the College to move forward and continue to shine as a quality inner city Catholic boys college.

Santo Magro

Chairman

## Education in Faith

### 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

- The focus of the Staff Spirituality Day in Term Three was Christian meditation. This was facilitated by Ruth Fowler from the World Community for Christian Meditation Australia. Ruth provided the staff with useful resources to assist teachers in offering opportunities for Christian meditation in the classroom.
- Daily prayers for students were uploaded in iSimonds by the Religious Education coordinator.
- 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, and supported the Saint Vincent De Paul Society's Christmas Appeal by providing gifts for the needy in our community
- The Year Nine students undertook Community Service. While this was interrupted by lockdowns, it provided our students with the valuable experience of offering service to others.
- Two seminarians from Corpus Christi College were welcomed into our college. As they undertook pastoral experience with us in 2021, they contributed to the Christian vision of service.
- 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 continued to offer a Sacramental Program, initiating members of our community into the Catholic Church through the Sacraments of Baptism, Communion and Confirmation.
- While opportunities for staff to gather in prayer as a community were affected by lockdowns, the college still managed to participate in significant prayerful events throughout the school year. These included the Staff Mass at the commencement of the school year, The Family Mass, Ash Wednesday Liturgies and Stations of the Cross at both campuses, Simonds Day mass, a live-streamed liturgy in Term Three offering prayers of hope for the world affected

by the pandemic, the Year 12 Graduation Liturgy, and Christmas liturgies for students and staff.

#### VALUE ADDED

- Despite the restrictions to large group gatherings early in the year, the college was able to offer two very successful spirituality days for Years 9 and 10 students in Term Four and is now committed to extend this experience to Years 7 and 8 students
- The Religious Education Staff 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.

## Learning & Teaching

### Goals & Intended Outcomes

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

- To deliver consistent teaching practices that are data and research informed.
- To use individual student data that informs teaching practice.
- To develop a feedback culture effectively within the school.

### Achievements

2021 was again dominated by the forced shift to **remote and flexible learning** and a significant achievement was the relatively effective delivery of lessons using MS Teams. The school was well placed and resourced when required to undertake online learning due the COVID-19 pandemic. Forethought allowed for the implementation of Microsoft Teams prior to lockdown through training sessions that were undertaken by key staff members who were able to convey its application and functions to classroom teachers for a relatively seamless introduction of remote learning. The Teams platform encourages face to face teaching that focusses on students' literacy learning while studying at home. The routine and interpersonal interaction of the classroom was able to be maintained, to a degree, more so than setting working by emails or messaging. Teachers now use Notebooks to deliver lessons, upload resources for students and maintain a portfolio of student work. They are also using the Microsoft Forms, Poly, Kahoot and Socrative apps not just as formative assessment tools but also to survey students on the effectiveness of different teaching strategies.

Student needs, identified via NAPLAN results in previous years, indicate a requirement to tackle students' writing across the broad curriculum. In light of this, teaching staff agreed to take a **'whole school approach'** to explicitly teach students how to **write**. A whole school audit of students writing requirements throughout the syllabus pinpointed specific areas within subjects where students require explicit instruction on how to interpret languages specifics used with a subject domain and how to apply specific features of languages that suit the purpose of a particular area of study. Professional development workshops were conducted to facilitate and implement explicit instruction of writing within subject areas.

The college has now implemented the recording of class tasks and assessments through the online iSimonds portal. 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.

In 2021 PAT testing and OnDemand results in Number and Algebra illustrated the diverse learning profile of our year 7 students. The learning needs of students in mathematics was addressed by the introduction of a new initiative that allowed all **year 7 mathematics** classes to be timetabled simultaneously. The program required pre-testing students prior to commencing a topic to access prior knowledge and any misconceptions. In conjunction with the PAT and OnDemand results students were placed into a class to suit their learning needs and address

their knowledge and understanding of the concepts to be taught. The initiative provided students with flexibility to move across the classes as required. Teachers collaborated on a regular and on-going basis to analyse student learning profiles. Working closely the year 7 team gained a broader understanding of all students and hence were better equipped to monitor and support students in their learning of mathematics to improve growth.

The learning needs of students are identified and programs to meet these needs are developed and resourced. The College supports the programs by the appointment of a Learning Diversity Coordinator, seven learning support officers (equivalent of 4.7 FT load) and the inclusion of four teachers in Simonds Program for Accelerated Reading and Knowledge (SPARK). On Demand testing occurs for Year levels 7 to 10 on a yearly basis and provides teachers and school leaders with an indication of distance travelled by students in numeracy and literacy. All students enrolling at the College in Year 7 are tested and the results of the test assist in identifying students who would benefit from additional support or extension.

In order to ensure that the individual student learning profiles are known to the relevant teachers, the Learning Diversity Department and teachers involved in the SPARK program are now using a range of assessments such as On Demand Reading and Maths assessments, YARC (York Assessment for Reading Comprehension), SPAT (Sutherland Phonological Awareness Test), KBIT-2 (Kaufman Brief Intelligence Test), CELF-5 Screener (a standardised screener of receptive and expressive language difficulties) and the Rowe and Rowe Auditory Processing screener. These learning assessment tools are used as tools to help understanding of student strengths and areas of need.

The College has procedures for the collection of data compliant with the National Consistent Collection of Data (NCCD). Processes have been developed for Learning Diversity Coordinator to work collaboratively with teachers to establish Individual Learning Plans (ILPs) for students included in the NCCD. This has enhanced teacher awareness of the need to differentiate their teaching practices to address the identified learning need.

## STUDENT LEARNING OUTCOMES

A variety of resources are available to teachers to establish the current status progress of individual students and their cohort. An extensive iSimonds Dashboard web page allows links to a variety of diagnostic data that has been collect from students such as On Demand and PAT Testing that give insight into individual students and their learning requirements. Also, the resumption of NAPLAN testing in 2021 provides progressive data that is helpful in determining the effectiveness of our literacy programmes. This in turn allows teachers to track and reconfigure element of instruction that may require adaptation or refinement.

Other resources available to teachers also includes Learning Diversity (NCCD) Teacher resources while primarily tracks specific students with individual needs. Tracking of student data is also conducted at the senior level were student performances and rankings are compared to the current progress, for example examining their year 10 NAPLAN writing level to the VCAA predictive score: There seems to be a strong collaboration between the two results.

Also, data feedback received during and at the completion of Year 12 by VCAA such as the GAT and end of year examination is extensively analysed on the individual and cohort level to appraise the performance of students in the final exam and in their School Assessed Coursework (SAC) outcomes. This data is used to identify strengths and weaknesses of the curriculum and suggest areas that require improvements or what areas need consolidation.

**OnDemand testing** of new year 7 students in reading and maths, again showed considerable variation in the reading and maths skills of students coming into the school, reinforcing the need for effective identification and remediation of learning challenges through classroom differentiation, Individual Learning Plans, and intervention programs such as SPARK and StepUp that provide targeted approaches to learning.

Due to the greater part of semester 2 being delivered online, OnDemand testing for year levels 7-10 was not able to be completed until early in 2022. Compared to fairly consistent growth prior to remote learning, OnDemand testing in 2021 again indicated less consistent and overall muted growth in reading and Maths. It would seem likely that this is a consequence of the forced shift to online learning and the subsequent reallocation of programs such as REP for much of the year.

#### MEDIAN NAPLAN RESULTS FOR YEAR 9

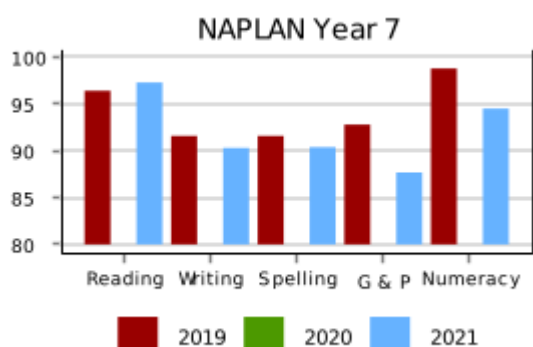
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	579.8
Year 9 Reading	571.7
Year 9 Spelling	601.8
Year 9 Writing	534.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	92.8	-	-	87.7	-
YR 07 Numeracy	98.8	-	-	94.5	-
YR 07 Reading	96.4	-	-	97.3	-
YR 07 Spelling	91.6	-	-	90.4	-
YR 07 Writing	91.6	-	-	90.3	-
YR 09 Grammar & Punctuation	88.6	-	-	94.9	-
YR 09 Numeracy	100.0	-	-	98.7	-
YR 09 Reading	94.0	-	-	94.9	-
YR 09 Spelling	97.1	-	-	89.9	-
YR 09 Writing	82.9	-	-	84.2	-

\* 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 access to confidential counselling across both campuses on 2 specified days per campus by the College Counsellor, including Telehealth over the Covid period.

Access to external agencies eg. DHHS, Child First, Headspace, Kidshelpline, Orgygen and RCH Mental Health.

Liaison with and record of student engagement with external agencies.

Visits to classrooms to ensure familiarity of Counsellor, knowledge of how to obtain counselling support, and discussion of current mental health and wellbeing issues as arising within the student population.

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

#### VALUE ADDED

- Counselling of students offered at both campuses in a confidential, non judgemental and compassionate manner
- Ongoing counselling and mental health check ins to individual students during Lock Down via Microsoft Teams
- Solution focused counselling with strategies to assist problem solving, shared with students and teachers
- Individualized plans to support behaviour and mental health
- Yoga session conducted for staff, information to staff on wellbeing during lock down and mindfulness strategies communicated
- Involvement and liaison with school staff, parents and external professionals in a multi disciplinary approach to the student's wellbeing (within the limits of confidentiality)



- Assessment via screeners for students who may be on the Autism spectrum, or may have Attention Deficit Hyperactivity Disorder. Organisation of external assessments where necessary.
- Beginning the process of implementing Resilience Rights and Respectful Relationships, (a government backed program that is now in the majority of schools) to address the dangers of gender stereotyping, as well as to teach topics such as coping, stress and personal strengths. Formation of a staff team, liaison with lead school and professional development to all staff
- Working with students in Student Wellbeing Team to ensure relevant issues are addressed in a manner that suits students interests and needs with emphasis on student led activity
- Awareness raising of current community issues via special days including "Pushups for Mental Health", "White Ribbon Day", "R U OK Day", the latter of which was a valuable, fun and timely day to allow students room to reflect on wellbeing during lockdown
- Regular contributions to the College newsletter and webinars and programs communicated to parents
- Talk to each year level on Consent and Respectful Relationships
- Talk to Year 9 assembly during Lock Down about taking care of your wellbeing
- Support to VCE students via counselling and special consideration applications
- Grief and loss talk and support to Year 12s after the death of a parent.

## 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.

The counsellor is approachable and known to all boys.

## STUDENT ATTENDANCE

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

During Simonds@Home (remote learning) the attendance officers checked rolls 5 minutes in to each lesson and followed up any absences with a phone call or an SMS; in many cases

getting those who had slept in or were running late after a break, to log back in to active participation with their class.

In non-COVID 19 times, the attendance officers will make contact with home once in the morning if a student is absent and notification from a parent has not been received.

Contact is made 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. This has been particularly difficult during the pandemic.

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	94.1%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.8%
Y08	94.7%
Y09	93.0%
Y10	93.6%
Overall average attendance	94.3%

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	94.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
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 870 issued on 7 January 2016.

### 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 & Management

### 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.

### Achievements

- Whole School Staff Briefings held every Monday morning via Microsoft Teams
- Parent Teacher Interviews took place online via MS Teams twice in 2021
- 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, 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
- Simonds Catholic College now operates under the MACS (Ltd) Governance structure
- POL structure developed and put in place for 2022.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2021

**Growth Mindset Workshops [Whole School]**

James Anderson, speaker, author, and trainer on Carol Dweck's work on to show us how we nurture, nudge, and nourish students towards a growth mindset. We used a mix of face to face and online workshops to discuss a range of things that we say or do that can influence the mindset of the students. For instance, we need to be careful in the way we praise students. For example, we should praise the student for attempting problems that were slightly too difficult for them, praise the fact that the challenge led to mistakes they can learn from, praise the strategies they used to respond successfully to those mistakes. In short, do what Carol Dweck has advocated and praise the behaviours that lead to growth.

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.

Number of teachers who participated in PL in 2021	49
Average expenditure per teacher for PL	\$454

**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 2021 MACSSIS survey provided the following data:

- Over 80% of the staff indicated SCC has a positive school climate
- 85% of the staff indicated positive Staff / Leadership Relations
- 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.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	85.2%
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<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	76.8%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	26.5%
Graduate	38.2%
Graduate Certificate	11.8%
Bachelor Degree	79.4%
Advanced Diploma	20.6%
No Qualifications Listed	14.7%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	55.0
Teaching Staff (FTE)	45.9
Non-Teaching Staff (Headcount)	30.0
Non-Teaching Staff (FTE)	26.2
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### 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

- 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
- SCC able to provide highly engaging Remote Teaching and Learning program through the use of Microsoft Teams.
- SCC continues to form strong relationships with ACU, RMIT and Melbourne University.

### VALUE ADDED

- 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 2021 MACSSIS survey provides the following data:

- Simonds Catholic College aligns with the Family Engagement data of the MACS average for secondary schools at 22%
- 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 37% number of health care card enrolments indicates SCC is inclusive and accessible to all families who seek a catholic education.