



Chevalier College

Annual School Report 2016

11 Charlotte Street

BURRADOO NSW 2576

Phone: (02) 4861 1488 Fax: (02) 4862 1499

Email: office@chevalier.nsw.edu.au

Preface

Chevalier College is a registered non-government independent school that is owned and conducted by the Missionaries of the Sacred Heart. Chevalier College, a company limited by guarantee, operates as an 'approved authority' under Section 39 of the NSW Education Act 1990.

The 2016 Annual Report to the school and wider community provides fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines information about initiatives and developments of major interest and importance to the school community and the achievements arising from the implementation of the school's Strategic Intent Plan.

The report demonstrates accountability to federal and state government regulatory bodies, the Missionaries of the Sacred Heart, the school and the wider community. This report has been tabled with the Chevalier College Board, which has oversight of the school's processes to ensure compliance with all regulatory requirements for registration.

This report complements and is supplementary to school news published on the school website, in year books and other communications. The report must be available on the school's website by 30 June 2016 following its submission to the NSW Education Standards Authority.

The contents of this report may be tabled for discussion at various forums and all information is public. Further information about the school or this report may be obtained by contacting the school on 02 48611488 or visiting the school website: www.chevalier.nsw.edu.au

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

Staff work 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 live and work 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.

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 College has up to twelve directors who make up the board and who take on this responsibility. These directors 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 Chevalier College Principal is one of the twelve directors. The Provincial in Council appoints an MSC priest as his delegate on the board. This position is currently held by Fr Bob Irwin. Fr Irwin sits on the board of each of the four MSC schools in Australia.

Board Composition

Board Member	Other roles/occurrences	Standing Committees	Date of current appointment
Mr Matt Waugh	Provincial appointed Chair of the Chevalier College Board	Building Committee Foundation Committee Governance and Ethos Committee	5/13
Mr Chris McDermott	Principal	All Committees	ex officio
Fr Bob Irwin	Director MSC Education, Chair of MSC Education Council		ex officio 5/13
Mr Peter Andersen	Elected Chair of Education Committee in 2016	Chair Education Committee	5/13
Mr Les Gabor	Appointed to the Chevalier College Board	Finance and Risk Management Committee	5/16
Mrs Penny Leary	Elected Chair of Governance and Ethos Committee in 2016	Governance and Ethos Committee	5/14
Mr Chris Merlino		Foundation Committee Chair Building Committee	3/14
Mr David Shirlow		Chair Finance and Risk Management Committee Building Committee	5/14
Mr Dick Simpson		Chair Foundation Committee	5/14
Mrs Virginia Preddey		Chair Education Committee	5/15
Ms Judyth Wiley	Appointed to the Chevalier College Board	Foundation Committee	5/16

Message from Key School Bodies

Chair of the Chevalier College Board, Matt Waugh

There were no resignations in 2016 and the board composition remained stable. However, David Shirlow advised that he will not be able to offer his name to be further considered for board appointment in 2017. David's contribution to the board, both as Chair of the Finance and Risk Management Committee, and as a member of the Building Committee, has been highly valued and we are sorry to see him go.

Board Committees

Board committees are established to assist the board's decision-making and general operation. They provide advice and guidance to the board, for example, background research on particular issues, advice and direction in regard to policy formation and review, and general planning advice. The Chevalier College Board has five standing committees, each chaired by a director of the board. Following is a report from each of the current committees.

- **Foundation Council**

The Foundation Council is a subcommittee of the Board and is also the nominated public administrator of our deductible gift recipient funds. The Foundation Council works closely with the College's Community Liaison and Development Office and in turn with the Chevalier Past Students Association.

During 2016, Esprit du Chevalier Medals (the college's highest public honour) were awarded to Emeritus Bishop Pat Power (CPS 1958), Tony Herlihy (CPS 1954), and Hon John Fahey (CPS 1962). The Foundation also administers the Chevalier Round Table Society as a philanthropic recognition group for donors who have given to the College. The number of donors is growing towards 200 and include bequest pledges of more than \$250,000.

With 2016 being the 70th anniversary of the college's formation in 1946, a range of initiatives were undertaken with the main event being a special luncheon following the Sacred Heart Day liturgy for the 'Pioneer' students who attended the College up until 1960.

The second alumni outreach telephone campaign took place in July 2016 and saw several hundred conversations held with past students. Over \$140,000 in pledges were made for the college's annual appeal, which will go towards scholarships, bursaries etc.

A major priority during 2016 was an intensive feasibility study into a potential \$3 million capital fundraising campaign. Work on this proposal is ongoing

The second annual edition of Chevalier College's alumni magazine, *Shield & Heart*, was issued in 2016 and was very well received. The associated website and social media sites are receiving increased views. The *Back to Chev* 'homecoming' weekend in November continues to grow in popularity as a reunion event and 2016 attendance was in excess of 250.

Chaired by Dick Simpson

- **Building Committee**

The Building Committee continues to oversee the process of a major building works program for the college that will, once approved, include a new multi-purpose hall and renovation and addition to the Performing Arts Centre. These new facilities will provide state of the art learning spaces for many years to come.

As part of the college's strategic agenda, the Building Committee is also in the process of developing a list of priorities to look at various aspects of the college infrastructure, including buildings facilities and information communications technology.

Chaired by Chris Merlino

- **Governance and Ethos Committee**

The Committee continued its work on the Governance Manual which included incorporating various recommendations from the board and statutory amendments resulting from the replacement of the Board of Studies (as at 1 January 2017) with the new regulatory body the NSW Education Standards Authority. The manual is a comprehensive guide for the operation of the Chevalier College Board and meets the governance regulations for independent schools. The manual is expected to be ratified and in active use by the board in the first half of 2017.

The process for board director induction was reviewed by the committee during 2016, taking into account new statutory requirements in New South Wales which include mandatory governance training. The induction procedure has been included in the governance manual.

The committee oversaw the development of a Teacher Accreditation Authority Policy Manual and a procedural manual for teachers who are seeking or maintaining accreditation. The manuals were developed in preparation for the college's approval as a registered Teacher Accreditation Authority (TAA) under the new regulatory guidelines introduced in 2016. Previously the TAA in an independent school was the school's principal. The new guidelines require a TAA to be a corporation or an approved legal entity.

All board (non-operational) policies underwent a review process with a specific focus of being clearly anchored to the MSC ethos. It is expected that the policies will be ratified by the board in the first half of 2017.

The committee continued working with the Chevalier Institute in developing meaningful formation experiences at the annual board retreat.

Chaired by Penny Leary

- **Finance and Risk Management Committee**

In 2016 the committee took the responsibility for overseeing risk management and therefore a key focus has been the development and implementation of a comprehensive risk management framework for the college.

In addition to budgetary and other typical short-term considerations, the committee has spent a considerable amount of time exploring ways to better equip the college to evaluate its financial condition and set objectives having regard for key medium-term to long-term factors such as student numbers, capital improvement costs and fee and government grant levels.

The college will invest a substantial amount in our capital works program over the next two years or so. The college is in a sound financial position and, as such, borrowings for capital works are expected to be modest. A comprehensive monitoring and project management process will be undertaken.

Chaired by David Shirlow

- **Education Committee**

The primary focus of the Education Committee during 2016 was to provide the following to the board:

- regular updates on the teaching and learning programs in the college, including progress with the strategic plan regarding teaching and learning.
- professional development on key educational trends and issues arising in the secondary education sector.

Focus points for 2017 include:

- Registration and accreditation for college.
- NAPLAN changes and the subsequent impact on teaching and learning.
- understanding the data available to schools and how to use that to influence direction.
- Year 7 STEM agenda.

Co-chaired by Peter Andersen and Virginia Preddey

Formation

One of the primary responsibilities of the board is to govern the college in its spirit and traditions. It is of paramount importance that board members, besides being skilled in their own particular professional strengths that they bring to their role, are given opportunities to become very familiar with and supportive of the particular ethos of an MSC college. Therefore, each year the board members participate in a board retreat. This year's retreat was led by Alison McKenzie (Chevalier Institute) and ably supported by Peter Andersen. The purpose of the retreat was to offer board members opportunities to:

- deepen their understanding and appreciation of themselves and other board members in terms of the gifts and skills that they bring to the board;
- deepen their understanding and experience of *Heart Spirituality*;
- audit the Board policies through the lens of *Heart Spirituality*;
- familiarise themselves with another key teaching and learning area in the college, namely the visual arts workshop spaces; and
- after interacting with Year 12 students at work in the visual arts spaces, participate in a ceramics painting class under the guidance of Bruce Woods, Leader of Learning - Visual Arts.

The retreat concluded with a liturgy and dinner with board members and partners.

Strategic Plan

The college continued implementation of the strategic plan by establishing committees to address 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

Enrolments

While stable in 2016, enrolments are showing signs of future decreases over the coming five years due to demographic issues and financial challenges in the local area.

Learning and Teaching

Work continued on our learning agenda, a new timetable structure has been developed, STEM is underway, our literary and numeracy initiatives are being implemented and work has commenced on preparing for our next Registration and Accreditation experience in about 18 months.

The 2016 HSC results were strong and the college was pleased with the performance of all students. A student from the college earned the highest ATAR for the region. There were obvious positive shifts in a number of subject areas and this cohort achieved strong results in a greater number of courses (compared to the state) than were evident in previous cohorts. The 2016 cohort's level of creativity was evidenced through strong results in the areas of performing arts and humanities.

The Future

We should remember that as the believers and the carriers of the message of the MSC ethos we should ensure that our college:

- cares for our students

- cares for our teachers and staff
- cares for our parents and our wider Chevalier family.

Acknowledgements

With great sadness for our community, 2016 saw the passing of Chris Topp, past Chevalier College Board Chair and former Deputy Principal. Chris Topp contributed so much during his 35 years at the College. We have lost a man who gave his all to Chevalier College and helped make it the great place it is today.

The board wishes to thank Chris McDermott for the outstanding role he carries out as Principal of Chevalier College. The leadership team and all college staff are to be congratulated for their commitment and professionalism in carrying out the role of educating our children.

The board also wishes to thank Tim Stevens, Sonia Sense, John Steele and Glenn Shelton for their participation in and very valuable contribution to our standing committees.

Chevalier College Principal, Chris McDermott

Chevalier 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 *Heart Spirituality* as its foundation for all that it does and how it does it.

In keeping with our Mission, Chevalier College has continued to foster a commitment to the individual person and provide opportunities for academic, cultural and sporting achievement. The college offers students a quality Catholic education based on the teaching of the Catholic Church, as viewed through the lens of the Missionaries of the Sacred Heart. Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combine to ensure that our school's mission is lived out daily in the life of the school.

Student achievements and accomplishments were a showcase of the 2016 school year. Our focus was to continue to strengthen the reputation that Chevalier College has developed since its inception in 1946. This was especially important as we celebrated our 70-year anniversary.

The following list provides an indication of the school's academic achievements in 2016:

- HSC students invited to local 'High Achiever' celebrations across all surrounding local government areas.
- Highest performing student in the local area measured on ATAR.
- Students represented in all call-back areas of visual and performing arts and design and technology for major works at the highest level.
- Students competed in and placed in the Da Vinci Decathlon (gifted student competition).
- Students competed and placed in academic competitions in various subject areas.
- 13 high distinctions, 4 distinctions and 6 credits were received in the 2016 Australian Geography competition.
- Competition success at the Science and Engineering Challenge.
- Participation in nationwide STEM outreach program.

There were many opportunities throughout 2016 for our school to be represented at community and cultural events. The following provides an indication of the school's cultural program and community involvement:

- Vocal and Instrumental ensembles led the ANZAC ceremony in Bowral.
- Students competed successfully in numerous dance competitions
- The school's dramatic production won numerous awards.
- Significant funds dispersed to our sister school in Kiribati

- Student support of St Vincent de Paul Blanket Appeal and Caritas
- International cultural trips were a highlight for a number of students
- Support for the local Riding for the Disabled program
- Support for the elderly through visits to local aged care centre and conducting 'Use of Technology' courses to the elderly
- The Captains and Vice Captains hosted their Downlands College (MSC) equivalents during a recent visit from Toowoomba. It was, as it always is, so wonderful to see people who have never met, coming together as if they have known each other for years. It demonstrates how aligned our MSC colleges are.

Students performed well at various sporting events and extracurricular events in 2016. Nine teams made the finals; four of those were in basketball where they took out the premiership. The boys 1sts Basketball Team won the ISA basketball shield for the most successful school in Division 2.

The following list provides some further examples extracurricular activities in 2016:

- A number of grand final wins in both summer and winter ISA sports.
- Cycling success in various divisions of the mountain biking competition circuit.
- Show Cattle Team performed well at many regional shows.
- A number of students were named as ISA representative players in various teams.
- Visual arts displays were erected around the college and local area.
- Music students were able to perform at the HICES music festival.
- Cross-country success by individuals and team.

The college has as its primary purpose the education of young people and to that end the key initiatives of 2016 were:

- the development of a new timetable structure that would increase the time students have face to face with their class teachers
- further work on the capital projects of a new hall and expansion of the performing arts centre
- implement a literacy and numeracy interventions strategy for Year 8 students with the view to expanding the program across the college in 2017
- expand the social justice initiatives of the college and the sustainability initiatives
- implement the new model for extra curricula procedures and opportunities
- the review of the 2015 HSC results and other associated data to better inform the teaching and learning of 2016.

The above represent some of the major initiatives of 2016. The following list represents the strategic intents that were either completed were worked on but remain ongoing:

Strategic Intents

1. **MSC Ethos – To sustain and develop further the richness of MSC Charism in the Chevalier Community.**
 - Nurture MSC Charism in the College community
 - Implement a programme of formation for the Board and Board members
 - Explore opportunities for strengthening positive relations between staff and parents/carers
 - Improve the understanding and application of MSC leadership characteristics for all members of the College community

2. The Learning Experience - To learn to be effective learners for the 21st century

- Develop contemporary, inclusive and effective teaching and learning
- Review the purpose, viability, impact and current state of the College extra curricula programs
- Offer a curriculum that is responsive and comprehensive
- Plan for STEM initiative to be commenced with Year 7 2017
- BYOD - expanded to Year 10, 11 and 12 in 2017 - planning completed 2016
- Infrastructure planning for IT completed - new hardware to be introduced in 2017

3. The Learning Environment - To create a College environment that enhances student learning

- Apply contemporary Information Communication Technology (ICT) to enhance learning
- Value and use current and traditional technology to enhance effective teaching and learning
- New timetable model – prepared in 2016 for implementation in 2017

4. Funding and finance - To ensure ongoing financial sustainability

- Implement and continually renew a long term business plan in light of emerging priorities and future directions

5. Staff and staff development

- Focus teaching staff development programs on the renewal of teaching and learning approaches/ frameworks

6. Environmental Sustainability

- Develop and implement a College environmental sustainability policy
- Develop the College as a model of environmental sustainability

7. Student wellbeing

- Enhance the College focus on the development of adolescent wellbeing
- Further develop and implement student leadership opportunities in the College

8. Social Justice and Outreach

- Create a College culture that respects and values diversity
- Engage students and staff in active Social Justice and Outreach programs

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 2016. 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.

	% of students at or above national minimum standard		% of students in top three bands	
	School	State	School	State
Year 7:				
• Reading	97.5	95.2	63.3	53.1
• Writing	96.5	91.9	44.1	41.9
• Spelling	98.0	94.5	66.6	62.2
• Grammar and Punctuation	98.0	94.8	64.7	57.9
• Numeracy	99.5	97.0	70.3	60.7
Year 9:				
• Reading	98.2	94.4	60.7	50.4
• Writing	92.7	83.7	29.6	35.0
• Spelling	96.4	91.5	55.0	55.0
• Grammar and Punctuation	96.4	90.0	50.0	41.9
• Numeracy	100	97.7	51.9	52.8

Year 7 Performance in Literacy and Numeracy

	State All		School (All Students)		
	Mean	SD	Mean	SD	Students
Reading	543.2	73.3	566.2	65.5	202
Writing	515.5	66.6	527.4	59.8	202
Spelling	550.7	76.8	556.1	63.9	202
Grammar & Punctuation	545.2	86.5	563.2	75.5	202
Numeracy	554.0	77.1	559.0	57.4	202
Data, Measurement, Space & Geometry	555.0	81.2	560.0	64.2	202
Number, Patterns & Algebra	553.0	77.0	558.5	58.3	202

Year 9 Performance in Literacy and Numeracy

	State All		School (All Students)		
	Mean	SD	Mean	SD	Students
Reading	583.2	71.4	599.2	55.6	220
Writing	546.8	87.7	550.0	57.9	220
Spelling	587.4	77.0	593.4	61.6	220
Grammar & Punctuation	572.5	78.1	584.1	59.9	220
Numeracy	595.5	74.3	585.5	45.8	220
Data, Measurement, Space & Geometry	595.4	74	583.9	44.4	220
Number, Patterns & Algebra	595.3	76.2	587.0	52.4	220

Record of School Achievement

The following table represents the distribution of grades awarded at the end of Year 10 for Board Developed Courses. All course are 200-hour courses except for Australian History and Australian Geography, which are 100-hour courses.

<i>Courses</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>2016 English (200)</i>	11.97	25	54.68	8.33	
<i>2016 Mathematics (200)</i>	14.06	34.37	36.97	13.54	1.04
<i>2016 Science (200)</i>	10.93	21.87	48.43	18.22	0.52
<i>2016 Australian Geography (100)</i>	14.58	22.39	41.14	21.35	0.52
<i>2016 History (100)</i>	8.85	39.58	36.45	15.1	
<i>2016 Commerce (200)</i>	11.11	27.77	55.55	5.55	
<i>2016 Italian (200)</i>	26.66	33.33	40		
<i>2016 Agricultural Technology (200)</i>	31.81	40.9	13.63	13.63	
<i>2016 Dance (200)</i>	50	37.5		12.5	
<i>2016 Drama (200)</i>	24	32	24	20	
<i>2016 Food Technology (200)</i>	14.58	33.33	39.58	10.41	2.08
<i>2016 Graphics Technology (200)</i>	20	24	48	8	
<i>2016 Industrial Technology (Metal) (200)</i>	15.38	30.76	53.84		
<i>2016 Industrial Technology (Timber) (200)</i>	18.6	39.53	37.2	4.65	
<i>2016 Drama (200)</i>	24	32	24	20	
<i>2016 Food Technology (200)</i>	14.58	33.33	39.58	10.41	2.08
<i>2016 Graphics Technology (200)</i>	20	24	48	8	
<i>2016 Industrial Technology (Metal) (200)</i>	15.38	30.76	53.84		
<i>2016 Industrial Technology (Timber) (200)</i>	18.6	39.53	37.2	4.65	
<i>2016 Italian (200)</i>	26.66	33.33	40		
<i>2016 Japanese (200)</i>	27.27	18.18	54.54		
<i>2016 Music (200)</i>	41.66	25	16.66	16.66	
<i>2016 Personal Development, Health and P.E. (200)</i>	15.1	23.95	52.6	7.81	0.52
<i>2016 Physical Activity and Sports Studies (200)</i>	23.52	21.56	49.01	3.92	1.96
<i>2016 Physical Education, Bushcraft (200)</i>	25.64	35.89	30.76	2.56	5.12
<i>2016 Religion, Catholic Studies (200)</i>	15.26	25.26	29.47	23.68	6.31
<i>2016 Textiles Technology (200)</i>	37.5	16.66	29.16	8.33	8.33
<i>2016 Visual Arts (200)</i>	23.07	34.61	38.46	3.84	

Higher School Certificate

In 2016, 175 students sat for the NSW Higher School Certificate in 41 courses. Selected courses:

Course Name	Units	Included Students 2016	School v State Var 2013	School v State Var 2014	School v State Var 2015	School v State Var 2016	Bands 4–6 2013 % (E3-E4)	Bands 4–6 2014 % (E3-E4)	Bands 4–6 2015 % (E3-E4)	Bands 4–6 2016 % (E3-E4)
Agriculture	2	0	6.17	2.85	2.97		66.6	62.50	77.77	
Ancient History	2	10	-0.56	7.75	4.33		58.33	76.66	71.41	59
Biology	2	63	-2.26	-0.86	-2.99	-2.36	48.64	56.89	49.22	52
Business Studies	2	13	-5.12	9.93	-1.74	3.24	54.16	100.00	52.34	69
Chemistry	2	14	-4.02	0.62	-5.35	-3.32	61.53	85.70	45	50
Community & Family St.	2	28			4.12	0.14			79.99	71
Construction Examination	2	9	1.54	6.36	6.76	3.11	58.33	40.00		100
Design and Technology	2	19	1.90	-	-0.22	2.62	81.25	-	88.88	95
Drama	2	16	5.07	7.72	6.04	5.42	100.0	100.00	100	88
Economics	2	7	-9.51	-	-13.2	-4.29	50.0	-	30	57
Engineering Studies	2	21	-2.88	-12.79	-9.49	-5.83	30.0	14.28	36,6	52
English (Standard)	2	96	-3.04	0.17	1.18	3.1	9.67	38.88	50	68
English (Advanced)	2	74	-2.57	-0.89	0.12	0.17	79.43	91.70	94,59	91
English Extension 1	1	14	-0.93	-2.22	1.26	-0.46	100.0	93.33	100	90
English Extension 2	1	5	-0.77	3.61	0.46	-0.76	100.0	87.50	100	100
French Continuers	2	4	-	-12.65		-10.01		50.00		75
Hospitality Examination	2	15	0.05	1.52	5.98	0.42	75.84	84.72		73
Industrial Technology	2	8	4.00	-2.09	7.74	12.86	75.0	58.33	92.29	88
Japanese Continuers	2	4	-28.85	-14.57	-11.81	-11.23	0	25.00		50
Legal Studies	2	18	-6.74	3.83	-1.76	-2.02	42.85	77.33	50	56
General Mathematics	2	68	-0.45	-0.58	-1.79	-0.14	32.06	49.99	38.45	43
Mathematics	2	61	-5.67	-5.74	-9.37	0.42	69.43	76.36	59.61	85
Mathematics Extension 1	1	23	-9.06	-1.65	-5.66	-3.94	64.44	81.51	53.84	70
Mathematics Extension 2	1		-5.36	-2.80	-5.95		100.0	100.00	86.14	
Modern History	2	25	1.50	8.33	6.16	4.24	78.85	100.00	100.00	73
History Extension	1	5	2.86	2.33	-0.72	3.43		100.00	100.00	80
Music 1	2	11	3.39	6.76	8.83	4.38	100	100.00	100.00	100
Music 2	2	8	-5.59	-4.51	-1.28	-3.22	100	100.00	100.00	100
Music Extension	1	6	-1.18	-7.17	-1.37	-0.85	100	100.00	100.00	100
Pers'l Dev, Health & PE	2	40	0.37	-1.93	11.17	14.71	62.15	61.52	54.53	58
Physics	2	16	-3.97	-1.08	-6.8	-5.62	47.61	62.94	31.57	38
Primary Industries Exam	2	6	-9.82	3.94		3.3	0	66.66		100
Senior Science	2	23	0.25	-0.62	2.99	-4.98	72.2	70.54	75.56	69
Society and Culture	2	9	0.14	7.71	0.86	-1.64	48.22	100.00	90.00	89
Studies of Religion I	1	92	-3.46	-2.81	-2.34	-2.39	48.22	58.22	69.34	59
Studies of Religion II	2	36	-5.14	3.87	-3.15	0.69	66.66	90.91	62.27	69
Textiles and Design	2	9	-5.67	-0.33	7.25	-4.95	14.28	83.33	100.00	67
Visual Arts	2	20	-0.15	1.82	0.81	2.71	95.0	100.00	86.8	100

Stated intentions for 2016 (Year 11 Year 12):

TAFE/Private College	20
Trade/Training	23
Work &/or Travel	24
Gap experiences	17
Tertiary	89

NB: The total will not tally with the full complement of students in the cohort since quite a few had multiple intentions for 2016 (e.g. defer university and work or travel or do a GAP year). A significant number of students did not state their intentions at the end of 2016.

Retention Rate

Year 10 2015 students going on to Year 11 in 2016 = 196 (from 215 students)

Year 11 2015 students going on to Year 12 in 2016 = 159 (from 196 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 → 97 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 2015 to 2016) 94 %

Average teacher attendance rate per day 96.9 %

Teacher Qualifications

Highest Qualification gained

Master..... 20

Bachelor..... 61

Post-graduate Diploma..... 12

Workforce composition

	MALE		FEMALE		TOTAL
	Full-time	Part-time	Full-time	Part-time	
TEACHING STAFF	38	1	46	2	87
MAINTENANCE	9	2			11
SUPPORT	5	2	18	4	39
CLEANING STAFF	1	2		9	12
TOTAL	53	7	64	25	149

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 2016, 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. Eighty 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:

ADMINISTRATION	Copyright Collection Survey - Training
ADMINISTRATION	Dealing with Allegations of Bullying
ADMINISTRATION	ThankQ database course
ADMINISTRATION	Capital Campaign Masterclass
ADMINISTRATION	Educate Plus Conference
ADMINISTRATION	Alumni and Community Relations
ANAPHYLAXIS	Anaphylaxis Response Training
ASTHMA	Asthma Response Training
CHILD PROTECTION	Child Protection Training
CHILD PROTECTION	Child Protection Investigation
CAREERS	Careers Advisor Forum
CAREERS	Careers Advisor Industry Tour
CPR	CPR Training
ENGLISH	AIS Conference-Literature from all times
ENGLISH	Art of Travel
ENGLISH	Creativity and Creative Writing
ENGLISH	Developing Creative Writing in Preliminary Course
ENGLISH	Discovery - Creative Writing
ENGLISH	Stage 6 English Consultation Day
ENGLISH	English Conference
ENGLISH	Extension 2 English Forum
ENGLISH	HSC Area of Study: Discovery
ENGLISH	Imaginative Writing in Extension 1
ENGLISH	Life Writing
ENGLISH	Winifred Owen Webinar
EQUITY AND DIVERSITY	Anti-Bullying, -Harassment and -Discrimination
EXTRA CURRICULUM	Level 2 Rugby Coaching
EXTRA CURRICULUM	Mountain Biking skill development, group management and safety
EXTRA CURRICULUM	Update Rugby Coaching Skills
FIRE SAFETY	Fire Extinguisher Training
FIRST AID	Provide First Aid
FORMATION	Heartworks
FORMATION	Your Hands are Jesus' Hands
FORMATION	Journey to the Heart
FORMATION	Pedagogy of the Heart
FORMATION	Heart Centred Leadership

HISTORY	AIS History Conference
HISTORY	History Seminar
HISTORY	Modern American History-New Perspectives
HSIE	3 Preliminary Depth Studies
HSIE	Economics Teachers Conference
HSIE	Geography Teachers - Annual Conference
HSIE	Legal Studies State Conference
ICT	CANVAS Conference
ICT	CANVAS configuration, usage and integration
ICT	Digital Technology Conference
ICT	Document Management System Training
ICT	Supporting Digital School Improvement
ICT	Web Services Training
LANGUAGES	AIS Languages Conference
LANGUAGES	Creative approaches to assessment in language
LANGUAGES	Effective Programming K-10 Japanese
LANGUAGES	NSW Cross-Sectoral Italian Conference
LANGUAGES	Secondary Leading Learning Network
LEADERSHIP	Governance Training
LEADERSHIP	ICT Management and Leadership Conference
LEADERSHIP	Principals Association Conference
LEADERSHIP	STEM Showcase
LEARNING & TEACHING	Curriculum SSLN
LEARNING & TEACHING	HSC Changes
LEARNING & TEACHING	Lesson Observation and Feedback
LEARNING & TEACHING	Smart Assessment - feedback improvement
LEARNING ENHANCEMENT	SLLN - Special Education
LIBRARY	Best use of EBSCO
MATHEMATICS	Fundamentals of Teaching Mathematically
MATHEMATICS	K - 8 Conference 2016
MATHEMATICS	Making Maths meaningful and memorable
MATHEMATICS	Mathematical Association of NSW Conference
MATHEMATICS	Maths Pathways
MATHEMATICS	Progressive Achievement Testing
MATHEMATICS	STEM
MATHEMATICS	Stuart Palmer Yr 11/12 Focus Units
PASTORAL CARE	IQ test for children WISC-V
PASTORAL CARE	Mental Health in Schools Conference
PASTORAL CARE	Mindfulness - Teenage Mental Health
PASTORAL CARE	Sleep for Adolescents Workshop
PASTORAL CARE	Social Justice Workshop & Cluster Meet
PASTORAL CARE	Student Mental Health
PASTORAL CARE	Suicide Prevention Program
PASTORAL CARE	Teaching Boys respect
PASTORAL CARE	Trauma Workshop
PASTORAL CARE	Working with people with mental health issues
PDHPE	Alcohol and Dry Seminar
PDHPE	CAFS - 'Thinking outside the box'
PDHPE	Stage 6 ACHPER Conference
PERFORMING ARTS	HICES Meeting

PERFORMING ARTS	Musical Futures Program
RELIGIOUS EDUCATION	Ancient History Studies of Religion Conference
RELIGIOUS EDUCATION	ISRA Study Day
RELIGIOUS EDUCATION	Liturgy Focus
RELIGIOUS EDUCATION	Living Religion
RELIGIOUS EDUCATION	Peter Vardy Conference
RELIGIOUS EDUCATION	Studies of Religion in focus conference
SCIENCE	Impact of Climate Change
SCIENCE	Lab Technician - skills and compliance
SCIENCE	Professional Conversations
SCIENCE	STEM
SCIENCE	Sharing Initiatives Environment and Sustainability
TAS	3D Print Workshop and Program Development
TAS	Grains and Research development workshop
TAS	Hospitality Currency
TAS	SLLN - TAS meeting
TAS	TEA Conference - STEM in Textiles
TAS	Update knowledge for Coding Stage 4 TAS
VET	Industry Currency
VET	Trade Skills Centre NSW Regional Forum
VET	Update Syllabus Knowledge
VET	Validation of Tasks
VET	VET - Construction Meeting
VET	VET - Leading Learning Network
VET	VET Networking Day-collegial discussion
VET	VET Workshop Day
VISUAL ARTS	Vis Arts and Design Education Seminar
WATER SAFETY	Bronze Medallion
WHS	Manual Tasks

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Year Group	Cohort size	Attendance %	Lateness %
Year 7	207	93.8	98.2
Year 8	178	91.0	96.8
Year 9	228	91.8	97.3
Year 10	202	91.8	96.5
Year 11	204	92.1	96.3
Year 12	167	94.4	95.4
College Average		92.48	96.75

Student Attendance Policy

Rationale

Students who attend school are more likely to be successful at school and have better career and life choices than students who are often absent.

In New South Wales, children from six to seventeen years of age are legally required to be enrolled at and attend school, unless under exemption. Therefore, students enrolled at Chevalier College are required to attend school at all times when the College is open for their instruction or participation in activities. Therefore, all students enrolled at Chevalier College are required to attend school each day, including retreats and sports days, unless there is a valid reason for their absence.

Chevalier College has a duty of care to its students. Parents/caregivers as well as regulatory authorities need to be confident that the College is monitoring attendance and taking all reasonable steps to protect the welfare and well-being of the students in its care.

Key Legislation

Education Act 1990

Children and Young Persons (Care and Protection) Act

The above legislation is not meant to be an exhaustive list. No reliance should be placed on the non-identification of a particular piece of legislation to support an inference that behaviour which may be prohibited or controlled under that non-identified legislation, is implicitly or tacitly not forbidden by the College.

Scope

This policy applies to all staff whose duties involve pastoral care and tasks relating to attendance, including attendance and enrolment records.

Aim

The purpose of this policy is to:

- ensure that the College follows the legislative and regulatory requirements regarding student absences
- maximise student learning opportunities and performance by ensuring that enrolled students attend school regularly, and without unnecessary or frivolous absences
- ensure necessary processes are in place to assist students and parents/caregivers with absenteeism, and provide the best possible outcomes for students.

Policy

As a non-government school in New South Wales, Chevalier College is accountable to the Board of Studies, Teaching & Educational Standards (BOSTES) for its registration (licence to operate as a school) and its accreditation to nominate candidates for the award of the Record of School Achievement and Higher School Certificate.

To be compliant with the Education Act and maintain registration and accreditation, Chevalier College must meet the minimum standards of compliance as published by BOSTES in the *Registered and Accredited Individual Non-government Schools (NSW) Manual*.

The BOSTES manual requires the College to have written procedures in place that detail its processes relating to student attendance and how the College maintains evidence of compliance to regulations. All procedures must be in accordance with the Education Act.

The College must:

- maintain a register of enrolments that includes the following information for each student
 - name, age and address
 - the name and contact telephone number of parent(s)/guardian(s)
 - date of enrolment and, where appropriate, the date of leaving the school and the student's destination
 - for students older than six (6) years, previous school or pre-enrolment situation
 - where the destination of a student below seventeen (17) years of age is unknown, evidence that a Department of Education and Communities officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parents or student

(The register of enrolments must be retained for a minimum period of five (5) years before archiving. The register of daily attendances must be retained for a period of seven (7) years after the last entry was made.)

- have in place and implement policies and procedures to
 - monitor the daily attendance/absence of students
 - identify absences from school and/or class(es)
 - follow up unexplained absences
 - notify parents/caregivers regarding poor school and/or class attendance
 - transfer unsatisfactory attendance information to student files
- maintain a register of daily attendance that includes the following information for each student
 - daily attendance, which may be recorded by noting daily absences
 - absences
 - reason for absence
 - documentation to substantiate reason for absence.

Note: The common code approved by the Minister must be used.

Under section 25 of the Education Act and within the guidelines set out by the government, the College Principal has the authority to grant an Exemption Certificate that provides a student with an exemption

from attending school for up to 100 days in a year or an exemption to leave school following the completion of Year 10 to undertake an apprenticeship or traineeship. The Principal also has the authority to cancel an exemption.

The College must:

- have in place and implement policies and procedures for exercising the Minister's delegation
- maintain records of the exercise of the above delegation including copies of all certificates issued under the delegation.

Responsibilities

The Principal has overall responsibility for ensuring the College complies with this policy and any legislative and regulatory requirements.

The Assistant Principals – Pastoral Care are responsible for ensuring that:

- necessary systems are in place to record student attendance daily and to identify any attendance issues
- the College's attendance systems use New South Wales Attendance Register Codes as published on the NSW Association of Independent Schools (AIS) or the NSW Catholic Education Commission (CEC) websites
- patterns of attendance that are cause for concern such as unexplained and/or habitual absences are followed up with parents/caregivers and/or appropriate authorities in accordance with any legislative and regulatory requirements
- as an Education Mandatory Reporter, Chevalier College will report any student absences that are identified as neglect under the Children and Young Persons (Care and Protection) Act and the Keep Them Safe Guidelines to the relevant authorities.

The Business Manager is responsible for the financial, ICT and records management processes, and related resources necessary to maintain attendance systems in accordance with any legislative and regulatory requirements.

End of Policy

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 program is offered from Years 7 to 12 reflecting the charism of the college. 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

Rationale

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 achieve their full potential in all areas of life. They are attentive to the needs and aspirations of individuals, especially of those who are disadvantaged or isolated.

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.

Leadership Model

The model for the Chevalier College student leadership program is one that focusses on the 'web of relationships.' Selection, formation and monitoring of leaders grows out of the belief that by encouraging relationships based on MSC spirituality of the heart within our community, an attitude of care, understanding, compassion, kindness and love will create a school system that reflects heart spirituality in more than just word.

- **Buddy Leaders**

The primary role of a buddy leader is to provide support and guidance to Year 7 students within the home room and house environment, to assist them through the transition from primary to secondary school, and to help them assimilate to life at Chevalier College.

New Year 7 students are introduced to their buddies prior to the commencement of the school year during the orientation program, and are reintroduced on their first day at school. Buddy leaders also attend the Year 7 retreats and assist and participate in the retreat program. The connection between Year 7 and Year 11 students helps to foster a sense of community for the new students.

Students in Year 10, who intend to complete Year 11, may apply to become a buddy leader. Applications for Buddy Leader positions are called for by the Assistant Principals – Pastoral Care at the beginning of term 4, in preparation for the Year 7 Orientation Day. Students are required to apply in writing in accordance with the criteria in the Buddy Leadership Application.

Buddy leaders must undergo buddy leader training. The training program is conducted by the house coordinators. The program reinforces the college ethos and spirit, which are the underlying principles of any leadership role at Chevalier College.

The role of a buddy leader is seen as an opportunity to develop leadership skills, and as a pathway towards the senior student leadership program.

- **Home Room and Class Buddies**

New students who commence at the college in year groups other than Year 7 and at times other than the commencement of an academic year, are allocated a buddy from their home room to help with their assimilation into college life.

Once the new student is allocated to a home room, the Enrolments Officer will email a request to the home room teacher (copied to the House Coordinator) for a suitable responsible student to be given the role of buddy. The Enrolments Officer will arrange through the home room teacher for the buddy to meet the new student at reception on the morning of their commencement date.

If the new student is in Year 7 or 8, the Enrolments Officer will also contact the 'class teacher' (usually the Religious Education or English teacher of the student's allocated class) and request that a class buddy be selected to look after the new student.

- **Student Leaders**

Although within the student leadership program there remains senior positions, namely:

School Captains x 2 (girl and boy)

Vice Captains x 2 (girl and boy) for each college house

the program is based on a model where the responsibility for embodying and articulating the heart spirituality and undertaking the responsibilities of leadership are shared as widely as possible between members of the community. Inherent within this structure is an attempt to decrease the hierarchical and elite nature of older leadership models to a flatter model, where opportunities are provided for all students who desire to serve, regardless of specific talent or demonstrated leadership potential.

While high standards are expected of our leaders, it is also understood that students are fallible and in the process of maturing and that they will not consistently be able to meet these expectations.

While there will be disciplinary consequences for failure, the primary response will be a challenge and exhortation to grow and mature.

The college encourages all students to consider becoming a leader, and it is expected that a large percentage of the Year 11 cohort will apply. The leadership structure supports this expectation.

During their time as leaders, students are expected to consistently conduct themselves in a manner that reflects the values and MSC spirit of the college. Student Leaders are expected to be role models for the college in home room, the classroom, the school yard, and beyond the school gate in the wider community.

Student Leaders are the conduit between the student body and senior staff of the college. Where appropriate, student leaders will sit on decision-making working parties with staff.

Student Leaders are expected to be involved in college and house events, including, but not limited to:

- Liturgy preparation
- House sporting carnivals
- Sacred heart day
- Home room activities
- Chev spirit day
- Mission concert
- Junior socials
- Open days
- College tours
- Welcome dinners
- ANZAC Day

Applications for student leadership are conducted at the commencement of Term 2. Students are required to apply in writing in accordance with the criteria in the Leadership Application. Students undergo an interview process conducted by the pastoral care team midway through Term 2.

Attendance and participation in the leadership formation retreat is compulsory for all students appointed as leaders. The retreat is generally held at the college over a two-day period.

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 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 college 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 College.

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, House Coordinators and Leaders of Learning give penalties for poor behaviour or award certificates for meritorious conduct.

Each student begins their time at the college 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 a merit review week that occurs twice a term and involves an interview between the Assistant Principal – Pastoral Care, the student and their house coordinator.

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. However, before implemented, expulsions are discussed with the Director of MSC Education and the Chair of the Chevalier College Board.

POLICIES

Enrolment Policy

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 services people may need. *MSC Constitution #24*

Particular communities will be faced with special demands but each community will strive to welcome all students who share our vision of education. This will include a balanced mixture of all children of faith including the gifted as well as the emotionally and intellectually deprived to find a haven of acceptance and understanding and an opportunity for fulfilment.

MSC Education Mission Statement

Key Legislation

Education Act 1990 (NSW)

Disability Discrimination Act 1992

Australian Education Act 2013

Australian Education Act Regulation 2013

The above legislation is not meant to be exhaustive. No reliance should be placed on the non-identification of a particular piece of legislation to support an inference that behaviour which may be prohibited or controlled under that non-identified legislation, is implicitly or tacitly not forbidden by the College.

Scope

Chevalier College is not a CRICOS school and, therefore, is not registered to accept overseas students. All students enrolling into Chevalier College must be Australian citizens or hold an appropriate Australian Visa.

Policy

As a Missionaries of the Sacred Heart (MSC) school, Chevalier College is a heart-centred community that welcomes all students whose families share its vision of Catholic education and who wish to share its values and accept the Catholic nature of the college and its practices.

Chevalier College strives 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. Students are expected to be engaged in the activities and traditions of Chevalier College and are expected to uphold its spirit and ethos, and parents are expected to be interested in and are encouraged to be involved in the college community and the education of their children.

The college community embraces children from a wide variety of backgrounds, including other than Catholic faiths, the gifted as well as the needy.

The primary consideration in accepting the enrolment of each student will be the college's ability to meet their individual needs.

The guidelines for enrolment acceptance include that preference will be given to the following groups of children:

- Children within the Chevalier Community, for example, siblings of current students, those whose parents or siblings are past students of Chevalier College or another MSC school, children of staff members, or children who have another family connection to the Missionaries of the Sacred Heart.
- Children of families who show a desire to make their Catholic faith active in their lives by attending their local Catholic primary school.
- Catholic children attending other than Catholic schools.
- Children of families whose religious practice (other than Catholicism) has a high priority in their lives.
- Children in need, such as those who are socially and economically disadvantaged.

The intake of students will be based upon the available resources of the college. However, no student shall be prevented from enrolling at the college simply because of an inability to pay full fees.

Under the principles and guidelines of this policy, acceptance of each enrolment application is at the discretion of the Principal.

The Principal is responsible for ensuring that all enrolment procedures at the college are underpinned by the MSC ethos - by concern, compassion, kindness and love – and meet all current legislative requirements.

End of Policy

Key Policies

Policy	Changes to policies during the year	Disclosure
Child Protection <ul style="list-style-type: none"> • Reporting obligations • Reportable conduct • Risk management • Investigations • Disciplinary action • Working with children clearances 	<p>The policy was updated to cover each relevant piece of legislation separately, include staff responsibilities and all associated reporting procedures. The policy update coincided with both online and face-to-face training of staff.</p>	<p>Staff intranet College website</p>
Pastoral Care <ul style="list-style-type: none"> • Student well-being • Expectations of staff • Positive relationships • House structure • Pastoral care roles and responsibilities • Student leadership programs 	<p>New policy. Documentation relating to the pastoral care system at the college was reviewed in 2016 and a policy developed to stipulate the structure and purpose of the system, and responsibilities of those involved.</p>	<p>Staff intranet College website</p>
Code of Conduct for Staff <ul style="list-style-type: none"> • Professional conduct • Communication • Conflicts of interest • Dress code • Extra curriculum • Media • Meetings and events • Pastoral Care • Religious responsibilities • Supervision • Teaching 	<p>The various documents relating to expectations of staff were reviewed and a code of conduct was developed that incorporates all general expectations and responsibilities of staff into the one document. All staff were presented with the code of conduct and given the opportunity to discuss and comment on its content prior to final approval and publication.</p>	<p>Published on intranet</p>

Policy	Changes to policies during the year	Disclosure
Excursions <ul style="list-style-type: none"> • Planning • Approval • Appropriateness • Inclusivity • Duty of Care • Risk assessment • Supervision • Third party providers • Water activities • Communication 	<p>This policy and associated procedures were reviewed in 2016. The new documentation was scheduled for publication in early 2017 to coincide with an online training course for teaching staff on managing risks on camps and excursions.</p>	<p>Published on intranet</p>
Alcohol and Other Drugs <ul style="list-style-type: none"> • Education • Student expectations • Staff expectations • Student events • College events • Support 	<p>The policy was under review in 2016 with expected publication of the updated policy in the first half of 2017.</p>	<p>Staff intranet College website</p>
Smoking	<p>No change</p>	<p>Staff intranet College website</p>
Student ICT Usage <ul style="list-style-type: none"> • Online safety • Appropriate use: bullying, harassment, illegal activity • Accessibility 	<p>New policy. Prior to 2016 the (general) contents of this policy existed in an agreement that was signed by both parents and students.</p>	<p>Staff intranet College website</p>
Work Health and Safety <ul style="list-style-type: none"> • Planning • Procurement and purchasing • Training • Hazard identification and control • Incident reporting • Incident investigation • Supervision • Emergency response 	<p>No change</p>	<p>Published on intranet</p>
Buildings and Grounds <ul style="list-style-type: none"> • Safety and security • Accessibility 	<p>The policy was under review in 2016 with expected publication of the updated policy in the first half of 2017.</p>	<p>To be published on intranet and website in 2017</p>
Student Bullying and Harassment Management <ul style="list-style-type: none"> • Preventative strategies • Response strategies • Awareness programs • Support programs • Responsibilities 	<p>The policy and associated procedures were reviewed by relevant staff during 2016. As a result, the policy was updated to include information and direction on extremist behaviour. The procedures were updated to include: the importance of noticing changes in behaviour, responsibilities for student support programs and pastoral care staff training, and dealing with criminal and extremist behaviour.</p>	<p>Staff intranet College website</p>

Policy	Changes to policies during the year	Disclosure
Behaviour Management <ul style="list-style-type: none"> • Positive safe environment • Support • Reconciliation • Responsibility and accountability • Positive relationships 	<p>The policy and procedures were reviewed by relevant staff during the year. As a result, the policy was updated to include information and direction on extremist behaviour. The procedures were updated to include: the importance of noticing changes in behaviour; responsibilities for student support programs and pastoral care staff training; and dealing with criminal and extremist behaviour.</p>	<p>Staff intranet College website</p>
Complaints Handling	<p>No change</p>	<p>Staff intranet College website</p>
Privacy <ul style="list-style-type: none"> • Collection • Security • Disclosure • Access, quality and correction • Surveillance • Complaints 	<p>No change</p>	<p>Staff intranet College website</p>
Student Academic Handbooks <ul style="list-style-type: none"> • Absences • Academic honest • Assessment • Feedback • Special considerations • Appeals • Complaints • Examinations • Grades 	<p>The student academic handbooks were reviewed and amended to make the information and procedures, including the procedures related to grievances regarding assessment task decisions, clearer and easier for the students to understand.</p>	<p>Staff intranet College website</p>

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Strategic Plan

In 2012, Chevalier developed and commenced its new strategic journey. The following goals were identified as focus areas for development in 2016. The document has a life of up to 10 years with variations as required.

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

As subsets to the above, the College:

1. (a) Increased staff formation in MSC Charism
2. (a) Greater use of data to inform future learning experiences.
3. (a) Technology review of all learning spaces and the outfitting with future focussed equipment.
4. (a) More detailed exploration of external support capabilities.
5. (a) Improve staff recruitment and opportunities for more significant development travel.
6. (a) Greater use of e Commission material.
(b) More exposure of students to training packages.
(c) Increased awareness of online risks.
7. (a) Introduction of planning groups to work with architects.
8. (a) Develop new plans to recreate a model similar to the Vinnies Van for the local area.

PARENT, STUDENT AND TEACHER SATISFACTION

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:

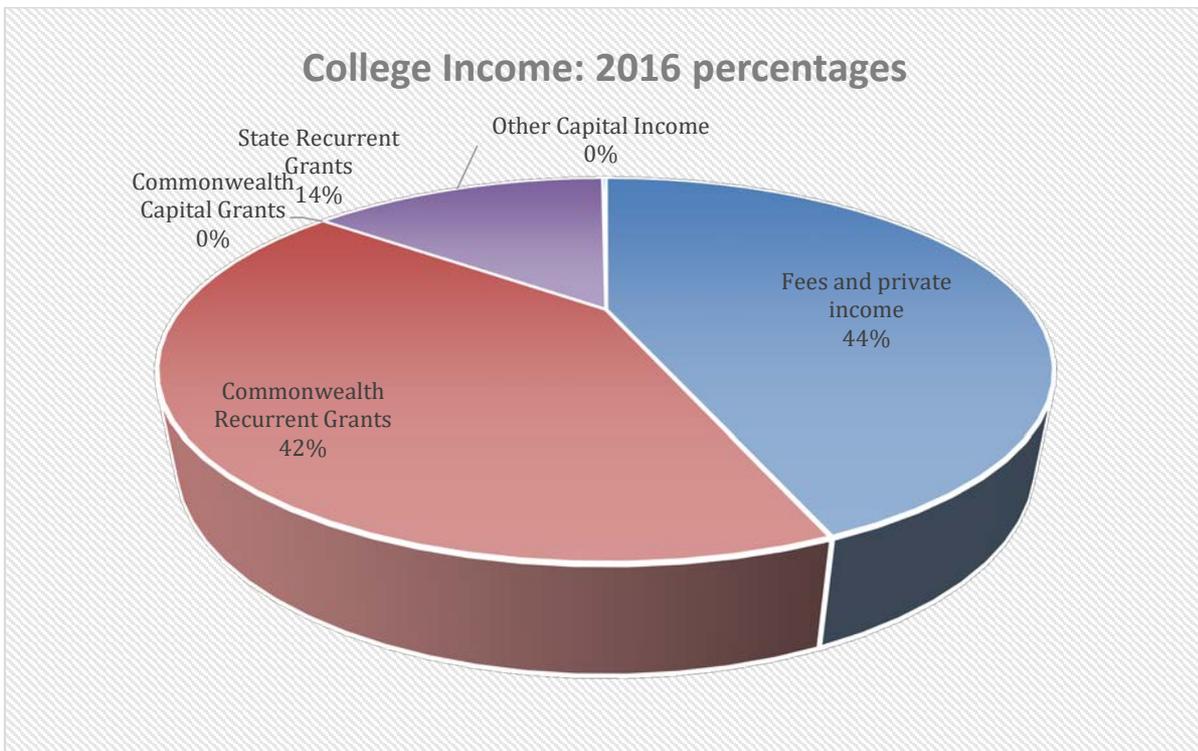
- ◆ Surveys
- ◆ Parent/teacher interviews
- ◆ Information nights
- ◆ Regular invitations to communicate with the college
- ◆ Morning tea gatherings
- ◆ Committees of parents and friends
- ◆ Newsletter correspondence
- ◆ Personal letters to families
- ◆ Website communication
- ◆ Text messaging
- ◆ Email Communication
- ◆ Community letters to all stakeholders
- ◆ Direct communication with staff members as requested

Parents are generally pleased with the quality of the education and pastoral care that the College provides. Issues raised have been addressed and/or modification to policy and procedures made.

In the period 2015–2016, the College undertook significant changes to the management of the extra curriculum program in addition to changes in policies. This process involves the collection and analysis of qualitative satisfaction data which as used to formulate action plans.

SUMMARY FINANCIAL INFORMATION for 1016

College Income



College Expenses

