



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Simon's School

2 Taylors Lane, ROWVILLE 3178

Principal: Thomas Wursthorn

Web: www.ssrowville.catholic.edu.au

Registration: 1830, E Number: E1323

Principal's Attestation

I, Thomas Wursthorn, attest that St Simon's School is compliant with:

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

Attested on 10 May 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St. Simon the Apostle, 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 that fosters the development of faith, gospel values and the attainment of skills and knowledge which equip children for a lifetime of learning.

School Overview

St. Simon the Apostle School is a Catholic Parish School and by this, we aim for all families to grow in the parish community and to experience the guidance and joy of the Catholic Faith. It is essential that growth in faith is a team effort of the school, the family and the Parish community. The co-operation and enthusiasm of the Staff and Parent Community working together, within the context of our Catholic faith and tradition, promotes an environment that fosters a love of learning and is supportive of individual needs.

St. Simon the Apostle Primary School is situated in attractive surroundings on 2.5 hectares of land at the corner of Wellington Road and Taylors Lane. The Parish Church, Hall, Center are located within the same property. It is situated approximately 28 kilometers east of Melbourne, in a rapidly growing residential area, surrounded by several industrial estates.

The school is organised along traditional lines. In 2023 there are 22 classes straight grades with an average class size of 21. Different organisational structures may operate at times due to student needs and educational programs. Approximately, 443 students attend our school with an even gender balance and we have approximately 320 families.

Parental involvement is an important feature of the school. Programs such as Religious Education, English, Mathematics, Student Wellbeing, Library, Inter-School Sports plus various Art and music activities are supported by parent input. Parents on the School Advisory Council assist the Principal in deciding future school direction and oversee the other parent committees Parents' Association and School Canteen.

Principal's Report

As principal of St Simon's Primary School, I am proud of the nurturing and child safe learning environment that continues to flourish for the students of our community.

This year, we have continued to focus on building a strong professional culture for learning that uses shared evidence-based practices for teaching and learning in literacy, mathematics and student behaviour management.

Our teachers, in collaboration with school leaders, have made significant strides in their knowledge of literacy teaching practices, leading to high rates of reading achievement through a phonological awareness approach. Moreover, our successful implementation of the Positive Behaviour for Learning framework has resulted in a more consistent approach to teaching and reinforcing positive and appropriate behaviour for our students, a testament to our collective efforts and commitment.

Throughout the year, we have focused our whole school's attention on socially essential areas such as NAIDOC week and family through whole school awareness days and activities.

Our students have authentic experiences to share their skills and talents in sports and the Arts through interschool sports programs hosted by Sporting Schools Victoria and through our biennial St Simon's Art Show.

Our school and parish community continues a long tradition of coming together to host the St Simon's Fete, a vital community and fundraising activity for our parish and school.

Thank you to our staff, school families, and parishioners for the collective work we do together to ensure the high-quality and relevant learning programs that support St. Simon's students to flourish as learners beyond their time at our school.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

- To further develop our staff professional learning culture, pedagogy and practices in Religious Education.

Intended Outcome:

- That students feel empowered to question and critique the world around them through the Pedagogy of Encounter framework

Achievements

We continued to involve and promote greater involvement from families with their child's faith development through participation and in Liturgies and Masses and through regular communication.

Enhancing Catholic Identity across the school continued to be developed in a variety of ways. This included: Sacrament and preparation days for parents and students where possible, increased participation in class and whole school masses.

We worked very closely with the Parish and the Sacramental Coordinator to ensure that our students and families receive the best support and preparation prior to receiving their Sacraments. There was changes to our Sacramental program this year as it was organised mainly through the school in liaison with the Parish Priest.

For the first time in a couple of years we have been able to complete the Sacramental Program as per our normal structure. Students participated in class time activities to understand the history of the sacrament and what it means for them in the year 2023.

St Simon's Day was celebrated with a whole school Mass. Students participated in fun rotational activities and learnt various circus tricks. Students dressed up in casual clothes and The Parents Association provided Zooper Doopers. We were very blessed with lots of sun and students had a fun day!

Value Added

In 2023, St Simon's Primary School continued to focus on being a welcoming and inclusive school, strengthening our individual and collective Catholic Identity.

- Linked our Catholic Faith to our values and everything we do at St Simon's e.g. finding new ways to express the gospel as alive and authentic
- Celebrated First Reconciliation, Eucharist and Confirmation through Faith formation nights for parents - First Reconciliation, Eucharist and Confirmation, Faith formation days for Eucharist and Confirmation
- Held whole school liturgies — Beginning of the Year, End of the Year, Graduation Mass for Year Six
- Celebrated St Simon's feast day with Mass and Kaboom Activities
- Held meaningful celebrations that encouraged participation of all members of our community, such as Father's and Mother's Day liturgies, Beginning of the Year, and prayer services on Feast days.

Learning and Teaching

Goals & Intended Outcomes

Goal

- To further develop our staff professional learning culture, pedagogy and practices

Intended Outcomes:

- That student learning and outcome are enhanced through staff's understanding of contemporary learning practices
- That staff are reflective practitioners that critique pedagogical practices to improve student knowledge, understanding and skills

Achievements

At St Simon's we continued to build a culture of learning together through collaboration, partnership and relationship building while honouring the sacred dignity of each person in our school.

Over the past few years, we have been working hard to refine our teaching and learning practices in partnership with Melbourne Archdiocese Catholic School and educational expert Dr Lyn Sharratt. Through participation in The Learning Collaborative Project, we have focused on building teacher capacity to implement both engaging and personalised learning based on consistent use of data, reflective practice and feedback. We have celebrated a number of successes, through the consolidation of consistent whole school expectations, understandings and the implementation of contemporary teaching and learning practices in the curriculum areas of Mathematics and English.

We have placed greater emphasis on using and making explicit our learning intentions and success criteria in classrooms and across different curriculum areas, specifically in the key learning areas of Mathematics and English. As a result, there has been a positive impact in the learning and teaching of all students. The use of Data Walls has proven to be an effective way to build a collective responsibility for all students in our school and provide invaluable opportunities for professional conversations.

Unpacking the Lyn Sharratt's Assessment Waterfall Chart at a number of meetings each term has allowed for a greater understanding of this teaching and learning cycle. This year, in our teacher planning room, we created a large display of the Assessment Waterfall Chart which proved to be a successful way for our classroom teachers to self-reflect throughout the year.

Regularly making time in meetings to discuss this cycle, resulted in greater self reflection, discussion and self evaluation for each teacher, as well as professional goal setting.

A major highlight this year for St Simon's was hosting the Eastern Region Teaching and Learning Network in Term 1. It was a wonderful opportunity for the school to showcase our learning to over forty visiting Catholic Primary schools in Melbourne. It was a proud moment in Term 1, when we opened our classrooms to showcase what we have been doing and for other schools to see first hand. This was the highlight of the day for the many visiting teachers, leaders and principals as they had the opportunity to visit our classrooms and talk to teachers as well as students.

There was an overwhelming amount of encouragement and praise for St Simon's teachers and students, as Learning Walks and Talks were conducted in classrooms across the whole school from Prep to Grade 6. Over the year, we continued to host other visiting catholic primary schools leadership teams and teachers wanting to see what was happening at our school.

The school investigated the Science of Learning, which draws on the principles of Cognitive Load Theory (brain function in learning) and provides some very strong direction in terms of learning and associated teaching practice. As a consequence of our literacy data analysis, we introduced a new reading approach for Prep to Grade 2, namely, The Science of Reading, This approach draws on the evidence based principles within the Science of Learning. We initially targeted external professional development through the MultiLit (InitialLit) program to eight teachers in Prep to Grade 2. This new learning occurred early Term One and teachers were then supported to become familiar with their new resources and teaching strategies.

We have undertaken this change to The Science of Reading with Literacy Coach, Jocelyn Seamer, as our Knowledgeable Other. Our Principal, Teaching and Leader and Literacy leader had a great opportunity to work alongside an external Literacy coach Jocelyn Seamer. Jocelyn worked closely with our school to implement Science of Reading in Prep to Grade 2.

At St Simon this year we introduced the InitialLit program from Foundation to Grade Two. Our Prep students focus on systematically taught basic alphabetic code in a set sequence, vocabulary, oral language and listening comprehension through children's literature. Also, our Grade One students are systematically taught the basic and advanced alphabetic code following a set sequence, vocabulary, oral language and listening comprehension through children's literature. Our Grade Two students are taught spelling, reading comprehension and fluency, grammar, vocabulary and comprehension through children's literature.

St Simon's has an extensive Mathematics and English assessment schedule across the whole school to capture student growth. As a result, we use this data to identify students who require extra support. Our Intervention programs ensure that all students can achieve

success in Mathematics and English. We offer our students a robust Reading Intervention program and Maths Intervention and Extensions programs with highly qualified experienced teachers.

Our Maths Invention and Extension Team use contemporary teaching and learning strategies to build understanding and skills, working with students in Grade 2 to 6. Also, the English Intervention Team follows the Science of Reading principles as we use a combination of InitialLit, University of Florida Literary Institute (UFLI) and MacqLit. Extension activities are part of the differentiated teaching offered within our classrooms.

When teaching Mathematics and English throughout Prep to Year 6, we are continuously developing expertise in delivering lessons using Explicit/ Direct Instruction. This year and over the next few years, our school is developing our skills and knowledge to include Daily Reviews in our everyday lessons. Daily Reviews are also an important component of Maths and English lessons to ensure that concepts and skills are given maximum opportunity to become embedded in student knowledge.

Some key actions that we have taken to advance our AAP goals have been to:

- Refine our Core Curriculum Team (Literacy and Numeracy team) and include the team in the development of our Maths Annual Action Plan (AAP) and Literacy AAP for this year
- Introduce and strategically implement various Heat Maps in Literacy, Numeracy as reflective tools to assist in identifying future professional learning in staff meetings
- Continue to refine Learning Walks and Talks, turning our observations into data
- Develop our feedback processes for Learning Walks and Talks to classroom teachers
- Build teacher understanding of the Lyn Sharratt's Assessment WaterFall Chart and its centrality to Teaching & Learning
- Introduce Science of Learning: Science of Reading.

Student Learning Outcomes

We have established a common understanding of how consistent ongoing assessment processes enable accurate data collection that will directly inform the direction of student learning. Throughout the year there were dedicated meetings and time allocated to assist classroom teachers in moderating and assessing specific learning areas to ensure consistency in assessment and reporting in Mathematics and English.

This year, we adjusted greatly our Whole School Data plan especially our Literacy assessments in order to reflect relevant assessments related to the Science of Reading. Part of this adjustment included introducing DIBELS assessments for the teachers in Grades 3-6.

The embeded use of school Data Walls has proven to be an effective way to build a collective responsibility for all students and has enabled teachers to 'Put Faces on the Data', tracking our students in large annual assessments, such as PAT Maths and PAT Reading and smaller ongoing assessment tasks throughout the year. Our classroom teachers track student progress using a number of assessment tools, both formative and summative. Data Walls have continued to be used in many ways with both teachers and leadership, including conversations around differentiated learning, student engagement, progress and growth.

One of our school initiations, was the introduction of the InitaiLit program. The explicit instruction and progressive testing of the InitaiLit program has allowed us to identify our Tier 3 students more efficiently and gives us exact information about gaps in the knowledge from the Basic/Simple Code to the Complex Code. As a result, intervention has started earlier.

NAPLAN 2023 Year 3 and Year 5

Our Year 3 students performed well in all areas of NAPLAN. This group showed strength in the areas of Reading, Numeracy and Writing

Our Year 5 students perform well in NAPLAN. This group showed strength in the areas of Writing and Reading

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|-------------------------------------------------------------------------|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 441 | 69% |
| | Year 5 | 487 | 65% |
| Numeracy | Year 3 | 430 | 76% |
| | Year 5 | 486 | 68% |
| Reading | Year 3 | 439 | 90% |
| | Year 5 | 495 | 80% |
| Spelling | Year 3 | 430 | 71% |
| | Year 5 | 481 | 57% |
| Writing | Year 3 | 452 | 96% |
| | Year 5 | 494 | 84% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

- To further develop our staff professional learning culture, pedagogy and practices in wellbeing

Intended outcomes

- That staff increase their knowledge, resources and strategies for helping children achieve their best possible mental health
- That staff are reflective practitioners that critique pedagogical practices to improve student knowledge, understanding and skills.

Achievements

At St Simon the Apostle Primary School, we have a supportive and respectful school environment which fosters positive relationships and empowers every student to be a confident, resilient and successful learner. We continue to focus on developing both the social and emotional competencies of our students as well as providing learning programs that meet their diverse learning needs. We have two whole school programs to address our wellbeing needs at St Simon's.

This year we continue to implement our whole school Wellbeing initiative with The Resilience Project organisation. We are a partnership school and as a result our staff have full access to all the resources, lessons and curriculum to support and empower our students, staff and families. The Resilience Project provides evidence-based and practical wellbeing strategies to build resilience in our school. The program also has a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health. The Partnership Program supports the wellbeing of the whole school community and builds a positive school culture.

We follow the Positive Behaviour for Learning (PBL) program. This evidence-based approach aims to set students up for success by having clear expectations of acceptable and positive behaviour through specific lessons and visual reminders throughout the school.

As part of the Wellbeing model, the current student leadership model has continued in 2023 with Grade 6 student leaders representing the school in eight areas including: Environment, Wellbeing, Sport, Library, Social Justice, Art and Information Technology.

Our Buddy Program continued in 2023, giving students the opportunity to build connections with peers and a sense of belonging within the school community.

Professional Development opportunities have been provided for staff members with The Resilience Project and Positive Behaviour for Learning Program. Wellbeing Network Days have been attended by the Wellbeing Leader.

Value Added

Successes in Student Wellbeing in 2023:

- Positive Behaviour for learning
- The Resilience Project
- i Sea, i Care Program - Dolphin Research Institute
- e-Safety programs - Years P to 6
- Student Representative Council
- Prep-Year 6 Buddy Program
- Maths On The Move Program in Prep and Grade 1
- School Environmental Team
- Promotion of care for the environment such as Nude Food Thursday
- NAIDOC Week celebrations
- Camps in Grades 3,4,5 and 6
- External music teachers for instruments
- School Swimming for Prep - 4
- Class excursions
- Literacy Intervention
- Maths Intervention and Extension groups
- Lego Club after school
- Before and After School Program
- Whole school Maths Day and Book Week
- Ride to school Day
- Athletics Carnival
- School counseling services
- Cross Country and district
- Whole School Athletics night

Student Satisfaction

St Simon's MACSSIS 2023 student data indicated that these are our strengths:

- There are strong social connections between teachers and students, within and beyond the school
- Our students' have a good mindset about themselves as learners
- Our students perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school is strong.

The following students responses from our 2023 MACSSIS survey highlight particular areas of students satisfaction in particular these three categories or domains:

Teacher- student relationship - 74% positive (MACS average 71% positive)

Learning disposition - 59% positive (MACS average 59% positive)

Enabling Safety - 60% positive (MACS average 57% positive)

Student Attendance

St Simon's has a high student attendance rate with an overall average of 92%. We recognise that the Principal has a responsibility to ensure that attendance records are maintained and monitored at school.

The student attendance roll is marked twice daily, using the school electronic attendance roll. If a child is going to be absent from school, parents are expected to notify the school, via Operoo, phone call or email the office or their teacher directly.

If a child is absent and the school have not received any communication from the parent, the school will notify the parents by 10:00am via nForma text message, advising them that their child has been marked absent from school and no communication has been received. The parents once receiving this notification are expected to contact the school via telephone. If this does not occur, the school admin officer rings the parent directly and continues down the emergency contact list until someone is contactable.

If a child is regularly absent from school, the school will contact and meet with the parents to provide support, to re-establish a regular pattern of school attendance. The School will implement the Every Day Counts (DEET) School Attendance Guidelines as described on the MACS website.

Reasons for a student's absence are recorded on the attendance roll and kept as a record at the school. The student's attendance rate is reported twice yearly on each student's report and is marked at a satisfactory or unsatisfactory attendance rate.

| Average Student Attendance Rate by Year Level | |
|------------------------------------------------------|-------|
| Y01 | 92.6% |
| Y02 | 91.9% |
| Y03 | 92.4% |
| Y04 | 92.9% |
| Y05 | 92.6% |
| Y06 | 91.6% |
| Overall average attendance | 92.3% |

Leadership

Goals & Intended Outcomes

Goal

- To build the capacity of staff to be effective and motivated leaders of learning.

Intended Outcomes

- That our staff professional understanding of distributive leadership
- That our staff culture of mutual respect and trust builds the capacity of leaders.

Achievements

At St Simon the Apostle, we have established and maintained a School Leadership Team. This year there was a change to our leadership structure with the introduction of two Deputy principals. Deputy Principal School Organisation and Deputy Principal - Child Safety. Our Leadership meetings are held weekly at the same regular time. Agendas and minutes are kept as a record of the team's work so that there is a coordinated approach to the development and implementation of common goals.

The development of educational transformation with the assistance of Dr Lyn Sharratt research around using the fourteen parameters to increase all student's achievement continues to be a priority of leadership development at St Simon's in 2023. St Simon's was proud to host the Eastern Region Teaching and Learning Network in Term 1. It was proud moment for members of the leadership to showcase our learning to over forty visiting Catholic Primary schools and MACS staff. It was a pleasure conducting Learning Walks and Talks in our classrooms on that day and for other days throughout the year where other schools visited organised days to come and visit St Simon's.

Through participation in The Learning Collaborative Project (Lyn Sharratt), the leadership team has focused on building teacher capacity to implement both engaging and personalised learning based on consistent use of data, reflective practice and feedback. We have celebrated a number of successes, through the consolidation of consistent whole school expectations, understandings and the implementation of contemporary teaching and learning practices in the curriculum areas of Mathematics and English.

Professional development opportunities are provided for staff through Professional Learning teams with a particular focus on Mathematics and English. In Mathematics, our Prep to Grade 2 teachers have continued to refine their teaching practices from our involvement in

the Early Number and Algebra Project supported by Melbourne Archdiocese Catholic Schools.

Further, in English, staff professional learning has focused on developing a whole school understanding of evidence based practices such as Science of Learning. This year, our school focused on introducing and following the evidence based practice of the Science of Reading.

Professional Learning days are scheduled throughout the year, with all staff given further opportunity to attend both on and off site professional development learning programs.

In addition, there was attendance at network and cluster meetings supported by Melbourne Archdiocese Catholic Schools (MACS). Communication amongst staff takes place in the form of Professional Learning Teams, School Leadership Team, fortnightly Level Leader meetings, staff meetings, and our staff weekly memo written by all members of the Leadership team are published on our Staff Dashboard.

| Expenditure And Teacher Participation in Professional Learning | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| List Professional Learning undertaken in 2023 | |
| <p>Professional development activities that ensured we met compliance, e.g. emergency management, first aid, mandatory reporting, anaphylaxis, child safe standards</p> <p>Continued participation in The School Improvement Learning Collaborative (SILC), based on the work of Lyn Sharratt and Simon Breakspear facilitated by the Eastern Region Office</p> <p>Gathered various forms of feedback throughout the year from staff, students and parents to inform decision-making</p> <p>School Leadership Team members attended relevant network days and external professional learning relevant to their roles.</p> <p>Regular meetings to monitor and plan effective learning programs</p> <p>Increased focus on method used for clear, concise and timely communication to all members of our community</p> <p>Recognition of achievements of staff in weekly memos such as 'Staff Shout Outs' and students in weekly newsletters</p> <p>Regular Staff meetings that highlight our Child Safe Standards</p> <p>Supporting Graduate Teachers</p> <p>First Aid & CPR</p> <p>Science of Reading - Prep to 2 teachers</p> <p>First Aid and CPR training</p> <p>The Learning Collaborative - School Leadership Team</p> <p>Mandatory Reporting online</p> | |
| Number of teachers who participated in PL in 2023 | 30 |
| Average expenditure per teacher for PL | \$1956.00 |

Teacher Satisfaction

During 2023, the staff at Simon's have continued to develop a positive culture and collegial work environment. The following Staff responses on the 2023 MACSSIS highlight particular areas of staff satisfaction:

Staff-leaderships relationship - 95% positive (MACS average 79% positive)

School climate - 78% positive (MACS average 73% positive)

Colaboration around an improvement strategy - 85% positive (MACS average 69% positive)

Collaboration in teams - 85% (MACS average 69% positive)

Support for teams - 78% positive (MACS average 67% positive)

Collective efficacy - 81% positive (MACS average 74% positive)

The staff at St Simon's are dedicated to their students and the school community. They are hard workers and set high expectations for themselves and each other.

| Teacher Qualifications | |
|-------------------------------|-------|
| Doctorate | 0.0% |
| Masters | 12.3% |
| Graduate | 12.3% |
| Graduate Certificate | 1.8% |
| Bachelor Degree | 59.6% |
| Advanced Diploma | 8.8% |
| No Qualifications Listed | 5.3% |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 45 |
| Teaching Staff (FTE) | 39.5 |
| Non-Teaching Staff (Headcount) | 17 |
| Non-Teaching Staff (FTE) | 11.3 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

St Simon's Primary School recognises that parents are the first educators of their own children and working together in partnership is essential in educating each and every child.

The focus of our highly committed and motivated Parents Association was to organise and promote activities that connected our community as well as raising funds. Throughout the year they held events such as after school BBQs, Mother's Day and Father's Day stalls, Easter Egg raffle, whole school disco and special lunch days.

Throughout the 2023 year St Simon's took many opportunities to engage with our local Catholic Secondary Colleges in various programs and events.

Achievements

Successes in Community Engagement in 2023:

- Providing a welcoming school environment
- Our one of a kind Maths On The Move, we are taking our Maths lessons in Grade 1 and Prep to the streets of Rowville
- Whole school Maths Day parade and rotations
- Whole school Book Week parade, rotations and author visit
- Whole school NAIDOC Week celebrations, including incursion by local First Nations artist, Emily
- St Simon's Art Show
- Staff commissioning mass
- Twilight Sport
- Colour Fun Run
- Parent helpers for classroom activities, incursions and excursions
- Fortnightly School Assemblies
- Mother's and Father's Day liturgy
- Year 5/6 Lighthouse Mentor Program with St Joseph's College
- Year 4, 5 and 6 students attend the St Joseph's and Mater Christi Colleges school production
- Incursions - police, firefighters, science incursions and Zoo
- Nazareth, Mater Christi and St Joseph Taster days
- Regular communication via the newsletter, emails and Operoo
- Newspaper articles in the local community news

Parent Satisfaction

Our Family responses from the 2023 MACSSIS highlighted one particular area of parent satisfaction. Out of all the domains or categories of the parent survey Family engagement scored above average. Family engagement was a stand out area of strength for St Simon's, which describes the degree to which families are partners with their child's school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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