



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 08 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

VISION

Our vision is to empower young men to grow in character, lead with purpose and forge a just and thriving future.

MISSION

The Simonds Catholic College community knows, supports and inspires every student to grow into confident, capable and compassionate young men. Guided by faith, we celebrate diversity, nurture relationships and equip students with the skills, values and confidence to lead and serve in a changing world.

VALUES

Grounded in our Catholic tradition, faith is the foundation of all we do. It shapes our vision for learning, guides our relationships and inspires us to act with compassion, hope and integrity. From this source, our community flourishes and our values take root.

- **Belonging** Building strong relationships and partnerships grounded in equity, connection and respect for all.
- **Character** Living with honesty, integrity and purpose while valuing the dignity, diversity and voice of every person.
- **Growth** Fostering continual personal and academic development through guided curiosity and effort.

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 his educational journey. With excellent transport links, students come from across Melbourne to the CBD. Our Year 7 cohort continues to reflect this diversity, with students enrolling from a wide range of primary schools, enriching the school community.

Following the closure of the St Brigid's Campus at the end of 2022, the College successfully consolidated onto a single campus, strengthening community connection and coherence. A significant milestone in 2025 has been the full use of the refurbished F Building, which includes new science laboratories, classrooms, a STEM centre and enhanced staff facilities. These purpose built spaces provide modern, flexible learning environments that support innovation and high quality teaching and learning.

Simonds Catholic College is committed to shaping men of the future, fostering the academic, spiritual, social and personal growth of each student. Guided by Gospel values, we encourage excellence, resilience and continuous improvement within a supportive and inclusive environment.

Our facilities support a broad and engaging curriculum, while our proximity and connection to St Mary Star of the Sea Church enables students to regularly participate in prayer, liturgy and the Sacraments, strengthening their faith and sense of community.

Students are actively engaged in a wide range of co-curricular opportunities through the Associated Catholic Colleges (ACC), including sport, music, drama, debating and leadership. Our central location provides access to Melbourne's leading educational and cultural institutions, enriching learning beyond the classroom, with Physical Education and Sport programs utilising high quality external facilities.

Our ongoing partnership with Science Gallery Melbourne continues to provide Year 8 students with additional and innovative hands on STEM experiences through exhibitions and interactive learning.

A strong focus on student wellbeing underpins all aspects of College life. Our pastoral care structures, wellbeing programs and emerging whole school approach to positive behaviour support, ensure that students develop a strong sense of belonging, responsibility and engagement in their learning.

Our dedicated staff are committed to creating a supportive and challenging learning environment where students are encouraged to grow in confidence, character and capability.

With modern facilities and a clear focus on continuous improvement, Simonds Catholic College is well positioned to support students in achieving success now and into the future.

Principal's Report

Simonds Catholic College continued to strengthen its commitment to shaping men of the future through a clear focus on learning, wellbeing, faith and community. The year was characterised by purposeful development, strong alignment to our Annual Action Plan and a growing sense of connection across all aspects of College life.

A significant milestone for the College was the opening and full use of the newly refurbished F Building. This development has provided modern, purpose built learning environments, including specialist science laboratories, flexible classrooms and a dedicated STEM space. These facilities have enhanced opportunities for innovative teaching and learning and have significantly improved the daily experience of students and staff.

Throughout the year, the College also undertook important work to refine its vision, mission and values, which were finalised late in 2025. This process has provided greater clarity about our shared purpose and identity, strengthening alignment across learning, wellbeing, leadership and community. A clear focus on belonging, character and growth now underpins all aspects of College life and will continue to guide future improvement.

A key priority was the continued development of teaching and learning. Staff worked collaboratively to strengthen instructional consistency, aligned to the MACS Vision for Instruction. The MACS Vision for Instruction has continued to inform and guide our development of the College's Learning Model, supported through the continuation of Professional Learning Teams and the introduction of WalkThrus.

Student wellbeing remained central to our work. The introduction and development of a Positive Behaviour Support framework, including the establishment of the Core Four expectations, has provided greater clarity and consistency for students. This work has strengthened relationships, improved classroom environments and supported student engagement in learning.

Our Catholic identity underpins all aspects of College life. Students and staff participated in a range of liturgical celebrations, reflection opportunities and social justice initiatives, fostering a strong sense of faith, compassion and service.

The College also made significant progress in strengthening leadership structures and processes. A more strategic and aligned approach to school improvement has supported greater clarity in decision making and enhanced our capacity to respond to student needs.

Community engagement remained a key focus, with strengthened partnerships with primary schools, improved communication with families, and the development of future initiatives to increase the College's visibility within the broader community.

Students continued to engage in a wide range of co-curricular opportunities, including camps, retreats, leadership programs and cultural experiences, supporting their development beyond the classroom.

Overall, 2025 has been a year of consolidation and progress. With improved facilities, a clear vision for the future and a strong focus on teaching, wellbeing and community, Simonds Catholic College is well positioned to continue supporting every student to grow in confidence, capability and character.

Catholic Identity and Mission

Goals & Intended Outcomes

To nurture the faith journey of all students and staff within the Simonds Catholic College community.

To deepen understanding of Catholic teachings, traditions and the meaning of liturgical practice.

To foster a culture of service, compassion and social justice, encouraging students to live out Gospel values in their daily lives.

To strengthen student participation and engagement in prayer and liturgical celebrations through explicit teaching, modelling and inclusive practices.

Achievements

Simonds Catholic College continued to deepen its Catholic identity as a central dimension of school life through a deliberate and strategic approach to faith formation, liturgical life and community engagement.

Catholic Identity remained a key focus within whole school improvement planning, ensuring that faith and mission were embedded across key areas including wellbeing, learning, leadership and community.

Students across all year levels engaged in a structured Religious Education curriculum, exploring Catholic teachings, scripture, morality and ethical decision making. These learning experiences supported students to reflect on their role in the world and consider how faith informs their actions and relationships.

A key focus in 2025 was strengthening student understanding and participation in the Mass. Explicit teaching of the structure, symbols and meaning of the Mass was incorporated into Religious Education and pastoral programs, supporting more meaningful engagement in liturgical celebrations.

Prayer remained central to daily school life, with Homeroom and staff led prayer fostering reflection and connection. Whole school liturgical celebrations, including Ash Wednesday, Simonds Day Mass and start and end of year liturgies, provided opportunities for the community to gather in shared faith.

Student participation in liturgy was enhanced through opportunities to contribute to readings, music and other aspects of celebration, promoting engagement and ownership of the College's faith life.

Staff modelled reverent and respectful participation in liturgical celebrations, with clear expectations around attendance and involvement reinforcing a visible and unified Catholic identity.

Staff formation was supported through prayer, reflection and professional dialogue, with leadership continuing to explore opportunities to further strengthen shared understanding of the College's mission.

The College continued to promote social justice through initiatives aligned with Catholic values, including Project Compassion and other charitable activities. These experiences fostered an awareness of justice, compassion and responsibility.

Reflection opportunities, including retreats and reflection days, supported students' spiritual and personal development, with a focus on identity, relationships and belonging.

Across leadership and school culture, there was a strong emphasis on fostering connection, recognising the integral link between faith, wellbeing and community in shaping the student experience.

Value Added

Students were provided with a broad range of opportunities to engage with their faith beyond the classroom through retreats, reflection days and pastoral programs that supported spiritual growth and personal development.

Whole school liturgical celebrations and significant events in the liturgical calendar, including Ash Wednesday and Simonds Day, strengthened the sense of community and shared faith experience.

Students actively participated in Mass and prayer through roles such as readers and musicians, fostering a sense of ownership and engagement in the College's liturgical life.

Social justice initiatives, including Project Compassion and other charitable activities, provided students with opportunities to respond to the needs of others and develop a deeper understanding of Catholic Social Teaching in action.

The College maintained strong connections with the parish community, supporting participation in Mass and reinforcing the relationship between school, parish and family.

Opportunities for student leadership in faith based activities were strengthened, encouraging students to model Gospel values and contribute positively to the College community.

Through these experiences, students were supported to develop a deeper understanding of their faith, strengthen their sense of belonging, and grow in their capacity to act with compassion, integrity and responsibility.

The Catholic identity of Simonds Catholic College remains central to its mission of shaping young men who are guided by faith, compassion and service. Through prayer, learning and action, students are supported to develop a deeper understanding of their faith and their responsibility to contribute positively to the world.

Learning and Teaching

Goals & Intended Outcomes

To strengthen the quality and consistency of teaching practice across the College, aligned to the MACS Vision for Instruction.

To improve student literacy and numeracy outcomes across all learning areas through a consistent, whole school approach.

To enhance the use of data to monitor student progress and inform targeted teaching, intervention and extension.

Achievements

Simonds Catholic College continued to strengthen its approach to learning and teaching through a focus on instructional consistency, student engagement and evidence informed practice.

A key priority was the development of a more consistent instructional approach across the College, aligned to the MACS Vision for Instruction. This included a focus on clear learning intentions, success criteria and explicit teaching strategies to support student understanding and engagement.

A continued focus on literacy and numeracy development remained a priority in 2025, building on previous Annual Action Plan goals. Staff worked to embed consistent approaches across subject areas, supporting students to develop skills in reading, writing and numeracy, and strengthening their capacity to apply these skills across learning areas. A particular focus was placed on improving grammar and punctuation, and reading comprehension, alongside maintaining strong performance in writing through explicit teaching and targeted strategies.

The College continued to refine its curriculum delivery, ensuring alignment with VCAA requirements. Staff engaged in collaborative curriculum planning and moderation processes to improve consistency in assessment and the reliability of student outcomes.

The use of data to inform teaching and learning was enhanced through the introduction and utilisation of data platforms, enabling staff to monitor student progress, identify trends and respond to individual learning needs. This supported earlier identification of students requiring additional support and informed targeted teaching strategies.

Professional Learning Teams (PLTs) played a central role in improving teaching practice, providing structured opportunities for staff to collaborate, analyse student data and reflect on classroom practice. The integration of WalkThrus within PLTs supported the development of

a shared understanding of effective teaching, with a focus on visible learning, student engagement and consistent pedagogical approaches. This work was supported through a structured coaching approach, with Faculty Leaders guiding staff through cycles of observation, feedback and refinement, enabling the consistent implementation of high impact teaching strategies across the College.

Teachers were supported through ongoing professional learning, including participation in MACS initiatives, subject specific development and coaching from faculty leaders. This contributed to increased consistency in classroom practice and developed instructional capacity across the College.

Targeted strategies were implemented to support students at risk, including differentiated classroom practice, monitoring of student progress and intervention strategies informed by data. These approaches ensured that students requiring additional support were identified and responded to in a timely and effective manner.

At the same time, opportunities for extension and challenge were provided for high ability students through differentiated learning tasks, subject acceleration where appropriate and engagement in co-curricular academic activities.

The College's emerging Learning Model, supported through professional learning and classroom practice, provided a clear framework for teaching and learning, reinforcing expectations around clarity, engagement and consistency across all classrooms.

Overall, the work undertaken in 2025 enhanced the College's capacity to deliver high quality teaching and learning, supporting improved student engagement and more consistent student outcomes.

Student Learning Outcomes

In 2025, student outcomes at Simonds Catholic College reflected a continued focus on improving literacy and numeracy through consistent teaching practice, targeted support and the use of data to inform instruction, underpinned by the College's developing Learning Model.

NAPLAN

NAPLAN results for 2025 indicate that student achievement in literacy and numeracy is generally strong at Year 7 level, with more variability evident in Year 9 outcomes.

Year 7 results demonstrate improvement across most domains when compared to the two year average, particularly in Reading, Numeracy, Spelling, and Grammar and Punctuation. These results indicate a strengthening of foundational literacy and numeracy skills, with Writing identified as a relative area for continued development.

At Year 9, results show greater variability, with a decline in several domains compared to the two year average, particularly in Grammar and Punctuation, Reading, and Spelling. Writing remains a relative strength, while Grammar and Punctuation and Reading represent key areas of concern requiring targeted and sustained focus. These results highlight the need for continued attention to literacy development as students progress through the middle years.

Analysis of growth data indicates that student progress slows between Years 7 and 9 in most domains, with the exception of Writing, which continues to improve. A large proportion of students are achieving medium growth, suggesting that students are not being sufficiently challenged to extend their learning. This reflects a plateauing effect in the middle years and highlights the need for both targeted intervention and increased academic challenge to support sustained growth across all ability levels.

This pattern reflects a broader decline in high growth rates from earlier year levels into the middle years, reinforcing the need to maintain challenge, differentiation and targeted feedback as students progress through the College.

These trends highlight the importance of sustained, whole school approaches to literacy and numeracy development, with a particular focus on improving consistency of outcomes in the middle years.

Student outcomes were supported through a range of targeted strategies, including the use of data to identify students requiring additional support, differentiated classroom teaching and ongoing monitoring of student progress. The continued implementation of Professional Learning Teams (PLTs), supported by WalkThrus, strengthened teacher capacity to respond to student learning needs and contributed to improved consistency in classroom practice.

Targeted intervention strategies supported students at risk of not achieving expected growth, while extension opportunities enabled high ability students to further develop their skills.

The strong profile of the incoming Year 7 cohort presents an opportunity to extend high performing students early and sustain growth, reducing the plateau observed in later years.

Overall, the data indicates that the College is making progress in strengthening foundational skills at Year 7 level, with a continued focus on improving consistency of outcomes in the middle years identified as a key priority. This analysis will inform continued focus on explicit instruction in literacy, targeted extension for students performing at the expected standard, and strategies to maintain high levels of challenge and growth across all year levels.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	547	70%	532	63%
	Year 9	550	54%	564	62%
Numeracy	Year 7	561	73%	548	72%
	Year 9	578	68%	586	72%
Reading	Year 7	540	73%	532	68%
	Year 9	567	67%	574	69%
Spelling	Year 7	539	79%	537	75%
	Year 9	567	66%	572	74%
Writing	Year 7	541	65%	546	70%
	Year 9	578	73%	586	72%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	29
VCE Completion Rate	93.20%
VCE VM Completion Rate	86%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
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.

To foster a culture of respect, belonging and positive relationships, where each student feels valued, confident and supported.

To embed a consistent, school wide approach to positive behaviour support, with a focus on recognising and reinforcing positive behaviours to improve student motivation, engagement and overall wellbeing.

Achievements

Structured wellbeing programs were delivered across all year levels through Pastoral Care and targeted initiatives such as Connect Week, focusing on emotional literacy, respectful relationships, identity and resilience.

The College made significant progress towards embedding a consistent approach to positive behaviour support. A targeted Year 7 trial of acknowledgement strategies, including verbal praise, point tracking and rewards, provided a foundation for broader implementation.

Positive behaviour recognition was extended across the College through strategies such as shout outs, house points and informal rewards, contributing to improved classroom climate and reinforcing expected behaviours. Student and staff data indicated positive early impact, including increased student motivation and improved peer interactions. The identification of a perception gap between staff and students regarding positive feedback has informed a continued focus on making acknowledgements more explicit and meaningful.

As part of this work, staff developed and agreed on a set of clear, shared expectations known as the **Core Four**. These focus on students arriving prepared for learning, using technology purposefully, following teacher instructions and actively engaging in all learning tasks. The Core Four establish consistent expectations across classrooms and reflect the College's values of belonging, character and growth, providing a strong foundation for our partnership with MACS in implementing the Positive Behaviour for Learning (PBL) framework in 2026.

Students continued to have access to confidential counselling services on campus, supported by College Counsellors, with referrals to external providers where required.

Strong communication and collaboration between College Counsellors, Directors of Students, and Homeroom Teachers enabled a coordinated and proactive approach to student wellbeing, supported by ongoing communication with families and external agencies.

Comprehensive documentation of student wellbeing and consistent communication with families supported personalised and responsive care.

Value Added

The continued delivery of structured wellbeing programs strengthened students' social and emotional development, with a focus on self-awareness, emotional regulation and respectful relationships.

The College expanded partnerships with external providers, including the Pat Cronin Foundation, Elephant Ed, and Youth Mission Team, delivering evidence based programs addressing key wellbeing priorities.

Year level camps and experiential learning opportunities supported the development of resilience, independence and positive peer relationships.

The Connect Program (Years 8–12) enhanced student wellbeing by strengthening belonging, supporting transitions, and developing practical skills in organisation, self management and emotional awareness.

The 2025 focus on positive behaviour acknowledgement has established a strong foundation for the implementation of a Tier 1 Positive Behaviour for Learning (PBL) framework in 2026. This includes the development of consistent acknowledgement processes, the introduction of the Core Four expectations and increased staff readiness to implement a shared approach to behaviour.

This work has developed the College's capacity to deliver a consistent and proactive approach to behaviour that supports student engagement and wellbeing.

The focus on student wellbeing remains central to Simonds Catholic College's commitment to **shaping men of the future** - young men who are confident, capable and respectful. In 2025, the strengthening of pastoral care structures, the development of a consistent approach to positive behaviour support and the expansion of targeted wellbeing programs have enhanced student engagement and connection. These initiatives continue to foster a school environment where students feel supported, build strong relationships, and are empowered to grow.

Student Satisfaction

The 2025 MACSSIS student data indicates that overall student satisfaction at Simonds Catholic College remains stable, with 45% of students reporting a positive endorsement, consistent with the MACS average. While broadly aligned with system trends, the data highlights variation across domains and year levels.

Strengths are evident in rigorous expectations and teacher-student relationships, where students report high expectations for learning and positive, supportive relationships with staff. Year 7 results are particularly strong across multiple domains, including school climate, belonging and learning disposition, reflecting a positive transition into the College.

However, areas for continued focus include school engagement, student voice and aspects of school climate, particularly in the middle years. Year 9 data shows lower levels of positive endorsement across several domains, suggesting a decline in engagement, connection and sense of belonging as students progress through the College.

Student perceptions of safety and wellbeing remain relatively consistent, with opportunities to further strengthen student voice and engagement.

These trends will inform a continued focus on strengthening relationships, enhancing student engagement, and supporting a positive, connected and inclusive school environment across all year levels.

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	85.07

Average Student Attendance Rate by Year Level	
Y07	89.8
Y08	89.17
Y09	86.8
Y10	86.35
Overall average attendance	88.03

Leadership

Goals & Intended Outcomes

To develop a coherent and strategic approach to school improvement, aligned to the Annual Action Plan and key College priorities.

To strengthen leadership capacity across the College, fostering a culture of collaboration, accountability and continuous improvement.

To embed consistent, evidence informed practices in teaching, wellbeing and student support.

To enhance the use of data to inform decision making and improve student outcomes.

Achievements

Simonds Catholic College strengthened its leadership capacity through the development of a more coherent and strategic approach to school improvement, grounded in collaboration, clarity and a shared commitment to student growth.

A revised leadership structure, supported by clearly defined roles and key committees including Curriculum Steering and Wellbeing, enabled greater alignment with the Annual Action Plan and a more focused approach to school improvement priorities.

Leadership processes were refined to prioritise purposeful discussion, clear action and accountability. This supported more effective decision making and ensured that strategic initiatives were implemented with consistency across the College.

Professional learning and leadership development were prioritised, including coaching and engagement with MACS professional learning. These opportunities strengthened leadership capability in instructional practice, feedback and the use of data to inform decision making.

The College also engaged an external leadership coach to support the development of leadership capacity across the Executive and Leadership teams. Through a combination of individual coaching and group based sessions, leaders were supported to reflect on practice, strengthen collaboration and build a shared understanding of effective leadership. This work led to the development of a Leadership Charter, articulating agreed expectations, values, and approaches to leadership at the College and providing a clear foundation for consistent and aligned leadership practice.

The strengthening of Professional Learning Teams (PLTs) provided a structured approach to staff collaboration, improving consistency in teaching practice and supporting increased student engagement across classrooms.

Leadership played a central role in the introduction and development of the Positive Behaviour Support (PBS) framework, including the trial of a student recognition system and the introduction of clear, consistent expectations for student behaviour through the establishment of the Core Four. This work was supported by a focus on positive behaviour management strategies, particularly the explicit teaching and encouragement of expected behaviours. Together, these approaches contributed to improved classroom environments and strengthened relationships between staff and students.

The College enhanced its use of data to monitor student learning, behaviour and attendance, enabling earlier identification of student needs and more targeted interventions.

Ongoing reflection and evaluation were embedded within leadership practices, with a focus on improving communication, strengthening feedback processes and fostering a culture of shared responsibility and continuous improvement.

Future focused planning was a key priority, with the development of the College's Strategic Plan reinforcing core pillars including learning, wellbeing, community, leadership and Catholic identity. A strong emphasis on connection as a central value further supported a cohesive and supportive school culture.

Through these initiatives, leadership at Simonds Catholic College has strengthened its capacity to drive improvement, enhance student outcomes and support a consistent, high quality learning and wellbeing environment.

Leadership structures supported a more data informed and strategically aligned approach to school improvement, ensuring stronger connections between teaching practice, wellbeing initiatives and student outcomes. Feedback from staff has informed a continued focus on strengthening communication, feedback processes, and clarity of expectations, ensuring staff are well supported and aligned in their work.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
The 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. A key focus in 2025 was the College's continued engagement with MACS-led improvement initiatives, including participation in the School Improvement Network. This work supported staff to deepen their understanding of high-impact teaching practices aligned to the MACS Vision for Instruction, informing ongoing discussions around instructional clarity, student engagement and effective classroom practice. In 2025, this work was further strengthened through alignment with the newly introduced MACS Vision for Engagement, which emphasises the importance of relationships, consistency and the explicit teaching of behaviour. This provided a clear framework for the College's development of Positive Behaviour Support (PBS), including the establishment of the Core Four expectations as a shared approach to student engagement and classroom practice. This alignment reinforced the connection between student engagement, wellbeing and effective teaching. The continued implementation of Professional Learning Teams (PLTs) remained central to this work. In 2025, PLTs incorporated the WalkThrus framework, with staff engaging in structured professional learning to develop a shared understanding of evidence informed teaching strategies. Faculty leaders were supported to act as instructional coaches, working alongside staff to model, observe and refine classroom practice in a developmental, non evaluative context, guiding staff through cycles of observation, feedback and refinement aligned to the WalkThrus ADAPT model. Through short, focused classroom visits and coaching conversations, staff engaged with agreed pedagogical approaches, including visible learning and student engagement strategies. This process strengthened a common language of practice, supported reflective dialogue, and contributed to greater consistency in teaching and learning across the College. Staff also engaged in targeted professional learning related to student engagement and behaviour through the introduction of PBS practices. This included a focus on explicit teaching strategies such as encouraging expected behaviour, building positive classroom relationships and reinforcing consistent expectations across the College.

Expenditure And Teacher Participation in Professional Learning	
In addition, staff participated in subject-specific professional learning, particularly in relation to VCE requirements. Teachers attended "Meet the Examiner" sessions, VCE SAC workshops, and engaged in collaborative curriculum planning to ensure assessment practices remained aligned with VCAA standards. To remain informed of current best practices, staff attended a range of faculty based conferences, including VATE (English), Modern Language Teachers' Association events, the Science Teachers Association of Victoria Conference (STAVCON) and the Mathematical Association of Victoria Conference. These experiences supported professional dialogue, resource sharing and ongoing pedagogical development. Overall, professional learning in 2025 reflected a strong focus on instructional improvement, student engagement and collaborative practice, ensuring that staff continue to develop their expertise in alignment with College priorities and system wide expectations.	
Number of teachers who participated in PL in 2025	38
Average expenditure per teacher for PL	\$720.00

Teacher Satisfaction

The 2025 MACSSIS staff data indicates a mixed but developing picture of staff experience at Simonds Catholic College, with an overall positive endorsement of 51%, representing a decline from 2024 and remaining below the MACS average.

Strengths are evident in staff-leadership relationships, school climate and psychological safety, with staff reporting positive professional relationships and a growing sense of trust and openness within the College. Perceptions of student safety also remain stable, reflecting a consistent and supportive school environment.

However, the data highlights key areas for continued focus. Staff perceptions of feedback are notably low, indicating a need to strengthen the quality, frequency and impact of feedback to support professional growth. Similarly, results related to professional learning, school leadership and instructional leadership suggest opportunities to further enhance clarity, consistency and alignment across the College.

Encouragingly, improvements are evident in collaboration around improvement strategy and team based practice, reflecting the early impact of initiatives such as Professional Learning Teams and a more coherent whole school approach to teaching and learning.

These findings have informed a continued focus on strengthening instructional leadership, enhancing feedback processes, and building greater coherence in professional learning to support staff and improve student outcomes.

Teacher Qualifications	
Doctorate	0
Masters	12
Graduate	10
Graduate Certificate	3
Bachelor Degree	27
Advanced Diploma	4
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	53
Teaching Staff (FTE)	48.99
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	23.857
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To strengthen engagement with families and the wider community, fostering a strong sense of belonging and connection to the College.

To increase the visibility and understanding of the College within the local community, supporting enrolment growth.

To build and maintain meaningful partnerships with primary schools, parishes and external organisations.

To promote a clear and authentic representation of the College's identity, values and student experience.

Achievements

Simonds Catholic College strengthened its engagement with families and the wider community through a more strategic and intentional approach, focused on building connection, increasing visibility and promoting a clear and authentic College identity.

Market research undertaken during the year confirmed that the College is highly regarded by current families, particularly for its personalised approach, strong relationships and supportive environment. The primary challenge identified was low awareness within the broader community, rather than reputation.

In response, the College, with the assistance of MACS, developed a comprehensive and data informed marketing and enrolment strategy, clearly articulating its identity as a small, inclusive Catholic boys' school where every student is known, supported and encouraged to grow.

Engagement with primary schools and local communities was strengthened through visits, partnership activities and events, supporting the development of relationships with prospective families and feeder schools.

Communication with families continued to be enhanced through consistent use of newsletters, digital platforms and direct engagement, ensuring families remained informed and connected to the life of the College.

Planning commenced for key future focused initiatives, including the introduction of a revitalised Simonds Discovery Day, designed to showcase the College's learning environment, student experience and community culture.

The formation of the “Men of Character” wellbeing and mentorship program surfaced and elevated existing pastoral care programs, bringing greater clarity and coherence to the College’s approach and strengthening the connection between values, student experience and community expectations.

Students were provided with opportunities to engage in the wider community through co-curricular activities, leadership roles and service initiatives, strengthening their sense of belonging and contribution.

The College continued to build strong relationships with families through events, parent engagement opportunities and responsive communication, reinforcing a culture of partnership and shared responsibility for student development.

Through these initiatives, Simonds Catholic College has further established its position as a connected, inclusive and values driven community, where strong relationships underpin student success and future growth.

Parent Satisfaction

The 2025 MACSSIS family data indicates a positive level of parent satisfaction at Simonds Catholic College, with an overall positive endorsement of 68%, reflecting an improvement from 2024 and above the MACS average.

Strengths are evident in school climate, communication and school fit, with families reporting high levels of satisfaction with the social and learning environment of the College and the extent to which it meets their son's needs. Communication between the College and families is a particular strength, with strong positive endorsement reflecting the effectiveness of regular and timely engagement.

Parent perceptions of student safety are also positive, contributing to a strong sense of confidence in the College’s ability to support student wellbeing.

An area for continued focus is family engagement, where lower levels of positive endorsement suggest opportunities to further strengthen partnerships with families, particularly in supporting more active engagement in school life.

Parent engagement is supported through a range of initiatives, including parent–teacher interviews, information evenings, and College events, which provide opportunities for communication, connection and partnership in supporting student learning and wellbeing.

These findings will inform continued efforts to strengthen family engagement and build strong, collaborative partnerships that support improved student outcomes.

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