

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



Simonds Catholic College



Years 7 -9, 273 Victoria Street, West Melbourne 3003
Years 10 – 12, 20 York Street, Fitzroy North 3068

SCHOOL REGISTRATION NUMBER: 1368

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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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

12 April 2019

Our College Vision

Our Vision and Values:

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 Year 7-12 secondary boys' school with an enrolment of 460 students in 2017. Established as a Year 7-10 school in 1996, following the amalgamation of St Mary's Boys' Regional School, West Melbourne, and Cathedral College, East Melbourne, the VCE was introduced in 2010. As student numbers increased, the school expanded over two campuses with St Mary's in West Melbourne remaining predominantly a Year 7-10 campus, and St Brigid's in Fitzroy North becoming the senior campus. In 2013 VCAL was introduced as an alternative senior secondary pathway. Students also have access to a wide range of VET subjects through the Inner Melbourne VET cluster. In addition, a small number of VCE classes are shared with students from the Academy of Mary Immaculate.

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

The student profile is diverse and evolving, reflecting various migrant influxes. This year, students arrived from 42 different primary schools. Most of our students are Catholic; however, with students born in 27 different countries speaking 25 different languages, most world religions are also represented. 60% of our students speak a language other than English at home. 36 students receive funding under the LNSLN (Students with Disabilities) program.

Simonds Catholic College is a member of the Associated Catholic College competitions, which include sport, music, drama, debating, chess, public speaking, student leadership and a culinary competition. Our Year 9 Program offers students opportunities to broaden their educational experiences through their Community Service Placement, a week-long City Experience, and two Outdoor Adventure Camps. Year 10 students complete a Work Experience Program

As an inner-city school Simonds Catholic College makes use of a wide range of external facilities to provide additional learning opportunities, including sporting activities. We continue to invest in upgrading our Information and Communication Technology, with i-Pads continuing to deliver the intended benefit of supporting changes to teaching pedagogy and communication modes across all aspects of school life.

Principal's Report

As I prepare to write my Principal's Report for 2018, and reflect on our College Vision, Mission and Values Statement, I am still particularly inspired by the words from Pope Francis that are included in them and displayed on the wall in our foyer - "Dear Young People... Do not be afraid to dream of great things". There is no doubt that, through the myriad of opportunities that are given to our students in academic, spiritual, social, cultural and sporting dimensions, that they are then able to dream of great things beyond their time at Simonds Catholic College.

I sincerely commend our staff, who take on the privilege of educating young people so willingly and generously. United in faith, they inspire young men to become active global citizens. Guided by Gospel values, our staff provide a safe and supportive learning environment in which each student is individually known. Our staff challenge our students to become courageous, resilient and hope-filled as they journey through life.

Located in inner-city Melbourne across two campuses, Simonds Catholic College really is a unique school that is vibrant, cohesive, energised and really focussed on improving student outcomes.

Our school year began with great enthusiasm with a Full School Assembly in the first week of February, where we welcomed 87 Year 7 students and some members of our Year 12, 2017 Graduating Class. It was terrific to welcome many of this group of students back to Simonds Catholic College to receive Academic Awards. As a cohort, the 2017 Year 12s produced our best VCE results on record, since we opened our VCE Campus at St Brigid's North Fitzroy, in 2010. Our Dux of the College was Jake Green, with an ATAR score of 99.3. Quite extraordinarily, 30% of our Year 12, VCE candidates were placed in the top 20% of the State, 60% of them were placed in the top 30% of the State, whilst 80% of our cohort were placed above the State average for boys in Victoria. All our 74 Year 12 students from last year successfully completed their VCE, with 80% of them receiving an offer to study at University this year. I really believe this is a great testament to our teaching staff from Years 7-12, in working with our students to achieve such outstanding results.

A new initiative, "Reading Equals Power" (REP), which we put into place at our 7-10 St Mary's Campus this year, has also proved highly successful, particularly due to the fine work of Mr Alistair Forge and Mrs Judy Dymond.

On Mondays, Tuesdays, Thursdays and Fridays, students spend thirty minutes after recess quietly reading a novel appropriate to their level of ability. After reading each novel, students complete a short quiz where they receive a point score based on their understanding of the novel. The more words a student reads, the more points he gains for his respective House, all in pursuit of winning the Michael Carmody Cup. At the end of Semester One, Year Level Assemblies were held to acknowledge and recognise students who have done particularly well in our REP Program. The work of teaching staff in supporting this initiative has been integral to its success.

A number of new lunchtime clubs have been formed this year, including the Art Club and the String Ensemble who play instruments our Music Convenor sourced for students to learn and play on free of charge. These complement our existing lunchtime and after school clubs – the Mad Scientists, Band, Chess, Guitar, Homework and Magic – which are all thriving thanks to the teachers whose enthusiasm, like that of our sports team coaches, makes it possible for our students to participate in these extra-curricular activities.

This year, I am indebted to many people for the support, wisdom and advice I receive on a regular basis. I offer my sincere thanks and gratitude to Fr. Anthony Bernal, our Canonical Administrator for his continued interest, leadership, and enthusiasm for Simonds Catholic College. I am particularly well supported by our College Leadership Team. Mrs Helen Koutoulogenis, Deputy Principal at the St Mary's Campus, and Mr Robert Anastasio, Deputy Principal at the St Brigid's Campus, continue to bring energy, passion and generosity to their roles, while Mr Danny O'Malley, the College Business Manager works with similar passion for excellence in managing the School Finances. I also thank Mrs Stephanie Rocke, my Personal Assistant, for her fine work and attention to detail in all that she does.

I am also grateful to the College Board so ably chaired this year by Mr Brett Bowker. To our School Counsellor and Coordinator of Student Wellbeing, Mr Pascal Rohan, to the Religious Education Coordinator Mr Peter Hennessy, the Year Level Coordinators, the Cluster Leaders, the Director of Sport, the Learning Support Coordinator, Librarians, Home Room Teachers, Subject Teachers and Learning Support Officers – thank you for the manner and generosity in which you approach your work. There are also many office and ancillary staff working very hard behind the scenes who are so important to our school community.

Our College Captain, Ashane Silva and College Vice Captain, Joshua Bowker, have done an excellent job in working with the Student Representative Council and leading our student body.

Similarly, congratulations are extended to all students who were elected as part of our Student Representative Council, on what they have been able to achieve during 2018.

Simonds Catholic College continues to grow and evolve as a school community, as it strives to improve outcomes for all its students. Through the continued generosity of our staff, students are afforded many, many opportunities for which I know they are appreciative. 2018 has been another fine school year where, on a daily basis, I witness a school culture that is vibrant, energised and filled with a great sense of purpose. I am proud that our College is one which continues to engender strong partnerships between students, teachers and families.

Education in Faith

Goals & Intended Outcomes

Our goal is to provide opportunities for all within the school community to engage in their faith journey and to develop an understanding and appreciation of faith within the tradition amongst the community. In so doing, we aim to ensure that the opportunity to be an active member of a Catholic school community is embraced by students, staff and parents. We also work towards achieving greater understanding of, and involvement in Social Justice, as an expression of faith in action.

Achievements

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

Religious education is integrated and permeates all aspects of school life at Simonds Catholic College.

VALUE ADDED

Activities

Extra - Curricular/Social Justice

- Year 12 Retreat – 'Survivor' at Kinglake Ranges Wilderness Camp
- Caritas Australia's Project Compassion began with Ash Wednesday Mass and concluded with the collection of Compassion boxes during the Stations of the Cross Liturgy just before Easter.
- Social Justice Events such as Gold Coin Day, Pizza Day, Trivia Night, Casual Clothes day and lunchtime barbeques also raise donations for Caritas Australia.
- Non - perishable goods are collected in the lead up to the annual Simonds Day Mass and each class chooses a representative to bring the gifts up to the Altar during the Offertory. A representative from St Vincent de Paul, Fitzroy North collects the goods and thanks the community.
- World's Greatest Shave – Leukaemia Foundation

Curriculum

- KWL (Know, Worship & Love) Digital is downloaded to iPads/laptops for students in Years 7-10 Religious Education classes.
- Year 7 Integrated Unit – Growing, stories and our families
- Year 8 - Jesus and Us
- Year 9 Religious Education Unit - Religion and Us
- Year 10
 - Living in the World of Today
 - Global Faith/ Ancient & World Religions;
 - Integrated Unit - Religious Education/Humanities – Personal, Communal and Global Injustice/Rights & Freedom are being written
 - Reflection Day at St Brigid's – Presentation coincides with Personal Relationships Unit;
 - Justice Day at ACU for Year 10 Social Justice Team
 - Implemented the Years 7-10 Catholic Formation Program at Years 7-10

Events

- Staff Spirituality & Professional Development in conjunction with Caroline Chisholm Catholic College – Day 1, Term 3 – Presenter Father Timothy Radcliffe
- Men Alive - Breakfast with the Archbishop for College Leaders
- Archdiocesan St Patrick's Day Mass.

Other

- Year 9 Community Service Program
- Appointment of Fathers' Anthony, Savino and Tom as Chaplains
- Fr Savino engaging in Ethics Program at Year 11
- Provision for Accreditation towards teaching in a Catholic school/Religious Education
- Liturgical Singing Practice for - Family Mass
- Host School for REC Network Meeting (Northern Region)
- Altar Servers Scholarship for ministering at St Patrick's Cathedral, East Melbourne, every second Sunday – REC liaises with the Dean
- Catholic Education Week – Altar Servers from SCC served at the St Patrick's Day Mass for Schools
- Seminarians from Corpus Christi College attend on a Thursday for Pastoral Care (St Mary's Campus)
- Justin Simonds Award for Staff/Student awarded to Mr James Blay and Mrs Maryanne Krall this year.
- Staff/student bands and choir lead singing at Masses

Prayer

- Prayer/Reflection in the Newsletter
- A Prayer / Reflection Roster for weekly Staff Briefing
- Daily Prayer for Students is posted in Daily Bulletin – Pastoral Care, and recited at the beginning of Homeroom
- Prayer at Assembly – led by REC & Liturgy Captain
- Reconciliation – years 7-10 and VCE
- Prayer at Ceremonies for Anzac Day, National Reconciliation Day, Remembrance Day
- Staff Christmas Liturgy

Masses

- Opening Mass for Staff at St Mary's Star of the Sea
- Family Mass
- Ash Wednesday Mass
- Station of the Cross Liturgy (conducted at each Campus)
- Simonds Day Mass
- Class Masses
- Mass for the Feast of the Assumption
- Year 12 End of Year Mass (St Brigid's Church)
- Whole School End of Year Mass & Awards (St Mary's Church)
- Christmas Liturgy followed by lunch for Staff
- Mass celebrated by Monsignor Bennett and Father Anthony as twelve students received the sacraments of Baptism, Confirmation and First Holy Communion.

Learning & Teaching

Goals & Intended Outcomes

To provide contemporary and purposeful learning for all students so that

- Every student is engaged in his learning, develops confidence, experiences success and becomes an independent learner
- Student learning outcomes in literacy and numeracy are further enhanced
- The learning outcomes of all students annually improve

PAM | Connecting Learning at Home and at School

Family-school partnerships involve the ways families and schools work together to support children's academic achievement. The Parent Access Module (PAM) was launched across the school in March. The aim was to forge a better relationship with the school and home, albeit electronically, initially. PAM provides real time access to keep parents updated with their son's progress, important dates and messages, attendance and punctuality records.

The introduction of PAM, in conjunction with our new Learning Management System (Simon) enabled the electronic release and availability of reports on this portal, for both students and parents. Parents are notified of their impending release with a text message - reports are no longer printed and sent home. The new reporting functionality allowed us to make 'continuous reporting' a reality. Teachers release updated assessment information to the learning management system online. The submission status, feedback and results are made visible to students and parents in real time, allowing a timely manner in which parents are informed of their child's achievement. The system has the capacity to upload the assessment rubric and annotated copies of the student's work which has the potential to be more informative than the summative semester report.

REP | Reading Equals Power

The introduction of REP across years 7-10 required the restructuring of the school day at St Mary's Campus. The length of lessons was reduced from fifty to forty-five minutes, recess and lunchtime bells were rearranged giving the 30 minute window we needed four times a week, just after recess, for our reading program. Reading novels develops the mind and the imagination and is how we discover new worlds and new things. REP stands for "Reading Equals Power" as a reminder that reading has a flow on effect to every subject we study. Students choose novels within their reading range and read silently during these sessions, noting the number of pages read in the Daily Reading Log section of their school diary.

After finishing a novel, they complete a quiz the results of which provide information about the progress a student is making in their reading skills. Prizes were awarded to students who read the most books, completed the most quizzes and showed the most improvement. Millions of words were read in 2018 as a result.

Professional Learning Teams

The Professional Learning Teams at Simonds undertook regular teacher development sessions based on Dylan William's 'Embedding Formative Assessment' research. The teachers were in three groups based around the faculties that they taught in. The groups met every few weeks for a session that was led by the Learning and Teaching leaders. As part of the process teachers were also involved in regular lesson observations of other teachers as well as discussions between themselves and another teacher about formative assessment techniques, they were trialling in the classroom.

The nine sessions in the program covered various topics that all aimed to have teachers regularly engaging in formative assessment techniques in order to adjust their teaching to improve student learning and engagement. The program was both informative and encouraging of the work that teachers do on a daily basis both in and out of the classroom, with Dylan William acknowledging that 'teaching is such a complex craft that one lifetime is not enough to master it'. The reasoning behind his presentation is that if teachers focus rigorously on their classroom practice, they can continue to improve their teaching and the outcomes for students. The sessions worked through five key strategies: sharing learning expectations, questioning, giving feedback, using self-assessment and using peer assessment.

The feedback from teachers at the end of the year was largely positive with teachers telling us that; 'I have felt more confident using formative assessment in classes and that the sessions have 'allowed me to analyse my own teaching and look for improvements'. Teachers also enjoyed the opportunity to meet together and share ideas, and reflected that the sessions had 'provided me with many different strategies for a range of formative assessment' and allowed them to 'frequently try and practice new strategies often that I normally wouldn't do throughout the year.'

Achievements

STUDENT LEARNING OUTCOMES

The trend shows that at Year 7 the proportion of incoming students meeting the minimum standards in Numeracy, Reading and Spelling is steady but there has been a decline across Writing and Grammar & Punctuation. It is a challenge to ensure that all Year 7 students are meeting the set benchmarks given that our Year 7 students are coming to us from over 40 different primary schools. It is important that students who are not meeting the minimum benchmarks are identified early and there is targeted intervention. A comparison of the data between 2016 and 2018 shows an improvement in the number of Year 9 students meeting the benchmark across all tests, apart from Numeracy which has remained steady.

Student gain is a way to measure the impact the school has had on student progress and measures the average change in results for students who have taken consecutive NAPLAN tests at the school. When comparing student gain for the same cohort (ie, Yr 7 in 2016, Yr 9 in 2018), the rate of progress has exceeded students with the same starting scores.

Student achievement remains the focus of the College. VCE results were marginally lower than previous years. The level of 'value add' was encouraging. Staff continue to analyse VCE data to consider how the learning program can be enhanced and how learning activities can be improved

Student Wellbeing

Goals & Intended Outcomes

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

- That each boy grows in resilience, self-confidence, and has hope for the future.
- That each boy feels valued as a member of a community, and respects others, in a school that cares about his wellbeing.

Achievements

Our achievements in 2018 are as follows -

VALUE ADDED

- Counselling of students offered at both campuses: 3 days at St. Mary's Campus and 2 days at St. Brigid's Campus. The service operates to full capacity daily
- Continued creative involvement of a Student Wellbeing Team to appreciate and benefit from, student voice
- An update of the College Pastoral Care Program (years 7-12)
- The Student Wellbeing Team introduced a wellbeing newsletter, produced each term for distribution to all St. Mary's students
- The Student Wellbeing Team produced a suicide prevention video which was shortlisted for award by the "Australian Suicide Prevention Foundation"
- A Mental Health Newsletter was prepared by Student Wellbeing Team members and distributed to all students and staff for use in Pastoral Care lessons during Mental Health Week
- Small group work, self-produced music videos, the "World's Greatest Shave" event were conducted by the Student Wellbeing Team.
- Creativity. Each of the works of the Student Wellbeing Team are new to SCC.
- The Counsellor introduced a staff wellbeing newsletter, produced each term and distributed to all staff

STUDENT SATISFACTION

- 85 students accessed individual counselling in 2018 – representing a large percentage of the student population in this College
- 9 students willingly gave of their services to work as part of the Student Wellbeing Team
- These figures indicate that students are satisfied that their voices are heard, that they can access help whenever needed and that they can feel safe and comfortable in accessing that help

STUDENT ATTENDANCE

- Students are offered individual counselling to identify what stands in the way of attending school
- Involvement of parents is sought where appropriate
- Staff are informed, with due regard to confidentiality, where they can assist with measures to help make school attendance for a particular student more likely and regular
- The involvement of off-campus agencies is sought where needed

Child Safe Standards

Goals and 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 recognized and approved at School Board level and continues to be disseminated at Parent and Community levels.

Leadership & Management

Goals & Intended Outcomes

Our goal is to create a vibrant learning community characterized by a shared vision, a strong sense of teamwork, and focused on improving student learning outcomes, underpinned by supportive leadership. Our intended outcomes include:

- All members of the school community knowing, understanding and showing commitment to enacting the school vision.
- All decisions having a positive impact on student learning outcomes.

Achievements

- A Principal's Award and Deputy Principal's Diligence Awards presented
- Vision and Mission Posters displayed in all teaching spaces
- Introduction of Parent Access Module (PAM)
- Annual review meetings held for all teaching staff
- Induction Day for new teaching staff commencing at the beginning of 2018
- College Staff Induction Book distributed to new staff
- Provision of mentors for all new staff
- Provision of mentors for all Provisionally Registered Teachers
- Establishment of Learning Management System "iSimonds" to improve communication within the college and delivery of curriculum resources to students
- Continued marketing of College to increase Year 7 enrolments with a focus on direct approaches with postcards delivered to homes/apartments in areas surround St Brigid's Campus
- New tables and chairs in every classroom in the school
- General school environment upgraded and maintained
- Meeting between CEM, Principal and Business Manager in the development of the Master Plan to expand St Mary's Campus as a Year 7 – 12 vertical school
- New student Rugby top available for student purchase
- Policies developed regarding student attendance
- Numerous policies developed and ratified by the College Board
- REP – Reading Equals Powers – program introduced

St Mary's Campus

- E Building upgraded with new carpets, blinds and classrooms painted as well as corridors and offices
- Carpet laid in Drama Room
- Systems Room converted to a Music Room with storage space for instruments
- Garden maintenance completed

St Brigid's Campus

- Student kitchen installed
- Photocopier room re-located
- VCAL Room re-located
- Blinds removed in upstairs corridor
- Common room painted, airconditioned, re-carpeted and TV installed
- Garden maintenance
- Table Tennis Tables relocated

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

- PPT days for all teaching staff
- Principal, Deputy Principals and Business Manager attended their respective Association Professional Development events
- Attendance at respective subject / faculty conferences
- Writing Individual Learning Plans and arranging Program Support Groups for Special Needs students
- Emergency evacuation procedures and evacuation drill
- First Aid training
- Anaphylaxis and Asthma management training
- Mandatory Reporting – Child Safety Standards Policy – Online module
- Faith Development Day for all staff at Simonds Catholic College
- Workshops on Behaviour Management for all teaching staff
- Collection of NCCD data
- Principal attended three weeks Enrichment leave through PAVCSS

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	43
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$740

College Community

Goals & Intended Outcomes

Our goal is to build an increasingly vibrant and welcoming school community, where parents are engaged in their son's learning and connectedness to the school is increased.

Achievements

- Parent attendance at school events and functions at Simonds Catholic College continues to increase
- Social Justice fundraiser held for Simonds Catholic College was very successful
- The College has continued to develop its relationship with its sister schools – St Aloysius North Melbourne and the Academy of Mary Immaculate in Fitzroy, as well as over 30 Catholic primary schools in the Archdiocese of Melbourne.
- Simonds Catholic College identity continues to grow in the community through strategic marketing and distribution of promotional material

VALUE ADDED

Activities

In 2018, staff, students and parents of Simonds Catholic College were involved in a range of activities, including:

- Participated in many ACC sports and activities
- Annual BBQ for families new to the College
- The College participated in the St Mary Star of the Sea Multicultural Festival
- LOTE students participated in an overseas study tour of Italy
- Student and staff collected food items and clothes for the Face of Winter Appeal
- The Principal visited over 30 Primary Schools in 2018 and 6 DOE Primary Schools
- Throughout the year the Principal conducted numerous Tours of the St Mary's Campus, attended by over 120 prospective new families
- Mercy Connect volunteers continue to work with our refugee students
- Strong connections have been made with the Smith Family, St Vincent de Paul and Brotherhood of St Laurence to help students with financial assistance
- The College raised a substantial amount of money for Caritas.
- One Year Old Collegians Reunion was held in July
- A significant number of Capital improvements were completed
- Many students had their work published in Shared Stories
- The College continues to be a member of LLENL and Inner Melbourne VET cluster
- College students performed in the St Aloysius musical production
- The College collected many gifts for the St Vincent de Paul Christmas Appeal
- Parent Information Evenings were held in Terms 2 & 3 and were well attended
- Homework Club continued at St Mary's Campus, three nights a week
- The Breakfast Club continues Tuesday mornings
- Family Mass held at the beginning and conclusion of the year

- The annual publication of The Justinian distributed to all families
- House Swimming and House Athletics Carnivals for Years 7 – 12 held in Term 1
- Year 9 Students completed a five-day city experience in Melbourne
- Years 7, 8 & 9 students participated in a four-day school camp
- Simonds Catholic College implemented inaugural Annual Art Show that was very well attended
- The Michael Carmody Cup celebrations for the winning House was held in Term 4

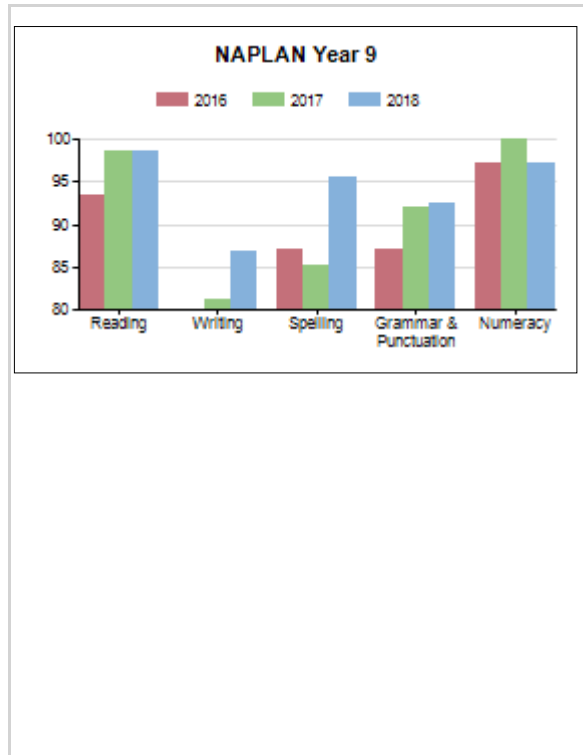
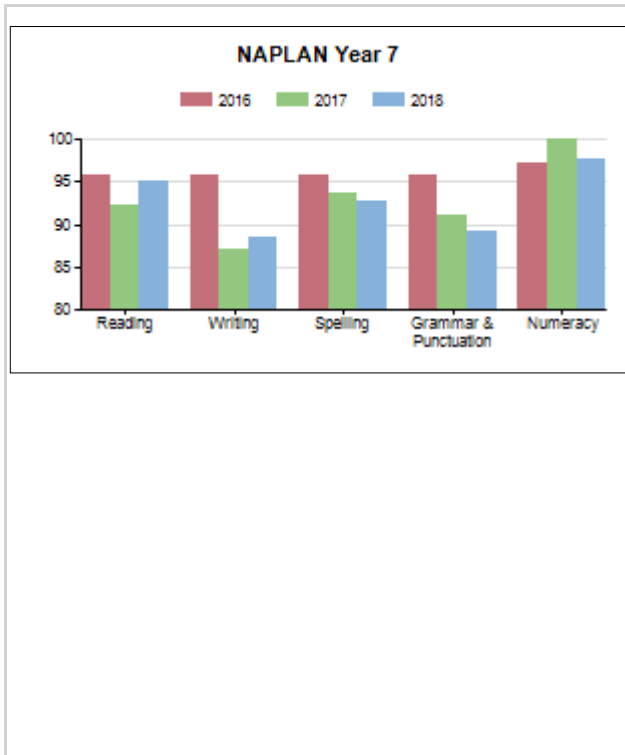
School Performance Data Summary

The School Performance Summary reports on data in the following areas:

- Proportion of Students Meeting the Minimum Standards
- Median NAPLAN Results for Year 9
- Senior Secondary Outcomes
- Post-School Destinations as at 2018
- Year 9-12 Student Retention Rate
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

Please see the tables below.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	95.9	91.0	-4.9	89.2	-1.8
YR 07 Numeracy	97.3	100.0	2.7	97.6	-2.4
YR 07 Reading	95.9	92.3	-3.6	95.2	2.9
YR 07 Spelling	95.9	93.6	-2.3	92.8	-0.8
YR 07 Writing	95.9	87.2	-8.7	88.6	1.4
YR 09 Grammar & Punctuation	87.0	92.0	5.0	92.6	0.6
YR 09 Numeracy	97.3	100.0	2.7	97.1	-2.9
YR 09 Reading	93.4	98.7	5.3	98.6	-0.1
YR 09 Spelling	87.0	85.3	-1.7	95.6	10.3
YR 09 Writing	76.6	81.3	4.7	86.8	5.5



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	86.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.5
Y08	92.2
Y09	93.3
Y10	91.2
Overall average attendance	92.3

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.4%
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STAFF RETENTION RATE

Staff Retention Rate	70.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.4%
Graduate	43.6%
Graduate Certificate	7.7%
Bachelor Degree	69.2%
Advanced Diploma	17.9%
No Qualifications Listed	15.4%

STAFF COMPOSITION

Principal Class (Headcount)	3
Teaching Staff (Headcount)	53
Teaching Staff (FTE)	46.6

Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	21.4
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	588.7
Year 9 Reading	576.0
Year 9 Spelling	579.3
Year 9 Writing	546.2

SENIOR SECONDARY OUTCOMES

VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	99%

POST-SCHOOL DESTINATIONS AS AT 2018

Tertiary Study	80.0%
TAFE / VET	10.0%

Apprenticeship / Traineeship	10.0%
Deferred	0.0%
Employment	0.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

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