



Annual Report 2019

ST KEVIN'S COLLEGE TOORAK

31 Moonga Road, Toorak, 3142
Registration Number: 1415
May 2020

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CONTACT DETAILS

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MINIMUM STANDARDS ATTESTATION

I, John Crowley, attest that St Kevin's College is working in consultation with the Victorian Registration and Qualifications Authority towards being fully 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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

John Crowley
Acting Principal

29 June 2020

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.

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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)

FORMER HEADMASTER'S REPORT

In 2019 there has been outstanding academic effort, cultural celebration and involvement in spiritual celebration, sporting effort and community celebration.

The VCE results of 2018 once again laid down solid academic foundations and challenges for 2019. 30 per cent of our study scores were above 40. 22 boys achieved an ATAR above 99. There were 19 perfect scores of 50 across nine subjects. The median study score was 36, and in English, 51 per cent of our boys were in the top 9 per cent of the State. The Dux, Luis Fennessy, achieved a perfect 99.95 and College Captain in 2018, Sam Cato, was also our Proxime Accessit with 99.90. Boys across the cohort had used their academic gifts to the full, and so many had a choice in their study futures.

Music continues to flourish across all campuses with the dozens of concerts often the equivalent of a night out listening to professional musicians. Boys and parents speak to me often about the musicianship and generosity of our music staff, which I happily recognise publicly. The leadership offered by Mr Simon Harris is simply exceptional. On the stage, 2019 was another big year. Boys performed in *The Outsiders*, *Our Country's Good*, *The Exception and the Rule*, *The Crucible*, *Mary Poppins*, *Chitty Chitty Bang Bang Jr*, *Alice in Wonderland*, *How to Succeed in Business Without Really Trying*, *Disney's The Lion King Jr*, *Robin Hood*, *Romeo and Juliet*, *The Conundrum*, and *Silver's Secret*. Debating and public speaking, led by Messrs Lane and McKinnon, also had mass participation and was of such a high standard, often recognised by state and national success in competitions.

On the sporting fields, we had the largest number of boys' teams in the APS. We secured top of the table finishes in Cycling, Diving, Lawn Bowls, Touch Football, Cross Country, Rugby and Athletics. Squash and Swimming secured second place. Futsal, Tennis and Water Polo also won a podium place. Rowing, Table Tennis and Soccer were fourth in their competitions. That our staff coaches the vast bulk of our teams and many of our senior sides is something that increasingly sets us apart from other schools. I have no doubt staff involvement in the co-curricular adds to the quality of our pastoral care and our teaching in the classroom.

Our Ministry Team, led by Mr Michael McGirr, continues to ensure that faith and social justice is at the centre of all our lives and is properly given the profile and significance that it ought to have in a Catholic school in the Edmund Rice tradition. Be it the House Social Justice Partnerships, Year 10 Community Service, the dynamism of St Vincent de Paul, or Parent Enrichment evenings, they all add that something special to SKC. I recognise the excellent work and generosity of our Dean of Mission, Mrs Alice Power, who leaves us for a senior position at another Catholic school.

The College Board serves our community with wisdom and generosity. We welcomed to the Board in 2019, Mr Mark Stratmann and Ms Clare Power. At year's end, we farewell Mrs Kate Clark after six years of service, including time as Chair of the Governance Committee. Mr Peter Leahy is a constant support and wise counsel. In the context of governance, St Kevin's owes thanks to Mr Paul Williams, Regional Director Southern Region for EREA for his direction and support as he changes roles at EREA in 2020.

Acknowledgement of our student leaders, College Captain, Leonardo Grossi, and Deputy Captains, James Carrazzo, Matthew Griggs and Jack Lunn, is also important, given the time and effort they have given to serve our community this year.

We are a school that deliberately encourages family involvement across all our activities. The support of families past and present is a feature of our school. My thanks to all our associations and those prepared to serve on the committees and lead these groups. In this report, I wish to recognise Mrs Louise Duncan (St Kevin's Mothers' Association), Mr Simon Janes (St Kevin's Fathers' Association), Mrs Helen Pagnin (Glendalough Mothers' Association) and Ms Marita Smith (Friends of Art).

Recognising colleagues departing our community, be it for professional advancement, lifestyle change or retirement, always produces mixed emotions. It is so often good for the individual, but we know we will miss the professional skills and company of a fellow St Kevin's community member. During the year we farewelled Mrs Noela Brierty who, as a School Officer, particularly in Publications, gave 29 years to SKC. Mrs Lorraine Walsh has inspired hundreds of Glendalough boys in her 16 years. Mrs Jacinta Sheridan, in a remarkable range of pastoral, academic and co-curricular roles, has made an outstanding contribution to the College. Mrs Alice Power, lured from Ireland in 2012, has been an influential, dedicated leader in our Ministry Team, completing her time at SKC as Dean of Mission. Mr Jason Wallace completes a similar time to Alice and has taught Chemistry with passion and success. Ms Fiona Derums's contribution to Waterford in Nutrition, Art and Productions has been valued by boys and staff. Mrs Jan Williams always added something special in her approach to Literacy as a Teacher/Librarian, as did Ms Julie Hall-Capone in her Library Technician role. We thank Mr Anthony Byrne for loyal service as one of our Caretakers, LungJie Luo for launching Mandarin at St Kevin's, Mr David Howard for leading Outdoor Education and Ms Fernanda Astudillo Blanche for her wonderful Spanish teaching at Waterford.

Much has been achieved in 2019, and there is a great deal to do in 2020. St Kevin's College is an excellent school with loyal, generous, intelligent young men who need to be formed by their homes and school, to be good men. Men who will be capable of lovingly caring for their family, friends and community. Men who will always have an eye, ear and eagerness to be aware of and supportive of those on the margins. Generations have set the lights along the path we must tread. The path will have challenges it will have slippages, joys and sadness but if we remain true to our core values of valuing learning, family and fullness of life, we will reach the summit and be beacons of hope, respect and gratitude that our world needs.

Omnia pro Deo

Mr Stephen F Russell

Former Headmaster

(Extracted from College Annual for the purpose of this report)

COLLEGE BOARD REPORT

Following the outstanding success of the Centenary celebrations in 2018, and the wonderful celebrations marking 100 years of educational excellence, 2019 saw a return to the “normal” agenda for St Kevin’s. Of course, by St Kevin’s standards, what’s considered normal would be, for most schools, extraordinary. The usual full calendar of activities would prove a logistical challenge of the highest order for most schools, but at St Kevin’s, this is all part of the educational ethos to deliver to the boys a rich variety of opportunities, challenges and experiences. All designed to help the boys reach their potential in all endeavours they undertake, be they in the fields of academia, the arts, music or sport. Most importantly, experiences and learnings that help develop the boys into men with a strong, heartfelt conviction always to give back to their communities, where the act of selfless giving is considered “normal”.

St Kevin’s, as always, remains on task with the focus of the Leadership Team and staff continuing to be on our core purpose as a Catholic boys’ school in the Edmund Rice tradition. To deliver a holistic educational experience and encourage and nurture the spirituality of each person.

The role of the School Board is to support the leadership of the College as best we can in an always challenging environment by offering advice across a broad range of issues. Core components of our responsibility are to advise on matters that are particularly pertinent in education today: risk, culture and strategy.

The Board’s focus on strategy takes on more considerable significance as the years pass. Much work has been done on formalising a process of ongoing renewal of the Board to ensure its composition and mix of skills and experiences is always fit for purpose and relevant for the challenges we face over the longer term

We are truly fortunate to have such a rich mix of talents from within our community from so many people willing to give of their time in the service of St Kevin’s. It is one of the reasons we believe we are well placed to face the challenges that may be ahead of us and look forward to 2020 with a renewed sense of enthusiasm and optimism.

Mr Peter Leahy

Former Board Chair

EDUCATION IN FAITH

Goals	Intended outcomes
To continue to build a school community that invites our students into a relationship with God that will sustain their lives and renew their community.	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.

ACHIEVEMENTS

Ministry at Waterford

Waterford students enjoyed their retreats at St Joseph's Prahran, a special time in their tutor groups; discussing and reflecting on the traditional understandings of manhood. Social Justice initiatives included the opportunity to assist in the valuable work of the Richmond Churches Food Bank, also helping to raise funds at their Election Day BBQ in May. Pied Pipers Good Friday Appeal was very well supported in the Easter holidays, with students rattling tins throughout the suburbs of Melbourne. Project Compassion had keen participation from all Tutor groups helping to raise over \$2,500. Students organised a Teacher V Students Rowathon for 'Maddie's Vision', and the Zimele Challenge had students involved across the activities. In October, over 20 of our students received the sacrament of Confirmation at St Ignatius.

Ministry at Glendalough

Glendalough continues to grow in prayer life. Every student has had the opportunity to spend time in the Oratory, where the many and varied provocations inspire deep reflection. The boys written responses are heartfelt and at times overwhelming in their simplicity and tenderness. Many of the boys comment that they enjoy the time they spend in prayer in this beautiful space.

The sacramental program continues to provide a focus throughout Glendalough and is a major focus for Year 3 who receive their First Reconciliation and Year 4 who celebrate First Eucharist. Both sacraments are awaited with anticipation and celebrated with much joy.

The Glendalough Social Justice leaders have done a fine job in organising events each term to raise money for various charities. Casual clothes days, guessing competitions and raffles have provided funds with the generosity of the Glendalough boys and their families continuing to shine through. Likewise, the Mini Vinnies team has provided a great deal to those in need in our community, this year hand-making 130 blankets for the Winter Appeal. This was a super effort and was greatly appreciated by our local St Vincent de Paul Conference.

Parent Enrichment Program

The parent enrichment program continues to draw such large numbers of participants that it has become a good reminder of the needs and interests of parents who do so much for their families. In Term One, Bill Jennings conducted the Time and Space evenings for Mothers and Sons in Year 7 and Fathers and Sons in Year 8. For ten years, the events have been wonderfully supported by the Fathers Association. The Fathers Association also co-operated with us to enable Tom Bell from Tomorrow's Man to give a presentation in August. In April, Adrian de Boers gave a terrific session on 'Understanding Young People and mental Health'. Adrian had been working with our pastoral leaders so it was great to be able to share his insights more widely. In September, Associate Professor Craig Hassad gave a workshop on the role of mindfulness in learning and handling stress. And on Edmund Rice Day, when we have an evening for parents on an important theme of justice, Leon Egan, an indigenous man from the AFL players association, helped us move deeper into understanding the many cross cultural issues we face. These have all been invigorating events, so look out for them in 2020. They would not happen without the great work of parents Marcia Wright and Rebecca Northeast.

Liturgy and retreats

We invite our students to prayer every day; connection with God is a daily event, just like eating. Our Friday mass is one of the highlights of the week. It is always well attended and brings together students, staff and parents to find peace in the Eucharist. Often the rhythm of the St Kevin's was overwhelming and having had the space and time to reflect on our daily actions and blessings was a source of spiritual nourishment. The Year 7 and 8 students read the scriptures and the Senior students often expressed their gifts and talents in playing musical pieces. Formal liturgies and mediations became a regular part of the Religious Education program. The ability of young man to pray together for each other and demonstrate their brotherly concern was always at the core of worship at St Kevin's college.

We also enjoy many special occasions, such as our Mass at the cathedral at the start of the year and again on Edmund Rice day, both occasions which bring the entire community together. The final mass for year 12 and also year 6 are also powerful and heartfelt.

Our retreat program likewise involves every student at every level in the senior school, whether it is the welcoming retreat for year 7, the street retreat foyer year 10 or the ever popular Christian Living retreat for year 11 which we share with Loreto and Sacre Coeur.

VALUE ADDED

Community Service

At St Kevin's we are an Edmund Rice School, inspired by the by the contemplative spirit of St Kevin of Glendalough and Christ's transforming vision of humanity. You can see this during Year 10 Community Service.

It is uplifting to see the faith, hope and love demonstrated by many of our boys, as they serve the communities they are placed in. Each Wednesday afternoon 261 students travel to 98 different venues around Melbourne. From Croydon to Camberwell, Kensington to Kew, students from St Kevin's College provide care and compassion to those that might benefit from a helping hand.

Our students assist in kindergartens, aged care facilities and primary schools. A select group of students provide incredible support for schools in which their students encounter physical and learning difficulties. Teachers visit students and recall the wonderful acts of service our boys are involved in. Students regularly behave in new ways, unleashing skills teachers and maybe even the students themselves were unaware of. Back at school students have a chance to reflect upon their work and consider what they have learned about themselves, others in society and not least their faith in God.

Vitae

Term One saw over 80 boys nominate themselves for participation in the Vitae leadership program. Facilitated by staff but predominantly student-led, seven action groups worked hard to achieve great things. Sustainability, Mental Health, Use of Technology and Faith and Mission were but a few of the areas where awareness was raised. Students also engaged in working with the Melbourne Indigenous Transition School (MITS), bridging the gap between a theoretical understanding of and a practical involvement in, reconciliation. Beyond the group initiatives, boys participated in leadership seminars, strengthening their understanding of the qualities required to be a leader of a community. They were able to utilise these developed skills through presentations to Middle School Tutor Groups, involvement in Middle School Study Sessions and attendance at faith conferences and orientation days. They conducted student-led liturgies.

Zimele

For eleven years, Zimele has been a community that builds links between ourselves and Edmund Rice ministries in East Africa. We have been supported by outstanding African personnel such as Angie Obutu, Peter Shanahan, Brother Francis, Brother Simon, Br Amos and Sr Mary Owens. In Australia it is supported by an equally generous band of current and former staff, parents and volunteers. Zimele continues to challenge the St Kevin's family to respond every year in meaningful ways to help our African brothers and sisters and to assist the needs of the poor of the world in general.

This year, St Kevin's has hosted all three of the main Zimele fundraising events. In Term One, after Mass in the Chapel, over a 200 brave souls took part in the annual community walk which finished in the warm and cosy confines of the Glendalough quadrangle. In August, 150 generous people filled the Smith Hall for our spectacular annual dinner to be entertained by Senior Jazz ensemble, Dr Barclay's amazing Senior Choir, Sarah Maple, the 2018 Immersion crew, Tom Purcell and Simon Roach, just to name a few highlights. It was a night of fun and energy. We raised more than twice as much as last year!

Zimele was in full swing once again for the revamped 12 Hour Challenge in September with an incredible array of student participation in 12 hours of running (two Senior students completed a marathon), continuous Shakespeare readings, Minecraft, swimming, tennis and non-stop music from Staff & Student Bands. 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.

Lastly, the 11th Zimele Immersion is heading to Africa in December 2019 with Ms Sarah Maple, Mr Paul Roberts, Mr Vince Toohey and former Students from St Kevin's and Loreto. The immersion is the heart of Zimele. Relationships are central to any work for justice. The annual Immersion is offered to all former students and in the 10 years in operation has gifted over 130 participants with this opportunity.

St Vincent de Paul group

The St. Vincent de Paul Society had another active year participating in a wide range of social justice activities. Over 100 students volunteered themselves to support the activities throughout the year. This year our senior students headed off fortnightly to the EREA Community Centre in Tarneit to act as tutors, supporting the learning needs of children from many multicultural backgrounds. We also helped with the Friday Night School tutoring at St. Ignatius in Richmond.

Students from across the College participated in the annual Pied Pipers Good Friday appeal, contributing to the Royal Children's Hospital. We promoted 'Have a Ball Day' by asking students to bring in recycled balls to be distributed to remote schools in outback Australia. ANZAC and Legacy Badges were sold and the famous Vinnies BBQs continued to raise funds for a variety of not-for-profit organisations such as Caritas and Project Compassion. The annual Winter Sleepout in the Pavilion raised money and awareness for the homeless, coinciding with the Winter Appeal whereby students brought in clothing to be donated to those in need.

A highlight for many students is the annual soccer match played against the Doveton Special School. The St. Vincent de Paul students engage students throughout the College to play against students with various forms of physical and intellectual disabilities.

LEARNING & TEACHING

Goals	Intended outcomes
Recognising the liberating power of education, foster an enduring love of learning and strive for excellence in learning through engaging programs and quality teaching.	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.

ACHIEVEMENTS

Middle School

The Middle School worked to develop a purposeful intersect between pastoral and academic leaders to recognise the unique developmental needs of adolescents – cognitive, social, and emotional. There have been overlaps and occasional challenges but our consistently collaborative approach, teamwork, shared practice and strong physical presence on the Year 7 and Year 8 floors, and our strong digital presence on the School Portal, has increasingly served to give confidence and agency to the boys in our care.

The most obvious enhancement to our profile at Middle School has been the physical space within the Smith Building - redesigned to incorporate windowed classrooms for literal and figurative transparency, with leadership offices at the centre of each year level, in consultation with the Middle School Leadership team. We have coupled this with an extensive overhaul of our online presence: Portal Pages developed and maintained to connect with both Middle School teachers and students at Year 7 & Year 8. Moreover, the new layout may have made our post-school Study Sessions more inviting, not just to Middle School boys, but our Year 10 Vitae volunteers grew in numbers this year, more and more Year 12s are wanting to work with our teachers in these spaces, and more staff are volunteering additional time in our Study Sessions.

Year 7 and 8 students continue to be offered a diverse range of subjects to study, trial and potentially take forward into their senior years: English, Mathematics, History, Geography, Science, RE and Physical Education, LOTE (French, Mandarin, Spanish & Japanese), The Arts (rotation of Dig Tech, Music, Drama, Visual Art). Excellent examples of pedagogical innovations and extensions are the Maths Club, Science Week which has expanded into a two-week season of practical, interactive and state-of-the-art sessions heavily populated by Middle School boys and by the additional efforts of their teachers.

Waterford

In 2019, the learning paradigm at Waterford continued to evolve, with a particular focus on the four methodological principles of:

1. Learning from direct instruction
2. Learning from experience
3. Collaboration to learn
4. Connecting to the wider world

It often comes as a surprise to students commencing their year at Waterford, that there is an academic aspect to both the Outprac's and the RICE Program. The RICE program sees boys develop a focus question linked to the cultural, historical, geographical, literary, scientific, economical or environmental features unique to their RICE destination. Boys conduct research into their question prior to departing for their destination, and are provided numerous learning opportunities while immersed on the camp, to help them reframe their thinking and further their search for understanding. Boys present the findings from this experience to their peers and parents in the form of the ever popular adventure film festival, or during their tutor class presentation.

After school study sessions conducted in the Waterford library with the assistance of old boy tutor's continued to be a popular feature of the academic program. With the demand for the program often seeing up to 60 boys attending the sessions on Tuesday and Thursday evening, a decision to trial after school tutoring from Monday-Thursday was taken during term four. The addition of the two extra sessions with old boy tutors was enthusiastically supported and shall remain a feature of Waterford in the coming year.

NAPLAN 2019

NAPLAN results at Year 7 level are significantly above the State and National averages across all metrics. Numeracy results were consistent with past years and were the strongest for the cohort. In Reading, Writing and Grammar & Punctuation, the students performed to a similarly pleasing standard, insofar that the highest achieving students were amongst the highest ranking nationally, while those within the lower range of the school spectrum rank against the average state and nationwide.

Discussions around the Year 7 results centred on two points: i) whether we might re-structure the English program at this level to support students' recollection and understanding of the form, structure, content of units that parallel elements of NAPLAN, given the significant time lapse between their previous engagement with such work in October of Year 6 and the NAPLAN testing period in May of Year 7, this lead into affirmation of ii) our transparency – we do not prime the boys for these tests and the results are a clear reflection of their capacity at the start of secondary education. The academic growth achieved during the St. Kevin's journey is only further emphasised by the Year 7 NAPLAN "unprepared" testing and the academic support that follows thereafter.

Results of the Year 9 NAPLAN testing also reflected favourably on the academic program at St Kevin's College when being compared to whole state and like school data. The benefits of the wider reading program, which is run at the Waterford library one lesson a week were highlighted with exceptional results for the reading element of the test. Numeracy results were exceptional when compared to the state benchmark, with around 90% of the 2019 cohort achieving a result greater than the state median.

Senior School

New Subjects introduced in 2019 included:					
12	Media	10	Ancient History	10	Psychology
12	Spanish	10	E-Commerce	10	Accounting Principles

The Year 12 cohort of 2019 can be justifiably proud of its academic achievements. Such results are testament to their excellent work ethic and sustained devotion to their passion for learning. It is with a great deal of joy that the College can announce some of the Year 12 cohort's achievements in relation to their academic pursuits.

- 20 of our Year 12s achieved an ATAR of 99 or higher
- 35 photos of our Year 12 boys will adorn the walls of the Kearney Building, leading up to the Albert Street Study Centre, for having achieved an ATAR of 98 or higher
- 43.7% of Year 12 students achieved an ATAR of 90 or higher
- 64.1% of Year 12 students achieved an ATAR of 80 or higher
- Our median ATAR was 87.65
- Our median Study Score was 36
- Our percentage of Study Scores 40+ was 27.4%

A range of subject areas saw remarkable results, where the subject-specific student cohorts achieved 40% and higher of Study Scores above 40:

Chemistry	44%	Literature	55%	Theatre Studies	40%
English	50%	Physical Education	40%		

A great emphasis is placed on literacy and writing at the College. To this end, reading and writing is central to all that we do in our curriculum. The English results achieved by our Year 12s again reflect superb teaching from the English Faculty from Years 7 to 12.

The College is indebted to the academic staff who work so tirelessly to ensure the VCE students are well prepared for their final Examinations and who seek to inspire and motivate the boys throughout the course of the year. The teachers work very closely with each of their students to afford them every possible chance of personal success.

Educational Support

The 2018-2019 Nationally Consistent Collection of Data was completed in August 2019. The collection identifies how many students received additional educational support and at what level. The NCCD collection provides a formula for the CECV to fund Victorian schools for the inclusion and provisions of students with a disability. In total, one hundred and fifteen students from Glendalough, forty students from Waterford and one hundred and ninety nine students from Heyington were included in the NCCD collection. One hundred and forty one students at the College were supported at the QDTP level, one hundred and seventy six students at the College were supported at the Supplementary level, thirty six students at the College were supported at the Substantial level and one student was supported at the Extensive level.

The Educational Support Program at Heyington and Waterford continued to grow in 2019. In Year 7, forty-nine students participated in Literacy and Numeracy classes in lieu of studying one or both languages per semester. In Year 8, fifteen students undertook the timetabled Numeracy subject while a further twenty-two participated in two separate Literacy classes: one smaller class designed for students of higher need, and the other, a more generalised Literacy Support subject. Overall, in the Middle School, a total of ten students received in-class support in addition to their Literacy and Numeracy subjects. One student in Year 8 of very high needs was provided with the opportunity to undertake intensive one-to-one literacy support before school, three mornings per week.

A year level of very high needs students prompted the employment of a full time Learning Support Officer at Waterford, for the first time. This enabled five students to receive on-going in-class intervention as well as support to attend the Outprac and RICE programs. A further twenty-six students participated in one of two Language and Learning classes, while twenty-seven were timetabled into one of two smaller Mathematics classes.

In the Senior School, various tiers of support continued to be provided to students from Years 10 to 12. In 2019, the College's program for graduates from the Melbourne Indigenous Transition School continued to be refined and developed. Two students in Year 10 undertook an adjusted timetable enabling them to receive extensive one-to-one support in both Literacy and Numeracy. Our students in Year 8 undertook an adjusted curriculum which was delivered with additional in-class support and further assistance through the Literacy and Numeracy class programs.

Professional Development

Over the course of 2019 staff from Heyington and Waterford developed a range of team-based professional learning projects, culminating in a showcase event in the final term. Following the PLAC framework already in place at Glendalough, staff from our secondary school undertook their first foray into peer-based project learning as they sought to capitalise on the wealth of knowledge and skill that exists in our staff. This program was designed to build collective teacher efficacy, helping our secondary staff develop a greater appreciation and understanding of the outstanding work being done by colleagues on a daily basis. The showcase event saw more than thirty teams of staff presenting to their peers across a range of contemporary pedagogical, social, and curriculum issues. In addition to the peer-based project learning, our secondary teaching staff also engaged in a program of classroom observation where they were able to observe one another's classes to provide insight into the broad range of modes of classroom practices being demonstrated by our highly-experienced staff.

The coaching program continued to flourish in 2019, with 28 secondary staff and 14 primary staff working with our team of coaches throughout the year. In addition to the support provided to existing and experienced staff, our coaching team also supported 9 teachers who were new to St Kevin's in 2019, as well as leading 8 provisionally registered teachers through the VIT induction program and meet the requirements to move to full registration. The coaching team continued to research and improve the school's Leadership Development Coaching Program, with a view to offering this program to all staff from the end of 2020.

Libraries

The Crunchie Reading Program continues to attract State-wide interest and is a highly successful program. 91% of Year 7 and 86% of Year 8 students enjoy the program. At Year 7, this equated to 4,019 books being read (average of 15 books per student) and at Year 8, 3,407 books (average of 13 books). The Year 9 students read 3,264 books (average of 12 books) and the Year 10 students borrowed 894 books (average of 4 books). Across all three libraries, there was a 15% increase in borrowing which equated to 31,980 student loans.

The Author Visit Program was expanded at the Heyington Library with 5 authors being invited to give student presentations. These were all outstanding and a strong increase in reading followed. The inaugural Waterford Writers Festival was held in Term Four and this event offered a wide range of speakers and the boys were engaged to a high level. In addition, two literary afternoons for students in Years 9 and 10 were organised.

STUDENT LEARNING OUTCOMES

Year 3 and Year 5 achieved excellent results in the 2019 NAPLAN, with most students above the expected level in all areas. Virtually all students were at or above the expected level in Year 7 and Year 9.

In Year 3, all areas of the NAPLAN Testing improved. The average NAPLAN score is higher than most years, with the exception of 2017, which was the best cohort St Kevin's had seen for many years.

In Year 5, all areas of the NAPLAN Testing improved, with the exception of Reading, which remains consistent. The Year 5 Average NAPLAN score was the highest St Kevin's has seen for at least six years.

In Years 7 and 9, there was no great improvement. Numeracy was strong in Year 7 and Reading in Year 9. Further work will be done in the areas of Writing and Spelling in Year 7 and Spelling and Grammar in Year 9.

The following activities and programs have had a positive effect on the wellbeing and achievements of students and the school community.

- The Community Service Involvement
- The Parent Associations
- The Retreat Program
- The Sporting Program
- The Outdoor Activities Program
- The Music Program
- The Productions and Musicals
- Debating and Public Speaking
- Tours and Exchanges
- The Guest Speaker Program
- The Old Collegians Association

STUDENT WELLBEING

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.

ACHIEVEMENTS

1. Expansion of After-school Study Programs and support of students by employment of Old Boy Tutors.
2. Introduction of Academic Review Study Planner.
3. Development of Academic Review Study Skills Workshops.
4. Creation of Assistant Year Level Coordinator to Middle School student wellbeing position.
5. Continuation of student Tutor Group Leaders in Years 7 and 8.
6. Introduction of fortnightly Year Level Coordinator's and Tutor Group Leaders meetings.
7. Further development of role of Deans of Senior and Middle Schools.
8. Development of meeting of Deans of School every term.
9. Expansion of options to RICE camps.
10. Pastoral Care seminar focusing on "Positive Relationships".
11. Expansion of "Momentum" and "Seed" Programs with a key focus on Reconciliation Week, RUOK Day and wellbeing issues.
12. Lunchtime meetings of House Heads with Dean of Senior School to discuss pastoral concerns.
13. Driver education programs, "Keys Please", "Fit to Drive" and "Looking after your Mates" conducted for Year 10 to 12.
14. Mental Health Week activities and guest speakers at all College campuses.
15. Retreat Days held for all senior students.
16. Yoga classes offered to students and staff at lunchtime.
17. Resilience Survey conducted across all campuses.
18. Parent Enrichment Program – Guest Speaker: Paul Dillon.
19. Social and Emotional Learning lessons conducted at Glendalough.
20. Mindfulness meditation sessions conducted at Glendalough.
21. Year 2 to 6 Father and Son camps.

VALUE ADDED

The operationalisation 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 2019 'The Courage to be You' was the overarching theme for Momentum and hence all lectures and workshops were derived accordingly. Underpinning this theme were topics such as: 'Nutrition', 'Networking between students', 'Sleep', 'Effective study habits', and 'Responsible use of social media'. 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 2019 the topics looked at included, racism, sexism, indigenous affairs, body image, healthy eating, good study habits, stress management and exam preparation skills. The structure of the Seed Lessons is teacher-centred 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 surveys were not completed in 2019. St Kevin's College is prioritising in 2020 extensive engagement with its community, students, parents and staff. This includes a culture review with survey and focus groups to be conducted in May 2020 which will inform further survey and consultation that will occur in 2020.

Student 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 indicates very strong student connection to school and high motivation to learn. These characteristics are reflected in the high attendance rates at the College.

CHILD SAFE STANDARDS

The College is committed to protecting the students in our care.

At St Kevin's College we are committed to achieving full compliance with the child safety standards, regulation and ministerial orders. We have a zero tolerance for child abuse. We are focussed on embedding a culture within our community that protects that students in our care. We have commenced and prioritised the following key activities:

- Implementation of child safety code of conduct that is shared with all of our community outlining our commitment and expectations for those protecting our children
- Review and refresh of our policy and procedure framework to ensure compliance and provide clear expectations and guidance to our staff, community and students
- Implementation of ongoing training programs to remind and embed our child safety culture
- Provide governance and oversight to monitor our implementation and progress

2020 has seen the appointment of new leadership, including a Director of Child Safeguarding, undertaking of a culture review to inform our change and improvement initiatives and the establishment of new policy, risk and compliance framework that will progress the embedding of the child safe standards.

LEADERSHIP & MANAGEMENT

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.

Over the course of 2019 staff from Heyington and Waterford developed a range of team-based professional learning projects, culminating in a showcase event in the final term. Staff from our secondary school undertook their first foray into peer-based project learning as they sought to capitalise on the wealth of knowledge and skill that exists in our staff. This program was designed to build collective teacher efficacy, helping our secondary staff develop a greater appreciation and understanding of the outstanding work being done by colleagues on a daily basis. The showcase event saw more than thirty teams of staff presenting to their peers across a range of contemporary pedagogical, social, and curriculum issues. In addition to the peer-based project learning, our secondary teaching staff also engaged in a program of classroom observation where they were able to observe one another's classes to provide insight into the broad range of modes of classroom practices being demonstrated by our highly-experienced staff.

Expenditure and Teacher Participation in Professional Learning

DESCRIPTION OF PL UNDERTAKEN IN 2019

Our 2019 Professional Learning Action Communities at Glendalough included the following topics:

Developing Mathematical Understanding for Meaningful Learning

Fountas & Pinnell Literacy Continuum

High Impact Strategies (HITS)

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Additionally in 2019, we engaged the expertise of Professor Peter Sullivan (Numeracy Consultant), where a partnership was established to strengthen the mathematical understanding and learning opportunities for students. Peter Sullivan worked with all teachers in all year levels and planned, taught and reflected on a module of Maths Lessons throughout the year.

Number of teachers who participated in PL in 2019	226
Average expenditure per teacher for PL	\$499.88

Teacher Satisfaction

The surveys were not completed in 2019. St Kevin's College is prioritising in 2020 extensive engagement with its community, students, parents and staff. This includes a culture review with survey and focus groups to be conducted in May 2020 which will inform further survey and consultation that will occur in 2020.

COLLEGE COMMUNITY

Goals	Intended outcomes
To extend to all members of the College a strong sense of belonging and to care for, support and encourage all in the community.	That parents' engagement in their sons' learning journey will be strengthened

ACHIEVEMENTS

St Kevin's College students, parents, staff, and Old Collegians built on the very busy centenary year to further enhance the very strong bond between all members of the community. The centenary year of 2018 was a very busy one with functions and celebrations within Melbourne, across the country and overseas. A conscious decision was made to limit the number of functions in 2019 after a very successful 2018.

2019 still provided an opportunity for much community involvement. Once again, the opening school Mass with at St Patrick's Cathedral was a highlight of the year. Homeroom, Year Level and House Information Evenings for Parents were very well attended as were the Presentation Evenings and the Glendalough Carols at the end of the year.

Both the Glendalough and Senior Mothers' Associations organised many functions for the year. These functions were often booked out and provided numerous opportunities for mothers to attend a variety of events, big and small. The Associations also hosted several events to welcome new parents into the community.

The Father's Association also had a very busy year organising dinners, guest speakers, informal gatherings and the very popular Father/Son camps. They also supported many other events during the year.

Cultural events, such as musicals, plays, musical performances and debating, provided many highlights during the year and allowed the community to gather and enjoy the performances. Likewise, Saturdays provided another opportunity for families to gather, as they supported their sons at many sporting venues.

The Old Collegians Association was very active, hosting a number of events during the year and connecting with Old Collegians in Melbourne and beyond.

St Kevin's was committed to the Edmund Rice Education Touchstone of being an Inclusive Community which is accepting and welcoming and fostering right relationships.

VALUE ADDED

The College offered extensive music, productions and sporting activities to our students in 2019 and we outline the opportunities and participation overleaf.

Music

The music tuition program attracted 480 boys in 2019.

	Ensemble	Participants
Glendalough (Prep – Year 6)	Glendalough Concert Band	43
	Junior Concert Band	70
	Corelli Strings	53
	Geminiani Strings	24
	Glendalough Strings	53
	Glendalough Choir	52
	Percussion Ensemble	6
	Brass Ensemble	6
	Flute Ensemble	8
	Clarinet Ensemble	10
	Guitar Ensemble	5
	Advanced String Ensemble	7
Waterford (Year 9)	Jazz Ensemble	18
	String Ensemble	5
	Percussion Ensemble	4
	Saxophone Ensemble	4
Heyington (Including Year 9)	Senior Concert Band	57
	Intermediate Concert Band	69
	Middle School Concert Band	48
	Year 7 Levy Ensemble	14
	Chamber Strings	17
	Middle School Strings	35
	Big Band 1	19
Big Band 2	19	

	Ensemble	Participants
	Big Band 3	19
	Big Band 4	18
	Symphony Orchestra	66
	Jazz Ensemble	6
	Senior Brass Ensemble	16
	Senior Choir	70
Heyington (Including Year 9)	Middle School Choir	24
	Senior Vocal Ensemble	14
	2x Flute Ensembles	16
	2x Guitar Ensembles	16
	2x Percussion Ensembles	12
	3x Clarinet Ensembles	24
	Celtic Ensemble	6

This is a total of 953 attendances at ensemble rehearsals each week (lots of students are in more than one ensemble).

Concerts

50 performances including 21 off-campus.

23 additional Heyington Assembly performances.

Drama

Production	Year	Schools
The Outsiders	10	SKC / Sacre Coeur
Our Country's Good	11 & 12	SKC / Sacre Coeur
The Crucible	10, 11 & 12	SKC / St Catherine's
The Exception and The Rule	12	SKC Theatre Studies
Mary Poppins	10, 11 & 12	SKC / Korowa
Chitty Chitty Bang Bang	7, 8 & 9	SKC / Loreto
Alice's Adventures in Wonderland	7, 8 & 9	SKC / Loreto
How to Succeed in Business Without Really Trying	10, 11 & 12	SKC / Loreto
Robin Hood	8	SKC / Korowa
Romeo and Juliet	9	SKC / Siena
Silver's Secret	7	SKC / Sacre Coeur

Sport

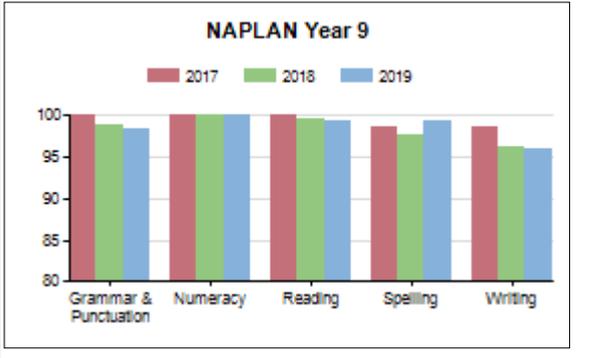
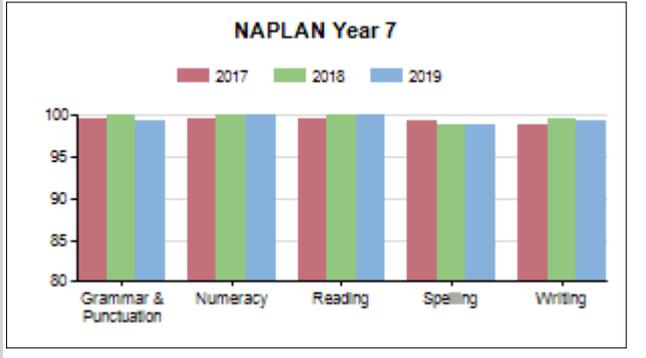
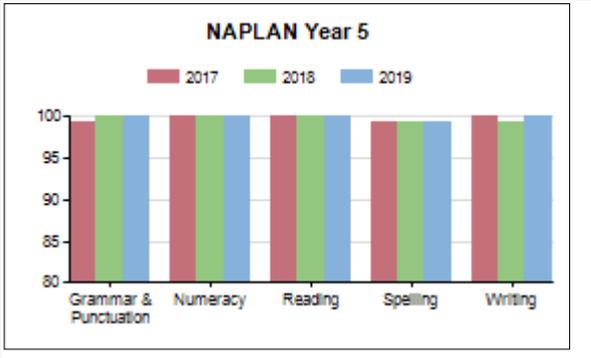
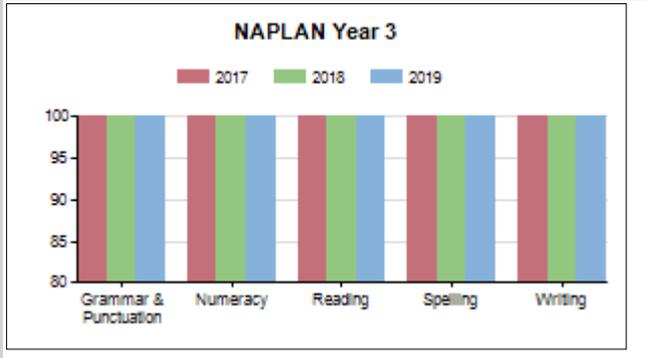
Years 5 and 6 Sport	Years 7 - 12 Summer Sport	Years 7 - 12 Winter Sport
Cricket	Basketball	Basketball
Table Tennis	Rowing	Cross Country
Tennis	Cricket	Football
Swimming	Tennis	Hockey
AFL	Swimming	Rugby
Netball	Diving	Soccer
Volleyball	Badminton	Table Tennis
Cross Country	Futsal	Umpiring
Basketball	Lawn Bowls	Years 7 - 12 Spring Sport
Soccer	Martial Arts	Athletics
Hockey	Gymnastics	Water Polo
European Handball	Squash	
Touch Rugby	Table Tennis	
Water Polo	Volleyball	
Badminton	Touch Football	
Athletics	Summer Athletics	
Lawn Bowls	Cycling	
	Golf	

PARENT SATISFACTION

The surveys were not completed in 2019. St Kevin's College is prioritising in 2020 extensive engagement with its community, students, parents and staff. This includes a culture review with survey and focus groups to be conducted in May 2020 which will inform further survey and consultation that will occur in 2020.

SCHOOL PERFORMANCE DATA SUMMARY

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017%	2018%	2017 – 2018 CHANGES %	2019%	2018 - 2019 CHANGES %
YR 03 Grammar & Punctuation	100	100	0	100	0
YR 03 Numeracy	100	100	0	100	0
YR 03 Reading	100	100	0	100	0
YR 03 Spelling	100	100	0	100	0
YR 03 Writing	100	100	0	100	0
YR 05 Grammar & Punctuation	99.3	100	0.7	100	0
YR 05 Numeracy	100	100	0	100	0
YR 05 Reading	100	100	0	100	0
YR 05 Spelling	99.3	99.3	0	99.3	0
YR 05 Writing	100	99.3	-0.7	100	0.7
YR 07 Grammar & Punctuation	99.6	100	0.4	99.3	-0.7
YR 07 Numeracy	99.6	100	0.4	100	0
YR 07 Reading	99.6	100	0.4	100	0
YR 07 Spelling	99.2	98.8	-0.4	98.9	0.1
YR 07 Writing	98.8	99.6	0.8	99.3	-0.3
YR 09 Grammar & Punctuation	100	98.9	-1.2	98.4	-0.4
YR 09 Numeracy	100	100	0	100	0
YR 09 Reading	100	99.6	-0.4	99.2	-0.4
YR 09 Spelling	98.5	97.7	-0.8	99.2	1.5
YR 09 Writing	98.5	96.2	-2.3	96	-0.2



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	100.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Y01	96.2
-----	------

Y02	95.7
-----	------

Y03	96.5
-----	------

Y04	94.7
-----	------

Y05	96.3
-----	------

Y06	95.6
-----	------

Y07	94.8
-----	------

Y08	92.9
-----	------

Y09	93.8
-----	------

Y10	92.7
-----	------

Overall average attendance	94.9
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.0%
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TEACHER QUALIFICATIONS

Doctorate	1.8%
Masters	35.0%
Graduate	36.8%
Graduate Certificate	4.9%
Bachelor Degree	89.0%
Advanced Diploma	12.3%
No Qualifications Listed	2.5%

STAFF COMPOSITION

Principal Class (Headcount)	3
Teaching Staff (Headcount)	215
Teaching Staff (FTE)	199.0
Non-Teaching Staff (Headcount)	106
Non-Teaching Staff (FTE)	93.3
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	629.5
Year 9 Numeracy	661.3
Year 9 Reading	642.0
Year 9 Spelling	615.1
Year 9 Writing	585.4

SENIOR SECONDARY OUTCOMES

VCE Median Score	36
VCE Completion Rate	100%
VCAL Completion Rate	N/A

POST-SCHOOL DESTINATIONS AS AT 2019

Tertiary Study	85.0%
TAFE / VET	6.0%
Apprenticeship / Traineeship	6.0%
Deferred	4.0%
Employment	0.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%