

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017



## ST KEVIN'S COLLEGE, TOORAK



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## Minimum Standards Attestation

I, Stephen Russell, attest that St Kevin's College 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

30 May 2018

## Our College Vision

Central to the mission of St Kevin's College is the promotion of excellence in *learning* as an essential means of facilitating human growth and liberation, the recognition of *family* life as providing affirming content for the nurturing of the whole person and a desire for all to achieve *fullness of life*.

St Kevin's College, in keeping with its Catholic heritage, Edmund Rice tradition and history, inspired by the contemplative spirit of St Kevin and Glendalough, is centred on Christ's transforming vision of humanity. In this spirit, St Kevin's aims to be a welcoming and hospitable community that will provide strong witness to Gospel values.

Central to the mission of St Kevin's College is the promotion of excellence in learning as an essential means of facilitating human growth and liberation, the recognition of family life as providing affirming content for the nurturing of the whole person and a desire for all to achieve fullness of life.

As an EREA (Edmund Rice Education Australia) school, we are committed to the four Touchstones :

- **Liberating Education**  
We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement, each person is hope-filled and free to build a better world for all.
- **Gospel Spirituality**  
We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.
- **Inclusive Community**  
Our community is accepting and welcoming, fostering right relationships and committed to the common good.
- **Justice and Solidarity**  
We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

## College Overview

St Kevin's College is a Catholic school for boys in the Edmund Rice tradition. St Kevin's provides an exemplary standard of education from Prep to Year 12 (as well as an Early Learning Centre) for over 2000 boys, taught by over 200 teaching staff across four (4) campuses.

Blessed Edmund Rice's vision for teaching boys so that they might be successful men of the future remains uppermost in the St Kevin's College community. As was the founder's vision, and now emboldened in its strategic intent, the College strives to educate boys to provide them with the opportunity to optimise their academic potential, leading them to pathways that will engender personal and professional success. As an all-boys' school, the teaching and learning at St Kevin's invites its students to work hard, to persevere and to become resilient in the face of adversity. Each boy is created as a unique being; and, as the students of St Kevin's come from a wide range of nearly 150 post codes from across Melbourne, each of them has his own aspirations for the future. By the time students finish their secondary school journey at St Kevin's, they will have been afforded every opportunity to realise their academic capabilities while being men of faith and life-long learning.

In this vein, the College seeks to progressively develop itself through five interconnected spheres of action and purpose. In faith formation, St Kevin's strives to build a school community that invites its students into a relationship with God that will sustain their lives and renew their community. As a leader of learning and teaching, the College recognises the liberating power of education, seeking to foster an enduring love of learning and a drive for excellence in learning through engaging programs and quality teaching. The wellbeing of the student is paramount, with the College seeking to foster a culture centred in relationships which promote positive behaviour and improved learning outcomes, and enhance the capacity to develop the holistic character of all boys. This sense of culture is extended to all members of the College through a strong sense of belonging, as well as the desire to care for, support and encourage all in the community. These actions are underpinned by the leadership fostered at the College where, inspired by a vision of servant leadership, there is a purposeful desire to sustain a vibrant and accountable professional learning community that is guided by a shared mission, informed by best practice and committed to continuous improvement.

In these ways, while St Kevin's College continued to forge a progressive educational path in 2017, the strength of its foundation can be well highlighted in the CEM External Review Report, confirmed near the conclusion of the most recent report. It noted that:

St Kevin's College is a vibrant, student-centred school on a continuing journey to excellence. During the period of the last School Improvement Plan this has been evident not only in the sustained high levels of academic results but importantly in the growth in students' sense of wellbeing at school and their understanding and appreciation of the Catholic identity of the college, embedded as it is in the Edmund Rice tradition.

At every point in the review it was clearly affirmed that St Kevin's strives constantly to grow the edge in its performance and also refine the structures and processes that enable the achievement of such a high level of consistency across the college. Expectations are high, not only for student outcomes across the rich and diverse educational program of the college, but very much of every member of staff. This ethos of constantly striving for excellence is underpinned by a culture of positive relationships that is modelled and practiced by leaders at all levels. *(CEM External Review Report 2015, p. 3)*

## Headmaster's Report

Reflecting on 2017 and identifying highlights is a difficult exercise. Our school has been as busy and engaging a community as years past. Elements of structure and personnel have changed; however, perhaps the overriding impression I have, is of our regularly and constantly reviewing, developing and improving as many aspects of our students' school lives as possible.

Staffing changes have been significant this year. Mr Ray Tyrrell retired in Term III, after 17 years as our Bursar. His expertise was a major factor in our financial stability, improved physical plant and the smooth operation of all aspects of our Support Staff. St Kevin's and Stephen Russell owe him a significant debt of gratitude.

The appointment of our current Deputy as Principal of Xavier College, brings with it significant change. We celebrated Mr Doherty's appointment and thank him for the six years he gave to our school, always willing to involve himself deeply in all aspects of SKC life.

The appointment of Ms Janet Canny as Deputy Head from 2018 has been welcomed enthusiastically across our community. Joining the Leadership Team in 2018 as Director of Students will be Mr Francis McGuigan. Most recently, Mr McGuigan has been the Deputy Principal of Rome International School.

We farewell Ms Kylie McLennan, Head of St Peter's Early Learning Centre, who has been an excellent leader of staff and an expert early childhood educationalist. Ms McLennan has given 12 years of wonderful service.

Our community suffered loss this year. Mr Chris Straford passed away early in the year. Our prayerful, energetic, generous and talented colleague, was deeply mourned by his family and colleagues. A pew in the Chapel of St Kevin has been dedicated to his memory. Mrs Cheryl O'Dwyer, the long-term manager of the Waterford Tuckshop, also passed away unexpectedly. So many volunteers who worked alongside Cheryl admired her love of her work and care for the boys.

Mrs Laurice Brady retires from the Heyington Library after 21 years and Mr Greg Critchley and Ms Kate McMahon also retire after 11 years of generous service. Other colleagues retiring or moving to other schools or pursuing new endeavours include: Mr Nick Clark; Mr Chris Dash; Mr Richard Wartho; Mr Chris Dunn of Heyington. From Waterford, staff retiring or moving to other schools are: Mr Steve Berkley; Mr Geoff Pittman; Mr Paul Posterino. From Glendalough, too, there are three staff who will be re-locating to different schools next year: Mr Nick Honeywood; Mrs Nicola Jones; Mr Chris Ward

On the building front, we have made real strides completing some long-term projects. The opening of the Plaza, joining the Smith and the McCarthy Buildings at Heyington, has revitalised this precinct. The completion of the Tooronga Sports Fields, is the realisation of what seemed a far-off dream only five years ago! The space, quality of facilities and proximity will bring so many benefits to SKC boys for decades.

The extension and renovation of the Chapel of St Kevin has been a great success. Our congregation can now be over 300. Indigenous, religious art works grace the walls and a beautiful stained glass window, depicting St Kevin at Glendalough, is an inspirational addition.

Waterford Science Laboratories were refurbished for the start of 2018 and at Glendalough, classroom refurbishing, new shade sails and new play equipment, have all been completed. We have worked on preparing many areas for the high use our whole school will have in 2018, celebrating our Centenary.

Academically, the Class of 2017 excelled with 72% of students placing in the top 20% of the State. Three students attained a perfect ATAR of 99.95, 46.3% of students attained an ATAR above 90.

On the cultural co-curricular front, it has been another year of massive involvement. Musically, there have been more than 40 concerts that were performances beyond school hours. The quality of our music seems to rise year by year and joyously, astounds visitors who attend a concert for the first time. My thanks in particular to Mr Simon Harris for all he does managing his talented staff and inspiring our many musicians. Our choral performances remain among the best in any school, Australia wide, due in no small part to the skills and enthusiasm of Dr Daryl Barclay.

On stage, it has been a very busy year across the College. The dramatic program reads:

*Moby Dick* Year 10 with Sacré Coeur

*The Burial at Thebes* Years 11-12 with Sacré Coeur

*A Midsummer Night's Dream* Years 10-12 with St Catherine's

*Twelve Angry Men* VCE Theatre Studies

*Legally Blonde* with Korowa

*Shrek Jr* with Loreto Toorak

*The Drowsy Chaperone* with Loreto Toorak

*Peter Pan Jr* Glendalough

*Jungle Book* with Korowa

*Much Ado About Nothing* with Genazzano

*The Adventures of Rikki-Tikki-Tavi* with Sacré Coeur

Few schools, let alone a boys' school, could match the range of performances and the numbers involved on stage at SKC. My thanks for the leadership of Ms Christie and Mr Parris.

Debating and Public Speaking also involve hundreds of boys from Glendalough to Year 12. Our program is wonderfully driven by Ms Gallivan and Mr Lane.

The track provided one of the main sporting highlights of the year. TIC, Mr Brosie McCann and Captain of Athletics, Phillip Borg, prepared and led our large team to an emphatic reclaiming of the APS title. It was our ninth title in 12 years. In summer, Tennis were APS Premiers, as were our Divers. The Touch Rugby boys won their summer competition and the Rugby 1<sup>st</sup> XV were VSRU Premiers once again. Our Cycling Team, a relatively new sport to St Kevin's, were State Champions, a rather special effort by any measure. Mr Peter Mitchell has been the 'tour de force' behind the popularity and success of cycling.

Four Lawn Bowls teams won their competitions. Finishing in third place on their respective ladders were the First Teams in Cricket, Basketball, Soccer, Table Tennis and Cross Country. It is also worthy of note that every rowing crew qualified for the A final at Head of the River with the Open IV winning their event.

The senior year led the College so well in 2017. They were academically-focused, involved in the co-curricular and social justice, inclusive, co-operative and good-humoured. In no small way, this was down to the leadership of College Captain, Matthew Lynch. He was ably supported by Deputy Captains, Andre Coten, Dante Di Paolo and Patrick Gigacz.

No Annual Report should exclude our community, and my personal thanks to our Board and its Committees. Their advice and support is key for our continued good governance and our Leadership Team maintaining energy and direction. My thanks to Mr Peter Leahy, Board Chair, and to Committee Chairs: Mr John Lincoln, Property; Mr Craig Meade, Finance; and Mrs Kate Clark, Governance.

The steadfast support, wisdom, guidance and redirection offered by the College Leadership Team is an important part of our success as school. To Messrs Doherty, Guinane, Jones, Daly and Corstorphin thank you. To Ms Canny and my EA Mrs Ryan, thank you. These people work so hard for the welfare of our boys and the broader community.

I remain energetic and determined to see this fine school continue to flourish in such a way that locally and externally we will be known as a national exemplar of a Catholic boys' school in the tradition of Edmund Rice.

Without the constant support of my wife Kate and my family, in practical and personal ways, it would not be possible for me to carry out the role of Headmaster as I do.

As we approach the joy of 2018, its excitement and celebration, it is so important we remember that a good education and morality are inseparable.

Omni Pro Deo

## Church Authority Report

The spirit and atmosphere of St Kevin's is unique.

St Kevin's is proud of its reputation as one of Australia's leading Catholic schools for boys. For 95 years, St Kevin's has produced young men schooled in the tradition of Edmund Rice in their Catholic faith, prepared to make a difference in Australian society.

Our success as a school will be measured by how influential the values we place before the boys are part of their lives five, ten and twenty years after school. The "acid test" will be whether in work, relationships or the community that an SKC student will be discernible because he takes decisions based on the "Good News". Our success as a school, a Catholic school in Edmund's tradition, will not, I believe, be determined by the number of leaders we produce in industry, the professions or trades. We should be judged as a successful school if the successful men who are Kevinians accept that they have a responsibility not simply to be successful personally but to act so that their giftedness and success enrich the lives of others. Only when our men believe that the norm as a barrister or surgeon is to act "pro bono" in some instances, or are the accountant who finds time to do the books for a charity, and converse with and advise the stranger seeking solace will we be able to say St Kevin's is a successful school. Many of our Old Collegians and our current students give me great hope that we will be judged favourably in the years ahead.

The boys of St Kevin's enjoy coming to school and their connectedness to our community continues well into their adult life as 'Old Collegians'. To be part of the St Kevin's family is a gift that calls on each of us fortunate to be part of this family, to use our talents to the full.

## College Board Report

2017-year was in many respects a transformative year for St Kevin's College. In an ever-changing and challenging external environment, the College continues to enjoy record levels of enrolment and set high standards in delivering a holistic education for the boys through a variety of experiences beyond traditional academic pursuits. An education that celebrates excellence across all fields of endeavour equally, be they academia, the arts or sport, and, does so in an environment true to the Touchstones of an Edmund Rice education. In the true spirit of blessed Edmund Rice, the measure of success from a St Kevin's education continues be that the College delivers to the world well-adjusted young men with clarity of purpose coupled with a sense of duty and obligation to give back to their communities.

### The Board

Appropriate rigour in Board processes is necessary to meet the changing external compliance and risk environment we face as an educational institution. As a Board we are on a journey of continuous improvement. After a few years of considerable change, 2017 was a year of stability in the Board composition. Our Board continues to focus on supporting our Headmaster and Leadership team in the delivery of a wonderful education experience for boys with, as always, a strong focus on social justice and community inclusion. The marvellous, and often worldly opportunities our boys enjoy, carry with them experiences that often test their tolerance for the unknown. As part of our governance duties and prudent oversight that one would expect, it is our duty that these real life's experiences carry the right balance between measured risk and a wonderful learning experience. Accordingly the focus of the SKC Board continues to be on enhancing our understanding of what is an appropriate risk management framework that delivers due care to the boys, but enables them to learn & grow from the experience.

The Board sub-committee structure works extremely effectively ensuring all Board members are sufficiently informed on the substantive issues of the school. My thanks to the chairs of these sub-committees, Mr Craig Meade (Finance), Mr John Lincoln (Property) and Mrs Kate Clark (Governance & Risk) for the wonderful work they have done in helping drive the continuous improvement process of the Board.

### The Leadership Team

I would like to extend my admiration and thanks to the St Kevin's College Leadership Team who ensure the College delivers a consistency of quality outcomes. Particular thanks to our Headmaster, Mr Stephen Russell who continues to show exceptional leadership in setting his usual high standards across all facets of College life. I would also like to thank and bid farewell to our Deputy Headmaster, Mr Bill Doherty. His contribution to St Kevin's during his 4 years in the role will be remembered fondly and we wish him well with his appointment as Principal at Xavier College. Bill's departure sees the appointment of Ms Janet Canny as the first female Deputy Head at St Kevin's in 2018. Janet's appointment is testimony to her wonderful work in the College Leadership Team over a number of years. She is an exceptional educator with a strong commitment to the pastoral care of all the boys. On behalf of the Board, we congratulate Janet on her appointment and wish her every success in the role.

### Building Program

2017 was also a high water mark for significant capital works at the College. In addition to the signature development of the Tooronga Sports Fields, opened in June, we also saw the opening of the new decking adjacent the Smith Building, "Plaza del Espiritu Santo", as well as completion of the extension to the Chapel of St Kevin. Whilst the decking and Chapel works are great additions to St Kevin's, it is the opening of the Tooronga Sports Fields that constitute a truly transformative project for the school. The need to secure additional sporting grounds has been a strategic priority for a generation. To now have such exceptional facilities in such close proximity to the school is the best possible result.

It is not only testimony to the hard work of our Headmaster and our Property committee, but in particular the tenacity and professionalism of our recently retired Bursar, Mr Ray Tyrrell. Ray retired in July this year after [17] years of outstanding service to the College. Among his many responsibilities as Bursar, Ray also oversaw an unprecedented level of capital works at St Kevin's that included not only these recent additions, but also the Wilding

Centre, Kearney West extension, Boyd-Egan Hall and the McMahon Music Centre to name a few. These works literally and figuratively transformed St Kevin's and as a community we owe Ray and great debt of gratitude for his contribution.

### **The St Kevin's Identity**

In a world where the modern media is consumed by the politics of identity and the census data tells us that those who identify as Christians will soon be a minority in Australia, it is worth reflecting upon what makes up the identity of St Kevin's and why our identity is so important. In a spiritual context, the St Kevin's identity defines our very essence as Christians.

Conversely the phrase, "identity politics" is almost used in some sections of today's media as a pejorative term. Rather than being a source of unity, the "identity" in this context is often a source of division where some groups are classified as victims and others as villains, where only certain views are tolerated and anyone with a contrary opinion to the preferred narrative is shouted down. Debate is not entered into as it is far easier just to silence critics.

The point to reflect upon here is that "identity" can be a source of great good and inclusion or it can be a source of division. Thankfully the identity of St Kevin's and that of Edmund Rice Education is the former. In particular the EREA Touchstone of "inclusive community" reinforces to our boys that the measure of their success is what they give back to society. The St Kevin's identity is overwhelmingly a source for good in society and something we should all be justifiably proud of.

## Education in Faith

### Goals & Intended Outcomes

Goals	Intended outcomes
<p>Recognising the liberating power of education, foster an enduring love of learning and strive for excellence in learning through engaging programs and quality teaching.</p>	<ul style="list-style-type: none"> <li>• That students will make connections with their Catholic identity and the Edmund Rice tradition; living out their faith in ways that are just and contributing to their society.</li> <li>• That the experience of prayer and liturgy will grow as meaningful and essential elements of the lives of students, staff and families.</li> </ul> <p>Catholic Culture Index</p> <ul style="list-style-type: none"> <li>• for students to increase to at least 85 (from 78 in 2014).</li> <li>• for staff to increase to at least 85 (from 78 in 2014).</li> </ul> <p>for parents to sustain in the range of 81-85 (81 in 2014).</p> <p>Make the importance of faith explicit in every aspect of the life of the College.</p>

### Achievements

The highlight of the year, without doubt, has been the wonderful renovation and extension of the Chapel of St Kevin. The chapel has always been at the heart of the school, both physically and figuratively speaking. Since its refurbishment, it has become even more the hearth in our home. It can now seat over 300 people, so it has caught up with our growth. More than that, it is now more light, airy and spacious. Its large new windows make it feel closer to nature. The light beside the tabernacle is now visible not just in the chapel but in the yard outside as well, a reminder that God reaches into our lives wherever we happen to be. The chapel now features three superb works of indigenous art: *Land and Spirits* by Linda Syddick, *Ganalbingu Ceremony Story* by Charlie Dijrritini and *God Gave his only Begotten Son* by Audrey McCormack. Each of these works has a story of its own. *Land and Spirits*, for example, is the work of a woman born in the 1930's in the Gibson Desert. Linda's tribe did not have contact with Europeans until 1945: her work puts us in touch with an ancient spirituality. The chapel of St Kevin has become an even more inviting place, a building that reflects the warm and spacious invitation that God extends to us all. The work of ministry at St Kevin's is very much about making that invitation real in the lives both of our students and the people they serve.

We are blessed with a fine ministry team at St Kevins, led by Mrs Alice Power (dean of mission) and Mr Michael McGirr (dean of faith) as well as Mrs Jacinta Sheridan, Mr Michael Junkovic, Mr Luigi Spada, Mr Joseph Keenan, Mr Chris O'Connor as well as Mr Paul Roberts (Waterford) and Mrs Robyn Roland (Glendalough). We have been very much by the arrival of Mr Denis McKinnon and Mr Steve Cain. But ministry is the work of everyone at St Kevin's. You get a strong sense of this on occasions such as our staff reflection day at the start of Spring. This year, the day took place at the Richmond Football Club, home of Year 7 for the Melbourne Indigenous Transition School (MITS). We invariably find that we all have a great deal to share. The ministry of teaching takes us all into deep waters, teaming with life.

Retreats

Every boy in the senior school at St Kevin's undertakes a retreat in the course of the year. Each retreat has a theme connected to the idea of 'home' in the deepest sense of the word. In Year 7, the theme is 'Finding a home in the faith community of SKC'. This retreat takes place at the very start of the year and brings the spirit alive in several ways: bonding the class as a group, deepening the knowledge of the boys of each other, their pastoral leaders and the ministry team and giving the boys an introduction to the spirituality of St Kevin's. This year, recently graduated students assisted Year 7's. The boys received a Retreat Journal in which they reflected on some of the key issues of the day. This will accompany them throughout their retreat journey to Year 12. The boys were also helped by their OAP leaders who served lunch. The day finished in the Chapel where the boys received their St Kevin's Bible that will be a companion for them as they progress through their time here, and beyond.

In Year 8, we consider 'making a home in our broader faith community of Melbourne'. Moving beyond the gates of St Kevin's, the Year 8's begin their retreat day in Fitzroy at All Saints Church, accompanied by their Tutor and a Ministry Team person. From their starting point, the boys followed in the footsteps of St Mary of the Cross, visiting her birthplace before visiting the Mary MacKillop Heritage Centre. Here the boys deepened their understanding of Mary whom they study in Religious Education. The day concludes in the Cathedral, the hub in this city of the faith to which the boys are heirs.

In Year 10, the challenge is 'understanding those who are prevented from feeling at home'. The day focuses on those on the margins in our community. Drawing on the Social Justice unit covered in Religious Education, this retreat saw each Tutor group share in their own experience which involved guests who shared with our boys their work to support those most in need. Groups participated in workshops with the Asylum Seeker Resource Centre, Australian Community Support Organisation (ACSO), Ethical Shopping, Uniting Care, the Wurundjeri Tribe, Melbourne Magistrates Court, Frontyard Youth Homeless Services, Salvation Army and the Edmund Rice Mission Team.

For the Year 11 Christian Living Retreat, the theme is 'at home as an adult in mature relationships with myself, my family, my peers and God'. Students from St Kevin's, Sacre Coeur and Loreto, in eight groups, scatter from Queenscliff to Beauford to Rawson accompanied by over fifty staff. This retreat allows students to develop skills to reflect meaningfully on their relationships with their peers, families and God. This is a threshold moment in their lives as they look to their final year at school and beyond

For Year 12, we look at 'choosing life for the many places I am yet to call home.' The boys begin their last year at school with a retreat. This mirrors their first weeks in Year 7 which also started with their retreats – placing the retreat program at the beginning and the end of the boys St Kevin's experience. The Year 12's were joined at Newman College by a Christian Brother, Br Damien Price, who challenged the boys to consider the 'who not what'. The boys were led in reflections on the past and future by the Ministry team and their House Heads and Tutors. One of the highlights was the dinner which was attended by all the senior tutors and concluded, before Mass and Reconciliation, with fantastic singing led by Dr Barclay and accompanied by Dr McGee.

### **Ministry at Glendalough**

With the introduction of a new Religious Education Curriculum Framework there has been a slight change in the way we approach religious education at Glendalough. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, *Horizons of Hope*. The framework is designed to be interactive and practical and promotes the full flourishing of all learners. Central to this is dialogue, finding new ways to express the Gospel and having rich experiences of prayer. At Glendalough this year we have seen all three of these challenges in action.

There was dialogue surrounding topical events and world religions, particularly in the Year 5 and 6 Homerooms. The students were engaged in rich discussions and were given the opportunity to ask questions to clarify their thinking. This is played out at our Masses and liturgies where the students had the opportunity to express

themselves in prayer and song. During the mass at the end of Term Two, Years 5 and 6 students enacted the Gospel story of The Feeding of the 5000.

Prayer remains the focal point of the religious education program at Glendalough. This year, to complement the school prayer program 'Prayer Packs' have been introduced. Each prayer pack contains a children's bible, a candle, a blank prayer card for families to write a prayer and ideas for praying at home. The packs are taken home on a weekly rotation basis and on return the family prayer is included in a '*Glendalough Family Prayers*' book which is on display in the foyer.

The sacramental program at Glendalough includes First Confession in Year Three and First Eucharist in Year Four. The sacramental programs involve reflection days, information evenings and much teaching and learning, both in class and at home. The students are always very well prepared and there is much excitement in anticipation in the lead up to the receipt of the sacraments. The community of Glendalough supports the students in their preparation and many prayers are offered and handmade cards delivered.

Faith and Mission is central to all that happens at Glendalough. The students are imbued with the knowledge of the love Jesus has for each and every one of them. They are well versed in social justice and give generously of both their time and talents. This year we have been lucky to have Social Justice Leaders. The leaders are responsible for coordinating fundraising events for the many charities Glendalough supports.

#### **Ministry in the Middle school**

In Term One the annual Project Compassion appeal was extremely successful with the Year Eight students, raising considerable funds. Both Year 7 and 8 took an active part in Friday morning Mass with readings, altar serving, musical items and prayerful contributions. The liturgies that were held throughout the year were prepared and organised by volunteers. They reflected on the journey at St Kevin's College. The Gospel story of the Good Samaritan spoke to them as to how they welcome back the outsider into the Middle School community. The social justice activities were central.

#### **Ministry at Waterford**

All students of Waterford embraced many opportunities to be involved in social justice and ministry initiatives this year. Tutor Groups attended Friday Mass at St Ignatius each term. This allowed the students to become actively engaged in the prayers and reflections of the mass. The Year 9 Retreats were held at St Joseph's, South Yarra. These retreats were a special time for each tutor group to discuss and reflect on the traditional understandings of manhood. The retreat also gave them a chance to reflect on their life journey through to young adulthood with the assistance of Year 11 mentors. Each Tutor group participated in community service at "The Richmond Hill Food Bank", assisting in the unpacking of donated food for those in need. Project Compassion was a highlight of term one as each Tutor Group creatively raised money while engaging their peers through various fun challenges. On Good Friday thirty-six students went doorknocking for the Pied Pipers Royal Children's Hospital appeal, the valuable sum of \$8,066.45 was collected on the day. The Social Justice Committee consisted of tutor leaders and played a vital role in the launching and running of many projects. During Refugee Week we discussed how to welcome refugees and stand up to injustice. Our guest speaker on the day was Isaiah Lahai, a former refugee from the Republic of Sierra Leone. The Tutor captains then participated in a workshop with Isaiah. In Term 3, the students of Waterford participated generously in the 'Off you Back' Winter Clothes appeal. Thirteen students participated and enjoyed the annual charity soccer match held against the Doveton Special Soccer School. Many students got involved in the Forty Hour Challenge, living out of a back pack for 40 hours, despite only having just returned from Rice Camp. The students at Waterford continued to prove to be generous in heart and spirit always maintaining a warm sense of fun.

#### **Curriculum**

A significant effort this year has been made to focus our Religious Education curriculum to blend aspects of theory with the practical aspect of living a life closer to God. This has seen curriculum work more closely with liturgy, retreats and scripture. There has been an active encouragement of class time being spent in the Chapel. Every secondary year level, has updated the content being taught in line with the new pedagogy from Catholic Education

but also in keeping with the changing nature and needs of our students. There is a renewed focus on scripture and our boys are being called upon to reflect on the role of faith and the place for God in our lives.

### Liturgy

It was a great occasion once again as the full college gathered at St Patrick's Cathedral on February 19 to celebrate Mass for the opening of the school year. The music and singing bore witness to a great spirit. Our celebrant was Fr Michael Dyer who came from NSW especially to lead us. Fr Dyer is a former student of St Kevin's. After 37 years as a Christian Brother, he took a new path and was ordained only last year. He knows our spirituality intimately. Fr Dyer spoke of the pilgrimage his parents took many years ago to come from India to Australia and compared that with the pilgrimage Noah was asked to embark upon in a different ship. He said that we are all on a journey to answer the question Jesus put in the Gospel of the day: who do people say that I am? He said: 'Let us hear afresh this question today and let us commit, whilst 'on the way' during our 2017 academic year, to further exploring our answer to the most fundamental of questions. As a Catholic School Community in the Edmund Rice tradition, we have a divine imperative to examine this question together: 'who is, and who can Jesus Christ be for us, today?'

Liturgies at St Kevin's College are diverse in their nature and in the way they support our students. At St Kevin's College it is important to us that we have opportunities for prayer and worship, together as an Inclusive Community. So many people came to our Year 7 and 8 family mass on February 19 that many younger members of the congregation had to sit on the floor. Fr Hoa Dinh, whose nephews are at the school, entered very much into the spirit of the occasion by bringing along some papier mache figures he had made during his recent retreat. The figures reminded us of God's tenderness and how much God reaches out to love us, no matter who we might be. God doesn't bear grudges. It was a great message for any family.

We are grateful to the many priests who lead us in liturgy, especially Fr Dean Matheson OFM (Cap) who has said most of our Friday morning Masses, the central event in the weekly rhythm of our life of prayer. Special thanks are also owing to Fr Nguyen Viet Huy SJ, the parish priest of Richmond. We are also extremely grateful to Fr Brendan Hayes PP, Fr Dom Murphy OP, Fr Matthew Boland OP, Fr Hoa Dinh SJ, Fr Hien Vu, Fr Sacha Goldman Bermudez SJ, Fr Michael Dyer, Fr Tom Renshaw SJ, Fr Michael Head SJ, Fr Chris Horvat SJ, Fr Tro SJ, Fr Ferruccio Romanin SJ, Fr Michael Sullivan OSA, Fr David Ryan SJ, Fr John Martis SJ, Fr Michael Gallacher, Fr Len Thomas, Fr Chris Middleton SJ and Monsignor Greg Bennet VG.

On May 2, we marked Edmund Rice Day with the whole school gathered in the Wilding Centre. The Social Justice Captains from Glendalough made a special presentation based around the four touchstones of Edmund Rice Education, tying each one to a passage of scripture. Our celebrant for Mass was Fr Sacha Bermudez-Goldman SJ, a man with extensive experience working with refugees around the world. Fr Sacha asked:

*Are we happy or comfortable to be truly ourselves, or do we try to be someone else? Do we feel that others expect us to be someone different? Do you wish sometimes you could say to someone, "I know I'm not perfect, but can you just accept me as I am"? One of the greatest gifts we can offer to someone is to accept them, to care for them, to love them, just as they are. This is what Blessed Edmund Rice did with so many who came under his care.*

## VALUE ADDED

### Community Service

We have many Community service involvements, not least the continuing commitment of the whole of Year 10 to serve in what are now almost 100 separate placements every Wednesday afternoon. Along with their service, boys write weekly reflections on their experiences. For example, one week they were asked to write about what they had learnt about patience in the course of their Wednesday afternoon Community Service. Here are just a few of their stories:

- *A boy named Iggy was having trouble writing the letter 'd' and was unable to draw it. I spent about thirty minutes with him before he learned. It was frustrating because it was such an easy thing for me to do but I was patient with him. Finally, my patience paid off when he was able to write the letter.*
- *Community Service has asked me to be patient in the way in which I communicate and interact with the elderly. An example of this was when I was talking to a man named George who only ever asked the same question 'what school do you go to.' I had to be patient with him and still try to lighten his day.*
- *I help out at an early learning centre with children aged between 3 and 5 who can often be impatient, indecisive or just a bit slower at doing things which is more than understandable. An incidence which required great patience was when a boy named max refused to pack up and I was told not to do it for him so I had to be patient with him, settle him down and convince him to help out.*
- *One time I was playing a card game where the people with whom I played were taking an extremely long time to choose a card. However, the sooner I realized the importance of what I was doing, I realised that it was worth the patience.*
- *An incident which occurred was the time I had a conversation with John who is disabled. He is the only person from his group who can talk but in a very slow manner. It takes patience and time to ask him just the right question to which he can reply.*
- *There is a man named Digger who is wheelchair bound and struggles with moving his arms. When we played the ring toss game, it took a lot of his strength to throw the hoop even just a short distance. We had to be patient and encourage him. In other words, we had to stick at it and be faithful.*

### Vitae

In its fourth year, Vitae continued to develop social justice leadership for a number of successful applicants from the Year 10 cohort. This leadership was expressed in the boys' participation in the Middle School Study Sessions and complimented in the involvement in the Mother Son and Father Son evenings, the Year 10 VCE Information Evening, the Year 7 Orientation Day and Mental Health Week, among other activities. They helped Year 8s and new Year 7s with their orientation for a new year. The action groups focus on matters such as Indigenous Issues, Mental Health, Refugees and Animal Welfare. Each of these worked on promoting and raising awareness for their own focus which included running in the Melbourne Marathon, continuing our relationship with the Melbourne Indigenous School, adopting a Koala, Roger.

### Zimele

Now entering its tenth year, Zimele continues to challenge the St Kevin's family to respond to the needs of the poor of the world, especially in Africa. In Term One, hundreds took part in the annual walkathon. On August 26, well over 200 people filled the Smith Hall for our annual dinner. We were joined by many of the 120 young Old Boys who have now taken part in immersions to Africa. It was especially good to hear from the six members of the class of 2016 who had recently returned. Michael Hester spoke about his vision of faith that encounters the poor as our brothers and sisters, not just as economic problems. Another participant, Jack Fennessy, wrote 'since coming back home, I have a newfound appreciation for the education I have received. Unfortunately, many Kenyans will not get the same opportunity I did.'

Zimele was in full swing once again for the 24 Hour Challenge on the weekend of September 16 and 17, guided by Mr Nick Baff and a remarkable team including Ms Sarah Maple and Mr Peter Mitchell. Over 400 participants in 26 teams covered 2154 laps of the college ovals. Not to be outdone, 355 km were completed on the rowing machines and almost 1200 km were cycled. Bands played for the whole period. The total raised on the weekend was around \$25,000. This money will go towards the Education for Life ministry in Northern Kenya and the Star Support Group in Southern Sudan, both ministries that help people living with HIV/AIDS.

#### **St Vincent de Paul**

The school community has been extremely generous in their donations to the many charities which the St Vincent De Paul Society supports. This year Vinnies has taken part in many fundraising campaigns including that of the Project Compassion campaign raising funds for Caritas Australia as well as collecting money from the surrounding neighborhoods for the annual Good Friday Appeal. Along with this, the College's St Vincent De Paul society has contributed to the selling of Legacy badges to provide support to the families of our war veterans, played with the Doveton Special Soccer School and conducted many BBQ's in order to raise funds for Caritas Australia and St Vincent De Paul. The boys did a wonderful job raising awareness and funds for the Forty Hour Famine. New to the St Vincent De Paul program at the college this year was the "Have a ball day" where over 1000 balls were collected for Indigenous communities and the addition of the regular St Alban's tutoring which was a great success. We are especially grateful for the outstanding leadership offered this year

#### **Parent Enrichment**

The Parent Enrichment Program (PEP) is a terrific resource for parents of the St Kevin's College community. The PEP hosts a number of stimulating evenings each year with a range of guest speakers and topics. This year we heard from our counselling team on the issue of adolescent mental health as well as from Paul Dillon, an expert in the field of drugs and alcohol in the lives of the young. Samantha Thomas from Deakin University addressed the area of gambling, especially online gambling. This is an area of growing awareness. Dr Katie Heathershaw, a well-known paediatrician, made a presentation on the topic of "understanding brain development, risk taking and mental health'. All evenings were well attended and much appreciated. Special thanks is owing to Lindy Bufardeci and Jo Lawson who do a terrific job to co-ordinate the program.

#### **Parents Justice and Spirituality Group**

An invigorating new initiative this year has been the formation of a Parents Justice and Spirituality group. It is beginning to bring parents together who would like to work as a community to help those in need in various ways. We had a delightful gathering on the Feast of Edmund Rice where we shared a meal, catered by the Sorghum Sisters, and heard a talk by Fr Sacha Bermudez-Goldman SJ who had celebrated mass with the whole school during the day. Over 60 people attended. Project groups have begun to form in areas such as refugees, Bicycles for Humanity, Melbourne Indigenous Transition School (MITS), Zimele, Edmund Rice Camps and other possibilities as well. There will be opportunities for parents to get involved so look out for more news. Special thanks to one of our parents, Brian Garrone, for his efforts in helping to form this group.

## Learning & Teaching

### Goals & Intended Outcomes

Goals	Intended outcomes
<p><b>Recognising the liberating power of education, foster an enduring love of learning and strive for excellence in learning through engaging programs and quality teaching.</b></p>	<p>That learning growth in literacy and numeracy will be strengthened (across the curriculum).            That VCE outcomes will be strengthened and sustained at a high level.            That students will enhance their creativity and problem-solving attributes in learning.            VCE All Studies median: maintain a median study score of at least 35.            % of 40+ study scores: achieve and maintain 25% of study scores above 40.            NAPLAN average growth            Targets to be developed for each Year 3 and Year 7 cohort perhaps focusing on the growth of above average students e.g. 1.2 times the state average.            School-based testing (by cohort) to provide evidence of incremental growth e.g. PAT Reading - average effect size.</p>

### Achievements

The St Kevin's College teaching and learning principles emerge out of the EREA Touchstones and Catholic Education Melbourne's Horizons of Hope – and accompanying documents in Assessment, Curriculum and Pedagogy. It is our consistent goal that we recognise the liberating power of education, fostering an enduring love of learning, while always striving for excellence in learning through engaging programs and quality teaching.

Our continued intended outcomes are that:

1. Learning growth in literacy and numeracy will be strengthened (across the curriculum)
2. VCE outcomes will be strengthened and sustained at a high level
3. Students will enhance their creativity and problem-solving attributes in learning

To follow on from last year's Report, one of the chief ways in which we have tried to invigorate and sustain student engagement and student outcomes has been through the more targeted use of Professional Learning Goals among the whole staff from Glendalough to Waterford to Heyington. Our Dean of Professional Practice is at the heart of this process, which is being adopted by all staff at all levels and in all teaching areas. We have enhanced the implementation of a wide range of different strategies to ensure teachers are engaged in the process of Professional Learning. Peer-to-Peer Groups, Professional & Critical Reading Groups, Classroom Observations, Learning Walks, Targeted Coaching are the opportunities staff have to involve themselves in their own professional, life-long learning, all for the improved outcomes of the students at the College.

We have continued to focus, too, on collaborative practice, which continues to grow, and is enhanced and sustained by the professional learning process. Our Heads of Faculty and Department have become far truer learning leaders in the school community, driving curriculum and pedagogy far more than just being administrators. We are continuing to look at our models of leadership in the college – from Glendalough, Waterford and Heyington – to ensure all are given opportunities to lead in ways that develop individual's strengths.

At Waterford, partial implementation of the Waterford Teaching and Learning Paradigm was put into place during 2017, using English and Religious Education as the two trial areas of study. The staff who teach in these two areas have become very strong advocates for the Paradigm, and they have been the ones who have championed its success in terms of engagement for the students in Year 9. A great deal of writing and planning has gone into ensuring full implementation across all subject areas in 2018.

The students continue to provide teachers with feedback about their classroom practice. Our Student Feedback Surveys have been updated so that they are evolutionary documents that will enable teachers to target their own professional learning needs, as well as to continue to give students a voice in their school lives.

Along with our improved use of the Learning Management System at the school, our Digital Technologies Department has been invigorated by the appointment of a new Head of DT. Further opportunities are being given to students in Years 7 and 8 in 2018, which has come about because of the Victorian Curriculum documents.

The Year 12 cohort from 2017 achieved excellent results. It was, in reality, our second-best year of results on record. In the popular press, and on a range of educational websites, St Kevin's was ranked First in terms of Catholic Schools, APS Schools and Boys' Schools. We are particularly proud of the latter achievement, given the selective nature of Melbourne High.

NAPLAN testing in 2017 saw very strong results, especially (and importantly) in the matched student growth from Year 7 to Year 9. It remains a celebratory feature of our curriculum from P to 9 at St Kevin's that we do not teach to the NAPLAN tests; rather, we see it as important and authentic to include the Victorian Framework and Standards in our teaching and learning programs so that the students' results in NAPLAN, across the five assessment domains, will provide students, families and teachers with a true indication of student ability and growth.

While we are firmly of the view that, when students put in the effort, they will reap their reward and benefit, there are some other wonderful highlights worth noting for our St Kevin's College community in this forum.

- Three perfect 99.95 ATARs: Patrick Gigacz; Albert Shen; David Wang
- 15 boys achieved ATARs of 99 or higher (6.25% of the cohort)
- 28 boys achieved ATARs of 98 or higher (12% of the cohort)
- 64 boys achieved ATARs of 95 or higher (27% of the cohort)
- 111 boys achieved ATARs of 90 or higher (46.25% of the cohort)
- 171 boys achieved ATARs of 80 or higher (71.25% of the cohort)
- 

Based on our calculations, we expect the press to report that there were 31% of Study Scores 40 or higher across the suite of subjects studied in 2017.

A number of excellent results were realised in the following subject areas, where the subject-specific student cohorts achieved between 25% and 39% of Study Scores 40 or greater:

Biology	32%
Chemistry	25%
Economics	36%
Ancient History	30%
Legal Studies	37%
Further Mathematics	25%
Specialist Mathematics	26%
Music Performance	38%
Physical Education	31%
Psychology	35%
Theatre Studies	25%

In some other disciplines, students earned even more outstanding results, where the subject-specific student cohorts achieved 40% and higher of Study Scores above 40:

Accounting	45%
English as an Additional Language	100%
English	49%
History : Revolutions	44%
IT Software Development	44%
Literature	55%
Studio Arts	47%

There is always much to celebrate in specific subject areas where the boys and academic staff work so hard with one another to ensure success in the internally-assessed coursework throughout the year and, of course, in the Written Examinations. It is proper that we recognise those students who achieved a raw Study Score of 50 in one or more of their subject areas. There were 17 perfect Study Scores this year, which is a laudable achievement for those fellows who managed this outstanding feat.

Alexander Phan	Biology
David Wang	Chemistry
Benjamin Toohey	Economics
Dante Di Paolo	English
Vikash Yogaraj	English
William Harris	English
Patrick Gigacz	English
Samuel Ellul	English
Jordan Smith	English
Thomas Pollock	Legal Studies
Gilbert Battistella	Further Mathematics
David Wang	Specialist Mathematics
Albert Shen	Specialist Mathematics
Giles Feltrin	Mathematical Methods
Albert Shen	Mathematical Methods
Je Min Suh	Mathematical Methods
Samuel Crowe	Physical Education

Each year, too, we publish the names of those students who achieved the highest Study Score in each subject that St Kevin's offers. Many of these boys will be presented at our Formal Assembly in 2018, which will be a wonderful way to help open our Centenary year.

Accounting	Hugh	Carroll	49
Biology	Alexander	Phan	50
Business Management	Nathan	Shannan	47
Chemistry	David	Wang	50
Product Design & Technology	Simon	Harris	46
Economics	Benjamin	Toohey	50
English	Dante	Di Paolo	50
English	Vikash	Yogaraj	50
English	William	Harris	50
English	Patrick	Gigacz	50
English	Samuel	Ellul	50
English	Jordan	Smith	50

Geography	Jackson	Ward	45
History Revolutions	James	Du	47
History Revolutions	Lachlan	McKay	47
Ancient History	William	Vanderslik	44
IT Software Development	Thomas	Bufardeci	49
Literature	Patrick	Gigacz	47
French	James	Robertson	43
Mandarin	Alan	Zhang	37
Japanese	Akira	Abe	42
Legal Studies	Thomas	Pollock	50
Further Mathematics	Gilbert	Battistella	50
Specialist Mathematics	Albert	Shen	50
Specialist Mathematics	David	Wang	50
Mathematical Methods	Giles	Feltrin	50
Mathematical Methods	Albert	Shen	50
Mathematical Methods	Je Min	Suh	50
Music Performance	Joshua	Park	47
Physical Education	Samuel	Crowe	50
Physics	Benjamin	Byrnes	46
Global Politics	Maxwell	Thomas	46
Psychology	Thierry	Fong	47
Psychology	Matthew	Lynch	47
Religion & Society	Patrick	Daly	36
Studio Arts	Thomas	Pollock	46
Theatre Studies	Michael	Lew	43
Visual Communication Design	Henry	Leng	43

Once again, our student leaders were such important and generous advisers to the College, mentors to their peers and servants to the community. The results of Captain, Matthew Lynch, and Deputy Captains, Andre Coten, Dante Di Paolo and Patrick Gigacz, were outstanding. Our student leaders played sport, acted, sang, debated and were active in social justice. May many St Kevin's boys follow their example in studies and in school life!

Offered here are the names of those boys who achieved an ATAR between 98.00 and 99.90. Their portraits and biographies will adorn the walls of the Kearney Building as the Year 12s of 2018 climb their way to the Albert Street Study Centre.

Patrick	Gigacz	99.95
Albert	Shen	99.95
David	Wang	99.95
Benjamin	Toohey	99.85
Maxwell	Thomas	99.7
Benjamin	Byrnes	99.65
Dominic	Holden	99.6
Je Min	Suh	99.6
Jacob	Mackenzie	99.4
Dante	Di Paolo	99.3
Samuel	Ellul	99.2
Andrew	Ng	99.15

James	Robertson	99.15
Hugo	Mitchell	99.05
Thomas	Pollock	99
Matthew	Lynch	98.9
Finley	Tobin	98.85
Nicholas	Boal	98.7
Darcy	Grace	98.65
William	Harris	98.65
Dominik	Jamriska	98.65
Angus	Tighe	98.65
Michael	Kennedy	98.55
Fraser	Langton	98.45
Harrison	Giavis	98.4
Aidan	Trinh	98.35
Mitchell	Burgess	98.05
Lachlan	McKay	98

The College is certainly fortunate to have so many fine Year 12 teachers whose care for, and interest in, the boys' academic accomplishment is uppermost in their minds. There is something very demanding about teaching Year 12; but, the teachers work very closely with each of their students to afford them every possible chance of success. We are so grateful for their drive, their dedication and the extra mile they go to work with their Year 12 charges. As is the case, when Year 12 cohorts achieve so well, the class of 2017 showed us how working together counts for so much: each of the boys saw their studies as important and as a way of opening doors to their future lives beyond the school gates. To complete the VCE with 240 friends and peers gives each individual student such a sense of camaraderie, of collegiality and of shared commitment. We wish each of our – now – Old Collegians every success as their personal narratives continue to take shape, praying that they will always be men for others through their university, workplace and professional lives.

#### STUDENT LEARNING OUTCOMES

St Kevin's	Reading	Writing	Spelling	Gr & Punct	Numeracy	TOTAL	AVERAGE
Year 3	510	465	467	526	498	2,466	493
Year 5	549	502	518	540	543	2,652	530
Year 7	606	577	584	593	615	2,975	595
Year 9	630	622	625	623	669	3,169	634

#### STUDENT LEARNING OUTCOMES – NAPLAN 2016-2016

2016	Reading	Writing (Pers)	Spelling	Gr & Punct	Numeracy	Total	Average
Year 3	491	463	470	500	477	2,401	480
Year 5	563	523	528	557	563	2,734	547
Year 7	601	578	584	603	628	2,994	599
Year 9	641	616	623	641	677	3,198	640
						Total Average	567

2015	Reading	Writing (Pers)	Spelling	Gr & Punct	Numeracy	Total	Average
Year 3	454	438	443	475	445	2,255	451
Year 5	571	513	535	557	561	2,737	547
Year 7	605	574	585	606	615	2,985	597

Year 9	640	625	626	641	678	3,210	642
						Total	559
						Average	

### POST-SCHOOL DESTINATIONS

Total Number of Year 12 students	241
Total Offers	237
Students who applied but received no offer	0
Students who did not apply	4
University Offers	231
TAFE Offers	3
Offers from Independent Tertiary Colleges	3

### Tertiary Offers by Field of Education

(University & TAFE offers included; double degrees counted twice)

Management & Commerce	(-2)	(+10%)	113	47.7%
Society & Culture	(-8)	(+2%)	54	22.8%
Natural & Physical Science	(+9)	(+6.5%)	36	15.2%
Engineering/Related	(+11)	(+7%)	32	13.5%
Architecture & Building	(+6)	(+4%)	21	8.9%
Creative Arts	(-9)	(-1%)	21	8.9%
Health	(-5)	(+0.5%)	21	8.9%
Information Technology	(+2)	(+2%)	11	4.6%
Education	(+3)	(+1%)	4	1.7%
Agriculture & Environment	(-2)	(-0.5%)	2	0.8%

## Student Wellbeing

### Goals & Intended Outcomes

Goals	Intended outcomes
Growth in our culture where relationships promote positive behaviour and improved learning outcomes, and enhance our capacity to develop the holistic character of our boys.	That the wellbeing and holistic character of all students continues to grow.  Student Wellbeing Index to increase to 85 by 2018 (77.6 in 2014)

### Achievements

1. Expansion of After-school Study Programs and support of students by employment of Old Boy Tutors
2. Introduction of student Tutor Group Leaders in Years 7 and 8
3. "White Ribbon Week" awareness campaign and fundraising was conducted
4. Further development of role of Dean of Senior School
5. Introduction of meeting of Deans of School every term
6. Expansion of "Momentum" and "Seed" Programs with a key focus on wellbeing issues
7. Increase in lunchtime activities for students conducted by prefects and officers
8. Re-instigation of lunchtime meetings of House Heads with Dean of Senior School to discuss pastoral concerns
9. Year 5 and 6 Father and Son Cooking Classes held
10. Drug expert Paul Dillon presented to students, staff and parents
11. Driver education programs, "Keys Please", "Fit to Drive" and "Looking after your Mates" conducted for Year 10 to 12
12. Mental Health Week activities and guest speakers at all College campuses
13. Retreat Days held for all senior students
14. Yoga classes offered to students and staff at lunchtime
15. Resilience Survey conducted across all campuses
16. Writing and printing of "Teenagers and Anxiety- a Guide for Parents"
17. Presentation by Victoria Police Frontline Tasking Unit on young people and drugs, alcohol, driving and social media to Pastoral Committee
18. Social and Emotional Learning lessons conducted at Glendalough

#### Attendance

Rolls of attendance are maintained and checked daily. Tutors are required to electronically mark a roll at the commencement of each day. Teachers are required to electronically mark a roll in every class throughout the day, at every level. A Daily Absentee Report is issued through the Front Office in the morning and again in the afternoon and sent to staff members. The reason for the student's absence or late arrival to school is noted. If a student is absent but there has been no notification from parents by 10am, contact is made with home. Parents are informed of this procedure in writing at the Parent Information Evenings at the commencement of each year.

Senior Pastoral Staff have the responsibility of reading and responding to the daily roll. A tally of absences and late arrivals is issued regularly and concerns are responded to as appropriate. Parents are informed of each student's tally of absences and late arrivals on the Student Report, issued at the conclusion of each semester. SIF Data collected over the last 4 years indicates very strong student connection to school and high motivation to learn. These characteristics are reflected in the high attendance rates at the College.

## VALUE ADDED

The operationalization of the program seeks to strike a balance between these elements as boys experience a range of lectures, workshops, and guest speakers associated with the delivery of materials. At times topics, selected in consultation with House Heads and senior Leadership Team, are focused on individual year levels, whilst on other occasion it is deemed more appropriate and pragmatic to speak to whole House groups.

In 2017 'My Manliness' was the overarching theme for Momentum and hence all lectures and workshops were derived accordingly. Underpinning this theme were topics such as: 'Building and Accepting the Imperfect Man', 'Man Maintenance', 'Good Sportsmanship', 'Finances and the Modern Man', and 'Man About Town- the essence of good relationships'. Implementation of the program allowed the involvement of all House based tutors and at times, Assistant House Heads to speak at whole senior school assemblies. Senior boys, Tutors, House Heads and other academic staff were surveyed at the conclusion of each topic to facilitate reflection and review.

The Seed Program at year 7 and 8 is an interactive series of lessons that covers a diverse range of topics. The program aims to have students look at social, emotional and wellbeing topics to help develop their understanding of themselves and an acceptance in the differences of others.

In 2017 the topics looked at included, racism, sexism, body image, healthy eating, good study habits, stress management and exam preparation skills. The structure of the Seed Lessons is teacher centered with Tutor Group teachers leading the students through group discussions on a topic during a 45 minute lesson. Multimedia and IT are used as tools to help engage students and as a way of encouraging group discussion. The topics of our lessons are communicated with our parents via the year level portal page with a view that the parents can continue the conversation at home. Our goal is to keep changing the topics included in the program to make it relevant to the needs of our year 7 and 8 students. The Middle School Pastoral team believe that the Seed Lessons do have a positive impact on our students as we are covering topics that focus on the student's social and emotional development.

## STUDENT SATISFACTION

The College did not participate in School Improvement Surveys in 2017

## Child Safe Standards

### Goals and Intended Outcomes

The vision of St Kevin's College is that our school is a safe and supportive environment that ensures the wellbeing of all students. Throughout 2017, we have sought to embed the 7 strategies outlined in Ministerial Order No 870 in the policies and practices of the school. Professional boundaries have been reinforced with employees and obligations regarding the protection and care of students have been highlighted. Staff have been made aware of the expectations outlined in the EREA Code of Conduct and of Reporting and Responding procedures.

### Achievements

The 2017 Plan of Action included a focus on student voice in the College. Promoting the participation and empowerment of students is a critical strategy in ensuring their wellbeing and safety. Education about healthy and respectful relationships and the development of resilience was also provided. Child safe matters were addressed at College assemblies and in forums where students were involved. Opportunities were sought for students to contribute to discussion and decision-making. The following list highlights formal student-contribution at the College-

- Student led school based Action Groups at Glendalough
- Year 7 and 8 Tutor Group Leaders
- Year 9 Class Leaders and Campus Captains
- Year 10 Vitae Leaders
- Year 11 OAP Leaders
- Year 12 Prefects and Officers
- Years 10 to 12 House Committees
- Years 10 to 12 Student Voice Committee

These structures provided opportunity for direct and specific involvement of students throughout the school and enabled students to contribute to the planning and implementation of a range of initiatives. Students met regularly with staff in each of these forums.

The Student Voice Committee achievements in 2017 included a proposal for a new student leadership structure at Year 7 and 8, briefing of architects before plans were drawn up for the refurbishment of Wilding Centre and Pavilion changing rooms and toilets and renovation of Undercroft changing rooms and toilets, redesigning of House locker

bays to ensure more effective supervision by House Heads, and a review of College Rules and Code of Conduct. The students received information on Child Safe matters and they were briefed on current issues impacting on schools.

The embedding of policies and commitments into everyday practice-

1. Presentation to staff at commencement of the school year on Child Safe practice, with a focus on classroom management, duty of care, communication with students and staff identification.
2. Review and update of Complaints Policy (draft)

Training of teachers, non-teaching staff and volunteers-

1. Induction process for Old Boy Tutors and Sports coaches in Child Safe requirements
2. Improved 'signing-in' procedure for all visitors and school contractors
3. Staff presentation on Reportable Conduct Scheme by Child Safe Officer

Consultation with the community

1. Headmaster's address on Child Safe matters at Parent Information Evenings
2. Information on Child Safe issues and contact details of Child Safe Officer published in College newsletter
3. Parent body informed of process to obtain a Working With Children Check and encouraged by Headmaster to do so

Human Resources practices-

1. Statement of Commitment to Child Safe placed on all College advertisements for all employment positions
2. Key questions around knowledge of Ministerial Order No. 870 and Child Safe Practice asked of all applicants for employment positions
3. Written records maintained of all referee checks completed on candidates for employment positions

Student participation and empowerment strategies-

1. Expansion and contribution of Student Voice Committee
2. Address at College Assembly on Child Safe practices
3. Introduction of Years 7 and 8 student leadership program
4. Circle time in all homerooms at Glendalough
5. Student Leadership Formation Day for Year 5 students, including online survey

Child safety – Risk Management approaches.

1. Student Surveys regarding feedback to teachers across all campuses, from Year 3 to Year 12
2. Review of Year 10 Community Service Program and completion of written risk assessment report on all venues.
3. Child Safe documents distributed to all Work Experience providers.
4. Appointment of Risk and Compliance Manager
5. Capital Works- Replacement of brick internal classroom walls with glass in Smith Building and in House locker bays

## Leadership & Management

### Goals & Intended Outcomes

Goals	Intended outcomes
<b>Inspired by a vision of servant leadership, sustain a vibrant and accountable professional learning community, guided by a shared mission, informed by best practice and committed to continuous improvement.</b>	That the College's Organisational Climate and Teaching Climate will continue to strengthen. Organisational Climate Index (whole College) to increase to 70 by 2018 (61.4 in 2014) Teaching Climate Index (whole College) to increase to 82 by 2018 (76.1 in 2014)

### Achievements

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2016

Training Course Title	Training Provider
2017 Careers Practitioners Seminar for Uni of Melb.	Uni of Melb
2017 Gender in Leadership Forum	EREA
2017 VCE Music Teachers Conference	AME
4th National Conference Boys Education	Critical Agendas
5th National Coaching in Education Conference	GCI & CSE
AARE AGM	AARE Vic
ACHPER (Victoria) Conference	ACPER
ACU Career Practitioner Semina	ACU
ADMIS Conference	ADMIS
Advanced Restorative Practices	CEM
Annual Training and Review Meeting 2017	Career Avenues
Artists in Demand	Bendigo Art Gallery
Asthma Update: Thunderstorm Asthma	DHS
Briefing VCE Northern Hemisphere	VCAA
Bronze Medalion Update	Lifesaving Victoria
Capital Maths	Aust. Accoc. of Mathematics
Career Practitioner Day	William Angliss
Career Practitioner Forum	Vic. Uni
Career Practitioners Seminar	Swinburne Uni
Careers Advisers Teachers Conference	Uni of Sydney
Catholic L'ship: Inspiring Leaders in a Globalised 21st Cent	ACU
Catholics against human trafficking	CEM
CDES Psychology	CDES
CEAV Conference	CEAV
CEM School Nurses Meeting	CEM
Chemistry: Unit 4 Food	RACI & VCEC
Computing Informatics	VCAA
Comview 2017	VCTA
Concussion Symp - Advances in Understanding and Manage	AFL
CopYearight Restrictions in Libraries & Archives	SLAV

Cultural & Methodological Course	RMIT
Discovery - Aust Physical Ed, Health & Sport Ed Conference	Peak Phys Ed
Education Outdoors	Outdoor Ed
Education Outdoors Conference	Outdoors Vic
Effective Leadership Skills for All Coordinators	Critical Agendas
Effective Mentoring Program	Vic University
Effectively Handling Hard Conversations	Critical Agendas
English Day VATE	VATE
Hawker Brownlow Thinking & Learning Conf : Develop PLACs	Hawker Brownlow
Holmesglen Career Practitioners Seminar	Holmesglen TAFE
Home Economics Victoria (Membership)	Home Economics of Victoria
IBSC - Australasia Academic Care Conference	IBSC
Adobe InDesign	ISCD
Insights into preparing students for EAL Exam	Ticking Minds
Latrobe University Careers Practitioner Seminar	La Trobe Uni
Leading Teacher Growth: Middle Leadership the Key	Critical Agenda
LEGO Mindstorms EV3 Robotics	Moore Educational
Let's Talk	EREA
Life and Death in Art	Bendigo Art Gallery
Literacy Course - EAL Students	Monash Uni
MADA Design Thinking Workshop	Monash Unit
Make the most of Adobe Software in the Classroom	Adobe APAC
Maker Space Conference	DATTAVIC
MAV Conference 2017	Maths Assoc. of Victoria
Meet the Assessors	VATE
Melbourne Careers Advisers Breakfast	Bond Uni
Melbourne City Experience	Melbourne Arts Centre
Mental Health in Schools Conference	Propsych
Middle Years Drama	Drama Victoria
National Education Summit	MAV
New Student Services Coordinators Meeting	CEM
New Study Design Presentation	Vic. Commercial Teachers Assoc.
Online - EREBB Leadership Certificate	CEM
PD for School Box User Forum	School Box
pests and Protecting your archive	ASAVS
Preventing Burn Out	Bouverie
RASNET Annual Conference	RASNET
RE Leaders' Network Day	CEM
Reading Matters 2017 Conference	State Library of Victoria
Reportable Conduct Scheme: Understand your respons	Child Wise
Restorative Practices - Advanced skills training	CEM
RMIT 2017 Career Advisers Seminar	RMIT
School Box Meeting	Schoolbox
School History and Library Resources	ASA
Short Course on the Sacraments	CEM
STEAM	STEAM
Swinburne Careers Practitioners Seminar	Swinburne Uni
Teaching for Creativity in the 21st Century School	Deloitte
Teaching spelling meaningfully at Years 5-9	Ticking Minds
strategies and resources for vocab instruction	Ticking Minds
The Gifted Education Marketplace Day	CEM
Time Management	ACU

Unit 3 Examiners Report	HTAV
VATE 2017 State Conference	VATE
VCAA 2017 NAPLAN	VCAA
VCE Accounting Teachers Professional Development	Deakin Business School
VCE Chemistry Teachers Conference	STAV
VCE Geography Conference	GTAV
VCE Global Politics Exam Workshop	SEV
VCE Legal Studies Conference	VCTA
VCE School Leaders Briefing	VCAA
VCE Units 3/4 SAC Writing Webinar	VCAT
Vic. School Archives SIG: Social Media and School Archives	Aust Society of Archivists
VTAC Briefing	VTAC
Workshop - Primary Literacy	Teachers Across Borders Australia
Workshops in using Theatrical Pedagogy to improve Literacy	Drama Victoria
Yarra Careers Group (Network)	Yarra Careers Group
Year 10 English Day: Strategies, Resources and Unit Ideas	Ticking Minds
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$540</b>

### TEACHER SATISFACTION

The College did not participate in School Improvement Surveys in 2017

## College Community

### Goals & Intended Outcomes

Goals	Intended outcomes
<b>To extend to all members of the College a strong sense of belonging and to care for, support and encourage all in the community.</b>	That parents' engagement in their sons' learning journey will be strengthened.  Community Engagement Index to increase to 82 (75.7 in 2014)

### Achievements

St Kevin's College takes great pride in the manner in which its community is involved in College life. Students, Parents, Staff, Old Collegians and Past Parents are all very active in the College Community. There are twenty two Parent Association, consisting of past and current parents. The Old Collegians sporting clubs continue to flourish and expand with new groups providing numerous opportunities for old boys. The Old Boys Football club is now the biggest club in the Amateur Football League. The Old Collegians committee is currently planning several initiatives which will allow old boys to continue their community service, which was a very significant part of their school life.

College functions continue to be well supported with many sporting associations holding functions which sees the Smith Hall at capacity. Events, such as the Annual Art Show, continue to attract large numbers of current and former parents and students. The numerous Productions, Debating Nights and weekly Sporting fixtures are very well attended by parents, students and staff. It has become a feature of the College that each Tutor Group in the secondary part of the College attends at least one cultural event to both support their peers and also foster community within the Tutor Group.

The weekly newsletter, quarterly Omnia, the Web Page and the Portal promote a sense of Community throughout the College. The community appreciates this connection with the College.

Preparations have begun to celebrate the College Centenary in 2018. This has given further opportunities for the Community to be involved with a number of committees organizing various events for the Centenary.

## VALUE ADDED

SENIOR SCHOOL SPORT 2017							
Summer Sport	7	8	9	10	11	12	Total
Basketball	34	24					58
Rowing		58	47	26	20	16	167
Cricket	56	50	36	34	33	19	228
Tennis	47	48	57	87	63	52	354
Swimming	20	11	18	12	11	6	78
Diving	8	4	3	4	2	1	22
Badminton	2	1	7	11	7	15	43
Futsal	38	16	22	10	27	35	148
Lawn Bowls				6	12	9	27
Martial Arts	9	8	2	8	6	6	39
Gymnastics	3	1		2	2	3	11
Squash			4	1	5	16	26
Table Tennis	9	6	13	8	9	11	56
Volleyball	5	2	25	13	39	16	100
Touch Football	16	16	23	21	17	23	116
Summer Athletics	1		2	5	2	8	18
Cycling	3	8	2	5	7	5	30
Exemption				3	1	1	5
Unallocated	1				2		3
Golf	3	3	6	2	1	3	18
<b>Total</b>	<b>255</b>	<b>256</b>	<b>267</b>	<b>258</b>	<b>266</b>	<b>245</b>	<b>1547</b>

Winter Sport	7	8	9	10	11	12	Total
Basketball	35	44	48	57	43	59	286
Cross Country	9	8	9	9	9	9	53
Football	84	89	81	80	90	65	489
Hockey	24	20	20	17	25	24	130
Rugby	22	26	31	20	24	23	146
Soccer	77	66	73	66	62	50	394
Table Tennis		1	3	3	8	10	25
Exemption	3	1	2	6	5	5	22
Umpiring							0
Unallocated	1						1
<b>Total</b>	<b>255</b>	<b>255</b>	<b>267</b>	<b>258</b>	<b>266</b>	<b>245</b>	<b>1546</b>

Junior School Sport 2017		
	Year 5	Year 6
CRICKET	51	32
TENNIS	50	42
TABLE TENNIS	20	30
SWIMMING	19	8
AUSTRALIAN FOOTBALL	84	54
VOLLEYBALL	22	30
NETBALL	12	12
CROSS COUNTRY	21	19
BASKETBALL	57	31
HOCKEY	23	25
EUROPEAN HANDBALL	17	17
TOUCH RUGBY	30	47
ATHLETICS	36	10
SOCCER	44	42
BADMINGTON	24	22
WATERPOLO	33	29
LAWN BOWLS	17	7

## MUSIC

The individual music program attracted 580 boys in 2017.

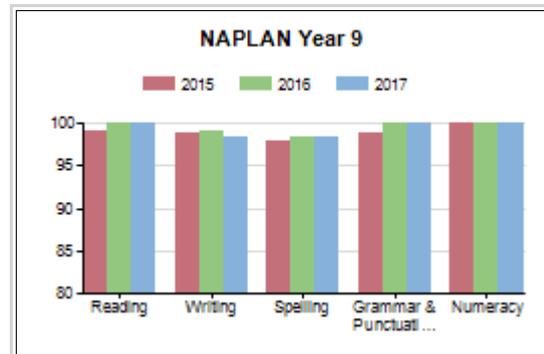
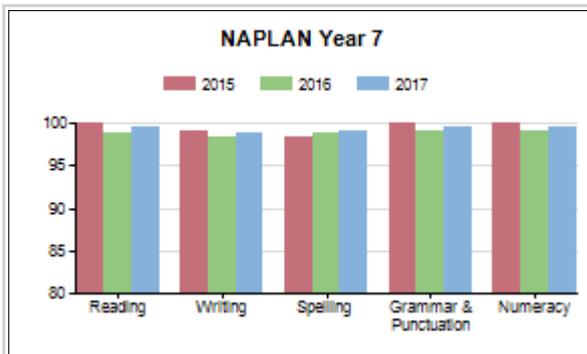
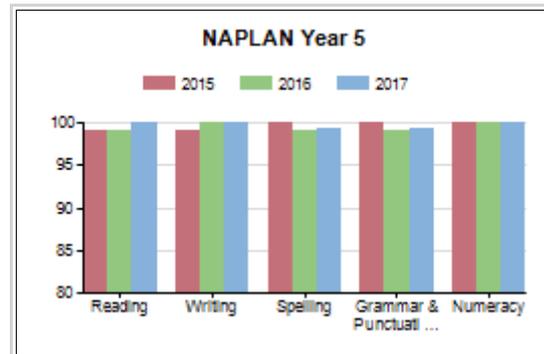
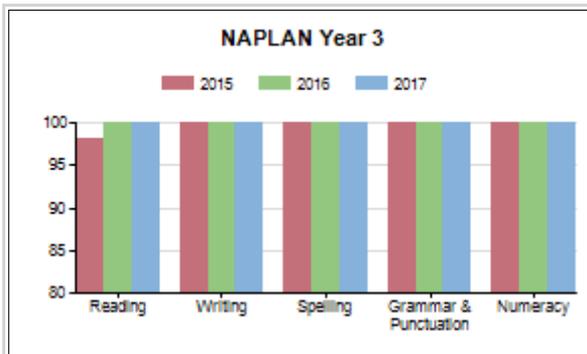
<b>ENSEMBLE LIST</b>	
Glendalough (Prep – Year 6)	Glendalough Concert Band
	Junior Concert Band
	Year 3 Strings
	Year 5 Strings
	Glendalough Strings
	Glendalough Choir
	Percussion ensemble
	Brass Ensemble
	Flute Ensemble
	Clarinet Ensemble
	Guitar Ensemble
	String Ensemble
Waterford (Year 9)	Jazz Ensemble
	String Ensemble
	Percussion ensemble
	Saxophone ensemble
Heyington (Years 7,8, 10 – 12)	Senior Concert Band
	Intermediate Concert Band
	Middle School Concert Band
	Year 7 Levy Ensemble
	Chamber Strings
	Middle School Strings / Middle School Orchestra
	Big Band 1
	Big Band 2
	Big Band 3
	Big Band 4
	Symphony Orchestra
	Jazz Ensemble
	Senior Brass Ensemble
	Middle School Brass Ensemble
	Senior Choir
	Senior Vocal Ensemble
	Flute Ensembles
	Guitar Ensembles
	Percussion Ensembles
	Clarinet Ensemble
	Celtic Ensemble
	Cello Ensemble

**PARENT SATISFACTION**

The College did not participate in School Improvement Surveys in 2017

## VRQA Compliance Data

E1144 St Kevin's College, Toorak					
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YEAR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YEAR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YEAR 03 Reading	98.1	100.0	1.9	100.0	0.0
YEAR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YEAR 03 Writing	100.0	100.0	0.0	100.0	0.0
YEAR 05 Grammar & Punctuation	100.0	99.1	-0.9	99.3	0.2
YEAR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YEAR 05 Reading	99.1	99.1	0.0	100.0	0.9
YEAR 05 Spelling	100.0	99.1	-0.9	99.3	0.2
YEAR 05 Writing	99.1	100.0	0.9	100.0	0.0
YEAR 07 Grammar & Punctuation	100.0	99.2	-0.8	99.6	0.4
YEAR 07 Numeracy	100.0	99.2	-0.8	99.6	0.4
YEAR 07 Reading	100.0	98.8	-1.2	99.6	0.8
YEAR 07 Spelling	98.5	98.8	0.3	99.2	0.4
YEAR 07 Writing	99.2	98.4	-0.8	98.8	0.4
YEAR 09 Grammar & Punctuation	98.8	100.0	1.2	100.0	0.0
YEAR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YEAR 09 Reading	99.2	100.0	0.8	100.0	0.0
YEAR 09 Spelling	98.0	98.3	0.3	98.5	0.2
YEAR 09 Writing	98.8	99.2	0.4	98.5	-0.7



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	101.68%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.89
Y2	93.88
Y3	94.07
Y4	94.29
Y5	93.57
Y6	92.44
Y7	93.09
Y8	92.87
Y9	95.15
Y10	91.97
Overall average attendance	93.42

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.47%

STAFF RETENTION RATE	
Staff Retention Rate	91.30%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	1.89%
Masters	35.22%
Graduate	38.36%
Certificate Graduate	5.03%
Degree Bachelor	91.82%
Diploma Advanced	14.47%
No Qualifications Listed	1.26%

<b>STAFF COMPOSITION</b>	
Principal Class	3
Teaching Staff (Head Count)	209
FTE Teaching Staff	189.868
Non-Teaching Staff (Head Count)	117
FTE Non-Teaching Staff	106.672
Indigenous Teaching Staff	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	632.90
Year 9 Writing	617.60
Year 9 Spelling	623.00
Year 9 Grammar & Punctuation	627.70
Year 9 Numeracy	669.80

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	37
VCE Completion Rate	100%
VCAL Completion Rate	N/A

**NOTE:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>