ANNUAL REPORT
TO THE SCHOOL COMMUNITY

St. Simon the Apostle
Rowville

2015

REGISTERED SCHOOL NUMBER: 1830
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SCHOOL CONTACT INFORMATION

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Principal: Mr Phil Hesse
Parish Priest: Fr. Jim Clarke
School Board Chair: Mrs Leonie Gomatos
Telephone: 9755 4222
Email: principal@ssrowville.catholic.edu.au
Website: www.ssrowville.catholic.edu.au

I, Phil 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
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. 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 2013. Our next school review will be in 2017.

The School Review has given us the impetus for our annual action plan.
RELIGIOUS EDUCATION REPORT 2015

‘You are the Face of God to the World’

‘Education in Faith Sphere’ guides everything that we do here at St Simon the Apostle. All are welcome and all Religions are respected within our community. Throughout the 2015 year, we continue as a staff to implement our Religious Curriculum within broader inquiry units of work. This has intensified this year with a much greater emphasis on incorporating a stronger thrust from the area of our Catholic Social Justice Teachings.

[http://www.ellepace.com/meet-laurie-pace-biography/]

Our school theme for the year was combined with an amazing image from an artist in Texas, USA. The students related instantly to the combination of the theme and the image. Laurie Pace gave her blessing allowing us to use her amazing image for our school them.

As we do each year, our School Leaders represented St Simons 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. The Mass is always very special for the students. However, the celebration in the Treasury Gardens is always lots of fun too.

Catholic Social Justice Teachings were a prominent feature at our school this year with a workshop for both staff and senior students in February. Further to our efforts to embed these teachings two teachers attended, ‘Not Just Another Gold Coin Day’. This day promoted and run by the Catholic Education Office Melbourne, was to gain a greater insight into our Catholic Social Justice Teachings and why the need to embed them into our inquiry work. As a result of the fantastic work of the entire staff, the children can articulate what is important about being just and acting appropriately within their school community and the wider community. Global issues have also been of concern to many of the senior students as their project work in this area centred on making the world a better place for those less fortunate.

The Sacred Heart Mass saw the children of St Simon’s gather toiletries and household products that are often required but not available for those struggling to make ends meet. These goods were then delivered to our local group of St Vincent De Paul Society for distribution to those most in need.

Throughout the year, we have celebrated twenty-six Liturgical celebrations and five specific masses. Our senior students have been eager to assist with the special parts of each mass.

Both Old Testament and New Testament links are continually explored granting knowledge of our Religion’s origin as well as identifying greater meaning of scripture in our world today.

An ongoing effort to decontextualize our Catholic Identity is a focus for our teachers as we as we understand our students need to obtain a thorough grounding in what their Religion means to each of them into today's world. When our students graduate from St Simon the Apostle we trust they have developed considerable knowledge about their Religion and how it influences their life in the world today.

We continue to refer to the Catholic Education of Victoria’s initiative, ‘Enhancing Catholic School Identity Project’ (ECSIP) with the second stage of data due to be gathered next year in 2016. 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.
We have been fortunate to have our Parish Priest Jim Clarke present to the staff on several occasions this year. We have discussed the centrality of our Faith and Religion and its influences on our role 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.

We were also fortunate to welcome Rev. Dr. Elio Capra who presented to the staff on two occasions sharing with us a far deeper understanding of the Sacraments of Reconciliation and Eucharist at two specific Staff Meetings.

We also were able to secure the company of Dr Craig Hassed an expert in the field of Mindfulness. Dr Craig Hassed explained the many benefits of Mindfulness to the staff acknowledging the prayer implications also. We all acknowledge that learning to be still is a very important skill for our students and our staff.

Father Lenin Thenamirtham, recently ordained on the 20th of November, spoke with many of the children throughout the school as he visited grades over the months of October and November. The children totally engaged with Father Lenin’s visits and so did the teachers. We welcome Father Lenin into our Parish and School and hope we can continue to work with him in his new role next year.

The Parish based 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 complement and strengthen links students develop during the Sacramental period.

Over the past two years I have been privileged to attend the afternoon sessions and some of the evening sessions when parents are engaged with preparation of specific Sacraments. To me the constant interest that is shared at these meetings demonstrates that our Faith is alive and growing within St Simon’s School and Parish. I would like to thank Jacqui very much for her fantastic guidance with her amazing efforts and passion when presenting the Parish based 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 know-how in so many areas, Suzette Diaz for continued 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
Hello my name is Leonie Gomatos Chairperson of the St Simons School Advisory Board for the past 12 months, my role has been to work together with the Principal, Staff, Students and Parents of the School.

Together as a board the following items were the main issues of discussion in 2015.

- The innovation of the new website and the continued platform from which we have unlimited expansion options and resources for the School and how the school can gain from this.

- Looking at having our Contact Newsletter Brighter and more interactive in the future.

- The discussion of implementing the use of an electronic device for all students in the coming years realising that we have to move ahead with technology.

- The Leadership team Phil Hesse, Shane Reagan met with Knox City Council directors, President of Scouts, Cr Darren Pearce and Tina Costanzo, representative of SAB to discuss investigating additional car parking at the School as Arcadia Reserve is being updated.

  Knox Council advised the zoning of the reserve does not allow for additional car parking and St Simons would need to look at other alternatives to alleviate the traffic flow problem.

  To assist in finding other solutions, 180 Degree Consulting Students at Monash University, have been engaged by SAB to conduct a business case providing possible suggestions to the school. A report will presented to SAB in December.

- Class of 2016 grade six number per class whether to have a composite class of four straight grade six classes of a slightly larger amount, the board elected to have the straight classes for this year level.

Moving forward to 2017 some of the above items still will have further actions to take place, but as a board member I believe that we have had a very productive year.

Many thanks to all the members of the SAB in 2015 and the support that I have been given as Chairperson it has been very much appreciated, this will have been my 5th year as a board member.

Obliviously we would like to encourage new members as fresh opinions and ideas are always welcome, and what better way to add additional support to your Childs education than to be actively involved with the SAB.

Leonie Gomatos
Chairperson.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<tr>
<td>Recurrent income</td>
<td>Tuition</td>
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<tr>
<td>School fees</td>
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<td>Other fee income</td>
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<td>Australian government recurrent grants</td>
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<td>Recurrent Expenditure</td>
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<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td>Capital income and expenditure</td>
<td>Tuition</td>
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<tr>
<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
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The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in the VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
BUILDING AND MAINTENANCE

During the 2015 school year the following building/maintenance programs were implemented

♦ Refurbish Tuckshop and lower ground offices
♦ Shade sails for Years 4, 5 & 6 Adventure Playground
♦ Refurbish Art Room – project commenced

Plans for the 2016 school year

♦ The commencement of the refurbishment of the school library
♦ Completion of the shade sails program of the adventure playgrounds
♦ To have the plans for the refurbishment of building B completed to start implementation in 2017
♦ Upgrade of computer software
♦ Upgrade of school foyer
TEACHING AND LEARNING REPORT 2015

Whole School Teaching and Learning Plan
The Big Picture Ideas and throughlines explored this year P-6 included; Australia – Australia’s identity is built on its isolation, it’s people – past and present and it’s diversity, Technology – society has evolved and will continue to evolve as science and scientific knowledge shape our future and Health and Wellbeing – we have the capacity as thinking individuals to make choices which determine the health of body, spirit and mind. Authentic links to Religious Education have been explored and embedded into all units of work. The Teaching and Learning Plan has been documented and includes our Vision, Key Characteristics, Design Principles, and Broad Goals for Learning across each curriculum area and the curriculum content relative to each curriculum area.

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. The PLT structure has been further developed with all PLT leaders released For a full day, three times in the year. This initiative has provided staff at all levels with an additional opportunity to develop the policies and curriculum of the school.

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 2016. 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 CEO directions for the development whole school teaching and learning plans. These plans include; aims, objectives and links to the revised AusVELs curriculum.

Professional Learning
School Improvement – Staff have been involved in professional learning about utilising the data provided to the school via completion of the Insight SRC Surveys. These surveys are completed by staff, students and parents. This year every family in the school community was sent a survey to complete either online or on paper. A group of students from each year level beginning at Year 3 completed the survey. This and other sets of data enable the planning of Whole School Improvement which is documented in both the Annual Action and School Improvement Plans.

School Closure Days – We have had two school closure days this year.

First Aide
In Term 3 the staff took part in professional learning around CPR, Anaphylaxis and Diabetes. This learning is updated on a yearly basis.

St. Simon’s designed Professional Learning
At the beginning of term 3 our professional learning activities were designed around staff professional learning interests. The day consisted of Mathletics, Evernote, CTLM (Contemporary Teaching and Learning of Mathematics) and Active Inspire workshops. The inspirational guest speaker for the day was David Parkin.

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, this year we had over 30 parents participate, their involvement in classroom programs enables children to receive regular small group/individual instruction.

Lis Thompson, Maree Fatouros, Shane Regan and Carmelina Corio
Teaching and Learning Leaders
2015 eLEARNING REPORT

- Some of the aspects relating to ICT at St. Simons during 2015 are outlined below:
- New web site has been up and running for several months now. The St Simons’ community has supported us throughout this change and feedback has been very positive. On average, the new site is getting 14,322 page views. The average time spent on a page is 1:41 minutes.
- New School Server purchased and recently installed to accommodate whole school including Administration in readiness for ICON. This new server carries a five-year warranty on hardware 24 hour turn around service from manufacturer. It also brings our operating software up to date and allows for improved maintenance as our network grows.
- An Apple iMac was purchased for multimedia production for teacher and small group projects.
- Purchase and installation of 10 Epson EB-585Wi/Wie projectors to classrooms most in need and a further 10 existing projectors were selected for a cleaning and refurbishment program. This program will continue into the 2016 year until all projectors have been replaced with the new and improved technology.
- Purchase and roll out of 10 Chrome books for evaluation. These initial Chrome books are currently utilised by our Support Staff under the supervision of Mrs Lis Thompson – Student Services & Well Being. Other Chrome Books are currently utilised within the area of School Banking, Mr Phil Hesse - Principal, and other staff when attending offsite Curriculum workshops. This overall evaluation process ensures collaboration and dialogue prior to additional purchase of hardware.
- Purchase of Lego Mindstorms educational EV3 programming software plus additional Lego kits. These kits were utilised by small groups of Grade Four and Grade Five students. Students met weekly to work together with Grade Four and Grade Five teachers.
- Sixty Polar Heart Rate Monitors were purchased for an Applied Science project that ran during August and September. Two GoPro Cameras, two new waterproof video cameras, two new tripods were also purchased for the same project. The school received $5000 funding from Science Partnership Grants’, for this project. The teachers worked with Polar software on the existing third generation iPads at school and during their visits to Rowville Secondary College.
- An upgrade and maintenance program of the school’s Apple Minimac server and all iPads was implemented this year to better utilise our ICT technician’s management of our devices.
- Skoolbag App is performing well within our community growing from 482 users in 2014 to 911 users in 2015. The school’s newsletters, alerts, canteen lists, uniform order forms, absence notifications are all sent through this phone application.
- Four teachers and administration staff have accepted the role of GAFE facilitators to assist in the roll out of ‘Google Apps for Education’. These teachers will be supporting our teachers to engage each other and students in the protocols of Google Apps.
- The continued engagement of how to remain safe while engaging online is prominent within our Cyber Safety Program inclusive of Years P-6. Resources are revised at the beginning of each year reinforcing the ongoing, online safety message.
• All Year 3-6 children have individual user names and passwords. This allows 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. The administrator can track login details and activity. This year the added protocol of locked folders for each student allows the added step of working and producing work that is secure. At all times teachers have access to view each student’s work.

• Online Parent/Teacher interview booking continued with the SOBS software. Parents’ feedback of this process is very positive.

• Invotec is our computer technology partner and has been generous of their time this year to supply an overall detailed map of our computer network in order for us to strengthen our network structure building a strong base on which to build going into the next three years. Invotec supplies a technician weekly throughout the year and on additional days as the need arises. We continue to maintain a backup of all servers daily to a secure facility in Port Melbourne.

Maree Fatouros  
eLearning Leader
INTERSCHOOL SPORTS

This year I was fortunate to be able to take over the sports role at St Simon’s. Again it has proved to be a successful year for the students from Year’s 4-6, competing in a wide range of sports at District, Division Regional and State levels.

The year began with success at the District Swimming Carnival at the Oasis Pool in Dandenong. We sent a squad of 25 students and for the first time in many years we brought home the shield, finishing in 1st place. Of the 25 swimmers that competed, 12 made it through to the Division final, with 7 making the Regional finals at Nunawading Swimming Pool.

During Term 1, trials for the Team Vic sports were held, with students trying out for AFL, Netball, Soccer, Basketball and Cricket. Tyreece Leiu was picked in the AFL Team Vic squad, going on to play in the National Championships at Geelong. Team Vic won the whole competition. Marcus Dimeo is picked to play for Team Vic in Soccer to be held later in November in Adelaide. We wish him luck and well done to all students that trialled in the new format.

Term 2 had the whole school competing against each other at the Knox Athletics track. Each student got to have a go at each event, and a big congratulations to Green Team for winning this year’s shield. Term 2 was also the beginning of Marathon Club in the mornings. With the help of the four sports leaders, we have had 135 students run laps of the oval, covering a distance of nearly 400km.

The training for Marathon Club, meant for the second year running we won the Cross Country shield on a cold, drizzly day at Jell’s Park. We had a team of 62 runners compete on the day, with 13 making Division finals and a further 3 making it to regionals.

The District Athletics carnival was held at the Knox Athletic Track in August. We sent 73 competitors for the day based on the results from the school’s athletics day. We were hoping to win all 3 shields, but we fell short, finishing 5th. Some individuals did particularly well, with 12 making it through to the Division competition, with 11 making it from there to the Eastern Regionals. I got to watch with pride as many of those 11 students beating personal bests on the day.

Year 6 competed in Winter and Summer sports this year, with tennis making its comeback. This was pleasing as the whole school had been involved with Eildon Park Tennis Club to do a 3 week program and Years 1-5 participated in a successful tennis day at the club in November. Other sports that the students competed in were AFL, Soccer, Netball and Volleyball (Winter) and Tennis, Rounders, Softball, Cricket and Volleyball (Summer). Each student that represented St Simon’s did so having fun, displayed great sportsmanship and most importantly worked very well as a team. We had premierships in AFL, Boys Soccer, Girl’s A netball, Volleyball Boys and Mixed Rounders. Girls Volleyball & Girls Softball finished runners up.

Hooptime was run again this year with St Simon’s sending 13 teams through. The Junior Boys All-Star team made it to the regional finals, just missing out on making the State finals.

Finally I would like to thank the students that represented St Simon’s wonderfully throughout the year. I also need to thank the many parents that cheered, coached, umpired and supported, along with the teachers you have all made it a successful year of sport at St Simon the Apostle Primary School.

Nick Frederiksen
Sports Coordinator
YEAR 6 CANBERRA CAMP 2015

2nd – 6th March 2015

In week 6 of Term 1, 86 students of Year 6 attended the annual camp to Canberra. This camp closely links in with the students Inquiry studies of Leadership, History and Civics & Citizenship.

The children travelled by coach and when in Canberra went to the following places;

Australian Institute of Sport, National Museum, National Science & Technology Centre (Questacon), Royal Australian Mint, High Court of Australia, The Australian National Gallery, Electoral Education Centre, Telstra Tower, National Capital Planning Display, Parliament House and The Australian War Memorial.

This year with the centenary of ANZAC occurring, The Australian War Memorial held particular significance for the students. This is where each student began their exploration of their soldiers for their Term 2 Inquiry project, but they were also able to reflect during the wreath laying ceremony. Marcus and James laid wreaths on behalf of the St Simon’s community.

Any camp program is significant commitment by the parents, teachers and children. Great thanks must be given to the parents who support this activity. The children were excellent throughout the week and gained valuable insight into many and varied aspects of Australia.

We also need to thank Mr Alan Tudge for giving up time in his busy schedule to stay behind in Canberra and speak to the children at Parliament House.

Finally to the staff and volunteers for the supervision and care of the students.

Shane Regan & Nick Frederiksen
Year 6 Camp Coordinators
LEVEL PREP REPORT

This year we welcomed Miss Megan Hiscox to our Prep staff. Together with Miss Natalie La Fontaine, Mrs. Samantha Lutgens and Mrs. Ivana Dabb the Prep team for 2015 was established. It was a very busy but productive start to the year with much testing happening and very few tears all round. We were able to conduct the majority of our pre tests prior to the children commencing school. These clinical interviews were pre arranged with parents and conducted on one of the Wednesdays in the first month of school – the days in which the Prep children did not attend. This meant that the teachers were able to plan more focussed teaching in accordance with the collected data sooner rather than later. This opportunity for a one-on-one session with their class teacher in these early days also assisted with the settling in process.

Term One is always an exciting one filled with many getting to know you activities. These activities merged well with meeting our buddies and learning the school and classroom rules. Our initial unit of work assisted in setting up our classrooms and friendships. The teachings and learning that takes place in this time frame are often referred to throughout the child’s first year of school, as the students’ friendships change and develop to include new friends both in and out of the classroom setting. We identified our names, our likes and dislikes, our family and friends. We continued to explore the children’s transition to school through the learning of new routines and rules in our classroom and on the playground. The annual Prep Sports night was unfortunately postponed in Term One and again in Term Two due to poor weather conditions.

The Buddy Program

The Buddy Program has been exceptional in that the Prep children not only had a special someone that they recognised in our big school but they developed a friendship that went beyond classroom activities. We paired the children as girl-boy buddies as we have in the past as this system seems to produce more positive outcomes. We found that both the Prep and Grade Six students always see their getting together as a highlight of the week and many varied projects were conducted over the course of this year. Some of the tasks included: maths investigations; writing activities; having lunch together; and art based activities. The Buddy program has shown success in that it has provided another sense and purpose in our school for both our senior students and our new Prep children. It has created strong, supportive relationships between our students at St. Simon’s and in turn has enabled us another avenue to continue to integrate our values of: Care and Compassion; Doing Your Best; Fair Go; Freedom; Honesty and Trustworthiness; Integrity; Respect; Responsibility, Understanding, Tolerance and Inclusion.

One of the main goals as teachers teaching Prep children is encouraging our students to realise that they can become independent learners who are able to organise and look after their belongings. We aim to encourage the students to begin tasks promptly, complete tasks in a set timeframe, listen to instructions given and practise good communication skills. We also encourage the children to make good choices in all aspects of school life.

Inquiry Learning

Our Inquiry unit titled, ‘Where Am I?’ identified our names, things we like and dislike, family and friends. We also explored the children’s transition to school, the routines and rules in the classroom and on the playground. The main focus being on the students realising that they can become independent learners who are able to organise and look after their belongings. We also encourage the students to make good choices in all aspects of school life.

Term Three’s unit, Why Do Things Move? inspired the students to investigate Movement. The unit began with the exploration of human movement and translated into discovering how different toys move. The students’ enthusiasm for this unit enabled us to showcase some excellent works on what proved to be another successful Science and Technology Curriculum Evening.

This term’s unit was based on the picture storybook The Polar Express written by Chris Van Allsburg and proved to be an extremely rich experience for a number of reasons. Our focussed question, What Is The Meaning Behind Believing? enabled us to explore narrative stories and the use of language in storytelling. The unit also allowed us to investigate geographical aspects of the arctic and arctic animals. The students were so engaged with the whole unit and we soon found their interest transferred into their detailed writing and spoken language. As part of this unit, students compared and contrasted traditional fairytales and focus on story elements such as characters, setting, problem and solution. From here the students then become involved in publishing their very own fairytale story. Our Religious Education unit, based on Parables is also linked with the theme of stories being told to deliver a message.
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. This term all four Prep classes will lead the school in the four Advent liturgies focussing on the Epiphany.

This year we once again introduced opened classroom **Discovery Centres** in the level. These centres were planned specifically to suit the children’s interests. In these Discovery Centres, the students were encouraged to investigate and further their thinking through play. When we first began planning the activities, we hoped too, that these Discovery sessions would also assist in developing the students’ oral language and social skills as they were encouraged to work freely between two classrooms. It has been amazing to see how much of an effect these sessions have had in the students’ development.

These sessions continue to be held every Wednesday morning in the two hour block however the students are now encouraged to move within four classrooms or areas, including outdoors. We have also introduced Rotational Projects across the four classrooms that work over a two week cycle. These projects are teacher directed but all students create a finished product based on our Inquiry learning theme.

**PREP OUTDOOR EDUCATION CAMP**

As you may be aware St. Simon’s has a P - 6 Outdoor Education Program. The outdoor education activities provide students with the opportunity of experiencing a sense of achievement through participating in a variety of challenging outdoor situations. Such experiences develop skills building confidence, self-esteem, initiative and team skills.

In the Prep level, it is an opportunity for the students to experience some time outside of school hours, building and developing connections with each other and the outdoor environment.

This year, the Prep children were involved in an after school event on Thursday, 18th June. The day was truly a sensory camp from start to finish. Rotations and activities consisted of making and eating Minestrone; making a Bird Feeder; making Friendship bracelets and investigating real worms! Students were also involved in making their own fruit skewers for afternoon tea. After much dancing and singing, the day came to an end but not before our marshmallows and camp fire. It was especially rewarding to hear many parents comment positively about this event in the following days.

**Prep Excursion**

This year the Prep excursion to the Royal Melbourne Zoo was held Tuesday, 13th October. This excursion always proves to be one of the highlights of the year. This year did not disappoint, particularly as our Grade 6 buddies joined us for the experience. The 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.

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.

**Liturgies**

Though it can be a little overwhelming to prepare the Preps for a liturgy it is just as rewarding to celebrate this milestone with the students. For the first time this year, our Preps presented a liturgy in unison. The Prep level led the school in our 100th Day of School celebration. Each of the Prep classes will also be presenting one of the Advent/Christmas liturgies. We have been especially proud of how our Preps have shown respect and reverence at these times throughout the year.

**Literacy** operates from Prep to Grade 2 and occurs each morning. Instructions and shared reading activities take place in the first two hour block of the day. Literacy testing conducted at the beginning of the year is quite intensive and once data is collated it is studied further to give a clear picture of the Prep child’s strengths and needs. Learning programs are then formulated and implemented to cater to these needs.

We were fortunate enough to have many parent helpers and volunteers from the local community who came into our classrooms to assist with the running of our programs. We were also fortunate enough to have a group of students from Nazareth College who came in every Tuesday morning from the beginning of Term 2. These students often took small groups of preps or individual students and worked on developing skills as directed by the class teacher.
Mathematics There are many opportunities within a Prep classroom for a child to learn in a variety of ways, for example through investigation and play. We continued our CTLM practises that encourage mathematical thinking through various questioning skills and investigations. It has been rather exciting watching our five and six year olds act as true mathematicians in their investigations; using trial and error and questioning their own workings out. The use of hands-on materials and making Mathematics real to the student has been most beneficial in promoting the relevant understandings.

Our 100th Day Celebration – THURSDAY, 6th AUGUST
As part of our Mathematics this year the Preps had been counting each day they came to school. As in the past, it was decided that we celebrate this achievement in style. All Prep children and teachers came dressed in a ‘100’ theme and each child was encouraged to bring 100 of a like item e.g. 100 jelly beans. There was certainly much creativeness shared on the day!

Throughout the Prep year the children are encouraged to develop independence and personal organisational skills. This is most evident during the swimming program. This year we once again, assisted the Preps in preparing for the intensive program by providing them each with a social storybook that they could share at home and learn about the program’s expectations. This helped in eliminating some of the fears that were initially expressed and all children had fun whilst learning important survival skills.

Religious Education
Throughout our Religious Education units this year, we have supported and challenged the children to develop deeper levels of thinking, reflection and reverence. Opportunities to apply these understandings in their daily lives are encouraged through prayer, liturgy, life experiences and interaction with their peers.

St. Simon’s Day was yet another major highlight in our level. The Preps were thrilled to be part of the whole school Mass and the opportunity to work collaboratively with their buddies in a Carnival type performance. This day proved to be yet another example of how proud our students and teachers are of our school and all that it has to offer.

A key feature of Prep is that it makes connections between school and children's experiences at home, kindergarten or childcare and we believe that as a level we have done this successfully. We have learned from each other and the students have developed in self-confidence in many areas. They have worked enthusiastically and with pride throughout their whole first year of school. A vital life skill, which is developed throughout this first year of schooling, is learning how to best work with other children as well as with other adults. My team consisting of Natalie La Fontaine, Megan Hiscox and Samantha Lutgens 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 has 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, Shane Regan, Lisa Thompson, 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 Grade One.

Many thanks,
Ivana Dabb, Prep Leader
Wow, another year has flown by! It has been a very busy and eventful year for children and teachers in Grade One. This year the Grade One teachers consisted of Amanda Smith, Lisa Wenhrynowycz and welcomed Anne Nolan and Lauren Drill to the year level. All children and teachers have worked hard together to gain success in all learning areas. I would also like to acknowledge the support that our Reading Recovery teachers, Helen Tracy and Betty Carroll, whom have provided the children with extra support and guidance with their reading and writing. It's wonderful to observe the growth in children's confidence since attending their daily sessions with Helen and Betty. We would also like to thank Karen O'Sullivan for sharing her expertise and knowledge to provide improved reading and writing programs or strategies that we can use in our literacy block.

Term One

Term 1 began with a buzz of excitement as children settled into their new classes, developed new friendships and started to develop a bond with their new teacher. During the first few weeks of term the children focused on themselves and others in their classrooms. They completed a mini unit *All About Me*, which identified what students are good at. Incorporating Religious Education into this unit found students discovering their special qualities and how they can help make a difference in our world today.

To conclude Term One the children participated in an Outdoor Education Program, which took place at Arcadia Reserve. The children were involved in a number of fun and exciting activities. We were lucky to have great weather, which made the day even better.

Term Two

Grade One children had a very busy start to Term 2. We continued with our Australian Inquiry Unit from last term and celebrated the conclusion of the topic by visiting Healesville Sanctuary. The children were a credit to our school and displayed excellent listening skills. They asked appropriate questions and walked around the Zoo respecting other visitors and staff. Thank you again to our parent helpers and Dawn Henderson (LSO Staff) who came on the day. We appreciate all your support and without you, days like this can't happen.

The Grade One children then participated in their first School Athletics Carnival. The children thoroughly enjoyed the independence of the day and cheered on team members and friends. This year was the first year that the 1s and 2s were seated with the rest of the school and it was a great success. Congratulations and thank you to Nick Frederiksen who coordinated the day.

Term Three

The Term 3 Inquiry Unit focused on 'Water' and 'Why is it so important?' Children gained an understanding that water is a valuable and precious resource. We began by exploring the water cycle and had many discussions on the need for water in our everyday lives. Children participated in a number of fun and educational activities, and then the Grade One families were invited to our school curriculum night to see the children's work on display. We finished the unit with the Grade One Gumboot Day where the children were invited to dress up in their rain jackets and gumboots and participate in fun water activities. Our luck was the weather as it turned out to be 28 degrees and the only HOT day for the week with NO rain, however this didn’t stop the smile on the children's faces. Grade One children and parents were invited to attend the Prayer Night, which, focused on the sacrament of Baptism and what it means for students and their families.

Term 4

As always Term 4 has proven to be an extremely busy term. The children investigated different cultures through art, craft, food and the environment. Children also explored Buddhism, Islam, Judaism and how these religions celebrate in different ways to Catholicism.

We celebrated St Simon’s Day by attending Mass with Fr. Jim in the morning and then kicking off with the celebrations after recess.
The Grade One children had fun being involved in a number of carnival activities and then had a quiet afternoon reflecting with their buddies on why St Simon’s is such an important place for them.

In reflecting upon this year, we can celebrate many achievements both in the children’s learning and in their development as individuals. The Grade One teachers need to be congratulated on the time and effort that you have put into so many rich experiences and activities. Thank you to our wonderful parents from the year level, that have continued to support us through the year. We thank our LSOs for their wonderful work and support they provide us.

Thank you to the children for making us proud and bringing such a great attitude to your learning. We wish you all the very best for Grade Two.

Lauren Drill
Year 1 Leader
YEAR 2 REPORT

What a dynamic year for a newly formed team! This year the Grade 2 team welcomed new members from different levels and a different school. We welcomed Mr Chris Giosis as a new member to St Simons and the Grade 2 team, Mr Andrew Johnston from Grade 5 and Mrs Mary Reilly from Grade 2/3; in addition to Mrs Janine Boer who was previously in Grade 2 in 2014. This year has been filled with many new and exciting first time experiences for this newly formed team; from sharing our planning using Google Docs, to using a rotational planner, and implementing LLI (Levelled Literacy Intervention Program) into the classrooms. This was enhanced by the professionalism and dedication to being lifelong learners and teachers of the 21st Century. We also say thank you for the dedication and continual support our Integration Aides give to us and our students, in addition to thanking the ever giving office staff, Rita and Anna; and our dynamic Leadership team and employer Father Jim.

In Term 1 the main aim was to provide avenues for students to get to know their class peers and for teachers to get to know them and their families through the parent-teacher chats. The theme of getting to know you was implemented through the first Inquiry topic, ‘Friends and Us’, which focused on school and classroom rules, working in teams, communicating effectively, conflict resolution and being a friend. This worked in unison with the first Religion unit, where Reconciliation, through the story of the Prodigal Son, also helped students to focus on the need to forgive and love others. Grade 2 Blue also presented the first liturgy of the year, World Day of Prayer, followed by 2 Yellow’s Palm Sunday Liturgy. The next Inquiry topic, ‘Discovering Australia’ focused on Australia and its history, past and present. This led nicely into our excursion to Coal Creek, where students participated in activities relating to the 1800s. In Literacy we focused on our reading skills with an emphasis on the importance of reading comprehension skills and reading strategies. This was followed by a need to explicitly focus on developing students’ spelling, punctuation, and grammar skills, within the context of reading and writing. In mathematics we focused on the areas of Money, Number, and Chance and Data. Finally, students completed weekly homework activities which including spelling and reading. The term ended with a Religious focus on Lent and Holy Week, with an emphasis on the story of Jesus’ life, death and resurrection.

Running into Term 2, we began with the annual school sports day, where the entire St Simon's school community came out to participate and support our budding athletes, with an emphasis on being a team player. We also celebrated the 100th Anniversary of the ANZAC landing with school based activities. In RE we spent time exploring the images of God told through the Bible. This was followed by the topic of Confirmation which was presented through the lives of the Saints and the Fruits of the Spirit. Grade 2 Red also presented the Pentecost Liturgy in Week 6. The inquiry topic, ‘Who are you going to call? What I need to know and do in an emergency’, focused on the areas of Health and Wellbeing. This was embedded into Literacy, where students looked at advertising, consumerism, using the internet safely and what to do in situations that require assistance from an adult. To end the unit we had a visit from Senior Constable Scott Dwyer, who brought his police car along for all to look at—we even got to sit in the driver's seat and turn on the siren! The term ended with our yearly school parent and teacher interviews.

Term 3 hit us with a bang. The main focus for the term was the school's curriculum night which focused on the curriculum area of; Design, Creativity and Technology. Grade 2s inquiry unit, 'St Simons Castaways: What do humans need to survive?' provided an avenue for students to study the four areas necessary for human survival; water, shelter, food and composting/recycling. They explored these elements through the technology process; of designing, constructing, reflecting, and redesigning. This also infiltrated into our literacy tasks and nicely slotted into the mathematical topics of Measurement and Shape. Finally, in RE we focused on exploring the signs and symbols of the Eucharist and unpacked the order of the Mass into each of its special parts.

Term 4 was here before we knew it. We participated in the Walk-A-Thon where we walked around Rowville and ended back at school with a delicious, cool icy pole. Our Outdoor Ed. Day was cancelled due to inclement weather, but an additional day was organised to take its place. Grade 2 Green, presented their All Saints Liturgy, which was inspiring for all that were there. Teachers and students also attended the Grade 2 Prayer night which focused around the preparation for next year's Sacrament of Reconciliation and Eucharist. The inquiry topic, ‘Creation: How does Science help us understand God’s creation?’ was based upon the four areas of science; earth/space, biological, physical and chemical. Students participated in many hands on experiments which demonstrated these four scientific methods. The science theme was embedded into the RE unit where students looked at Creation through the lens of a scientist. Following on from this student's
explored the Epiphany through the Gospels and viewed different celebrations and customs of Christmas which take place around the world. In Literacy, students delved into being literacy learners of the 21st Century. We reviewed iPad Applications, Movies and Books, and then engaged in discussion based upon our own thoughts and opinions. We also wrote personal narratives in the form of diaries, and created a short story with a lesson for a young child in the form of a mini book. In Mathematics, we continued to send home the, ‘Maths Toolkit’, with a focus on reviewing previous curriculum areas studied. We focused on the areas of multiplication, division, followed on by areas of time. Additionally, we engaged in St Simon’s Day where we spent time creating carnival based masks with our Grade 4 buddies-it was a day of great creativity. We also attended our 2 week swimming program, where our students continued to strengthen their swimming abilities. Finally, on a bit of a sad note, we ended the year with much taller, more or less teeth in some cases, and not so baby faced students than we started with. We wish the very best and God’s riches blessings on their lives as our students graduate into middle school.

Lastly to my team, I want to express my sincere appreciation for your professionalism, care, support, hard work and dedication you give to this team and to me as a Leader. Thank you!

Janine Boer
Year 2 Leader
YEAR 3 REPORT
YOU ARE THE FACE OF GOD TO THE WORLD

It is hard to believe the year is coming to an end, when it seems that only moments ago a flurry of fresh-faced and excited Year 3 students burst into our classrooms. It has been a very busy and enjoyable year, with the students enjoying not only a creative and challenging curriculum but also many extra-curricular activities.

2015 saw many of the Year 3s undertake the beautiful and important Sacraments of Reconciliation and First Holy Communion. The children (and their parents) took part in the parish based sacramental programs for these and their learning was complimented in the classroom RE program with units on Forgiveness and Healing and Communion. In addition to this, the Year 3s and their teachers each developed and presented a liturgy to the school, focusing on Refugee Week, International Day of Peace and Holy Communion.

Over the course of the year all aspects of Literacy were studied – Reading, Writing and Speaking & Listening and also Visual Literacy. These areas covered reading comprehension, persuasive writing, poetry, narrative writing, information reports and procedure writing. The 2015 Maths curriculum saw many new and challenging concepts for the Year 3s, with practical and concrete materials utilised as much as possible to consolidate learning and enhance their enjoyment and engagement with the subject.

Our Inquiry topics across the year inspired some great discussion and exploration. Term 1’s Inquiry topic My Country, My Home prompted students to explore Australia’s indigenous past as well early settlement and the many changes that came with it. Term 2’s topic looked at health, particularly healthy eating and the Term 3 Inquiry topic on Space and Technology, 2015 – A Space Odyssey culminated with a fantastic and highly successful curriculum night presenting Year 3 students’ design briefs, hand-made space crafts and art works related to space.

Many of the highlights of the year took place outside the classroom. Year 3 students attended a basketball clinic facilitated by the Knox Raiders. We also had representatives from the Hawthorn Football Club teach the students about leading a healthy and balanced lifestyle, as well as take them for some coaching clinics as part of our unit on Health.

Term 4 saw students attend an exciting and fun day at the Melbourne Museum and watching a documentary at Imax theatre called Journey Into Space which complimented our Term 3 Inquiry topic. Finally, we all had an absolute blast for the Year 3 sleepover, including a barbeque lunch and play at Jells Park, a pancake breakfast and talent show. This was a valuable lesson for our students who learnt about independence, resilience and the value of no ‘screen-time’ for a few hours!

I would like to thank my outstanding colleagues in Year 3 – Mr Pat Healy and Mrs Danielle Vincent, who not only delivered a diverse and engaging curriculum but also formed warm and trusting relationships with the students and families in their classes. The Year 3 team of 2015 was small but dynamic and we have thoroughly enjoyed every moment of working together and with our fabulous cohort of students. Additionally I would like to thank the hardworking and dedicated parents who helped out where possible with camps and excursions – be it supervising students or helping to make lunches or just offering moral support! Finally, to our beautiful and well-behaved Year 3s, we would like to thank you for your hard work, great attitude to learning and putting 100% into every aspect of school this year. You’ve been a dream.

Lauren Wallis
Year 3 Leader
YEAR 4 REPORT

This year the Year 4 team consisted of Mrs Sallie Dunstan (4 Blue), Mr Shane Wilson (4 Red), Mr Peter Jarvis (4 Yellow) and Miss Diane Donald (4 Green).

Term One is always a whirlwind, embracing change, establishing new friendships and routines and adjusting to new expectations. Our goal throughout the inquiry unit ‘How can we make the most of Grade 4 in 2015?’ was to support the students in transitioning and building a classroom community that is respectful, helpful and a safe and fun environment for learning. This was supported through Circle Time, investigating role models and relating to how we are made in God’s image. Alongside the school’s Contemporary Teaching and Learning Mathematics (CTLM) approach, the school community embraced Mathletics. The Year 4 students were highly engaged and motivated to play games against their peers and other students worldwide to develop their number skills. In the middle of the term, the inquiry learning revolved around the celebration of the 100th Anniversary of the ANZACs landing at Gallipoli. During this term, 4 Blue presented a liturgy for ‘Harmony Day’ promoting the discussion about getting along with each other using imagery. The term concluded with special liturgies celebrating the Easter season. 4 Red presented ‘Holy Thursday’ and 4 Yellow ‘Good Friday’ reminding us of the events of Holy Week.

One of the most significant moments in Year 4 this year was the excursion to the Shrine of Remembrance in Term Two, where the students were able to place a poppy in the memorial wall as a sign of respect and to commemorate the event. Although the weather wasn’t in our favour, the students made the most of the day, learning about animals and their role in the war through the educational session ‘Loyal Friends’. Additionally, the students also took part in the incursion ‘High Five to Saving Lives’ provided by Ambulance Victoria during the inquiry unit on Health. The students learnt about what to do in an emergency and had the opportunity to investigate an operational ambulance and ask questions of a paramedic. The liturgy presented by 4 Green ‘Mary, Mother of Jesus’ was a beautiful way to celebrate Jesus’ mother Mary and to give thanks and honour all our mothers.

The Design and Technology Curriculum night was the main focus for the teaching and learning in Term Three. The whole school aim was to use the design process – investigating and designing, producing, analysing and evaluating to create a product. The students engaged in an incursion run by ‘Taskworks’ about Physical Science and learnt about the different forces through hands on activities and tasks. This incursion, alongside the many interesting experiments planned throughout the unit inspired students when designing their educational toys using the set criteria from the design brief. Students took upon the designing challenge with vigour and enthusiasm and used the resources around them to produce their educational toys. The night was a resounding success and from all accounts the students were very proud to display their achievements. The creation of toys supported our Religion unit ‘Needs and Wants’.
We would like to thank the students and families who donated toys; these toys went to Don Bosco. Next time if we were to do a toy drive, we would make the initiative school wide in order to gain more support.

The Don Bosco Camp at Dromana was undoubtedly the special highlight in Term Four. The students engaged in different outdoor team work activities and enjoyed the time down at the beach. They all went GAGA for Gaga Ball. The visit to the Cape Schanck Lighthouse on the second day was a first on this camp and the students enjoyed walking up the narrow staircase to enjoy the 360 degrees view. Also in this term, the school community celebrated St. Simon’s Day in carnival style with level and buddy activities. The Year 4s supported their buddies in designing and producing carnival masks and then finished off the day with some teamwork activities with their peers.

In reflecting upon this year, the Year 4 team look back fondly upon the many challenges, achievements and special activities that gave the team and students an opportunity to engage, learn and develop as individuals. I would like to personally thank the Year 4 team for their support, dedication to the students in their care and the many jokes shared. To the students, every year brings about a roller coaster effect of new challenges, unbelievable highs and lows, and we never shared a dull moment together. They should be extremely proud of their academic, emotional and social growth over the year. The students displayed great humour, creative thinking and a genuine interest in developing their knowledge of the world. We would also like to thank all the parents who have supported us as partners in their child’s education. From the many events attended and supported, to the quick catch up chats. Finally, thank you to the Leadership team and all the staff at St Simon’s for their support and dedication.

Diane Donald
Year 4 Leader
YEAR 5 REPORT

This year’s Year 5 teaching team was made up of an amazing group of teachers who worked tirelessly throughout the year to prepare and implement some very creative learning experiences for the children. Miss Natalie DiCarlo, Mr Andrew Miller, Mrs Grace Whelan, Mr John Downie and Mrs Helen Rochecouste in 5/6 Purple very quickly gelled as a brilliant professional team, whose willingness to explore new initiatives has created a vibrant learning environment for the Year 5 students.

Term one began at a flying pace, exploring how we are the Face of God to the World. In RE, we researched various charities and how they relate to our Christian Mission. Following our assessment and data collection time, we began our Australian History Inquiry unit which focussed on the development of Victoria as an early Australian colony. We took a short break from our Inquiry unit as all roads led to camp at Paynesville. Mr Cahill and his team prepared an amazing array of adventure activities including raft building, bike riding, canoeing, ‘donuting’ behind a ski boat, stand up paddle boarding, archery and a ropes course. The Year 5 students are to be commended for their sense of adventure and willingness to have a go at new experiences. Returning to school, we began our Lent unit in RE, ‘New Beginnings’, as we prepared to celebrate Holy Week.

As we began Term two, we continued with our Australian History unit, to coincide with ANZAC day and the 100 Year Anniversary commemorations. We concluded our Australian History unit with an excursion to Coal Creek at which the Coal Creek staff highlighted the difficulties that the harsh environment presented to early Victorian settlers. At the end of the History Unit, we began our Health and Wellbeing Inquiry unit which helped us to focus on how we can keep ourselves Physically, Socially, Emotionally and Spiritually Healthy. In RE, we focussed on the Gifts and Fruits of the Holy Spirit as our Year 6 students prepared to receive the Sacrament of Confirmation. This was followed by an exploration of the Seven Sacraments. The annual Year 1-6 Sports Day was a huge success, with students on the go all day, having a go at all of the track and field activities. St Joseph’s College and Mater Christi College invited us to their ‘Taster Morning’ to have a go at some High School style activities. St Joseph’s also conducted their first round of the Lighthouse program in which six of our boys worked with some Year 10 students to produce a short video.

Term three brought the commencement of our new Inquiry unit, ‘How Much Can We Achieve Working Alongside Each Other’ which drew from the RE unit ‘Life is Good’, to focus on people around us who need help in some way. With this in mind, we set about designing and creating inventions that could make someone else’s life easier. These projects were proudly displayed at the school Curriculum Night, and we are very proud of the effort and detail that all of the students applied to their inventions. Year 5 was also involved in a Soccer Project in conjunction with Rowville Secondary College. This was a fantastic experience which combined state of the art technology, student mentoring and expert coaching. Along with the fitness experience of the Soccer, Year 5 was involved in the Jump Rope for Heart Program, in which our students raised an incredible amount of money for the Heart Foundation, earning some fantastic prizes for themselves, and an understanding of how good skipping is for you. Towards the end of term, our RE focus turned to the Eucharist as the Year three students prepared to receive the Sacrament of First Eucharist. Term three also saw the beginning of the Year 5 Creative Design Group, a Lego Education based program aimed at extending students through design and engineering concepts.

In Term four we began our Science unit ‘What’s the Matter’ through which children are exploring and learning about the different states of matter that exist around them. We also started to look at Leadership, and what it means to be a leader at St Simon’s, in preparation for the Leadership speeches and elections over the coming weeks. We had a fantastic time on St Simon’s day, playing some team building games and having a go at competitive cup stacking, which has become a favourite activity for wet weather days. The Creative Design Group took on a mentoring role as they introduced a group of Year 4 students to the extension program. The Year 5 group then moved on to more advanced Lego Mindstorm, robotic equipment. St Joseph’s ran a second round of the Lighthouse program in which six more of our Year 5 students worked with two Year 10 students, to create a video and develop some reasonably advanced video editing skills. Still coming up this term, we have the Bike Ed program, the Open Water Learning Experience, and our RE focus will turn to Advent in preparation for Christmas.

Thank you to all of our students for working so hard throughout the year, and to all of the parents for supporting our endeavours and initiatives.

John Downie
Year 5 Leader
YEAR 6 REPORT

In Year Six for 2015 the four classes were taught by Mr. Daniel Bau (6 Blue), Mr. Nick Frederiksen and Mrs. Rosalie Silvers (6 Green), Miss. Sharni Spriggs (6 Red) and Mrs. Helen Rochecouste (5/6 Purple). 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.

In June a majority of our students celebrated the Sacrament of Confirmation with Bishop Mark Edwards. 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.

The Inquiry focus for the second and third terms where ‘What is in my kitbag?’ and ‘How has God used other faces to impact the world?’ Both of these units cover many different curriculum areas. The Soldiers Suitcase used the centenary of the ANZAC landing as inspiration as the students explored an individual soldier from World War I. This process began at Year 6 camp at the Australian War Memorial. The face of God unit was about the students choosing a social justice issue and focusing on how they can make the world a better place. The students had to present their presentations in a Shark Tank format, which was presented to their peers and again on the Curriculum night using various ICT skills to aide their work.

Interschool Sports created a large focus for the students in the middle of 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. A particular mention needs to be made of the Mixed Football team, Boys Soccer and Girls Netball who made it through to the Regional level. There was also individual success in athletics, cross country and swimming. All of our students represented the school magnificently, demonstrating teamwork, sportsmanship and skill.

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, splitting into specific groups for two weeks’ worth of ‘High School’ lessons and travelling to and around the city for a ‘City Day Experience.’

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 highlight with the buddies this year was definitely our trip to the Royal Melbourne Zoo at the beginning of Term 4. Both the Year 6 students and Preps had a great day exploring the various animals on display.

The school leaders voted in by their peers the previous year began working in their ‘Student Action Teams.’ The teams were; Environment, Sport, Wellbeing, Social Justice, ICT, Information Resources 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 the Remembrance Day service at the Shrine of Remembrance.

The students of Year Six had the opportunity to participate in a high ropes course and fun day at the ‘Enchanted Maze’ at Arthur’s Seat. This was also supported by the Footsteps Dance Company program, culminating in a dance video for Graduation. 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 with this partnership.

Nick Frederiksen
Year Six Leader
LITERACY REPORT

The acquisition of literacy skills is foundational to our ability to effectively communicate with those around us. Literacy includes the development of our written and spoken skills enabling us to converse with others, express a point of view, share emotions, share our knowledge and in this age of technology we have a whole new set of literacies that require us to develop higher order research, thinking and reporting skills.

In our school environment literacy is structured around the teaching of Reading, Writing, Speaking and Listening and their application to our everyday lives. Each of the elements of literacy is taught individually and as an integrated element of the total school curriculum. We believe that this approach will best develop lifelong learners who can apply their skills to all aspects of their lives.

As Literacy Leader in 2015 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 have completed the review of our curriculum to align it with the new National Curriculum and the requirements of Catholic Education Melbourne’s requirement for all schools to complete a “Whole School Teaching and Learning Plan.”

- We have continued to develop our ICT resources in particular through the use of the Literacy Pro Lexiled Reading Program in Yrs. 5&6. This program aims to provide students with a range of reading material determined to be at that students comprehension and interest level following some initial screening assessments. This is our 2nd year with the program and our anecdotal assessments and formal observations indicate that students at this level have increased their interest and frequency of reading. In addition we have continued the use of RAZKIDS and introduced LESSON ZONE for online reading, writing and vocabulary development activities.

- **Student Support Programs** have been further extended this year through our Levelled Literacy Intervention Program. This program was initiated in 2014 through Betty Carroll, one of our Reading Recovery teachers. The focus is on working in small groups, usually 3 children, and developing their reading, writing and comprehension skills. This year we have extended the program into the Yr.2 classes, particularly through the work of Janine Boer and in 2016 we hope to extend it even further.

- **Assessment** is an ongoing area for development and this year we will have the first full year of data as presented through the SPA package and we look forward to the ways in which we can collate and track the performance of students from Prep-Yr.6.

- **Our Take Home Books program** is now well established with a database of all levelled Take Home Books. Thanks to the refurbishment of the tuckshop area we now have some new storage areas that have enabled us to house all books in a convenient location. Thank-you to Janine Boer and Lauren Drill for the work they have done in managing the Take Home Books in 2015.

- **Our Literacy Assessment Program** continues across Prep-Yr.6 with a combination of school based and system requirements. The NAPLAN program in years 3&5 assesses student progress in the literacy areas of reading, writing, spelling, grammar & punctuation. As a school our results reflect progress at or above the state mean. The annual results provide a snapshot of individual student progress and in the greater majority of students they reflect the assessments and reporting that have been provided by classroom teachers throughout the year. In addition we are a part of the Learning Assessment Project conducted by CEM and the University of Melbourne, this assessment is conducted with students from Years 3 -6 and focuses on reading comprehension skills. Our student results over the past 12 months have continued to reflect an increase in our students’ comprehension understanding.

- The Literacy Program comes in many guises and this year it has been supported through students from Nazareth and St.Joseph’s Colleges. Students from the Nazareth VCAL program have come in every Tuesday morning to work with our Preps and some of our Yr.1 students, their role has been to work...
with a small group of students on a Literacy based activity. Their participation has provided valuable individual attention to children at this very important developmental stage. The students from St. Joseph’s have continued the Lighthouse program with Yr. 10 mentors coming once a week to work with teams of three St. Simon’s students in the preparation of a movie which is then presented at the Lighthouse evening each semester. Not only does this project develop the students’ abilities in acting, directing and script writing but it provides our students with a valuable opportunity to develop a relationship with a young man of 16 years of age.

- Our Parent Helpers Program continues to expand and this year we had over 30 parents participate in our program which introduces parents to ways in which they can best work as part of our Literacy and Numeracy Programs.

The development of our Literacy Program is essential to the growth of our school. The implementation of the program is the responsibility of our classroom teachers and I thank them and our Learning Support Officers for the time and energy they put into the application of our programs. Their dedicated work and professional development is critical to the development of our programs.

In addition I would like to thank Phil for his support to literacy learning for both students and teachers at St. Simon’s. Literacy is one element of the overall curriculum and I would like to thank Lis Thompson, Carmelina Corio, Maree Fatouros and our PLT leaders, at each level of the school, for their input as curriculum leaders. Finally thanks to Rita and Anna who are always supportive of my requests for budget figures or administrative tasks.

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 2015:

- Nazareth Cluster- this is the group of Parish Primary schools that work with Nazareth College. During this year we have participated in the Mini Vinnies Cluster to support the St.Mary’s Homework Club where we have raised $320, through our Cake Stall on Curriculum Night.

- VCAL students from Nazareth College have assisted our Literacy Program where each Tuesday fourteen students under the supervision of Mr.Brendon Hermon came to St.Simons and worked with students in Prep and Year 1. Their role was to work as a teacher-aide for Literacy activities, this year three of the Nazareth students were former students of St.Simons.

- 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 and second semesters produced, wrote, directed and starred in a film. 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.

- Work Experience- this year we have provided Work Experience allocations to students from Nazareth, Mazenod, Mater Christi, Sacred Heart, Avila and St.Joseph’s Colleges. Work Experience is an excellent opportunity for Year 10 students to experience the disciplines of being in a work place environment as well as enabling schools to have additional support for classroom based programs. This year our work experience students from Mazenod and St.Joseph’s also did a great deal of work on our school gardens.

- 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
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 2015, 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 and the extremely enthusiastic ones have begun learning pieces in the 2nd book of the program!

In Grade Four, students continued to work on their recorder skills each fortnight. Every other week, they learnt about different 'feels' in music and performed simple riffs, syncopated rhythm patterns and learnt many musical terms to do with beat and rhythm.
Students in Grade 5 and 6 learnt about the orchestral instruments. They were taught about the four different sections of the orchestra and how to distinguish between them. Within the four sections, there are different instruments with their own features, making them unique. They listened to several movements from The Carnival of the Animals by Saint-Saëns and attempted to recognise the instruments used to portray the animals. Students were then required to select an instrument from the orchestra to research and present to the class. Following this, they were introduced to classical music (which incorporates the instruments learnt), in particular, the music and composers from the Baroque Period. In groups, students were given a composer to research which was to include information on their life, music and any interesting facts and present this to their peers. They used many forms to do this, including posters, PowerPoints, Prezi, iMovie and even on the Puppet Pals app. Continuing on from the Baroque theme, we listened to a piece of music in Baroque Pop style which uses instruments from the Classical era as well as Pop instruments, popular in the 1960s. After discussing the features, students were given the opportunity to research an artist and one of his/her songs that was in this style, and report back to the class the similarities of their chosen piece to the one that was listened to in class.

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 Curriculum night). They are currently learning some Christmas songs in the hope of visiting a nursing home and entertaining the residents there.

Laura Nackashian
Music Leader
“It is better to solve one problem five different ways than to solve five problems one way.”

George Polya

This year has been another exciting year for Mathematics at St. Simon’s, students continued to be engaged in mathematical units of work which catered for individual needs. The many mathematical pedagogical insights developed by staff as part of our direct involvement in the Contemporary Teaching and Learning of Mathematics project (CTLM) has greatly enabled staff to personalise learning in mathematics for students, making greater use of data and enabling and extending students where necessary.

As per George Polya’s statement above, as a staff we have continued to focus on developing the student’s ability to think and reason strategically in mathematics that is; challenging the students to prove what they know and encouraging them to become active thinkers and apply the knowledge they have to work out what they don’t know.

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 collaboratively plan. Teaching staff save all of their planned units of work in a central location on the server for future reference to all teaching teams.

Resourcing

At the beginning of this year each classroom received a visible Maths Tub for their classroom to house a variety of maths resources. Students are encouraged to use the resources in this maths updates of all Mathematical equipment and resources within the school which are stored in the “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. As a school we believe to improve the results of our students in this area we need to continue to have a strategic and integrated approach to the teaching of mathematics. This will enable us to develop and implement a program that will facilitate the transference of knowledge in our students from Prep to 6. The staff have shown an enthusiastic commitment to improving Mathematics at St. Simon’s and this is demonstrated at Maths PLTs, planning sessions and ultimately the enthusiasm which they continue to bring to the numeracy sessions they teach.

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 aim of these sessions is for teachers to reflect on their current teaching practice, share and learn about new teaching strategies, analyse data such as NAPLAN and SINE results and reflect on the insights gained from participating in CTLM. All of this information is used for the future planning of Mathematical units of work, all with the intent to improve student outcomes.

SINE

St. Simon the Apostle Primary School is involved in the Success In Numeracy Education (SINE) initiative, therefore we endeavour to ensure that the teaching staff at St. Simon’s stay current and up to date with SINE strategies. Twice a year all students complete a SINE diagnostic test which is used to track the individual student’s ability in number during their time at St. Simon’s. As we were involved in the Contemporary Teaching and Learning of Mathematics program (CTLM) we have not continued to provide the staff with formal offsite SINE based professional development opportunities facilitated by the CEOM Catholic
Education Office Melbourne, rather we have focused on discussing the insights gained by participating in PLTs (Professional Learning Teams).

Maths Toolkits
Maths Toolkits have been used in class during Maths Teaching sessions and at home as part of Numeracy homework. I am pleased to report that this initiative will continue in 2016.

Australian Maths Competition
This year 45 students took in the Australian Maths Competition on Thursday 30\textsuperscript{th} July. The students were most excited about challenging their Mathematical knowledge state-wide. All students who participated in the competition will receive a certificate.

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

School Improvement (Mathletics) – since the beginning of the school year, student results across St Simon’s Primary School have been recorded. On average students now score 91.74\% in curriculum activities. That’s an improvement of 26.50\% on their first attempts.

Student engagement (Mathletics) – 848 certificates have been awarded, 10,544 total individual logins this year, 2954hr total login time by students and a total of 2,454,730 total curriculum points earned. As mentioned earlier staff have endeavoured to differentiate student learning in mathematics by enabling and extending students during numeracy sessions. In Mathletics staff have continued to differentiate learning for students by customising different courses for students. 4,753 individual curriculum activities have been assigned to students by the staff at St. Simon’s.

New to 2015, a regular bulletin dedicated to Maths at St. Simon’s – to be continued...

I am pleased to report that all of these areas have been acted upon and will continue to be acted upon in 2016.

Future recommendations for 2016
- Continuing to embed Contemporary Teaching and Learning of Mathematics (CTLM) initiatives into numeracy sessions
- Further develop the profile of the Maths Leadership Team (MLT)
- Further development of the Maths Resource Centre, auditing resources and cataloguing them through the library borrowing system
- Continue to develop “student” Maths Toolkits (Prep to Year 6)
- Continue to release the SML so that he/she can attend and facilitate planning sessions with individual teams
- Continue with Mathletics increasing individual student level of mastery
- Staff to use weekly Mathletics results to inform the planning of consolidating tasks.
- Increase the frequency of 3178 (St Simon’s Maths Bulletin)

I wish to extend my gratitude to Phil Hesse, Shane Regan, Maree Fatouros and Lis Thompson, for their continued leadership guidance and ongoing support during this my seventh year at St. Simon the Apostle
Primary School. I would also like to thank the staff at St Simon’s for attending Maths PLT’s and engaging enthusiastically in these sessions by sharing and discussing their individual Math’s teaching experiences. Last but not least thank you to the entire school community at St Simon’s for your continued and ongoing support shown towards me as the School Maths Leader.

Carmelina Corio
Maths Leader
OUTDOOR EDUCATION REPORT

2015 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- An activity session at Arcadia Reserve followed by school base activities.
- Year Two- Cardinia Dam. (Postponed due to weather)
- 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 Inverloch Surf beach, along with important lifesaving skills.

The Year 5 students were also involved in 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 has remained high, which demonstrates that Bike Ed had a positive impact at St Simon the Apostle Primary School.

The Year 6’s this year went to Arthur’s Seat and the Enchanted Maze. This involved the students completing a high ropes course, using coordination, strength, balance and for some conquering fears. 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:

**Level F, 1 & 2**
- Cooperative games
- Basic Movement
- Ball Handling Skills
- Striking Skills
- Games
- Dance
- Aquatics
- 1/2 Sport

**Level 3**
- Cooperative games
- Ball Handling Skills
- Striking Skills
- Dance
- Athletics
- Aquatics
- Outdoor Adventure
- 3/4 Sport

**Level 4**
- Cooperative games
- Ball Handling Skills
- Striking Skills
- Dance
- Athletics
- Surf Life Saving
- Sport Education
- Bike Ed
- Outdoor Adventure
- 5/6 Sport

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, Kathleen Roberts & Karen Rodriquez
Physical Education Teachers
SPECIAL EDUCATION REPORT

In 2015 the role Student Services Leader 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 30 students funded under the Literacy, Numeracy and Special Learning Needs [LNSLN] umbrella. Students are funded in seven different categories. They are:
ID [Intellectual Disability], 2
SLD [Sever Language Disorder], 6
Physical Disability, 1
Social/Emotional Funding [Autism/Anxiety] 19
Hearing Impaired 0
Vision Impaired 0 and
Chronic Health [illness either long or short term] 2.

In 2016 five of these children will move onto secondary school. Three of our children will lose funding due to being reviewed and no longer qualifying. That is a fantastic reflection of all the hard work done by school and families as in all three cases the relationship between home and school and been very supportive and the benefit has obviously been reflected in the progress of the child. At this stage there are the possibility of 10 new applications for funding in the 2nd round in February. Included in this are five 2016 Prep students. If all these are successful we will again have 37 funded students in 2016. One of our children receives support from the visiting teacher program due to their reduced vision.

The majority of our funded children now belong to the category of social/emotional. This category includes Autism, Anxiety, depression and other mental health issues. This appears to be an ever increasing issue for our children and we continue to endeavour to train staff to have the necessary skills to help these children manage the impact that this has on their ability to feel safe and secure in school and life in general.
We have continued to PD staff members on issues pertaining to the development of their knowledge to best help children. This year we have provided PD for another 12 staff on the process for dealing with a child with Diabetes. This brings our total staff PDed in this area to 25. This will need to continue as this child progresses up the school until all staff have accessed this training. This along with our Autism and Behaviour Management PD and the likelihood of Epilepsy PD being needed, requires a significant budget allocation to cater for these specific areas.

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 27 students accessing the CEO Speech Therapist.

We have also had a focus on how to best cater for children who need extension in their learning. With this in mind we have purchased some Lego technique material and a select group of Gr 5 children have been working with this product to extend their thinking and problem solving skills. During fourth term these children have been using Lego Mindstorms to further challenge them while they have been tutoring some Gr 4 students, who also are being challenged, to work with the equipment they used in Term 3. This has been ably lead by John Downie and Diane Donald and enabled by the support of the Leadership Team, especially Shane Regan. We are currently looking at where we will go with these children next year and how we filter this into other parts of the school.

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 and for a short time Tim McDonald 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

Teaching Visual Arts at St Simons is such a rewarding and enriching experience for me as the educator and for your children too. Art is a good idea—here's why:

- It's been proven that early exposure to visual art, music, or drama promotes activity in the brain.
- Art helps children understand other subjects much more clearly—from maths and science, to language arts and geography.
- Art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation.
- Participating in art activities helps children to gain the tools necessary for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways.

So, where do I begin? Start by remembering that teaching children about art is not just about showing them how to recognize a van Gogh or Picasso, it's about preparing their young minds for a future of invaluable experiences—art related or otherwise.

This year we have participated in many projects community and school based. We started the year off with the Art leaders, Lauren Giampa, Shan Gibson, Thierry Dubois and Lucas Davey involved in the Knox Festival Banner with the theme being- Protecting our Knox! They created a wonderful masterpiece with much detail and delight, giving up many lunch times to complete the task. The art leaders were also involved in creating a sandpit shop front of a hairdresser salon. The calendar for St. Simon's each year is a valuable way of recognizing the talents and skills of children at our school.

We also have been involved in the Bayswater Rotary Club art competition with Kevin Peng (4Y) winning first prize in this age group of creating his "Australiana" themed postage stamp.

Listed below are some of the art pieces created by the children in each year level.

PREPS
- Primary coloured necklaces
- Colour matching
- Symmetrical Butterflies
- Mosaic Poppies
- Name Art
- PIET MONDRIAN
- Kinetic Sand
- Snowmen/ mittens

YEAR 1
- Electric Shock names
- Family portraits
- Colour wheel fun
- ANDY WARHOL cats
- Egg Carton Poppies
- Two dimensional insects
- Rubbings
- MATISSE –cut outs
- Collage
- KANDINSKY circles
YEAR 2
- Shaped names
- Scratch art
- Colour Wheel Animals
- Cup cake Poppies
- Anansi the Spider
- PICASSO
- Penguins Collage
- Construction

YEAR 3
- Turbo names
- Who’s behind the glasses?
- What a treehouse!
- Easter Egg Fun
- Tissue Paper Poppies
- Xray Aboriginal Art
- VAN GOGH
- Watercolours
- Winterscapes
- Tribal Masks

YEAR 4
- Name mandalas
- Shoe Art
- KANDINSKY Art
- Clay poppies
- Minion Madness
- JOAN MIRO
- EDOUARD MANET
- CLAUDE MONET
- GEORGIA O’KEEFFE
- ANDY WARHOL

YEAR 5
- Rollercoaster names
- Split personality
- Kaleidoscopes
- Anzac Poppies
- Create a scene
- RILEY- Optical illusions
- Cylinder art
- LEONARDO DA VINCI
- HUNDERTWASSER

YEAR 6
- Our story so far fingerprints
- Pasta faces
- War memorial crosses
- Colour Theory
- Confirmation –Saints
- Art Appreciation
- Legacy piece
- One point perspective
- Positive and negative Space
- GEORGE SEURAT-Pointillism
The Arts at St Simon’s Primary is natural and necessary for all children as part of their learning; that through the Arts they gain access to the real world and to other possible imaginative worlds. It engages their minds and emotions and brings together the critical, cultural, social, technical, historical and other lenses in order to thoroughly comprehend the experience in visual arts and at St Simons, our program from the specialist certainly does this.

ART IS NOT WHAT YOU SEE, BUT WHAT YOU MAKE OTHERS SEE... Degas

ART ENABLES US TO FIND OURSELVES AND LOSE OURSELVES @ THE SAME TIME... Merton

“Whether you succeed or not is irrelevant, there is no such thing. Making your unknown known is the important thing.” Georgia O’Keeffe

Mel Wharton
Art Leader
STUDENT WELLBEING

‘Wellbeing refers to students’ physical, social and emotional wellbeing and development. Evidence suggests that these elements are integral rather than incidental to learning. Learner will find it difficult to engage with learning programs if they are distracted by significant physical, social and emotional issues.’


The above quote highlights how complicated teaching and learning is and how it is so much more than what is taught to the students in the daily activities of the classroom. It is about building relationships with both students and their families to achieve the best outcomes for students.

This year in the area of Student Wellbeing many initiatives have been maintained, improved upon and initiated to benefit students at St Simon’s.

To help with the development of their Leadership Skills this year’s School Leaders have taken part in one of four activities, to give them the opportunity to represent our school and also to widen their personal experiences. The four activities were:

**Halogen Young Leaders Day**
On Friday 13th of March, Sharni Spriggs and Lis Thompson took 8 of our Yr 6 leaders to the Halogen Foundation National Young Leaders Day at the Melbourne Convention Centre. The students were able to meet and listen to a number of inspirational speakers, presenting on a variety of topics from Environment [Bindi Irwin] to a Summer and Winter ParaOlympian [Jess Gallagher], who spoke about the overcoming of a disability [degenerative eyesight]

*The National Young Leaders Day is an annual event founded in 1997 to develop strong leadership values amongst young Australians. The Program consists of keynote talks, multimedia presentations and interactive learning that seeks a range of specific outcomes for young people who aspire to lead themselves & others well.*

**Catholic Education Week – Schools Mass**
On Tuesday 17th March Maree Fatouros and Daniel Bau took 7 of our Yr 6 leaders to the city to St Patrick’s Cathedral to be a part of the archdiocese celebration of Catholic Education. This is a celebration of our education system and the important aspect we share that of our faith. The students participation in the celebration of the Mass and then enjoyed a concert and picnic in the park with the many other students from Catholic schools in the archdiocese of Melbourne.

**KidsView Conference - Bahay Tulyan**
On Thursday 20th of August, Lis Thompson took 7 Yr 6 Leaders to the Bahay Tulyuan Kidsview Conference. Bahay means House and Tuluyan means Welcome. The students learnt how lucky they are to be a child in Australia and that not all student’s have the same good fortune that they do.

*Bahay Tulyan is a non government organisation that provides a variety of programs and services aimed at preventing and responding to abuse and exploitation of children in the Philippines. They seek to promote, fulfil, respect and protect children’s rights.*

**Remembrance Day Ceremony – Shrine of Remembrance**
On Thursday 11th of November, Nick Frederiksen and Lis Thompson took 7 Yr 6 Leaders to the official Remembrance Day Ceremony at the Shrine of Remembrance. It was rewarding to see how respectful the students were of the occasion and how they represented the school on the day.

"They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them."

It was very rewarding to see as a teacher at our school how well the children represented us on the occasions. The students were a credit to their current and previous teachers.
Games Club
Games Club continued this year in the portable classrooms. It has been operating on Monday’s, Tuesday’s and Wednesday’s. Due to popular demand "Games Club" is open to all students. Attendance is varies greatly between 2-30 students with representatives from all year levels. Toys, games, dress ups and activities have been purchased on an ongoing basis throughout the year and added to the club.

Lego Club
Lego Club is running on Thursday and Friday lunchtimes. At this stage it in invitation only due to space and amount of Lego restrictions. The students are enthusiastic participants and the skills which the students are developing in being able to share and work together are a pleasure to watch.

Chess Club
This year on Monday and Friday lunchtimes we run a Chess Club for those students who are interested. This has been a great success with Lauren Drill learning a number of moves from the students who attend.

Playground Painting
A number of activities have been painted on the ground for those students who like to play more passive activities. Other markings for safety such as slow zones have also been painted.

Student Counselling
Student counselling services continued to be provided to students and families of St Simon’s. As part of an ongoing working partnership with CEOM, psychologists were made available from CairnMiller to assist with Student counselling on an individual needs basis. There have been a number of students who have benefited from the services of these invaluable intern psychologists.

Curriculum Links
Our initial Inquiry unit of work in Term 1 dealt with anti-bullying issues, the assertive discipline policy, learning styles and group dynamics. This unit provided all students with a reminder of the positive choices we can make at school so as to be happy and make the most of our learning time. This unit sets all students, classes and our entire school on a positive footing for a year of living together in community.

Circle Time
The school review stated that “Circle Time” processes needed to be embedded into our pedagogy as it promotes the inclusion of all students in a range of Social and Emotional Learning activities. This strategy is used where needed by each class teacher.

Student Action Teams
Student Leadership continued this year in the form of Student Action Teams. Seven Areas were represented by students; Environment, Sport, Wellbeing, RE/ Social Justice, Information and Communication Technologies (ICT), Information Resources - Library and The Arts. Each group had a volunteer staff member nominate to support it during the year. This model of student leadership is hoped to put the onus of action back on the students to utilise their skills.

Student Representative Council
The Student Representative Council has again been functioning this year. Helen Rochecouste and Sharni Spriggs volunteered to coordinate this group. It consists of two students from each year 1-6 class, they have regular meetings to discuss fundraising possibilities, Games Club involvement and school improvement ideas. 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.
Transition
Every year a great deal of time and effort goes into the planning of transition for our students. Time is spent with the local and not so local kindergartens to ensure as much knowledge is gained about our new Prep students. Time is spent with our secondary schools to ensure that they know our students well and are able to cater for them when they enter secondary school. Time is also spent on ‘in house’ discussion. Best placement, best combinations and trying to look at learning styles of students and teaching styles to create balanced classrooms. Teachers also spend time speaking with their colleagues in formal and informal settings to ensure that they know the students who will be in their classrooms next year. This is all done for the benefit of our students and I thank the staff for the professional manner in which they undertake this very important work.

The Kitchen Garden
The Kitchen Garden has continued to prosper with the help and dedication of Melinda Wharton and the school Gardening group and the green thumbs of many staff and students from all levels of the school.

Support Network
I attended the CEOM Student Wellbeing meetings new Student Wellbeing Leaders. I also attended two Student Wellbeing Conference Days offered by the Catholic Education Office Melbourne at the Catholic Leadership Centre. I look forward to putting some of my new learnings into practise in 2016. This year as always I continue to be encouraged by the time and effort all Staff put into providing opportunities for all students to flourish. The building of relationship, to be the trusted adult in a student’s life takes time and effort and as a collective the students here benefit greatly from the efforts of the entire school staff to do this.

Lis Thompson
Student Wellbeing Leader
LEADERSHIP AND MANAGEMENT

Please note that this data is related to the 2015 school year.

Staff Attendances on average for the 2015 school year
   - Teaching Staff – 82.11%

Staff retention for the school year – 85%

Teacher qualifications – 2015

<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>22.58%</td>
</tr>
<tr>
<td>Bachelor - Degree</td>
<td>90.32%</td>
</tr>
<tr>
<td>Graduate</td>
<td>25.81%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>3.23%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>51.61%</td>
</tr>
<tr>
<td>No Qualifications listed</td>
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</tbody>
</table>

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

Professional Development – The expenditure on Professional Development for 2015 was $96,400. This averages out at approximately $2142 per teacher.

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
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</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.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.90</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.40</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.53</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.86</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.60</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.46</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.29</td>
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**Student Retention**

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</thead>
<tbody>
<tr>
<td>Retention</td>
<td>102%</td>
<td>104%</td>
<td>106.3%</td>
<td>97.7%</td>
<td>102.7%</td>
<td>101%</td>
<td>102%</td>
</tr>
</tbody>
</table>

**School Fee Collections**

<table>
<thead>
<tr>
<th>SCHOOL FEE COLLECTIONS</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Simon’s</td>
<td>98.3%</td>
<td>97%</td>
<td>96.8%</td>
<td>97%</td>
<td>97.4%</td>
<td>96.9%</td>
</tr>
<tr>
<td>Like Schools</td>
<td>93.4%</td>
<td>94%</td>
<td>95.1</td>
<td>94.1%</td>
<td>93.7%</td>
<td>93.5%</td>
</tr>
</tbody>
</table>

**Students receiving – Education Maintenance Allowance**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>All</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>
<td>N/A</td>
</tr>
</tbody>
</table>

- Phil Hesse –
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.