

Chevalier College

FORTES IN FIDE | STRONG IN FAITH

Annual School Report 2020

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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 2020 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 2021 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

Chevalier College Board Report

A challenging year for all

On behalf of the Chevalier College Board, I wish to congratulate graduates of the Year 12 Class of 2020.

You are part of a class that this year has seen the world in crisis and the society around you filled with uncertainty as you prepared for this most important phase in your lives. The disruption and disappointments you experienced in this final year of your secondary education are not what you expected, and not what any of us would have hoped for you.

The good grace and resilience with which you adapted have been admired by many, especially the teaching staff and my fellow board members. I know many of you will be aware and appreciate that the teaching staff extended themselves to do what they could to help prepare you for the challenges ahead, despite the circumstances.

The school motto, *Fortes in Fide* (Strong in Faith) was central to my own Chevalier experience as a student from 1956 to 1961. While it has a clearly religious origin, it can also be used as a motto for life in general, an unwavering commitment to the ideals espoused by the heart-centred values of the MSC charism:

- kindness
- understanding
- compassion
- forgiveness
- humility
- a sense of humour, and
- hospitality

As I write this message to you, we have mourned the loss of a Chevalier past student of my own time who endeavoured to live those values. Former NSW Premier and former Federal Minister, the Hon John Fahey AC, who passed away in September, did not have an easy early life himself. He worked hard to earn a bursary and became a boarder at Chevalier in 1958. By the time he graduated in 1962 he was a Prefect, Captain of the First XI, a member of the First XV Rugby team, and a student leader in the Young Catholic Society.

John always acknowledged the character-building opportunities the college gave him. He carried them forward and began building a career in sport, law and politics that saw him lead the successful bid to secure Australia's greatest sporting achievement, hosting the 2000 Olympics in



Sydney. This was a highlight among his achievements too numerous to list, in government and public service.

Take heart from examples like John and other past students, like Eliza Ault-Connell (CPS 1999), that adversity and obstacles can be overcome. Use the values that Chevalier has taught you. Remain 'Strong in Faith' and go forward with these to carve out your own unique story in future life. I wish you well!

Appointments

The board was indeed fortunate to recruit Lyn O'Connell to serve as a Director of the college. Lyn is a past student (CPS 1979), has two brothers who are past students, and her children attended Daramalan College, our sister school in Canberra. Lyn is Deputy Secretary Agriculture (Federal Government).

The college is also fortunate to have Mark McGinnity, Director of MSC Education, join our board. Until recently, Mark was the long-term Principal of Monivae College, our sister school in Victoria.

Resignation

We thank Tahnia Fahey for the considerable time and effort she contributed as Chair of the Finance and Risk Management Committee and her participation as a Board Director.

Thanks to Virginia Preddey for her much-valued contribution at board meetings particularly raising issues ensuring fairness and evenness during our debates about college fees. We also thank her as Co-chair of the Education Committee.

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 Finance and Risk Management Committee.

It is with 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.

Foundation Council

Given the nature of its work, the pandemic has severely affected the plans and activities of the Foundation and the Community Liaison and Development office. In March, we weighed up the growing concerns about the economic and social impact of the pandemic and cancelled the *Heartbeat Appeal* and the *Trivia Night*.

As the lockdown and other restrictions on gatherings and meetings took place, it became necessary to cancel the *Back to Chev Reunion*. However, the Foundation Council was able to assist bushfire-affected families with donations from the MSC Mission Office in the first half of 2020. The council also nominated the Southern Highlands team of the Rural Fire Service as the



recipient of the *Esprit du Chevalier Medal* for its outstanding efforts, skill and courage during the bushfire crisis recently.

A new scholarship has been proposed, and will start in 2022 in memory of a past student benefactor, Victor A Consunji. The scholarship will be funded by a donation previously made by the family. Victor died of a short illness in December 2018 after having hosted a visit from a Chevalier College delegation just two months earlier.

Given the disruption to the year, only a modest fundraising appeal was conducted to coincide with the end of the financial year, and the distribution of the *Shield and Heart* magazine which was very well received.

We mourned the passing of John Fahey AC from the class of 1962. John was a great champion for Chevalier and keenly supported the Foundation and was a leader in the successful fundraising campaign for the *Tyson Doneley Scholarship* endowment. His loss will be deeply felt at the college.

The focus of the Foundation shifted to plans for 2021 and its significance in our history as we celebrate the 75th Anniversary of Chevalier College.

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

Building Committee

During 2019 the college engaged JDH Architects to provide a thorough site investigation that would inform the development of a masterplan for the continued growth and staged development of Chevalier College over the next 20 to 30 years.

In March this year, the board gave general approval for a masterplan draft developed to that point. The masterplan had been developed for the whole site to capture the college's educational delivery, property assets, site infrastructure and any identified area deficiencies according to the NSW Catholic Block Grant Authority secondary school guidelines.

Since March, considering the ongoing issues with COVID-19 and the challenges the college has been dealing with over that time, the masterplan has been put on hold.

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

Finance, Audit and Risk Management Committee (FARM)

2020 has provided a challenging environment for us all. The FARM Committee has been closely monitoring the costs to run the school, as changes have been made to the daily operations in response to COVID-19 requirements. The committee was aware that some families have been adversely affected, and the school was charged with working with them on a case-by-case basis.

Risk management continues to remain a focus, in particularly information technology. Risks continue to be monitored and assessed to ensure the college mitigates the effects as much as possible.



A significant amount of work was undertaken by the committee as it developed the 2021 budget. The focus was on supporting families with the smallest increase in fees that was possible to allow the college to function after a challenging year.

At the same time the FARM Committee has been working on debt reduction strategies in order to support the bigger strategic priority of ensuring the financial viability combined with a contemporary and future focussed capital facilities program for the college.

This year, John Steele joined the committee, and sadly Tahnia Fahey had to step down during the year for personal reasons. Her time and talents were greatly appreciated during her time on the committee.

*Tahnia Fahey (Chair), Jacquie Daly, Carmen Majetic, Janet Marzini
Chris McDermott, Glenn Shelton (Chair), John Steele*

Education Committee

The Education Committee's purpose is to support college initiatives to continue to create a transformative, empowering and heart-centred learning and teaching environment for the Chevalier College community. In 2020, the committee continued to provide the board with data and updates on the progress of learning and teaching at Chevalier College.

Given the upheaval and uncertainty caused by the pandemic, the Education Committee's primary goal this year was to keep abreast of the college's strategies to minimise risks to both learning and teaching, and to the physical and emotional wellbeing of the students and staff.

As such, the committee met regularly with the Principal and, during the remote learning phase, with the Assistant Principal – Learning and Teaching, Rebecca Graham. The regular agenda for the meetings focused on overall progress of learning and teaching in the college; progress of learning and teaching with Year 12 students; and risks to teaching in the college and subsequent risk aversion strategies being used by the leadership team.

Peter Andersen (Chair), Wendy Elliott, Chris McDermott

Governance and Ethos Committee

COVID-19 has certainly affected board and committee meetings causing them to be undertaken electronically. Whilst different, this was a generally successful alternative. However, as there is a difficulty in holding the Strategic Plan Review process electronically and meeting face-to-face is preferred, various options are being considered.

The committee has addressed the following matters in 2020:

- Governance Manual review
- Risk management process with the FARM Committee
- New board meeting procedure
- Options for Board Governance courses for Directors
- Planning for Board Appraisal in 2021



- Exploring initiatives for further Board Retreat/Strategic Review Committee

Matt Waugh (Chair), Wendy Condon, Carmen Majetic, Chris McDermott, Lyn O'Connell

Thanks

Samantha Aebi's invaluable help and assistance during the year is much appreciated by both myself and board members.

Chevalier College Board also thanks Glenn Shelton for his generous agreement to take over the important role as Chair of the Finance and Risk Management Committee.

It is with deep gratitude that we thank the college leadership team and all teaching and support staff for their outstanding commitment in this challenging year.

We thank Chris McDermott for his commitment to the college, and his outstanding cultural leadership ensuring that the MSC ethos is central to the college's teachings.

During the year, I advised the Provincial of the Missionaries of the Sacred Heart that it would be my intention to retire from my position as Chair of the Board at the end of 2020.

I bid farewell to all at Chev, and thank the broader Chevalier family for its commitment to the students. And of course, my final thanks go to the Missionaries of the Sacred Heart for all they have done for me and for inviting me to Chair the College Board. It has been a great honour.

Matt Waugh
Chair
Chevalier College Board



Principal's Message

Chevalier College Principal, Chris McDermott

Welcome to the 2020 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

2020 has seen us maintain our ideal size with 963 students. Forecasts have the college sitting comfortably in the 900-1000 range.

Areas of Note

My report on the year must of course acknowledge the challenges that Chevalier faced in the midst of a global pandemic.

Let me start with our motto: Fortes in Fide – Strong in Faith. This year the expressions of strength in purpose, commitment, support and care have shone like a beacon in the night. Faith in oneself, in those around us and in those looking after us has never been so obvious. Our young men and women and our staff have on the whole been people strong in faith during 2020.

Next is community. Some would say this area took a huge beating this year and in many ways they would be right. However, as we emerged from restrictions we as a whole seemed to have become stronger and more committed to inclusion, kindness, gratitude and appreciation towards those who make up our community.

Learning was an area of national concern. Will our young people of 2020 face ongoing challenges? For some I know the online learning at home was a challenge, but for many it was a different way that worked well. When our young people returned to face to face learning, they were more embracing of the opportunity, more focussed and exhibited a greater passion and desire to 'get the job done'. For many months our reality was not 'school life' as we had come to expect it, but we experienced new ways of being until we could get back together with each other. Then when we did reunite, we tried to pack a huge amount of 'school life' into what was left of 2020, and this was truly joyous to watch and be part of.

So yes, 2020 has had its challenges, but out of these most unusual challenges a number of phoenixes have arisen that we could not have predicted or foreseen, but which are immensely gratifying.



Staff

This year the following staff resigned from the college: Chris Bounds after more than 10 years; Rob McKenzie - 6 years and Cassandra Gaspie after 5 years. Alison Connell, Jane Coupland and Liam McInally all finished after temporary positions in 2020.

Student Achievements

2020 HSC

Our HSC performance for 2020 year was pleasing especially in light of the challenges of Covid.

Snap shot of HSC results:

- In 2020, 107 students from Chev were awarded the Higher School Certificate – down from 166 in 2019
- There were 25 entries on the Distinguished achievers list from students who scored 90 or above
- 92 students were eligible to receive an ATAR from UAC (149 in 2019)
- Michael Alexander was College Dux with an 96.65 ATAR
- We know of 6 students achieved an ATAR of 90 or above *
- We know 36% of students eligible for an ATAR received 80 or above *
- * Individual results suggest there are more but the students have not told us.
- Chev received Southern Highlands VET student of the year for Construction, Hospitality – Kitchen Operations and Hospitality – Food and Beverage
- Sam Caddy named Southern Highlands VET Student of the Year
- Joseph Hourn awarded the Ramsay Scholarship in Western Civilisation
- Lucy Irvine awarded the Bowral Hospital Centenary Scholarship

Strategic Intent

Behind the scenes of COVID we have remained as true as we could to our strategic journey. Our priority after delivering the best learning opportunities possible was to improve our communications and marketing profile. The new website was launched at last, along with an official Facebook page, on which beautiful photographs and stories of day to day life at Chev are being shared. Our way of being and our Chev spirit – which is indeed our unique strength – are now being shared with those beyond our gates, and more people are wanting to be a part of this remarkable community.

Our College Board worked very hard this year supporting the management group of the college. These people are all volunteers who as Directors of the company invest their energy and expertise in us because they care about and love Chevalier College. The Chair of the Board, Matt Waugh, retired at the end of 2020 after 13 years on the Board, 6 years of which were as Chair. At the time of writing, a recommendation regarding the next Chair has been forwarded to the Provincial for his consideration and hopefully appointment.



School Captains Message

Caitlin Cleary, 2020 School Captain

I find it very hard to believe that we are at the end of one of the most life-changing experiences of our lives. I am certain that words cannot do justice to how much this place means to each of us ... but I'll give it a go.

Upon arriving at Chev as little humans, not knowing what we were in for (and probably the school didn't know quite what they were in for either!) the Class of 2020 started our Chevalier journey - and what a journey it's been! We were immediately welcomed into the love and family atmosphere that cannot be truly experienced on such a scale anywhere else. And I am under the impression that these lessons of love are not taught in the classroom but may simply be inspired by the 'vibe of the thing'. They are taught through the spirit of family and true friendship formed by kindness and understanding that flows through every home room, every classroom, every staffroom, every Sacred Heart Day, Mission Concert, Athletics Carnival, Swimming Carnival, every sports team and activity, every staff member and every student. It is part of the essence and fabric of Chev, it happens almost spontaneously around the school and I have begun to think that it is just a part of who we are now.

Throughout this year, in particular, we have been taught a great lesson in resilience. Our patience has been tested, our plans have not always worked out and our hope of celebrations to complete our final year of school had begun to dwindle a little bit. However, in the words of Fr Bob Maguire, "Don't curse the darkness, just light a bloody candle." This candle has definitely been lit through the actions of love over the past year. This candle has been lit by the generosity, hope and patience of others. Of Mr Hargreaves and Ms Murchie opening SILC at all hours of the day; of countless zoom operations to simulate assemblies and liturgies; of our teachers creating the foundation for our motivation and maintaining our focus on the end goal instead of worrying about what we were missing out on; of our parents and families who have carried us through this journey; of the continuous encouragement of Bourkey and Ms Crowe; of the hard work and organisation that went into creating something special for our 'farewell' that Covid would allow. It is these actions that prove to me that, 'Love never gives up and it's faith, hope and patience that never fail'.

As we sit here today, about to embark on our next journey, it is incredible to think about the impact Chev has had on who we are. So much of our moral fibre, our motivations, our inspirations, our faith, our goals, and the little seed of love sown on that first day at Chev, which has clearly grown and flourished over the past six years, is so evident in every person here. So, Year 12, the journey is over but it is a journey I wouldn't have wanted to spend with any other group of incredible people. I wish you all success, in whatever field you pursue. I hope that you take every opportunity with an open heart and run with it. I hope that you live the life that you've dreamed of and always choose happiness.

In the words of Jules Chevalier, "It is by the heart that we are something."

Caitlin Cleary
Chevalier College Captain



Alexander Molino, 2020 School Captain

Chevalier has a community that is renowned for its love. Love runs within all of us. In our every breath and word. It's the love that we all share which has sustained us through the unstable months of 2020. However, we could not have done this without the dozens of individuals who work together and spend their time to ensure each and every student had the most desirable year possible.

To each and every teacher within the Chevalier system: we thank you for the endless hours you devote of your time outside of school hours to help every student's queries and doubts, whether it be about academics, sports or wellbeing-related.

To the entire maintenance team: the countless times you have stayed behind for the benefit of students and teachers, the way you put things together to create beautiful liturgy and mass settings is astounding.

To the administration team: your constant smiles and support for every student no matter what their situation may be is something incredible. You have spent your time making sure every student has the best possible time while at Chevalier.

To the Leaders of Learning: you go above and beyond for every student. You give us the correct tools to optimise our learning potential and become the best possible young adults, while supporting us the entire time.

The Wellbeing Co-ordinators: you lead the year groups and colour houses by guiding us to the correct decisions so we can be the best possible versions of ourselves. You accept each individual as their own and challenge us to be the best we possibly can.

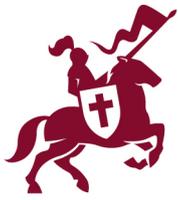
Mr McDermott: you love each and every student with all your heart. You have spent all your time developing this school so we can have the most positive experiences while in the college through our journey of 6 years. You have greatly influenced what we are able to do and what opportunities we have, including wilderness studies, industrial subjects and trips. You really have made this school second to none.

Mrs Santos, as the Deputy Principal you deal with each student as your child. Your tenderness towards each individual on and off school grounds is one of the reasons why we have such a strong community, focused around love and commitment to one another.

To the Assistant Principals: Mrs Clunn, Mrs Tipping, Mrs Graham, Mr Lane and Mr O'Hea. You are the embodiment of the college and are the support network for the entire school. You are the ones who kept the faith living within Chevalier through the tough year of 2020. Your positivity and drive to make Chevalier a better place is truly commendable.

To the cleaners within the school: your commitment to ensuring the college is a respectable and safe place for every student does not go unnoticed. You do a lot of work behind the scenes to ensure that our college is always well maintained and looking its best.

To the ladies in sick bay: with your compassion and empathy to every student, whether it be a medical emergency or something smaller, you never cease to make sure every student is well cared for and loved.



To the IT and AV crew: you ensure that all our functions and systems run to perfection. You always have the answer needed whether it be a smile, and joke or fixing our broken technology. You are one reason why we are able to do all the things we as students propose as opportunities to enhance the love within Chevalier.

To finish this homily, I leave you with a statement by Margaret J. Wheatley: "There is no power for change greater than a community discovering what it cares about."

Alexander Molino
Chevalier College Captain



Performance in External Assessments

Student outcomes in standardised national literacy and numeracy testing

Students in Year 7 and Year 9 across Australia did not participate in National Assessment Program - Literacy and Numeracy (NAPLAN) in 2020 due to the Covid 19 Pandemic.

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)	20	25	43	11	1
Mathematics 200 hours (323)	14	25	37	22	2
Science 200 hours (350)	8	34	42	15	1
Australian Geography 100 hours (4015)	11	34	38	13	3
History 100 hours (4007)	12	23	52	11	1
Agricultural Technology 200 hours (1605)	31	15	38	8	8
Food Technology 200 hours (1625)	19	32	38	11	
Industrial Technology (Metal) 200 hours (1814)	29	64	7		
Industrial Technology (Timber) 200 hours (1820)	12	58	18	12	
Drama 200 hours (2010)	44	31	19	6	
Music 200 hours (2050)	25	25	42	8	
Visual Arts 200 hours (2060)	32	16	44	8	
Personal Development, Health and P.E. 200 hours (2420)	11	34	45	7	3



Higher School Certificate

In 2020, 107 students sat for the NSW Higher School Certificate in 36 courses. Selected course results:

Course Name	Included Students	School v State Var 2018	School v State Var 2019	School v State Var 2020	Band 4-6% 2018	Band 4-6% 2019	Band 4-6% 2020
Agriculture	5		0.23	-4.65		85.71	40.00
Ancient History	7	7.53	7.08	9.44	84.6	87.5	100
Biology	36	1.29	1.37	-0.75	74.25	67.72	58.32
Business Studies	17	-0.23	-3.48	-2.14	68.07	58.33	52.93
Chemistry	21	-5.23	-2.67	-6.74	47.87	59.24	42.84
CAFS	17	-0.55	1.35	-1.50	60.7	75	82.34
Construction Exam	8	5.5	2.92	2.17	100	88.89	87.5
Design and Technology	10	2.58	3.27	3.96	94.43	94.43	90.00
Drama	12	0.36	3.85	1.43	100	100	100
Economics	6	-11.39	-8.45	-10.49	60	33.33	49.99
Engineering Studies	8	-9.08	-3.27	0.65	25	61.1	62.5
English Studies Examination	5		5.2	2.62		42.85	20.0
English (Standard)	52	2.38	3.76	3.49	69.35	67.81	84.61
English (Advanced)	43	2.38	0.16	-0.63	95	98.47	100
English Extension 1	4	1.34	-0.76	-3.18	100	100	100
English Extension 2	2	-1.01	-4.07	-2.88	100	66.66	100
Geography	10		1.74	1.61		66.66	90
History Extension	4	0.4	1.76	4.14	75	100	100
Hospitality Exam - Kitch	6	4.67	0.71	1.38	100	70	83.34
Hospitality Exam - Food	14	1.22	8.35	5.17	90	85.72	85.71
Industrial Technology	6	-1.06	2.15	-5.22	33.3	40	33.33
Legal Studies	15	3.73	3.74	-0.44	81.81	88.23	73.34
Mathematics (Standard)	55	1.67	-0.48	1.56	62.67	52.31	47.26
Mathematics	22	1.58	-6.04	-3.34	74.35	55.75	77.28
Mathematics Extension 1	6	-12.21	-2.79	2.78	62.5	75	83.33
Mathematics Extension 2	3	-26.43	-5.02	4.07	25	66.66	100
Modern History	17	5.63	4.13	2.91	95.35	86.94	76.48
Music 1	7	0.58	2.8	4.53	100	75	100
PDHPE	29	0.43	0.64	1.49	70	58.33	65.49
Physics	11	-2.79	-1.99	5.37	62.49	64	90.91
Primary Industries Exam	3	0.67	7.79	3.87	100	100	
Society and Culture	15			2.59			100
Studies of Religion 1	37	-0.12	-1.39	-0.48	68.03	68.75	70.26
Studies of Religion 2	12	-0.34	1.23	4.43	89.5	87.5	100
Visual Arts	12	1.15	-0.14	-0.75	100	93.33	91.67



Stated intentions for 2020 (Year 12):

TAFE/Private College	8%
Trade/Training	20.5%
Work and/or Travel	17%
Gap experiences	5%
Tertiary	49.5%

N.B: Not all students stated their intentions at the end of 2020.

Retention Rate

Year 10 2019 going on to Year 11 in 2020 = 177 (from 191)

Year 11 2019 going on to Year 12 in 2020 = 107 (from 128)



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 2019 to 2020) 93.6%

Average teacher attendance rate per day 96.2%

Teacher Qualifications

Highest Qualification gained

Master - 20

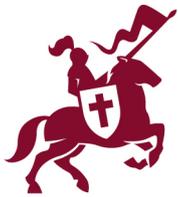
Bachelor- 58

Post-graduate Diploma - 6

Workforce composition

Total staff employed - 129

	Male		Female		Total
	Full-time	Part-time	Full-time	Part-time	
Teaching Staff	29	0	45	6	62%
Maintenance	5	1			5%
Support	4	1	17	10	25%
Cleaning Staff	1	1		9	8%
Total	30%	2%	48%	20%	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 2020, the focus was on pedagogy in times of Covid, compliance and formation. PD was limited due to the restrictions of lockdown.

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.



2020 List of Teacher Identified Professional Development (TIPD) delivered by Chevalier College

Date	Title	Duration	Facilitators	Standards addressed
28/01/2020	Ready for Business	1 hour	CLK, OHS	<ul style="list-style-type: none"> • 4.2.2 • 4.3.2 • 6.4.2
3/08/2020	10 secrets of effective teachers	3 hours	Behaviour Matters	<ul style="list-style-type: none"> • 3.3.2 • 4.1.2 • 4.2.2
12/08/2020	Extreme Behaviours	2 hours	Dave Vinegrad	<ul style="list-style-type: none"> • 3.1.2 • 3.5.2 • 4.1.2 • 4.3.2
17/08/2020	Incorporating Indigenous education across the curriculum	1 hour	Kirli Saunders	<ul style="list-style-type: none"> • 1.3.2 • 1.4.2 • 2.4.2
24/08/2020	Mental Health Awareness	45 mins	Webster	<ul style="list-style-type: none"> • 4.4.2
2020	Work Health and Safety – Education (All staff)	90 mins	Learning Manager (online)	
2020	Essentials of Harassment and Bullying (All staff)	45 mins	Learning Manager (online)	



Student Attendance and Management of Non-Attendance

2020 Attendance Data

Year Group	Cohort Size	Attendance %	On-time %
Year 7	165	93.5	98.2
Year 8	173	92.7	97.8
Year 9	175	93.3	97.5
Year 10	159	90.1	96.6
Year 11	184	92.7	96.5
Year 12	107	95.3	95.4
College Average		92.9	97

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.

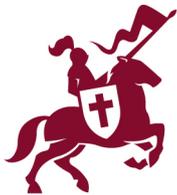
The college is required under the Education Act to register all student enrolments and maintain student attendance records. The college must meet the minimum standards of compliance required by the NSW Education Standards Authority (the Authority), as published in the Registered and Accredited Individual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



- Home room activities
- Open days
- 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, 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

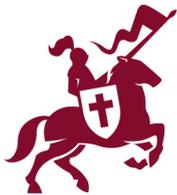
In a constant effort to share in the sentiments of the Heart of Christ, we will be attentive to all human needs and aspirations, such as, the need to be respected as persons, the need for love and peace, for freedom, justice and truth, and the search for meaning in life. We will become all things to 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 	Assessment process changed.	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.

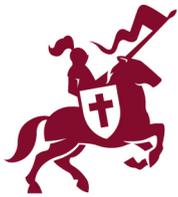
Faith Formation

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 2020, the College appointed a Marketing Manager to inform decisions in a wide range of areas. The results of this appointment together with data collection and the subsequent surveys 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 2020

