



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Simonds Catholic College

273 Victoria Street, WEST MELBOURNE 3003

Principal: Robert Anastasio

Web: www.sccmelb.catholic.edu.au

Registration: 25, E Number: E1368

Principal's Attestation

I, Robert Anastasio, attest that Simonds Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Apr 2025

About this report

Simonds Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

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 vibrant Catholic secondary school for boys, centrally located in West Melbourne. Our small size fosters a strong sense of belonging, ensuring every student is known, valued, and supported throughout their educational journey. With excellent transport links, students come from diverse backgrounds across Melbourne, enriching the school community. Our Year 7 students in 2024 joined us from over 30 different primary schools, reflecting this diversity.

Following the closure of the St Brigid's Campus at the end of 2022, we consolidated onto a single campus in 2023, bringing all students together in one location and strengthening our school community. To support this transition and enhance learning opportunities, we acquired "F Building," a multi-storey facility adjoining the St Mary's, West Melbourne Campus. Extensive refurbishment began in 2023, adding new science labs, classrooms, a STEM centre, and staff areas. The upgrades were completed in Term 4, 2024, ensuring the facilities would be fully operational for the 2025 school year, providing students and staff with state-of-the-art learning and working environments.

Simonds Catholic College fosters academic, spiritual, social, and personal growth, encouraging excellence and continuous improvement among students and staff.

Our facilities support a diverse curriculum, and our proximity to St Mary Star of the Sea Church allows students to engage in prayer and the Sacraments regularly.

Students engage in diverse co-curricular activities through the Associated Catholic Colleges (ACC), including sport, music, drama, debating, and leadership. Our central location provides access to Melbourne's top educational and cultural venues, with Physical Education and Sport programs utilising premier facilities.

Since 2022, our partnership with Science Gallery Melbourne has given Year 8 students hands-on STEM learning through exhibitions and interactive experiences.

Our dedicated staff create a supportive learning environment, fostering both academic success and personal growth. A strong Pastoral Care Program ensures students are guided and supported in their development. With the completion of the refurbished F Building, students and staff now have access to modern, purpose-built facilities that will support innovative teaching and learning for years to come.

Principal's Report

2024 has been a year of transition and progress for Simonds Catholic College. Becoming Principal has been an honour and an opportunity to build on our school's strong foundations. This year has reinforced the values that make Simonds unique - a commitment to academic excellence, student leadership, faith development, and a deep sense of belonging.

Our students have continued to achieve outstanding results in both their academic and co-curricular pursuits. Strong performances in VCE, along with engaging enrichment programs, have ensured that students are well-prepared for future success. Opportunities such as the Italy Study Tour and the Central Australia trip have provided valuable cultural and historical experiences, broadening students' perspectives beyond the classroom. Creativity has also thrived, with the production of *Frankenstein* showcasing the talents of our students and strengthening our performing arts program.

As a Catholic school, faith remains at the centre of our mission. Students have actively participated in liturgical celebrations, prayer, and service projects, deepening their connection to the values that define our community. The Warm Safe Home project, which connects students with elderly community members, has been a highlight, fostering intergenerational bonds and reinforcing care and compassion.

Student leadership has continued to grow, with more students stepping forward to take on leadership roles and contribute to school life. The Year 7 and 12 Buddy Program has once again strengthened relationships between our junior and senior students, ensuring a welcoming and supportive environment. Wellbeing has also remained a priority, with initiatives such as RUOK Day encouraging students to look out for one another and seek support when needed.

One of the most significant developments this year has been the progress on our new STEM Centre, set to open in 2025. This state-of-the-art facility will provide hands-on learning opportunities in science, technology, engineering, and mathematics, equipping students with essential skills for the future. The construction process has required patience and adaptability from our community, but the result will be a space that reflects our commitment to innovation and excellence.

Simonds Catholic College remains dedicated to developing confident, well-rounded young men who have hope for their future. The achievements of this year reflect the strength of our community and our shared commitment to learning, growth, and faith. As we look ahead, we will continue to provide an environment where every student is supported to reach his full potential.

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

In 2024, the Religious Education Faculty continued to provide a comprehensive and engaging curriculum, deepening students' understanding of Catholic teachings and values. Year Seven students explored the roles and responsibilities within the Church, the liturgical calendar, and the Bible's structure. They studied creation stories and Christian values, supported by a film study. Year Eight students examined the historical development of Christianity, the role of martyrs, denominational origins, the Sacraments of Initiation, and moral decision-making, concluding with an exploration of Jesus' portrayal in the Gospels. Year Nine students focused on Old and New Testament literature, prophetic voices, media influence on morality, and the significance of Mary and Catholicism in Australia. Year Ten students studied the Gospel of Mark, Catholic moral teaching, relationships, and prayer. The VCE Ethics course explored ethical reasoning, religious and secular perspectives on morality, and just warfare.

A strong emphasis was placed on faith formation and spiritual growth across all year levels. Students examined how Catholic teachings relate to contemporary ethical and moral dilemmas, deepening their awareness of how faith informs personal and societal decision-making. The use of film studies, guest speakers, and interactive discussions enhanced engagement and encouraged students to reflect on their role in the world as Christian disciples. Staff were also supported in their own faith journeys through prayer, professional development opportunities, and participation in liturgical celebrations.

Daily homeroom prayers and staff-led prayers remained a core part of school life. Significant liturgical celebrations included Ash Wednesday Mass, the Family Mass, Simonds Day Mass, and the Christmas Liturgy, fostering reflection on faith and community. The school choir and

altar servers contributed to meaningful worship experiences, ensuring that all liturgies were moments of deep spiritual reflection. Additional prayer services and class-based liturgies provided students with regular opportunities to engage with faith in a personal and communal manner, reinforcing the understanding that faith is woven into daily life.

Value Added

Social justice initiatives remained a priority. Students participated in a project raising awareness about elder abuse, collaborating with the community to create visual and written reflections. This provided an opportunity for students to connect with and support older generations, fostering empathy and social responsibility. The school supported Project Compassion and the Christmas Good Box Appeal, demonstrating a strong commitment to charitable outreach and living out Gospel values through action. These initiatives reinforced the importance of upholding Christian values in daily life and recognising the dignity of every individual.

Community service continued, with Year Nine students dedicating a semester to supporting others. Their placements in aged care facilities, childcare centres, and local schools allowed them to develop a sense of service and a deeper appreciation for the needs of the wider community. Reflection Days provided opportunities for spiritual growth, with sessions on relationships, self-image, and global unity. Guest speakers and facilitators guided discussions on faith, resilience, and positive contributions to society. These experiences encouraged students to explore their own spirituality and develop a strong moral foundation, while also fostering an understanding that each individual is called to serve God and contribute to Christ's vision for humanity.

The school remained committed to fostering a strong Catholic identity through its curriculum, prayer life, liturgical celebrations, and community engagement. As the year concludes, we reflect on our shared mission and look forward to continued growth in faith and learning. The commitment to faith, service, and academic excellence continues to shape the character of our students and the school community as a whole.

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

In 2024, Simonds Catholic College continued its commitment to improving student learning outcomes through data-informed teaching, professional development, and the implementation of evidence-based instructional strategies. The year saw significant advancements in technology integration and literacy strategies. We also introduced the MACS Vision for Instruction, focusing on explicit instruction

Enhancing IT Capabilities for Teaching and Learning

To support staff in effectively leveraging technology for student engagement and administration, professional learning sessions were conducted on Microsoft Teams and iSimonds. These sessions equipped teachers with the skills to use Teams for communication and collaboration while ensuring they could maximise iSimonds for class administration. As a result, staff members enhanced their ability to utilise digital platforms to streamline workflow, share resources, and improve communication with students.

Strengthening Literacy Instruction

Building on our strategic literacy focus, professional learning centered on understanding the dyslexia profile and implementing vocabulary-building strategies. Teachers were guided in identifying student reading profiles within their classes and evaluating their approach to teaching vocabulary. These initiatives strengthened our ability to support diverse learners and embed research-based literacy practices across all subjects.

Implementation of the MACS Vision for Instruction

A key priority this year was embedding the MACS Vision for Instruction, particularly in relation to Explicit Instruction. Staff engaged in structured professional learning sessions aligned with the Gradual Release of Responsibility model. This involved:

- **Reviewing the foundational elements of explicit instruction.**
 - Participating in observation groups to apply and refine explicit teaching strategies.
 - Engaging with research to deepen understanding of explicit instruction methodologies.

Enhancing the quality of Learning Intentions and Success Criteria to drive student learning outcomes.

Through these sessions, teachers developed a shared language around instructional effectiveness, increasing alignment in pedagogical practice across the school.

- **Refining Pedagogical Approaches**

Further professional learning focused on Backward Design, reinforcing the importance of planning learning experiences with clear objectives and assessment criteria. This approach supported teachers in structuring lessons that build on prior knowledge while ensuring students engage with content in a meaningful and sequential manner.

The development of the Simonds Approach to Teaching & Learning will provide a framework for consistent, high-quality teaching practices across all year levels.

The progress made in 2024 has set a strong foundation for continuous improvement in teaching and learning at Simonds Catholic College. With a clear focus on literacy, explicit instruction, and effective use of technology, we remain committed to enhancing student outcomes and fostering a culture of data-informed, high-impact teaching.

Student Learning Outcomes

NUMERACY

The 2024 Year 7 NAPLAN results in Numeracy for our students indicate that the median scaled score was slightly lower compared to the state median, similar to the previous year. The percentage of Year 7 students who met the proficient standard in Numeracy was 70%, which remains high and comparable to 2023 (71%). The Year 9 NAPLAN results in Numeracy show a median scaled score of 593, which is a slight increase from 2023 (589). The percentage of Year 9 students meeting the proficient standard was 75%, slightly lower than the 80% recorded in 2023, though still a strong result. These figures suggest consistency in our numeracy outcomes, with areas for targeted support in Year 9 to ensure continued growth.

In 2024, our College continued to support student learning by refining our numeracy programs and ensuring effective differentiation in classrooms.

LITERACY

In Year 7 Literacy, the 2024 NAPLAN results show mixed trends. Grammar & Punctuation saw a small decline, with 55% of students meeting the proficient standard compared to 59% in 2023. Similarly, Writing showed a significant increase, with 75% meeting proficiency

compared to 63% in 2023. Reading proficiency decreased from 78% (2023) to 63% (2024), and Spelling improved from 66% (2023) to 71% (2024).

For Year 9 Literacy, the data highlights encouraging progress. Grammar & Punctuation proficiency rose from 55% (2023) to 69% (2024). Writing proficiency also increased from 62% to 71%, and Spelling showed a notable rise from 68% to 82%. Reading declined slightly, from 76% (2023) to 71% (2024).

As a comprehensive college, Simonds remains committed to improving literacy outcomes across all year levels. Teachers continue to use diagnostic tools such as On Demand and PAT testing, enabling a data-driven approach to monitor and address literacy needs. Senior students in VCE are monitored through GAT performance analysis and cross-marking moderation, allowing the identification of strengths and areas for improvement. Strategies are then developed to address specific learning gaps, ensuring students are well-supported in their academic journeys.

Support and interventions

Reading Equals Power (REP) Program

The REP program continues to play a crucial role in fostering a strong reading culture across Years 7-10. It provides students with structured reading time, ensuring they engage with a diverse range of texts and develop critical literacy skills. The program is designed to encourage independent reading while supporting comprehension and engagement. Teachers implement strategies that promote discussion, reflection, and a love of reading, aiming to develop lifelong reading habits.

SPARK and StepUp Programs

SPARK (Years 7-9) and StepUp (Year 10) remain integral literacy intervention programs, offering targeted support to students who need assistance in developing language and literacy skills. These programs focus on key vocabulary, comprehension strategies, and subject-specific literacy, ensuring that students build confidence in their ability to engage with curriculum content. StepUp continues to provide structured support in core subjects, guided by specialist teachers in English, Mathematics, and Science.

Overall, the 2024 NAPLAN results demonstrate consistency in student performance, with notable gains in Year 9 literacy and ongoing efforts to enhance numeracy engagement. The College remains committed to refining teaching strategies, assessment models, and support structures to ensure ongoing student growth.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	516	55%
	Year 9	578	69%
Numeracy	Year 7	534	70%
	Year 9	593	75%
Reading	Year 7	524	63%
	Year 9	581	71%
Spelling	Year 7	534	71%
	Year 9	577	82%
Writing	Year 7	550	75%
	Year 9	594	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	98%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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

- Students have convenient access to confidential counselling services on campus, available five days a week with two counselling staff. We've connected with local psychology clinics where we refer students if they're looking for a local external psychologist. A number of students have taken up these referrals.
- Regular communication, liaison, and referrals with external agencies including DFFH, The Smith Family, Headspace, Orange Door, and RCH Mental Health.
- Strengthened communication and collaboration among College Counsellors, Directors/ Assistant Directors of Students, and Homeroom Teachers to effectively plan and implement the Pastoral Care program. In 2024, Pastoral Care continued to be delivered at the same time for all students on Fridays, facilitating whole-school activities and meaningful discussions.
- Comprehensive documentation of student behaviours, mental health status, and communication with parents and external professionals, ensuring tailored support and individualised learning plans to address students' needs effectively.
- Consistent communication between parents, the Learning Diversity Coordinator, College Counsellors, Directors and Assistant Directors of Students, Homeroom Teachers, and subject teachers through in-person meetings, emails, phone discussions, and the iSimonds Parent Access Module to cater to individual student needs with continuity and care.

Value Added

- Continued delivery of the Rights, Resilience, and Respectful Relationships program across Years 7-12 during Pastoral Care sessions and whole-school events, reinforcing essential social-emotional learning.
- Expanded incursions led by evidence-based external providers, including Tomorrow Man, Pat Cronin Foundation, Fit to Drive, Youth Mission Team, The Man Cave, and Project Rockit, exposing students to key wellbeing topics through expert facilitation. Provision of Year 7 & 8 camps designed to build student resilience, foster stronger peer relationships, and provide hands-on learning in outdoor settings to develop personal growth and teamwork skills.
- Strengthened Student Leadership structure, featuring College Captain and Vice-Captains, House Captains, Portfolio Captains, and Class Captains. Leadership initiatives continued to empower student voices, enhancing their engagement in school initiatives and fostering connections with the local community.
- Coordination of major school wellbeing events, including Languages and Science Weeks and Simonds Day, promoting awareness, community engagement, and student wellbeing through meaningful participation.

The focus on student wellbeing remains a cornerstone of Simonds Catholic College's commitment to nurturing confident, capable, and respectful young men. In 2024, the continued refinement of support structures, student leadership opportunities, and whole-school engagement initiatives has further enhanced the wellbeing of all students, ensuring they are supported academically, socially, and emotionally.

Student Satisfaction

The 2024 MACSSIS student satisfaction data shows that 53% of students reported positive overall satisfaction, consistent with the 2023 result. While this is below the MACS average of 62%, the results highlight areas of strength and ongoing challenges. Responses in several domains, including rigorous expectations and school belonging, remain at or above the MACS average, reflecting the school's commitment to academic excellence and fostering a strong sense of community.

However, challenges persist in areas such as school engagement, school climate, and student safety, where satisfaction levels remain below the MACS average. These results are consistent with the trends observed in 2023 and are likely influenced by the ongoing physical constraints of the school environment. Throughout 2024, students continued to navigate challenges related to limited space and facilities, which impacted their overall experience and sense of connection to the school.

The completion of building works in 2025 will address these challenges, providing students with state-of-the-art facilities and a more conducive learning environment. This development

is expected to significantly enhance school engagement, improve the school climate, and bolster student safety perceptions. The school remains committed to creating an inclusive and supportive environment where every student can thrive, and the new facilities will play a key role in achieving this goal.

Student Attendance

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

If a student is absent without explanation, the School Attendance Officer will contact the parent/guardian by SMS for an explanation by 9.15am on the day of the absence. If a parent does not respond, the School Attendance Officers will phone him/her for an explanation, leaving a message if there is no answer. At times the parent/carer may not be able to be reached because the school does not have their correct contact details (i.e.: disconnected number, SMS/email failure notification received etc.). In this instance, the school will attempt to make contact with any emergency contact/s nominated on the child’s file held by the school, where possible, on the same day of the unexplained absence.

Contact with parents is initiated early when patterns of non-attendance emerge. Students are offered individual counselling and where possible parents are advised on best practice to ensure student attendance.

Daily attendance is monitored and followed up by the pastoral chain. Student attendance is managed by a team approach where Homeroom Teachers, Directors/Assistant Directors of Students, Counsellors, Deputy 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	83.33

Average Student Attendance Rate by Year Level	
Y07	89.8
Y08	89.2
Y09	86.8
Y10	86.4
Overall average attendance	88.0

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.

Achievements

- The Executive Team was established, comprising the Principal, Deputy Principal, and Business Manager, to oversee strategic planning and operational management.
- The Leadership Team was expanded to include Learning and Teaching Leaders, Directors of Students, the VCE Coordinator, and the Learning Diversity Leader, strengthening collaboration and decision-making across key areas.
- Leadership led the comprehensive School Review process, which encompassed the VRQA compliance requirements for registration. This rigorous process involved months of preparation throughout Semester One, including self-assessment, evidence collection, and reflection using the SIF Rubric. The review, culminating in June, provided a thorough evaluation of our practices and informed the development of a new four-year School Improvement Plan, ensuring sustained growth, continuous improvement, and compliance with educational standards, including the critical Child Safe Standards.
- Leadership continued to prioritise the development of a cohesive Professional Learning Team (PLT) structure, ensuring staff had dedicated time for collaboration and professional growth. A core group of the Leadership Team participated in the MACS School Improvement Network.
- The refurbishment of F Building was completed in Term 4, 2024, delivering new science labs, classrooms, a dedicated STEM centre, and improved staff facilities. This investment ensures students and staff have access to modern, purpose-built learning environments. The Executive Team played a key role in overseeing the planning and execution of these upgrades, ensuring minimal disruption to student learning during the redevelopment.
- Student leadership initiatives were expanded, providing opportunities for students to develop leadership skills and contribute to school decision making.

- Whole staff weekly briefings were conducted in person, fostering clear communication and a strong sense of collegiality.
- Parent-Teacher Interviews were offered both on-site and online, providing families with flexibility and choice in engaging with teachers.
- New staff were supported through structured induction, including buddy systems and mentoring for graduate teachers.
- Various policies were developed and ratified to align with governance requirements and school priorities.
- A culture of continuous improvement was fostered, with a focus on refining teaching and learning practices through data informed decision making.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Simonds Catholic College maintained a strong commitment to professional learning, with staff actively engaging in a range of development opportunities designed to enhance teaching practice and improve student outcomes.</p> <p>A highlight of the year was the school's participation in the MACS School Improvement Network, led by renowned educational researcher Dr Simon Breakspear. This initiative focused on deepening our understanding of high-impact teaching practices in light of the MACS Vision for Instruction, and helped guide strategic discussions around instructional leadership, clarity, and curriculum delivery. A core team of Simonds staff participated in a structured series of workshops and coaching sessions, bringing back key insights that informed broader school-wide pedagogical conversations.</p> <p>In addition, staff engaged in extensive subject-specific professional learning, particularly around the demands of the VCE. Teachers attended "Meet the Examiner" sessions, VCE SAC workshops, and engaged in targeted curriculum planning to ensure assessment practices remain aligned with VCAA standards. These initiatives supported the development of more consistent and rigorous assessment approaches across the College.</p> <p>To remain up-to-date with current best practices and innovations in their disciplines, staff also attended a range of faculty-based conferences, including the VATE (English), the Modern Language Teachers' Association events, the Science Teachers Association of Victoria Conference (STAVCON), and the Mathematical Association of Victoria Conference. These experiences provided valuable opportunities for professional dialogue, resource sharing, and pedagogical renewal.</p> <p>The continued implementation of Professional Learning Teams (PLTs) fostered a culture of collaboration and reflection among staff. These groups provided a structured forum for teachers to share strategies, analyse student data, and support one another in driving continuous improvement in the classroom.</p> <p>Overall, professional development in 2024 was marked by a purposeful focus on instructional quality, assessment consistency, and collaborative growth, ensuring that Simonds educators remain at the forefront of effective teaching practice.</p>	
Number of teachers who participated in PL in 2024	42
Average expenditure per teacher for PL	\$720.00

Teacher Satisfaction

At Simonds Catholic College, fostering a sense of identity and belonging remains a priority for both students and staff. We are proud of the supportive atmosphere we continue to cultivate among our teachers, who are deeply committed to student success.

The 2024 MACSSIS survey results highlight significant progress in key areas, including psychological safety and collective efficacy, reflecting growing confidence among staff in their ability to improve instruction and support student learning. These improvements demonstrate the strength of our school community and the dedication of our staff.

However, the survey also identifies areas where we can continue to grow, particularly in professional learning opportunities and collaboration among teams. While we have made strides, we recognise the need to further enhance these areas to ensure our staff feel fully supported and empowered in their roles.

Looking ahead, the completion of our building works will provide improved facilities and a more conducive environment for both teaching and collaboration. This development will play a key role in addressing current challenges and further strengthening our school community.

We remain committed to creating an environment where every member of our staff can thrive, and we are excited about the opportunities ahead as we continue to grow together.

Teacher Qualifications	
Doctorate	1
Masters	12
Graduate	11
Graduate Certificate	3
Bachelor Degree	29
Advanced Diploma	4
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	59
Teaching Staff (FTE)	53.81
Non-Teaching Staff (Headcount)	32
Non-Teaching Staff (FTE)	26.81
Indigenous Teaching Staff (Headcount)	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

In 2024, Simonds Catholic College continued to foster a strong and inclusive school community, ensuring that parents remained actively engaged in their son's education and the broader school experience. The Principal led numerous school tours throughout the year, providing prospective families with an insight into the dynamic and supportive environment at Simonds. New families were welcomed with comprehensive orientation packs, helping them navigate their transition into the school with ease.

A range of parent information sessions were held, covering key aspects of student learning and wellbeing. These included sessions on curriculum, subject selection (facilitated through an online portal), and strategies for supporting student achievement. Communication remained a priority, with the Parent Access Module (PAM), text messages, emails, and the school Newsletter serving as key platforms for keeping families informed and engaged. The Justinian yearbook was distributed to all families, celebrating student achievements and memorable moments from the year.

Our presence on social media platforms, including Facebook and Instagram, continued to grow, allowing us to share updates, celebrate student success, and strengthen our school identity in the wider community. Virtual Parent-Teacher Interviews remained a popular and effective means of communication, providing a flexible and accessible way for parents to engage with teachers regarding their son's progress.

The school community gathered for Family Masses, reinforcing the Catholic values that underpin our education. We also recognised and celebrated student excellence through various awards presentations, acknowledging achievements in academics, leadership, and sports.

The school's reputation continued to grow, supported by strategic marketing initiatives and the distribution of promotional materials. The Principal visited over 30 primary schools, fostering connections and promoting the unique opportunities available at Simonds Catholic College. Relationships with our sister school, The Academy of Mary Immaculate, and over 30

Catholic primary schools across the Archdiocese of Melbourne remained strong, ensuring a sense of community and shared mission.

Collaborations with tertiary institutions such as Australian Catholic University (ACU), RMIT, and the University of Melbourne provided students with enriching educational experiences.

Highlights of the year was the Performing Arts Showcase and School Production, *Frankenstein*, held at the Lithuanian Club Theatre in North Melbourne, where students demonstrated their creativity and talent.

Student participation in broader learning initiatives also continued to thrive. Student work was featured in the *Shared Stories* publication, and our partnership with Science Gallery Melbourne provided Year 8 students with innovative STEM experiences. The Year 9 Community Service Program and Year 10 Work Experience Program offered valuable opportunities for students to engage with the wider community and develop essential life skills. VM students further contributed to community projects, reinforcing the importance of service and responsibility.

Simonds Catholic College remained committed to social justice initiatives, with students actively involved in fundraising efforts for Caritas, the Face of Winter Appeal, and the collection of food and gifts for the St Vincent de Paul Christmas Appeal. Our ongoing connection with organisations such as The Smith Family, The Brotherhood of St Laurence, St Vincent de Paul, North Melbourne Rotary, and The Huddle in North Melbourne ensured meaningful community engagement and support for those in need.

Through these initiatives, Simonds Catholic College continued to strengthen its community, fostering a welcoming and engaging environment where parents, students, and staff worked collaboratively to enhance learning and connectedness.

Parent Satisfaction

At Simonds Catholic College, we value the partnership between families and the school, recognising the vital role parents play in supporting their children's education. According to the 2024 MACSSIS survey, 62% of families reported positive engagement with the school, consistent with the 2023 result. It should be noted, however, that the survey had a small number of respondents (25 families), which may limit the generalisability of the results.

Key strengths include school fit, where 69% of families believe the school meets their child's developmental needs - a 7% increase from 2023 and above the MACS average. Additionally, Catholic identity saw a 7% increase, with 64% of families positively engaging with the school's faith-based community, reflecting our commitment to fostering a strong Catholic ethos.

However, challenges remain in areas such as communication and school climate, where satisfaction levels are below the MACS average. These results are consistent with the trends observed in 2023 and may be influenced by the ongoing physical constraints of the school environment.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sccmelb.catholic.edu.au