The Pursuit of Building Character

KILVINGTON MOVING FORWARD

> Strategic Plan 2016-2020
> The Character Initiative
> Preparing Young People for the Future
CONTRIBUTORS

We would like to thank all members of the community who have contributed articles and information for this edition of K News, including Jon Charlton, Martine Walls, Teresa Deshon, Sarah Russell, Deb Duce, Camilla Fiorini, Peter Yu, Kirsten Brooks and Lexie Opray.
Kilvington Grammar School Strategic Plan 2016–2020

Young People of Good Character

In keeping with Kilvington's philosophy of developing the whole child, a key goal is to enable our students to achieve the academic excellence of which they are capable through the development of key character traits.

Research shows that the development of character traits such as diligence, positivity, perseverance and resilience will help our students to flourish in the classroom, on the stage, in the sporting arena, as leaders, in the community and in life. Such is our commitment to Character Education that we have launched the Character Initiative and appointed a Character Initiative Project Director. We will continue to build our Character Education framework, constantly looking at ways to embed character into the curriculum.

Our students will be supported with a School-wide Study and Learning Habits Program, House Dean and Tutor-led mentoring, and a Gifted and Talented Program including masterclasses. Community service will be expanded in the Senior School, and a House-based community service program will be introduced in the Junior School.

As the School continues to grow, we will expand our subject offering, cross-curricular programs, including STEM (Science, Technology, Engineering and Maths) and Project-based Learning (PBL), and year level programs. Our Flagship Programs will be reviewed and expanded upon.

As defined in the School’s mission, the Kilvington Grammar School strategic direction for 2016–2020 has been a collaboration between the Board, Executive, staff and parent community. It will provide direction moving forward as the School continues its growth as an outstanding smaller, co-ed independent school.

The following highlights the key areas of our Strategic Plan and where our efforts will be placed over the next five years.

Kilvington – On the Move...

As defined in the School’s mission statement, the Kilvington Grammar School community values the whole person and takes a holistic approach to education. We recognise that it is essential to celebrate the whole individual and provide the care and support necessary for each young person to learn to the best of their ability. Deeply ingrained in our School culture is the knowledge that people of good character not only do better in their studies but also in life. We aim to develop each person’s mind, heart and spirit.

Underpinning a Kilvington education are four key pillars – Academic Excellence, Character, Care and Community. These pillars are not independent of each other, but rather are interdependent and based on current research and best practice.

The following highlights the key areas of our Strategic Plan and where our efforts will be placed over the next five years.

Inspired Learning Culture

Kilvington prides itself on the quality of its relationships between student and teacher, its differentiated learning model and a learning environment that is progressive, purposeful and challenging. Our thinking culture, incorporating viable thinking and teaching, and growth mindset philosophy will underpin our curricular and cocurricular programs moving forward. We will continue to set high expectations for student achievement academically across the School.

One of Kilvington’s major attributes is its respectful and friendly community. Our students feel safe and happy here, and our parents trust that their children are in good hands.

We will continue to expand our relationships with local businesses, community groups and our international partner schools, and establish strategic alliances with like-minded and progressive education-based organisations.

Building the Future

To support the growth in student numbers and Kilvington’s curricular and cocurricular program, the School will invest in buildings and facilities over the next five years. We will build new Junior School amenities and redevelop The Green and the corner playground at Leila and Lillian roads. We will build a new sports complex that will include a full-sized basketball court and fully fitted gym.

A Par Parent Education Program has been established, and a number of seminars and workshops led by industry experts will be held to support parents on important issues affecting their children.

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We will further develop a Junior School Social Emotion Learning (SEL) curriculum and the introduction of programs that integrate academic and pastoral approaches specific to Junior School year levels.

Staff of Quality

Research shows that excellence in teaching is the single most powerful influence on student learning and achievement outside student ability. Therefore, we remain committed to attracting, developing and retaining quality staff.

At Kilvington, we are proud of the level of respect afforded to our teaching staff, particularly from our students. We will invest in professional development, coaching and mentoring to ensure that our staff and students have every opportunity to be the best they can be.

Our culture of ‘we are one staff’ and teamwork will continue to be nurtured and reinforced.

Community and Relationships

One of Kilvington’s major attributes is its respectful and friendly community. Our students feel safe and happy here, and our parents trust that their children are in good hands.

The Parents’ and Friends’ Association (PFA) will continue to work closely with the School to provide opportunities for the community to engage at social and community events. This important relationship will remain a priority for the School, as will our network of Class Social Representatives, who are integral to community engagement at the class level.
Eleanor Cook. Dux 2015

What do you think enabled you to achieve this great result? What did you do during 2015 that set you up so well?

Surrounding myself with things that I love. As a musician, always being involved in extracurricular ensembles was an important part of keeping VCE in perspective. I tried not to put too much stress on the end result, and doing both subjects and activities that I enjoy helped to keep me focused when it was time to study.

What advice would you give to students studying their VCE?

The best advice I can give is to ensure that you are organised. This may sound obvious, but it is important. I kept pretty well organised, making sure I had all the required notes/work and my diary was consistent when it was time to study. Sometimes, it becomes overwhelming, and you forget to write down a task and suddenly find yourself stressing out because you simply don’t have enough time to complete it.

What do you think he meant by this?

I think Mr Brinson was referring to balance, and balance in VCE I believe is crucial. That is, balancing schoolwork and friends, because you can't be stuck in the books 24/7, yet by the same token, you absolutely can't get through Year 12 successfully without putting in the hours and the work. Achieving balance, particularly in the midst of Year 12, really comes down to organisational skills and learning how to prioritise well.

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Teaching good character, morals and virtues is accepted as an implicit part of a child's education at home and at school. But, what if they were taught explicitly at school? What if, when your child went to class, they learned how to develop specific character traits as part of their day-to-day school life? We all know that character traits such as diligence, persistence, positivity and self-respect help to build a well-rounded individual. However, evidence shows that developing such traits also translates into better academic outcomes.

Professor James Arthur, Professor of Education and Civic Engagement, University of Birmingham, UK, and Director of the Jubilee Centre for Character and Values, has said:

"We all know that character traits such as diligence, persistence, positivity and self-respect help to build a well-rounded individual. However, evidence shows that developing such traits also translates into better academic outcomes."

The Evidence

So what evidence is there for the proposition that developing character traits has an impact on your child's academic performance? Increasingly, there is a body of research that suggests that it does. Weber and Ruch (2012) demonstrated that research shows that character traits (such as perseverance, care for detail) were identified as contributing to school success. Variables such as self-reliance, responsibility, discipline, and being socially mature are positively related to academic success.

Embedding Character into School Life

Each year, a character trait is carefully selected as a point of focus for each term or semester. In 2016, the first character trait is Gratitude. In Semester 2, it will be Grit. These traits are applied across a wide range of activities throughout the school year.

Junior School

Our Prep to Year 6 students focus on the selected character trait in the classroom in the following ways:

- Setting goals based on each character trait
- Role-plays
- Incorporating the character traits into classroom dialogue on a day-to-day basis
- Discussions at home and in the classroom
- Class journal
- Class tweets on the whiteboard
- Happy jags
- Presentations from students
- Creating posters
- Exploring the science behind Growth Mindset.

Senior School

Our Years 7 to 12 students focus on the term's character trait in the following ways:

- Setting goals based on each character trait
- Quizzes to measure each student's appreciation of a character trait
- Online applications to increase understanding and development of a character trait
- Group exercises including sharing stories and activities
- Board games
- Group discussions involving character traits in the context of novels, music and films
- Teachers taking the opportunity to reinforce the character word in general class subjects.

Ethics in Leadership Elective

Teacher Kathleen Vergers has developed an elective for our Year 10 students called Ethics in Leadership. Underpinning this elective are three student leadership committees. Each committee is responsible for the planning and promotion of one major project. They include:

1. Sustainability/Resourcefulness and Lateral Thinking
2. Diversity/Celebrating and Respecting Difference
3. VIA (Values in Action)
- Creativity: Brush Tail Possum
- Conscientiousness: Emu
- Perspective: Great Egret
- Social (Refugee Blankets)
- Individual (Honey Possum)
- Integrity: Great Egret
- Boldness: Magpie

Assembly of Notables (Year 7)

Each year, Year 7 culminates with students preparing for the Assembly of Notables. This involves selecting a notable historical figure – a person of great character – to bring to life at a special assembly attended by students, staff and parents. Staff mentors are available to students to provide support and guidance.

Students undertake research about their notable's challenges and achievements. They write a 500 to 700 word thesis that can be assessed by parents on the night via a specially developed app. Students create backdrops, use props and wear costumes and make-up to help them take on the personas of each notable.

Notables have included Dr Martin Luther King Jr, Mother Teresa, Fred Hollows, Helen Keller, Neil Armstrong and Jessica Watson.

K Kids – Inside Out

Kilvington Kids – Inside Out is a program designed for Junior School students as part of the Religious Education (RE) curriculum. Using specific definitions, practical applications, captivating stories from Australian nature and history, memorable songs and a variety of age-appropriate activities, crafts, and object lessons, each year level will study specific character traits based on Australian native animals. Students will have the opportunity to earn an iron-on transfer-style badge that they can collect on their library bag. The brainchild of teacher Christina Douglas, the badges were designed by Year 11 student, Olivia Palaskas together with Rosie Buettli, Academic Dean of Visual Arts. There are 21 character qualities to collect in all. Examples include:

- Gratefulness: Numbat
- Initiative: Wild Budgerigar
- Diligence: Emu
- Attention towards: Eastern Grey Kangaroo
- Creativity: Brush Tail Possum
- Resourcefulness: Echidna
- Self-control: Honey Possum
- Integrity: Great Egret
- Boldness: Magpie

In the Future

We will continue to build our Character Education framework, constantly looking at ways to embed character into the curriculum at the subject level. In the future, we will have a variety of character-based flagship programs and electives that will support our students in their academic and personal growth, equipping them with the skills needed for life beyond Kilvington.
At 12.45 am, on 2 January 2016, 17 of us, two teachers (Mr Brinson and Mr Wood) and our World Challenge leader, Hannah, headed off for an expedition we will never forget! Miri in Malaysia was the first destination on our itinerary. Upon landing in Miri, there were many cultural shocks, but we quickly settled in after our first night. Our team then travelled to Lambir Hills National Park for the acclimatisation trek. This trek was much harder than anticipated, with steep and difficult terrain and intense humidity. Although the team was challenged, we motivated each other to complete the trek as a group. This was perhaps the most difficult aspect of our trips, but many found it the most rewarding.

The next part of the expedition was the project phase, which took place in a remote village in Sarawak. The team was situated in a longhouse where 15 family members lived. As we entered the longhouse, our team was warmly welcomed with a traditional welcoming ceremony which involved dancing and live music.

For our project, our team had nominated to do physical labour to help out the village. Over the next five days, the group cleared away a grass area, prepared it to be cemented, hand mixed cement and then laid it down. This cemented area was the foundation for a space that will later be turned into a communal kitchen for the village. It was fantastic to be able to help out as the community valued their food and meal times greatly. We also painted lines for a badminton court and lines for a traditional game, ‘Sepak Takraw’. The nights were filled with trying local food and interacting with the family members, especially the children. The five days gave us a great insight into the culture of Borneo and also allowed us to appreciate what we had back at home. Saying goodbye to the family who had been so generous and hospitable to us was difficult, but we said we would keep in contact!

Our next part of the trip was travelling to Kota Kinabalu to climb up Mount Kinabalu, the highest point in South-East Asia. We climbed 3200 m above sea level, during the 6 km hike. It took our group just under six hours to complete the hike one way, where we stopped at the Laban Rata guest house for one night. We were lucky enough to see a sunset from the guest house, which was the most incredible and breathtaking view. Climbing back down the mountain was a lot quicker but was more pressure on the body.

We entered the last phase of our expedition – rest and relaxation as our trip was nearing the end. Visiting the baby orangutans in the rehab rainforest, white-water rafting and snorkelling were some of the fantastic activities our group participated in. Many memories were made and it was a great way to finish off such an amazing experience.

The encouragement from all students and teachers was something that was appreciated throughout our time in Borneo. Many new skills were learnt and friendships made that affected our trip in such a positive way. This once-in-a-lifetime opportunity is something that we whole-heartedly recommend to anyone considering taking part in a World Challenge expedition!
Preparing Young People for the Future

Back in my day, we had to remember phone numbers and give people directions and don’t get me started on the dinosaurs.

‘Back in my day we couldn’t afford shoes so we had to walk barefoot 10 km in the snow and rain just to get to school …’

We have all heard these stories from our grandparents and other more experienced people in our lives and have groaned, moaned and dismissed them as being from the ‘olden days’. How the tables turn. As we age, and in this rapidly changing world, we are starting to tell similar stories to the young people around us. The ‘olden days’ for me? That was only the 80s!

I know that I have once or twice caught myself saying ‘when I was a kid …’ to my own children who give me that bored and disinterested look.

It is to the ‘olden days’ that we need to look for guidance and strategies to address the growing problem we are facing in our schools. The shape of our future society depends on it.

Australia’s Challenge

Australia does not fare well in relation to child and youth wellbeing indicators when compared with other OECD countries. On average, we rank in the top third of the 34 OECD countries. The 2013 Report Card, prepared by Australian Research Alliance for Children and Youth (ARACY), details 29% of 12 – 17-year-olds are engaged in substance abuse, 30% of 5 – 24-year-olds are overweight and 57% are sedentary. 16% of 11 – 24-year-olds are bullied or emotionally abused and 29% of parents of 4 – 5-year-old children are using harsh parenting practices more than half the time.

The challenge for schools is how to bring back the values of the ‘olden days’. Social and Emotional Learning (SEL) programs have begun to feature in primary schools in the last few years, with classroom time dedicated to explicit teaching of competencies that include:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making.

Schools can play a pivotal role in teaching these competencies to build resilience and emotional intelligence in our young people, encouraging them to build their capacity to be the best they can be.

Yale University’s Centre for Emotional Intelligence has developed the RULER program that teaches the skills of emotional intelligence: Recognising, Understanding, Labeling, Expressing, and Regulating emotion. This program, based on decades of research, shows that these skills are essential to effective teaching and learning, sound decision-making, physical and mental health, and success in school and beyond.

The Character Initiative

Kilvington Grammar School has this year, developed the Character Initiative (see pages 8 – 9), combining best practice and research into our own unique approach that supports our mission statement: ‘to inspire students to strive for academic excellence, and to nurture their aspirations in a caring, family-oriented community to become people of depth, strength, integrity and character’. This translates into the major themes of our Good Character Framework and Learning Culture.

Back to the Future

‘Old-fashioned’ the term itself is telling. Immediately we visualise words such as persistence, determination, resilience, patience and dependability. When I think of my father-in-law, who is 95 this year and who has seen the world go from the industrial age to the technological age, I know him to be the strong, silent type—a man of good character. The words that come to mind are integrity, steadfast, loyal, courteous and truthful. He is a man of few words, and when I am in his presence, I feel a deep and resonating respect and a wisdom I have yet to know.

These old-fashioned values are making a comeback and should be a priority for schools. Kilvington aims to develop people of character, and programs across the School focus on “Your Best Self”. Increasingly, we are finding that the pastoral curriculum needs to be escalated to align with the academic curriculum. Ranks, results and league tables do little to develop the heart and soul of our students.

Our young people need more from us all, at home, at school and in life. Schools must respond with courage and be brave enough to prioritise developing ‘good’ people and not just ‘smart’ people.

Excerpt from a keynote address at the Education Nation Conference, Sydney, 7 – 8 June 2016

TERESA DESHON, DEPUTY PRINCIPAL
In order to provide for the homeless and by holding a food drive for Matt’s Place, Civic Virtue (Community Spirit & Service) Gap’, which works for Indigenous health and awareness of ‘Close the Diversity Committee ran a juice stall to raise money for and aid better mental health in our community, thus instigating a ‘Big Blue Bash’ that was held on Gratitude Day in May. The Intellectual Virtue is also essential to this elective and has been demonstrated by students adopting a growth mindset, using visual thinking routines such as ‘Compass Points’ to expand their understanding and ability to take action.

Students Tackle the Inequality of Human Rights

Before the class that I sat in on, Kathleen Vergers in which Kathleen used a visible thinking routine to delve deeper into the various aspects of their statement. I was fascinated as I wondered: what do 15-year-olds really think about human rights and how will they use this particular thinking routine to explore their statement? Kathleen began the lesson by explaining that the ‘Compass Points’ routine employs the ‘NSEW’ acronym (North, South, East, West) to prompt visual thinking based on the students’ statement in the centre, surrounded by colourful Post-it notes with the students’ permission: ‘Discover how will they use this particular thinking routine to delve deeper into the various aspects of their statement. I was fascinated as I wondered: what do 15-year-olds really think about human rights and how will they use this particular thinking routine to explore their statement? Kathleen began the lesson by explaining that the ‘Compass Points’ routine employs the ‘NSEW’ acronym (North, South, East, West) to prompt visual thinking based on:

- **N**eed to Know
- **S**uggestions for Moving Forward
- **E**xcite
- **W**orried about

The students’ statement in the centre, surrounded by colourful Post-it notes expressing the students’ deepest ideas and thoughts. I was struck by the seriousness with which the students undertook this task. But, I wondered, what were they writing? I didn’t have to wait long to discover as Kathleen began to read from the notes with the students’ permission:

- For ‘Need to Know’, one note read: ‘A challenge, a big and difficult one to tackle’, and another note showed the writer was excited by “the thought of a free and just society.”
- For ‘Suggestions for moving forward’, one note proposed: ‘Avoid using or bringing money in to tackle the problem. Use words through careful diplomacy to get the message across.’
- While another made the suggestion: ‘Create world-wide laws that enforce each country to follow the Universal Declaration on Human Rights.’
- For ‘Worried about’, a note asked: ‘How do we actually enforce equal human rights?’, while another questioned ‘whether everyone will ever have equal human rights?’

As I sat admiring the thoughtfulness of the students and marveling at their insight into a complex topic, Kathleen was concluding the lesson. Jolted back to reality, I found the class was moving forward with a question: ‘As free-thinking individuals, how can we gain further understanding of this issue and use our observations and ideas to better improve the dilemma of inequality of human rights around the world?’ How indeed, I wondered as I walked out of the classroom, but I was cheered by the thought that perhaps some of these students might find an answer.
Achievements and Highlights

Cinderella
In May, our School community was captivated by our Senior School students as they performed the much loved classic – Cinderella. Congratulations to all cast, crew and parents who worked tirelessly for many months to showcase our students’ musical and dance talents. Cinderella, performed by Liannah Diacaris, and Prince Christopher, performed by Mitchell Cole, were delightful as our star-crossed lovers. Stepsisters, Joy and Grace, performed by Jade Redman and Georgia Dillon, and stepmother, performed by Isabella Etlis, were magnificent in their ghastliness. Ebony McMaster portrayed Cinderella’s Fairy Godmother with poise and exquisite musicality. Jack Kirkham, as the King, and Christa Hill, as the Queen, were faultless in their delivery and comic timing. A special shout-out to School Captain, Stephanie Talbot, who managed to accommodate her performance during her VCE year. She was incredibly entertaining as the Herald – Lionel.

EISM Swimming Night of Champions
Our strength in the pool continues to grow. After coming 6th out of 10 schools in our first year at the EISM Division 1 Swimming Carnival against much larger schools, our students went on to compete at the EISM Swimming Night of Champions with outstanding results. Our medal tally continues on the up and up: 2014 2 medals, 2015 4 medals and this year 12.
- Lucy George: 1st 50m freestyle, 1st 50m backstroke, 1st 50m butterfly, 2nd 100m freestyle
- Katya Richardson: 1st 50m freestyle, 1st 50m backstroke, 3rd 50m breaststroke
- Luc Mascitto: 1st 50m breaststroke, 3rd 50m freestyle
- Maddy Clarke: 3rd 50m breaststroke
- 14 YO girls medley: 2nd Emily Zhu, Katya Richardson, Isabelle Owen, Kaitlyn Tuong
- 14 YO girls relay: 2nd Katya Richardson, Aniska Challice, Kaitlyn Tuong and Isabelle Owen.

World’s Greatest Shave
Congratulations to Year 11 students, Jordan, Matt, Harry, and Aaron, who bravely had their locks shaved for The World’s Greatest Shave. A fantastic gesture for a fantastic cause. Well done, boys.

Community Service – A Priority for Our Students
Year 7 students, Miles Nathan and Cedric Janvier, have been acknowledged at the Tobin Brothers Foundation awards for their support of Kids Like Us (KLU). They were rewarded with a cheque for their chosen program – Kids Like Bricks Lego Club – an initiative for primary aged children. KLU is a community service organisation that offers a comprehensive support structure for twice-exception students (gifted students with learning differences).

Happy 20th Birthday to Our ELC
The Kilvington Early Learning Centre enjoyed its 20th birthday this May. To celebrate such a special day, the ELC children gathered in a specially decorated room to sing and eat individual birthday cupcakes. They were joined by parents and there was a special appearance by Principal, Jon Charlton, and Acting Head of Junior School, Sebastian Earle.
Congratulations to ELC Coordinator, Sharon Donnellan, and her team for creating such a nurturing and special environment, one that continues to attract many families year on year.

Happy 20th Birthday to Our ELC!
Trousers Introduced to Girls’ Uniform

In response to feedback from students, staff, Board, School Executive, PFA members and the Uniform Sub-Committee, Kilvington has introduced trousers to the Prep to Year 12 girls’ 2016 winter school uniform.

The introduction of trousers for the first time at Kilvington will give our girls a wider choice of garments to accommodate comfort requirements and response to weather.

Welcome Back Picnic

It was fantastic to see our ELC to Year 6 families gather together on a beautiful Friday at our annual Welcome Back Picnic. The Green was alive with picnic rugs, delicious food and good conversation as families reconnected and made new connections. Many thanks to the PFA for supporting the event and to our families for making it one of the best yet.

The Character Initiative Launched

Early this year, Kilvington launched the Character Initiative, an initiative that encompasses the programs and activities rolled out across the School as part of Kilvington’s Character Education Framework.

With the evidence showing that teaching character traits such as resilience, perseverance and positivity (see pages 8 – 9) result in better academic performance, as well as well-rounded individuals, we will continue to build our Character Education Framework, constantly looking at ways to embed character into the curriculum at the subject level.

Softball Grand Final Winners

Congratulations to our Senior Softball Team for winning the EISM Championship. The team was undefeated in the matches leading up to the Grand Final and won 12 – 1 against Huntingtower.

Individual Stand Outs

Congratulations to Amelia Mercuri, Year 12, and Hannah Bahn, Year 11, who were selected by School Sport Victoria to participate in an annual softball tournament held from 1 to 8 May. Both girls are representatives of the Softball Victoria Under 17 State Team.

Well done to Gabriel Pogreb, Year 5, who has been selected in the Victorian Under 12 Judo Squad to represent the state at the National Championships in July.

Lions Youth of the Year Competition

Every year the Lion’s Youth of the Year Competition is held, a national competition based on students’ academic, sporting, and cocurricular achievements, community service, understanding of world events and public speaking ability. Year 12 student, Siobhan Thomas, (left) won the Public Speaking Award, and Year 12 student, Grace Boschetti (right), was the Overall Club Winner.
As a young girl growing up in the cultural city of Glasgow in Scotland, Allison Bivard was inspired by her aunt to be a teacher. A principal at a local junior school, Allison’s aunt shared her love of teaching with her niece. However, little did Allison realise at the time that, when she grew up, she would immigrate 16,965 km from Glasgow to make Melbourne her new home.

After gaining her Bachelor of Education with Honours from Strathclyde University, Allison worked as a teacher in Glasgow for five years. She enjoyed the work but began to dream about moving halfway around the world with her husband to start a new life. Every morning as they parked their car to go to work, they would see a Melbourne bumper sticker that inspired them to think their dream would come true.

Finally, in mid 2013, Allison and her husband arrived in Melbourne and began to look for work. A job advertisement on Seek caught Allison’s eye – it was for a small P to 12 school in Ormond called Kilvington Grammar School. It was the first job she applied for, and of course she got it. The rest – as they say – is history.

2016 is Allison’s third year at Kilvington. In that time, she has taught Year 4 twice and been promoted to the position of Junior School Coordinator (Years 3 to 6). Allison is now teaching Year 6 and continues to enjoy the enthusiasm of the students to learn and their deep curiosity about the world.

She also enjoys the rich camaraderie and ongoing support of the other teachers in the Junior School and the Senior School and the strong partnerships built with her students’ families. Allison contrasts her work experience here with that in Glasgow – where things were a little more reserved – and feels fortunate to be part of the nurturing and vibrant Junior School community at Kilvington. She says of her colleagues, “I’ve never worked with such an amazing group of people!”

Allison has also enjoyed being part of a cohort of teachers who are willing to reflect on their practice and embrace new technologies and pedagogies from Australia and overseas. She was instrumental in introducing Kilvington to Literacy Planet, which is a powerful online tool that promotes the development of strong literacy and critical thinking skills.

She has also been largely involved in introducing Big Write and VCOP to the Junior School to help raise the standards of writing.

Allison is passionate about building awareness of sustainability and social justice through entrepreneurial projects to educate and support local and global initiatives. Through past enterprise projects in Scotland linked to Fairtrade, she helped students develop character traits of empathy, leadership, confidence, humility and citizenship. Moving forwards, Allison hopes to set up ethical projects within the Junior School to develop character and citizenship by creating opportunities for students to apply their knowledge and skills from a range of subject areas to a real-life context.

Les Clement really enjoyed his retirement in March 2011 – all four short weeks of it! After stepping down as Head of Senior School from a large government secondary college where he’d taught for 16 years, Les was looking forward to a change of pace. However, when he was invited to apply for a job at a small, newly co-educational school in Ormond, he found he couldn’t say no. Apply he did, and 2016 is now Les’s sixth year at Kilvington.

Les currently works part-time in the role of teacher of VCE Business Management, Economics and Legal Studies. He likes to credit his great friends and colleagues for telling him about the job at Kilvington – Lynley Clarinette, current Academic Dean of Humanities, and Mary Geelhman, who retired several years ago.

“When asked how he enjoys the job, Les smiles and replies without hesitation that he finds the job ‘a complete joy’. Not only does he enjoy the stimulating and supportive work environment that comes with being at a small school, but also he thrives on both the smaller class sizes and his daily interactions with his students. At his former school, there were 550 students in VCE the year he left. So, he relishes the quality time spent with his students, listening to their viewpoints, answering their questions and guiding them towards their life outside school.

Les reflects that he got into teaching because he always enjoyed helping and guiding those younger than him. After a combined Economics and Accounting degree at Monash University, he had to work for the Department of Education three years to repay their financial assistance. But teaching was no hardship for Les, who still enjoys imparting his knowledge and getting his students to learn through their experiences.

In his spare time, Les is dad to three boisterous adult sons and grandfather to two no less boisterous grandchildren. And, late last year, he played a part in realising the dream of his son, Shaun, of being on television when he and his three sons appeared on Family Feud. At first very successful – they won at Fast Money – Les and his sons were brought back to earth by getting beaten the next night. But perhaps their defeat was good fortune as Les’s second grandson, Sam, was born two days later!

If Les’s popularity with his students and staff is anything to go by, he won’t be allowed to make a second attempt at retirement any time soon!”
Kilvington Reunions

50 Year Plus Reunion
This year we held our first dedicated 50-year reunion at the School. It was a great turnout with 13 Kilvingtonians attending. We were pleased to present everyone with a copy of Australia Remember When as a memento of their reunion.

Quite a few Kilvingtonians had travelled from as far away as Western Australia and Queensland to reconnect with classmates. Helen Turner kept us all entertained with her wonderful schoolyard stories and even prepared a quiz for the event! The evening didn’t end there and a dinner at a nearby restaurant followed that night and another on the Saturday night. So it was actually a weekend celebration. We look forward to seeing our class of 1986 at our regular Walsh Club events in the future.

40 Year Plus Reunion
And here’s another first – our first 40-year reunion. The class of 1976 came together in late April for their reunion. There were some familiar faces among the group, including past staff member Jananne Lee and Kim Logicki who is current staff member Karen Bryce’s sister. The community connections of Kilvington are always evident at our gatherings.

It was fantastic to have a video message from Kilvingtonian Mandy Dawes as she was unable to attend on this occasion due to the distance. She spoke about her life working on a beef property in outback QLD. The group all took the time to write a few lines about what they have been up to over the years, and this has been shared with those who couldn’t be there on the night.

Everyone was amazed and impressed with the changes and improvements to the School since their last visit. Mary hadn’t seen the Patsy Vonin Music Centre, Food Tech Centre and of course their copy of Cookery the Australian Way.

One story in particular was about a cooking class that School including the Food Tech Centre, where we were entertained with stories of laughter as everyone caught up on what has been happening over the past years.

The cold weather was no deterrent to the class of 1981 who gathered for their reunion in late May. Well attended, with 18 Kilvingtonians, there was a constant hum of chatter and treasures their copy of Cookery the Australian Way.

The class of 1981 at our regular Walsh Club events in the future.

35 Year Reunion
The 1981 reunion was a sell-out. There were a number of familiar faces among the group, including past staff member Jananne Lee and Kim Logicki who is current staff member Karen Bryce’s sister. The community connections of Kilvington are always evident at our gatherings.

The cold weather was no deterrent to the class of 1981 who gathered for their reunion in late May. Well attended, with 18 Kilvingtonians, there was a constant hum of chatter and of course their copy of Cookery the Australian Way.

5 and 10 Year Reunion
We decided to host the 5- and 10-year reunions this year at a local venue. It was a fantastic crowd from peer groups 2006 and 2011 with around 45 attending. With the advantage of social media, many are constantly in touch, and it was wonderful to have their help in spreading the word to come along.

One of the highlights of the evening was having Ms Les Clement attend, and the Kilvingtonians were very excited to catch up with one of their favourite teachers. Thanks, Les! It’s wonderful to see our young Kilvingtonians keeping up friendships and staying connected.
24

Welsford for coordinating this and to all their time of need. Thank you to Christina support this well-received event. And we It was lovely to work with the School families at the Welcome Back Picnic. summer evening in February to meet up Thompson. Rachel Bullard, Janine Cole and Debbie Brown, Briohny Marshall, Fiona Lamb, managing the shop for our benefit – Kylie volunteers for their time and energy in would like to thank our wonderful parent has been very busy this year, and I like to thank the CSRs for their efforts school time. The PFA committee would like our gratitude to all those who give their year to be involved. It has been a lovely start to 2016 for the The Secondhand Uniform Shop (SHUS) Our Class Social Representatives (CSRs) are also very pleased to be able to offer each table, we had a great evening. We it didn't disappoint. I would like to thank parents and you are most welcome to. In The Know and World Fair preparation. Look out for Evenings, Gratitude Morning Tea, Junior School noticeboard, Entertainment Books, and staff birthdays. It's a great way to be involved in our communities and we are very grateful for their efforts at KIlington. There are many class events and School social gatherings still to come, including the Father's Day Breakfast, 24th Challenge and World Fair preparation. Look for events and happenings in our forthcoming PFA Report in The Thalia. We would like to thank everyone for their contributions and for their continuing support. The PFA is open to all our parents and you are most welcome to come along. We hope to see you soon. Evening, Gratitude Morning Tea, Junior School noticeboard, Entertainment Books, and staff birthdays. It's a great way to be involved in our communities and we are very grateful for their efforts at KIlington. There are many class events and School social gatherings still to come, including the Father's Day Breakfast, 24th Challenge and World Fair preparation. Look for events and happenings in our forthcoming PFA Report in The Thalia. We would like to thank everyone for their contributions and for their continuing support. The PFA is open to all our parents and you are most welcome to come along. We hope to see you soon.
### Key Dates for Your Diary

#### July
- **TUESDAY 12** Term 3 Commences
- **FRIDAY 15** Year 11 and 12 Formal
- **FRIDAY 29** 30 Year Reunion

#### August
- **FRIDAY 12** Annual Concert
- **FRIDAY 26** 25 Year Reunion
- **FRIDAY 29** K24 Challenge

#### September
- **FRIDAY 2** Father’s Day Breakfast
- **TUESDAY 6** ELC Concert
- **THURSDAY 8** Open Morning
- **FRIDAY 9** 20 Year Reunion
- **FRIDAY 16** Term 3 Concludes

#### October
- **MONDAY 3** Term 4 Commences
- **FRIDAY 7** 15 Year Reunion
- **MONDAY 10** VCE Art Exhibition
- **THURSDAY 13** Years 5 and 6 Production
- **WEDNESDAY 19** Valedictory Dinner
- **MONDAY 24** Alumni Evening
- **TUESDAY 25** Open Morning
- **WEDNESDAY 26** ELC – Y10 Art Show
- **THURSDAY 27** ELC – Y10 Art Show
- **FRIDAY 28** ELC – Y10 Art Show
- **MONDAY 31** Mid-Term Break

#### November
- **TUESDAY 1** Melbourne Cup Holiday
- **MONDAY 7** Walsh Club Reunion
- **FRIDAY 11** Remembrance Day Service
- **THURSDAY 17** Senior School Leaders Induction Assembly
- **TUESDAY 22** PFA AGM and Volunteer Thank You Evening
- **MONDAY 28** Year 6 Graduation Assembly

#### December
- **FRIDAY 2** Celebration Night
- **MONDAY 5** Junior School Christmas Assembly
- **FRIDAY 9** Term 4 Concludes