Saint Simon the Apostle Primary Rowville

Annual Report to the School Community for 2014
Presented to School Community
22nd May, 2015
Registered School Number - 1830
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SCHOOL CONTACT INFORMATION

Address: 2 Taylors Lane Rowville 3178
Principal: Mr Phil Hesse
Parish Priest: Fr. Jim Clarke
School Board Chair: Mrs Marialisa Mandarino
Telephone: 9755 4222
Email: principal@ssrowville.catholic.edu.au
Website: www.ssrowville.catholic.edu.au

Attestation: Minimum Standards & Accountability

I, Mr Philip Hesse, attest that St. Simon the Apostle is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance regulations 2009 (Cth)

22 May 2015
Our School Vision
At St. Simon’s our school vision underpins all that we do in our school community. Our vision reflects the shared ideals that we strive for in educating children in our Parish Primary School.

Jesus is the Heart of a Christian Community
St. Simon the Apostle School, as part of the Catholic Parish Community follows the teachings of Jesus and strives to be a community of faith, sustained by the word of God and the Sacraments of the Church: a meeting place with Christ in communion with the people.

The school aims to provide an environment where all members feel happy, secure and part of a loving, caring community.

Positive attitudes towards learning are encouraged through an inquiry based curriculum which fosters the development of faith, gospel values and the attainment of skills and knowledge which equip children for a lifetime of learning.

Principal’s Message
The following report was written by the School Development Committee (Leadership Team) and is presented to the school community. This report allows the school community to be aware of various areas of curriculum development and our school plan for 2015. All the areas of the school curriculum have one main objective – “to educate our children at St. Simon’s to attain their full potential – academically, physically and spiritually”. This report is presented to parents so that they are aware of what the school has presented to their children throughout the school year. The report does not cover all areas of the curriculum but does cover the main focus areas. This report includes reports from the School Leadership Team, the School Advisory Board and the Parents’ Association. This report also includes information related to our School Review which was implemented throughout 2014. Our next school review will be in 2017.

The School Review has given us the impetus for our annual action plan.
RELIGIOUS EDUCATION REPORT 2014

‘Be a Change Agent for Our World’

‘Education in Faith Sphere’ sits at the heart of all we do here at St Simon the Apostle Catholic Primary School. Our school is a place where all denominations are welcome and different beliefs respected. Our Religious Education content is Catholic with set doctrine covered at each level throughout the school year. Students work toward articulating where they might be on their continued life-long Faith journey. This year we continue to facilitate the integration of Religious Curriculum within broader inquiry units of work.

A fine start to our 2014 year saw the School Leaders represent our school brilliantly at the Catholic Education Week Schools’ Mass, celebrated with a St Patrick’s Day Mass at St Patrick’s Cathedral in the city. This is always an excellent day where our School Leaders celebrate their faith in a larger more formal way with many other schools from our Catholic Community. Around the same time, many of the Grade 6 students featured in the Term 1, ‘Catholic Education Today’, where they shared their dreams for the future.

In the area of Social Justice, the children enjoy working to help others and this has been evident throughout the school year. The Sacred Heart Mass, saw the children of St Simon’s offer toiletries and food-stuffs to those less fortunate than themselves delivering these goods to our local group of St Vincent De Paul Society for distribution to the needy.

Throughout the year, we have celebrated twenty-four Liturgical celebrations and seven specific masses. Our senior students have been eager to assist with the special parts of the each mass. Students have focused on the readings within the mass, the opening prayer of the mass, The Collect, The Prayers of the Faithful with a focus on composition, as well as the selection of the most appropriate music for specific parts of each mass. Specific music and the purpose of selection was covered in detail during Andrew Chinn’s visit to our school within specific workshops throughout St Simon’s Day and preparing for a special St Simon’s Feast Day Mass.

Ongoing exploration of scripture with real world links continues to support and improve students’ understanding. This has been assisted this year by the purchase of children's large print Bibles and a hard copy Concordance text for each year level coordinator. The use of digital technology for focused scripture has also been enhanced by the introduction of the Apple iPads.

To facilitate, enhance and further engage students in contemporary learning, teachers have shared different methodologies and pedagogies at our PD sessions and weekly PLT Meetings. These shared strategies should enable students to question, consider and improve religious core understandings within the broader curriculum with additional rigour. Increased rigour will engage our children in what must be described as authentic Religious Education inclusive of provocation. Through questioning, the teachers continue to assist the students in making connections between Faith and their world.

However, in today’s world this is challenging for teachers as we attempt to recontextualise our Religion. We want our students to leave St Simon the Apostle with considerable knowledge about their Religion and how it impacts their life in the world today.

We continue to refer to the Catholic Education of Victoria's initiative, ‘Enhancing Catholic School Identity Project’ (ECSIP) data we received in 2012. This data highlights the need to ensure Religious Education is rigorous and supports efforts in the ongoing development of a thinking curriculum, representative of best
practice within the area of Catholic Education. Religious Education stands alongside all other subject areas with content linked to the real world where considerable importance should be emphasised. Just as students need to be competent in order to articulate the content of Mathematics and Literacy, so too should students be confident when articulating the content and theology of their Religion.

In an effort to assist staff in achieving these outcomes, a number of Professional Development opportunities have been facilitated throughout the year. Our first session ran for the day on March 7th. We welcomed guest speakers Rina Madden and Father Jim Clarke. Rina also visited the Religious Curriculum Team later in the year to provide continuity to our ongoing Religious Education program. Rina met with the Curriculum team providing various strategies to assist improved student outcomes. Jim has also presented to the staff on several occasions where discussion focused on the centrality of our Faith and Religion and how this influenced our roles as teachers here at St Simons. Jim also spoke to the staff on the benefits of following a ‘Servant Leadership’ model within our Catholic school.

The Sacramental Program is an integral component of our comprehensive Religious Education Program here at our school and parish. The collaborative work between families, school and parish consistently ensure students experience a Faith filled journey while at primary school. The Parish Sacramental Program, prepared and delivered by our dedicated Pastoral Associate Jacqui Giuliano with theological guidance from Father Jim Clarke is comprehensive. The teachers are in constant communication with The Religious Education Leader and the Pastoral Associate throughout these workshops, ensuring classroom sessions compliment and strengthen links students develop during the Sacramental period.

Once again, this year I have been very fortunate to work closely with Jacqui Giuliano especially during Father Jim’s sabbatical. I would like to thank Jacqui very much for her fantastic guidance with her amazing efforts and passion when presenting the program to the parents. I would also like to thank Father Jim for presenting to the staff on a number of occasions and sharing his theology we find so interesting. Thanks must also go to the Parish team - Loretta Hughes for her words of wisdom, knowledge and support during the year, Anabel Acosta-Harvey for her fantastic support and very capable management skills and Bernadette Ventura for all her help and knowledge throughout the school year. The Parish staff are always welcoming and supportive in all they do. Sincere thanks to all the parish groups that work to enrich our Parish/School connection.

I would like to acknowledge the teachers amazing work as they engage and interact to further assist students’ deepen their understanding within the sphere of, ‘Education in Faith’. The school Leadership team continue to support the core message of our school that remains central to everything we do here at St Simon’s.

Maree Fatouros
Religious Education Leader
ADVISORY BOARD REPORT

As a member of the School Advisory Board, I believe our role is to support the principal, staff, students and parents of St. Simon the Apostle Primary School.

Under the guidance of Phil Hesse (Principal) and Fr. James Clarke (Parish Priest) the following items were the main areas of discussion at this year's meetings:

Ongoing discussions on the traffic flow through the school car park meant that many areas of concern were revisited and it was decided that a survey would be conducted online by volunteer parents in order to collect data regarding traffic habits. These results were collated and assisted in giving the Board an overview of parents' practises and concerns.

In addition, an extraordinary meeting was held with Knox Council members who specialise in School Crossings and Traffic Engineering. After observations and discussions, they presented a feasibility study and suggestions.

The actions following these discussions included the repainting of lines and additional signage, giving clearer directions and enabling significant improvement to traffic flow. The opening of the gate on the Wellington Road side of the property has allowed safe access to pedestrians and cyclists; eliminating some congestion from Taylors Lane entrances.

The Board was also able to approve the new fencing at the front of the school, as well as the implementation of the Mathletics program in 2015.

Looking forward, it is hoped to dedicate time at next year's meetings, in developing community engagement within the school and focussing on ways to encourage parent/family involvement.

Finally, I wish to thank all members of the SAB for allowing me to be a member over the last 5 years. It has been a privilege to serve the school community in this way. Being part of the SAB is a great opportunity to represent the children and families of our school. I encourage parents to consider nominating for election to the Board as we work together to develop the future of St. Simon the Apostle Primary School.

Marialisa Mandarino
Chairperson
AUDITOR’S REPORT

The following is the summary of the Auditors Report for the year ending 31\textsuperscript{st} December 2014. This report was presented to the Parish Priest and Principal in 2015.

\textit{Deloitte}

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

\textit{Opinion}

In our opinion, the AFS presents fairly, in all material respects, in accordance with the accruals basis of accounting for grants revenue, school fees and levies, GST, salaries expenditure and FBT and the cash basis for all other line items, the income and expenditure of St. Simon’s School – Rowville for the year ended 31 December 2014 and its bank and loan balances as at that date.

\textit{Balance of Accounting and Restriction on Distribution and Use}

Without modifying our opinion, we draw attention to the Parish Priest’s Responsibility for the AFS paragraph above which describes the basis of accounting. The AFS is prepared to assist St. Simon’s School – Rowville to meet the financial reporting requirements of the Catholic Education Commission of Victoria Ltd (CECV) and the Commonwealth Department of Education (DOE). As a result, the AFS may not be suitable for any other purpose. Our report is intended solely for the Parish Priest, the catholic education Office – Archdiocese of Melbourne (CEOM), CECV and DOE and should not be distributed to or used by parties other than the Parish Priest, CEOM, CECV or DOE.

DELOITTE TOUCHE TOHMATSU

Lefevre
Partner
Chartered Accountants

Melbourne, 30/04/2014

The word \textit{fairly} is used in all auditors’ reports and means ‘just, lawful, legitimate’.

It is important to mention the outstanding work carried out by our office staff, Rita Petracca and Anna Morgan.

Our new school accountant, Bernard Negline has been a most important addition to our school.
# FINANCIAL PERFORMANCE

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<tbody>
<tr>
<td><strong>Recurrent Income</strong></td>
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<tr>
<td>School Fees</td>
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<tr>
<td>Other fee income</td>
<td>310,468</td>
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<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries, allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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</tr>
<tr>
<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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</tr>
<tr>
<td><strong>Total closing balance</strong></td>
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Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
BUILDING AND MAINTENANCE

During the 2014 school year the following building/ maintenance programmes were implemented.

- New fencing at the front of the school
- Painting of prep rooms
- Major repair of roofing
- Colour coding Building C & D
- New telephone system
- New wireless hubs throughout the school
- New signage in car park area
- New games for playground area
- New shade sails for Year 1 -3 Adventure Playground

Plans for the 2015 school year

- Refurbish Tuckshop and lower ground offices
- Stairs and car park area for After School Hour Programme
- Shade sails for Year 4,5 & 6 Adventure Playground
- Refurbish Art Room
Whole School Teaching and Learning Plan
The Big Picture Ideas and throughlines explored this year P-6 included; Change – Change is an inevitable part of life that requires response and adaptation, Sustainability – as the only known life supporting planet in the universe, our planet Earth is unique and Culture and Justice – the culture of a society is its customs and traditions framed by the beliefs of its people. Authentic links to Religious Education have been explored and embedded into all units of work.

PLTs – Professional Learning Team meetings
Professional learning teams continue to provide all teaching staff with the opportunity to share their professional knowledge when assessing and planning the needs of the students. This year the PLT cycle has included; Numeracy, Literacy, Religious Education and Student Services. Where possible, staff are prompted to explore the use of ICT Tools during these sessions, in particular the use of iPads.

AusVELs
As a staff we have continued to explore AusVELs and plan accordingly. We will continue to work with the new updates to AusVELs in 2015. The AusVELs Curriculum has been reviewed at National and State level prompting changes in the future implementation timeline and the review of assessment and reporting according to AusVELs. This is an ongoing process that now includes CEOM directions for the development whole school teaching and learning plans. These plans include; aims, objectives and links to the revised AusVELs curriculum.

Professional Learning
This year the staff have been involved in professional learning in the following areas; Religious Education – exploring our Catholic Identity, Student outcomes – gifted and talented identification and application of programs / processes to assist in this area and our Change 2 team facilitated a PD on working collaboratively in teams. An ongoing and developmental aspect of professional learning has been in exploring and application ICT tools and programs in particular our 1:1 IPad program.

Parent Helpers Program
We have continued to offer professional learning for parents related to the development of their skills to assist in Literacy and Numeracy sessions and or other classroom activities as planned for by the Classroom Teachers. The program was run on three separate occasions to cater for parent availability.

Lis Thompson, Maree Fatouros, Shane Regan and Carmelina Corio
Teaching and Learning Team Leaders
Some of the aspects relating to ICT at St. Simons during 2014 are outlined below:

- Purchase and roll out of 120 student iPads. These iPad Air devices have been divided into 3 groups of 40. Each group is housed in a lockable trolley that also serves as a charging base. Trolleys are located in the first floor of Building C and both floors of Building D. Classes can borrow baskets of 5 iPads at a time.

- Maintenance of minimac server. This device manages the school iPads. The software on it enables a single user to purchase apps and push them out to each device simultaneously, thus saving a great deal of time. This device is located in the server room in the library.

- Rollout of the smartphone school App as developed by Skoolbag. At the time of printing the App has been downloaded by 482 users who are availing themselves of the services it provides: newsletters, alerts, canteen lists, uniform order forms, absence notification etc.

- Attendance at the CEO facilitated eLearning network meetings one afternoon each term. These Zone meetings are a great source of new ideas as regards hardware, software and possible curriculum direction.

- Purchase of 25 new HP all-in-one touch screen machines which have been placed in the Library, Art room and Japanese room. These machines are running with Windows 8 as their operating system to make best use of their touch screen capabilities. Eventually all machines in the school fleet will be moved to Windows 8.

- Year P-6 utilizing a range of cybersafety resources at the commencement of the year to reinforce the online safety message. A range of resources have been used sequentially from P-6 to ensure engaged learning takes place around the area of responsible cyber citizenship.

- All Year 3-6 children have individual user names and passwords. This allows them access to the school network as well as the internet. Attached to their login is an individual folder that follows them each year allowing for the collation of their electronic resources. Login details and activity are able to be tracked by the administrator.

- This year saw us continue to utilize the nRoll feature from the nForma suite which allows classroom teachers to record the attendance roll electronically. This attendance data is sent to the office daily and collated automatically for inclusion in the June and December reports. This program also allows for the collation of CEOM required data in a very simple manner. There is an App on staff iPads to help make this process even simpler.

- Online Parent/Teacher interview booking continued through the use of the SOBS software. Anecdotal feedback of this process continues to be very positive.

- Backup procedures for all of our servers; administration, curriculum and library continue to be via an online solution as provided by Invotec, the company that supplies our technician and is often a source of our hardware. We now have all servers backing up daily to a secure facility in Port Melbourne.
• Our technical support continues to be provided by Invotec, manifest in their highly capable technicians. The technician physically attends St. Simons each Wednesday working with eLearning staff to attend to issues and promote the viability of the school network and extend its capabilities. The technician’s support, expertise and advice is invaluable both when they are on site and via remote support as needed.

• This year our student leadership program continued with the inclusion of an ICT leadership group comprising four Year 6 students: Samantha Almojera, Luca Petterlin, Will Beart and Estelle Coralie. These capable kids have assisted eLearning staff in a range of ways during 2014; assisting with the roll out of student iPads, helping update software on classroom pc’s, assisting in the movement of hardware, maintaining iPad trolleys, providing images for archiving and trouble-shooting simple problems. Their enthusiasm is to be commended.

• Printers are in continual use throughout the network and require replacement of toner on a regular basis. The sheer volume of use also sees some printers in need of retirement and replacement each year. All print scripts have been rewritten to simplify the management of printers. Printer allocation is now via logins directing to nearest available machine.

• The wifi capability of the school have been expanded to include Buildings F&G. Classes in Art, Music and Japanese can now borrow sets of iPads for use in their lessons and make use of the wifi capabilities. Some of the new HP machines will also be permanently located in these rooms.

• GAFE – Google Apps for Education. The Catholic Education Office under the banner of ICON (Integrated Catholic Online Network – see below taken from CEOM website) have selected Google as a key partner in the provision of services to all Catholic schools in the foreseeable future. To this end we have commenced the process of becoming compliant as a GAFE school. Future benefits will include access to all Google tools for free (including large quantities of storage) which promote the ability for staff and students to collabrate on tasks.

ICON will provide core technologies for Victorian Catholic education. It will provide tools to foster rich and deep student learning powered by Catholic educators collaborating, pooling learning resources and optimising student learning outcomes over time. ICON will also provide system-wide technology to optimise school administration.

ICON will build on the Catholic tradition of working together to improve all schools by facilitating collaboration and pooling of resources and strategies to improve student learning across Victorian Catholic education to capitalise on and enhance the collective wisdom of Catholic educators and administrators.

• Future directions include:
  - Purchase of more portable digital learning devices eg: Chromebooks
  - Flattening of network(s) to streamline and simplify operations. This may include merging admin & curriculum networks into one school wide network.
  - Exploration of suitable Apps to enhance the learning experiences of students

Geoff Klep
eLearning Leader
INTER-SCHOOL SPORT

The Inter-School sporting calendar is always a busy one at St. Simon’s with children from years 4-6 participating in a range of competitive and non-competitive activities at the District, Division, Regional and State levels. This year our program has included:

**Term 1**  
**Swimming** - In February we sent a squad of 20 students to the District Swimming Carnival where we finished in 3rd place. The quality of our swimmers was reflected in the fact that 12 progressed to the Knox Division Championships. **Representative Sports Trials** - In March, 21 of our Yr.6 students trialled for the Rowville District Sports Teams. Following these trials 12 students progressed to the Knox Division with Liam Acosta-Harvey progressing to the final selection trials for the Victorian Boys Basketball team.

**Term 2**  
**Cross Country** - We sent a squad of 64 runners to Jells Park to compete in our District Cross Country. Over the past four years we have worked very hard to encourage involvement in Cross Country, here at the school level. Each year we have made steady progress in the placings and this year we again improved to finish in 1st place. This is a great credit to the time and preparation that the children had put in here at school. As a result of their top ten finishes fourteen of our students qualified for the Division Cross Country at the Yea racecourse. From the Division Cross Country Dharam Deol from Yr.6 went on to participate in the State Championships finishing a very creditable 30th.

**Yr.6 Winter Sport** - During Term 2 all Year 6 students represented St. Simon’s in either Netball, Football, Soccer or Volleyball. Our students and teachers are to be congratulated on their preparation and following our District performances we were Premiers in Football(AFL) Girls & Boys, Netball A,B &C Divisions and Runners-up in- Soccer Boys & Girls and Volleyball. Based on these results our Football and Netball teams progressed to the Regional level with our Girls football team as Premiers. The Girls then progressed through to The Victorian Grand Final where they were beaten by one point and finished in 3rd place, congratulations girls on an outstanding effort.

**Term 3**  
**Yr.5 Winter Sport** - We had a football, netball, soccer and volleyball round robin day with Heany Park, this was a non-competitive day enjoyed by all.

**Athletics** - We sent a squad of 76 participants to our District Inter School Athletics in August. As a team we finished in 5th place with fourteen of our students being selected to compete at the Knox Division Championships. Based on their top two finishes at Division, Deanna Azucena, Dharam Deol, Zac Fogo, Grace Louey and Alyssia Pisano competed in the Regional Championships (one level down from States).

**Hooptime** – This year we sent twelve teams to Hooptime with four progressing to the Regional finals and currently we have two teams in the State Grand Finals (they haven’t played as at the time of printing)

**Term 4**  
Our Term 4 activity is focussed on the completion of our involvement in Hooptime.

In conclusion I would like to thank the many parents and teachers who have assisted with Inter School Sport through their coaching, driving and supporting.

Shane Regan  
Inter School Sport Coordinator
YEAR 6 CAMP TO CANBERRA 2014

17TH - 21ST FEBRUARY

Week 4 of 1st Term saw our 103 Year 6s and 11 teachers/adult supervisors head off to Canberra. The children travelled to and from by bus, a trip that takes 9 hours approx. Whilst in Canberra the children visited the following- Australian Institute of Sport, National Museum, National Science & Technology Centre, Royal Australian Mint, High Court of Australia, Australian National Gallery, Electoral Education Centre, Telstra Tower, Parliament House, the National Capital Planning Display and the Australian War Memorial. There were many highlights but probably none more significant than when at the War Memorial, we were present for the Last Post where 2 of our students were selected to lay a wreath.

Any camp program is a significant commitment by parents, children and teachers. Thanks to the parents for supporting the camp, the children for their behaviour and the very positive manner in which they represented our school. Special thanks must go to our staff Nick Frederiksen, Helen Rochecouste, Sharni Spriggs, Daniel Bau, Geoff Klep, Carmelina Corio, Shane Regan, Maree Fatouros, Kathy Siwek, Kathleen Roberts and Grace Acetta for their supervision and care of the students.

We look forward to the 2015 camp which will be highlighted by the centenary remembrances of ANZAC Day.

Nick Frederiksen & Shane Regan
Year 6 Camp Co-ordinators
This year our Prep staff was made up of Miss Natalie La Fontaine, Mrs Samantha Lutgens, Miss Lauren Drill and Mrs Ivana Dabb.

**Term One Highlights: STARTING SCHOOL LIFE**
- **Inquiry Learning:** How Does Change, Change Us?
- The annual Prep Sports night.
- The Buddy Program

**Term Two Highlights:**
- **Inquiry Learning:** What do living things need in order to survive, in the world God created?
- Discovery Centres
- **Prep Outdoor Education Camp:** This year, the Prep children were involved in an after school event on Thursday, 19th June. The day was labelled, Camp Senses and it was truly a sensory camp from start to finish. Rotations and activities consisted of Damper Making; making a mini rainforest in a bottle; Nature craft and investigating real worms! Students were also involved in making their own fruit skewers for afternoon tea. It was especially rewarding to hear many parents comment positively about this event in the following days.
- The Buddy Program- Introduction Of Buddy Bear Program
- Prep Green Liturgy: Grandparents Day

**Term Three Highlights:**
- **Inquiry Learning:** Where in the World?
- Discovery Centres
- Our Curriculum night was also a highlight of Term Three. As a prep team, we felt very proud of our rooms, our school, our colleagues and all the work we have done with our students this year. The students themselves showed great excitement knowing that their families were finally going to see what they've been doing at school! Thanks must be extended to everyone who came and made it all the more special.
- **Our 100th Day Celebration – THURSDAY, 7th AUGUST**
- Prep Yellow Liturgy: 100th Day of School Liturgy

**Term Four Highlights:**
- **Inquiry Learning:** What is the meaning behind believing? (based on the picture storybook The Polar Express written by Chris Van Allsburg). This mini unit then leads into the story of Christmas with the main focus being Advent and a time of waiting. This will be a whole school approach and our teachings will culminate in our week of whole school liturgies at the end of term.
- Discovery Centres
- **PREP EXCURSION:** This year the Prep excursion was held Thursday, 23rd October. This year the Preps visited the Royal Melbourne Zoo. Many Preps enjoyed the bus trip just as much as the visit itself as this too, was a first experience for many of our little people.
- St. Simon’s Day was yet another major highlight in our level. The Preps were thrilled they finally got to see and meet the ‘real’ Andrew Chinn in this final term of school!
- Prep Blue and Prep Red Liturgies: Advent/Christmas
- Swimming Program

My team remained enthusiastic and dedicated with each new learning experience we presented to our students. Throughout the year, we have been fortunate enough to have had a fantastic group of teacher aides, senior Nazareth students and work experience students work within our classrooms. They were always on hand to work with us in providing the children in our care many positive learning experiences. I would like to thank them for their hard work and friendship throughout the year as this had made our year in Prep all the more successful.
I would also like to thank our secretaries Rita Petracca and Anna Morgan for their constant assistance in answering my never ending questions and favours – and always in a professional manner.

Of course thanks must also be extended to Fr. Jim, the Parish staff and our leadership team; Phil Hesse; Geoff Klep; Lis Thompson; Shane Regan, Maree Fatouros and Carmelina Corio. Together they have supported our new ideas and encouraged the development in our learning together as a level.

Thank you to our specialist team of teachers who we work closely alongside and all of our colleagues. Our professional discussions enable us to support each other and give the best care and teaching to all of our students.

I would like to thank our Prep parents, grandparents and carers including our aftercare staff for their support and the trust they placed in us to continue educating their little one. Thank you to the consistent number of volunteers that helped within our classrooms, on excursions and doing all those extra little (but just as important) jobs to make our teaching run more smoothly.

And finally, but most importantly, a huge thank you to every one of our endearing ‘Preppies’ – they provided us with many laughs, much love and some great lessons from their own real life experiences.
I wish them and their families all the very best as they now begin to prepare themselves for another challenging year in Year One.

Many thanks,

Ivana Dabb
Prep Leader
YEAR 1 REPORT

This year the Year 1 team consisted of Pip Keeghan, Amanda Smith, Lisa Wenhrynowycz and Celeste Oliver, who work closely together to provide the best learning opportunities and engagement for all the students in our care. The team was also supported by the Reading Recovery teachers, Helen Tracey and Betty Carroll and the School Support Officers. The learning opportunities for our students are varied, engaging as well as challenging. We encourage the students to become more independent both in their learning and in their social development.

Term 1
Term 1 began with a buzz of excitement as students settled into their new classes and developed new friendships. Students spent the first few weeks of the term looking at what it means to be part of a team and how working together enables us to be successful. The first terms inquiry focused on the concept of how technology has changed over time to meet the needs of society. Incorporating Religious Education into this unit found students discovering their special qualities and how then can help make a difference in the world using their God given talents. During the Lenten period we looked at the role of Caritas and the various communities they help which led us to delve into ways we also can help.

To conclude Term 1 the Year 1s participated in the Outdoor Education Program. Despite the rain it was highly successful. Students participated in rotation activities at school and planted trees at Arcadia Park with Knox Council.

Students also participated in their first School Athletics Carnival which was a great success. Students encouraged their team members during games and races.

Term 2
Term 2 began with Alleluia Day. As a school community we celebrated the culmination of the Easter Story, as Jesus rose from the dead. Throughout Term 2, students inquired as to ‘How can we be stewards of the Earth just as Jesus showed us?’ Students investigated how they can protect the environment and how humans impact upon the environment.

Term 3
The Term 3 Inquiry Unit’s overarching focus was Culture and the Arts; Year 1 inquired – ‘How do different cultures share information in their own way through stories and art?’ Through investigating this question students began to realise connection between cultural traditions, the five main religions and their artwork. Students participated in an incursion by Cultural Infusions, which allowed them to experience cultural dance, dress and storytelling. Student also created their own pieces of art using cultural techniques.

Year 1 families were invited to attend the Prayer Night which focused on the sacrament of Baptism and what it means for students and their families. The school family curriculum night was a great success and provided the opportunity for families to see the works of art students had created at all year levels.

Term 4
As always Term 4 has proven to be an extremely busy term. The inquiry topic focused on keeping ways to keep ourselves healthy. Students engaged in three incursions, the Life Ed Van, FitMan and junior yoga. As a school community we celebrated St. Simon’s Day singing with Andrew Chinn. Through Religious Education, students have learnt about Sacraments on Initiation, important saints, and liturgical symbols which were explained with a visit to the church with Fr Jim. The last couple of weeks of term will be taken up with the swimming program. In Religious Education students will learn about the season of Advent and Christmas with a particular focus placed on the birth of Christ. As a school we will come together to celebrate a number of liturgies during the lead up to Christmas.

In reflecting upon this year, we can celebrate many achievements both in the children’s learning and in their development as individuals. The extra-curricular activities we have been able to organise have enabled the students to engage with a variety of learning experiences. The Year 1 teachers are to be congratulated on the great achievements of their students. They have worked tirelessly to provide interesting and varied learning experiences for them. Thank-you to all the parents whose support is valued and appreciated.

Best wishes to all our families and congratulate you on the work you do with your children and the support you give the school.

Celeste Oliver
Year 1 Leader
YEAR 2 REPORT

Grade 2 Staff
Two new teachers joined the Grade 2 team this year. Mrs Janine Boer and Mrs Clare Sabatino who replaced Mrs Rosalie Silvers who went on maternity leave at the end of term 1. I would also like to thank the Reading Recovery teachers, Helen Tracey and Betty Carroll, who ran a Reading Intervention Program for children that needed some extra support with their reading. Once again I like to make a special mention to Karen O’Sullivan for sharing her expertise with the Literacy groups and the out of hours time she gave to help teachers implement their Reading programs. The grade 2 teachers also worked closely with the support staff to enhance the learning of children with special needs.

Maths
We have continued to implement, modify and update the Contemporary Teaching and Learning of Mathematics (CTLM) program, which was designed by the Australian Catholic University. The aim of this program is to help the children learn through investigation and play. The activities are hands-on and aim at making Mathematics real to the students. We have also purchased a lot of new Reading material to teach children number concepts through story, thereby integrating literacy into Mathematics.

Literacy
One of our major focuses in Literacy this year was Comprehension. Reading activities that teachers set are aimed at the children's level of understanding. They are encouraged to make reasonable attempts at decoding and pronouncing unfamiliar words. Children are given time to think about what they are reading. They have had lots of practise at retelling and making predictions of texts using the title, picture cues and blurbs. They have been encouraged to think within the text, beyond the text and about the text.
This year Karen O’Sullivan, a Reading Recovery Tutor, has implemented LLI (Level Literacy Intervention Program). This program supports students who need extra tuition with their Reading and Writing skills. Students work in a small focus group. This year we have purchased a new reading program called ‘Razz Kids’ to further develop the children’s reading and comprehension skills. Children have had regular access to this program through IPADS. More recently Sunshine online has been made available to students on the IPADS. We are also continuing to use the PM benchmarks for our Reading assessment. Grade 2s have continued the use of Targeting Handwriting and the Targeting Handwriting children’s book to help develop correct letter formation and more flowing handwriting.

Religious Education
In our Religious Education this year we have integrated Religion with inquiry where possible to make the children's religious experiences relevant to their lives and the world around them. For example in our topic, Creation the children considered what might happen to humans if there were a change in a familiar available resource such as water. Throughout the unit the children developed the values of respect and responsibility for the world and each other. Each week there is a weekly assembly for Grade 1 and 2 to acknowledge their achievements and celebrate their successes. Each class has also been involved in creating a liturgy to mark and celebrate an event in the Church Calendar.

St Simon’s Day
St Simon’s Day was held on the 28th of October. The day began with a music workshop with Andrew Chin. This was followed by buddy activities and the day ended with a whole school mass with children performing various songs taught by Andrew Chinn.

Inquiry
In Semester 1 we covered two inquiry units, ‘How has life changed since my grandparents were my age?’ and ‘Why did God create water as the source of all life?’ The first unit allowed the students to discover the differences between life today and in the past, with an emphasis on technology, housing, daily life, fashion and schooling. The unit finished with an excursion to ‘Coal Creek’, where students got to experience living in the past which was explored through hands on activities, such as damper making, and attending a school lesson. The second unit allowed students to explore the importance of water, its relevance to their lives, its connection to Creation and the need to conserve water. This unit allowed students to participate in science based experiments based around water conservation and the water cycle.
In Semester 2 we also covered two units, ‘How do we embrace and respect people’s cultures in our world?’ and ‘Mapping our way around our world: Why is it important to clearly communicate who we are and where
we live? The first unit allowed students to explore various countries and cultures. Students studied India, Mexico, and Italy looking at each of their unique festivals, celebrations, religions, food, languages, and famous buildings. The unit coincided with the school art show, where students created art work with reference to the different countries explored. The second unit, allowed students to explore mapping and communication skills, with reference to who they are and what they communicate to others about themselves, in addition to learning how to read and draw variety of maps. This unit concluded with an Outdoor Camp day to Cardinia Reservoir where students implemented their newly acquired skills.

Outdoor Camp
In Semester 2, students participated in an Outdoor Education Program which took place at Cardinia reservoir on Friday the 7th November. Students participated in a variety of activities such as a scavenger hunt, a nature walk, sketching and sing a longs. They also enjoyed a sausage sizzle for lunch. Parent participation was fantastic, and students enjoyed the day.

Shane Wilson
Year 2 Leader
YEAR 3 REPORT

“Be A Change Agent For Our World”

A very busy and eventful year has been had by the children and teachers in Grade 3. They participated in many extra curricula activities with interest and keenness. Some were undertaken by the whole school, but we had activities pertinent to our areas of learning. We have covered many areas in English, Maths, RE and Inquiry. The students undertook Japanese for the whole year and attended Art, Library, PE and Music on a rotational basis.

We had children attending the Parish based preparation sessions to receive the Sacraments of Reconciliation and First Communion, and as a level we complemented this instruction with classroom based activities. Each Grade has also been responsible for preparing a Liturgy and attending a Parish Mass. We also explored many other aspects of Jesus’ teachings and our faith. This included an excursion to The Mary MacKillop Centre and St Patrick’s Cathedral.

All areas of Literacy were covered- Reading, Writing, Speaking and Listening. The children were introduced to Literature Circles, which required them to read a text and discuss various aspects of it. At times, Visual Literacy also featured in our program.

The teachers continue to approach Maths from a very “hands on” perspective, deepening the students understanding of the concepts taught. We had some students Year 3 enter the Schools Maths Competition. We covered a number of Inquiry Units this year. For Term 1—“How Can I Be A Change Agent For Our World?” “How Does Our Planet Support Life?” was Term 2’s Inquiry”. “Who Are We?” investigated the origins Australia and its people. We had some parents chat to the students about their experiences. To complement this unit, we had a “Cultural Infusion” Incursion. The Inquiry concluded with a Cultural Dress Up Day. The School Art Show presented an avenue in which students could express their understandings about this Inquiry Unit creatively and imaginatively. The fourth Inquiry Unit was “Big Bang – Why is it So?” where the children did Science experiments. The final weeks of school will have an emphasis on Christmas, from a Christian point of view.

Other activities included Naplan Testing in early Term 2. Students also had the opportunity to be involved in the Premier’s Reading Challenge. The children have just completed a very successful sleepover/camp at school, including an all day trip to Jells Park. The Grade 3 students have worked well to master Cursive Writing. The Swimming Program is one that the students are looking forward to. Regular Grade 2/3 Assemblies acknowledged the success of individual students through awards and certificates and gave opportunities for students to have a voice in their learning as well as present some of their work.

I would like to take this opportunity to thank all the Year 3 team - Natalie Dib, Mary Reilly and Danielle Herout. 3R was very capably taken by Lauren Wallis, when Natalie took Maternity Leave at the beginning of Term 2. I would also like to acknowledge the work done by our SSOs who support our students and programs. On many occasions, we have had parental help in the classrooms and on excursions. We are truly thankful for their assistance, because at times, our programs would not be able to operate without the generous assistance of these parents. Each person is vital to the successful running of our programs and their hard work, care and dedication to the students of St. Simon’s should be noted.

RECOMMENDATIONS:
Perhaps the Buddy Grade System could be reorganised so the Year 3s have a different level to buddy up with. Having buddies in the same year level has been satisfactory, but cross level buddies would give an opportunity for students to be given an insight into what goes on in other areas of the school as well as an opportunity to make buddies outside their regular circle.

The Mary MacKillop/St Patrick’s Cathedral Excursion was relevant to a First Communicant Class and I recommend that this be a regular part of the Year 3 Excursion Program.

Anne Nolan
Year 3 Leader
YEAR 4 REPORT

2014 heralded a combination of educational experience and exuberance at the Year Four level. This team combined creative thinking, innovative, strategic planning and explicit discipline to provide an enjoyable and relevant delivery of the curriculum.

The Grade Four children should be proud of their emotional, physical and academic development and 2014 achievements. This group displayed compassion and inclusiveness to their fellow students. All tasks presented by the teachers were approached with enthusiasm and fun by the children. The children’s ability to concentrate and apply themselves with diligence enhanced their results.

First term saw the establishment of identity and embracing of change with a focus on school and classroom rules, expectations and 2014 goals. Teachers spent time establishing their own individual procedures for their classes. The establishment of the St Simons Positive Behaviour Plan was a vital component. Much attention was paid to the understanding of the changes encountered in the transition from Grade Threes to Grade Fours. This was indeed the focus of our first term Inquiry topic, titled “We’re Big Kids Now!” In the Religious Education unit, Meeting God Through Prayer, the children explored various ways to communicate with God through prayer. Lenten practices of prayer and alms giving were explored during the topic Alleluia- He Is Risen. Symbols, stories and celebrations of Easter were also investigated during this unit of work. An important part of our first term program was the support offered to children making their first Reconciliation. Extracurricular activities such as athletics, cross country, competition swimming, school photos and Parent Teacher Interviews all added to make for a turbo charged start to the year.

Second term saw the continuation of the CTLM inspired approach to Mathematics at St Simons. The studied concepts of the four processes, Money and Financial maths, Measurement and Two and Three dimensional shapes all received the benefit of creative teaching approaches, activities and targeted consolidation. Our Religious Education focus turned to Creation-Living in Harmony and linked wonderfully to our Inquiry topic of Above and Below. We explored the concepts of stewardship, creation, harmony and justice, relation to the environment and our effect upon it. The culmination of this work was our excursion to the Cranbourne Royal Botanical Gardens. Football season was in full swing as were the class tipping competitions, which were fiercely contested by students and staff alike.

Third term began and finished with an Art focus. The results of the student’s and teacher’s diligent, creative and much thought about art works were on display for all to see at the highly successful Art Curriculum night. Grade Fours also attended an incursion about our close international neighbours and their cultures. This facilitated the Inquiry study of ‘Many Lands, Many People, Many Cultures’.

The highlight of Term Four was undoubtedly the school camp at Dromana. The one hundred and ten happy campers enjoyed beautiful weather both days, and all benefited from a reportedly fine and dream filled night away from home. Concepts taught during our Inquiry topic, From the Mountains to the Sea, were fostered, developed and consolidated by the wide ranging and busy two day program of activities at the Don Bosco School Camp.

In conclusion I wish to thank my colleagues for the professional and nurturing attitudes in all educational ventures this year. I thank the Leadership Team and all our parents for their interest and support in and of their children’s education. A special thank you to the children for their excellent attitude and approach to their learning and life at St. Simon’s.

Pat Healy
Year Four Leader
YEAR 5 REPORT

Well another year has flown by!

The year 5 teachers have marveled at the development in the Year 5 students this year and congratulate them on their academic, personal and physical (some being taller than one or two teachers) growth.

Our settling in period in Term one was a brief one as the children quickly realised the importance of this year to fine tune their work habits while at the same time maintain a suitable 'social' life at school. Our first Religious Education topic for the term was "Mission Possible" followed by "New Beginnings". Diagnostic testing in Numeracy and Literacy took place as soon the year started and the Parent & Teacher interviews followed closely behind. The teachers were allowed a great insight into their students’ academic abilities and work habits and it was full steam ahead from then on. Students participated in the Year 1 to Year 6 School Sports day and displayed their sporting talents as well as their great sportsmanship. Once again, the Year 10 boys from St Joseph's Regional College in Ferntree Gully guided a small group of Year 5 boys in creating a pod cast giving our boys the opportunity to explore this popular form of social media. Preparation for NAPLAN also began and was part of our daily program. The Year 5 camp to Paynesville was yet again a fantastic experience for the children, many taking part in activities that tested their courage and determination. These activities included a scavenger hunt, bike riding, canoeing, 'donuting' behind a ski boat, paddle boats, archery and rope courses. The children were also rostered to help in setting out the dining tables as well as cleaning and cleaning up at the end of each meal. We returned to school in time to participate in the Holy Week Liturgies before term ended, by which time a well earned rest was gratefully anticipated!

Term 2 began with the wonderful and exciting news that our bubbly Mrs Eliza Silva was expecting a baby!!! We looked forward to watching her 'baby bump' grow and listening to her regular baby updates. The teachers hoped that the children were well rested because no time was wasted and we immersed ourselves in our term 2 program. Our R.E. Topics for this term were "The Gifts of the Holy Spirit" and "The Seven Sacraments" to coincide with the Year 6's celebration of the Sacrament of Confirmation. With CTLM firmly imbedded in our Numeracy program, the children practised problem solving strategies and verbalising these strategies. Literacy focus was on Reading and Comprehension, critical thinking, and vocabulary enhancement. Some of the Year 5 students had the wonderful opportunity of being a part of the Drama Festival whilst others competed in the District Cross Country. The Lighthouse Project boys presented their pod cast at the college and NAPLAN for 2014 was completed. We had had an extremely busy term, full of new learning experiences and some funny moments.

Third term started off with an 'Art Explosion' day whereby the Year 5 students were given the opportunity to make an Australian related construction made from recycled materials. And so began the start of our Inquiry for the term: Australian history told through works by Australian artists. The children studied the lives of some of our famous artists and the children produced some amazing pieces of art. Their interest, enthusiasm and thirst for knowledge created a fantastic working, learning environment. The children completed a project on Australia and the general consensus amongst the Year 5 teachers was that these projects were absolutely incredible and were going to be a nightmare to mark and grade! I-pads were also introduced at the start of this term and the children eagerly awaited their daily session(s) whereby we made full use of this form of technological learning. Meanwhile Numeracy continued to be challenging and Literacy engaging with the continuation of Literature Circles and daily rotations. A second round of Round Robin took place and the boys were invited to join in a second round of Lighthouse. The children did our school proud on our excursion to the Art Gallery, displaying their knowledge of Australian artists as well as Australian history when answering questions by the tour guides. Our classrooms looked like Art Galleries on Curriculum Night and everyone agreed that the night was a great success. Sadly too, at the end of Term 3 we said our fond farewells to Mrs Silva and wished her well as she left to prepare for the arrival of 'bubs'.

In Term 4 we welcomed Mr Peter Jarvis to the Year 5 team and the term got underway fairly quickly. Our R.E. Topic saw us revisiting the Social Justice issues that we touched upon in our busy, short first term. As part of the Inquiry unit, the children started their research into how the Australian Government system works. This was followed up by investigating famous leaders, famous speeches and leadership qualities. The children looked at the various 2015 School Leadership roles and had to decide which one they thought they would fill
successfully. Weeks of writing, editing, re-writing, practising and practising the speech out aloud again and again followed. The children's confidence has soared and now we await the actual speech delivery days, the counting of the votes and the announcement of the successful applicants to be made at the End of Year Eucharist celebration. A very busy time ahead still with a week of 'bike ed' lessons and the 'water safety' day at ------ beach, as well as the Advent preparations wrapping up our school year.

Finally, an enormous and heartfelt 'thank you' to the 2014 Year 5 Team. It is a wonderful experience indeed when one has the opportunity to work with a group of people who have similar goals, freely share their wealth of knowledge, possess great work ethics, support each other and enjoy a joke or two along the way. The children have certainly benefited from their mutual respect and camaraderie.

A special thank you too to the children and their families who have helped to make the year a successful and memorable one.

All the best for an exceptionally wonderful year in 2015.

Grace Whelan
Year 5 Leader
 YEAR 6 REPORT

In Year Six for 2014 the four classes were taught by Mr Daniel Bau (6 Blue), Mr Nick Frederiksen (6 Green), Mrs Helen Rochecouste (6 Red) and Miss Sharni Spriggs (6 Yellow). All students and staff in Year Six worked extremely well together as a harmonious team, which most certainly lead to a quality educational experience for the students in their final year of primary school.

The beginning of the year was a hectic period with the students involved in the beginning of the School Year Mass and the Ash Wednesday Mass. They participated in the camp to Canberra which was highly successful and memorable for all the students. A large proportion of the first term was spent looking at how each student learns in their own individual way and what makes a good leader.

An important aspect of being a Year Six student is working closely with their buddies in Prep. This program runs from the beginning of the year and is mutually beneficial to both cohorts of students. The junior students have a friend to help guide them through the obstacles of primary school while the senior students are offered a chance to display fantastic leadership and empathy.

The school leaders voted in by their peers the previous year began working in their “Student Action Teams.” The teams are; Environment, Sport, Wellbeing, Social Justice, ICT and the Arts. Each of the school leaders represented the school honourably at events such as the Halogen Young Leaders day, St. Patrick’s Day Mass, Bahay Tuluyan and Minnie Vinnies.

The Inquiry focus for the second term was Science. The students were able to look at many of the systems being studied by the excursion to Maroondah Dam. The day was highly successful with the children being outdoors amongst nature and looking at how Melbourne manages its water: all the aspects that make up the ecosystem from giant gums to fungi; how the weather impacts both these areas; finally how our bodies react when we went on the walk through the forest. The day finished with orienteering around the park, consolidating what had been learnt through the mathematics unit on ‘Location.’

It was towards the middle part of the year that a majority of our students celebrated the Sacrament of Confirmation with Monsignor Terry Curtin. Each of the students participated in a reflection day at the Don Bosco Retreat Centre in Lysterfield which with the aid of the Parish prepared each child in receiving the gifts of the Holy Spirit.

Interschool Sports created a large focus for the students in the middle or the year. All of the students were excited to represent St. Simon the Apostle Primary School for the last time. This also created the opportunity for all teams to progress through to district level and beyond. Year Six also had students represent St. Simon the Apostle Primary School in Basketball which got through to the state finals. Netball- runners up in Grand Final, Girls Footy, 3rd in the state. There was also individual success in athletics, cross country and swimming. All of our students represented the school magnificently, demonstrating teamwork, sportsmanship and skill.

Term Three welcomed Miss Lauren Sutherland to the Year Six team. She was a final year pre-service teacher from ACU as well. She became a respected member of Six Green and was instrumental in organising our Art and Asian perspective units. These units were highly successful and multi-faced. It culminated in the students delivering their photos and art master pieces to their parents on the Art Curriculum night and an expo presentation to their peers.

With Term Four flying by, the students have looked at the transition process to high school. This has involved meeting teachers at their respective schools, speaking with former St Simon the Apostle Primary School pupils from Nazareth College and having an opportunity to discuss their hopes and fears in a friendly and open environment.

The students of Year Six had the opportunity to participate in Sailing. This was run by Sailability based at the Blairgowrie Yacht Squadron. This was also supported by the Footsteps Dance Company program, which was highly successful.
Graduation is fast approaching and with the aide of the Graduation Committee it promises to be memorable for all involved.

On behalf of the teachers in Year Six, we would like to offer a big thank you to all the parents who have helped with sport, excursions, graduation and sharing in their child’s education. We believe that it is an important partnership and great things have resulted in this partnership.

Nick Frederiksen
Year Six Leader
LITERACY REPORT

During 2014 our Literacy Program has been focused on the development of support materials and resources to complement our existing program for students and review the support framework that we provide for our teaching staff. As Literacy Leader in 2014 I have been involved in the following curriculum and professional development activities:

- **Literacy Curriculum Review**- our Literacy Curriculum team with the support of all teachers at levels, have reviewed the content of their literacy curriculum to reflect current practices and decide upon areas for future development. As a result of this process the teaching of spelling will be a major professional development focus for 2015.

- **ICT resources** to support our Literacy Program have been a focus over the past three years. Last year we trialled Reading Eggspress across years 3 & 5 and although the product was a very good resource the cost per student was prohibitive compared to other products in the marketplace. This year we have trialled the RAZKids program for Years 2, 3 & 4, it provides online reading, writing and vocabulary development activities that can be accessed 24/7 by students, we look to use the program more fully in 2015 across years 1-4.

- **Assessment** has been a priority across the school and in Literacy (as with Numeracy) we have adopted the new SPA package to record student performance and outcomes. This program enables us to track student performance through each year of their learning and identify their relative growth. We continue to monitor the comprehension development of students from Years 3-6 via the LAP which is administered by the University of Melbourne.

- **Support for our Take Home Books program continues to grow as parents and teachers have become more familiar with the regular processes of stocktaking our books. Modelled Reading has been most successful with students from our senior classes regularly providing Reading Tutor Support time to students across the junior classes. The Reading Level Monitoring Program has proved to be a most beneficial tool for tracking student progress across the reading levels for students from Prep to Year 2.

- **Secondary students from Nazareth and St. Joseph’s Colleges** have again provided support to our Literacy Programs through their Classroom Helpers Program and the Lighthouse Program. These programs provide our students with a very valuable opportunity to work with a teenage mentor and the secondary students with the opportunity to be responsible for maintaining a focus across an extended period of time.

- **Student Support Programs** have been extended this year to include a number of small groups working with the Literacy Leader, on a regular basis, to improve their skills. In addition the Levelled Literacy Intervention (LLI) program has been introduced by Karen O’Sullivan, a Reading Recovery Tutor based at our school and Betty Carroll, one of our Reading Recovery Teachers, this has had a very positive effect on improving literacy skills.

In conclusion I would like to thank all staff for their dedication to developing our Literacy Program and in particular I would like to acknowledge and thank Celeste Oliver and Pip Keeghan for the additional time and effort they have given to initiating and maintaining the programs and resources we use in Literacy.

Shane Regan
Literacy Leader
MIDDLE YEARS REPORT

The Middle Years Program has always been a very active element of our school’s curriculum and provided a range of activities that support our educational, sporting and social action programs. Below is a summary of activities we have participated in during 2014:

- Nazareth Cluster- this is the group of Parish Primary schools that work with Nazareth College. During this year we have participated in- Mini Vinnies to support the St.Mary’s Homework Club where we have raised nearly $275 and provided additional teaching resources for use at the program. A Parent Orientation night for selection of secondary schools. A parent and student night focused on Social Action. Student attendance at the Nazareth College musical. Participation in the National Maths and Science competitions. VCAL students assisting our literacy program. Yr.9 students assisting with our Yr.3 camp. Transition activities with our Yr.6 class and manning the hair stall at our Parish Fair. All of these activities have been heavily supported by Nazareth College and coordinated by Ms. Giuliana Faiola, the Cluster Coordinator.

- St. Joseph’s Lighthouse Project is coordinated by Carmel Lardner from St. Joseph’s and involves Yr.10 students attending a local Parish primary school to work with groups of Yr.5 students on a literacy based activity. This year our students in first semester produced a film and in semester to they worked on developing debating skills. At the end of each semester the students present their projects at the college Lighthouse Expo. St. Joseph’s also assists with our transition program by providing an opportunity for all Yr.5 boys to attend an Orientation to Secondary School Day.

- Mazenod College have provided us with a range of sports coaching over the years in particular through one of their staff members, Mr. Damian Schumann, who is an international volleyballer. Damian has come to the school to provide Yr.5 students with expert coaching in volleyball. This year they added to this by introducing the Provence Cup which provided an opportunity for 30 students from each of the feeder schools to participate in a day of activities at the college. The activities were basketball, chess and table tennis, this proved to be a most enjoyable day and hopefully will become a regular date on our calendar. A team of four boys from Mazenod also spent a day working in our school vegetable garden completing some landscaping works.

- Mater Christi also support our transition program by their participation in the Orientation to Secondary School Day held in conjunction with St. Joseph’s College. On this day our Yr.5 girls attend Mater Christi for a day of activities that might well reflect a day in the life of a Yr.7 student.

Shane Regan
Middle Years Leader
MUSIC REPORT

There are many benefits of having a music program at school. It gives those musically inclined students a way of learning about a field that might lead to a career in the future, but for others, provides a vehicle for self-expression, builds confidence and friendship among students and helps students become more active listeners.

In 2014, students in the Foundation Level have learnt about beat, pitch, dynamics and tempo in music. This was done through singing, moving and playing instruments. They also improvised movements and sounds to create a performance piece and identified examples of music in their own life and community. Presently, they are rehearsing for the annual Christmas Concert.

In Grade One, students have developed on the knowledge gained in the Foundation level and also learnt about rhythm, melody, form, tone colour and texture in music. This was done through singing, moving and playing instruments. They learnt about the different uses of music (eg. to express thoughts and feelings) and different musical cultures (eg. different times and other countries). They learnt about, recognised and demonstrated AB form in music. They were also taught and used the expression symbols, p, f and < >.

In Grade Two, students extended their knowledge on rhythm patterns and created their own simple scores, using two and then three notes. This was then rehearsed and performed on the glockenspiel using a correct beater technique to the class.

This year, students in Grade Three were introduced to the recorder. Before handling the recorder, students were taught the correct musical name and value of rhythms taught in grade two. Using these notes, they completed a set of activities to help cement their understanding of the number of beats per bar in relation to the time signature at the beginning of music. They also learned the names of the notes on the music lines (stave) and again, completed activities in preparation for playing the recorder. With the guidance of the teacher, students learnt the correct breathing technique, how to hold a recorder and the first three notes B, A and G, which allowed them to play a good repertoire of songs, leading them through the first belt (white), onto their second (yellow). Some students are now onto their Orange belt, playing pieces with the notes C and D.

In Grade Four, students learnt about different ‘feels’ in music and performed simple riffs, syncopated rhythm patterns and learnt many musical terms to do with beat and rhythm. They performed simple harmony using their voice and instruments as well as performing from and creating graphic scores. Students were also exposed to music in different contexts (genres, cultures, times and purposes).

Students in Grade 5 extended their knowledge of musical terms and worked with music that had a 6/8 feel. They were taught about harmony using thirds and then chords. These were then used to play along with Blues music. They also explored songs, music and dance through different styles as well as recognising instruments and techniques associated with different musical styles and genres. They worked collaboratively with others to create a performance.

In Grade 6, students learnt rhythm patterns to accompany a ‘rapped’ song. They studied the structure of songs and learnt techniques to generate lyrics and melodies and in groups, created their own lyrics and melodies. This was performed to the class. They also experienced loops and turnarounds using chords and in groups, created their own loops, both chordal and word loops, as well as turnarounds based on a 2-chord progression.

Student in Grades 5 and 6 were once again given the opportunity to be part of the school choir, where they perform at various times (including the Stringybark Festival and the school Art Curriculum night).

Laura Nackashian
Music Teacher
NUMERACY REPORT

Individual Team Planning
Individual team levels have sustained the insights gained from participating in CTLM Professional Learning days and this is evident in the Maths units of work which they have continued to plan collaboratively.

Resourcing
There have been regular updates of all Mathematical equipment and resources within the school which are stored in the newly shelved “Maths Resource Centre”.

NAPLAN
Based on NAPLAN data, although there has been a slight improvement in Numeracy, this is still an area which requires further work.

Professional Learning Teams (PLTs)
Professional Learning Team meetings have continued this year with each level being involved in a minimum of three one hour meetings per term the main focus being to improve student outcomes.

Numeracy Assessment
The students’ mathematical knowledge and understanding has been formally assessed using the SINE screening test, and ongoing pre and post assessment embedded into all mathematical units of work taught.

Maths Toolkits
Maths Toolkits have been used in class during Maths Teaching sessions and at home as part of Numeracy homework.

Mathletics
Following a trial period of Mathletics, Staff, Students and the Parent Advisory Board all agreed the Mathletics will be introduced to St. Simon’s Primary School in 2015.

Australian Maths Competition
This year 36 students took in the Australian Maths Competition on Thursday 7th August. The students were most excited about challenging their Mathematical knowledge state-wide.

Future recommendations for 2015
- Continue to develop the “student” Maths Toolkits ensuring there is a consistent approach (Prep to Year 6)

Miss Carmelina Corio
School Maths Leader
OUTDOOR EDUCATION REPORT

2014 has been another sensational year for Outdoor Education at St Simon the Apostle Primary School. With the aid of all the staff the school has continued to provide a unique, interesting and stimulating learning experience for all the students.

The Outdoor Education program at St Simon the Apostle Primary School aims to allow students to experience success and achievement in areas that are not always readily accessible. It also promotes the building of self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.

The camp program has endeavoured to relate closely to the Inquiry units that are studied in each year level. It focuses on environment and the care and responsibility that we should all demonstrate towards it.

The camp program gives the students the opportunity to explore local, state and national areas. Prep to Year Three students explored the local areas around the school and Rowville. Year Four students got to see the contrasting beach environments between the bay and the ocean down on the Mornington Peninsula.

Year Five students went through the LaTrobe Valley to the Lakes area of Victoria at Paynesville. The Year Six students explored our National Capital Canberra. Having access to these contrasting areas gives the students a greater respect for their unique country.

This year the students took part in the following activities as part of their camp program:

- Prep- School based learning activities.
- Year One- A walking tour exploring Rowville and a planting session at Arcadia Reserve.
- Year Two- Cardinia Dam.
- Year Three- School based sleep over and an excursion to Jells Park.
- Year Four- Don Bosco Camp- Safety Beach.
- Year Five- Lakewood School Camp- Paynesville.
- Year Six- Canberra Camp.

Prep to Year Four students had the opportunity to participate in the school swimming program at the Oasis Centre, Dandenong. This has been part of the school curriculum since the establishment of the school. The program allows the children of varying capabilities to improve not only their swimming skills, but water safety awareness, which is an essential life skill for anyone living in a country surrounded by water.

The importance of swimming program was carried on in the Year Five level, with each student having the opportunity to participate in an Open Water Learning Experience run by Lifesaving Victoria. The children learnt various open water skills at Seaford beach, along with important lifesaving skills.

The Year 5 students were also involved in the re-implementation of the Bicycle Education course. With the support of Cardinia Council and the Lakewood Campsite the students were able to improve their bike handling skills, increase awareness on the roads and complete a ride using the local bike tracks. It has been excellent seeing the amount of bikes being ridden to school compared to previous years, which demonstrates that Bike Ed had a positive impact at St Simon the Apostle Primary School.

The Year 6 students this year learnt how to sail with the aid of Sailability at the Blairgowrie Yacht Squadron. This day included exploration of Point Nepean National Park and the local Blairgowrie beach environment. The Year 6’s also participated in a dance program run by Footseps. This promoted physical activity, team work and increasing self-confidence.

Overall it has been a successful year for the Outdoor Education at St. Simon the Apostle Primary School.

Nick Frederiksen
Outdoor Education Leader
PHYSICAL EDUCATION REPORT

Within our Physical Education sessions we believe movement knowledge, skills and student dispositions develop in Physical Education. We trust we will encourage students to become lifelong participants of a multitude of physical activities. At St Simon’s Primary School we provide opportunities for students to acquire a wide range of movement skills, concepts and strategies that enable confidence and participation in a range of physical activities. The Physical Education curriculum promotes lifelong physical activity and complements the understanding that moving and recreational activity is good for your health.

Our school embraces the philosophy of, ‘Game Sense’ where students discover reasoning behind specific skills in order to play a game. As the students play, enjoy and learn strategies they develop skills. Our physical education and sporting programme is diverse, structured, engaging and enjoyable for all students. Our affiliation with School Sports Victoria enables our senior students’ participation in a wide range of sporting events competing with schools in the local area and beyond.

Our Health and Physical Education curriculum is comprehensive in design comprising of various sub strands of Understanding Movement and Learning through Movement. The physical education curriculum also draws on additional domains of Interpersonal Development, Personal Learning, Thinking and Communication. We have also begun to incorporate ICT within the PE Curriculum to highlight individual mechanics and to give feedback during and following skill development sessions. Video cameras are used and then replayed in slow-motion so students can see and critique their style and the mechanics of various actions. The students are the ones doing the filming and giving and receiving feedback based on skill criteria.

Another new initiative this year was the implementation of the delivery of First Aid to students. This program was presented by St John’s Ambulance staff within the classroom setting. Children enjoyed being bandaged during hypothetical injuries and answering questions with great enthusiasm.

The Health and Physical Education Learning Focus statements and standards contain three broad themes (motor skill acquisition, participation in physical activity and sport education) which are addressed through the following core components of the physical education program:

<table>
<thead>
<tr>
<th>Level F, 1 &amp; 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cooperative games</td>
<td>• Cooperative games</td>
<td>• Cooperative games</td>
</tr>
<tr>
<td>• Basic Movement</td>
<td>• Ball Handling Skills</td>
<td>• Ball Handling Skills</td>
</tr>
<tr>
<td>• Ball Handling Skills</td>
<td>• Striking Skills</td>
<td>• Striking Skills</td>
</tr>
<tr>
<td>• Striking Skills</td>
<td>• Dance</td>
<td>• Dance</td>
</tr>
<tr>
<td>• Games</td>
<td>• Athletics</td>
<td>• Athletics</td>
</tr>
<tr>
<td>• Dance</td>
<td>• Aquatics</td>
<td>• Surf Life Saving</td>
</tr>
<tr>
<td>• Aquatics</td>
<td>• Outdoor Adventure</td>
<td>• Sport Education</td>
</tr>
<tr>
<td>• 1/2 Sport</td>
<td>• 3/4 Sport</td>
<td>• Bike Ed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Outdoor Adventure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 5/6 Sport</td>
</tr>
</tbody>
</table>
Note: Fitness Education and Fundamental Motor Skills are incorporated into all components of the Physical and Sport Education program

Sport/Sport Education – Years F,1,2,3,4,5,6
A variety of games and sports from invasion games, striking/fielding games, net/wall games and target games

- Games that interest both boys and girls
- A mixture of individual and team activities
- Tennis
- Basketball
- AFL Football
- Cricket
- Volleyball
- Hockey
- Baseball/Tee Ball
- Bat Tennis
- Netball
- Athletics
- Lacrosse

Kevin Cahill & Maree Fatouros
Physical Education Teachers
SPECIAL EDUCATION REPORT

In 2014 the role Student Services co-ordinator has been a 0.5 position. The role encompasses a wide and varied range of responsibilities. The major roles are:

- Being a member of the Leadership Team.
- Ensuring that the referral process in place at our school - which allows for the identification, monitoring and support for students who are having difficulty with the standard curriculum - is followed and maintained.
- Assisting staff with programs that address the needs of the students in their grade who have difficulty with the standard curriculum. Many of these take the form of an ILP an Individual Learning Plan, which are necessary to have in place before students are referred onto outside agencies as these are part of the evidence needed when applying outside of the school.
- Liaising with outside agencies and personnel. Coordination of outside personnel such as speech therapists, psychologists, curriculum consultants, visiting teachers who regularly visit the school to work with students, parents and teachers.
- Completing and submitting reports, with classroom teacher help, to support integration students and ensure funding is maintained where possible.
- Working with the Student Support Officers who support the classroom teachers in working with specific students.
- Overseeing the transition of students from Primary to Secondary school and Kindergarten to Primary School.
- Visiting the Kindergarten and discussing new students for the following year with the appropriate staff.
- Creating the following year Prep grades.
- Overseeing the formation of the following year class grouping, ensuring that the process is followed.
- Being available to parents.

This year there are 31 students funded under the Literacy, Numeracy and Special Learning Needs [LNSLN] umbrella. Students are funded in seven different categories. They are:

- ID [Intellectual Disability], 1
- SLD [Sever Language Disorder], 8
- Physical Disability, 2
- Social/Emotional Funding [Asperger's/Autism/Anxiety], 16
- Hearing Impaired 0
- Vision Impaired 0 and
- Chronic Health [illness either long or short term], 4.

In 2015 six of these children will move onto secondary school. One of our children lost funded due to being reviewed and no longer qualifying. At this stage there are the possibility of 7 new applications for funding in the 2nd round in February. Included in this are four 2015 Prep students. If all these are successful we will again have 31 funded students in 2015.

This year saw us enrol a child with diabetes into Prep. This has had a major impact on the PD it has been necessary for us to do and we have provided PD to 13 staff members. This will need to continue as this child progresses up the school until all staff have accessed this training. This along with our Autism PD and the likelihood of Epilepsy PD being needed, requires a significant budget allocation to cater for these specific areas. We have also had a focus on how to best cater for children who need extension in their learning with our PD day at the beginning of this term being focussed in this area.

As well as accessing funding many different services are available to us to help cater for the needs of the students at our school. We are able to access Speech Therapists, Psychologists and Behaviour
management experts through the Catholic Education Office. We have 22 students accessing the CEO Speech Therapist. This year we have engaged the expertise of Larmenier, unfortunately this avenue is now closed to us and we need to seek expertise elsewhere for children with behavioural issues. Catering for the students in our care and their specific needs is a priority for the staff. As you can ascertain by this report the number of differences needing to be catered for in the everyday classroom are wide and varied.

I would like to thank all staff for the effort they continually put into working with all the students in their grades especially those who need that bit of extra help. This is not only the funded students for whom there are many guidelines and expectations including, ILP’s, PSG’s [Program Support Group] etc but also for the growing number of students within every grade who for whatever reason miss out of the funding dollar, but who are no less in need of extra help.

I would especially like to thank Karen Bland, Katie Edgar, Jo Faella, Dawn Henderson, Angelene Longano, Kathy Siwek, Modie Wesley our Student Support Officers for the highly professional way in which they perform their duties. They are given a wide variety of tasks to carry out which they always do without a moments hesitation. Our Special Needs children, and for that matter all our children, are very lucky to work with such enthusiastic and caring individuals.

Lis Thompson
Special Education Coordinator
VISUAL ARTS

Visual Arts at St. Simon’s Primary School is a positive and enriching part of the curriculum. It allows each individual the opportunity to express themselves with boundless ideas through the “Elements of Art” which are covered throughout the year. The children learn, explore and develop the skills in colour, value, line, shape, form and space.

As an Art Educator, I am given the opportunity to work with all kinds of children with all sorts of backgrounds. I get to serve, teach and care for these children by developing their artistic skills. I am always continuing to develop my art room, program and resources, which allows the children to be creative, stimulated, motivated and excited about art, where the children enjoy learning about art, the history of art, different techniques and finding new ways of expressing themselves in a comfortable environment. Through Art, we can capture any incident, emotion, or anything. Art is a means of exploring and appreciating formal as well as informal elements. It expands and extends the shared common visual language.

ART is important.......

- It helps students with the cognitive learning process as well as critical thinking and problem solving skills.
- For some students, art can prove to be very motivational and something in which they can look forward to succeeding in.
- Art teaches multiculturalism and history and can be used in other subjects. It teaches students to work collaboratively.
- Art is good for overall academic achievement.
- Art is a safe way for students to express themselves.
- Art strengthens communication, explorations and imagination.
- Art develops self-confidence and persistence.
- Art not only helps students intellectually it helps them socially by strengthening their confidence as well as their ability to work with other students.
- It teaches students how to learn from the world around them and see beauty in uncommon places.
- Art provides fulfilment in what they have produced and aides in lifelong participation in the arts.
- It teaches students how to appreciate the many forms, techniques and styles of art.
- It helps students express themselves and cultivates freedom of expression.
- There are often no right or wrong answers in art and this helps student’s gain perspective on value and self-evaluation.
- Art can often be non-verbal communication and can prove to be therapeutic for many.

Always busy and productive in Visual Arts, the children at St. Simon’s have been involved in numerous art projects throughout the year.

At the beginning of the year the school was involved in the Knox Festival, creating a Banner themed on “Making your mark”, thank you to our Art Leaders, Melanie Noonan, Mae Prado, Lachlan Mc Namara and James Bugeja for their talent and creativeness in developing and presenting a fantastic banner.

There was also the Drama Festival where props were created. Our magnificent curriculum night in September was a success, with children being very proud of all their achievements around the school grounds. A special mention to Carmelina Corio and Maree Fatouros, also the leadership team for all their help and guidance and artistic abilities.
assisting with the night. A big thanks also goes to Andrew and Peter Fatouros who created art work for our school of a buddy bear and a "Growing through Faith at St. Simon’s tree image in which each family participated in creating a tree to install onto the tree. We also installed a “VAN Gogh” inspired bottle top art piece at the front of the playground area, as well as a “Colour Spectrum “Cd art wall and renewed some old art work outside the prep area. Painting of Silhouettes was also completed on the back of the Music room.

Listed below are some work samples covered.

<table>
<thead>
<tr>
<th>FOUNDATION/Preps</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
<th>YEAR 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Colours</td>
<td>Colour Wheels</td>
<td>Colour Wheel Art</td>
<td>Mixing Colours</td>
<td>Cool/Warm Colours</td>
<td>What is art?</td>
<td>Colour theories</td>
</tr>
<tr>
<td>Mosaicing</td>
<td>Repetition lines</td>
<td>Construction-towers/boxes</td>
<td>Complimentary colours</td>
<td>GEORGE</td>
<td>Mask work</td>
<td>Statue of Me</td>
</tr>
<tr>
<td>Aboriginal Inspired Art</td>
<td>Collage</td>
<td>Circle Printing</td>
<td>Foodimals</td>
<td>RODIQUE</td>
<td>Paper Sculptures</td>
<td>Confirmation Saints</td>
</tr>
<tr>
<td>Shape Aliens</td>
<td>PIET MONDRIAN</td>
<td>Weaving Mats</td>
<td>GEORGIA O’KEEFFEE</td>
<td>KANDINSKY</td>
<td>Construction- Hama</td>
<td>Animal Collage</td>
</tr>
<tr>
<td>Caterpillar Collage</td>
<td>STUART DAVIS</td>
<td>PICASSO</td>
<td>Printing</td>
<td>Still Life Images</td>
<td>Collage</td>
<td>Painting- rocks and tiles</td>
</tr>
<tr>
<td>Matchstick houses- construction</td>
<td>Shape Art</td>
<td>Clay pots</td>
<td>HOKUSAI</td>
<td>JOAN MIRO</td>
<td>Movement in Art</td>
<td>Art Appreciation project</td>
</tr>
<tr>
<td>VAN GOGH- Sunflowers</td>
<td>Textured Animals</td>
<td>Treasure Maps</td>
<td>Landscapes</td>
<td>ARCRIMBALDO</td>
<td>DURER</td>
<td>Apple icon Art</td>
</tr>
<tr>
<td>Symmetry/ balance</td>
<td>Painting</td>
<td>Drawing</td>
<td></td>
<td>Geography</td>
<td>DALI/MAGRITTE</td>
<td>MONET- water lilies</td>
</tr>
</tbody>
</table>

In Summary, the Visual Arts program is certainly a valuable and important part of St Simon’s Primary School. It is the opportunity for each child to create things they never thought possible, discover things within themselves and to have FUN!!

"EVERY CHILD IS AN ARTIST... THE PROBLEM IS HOW TO REMAIN AN ARTIST ONCE WE GROW UP”
Pablo Picasso

Melinda Wharton
Visual Arts Teacher
Better Buddies

This year staff have begun using the Better Buddies Framework which supports schools in creating friendly and caring environments. On Friday 13th June, St Simon’s celebrated National Buddy Day. All of the students in Prep received a Buddie Bear and the Alannah and Madeleine foundation facilitated the installation of a new purple Friendship seat.

SEL

A core team of teachers participated in a professional development initiative offered by the CEOM in Social Emotional Learning. These insights will be explored in 2015.

CEOM Student Wellbeing Drama Festival

On Tuesday, 24th June a group of 29 students from Years 5 and 6 participated in the annual CEOM Student Wellbeing Drama Festival. Under the direction of Mrs Laura Nackashian and Miss Carmelina Corio. The performance was about being “Agents of Change”.

KidsView Conference - Bahay Tulyan

On Friday 3rd May, St Simon the Apostle Primary was host to the Bahay Tulyan Kidsview Conference. The student leaders discovered just how lucky we are to be living in Australia.

Halogen Young Leaders Day

On Monday 24th February, all our school leaders enthusiastically represented our school by attending and participating in the Halogen Foundation National Young Leaders Day at the Melbourne Convention Centre. The day was most inspirational for both students and staff.

Games Club

Games Club continued Mon-Wed this year across two portable classrooms. Resources were updated on a regular basis.

Student Action Teams and Student Representative Council

Student Leadership continued this year in the form of Student Action Teams. Six Areas were represented by students; Environment, Sport, Wellbeing, Service / Social Justice, Information and Communication Technologies (ICT) and The Arts. The Student Representative Council SRC members are encouraged to conduct a regular class meeting to allow for the movement of ideas between students and the SRC will then liaise with administration as required.

Future recommendations for 2014

- Support the Student Action Team in working on targeted actions.

Miss Carmelina Corio
Student Wellbeing Leader
LEADERSHIP AND MANAGEMENT

Please note that this data is related to the 2014 school year.

Staff Attendances on average for the 2014 school year
- Teaching Staff – 86.5%
- Non-Teaching Staff – 97.35%
- All Staff – 89%

Staff retention for the school year – 90.24%

Teacher qualifications – 2014

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>% of TEACHING STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree - Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Degree – Masters</td>
<td>24%</td>
</tr>
<tr>
<td>Bachelor - Degree</td>
<td>51%</td>
</tr>
<tr>
<td>Diploma – Graduate</td>
<td>25%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>0%</td>
</tr>
</tbody>
</table>

Staff Climate – The Insight SRC Data rated staff job satisfaction at 81% (Ref. SIF)

Professional Development – The expenditure on Professional Development for 2014 was $96,400. This averages out at approximately $2142 per teacher.

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
</tr>
</tbody>
</table>
**Student Non-Attendance**

Please note that periods of non-attendance by a student are followed up with a phone call to the parent/guardian, if there has been no communication from home.

**Attendance of Children at School**

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95.99</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.48</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.62</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.50</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.32</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.77</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.28</td>
</tr>
</tbody>
</table>

**Student Retention**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.6%</td>
<td>102%</td>
<td>104%</td>
<td>106.3%</td>
<td>97.7%</td>
<td>102.7%</td>
<td>101%</td>
</tr>
</tbody>
</table>

**School Fee Collections**

<table>
<thead>
<tr>
<th>SCHOOL FEE COLLECTIONS</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Simon’s</td>
<td>98.8%</td>
<td>97.4%</td>
<td>98.3%</td>
<td>97%</td>
<td>96.8%</td>
<td>97%</td>
<td>97.4%</td>
</tr>
<tr>
<td>Like Schools</td>
<td>95.8%</td>
<td>93.2%</td>
<td>93.4%</td>
<td>94%</td>
<td>95.1</td>
<td>94.1%</td>
<td>93.7%</td>
</tr>
</tbody>
</table>

**Students receiving – Education Maintenance Allowance**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9%</td>
<td>10.3%</td>
<td>20.4%</td>
<td>10.3%</td>
<td>11.6%</td>
<td>11.9%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

- Phil Hesse -
STUDENT DATA

In 2014 students at St. Simon’s Primary School in Years 3 – 5 were involved in the annual NAPLAN assessments. The proportion of students at St. Simon’s in Year 3 meeting the National Benchmarks as measured in the 2014 assessments are as follows –

**Benchmarks**
- **Reading** – 98.8%
- **Writing** – 98.8%
- **Numeracy** – 96.7%
- **Spelling** – 100%
- **Grammar & Punctuation** – 97.6%

The proportion of students at St. Simon’s in Year 5 meeting the National Benchmarks as measure in the 2014 assessments are as follows –

**Benchmarks**
- **Reading** – 100%
- **Writing** – 97.5%
- **Numeracy** – 95.1%
- **Spelling** – 97.5%
- **Grammar & Punctuation** – 97.5%

Change in national standard results from the previous year are as follows –

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>-0.2%</td>
<td>Reading - 0%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>-1.2%</td>
<td>Writing -2.5%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>+2.9%</td>
<td>Spelling -2.5%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>-0.4%</td>
<td>Grammar &amp; Punctuation -2.5%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>-2.4%</td>
<td>Numeracy -3.9%</td>
</tr>
</tbody>
</table>

St. Simon’s Primary School parent general satisfaction was 84.1% was on the data provided by the “parent opinion – actual scores”.

**Student Satisfaction** – Student Opinion Survey 2014
St. Simon’s Primary School student general satisfaction – student motivation was 84.9%

**Teacher Satisfaction** – Staff Opinion Survey 2014
St. Simon’s Primary School general satisfaction – teacher confidence was 82.8%

**Student Learning Outcomes** – Over the past four years St. Simon’s students have performed at standard or above standard in Literacy and Numeracy. Numeracy results have shown constant improvement over the past four years. This has been attributed to our involvement in the CTLM programme.

**Catholic Culture** –
- Parents’ Importance – 80%
- Staff Importance – 91%
- Student Importance – 76%
  (actual scores)
COMMUNITY REPORT

Goals & Intended Outcomes

Education in Faith
- That individual and communal commitment to our catholic Faith is enhanced through prayer, improved relationships and behaviour, based on Gospel values and social justice.
- That our Religious Education Curriculum reflects a re-contextualised, dialogical approach.

Learning and Teaching
- That student engagement will improve through personalisation of learning
- That student growth in Reading, Writing and Numeracy will improve

Leadership and Management
- That a professional staff culture will be characterised by clarity of a shared vision, agreed expectations, collegial trust and a strong sense of team work.

School Community
- That the school community connectedness and inclusiveness will grow.

Student Wellbeing
- Provide a stimulating and secure learning environment that has a consistent and committed approach to student engagement and wellbeing.
- Provide a stimulating and secure learning environment that has a consistent and committed approach to student engagement and wellbeing.
- Principal, Student Wellbeing Leader, staff and students have a consistent approach to engagement and wellbeing.

The success of St. Simon the Apostle Primary School is due to various groups throughout the year. It is important that these groups be recognized for their outstanding commitment to the school and parish.

I would like to particularly thank the following committees, groups and members of our school and parish community –

😊 The School Advisory Board
😊 The Parents’ Association
😊 School Staff
😊 School Tuckshop
😊 Uniform Shop
😊 Parish Sacramental Programme
😊 Facilities Management Committee
😊 Parish Pastoral Team
😊 School Parents
😊 School Leadership Team
😊 Fr. Jim Clarke – Parish Priest

We are blessed to have such a supportive school and parish community.