



**SIMONDS CATHOLIC COLLEGE**

273 Victoria Street, WEST MELBOURNE

Principal: Robert Anastasio

Web: [www.sccmelb.catholic.edu.au](http://www.sccmelb.catholic.edu.au)

Registration: 25, E Number: E1368



Melbourne Archdiocese  
**Catholic Schools**

# 2023

## Annual Report to the School Community



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## Principal's Attestation

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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 2023 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 10 Apr 2024

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## About this report

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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](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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**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.

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## College Overview

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

Following our acquisition of a multi storey building adjoining the St Mary's, West Melbourne Campus and the refurbishment of existing areas, we became one school on one campus in 2023. Our St Brigid's Campus closed at the end of 2022 and all our students are now based at the West Melbourne site.

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

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

Simonds Catholic College is a member of the Associate Catholic College Competition, which includes sport, music, drama, debating, chess, public speaking and student leadership. A wide range of external facilities are utilised to provide additional learning opportunities for students. The inner city location provides easy access to many of Melbourne's excellent educational and cultural facilities. Teachers are encouraged to use these on class excursions. The Physical Education and Sport program is enhanced through the use of local facilities including the Melbourne Sports and Aquatic Centre, North Melbourne Football Club Oval, Princess Park Ovals, Edinburgh Gardens Ovals, Carlton Baths and Flagstaff Gardens.

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

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



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## Principal's Report

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Reflecting on the events of 2023 at Simonds Catholic College fills me with gratitude for the remarkable journey we've shared. Our journey commenced with historic significance as we all congregated on the same campus in West Melbourne on 1 February. This marked a monumental milestone for us—a school now truly unified as one on a single campus. It was a day that symbolised the spirit and togetherness that defines our school, setting a tone of hope and promise for the year ahead, accompanied by a blessing from Father Anthony within the magnificent St Mary Star of the Sea Church.

Students and staff were also greeted with the complete renovation of the classrooms within our Chetwynd Street building, which greatly enhanced our facilities and now provide a functional and welcoming environment.

Throughout the year, the College has been abuzz with activity, from Simonds Day to engaging camps and various extracurricular events. Amidst this vibrant atmosphere, both academic and extracurricular pursuits flourished, reflecting our commitment to excellence across all areas. A highlight was the further integration of STEM learning into our curriculum, particularly for students in Years 7 and 8. Through innovative projects like experimenting with bioplastics and engaging in coding activities, they not only expanded their knowledge but also developed a sense of curiosity and environmental consciousness.

Similarly, the Performing Arts Showcase underscored our artistic community's vibrancy. Against the backdrop of our unified campus, students displayed their diverse talents through captivating musical performances and impactful theatrical productions, showcasing the power of creative expression in fostering empathy and understanding.

Beyond academic and artistic pursuits, students actively contributed to the wider community through initiatives such as the MND Ice Bucket Challenge and environmental awareness campaigns. Their engagement with the wider community extended beyond the classroom, with students participating in Model UN simulations and other global initiatives. These experiences enriched their education and broadened their horizons, fostering empathy and civic duty, and preparing them to become compassionate and engaged global citizens.

I am deeply grateful for the dedication of our staff, who have worked tirelessly to ensure the smooth operation of our school. Despite the challenges posed by the refurbishment of office spaces in the initial months, their commitment to providing quality education has been unwavering.

As the year drew to a close, we were excited to see the beginning of demolition inside the F building. Purchased the year prior, this development marked a significant step forward in our journey towards redevelopment. It was incredibly exciting to see progress as we worked

towards transforming this space into state-of-the-art facilities, set to be unveiled at the beginning of 2025.

I would like to take this opportunity to express my heartfelt thanks to Peter Riordan for his exemplary leadership as Principal of Simonds Catholic College. His vision, dedication, and unwavering commitment to our school community have left an indelible mark on all of us.

Looking ahead, I am excited to lead Simonds Catholic College into a future filled with promise and opportunity. Together, with the continued support of our staff, students, families, and the Advisory Council, I am confident that we will achieve great things.

In conclusion, as we reflect on the journey of 2023, we are reminded of the strength that lies in unity and collaboration. Together, we've laid a foundation for a future where every student has the chance to thrive and succeed.

Robert Anastasio | Principal

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## Catholic Identity and Mission

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### 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 2023 the Religious Education Faculty continued to offer a solid and stimulating curriculum, covering the five content areas outlined in *To Know Worship and Love: Scripture and Jesus. Church and Community. God, Religion and Life, Prayer, Liturgy and Sacrament, Morality and Justice*. Across all the year levels, students engaged with scripture from the Old and New Testaments, the history and teachings of the Church, the mission of the church, the importance of Mary in the Church, the meaning of the sacraments, the nature and purpose of prayer, the history and features of the mass, the historical Jesus and his significance as the Christ, and the path to a moral life as a Christian disciple. In 2023 we introduced a semester long unit on the Gospel of Mark at Year 10. This may be the only opportunity students have to undertake a detailed study of a Gospel. This unit also offers insight into VCE Texts and Traditions.

In 2023 the school continued to nurture a culture of prayer. Daily prayers were included in the student notices and were read in homeroom by the teacher or a student. A weekly roster ensured that each staff member led the staff in prayer at Monday morning briefings throughout the school year. All staff meetings commenced with a prayer.

Throughout the year, the school community celebrated mass to mark significant events in the school and within the Church Liturgical Calendar. The Staff celebrated Mass at the commencement of the school year. During the Season of Lent and Easter the school celebrated Ash Wednesday Mass and the Stations of the Cross. We celebrated Simonds Day Mass in May. The school community farewelled our Year 12 students in a moving Graduation liturgy in October. We celebrated our students' most outstanding achievements in

the Family Mass in November. In late November we celebrated a student Christmas Liturgy, and on the last day of school the staff Christmas Liturgy.

In 2023, our Simonds Altar servers continued to be called upon to serve at important masses at Saint Patrick's Cathedral, including St Patrick's Day Mass in March, the Principals' Mass in April and the Principalship Celebration Mass in November. We also continued to offer to our incoming Year 7 students the opportunity to train as altar servers at Saint Patrick's Cathedral.

Our school engaged in fundraising activities for the poor. We supported Caritas Australia during Lent through daily collections in Homeroom and through fundraising activities such as Pancake Day on Shrove Tuesday and Casual Clothes Day. Through the Christmas Good Box Appeal, we provided items such as food and toiletries for the homeless in Melbourne.

### **Value Added**

Our Year 9 students undertook one semester of Community Service. This reinforced the Christian teaching to help others, especially the most vulnerable people in our community. Students completed placements in aged care and childcare facilities, kindergartens, and primary schools.

Years 7 to 10 attended a Year level Reflection Day in November. The Youth Mission Team facilitated the Year 7 and Year 10 Reflection Days. The themes explored were Relationships and Making the Right Choices in Life. The Years 8 and 9 students had a combined Reflection Day facilitated by Gen Bryant and her Team. This focussed on the need to make a positive impact in our world.

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## Learning and Teaching

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### 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

2023 saw whole-school training by Dylan Williams in Visible Thinking Routines in the classroom. These routines included: clarifying and sharing understanding; engineering effective discussions; providing feedback; activating student learning; activating student ownership (covered in more detail in the Professional Learning Teachers Participate in section). Staff were also exposed to the research-based teaching strategies of Ollie Lovell around recognising and training student and staff behaviours in the classroom with the following foci: being prepared, being polite, being productive.

Teachers had an increased focus on identifying and measuring student growth. This was achieved through more regular use of the iSimonds Task Results Dashboard that allows for teachers to analyse growth through learning tasks and plan for targeted teaching. As teachers became more familiar with the iSimonds platform, more of them used the “Classwork Tasks” feature that allows for easier tracking and communication of tasks with parents and carers. At VCE level, there was a greater focus on hurdle tasks with emphasis on the Benchmark and Card systems and associated teacher-student conversations, and parent notifications.

Teachers were supported in their growth as educators through our broader Professional Learning program, developing a whole-school approach to peer observations which provided a critical foundation in supporting the growth of our teachers. The peer observations, feedback, and self-reflection, allowed for changing, adapting, or refining teaching practice.

To identify and support students who may be at risk, teachers continued to work closely with the Learning Diversity Coordinator. The college increased its use of tier 2 assessments such as the York Assessment for Reading, the Kbit-2, Celf-5 screener, and the Social Responsiveness Scale that provide diagnostic feedback and help ensure that support is targeted. The college maintained its focus on providing Individual Learning Plans for students who needed them and forming program support group teams that included: parents,

Homeroom teachers, Year Level Coordinators, outside specialists, and the Learning Diversity Coordinator.

High ability English students were supported through participation in The Shared Stories Anthology which allowed them authentic writing opportunities and to have their work published and distributed to a wider audience. High ability Year 10 maths students were provided with an accelerated pathways to complete VCE General Maths. More broadly speaking, 7-10 Learning and Assessment Rubrics were designed in a way to support extension and development, including higher order thinking skills.

### **2023 Reading Equals Power**

In 2023, the 7-10 Reading Equals Power (REP) program continued to form a key plank in the school's literacy focus, ensuring that Simonds students enjoy a volume and breadth of reading experience, and exposure to cultural and historical capital that does not come from video games or social media, the two pastimes that dominate many students' lives.

From a data perspective:

- 94% of students completed reading quizzes on books they had passed.
- 1,089 book quizzes were successfully completed, at an average of more than 4 books each.
- There continued to be variation between students' reading output and consequent reading growth. It's an ongoing focus to develop more consistent learning outcomes.
- Students in Year 7 continued to be more enthused by the REP program and we continue to strive to find ways to ensure older readers are equally engaged.

REP teachers continued to work at developing structures that maximise the consistency of student reading outcomes. A part of the REP curriculum is giving students opportunities to write and talk about novels they have loved, and the program is designed to cultivate and harness their natural reading interests.

### **2023 SPARK and StepUp**

The SPARK (Years 7-9) and StepUp (Year 10) continue to offer small group (tier 2) intervention to students who experience literacy challenges. Depending on the Year level, these classes typically focus on the language components of mainstream subjects. For example, a SPARK unit at Year 9 may focus on the key vocabulary and phrases that are needed to write an essay on the English film text, The Matrix.

The Year 10 StepUp elective program continued to offer students specialist teacher support for the language, literacy, and concepts of core Year 10 subjects. The StepUp classes are staffed by specialist English, Maths and Science teachers.

## Student Learning Outcomes

### NUMERACY

The 2023 Year 7 NAPLAN results in **Numeracy** for our students show that the median scaled score was slightly lower compared to the state median. However, the percentage of Year 7 students who were classified as 'strong in numeracy' was higher compared to the state. The 2023 Year 9 NAPLAN results in Numeracy show that the median scaled score was slightly higher than the state median. The percentage of Year 9 students who were classified as 'strong in numeracy' was again higher compared to the state. The 2023 Year 9 NAPLAN results in Numeracy were also less variable compared to the state.

Our College strives to improve the learning outcomes of all our students and to better support the diverse range of our students commencing in Year 7. In 2023 we continued to support our Year 7 students by trialling a new initiative, a web-based numeracy program called KiteSense. Simonds was one of the first Australian schools to trial the Singaporean developed program that scaffolds learning activities and content according to a student's diagnostic test results on a particular topic and learning profile. Teachers at Year 7 were able to better assist and engage the diverse range of students in their classroom, as the web-based program assigned learning activities appropriate for students at their level, while also providing opportunities for growth. Program organisers worked closely with Simonds and specifically developed content aligned with the Victorian Curriculum and the Year 7 program at Simonds. Ideally, using this program alongside the previous model of running classes at the same time would furthermore improve student outcomes. This may be an initiative that is introduced in 2024/2025.

Other initiatives in place for the Year 7 – 10 program included continuing to design smaller units of work to improve student engagement and ability to recall the knowledge and skills studied. Frequent and varied assessment was better received from students, particularly in Year 8 as students seemed to better handle the program and enjoyed the diverse range of formative assessments on offer including problem solving tasks, investigations, and tests. Across all Year levels teachers continued to collaborate to discuss and trial different learning strategies to assist all students, with teachers given the opportunity to observe teachers in the classroom. The use of technology in the mathematics classroom was a particular focus in 2023 as teachers use OneNote for students to access their lessons, CAS technology in Year 10, DESMOS in Year 9, and other programs such as Kahoot and Blooket across the Year levels.

## LITERACY

According to the school profile the socio-economic demographic has been changing over the last several years as those in the lower quadrant which was 37% of the cohort I in 2018 which has shifted to 29% in 2023. Similarly, the top end sits at 25% whereas 5 years ago it was 17%. As such we are seeing a gradual increase in wealth of families attending the college so that now it is closer to reflecting the school average within the state. It would; there, be expected that the literacy within the college would also align with whole schools' data.

In 2023 NAPLAN results at year 7 for **Literacy** were in line with all Australian students. When outcomes for writing, spelling and grammar were compared against like schools; however, the testing date in 2023 was shifted from May to March which suggests that the results are more of a reflection of the cohort's previous schools' effectiveness. The data reveals that 20% of students are exceeding expectations at both spelling and reading levels. Those excelling at grammar are at 9.4% and 6.3% for writing. The year 9 results reveal a positive shift in students exceeding at writing in 2023 compared to the year 7 level as it sits at 15.6%. Reading is also strong at 19.2%. The performance of spelling and grammar are 9.1% and 7.8% respectively.

Simonds, as a comprehensive college, aims to further improve the outcomes for all students. From the literacy angle, apart from NAPLAN data, we employ a variety of diagnostic tools such as On Demand and PAT testing. The use of such diagnostic tools enable teacher to monitor and adapt to literacy needs as they become evident. Senior students in the VCE are also monitored through the use of feedback tools such as the GAT and analysis of previous year's cohort performance. Also, the cross marking and moderation is beneficial in understanding all students' performances across the range at VCE level. Strengths and weakness are identified and strategies implemented in response to these results.



<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	524	59%
	Year 9	555	55%
Numeracy	Year 7	539	71%
	Year 9	589	80%
Reading	Year 7	542	78%
	Year 9	580	76%
Spelling	Year 7	527	66%
	Year 9	561	68%
Writing	Year 7	527	63%
	Year 9	571	62%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	28
VCE Completion Rate (includes VCE VM completions)	94.20%
VCAL Completion Rate (VCAL Intermediate)	*

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

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## Student Wellbeing

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### 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

- Convenient student access to confidential counseling services on one campus, with availability across 5 days provided by 3 psychologists.
- Regular communication, liaison and referrals with external agencies including DFFH, The Smith Family, Child First, Headspace, The Orange Door and RCH Mental Health.
- Establishing consistent communication and collaboration among College Counsellors, Year Level Coordinators, and Homeroom Teachers to effectively plan and implement the Pastoral Care program. New in 2023, the entire College had Pastoral Care at the same time, on a Friday afternoon, facilitating the delivery of whole-school Pastoral activities.
- Sensitive records documenting student behaviors, mental health status, and communications with parents and external professionals. Development of tailored support and individualised learning plans to address individual student behaviors and mental health needs.
- Consistent communication via in-person meetings, email and phone discussions and use of the iSimonds Parent Access Module, between parents, Learning Diversity Co-ordinator, Year Level Co-ordinators, Homeroom Teachers and subject teachers to assist with consistency and catering to individualised student needs.

### Value Added

- Continued delivery of the Rights, Resilience and Respectful Relationships program across Year 7-12 during Pastoral Care sessions and in whole school events.

- Increased incursions run by evidence-based external providers including Tomorrow Man, Pat Cronin Foundation, Fit to Drive, Youth Mission Team, The Man Cave and Project Rokit.
- Provision of camps across Year 7-9 to build student resilience, develop stronger relationships, and allow all students the opportunity to experience hands-on learning in outdoor settings, fostering personal growth and teamwork skills.
- Enhanced Student Leadership structure featuring College Captain and Vice-Captains, House Captains, Portfolio Captains, and Class Captains, empowering student voices in school initiatives and facilitating collaboration with the local community through strategic planning and engagement initiatives.
- Coordination of major school wellbeing events including Freeze MND, HPE and Science Weeks, Simonds Day and Movember.

## Student Satisfaction

The 2023 MACSSIS student satisfaction data reveals a gradual decline across all domains, mirroring the trend observed in all MACS schools. Although there has been no discernible improvement compared to previous years, responses in five of the nine domains were at or above the MACS average. These domains include student safety, teacher-student relationships, and rigorous expectations.

It's important to highlight that in 2023, students from the Fitzroy North campus were relocated to the West Melbourne campus with the expectation of new facilities, which were not delivered and remained under construction throughout the entire school year. Consequently, the yard became cramped, and securing classrooms became challenging, leading to some lessons being conducted in less suitable spaces such as the crypt, staff lounge, and substandard small rooms that were not originally intended for teaching purposes. The decline of 6-8% in school engagement, climate, and sense of belonging could plausibly be attributed to the adverse physical environment that students had to endure.

## 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, Year Level Coordinators, 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.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	80.9%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	92.1%
Y08	89.3%
Y09	88.8%
Y10	87.1%
Y11	
Y12	
Overall average attendance	89.3%

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## Leadership

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### 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
- Provision of 'buddies' for all new staff
- Provision of mentors for graduate teachers
- Numerous policies developed and ratified by the SCCSAC under the MACS governance model.
- Regular Meetings with MACS, Chandler Architects, and the College Leadership Team in working towards the refurbishment of 52-58 Chetwynd Street, West Melbourne and the current St Mary's site to accommodate all students and staff on one site in 2023, with internal access to all buildings.
- Presentation of Principal's Award, Deputy Principal's Diligence Awards Year Level Awards, REP awards and Student Leadership badges.
- \$9.5 M loan secured with CDF for purchase of 52-58 Chetwynd Street, West Melbourne and DWELP.
- School environment maintained and upgraded including new fencing and screening and landscaping
- new POL structure developed and put in place for 2024-2026.
- PLT meetings scheduled for Wednesday with a shortened school day for students
- Building E totally refurbished including classrooms, breakout rooms and teacher work spaces. The entrance to Reception upgraded to provide disability access.
- Fencing and gate installed on Victoria Street entrance to improve safety and access.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>The 2023 Professional Learning Program at Simonds Catholic College focused on enhancing various aspects of teaching and student support. Staff learned to leverage the library catalogue to aid students in the REP program. Trauma-informed practices were integrated into acknowledging and recognising student achievements, aligning with updates to the Simonds Student Wellbeing policy.</p> <p>A coaching/observation program was developed to enable teachers to refine their teaching methods through peer feedback and self-reflection, covering engagement, lesson planning, differentiation, and more. The FUEL model was introduced for coaching conversations.</p> <p>Teachers explored current research on Visible Thinking Routines and implemented them in classrooms, sharing their experiences and outcomes with colleagues. Additionally, training on generative AI was provided to equip educators to incorporate AI in teaching practices, prompting discussions on updating student IT policies to address AI use and plagiarism concerns.</p>	
Number of teachers who participated in PL in 2023	45
Average expenditure per teacher for PL	\$822.00

## Teacher Satisfaction

At Simonds Catholic College, fostering a sense of identity and belonging is paramount for both students and staff. The school prides itself on cultivating a collegial and supportive atmosphere among its teachers, who are driven by their dedication to the students. According to the 2023 MACSSIS survey, the **collective efficacy** among teachers, indicating their perception of the staff's capability to enhance instruction, stands at a commendable 69%.

Further insights from the 2023 MACSSIS survey reveal the following key findings:

**Positive School Climate:** Over 68% of staff members affirm that Simonds maintains a positive school climate.

**Strong Staff-Leadership Team Relationships:** A remarkable 90% of staff members report positive relationships with the leadership team.

**High Rating for School Leadership:** School leadership receives an above-average rating compared to other MACS secondary schools.

**Supportive Team Environment:** Staff members express high levels of support within their teams, although collaborative efforts remain relatively low compared to the MACS average.

**Psychological Safety:** A significant 77% of staff members feel they work in a psychologically safe environment, where they can take risks and learn from mistakes. This exceeds the MACS average, indicating a supportive culture.

While there are notable strengths within the school, areas for improvement also emerge from the data:

**Professional Learning Opportunities:** Perceptions regarding the quality and coherence of professional learning opportunities remain low, at 45%, despite improvements from 2022.

**Student Safety Concerns:** There is a concerning decline in perceptions of student physical and psychological safety within the school environment. This decline, from 73% in 2021 to 54% in 2023 (below the MACS average), could be attributed to ongoing physical constraints and delayed building works.

In conclusion, while Simonds demonstrates many strengths in fostering a positive and supportive environment for both staff and students, there are areas identified by the MACSSIS 2023 survey that warrant attention and improvement. By leveraging its strengths and addressing areas of concern, SCC can continue its journey towards providing an optimal learning environment for all members of its community.

Teacher Qualifications	
Doctorate	0.0%
Masters	17.9%
Graduate	14.9%
Graduate Certificate	6.0%
Bachelor Degree	38.8%
Advanced Diploma	7.5%
No Qualifications Listed	14.9%



<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	46.8
Non-Teaching Staff (Headcount)	28
Non-Teaching Staff (FTE)	27.2
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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

- Principal led school tours
- Family welcome packs for new enrolments
- Parent information sessions, including online subject selection portal
- Parent Access Module (PAM), text, email and the Newsletter are used to transmit information to families
- Justinian (yearbook) distributed to all families
- Facebook and Instagram presence
- Virtual Parent Teacher Interviews implemented during lockdowns continued as the preferred means of meeting, following favourable feedback from parents and teachers
- Family Masses
- Awards presentations; academic, leadership and sporting
- Alumnae Reunions
- Simonds Catholic College identity continues to grow in the community through strategic marketing and distribution of promotional material
- Principal visits to over 30 primary schools
- Simonds 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
- SCC continues to form strong relationships with ACU, RMIT and Melbourne University
- Inaugural Performing Arts Showcase presented at Lithuanian Club Theatre, North Melbourne in September
- Student work published in Shared Stories
- Partnership with Science Gallery Melbourne involving Year 7 and 8 students
- Year 9 Community Service Program
- Year 10 Work Experience Program
- VM students involved in community projects
- Caritas fundraising, Face of Winter Appeal, Collection of food and gifts for St Vincent de Paul Christmas appeal

- Connection with the Smith Family, The Brotherhood of St. Laurence, St Vincent de Paul, North Melbourne Rotary, and the Huddle in North Melbourne

### **Parent Satisfaction**

Results from the MACSSIS 2023 show that 54% of families that responded to the survey indicated a positive value in the Catholic identity domain. There is no further data available.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sccmelb.catholic.edu.au](http://www.sccmelb.catholic.edu.au)