

Chevalier College

FORTES IN FIDE | STRONG IN FAITH

Annual School Report 2019

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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 2019 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



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.



Message from Key School Bodies

Chair of the Chevalier College Board, Matt Waugh

Introduction

2019 was a year of firsts for the college with the opening of two new facilities, the workshopping of a new strategic direction and supporting documentation. The College Board also supported the formation of the new leadership team within the college with two Assistant Principals stepping down for personal reasons. Apart from the work of the committees as listed below, the board as a whole was involved in support and direction as the college managed the impacts and implications of the summer bushfires, subsequent flooding and then the COVID-19 situation that presented in 2020.

Considerable time and energy was expended by members of the board in succession planning and the recruitment of new directors.

Our new strategic journey commenced in the latter part of 2019 and has continued into 2020, albeit at a somewhat different pace and in some cases differing direction as a result of circumstances.

The board has continued to place the maintenance and enhancement of the college ethos as its highest priority along with ensuring its compliance with all the necessary fiduciary responsibilities are undertaken.

Appointments

The board was indeed fortunate to be able to recruit Lyn O'Connell to serve as a director of the college. Lyn is a past student of the college (1979), has two brothers who are also past students and her children attended Daramalan College. Lyn is the Deputy Secretary of Agriculture (Federal Government) and was awarded the Public Service Medal (PSM) in 2013. Lyn is a member of the Governance and Ethos Committee.

We are also glad to welcome Mark McGinnity to our board as the newly appointment Director of MSC Education, replacing Fr Bob Irwin MSC.

Resignation

It is with some regret that we farewell our great friend and mentor, Fr Bob Irwin MSC, from our board. We thank him for his work at the Chevalier Institute and his help and advice as Director of MSC Education – we thank him for all he has done for Chevalier over many, many years.

We thank Les Gabor as a long-time supporter of the college, as a parent of four past students and as a board director and former Chair of the FARM Committee.

We thank Virginia for her time on the board since she joined in 2014. Her contribution was always much valued at our board meetings, raising issues as Co-chair of the Education Committee and also ensuring fairness and evenness during college fee debates.



Foundation Committee

The capital campaign *Building Chevalier : Giving hearts & minds the space to grow* saw two major donors commit donations of \$100,000 each. Generous benefactors, Associate Professor Peter Haertsch AM and the Consunji family from the Philippines, sponsored elements of the new Multipurpose Hall. Another long-term supporter David Lyons (CPS 1958) made a significant gift of \$10,000 to the new Performing Arts Centre, in memory of his late wife Eileen, who was a lover of theatre and a special needs educator.

A new style of annual appeal was staged in June called the *HeartBeat 2019* campaign. Essentially it was a challenge campaign with a target to raise \$200,000 in 50 hours via online and telephone donations. Volunteer past students and current parents manned a call centre over two days to help energise the giving. Generous matching donors were secured in advance of the campaign to enable each donation made during the 50 hours to be multiplied fourfold. In a very exciting finish, the final total achieved was \$229,260 with some 386 donors contributing alongside the 38 matching donors and a lot of social media interest was generated.

Linked to both the *HeartBeat* and *Building Chevalier* campaigns is a program to invite Chevalier supporters to sponsor more than 300 seats with recognition nameplates in the new Performing Arts Centre. That seat sponsorship program will continue into 2020.

The annual reunion weekend, *Back to Chev*, had the usual dinner format changed to a cocktail party format with the location moved from McGrath Hall to the new Multipurpose Hall. This was initiated to reduce ticket costs and encourage a wider age range among attendees.

Dick Simpson (Chair), Carmen Majetic, Chris Merlino, Chris McDermott, Paul McShane, John Steele, Matt Waugh

Building Committee

Over the past four years the committee has been working closely with JDH Architects and Grindley Constructions to build the new Multipurpose Hall and renovate the Performing Arts Centre. The works are now complete and have been occupied since the start of 2019. Congratulations to all involved. During 2019, the college began reviewing its Master Plan with JDH in parallel with our Strategic Plan Review.

Chris Merlino (Chair), Les Gabor, Carmen Majetic, Chris McDermott, Matt Waugh

Finance, Audit and Risk Management Committee (FARM)

Tahnia Fahey is thanked for her acceptance of the role as FARM Committee Chair at this difficult and challenging time.

The committee is deeply involved in consideration of the college budget in lieu of COVID-19 and development of suitable programs to support parents having difficulty with fee payment.

As in previous years, increasing costs have continued to place pressure on college expenditure. The education sector as a whole has seen increased risks associated with increasing costs and information security, and these continue to be monitored and assessed to ensure the college mitigates the effect as much as possible on its community. Consideration has been given to the



implications of future funding at both state and federal levels and how school fee increases can be kept to a minimum. Tahnia Fahey assumed the position of Chair of the committee towards the end of year and we thank Les Gabor for his time in this role.

Tahnia Fahey (Chair), Les Gabor, Jacque Daly, Carmen Majetic, Janet Marzini, Chris McDermott, Glenn Shelton

Education Committee

In 2019 the Education Committee was joined by experienced educator and board member Wendy Elliott. The board received updates from the committee regarding several key educational initiatives and additions such as:

- Academic Development Coordinator, John Hargreaves, briefed committee members on the college's plan to promote a growth mindset in the Chevalier student and staff community and develop and implement positive developments in NAPLAN and HSC results;
- Acting Leader of Learning PDHPE, Matt Heard, briefed the committee on the impact of the new Multipurpose Hall on the teaching and learning in the college and on the Wilderness and PDHPE programs;
- Acting Leader of Learning Performing Arts, Trudee Green, briefed the committee on the impact of the new Performing Arts Centre on teaching and learning.

The committee also discussed recommendations made to the board about educational items that emerged from the Board Retreat. Underpinning these recommendations is the committee's desire to support the Principal and the college community to continue to create transformative, empowering and heart-centred teaching and learning environment for the Chevalier College community.

Peter Andersen (Co-Chair), Wendy Elliott, Virginia Preddey (Co-Chair), Chris McDermott

Governance and Ethos Committee

The committee consulted with Fr John Mulrooney to ensure that the MSC Ethos was at the forefront of the board's thinking. Immersion in the MSC Ethos was undertaken by broadening the formation experience through the Issoudun Pilgrimage and the Board Retreat. The committee also focussed on the monitoring and facilitating of governance training for board members in addition to working with the FARM Committee in advancing the Risk Management agenda.

Matt Waugh (Chair), Wendy Condon, Carmen Majetic, Chris McDermott

Board Retreat

Our 2019 Board Retreat was well facilitated by Fr John Mulrooney from a formation view point. The retreat undertook a review of our Strategic Plan with the assistance of Adrian Smith (who also helped develop the Daramalan College Strategic Plan). Fr John, the College Leadership Team and the College Captains were also much involved in the Strategic Review discussions.

Mr Matt Waugh
Chair
Chevalier College Board



Principal's Message

Chevalier College Principal, Chris McDermott

Welcome to the 2019 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

2019 has also seen us approach our ideal size. A few years ago, parent feedback was that we were a bit too big and there was a feeling that our size may shroud some young people. We sit comfortably in the 900-1000 range.

Areas of Note

As we continue to move closer to a school of around 900, we have also continued to retain our level of student support. We have maintained our 12 Well-being Coordinators and 2019 saw us add a new position to the college – an Academic Development Coordinator. This position was specifically designed to create a bridge between the pastoral well-being and academic well-being of students. The outcomes achieved in the first year of this position have exceeded our expectations and the role continues into 2020.

One of Chevalier's great strengths has always been its breadth of curriculum and 2019 was no exception; rather than shrinking the curriculum, we expanded it. Extension classes/opportunities were introduced for students who were prepared to take up the challenge, after school study options were increased, more students were able to undertake accelerated learning programs, and planning got under way to introduce a new Vocational Education and Training (VET) framework in 2020 – Business Services.

VET courses broaden the educational opportunities for students, and research supports that combining academics with VET programs has significant benefits for young people, particularly when they leave school. This construct was well demonstrated at the 2019 Southern Highlands VET Awards at which newly graduated Chevalier students took out the majority of the major awards, including *VET Student of the Year*. Each of our award-winning students had combined a VET course with their demanding Stage 6 academic program.

The college started 2019 with a challenge to students to set goals that focus on growth. This was the message underpinning our Visible Learning agenda. The school community then developed our learning dispositions: *curious, resilient, creative, self-motivated, courageous and collaborative*. If one looks at these dispositions through an MSC lens, one can see that they are



all connected with the heart. The dispositions are visible in the classrooms, staffrooms and learning platforms across the school as reminders to us all on how to be effective learners.

In 2019 students have had the opportunity to be involved in the following activities: training and competitions for sports, the Show Cattle Team, debating and Mock Trial; music concerts; musicals; the Mission Concert, RUOK Day, fundraisers for a number of worthy causes; supporting Anzac Day ceremonies and local groups such as Riding for the Disabled and Harbison Care.

Staff

This year the following staff resigned from the college: Angie Cvitan after 15 years at Chev; Fiona Mulhall who, after 13 years of service, is heading to our sister school, Monivae in Victoria, as Deputy Principal; Robert Graham after almost 10 years of service; and Cameron Zingel after 5 years; Kyra Driver after 15 years; Phil Whitton after 12 years; Kelly Smith after 9 years; and Barbara Thiele and Tracey Perry after 3 years.

Student Achievements

CAT Awards

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

- Best Lighting - Andrew Gordon and Freddie Duncan *We Will Rock You*
- Best Youth Actor in a Leading Role in a Musical - Sam Malone as Galileo in *We Will Rock You*
- Best Direction of a School or Youth Musical - Kate Price
- Best Production of a School or Youth Musical - *We Will Rock You*, Chevalier College

Chevalier students won the following awards:

- Luke McClay for Best Youth Actor in a Featured Role in a Musical
- Annie Turner for Best Youth Actress in a Featured Role in a Musical

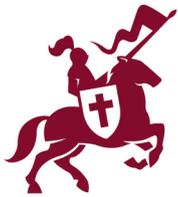
2019 HSC

Our HSC performance for 2019 year was pleasing. Our trend line continues to show that growth is occurring in the right direction. This is also supported by last year's NAPLAN results that, again, show our growth in all areas is greater than the state and similar school's growth averages.

Snap shot of HSC results:

- In 2019, 166 students from Chev were awarded the Higher School Certificate.
- There were 64 entries on the Distinguished Achievers list from 40 individual students who scored 90 or above.
- 149 students were eligible to receive an ATAR from UAC.
- Jack Howard was College Dux with an ATAR of 99.05.
- We know of 12 students who achieved an ATAR of 90 or above. We know 27% of our students eligible for an ATAR received 80 or above. *

* Individual results suggest there are more but the students have not told us.



- Tamila Eschenko achieved first place in NSW for Russian Continuers (via School of Languages)
- Chev received Southern Highlands VET Student of the Year for Construction, Hospitality –Kitchen Operations, Hospitality – Food and Beverage and Primary Industries.
- Darcy Howard named overall Southern Highlands VET Student of the Year.
- 9 students nominated for OnStage group performances: 2 students nominated for OnStage individual performances and 1 student nominated for Encore.

Strategic Intent

The Chevalier College Board commenced work on the development of the strategic direction for the college for the coming year. The priority continues to revolve around the continual strengthening of our ethos, the advancement of learning opportunities for all students and building resilience in our young people so they are both academically and emotionally prepared for the years ahead of them. Under this strategic direction, the college has begun some work in the area of communications and how we present ourselves to the wider community, and we have commenced work with our architects on a new master site plan.

School Captains Message

Zin Zan Still, 2019 School Captain

As young adults, the concept of finality is something we struggle to comprehend. Whether it be because we are inexperienced or because of our general obliviousness – attempting to recognise the finality of a situation is near impossible. Undoubtedly, this makes for a difficult Year 12 as it is 'The Year of Finals': your final carnivals, final Sacred Heart Day, final sporting match and now your final day of school – ever.

Today we say farewell... We celebrate the conclusion of our six-year Chev experience, and we acknowledge the collective and individual achievements of a truly remarkable year group. It's a day of tears, both joyful and sombre - and a day of fear and excitement as we take our first step beyond the familiar.

To the Year 12s, this past year in particular has been simply amazing. With so many unique and talented individuals, I truly believe that what we, as a year group, have created is a sense of family, built upon many cherished memories that we will forever hold close to our hearts. Every one of us has been an inspiration to others as we have endured a truly demanding HSC year to be graduating.

We express our immense appreciation and gratitude to our incredible parents and families. You have been our role models and support: the sacrifices you have made have not gone unnoticed. Today's celebration for the Year 12s is equally a celebration of you and the unconditional love and compassion you have shown us which has allowed us to be here.

On behalf of Year 12, I would like to extend my sincere gratitude to particular people within the college, who have made our time here so memorable and special.



To Mr McDermott and the entire leadership team. Your leadership through kindness and courage has paved the way for creating an environment filled with love and compassion, and one that ultimately displays the MSC ethos.

To Mrs Mulhall and the liturgical team... what you have been able to create for liturgies and retreats during our time at Chev is beyond exceptional. The feeling of walking into a mass is like no other, which is a true testament to your influence on all students of the college.

To our year advisors, Mr Lane and Mrs Philippe... every day you have shown endless compassion and love to us as a year group and inspired us all to be the best people we can be. We are so privileged to have had such amazing role models guide us through our Chevalier journey, and feel honoured to be celebrating our graduation with such outstanding members of the Chevalier family.

The Year 12s would like to offer a heartfelt appreciation to Father Mulrooney, Father Franzmann and Brother Gerry. You have truly championed what it is to be 'by the heart' and have embodied the 2019 themed mandate – 'Rise higher with the MSC fire'. Your genuine loving and compassionate attitude and approach to all people and situations is remarkable. To Brother Gerry, no sentence I could come up with describes how truly unique you are. Your outrageous sense of humour and dedication to all sport is inspirational. All of you will be truly missed by the graduating students today, as you have cultivated the MSC ethos and values in each of us which we will take with us into our future endeavours.

To all of our incredible teachers and those staff of the college who work behind the scenes, such as the administration and the maintenance teams, IT and AV - we are appreciative for all that you have done throughout our time at Chev. Without your contributions Chev wouldn't be the special place it is and our experience as students wouldn't have been quite the same.

Now to Molly. You have been nothing short of amazing. It honestly astounds me, and everyone else, how determined, courageous and loving you have been in your position as school captain, but also just in general life. To have been school captain alongside you has been inspiring, as I have seen all the amazing things you do for people and all the lives you have influenced. I admire everything you stand for and I will truly miss having you feature so prominently in my life.

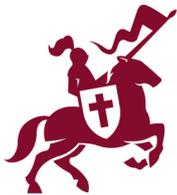
I would like to extend further thanks to the amazing vice captains of the college who have similarly taken the bull by the horns this past year and achieved amazing things. Whether it be school carnivals, assemblies, masses or inter-home room competitions – each of you have shown yourselves to be true leaders who are respected and loved by others because of your compassionate and selfless demeanours.

To the juniors of the college – Chevalier is such an extraordinary place and the opportunities it provides are unlike any other school. Chevalier is a place that fosters values of compassion, empathy and acceptance – making it a truly admirable school that you will undoubtedly feel connected to for years to come.



Lastly, a quote from past British Prime Minister, David Lloyd George suits the occasion...
'Don't be afraid to take a big step if one is indicated... You can't cross a chasm in two small jumps.'

Zinzan Still
Chevalier College Captain 2019



Molly Good, 2019 School Captain

I have sat down and begun to write this countless times throughout the progression of my HSC year, always motivated by the fabulous events and days that our college community shares together, such as Sacred Heart Day and Chevalier Day. I've spent countless car trips in a daze - reflecting on the overwhelming happiness the college has offered me.

However, every time, I struggle to truly fathom the LOVE, FAMILY ATMOSPHERE and joy that makes up Chevalier College, for me and many others. This is why I'm certain that words will never give justice to how much this place means to us all. But I guess I can give it a go — because I mean, what doesn't challenge you, doesn't change you.

Chevalier has truly taught us all what it means to be part of something greater than life. Our days began as little humans crossing the school grounds. And here we are at the tail-end of our six-year journey. And what a good one it's been.

In saying that, we all know we can't have a rainbow without a little rain, and this is why I am so incredibly proud of Year 12's ability to bounce back after hardships and adversities, not only throughout our HSC year, but the past six years of our schooling.

You all have truly displayed the resilience and perseverance needed in order to succeed in life. Whether that be getting out of bed every day – because, believe it or not, that in itself is an achievement; completing a uni or TAFE degree; or even saving up for that overseas trip you've always dreamt of, because – ultimately – success has no boundaries.

Year 12, your actions speak more than words – and Zinzan and myself are beyond proud of each and every one of you – in all your unique glory. The incredible talents, interests and personalities you all bring to the table has truly made our Chevalier experience one to remember – and hold close to our hearts. I will forever be grateful and feel blessed by you all.

To the Vice Captains of 2019, your continuous dedication and enthusiasm throughout our leadership has been tremendous. It's been so lovely to watch you all grow as leaders in your community and flourish as individuals. The school has been very blessed to have such wonderful people of the heart as role models in our community.

To my co-captain Zinzan, it's been such a pleasure to share captaincy throughout Year 6 at Kangaroo Valley Primary School and Year 12 at Chevalier with you. Your commitment to academics and sport is truly remarkable, and I'm sure you'll go on to live an incredible life. You're an inspiration to all and I'm beyond thankful for your constant support.

I'd love to share my heart-warming thanks to the year advisors, house coordinators and our special home room teachers throughout our six-year journey. Mrs Philippe and Mr Lane, your incredible dedication and faith towards our year is overwhelming. We will hold you all close to our hearts.

To the leadership team, Mr McDermott, Mrs Santos, Sam Aebi, Mrs Mulhall, Mrs Tipping, Mrs Clunn and Mr Bounds. The guidance and knowledge you have shared with Zinzan, myself and Year 12 is unimaginable. I will forever cherish the laughter and blessed opportunities that



captaining Year 12 has offered me. You all truly don't get recognised enough for your selflessness, talented organisational skills and the incredible ability to positively influence the student body. I commend you all on fulfilling such passionate, inspirational and dedicated roles within our community.

Our school priests, Father Mulrooney, Brother Gerry and Father Franzmann deserve a heartfelt cheer to bless them for their continuous dedication and support towards the heart and spirituality of students. Your presence within the school never goes unnoticed. Zinzan, Year 12 and myself will forever feel grateful for your impact on our lives. You've helped us grow as individuals and truly shaped the ethos that exists within the school grounds and within our hearts.

As well, a MASSIVE appreciation must be poured out to the staff body. The teachers, cleaners, maintenance and office staff have all shaped our world over the past six years. You truly don't get recognised enough for your powerful ability to influence our hearts and minds.

Most importantly, thank you for believing in us. Believing in students can truly change their world, their mindset and their level of personal success, motivation and achievement. Never underestimate your influence. It is truly that extra special step that Chev teachers take that makes the difference. This idea is reflected throughout the words of Bob Talbert in the quote 'Teaching kids to count is fine, but teaching them what counts is the best'. So, thank you to the countless teachers who have changed our world. Your impact is incredible and I'm certain you are all aware of who you are. We will forever hold each and every one of you close to our hearts and in our thoughts.

So please, always do what you've been afraid to do, live the life you've always dreamt of. Be passionate, be humble — but most importantly, be happy. In the words of Jules Chevalier... 'It is by the Heart that we are something'.

Molly Good
College Captain 2019



Performance in External Assessments

Student outcomes in standardised national literacy and numeracy testing

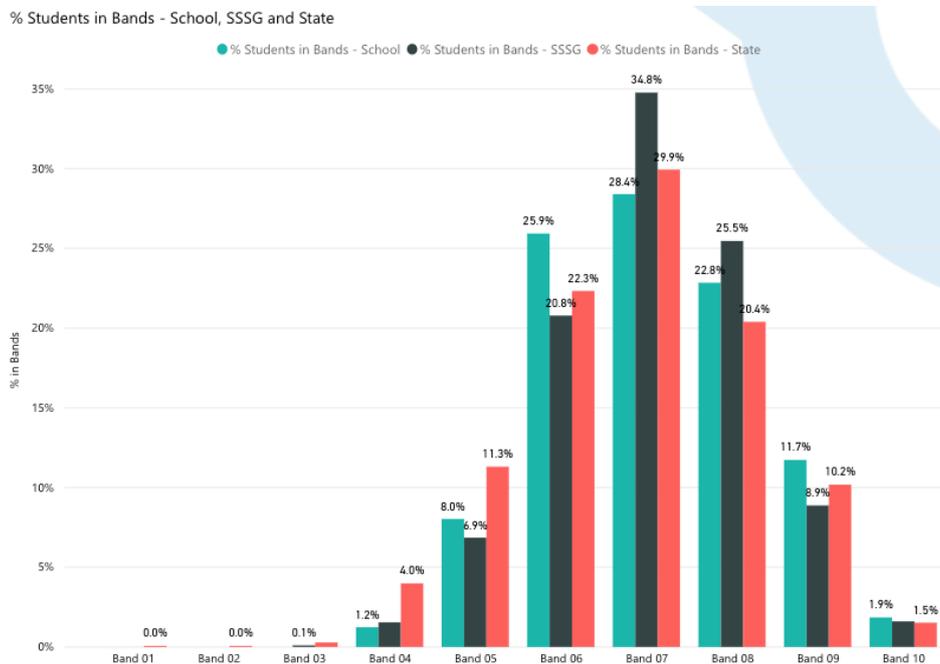
Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test 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 percentage of students achieving in each band are reported below.

Year 7 Performance in Literacy and Numeracy

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

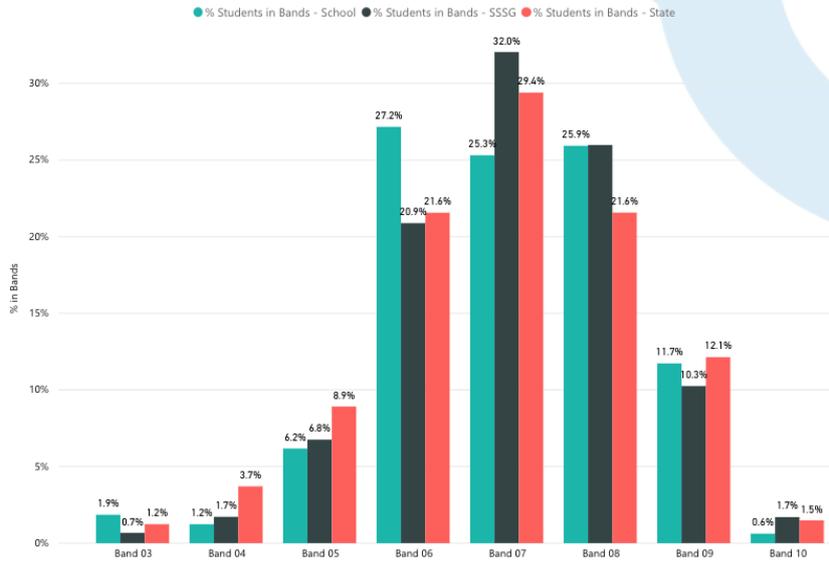
Reading





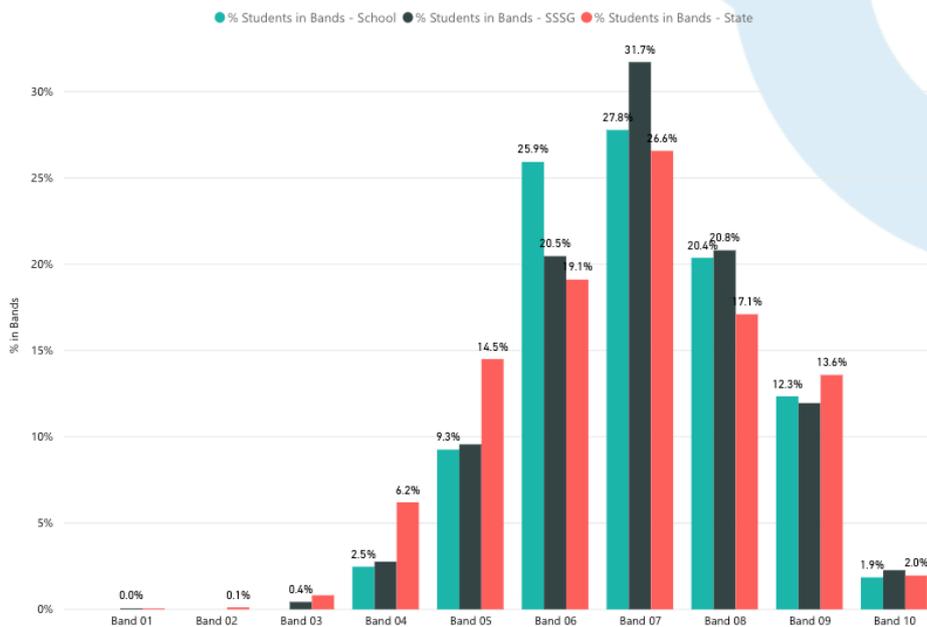
Spelling

% Students in Bands - School, SSSG and State



Grammar and Punctuation

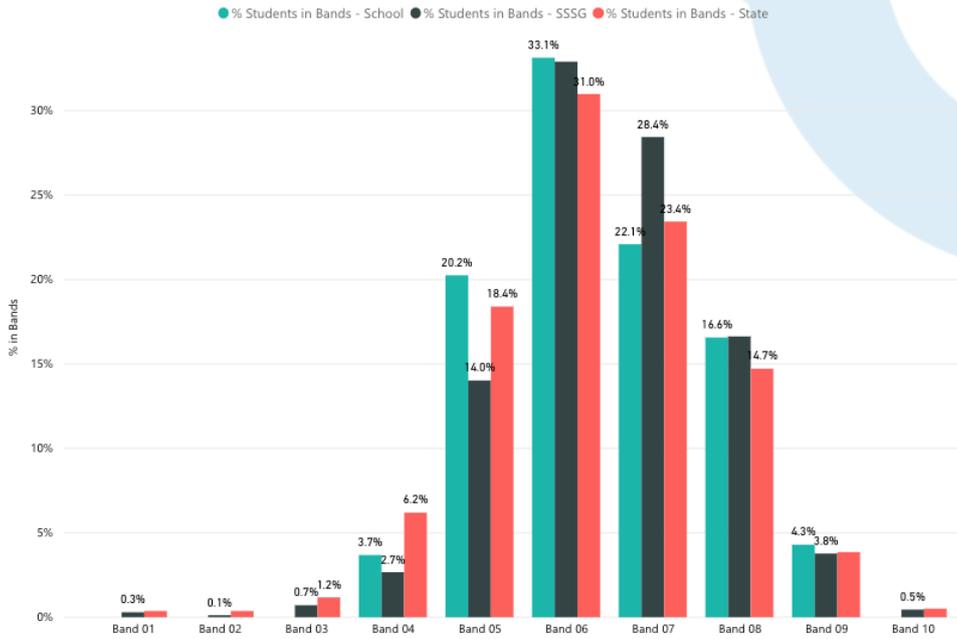
% Students in Bands - School, SSSG and State





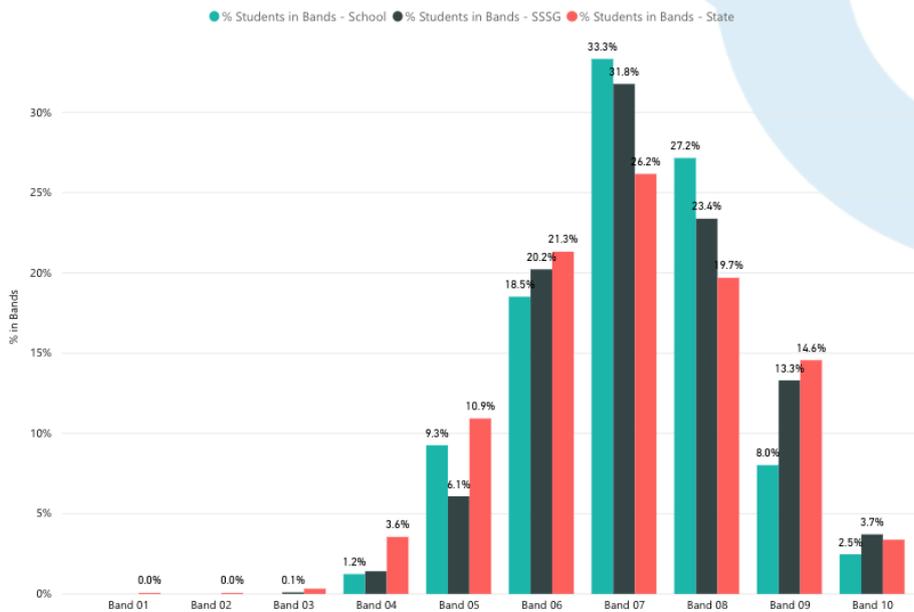
Writing

% Students in Bands - School, SSSG and State



Numeracy

% Students in Bands - School, SSSG and State

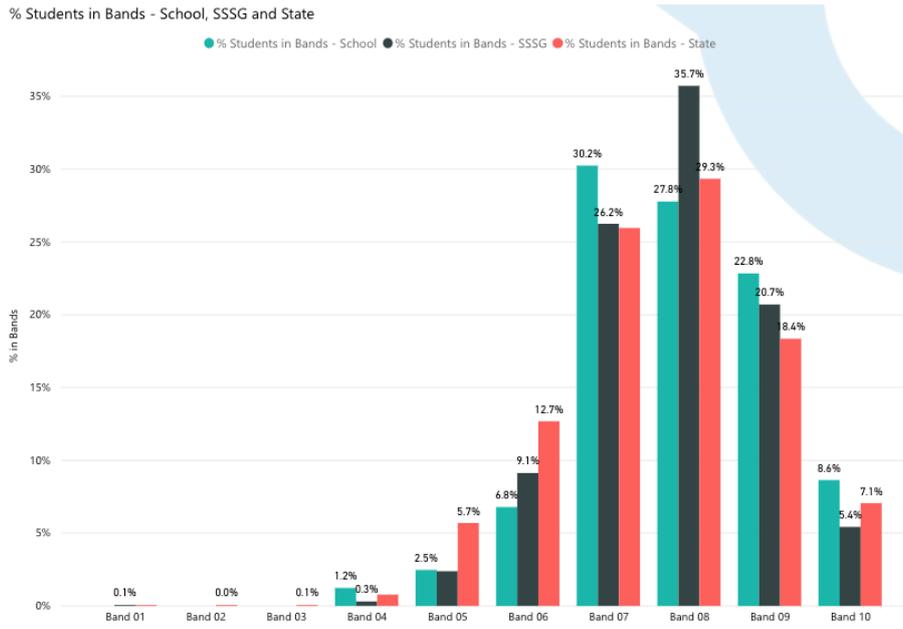




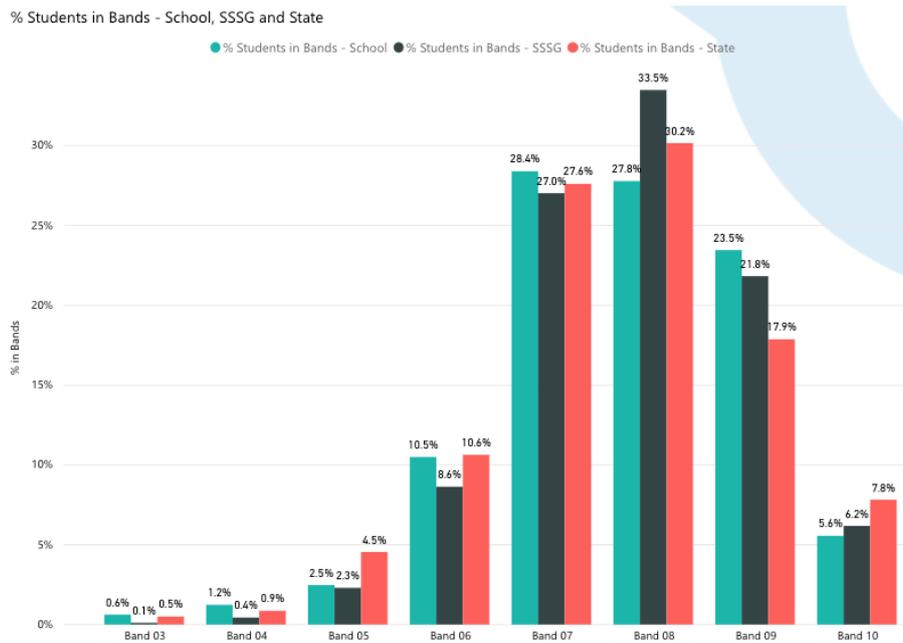
Year 9 Performance in Literacy and Numeracy

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

Reading



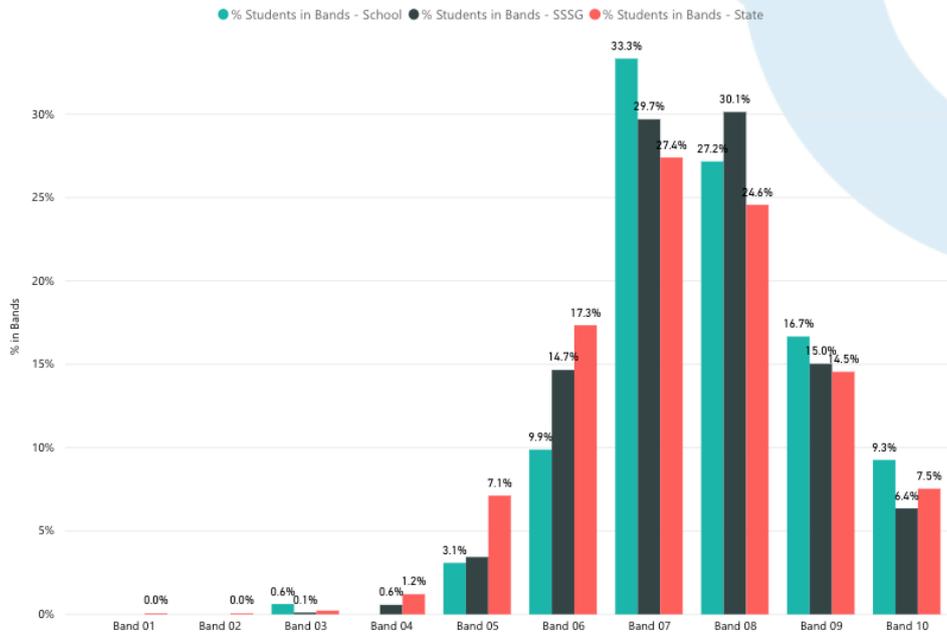
Spelling





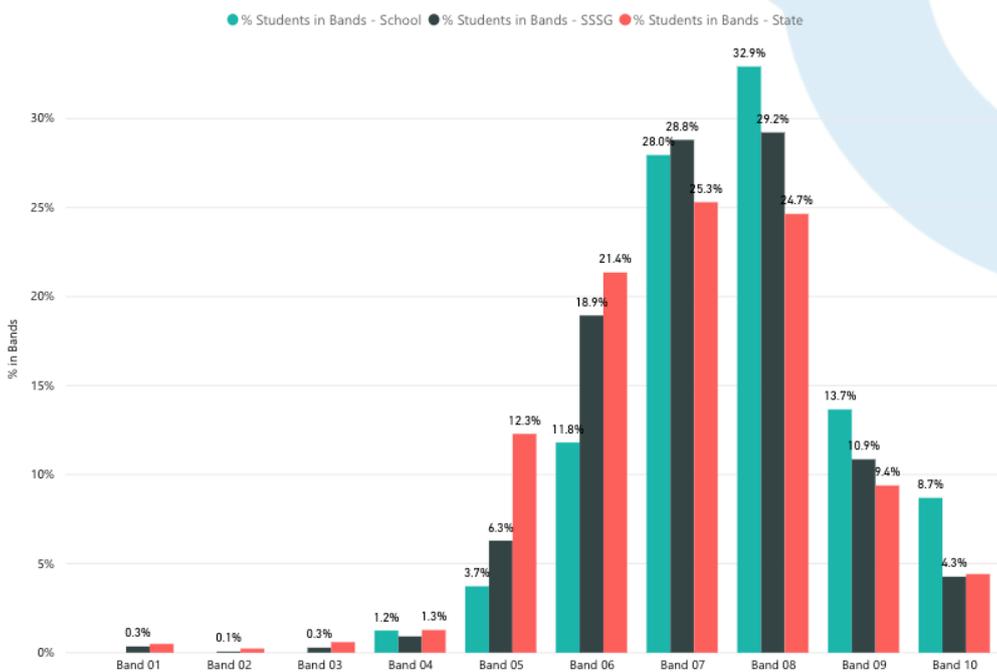
Grammar and Punctuation

% Students in Bands - School, SSSG and State



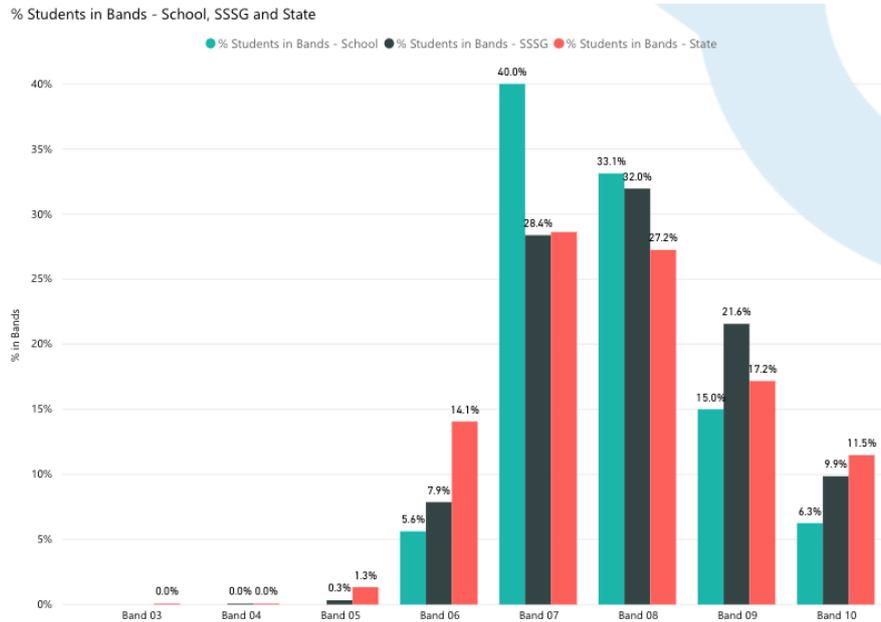
Writing

% Students in Bands - School, SSSG and State





Numeracy



School v State Averages

Year 7 Performance in Literacy and Numeracy

	Mean State	Mean School	Students
Reading	549	558	162
Writing	516	525	163
Spelling	553	556	162
Grammar & Punctuation	545	557	162
Numeracy	560	561	162

Year 9 Performance in Literacy and Numeracy

	Mean State	Mean School	Students
Reading	586	600	162
Writing	552	587	161
Spelling	590	593	162
Grammar & Punctuation	579	594	162
Numeracy	599	595	160



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)	12.9	29.03	46.77	11.29	
Mathematics 200 hours (323)	10.74	29.03	41.93	17.2	1.07
Science 200 hours (350)	11.95	27.17	47.73	13.58	0.54
Australian Geography 100 hours (4015)	10.21	44.62	36.55	8.06	0.53
Commerce 200 hours (430)	15.15	33.33	42.42	9.09	
History 100 hours (4007)	5.37	44.62	35.48	14.51	
Japanese 200 hours (930)	33.33	44.44	11.11	11.11	
Agricultural Technology 200 hours (1605)	25.71	17.14	45.71	11.42	
Food Technology 200 hours (1625)	10.86	43.47	30.43	13.04	2.17
Industrial Technology (Metal) 200 hours (1814)	18.75	25.00	56.25		
Industrial Technology (Timber) 200 hours (1820)	30.43	39.13	30.43		
Information and Software Technology 200 hours (1830)	28.57	28.57	42.85		
Dance 200 hours (2000)	37.5	50.00	12.5		
Drama 200 hours (2010)	28.57	34.28	31.42	5.71	
Music 200 hours (2050)	21.05	52.63	21.05	5.26	
Visual Arts 200 hours (2060)	30.55	47.22	22.22		
Personal Development, Health and P.E. 200 hours (2420)	13.51	34.05	44.86	6.48	1.08



Higher School Certificate

In 2019, 166 students sat for the NSW Higher School Certificate in 41 courses. Selected course results:

Course Name	Included Students	School v State Var 2017	School v State Var 2018	School v State Var 2019	Band 4-6% 2017	Band 4-6% 2018	Band 4-6% 2019
Agriculture	7			0.23			85.71
Ancient History	8	7.84	7.53	7.08	78.09	84.6	87.5
Biology	62	-4.65	1.29	1.37	45.3	74.25	67.72
Business Studies	36	-2.4	-0.23	-3.48	52.57	68.07	58.33
Chemistry	27	-3.74	-5.23	-2.67	59.24	47.87	59.24
CAFS	16	0.21	-0.55	1.35	65.61	60.7	75
Construction Exam	9	1.22	5.5	2.92	77.55	100	88.89
Design and Technology	18	1.28	2.58	3.27	95	94.43	94.43
Drama	17	5.71	0.36	3.85	100	100	100
Earth and Environmental Studies	10			1.2			80
Economics	9	-8.4	-11.39	-8.45	86.68	60	33.33
Engineering Studies	18	-5.04	-9.08	-3.27	33.3	25	61.1
English Studies Examination	7			5.2			42.85
English (Standard)	87	4.79	2.38	3.76	81.9	69.35	67.81
English (Advanced)	65	0.7	2.38	0.16	94.55	95	98.47
English Extension 1	6	0.05	1.34	-0.76	93.75	100	100
English Extension 2	3	3.1	-1.01	-4.07	100	100	66.66
Geography	6			1.74			66.66
History Extension	6	2.03	0.4	1.76	85.6	75	100
Hospitality Exam - Kitch	10	-1.24	4.67	0.71	65.6	100	70
Hospitality Exam - Food	21	3.5	1.22	8.35	68.3	90	85.72
Industrial Technology	5	3.76	-1.06	2.15	60	33.3	40
Investigating Science	13			-1.99			38.45
Japanese Continuers	4			-10.35			50
Legal Studies	17	2.1	3.73	3.74	76.6	81.81	88.23
Mathematics (Standard)	86	2.1	1.67	-0.48	51.4	62.67	52.31
Mathematics	52	-1.78	1.58	-6.04	52.16	74.35	55.75
Mathematics Extension 1	16	-18.31	-12.21	-2.79	62.5	62.5	75
Mathematics Extension 2	6	-7.7	-26.43	-5.02	77.7	25	66.66
Modern History	23	3.26	5.63	4.13	82.3	95.35	86.94
Music 1	8	3.45	0.58	2.8	100	100	75
Music 2	5	-3.27		-5.11	100		100
Music Extension	3	-1.06		-5.28	100		100
PDHPE	36	0.47	0.43	0.64	60.1	70	58.33



Physics	25	-0.86	-2.79	-1.99	65.21	62.49	64
Primary Industries Exam	7	19.44	0.67	7.79	100	100	100
Science Extension	4			-4.55			25
Studies of Religion 1	80	-1.29	-0.12	-1.39	82.03	68.03	68.75
Studies of Religion 2	24	0.24	-0.34	1.23	74	89.5	87.5
Visual Arts	30	0.4	1.15	-0.14	85.7	100	93.33

Stated intentions for 2019 (Year 12):

TAFE/Private Collge	9%
Trade/Training	14.5%
Work and/or Travel	12%
Gap experiences	15%
Tertiary	49.5%

N.B: Not all students stated their intentions at the end of 2019.

Retention Rate

Year 10 2018 going on to Year 11 in 2019 = 128 (from 142)

Year 11 2018 going on to Year 12 in 2019 = 169 (from 174)



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 recognized qualifications

Teacher retention rate (from 2018 to 2019) 91.2%

Average teacher attendance rate per day 97.2%

Teacher Qualifications

Highest Qualification gained

Master - 20

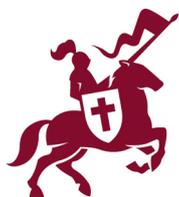
Bachelor- 58

Post-graduate Diploma - 6

Workforce composition

Total staff employed - 156

	Male		Female		Total
	Full-time	Part-time	Full-time	Part-time	
Teaching Staff	36	1	49	8	60%
Maintenance	8				5%
Support	4	3	15	16	25%
Cleaning Staff	1	2		13	10%
Total	31%	4%	41%	24%	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 2017, 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.

2019 List of Teacher Identified Professional Development (TIPD) delivered by Chevalier College

Date	Title	Duration	Facilitators	Standards addressed
29/01/2019	Mandatory Child Protection Training	2 hrs 35 mins	CCER	<ul style="list-style-type: none"> • 4.4.2 • 6.2.2 • 6.3.2 • 7.1.2 • 7.2.2



Date	Title	Duration	Facilitators	Standards addressed
18/02/2019	How to session Diverse Learning Presentation	20 mins	MCF	<ul style="list-style-type: none"> • 1.5.2 • 1.6.2
18/02/2019	Personal Professional Learning Goals	15 mins	SAB	<ul style="list-style-type: none"> • 6.3.2
18/02/2019	What we are doing in ... Maths Learning Pit	20 mins	MCM	<ul style="list-style-type: none"> • 1.1.2 • 3.3.2 • 6.2.2
18/03/2019	Do you teach Year 7? Year 7 2019 Do you Teach?.docx	15 mins	MIJ / SAB	<ul style="list-style-type: none"> • 6.3.2
18/03/2019	Do you teach Year 11? YEAR 11 2019 do you teach.docx	15 mins	MIJ / SAB	<ul style="list-style-type: none"> • 6.3.2
18/03/2019	What we are doing in ...RE. Feedback PD - 18 March 2019.pptx	10 mins	KEE	<ul style="list-style-type: none"> • 5.2.2 • 3.3.2
18/03/2019	How to session How to do more with CANVAS.mp4	15 mins	MCR	<ul style="list-style-type: none"> • 2.2.2 • 2.6.2 • 3.1.2
30/04/2019	Anaphylaxis, Diabetes, Asthma, Choking Anaphylaxis, Choking, Diabetes - PP for Staff Training.pptx	45 mins	THB	<ul style="list-style-type: none"> • 4.4.2 • 6.2.2 • 7.2.2
30/04/2019	Feedback, first steps.key More information in Teaching and learning; Visible Learning	60 mins	BOC	<ul style="list-style-type: none"> • 1.2.2 • 3.5.2 • 4.1.2
30/04/2019	Observations in Class	45 mins	SAB MIJ	<ul style="list-style-type: none"> • 6.1.2 • 6.3.2 • 6.2.2
13/05/2019	Understanding the standards	45 mins	SAB	<ul style="list-style-type: none"> • 6.1.2 • 6.2.2
22/07/2019	Strategic Direction Strategic Direction 2019 onwards.pdf Uniform Changes Uniform changes July 2019.pdf	45 mins	MCC	<ul style="list-style-type: none"> • 6.2.2 • 7.1.2
22/07/2019	Concussion presentation Concussion - Information, Policy & Protocols-AB.pptx	60 mins	Andy Bell	<ul style="list-style-type: none"> • 7.2.2 • 6.2.2 • 4.4.2
23/07/2019	Visible learning Chapter 4 - part 1.pdf Chapter 4 - part 2.pdf Chapter 5.pdf Chapter 6.pdf	2 hours and 15 minutes	BOC	<ul style="list-style-type: none"> • 5.1.2 • 5.2.2 • 1.2.2 • 6.2.2



Date	Title	Duration	Facilitators	Standards addressed
	Chapter 7.pdf Chapter 8.pdf			
12/08/2019	Do You Teach Year 8? Year 8 2019 do you teach.docx	20 mins	SAB/LAN	• 6.3.2
12/08/2019	Do You Teach Year 9? Year 9 2019, Do You Teach..?.docx	20 mins	SAB/LAN	• 6.3.2
12/08/2019	Slaying the eTAMS Dragon	2 x 20 mins	MIJ	• 6.1.2 • 6.2.2
16/09/2019	QPR - Suicide Prevention Training	60 mins	QPR Institute	• 4.4.2 • 6.4.2
25/11/2019	NESA Standards Personal Record NESA Standards Personal Record - Presentation.ppsx	60 mins	MCC SAB	• 6.3.2 • 7.2.2
2019	Work Health and Safety – Education (All staff)	90 mins	Learning Manager (online)	
2019	Essentials of Harassment and Bullying (All staff)	45 mins	Learning Manager (online)	
2019	Information Security Awareness (All staff)	45 mins	Learning Manager (online)	



Student Attendance and Management of Non-Attendance

2019 Attendance Data

Year Group	Cohort Size	Attendance %	On-time %
Year 7	169	93	97.8
Year 8	179	92.4	97.5
Year 9	170	90.8	96.4
Year 10	199	91.2	95.8
Year 11	128	92.8	95.2
Year 12	169	94	93.9
College Average		92.4	96.1

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 – Well-being

The Assistant Principals – Well-being 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.

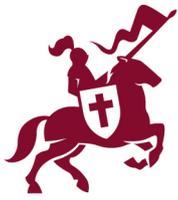
Assistant Principal – Learning and Teaching

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

Related Documents

Child Protection Policy

Attendance and Exemption Procedure



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.

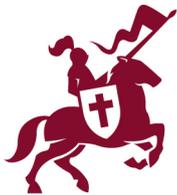
Founded on love and built on love, MSC schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith.

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

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, as per the college calendar.

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) <ul style="list-style-type: none"> Cocktail party School assembly 	Principal	Last weeks of T3 Last weeks of T3
Final blessing (past captains) / Investiture (new captains) <ul style="list-style-type: none"> Event planning Leaders' badges 	APs – Well-being / Faith Formation APs – Well-being / Business Mgr	Last weeks of T3

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 registered with the Australian Government to deliver education services to students in Australia on a Student Visa. 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
Alcohol and Other Drugs <ul style="list-style-type: none"> • Education • Student expectations • Staff expectations • Student events • College events • Support 	Added guidelines on searches of student property	Published on staff intranet and College website
Behaviour Management <ul style="list-style-type: none"> • Positive safe environment • Support • Reconciliation • Responsibility and accountability • Positive relationships 	No change	Published on staff intranet College website
Buildings and Grounds <ul style="list-style-type: none"> • Safety and security • Accessibility 	No change	Published on staff intranet
Bullying and Harassment Management <ul style="list-style-type: none"> • Preventative strategies • Response strategies • Awareness programs • Support programs • Investigations • Responsibilities 	No change	Published on staff intranet College website
Child Protection <ul style="list-style-type: none"> • Reporting • Obligations • Reportable conduct • Risk management • Investigations • Disciplinary action • Confidentiality • Working with children clearances • Training 	Information on reporting concerns about child safety and welfare modified to be clearer Updated Training section to provide more clearly defined processes and responsibilities	Published on staff intranet College website
Code of Conduct for Staff <ul style="list-style-type: none"> • Professional conduct – general • Professional conduct – child protection • Communication • Conflicts of interest • Dress code • Extra curriculum 	Incorporated previously separate policy document - <i>Information Communication Technology Code</i> Pastoral Care section renamed 'Well-being'	Published on staff intranet



Policy	Changes to policies during the year	Disclosure
<ul style="list-style-type: none"> • Information Communication Technology Code • Lesson Duties and Covers • Media • Meetings and events • Well-being • Religious responsibilities • Supervision • Teaching • Tutoring 		
Complaints Handling	No change	Published on staff intranet and College website
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 staff intranet
Privacy <ul style="list-style-type: none"> • Collection • Security • Disclosure • Access, quality and correction • Surveillance • Complaints 	No change	Published on staff intranet College website
Smoking	No change	Published on staff intranet College website
Student Academic Handbooks <ul style="list-style-type: none"> • Absences • Academic honest • Assessment • Feedback • Special considerations • Appeals • Complaints • Examinations • Grades 	No change	Published on staff intranet College website



Policy	Changes to policies during the year	Disclosure
Student ICT Usage <ul style="list-style-type: none"> • Online safety • Appropriate use: bullying, harassment, illegal activity • Accessibility 	No change	Published on staff intranet College website
Well-being Policy <ul style="list-style-type: none"> • Student well-being • Expectations of staff • Well-being system • House structure • Behaviour Management • Well-being roles • Student Leadership Programs 	Name change from Pastoral Care Policy	Published on 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 staff intranet



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.



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 2019, the College used the information gathered from a significant investigation into staff, student and parent satisfaction by an external company that occurred in 2017 to inform decisions in a wide range of areas. The results of this data collection and the subsequent recommendations from the contractor will continue to 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 of Financial Information for 2019

