

Chevalier College

FORTES IN FIDE | STRONG IN FAITH

Annual School Report 2018

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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 2018 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 2018 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



Performing Arts Centre (2019)



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.



Multi-Purpose Hall (2019)



Message from Key School Bodies

Chair of the Chevalier College Board, Matt Waugh

Introduction

The College Board comprising of 12 people appointed by the Provincial of the Missionaries of the Sacred Heart is responsible for the governance of the College giving direction to and undertaking oversight of the College so as to ensure it complies with all legislative requirements whilst maintaining its MSC ethos and spirit.

In undertaking this work the Board has a number of committees that are chaired by Directors from the Board. Reports from these committees assist the Board in their work and strategic planning for the college.

Board Retreat

The 2018 Board Retreat was held at St Mary's Towers, the spiritual centre of the MSC. The retreat was structured and coordinated by Assistant Principal, Fiona Mulhall and focused on hearing the MSC story. Its purpose was to ensure Directors were connected to the MSC ethos and the story behind the charism of the College.

In 2019 work will be undertaken at the retreat to develop the next Strategic Plan.

Committees

Finance, Audit and Risk Management Committee (FARM)

The FARM committee focus for 2018 was the ongoing demands on the finances of the college of both the major building works program and the stability and growth of the college's financial base. Over the years increasing costs continue to place pressure on college expenditure. The committee continues to monitor the finances of the college, as well as monitor ongoing risks to the security of the college. Considerable work was undertaken in 2018 looking at the implications of future funding at both State and federal levels.

Foundation Council

The major initiative for the Foundation Council was the commencement of the Capital Campaign 'Building Chevalier: Giving our hearts and minds space to grow'. The campaign was designed to help offset the costs of the new Multipurpose Hall and the major renovation of the Performing Arts Centre.

The annual "Back to Chev" weekend made special mention of Chevalier Past Students President Greg Walsh (1968) who has held executive roles on the Past Students Committee over the past 25 years. Greg was awarded an Esprit du Chevalier Medal at the dinner for his outstanding contribution to the college.

Building Committee

Over the past four years the committee has worked closely with the college and JDH Architects to design and construct a new multipurpose hall, including car park, and to completely renovate the existing Performing Arts Centre at a cost of \$15million. The project is now complete and both buildings go into service at the beginning of the 2019 school year. The project, once approved, flowed well with Grindley Constructions awarded the contract in September 2017. The building works were completed on 19 December 2018 with the works schedule only delayed for a period of 3 weeks. This is remarkable for a project of this size built in a school working environment.

The new buildings are truly landmarks in the college environment and provide first class learning places for students and staff for many years to come. As part of the Strategic Plan the Committee is also further developing the Master Plan including buildings, landscaping, and ITC infrastructure.



Governance and Ethos Committee

The main focus of the Committee in 2018 has been to:

1. Act as conduit for the Board relating to the progress of matters raised in the report from the Ethos and Identity Review 2017
2. Monitor and facilitate governance training for board members in accordance with state government regulations
3. Work with the FARM (Finance and Risk Management) Committee to advance the risk management agenda
4. Tailor retreats to ensure Board members are exposed to an appropriate balance of corporate governance matters and immersion in the MSC charism.

Education Committee

The Education Committee continues to provide the Board with regular updates of the teaching and learning programs in the college including progress with the Strategic Plan and heart pedagogy. The committee met with a Chris Bounds, Assistant Principal – Learning and Teaching and Learning to analyse HSC and NAPLAN results and trends. The 2018 HSC results were pleasing. The trend analysis data, that is reviewed annually, shows a definite upward direction. Such data confirms that the work on visible learning and the focus on a growth mindset are starting to take hold.

Mr Matt Waugh
CHAIR
CHEVALIER COLLEGE BOARD
Mr Matt Waugh
Chair
Chevalier College Board



Principal's Message

Chevalier College Principal, Chris McDermott

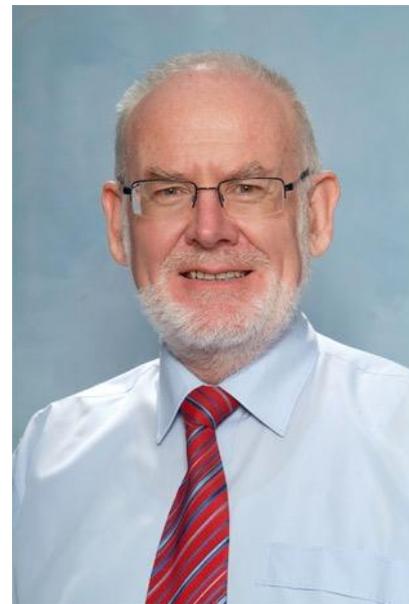
Welcome to the 2018 Annual Report for Chevalier College.

Context

Chevalier College is an independent Catholic secondary school established in 1946 by the Missionaries of the Sacred Heart. The Mission of the College is to be a community that is strong in faith, committed to excellence in Catholic education and committed to acknowledging the love of God for every individual. We aim to live out our Mission Statement by providing excellent education in an environment where students are able to feel valued and affirmed and where students and staff can grow in faith as well as knowledge and service to others.

Enrolments

The College's for 2018 was just under 1000 students. Whilst the College has had enrolments as high as 1160, notice has been taken of parent/caregiver feedback that suggests our more comfortable number is between 900 and 1000 students. In 2018 the College modified its logo and began the journey of ensuring information about the College is better communicated with prospective families with special emphasis on the fact that Chevalier is open to all.



Major Events

On a number of occasions throughout 2018 the College held major liturgical celebrations to mark significant events such as the opening of the school year and the commissioning of our student leaders, Sacred Heart Day and Chevalier Day. Through these celebrations as well as the retreat program, class Masses and the Religious Education program, our students had the opportunity to focus on aspects of their faith development. Our Vice Captains were significant in the planning and implementation of our liturgies throughout the year under the guidance of the Assistant Principal Faith, Formation, Mission and RE. In addition, a significant number of students participated in Social Justice and charitable activities such as the Vinnies Hamper, Shave for the Cure, Harbison Visits, Riding for the Disabled, the Ration Challenge and Red Shield Door knock appeal, to name just a few of the many charities supported.

We were delighted to welcome back to the College many past students at the Back to Chev weekend celebrations. We are seeing many of our past students just drop in to have a look at their old school and to see the changes that have occurred.

We continued our immersion experience in Kiribati, and we are looking to add a new opportunity in 2019 that involves an immersion into outback Australia. In addition, we hosted our sister school Murasakino High from Japan and we look forward to visiting them in 2019. Our Wilderness trips have continued and students taking part speak of these as life changing experiences. The annual Sailing trip was another success as well as a challenge for the students and staff involved.

The College's commitment through the work of the Foundation, to creating scholarships/bursaries and raising funds for building work continues. The generosity of past students and present families has allowed a number of bursaries to be created that support students and their families in financial need. The donations to the building fund have been significant in assisting with the construction and outfitting of the new facilities.

As in previous years, the College has raised funds for Caritas Australia and the local St Vincent de Paul organisation. 2018 saw us join the Ration Challenge raising over \$21000 for this worthy cause and being named the highest fund-raising school for this event. The staff and students who undertook the challenge and those who supported them are to be commended.



The Environment group was active during 2018. Members of the group took an active role in promoting the importance of recycling and reducing rubbish including inviting local council staff to come and show students how much more we could recycle through a visual experience of unpacking and sorting some of our bins. Clean up Chev day was another initiative that this group undertook. Further work on strengthening this group is being planned for 2019.

Strategic Planning

The College leadership team commenced conversations with the College Board regarding the next strategic plan. During 2018 a search was undertaken to engage a suitable facilitator for the next plan.

The same facilitator that undertook the task with our Sister school – Daramalan College – has been engaged to work with the Board and Leadership team in 2019.

Staff

While most of the teaching and support staff remained relatively stable during the year, we did have several changes as a result of staff taking Long Service Leave, illness or other personal factors. At the end of 2018 we farewelled a couple of long serving staff members.

Most positions were filled so that the 2019 school year could commence without issue.

We gained the services of an MSC priest, Fr John Mulrooney MSC, in a ministry role from the middle of 2018. Fr John, a former Headmaster of the College and Provincial of the MSC, provides support to the Assistant Principal Mission as well as being available to staff and students who wish to see him. He has brought great wisdom and experience to our school.

Student Leadership

Our student leaders continued to play a significant role within the College during 2018.

The College Captains and Vice Captains met formally with the College Board at one of its regular meetings which enabled Board members to get direct student feedback about a number of issues of interest to them. As a group the student leaders worked very collaboratively and each one achieved positive outcomes in their areas of responsibility.

The dual role of the Vice Captains remained very important as they worked with their House Coordinators and the leaders within their house.

Their role in the liturgical life of the College cannot be understated.

Parent Participation

Whilst the College does not have a formal P&F association, parent contributions are significant. Committees run and organise the Annual presentation Ball and The Valedictory Dinner. In addition they assisted with the Trivia Night, and work alongside staff in coaching roles for sports teams.

The annual Grandparents Day gave hundreds of grandparents the opportunity to visit the College and see its facilities as well as some of the opportunities that their grandchildren experience at school. It was lovely to see that some of our Grandparents are past students of the college.

Building work

In early 2018 the construction of a new Multipurpose Hall and a refurbishment and extension of the Performing Arts Centre was commenced. Both Buildings were completed at the end of 2018. In addition, significant landscaping was undertaken around the new facilities.

Upgrading of older classrooms continued during 2018 as part of the planned maintenance program. In addition, the externals of some of the older building were replaced including roofing.



Student Achievements

As a truly comprehensive school, we took great pleasure from the success of our students across the academic program (ATAR focused), the vocational program, and those who combine both facets.

This year the college saw twenty-three students listed on the Distinguished Achievers' list, with many of these students achieving Band 6 results in more than one course. In addition, Charlotte Sheridan was named on the All Rounder list – one of only 1,400 (approx.) students in the state out of some 56,000 HSC candidates to achieve Band 6 or equivalent results in all courses studied.

We were advised that sixty-two of our students gained early entry offers to one or more courses from the University of Wollongong.

For the HSC showcase exhibitions and performances, two Chev students were nominated for 'Shape' – the Design and Technology projects.

Three students were nominated for 'Callback' for their dance pieces; and one student was nominated for 'OnStage' for their drama piece.

The CAT Awards recognise the enormous contribution made by non-professional groups to the artistic life of Australia, in particular in Canberra and surrounding regions. Chevalier was nominated as follows:

CAT nominees for Baskerville are:

Joanne Crow, Ann Philippe, Denise Hiser

- **Best Costume Design for a School/Youth Production**

Sam Malone as Mr Stapleton

Griff Brindley as Doctor Watson

Lewis Gardiner as Sir Henry Baskerville

- **Best Youth Actor in a Featured Role in a Play**

Jemima Roberts as Lucy/Daisy/Maid/Woman with Baby

Beatrice McRobbie as Dr McCann/Nurse Malloy

Gussie King as Miss Stapleton

- **Best Youth Actress in a Featured Role in a Play**

Reuben Bacon as Sherlock Holmes

- **Best Youth Actor in a Leading Role in a Play**

Kate Price

- **Best Director of a School/Youth Play**

Baskerville – A Sherlock Holmes Mystery

- **Best Production of a School/Youth Play**

Chevalier College Year 12 2018 VET students celebrated after the 2018 Southern Highlands Schools Excellence in VET Awards night in November.

The awards were open to all Year 12, 2018 Vocational Education and Training (VET) students across the Southern Highlands and each nominated student was required to sit before a panel of industry representatives who pass final judgement.

Certificate of Excellence Awards went to:



Breanna Smith (Primary Industries), **Emma Lewis** (Primary Industries), **Cody Crowe-Pace**(Kitchen Operations and Cookery), **Jacqui Roberts** (Food and Beverage), **Harriett Poulter** (Food and Beverage), **Luke Lindsay** (Construction)The following students also won **VET Student of the Year** in their respective frameworks: **Breanna Smith** (Primary Industries), **Cody Crowe-Pace** (Kitchen Operations and Cookery), **Harriett Poulter** (Food and Beverage)

Chevalier again performed well in the Mock Trial competition finishing in the top 16 of the state.

The above represent a small number of the achievements of our students and we encourage readers to ChevNews on our website for a comprehensive list of the many wonders achieved by Chev students.

Chris McDermott
PRINCIPAL
Chevalier College



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.
 - Review a program of formation for the Board and Board members.
 - Improve the understanding and application of MSC leadership characteristics for all members of the College community.
 - Review feedback from the successful inspection by the Missionaries of the Sacred Heart of our ethos and spirituality.
2. **The Learning Experience - To learn to be effective learners for the 21st century**
 - Develop contemporary, inclusive and effective teaching and learning.
 - Explore a curriculum that is responsive and comprehensive beyond the current offerings.
 - Implement the STEM initiative to be commenced with Year 7 2018.
 - Review the use of a Learning Management System and implement across the College.
 - Infrastructure planning for IT security protocols to be security.
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.
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.
 - Ensure fee structures remain such that families to not experience adverse financial impact.
 - Investigate and implement a sibling discount model.
5. **Staff and staff development**
 - Focus teaching staff development programs on the renewal of teaching and learning approaches/ frameworks.
 - Prepare for the accreditation of all teaching staff in 2018.
6. **Environmental Sustainability**
 - Develop and implement a College environmental sustainability policy.
 - Develop the College as a model of environmental sustainability.
 - Develop a college committee.
7. **Student wellbeing**
 - Enhance the College focus on the development of adolescent wellbeing.
 - Further develop and implement student leadership opportunities in the College, including a Student Representative Council.
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.

Chris McDermott
PRINCIPAL



School Captains Message

Hannah Rewais and William Jamieson, 2018 School Captains

Chevalier has so much to offer each and every student and each student will be able to find their passion here. We tell students to always chase their dreams and never give themselves a reason to regret not doing so. Personally, our journey through Chev truly came to life when we found our love in sport and in the performing arts. Ralph Waldo Emerson once said, 'To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment'. We have learned never be afraid to be an individual, to be brave; take advantage of the opportunities that you have now and dare to be different.

Chev is a special place, that teaches countless lessons beyond simply academics. It was Albert Einstein who said that 'Education is what remains after one has forgotten what one has learned in school.' This education, Chev's education of the heart, is one we can look fondly back upon in the future, one that has helped us to grow, as brothers and sisters. We must cherish what we have received, the teachers that always did that extra bit, and the students seated beside us that made this school such a wonderful place to attend.

We would like to express our deepest thanks to all of the teachers and staff for their continual love and support for us. We are beyond grateful for the immense effort they have put into making our high school experience an unforgettable one. They have all been truly inspirational and their persistence to help us strive has allowed us to understand what reaching my full potential can look like.

We believe in Jules Chevalier's message of 'It is by the Heart that we are something'. This quote, which hangs in many places in our school, recognises that it is our compassion and our love for those around us that is our foundation as MSC people. We have been shown this in our everyday Chev lives through the guidance of our Fr. Franzmann, Fr. Mulrooney, Fr. Terry and Br. Gerry, who have shaped of our spiritual lives. We thank you for your beautiful liturgies and masses that are always filled with incredible stories and life lessons that we treasure deeply.

Chevalier has provided precious moments for growing, sharing, laughing, learning and establishing cherished memories and friendships, forming us as proud graduates of Chevalier. Of course, through all this growing, over our six years at Chev, there are countless people to thank. On behalf of Year 12, we would like to extend our sincere gratitude to particular people within this college, who have made our time here so memorable and special.



PERFORMANCE IN EXTERNAL ASSESSMENTS

Student outcomes in standardised national literacy and numeracy testing

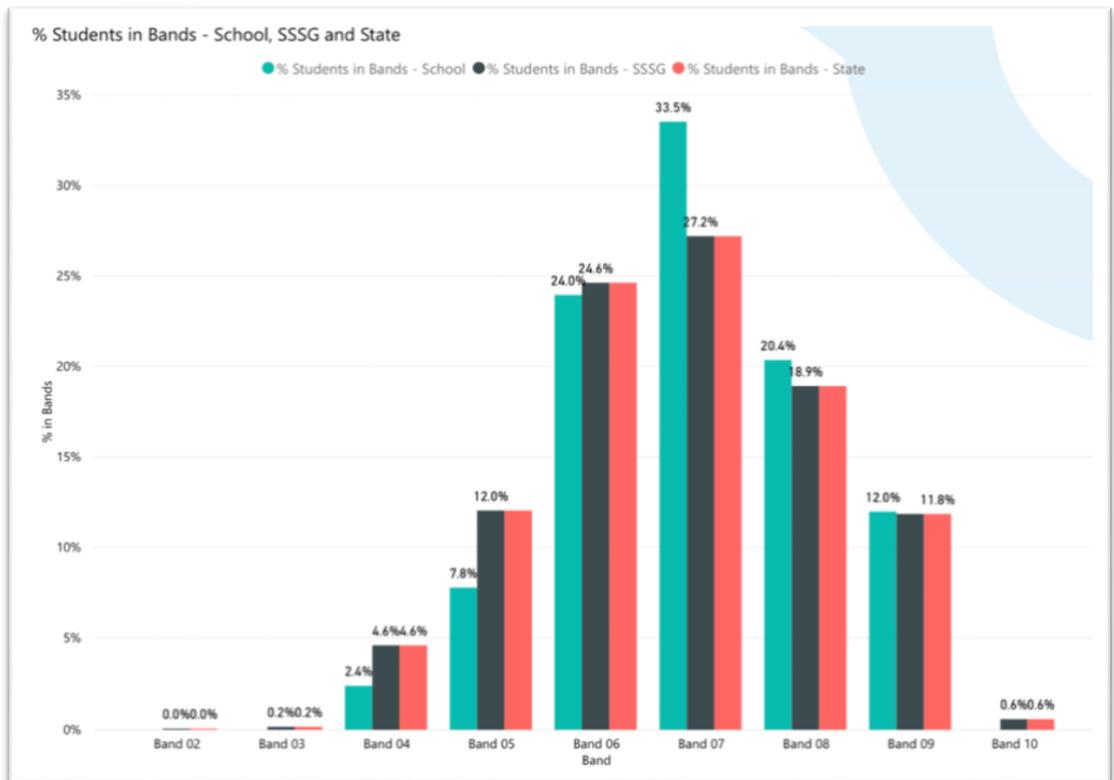
Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2018. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' performance against established standards and against other students in Australia.

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.

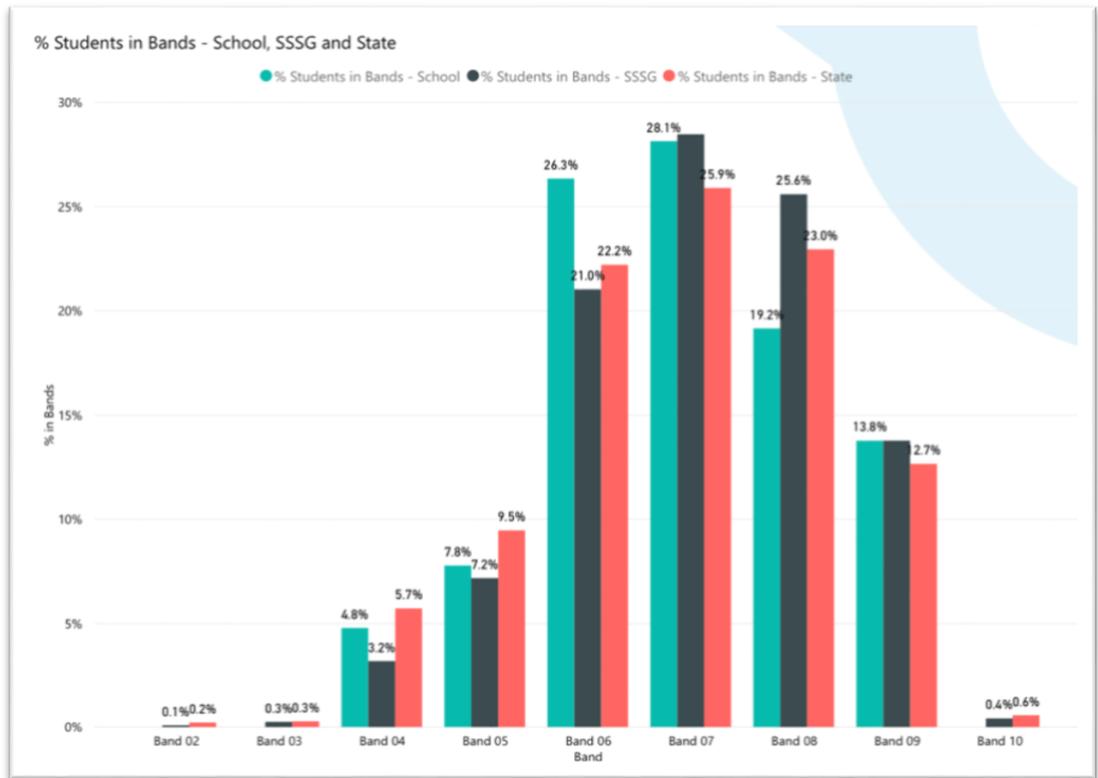
Year 7 Performance in Literacy and Numeracy

Performance is compared to all students in the state and in all other NSW Independent Schools.

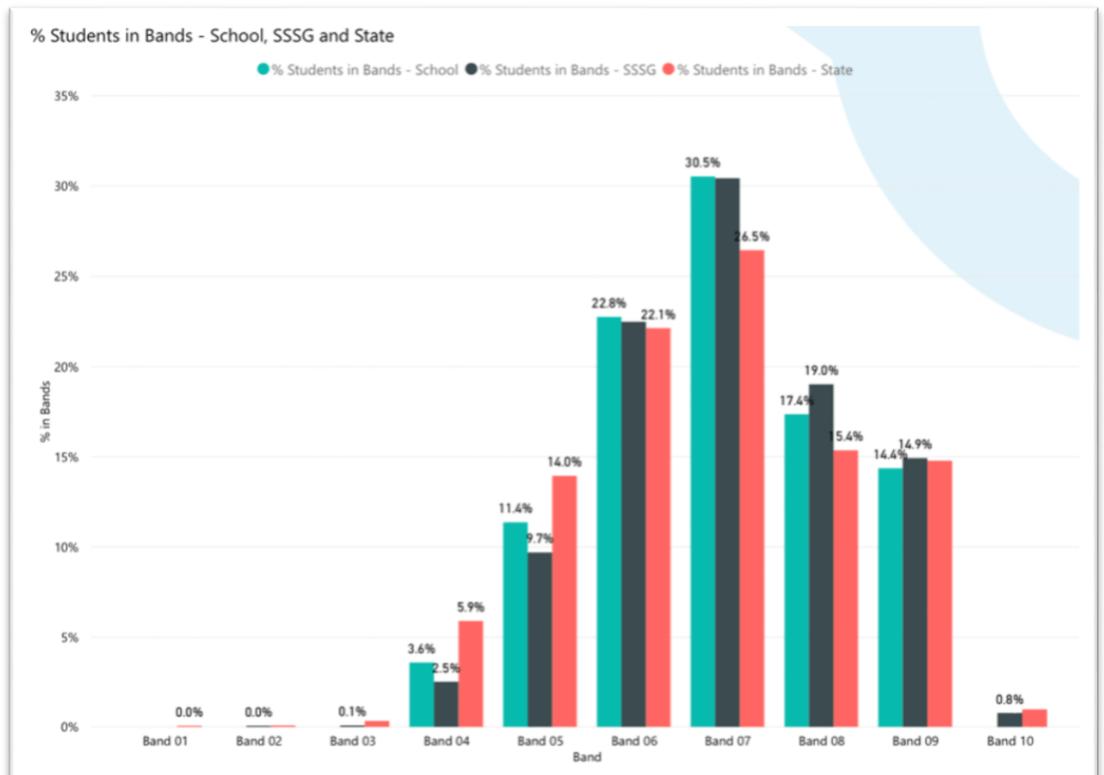
Reading



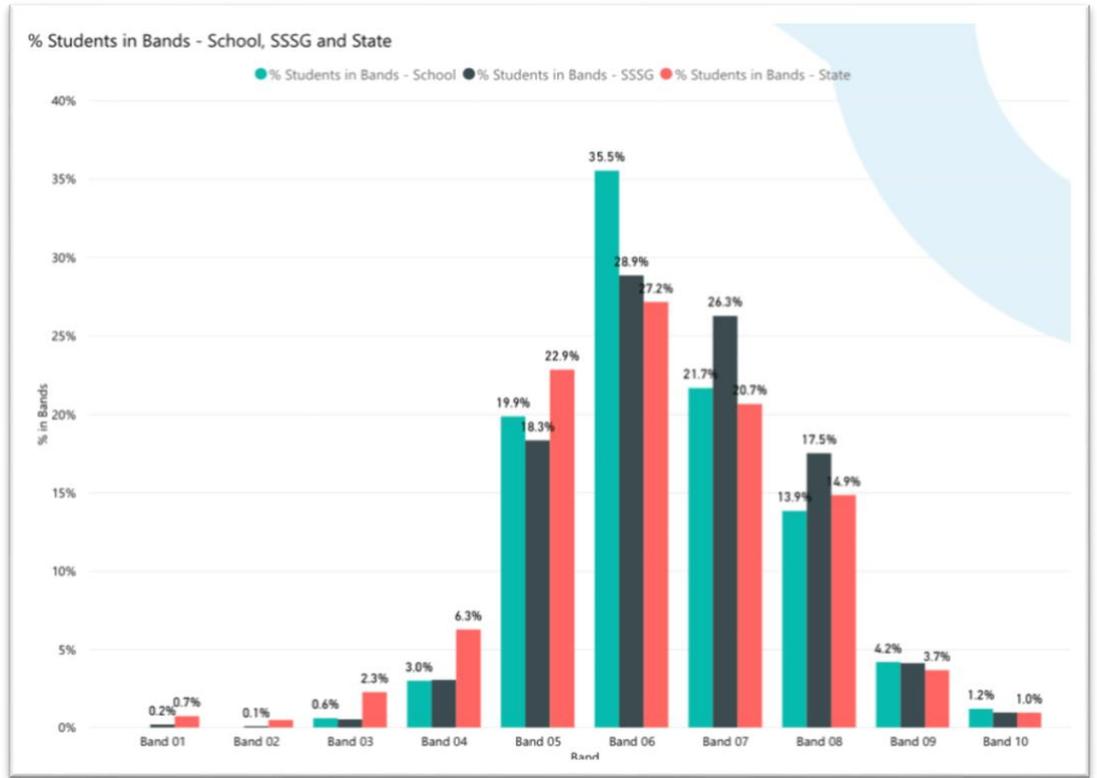
Spelling



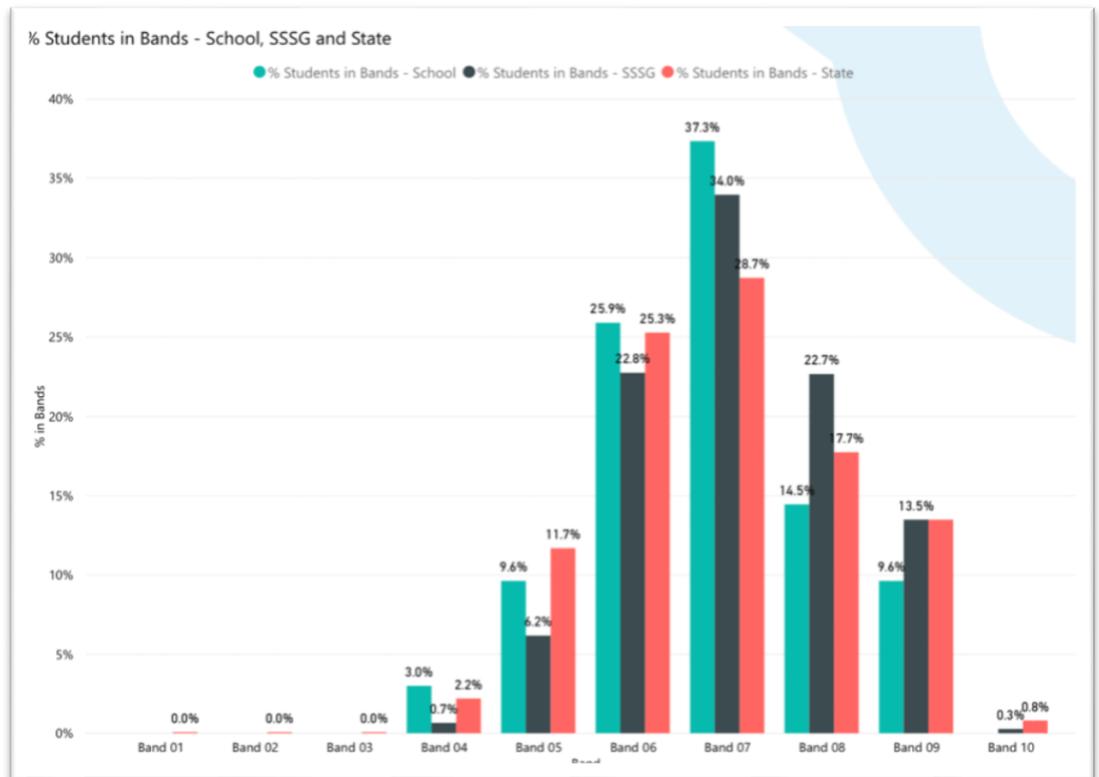
Grammar and Punctuation



Writing



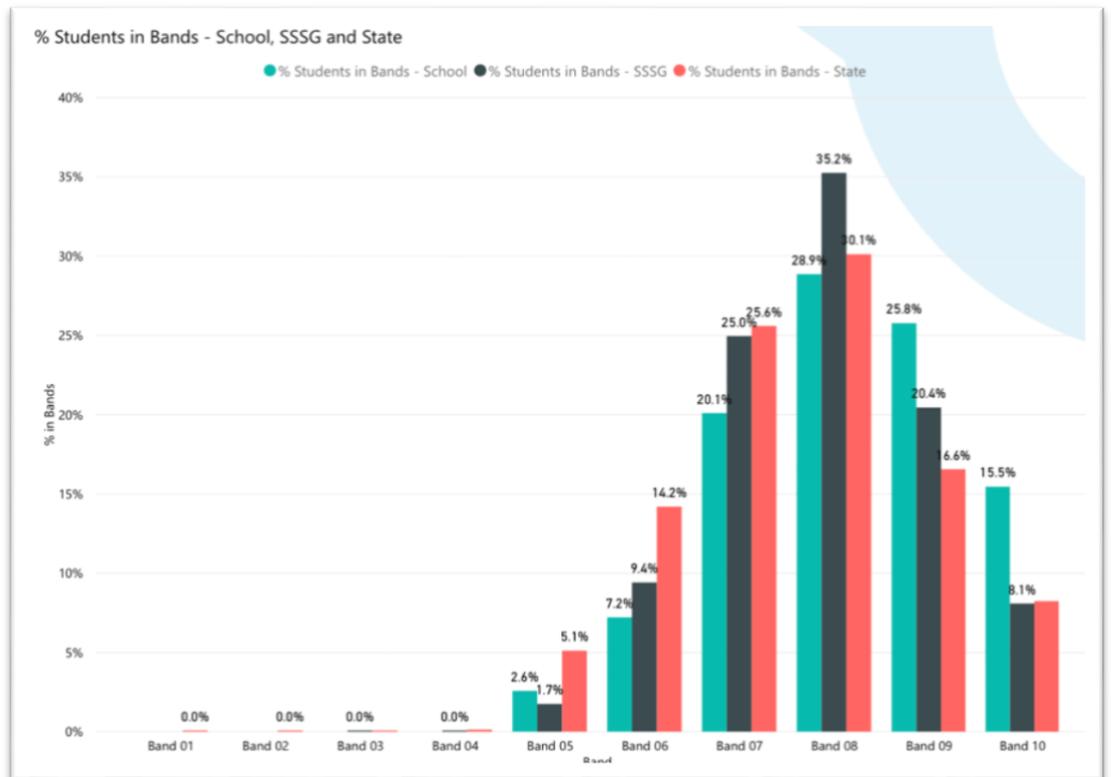
Numeracy



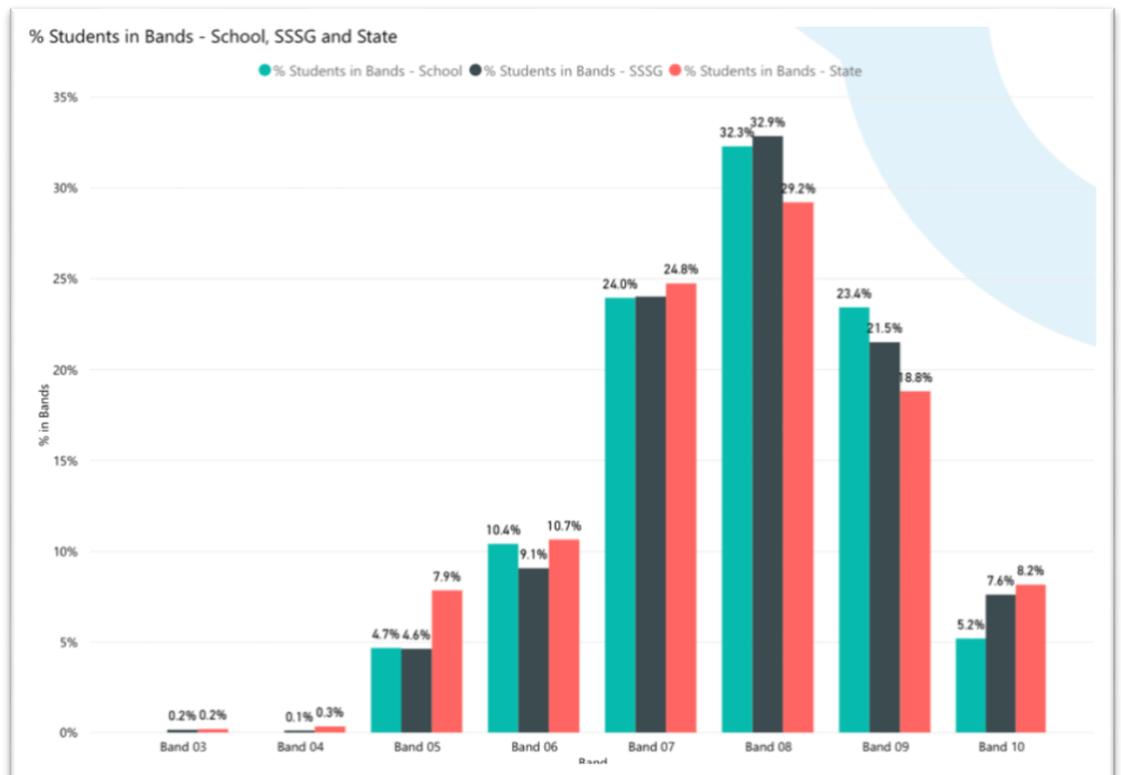
Year 9 Performance in Literacy and Numeracy

Performance is compared to all students in the state and in all other NSW Independent Schools.

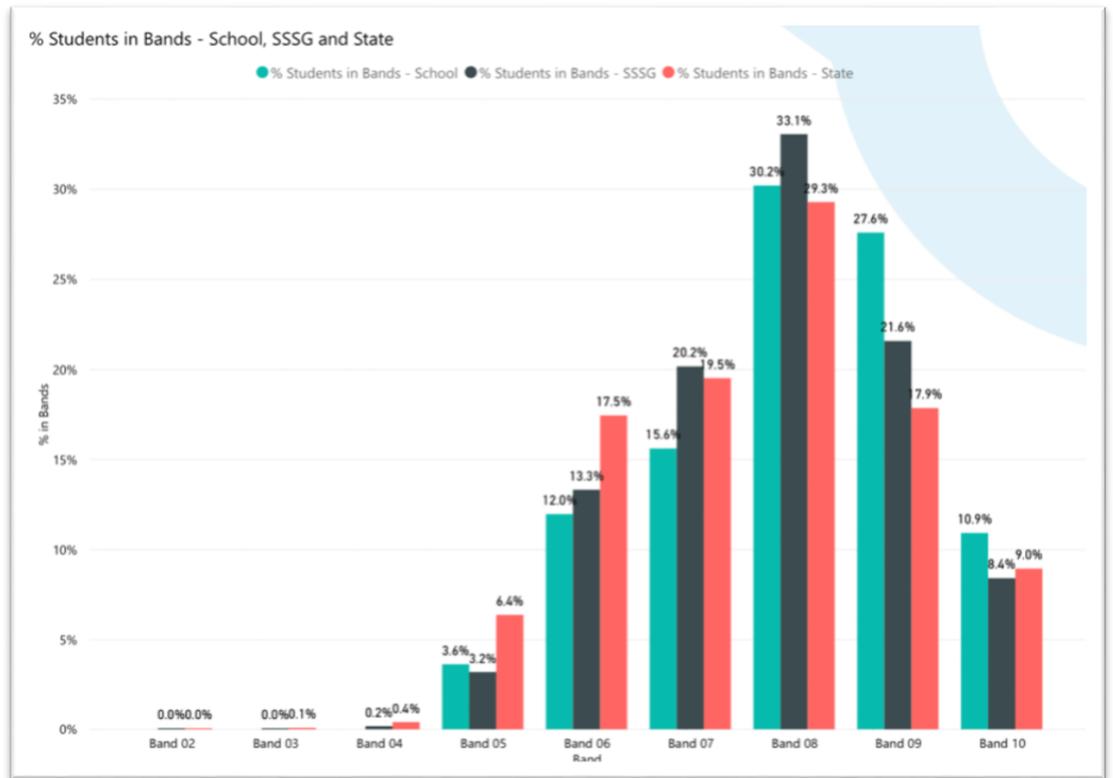
Reading



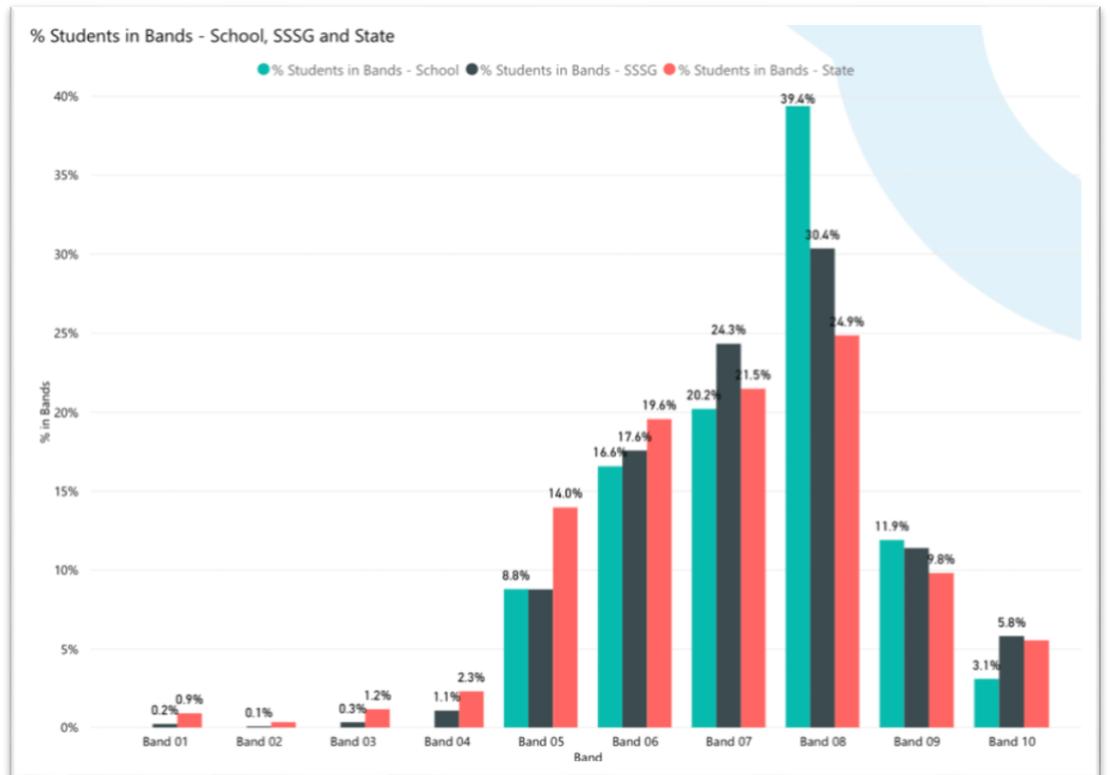
Spelling



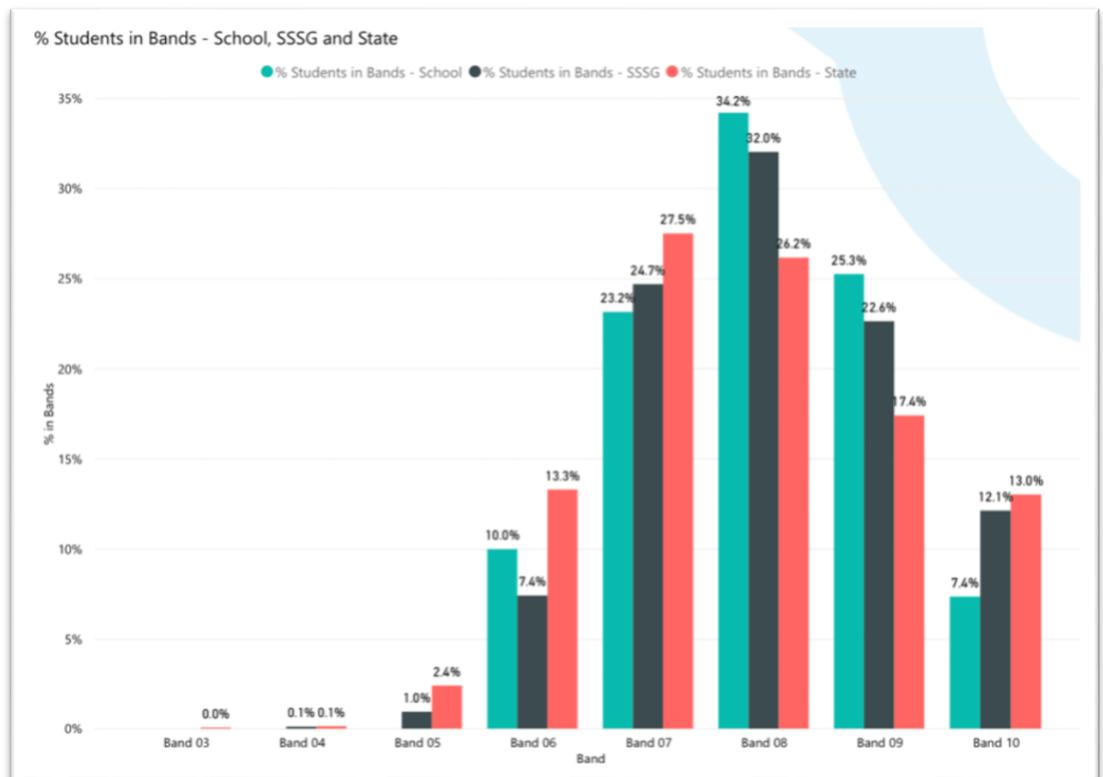
Grammar and Punctuation



Writing



Numeracy



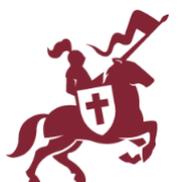
School v Stage Averages

Year 7 Performance in Literacy and Numeracy

	State All	School (All Students)	
	Mean	Mean	Students
Reading	544.9	552.8	167
Writing	511.83	524.4	166
Spelling	551.87	552	167
Grammar & Punctuation	549.45	556.3	167
Numeracy	556.54	549.1	166

Year 9 Performance in Literacy and Numeracy

	State All	School (All Students)	
	Mean	Mean	Students
Reading	589.3	615.8	194
Writing	550.71	579.4	193
Spelling	590.11	591.6	192
Grammar & Punctuation	585.58	604.8	192
Numeracy	605.63	609.7	190



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.

Course	A(%)	B(%)	C(%)	D(%)	E(%)
English 200 hours (300)	9.03	25.69	50.69	13.90	0.69
Mathematics 200 hours (323)	11.03	20.69	37.24	25.52	5.52
Science 200 hours (350)	10.27	17.81	45.89	26.03	
Geography 100 hours (4015)	10.42	34.72	34.72	18.75	1.35
Commerce 200 hours (430)	16.67	33.33	16.67	33.33	
History Elective 200 hours (450)	33.33	55.56	11.11		
History 100 hours (4007)	6.25	49.28	38.89	14.58	
Japanese 200 hours (930)	11.11	11.11	44.44	33.33	
Agricultural Technology 200 hours (1605)	16.67	41.67	33.33	8.33	
Food Technology 200 hours (1625)	18.42	36.84	26.32	15.79	
Graphics Technology 200 hours (1700)	33.33	33.33	25.00	41.67	
Industrial Technology (Timber) 200 hours (1820)	20.00	40.00	37.14	2.86	
Information and Software Technology 200 hours (1830)	17.65	25.53	35.29	25.53	
Dance 200 hours (2000)	25.00	25.00	37.50	12.50	
Drama 200 hours (2010)	12.50	37.50	37.50	12.50	
Music 200 hours (2050)	50.00	20.00	20.00	10.00	
Visual Arts 200 hours (2060)	34.78	43.48	21.74		
Personal Development, Health and P.E. 200 hours (2420)	13.19	39.58	43.06	4.17	

Higher School Certificate

In 2018, 175 students sat for the NSW Higher School Certificate in 41 courses. Selected course results:

Course Name	Units	Included Students 2018	School v State Var 2015	School v State Var 2016	School v State Var 2017	School v State Var 2018	Bands 4–6 2015 % (E3-E4)	Bands 4–6 2016 % (E3-E4)	Bands 4–6 2017% (E3-E4)	Bands 4–6 2018% (E3-E4)
Ancient History	2	13	4.33	6.03	7.84	7.53	71.41	59	78.09	84.60
Biology	2	34	-2.99	-2.36	-4.65	1.29	49.22	52	45.3	74.25
Business Studies	2	28	-1.74	3.24	-2.40	-0.23	52.34	69	52.57	68.07
Chemistry	2	27	-5.35	-3.32	-3.74	-5.23	45	50	59.24	47.87
Community & Family St.	2	28	4.12	0.14	0.21	-0.55	79.99	71	65.51	60.7
Construction Examination	2	3	6.76	3.11	1.22	5.50		100	77.55	100.0
Design and Technology	2	18	-0.22	2.62	1.28	2.58	88.88	95	95.0	94.43
Drama	2	16	6.04	5.42	5.71	0.36	100	88	100.0	100.0
Economics	2	5	-13.2	-4.29	-8.40	-11.39	30	57	86.68	60.0
Engineering Studies	2	12	-9.49	-5.83	-5.04	-9.08	36.6	52	33.3	25.0



English (Standard)	2	62	1.18	3.1	4.79	2.38	50	68	81.9	69.35
English (Advanced)	2	60	0.12	0.17	0.70	2.38	94,59	91	94.55	95.0
English Extension 1	1	5	1.26	-0.46	0.05	1.34	100	90	93.75	100.0
English Extension 2	1	2	0.46	-0.76	3.10	-1.01	100	100	100.0	100.0
Hospitality Exam – Kitch	2	5	5.98	0.42	-1.24	4.67		73	65.6	100.0
Hospitality Exam – Food	2	10	5.98	0.42	3.50	1.22		73	68.3	90.0
Industrial Technology	2	12	7.74	12.86	3.76	-1.06	92.29	88	60.0	33.3
Japanese Continuers	2	0	-11.81	-11.23				50		
Legal Studies	2	11	-1.76	-2.02	2.10	3.73	50	56	76.6	81.81
General Mathematics	2	67	-1.79	-0.14	2.10	1.67	38.45	43	51.4	62,67
Mathematics	2	39	-9.37	0.42	-1.78	1.58	59.61	85	52.16	74.35
Mathematics Extension 1	1	16	-5.66	-3.94	-18.31	-12.21	53.84	70	62.5	62.5
Mathematics Extension 2	1	8	-5.95		-7.70	-26.43	86.14		77.7	25
Modern History	2	23	6.16	4.24	3.26	5.63	100.00	73	82.3	95.35
History Extension	1	4	-0.72	3.43	2.03	0.40	100.00	80	85.6	75.0
Music 1	2	5	8.83	4.38	3.45	0.58	100.00	100	100.0	100
Music 2	2	0	-1.28	-3.22	-3.27		100.00	100	100.0	
Music Extension	1	0	-1.37	-0.85	-1.06		100.00	100	100.0	
Pers'l Dev, Health & PE	2	40	11.17	14.71	0.47	0.43	54.53	58	60.1	70.0
Physics	2	24	-6.8	-5.62	-0.86	-2.79	31.57	38	65.21	62.49
Primary Industries Exam	2	3		3.3	19.44	0.67		100	100.0	100.0
Senior Science	2	8	2.99	-4.98	-1.69	-8,83	75.56	69	60.0	37.5
Society and Culture	2	6	0.86	-1.64	-1.69	4.83	90.00	89	90.0	83.2
Studies of Religion I	1	44	-2.34	-2.39	-1.29	-0.12	69.34	59	82.03	68.03
Studies of Religion II	2	18	-3.15	0.69	0.24	-0.34	62.27	69	74.0	89.5
Textiles and Design	2	5	7.25	-4.95	4.32	5.98	100.00	67	100.0	100.0
Visual Arts	2	15	0.81	2.71	0.40	1.15	86.8	100	85.7	100.0



Stated intentions for 2018 (Year 12):

TAFE/Private College	11%
Trade/Training	13.5%
Work &/or Travel	14%
Gap experiences	10%
Tertiary	52.5%

NB: A significant number of students did not state their intentions at the end of 2018.

Retention Rate

Year 10 2017 students going on to Year 11 in 2018 = 195 (from 215 students)

Year 11 2017 students going on to Year 12 in 2018 = 134 (from 149 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 → 100% 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 2016 to 2018) 94.7 %

Average teacher attendance rate per day 96.6 %

Teacher Qualifications

Highest Qualification gained

Master..... 23%

Bachelor..... 66%

Post-graduate Diploma..... 11%

Workforce composition

	MALE		FEMALE		TOTAL
	Full-time	Part-time	Full-time	Part-time	
TEACHING STAFF	25%	1%	31%	2%	58%
MAINTENANCE	6%	1%			7%
SUPPORT	14%	1%	12%	3%	26%
CLEANING STAFF	1%	2%		6%	9%
TOTAL	45%	5%	43%	10%	100%



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 2018, 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 University fees. Paid leave to sit for examinations is also provided.

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

TEACHER ACCREDITATION	Classroom Observation and Feedback
CAREERS	Careers Advisors Meetings
	Career Development Practice
	Tertiary information seminars
CHILD PROTECTION	Reportable Conduct and Allegations
	Child Protection Training
	Child Protection Investigation
ENGLISH	Developing Creative Writing - Stages 5&6
	English Conference
	Every Student, Every Lesson, Every Day
	New Stage 6 syllabus PD
	Understanding syllabus changes
FIRST AID	Anaphylaxis Response Training
	Asthma Management Training
	Bronze Medallion
	Diabetes Education Seminar
	Provide cardiopulmonary resuscitation
	Provide First Aid in a remote area
	Provide First Aid



FORMATION	Heart Centred Leadership
	Heart Work
	Journey to Heart
	Middle Leaders' Reflection
	Nurturing the heart
	Strong in Faith
	The Heart of Pedagogy
HISTORY	Preparing for new Stage 6 Syllabus
HSIE	Business Studies Conference
	HSC Economics Conference
	Key updates for Legal Studies
	Legal Studies Association Conference
	Snr Geography Teacher Conference
	Society and Culture - Acing Assessment
	Updates on gender in Core Topics
LEADERSHIP	Leadership - Middle Management EQ
	Quality Schools, Quality Outcomes
LEARNING & TEACHING	Practical Classroom Management
	Succeeding with teens with ASD
LEARNING ENHANCEMENT	Adjustments for Learning Needs
	Autism in mainstream school settings
	Brain injury and planning for support
	Supporting ASD students in years 7-12
	YARC Workshop & Disability Provisions
LIBRARY	Australian School Library Association Conference
	Future Libraries Congress & Expo
MATHEMATICS	New Stage 6 Programs
	Program development STEM, ALARM
	Programming & Implementation of STEM
	Programming for Stage 6 - Ext 1
	Research for Improving Learning
	Using NAPLAN data effectively
	New Stage 6 Programs
PASTORAL CARE	Internet and Phone Addiction
	Law for School Counsellors
	Strategies to respond to self-harm
	Youth Mental Health First Aid
PDHPE	Mental Health of Young people
PERFORMING ARTS	Creating Dance Film
RELIGIOUS EDUCATION	Explore Islamic topics in SOR
	Religion and Belief: SOR in focus conference
	SOR Twilight Opportunity
	Teaching about Islam
	Teaching the Islam units in SOR



SCIENCE	Every Student, Every Lesson, Every Day
	Field Study of South Coast / Workshops
	Planning for 2018 programmes
	Stage 6 Senior Science/7-10 outcomes
TAS	Agriculture Teachers Conference
	STEM training & new TAS syllabus
	TAS Conference
VET	Construction Course & Task writing
	Construction Industry VET currency
	Primary Industries Network Day
	VET Coordinators' Meeting
	VET Industry currency
	Visual Arts Education Conference



STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Year Group	Cohort size	Attendance %	On-time %
Year 7	177	94.1	98.4
Year 8	176	92.0	79.0
Year 9	203	91.9	96.5
Year 10	152	91.2	95.8
Year 11	194	92.8	94.5
Year 12	145	95.00	94.4
	College Average	92.83	93.1



KEY POLICIES

Student Attendance Policy

The policies of Chevalier College, which are made from time to time, are made pursuant to the requirements set out in section 47 of the Education Act and of the NSW Education Standards Authority for registration of the college.

Rationale

As a Missionaries of the Sacred Heart school, we value each student as an individual image and likeness of God and we involve ourselves in educational activities which enable young people to develop into the unique persons their Creator means them to be. Our school will be marked by a real sense of family love, care, joy, compassion and strength of faith.

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

The Education Act requires that parents ensure their children are enrolled at, and regularly attend school from the age of 6 to 17 years (with some exceptions).

The NSW Education Standards Authority requires satisfactory attendance by a student for them to be eligible for a Record of School Achievement (Year 10) or the Higher School Certificate (Year 12).

Key Legislation

Education Act 1990 (NSW)

Children and Young Persons (Care and Protection) Act

Scope

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

Aim

The aim of this policy is to:

- ensure that the college follows the legislative and regulatory requirements regarding student enrolment and attendance
- maximise student learning opportunities and performance by encouraging regular school attendance
- ensure necessary processes are in place to assist students and parents/caregivers with absenteeism, and provide the best possible outcomes for students.



Policy

Chevalier College through its ethos of Heart Spirituality and in partnership with the students and their parents/caregivers, will endeavour to create a caring and supportive school environment where students experience a sense of belonging and feel encouraged to regularly attend and participate in the educational, spiritual and extracurricular activities offered by the college.

Students enrolled at Chevalier College are expected to attend school at all times when the college is open for their instruction or participation in activities. Therefore, all students are required to attend the college each school day, including retreats, celebration days and sports days, unless there is a valid reason for their absence.

The college will have procedures in place to identify issues relating to individual student absenteeism, communicate and develop strategies with parents/caregivers to provide the best outcomes for students struggling with attendance, and, where necessary or appropriate, seek assistance from or report to outside agencies.

The college is required under the Education Act to register all student enrolments and maintain student attendance records. The college must meet the minimum standards of compliance required by the NSW Education Standards Authority (the Authority), as published in the Registered and Accredited Individual Non-government Schools (NSW) Manual.

The college will:

- maintain a register of the enrolments, in a form approved by the Minister, which includes information for each student
- maintain a register of daily attendances of all students at the school.

Where the parents of a student of compulsory school age seek an exemption from attendance at school or an exemption from enrolment, the Principal will process the parent's application in accordance with the guidelines from NSW Department of Education and Communities.

Under section 25 of the Education Act and within the guidelines set out by the government, the Principal has delegated authority to grant or cancel an exemption from attending school for up to 100 days in a year or an exemption from being enrolled at school in certain prescribed circumstances.

The college will:

- 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

Principal

The Principal has overall responsibility for ensuring the college complies with this policy and any statutory requirements.

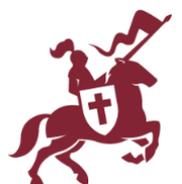
Business Manager

The Business Manager is responsible for:

- the financial, ICT and records management processes, and the related resources necessary to maintain attendance systems in accordance with all statutory and college requirements
- ensuring that attendance systems use the New South Wales Attendance Register Codes.

Assistant Principals – Pastoral Care

The Assistant Principals – Pastoral Care are responsible for ensuring that procedures are in place to:



- record student daily attendance
- identify any individual attendance issues
- address individual student patterns of attendance that are cause for concern.

The Assistant Principals – Pastoral Care are responsible for liaising with the Assistant Principal – Learning and Teaching in relation to the educational outcomes of students with attendance issues.

Assistant Principal – Learning and Teaching

The Assistant Principal – Learning and Teaching is responsible for liaising with the Assistant Principals – Pastoral Care in relation to the educational outcomes of students with attendance issues.

Related Documents

Child Protection Policy
Attendance and Exemption Procedure

End of Policy



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.

Responsibilities

Task	Responsibility	General Timeframe
Leadership applications	APs – Pastoral Care	Commencement of T2
Leadership interviews	APs – Pastoral Care	Mid-T2
Leadership formation program	APs – Pastoral Care	Weekend prior to start of T3
Captains nominations / survey	Principal	Post Leadership Formation
Discernment	Leadership Team	Post survey results
New captain appointments / Thank you (past captains)	Principal	
<ul style="list-style-type: none"> • Cocktail party • School assembly 		Last weeks of T3 Last weeks of T3
Final blessing (past captains) / Investiture (new captains)		Last weeks of T3
<ul style="list-style-type: none"> • Event planning • Leaders' badges 	APs – Pastoral Care / Faith Formation APs – Pastoral Care / Business Mgr	

End



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

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.

Related Documents

Fees Policy

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 	An expanded list of related documents was added to this policy.	Staff intranet College website
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 	No change	Staff intranet College website
Code of Conduct for Staff <ul style="list-style-type: none"> • Professional conduct • Communication • Conflicts of interest • Dress code • Extra curriculum • Lesson Duties and Covers • Media • Meetings and events • Pastoral Care • Religious responsibilities • Supervision • Teaching 	A new section on the responsibilities of staff in relation to 'Lesson Duties' was added.	Published on intranet
Excursions <ul style="list-style-type: none"> • Planning • Approval • Appropriateness • Inclusivity • Duty of Care • Risk assessment • Supervision • Third party providers • Water activities • Communication 	No change	Published on intranet
Alcohol and Other Drugs <ul style="list-style-type: none"> • Education • Student expectations • Staff expectations • Student events • College events • Support 	No change	Staff intranet College website
Smoking	No change	Staff intranet



Policy	Changes to policies during the year	Disclosure
		College website
Student ICT Usage <ul style="list-style-type: none"> • Online safety • Appropriate use: bullying, harassment, illegal activity • Accessibility 	No change	Staff intranet College website
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 	No change	Published on intranet
Buildings and Grounds <ul style="list-style-type: none"> • Safety and security • Accessibility 	No change	Published on intranet
Student Bullying and Harassment Management <ul style="list-style-type: none"> • Preventative strategies • Response strategies • Awareness programs • Support programs • Investigations • Responsibilities 	A new section on the principles of investigation was added to this policy.	Staff intranet College website
Behaviour Management <ul style="list-style-type: none"> • Positive safe environment • Support • Reconciliation • Responsibility and accountability • Positive relationships 	No change	Staff intranet College website
Complaints Handling	No change	Staff intranet College website
Privacy <ul style="list-style-type: none"> • Collection • Security • Disclosure • Access, quality and correction • Surveillance • Complaints 	No change	Staff intranet College website
Student Academic Handbooks <ul style="list-style-type: none"> • Absences • Academic honest • Assessment 	No change	Staff intranet College website



Policy	Changes to policies during the year	Disclosure
<ul style="list-style-type: none"> • Feedback • Special considerations • Appeals • Complaints • Examinations • Grades 		



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.

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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:

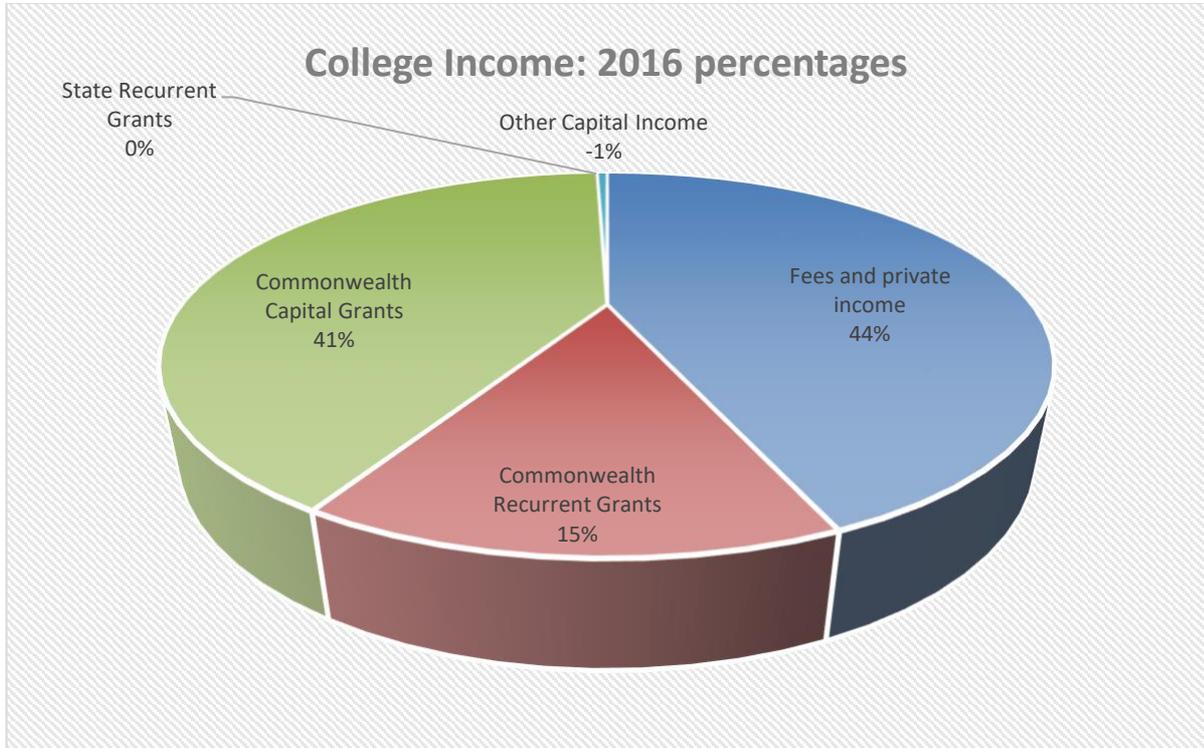
- ◆ Surveys
- ◆ Parent/teacher interviews
- ◆ Information nights
- ◆ Regular invitations to communicate with the college
- ◆ Morning tea gatherings
- ◆ Committees of parents and friends
- ◆ Newsletter correspondence
- ◆ Personal letters to families
- ◆ Website communication
- ◆ Text messaging
- ◆ Email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

In 2018, the College undertook a significant investigation into staff, student and parent satisfaction using an external company. The results of this data collection and the subsequent recommendations from the contractor will inform decisions made by the Board and College Administration for the next few years and will impact on marketing, enrolments, communication and community relationships.



SUMMARY FINANCIAL INFORMATION for 2018

College Income



College Expenses



College Expenses 2017 Percentages

