

2015

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



ST KEVIN'S COLLEGE TOORAK

REGISTERED SCHOOL NUMBER: 1415



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

20 May 2016

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

History

In founding the College in 1918, the Christian Brothers set out to establish a strong tradition of high academic standards. St Kevin's was the Matriculation centre for all the Brothers' schools in Melbourne. With its early academic success, the enrolment soon outgrew its buildings in East Melbourne and so the College moved to Toorak in 1932. Here it grew to a full primary and secondary school. When the Associated Public Schools of Victoria enlarged its number in 1957, St Kevin's was invited to membership. In the APS, College teams take part in a competition, providing a wide range of sports at different levels of achievement. Hence, all boys have a splendid opportunity to represent their school, develop team spirit, and make acquaintances at other schools. In partnership with Loreto Mandeville Hall and St Peter's Parish of Toorak, an Early Learning Centre operates as an excellent venue for the beginning of the educational journey of 3 and 4 year olds. The College has grown to over 2,000 students, ranging from Early Learning Centre to Year 12. St Kevin's is a leading Catholic school with a national reputation, a successful member of the Associated Public Schools of Victoria, and a proud member of the Australia-wide network of Edmund Rice Schools.

St Kevin

St Kevin lived in Ireland in the 6th century AD. He founded a monastery at Glendalough, which became a centre of learning. The monks of Glendalough were famous as "Saints and Scholars".

St Kevin's Coat of Arms

The College Coat of Arms was adopted by Br Kearney in 1933. The four quarters of the shield bear the Celtic Cross, recognising our Irish beginnings, the Star of Knowledge, the Southern Cross representing Australia, and the book inscribed with Alpha and Omega (the beginning and end), symbolising God. Surmounting the shield is the crest, which comes from the Celtic Cross and represents our faith in God. Below the shield is a scroll bearing the motto 'Omnia Pro Deo' or 'All for God'. This is taken from a letter of St Paul. It urges us to see everyone as belonging to God and all our activity as directed towards God.

College Houses

The current House system dates back to 1951, when the College community was divided into four Houses, each named after a Christian Brother associated with the early years of the College. These are Brothers Kenny, Kearney, Cusack and Purton. There are now six Houses which the addition in recent years of McCarthy and Rahill Houses. Junior School Houses bear the names first used in the thirties for House Competition – Mannix, Polding, Vaughan, and Ullathorne

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, we strive 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. Cognisant that some of our non-selective students do not necessarily arrive at the school (at whatever year level) with an innate gift for academia, the teaching and learning community strives to foster in the boys a work ethic that allows them to shine with respect to their studies.

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.

Headmaster's Report

Reviews and accurate and meaningful self-reflection are key elements allowing growth in any individual or community. During 2015, St Kevin's participated in Catholic Education Melbourne's School Improvement Framework once again. The opening lines of the Executive Summary of the Review Report read, '*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.*' This does all involved in this school, great credit.

At the conclusion of my twelfth year as Headmaster, I know that maintaining that 'special something', that differentiates our school from most others, is the result of many teams across our community, sharing a clear vision and working hard to give 'lived experience' to that vision. Parents, boys, staff and old collegians need to be not only proud of what we have achieved in the past, but ready and willing to explore the edges, looking for ways to improve our school.

Our review stated that '*St Kevin's achieves outstanding academic results. Student learning outcomes across all year levels of the College have been sustained at a very high level and average performance in literacy, numeracy and VCE is consistently and significantly above statewide benchmarks by a considerable margin on all measures.*' We started 2015 after a solid performance in the VCE. In mid-December of 2014, the VCAA and VTAC released our students' Study Scores and ATARs for the Year 12 cohort. St Kevin's had another strong academic performance, particularly at the upper end. Annually, we have much to celebrate about the boys' achievements. Of course, the principle purpose of the boys' studying hard and achieving well throughout Year 12 and in their VCE Examinations is to be rewarded with an ATAR that will ultimately see them enter the tertiary course of their choice. It was pleasing to note that all boys who sought a tertiary course were offered a place. Our staff in the Careers Department do a wonderful job to ensure that all boys are catered for once ATARs are released and the VTAC makes its first and second round offers. Some achievements from 2014 worth noting are as follows: the median ATAR was 84; 22% of raw Study Scores were 40 or higher; 34% of boys were in the top 10% of Victoria, with an ATAR of 90 or higher; 57% of boys were in the top 20% of Victoria, with an ATAR of 80 or higher; 17 boys achieved a perfect Study Score of 50 across a range of eight Studies; and, 7 boys achieved a perfect Study Score of 50 in English, which was the most perfect Study Scores in English in Victoria.

Summer sport was, in 2015, highly successful. Our 1st XI Cricket team, led by Joshua Boehm and coached by Mr Shane Schottner, secured the APS Premiership, winning all ten fixtures. Our Divers were APS Premiers, and, Touch Rugby won their competition. Swimming was second, Cycling, a new sport in 2015, finished second in the VCSA competition as did Futsal. In other APS Sports, Table Tennis was third, Tennis fourth; the First VIII finished fifth at Nagambie and our Badminton and Volleyball teams were similarly placed.

Winter sport was a fine season. The Presentation Evenings were all conducted so very well with articulate student reports across the ages, and, all boys present on the night receiving recognition on stage as the award winners were announced. That we operate such a diverse and deep program, coached in the main by academic staff, is something to celebrate. The classroom and sports field are both used to enhance relationships and cross-train our boys in their character development. Some statistics that clearly demonstrate the strength of our programs in APS Saturday competition are as follow: Years 7 -12: Soccer - 26 teams; Football - 19 teams; Basketball - 27 teams; Hockey - 9 teams; Rugby - 6 teams; Cross Country - 6 teams. The performance of our senior open teams was strong in 2015. Rugby was VSRU Premiers, coached expertly by Messrs Windle and Senior and captained by Lawrence Ciurleo. Cross Country and Football were second on the APS ladder. Basketball finished fourth and Soccer and Hockey were fifth. The ubiquitous draw was our 'world game' nemesis – the 1st XI only lost one match all season and in the second last game were still playing for the Premiership but suffered yet another draw with our Catholic cousins who were the eventual Premiers. During spring, Athletics was remarkably strong again, securing the APS title for the fifth successive year. TIC Mr Travers, his coaching staff and the Captain of Athletics, Jack Anderson, had every right to be excited as the trophy was handed to Jack at Lakeside Stadium. Water Polo continues to develop.

St Kevin's boys from Years 3 - 11 have spent many weeks in the bush and afloat this year, as part of our OAP. Mr David Howard is doing an excellent job as Head of Outdoor Education in his first year at SKC. The RICE trips at Year 9, embedded in curriculum, were challenging and enjoyable, and I have no doubt all our young men developed resilience and greater character from their trips. Locations this year included the Victorian Alps, the coastline of Tasmania, Central and Northern Australia, Northern Queensland and the Tableland of South East Queensland. The presentation we witnessed on the reporting night, produced sighs of amazement and a little jealousy from the large parent body assembled to watch.

The Performing Arts in 2015 has enjoyed our largest number of performances and, some may argue, the most artistically competent. St Kevin's was involved in thirteen productions: *Great Expectations*, *The Love of Three Oranges*, *The 39 Steps*, *Rhinoceros*, *Breaker Morant*, *Hairspray Jnr*, *Grease*, *Godspell*, *Rock On*, *Beauty and the Beast*, *A Midsummer Night's Dream*, *Charlotte's Web* and *Stuart Little*. The call to buy a 'season ticket' for our plays and musicals rings true. Our musicians played at more than thirty evening concerts and added much to every Assembly at Heyington and Waterford. Musicians were instrumental in all our liturgical celebrations, particularly our key celebrations of the Eucharist at St Patrick's Cathedral and Edmund's Feast Day.

Debating and Public Speaking enjoyed massive participation in 2015. We are a centre for the Debating Association of Victoria and once again hosted the British Parliamentary Debates and State trials and training. Our own 'Butlers' (Public Speaking Competition) is enhanced by our entry in so many other local, state and international events and competitions. Luke Macaronas and Charlie Woods were part of the Australian team for the WIDPSC Competition in Hong Kong. Ms Gallivan and Mr Lane were very active and effective in their leadership of Debating and Public Speaking respectively.

Our College Board continues to be a source of sage advice and support for the Headmaster personally and our College family. Mr Martin Nally steps aside as Board Chair after eleven years in the role. Martin's expertise in human resources, his detailed understanding as a parent (Tim SKC98 and Patrick SKC08) and his positive approach to all things SKC, combined to allow his contribution to be genuinely spectacular. Mr Brian McGuinness also retires from the Board after 23 years. An Old Collegian (SKC65), past parent of Andrew (SKC 95) and future grandparent (Harley, Jack & Rafi McGuinness and Forbes Lenaghan), Brian has ensured Board decisions were made with the history and values of our school well understood. We owe both these fine men, their wives and families, great thanks for their selfless service, expert advice and constant support of the College and its Headmaster.

Parent associations have supported the College throughout 2015. The twenty-two associations listed in the calendar attests to our sense of community and the direct support we enjoy from our parent body. I would particularly wish to recognise, Mrs Molly Birch of the Senior Mothers' Association, Mrs Claire Whitbread of the Glendalough Mothers' Association, Mr Evan Raptis of the Fathers' Association, Ms Eleonora Luisetto from Friends of Art and Mrs Sue O'Shea from Parent Enrichment.

'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 practised by leaders at all levels', stated another comment in our review.

The Leadership Team have been exceptionally diligent in 2015. The Team carried extra burdens in Term II, allowing the Headmaster to take a full term of Enrichment Leave. Messrs Doherty, Guinane, Daly and Jones all contributed with their usual good grace and hard work. Ms Canny was her regular indomitable self, ensuring our students had quality care and direction. Mr Clark in his time on the Leadership Team in Term II demonstrated he has much to give St Kevin's. All our Deans are expert in their field but allow me to single out Mr McGirr who will be on leave for Semester I 2016. Michael McGirr's writing, ideas, advice and insights, constantly add so much to our life as a Catholic school.

The effective teaching of Religious Education and a vibrant and constant liturgical life are two key parts of our expression of our Catholicity. The other crucial element that identifies us as a Catholic school in the Edmund Rice tradition is an active and widespread social justice program. We speak of our social justice *partners* because we clearly understand that we benefit from our relationship with those on the margins at least as much, if not more, than those who may be materially or emotionally less privileged than ourselves and the recipients of our time and resources. Be it Zimele, St Vincent de Paul, one of the six separate, weekly-attended Senior House partners or the many varied, worthy causes we support, it is important we recognise we do these 'good works' as a natural expression of the Gospel message and our faith.

Student Leadership influences the tone and culture of our school each and every year. Laurence Young as College Captain faced personal tragedy early in the year yet completed all his many duties with good humour, intelligence and maturity. Laurence's performances on stage in *The Love of Three Oranges* and *Rhinoceros* gained considerable acclaim and at fullback in the 1st XV he was always secure in defence and a very reliable goal kicker. The support of the three Deputy Captains, Nicolas Alexiou, Julian Guinane and Jesse Outen was effective, compassionate and also gave the whole community three more fantastic role models of the St Kevin's man.

Planning is complete for the development of our new grounds at Tooronga. The land is purchased, plans drawn up, builder and engineers appointed and we simply await the starter's gun from Boroondara Council. 2016 will see these grounds largely developed. The building of the Smith-McCarthy connecting Plaza del Espirito Santo will commence. We have planned classroom refurbishments at Glendalough and Heyington. An extension of the Chapel of St Kevin and more passive recreation space atop the Cummins Building will complete our 'bricks and mortar' projects for 2016.

A number of long-serving staff take the next step in their careers, moving to fine schools next year. We deeply thank Messrs Clifford, Newton and Sinnett who have all held leadership roles and been excellent colleagues. *'St Kevin's stands tall as one of the pre-eminent Catholic boys' schools across Australia. Staff survey data indicates a very high level of success in establishing strong directional leadership around a shared vision for St Kevin's. Staff appreciation and understanding of the vision is a significant contributor to school performance,'* states our review.

Ending my report, I need to recognise the loyalty and diligence *par excellence* of my Executive Assistant, Mrs Pauline Ryan. She is the ultimate multi-tasker and responsible for so much of what we do well, sight unseen. It is also important I thank my family for their generosity to me and all things SKC. My wife, Kate, is a Kevinian woman of great strength, compassion and insight.

May I conclude with a final quotation from our SIF Review, *'St Kevin's is an extremely impressive and effective school, and this is made possible because of the way its core vision is a tangible and lived reality that wins the trust and confidence of families to achieve the very best for their sons.'*

Omnia 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

Whilst my Headmaster proudly professes to have his foundation built upon that of an Historian, I, on the other hand have a foundation of Economics. So the numbers are always important to me.

It is almost 50 years since I started at St Virgil's College Hobart and my association with the Christian Brothers has been constant since that time. Its 40 years since I left St Virgil's. The reunion this year was stellar. My eldest son Tim was a St Virgil's and St Kevin's student and my youngest son Pat a SKOB. All three of us were graduates of the Wilding school of life. When my son Tim came to SKC, Br. Bill was still Headmaster and he remarked that Tim was the first child of a former student to be under his care. A rare honour. In fact, the year we joined the St Kevin's family was the same year that our Headmaster and dear friend Stephen Russell brought his wonderful family to Melbourne. We have been partners in crime for over 20 years. Rugby, the Board, the School Community and life in general.

Family, Learning and Fullness of Life is the Credo.

I am extremely satisfied to reflect on the past twenty years and honestly say that in my dealings with the good folk who make this place what it is, we have, to a person lived, not strived to live, but actually and passionately lived that credo with verve and with humility and with a smile.

Like any living organism we are subject to an array of challenges and we are subject to criticism. It is how we deal with what we are dealt that makes us who we are today. The basics of support and caring are the fundamentals of our College. This College is the Church for so many. Its place in people's lives transcends the word School and it does so because of our credo (Family Learning and Fullness of Life). This is made manifest in the incredible association that the graduates of the place maintain. They are and forever will be SKOB's. And proudly they remain for a lifetime.

I'm told that laurels are not for resting on and it is important, no essential, that we are ever vigilant to ward off mediocrity and an assumption of expectation. The Board has focussed upon many areas in the past dozen years. I remarked to a visiting School Chair recently that there wasn't a building on site that hasn't been altered in some way shape or form over our journey. But we constantly ask what next? Not in a materialistic manner but in a vigilant and concerned way to ensure we are creating a solid platform to ready our charges for the changing world into which we will launch them in oh so few years.

The Students are truly at the heart of everything we do and value at St. Kevin's. It is not an empty statement. It is a palpable sentiment which pervades every fibre of our College. This is achieved by the focus and dedication of the St Kevin's Leadership team as they deliver quality outcomes on a daily basis. We are also blessed to have had Stephen Russell as Headmaster and leader. His contribution and that of his family to our family at St Kevin's is incalculable.

Together we will always be the St Kevin's family and we will be forever in debt to all the teachers who have helped us develop our son's to become young men with values, with spirit, with courage and a sense of fun, fairness and equity.

To my fellow Board Members past and present I say thanks and make sure you keep your eye on the future. There are many laurels yet to win. I have been blessed to be a Board Member and Board Chair for eleven years and now it is time to move on and allow others to take on the stewardship role on the Board of this wonderful incubator of fine young men.

May we always cherish the caring and spiritual culture we have created and ensure our College continues to model itself on the ethos of Edmund Rice and have the voice to support those at the margins.

We are St Kevin's

Education in Faith

Goals & Intended Outcomes

Developing the broad goal[s] for this sphere	Intended outcomes	Setting targets	Key Strategies	Key Actions / Evidence
<p>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.</p>	<ul style="list-style-type: none"> • 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. • That the experience of prayer and liturgy will grow as meaningful and essential elements of the lives of students, staff and families. 	<p>Catholic Culture Index</p> <ul style="list-style-type: none"> • for students to increase to at least 85 (from 78 in 2014). • for staff to increase to at least 85 (from 78 in 2014). • for parents to sustain in the range of 81-85 (81 in 2014). 	<p>Make the importance of faith explicit in every aspect of the life of the College.</p>	<p>Analysis of the ECSI report with processes for dissemination and implementation (consideration of the recommendations). Use Pope Francis' engagement with world issues for students and staff. Engagement in authentic liturgy and daily prayer. To make explicit the role of Education of Faith in all aspects of school life. To further explore staff opportunity to engage in spiritual development and our social justice programs.</p>

Achievements

During the year, Pope Francis published a letter addressed to the whole world called 'Praise be to you'. The title comes from one of the prayers of Saint Francis of Assisi which begins 'praise be to you, my Lord, through our Sister, Mother earth, who sustains and governs us.' The Pope writes about 'care for our common home', namely the earth. Pope Francis is developing a rich spirituality in which humility, generosity, a relationship with creation and a relationship with God all belong together. This is the spirituality which we try our best to foster at St Kevin's. Pope Francis address a topic familiar to St Kevin's, that of 'fullness of life'. Here is part of what he says:

We need to take up an ancient lesson, found in different religious traditions and also in the Bible. It is the conviction that "less is more". A constant flood of new consumer goods can baffle the heart and prevent us from cherishing each thing and each moment. To be serenely present to each reality, however small it may be, opens us to much greater horizons of understanding and personal fulfilment. Christian spirituality proposes a growth marked by moderation and the capacity to be happy with little. It is a return to that simplicity which allows us to stop and appreciate the small things, to be grateful for the opportunities which life affords us, to be spiritually detached from what we possess, and not to succumb to sadness for what we lack. This implies avoiding the dynamic of dominion and the mere accumulation of pleasures. It is not a lesser life or one lived with less intensity. On the contrary, it is a way of living life to the full.

Community Service

We challenge our students to serve others in many different ways. Every House has a major service project which requires commitment. In addition, the whole of Year 10 heads out on most Wednesday afternoons throughout the year to serve the community in a variety of ways. Mrs Jacinta Sheridan organises almost 100 separate placements to make this possible. This year, the program has been enriched by the creation of a travelling group of musicians, prepared by Mrs Baker, who have visited a wide range of retirement facilities.

Ministry in the Middle School

Ministry within the Middle School was again alive and well throughout 2015. The Year 7 Retreat Program, which was conducted throughout the first term, placed a sharp focus on the forging new and positive relationships between boys within Tutor Groups. The retreat, however, did not simply focus on building the community within the Tutor Group, but also introducing the boys to the broader St Kevin's community, complete with its rich traditions and Catholic heritage. The 'egg-drop competition', lunch-time barbeque cooked by the Year 11 OAP Leaders and story-sharing activities all contributed to a unique and memorable experience for each Tutor Group. An important addition to the Year 7 Retreat came at the concluding liturgy for the day, where each Year 7 boy received their St Kevin's College Bible from their Tutor.

The Year 8 Retreats commenced towards the latter part of Term One. Boys were immersed in the cultural hub of Fitzroy to learn about Catholic communities in other parts of their own city. The Fitzroy community, now rich with a mix of cultural and socio-economic groups, was once the community of Australia's first saint, St Mary Mackillop. The boys learnt more of Mary's legacy through their visit to the Mary Mackillop Museum in East Melbourne. A tour of the cathedral and reflective exercise in the Fitzroy gardens were other key elements to the Retreat day.

The social justice focus for the Middle School in Term One was centred on the Project Compassion campaign run with Caritas Australia. The boys of Year 7 & 8 were immersed in stories of people from around the world whose lives are severely impacted by crippling poverty, injustice and indignity. They boys responded outstandingly with a highly successful fundraising drive to conclude the term. Term Two saw the destructive earthquakes decimate large parts of Nepal – a country to which many past Year 11 students have ventured on their OAP travels. The Middle School joined with the rest of the college in supporting a strong fundraising drive for the affected communities. The Annual College Walkathon, also generated much needed funds for Nepal as well as other Edmund Rice ministries. In Term Three, the Middle School focused on fundraising and awareness for the impoverished people of Eastern Africa, supported through Zimele Foundation. This came through barbeques as well as RE lessons in Year 8, which focused on the vision of Zimele and how the boys could contribute to it.

The year was complimented by several Year Level Liturgies, the Ash Wednesday and Stations of the Cross Liturgies and a successful Year 7 Family Mass at the start of the year.

Ministry at Waterford

Ministry is a major part of the Year 9 experience. Every tutor class had a particular Mass dedicated to their Tutor Patron at St Ignatius; here the boys became actively involved in the prayers and reflections of the mass. The year nine retreats at St Joseph's in South Yarra gave students a chance to reflect on their life journey through to young adulthood with the assistance of year eleven mentors.

Once again this year the participation in the community service at 'The Richmond Hill Centre' was outstanding often having too many volunteers. Students helped out on Thursday at lunchtime making fifty litres of soup which was distributed the next day. On Good Friday thirty-nine students went doorknocking for the Pied Pipers Royal Children's Hospital appeal, the valuable sum of \$8,969.95 was collected on the day. In term three the students at Waterford all participated in the Can Drive and Winter Clothes appeal for the Richmond community bringing 530 different items. Nearly thirty students participated and enjoyed the annual charity soccer match held against the Doveton Special Soccer School. Over sixty students got involved in the Forty Hour Famine raising \$1000. Fifteen students went to the 'Big Issue' magazine conference where they learnt about how the homeless are involved in small business initiatives.. The students at Waterford continued to prove to be generous in heart and spirit always maintaining a warm sense of fun.

St Vincent de Paul

Frederick Ozanam, the founder of the St Vincent de Paul Society, recognised that actions should never be separated from a deeper spirituality. In this light, the society in 2015 continued the proud tradition of providing students with an outlet to develop their sense of generosity. The focus covers both fundraising and awareness raising, reflecting the wider society's aim to be 'a hand up, not a hand out.'

President for 2015, Julian Guinane, continued to lead by example, being especially mindful of giving junior students an active role. His ongoing commitment encouraged others to attend tutoring on Friday nights in Fitzroy doesn't rahill house dfo this instead of Vinnies?, blood bank did we do this again this year?, and off campus events. He was supported by Vinnies secretary, Nicolas Alexiou, who helped organise a large group for the soccer day against Doveton as well as a range of other activities, including several lunchtime fundraising BBQs.

Activities during Lent again included the Project Compassion campaign for Caritas Australia, this year raising an SKC-record amount, \$11,098. Vinnies' 2015 World Vision 40 Hour Famine campaign, led by Antony Sinni, was also our largest ever effort, raising over \$5,000. Leadership was also shown by a range of Year 11 students, with James Pettenon responsible for organising a large group for the Good Friday appeal, a number of students attending the World Vision Youth Leader's Conference and Michael Burgess helping out with a range of activities. The BBQ before APS Swimming is well on its way to becoming a tradition, with great numbers helping out. Additionally, the house athletics BBQ lead by Angus Farrar was once again a major success, with over 1,000 sausages being sold. Other activities in 2015 included supporting African Kids Reading Club, Zimele and the Legacy Foundation. The annual soccer day comprising three matches against Doveton Special Soccer School again proved a highlight. The enjoyment on the part of all players, but particularly the visitors, is obvious and highlights the awarding of the Challenge Cup can never be the main focus for this event. A large number of families and players stayed around for afternoon tea, strengthening the bond between the two schools.

Vitae

With sixty students and six staff mentors, the Year 10 leadership program, Vitae, continued this year raising awareness in the College for a number of different valuable causes. The boys were not only educated in theories of leadership with fortnightly sessions, they were challenged with implementing these skills in their involvement in Study Sessions, assisting Middle School students, and in their own small group initiatives. The small group initiatives focussed on a Domestic Violence awareness raising campaign (selling White Ribbons and working with the McAuley Foundation), Zimele (promoting the Walkathon), Healthy Habits (linking the importance of a healthy body and a healthy mind), Addictions (raising awareness around the risks of relevant addictions, such as gaming and gambling), Cyber Champions (using students as a resource for other students and parents regarding on-line issues) and Platforms (using a game-based format to promote prosocial and positive behaviours). The cohort also organised in the school: a petition for "Close the Gap", a campaign raising awareness for the disparity between the lifespan of Indigenous and non-Indigenous people, "Detention for Detention", a stand in solidarity against children being held in detention and "R U OK? Day. Thanks to Mrs Power and Mr Clark for fostering Vitae in its second year into an integral part of St Kevin's.

Gratitude

We are fortunate to have a large number of priests who generously lead us in liturgical celebration. They are a big part of the life of the school. We are especially grateful to Fr Dominic Murphy Op who celebrates Mass for us every Friday morning, a real highlight of the week. Fr Dom has been with us on many other occasions as well. We are also grateful to Fr Michael Sullivan OSA who has been part of our Year 9 retreat days. In addition, we have been thankful for Fr Nguyen Viet Huy, the parish priest of Richmond, Fr Brendan Hayes, the parish priest of Toorak, Fr Bull Uren SJ, Fr Max Vodola, Fr Stan Lim SJ, Fr Chris Horvat SJ, Fr Michael Head SJ, Fr Tro SJ, Fr Toto SJ, Fr Ferruccio Romanin SJ, Fr Hien Vu, Fr Iain Radvan SJ, Fr John Harte SJ, Fr Gerard Dowling and Fr Frank Brennan SJ.

Our ministry team at St Kevin's is a great well of energy and commitment. We are deeply indebted for their generous work to Mrs Alice Power, Mr Michael Junkovic, Mr Greg Clifford, Mrs Jacinta Sheridan, Mr Luigi Spada, Mr Chris Dunn, Mr Chris O'Connor, Mrs Robyn Roland and Mrs Gillian Mitchener.

At the start of the year when the whole school gathered in the cathedral, Fr Bill Uren, the rector of Newman College, challenged us to respond to the words of Jesus 'whatever you do to the least of my brothers and sisters, you do to me'. He spoke about a thought-provoking sculpture, 'Jesus the homeless', which has inspired Pope Francis, among many others.

May I put it to all of you this morning a question? If St Kevin's College were to commission a life-sized copy of this sculpture, where would be the best place to install it? The obvious place would be just outside the College chapel. There it would remind you every time you entered or left the chapel that it was not sufficient merely to listen to the Word of God at Mass but also that you must put it into practical effect – ministering to the hungry, the thirsty, the naked, the sick, the stranger. But would it be better to put it Heyington station or the gates of the college? There every time you entered the College it would prick your consciences that you might be prompted to recall in the first instance the question we heard in the Gospel:

Lord, when was it that we saw you hungry and gave you food or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and clothed you? And when was it that we saw you sick or in prison and visited

Learning & Teaching

Goals & Intended Outcomes

Developing the broad goal[s] for this sphere	Intended outcomes	Setting targets	Key Strategies for this Sphere	Examples of actions
<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"> <input type="checkbox"/> That learning growth in literacy and numeracy will be strengthened (across the curriculum). <input type="checkbox"/> That VCE outcomes will be strengthened and sustained at a high level. <input type="checkbox"/> That students will enhance their creativity and problem-solving attributes in learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> VCE All Studies mean - maintain a mean study score of at least 35. <input type="checkbox"/> % of 40+ study scores - Achieve and maintain 25% of study scores above 40. <input type="checkbox"/> 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. <input type="checkbox"/> School-based testing (by cohort) to provide evidence of incremental growth e.g. PAT Reading - average effect size. 	<ul style="list-style-type: none"> <input type="checkbox"/> Enable and expect all teachers to implement agreed learning and teaching practices. <input type="checkbox"/> Sustain and develop teacher collaboration/sharing (teamwork). <input type="checkbox"/> Disseminate data more widely to staff so that teachers can use it to ascertain student ability and differentiation in the classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continued use of Richardson data to inform teaching practice and student assessment. <input type="checkbox"/> Effective briefing of new staff in using the Richardson data and linking it to student 'story'. <input type="checkbox"/> Use data collection more effectively during the transition phases. <input type="checkbox"/> Enable staff to effectively interact with data to inform teaching practice and improve student outcomes. <input type="checkbox"/> Continue the 2015 action plan elements particularly in relation to:- <ul style="list-style-type: none"> o regular curriculum meetings where teaching and learning is the focus o supporting teamwork and collegiality in faculties

VALUE ADDED

St Kevin's is a busy place. It is important that we make the most of those occasions on which we can remember and celebrate the ancient foundations on which all our activities are built. This happens on retreats. The Year 11 retreat in term three, which involves 450 students from St Kevin's, Sacre Coeur and Loreto is always a great event. So too is the Year 12 retreat at the start of the year at Newman College. This year we were fortunate to be led once again on that experience by Br Damien Price.

At the end of August, our staff reflection day took place at the Treacy Centre in Parkville. Our guest was Fr Frank Brennan SJ, the professor of law at Australian Catholic University. Fr Frank is well known for his advocacy for social justice over many years, especially in the area of indigenous recognition. He gave an invigorating and personal talk concerning the touchstone of 'Justice and Solidarity.' It was terrific to be also joined on the day by a number of Christian Brothers who shared stories of their lives as they helped us connect with our heritage in a personal way. We are grateful to Br John O'Halloran, Br Mark O'Loughlin, Br Peter Richardson, Br Frank Chappell, Br Terry Burke, Br Gerard Bennett, Br Matt Ryan, Br Bill Wilding and Br Trevor Gibbons.

Liturgies also play a huge role in helping us connect with our roots. This is true of special occasions such as the cathedral mass for the opening of the school year and our wonderful celebration of Edmund Rice day in May. It is also true of our quiet and beautiful Mass every Friday morning. Before Easter, our senior students led those in the middle school in Holy Week liturgies in which we remembered the story of the trial and death of Jesus, the very heart of who we are.

Achievements

One of our Key Improvement Strategies from the 2011 School Improvement Plan was to *develop a whole-school approach to pedagogy*. The curriculum leaders at the College looked long and hard at this strategy for two years, before taking the decision to abandon (in part) this notion. It was felt that St Kevin's is too broad as a P to 12 school to insist that one pedagogical approach for the whole school will improve the learning and teaching from four year olds to eighteen year olds. That said, there are learning and teaching approaches that have been used as frameworks, over the past four years, to assist with common language in units of work, classroom learning experiences and assessment instruments for teachers and students

In the Junior School (Glendalough), the Management Team took the decision to base its teaching and learning around the Inquiry Model. Each Term, teachers and students focus on an agreed area of inquiry around which all units of work in the Key Learning Areas are based. This important change to the structure of the curriculum at Glendalough has provided greater fluency and collegiality for all stakeholders in the primary school

Also at Glendalough, the Management Team employed the services of Philip Holmes to assist in the unpacking of data so that data at Glendalough would be used more effectively to meet the demands of the P to 6 students. In the first instance, professional development – using Philip Holmes as a guest speaker at a Glendalough staff meeting – was held to show how the NAPLAN data in Years 3 to 5 could be used to analyse areas of strength and deficiency. Consequently, units of work, and specific areas within those units of work, were able to be revised and refined in order to hone in on any weaknesses in the areas of the Australian Curriculum (from which the NAPLAN Tests are devised) in literacy and numeracy. As well as using NAPLAN data, the Glendalough teachers have also begun using more widely their own school-based data to analyse student growth. In conjunction with this, the staff have also taken John Hattie's model of pre- and post-testing as a way of individualising student learning – as well as whole-class or -cohort teaching and learning – which has greatly assisted in the tailoring of subject matter to the needs of the classes in numeracy and literacy

In the Middle School, teachers and students have begun using the Productive Habits of Mind from the Dimensions of Learning Framework to arrive at a common language in the classroom and on assessment instruments. Given the importance of the language of the VCE Examinations, the Habits of Mind provide a consistency across the broad range of subject areas in Years 7 and 8

As with Glendalough, the NAPLAN data is being used in a more constructive way to discern strengths and weaknesses within our Years 7 to 9 Mathematics and English programs of work so that teachers in these two areas of the whole curriculum will focus more prominently on those areas of numeracy and literacy where weaknesses have existed in the NAPLAN responses

The introduction (in 2011), and subsequent roll-out of iPads from Years 4 to 12, has seen a significant transformation to the way in which teaching, learning and assessment takes place within the school. Our *modus operandi* in choosing the iPad over other devices went to portability, durability, speed of connectivity and size. Importantly, the iPad is a device that is used always to complement the traditional teaching and learning in the classroom. What it has allowed for in a range of disciplines is sharing of work, greater collegiality in the classroom and improved creativity in learning experiences and assessment possibilities. Teachers have been regularly in-serviced (in-house) by our Head of e-Learning, again, leading to a far greater practical sense of collegiality among staff from all three campuses and in a cross-curricular way. Over the past three and-a-half years, the iPad has become part of the educational landscape: they have certainly become *part and parcel* of teaching and learning at the school.

Our Head of e-Learning has run audits and delivered staff and student surveys to analyse the usefulness and benefits of the iPad as a complementary tool for the delivery and understanding of subject matter. The results of these surveys are entirely encouraging, and suggest that the decision to implement iPads as the technological tool of choice was the right one to make. The College continues to review its Information Technology agenda as the technology evolves at a rapid rate

Over the past four years, the College has provided more time and space for teachers to meet in Faculty, Department and Year Level clusters to develop and document the curriculum, to develop, revise and refine resources, to re-consider and re-write common assessment instruments, and to reflect on best practice in the classroom. It was not simply the revision of the Australian Curriculum in a wide range of Key Learning Areas that drove this greater provision of time. Certainly, pre-2011, it was a generally held view among the teaching staff that collegiality was not as strong as it might be. So, part of the purpose of this re-allocation of time was to strengthen the departmental bonds of the staff and to model sharing and collegiality for the students they teach. At Heyington, groups of 4-5 teachers meet from 1.00pm to 5.00pm (with catering provided) to work on a broad range of curriculum matters

While, in 2012, the College examined its assessment and review of our reporting structures and systems, we have continued to develop how and why we report to families about their son's academic, cultural, sporting and pastoral growth. Introducing the Learning Management System in 2014 (School Box) has shown far more meaningful and swift feedback to parents and students about internal work. The Parent Portal allows parents to view their son's subject pages and to see, at a moment's glance, how their son is improving (or not) across a range of assessment instruments. Teachers also have the ability to write brief comments, which parents and students can see, and which assist in the provision of *live feedback* about student work. As well, Interim/Progress and Semester Reports are now made available to families via the Parent Portal, which hastens the process of delivery of feedback to students and parents in relation to the standard of work across a Term and a Semester

It has been the practice since 1998 to analyse the VCE data for each Study, teacher and student. We believe that we are in a good position to be able to make necessary adaptations to our courses and staffing of Year 12 classes from one year to the next based on this longitudinal data. In 2012, we took the decision to do even more in the way the school analysed the same sort of data from Years 7 to 11. Each Semester, once the school has gathered its data on each student, class and subject, we are able to look at strengths and weaknesses in student performance. This has led to a refinement and expansion of the Academic Review Program and given us greater insight into organising student courses in Years 10, 11 and 12. The data also shows us where internal assessment instruments are too challenging or not sufficiently challenging for the students. For students in Years 7 to 9, we use the Orientation Day Testing as a guide to student ability and match these results to their Examination and Global Grades in all of the subjects they study to show how ability is being met, surpassed or underdeveloped. In Years 10 and 11, we use the results from the standardised DAT Testing as a guide to student ability and match these results to their Examination and Global Grades in all of the subjects they study. Again, we are able to track how ability and potential are being matched against actual performance in school-based assessment. This data is also very useful for Heads of Faculty and Department as well as individual classroom teachers, who become more appreciative and inquiring of the subject matter within courses and the assessment instruments they use to measure student learning. While NAPLAN data provides us with very useful information about teaching and student learning and growth, that data exists only every two years. The school-based data we are using to measure student growth in a far wider range of academic areas than NAPLAN is able to provide, is available for teachers each Semester from Years 7 to 11

One significant feature of the 2011 School Improvement Plan was to afford teachers greater feedback about their own performance in the classroom. Notwithstanding the abovementioned measure of collecting academic data from Years 7 to 11, we felt that the best providers of staff feedback were the students. To this end, in 2013, we devised a Student Feedback Survey – to be issued each Semester – to all students in Years 7 to 12, seeking advice about their teachers' performance as educators. The purpose of the feedback is chiefly to invite teachers to reflect on their own practice and to use the feedback to improve aspects of their classroom methodology. Teachers are able, then, to nominate their own professional goals for the following Semester and to be coached or to have specific professional development in one or more areas where they would like to see improvement. This has been one of the most significant professional learning tools implemented over the past three years

Over the past four years, the Heads of Faculty and Department, as well as the various Co-ordinators at Glendalough, have spent a great deal of time on revising all academic programs from Years P to 10 to ensure that they have been revised and rewritten according to the Australian Curriculum and AusVELS descriptors. The academic transition from Years 6 to 7, from Years 8 to 9 and from Years 9 to 10 has been all the smoother for the scope and sequence documents that have been written during this time. As mentioned elsewhere, the English and Mathematics Faculties have looked closely at the NAPLAN data available to the school to establish where and when in their Years 7, 8 and 9 programs of work certain aspects of the Australian Curriculum need to be embedded in order for the students to achieve their best on the five sections of the NAPLAN Test

One of our pieces of evidence to be used in support of our 2012 Annual Action Plan for the previous term of the School Improvement Framework was to *improve communication and co-ordination between Educational Support staff and classroom teachers*. While there has been some improvement in this area of the school's teaching and learning framework, it remains an area in which the school might exert some of its energies over the next *quadrennium*. Educational Support staff are highly communicative with relevant members of the Leadership Team, relevant Heads of Faculty, College Counsellors, the Middle and Senior Studies Co-ordinators and House Heads; and, they continue to be vigilant about addressing with all classroom teachers those students from Years 7 to 12 who require support – at whatever level – with their studies, particularly in Mathematics and/or English

While not specifically part of our 2012 Annual Action Plan, over the past two years, the College has reviewed its curriculum offerings for students in Years P to 11. Significantly, at Glendalough, the College took the decision to remove Japanese as its LOTE and introduce Spanish. Similarly, in Year 7, Spanish and Mandarin were introduced so that four foreign languages are now on offer to students in their first year of secondary school. To complement the boys' study of foreign languages, we employed a number of Language Assistants in Spanish, Mandarin, Japanese and French to assist with the boys' aural and oral language. Three years ago, the College expanded its Science offerings in Year 10 to include 21st Century Chemistry and Mechatronics as semesterised electives. Also in terms of Science, and to ensure the College is keeping loyal to national initiatives, the Years 6 boys at Glendalough are spending time at both the Glendalough and Heyington campuses experiencing hands-on Science. Each week, one of the specialist Heyington Science teachers takes Science Experiment lessons with boys from Year 6. The Science teacher works in conjunction with the Year 6 classroom teacher and the Assistant Head of Glendalough – Teaching & Learning, to ensure the experiments carried out are aligned with the Inquiry Units being covered at the time. Again, this curriculum initiative is a wonderful one for the transition of Glendalough boys in Year 6 to Heyington in Year 7 the following year.

Finally, a semesterised elective at Waterford has been offered to the Year 9 boys for the first time in 2014 – Creative Writing. Such is its popularity (which provides with a very good appreciation of the boys' aesthetic and imaginative desires in English), four class – two classes each semester – had to be formed. A range of other curriculum offerings are being made available to students in Years 9, 10 and 11 in 2016. It is important that we keep looking closely at what we offer to boys across the whole school and how making any amendments to those subject offerings will contribute to an improved school

STUDENT LEARNING OUTCOMES

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 Average	559

2014	Reading	Writing (Pers)	Spelling	Gr & Punct	Numeracy	Total	Average
Year 3	489	428	453	481	464	2,315	463
Year 5	579	513	534	569	576	2,771	554
Year 7	613	571	587	612	617	3,000	600
Year 9	648	625	629	653	682	3,237	647
						Total Average	566

2013	Reading	Writing (Pers)	Spelling	Gr & Punct	Numeracy	Total	Average
Year 3	484	435	447	478	457	2,301	460
Year 5	549	518	535	544	560	2,706	541
Year 7	601	578	589	598	619	2,985	597
Year 9	646	631	625	647	679	3,228	646
						Total Average	561

- The school's NAPLAN data is relatively consistent from one year to the next
- Our matched cohort data shows that there is the right level of growth from Years 3 to 5 and from Years 7 to 9
- Teachers, Literacy and Numeracy Co-ordinators and the Management Team at Glendalough are using the data very well to inform courses of action within their Inquiry Units each Term
- Teachers of Middle School English and Middle School Mathematics, as well as teachers of English and Mathematics at Waterford (Year 9) are using the ACARA documents to their best advantage when taking decisions as to what subject matter and skills need to be taught so that students in Years 7 & 9 will complete NAPLAN testing as successfully as possible
- It is clear that the *gap* that exists between Years 7 & 9, when looking at individual student achievement in the five (5) areas of the NAPLAN testing is lower than it might look: this is chiefly because there is less room for those higher-achieving students in Year 7 to extend in their Year 9 testing

VCE 2015:

- There was a sense of excitement as the academic year opened: the Class of 2015 enjoyed great success in last year's VCE. Our excitement emerged from knowing that the students who graduated from the College in mid-October, completed their Examinations in November, received their Study Scores and ATARs in December, and acquired their VTAC offers in January were all thoroughly prepared for life beyond their school.
- Not in many years (it would involve delving into the archives of our academic annals to find out exactly how many) has the school been in receipt of two perfect 99.95 ATARs. The whole St Kevin's community extends its congratulations to Isaac Leeson and James Walker for their wonderful achievements. The College's Proxime Accessit, Wendell Zhang, achieved an ATAR of 99.90. The entire staff were overjoyed at these fellows' results.
- It was not only the students at the upper end of the rank order who achieved very ably. In many ways, as a collective, the group performed extraordinarily well. Some of the merits of the cohort are worth mentioning:
 1. 2 perfect 99.95 ATARs
 2. A median ATAR of 88 (our second-highest since the implementation of the VCE)
 3. 44% of students achieved an ATAR of 90+ (our second-highest percentage on record)
 4. 68% of students achieved an ATAR of 80+ (our third-highest percentage on record)
 5. 17 perfect Study Scores across English, History: Revolutions, Legal Studies, Further Mathematics, Specialist Mathematics, Mathematical Methods and Physical Education
 6. 29.3% of raw Study Scores 40+ (our fourth-highest percentage on record)
- One of the most rewarding statistics is a statistic that is not always known. 85% of the 2015 Year 12 cohort were offered their first (63%, or, 156 boys) or second (22%, or, 54 boys) preference for their tertiary studies. The extraordinary work done throughout the year and, significantly, in mid-December, by the staff of the Careers Department, ensures that the boys are well-directed and well-re-directed so that their post-school options and destinations become reality.

Class of 2015 Tertiary Destinations

Total Number of Year 12 students	254
Total Offers	247
Students who applied but received no offer	1 (National Service)
Students who did not apply	6 (not at SKC for VCE)
University Offers	226
TAFE Offers	16
Offers from Independent Tertiary Colleges	3
International Offers	2

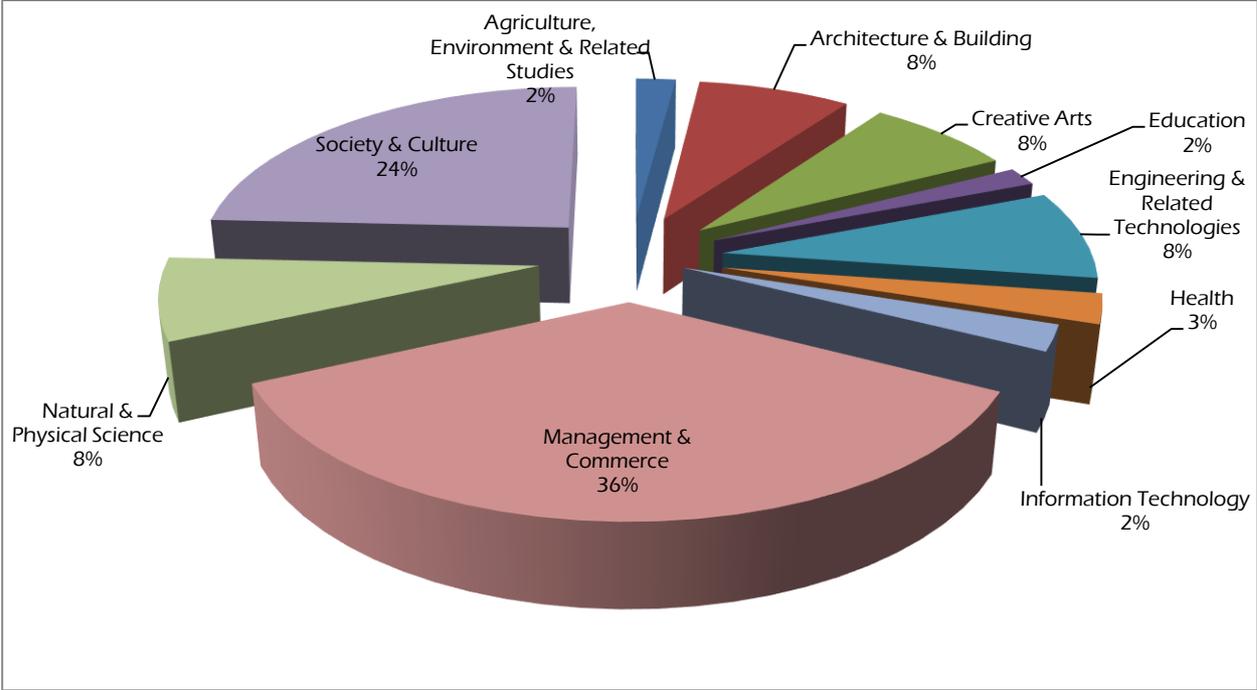
Tertiary Offers by Field of Education

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

Management & Commerce	105	35.8%
Society & Culture	71	24.2%
Engineering & Related Technologies	24	8.2%
Creative Arts	22	7.5%
Natural & Physical Science	22	7.5%
Architecture & Building	23	7.8%
Health	8	2.7%
Information Technology	7	2.4%
Agriculture, Environment & Related Studies	6	2.0%
Education	5	1.7%

It is pleasing that 156 students (63%) received the tertiary course of their choice with a further 54 (22%) students receiving their second preference. It must be remembered, however, that students have reassessed their preferences following receipt of results so these statistics are a little misleading when compared with original student aspirations.

Tertiary Offers by Field of Education



Student Wellbeing

Goals & Intended Outcomes

Goals	Intended Outcomes	Target	Key Improvement Strategies
Develop peaceful and happy boys who can enter society as men for others, aware of their own capabilities to shape their own futures and the futures of others.	That students will be well-rounded, social and respectful human beings, imbued with a sense of responsibility for the wider community and confident in their ability to make a positive impact on society at large.	That the Student Engagement Index (All the Engagement and Relationship Indicators) will increase to 76.9 by 2016 (from 74.4 in 2015 SIF Survey)	Promote positive behaviour through fair process and restorative practice. Embed a whole school understanding of the relationship between student wellbeing and learning

Achievements

1. Introduction of the "Resilience Survey", across all campuses from Years 4 to 12, to provide information on an annual basis to inform student welfare programs.
2. Expansion of the Year 10 Leadership Program "Vitae" to include staff Mentors and focus groups.
3. Increase in staff use of Synergetic Database to log significant conversations, as a means of closely tracking student development and maintaining accurate records.
4. Further Development of the new role of Dean of Student Wellbeing to ensure a proactive program in student welfare.
5. Introduction of the "Sowing the Seed" Program at Years 7 and 8, to promote informed and focussed discussion at school and at home on key topics, supported by appropriate resources.
6. House Community Service re-established in McCarthy House through a partnership with the Parish of Sts Peter and Paul in South Melbourne, assisting with the preparation and serving
7. Publication of Information Technology Guidelines for staff, students and parents to ensure effective and appropriate communication within the College which reflects the values and standards of the community.
8. Planning of the job description and appointment of the inaugural Dean of Senior School for 2016.
9. Restructuring of the after-school study program for Years 7 and 8, with a focus on the development of skills and assisted learning, rather than just the completion of homework.
10. Expansion of the Performing Arts Program to 13 productions, providing opportunities for a great number of students to enjoy involvement in a wide range of roles.
11. Introduction of Student Wellbeing Updates in weekly staff meetings at Glendalough.
12. Extension of leadership opportunities for students across all campuses.
13. Staff professional development in "Play is the Way" approach to student management and social and emotional skills training at Glendalough.
14. Expansion of the Outprac Program at Waterford to 18 venues, providing a greater range of experiences for students.
15. Increase in Student Wellbeing Index (SIF Survey) from 77.6 in 2014 to 82.6 in 2015.

Co-curricularMusic

Year 7-9 Music Camp Concert – 145 performers
 Glendalough Junior Ensemble Concert – 100 performers
 Jazz Concert – 80 performers
 Big Bands to Generations in Jazz, Mt. Gambier – 80 performers
 String Recital – 15 performers
 String Recital – 15 performers
 VCE Music recital – 12 performers
 Chamber Music Festival – 35 performers
 Foundation Soiree – 20 performers
 Art Show performances – 35 performers
 Solo Concert – 20 performers
 Autumn Concert, Deakin Edge – 180 performers
 Solo Concert - 20 performers
 Glendalough Winter Ensemble Concert – 90 performers
 Middle School Strings to Victorian School Music Festival – 27 performers
 Guitar Concert - 24 performers
 Piano Evening – 20 performers
 Percussion Concert – 26 performers
 Senior Music Camp Concert – 100 performers
 Glendalough Junior Concert Band/Junior Strings Workshop Concert – 100 performers
 Middle School Concert Band to Victorian School Music Festival – 62 performers
 Choral and Vocal Evening – 60 performers
 Glendalough Concert Band to Victorian School Music Festival – 44 performers
 Strings Evening – 160 performers
 Bands Showcase – 260 performers
 Senior Concert Band to Victorian School Music Festival – 42 performers
 Intermediate Concert Band to Victorian School Music Festival – 51 performers
 Big Band 1 to Victorian School Music Festival – 18 performers
 Big Bands 3 and 4 to Victorian School Music Festival – 40 performers
 Big Band 2 to Victorian School Music Festival – 20 performers
 VCE Music Recital – 12 performers
 Solo Concert – 20 performers
 Concerto Soloists, Newman College Chapel – 35 performers
 Solo Concert – 20 performers
 Small Ensemble Concert – 60 performers
 Guitar Concert – 25 performers
 Percussion Concert – 25 performers
 Glendalough Music Orientation Evening – 64 performers
 Glendalough Spring Ensemble Concert – 220 performers
 Glendalough Concert Band to Victorian School Music Festival – 44 performers
 Glendalough Carols – 45 performers
 Presentation Evening – 150 performers
 Year 9 Presentation Evening – 25 performers

The individual music program attracted 570 boys in 2015.

Productions/Musicals

The 2015 series of Productions saw a bumper crop of 13 titles performed at six venues by students from all three campuses of St Kevin's with female cast members coming from five girls' schools.

The season commenced in Term One with the well-complemented pairing of a classic drama and a timeless comedy.

Year 10 boys joined forces with girls from Sacré Cœur to present a dramatisation of treasured Charles Dickens' novel *Great Expectations*. The concise adaptation had been very well written so as to include as many incidents and characters from the epic novel, and also to effectively deliver the morals and theme of the story. The twist and turns of Dickens' expert storytelling had the audience gripped. To divide the load of the large leading character of Pip, two actors shared the role. Young Pip met the escaped convict Magwitch and spent time with eccentric Miss Havisham and her pretty young ward Estella. Older Pip came into money and made his way in London.

A week later, a large cast of Year 11 and 12 students from St Kevin's and Sacré Cœur brought the time-honoured art of commedia dell'arte with *The Love of Three Oranges* roaring back to life. The story centred on the petulant Prince Tartaglia, a lovable royal who first needed to learn to laugh, then went on a quest for the love of three oranges. As guides on the journey back to a different form of comedy were a versatile pair of Narrators who had to warm up the crowd, drive the plot and occasionally take part in the action themselves.

A busy season of five productions commenced in the fourth week of term two with a set of widely contrasting plays. Given the increased number of students, there were two Year 12 Theatre Studies classes this year, and each class presented a play.

The first of the pair of VCE Theatre Studies plays was Australian classic *Breaker Morant*, an engrossing courtroom drama of mateship and moral principles. The case focused on Major Thomas, the well-meaning officer faced with presenting the challenging defence case of a trio of soldiers implicated in the shooting murder of a missionary during the Boer War. Thomas defended noble soldier Harry "Breaker" Morant and Aussie "lad" Peter Hancock. The dramatic climax took on extra weight in light of the recent executions in Indonesia.

As a complement to the naturalistic style of *Breaker Morant*, the second Theatre Studies play was Ionesco's absurdist play *Rhinoceros*, an allegory for the rise of the Nazi party. Watching a performance that was as accessible as it was thought-provoking, the audience processed the increasingly absurdist elements while pondering the meaning behind the story. Live musical accompaniment, which added significantly to the eerie atmosphere.

St Kevin's students had the good fortune of performing in the St Catherine's Theatre Studies class' play. The class presented Patrick Barlow's hilarious adaptation of Alfred Hitchcock movie *The 39 Steps*. Displaying a level of wit to match the script, the production featured clever quick changes and sight gags in staging the sprawling spy story.

Year 7-9 students rocked Vacluse Hall at Waterford with the hilarious 1960s-era musical *Hairspray Jr.* Colourful characters, catchy songs and well drilled choreography provided plenty of theatrical fun. The story saw Edna Turnblad, a shy housewife and mother, gain the courage to leave the house and reclaim her life. Edna's upbeat, goodhearted daughter Tracy helped promote racial integration while earning a place on the Corny Collins Show and winning the hand of heartthrob Link Larkin.

A similar amount of splashy song and dance was seen at Korowa as a cast of highly experienced Year 10-12 boys joined with Korowa girls for their senior musical *Grease*. The lavish production even featured a car on stage for the well-known song "Greased Lightning." Male roles included too-cool-for-school T-Bird Danny Zuko and his rebellious fellow T-Birds, nerdy student Eugene and smooth-voiced Teen Angel.

Term Three brought the annual Year 10-12 Musical, and it was a choice that fitted beautifully into the culture of the school.

Composer Stephen Schwartz wrote new arrangements for his 1970s musical *Godspell* in 2012, giving the score a fresh, modern feel. A tight ensemble cast performed with great energy to bring the show to life, creating an accessible and engaging production. Audiences enjoyed the hit songs "Day by Day," "Prepare Ye" and many others. The updated script told the gospel stories in a variety of entertaining ways, including charades, theatre sports and rap.

Shakespeare's magical comedy *A Midsummer Night's Dream* was given a charming production at Vaucluse Hall, Waterford. Year 9 boys joined with Year 9 girls from Genazzano to portray the colourful collection of spirits, actors and royals. The inclusion of a pair of travel guides provided helpful narration, making the story of several mixed pairs of lovers easier to follow. The presentation was also enhanced with some lively pop music and choreography.

Year 8 students from St Kevin's and Korowa presented a charming stage adaptation of beloved E. B. White novel *Charlotte's Web*. The engaging tale featured a wide range of acting roles, including the many barnyard friends of Wilbur the terrific, radiant pig. Portraying these friendly farm animals utilised a variety of dramatic techniques to create the body language and walking style of animals. A feature of the scenic design was Charlotte's web, which lit up with twinkling fairy lights whenever she spelt out a new word to describe Wilbur.

Year 4, 5 and 6 students at Glendalough presented a spectacular production of *Beauty and the Beast Jr* at the National Theatre, St Kilda. The popular musical adaption of the much loved film was staged with colourful lead characters and huge, very well-rehearsed chorus scenes. Attractive scenery and spectacular costumes completed the very impressive stage picture. Audiences enjoyed hearing classic songs "Be Our Guest" and "Beauty and the Beast."

Sacré Coeur staged ambitious project *Rock On* at Alexander Theatre with a strong showing of St Kevin's Year 10-12 students. A collection of classic songs from rock musicals were joined together by an original script from Sacré Coeur to create a lively, concert-like performance. Highlights included sections from *Hairspray*, *Jersey Boys* and *Glee*, with a real standout being "Gethsemane" from *Jesus Christ Superstar*.

Term Four saw the final Production for the year, as Year 7 students from St Kevin's and Sacré Coeur performed an appealing adaptation of E. B. White's *Stuart Little*.

The Little family were surprised that their new child was a mouse, but they took this in their stride, and Stuart set off on a series of adventures across New York City to find his place in the world. Stuart's courage, determination, creativity and good humour helped him conquer all obstacles, along with the loving support of his family. The creative design included oversized props to show the size of objects compared to cute little Stuart.

Sport

The College Sports Program is predominantly affiliated with the Associated Public Schools competition but takes part in Victorian Schools Rugby Union, Victorian Schools Lawn Bowls, Athletics Victoria and Victorian Schools Touch Association competitions.

St Kevin's continues to maintain several important contacts with EREA schools. This year we continued our traditional matches against EREA schools, playing St Patrick's College, Ballarat and Rostrevor College, Adelaide respectively for our annual sports exchanges and we again hosted CBC Fremantle in Football.

The College conducted a House Sports competition during the year with major carnivals held for Swimming, Winter Sports, and Athletics. There were also House competitions in Rowing, Golf, Cycling, and Cross Country.

Highlights of the sporting year included APS Premierships in Diving, Cricket and Athletics and Premierships in Rugby (VSRU) and Touch Football (VSTA). Other excellent performances were achieved by being Runners-Up in APS Football, Swimming, Cross Country and Futsal.

SPORTS ACTIVITIES OFFERED & NUMBER OF BOYS PARTICIPATING 2015					
SPORT	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11 & 12
SUMMER SPORTS					
BADMINTON	5	7	4	9	18
CRICKET	48	44	35	30	50
ROWING	Not offered	47	63	40	35
TENNIS	58	55	77	56	95
TABLE TENNIS	13	2	8	8	19
SWIMMING	15	12	14	9	22
DIVING	3	3	5	1	6
GOLF	3	-	1	3	11
LAWN BOWLS	Not offered	Not offered	-	-	8
SQUASH	Not offered	Not offered	1	8	20
VOLLEYBALL	7	5	15	22	61
BASKETBALL	25	22	Not offered	Not offered	Not offered
SUMMER ATHLETICS	2	1	1	4	8
FUTSAL	Not offered	Not offered	Not offered		
GYMNASTICS	-	1	7	4	5
MARTIAL ARTS	1	4	7	2	13
TOUCH FOOTBALL	25	24	20	31	44
CYCLING	1	4	4	3	6
EXEMPTION	-	1	3	-	7
WINTER SPORTS					
AUSTRALIAN FOOTBALL	95	78	79	67	174
SOCCER	68	53	73	56	117
RUGBY UNION	20	29	19	27	46
BASKETBALL	44	46	47	55	62
CROSS COUNTRY	11	8	10	8	19
HOCKEY	22	16	19	22	43
TABLE TENNIS	-	-	5	9	21
EXEMPTION	1	4	4	7	26
SPRING SPORTS					

ATHLETICS	75	55	37	23	21
DEBATING	23	25	29	27	1
WATER POLO	25	24	23	21	18

Glendalough Sport 2015			
		Year 5	Year 6
CRICKET		44	46
FOOTBALL		56	68
BASKETBALL		35	38
TOUCH RUGBY		34	36
TENNIS		33	32
NETBALL		12	13
SOCCER		45	46
BADMINTON		16	19
TABLE TENNIS	Term I	23	21
LAWN BOWLS		11	13
VOLLEYBALL		19	19
HANDBALL		14	14
WATER POLO		13	15
SWIMMING		14	14
CROSS COUNTRY		24	19
HOCKEY		18	16
TABLE TENNIS	Term IV	17	12
ATHLETICS		21	19

Attendance records at the College are closely monitored. Rolls are marked electronically in every class and centralised to the Front Office via the synweb program. A Daily Attendance Report is issued twice daily, morning and afternoon, to all relevant staff members. Unexplained absences are followed up with phone contact with parents each morning by 10am. Parents are expected to notify the school of a boy's absence and the reason, by 8.30am on any day. This practice is strongly supported by the parent body. Truancy is not a problem in the College and the monitoring of absences by relevant staff is a clear expectation. A statement of absences and late arrivals appears on a student's Report issued to parents at the conclusion of each semester.

VALUE ADDED

St Kevin's College places relationships at the centre of education. Students must feel safe, valued and cared for, to learn. The organisational structures of the College are built around a desire to enhance relationships between students and with staff members. Relationship-centred education provides an environment where children can grow, flourish and learn, enjoying "fullness of life". This focus underpinned the pastoral care of students throughout 2015.

The policies and procedures of student wellbeing at St Kevin's College aspire to be faithful to the four EREA Touchstones. In opening the students' hearts and minds within a culture of respect and responsibility, a *Liberating Education* is achieved. We endeavour to know the students in our care and to identify those "at risk" due to physical or psychological factors. Surveys (SIF 2015) reflect a student body for whom morale is high and who feel that teachers treat them with courtesy and respect. The introduction of the Resilience Survey was driven by a desire to identify the strengths and weaknesses of the student body and to isolate areas of concern. These were then addressed through the personal development programs at Years 7, 8 and 9. The expansion of the use of the synergetic database to record significant conversations ensured that the progress of students was closely monitored and relevant information retained. Boys learn best when their stories are known and consideration is given for their particular circumstances and needs.

Through the promotion of *Gospel Spirituality*, students are immersed in a faith-sharing community where their personal growth is nurtured and encouraged through reflection, prayer and ritual. The welfare of students is grounded in the Gospel values of justice and forgiveness. Restorative Practice is intrinsic to the management of student behaviour and discipline procedures. The belief is that relationships that have been disturbed by conflict or wrong-doing, should be repaired in a respectful and collaborative process. Throughout 2015, this practice was promoted as a critical aspect of any disciplinary response, enabling the students to be active and thoughtful contributors to their own personal growth and behaviour improvement.

An *Inclusive Community* promises a sense of welcome and belonging. At the heart of student welfare is the belief in the dignity of each person. The Rights and Responsibilities Charter on display in every classroom seeks to ensure staff and students share a respectful relationship which upholds the values of the community. The expansion of the management of the transition of students into St Kevin's, and between campuses, has sought to promote social interaction and acceptance. The position of Homeroom Teachers/Tutors is a significant one in the College and integral to the pastoral care of the boys. Their knowledge of their students, in both the personal and academic sense, is critical. Knowledge of family and the social and emotional development of individual boys ensures that a nurturing and supportive environment is provided. The development of the skills of Homeroom Teacher/Tutors to fulfil their roles with confidence and commitment and the establishment of cohesive pastoral teams has been a focus in 2015.

A commitment to *Justice and Solidarity* is evident throughout the College. Fund raising is built around providing an awareness of causes that are deserving of advocacy. Awareness of the rights of human beings to live in a just and peaceful society is developed through support of those who are marginalised. The House Community Service Program is an integral part of the experience offered to senior students. It enhances students' wellbeing by providing opportunities for personal formation through partnerships with the wider community and exposure to those who are less fortunate. The embedding of these expectations into the Culture of the College impacts on the whole school community. Staff involvement in this program and other immersion programs provides the students with example of lives lived for others. Activities in the College over 2015 such as Project Compassion, "White Ribbon" Campaign for domestic violence, "Close the Gap" Campaign for Indigenous Australians, and the "Detention for Detention" Campaign for children held in detention centres, were student-run, widely supported and brought opportunities for the advocacy of just causes underpinning Catholic Social Teaching.

The 2015 after-school study programs run for Years 7 and 8 in the Smith Building, for Year 9 at Waterford, for senior students in the library, for Year 12 students in the Albert Street Study Centre as well as the Academic Review Program (Yrs 10 to 12), provided students with support and practical assistance. The presence of Old Boys as Tutors further enhanced the students' learning experience. The link between wellbeing and student outcomes is recognised at the College. Structures seek to build and develop positive relationships between peers and with teachers. Students are closely monitored and supported.

STUDENT SATISFACTION

The data from the School Improvement Surveys 2015 provides valuable insight into the student body at the College in the sphere of wellbeing. Parental satisfaction with students' wellbeing was very high, with *percent favourable indicators* (that is, gave a response that was at or above the midpoint of the scale) on key wellbeing variables typically better than 90% on the 100 point scale. In the surveys parents rated student safety at 87% (86% in 2014) and student engagement was at 80%. In the same areas, the surveys completed by students indicated scores of 82% for school safety and 76% for connectedness to school. In relation to the percentage of students who responded favourably to the survey questions relating to student wellbeing, the scores were very affirming of the school climate. Student safety was at 89.53%, student morale was at 85.61% and connectedness to school was at 90.89%. The results are indicative of a student cohort across the three campuses which have confidence that they are in a secure environment with teachers who are committed to their wellbeing. This is a view clearly shared by parents.

Leadership & Management

Goals & Intended Outcomes

Goals	Intended Outcomes	Target	Key Improvement Strategies
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.	<ol style="list-style-type: none"> 1. That feedback to individual staff members will improve. 2. That leadership capability, especially of the pastoral and curriculum committees, will be enhanced. 3. That staff's sense of empowerment will improve. 4. That professional communication will improve. 	That the Staff School Climate Index be 66.8 by 2015.	<p>Embed a sense of teacher efficacy based on professional learning, feedback and appraisal, clear and effective professional communication, consultative and collegial practices and leadership development.</p> <p>Develop the physical resources for high quality learning and teaching.</p>

Achievements

St Kevin's College remains committed to upholding a vibrant and accountable professional learning community. We seek high standards in the learning environment from our students, and we model that through the same ideals upheld by the professional ranks of teachers in all facets of College life. The College has reason to be proud of its standing as a pre-eminent Catholic school for boys in Australia, and the realm of leadership and management is central to the delivery of this holistic outcome.

In seeking to sustain and continuously enrich our community through the pursuit of best practice, the leadership and management of the College also draws strength from a vision of servant leadership and an understanding of our shared mission. This mission is embedded within our desire to support 'learning, family and fullness of life', as it is also encompassed by the EREA Touchstones of Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity.

The practice and exercise of leadership at the College is, and must be, one centred upon and fulfilling the gospel messages of our faith. As a Catholic school in the tradition of Blessed Edmund Rice, St Kevin's remains firm not only in our call to mission, but in the authentic expression of our faith and mission by our deeds and actions. Therefore, the leadership and management of the College must necessarily model and be a clear and authentic message of the gospel in action.

Within our context as an Edmund Rice school, the College seeks to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. These touchstones are the basis to the charter of Edmund Rice education and, as such, they offer clear direction to the leadership of the College community. The overarching goal for Leadership and Management as expressed within the School Improvement Plan also articulates a basis to inspire a model of leadership, for at its outset it references the centrality of a vision of servant leadership.

Strong leadership has fostered a strong academic tradition where each boy is encouraged to take responsibility for his own learning, in an environment that values knowledge and scholarship, and this is upheld by the strong professionalism, drive and direction of the teaching staff. Collectively, the College strives for the development and liberation of the whole person, integrating spiritual development, academic success, cultural awareness and sporting participation in the context of our Catholic tradition. Through sustained and progressive reflection informing action, leadership at the College seeks to work inclusively with and for the betterment of all within the St Kevin's community.

Key Committees enhancing consultation and collegial development

Consultative and collegial practice continues to be integral to the operations of the College's formal Pastoral and Curriculum Committees. This is demonstrative of the concerted efforts of the College Leadership Team to consult with this significant next tier of staff leadership positions (KLRs), to enhance clarity and allow extended contribution to decision-making. It too, is in direct alignment with efforts to empower staff and provide vehicles for effective staff voice and action. The reformatting of Pastoral Committee meetings, as one example, allowed for the rotation of the role of Chair and for a Chair contribution section for the sharing of best practice ideas. This was but one measure of efforts to include and empower staff ownership and voice, while termly Year 12 teacher meetings under the direction of the Director of Studies are another occasion for inclusive discussion and ownership of student and staff action.

Communication platforms

Recent developments in the Information Technology platforms of the College, most especially the Synergetic information database and the school learning portal (Schoolbox) for access by students, staff and parents, are providing significant enhancement to the level and quality of professional communication across all areas and members of the College community. Further professional development and technical refinements and enhancements continue to be implemented as these systems extend the organisational, pastoral and learning effectiveness of the College.

Structural enhancements

The College is fortunate to perhaps attract but at least hold within its staff numerous teachers who are aspirant and capable professionals, willing and able to make fulsome contributions to the College community. This can provide some pleasing challenges with regard to the provision of meaningful opportunities for such staff to engage in formalised roles (KLRs) and other such platforms. The quadrennial appointment process for these KLR positions has been well received by staff, certainly in its fostering of an atmosphere of openness, opportunity and renewal. The process also allows the College Leadership Team to continuously reflect on areas of College life that require particular emphasis and, linked with purposeful targets and expectations, ensure that staffing structures and appointments align with these areas of strategic intent.

Significant attention has previously been given to the restructure of the Middle School levels of Years 7 and 8 under the stewardship of the Dean of Middle School and his associated pastoral and curriculum leaders, namely two Year Level Coordinators for each of Years 7 and 8, and a Middle School Curriculum Coordinator. This development has brought wonderful dividends that have been recognized by students, staff and parents. Clear lines of communication, planning and reporting have complimented this entity, offering support to boys, staff and parents in middle years matters, especially in curriculum and pastoral issues.

Cognisant of the success that has been experienced, and demonstrative of good reflective practice, the College has begun preparation of replicating this model in the senior years of the College, with a Dean of Senior School to be appointed for the commencement of 2016. This role will require appropriate redefinition of reporting lines, and will also be central in the coordination of an enhanced team of middle leadership staff to provide support and direction to Years 10-12. A further position of responsibility will also be enacted for 2016, with the appointment of an Assistant Dean to the Leadership Team. This significant leader will provide critical support to the members and portfolios encompassed by the College Leadership Team, as well as enhancing the human resource and administrative faculties of the College.

Staff Development and Professional Learning

Further opportunities for staff development have been well catered for under the umbrella of EREA, who host a variety of development opportunities such as the Women in Leadership and the Aspiring Leaders programme. Beyond leadership opportunities, the College has also sought to ensure that staff have felt well connected to their professional practice and the centrality of their role as teacher. The opportunity for regular feedback on their professional practice through semester student surveys is providing a degree of immediacy in feedback and a point for ongoing reflection and moderation of teaching practice.

Unquestionably, one of the significant developments for 2015 in the area of professional learning, as proposed and developed through the office of the Dean of Professional Practice, was that of the College's Performance and Development Framework. Its aim is to facilitate teacher growth through better professional conversations through a structured process of reflection and goal-setting, the development of personal action plans, interim reviews and an annual review meeting. It is supplemented by a further *Leader as Coach* program that seeks to provide a frame for collegial dialogue between the leader and the teacher.

Expenditure and Teacher Participation in Professional Learning

Number of teachers who participated in PL	211
Average expenditure per teacher for PL	\$600

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Outline of PL undertaken in 2015:

Conferences and other such sessions were undertaken across all areas of the curriculum, pastoral care, faith and mission, administrative and co-curricular areas of College life, including but not limited to:

- Various university Careers Practitioners sessions
- Mentor Support program
- Catholic leadership
- English leaders in Catholic schools
- Schoolbox community meet-up
- Empowering students
- CEO Nursing Network meetings
- Youth Engaging the World
- Education Outdoors Conference
- Justice Conference
- VATE English Day and Conference
- Ideas and Strategies for the new VCE Literature Studies
- HTAV Annual Conference
- GTAV Annual Conference
- Visual Arts Conference

- Mental Health and Wellbeing of Young
- AUSVELS Constructing New Learners
- Maker Space hands on Conference
- A Guide to Differentiated Learning
- RULER Emotional Intelligence Program
- Students at the Centre of Learning: It's a Digital World
- CDES Annual Psychology Teachers Conference
- Leading a Coaching Culture
- Youth Mental Health First Aid
- Coaching Approaches for Performance and Development
- CSSS Network Schools Counsellors and Psychologists
- ACHPER Conference
- EduTech 2015
- Solutions Focus Master Class
- Australian String Teachers Association National Conference
- First Aid Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	211
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$600

TEACHER SATISFACTION

Both the School Improvement Survey data, and the qualitative data expressed through the inclusion of staff, give expression to what Starratt calls the three foundational virtues of catholic leadership: "responsibility, authenticity and presence". Leadership at the College is ethically, educationally and fiscally responsible; it is authentic in its dealings with students, staff, parents and outside agencies; and it is present not only in the extent and diversity of College activities, but also in its preparedness to walk the journey in solidarity with all of its members, and even those who lie beyond.

The 2015 CEM External Review favourably acknowledged many aspects of the strong organisational culture and leadership strengths at the College, and referred directly to strong evidence of teacher satisfaction and support of this culture and its elements. Staff survey data indicated a high level of success in establishing strong directional leadership around a shared vision for St Kevin's, which pleasingly was a key element of the broad goal which the College set for this sphere in its School Improvement Plan. Of the four cultural pillars reflective of the key behaviours that contribute to staff wellbeing, motivation and performance, *Clarity* was the aspect with the greatest relative strength for St Kevin's.

To this end, the review noted that staff understanding of the vision was a strong and critical factor in the College's performance. The review revealed positive evidence of the staff's high level of awareness of and valuing of the core vision, and their commitment to the culture and ethos of St Kevin's, observing that "it clearly drives all that the school seeks to achieve for its students. Staff know what is expected and required of them and the vast majority strive for continuous improvement as a result."

The survey data also indicated significant strength in staff feeling that leadership within the College is supportive, approachable and caring, enhancing another of the pillars of Empathy. This was seen to be modelled by the College Leadership Team through their engagement with and support of staff. This approach subsequently was transmitted through to leadership practice at middle levels as well. Consequently, working relationships between leadership and staff are very positive and, as the Review observed, "...this contributes to the exceptional efforts by the large majority of staff to work extremely hard in the interests of the College and its students."

The Review also indicated the positive staff perspective extended into the elements of ownership and teamwork, as these contribute to the pillar of Engagement. The staff feel that their goals and approach to work are aligned with the goals and approach of the school, and that there is a good sense of collegial support, motivation and engagement. Nonetheless, the data gives indication that the staff of the College are seeking an enhanced sense of empowerment and opportunities for connectedness to change initiatives. In also making reference to these aspects, the Review did note that "...these challenges are recognised by senior leadership and recent initiatives have been introduced to further address these needs."

College Community

Goals & Intended Outcomes

Goals	Intended Outcomes	Target	Key Improvement Strategies
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 students, staff and other members of the college community have an awareness of, empathy with, and take action to assist others both within the school and wider communities.	That the Parent Satisfaction Index (School Climate, Relationships and Engagement) will be 81.6 or above throughout the life of the Strategic Plan.	Broaden the college's community involvement. Increase the college's ability to communicate with the school community

Achievements

There is an exceptional quality and depth across the St Kevin's College community. It is supported by very strong partnerships between students, staff and parents. The School Improvement Survey data strongly supports this. St Kevin's College is a very inclusive community with a welcoming environment. A highlight of each year is the Welcome to New Parents Function, where current parents, staff and senior students host new parents. It is very well attended.

Students, parents, staff, old collegians and past parents have many opportunities to be involved in the St Kevin's community. Many avail themselves of these opportunities. It is a feature of the College that there are twenty two separate Parents Associations, consisting of current and past parents. There are also many old collegian sporting clubs which continue the community involvement of many old collegians and their families.

The weekly College newsletter and quarterly Omnia are seen as great community builders. As well as being very informative, they clearly demonstrate the Catholic and Edmund Rice identity of the school.

Staff, students and parents are now using the College Portal to strengthen the already strong communication and information sharing. Staff have availed themselves of the numerous opportunities for professional development in this area. Staff are using the portal to provide additional information and feedback about their classes.

VALUE ADDED

Parent Enrichment Program

The Parent enrichment program attempts to support the people who give most support to our students! Each year, we organise a number of stimulating and engaging events which address topics of relevance and concern to our families. In Term One, we once again hosted Bill Jennings from Time and Space as he led two Mother and Son nights for Year 7 and a Father and Son night for Year 8. For several years, these have been immensely popular. They take place with the invaluable support of the Fathers' Association.

In Term Two, the Boyd Egan hall was full for a visit from Andrew Fuller, a renowned author and psychologist. Andrew spoke on the topic of 'Shaping your child's happiness.' He is among a number of researchers who underline the importance of self-control in creating happiness. Then, on the feast of Edmund Rice, we shared an evening with the inspiring Sherene Hassan, Director of the Islamic Museum of Australia. Sherene spoke of her journey as an Australian Muslim Woman. Her visit perfectly encapsulated the themes of justice and faith we celebrated throughout the day.

The following term, we heard from Vanessa Bate who has spent many years in the youth field both prior to and during her 12 years as a serving member of Victoria Police. Her topic was 'Our choices, their choices: teenagers, alcohol, drugs, parties and other parenting challenges'. Finally, Alice Loney from Thriving Youth Australia supported by the Vitae team, a not-for profit organisation, explained some of the work she had been doing at St Kevin's in co-operation with the counselling team in the area of cyber citizenship. This terrific program is deeply indebted to the parents who support it, chiefly Sue O'Shea (the chair person), Moira Phyland and Lindy Bufardecì.

Fathers' Association Annual Report

During my second year as President, The Fathers' Association has had a year of consolidation. We have made an effort to focus on growing and building the programs and initiatives that have been implemented over the last couple of years. Hence, there were only a few new events added to the calendar. The Executive Committee has remained largely the same with only one change from 2014. Jerome Adams remained as Vice President and Tass Karagiannis continued in his role as Treasurer. The new member on the Committee is Richard O'Callaghan, who took over as Secretary from Kevin Moloney. Thank you to Kevin for all his work.

I would like to take this opportunity to thank all the members of the committee who have done a wonderful job throughout the year. Their help, support and assistance was very much appreciated. Participation this year has once again surpassed all my expectations, with every call for volunteers and participants met with positive and enthusiastic replies.

The Fathers' Association has assisted the school with many events this year which included :

- Welcome to new parents
- Glendalough Parent Information Evening
- Prep Parent Information Evening
- St Kevin's Art Show
- BBQ at the Zimele Foundation Walkathon

We are able to help run these events successfully in large thanks to the volunteers. Thank you to the many dads who continually volunteer. Your support is very much appreciated.

The Association runs several programs during the year to help build the bond between parents and their boys. In 2015 programs were :

- Mother/ Son and Father/ Son evenings for the year 7 & 8 boys run by Mr Bill Jennings from "Time & Space" with the assistance of Michael McGirr
- Father/ Male Mentor & Son camps throughout the year operated by Mark Caldwell from Journey2adulthood. There is a Years 2, 3 & 4 camp, a Years 5 & 6 camp and a Years 7 & 8 camp. These are a great way for dads to spend some quality time with their boys while completing challenges and tasks both as a pair and in groups
- Mothers Day cooking classes for dads and their sons in years 5 & 6; this year that we had to add an extra night and were still not able to accommodate everyone
- Father's dinners each year, in the first three terms. Sincere thanks to David Perry, Lewis Martin and Mark Howard, our three guest speakers for this year.

This year the Combined Parents Association hosted "An Evening of Elegance" the St. Kevin's cocktail party held in the beautiful Grand Ballroom at the Park Hyatt Melbourne. The event was a great success. A wonderful evening was had by all with parents from all year levels.

The Father's Association is proud to announce the Inaugural St. Kevin's College Year 11 Father Son Dinner to be held at the Australian Club. This will be an annual event to be held at the conclusion of the year 11 exams.

We continue to donate a gift of St Kevin's College cufflinks to Year 12 students, have sponsored staff awards, student awards and a prize for the Art Show.

Thank you to all the members of the Committee, to the school and the many staff members who assisted us and to all the parents for their time, efforts and involvement.

Senior Mothers Association

A year in the life of the Senior Mothers' Association is always fun and full of excitement, 2015 has proved to be no different! We have welcomed those families who have transitioned to "crossing the bridge" from Glendalough, and have welcomed many new families for years 7, 9 and 10! We have kept the year level functions on the move, along with various organised school events, while presenting a great opportunity for all to have a sense of inclusion and community participation. We also have ensured our Year 12 mum's have had many memorable events for their final year as they farewell St. Kevin's in completing another chapter in the schooling lives of their son(s).

The Committee Members have made the Senior Mothers' Association operate like a well-oiled machine. We have worked collectively as a group and have executed as a team a very successful SMA for 2015. I would like to thank the following who have been on the Executive and sincerely appreciate their time and hours which they have volunteered in contributing to our success; Ms Peta Taylor, Mrs Trish McBurnie, Mrs Liz Elliott, Mrs Susie Battistella, Ms Jacinta Chute, Mrs Ann James, Mrs Christine Quirk, Mrs Jane Briggs, Mrs Jo Sudano, Mrs Gillian Goller and, finally to Mrs Jenny Cluning who we farewell after many dedicated years to the SMA! I would also like to acknowledge our Class Reps who have organized various functions, whether they be morning teas, lunches, movie evenings and/or Cocktail nights, well done! Thank you to the parents who have supported these functions, as well as those who have volunteered their time in making these events happen!

Functions this year have included :

- Opening Luncheon in February, which was held at ZINC, a record attendance of 420
- Support for many of the St. Kevin's functions such as Year 7 Orientation morning, New Parent Information Evening, Scholarship exams, Formal Assembly for Prefects and Officers
- Art Show
- Combined Associations 'Evening of Elegance'

Our goal is to foster a sense of community and togetherness within the school circle by providing opportunities for the parent body to come together throughout the school year. One of the most successful evenings this year was the gathering of year 9 Mum's after the ever anticipated Year 9 Rice Camp! These lovely gals had the opportunity to have a chin wag and a meal whilst sharing their son's stories and adventures; consensus was, the lads left as boys, and returned home as young men! 90 plus mum's in attendance!

We were able to streamline and foster more positive relationships throughout the wider school community with the other Parent Associations. The Family Support Group Association is now a permanent fixture on our SMA meeting agenda and shares a valued presence at our meetings. To Mrs. Claire Whitbread, President of the Glendalough Mothers' Association and Mr. Evan Raptis, President of the Fathers' Association, many thanks for the opportunity to liaise with your associations allowing us to tap unchartered territories in streamlining our Association for the betterment of our school community.

Glendalough Mothers' Association

The Glendalough Mothers' Association plays an important role in helping create a sense of community and belonging for families within the school environment. There are many opportunities for families to become involved in school activities such as the Easter Raffle, Mothers' Day Stall, Spring Luncheon, Grandparents' Day, Orientation days, End of Term lunches and many more.

I would like to extend a note of thanks to all the parents who have contributed so generously this year to the success of Glendalough events. This has included helping out at GMA events, providing a platter of food, helping serve at End of Term lunches, wrapping gifts for our Mothers' and Fathers' day stalls, or making endless cups of tea and coffee. Your enthusiasm, energy and time is invaluable and we are very grateful for anything you are able to contribute.

Fundraising is an important part of the GMA and is achieved primarily through events such as luncheons and raffles. This year proceeds raised by the GMA have gone towards the redevelopment of the prep playground and other areas of the boys outdoor play areas. Financial contributions have also been made to the Mary MacKillop Foundation, and prizes in the Art Show and Combined Parents Cocktail Party.

Thank you to the 2015 Class Representatives who have played such an important role in welcoming new parents and helping to facilitate new friendships through social events, coffee mornings and other events throughout the year.

The Family Support Program continues to provide vital support to St Kevin's families in times of need. Thank you to the many families who have signed up to assist with meal provision for these families who need our support.

Some highlights of the key events run by the GMA this year include –

- 'Prelude to Spring Luncheon'
- Fathers' Day Stall
- Grandparents' Day

Finally, I would like to thank the wonderful ladies who make up the GMA Committee for without their support none of this would be possible. We all share the common goal of wanting to be involved in school events, and in doing so reap the benefits of great friendships and reward in knowing we contribute to wonderful experiences for the boys. It has been a delight to work alongside you and thanks must be given to Maria Claydon, Jude Murphy-Scott, Clare Power, Emma Simpfendorfer, Tina Hogarth-Clarke, Kylie Blackwell, Gail Pitt, Annie Saville, Sandy Brooks, Simone Duncan, Louise Lyons, Winani Winani, Carolyn Nankervis, Renee Fitzgerald, Skye McEwen, Mary Claire Dalling and Sally Dreaver.

Old Collegians Report

The 2015 year of activities commenced with the AGM, held on the 12th November 2014. Newly elected positions included:

Nick Di Pietrantonio (OC'92) – President

Paul Ryan (OC'78) – Vice President & Treasurer

Julius Southwood (OC'97) – Vice President

We acknowledged and thank Peter McDonald, Past President, & Chris Hanson, Past Treasurer, for all their efforts. All other Committee Members were re-elected.

Preceding this was the Annual Remembrance Eucharist, held on the 5th November 2014 at the Chapel of St Kevin's, where we remembered those Old Collegians who passed away during the year. The families and extended families of those deceased were again there in great numbers, as this evening continues to be the most important event on the SKOCA calendar.

On 16th November 2014 the Glendalough Family day was held and the 'Spinning Wheel' run by the Old Collegians was again a great success as was the whole family day.

In May, a large number of Golden Jubilarians attended the College Assembly, including those from the Class of 1965, celebrating their 50th Anniversary. The opportunity for the College to meet those who have gone before them and listen to their wisdom is an important part of the passage of young Kevinians.

Also in May the Year 12 Class of 2014 celebrated their first reunion since leaving the College. This function provides an important link in the early settling into post school life that is run by the Old Collegians in conjunction with the College.

In June, the 69th Annual Dinner of SKOCA was held at Kooyong Lawn Tennis Club. The Guest Speaker was Old Collegian and OC John Olle. John spoke of his fond memories during his time at the college and his involvement with the Old Boys Football Club post his college years. He was also enlightening in the retelling of some of his experiences in his early days in the legal profession. The dinner is also an opportunity to acknowledge those old collegians that have been assisted by the Old Collegians Association & we shared a great Q&A session with aspiring athletes Alex Rowe (OC'10) & Luke Matthews (OC'13) as they embarked on the start of their European athletics season.

A number of Reunions were held throughout the year, including those of the Class of 1965 in October, 1975 in November, 1990 in May, 1995 in October, and 2010 in October. We are all grateful for the efforts of the Reunion Sub Committees who volunteer to run these events. The Western District Chapter again was run by Peter Jackman (SKC 1961) held their annual luncheon at the Quoin Hill Vineyard, owned by Steve Coleman (OC'73).

The involvement of Kevinians in many aspects of school life is a popular sign of the breadth of skill and commitment of the ever expanding numbers of Kevinians in the broad community. Old Collegians are found at the College almost daily tutoring after school, coaching school teams, participating in music, drama and choral practices, mentoring college leaders and assisting activities. The college staff do a wonderful job in embracing the Old Collegians back into College life.

A big part of the Old Collegians is the affiliated sporting clubs which help foster strong ties to the college for many old collegians. The Old Boys Football Club enjoyed one of their most successful seasons winning premierships in B Grade Seniors, Thirds & Under 19(4) sides. I would like to acknowledge President Paul Murphy and all those associated with the Football club for their success both on and off the field in 2015. The Cricket Club had a fair season, the 1st XI losing in the Dunstan Shield Semi Final. All other teams were well represented and the recruitment drive for the 2015/2016 season is well and truly underway. The Athletics Club enjoyed another successful winter season. The great culture of SKC is carried on with great representation from Old Collegians both on the track and assisting in the training of current college students. The Soccer Club enjoyed a successful season both on and off the field with both the Firsts and Reserves finishing in 3rd place. The club is already looking forward to season 2016, building a strong member base each year. The Basketball club is now in full flight and enjoying success. A third team will be added to the club as they continue to engage recent old collegians and make a name for themselves.

A new and great initiative launched this year is the 'Old Kevinian Fellowship', the aim is to provide St Kevin's Old Collegians with the support and encouragement to undertake travel, study and/or a project which provides a unique opportunity for self-development and discovery that goes beyond the benefits offered by a higher education. Applications are currently being sought for our inaugural grant.

All Old Collegians are invited to become more involved in College life to further enhance the educational opportunities of those who go after us. The centenary is only 3 years away and matters such as collecting historical memorabilia are having success.

Finally, I thank the hard working committee for making my first year as President very smooth. Sincere thanks to past president Peter Macdonald and past treasurer Chris Hanson for leaving us in good shape. We are always seeking new committee members that can bring new ideas in how we can continue to engage our college community.

A special thanks to our Executive Officer Kevin Culliver. Without Kevin many events wouldn't run smoothly or wouldn't run at all. He is also instrumental in handling the many day to day inquiries from members.

The Association would also like to sincerely thank Headmaster, Mr Stephen Russell, and the College staff for their support of the St Kevin's Old Collegians' Association and for continually involving the Old Collegians in many of the events run by the school throughout the year.

Past Mothers' Report

This year the Past Mothers' Association continued their film mornings, a group of twenty met at Ripponlea to view the Miss Fisher Exhibition followed by Devonshire Tea in the delightful cafe there. Once again old friends caught up at our Annual Luncheon. All past mothers are welcome to join us.

PARENT SATISFACTION

Parents see themselves working in collaboration with staff to achieve the best outcomes for their sons. They appreciate the opportunities given to them to participate in the life of the College. They are appreciative of the staff commitment which provides additional academic, spiritual and co-curricular opportunities for their sons. They value the community spirit generated by such a wide range of sporting, cultural, and outdoor education programs and also tours which complement the classroom teaching.

Parents feel they and their sons are strongly connected to the school and their peers. This is affirmed by student survey data. They acknowledge the great sense of belonging at St Kevin's as well as the desire to serve others in the Melbourne community, the Australian community and overseas. They see this as very much in the tradition of Edmund Rice.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	26,152,799
Other fee income	4,869,094
Private income	1,254,491
State government recurrent grants	2,511,640
Australian government recurrent grants	9,179,247
Total recurrent income	43,967,271
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	26,587,959
Non salary expenses	10,804,412
Total recurrent expenditure	37,392,371
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	1,806,244
Other capital income	88,000
Total capital income	1,894,244
Total capital expenditure	1,894,244
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	0
Total closing balance	0

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

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

VRQA Compliance Data

E1144 St Kevin's College, Toorak						
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %	
YR 03 Reading	100.0	100.0	0.0	98.1	-1.9	
YR 03 Writing	100.0	100.0	0.0	100.0	0.0	
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0	
YR 03 Grammar & Punctuation	100.0	98.1	-1.9	100.0	1.9	
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0	
YR 05 Reading	100.0	100.0	0.0	99.1	-0.9	
YR 05 Writing	98.2	99.1	0.9	99.1	0.0	
YR 05 Spelling	99.1	100.0	0.9	100.0	0.0	
YR 05 Grammar & Punctuation	99.1	100.0	0.9	100.0	0.0	
YR 05 Numeracy	98.2	100.0	1.8	100.0	0.0	
YR 07 Reading	100.0	100.0	0.0	100.0	0.0	
YR 07 Writing	99.6	99.6	0.0	99.2	-0.4	
YR 07 Spelling	98.8	100.0	1.2	98.5	-1.5	
YR 07 Grammar & Punctuation	99.2	99.6	0.4	100.0	0.4	
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0	
YR 09 Reading	100.0	99.6	-0.4	99.2	-0.4	
YR 09 Writing	97.9	99.6	1.7	98.8	-0.8	
YR 09 Spelling	99.6	97.9	-1.7	98.0	0.1	
YR 09 Grammar & Punctuation	99.2	99.6	0.4	98.8	-0.8	
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0	

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	106.36%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.94
Y02	96.04
Y03	94.80
Y04	94.25
Y05	96.03
Y06	94.39
Y07	95.74
Y08	95.15
Y09	95.10
Y10	93.80
Overall average attendance	94.92

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.38%

STAFF RETENTION RATE	
Staff Retention Rate	86.13%

TEACHER QUALIFICATIONS	
Doctorate	1.97%
Masters	28.95%
Graduate	40.79%
Certificate Graduate	3.95%
Degree Bachelor	90.79%
Diploma Advanced	16.45%
No Qualifications Listed	3.29%

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	202
FTE Teaching Staff	184.969
Non-Teaching Staff (Head Count)	105
FTE Non-Teaching Staff	98.982
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	636.80
Year 9 Writing	617.60
Year 9 Spelling	624.20
Year 9 Grammar & Punctuation	628.20
Year 9 Numeracy	669.70

SURVEY RESULTS		
Parent	Approachability	92.13%
	Attitude to Survey	86.54%
	Behaviour Management	94.28%
	Classroom Behaviour	72.45%
	Connectedness to Peers	98.99%
	Connectedness to School	94.95%
	Extra-Curricular	96.46%
	Homework	92.93%
	Learning Focus	98.74%
	No# of Parents	99.00%
	Parent Input	76.95%
	Parent Partnerships	90.61%
	Reporting	89.19%
	School Improvement	94.44%
	Social Skills	98.65%
	Stimulating Learning	94.66%
	Student Motivation	92.42%
Student Safety	93.60%	

Teacher Morale	97.37%
Transitions	96.46%
Approachability	97.58%
Attitude to Survey	89.40%
Behaviour Management	96.77%
Classroom Behaviour	65.00%
Connectedness to Peers	97.85%
Connectedness to School	100.00%
Extra-Curricular	93.55%
Homework	93.55%
Learning Focus	100.00%
No# of Parents	31.00%
Parent Input	88.17%
Parent Partnerships	97.58%
Reporting	95.70%
School Improvement	99.19%
Social Skills	100.00%
Stimulating Learning	100.00%
Student Motivation	98.39%
Student Safety	92.47%
Teacher Morale	100.00%
Transitions	100.00%
Approachability	89.25%
Attitude to Survey	83.24%
Behaviour Management	92.59%
Classroom Behaviour	70.37%
Connectedness to Peers	99.38%
Connectedness to School	92.59%
Extra-Curricular	97.22%
Homework	93.52%
Learning Focus	97.69%
No# of Parents	54.00%
Parent Input	71.25%
Parent Partnerships	86.92%
Reporting	88.20%
School Improvement	92.13%
Social Skills	97.53%
Stimulating Learning	92.06%

	Student Motivation	88.89%
	Student Safety	92.59%
	Teacher Morale	97.03%
	Transitions	93.52%
	Approachability	91.07%
	Attitude to Survey	92.86%
	Behaviour Management	95.24%
	Classroom Behaviour	96.43%
	Connectedness to Peers	100.00%
	Connectedness to School	92.86%
	Extra-Curricular	100.00%
	Homework	89.29%
	Learning Focus	100.00%
	No# of Parents	14.00%
	Parent Input	73.81%
	Parent Partnerships	89.29%
	Reporting	78.57%
	School Improvement	92.86%
	Social Skills	100.00%
	Stimulating Learning	92.86%
	Student Motivation	92.86%
	Student Safety	100.00%
	Teacher Morale	92.86%
	Transitions	100.00%
Staff	Act on Results – Personally	73.54%
	Act on Results – School	67.72%
	Acted on Previous Surveys – Personally	69.84%
	Acted on Previous Surveys – School	70.37%
	Issues Coverage	78.31%
	No# of Staff	189.00%
	Overall Enthusiasm	66.14%
	Survey Usefulness – School	75.13%
	Act on Results – Personally	87.88%
	Act on Results – School	84.85%
	Acted on Previous Surveys – Personally	72.73%
	Acted on Previous Surveys – School	90.91%
	Issues Coverage	90.91%
	No# of Staff	33.00%

	Overall Enthusiasm	72.73%
	Survey Usefulness – School	84.85%
	Act on Results – Personally	69.85%
	Act on Results – School	62.50%
	Acted on Previous Surveys – Personally	66.91%
	Acted on Previous Surveys – School	63.97%
	Issues Coverage	73.53%
	No# of Staff	136.00%
	Overall Enthusiasm	66.18%
	Survey Usefulness – School	72.06%
	Act on Results – Personally	75.00%
	Act on Results – School	75.00%
	Acted on Previous Surveys – Personally	85.00%
	Acted on Previous Surveys – School	80.00%
	Issues Coverage	90.00%
	No# of Staff	20.00%
	Overall Enthusiasm	55.00%
	Survey Usefulness – School	80.00%
Student	Classroom Behaviour	74.32%
	Connectedness to Peers	95.12%
	Connectedness to School	90.89%
	Learning Confidence	94.71%
	No# of Students	369.00%
	Purposeful Teaching	94.90%
	Stimulating Learning	85.63%
	Student Distress	87.99%
	Student Morale	85.61%
	Student Motivation	97.02%
	Student Safety	89.53%
	Survey - Easy	78.03%
	Survey - Enthusiasm	61.02%
	Teacher Empathy	93.06%
	Classroom Behaviour	60.07%
	Connectedness to Peers	92.45%
	Connectedness to School	92.90%
	Learning Confidence	95.82%
	No# of Students	96.00%
	Purposeful Teaching	95.82%

Stimulating Learning	91.41%
Student Distress	92.01%
Student Morale	91.61%
Student Motivation	98.18%
Student Safety	87.50%
Survey - Easy	89.72%
Survey - Enthusiasm	81.91%
Teacher Empathy	94.04%
Classroom Behaviour	78.27%
Connectedness to Peers	96.59%
Connectedness to School	89.96%
Learning Confidence	95.11%
No# of Students	235.00%
Purposeful Teaching	94.81%
Stimulating Learning	83.49%
Student Distress	86.17%
Student Morale	83.15%
Student Motivation	96.49%
Student Safety	89.95%
Survey - Easy	74.89%
Survey - Enthusiasm	54.70%
Teacher Empathy	93.00%
Classroom Behaviour	85.96%
Connectedness to Peers	92.76%
Connectedness to School	91.58%
Learning Confidence	89.47%
No# of Students	38.00%
Purposeful Teaching	93.16%
Stimulating Learning	84.21%
Student Distress	89.04%
Student Morale	85.79%
Student Motivation	97.37%
Student Safety	92.11%
Survey - Easy	68.42%
Survey - Enthusiasm	48.25%
Teacher Empathy	90.98%