INTRODUCTION

From the Chair of the College Board

Board Composition

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Standing Committees</th>
<th>Other roles/occurrences</th>
<th>Date of current appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Chris Topp</td>
<td>Governance and Ethos Committee</td>
<td>Chair of the Board</td>
<td>1/13</td>
</tr>
<tr>
<td>Mr Matt Waugh</td>
<td>Foundation Committee</td>
<td>Deputy Chair of the Board</td>
<td>5/13</td>
</tr>
<tr>
<td>Mr Chris McDermott</td>
<td>All Committees</td>
<td>Principal</td>
<td>ex officio 5/11</td>
</tr>
<tr>
<td>Fr Bob Irwin</td>
<td></td>
<td>Director MSC Education, Chair of MSC Education Council</td>
<td>ex officio 5/11</td>
</tr>
<tr>
<td>Fr John Franzmann</td>
<td>Governance and Ethos Committee</td>
<td></td>
<td>5/13</td>
</tr>
<tr>
<td>Mr Peter Wheeler</td>
<td>Chair Finance Committee</td>
<td></td>
<td>5/12</td>
</tr>
<tr>
<td>Mrs Penny Leary</td>
<td>Finance Committee</td>
<td></td>
<td>5/11</td>
</tr>
<tr>
<td>Mr David Shirlow</td>
<td>Finance Committee</td>
<td></td>
<td>5/11</td>
</tr>
<tr>
<td>Mr Dick Simpson</td>
<td>Chair Foundation Committee</td>
<td></td>
<td>5/11</td>
</tr>
<tr>
<td>Mr Paul Cotchett</td>
<td>Foundation Committee</td>
<td>Resigned from the Board Jan 2014</td>
<td>Resigned 1/14</td>
</tr>
<tr>
<td>Mary-Jane Carroll-Fajarda</td>
<td>Chair Governance and Ethos Committee</td>
<td>On leave due to illness from May 2013.</td>
<td>Resigned 3/14</td>
</tr>
<tr>
<td>Mr Peter Andersen</td>
<td>Acting Chair Governance and Ethos Committee</td>
<td></td>
<td>1/13</td>
</tr>
</tbody>
</table>

The Board composition remained stable throughout the year. Mrs Mary-Jane Carroll-Fajarda was granted leave in May 2013.

Early in 2014 Mr Paul Cotchett and Mrs Mary-Jane Carroll-Fajarda offered their resignation from the Board, both resignations were accepted. Their service to the College and the Board has been invaluable.

Mr Peter Andersen took the role of acting chair of the Governance and Ethos Committee.

Board Retreat 2013

On the weekend of March 16-17 2013 the Board held its annual retreat. An innovation at this retreat was to invite non-Board members of the Board standing committees. Mr Les Gabor (Finance), Mr Tim Stevens (Foundation), Mr Chris Merlino (Governance) and Mr Greg Wood (Governance) accepted the invitation and participated in a day of formation conducted by Alison McKenzie. The theme of the day, dealing with tensions that exist between a business oriented model and maintaining the MSC Ethos provided good opportunities for the Board and Committee members to explore their role and involvement.
Board Review

The work of continuing to follow up on the outcomes from the review of the 2012 was pursued by the Governance and Ethos Committee under the guidance of acting chair Peter Andersen.

Strategic Plan

The College continued the implementation of the Strategic plan with the College developing committees that addressed the key areas for development:

- MSC Ethos
- The learning experience
- The learning environment
- Funding and Finance
- Staff and Staff Development
- Student Well-being
- Social Justice Outreach
- Environmental Sustainability

Foundation

Sufficient funds have now accumulated for the award of the initial Tyson Donnelly Scholarship to a Year 7 Student for 2015. The process will be implemented during the enrolment period in 2014.

The Bruce McDiarmid Scholarship was awarded to a young person from a public school. She joins Year 11 in 2014 with a scholarship funded for Years 11 and 12.

A number of application for funding/grants, in addition to the Trade Skills Centre, were lodged during the year and whilst none were successful, positive feedback has been received along with encouragement to continue applying as such opportunities arise in the future.

The Foundation through the Community Liaison and Development Office undertook considerable work and initiatives to reinvigorate the Building Fund Appeal and seek out other income sources for the College. In addition links were established with such entities as the Manufacturing Cluster, Rotary and the local Council subcommittees along with other education providers such as TAFE NSW.

Chris Topp
Chair
Chevalier College Board
19/6/2014
From the Principal

The College is owned and operated by the Missionaries of the Sacred Heart, a Catholic order of priest and brothers who live what is referred to as a Heart Spirituality. Chevalier College continues to undertake its mission using this Heart Spirituality as its foundation for all that it does and how it does it.

This year the college has seen the injection of new facilities as a result of the contributions of the current and past families of the College. In addition to the facilities the staff of the college have continued to develop improved practices to enhance the learning and experience of the students in their care whether that be in the classroom, on the sporting field, in the beautifully kept grounds of the college or the performance spaces.

Key Events

• The College was accorded Five years Accreditation and Registration following inspection by BOSTES.

• The Commonwealth Funding ($1.5 million) for the Trade Skills Centre was confirmed by the incoming Federal Government. Work is now proceeding on the early stages of the build.

• The Wingecarribee Council approved the Development Approval for the upgrade of the Wood, Metal and Visual Arts precinct and work will begin in conjunction with the TSC.

• The Mission experience to Kiribati was again a highlight of the school year for those who went and the whole school who contributed to supporting Kiribati through the Mission Concert and other fund raising initiative.

• Accolades were bestowed on the Chevalier Community for their generosity towards St Vincent De Paul, Caritas, Red Cross, The Cana Community, Canteen. The generosity was both financial and in time such as work on the Vinnies food vans in Wollongong.

• The College continues to strive to ‘be on earth the heart of God’ through opportunities that allow young people the wider Chevalier College Community to experience being loved in the way in which Jesus showed us.

• Chevalier College is implementing the next stage strategic plan for the school in 2014 having completed the vast majority of the current plan by the end of 2013.

Chris McDermott
Principal
The College

MSC Vision of Education

MSC schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.

With care, compassion and understanding as their hallmark qualities, MSC schools strive to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of community. In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, MSC schools recognise the importance of balanced human development and strive to help the young students to achieve their full potential in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the needs and aspirations of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Staff try to improve their professional appreciation of their work by sharing in prayer and staff development exercises, and participate regularly in programs which enable them to collaborate with greater understanding in the MSC style of education at their school. Founded on love and built on love, MSC schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith.

The College’s History

Chevalier College is a co-educational Catholic secondary school school that maintains an enrolment of approximately 1,150 students. It is owned by the Missionaries of the Sacred Heart [MSC] and operated within their Charism. The College is staffed predominantly by lay people and is blessed with a community of two MSC Priests. This small but very active MSC community is an integral part of the life of the College and indeed the wider community.

The College traces its origin to 1946, when the Missionaries of the Sacred Heart responded to a growing need for Catholic education in the Southern Highlands. Chevalier College commenced in the grounds of Riversdale House on 21st February, 1946, with 22 boarders and 18 day students. The founding Rector was Dr H.J. Reid, the first of a line of religious Headmasters that lead the College until 2002. Through the next 50 years the College grew as it added buildings, staff and students. In 1972, girls from Elm Court Dominican Convent began to share senior Science classes with Chevalier, leading to the introduction of full co-education 1977. Boarding ceased in 2003. Since then, the College has flourished as a day school in the distinctive charism of the Missionaries of the Sacred Heart, with nearly 1200 students and a staff of more than 140 teachers and support staff.

Mission Statement

Chevalier College is a Catholic coeducational secondary school community governed and inspired by the vision and ethos of the Missionaries of the Sacred Heart (‘the MSC’).

We seek to nurture and strengthen faith, relationships, personal and physical growth, and academic achievement to develop a community whose lives reflect Christ’s love for all.
Chevalier College values:

- the MSC Ethos
- learning that develops understanding
- compassion
- nurturing the individual
- pastoral care
- a sense of community
- our history
- relationships
- perseverance
- trust and respect.

Governance

Chevalier College is an incorporated company limited by guarantee. It is owned by the Society of the Missionaries of the Sacred Heart and is a non-profit company. As a company it is required by law to have a Board of Directors who are responsible for the governance and policy direction of the company. Chevalier has twelve directors who make up the Board and who take on this responsibility. These twelve people are appointed by the Provincial Council of the Missionaries of the Sacred Heart (MSC) and are generally people who are connected to the College as either parents, past parents, past students and/or have a special skill-set that would assist in the governance of the College. The Principal of the College is one of the twelve Directors as are two MSC priests - currently Fr John Franzmann and Fr Robert Irwin.
PERFORMANCE IN EXTERNAL ASSESSMENTS

Student outcomes in standardised national literacy and numeracy testing

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students’ performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Year 7:</td>
<td></td>
</tr>
<tr>
<td>• Reading</td>
<td>99.0</td>
</tr>
<tr>
<td>• Writing</td>
<td>96.4</td>
</tr>
<tr>
<td>• Grammar and Punctuation</td>
<td>94.4</td>
</tr>
<tr>
<td>• Spelling</td>
<td>97.4</td>
</tr>
<tr>
<td>• Numeracy</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 9:</td>
<td></td>
</tr>
<tr>
<td>• Reading</td>
<td>97.5</td>
</tr>
<tr>
<td>• Writing</td>
<td>93.3</td>
</tr>
<tr>
<td>• Grammar and Punctuation</td>
<td>88.6</td>
</tr>
<tr>
<td>• Spelling</td>
<td>96.9</td>
</tr>
<tr>
<td>• Numeracy</td>
<td>96.4</td>
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</tbody>
</table>

Year 7 Performance in Literacy and Numeracy

<table>
<thead>
<tr>
<th>State All</th>
<th>School (All Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Reading</td>
<td>544.5</td>
</tr>
<tr>
<td>Writing</td>
<td>516.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>559.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>542.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>549.5</td>
</tr>
<tr>
<td>Data, Measurement, Space &amp; Geometry</td>
<td>550.7</td>
</tr>
<tr>
<td>Number, Patterns &amp; Algebra</td>
<td>548.0</td>
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</tbody>
</table>
Year 9 Performance in Literacy and Numeracy

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State All</strong></td>
<td></td>
<td></td>
<td><strong>School (All Students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>585.6</td>
<td>68.1</td>
<td>605.8</td>
<td>61.8</td>
<td>198</td>
</tr>
<tr>
<td>Writing</td>
<td>554.2</td>
<td>99.3</td>
<td>581.3</td>
<td>70.7</td>
<td>198</td>
</tr>
<tr>
<td>Spelling</td>
<td>591.8</td>
<td>70.7</td>
<td>598.1</td>
<td>62.6</td>
<td>198</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>579.3</td>
<td>89.7</td>
<td>607.6</td>
<td>81.8</td>
<td>198</td>
</tr>
<tr>
<td>Numeracy</td>
<td>596.0</td>
<td>94</td>
<td>598.4</td>
<td>68.3</td>
<td>198</td>
</tr>
<tr>
<td>Data, Measurement, Space &amp; Geometry</td>
<td>595.1</td>
<td>95.1</td>
<td>600.0</td>
<td>71.3</td>
<td>198</td>
</tr>
<tr>
<td>Number, Patterns &amp; Algebra</td>
<td>596.87</td>
<td>97.3</td>
<td>597.1</td>
<td>71.3</td>
<td>198</td>
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</tbody>
</table>

Record of School Achievement

The following graph represents the distribution of grades awarded at the end of Year 10 for Board Developed Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Agricultural Technology (200)</td>
<td>23.1</td>
<td>46.2</td>
<td>30.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Commerce (200)</td>
<td>40.9</td>
<td>36.3</td>
<td>22.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Dance (200)</td>
<td>50.0</td>
<td>6.3</td>
<td>43.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Drama (200)</td>
<td>48.0</td>
<td>40.0</td>
<td>8.0</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>2013 English (200)</td>
<td>15.1</td>
<td>31.2</td>
<td>41.7</td>
<td>11.1</td>
<td>1</td>
</tr>
<tr>
<td>2013 Food Technology (200)</td>
<td>17.4</td>
<td>39.1</td>
<td>39.1</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>2013 French (200)</td>
<td>21.4</td>
<td>28.6</td>
<td>35.7</td>
<td>14.3</td>
<td></td>
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<tr>
<td>2013 Geography (200)</td>
<td>17.7</td>
<td>34.9</td>
<td>39.9</td>
<td>7.07</td>
<td>.51</td>
</tr>
<tr>
<td>2013 Graphics Technology (200)</td>
<td>8.7</td>
<td>39.1</td>
<td>26.1</td>
<td>26.1</td>
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<tr>
<td>2013 History (200)</td>
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<td>29.15</td>
<td>45.73</td>
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<tr>
<td>2013 Industrial Technology (Timber) (200)</td>
<td>14.6</td>
<td>27.1</td>
<td>39.6</td>
<td>18.8</td>
<td></td>
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<tr>
<td>2013 Italian (200)</td>
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<td>35.0</td>
<td>45.0</td>
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<td></td>
</tr>
<tr>
<td>2013 Japanese (200)</td>
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<td>23.1</td>
<td>23.1</td>
<td>30.8</td>
<td></td>
</tr>
<tr>
<td>2013 Mathematics (200)</td>
<td>12.6</td>
<td>28.6</td>
<td>37.2</td>
<td>18.6</td>
<td>3.01</td>
</tr>
<tr>
<td>2013 Music (200)</td>
<td>21.4</td>
<td>42.9</td>
<td>28.6</td>
<td>7.1</td>
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<tr>
<td>2013 Personal Dev’ment, Health &amp; P.E. (200)</td>
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<td>64.5</td>
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<tr>
<td>2013 Science (200)</td>
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<td>2013 Textiles Technology (200)</td>
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<td>42.1</td>
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<td>2013 Visual Arts (200)</td>
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<td>53.8</td>
<td>17.9</td>
<td>20.5</td>
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</tbody>
</table>
## Higher School Certificate

In 2013, 160 students sat for the NSW Higher School Certificate in 39 courses.

<table>
<thead>
<tr>
<th>Name</th>
<th>Units</th>
<th>Included Students</th>
<th>School V State Var 2011</th>
<th>School V State Var 2012</th>
<th>School V State Var 2013</th>
<th>Bands 4-6 2011 % (E3-E4)</th>
<th>Bands 4-6 2012 % (E3-E4)</th>
<th>Bands 4-6 2013 % (E3-E4)</th>
</tr>
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<tbody>
<tr>
<td>Agriculture</td>
<td>2</td>
<td>6</td>
<td>-6.12</td>
<td>-</td>
<td>6.17</td>
<td>38.7</td>
<td>-</td>
<td>66.6</td>
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<tr>
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<td>8.91</td>
<td>7.14</td>
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<td>93.15</td>
<td>95.83</td>
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<tr>
<td>Biology</td>
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<td>37</td>
<td>-3.67</td>
<td>-0.84</td>
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<td>43.6</td>
<td>35</td>
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<td>Business Studies</td>
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<td>24</td>
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<td>1.09</td>
<td>-5.12</td>
<td>63.1</td>
<td>76</td>
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<td>Chemistry</td>
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<td>26</td>
<td>-5.07</td>
<td>-2.32</td>
<td>-4.02</td>
<td>55.9</td>
<td>70.35</td>
<td>61.53</td>
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<tr>
<td>Construction Examination</td>
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<td>12</td>
<td>4.63</td>
<td>2.06</td>
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<tr>
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<td>1.90</td>
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<td>Drama</td>
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<td>Economics</td>
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<td>-</td>
<td>75</td>
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<td>100</td>
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<td>Geography</td>
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<tr>
<td>Information Processes and Technology</td>
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<td>50</td>
<td>-</td>
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<td>0.49</td>
<td>-0.45</td>
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<td>-28.85</td>
<td>-</td>
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</table>
1. **Highlights**

   - In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or greater).
   - 74.42% of attempts were in Bands 4, 5 or 6.
   - 2010: 75 Band 6/E4 from 28 students (139 candidates).
   - 2011: 56 Band 6/E4 from 32 students (176 candidates).
   - 2012: 75 Band 6/E4 performances from 37 students (160 candidates), with one Outstanding Achiever.
   - 2013: 57 Band 6/E4 performances from 27 students (136 candidates)
   - 15 students had ATARS over 90.

**Senior Secondary Outcomes**

In 2013, all students who were HSC candidates were awarded the credential, with two exceptions. More than 70% of students received a tertiary placement offer.

**Highlights: Stated intentions for 2014:**

<table>
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<tr>
<td>University</td>
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<td>TAFE/Private College</td>
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<td>Trade</td>
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<td>GAP</td>
<td>11</td>
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<tr>
<td>Unknown</td>
<td>7</td>
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</table>

NB: The total will not tally with the full complement of students in the cohort since quite a few had multiple intentions for 2014 (e.g. defer university and work or travel or do a GAP year).

**Retention Rate**

Year 10 2012 students going on to Year 11 in 2013 = 179 (from 197 students)
Year 10 2011 students going on to Year 12 in 2013 = 136 (from 169 students)
Year 11 students going on to Year 12 in 2013 = 136 (from 148 students)
PROFESSIONAL LEARNING AND TEACHER STANDARDS

Details of all teaching staff (as defined by the Institute of Teachers Act 2004) who are responsible for delivering the curriculum in terms of the numbers in the following categories:

i. having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or

ii. having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications, or

iii. not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.

Category 1 → 95 staff
Teaching qualifications from a recognised higher institute of education

Category 2 → 0 staff
Qualifications from a recognised higher institute of education

Category 3 → 0 staff
No recognised qualifications

Teacher retention rate (from 20010 to 20011) 98%

Average teacher attendance rate per day 98.5%

Workforce composition

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>FT Males</th>
<th>FT Females</th>
<th>PT Males</th>
<th>PT Females</th>
<th>EMPLOYEES</th>
<th>FTE</th>
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<td>37</td>
<td>10</td>
<td>3</td>
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FTE 86.5

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Bld/Operations 7 1 1 2 11

FTE 9.8

Special Support 1 0 2 3

FTE 2.6

TOTALS 54 53 11 17 135 124.9

Casual non-teaching 0 0 3 11 14
Teacher Qualifications

Diploma: 12
Bachelor: 21
Post graduate Diploma: 43
Masters: 16

Teacher Involvement in Professional Development

All members of staff are encouraged to access professional development opportunities. Wherever possible and relevant, a number of in-services are held for all members of staff during the year. In 2012, the focus was on pedagogy, compliance and formation.

In line with the requirements of the NSW Institute of Teachers, teachers who are required to register with the Institute (graduates or new teachers in NSW since October 2004) are provided with mentoring support by their Leaders of Learning. A number of teachers completed the accreditation process at the level of Professional Competence with the Institute during 2013. New teachers to the College were offered the following professional development modules throughout the year.

- Orientation/Safety Induction (compulsory)
- Spirituality and Charism
- Administrative processes and procedures
- NSW Institute of Teachers accreditation requirements and processes (when relevant)

Regular professional development occurs in Leaders of Learning meetings and faculty meetings. Professional readings are regularly disseminated to staff.

In addition, various members of staff attended professional development courses, workshops and conferences held away from the College. Seventy one percent of staff accessed professional learning opportunities by this manner. Individual records of attendance are maintained for each member of staff and access is monitored.

The College supports individual staff members undertaking external courses of study at higher levels by subsidising HEC’s fees. Paid leave to sit for examinations is also provided.

The following professional development events were attended by individual members of staff:

- Advanced Timetabling
- Area of Study and Extension 2 Study Day
- Beginning Teachers' Workshop
- Child Development Seminar
- Child Protection - Keeping Them Safe
- Commercial Cookery Upgrade Process
- CSSA Forum
- Departmental Planning and Transition 2012-2013 Developing EOWA Program and preparing compliant report Differentiating the Curriculum
- Education Law Update
- English - Google Lit Trips
- English - HSC Texts and Strategies
eta annual conference
formation - issoudun immersion experience
formation - spirituality of the heart
getting a life – transition to post school options
gifted and talented - secondary gifted education network gifted education - UNSW conference

growth reform change
history - AIS conference
history - HSC texts and strategies
HSC marking
HSIE - ACARA update on economics and business education
HSIE - Business Studies Workshop - problem based
HSIE - Legal Studies State Conference
HSIE - Preliminary course grading
HSIE - Society and culture Workshop
ICT - AIS conference
ICT - Applying ICT in the classroom - iPads
ICT - iPad Investigation
ICT - iPads - the Road Ahead Workshop
ICT - iPads in the classroom
ICT - IWB and the Classroom
ICT - MS Office
ICT - Multimedia Teaching using iPads
ICT - National Interactive Teaching and Learning Conference
ICT for the Classroom
ICT Integration investigation / research
John Hattie ‘Visible Learning’
Languages other than English - immersion Weekend in French
Languages other than English - Interactive Whiteboards for Languages Teachers
library - Digital Literacy and Guided Inquiry
MANSW Annual Conference
Mathematics - 2 Unit Mathematics Workshop
Mathematics - ACARA mathematics consultation
Mathematics - Maths Association of NSW Conference : ICT, ROSA
Mathematics - New General Mathematics Workshop
Mediation Training
Mental Health and Wellbeing Conference
NAPLAN Data Analysis Workshop

New Scheme Teachers Workshop
New Scheme Teachers’ Seminar
Outdoor Education – Policies and procedures
Pastoral Care - Positive Psychology
Pastoral Care - Kids and Bullying Workshop
Pastoral Care - Mental Health and Well-being
Pastoral Care - School Refusal Workshop
Pastoral Care - Strategies for Leading a Pastoral Care Team
Pastoral Care - Suicide Intervention
Pastoral Care – The Accidental Counsellor Training
PDHPE - Coaching Skills for Golf
PDHPE - iPedagogy
Performing Arts - iPad Musicians
Performing Arts - Story Telling through Dance
Performing Arts: iPad Musicians
Quality Learning Seminars (David Langford)
Quality Teaching Seminar – David Langford
Reading Comprehension Instruction that Works
Religion – Studies of Religion Teachers’ Conference
Religion – Work on Syllabus/Program Development
Religion – ASR Conference on Teaching Buddhist Tradition
Religion – Teaching Islam
Religion – Teaching Judaism
Religion – Teaching Middle School Religious Education
Science – Developing Higher Order Thinking
Science – Science Teachers’ Association – Early Career Teacher Training Day
Science – Advanced Higher Order Thinking
Senior First Aid Certification Renewal & CPR renewal
Student Attendance
TAS/VET - VET Network – Australian National Conference
TAS/VET - Computer Assisted Drawing for TAS
TAS/VET - Primary Industries Programming and Assessment
TAS/VET - Supporting New VET Teachers
TAS/VET - Hospitality – Food & Beverage Work Placement
Teacher Accreditation - CSSA Conference
The Art of Educational Leadership
The Power of Positive Psychology
Timetable Management
Using Data: Evidence into Action – Professor John Hattie VETAG Meeting
Visual Arts - BOS Stage 4/5 Grading and Assessment
Visual Arts - National Curriculum – The Arts Consultation
Visual Arts - Photoshop / Digital Darkroom

WHS - AIS Briefing
WHS - IEU Seminar
### STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

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<th>Year Group</th>
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<th>Absence Days Female</th>
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<th>Attendance %</th>
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<td>1423</td>
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<td>958</td>
<td>1621</td>
<td>94.8</td>
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<td>Year 11</td>
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**Student Attendance Policy**

**Rationale**

Chevalier College requires that all students enrolled will attend at all times when the College is open for their instruction or participation in College activities unless there is a valid reason for absence.

The purpose of the requirements is to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

**Policy**

Chevalier College will monitor the daily attendance and absence of students by maintaining a daily register of students for each class.

Student absences from classes or from the College will be identified and recorded in a consistent manner by the staff member responsible.

Unexplained absences from classes will be followed up in an appropriate manner with the student and/or their parent or caregiver.

The College will notify parents and/or caregivers in an appropriate manner when a student has a poor record of class or College attendance.

Where unsatisfactory class or College attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.

**Implementation**

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note to the school explaining why an absence has occurred.

The Board of Studies and enrolment auditors may seek student attendance records. Student attendance and absence figures will appear on student half-year and end-of-year reports.
SMS Attendance Reports will go to the Home Room teachers each Monday, which will give them a list of unexplained absences for the last fortnight to follow up with the students listed and parents contacted.

Aggregated student attendance data is reported to the Board of Studies and the wider community each year as part of the annual report.

SMS Reports will also go to the APs of Pastoral Care and the AP for Teaching & Learning outlining the students at Risk due to a poor attendance record.

The College will maintain yearly records of student attendance in safe storage.

**Roll Marking Procedure**

Rolls will be marked at the start of each day and an Attendance List generated by the Attendance Officer before the end of period 2. The Home Room teacher will send an electronic roll to the Attendance Office to identify students not present.

An SMS message is sent to the parent/caregiver of any student who is not present at the College. The parent is able to respond to this message and give a reason for their child’s absence.

The Attendance List will be delivered to each teacher by email each day. An Amendments List of late arrivals, early departures and corrections will be emailed to all teachers before the end of the day.

Teachers will check attendance against the Attendance List in each class during the day. Anomalies will be reported to the Attendance Officer who will reconcile the anomalies. Where a student cannot be located, the Attendance Officer will inform the Assistant Principal - Pastoral Care who will investigate.

Parents of students who are absent are required to confirm the absence in writing with a note or a text message via our SMS system. Independent students not living with parents or caregivers are also required to provide notes.

The Home Room Teacher will contact the parents of absent students by telephone or in writing if communication from parents is not forthcoming after three days.

The Home Room teacher will also follow up on unexplained absences based on the SMS Reports summary sent each Monday.

**Extended Leave – Exemption from Attendance**

Under Section 25 of the Education Act 1990, the Minister may grant a Certificate of Exemption. This power is delegated, subject to these guidelines, to:

Principals, in relation to granting of an exemption from school attendance for periods totaling up to 100 days in a twelve (12) month period for any one student.

*Reasons for Granting Full Day Exemptions from Attendance at School*

Principals may grant exemptions due to:

- Exceptional domestic circumstances, including but not limited to participation in family holidays during school term, subject to being satisfied that this is in the best educational interests of the child
- Other exceptional circumstances, such as health of the student, where sick leave or alternative enrolment is not appropriate
- Employment in the entertainment industry or participation in elite sporting events for short periods of time i.e. for one or two days, and at short notice.

All requests for exemption from attendance at school must be applied for using the form available on the College website or from Student Services.
RESPECT AND RESPONSIBILITY

Respect and Responsibility

The development of values at Chevalier College occurs in the following ways:

- through the Religious Education program
- Liturgies, Social Justice programs, Home room activities and PALS lessons, charitable collections
- Leadership program based on service to others
- Kiribati experience
- Community Fair
- Relationship Days
- Accepting students who are different

The entire College culture is permeated by a sense of respect and tolerance for difference.

Faith Formation

In the caring spirit of the Missionaries of the Sacred Heart, Chevalier College provides excellence in Catholic education. Chevalier is a community that embodies a culture grounded in Heart Spirituality which inspires teachers and students to aim for greater things.

A comprehensive retreat programme is offered from Yr 7 -12 reflecting the charism of the College. All our formation experiences help students become confident in their ability to formulate and articulate their feelings, beliefs and ideas. Educating students on the basis of Heart Spirituality means that every day brings an opportunity for renewal and spiritual growth in an atmosphere of support and love.

The Religious Education curriculum is important in providing students with knowledge and understanding of the Christian faith, Catholic tradition and religious perspective. In 2009, a decision was made to re-vision the way we teach Religious Education. Our program now resonates with the real experiences of the students.

Prayer and Liturgy are important features of College Life. Students are actively involved in all aspects of Liturgy. Including theme development, preparation and participating in the liturgies. Each day starts with a prayer during homeroom and assemblies are interweaved with a spirit of prayer. Major College liturgies such as our feast day Sacred Heart Day are a highlight of our calendar. These opportunities are an integral component of Faith Formation.

Student Leadership Program

The Student Leadership Program at Chevalier College is designed to reflect the MSC charism in both the structure of the program and in the expected outcomes in terms of student participation.

Fr Harold Baker MSC describes the characteristics of an MSC school as:

‘Father Chevalier saw the MSCs as having the same mission as Jesus - to bring people to an awareness of God’s love for everyone. For MSC schools this means that the most important aspects of the school spirit are the way the staff treat each other, the way the staff treat students...
and the parents, and the way the students treat each other. In an MSC school there must be a web of relationships - students, parents, staff - all interacting with caring, understanding, compassion, kindness and love.

If we allow the quest for academic success, for administrative efficiency, for economic management, for order or discipline or elite leadership (important as these are) to assume more importance than the qualities of our relationships, then we have lost our reason for being.‘

Thus, the model for the program is one that focusses on the ‘web of relationships.’ Our selection, formation and monitoring of leaders grows out of the belief that by encouraging relationships between staff, students and staff and students that reflect an attitude of care, understanding, compassion, kindness and love we will create a school system that reflects Heart Spirituality in more than just word. The foundation for this model is exemplified in the MSC Constitutions:

‘Ours is a spirit of family and a spirit of brotherhood and sisterhood, formed by kindness and understanding, by compassion and mutual forgiveness, by gentleness, humility and simplicity, by hospitality and a sense of humour.’

It is expected that a large percentage of the Year 11 cohort will apply for a leadership position and the College encourages all students to consider assuming the responsibility of becoming a leader.

In the language of Heart Spirituality, the measure of success of the Leadership Program is seen in the creation of ‘a spirit of family’ and a ‘web of relationships’ rather than through high profile performances by a select number of student leaders.

Success of the Leadership Program can be judged by anecdotal evidence with regard to the quality of relationships that develop within the College. How do students treat each other? Does the culture amongst the students accept or reject bullying or other behaviour that diminishes human dignity? It can also be judged by the numbers of students prepared to step forward and offer themselves in service to others. If they were well served themselves in the junior school then students will place an intrinsic value on service for its own sake and will accept the challenge of leadership, without the usual rewards of power or status.

Pastoral Care

The MSC Constitution states:

“In a constant effort to share in the sentiments of the Heart of Christ, we will be attentive to all human needs and aspirations, such as:

the need to be respected as persons, the need for love and peace, for freedom, justice and truth, and the search for meaning in life.

We will become all things to all people by respecting different cultures; and by being ready to undertake whatever apostolic service people may need.”

Pastoral care at Chevalier College flows from the College’s mission statement.

The College adopts a proactive and strategic stance with issues of student welfare, rather than operating in a consistently reactive mode. It has welfare support structures and programs which prioritise and address the identified needs of individual students and the College as a whole and that help implement the aims of the policy adopted by the Chevalier College Board.
The Chevalier Pastoral Care System supports the educational objectives of the College. The system is used to develop an overall picture of a student’s performance and conduct, to develop better communication with parents, and involve them more closely in assisting the student’s growth and development.

Each student belongs to a Home Room group that meets once a day for roll call and pastoral care. Students remain with their Home Room group throughout their time at Chevalier.

The key to the system is the behaviour report that is used by teachers and staff to advise House Coordinators of any conduct that is especially praiseworthy or unsatisfactory.

The House Coordinator records this information to build up a picture of the student’s behaviour. Teachers may indicate particularly good conduct or study by writing a note or letter to parents.

The Assistant Principals- Pastoral care and House Coordinators give penalties for poor behaviour or award certificates for meritorious conduct.

Each student begins their time at Chevalier with 10 merits. Merits are deducted for misconduct and these can be restored after a period of good conduct. The restoration of merits occurs during Merit Review Week that occurs twice a term and involves an interview between the Assistant Principal – Pastoral Care, the student’s Coordinator and the student.

Suspension will be considered when a student reaches 4 merits. If a student reaches 0 merits, their enrolment at Chevalier College will be reviewed.

The Principal makes the final decision on all suspensions and expulsions.
CHEVALIER COLLEGE ENROLMENT POLICY

Rationale

The Missionaries of the Sacred Heart founded Chevalier College in 1946 as a boarding and day school for Catholic boys. Over the decades, the nature of the College student body has changed; it now caters for both male and female day students only, and for many students whose faith background is other than Catholic. Due to the growth in population in the local area, preference will be given to students enrolled at the local Catholic Primary Schools: St. Thomas Aquinas, Bowral, St. Michael's Mittagong, St. Paul's, Moss Vale and St. Anthony's, Picton. However, Chevalier College exists to carry on the mission of the Church and to provide a quality education based on gospel values. These values include faith, community, justice, evangelisation and mission.

Policy

Chevalier College welcomes all students whose families share its vision of education, as contained in its Mission Statement, and who wish to share its values. This embraces children from a wide variety of backgrounds including other than Catholic faiths, and the gifted as well as the needy.

Implementation

1. Preference in enrolment is given to children of families who show a desire to make their Catholic faith active in their lives, by attending their local Catholic primary school.
2. Preference will then be given to siblings of children currently or previously enrolled.
3. Preference will next be given to Catholic children attending other than Catholic schools, and finally to other applicants.
4. Families who give a high priority to religious practice in their lives, even though they are of other faiths, are welcome in the school provided they accept the Catholic nature of the school and its practices.
5. Notwithstanding the above, students will be enrolled on their merits. The fact that a parent or a sibling has been enrolled at the College neither guarantees nor excludes enrolment automatically. Attendance at another Catholic school does not guarantee automatic enrolment at Chevalier, nor does place of residence preclude enrolment.
6. Parents are both encouraged and expected to be involved in the life of the College.
7. Upon enrolment students are expected to be involved in the life of the College.
8. In accord with the MSC Ethos, students are expected to be open to the love of Jesus in their lives, and to grow in knowledge of him.
9. The number of students is based upon available accommodation and the need to ensure that classes are viable.
10. Chevalier College reserves the right to withdraw the enrolment of students consistently failing to fulfil the spirit of the Mission Statement and the policies that flow from it. A review of the situation of each individual will be made at the transition from Year 10 to Year 11.
SCHOOL POLICIES

All policy documents are published in the Staff Handbook and given to all teaching staff. Policies are available to parents and others upon request made to the College office.

The following is a list of the policies the school has developed on student welfare, discipline and resolving grievances.

Policies Relevant to Child Protection

Child Protection Policy
Staff procedure for reporting incidents to DoCS
Responding to Allegations of Reportable Conduct by Chevalier Employees
Investigation and reporting procedures for allegations against Chevalier staff
Child Protection Code of Professional Standards for Catholic School Employees
Expectations of and requirements for staff in their dealings with students

Security Procedures

Emergency Evacuation and Lockdown Procedures
Plan of Action for Traumatic Accidents or Death
Security locking system.
Grounds lighting for public areas of grounds
Daily procedure for securing buildings

Policies Relevant to Supervision of Students

Behaviour Management Policy
Teacher Duties
Student Procedures
Administrative Matters
Co-curricular Role Descriptions
Codes of Conduct
Child Protection Code of Professional Standards for Catholic School Employees
Duty of care
Statement of Expectations for Staff at Chevalier
Indicators of Effective Teacher Performance
College Rules, Their Rationale and Consequences
Student Welfare and Discipline
Health and Safety Rules
Policies Relevant to Pastoral Care

Student Procedures
Counselling referrals.
Homework
Use of College Diary
School reports
Assessments
Mobile Phones
Uniform
Child Protection Policy
Behaviour Management Policy
Student Grievance Procedure
Bullying and Harassment Policy
Sun-Safe Policy
Prohibited Drugs Policy
Smoking Policy
Alcohol Policy
SCHOOL-DETERMINED IMPROVEMENT TARGETS

Strategic Plan

In 2012, Chevalier commenced its new Strategic Plan. The following goals have been identified as focus areas for development:

Goals

1. **MSC Ethos**
   Goal: To sustain and develop further the richness of MSC Charism in the Chevalier community.

2. **The learning experience**
   Goal: To learn to be effective learners for the 21st century

3. **The Learning Environment**
   Goal: To create a College environment which enhances student learning

4. **Funding and finance**
   Goal: To ensure ongoing financial sustainability

5. **Staff and staff development**
   Goal: To implement human resource management strategies which value all staff

6. **Student Wellbeing**
   Goal: To implement College practice which nurtures effective adolescent wellbeing

7. **Environmental sustainability**
   Goal: To establish the College as a model of practical environmental practice

8. **Social justice and outreach**
   Goal: To improve the social justice capability of the College
Parent, Student and Teacher Satisfaction

Parents are provided with ongoing opportunities to communicate their satisfaction levels regarding all aspects of College life. These included, but were not limited to:

- Surveys
- Parent/teacher interviews
- Information nights
- Regular invitations to communicate with the college
- Morning tea gatherings
- Committees of parents and friends
- Newsletter correspondence
- Website communication
- Email Communication
- Direct communication with staff members as requested

Parents are pleased with the quality of the education and pastoral care that the College provides. Some issues were raised and provide the College with opportunity to address these in the future.
### SUMMARY FINANCIAL INFORMATION

#### COLLEGE INCOME

- Fees and private income: 45.49
- State Recurrent Grants: 37.53
- Commonwealth Recurrent Grants: 0.92
- Government Capital Grants: 0.34
- Other Capital income: 15.72

#### COLLEGE EXPENSES

- Salaries, Allowances and other related expenses: 66.57
- Non Salary expenses: 22.39
- Capital expenditure: 11.04