

# Chevalier College

**FORTES IN FIDE | STRONG IN FAITH**

## Annual School Report 2022

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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.

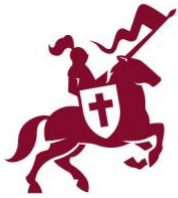
The 2022 Annual Report to the school and wider community provides fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

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 2023 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](http://www.chevalier.nsw.edu.au)



## The College

### MSC Vision of Education

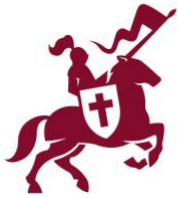
MSC schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.

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

Earlier this year the Building Committee was joined by two new members, James Dayball and Tristan McKelvey. Both are past students of Chevalier and bring with them a great deal of experience in major construction which will be invaluable to the committee during any future building programs.

The CBGA block grant, applied for last year, was finally approved in late August and the committee will now investigate options available to the college as well as help the college to develop a suitable plan for any infrastructure changes. This will take into consideration how these projects fit within the College Master Plan which was approved by the board in 2021.

Throughout the year the committee was also involved in rectification works on the Sacre Coeur Performing Arts Centre and John Fahey Centre, liaising with the construction company to a successful outcome.

*Chris Merlino (Chair), Chris McDermott, Tristan McKelvey, James Dayball, Jacquie Daly, Will Rowland, Samantha Aebi (minutes)*

### Education Committee

The Education Committee was joined this year by College Board member, Sophia Thomas. In 2022, the Education Committee members, Peter Andersen, Sophia Thomas, Chris McDermott and Rebecca Graham continued to provide 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), MSC ethos and pedagogy.

In particular, the Education Committee has reviewed Naplan and Higher School Certificate preparation and results; Staff Professional Development strategies and implications of the MMG Education survey for teaching and learning in the College.

*Peter Andersen (Chair), Chris McDermott, Sophia Thomas, Rebecca Graham, Samantha Aebi (minutes)*

### Finance, Audit and Risk Management Committee

The committee was fortunate to gain two new members, Peter Whittall and Jeremy Phillips, who both bring a great deal of experience in governance and financial management to the role.

The committee has continued to closely monitor college finances and any possible financial impact on families due to recent significant weather events, and the broader challenges of rising costs. The college remains in a good position financially and well able to fund any possible capital work required to maintain and improve infrastructure for the benefit of our students and staff.

Part of the committee charter is Risk Management and considerable work has been done to develop risk policies over the last few years. This year an external consultant was engaged to facilitate the completion of the Risk Register which is the final policy document in the suite.



The committee also spent a great deal of time investigating the use of an external provider for the collection and processing of school fees. After detailed evaluation, EdStart has been engaged and this will allow greater flexibility for payment options by families and reduce the workload for college staff.

*Chris Merlino (Chair), Chris McDermott, Jeremy Phillips, Peter Whittall, Jacquie Daly, Will Rowland, Wendy Condon (minutes)*

### **Foundation Council**

For 2022, the Foundation Council highlights included:

- The dedication and opening of the John Fahey Education and Sports Centre (in August) which was well attended by John's family, colleagues, and friends. The Fahey family have also loaned some significant memorabilia for display in the centre. This occasion also allowed us to recognise and celebrate several other worthy development and foundation initiatives including:
  - Peter Haertsch AM was awarded the Esprit du Chevalier Medal and a meeting room in the John Fahey Centre named the Haertsch Room.
  - The John Fahey Centre foyer was named the Consunji Family Foyer.
  - The recipients of the following scholarships were acknowledged:
    - The Victor A Consunji Scholarship
    - The John Fahey Memorial Scholarship.
    - The Fr Tyson Doneley msc Scholarship.
    - The winner of the Brennan Bursary Indigenous Student Scholarship and publicly thank David and Helen Brennan for their generous donation to establish this bursary.

Mass and luncheon were also attended by past students in memory of peers who died during the pandemic when people could not attend funerals.

- We launched the H J Reid Fellowship with four families recognised as 'Founders Circle' members for their 'Gifts in Wills' pledges. We will continue to expand our activities on the bequest front as well as focus on defined "cause driven" fund raising events.
- An externally managed survey, covering past students, has provided useful feedback to sharpen the areas that we should focus on for maximum benefit to both the CPS and Foundation going forward.
- We have been joined by Kate Hawke whose experience will assist us with the objectives and role of the foundation into the future.
- During the year Leanne Stone, assistant in the development area and Paul McShane, Community Liaison and Development Manager, left the college. We thank Leanne for her creative input. We thank Paul for his dedication to the wide range of development, fundraising and communication initiatives introduced during the past 10 years.

*Dick Simpson (Chair), Chris McDermott, Chris Merlino, Kate Hawke, Jacquie Daly, Will Rowland, Jenni Woods (minutes)*

### **Governance and Ethos Committee**

The committee addressed the following areas in 2022:

- recruitment of new committee and board members
- preparation and implementation of a new board and committee skills matrix which will be reviewed when future board and committee members are to be selected
- preparation for and conduct of a major review of the functioning of the board (to be conducted every five years)



- a redesign of the board agenda, board and committee papers and minutes to aid clarity of decision making and assist record keeping
- further review and updates of the Governance Manual.

*Lyn O'Connell (Chair), Chris McDermott, Chris Merlino, Alison McKenzie, Sarah McKinnon, Wendy Condon (minutes)*

### **Appointments**

Sophia Thomas joined the Board in February and has a long association with Chevalier as a past parent. Her extensive career as a nurse, and as Manager of Clinical Education, brings a unique perspective to the role of governance of the college.

Tristan McKelvey was appointed to the Board in July having joined the Building Committee earlier in the year. Tristan is a past student of Chevalier College and has many years of experience with major construction companies, holding roles in project and development management, risk management, governance and sustainability.

Sarah McKinnon was appointed to the Board in October and has been a member of the Governance Committee since the beginning of the year. She has a long association with the college as a past student and now as a current parent. Sarah has many years of experience in the legal profession, has had previous board experience, and experience in business. She is currently serving as a Commissioner for Fair Work Australia.

### **Resignation**

John Steele joined the board in 2017 and was a member of, and then chair of, the Finance, Audit and Risk Management Committee and a valuable member of the Foundation Council. His experience, expertise, and input to the Board and both committees will be missed.

### **Thanks**

All board members pass on their thanks to Samantha Aebi who holds the unenviable position of Minute Secretary for the board, Education and Building Committee in addition to her usual role as Secretary to the Principal. Her hard work and diligence in these roles is very much appreciated.

We also acknowledge and thank Wendy Condon, Compliance Manager, for the significant amount of work she has done this year developing the Risk Management package and other policy documents for the Finance and Governance Committees.

**Chris Merlino**  
**Chair, Chevalier College Board**



## **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**

*As 2022 draws to an end, I find myself reflecting on this past year and indeed the past fifteen years.*

Focussing on 2022, there are some very significant moments including, but not limited to, our Year 12 Retreat and the subsequent retreats of the other year groups; those special but all too brief moments when sport happened (the floods really mucked this up for this year); Sacred Heart Day and Chevalier Day; the performing and creative arts concerts and galleries; the mock trial team and their extraordinary success (again); the show team and the list just keeps going.

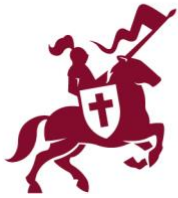
A very important task for the year has been the work undertaken unpacking the results of the 360° surveys completed by parents, caregivers, staff, students, and past students in late 2021 and early 2022. This information is rich and powerful, and our staff have been developing strategies and actions which will lead to further improvement across the College in 2023 and beyond.

The College Board has served our community with great dedication this year. Their work has been focussed on providing the very best learning opportunities and facilities possible as well as ensuring our school remains compliant and, most importantly, true to the traditions of the Missionaries of the Sacred Heart and Fr Jules Chevalier.

A common consideration across schools this year has been "Can we get back into the rhythm of school life with the same vitality that existed prior to Covid and home learning?" The answer is most definitely YES! Our student leaders supported by our staff put in a great effort and made significant gains in 2022. As the year progressed it was clearly visible that our way of being was returning to its pre-Covid level and indeed was starting to exceed it across a number of domains – social justice to name just one.

The 2022 yearbook would not truly represent 2022 unless we mentioned the weather. Like so many places we coped a drenching on more than one occasion and this drenching impacted sport programs long term, buildings and on certain days our evacuation plans. Once again, our staff, students and parents/caregivers rose to the occasion and demonstrated what we can do in times of struggle or challenge. However, even in our times of struggle, my heart was filled with joy and great pride when our students would ask the questions – "How can we help the people who are flooded in place X?" They showed concern for others beyond themselves and then they would proceed to raise funds and/or write little notes of support and/or offer prayers and/or organise sandbags to be sent to place X and let me say there were quite a few place X's in need and your sons and daughters stepped up to help them.





Even throughout Covid, drought, floods, and pestilence (we had a little mice plague this year), Chevalier has remained a busy place. The mathematics teacher in me noted that in 2022 we engaged in over 60,000 lessons, many many meetings, retreats and excursions which have returned to their pre Covid number and the extracurricular program that includes music concerts, art enrichment, drama, musicals, over 400 sporting engagements (including the washouts) – Chev is a busy home away from home with a fast-paced heartbeat.

What keeps the heartbeat going you may ask? The answer is simple, committed staff! Teaching staff, cleaning staff, support staff and grounds staff, great kids and of course supportive and committed families.

2022 will also be marked by a number of long serving staff – ten or more years - moving to retirement or other adventures. They hold many amazing stories of their time at Chev which would be a terrific read if they were published. There are not enough words to describe their contribution to the many students who have experienced their care and love, but I hope they leave Chevalier knowing that they have been so significant in the lives of so many and they too have been loved. With gratitude and blessings, we bid farewell to Mr Bruce Woods, Mr Tony Van Wensveen, Mrs Julie Maher, Mrs Megan Elliot, Mrs Leonie Stone, Mrs Kathy Rutledge and Mrs Gabby Lenarduzzi.

Finally, please forgive a little personal reflection as I come to the end of fifteen years as Principal of this beautiful place.

Recently I saw a picture of what looked like a group of friends, but it was the caption underneath that struck me. It said, “How lucky am I to have experienced something that is so hard to leave behind”.

Whilst I am ready to leave this Chev family physically, I have no doubt that the people I have journeyed with and their stories, will remain with me until my last breath. I truly feel very blessed and privileged to have been part of the Chev story and I look forward to reading and learning about the years ahead at Chev.

I wish to offer my congratulations to Mr Greg Miller on his appointment as the next Principal and I am very thankful to have been able to meet him and get to know him. Whilst I had no involvement or influence with respect to Greg’s appointment, I am very much at peace to be passing the responsibility for the hearts of our Chev kids to a man with a huge heart, a wonderful integrity and forward-thinking grasp on learning and teaching.

Finally, my last thank you goes to the Chevalier College community for the many gifts I have experienced by simply being with the Chev kids, their parents/caregivers, the staff and the MSC’s such as Br Ken Clancy, Br Gerry Burke, Fr Terry Herbert, Fr John Mulrooney and Fr John Franzman for the last fifteen years.

Fr Jules Chevalier wrote “It is by the heart that we are something” and the hearts of the Chevalier community are indeed something very special.

**Chris McDermott**  
**Proud Principal**



## **School Captains Message**

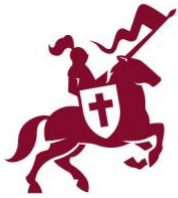
### **Georgina Gardner, 2022 School Captain**

*As not everyone has had the privilege to experience first-hand this wonderful group of people as well as I have, I find it fitting to share with you a few words I believe to encapsulate their essence.*

Persistent. Although the class of 2021 seemed to have coined this term for themselves, I am officially taking it back. It would have been very easy for us to give up when that big hurdle was thrown in our path back in 2020. However, it does not surprise me that we managed to jump over it, growing as individuals and developing the resilience we needed to keep jumping, despite the biblical times we have seemingly endured.

Unparalleled; being unlike all else. Having got to know each and every one of our graduating class, I can safely say that not one of these exceptional people is like the other, let alone, like any class that has come before us. Our unique charisma and personality will forever be why each of us is loved, cherished, and valued for what we offer.

And finally, Superlative; meaning of the highest quality or degree. I believe this needs no further explanation.



Our graduation is not just about celebrating our outstanding academic achievements or saying goodbye to this precious place that has been our home for the last six years, but also about saying thank you to the plethora of people who have helped us throughout our journey.

To our parents, thank you for the unconditional love that you have consistently shown to us. I know that, speaking personally, my parents will forever be my biggest supporter, and I have no doubt that the entire cohort would say the same. You are the reason we are here today, so to you, congratulations.

To the teachers who have worked tirelessly over the last 13 years to provide for us the skills needed for the big wide world, thank you. Thank you for the way you have attempted to make the numerous zoom calls engaging, to make us laugh in-between the busyness of our days, and have given us the encouragement to seek out the end. You have made sitting those dreaded HSC exams that we have been building to for so long seem almost manageable.

To Mr McDermott, your spirit, grace, and compassion have undoubtedly shown us that the MSC spirit comes from the people, the experiences, and the love we share. Your meticulous efforts to enhance the Chevalier community transcend your time here and will live on in your retirement. It was an honour for the class of 2022 to share their final year with you.

Mrs' Santos, Clunn, Tipping, Graham, and the entirety of the leadership team. We are so incredibly grateful for the countless hours of thought, generosity, and guidance that you have provided to us. Throughout the entirety of our Chevalier experience, there has not been a day go by where we have not reaped the fruits of your labour. You have continued to show us the value of helping others and encouraged us to follow in your example.

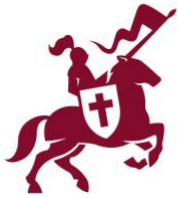
And finally, to the younger students. These next few words will be repeated to you until you graduate for a reason. Chevalier College and all that it offers can do truly amazing things to you, but only if you let it. You are currently living out the 'good old days' that you will one day reminisce upon, because *"sometimes you don't know the value of a moment until it becomes a memory"*.

So, to my class of 2022, thank you for the memories you have given me in our simple moments – I will forever cherish them as they have been formative to the person before you. After the rollercoaster these last thirteen years have been, we can now call ourselves the graduating class of 2022. For that alone, I am immensely proud of you all. So, in the words of the great Dr Suess, *"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're off to great places! Today is your day! Your mountain is waiting, so, get on your way!"*

### **Daniel Bramley, 2022 School Captain**

*The hardest part of a goodbye lies not in the physical exiting of the school gates or the last lessons with our classroom teachers, but in the realisation that the love and excitement throughout our daily experience at Chev becomes forfeited as something to look forward to tomorrow and instead forms the precious memories of yesterday. Therefore, as we look back on the rollercoaster of a ride within the last six years, it becomes apparent that the cherished warmth of love and support provided by a wealth of individuals, forms the greatest contributing factor behind these hard goodbyes.*

So, to the Class of 2022, it has been such a privilege to be a part of such a diverse and extraordinary bunch of men and women. Despite the challenges we have faced as a year group, your perseverance and



charisma make the successes shine many times brighter. Two men very dear to our group passed the following piece of poetry down to me as a snapshot of our Year 12 family and I commend its suitability: “Slender at first, they quickly gather force. Growing in richness as they run their course; Once started, they do not turn back again: Rivers, and years, and friendships of good men/women”.

I have no doubt of all the places you will go, great and exciting things lie ahead.

Within the class of 2022 we see the fine product of years of dedication and guidance by countless individuals that have worked tirelessly to support each of us in reaching our goals. Therefore, we must extend the celebration to those who deserve the true thanks and appreciation in making our time so special:

To Father John Mulrooney, Father John Franzmann and Brother Gerry who we know always have our best wishes at heart. Thank you for your unparalleled guidance as exemplar role models, showing us what it truly means to “Give life to the MSC Story”. Your genuine interest and compassion for all students at the college, provides an invaluable environment to which we learn and grow into MSC people. To Mr Lane, Mrs Lowe and all the liturgy team, thank you for never failing to provide an unforgettable atmosphere within all our masses and retreats. Each one strives to capture a beautiful moment of our Chev journey, allowing us to cherish these together and forever.

Thank you to the Maintenance, AV and IT teams who work tirelessly behind the scenes to ensure everything runs seamlessly and captures the true essence of the occasion.

Mr Hargreaves and Mrs Murchie, the invaluable source of all things Academia and day-to-day wellbeing. Thank you for the countless opportunities present within SILC and Study, allowing us to unlock our academic potential and achieve our goals as we look beyond our journey at Chev.

The biggest appreciation must go to our three lovely year coordinators: Mrs LaGarde, Mrs Maronese and Mr Wilson and all those a part of our journey especially Mr Dinning and Mrs O’Connell. You all have such big hearts, never failing to spare the time or energy to love and laugh with us, especially when we need a pick me up. We can’t thank you enough for the exemplar models you continue to set as we grow into well rounded young men and women under your guidance and care.

And of course, to the inspiring Mr McDermott. It is hard to fathom that our journey coming to an end mirrors that of your own and this credits the stability and comfort you provide to the life of our school. We are incredibly grateful for the thoughtfulness and generosity you instil at Chev that blurs the boundaries between school and home, providing a special place for all.

Now to our class of 2022, we are both so proud of the people you have become and continue to be as our chapter here closes and another awaits. Elvis Presly sung, “Home is where the heart is”, and as I prepare to leave Chevalier, and the Class of 2022, it pains me to know that I’m not only leaving my home but also a piece of my heart too.

Thankyou.



## 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 2022. 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 and 9 Performance in Literacy and Numeracy

Performance is compared to all students in state and other NSW Independent Schools (SIM).

#### Year 7 Performance

	Mean School	Mean State	Mean SIM
<b>Reading</b>	567	543	555
<b>Writing</b>	543	530	543
<b>Spelling</b>	558	547	558
<b>Grammar &amp; Punctuation</b>	545	533	546
<b>Numeracy</b>	559	546	559

#### Year 9 Performance

	Mean School	Mean State	Mean SIM
<b>Reading</b>	605	578	599
<b>Writing</b>	577	560	581
<b>Spelling</b>	587	577	591
<b>Grammar &amp; Punctuation</b>	592	573	596
<b>Numeracy</b>	593	584	602

## 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)	7	21	61	11	
Mathematics 200 hours (323)	18	23	40	18	1
Science 200 hours (350)	10	30	46	14	
Australian Geography 100 hours (4015)	13	29	47	11	
History 100 hours (4007)	10	33	41	16	
Personal Development, Health and P.E. 200 hours (2420)	21	27	49	3	
Agricultural Technology 200 hours (1605)	37	21	26	16	
Food Technology 200 hours (1625)	33	33	29	5	
Industrial Technology (Engineering) 200 hours (1814)	44	56			
Industrial Technology (Timber) 200 hours (1820)	12	23	60	3	2
Drama 200 hours (2010)	46	46	8		
Music 200 hours (2050)	9	64	27		
Visual Arts 200 hours (2060)	6	22	45	11	

## Higher School Certificate

### HSC 2022

#### Individual

- Dux 2022 – Daniel Bramley 99.65
- Two All Rounders – achieving Band 6 in 10 units:
  - Daniel Bramley



- Luca Murray

Cohort:

- 58 Band 6 results from 24 students
- 70% of courses above state average
- Notable mentions: Ancient History, Industrial Technology, Legal Studies, Modern History and Physics more than 5 marks above state average
- Music 2, and English Extension 2 100% of students achieved the top two bands

### ATARs to date

Daniel Bramley	99.65
Ethan Bambridge	99.4
Luca Murray	98.3
Georgina Gardner	95.9
Ella Stack	95.15
Isobel De Nooy	94.55
Hannah Hill	94.5
Trinity Ray	94.35
Ethan Lucock	93
Dalia Caceres	92.45
Georgina McMahon	92.05
Tannah Warner	89.5
Eva Sabatier	88.9
Micaela Perinich	87.85
Jasmine Trenwith	87.5
Wyatt Hodges	86.75
Mackenzie McLean	86.2
Quentin Kain	84.9
Sarah Morton	84.85
Charlotte Hooper	84.7
Charlotte Storer	84
Samantha Malloy	83.55
Sam Goulder	83.15
Monique Moroz	81.2
Charlotte Freer	80.2

### Distinguished Achievers

In 2022 we have 24 students on the Distinguished Achievers List with a total of 60 entries.

Student	Course
Mitch Alexander	Construction
Kurtis Ambrose	Mathematics Ext 1



Ethan Bambridge	Chemistry Mathematics Ext 1 Mathematics Ext 2 Physics
Leilani Batty	English Advanced English Ext 1 Modern History Ancient History SOR1
Daniel Bramley	Mathematics Ext 1 Mathematics Ext 2 English Advanced SOR1 Chemistry Physics
Dalia Caceres	English Advanced English Ext 1 Ancient History SOR1
Ava Cannon	SOR1 Visual Arts
Isobel De Nooy	Ancient History English Advanced English Ext 1 SOR1
Georgina Gardner	Design and Technology English Advanced History Ext SOR 2
Crystal Georgiou-Anderson	Drama
Wyatt Hodges	History Extension
Ethan Lucock	Mathematics Advanced
Samantha Malloy	Visual Arts
Georgina McMahon	SOR 1
Luca Murray	Ancient History Mathematics Ext 1 Mathematics Advanced English Advanced SOR1 Chemistry Physics
Micaela Perinich	SOR 1





Trinity Ray	Biology Drama English Advanced
Patrick Reid	Industrial Technology
Esther Rough	Mathematics Standard 2 SOR1
Eva Sabatier	History Extension Hospitality Food and Beverage
Ella Stack	Biology Mathematics Advanced
Daniel Tredinnick	English Advanced
Tannah Warner	English Advanced Music 2 SOR 2
Imogen Wilmot	English Extension 2

### Courses with Band 6 results above state average

Course	Band 6	
	School No. and %	State %
Ancient History	4 (18%)	8.4
Biology	2 (8%)	6%
Chemistry	3 (15%)	9%
English Advanced	9 (20%)	14.5%
Industrial Technology	1 (10%)	7.5%
Modern History	2 (17%)	9.7%
History Extension	3 (27%)	25.3%
Physics	3 (25%)	12.3%
Studies of Religion 1	9 (22%)	10.4%
Construction	2 (50%)	29%
Hospitality	1 (11%)	3.8%

### 3. Courses with Band 5 + 6 results above state average

Course	Band 5 + 6	
	School No. and %	State %
Ancient History	12 (54%)	33%
Biology	8 (33%)	26%



Drama	6 (60%)	57%
English Standard	13 (26%)	14%
English Advanced	35 (76%)	66%
English Extension 2	4 (100%)	84%
Industrial Technology	4 (40%)	21.5%
Legal Studies	7 (58%)	40%
Mathematics Standard	20 (37%)	29%
Modern History	8 (67%)	34%
History Extension	10 (91%)	83%
Music 2	3 (100%)	86%
Physics	8 (66%)	41%
Studies of Religion 1	24 (60%)	40%
Visual Arts	13 (72%)	65%
Construction	2 (50%)	30%
Hospitality Food and Beverage	5 (55%)	27%
Primary Industries	5 (35%)	24.2%

### Senior Secondary Outcomes

Qualification	Percentage of Students
Higher School Certificate	100
Life Skills	0.009 (1 Student)
Pathways	0
VET Qualifications	27

Stated intentions for 2022 (Year 12):

TAFE/Private College	4%
Trade/Training	16%
Work and/or Travel	12%
Gap experiences	4%
Tertiary	64%



N.B: Not all students stated their intentions at the end of 2022.

### Retention Rate

Year 10 2021 going on to Year 11 in 2022 = 168 (from 151)

Year 11 2021 going on to Year 12 in 2022 = 105 (from 139)



## 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 - 18

Bachelor- 59

Post-graduate Diploma - 7

### Workforce composition

Total staff employed - 122

	Male		Female		Total
	Full-time	Part-time	Full-time	Part-time	
<b>Teaching Staff</b>	30	1	42	8	66%
<b>Maintenance</b>	4				.03%
<b>Support</b>	4	2	15	8	23%
<b>Cleaning Staff</b>	1			7	.07%
<b>Total</b>	32%	0.02%	47%	19%	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.

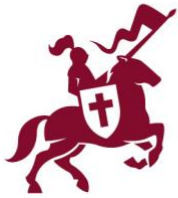
In addition, various members of staff attended professional development courses, workshops and conferences held away from the College. Eighty one percent of staff accessed professional learning opportunities by this manner. Individual records of attendance are maintained for each member of staff and 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	161	90.3	98.3
Year 8	171	87.6	96.9
Year 9	169	88.6	97.7
Year 10	161	86.8	96.0
Year 11	151	90.9	96.6



Year 12	105	91.9	95.5
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***

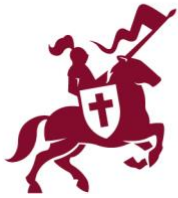
The Assistant Principal – Learning and Teaching is responsible for liaising with the Assistant Principals – Wellbeing in relation to the educational outcomes of students with attendance issues.

**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.

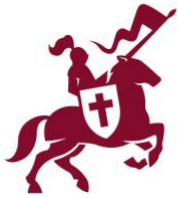
**Responsibilities**

<b>Task</b>	<b>Responsibility</b>	<b>General Timeframe</b>
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"> <li>• Cocktail party</li> <li>• School assembly</li> </ul>	Principal	Last weeks of Term 3 Last weeks of Term 3
Final blessing (past captains) / Investiture (new captains) <ul style="list-style-type: none"> <li>• Event planning</li> <li>• Leaders' badges</li> </ul>	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
<b>Alcohol and Other Drugs</b> <ul style="list-style-type: none"> <li>- Education</li> <li>- Student expectations</li> <li>- Staff expectations</li> <li>- Student events</li> <li>- College events</li> <li>- Support</li> </ul>	No change	Published on staff intranet and College website
<b>Behaviour Management</b> <ul style="list-style-type: none"> <li>- Positive safe environment</li> <li>- Support</li> <li>- Reconciliation</li> <li>- Responsibility and accountability</li> <li>- Positive relationships</li> </ul>	No change	Published on staff intranet College website
<b>Buildings and Grounds</b> <ul style="list-style-type: none"> <li>- Safety and security</li> <li>- Accessibility</li> </ul>	No change	Published on staff intranet
<b>Bullying and Harassment Management</b> <ul style="list-style-type: none"> <li>- Preventative strategies</li> <li>- Response strategies</li> <li>- Awareness programs</li> <li>- Support programs</li> <li>- Investigations</li> <li>- Responsibilities</li> </ul>	No change	Published on staff intranet College website
<b>Child Protection</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Child Protection and Wellbeing</li> <li>- Mandatory Reporting</li> <li>- Reporting student welfare/wellbeing concerns</li> <li>- Training</li> <li>- Working With Children</li> <li>- Reportable Conduct</li> <li>- Criminal Offences</li> <li>- The Education Act</li> </ul>	Updated in relation to the Children's Guardian Act	Published on staff intranet College website
<b>Code of Conduct for Staff</b> <ul style="list-style-type: none"> <li>- Professional conduct – general</li> <li>- Professional conduct – child protection</li> <li>- Communications</li> <li>- Conflicts of interest</li> <li>- Dress code</li> <li>- Extra curriculum</li> <li>- Information Communication Technology Code</li> <li>- Lesson Duties and Covers</li> <li>- Media</li> <li>- Meetings and events</li> <li>- Religious responsibilities</li> <li>- Student Wellbeing</li> <li>- Religious responsibilities</li> <li>- Supervision</li> <li>- Teaching</li> <li>- Tutoring</li> </ul>	No change	Published on staff intranet



<b>Policy</b>	<b>Changes to policies during the year</b>	<b>Disclosure</b>
<b>Complaints Handling</b>	Updated to make processes clearer	Published on staff intranet and College website
<b>Excursions</b> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Approval</li> <li>- Appropriateness</li> <li>- Inclusivity</li> <li>- Duty of Care</li> <li>- Risk assessment</li> <li>- Supervision</li> <li>- Third party providers</li> <li>- Water activities</li> <li>- Communication</li> </ul>	No change	Published on staff intranet
<b>Privacy</b> <ul style="list-style-type: none"> <li>- Collection</li> <li>- Security</li> <li>- Disclosure</li> <li>- Access, quality and correction</li> <li>- Surveillance</li> <li>- Complaints</li> </ul>	Updated to clearly identify the types of information collected and how privacy is managed	Published on staff intranet College website
<b>Smoking</b>	No change	Published on staff intranet College website
<b>Student Academic Handbooks</b> <ul style="list-style-type: none"> <li>- Absences</li> <li>- Academic honesty</li> <li>- Assessment</li> <li>- Feedback</li> <li>- Special considerations</li> <li>- Appeals</li> <li>- Complaints</li> <li>- Examinations</li> <li>- Grades</li> </ul>	Stage 4 and 5 handbooks amended (and simplified) to accurately reflect process	Published on staff intranet College website
<b>Student ICT Usage</b> <ul style="list-style-type: none"> <li>- Online safety</li> <li>- Appropriate use: bullying, harassment, illegal activity</li> <li>- Accessibility</li> </ul>	No change	Published on staff intranet College website
<b>Wellbeing Policy</b> <ul style="list-style-type: none"> <li>- Wellbeing system</li> <li>- House structure</li> <li>- Behaviour Management</li> <li>- Wellbeing roles</li> <li>- Student Leadership Programs</li> </ul>	Name change from Pastoral Care Policy	Published on staff intranet College website
<b>Work Health and Safety</b> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Procurement and purchasing</li> <li>- Training</li> <li>- Hazard identification and control</li> </ul>	No change	Published on staff intranet



Policy	Changes to policies during the year	Disclosure
<ul style="list-style-type: none"> <li>- Incident reporting</li> <li>- Incident investigation</li> <li>- Supervision</li> <li>- Emergency response</li> </ul>		

## 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 2021, 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.



## Summary of Financial Information for 2022

