



ST KEVIN'S
COLLEGE



2023 Annual Report to the School Community

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Principal's Attestation

I, attest that St Kevin's College is compliant with:

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

Attested on 10 May 2024



About this report

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



Governing Authority Report

This year has been an extraordinary year in the 105-year history of St Kevin's College. St Kevin's College Ltd ("The College") was incorporated, and then received from the Trustees of Edmund Rice Education Australia ("TEREA") the assets of The College which enabled The College to receive regulatory approval for a change of proprietorship from the regulator to The College.

Accordingly, as of December 1, 2023, governance responsibility for The College transferred from TERE A to the Board of The College.

The purpose of the change was to implement a localised and responsive governance model, and allow The College to make decisions in the best interest of our students and staff. Thanks to the operating model of the prior Advisory Council, and the work by the College leadership led by our Principal Mrs Deborah Barker, the transition has been orderly.

The College remains a Catholic school informed by the Charism of the Blessed Edmund Rice. The new model has not resulted in significant changes to what our community experiences on a day-to-day basis.

We are incredibly proud of the way our students and staff excelled in 2023. Their commitment demonstrated the importance of living our College values; integrity, excellence and compassion.

Finally, I would like to thank our community for their support and patience through 2023. The College is now on a solid foundation. With our professional staff supporting our wonderful students, I am confident we are embarking on a renewed period of success.

Yours Sincerely
Evan Dwyer
Chair St Kevin's College Ltd

Vision and Mission

Mission

We are committed to standards of excellence in the formation of young people who will build a better world.

Vision

Inspired by the values of the Gospel, we endeavour to foster an exceptional learning environment that influences and challenges young people to be compassionate and of complete integrity.



College Overview

St Kevin's College is a Catholic, all boys school in the Edmund Rice tradition founded in 1918. The College is ELC - Year 12 and spread across four campuses, with an additional campus of sporting facilities. St Kevin's is well serviced by public transport, allowing students to travel from 124 postcodes of Melbourne to attend.

St Kevin's College is determined to foster excellence in the holistic development of young people, equipping them with the skills, knowledge and values necessary to shape a more just and compassionate world.

We endeavour to provide a nurturing and encouraging environment where students are inspired to strive for excellence, personal growth and social responsibility. Through a comprehensive educational experience that integrates a broad academic offering, spiritual formation and community engagement, we aim to inspire our students to become lifelong learners and active agents of positive change in their communities and beyond.

Guided by the enduring principles of the Gospel, St Kevin's College envisions a future where every individual is empowered to realise their full potential and contribute meaningfully to society. We aspire to create an exceptional learning community where intellectual curiosity is celebrated, diversity is embraced and ethical leadership is cultivated.

Our vision is to engender a culture of respect, empathy and inclusivity where students feel valued, supported and challenged to think critically and act with integrity. Through innovative teaching methods, experiential learning opportunities and meaningful partnerships with local and global organisations, we seek to inspire our students to become compassionate leaders who champion social justice, environmental sustainability and the common good.

As a school, we are dedicated to nurturing the whole person and preparing our students to navigate the complexities of the modern world with courage, resilience and humility. By instilling in them a deep sense of purpose and a commitment to lifelong learning and service, we strive to inspire our graduates to make a positive impact in their professions, their communities, and the world more broadly.

Principal's Report

The 2023 year commenced with the launch of the five-year College Strategic Plan to all stakeholders. Developed from the Nous Review (2021/2022) with significant consultation with staff and leaders, the Strategic Plan provides the College with a clear direction in matters of Faith, Teaching and Learning, Wellbeing and Community Engagement. With a strong focus on deliverable actions, the Strategic plan guided by the four pillars; (1) A Liberating Catholic school, (2) Standards of Excellence, (3) Wellbeing for Learning and Life, (4) An Inclusive Community for the Common Good sets the College direction for the work of the College in 2023 and the articulated values of compassion, integrity and excellence underpins our intentionality to lead in our current context.

The new governance model of the College with the Change of Proprietor from Edmund Rice Education Australia to St Kevin's College Ltd on the 1st December 2023 was a significant milestone in the history of the College and reflected extraordinary work by many stakeholders to bring this to fruition. Notwithstanding, the importance of the standing up of the College Board on 26 April, as part of the incorporation process.

With healthy enrolment numbers, strength in academic performance and focus on holistic education, St Kevin's College commissioned JCB Architects to develop a high level masterplan for our multi-campus school. Delivered in the later part of the year, the masterplan and its timeline delivery points will be the focus for the College in 2024. Nearing completion is the Glendalough project (primary school with enrolment of approximately 500 boys) which boasts STEM classrooms, collaborative spaces for learning, a welcoming school entrance with parent pick up points, administration building, a very large playground and oval accompanied by an underneath car park.

At the heart of St Kevin's success is the 500 staff who work at the College across our 5 campuses. Varying in tenure from graduates to staff who have worked at the school for 25 plus years, the College boasts staff of high caliber with exceptional proficiency in their role. Motivated by continually driving staff capacity so that they can flourish as professionals, the College offered a variety of internal and external professional learning opportunities, including a two day staff conference and staff reflection day as examples of our commitment to enhancing staff's opportunities. A broad leadership structure with the introduction of a second Deputy Principal and Staff Wellbeing leader identifies the College's commitment to staff professional development and the importance and value that staff offer the College. This priority of the College remained when working with staff with the Enterprise Bargaining process at a local level as part of the new Award for Catholic schools in 2023.

This same rigor is applied to the pedagogy and co-curricular opportunities on offer for students as facilitated by staff. All students from Year 5 to Year 12 continued to participate in both Summer and Winter APS sports, with the Spring season on offer. We saw success across the sports, notably in swimming, diving, lawn bowls, cycling and rugby. The development of an enhanced program in AFL (Y7-12) was launched in 2023, with the prospect of growth and added enjoyment for the boys.

With travel restrictions lifted, students and staff began to enjoy a variety of interstate and international tours in 2023 deepening student learning and experience such as in Public Speaking and Debating, Performing Arts, Music, and a variety of rich and meaningful opportunities in social justice initiatives.

Undoubtedly one of the successes of 2023, was the continued academic success the College receives each year with the VCE results. Ranked the highest performing Catholic boys' school in the State, and listed in the top 25 schools across the State, St Kevin's performance continues to be exceptional. We are very proud of the boys, their individual stories of success and the partnership and engagement with their families. I am very proud of the staff and their contribution from across the many levels, who work with diligence and rigor toward such outcomes.

Commencing in 2023, we conducted an important and timely review of our Year 9 specialised program at our Richmond campus, named Waterford. Twenty years after its inception, we have launched a significant "Waterford – Re-Imagined" project, whereby we are reviewing contemporary educational trends and evaluating them against our current program. This will ensure we continue to deliver a signature Year 9 program that is "fit for purpose" and meets the current needs of our middle year students.

The end product of this review is to provide a program and environment that meets the needs of boys' education today, and the three years of research will offer a renewed Waterford program with a solid educational platform in years to come.

A final part of the 2023 year was the commissioning of an ICT review across the School, conducted by KPMG. We are looking forward to enhancing the College's ICT structures, security and processes, whilst ensuring we provide future orientation and uplift for the College.

Thank you to the staff, students and parents for their continuing support and partnership, as together we turn the page on a new chapter in our 105-year history, as St Kevin's College Ltd.

Deborah M Barker
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

- To encourage the students to see the value of their faith in their daily lives, promoting a Liberating Catholic School.
- To offer an array of opportunities to explore faith conveying Standards of Excellence.
- To enhance our Religious Education curriculum, creating Wellbeing for learning and life.
- To highlight occasions for fundraising and social justice work, promoting an All-Inclusive Community for the Common Good.

Achievements

St Kevin's is a successful, happy and joyful community. Students are rightly proud of their Catholic identity. Our Catholic Identity and Mission continues to flourish at St Kevin's through a holistic approach. Through Religious Education, Social Justice programs and a nurturing community, students are empowered to embrace Catholic values, fostering spiritual growth and a deep sense of belonging within the College community.

Our Faith and Mission work is embraced by staff and students leading to a strong sense of community, where all are welcomed, valued and supported. Each day, students and tutors engage in prayer, reaffirming Catholic identity and a sense of belonging. At our weekly assembly, we reliably begin with prayer. Student leaders refer to a Gospel passage and offer a reflection in relation to College events. While prayer is reflective, it is also informative for our College community. Staff and students are led in prayer, so they are equipped with the knowledge and skills to develop a deeper understanding of their faith, with opportunities for a growing spirituality.

As a Catholic school, across four campuses, we enjoy coming together as a community in prayer. We did this as a full College community at St Patrick's Cathedral at the beginning of the College year. We also come together in more subtle ways to reflect upon our faith journey.

At St Kevin's we also enjoy taking our students off campus, to step back and reflect upon their lives and contemplate who they are, and who they might become. Our Year 11 Social Justice Retreat was an excellent example of living our Catholic Identity by sustaining the charism of Edmund Rice in the Spirituality of St Kevin. The Year 11 Retreat Day was also a collaborative day with our sister partner girls' schools, Loreto and Sacre Coeur. The Social Justice day embodied the charism of Edmund Rice, promoting ways that we can promote justice in our contemporary world.

Our Year 9 Retreats have been developed to encourage inclusion and celebrate diversity among our students, in the context of the Catholic faith. Discussions and reflection enhance student agency in Year 9 student lives, promoting wellbeing and development. Through the activities on Retreat, students are involved in discussions of their families, hopes and dreams and their responsibilities to ensure responsible stewardship in their lives, those around them and their environment. These Retreats employ scripture and our Catholic tradition to generate a firm sense of the principles, identity and mission for our boys, now and in the years to come.

In 2023 our boys expressed their commitment to Social Justice in a number of ways, evidenced by our Year 10 boys experiencing two different placements as a part of their Community Service programme. Community Service is a wonderful expression of Gospel values, which students explore more deeply in their Religious Education lessons, through discussion and reflection. At St Kevin's, our students also respond to a calling to serve those on the margins through Vinnies appeals, and food and clothes bank donations. Our students are also encouraged to think globally, becoming actively involved with the international Caritas Project Compassion fundraiser.

In 2023 our St Vincent de Paul group completed their Winter Sleep Out in the quadrangle at St Kevin's College. Before the sleepout commenced, staff and the Vinnies boys heard from a social justice advocate, before immersing themselves in a powerful liturgy curated for our Year 11 and 12 boys. It was an authentic experience of prayer and reflection, among boys who wanted to make a concerted effort to put faith into action. Under the supervision of staff, they were granted a level of autonomy to lead group decisions, offer feedback on their experience and suggest initiatives for the future, before making their bed beneath the haze of the Southern Cross.

Prayer, retreats and fundraisers are explored further in Religious Education lessons. Teachers employ evidence-based pedagogies, that allow boys to reflect upon their faith and enhance learning. Religious Education at St Kevin's engages fully with professional development opportunities both internally in their teaching and learning research groups, and externally with the Archdiocese. Two members of the Religious Education team, from Glendalough and Heyington, showcased these pedagogies to the wider staff community in a College professional development day.

The Catholic Identity and Mission, in the Charism of Edmund Rice, is at the heart of who we are. Through prayerful reflection, Gospel-inspired assemblies, and inclusive Masses, students are nurtured in their spiritual journey, fostering a deep sense of belonging and respect for all. Engaging in Retreats and Social Justice initiatives, students embody the values of compassion and solidarity, translating their faith into action. The collaborative efforts of staff and students in promoting Catholic principles not only enrich the school community, but also empower individuals to become compassionate leaders committed to making positive difference in the world.

Value Added

- Personal and communal enrichment through liturgies and Masses, marking significant milestones.
- Holistic Spiritual Development, through the creation of a nurturing environment where students can strengthen their Catholic faith through Religious Education, prayer life and Retreats.
- Social Justice Advocacy, by promoting compassion for others, through Community Service, fundraisers, and partnerships with Caritas and St Vincent de Paul.
- Academic rigour, equipping students with the knowledge, skills, and values necessary for success in both their personal and professional lives.
- Masses and prayer at weekly assemblies across the campuses.



Learning and Teaching

Goals & Intended Outcomes

- Goals
 - Foster student passion for learning and striving for excellence through engaging programs and quality teaching.
 - Maintaining high academic and behavioral expectations for students to reach their full potential.
 - Celebrating academic growth and effort in all learners evidenced by data.
 - Develop a curriculum that embeds and promotes equality, compassion and respectful relationships.
 - Continue to develop a holistic education for students through combined Academic, Sport, Pastoral and Wellbeing programs.
- Intended Outcomes
 - Learning growth in Literacy and Numeracy continues to be strengthened across the curriculum and at all year levels.
 - Adjust learning programs to ensure all students can access curriculum in their zone of proximal learning catering for individual needs.
 - Increase parent engagement through continuous reporting via the College Portal, Academic Progress Interviews and Semester Academic Reports.

Achievements

Our culture of academic excellence at St Kevin's College was alive and well throughout 2023. Students continued to be both challenged and inspired by our expert teachers' delivery of extraordinary teaching and learning programs in and out of classrooms. This was followed up with formative and summative assessments, along with timely feedback and reflection, helping to grow the boys' capabilities.

While a lot can be said for the rich learning environment provided at St Kevin's College, it is the balance of academic rigour with wellbeing support, provided by teams of teachers and staff, that places students in the best possible position to succeed. It is the collaboration of our staff, along with the partnerships we form with students and their families, that enable students to achieve their very best year in, year out.

We had a lot to celebrate in 2023, including the Duane Awards to recognise students with a Semester One global grade average in the top 20 percent of each cohort; Principal's Study Awards which were presented to students whose achievement or standard had been excellent in a particular subject; as well as our Principal's Growth Awards which recognised students who had significantly increased their effort and application to their studies between semesters.

In July the Premier's VCE Awards recognised the top-performing students in the state and an impressive total of five students from St Kevin's College were celebrated at this prestigious event. The College community was thrilled with these achievements and grateful that these Old Collegians were already giving back to the community by tutoring students at the Heyington and Waterford Libraries, as well as in the Albert Street Study Centre of an afternoon.

Our Teaching and Learning Assistant in the Middle School continued to evolve some wonderful initiatives this year. On day one, the introduction of the Bring Your Own Device (BYOD) Program began. This initiative empowered students with the essential skills needed to harness the full potential of their laptops. They learned not only how to use technology effectively, but also how to be responsible digital citizens. SEED lessons equipped students with invaluable study skills. These sessions were complemented by a set of parent tutorials that focused on key areas such as setting SMART goals, effective note-taking techniques, utilising the SKC Portal, and implementing successful revision strategies. Afternoon Study Sessions continued to be a success, taking place on Mondays and Thursdays, where teachers and Year 10 VITAE students provided supervision in a supportive and collaborative learning environment. Maths Support Sessions were held each Friday at lunchtime where Year 12 Academic Leaders assisted students with specific mathematics concepts to improve understanding and proficiency in this subject. Furthermore, the extended absence support program assisted students in reintegrating into the classroom after extended leave.

Rich and engaging experiences continued to be facilitated for our Year 9 students, focusing on developing skills and interests through a wide range of activities. The Outprac Program which sees Waterford students visit various destinations around Melbourne enabled students to develop their independence and collaborate with one another, whilst providing learning opportunities at venues including the Shrine of Remembrance, the State Library and the Big Issue.

In 2023 a new Assistant Teaching and Learning position was created for the Year 10 level. Students in Year 10 were asked to consider their 'choices' as they progressed through the academic year. For some this meant taking the opportunities offered to them such as attending Mathematics support sessions after school, utilising the Old Collegian Academic Tutors and Teaching Staff available in the Heyington Library every afternoon, seeking individual support for their learning journeys, or embracing new tools such as study revision timetables and goal setting.

Once again, our VCE students were in excellent company. There is no doubt that the VCE Program we deliver at St Kevin's College allows all students to achieve their academic potential. Alongside the delivery of the curriculum in class, boys are presented with numerous opportunities to study, collaborate and practise throughout the year. The Albert Street Study Centre was well attended each afternoon; the Winter Holiday Revision Program created an appetite for the boys to extend themselves beyond the classroom; Café Academus helped to build momentum by providing good food as well as a studious, independent learning environment; and, the September Holiday Revision Program saw the majority of students attend lectures, workshops, trial examinations and facilitated study opportunities over the two weeks.

Student Learning Outcomes

- Varied educational experiences across the year levels, including a STEM Tour to Canberra for Year 6 students.
- Year 13 Tutor Program for students in the Secondary School.
- Writers in Residence at campuses through the Library program.
- Study programs for senior students during school holidays.
- Extensive co-curricular programs to accompany the classroom learning.



NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	454	76%
	Year 5	547	88%
	Year 7	572	85%
	Year 9	632	91%
Numeracy	Year 3	482	93%
	Year 5	553	98%
	Year 7	599	96%
	Year 9	662	99%
Reading	Year 3	474	91%
	Year 5	547	95%
	Year 7	583	90%
	Year 9	638	96%
Spelling	Year 3	450	84%
	Year 5	521	86%
	Year 7	564	87%
	Year 9	606	94%
Writing	Year 3	465	95%
	Year 5	535	94%
	Year 7	583	86%
	Year 9	631	92%

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

Senior Secondary Outcomes	
VCE Median Score	35
VCE Completion Rate	100.00%
VCAL Completion Rate	*

*Not reported due to insufficient data i.e. less than 4 student enrollments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]



Student Wellbeing

Goals & Intended Outcomes

Goal: To embed a culture of respect for all students, staff and families.

Intended Outcomes - To continue to build a Child Safe culture that aligns with expectations and requirements of MO 1359 in both policy and practice.

Intended Outcomes - to increase stakeholder understanding of wellbeing practices; including restorative practice, behaviour management and the critical importance of school attendance.

Goal: Enhance avenues, systems and processes for staff and student agency.

Intended Outcome - to introduce a social data collection tool that provides insights and direction for individual and collective wellbeing responses in the Middle School.

Intended Outcome - to create a user-friendly P-12 record keeping system for Pastoral Care data to be transferred and relayed effectively across all campuses. To increase staff capability in effective wellbeing record keeping.

Goal: Build the professional capacity and profile of staff working in Student Wellbeing for Learning.

Intended Outcome - to build Wellbeing Team capacity which would allow overall framework for a scope and sequence to be developed.

Intended Outcome - to redevelop the Student Wellbeing support structures (staffing) that provide clarity of role and accessibility for staff and students.

Achievements

In 2023 the Student Wellbeing goals had a significant focus on building structures and systems to support wellbeing. The long-term view of this was to embed policy, structure and organisational supports that could then implement a range of projects to support students experiencing challenges and promote positive wellbeing within the community. The following achievements have been noted against the goals and intended outcomes established.

- Ongoing professional learning for staff in relation to MO1359 was completed in 2023. This included Cultural Awareness Training for staff and Bystander Training. Staff continued to be updated on Child Safety practices within the College. The College Child Protection Committee introduced student agency with students being part of relevant conversations about protection and promotion of safety in all spaces.
- Education about the importance of wellbeing for positive academic outcomes was a

focus for the year. Using the vehicle of the College newsletter, regular communication was provided to families about wellbeing practices of the school. In particular, information about behaviour management practices and school attendance were provided as parent education. With each publication, relevant and appropriate research and internal documentation was sent as supporting evidence of the importance of these areas to student overall achievement.

- The introduction of a new pastoral record keeping system for staff from P-12 was rolled out. The purpose of these records was to support students throughout their school journey, create more accurate individual data for students and to create stronger sense of themes across groups that may need to be articulated and supported. The system was effectively rolled out with professional learning about record keeping and regular individual support, alongside updates for staff.
- The introduction of a key role within the College community of Student Wellbeing Leader 7-12 and the re-introduction of Glendalough (P-6) student wellbeing leader. The establishment of these key roles creates a structure whereby wellbeing can be viewed across the lifespan of the student and continuity in program delivery and student learning can be achieved. In establishing these roles, leaders across the school commenced meetings where Wellbeing focus days (eg: Reconciliation Week, RUOK? Day) were mapped in an appropriate manner from Prep - Year 12.
- Throughout 2024 the Student Wellbeing Services (Psychology Team) spent considerable energy developing clear processes and practices in working with students. This resulted in a number of new policy documents for students with specific wellbeing needs and a new case management approach to high needs students. The increase in clarity gave insights into the needs of the student body and resulted in the College increasing the team to include a counsellor (0.4FTE) to engage with students requiring support without the specific need for access to Psychology Services.

Value Added

In 2023 the College continued to develop wellbeing practices that provide the opportunity for all students to flourish. Some additional programs included:

- The introduction of *Secret Agency Society* for primary school aged students requiring social support. This social support program provides explicit instruction and supports students in developing social awareness and skills.
- The introduction of social mapping data *Trustmapping* at Year 8. In an effort to promote positive social relationships and identify and possible conflict or bullying, this software was implemented at Year 8. It provided rich data at an individual and a cohort level. The data allowed Wellbeing staff to effectively create strategies to support students experiencing social challenges and create stronger friendship pathways for all students.
- The introduction of *House Check-In* lessons at Senior School (Y10-12). These check-in sessions were facilitated by Wellbeing staff and provided structured method of completing pulse checks with students in House groups. Students were able to self identify as needing additional support and were engaged by relevant Wellbeing staff.

The student and staff response to this was very positive.

- The College had a series of *Action, Awareness and Advocacy* days for important areas of adolescent health and wellbeing. These included RUOK? Day, Reconciliation Week and Wear it Purple Day. Student participation in many activities was invitational and a large number of students involved themselves in acts of solidarity and support for diversity and inclusion. In all of these days, significant wellbeing education was completed prior to ensure students were aware of the importance of these days and were able to make informed decisions about their participation.

Student Satisfaction

MACSIS 2023

The 2023 data was collected and a substantial number of students completed the survey. Given limited prior participation, this will be used as a baseline in the future to measure the impact of student wellbeing programs and strategies.

The overall school positive endorsement was higher for St Kevin's College (57%) than the MACS average (51%) with specific positive results in student's perceptions about teacher's level of excitement and student-teacher relationships (SKC 85% compared to MACS average of 74%).

There will be additional focus on the Year 7 and Year 8 student responses which, whilst above MACS average, were less than those recorded across other year levels. As a result, these will be an integral part of the 2024 goals and outcomes.

Student Attendance

Attendance is managed in accordance with *Student Attendance Policy and Procedures*.

Attendance is accurately recorded on student files and attendance measurements following the Student Attendance Policy and Procedures.

1. St Kevin's College keeps a register of the daily attendance of all students at the College in electronic form via the College's student management system. The register of daily attendance records the following information for each student:
 - daily attendance
 - absences
 - reason for absence
 - documentation to substantiate reason for absence
2. Attendance is checked at least twice a day at:
 - the start of Homeroom/Tutor Group
 - during each teaching period throughout the day

Parents and carers must notify the College to explain the absence of their children on any particular school day or part of the day and all absences are recorded electronically using the College’s student management system.

Where an absence has not been explained by 9:00am a phone call is made to the student’s parent or carer enquiring about the student’s absence. This notification is made on the same day, and as soon as practicable, including for post-compulsory aged students.

Where the absence remains unexplained, the matter will be recorded on the College’s student management system and the Homeroom Teacher/Year Level Coordinator/Dean of School or Head of House is informed for investigation and follow up.

All information in relation to unsatisfactory attendance is recorded on students’ files via the College’s student management system and information with respect to attendance is provided in each student’s school report.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	98.4%
Average Student Attendance Rate by Year Level	
Y01	93.6%
Y02	92.9%
Y03	92.1%
Y04	94.7%
Y05	93.5%
Y06	92.7%
Y07	93.5%
Y08	92.5%
Y09	92.3%
Y10	93.4%
Overall average attendance	93.1%

Leadership

Goals & Intended Outcomes

Goal: Build capacity through targeted professional learning programs to enhance wellbeing and development.

Intended Outcomes. Continue to advance Staff Professional development.

Achievements

Two-day Conference: Future in Learning

A two-day conference on the "Future of Learning" was held in 2023. The conference explored the growing impact of Artificial Intelligence (AI) in education. Renowned academics Dr Cohney and Dr Beck from the University of Melbourne provided a deep dive into how AI generates knowledge, while renowned educator Leon Furze presented practical applications that staff could readily integrate into the classroom.

Strategic Plan

In 2023, following comprehensive consultations with our stakeholders, we are proud to announce the launch of St Kevin's College Strategic Plan 2023-2027. This comprehensive plan serves as a roadmap for the College's future, outlining four key pillars:

A Liberating Catholic School,

Standards of Excellence,

Wellbeing for Learning and Life, and

Inclusive Community for the Common Good.

These pillars will guide our decision-making processes, establish clear goals, and define measurable targets as we strive towards a brighter future for St Kevin's College.

Kevinian Leadership Project

In 2023 we launched the first phase of our Kevinian Leadership Project (KLR Project), an initiative designed to establish a sustainable model for professional practice review within St Kevin's College. This project aims to cultivate a culture of continuous professional development, specifically geared towards strengthening the leadership capacity of our KLR leaders.

Phase 1 saw the formation of a Project Team that played a pivotal role in working alongside Leonie Keaney, a highly accomplished educational consultant, and the Leadership Team. This collaboration was instrumental in establishing a staged consultation, trial, and review program. The Project Team's efforts provided a strong foundation for a unique St Kevin's model tailored to our needs.

While the initial stage focused on Middle Leadership, the long-term vision encompasses all levels of leadership and teacher appraisal/ARM integration into the developed model.



Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

The professional learning (PL) undertaken by staff in 2023 was on a balanced approach, offering staff development in subject-specific areas and general teaching practice which provided staff to develop their skills and knowledge.

Subject Specific Professional Learning.

Science: Staff participated in the PL - Fieldwork Trip 2: Coastal Management, gaining valuable field experience relevant to the curriculum.

Arts: Staff attended the Australian Flute Festival 2023 and the String Orchestra Repertoire Reading Day to enhance their musical knowledge and share best practices.

LOTE: The 2023 Victorian Chinese Language Teacher Training Symposium provided targeted development for language educators.

English: The VCE English Mini-Method offered in-depth support for teaching the VCE English curriculum.

Mathematics: The SACS for Year 12 Maths Methods and Making the Most of Your Planning for Maths workshops equipped staff with assessment and planning strategies specific to mathematics.

Other Learning Areas: Staff from various departments participated in the Peak Phys Ed Discovery and VCE Theatre Studies Exams Planning sessions to stay updated in their respective fields.

General Teaching Practice

Leading Effective Classrooms and **Behaviour Management Solutions** for all Year Levels workshops focused on developing strong classroom management skills.

Teaching ADHD Students in Contemporary Classrooms and **Discovering Positive Education** addressed contemporary student needs and fostered a positive learning environment.

The **National Teacher Certification Support Workshop** and **VIT Registration Mentor Training** supported staff in their professional development journeys.

In addition to the listed opportunities, several staff members attended conferences, including **LABCON 2023**, the **ICT Schools Summit**, and the **GTAV Annual Conference**, keeping abreast of current trends in education.

Number of teachers who participated in PL in 2023	269
Average expenditure per teacher for PL	\$183.00

Teacher Satisfaction

MACSSIS 2023

In 2023 staff undertook the Melbourne Archdioceses Catholic School Improvement Surveys (MACSSIS).

On professional learning, St Kevin's College staff had a greater endorsement of professional learning opportunities (64%) compared to the MACS average of (62%). This was a big improvement on the 2022 results of (49%).

Significant inroads have been made in the perceived quality of relationships between staff and members of the Leadership team since 2022 (55%) and this year (74%), with the MACS average (80%).

When asked about collective efficacy St Kevin's staff positive endorsement was higher (83%) than the MACS average (74%).

Teacher Qualifications	
Doctorate	0.7%
Masters	15.6%
Graduate	17.0%
Graduate Certificate	2.4%
Bachelor Degree	44.6%
Advanced Diploma	4.8%
No Qualifications Listed	14.9%

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	250
Teaching Staff (FTE)	227.8
Non-Teaching Staff (Headcount)	157
Non-Teaching Staff (FTE)	143.1
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal: Deepen and expand engagement with social justice, co-curricular programs and parent partnerships.

Intended Outcomes: Introduce a Deputy Principal of Community Engagement in 2023 to enhance connections, clarity and innovation.

Goal: Foster transparent and effective communication pathways.

Intended Outcomes: Engage the broader community through ongoing relationship building.

Achievements

Significant achievements were made in 2023 towards strengthening connections between St Kevin's College, parent associations, and the broader community. These advancements follow the introduction of the Deputy Principal of Community Engagement position in 2023, focused on fostering a collaborative and inclusive environment.

Strengthening Partnerships

Memorandum of Understanding (MOU) with Old Collegian Associations

A key accomplishment in 2023 was the establishment of a formal MOU with the Old Collegian Associations. This document outlines clear collaboration expectations, defined roles and responsibilities, and paves the way for a more engaged and supportive alumni network.

Regular meetings with SKC Associations

The introduction of regular termly meetings with the Presidents of the SKC Associations facilitated open communication. This platform allows for sharing resources, and knowledge, and establishing a common understanding of each group's purpose and responsibilities.

Enhancing Communication and Efficiency

Participation Manual

In collaboration with the SKC Association Presidents, an operations manual was developed. This document provides clear guidelines on the roles and responsibilities of each parent group, fostering greater efficiency and streamlined operations.

SKC Associations Group Merchandise Style Guide

Recognising the importance of a unified brand identity, a style guide was developed in collaboration with the SKC Associations. This outlines a clear process for creating merchandise, ensuring consistency and a professional image.

Glendalough, Mothers, and Fathers Association Constitution Updates.

Working alongside the Glendalough Parents' Association, Mothers', and Fathers' Associations, their constitutions were revised and updated. This ensures their governance structures remain relevant and support the evolving needs of the associations.

Parent Satisfaction

MACSSIS 2023

In 2023 the overall school endorsement of family responses was higher for St Kevin's College of (79%) than the MACS average of (65%).

Families' perception of how well a school matches their child's developmental needs against St Kevin's College endorsement was higher (83%) than the MACS average of (70%).

Families' perception of the social and learning climate of the school responses St Kevin's College was higher (93%) than the MACs average of (79%).

These levels of satisfaction demonstrate the confidence that families have in the College providing a holistic education that challenges each student in a safe environment to achieve the best they can.



Financial Performance

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

For more detailed information regarding our school please visit our website at www.stkevins.vic.edu.au

