

Chevalier College

FORTES IN FIDE | STRONG IN FAITH

Annual School Report 2021

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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 2021 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 2022 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 4861 1488 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, Chris Merlino

College Board Report

This year marks the 75th anniversary of Chevalier College and the Board is very proud to acknowledge this significant milestone in our history.

How fortunate we were in being able to celebrate this achievement on Sacred Heart Day in June when so many other events this year have been cancelled or postponed.

The College has changed greatly over the years and is certainly a far cry from the one that commenced on this site in 1946 with an enrolment of 40 students and a staff of eight priests and five brothers. We now have an enrolment of 918 students and 130 staff and have become a leader in secondary education in the Southern Highlands with a widely varied curriculum and modern education facilities.

The one constant though, through all these years of growth and change, is the MSC way of being. This, above all else, guides all we do as teaching staff, as support staff, as students and as Board members, and we see the results of this ethos in the positive way our school community interacts with each other and with the wider community.

The operation of a college this size is indeed an intricate and complex task, which has been made more challenging with the ever-changing demands of the pandemic environment we find ourselves in. The College Board certainly understands the added pressure all staff have been under again this year in managing a myriad of problems, ensuring a seamless transfer between face-to-face and online learning, developing a COVID-19 safe working and teaching environment, and looking after the educational and pastoral needs of our students. The Board congratulates and thanks the Principal Chris McDermott, Deputy Principal Barbara Santos and all staff for their outstanding work and selfless commitment to Chevalier College.

Finally, on behalf of the Chevalier Board, I congratulate the Year 12 graduating class of 2021 and wish them all success with their HSC examinations and in their future endeavours.

The following reports are from the five standing committees whose work informs the Board's decision-making process throughout the year.

Foundation Council

The Foundation Council's program for 2021 was adversely affected by the ongoing pandemic and, unfortunately, nearly all events planned for the College's 75th anniversary were cancelled or postponed.

Early in 2021, the Foundation Council and Community Liaison and Development Office assisted the Principal, Chris McDermott, in securing the naming of the new multi-purpose hall as



the John Fahey Education and Sport Centre. The intended dedication of the building, to mark the first anniversary of John Fahey's passing, has been postponed until the second anniversary in September 2022. A fundraising program to enable seats in the building to be sponsored by John Fahey supporters is underway and will help establish the John Fahey Scholarship in perpetuity.

An outcome of these announcements on the John Fahey Scholarship has been a generous donation by David Brennan (CPS 1971) and his wife Helen of a \$60,000 commitment towards the Brennan Bursary for Indigenous scholarships at the College, with the prospect of their ongoing support for such initiatives.

The special 75th anniversary fundraising campaign – *Pledge for Chev* – was launched in late October and will continue to build over four months until the postponed *Back to Chev* reunion is held on 12–13 February 2022.

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

Building Committee

Since 2019, the main objective of the committee has been the development of a master plan which will provide a blueprint for the staged development of quality infrastructure for Chevalier College over the next 20 to 30 years.

After being put on hold in 2020 due to the effects of COVID-19, the Building Committee reassessed the draft plan this year with input from College leadership regarding infrastructure priorities. A decision was made for JDH Architects to produce an updated plan incorporating these new ideas, and this new plan has now been approved by the Board.

Having identified some areas of the campus infrastructure, which would be a priority for upgrade, the College and Board are now investigating options to help fund any future project from the master plan, including applying for a grant from the NSW Catholic Block Grant Authority.

Chris Merlino (Chair), Chris McDermott, Barbara Santos, Carmen Majetic

Finance, Audit and Risk Management Committee (FARM)

2021 has remained a challenging year. In this context, the FARM committee has continued to closely monitor the financial impact of the COVID-19 lockdowns and related restrictions in NSW on revenue and expenditure including the potential adverse effects on families. Despite the uncertainty, the committee has been able to maintain momentum with our debt reduction strategy, which ensures the College is well placed to fund ongoing capital development to ensure facilities and infrastructure keep pace with our student's needs.



The committee's work on risk management has culminated in the adoption of a new Risk Management Policy and Framework for the College. Work on reviewing the College's Risk Register in line with the new framework is scheduled for the first quarter of 2022.

Other activities during the year have included the development and adoption of a revised Business Continuity Plan (BCP) for the College. This provides a systematic approach to managing major incidents and will be embedded in our management structures and processes. Work on reviewing and refreshing subsidiary plans, including the College's Data Recovery Plan and Data Security Procedures, has been identified as a priority for the first quarter of 2022 given the increasing use of IT in our learning environment, which has accelerated due to the move to online learning for periods during the pandemic.

This year, Janet Marzini has had to step down for personal reasons. Her time and talents were greatly appreciated by the committee. John Steele has taken on the role of Chair.

John Steele (Chair), Chris McDermott, Carmen Majetic, Glenn Shelton, Janet Marzini (ret), Jacquie Daly (Minutes)

Education Committee

2021 once again proved to be a challenging year for the College community, as staff, students and family members navigated the ongoing pandemic. The Education Committee was joined this year by Rebecca Graham, Assistant Principal – Learning and Teaching. During the year, Chris McDermott, Rebecca Graham and Barbara Santos (in her Acting Principal role) provided the Board with updates on teaching and learning in the College with particular reference to the risk-aversion strategies being employed to ensure that the College was meeting its obligations to NESAs (NSW Education Standards Authority) and MSC ethos and pedagogy.

In October, Wendy Elliott resigned from the Board. I would like to thank Wendy for her invaluable contributions to the Education Committee and we wish her all the very best in the future.

Peter Andersen (Chair), Wendy Elliott, Chris McDermott, Rebecca Graham, Samantha Aebi (Minutes)

Governance and Ethos Committee

The committee addressed the following areas in 2021:

- full audit of the Board papers and governance documents site
- recommendation and monitoring of Board governance training for directors
- planning for future Board retreat and investigating options for strategic planning
- risk management process with the FARM committee
- implementation of a new skills matrix process for Board member selection



- further review and update of the Governance Manual

Lyn O'Connell (Chair), Chris McDermott, Chris Merlino, Alison McKenzie, Carmen Majetic, Wendy Condon (Minutes)

Appointments

This year, Alison McKenzie has re-joined our Board. She has a long history with Chevalier College as a past parent, teacher, Assistant Principal, and Board member and more recently a director of the Chevalier Institute.

In October the Board welcomed Rita Daniels, previously Principal of Daramalen College, as our new Chevalier representative on the MSC Education Council. At the same time, we say thank you and farewell to Anne Benjamin who will represent Daramalan College.

Resignations

At the end of 2020, we farewelled Matt Waugh who joined the Board in 2007 and was Board Chair from 2015. Matt has been a passionate supporter of Chevalier College for many years, and we thank him for the time and energy he invested in the College during his tenure on the Board.

Our sincere thanks to Janet Marzini for her generous commitment to the College over the last two years. She has been a highly valued Board member whose experience and professionalism have been a huge asset to the Finance Audit and Risk Management (FARM) Committee and hence, the College.

Wendy Elliott's experience as both a teacher and business owner have been of great value to the Board and the Education Committee since 2017. The Board thanks Wendy for her commitment to the College over this time.

The Board thanks Glenn Shelton for the generous contribution of his time as a member of the FARM Committee since 2016. His expertise as an accountant has been invaluable in helping the College manage its finances.

Thanks

All Board members very much appreciate the contribution of Samantha Aebi, Board minute secretary, and pass on their sincere thanks for her help and assistance throughout the year.

Chris Merlino

Chair, Chevalier College Board

Chevalier College Board Report



Principal's Message

Chevalier College Principal, Chris McDermott

Welcome to the 2021 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

2021 has seen us maintain our ideal size with 937 students. Forecasts have the college sitting comfortably in the 900-1000 range.

Areas of Note

I did not envisage 2021 as being another COVID-19 year but, when it was, I was reasonably confident our learning from 2020 would help us through. And it did, and for that I am very grateful, but the despair kicked in when so much of what we believe is essential in our school was no longer possible. You may think I am referring to our extra curriculum programs like sport and music, or excursions, etc. and you would be right to a point. The biggest and most important element we lost, however, was person-to-person interaction – the ability to be with one another – to be 'heart' people.

As always, the young people (students) and those who care for them (staff) offered the greatest joy, daily.

2021 was just a little more special as we celebrated 75 years of MSC education being available to people in the Southern Highlands and beyond. The opportunity to acknowledge and thank past students and staff was a high point of our anniversary year, and we were so fortunate to be able to engage in 'our party' on Sacred Heart Day, just before lockdown.

We may not have been able to have our traditional events this year and I know this has been tough on our older students, especially Year 12s, but great joy came from seeing how they adapted and took in their stride all that was thrown at them.

Our staff deserve a special comment in this 75th year. They have, as one parent wrote, 'gone so far above and beyond to continue our children's learning *and* check in on them pastorally and we cannot thank them enough'. I make no comment or comparison with what other schools did. I just know that our staff put their heart and soul into what was asked of them for students in their care.



We have all been very aware of the strain on families this year, and to our parents and caregivers – thank you and great job. I simply do not know how you as parents/caregivers did the ‘home learning thing’, and worked, and kept the household functioning. It was in my eyes a superhuman effort by each of you!

My prayer for 2022, our 76th year, is that we continue to apply what we have learned from 2021 whilst being able to hear and feel the heartbeat of our school even more totally. I know that this will be a focus of our College Board, a group of very dedicated and generous people who govern the College on behalf of the MSC Provincial-in-Council.

I am also looking forward to working with our 2022 student leaders who will be following a very impressive 2021 group of leaders. There is no doubt that the heart of a school is enormously enhanced by its student leaders. To our 2021 leaders, sincere appreciation and thanks is owed as they kept the pulse of Chev in 2021 strong and constant!

And so, 2021 may not have been the 75th celebration and party we had imagined – nevertheless it was a year of far more joy than despair and, for that, Chev is truly grateful to all who made it so.

Fr Chevalier wrote many beautiful reflections during his life, which was not an easy life at all. I would like to conclude my 2021 yearbook entry with his words, ‘As Missionaries of the Sacred Heart [all of us connected to Chev] we must be marked as Jesus was with this two-fold quality of gentleness and strength’, both of which have been seen in abundance in 2021!

Student Achievements

2021 HSC

Our HSC performance for 2021 year was pleasing especially in light of the challenges of Covid.

Snap shot of HSC results:

- In 2021, 156 students from Chev were awarded the Higher School Certificate – up from 107 in 2020
- There were 86 Band 6 results from 41 students (25 Band 6 in 2020)
- Eliza Heinecke was College Dux with a 97.8 ATAR
- Maeve Sullivan and Harry Lewis made the All-Rounders list receiving Band 6 in 10 units
- Ashanti Still, Eliza Heinecke and Charli Derrig narrowly missed out as All-Rounders with Band 6 in 9 units.
- 20 students received an ATAR over 90
- 129 students were eligible to receive an ATAR
- Chev received Southern Highlands VET Student of the Year for:
 - Hospitality Food and Beverage
 - Construction
 - Hospitality Kitchen Operations
- Overall VET Student of the Year to Sophie Irvine (Food & Bev)



- Ella Young was awarded the Wollongong University Vice Chancellor's Scholarship for Leadership
- Georgia Cronin 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.

Chris McDermott
College Principal



School Captains Message

Ashanti Still, 2021 School Captain

Well, it's finally over. I know that each year the captains stand before their graduating class and say those four words. However, I feel like our year really owns them, finally after two whole years of COVID, with things getting cancelled and rescheduled, the whole school holding their breath, hoping that this one event would go ahead.

Finally, we are here. This concept of finality is something we have all struggled to comprehend over the last year – it is as if we have been on the precipice of graduating for months, waiting to finally conclude, in one final celebration, this thirteen years of our lives.

And whilst COVID-19 has undeniably made our Years 11 and 12 a unique experience with all the challenges we faced, it does not define our year; if anything, it has shown the ability of each student and staff to adapt to an ever-changing world. Not only did we adapt, but we succeeded, each in our own ways. This is why it is so important that we celebrate the collective and individual achievements of our truly remarkable group and say farewell to this year and all its challenges.

I feel a great privilege to be speaking beside Will this morning on behalf of the Graduating Class of 2021 to say our goodbyes.

So, to the Year 12s of 2021, whilst this year has been challenging for our group as a whole, in many ways, more than anything it has shown our ability to come together and support each other. Over the last two years in particular, we have become a family that is willing to do whatever is needed to help each other. And that's why, as much as I am filled with sadness about leaving this year, I am also filled with pride to have been part of this group and to have watched each one of you grow into beautiful people. There is no doubt in my mind that you all will go on to do great things.

This morning is more than just saying goodbye, it is about saying thank you. Thank you to everyone who has been part of our journey so far. 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, graduating today.

On behalf of Year 12, Will and I would like to extend a further thank you to all the members of the Chev community, each one of you is fundamental in making Chev the special place that for the last six years we have called home.

To our Year Advisors, Mrs Maronese, Mrs Lagarde, Mr Williams and everyone else who has been with us – every day you have shown endless compassion and love to us as a year group and inspired us 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 we feel honoured to be celebrating our Graduation with such outstanding members of the Chevalier family.



The Year 12s would like to extend a heartfelt appreciation to Father Mulrooney, Father Franzmann and Brother Gerry. You have truly championed what it is to be 'by the heart' and Chev would not be the place we have all loved growing up in the last six years without you. 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 wonderful teachers and those staff of the College who work behind the scenes in administration, maintenance, IT and AV, we are appreciative of all you have done throughout our time at Chev. Without your contributions, it wouldn't be the special place it is, and our experience as students wouldn't have been quite the same.

To Will, getting to lead alongside you over the last year has been a privilege. You truly have such a huge heart and warming presence, I don't know what I would have done without you in the last year when times were stressful, always looking out for me, bringing coffee and a smile. You are so kind and caring, and I will deeply miss your energy and enthusiasm for creating change.

A thank you must also go to the amazing Vice Captains of the College who continued to put their hearts into each leadership initiative, mass, and sports carnival, each becoming great role models for the younger years.

To the 2022 College Captains, Georgina and Dan, and the Vice Captains and leaders – the next year will go by in the blink of an eye, so make the most of your time as leaders. It is such a privilege; don't underestimate the influence you can have in the school and the broader community.

To the juniors of the College – Chevalier is an extraordinary place and the opportunities it provides are unlike any other school. It is truly something special and it isn't until you are at the end of it that you realise how amazing the adventure has been. So, to you all, embrace every opportunity you can, and make the most of your time here because, if you let it, Chev will not only allow you to advance in your academics, sports, music or other passions, but it will make you a better more compassionate and caring person.

Lastly, to everyone here this morning, especially the now graduates who are about to embark on their own adventures outside of Chevalier College, in keeping with the graduation theme, I thought I would end on the words of A.A. Milne

*You are braver than you believe,
stronger than you seem,
and smarter than you think.*

Go out and make your impact on the world.



Will Preddey, 2020 School Captain

We have finally made it to the end of our road here at Chev. Though it has been filled with challenges, I can say with confidence that it has been one of the greatest honours of my life to be a student at this school, and an even greater privilege to captain a year group filled with some of the most remarkable people I should ever hope to meet. With three older brothers who all went to Chev, I was privy to the love and support that is found in infinite amounts here, and I knew even before arriving here in 2016 that I was going to miss this wonderful place. I find it difficult to put into words how integral the notion of the MSC way of being is for the people of Chev and its community. It is the perspective on which we are called to not only see the world, but to actively engage with, to ensure the world ends up better than it was before.

I believe through this, Chevalier College is quite simply a place that brings out the good in people, for everyone in this wonderful extended family is nothing short of brilliant. A quote that sums this up so perfectly is one that Ashanti showed me this year from the great A. A. Milne, which is *'How lucky am I to have something that makes saying goodbye so hard?'*

Trust me when I tell you that saying goodbye to this place is truly terribly hard today. But what is a place without its people? That statement rings so very true when I look around here tonight.

Firstly, to my peers. Though we knew it was always going to be a daunting task to get through six years of schooling with the dreaded HSC at the end of it, I can safely say with pride that I am a part of a year group of incredible character and optimism, characteristics that have cemented themselves in all our hearts and minds and will serve us well as we tackle the world and beyond next year. I ask you all to be proud of yourselves and realise just how much we have achieved in our time here. I wish you all nothing but the best in the future.

And on behalf of Year 12 2021, I'd like to say a massive thank you to all our parents. Without you, without your love, without your sacrifices, we would not be here today and thus, as many great captains before me have said, today is as much your day as ours. Thank you for your support and care and know that we love you from the bottom of our hearts.

However, this wonderful place we have called home for so many years now does not run itself. To the incredible heads of the College, Ms Santos and Mr McDermott, who have led with such dignity and pride whilst acting as invaluable sources of wisdom. The way you so diligently work towards a better school every day whilst actively engaging with the student body is nothing short of remarkable, and I find it hard to comprehend how you remain so energetic with all that you do. We are so very fortunate to have been placed under your leadership and into a school that is reaping its rewards from you. Thank you, and please know that the place would not be the same without you.

Likewise, to Ms Clunn, Ms Tipping, and the rest of the leadership team. We are so very grateful for your endless support, love, and confidence in becoming the people we are today. No matter the event, you were on board from day one, finding the time in your busy schedules to help



develop our ideas and ensure things run smoothly. You continually demonstrate what it is to strive for good in this world, and I'm happy to say we will continue to do so.

One of the fondest memories of all Chevalier students, former and present, are the liturgies for which our entire school comes together. I'd like to extend a thank you to Mr Lane and the liturgical team who have, despite all interruptions, still provided that sense of community when we needed it most, particularly in the last two years.

And to Ashanti. I mean every word when I say you are truly one of the most amazing people I have ever met, ever. I have been astounded this year and have felt a great sense of honour serving beside someone whom I deem without any hesitation to be a truly remarkable leader and even better friend. How lucky is Chev to have had such a role model at its disposal, full of brilliant ideas that brought the school alive and have set the bar for future leaders. We simply could not have done it without you.

And to the Vice Captains. You made this year such a pleasure to be a part of and you never shied away from stepping up, and coming up with ideas, to help support the College, even when it meant arriving early or staying behind after school. Not one of you ever stopped smiling. On behalf of Chev, we cannot thank you enough for your tireless efforts and enthusiasm.

Finally, to the incoming Year 12, led by the more than capable Georgia and Dan. Breathe. I promise it will all go even better than you can possibly imagine. My only words of wisdom come from Mary Oliver, whose quote has sat beside Jules Chevalier in the McGrath Hall for as long as I can remember. It reads *'What is it you plan to do with your one wild and precious life?'*

Guide your life around this question, and I'm sure you, as us leaving you, will indeed have a life that is worth living.

Thank you.



Performance in External Assessments

Student outcomes in standardised national literacy and numeracy testing

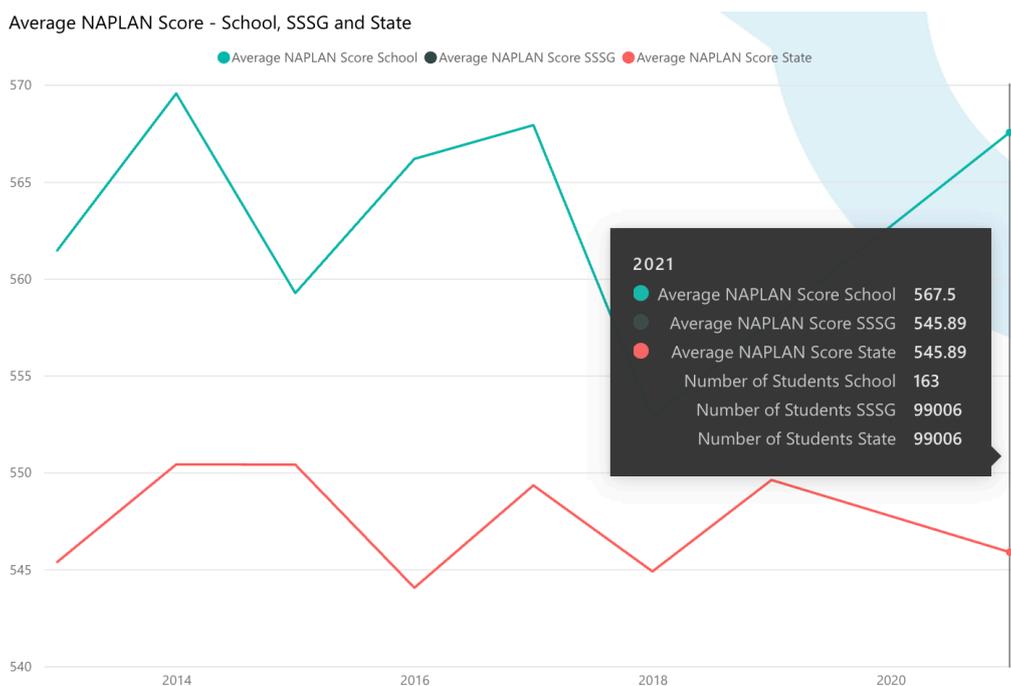
Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in April 2020. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The 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.

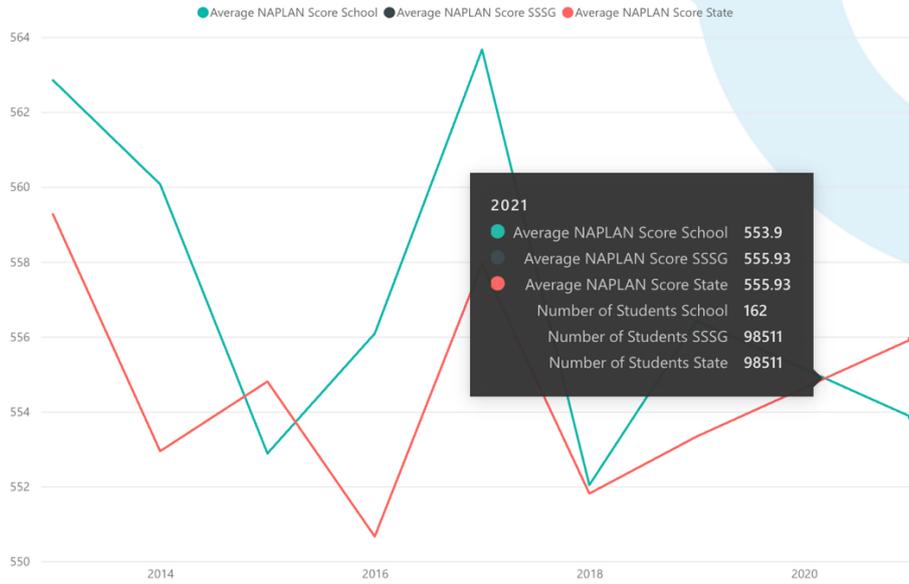
Reading





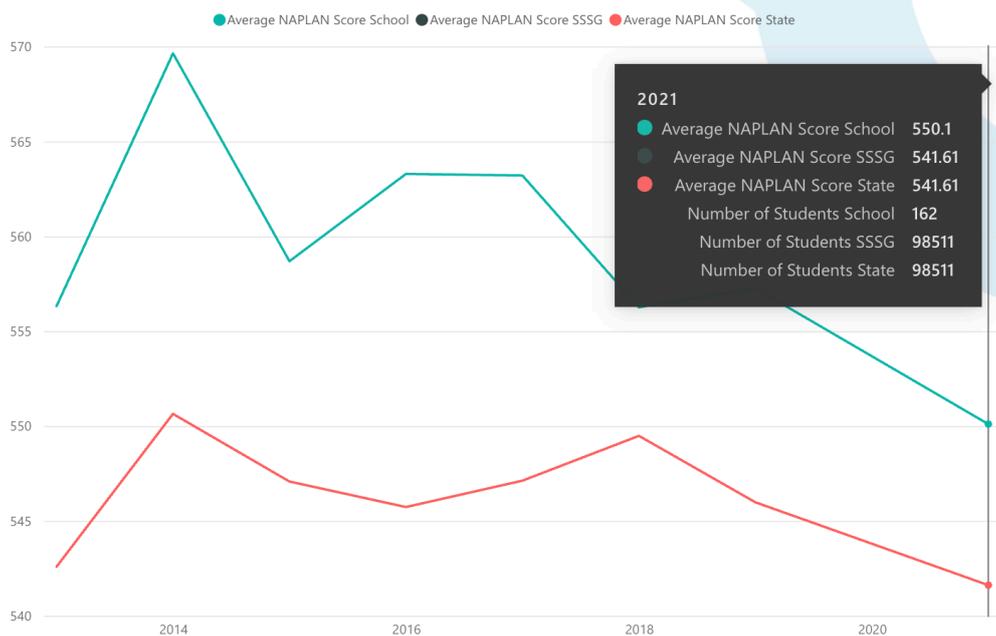
Spelling

Average NAPLAN Score - School, SSSG and State



Grammar and Punctuation

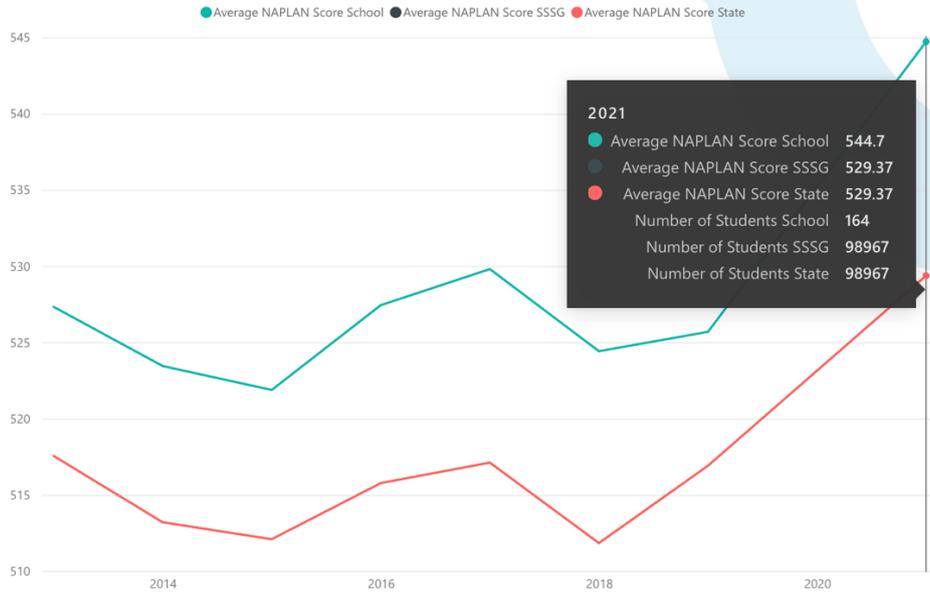
Average NAPLAN Score - School, SSSG and State





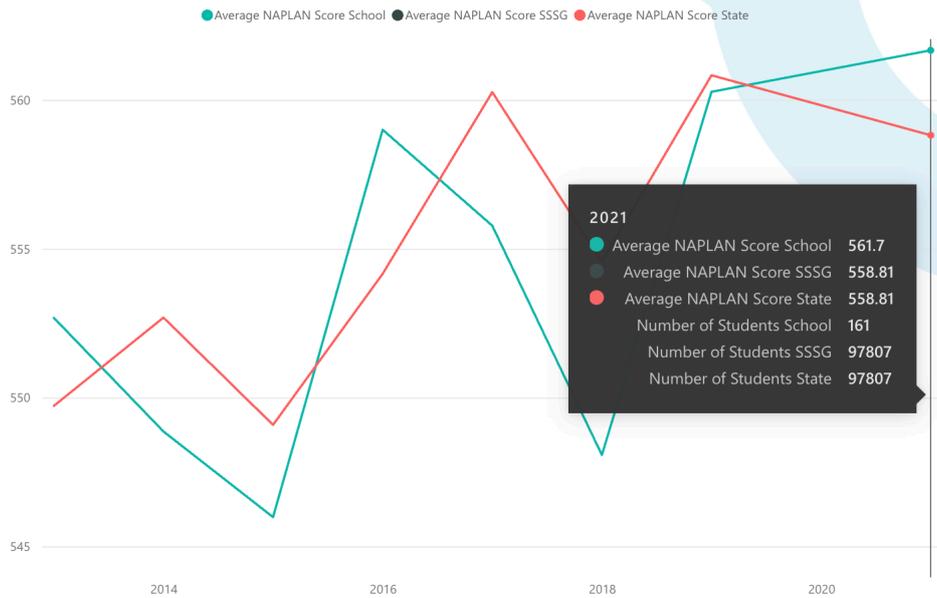
Writing

Average NAPLAN Score - School, SSSG and State



Numeracy

Average NAPLAN Score - School, SSSG and State

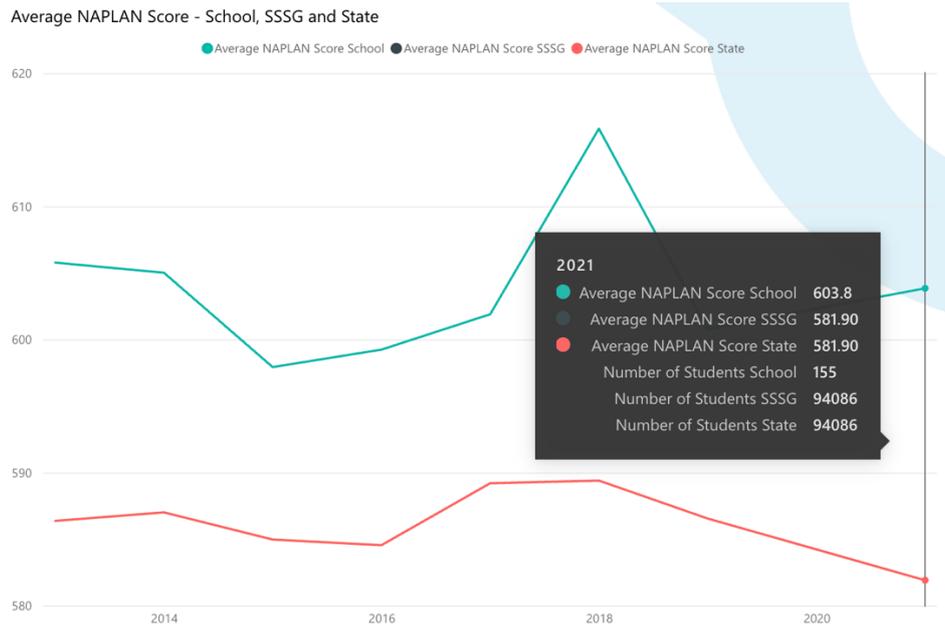




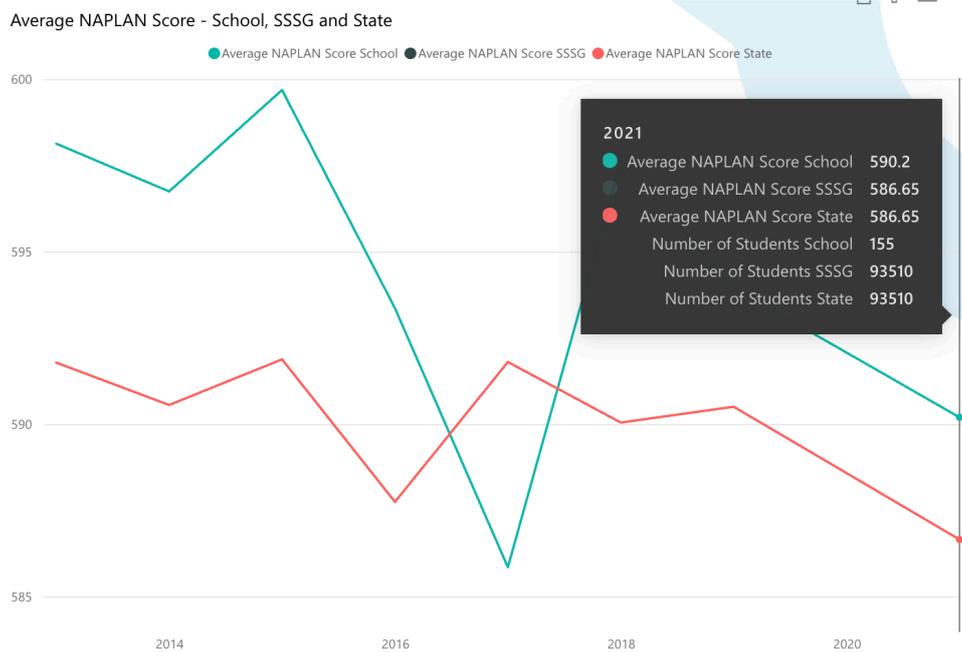
Year 9 Performance in Literacy and Numeracy

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

Reading



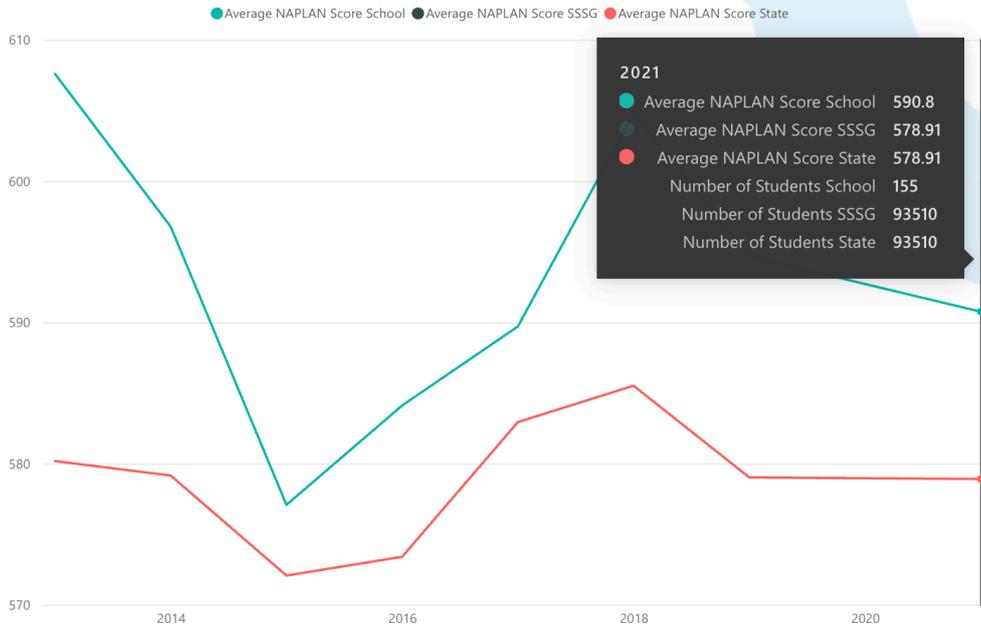
Spelling





Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State

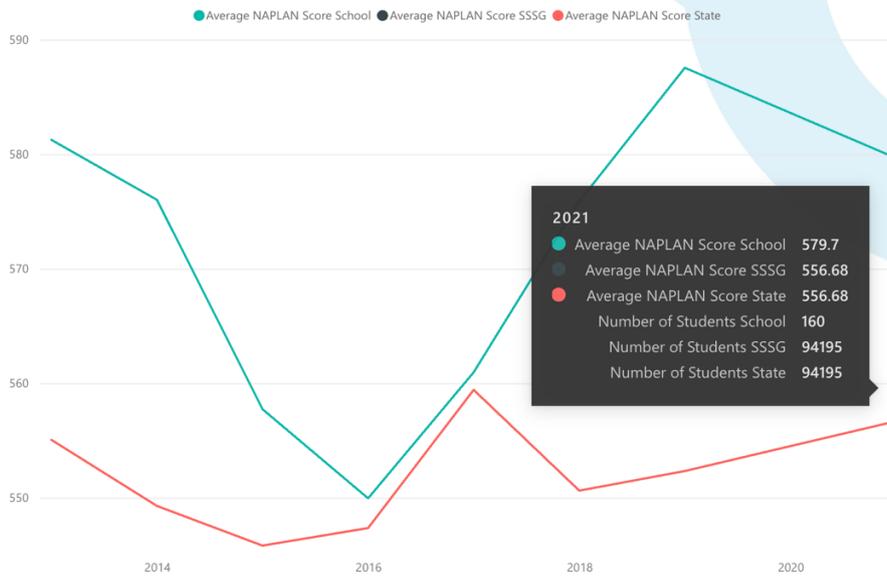


2021

- Average NAPLAN Score School 590.8
- Average NAPLAN Score SSSG 578.91
- Average NAPLAN Score State 578.91
- Number of Students School 155
- Number of Students SSSG 93510
- Number of Students State 93510

Writing

Average NAPLAN Score - School, SSSG and State

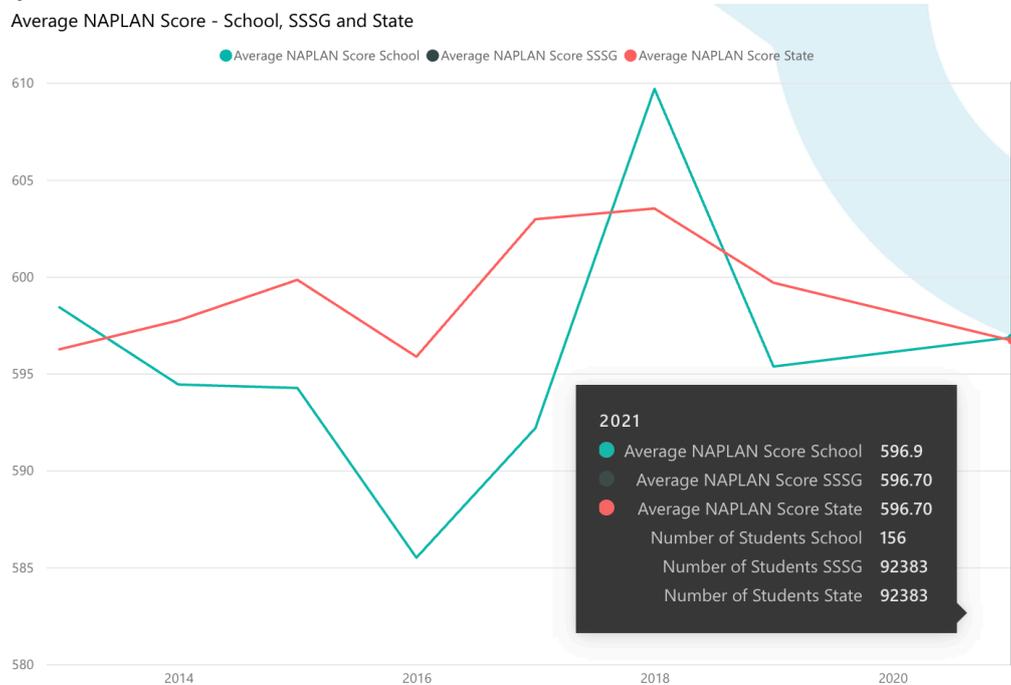


2021

- Average NAPLAN Score School 579.7
- Average NAPLAN Score SSSG 556.68
- Average NAPLAN Score State 556.68
- Number of Students School 160
- Number of Students SSSG 94195
- Number of Students State 94195



Numeracy



School v State Averages

Year 7 Performance in Literacy and Numeracy

	Mean State	Mean School	Students
Reading	545	567	163
Writing	529	544	164
Spelling	555	553	162
Grammar & Punctuation	541	550	162
Numeracy	558	561	161

Year 9 Performance in Literacy and Numeracy

	Mean State	Mean School	Students
Reading	581	603	155
Writing	556	579	160
Spelling	586	590	155
Grammar & Punctuation	578	590	155
Numeracy	596	596	156



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.

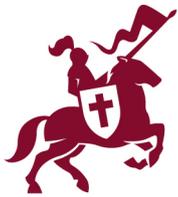
Course	A(%)	B(%)	C(%)	D(%)	E(%)
English 200 hours (300)	12	28	54	6	
Mathematics 200 hours (323)	13	24	39	24	
Science 200 hours (350)	11	40	40	8	1
Australian Geography 100 hours (4015)	16	44	30	9	1
History 100 hours (4007)	14	25	41	20	
Agricultural Technology 200 hours (1605)	33	19	47	1	
Food Technology 200 hours (1625)	43	38	19		
Industrial Technology (Metal) 200 hours (1814)	33	17	50		
Industrial Technology (Timber) 200 hours (1820)	14	27	36	14	9
Drama 200 hours (2010)	58	30	12		
Music 200 hours (2050)	25	44	31		
Visual Arts 200 hours (2060)	22	22	45	11	
Personal Development, Health and P.E. 200 hours (2420)	11	30	52	5	2



Higher School Certificate

In 2021, 156 students sat for the NSW Higher School Certificate in 36 courses. Selected course results:

Course Name	Included Students	School v State Var 2019	School v State Var 2020	School v State Var 2021	Band 4-6% 2018	Band 4-6% 2019	Band 4-6% 2020
Agriculture	11	0.23	-4.65	-0.10	85.71	40.00	64.00
Ancient History	22	7.08	9.44	4.64	100	100	81.82
Biology	50	1.37	-0.75	3.34	67.72	58.32	78.00
Business Studies	13	-3.48	-2.14	3.96	58.33	52.93	76.93
Chemistry	19	-2.67	-6.74	-1.99	59.24	42.84	47.38
CAFS	29	1.35	-1.50	-0.96	75.00	82.34	68.98
Construction Exam	5	2.92	2.17	4.27	88.89	87.50	100
Design and Technology	14	3.27	3.96	3.63	94.43	90.00	78.58
Drama	14	3.85	1.43	3.19	100	100	100
Economics	9	-8.45	-10.49	-6.17	33.33	49.99	77.78
Engineering Studies	5	-3.27	0.65	7.45	61.10	62.50	100
English Studies Examination	3	5.2	2.62	-0.67	42.85	20.00	0.00
English (Standard)	71	3.76	3.49	3.13	67.81	84.61	66.24
English (Advanced)	68	0.16	-0.63	0.34	98.47	100	98.53
English Extension 1	6	-0.76	-3.18	-0.47	100	100	83.34
English Extension 2	4	-4.07	-2.88	2.19	66.66	100	100
History Extension	5	1.76	4.14	-4.83	100	100	20.00
Hospitality Exam - Kitch	7	0.71	1.38	5.13	70.00	83.34	85.72
Hospitality Exam - Food	15	8.35	5.17	3.52	85.72	85.71	73.34
Industrial Technology	10	2.15	-5.22	-0.40	40.00	33.33	40.00
Legal Studies	22	3.74	-0.44	3.12	88.23	73.34	77.28
Mathematics (Standard)	79	-0.48	1.56	-2.12	52.31	47.26	40.53
Mathematics (Advanced)	34	-6.04	-3.34	1.18	55.75	77.28	88.24
Mathematics Extension 1	19	-2.79	2.78	0.61	75.00	83.33	68.43
Mathematics Extension 2	8	-5.02	4.07	1.68	66.66	100	100
Modern History	11	4.13	2.91	4.88	86.94	76.48	72.73
Music 1	7	2.8	4.53	3.89	75.00	100	100
Music 2	2			0.33			100
PDHPE	35	0.64	1.49	3.05	58.33	65.49	62.86
Physics	12	-1.99	5.37	4.88	64.00	90.91	100
Primary Industries Exam	8	7.79	3.87	1.51	100	100	75.00
Society and Culture	15		2.59	-0.45		100	93.34
Studies of Religion 1	71	-1.39	-0.48	0.56	68.75	70.26	70.43
Studies of Religion 2	43	1.23	4.43	-1.63	87.5	100	69.78
Visual Arts	23	-0.14	-0.75	2.97	93.33	91.67	95.66



Stated intentions for 2021 (Year 12):

TAFE/Private College	4%
Trade/Training	17.5%
Work and/or Travel	15%
Gap experiences	5%
Tertiary	58.5%

N.B: Not all students stated their intentions at the end of 2021.

Retention Rate

Year 10 2020 going on to Year 11 in 2021 = 139 (from 159)

Year 11 2020 going on to Year 12 in 2021 = 165 (from 184)



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 2020 to 2021) 94.6%

Average teacher attendance rate per day 95.3%

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 2021, 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.



Student Attendance and Management of Non-Attendance

2021 Attendance Data

Year Group	Cohort Size	Attendance %	On-time %
Year 7	171	93.4	98.6
Year 8	174	92.5	98
Year 9	177	91.2	97.5
Year 10	167	92.2	97.3
Year 11	139	92.4	96.5
Year 12	165	91.8	95.8
College Average		92.3	97.3

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 – Wellbeing

The Assistant Principals – Wellbeing 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 – Wellbeing in relation to the educational outcomes of students with attendance issues.

Related Documents

Child Protection Policy

Attendance and Exemption Procedure



Student Leadership Program

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 – Wellbeing at the beginning of term 4, in preparation for the Year 7 Orientation Day. Students are required to apply in writing in accordance with the criteria in the *Buddy Leadership Application*.

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

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



→ Home Room and Class Buddies

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

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

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

- **Student Leaders**

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

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

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

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

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

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

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



Student Leaders are the conduit between the student body and senior staff of the college. Where appropriate, student leaders will sit on decision-making working parties with staff. Student Leaders are expected to be involved in college and house events, including, but not limited to:

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

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

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

Responsibilities

Task	Responsibility	General Timeframe
Leadership applications	APs – Wellbeing	Commencement of Term 2
Leadership interviews	APs – Wellbeing	End-Term 2
Leadership formation program	APs – Wellbeing	Weekend prior to start of Term 3
Captains nominations / survey	Principal	Early Term 3
Discernment	Leadership Team	Post survey results – early Term 3
New captain appointments / Thank you (past captains) <ul style="list-style-type: none"> • Cocktail party • School assembly 	Principal	Last weeks of Term 3 Last weeks of Term 3
Final blessing (past captains) / Investiture (new captains) <ul style="list-style-type: none"> • Event planning • Leaders' badges 	APs – Wellbeing / Faith Formation APs – Wellbeing / Business Mgr	Last weeks of Term 3

End



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

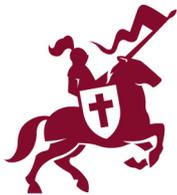
Chevalier College is not registered with the Australian Government to deliver education services to students in Australia on a Student Visa. All students enrolling into Chevalier College must be Australian citizens or hold an appropriate Australian Visa.

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.

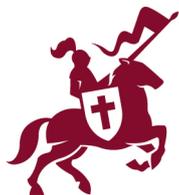
Under the principles and guidelines of this policy, acceptance of each enrolment application is at the discretion of the Principal.

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 	No change	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"> - Introduction - Child Protection and Wellbeing - Mandatory Reporting - Reporting student welfare/wellbeing concerns - Training - Working With Children - Reportable Conduct - Criminal Offences - The Education Act 	Updated in relation to the Children's Guardian Act	Published on staff intranet College website
Code of Conduct for Staff <ul style="list-style-type: none"> - Professional conduct – general - Professional conduct – child protection - Communications - Conflicts of interest 	No change	Published on staff intranet



Policy	Changes to policies during the year	Disclosure
<ul style="list-style-type: none"> - Dress code - Extra curriculum - Information Communication Technology Code - Lesson Duties and Covers - Media - Meetings and events - Religious responsibilities - Student Wellbeing - Religious responsibilities - Supervision - Teaching - Tutoring 		
Complaints Handling	Updated to make processes clearer	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 	Updated to clearly identify the types of information collected and how privacy is managed	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 honesty 	Stage 4 and 5 handbooks amended (and simplified)	Published on staff intranet College website



Policy	Changes to policies during the year	Disclosure
<ul style="list-style-type: none"> - Assessment - Feedback - Special considerations - Appeals - Complaints - Examinations - Grades 	to accurately reflect process	
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
Wellbeing Policy <ul style="list-style-type: none"> - Wellbeing system - House structure - Behaviour Management - Wellbeing 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.

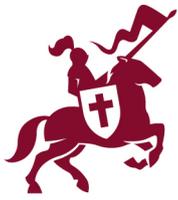
Faith Formation

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

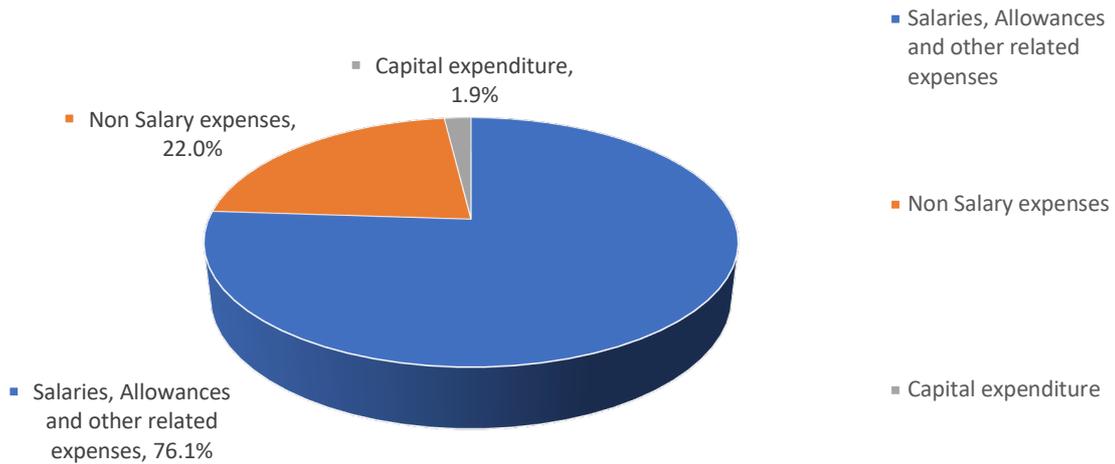
Parents are provided with ongoing opportunities to communicate their satisfaction levels regarding all aspects of College life. These included, but were not limited to:

- 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 Marketing Manager worked 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.

31 DECEMBER 2021 ANNUAL SCHOOL REPORT GRAPHS

College Expenditure



College Income

