



ST KEVIN'S
COLLEGE



2024 ANNUAL REPORT TO THE COMMUNITY

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St Kevin's College

31 Moonga Road,
TOORAK 3142

Principal: Deborah Barker

www.stkevins.vic.edu.au

Registration: 1415, E Number: E1144

PRINCIPAL'S ATTESTATION

I, Deborah Barker, 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 2024 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 16 May 2025

Deborah M Barker
Principal



St Kevin's College Medley

S. Radford/G. Bullock/C. Smith/D. Barclay
arr. Barclay/Harris/McGee
Conductor: Mr Simon Harris

COMMUNITY | INTEGRITY | EXCELLENCE



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 College directly or by visiting the College website. Information can also be obtained from the My School website.

GOVERNING AUTHORITY REPORT

BOARD CHAIR REPORT

2024 marks a historical time in the life of the College with the completion of the first full year of the St Kevin's College Board as the governing body. Committed to leading the College as a Catholic school in the spirituality of Blessed Edmund Rice, the Board reports to the Trustees of Edmund Rice Education Australia annually on matters of Mission and Faith and other regulatory requirements.

The role of the newly incorporated Board is to govern St Kevin's College in such a way that it is able to pursue its purpose successfully and ensure it is compliant with the Constitution and relevant laws.

This includes ensuring:

(a) the good governance of St Kevin's College over both the short and long term; and

(b) that St Kevin's College is conducted as a Catholic school in the tradition of Blessed Edmund Rice.

The Board's specific responsibilities include:

- Catholic faith
- Child safety
- Matters relating to the Principal
- Strategic matters
- Financial matters
- Regulatory compliance and risk matters
- Property matters
- Board management matters

In 2024 the Board worked closely with the following sub-committees of the Board:

- Mission and Education
- Finance
- Governance and Risk Committee
- People and Culture
- Property

The Directors of the Board met six times throughout its first year of inauguration and successfully engaged in a recruitment process for new members to the subcommittees. Further, there was successful and rigorous consultations with members of the College community, particularly staff, in relation to our 'Our Values. Our Vision' document to be launched in 2025.

We are very grateful for the support of the College community and work of the College staff in leading and delivering outstanding educational outcomes.

E. Dwyer

Evan Dwyer | St Kevin's College Board Chair



SKC MISSION

St Kevin's College fosters excellence in the holistic development of boys. We provide a nurturing and encouraging environment where students are inspired to strive for excellence, personal growth and social responsibility.

SKC VISION

We aspire to create an exceptional and inclusive learning community, where intellectual curiosity is celebrated and respect is engendered. Our students are challenged to strive, to think critically and to act with integrity. We equip them with the skills, knowledge and values necessary to shape a more just and compassionate world.

OUR VALUES

We value Compassion – fostering a culture of empathy and kindness where students and staff demonstrate understanding and support for others, creating a nurturing and inclusive learning environment.

We value Integrity – upholding honesty and ethical behaviour in all interactions and decisions, cultivating a community built on trust, respect and accountability.

We value Excellence – establishing a culture of expectation that encourages students and staff to achieve their best with a mindset of continuous improvement through expert guidance.



COLLEGE OVERVIEW

Founded in 1918, St Kevin's College is a Catholic, all boys school in the Edmund Rice tradition. 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.

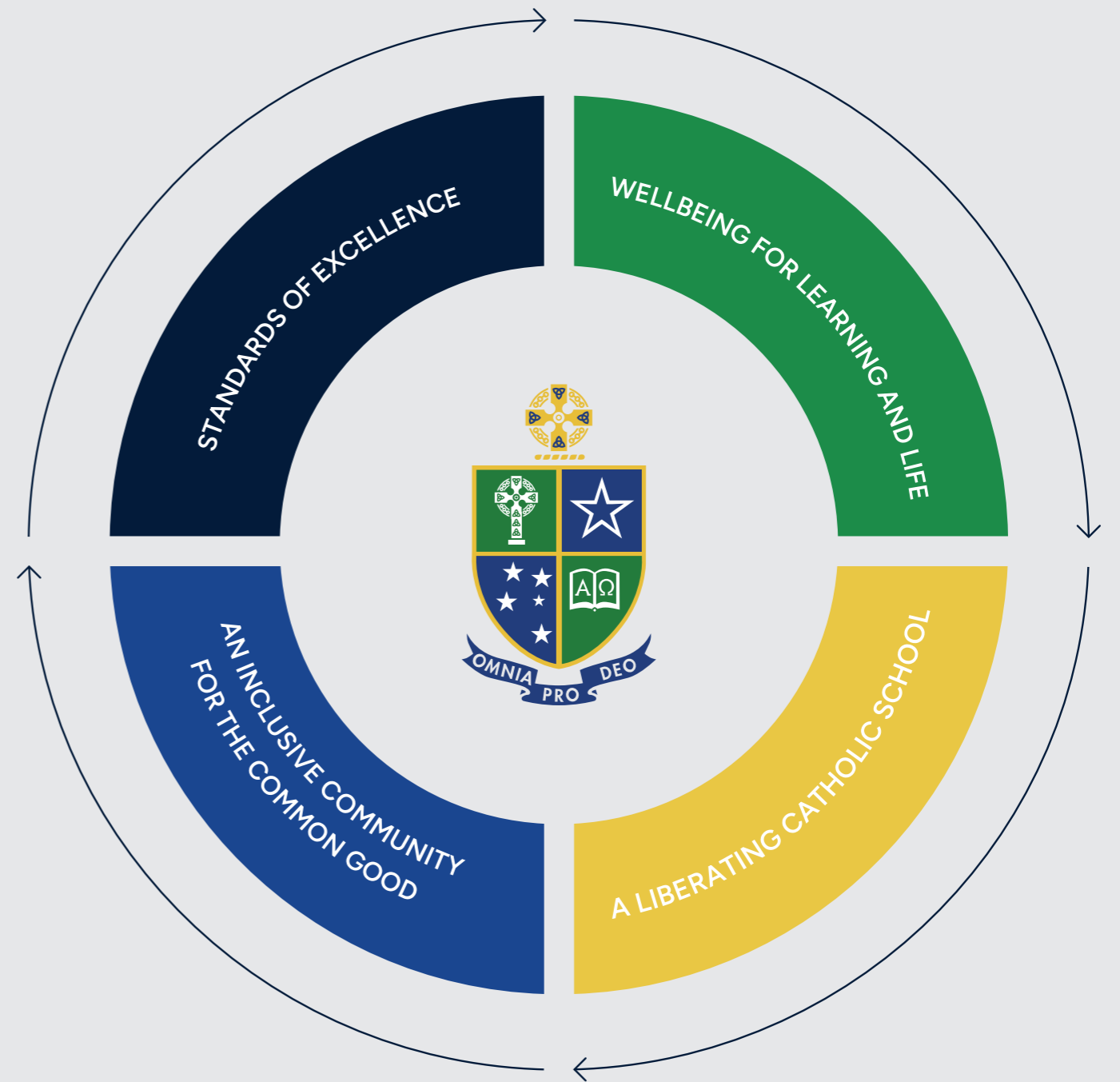
Our vision is to engender a culture of respect, empathy and inclusivity where students feel valued, supported and challenged to think critically and act with integrity. Through innovative teaching methods, experiential learning opportunities and meaningful partnerships with local and global organisations, 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.



STRATEGIC PILLARS

Our approach to our young people is brought together under four strategic pillars which are the foundation of our holistic education.



PRINCIPAL'S REPORT

It continues to be a great privilege to work with the College Board, staff, students and parents as we play our part in leading St Kevin's College in the 106th year since its foundation. There is no doubt 2024 was very successful, with the continuation of outstanding academic results, a very competitive edge across all levels in APS sport and the continued delivery of an extensive co-curricular program. The value of our excellent staff was reflected through the offering of high-quality internal and external professional development and growth opportunities, whilst students were offered opportunities where their voice could be heard as they grow to listen with compassion. It is in this way that we collectively build an engaged community that is open and inclusive, very much highlighting our Catholic identity within the spirituality of Edmund Rice.

The aim of St Kevin's College is to provide students and, in our case, boys, with an experience that offers a holistic education. Our four campuses cater for students from the early years at ELC, to our junior school at Glendalough, followed by the middle and senior schools at Heyington and the delivery of an innovative Year 9 program at our Waterford campus in Richmond. This journey is not only a geographical one for the boys in our care, but a journey from a young boy to an emerging adult. We teach our students what it means to be a good global citizen, to be a good man, and what it means to work hard and hold standards reflective of a culture of respect as they seek to live out the values of the Gospel in all facets of life.

At St Kevin's College, we are committed to being people of compassion, integrity and excellence.

In 2024 we witnessed this through the following activities and achievements:

COMPASSION

Compassion was showcased on a dreary Saturday in September, where the energy of students and staff alike came together to raise more than \$70,000 as part of the Zimele Challenge, in support of the Edmund Rice Centre in Nairobi, Kenya.

Compassion was revealed through the continued engagement of Year 10 boys as part of our community service program across Melbourne, where students assist the vulnerable, the elderly and indeed the young in an immersive and at times unsettling environment as they appreciate how powerful their sense of volunteerism extends.

Compassion was exhibited through the Year 11 expedition to Nepal. As members of a culturally immersive experience, they hiked the Himalayas where they assisted a remote community with manual labour, only fully appreciating the comforts they're afforded back home during this challenge.

Empathy and inclusivity is evidenced at an early age at Glendalough when our young Preps start their school



journey, and again when current and new students merge in Year 5. Compassion is shown by our older students when called on to 'buddy up' with younger students.

INTEGRITY

The integrity of our Year 12 students and others preparing for end-of-year exams was apparent at the end of both semesters, none more so than during the eight-day September Holiday Revision program when day after day students would pack lecture theatres, the Albert Street Study Centre and Café Academus, committing to realising their full potential in their respective fields.

Integrity is also truth. 'Healing' our Garden of Reflection at Heyington, opened in June as a space for acknowledgement, sanctuary and solace for all those who have suffered loss, pain and isolation, particularly survivors of abuse and their families.

EXCELLENCE

Excellence can be found everywhere on every school day and 2024 was no different. It can be the excellent facilities, namely the Glendalough Project, offering

contemporary classrooms, breakout spaces, a playground and running tracks that were officially blessed and opened in September.

It is excellence in the manner students arrive punctually to school and their classes prepared to learn. It is their pride in appearance and pride in school, a mindset of continuous improvement that ensures apathy towards one's education is replaced by determination to do better in all things.

Excellence can be found in silverware, be it the first APS Hockey premiership in addition to those achieved in Swimming, Diving, Cycling and Lawn Bowls, or the many accolades within the expansive debating and public speaking program.

But scratch a little deeper and excellence is revealed in the camaraderie and sense of mateship that burns across the College and in the collegiality of staff. Excellence in music, as exemplified at the biennial concert at Hamer Hall, or the number of orchestral and solo performances in the music calendar, not to mention the many musicals and plays that exhibit a dedication to the arts resulting in rapturous crowds.

CATHOLIC IDENTITY AND MISSION

GOALS & INTENDED OUTCOMES

Goals

- To promote a Liberating Catholic school for students, staff, and families.

Intended Outcomes

- Promote the Mission of Catholic Education to staff and students and families.
- Enhance student engagement with Faith and Mission activities.
- Pursue pathways for students to lead their peers in our faith community at St Kevin's.

ACHIEVEMENTS

Catholic Identity & Mission

In 2024, we set out to deepen our Catholic identity by promoting the mission of Catholic education, enhancing student engagement in Faith and Mission activities, and creating meaningful pathways for student leadership in faith.

Our values of Compassion, Integrity and Excellence are part of our Strategic Plan and are integral to all we do across all pastoral and curriculum areas.

This year:

We reinforced partnerships between families, staff and students by:

- Sharing our journey at the opening College Mass at St Patrick's Cathedral;
- Inviting Year 12 parents to be part of this experience;
- Welcoming Mothers and Sons to a special Year 12 Mass;
- Introducing the Year 9 Father and Son Mass; and
- Offering all students from Year 5 up the opportunity to celebrate the Assumption through Reconciliation and Eucharist at Glendalough and Confirmation at Year 9 Waterford.

Our commitment to service as an expression of faith remains strong.

- We raised funds at Glendalough for the Caritas Project Compassion appeal;
- On Good Friday the Pied Pipers appeal from Waterford raised funds for the Children's Hospital;
- Year 10 students engaged with local organisations as part of the Community Service Program;

- Students participated in the Vinnies Winter Sleepout, challenging students to reflect on homelessness; and
- Student-led projects included food drives and advocacy initiatives.

VALUE ADDED

- Strengthened engagement in Catholic identity through prayer, retreats and student-led faith initiatives.
- Expanded leadership opportunities in Faith and Mission through retreats, prayers and the Vitae Faith and Mission group.
- Continued commitment to social justice through hands-on Year 10 community service engagement and social justice House partnerships.
- Continued integration of Catholic social teaching into academic and co-curricular activities.
- Enhanced staff formation opportunities ensuring we immerse our staff in what it means to be part of a Catholic college.

As we look to the future, St Kevin's remains a beacon of faith, learning and service, ensuring that each student leaves not only academically prepared but spiritually enriched and ready to make a difference in the world.





- Focus at Waterford for Year 9 on learning outside specific subjects and within varied environments. Skills of deeper thinking and reflection.

safe and ethical use of GAI in 2025 with continued review as technology evolves.

Support for our Year 7 and 8 students via the College's Assistant Teaching & Learning Middle School included:

- Navigation through the College Portal to access academic and wellbeing resources;
- Successful study sessions each Monday and Thursday supervised by teachers and senior students, along with weekly Mathematics and English lunchtime workshops; and
- Parent workshops to support students.

At Glendalough, the team delivered an interdisciplinary learning project which included;

- A Climate Change Unit consisting of Science, English, Geography and History;
- Languages Day to celebrate the culture of the variety of languages undertaken, ie Japanese, Mandarin, Spanish and French.
- The annual Waterford Writer's Festival provided an opportunity for students to engage with our most prestigious Young Adult Authors. Year 10 students were welcomed back to Heyington, and expectations were set for their remaining three years at the College, with a focus on authenticity, supporting guidelines and skills to enable them to prioritise tasks and study.

The Year 12 cohort worked together under the guidance of our Year 12 teachers in out-of-hours programs, allowing them to achieve their personal best.

ACHIEVEMENTS

A strong academic tradition of personal excellence drives the teaching and learning programs at St Kevin's College. By creating a safe and supportive environment, based on positive relationships, it is our culture of expectation, consistency and rigour that drives students to flourish in our contemporary world.

Based on the College's Strategic Plan, we continue to review and improve our teaching and learning programs that reflect St Kevin's core values.

At Glendalough, our Junior School:

- Extensive research into Early Literacy Programs led to the implementation of InitialLit, comprising a teacher committee, training, resources, implementation and ongoing support;
- We implemented the new F-10 curriculum and campus wide data processes.

Throughout the year, Academic Excellence was celebrated at a number of Principal's Assemblies. From Years 7-12, Study Awards were presented to students who excelled in a particular subject and Principal's Growth Awards were given to students who had significantly increased their effort and application to their studies.

Innovation across the College enabled us to network with leaders in government and education to discuss successful models of Generative Artificial Intelligence (GAI). The guidelines developed will assist staff and students in the

TEACHING AND LEARNING

GOALS & INTENDED OUTCOMES

Goals

- Foster student passion for learning and striving for excellence through engaging programs and quality teaching.
- Maintain high academic and behavioral expectations for students to reach their full potential.
- Celebrate 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, Sporting, Pastoral and Wellbeing programs.
- Continue to develop the revised Year 9 Program at the Waterford Campus.

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 at Glendalough through communication, via Parent/Teacher Meetings, Semester Academic Reports, Seesaw Posts and Semester Work Sample Presentations.
- Increase parent engagement at Heyington through continuous reporting, via the College Portal, Academic Progress Interviews and Semester Academic Reports.



NAPLAN – PROPORTION OF STUDENTS MEETING THE PROFICIENT STANDARDS

Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	453	75%
	Year 5	540	86%
	Year 7	582	84%
	Year 9	626	87%
Numeracy	Year 3	470	89%
	Year 5	563	93%
	Year 7	609	91%
	Year 9	640	96%
Reading	Year 3	470	96%
	Year 5	548	93%
	Year 7	587	88%
	Year 9	624	90%
Spelling	Year 3	453	84%
	Year 5	530	88%
	Year 7	562	86%
	Year 9	595	91%
Writing	Year 3	454	96%
	Year 5	546	95%
	Year 7	587	89%
	Year 9	621	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate.

Data not reported for 2024 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 VM Completion Rate	*
VCE VM Completion Rate	*
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.



STUDENT WELLBEING

GOALS & INTENDED OUTCOMES

Goals

- To embed a culture of respect for all students, staff and families.
- To enhance avenues, systems and processes for staff and student agency.
- Prioritise a holistic, flourishing learning environment and working environment for staff and students.
- Build the professional capacity and profile of staff working in Student Wellbeing for Learning.

Intended Outcomes

- To continue to build a Child Safe culture that aligns with expectations and requirements of MO 1359
- To create and deliver wellbeing scope and sequence that focuses on social emotional skills, digital literacy, learning strategies and respectful relationships
- To measure, reflect upon and improve social connections during Year 8 and 9 as students move to the Waterford campus and engage in learning.
- To build horizontal connection within cohorts.
- For students to report a positive experience of transition across all transition points at the College.
- To improve student access to wellbeing services and engagement in school.

ACHIEVEMENTS

The Student Wellbeing Team at St Kevin's College continue to develop policies, processes and practices that allow students to thrive in their learning and wellbeing. In

2024, the team focus was on embedding structures that ensured consistency of practice across the College, from ELC - Year 12.

This included:

- A fully mapped social emotional curriculum across the College, drawing from best practice and the Rights, Resilience and Respectful Relationships curriculum. This has been documented and implemented for all students.
- The improvement of Child Safety Risk Registers and reporting processes to ensure best practice in relation to Ministerial Order 1359.
- An upgrade of our digital platform for student wellbeing (Portal page) with relevant digital resources made available and easier access for students to make bookings with College Psychologists and Counsellors.
- A review and update of the behavioural support guidelines to create consistency of practice across the College. This included staff, student and parent consultation and appropriate staff training to implement.
- Further embedding of data collection for social connections at critical developmental stages (Years 8 and 9) via Trustmapping data, supporting increased support for students experiencing social challenges.
- Engagement with external providers for specific wellbeing topics (digital risk taking, consent education, gambling and safety at Schoolies).

VALUE ADDED

The College engaged in a range of experiences for students to promote and enhance wellbeing for learning. Some examples included:

- Ongoing engagement with First Nations education providers (Murrindindi) to promote connection to Indigenous culture and people.
- Online and in-person parent education workshops about relevant adolescent topics, hosted both internally (College Psychologists) and with external providers (YSafe).
- Review of the Waterford (Year 9) program to further embed social-emotional learning skills in critical years.
- Increased involvement of student leaders at all year levels in student-led assemblies and activities.
- Ongoing partnership with nearby schools for both social and learning engagement. This included social connections and establishing programs of collaboration and connection.
- All Years 3-11 students continue to participate in Camp Education with more than 1500 students engaging in the outdoors and developing personal and social skills through these adventures.
- All students in Years 5-12 participate in College sport, which runs weekly for the summer and winter season (optional spring season). Students are involved in the APS sporting fixture and work in their preferred sport to build physical, social and mental wellbeing.
- The College Music Program involves more than 20 ensembles and more than 400 students learning and performing. The bi-annual Music Concert at Hamer Hall showcases the extraordinary talent and hard work of student musicians.
- In 2024 the College had eight different plays and musicals for students to participate in, with the Senior Musical "School of Rock" performing to sold-out audiences. These experiences encourage confidence and performance skills, whilst also engaging with partner schools to deliver wonderful performances for captive audiences.

STUDENT SATISFACTION

The Student Satisfaction data was largely stable in the 2024 school year.

There was variation across the year levels surveyed (noting no data is collected below Year 5) with data revealing improvement in the areas of School Climate (4% increase), School Belonging (9% increase), Student Safety (4% increase) and Enabling Safety (4% increase). Each of these areas were rated substantially higher for St Kevin's students in comparison to MACS average data.

An area for continued effort and focus is Year 8 and 9, where data is slightly lower than other year levels within the student body. This is being addressed through

curriculum focus and data collection tools to support social connectedness and ensure positive peer behaviour.

STUDENT ATTENDANCE

Student attendance is recorded at the commencement of the school day. Where a student absence has already been notified this will be noted on the system. Where no notification has been provided, the College will contact a parent/guardian as soon as practicable, on the same day, to identify a reason for an unexplained absence.

Attendance is accurately recorded on student files and the Deputy Principal works with key staff in managing and following up non-attendance.

YEARS 9-12 STUDENT RETENTION RATE

Years 9 – 12 Student Retention Rate	97.86
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.3
Y02	93.5
Y03	94.8
Y04	92.0
Y05	93.6
Y06	93.3
Y07	93.4
Y08	92.3
Y09	92.4
Y10	93.3
Overall average attendance	93.2



LEADERSHIP

GOALS & INTENDED OUTCOMES

Goals

- Enhance avenues, systems and processes for staff and student agency.
- Build capacity through targeted professional learning programs to enhance wellbeing and development.
- Ensure responsible stewardship of all resources and development for sustainable growth.
- Use evidence-based research to inform decisions.

Intended Outcomes

- Clearer communication and processes.
- Increased interest and confidence of staff in extending professional learning opportunities.
- Greater understanding and awareness of College resources.
- Use of data and the strategic plan to make decisions.

ACHIEVEMENTS

- Consultation strategy around the development of the Our Values. Our Vision document for the College.
- Improved strategies for communication, including via the College portal.
- Introduction of the SKC Parent App.

- Increased staff studying a Master of Education (Leadership; Student Wellbeing).
- Increased staff accreditation and studies in Religious Education.
- Two internal conference days facilitated for all staff of the College.
- Ongoing external staff professional learning across an array of teaching and non-teaching spheres.
- Opportunities for leaders to learn about resource management as part of the Masterplan.

VALUE ADDED

Staff have responded positively to the leadership initiatives, such as the staff conference days throughout the year. Feedback from the Staff Reflection day survey captures such sentiment:

- 'Bravo. An exceptional day and I felt very fortunate to have attended. The organising team clearly strived to create an engaging day of relevant speakers.'
- 'The day was great and each session [was] beneficial.'
- '[The speaker's talk] was very moving and thought provoking.'
- 'A magic day for me.'
- 'The city immersion was great in that it enabled me to meet other staff and develop.'

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

List of Professional Learning undertaken in 2024

PROFESSIONAL LEARNING

In 2024, a large number of staff attended an extensive range of professional learning opportunities including discipline-based professional learning activities, participating in networks, and attaining and/or working towards accreditation. Teachers have continued to build their knowledge and practice, participating in the Teaching Excellence Program, attaining certification as assessors for National Certification. In addition, a number of staff are working towards further tertiary qualifications, in particular at the Masters level. A number of middle leaders and aspirant leaders participated in middle leadership development opportunities.

Staff have been generous with their time and have taken opportunities to share their practice with colleagues both formally and informally and, likewise, some staff have shared their practice in external forums and networks.

In 2024 the St Kevin's College Staff Conference focused on celebrating teacher expertise in a Festival of Teaching and Learning. Aligned with teacher feedback, the Conference revolved around three key areas: Catering for Students with ADHD; Catering for Diverse Learners; and AI in the Classroom. Each workshop was planned and delivered by our own staff and the day was highly successful.

Subject Specific Professional Learning.

Geography: Staff attended the GTAV annual conference, developing an understanding of relevant pedagogical approaches and the effective incorporation of fieldwork into teaching and learning programs.

LOTE: The Modern Language Teachers Association of Victoria provided extensive support through a range of workshops for LOTE teachers.

English: The Victorian Association for the Teaching of English staged a series of learning opportunities for staff currently teaching English, including presentations on specific texts being studied and support for the range of assessment methods utilised in the study of English.

Mathematics: Multiple teachers of mathematics participated in the Mathematical Association of Victoria's annual conference, which addressed current challenges and facilitated the sharing of best practice.

Other Learning Areas: Staff from various departments participated in professional learning related to the incorporation of digital and emerging technologies across a range of learning areas.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Teaching and Learning Coaching Program

A number of graduates have joined the College this year, and as provisionally registered teachers they have been working towards full registration, supported and mentored

by the Teaching and Learning Coaches. The Teaching and Learning Coaches have also worked with a number of staff in the pursuit of their own professional goals with a focus on explicit instruction.

Number of teachers who participated in PL in 2024	406
Average expenditure per teacher for PL	\$453.00

TEACHER SATISFACTION 2024 MACSSIS

In 2024, our staff participated in the Melbourne Archdiocese Catholic School Improvement Surveys (MACSSIS).

One of the most notable achievements this year was the significant increase in staff perceptions of the quality and coherence of professional learning opportunities. In 2023, 49% of staff reported positive perceptions in this area; in 2024, this figure rose to 64%, marking a substantial 15% improvement. This positive trend reflects our ongoing commitment to providing meaningful and structured professional learning experiences that align with the needs of our educators and enhance overall teaching effectiveness.

Another key area of progress has been in the quality of relationships between staff and the College Leadership Team. The perception of these relationships has markedly improved, rising from 55% in 2023 to 74% in 2024. This 19 percentage point increase highlights the effectiveness of our leadership in fostering open communication, collaboration, and a culture of mutual respect and support within our school community.

TEACHER QUALIFICATIONS

Doctorate	2
Masters	38
Graduate	44
Graduate Certificate	7
Bachelor Degree	114
Advanced Diploma	13
No Qualifications Listed	53

STAFF COMPOSITION

Principal Class (Headcount)	7
Teaching Staff (Headcount)	265
Teaching Staff (FTE)	236.86
Non-Teaching Staff (Headcount)	168
Non-Teaching Staff (FTE)	138.59
Indigenous Teaching Staff (Headcount)	2





COMMUNITY ENGAGEMENT

GOALS AND INTENDED OUTCOMES

Goals

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

Intended outcomes

- Strengthen governance, clarity of purpose and alignment with College values across all parent associations to support effective and unified community engagement.
- Foster inclusive opportunities for sustained involvement and connection through the establishment and support of new and existing parent and past-parent associations.

ACHIEVEMENTS

Parent Associations and Community Engagement

Throughout 2024, considerable work was undertaken to strengthen the structures that support our parent associations, including the Glendalough Parent Association (GPA), St Kevin's College Mothers' Association (SKCMA), and St Kevin's College Fathers' Association (SKCFA). Each of these groups underwent a detailed review of their constitutions, conducted in consultation with key stakeholders. The resulting updates reflect contemporary governance practices and have brought greater operational clarity, alignment with College values, and a more defined understanding of roles and responsibilities. This process has not only enhanced the effectiveness of each association but also supported a more unified approach to parent engagement across the College.

OMNIA Art Exhibition Committee

Working collaboratively with members of the OMNIA organising Committee, we developed a detailed Operations Guide to further support good governance and consistent practice. The guide sets out the roles, responsibilities and authorisations for committee members.

Establishment of the St Kevin's College Past Parent Association

A significant milestone in 2024 was the formation of the St Kevin's College Past Parent Association (SKCPPA). Together with the founding members, we developed and ratified a constitution that honours the legacy of those who have supported the College over many years, while creating new opportunities for ongoing involvement. The SKCPPA now provides a meaningful platform for continued connection, mentorship and support, ensuring that the contributions of past parents remain an active and valued part of our community.

Parent Involvement

The involvement of parents in our co-curricular programs, particularly through the Parent Associations, has enriched student life at the College.

A highlight was the Zimele fundraiser, where parents provided breakfast and lunch, sourced sponsors for the event and participated in activities.

We are proud of the strong and supportive partnership we share with our parent community, providing a warm and inclusive environment, where students feel known, valued and encouraged to grow.

VALUE ADDED

We're proud of the strong, supportive partnerships we share with our parent community.

Throughout 2024, these relationships have continued to shape a warm and inclusive environment where families feel connected to their son's education.

The positive feedback we've received over the year speaks to the deep trust families place in us and their belief in what we're working to achieve together. Please find parent comments below:

"I just wanted to thank you and all of your team for the stunning mass and graduation ceremony last night."

"The completion of secondary school is one of the great steps in life and it is no doubt very difficult to do it justice, particularly where 280 families are involved. And yet last night the school did that and much more."

This ongoing support inspires us to keep improving, stay connected and continue building a school community where every student can thrive.

PARENT SATISFACTION

MACSSIS Survey 2024

We are pleased to share the positive results of our 2024 MACSSIS survey, reflecting the strong confidence and satisfaction of our families in St Kevin's College:

- Overall school endorsement rate for St Kevin's College was 72%, exceeding the Melbourne Archdiocese Catholic Schools (MACS) average of 65%;
- Families perception of how well St Kevin's College supports their child's development stood at 84%, compared to MACS average of 71%;
- Additionally, the perception of how well the classroom learning experience aligns with the students' interest was 86%, significantly higher than the MACS average of 67%.
A commitment to providing engaging, dynamic and student-centred learning environments.

These high levels of satisfaction affirm the confidence that our families have in St Kevin's College. We remain dedicated to delivering a holistic education that challenges each student to reach their full potential in a safe and supportive environment. Our commitment to continuous improvement ensures that we uphold the high standards that our families expect and deserve.



FINANCIAL PERFORMANCE

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



ST KEVIN'S
COLLEGE

COMPASSION | INTEGRITY | EXCELLENCE