

Chevalier College

FORTES IN FIDE | STRONG IN FAITH

Annual School Report 2023

11 Charlotte Street

BURRADOO NSW 2576

Phone: (02) 4861 1488

www.chevalier.nsw.edu.au

Email: office@chevalier.nsw.edu.au



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.

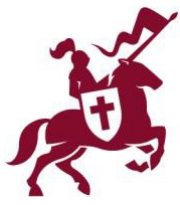
The report also outlines information about initiatives and developments of major interest and importance to the school community and the achievements arising from the implementation of the school's Strategic Intent Plan.

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 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 the Director of MSC Education as his delegate on the board. This position is currently held by Mr. Chris McDermott. Mr. McDermott sits on the board of each of the four MSC schools in Australia.



Message from Key School Bodies

College Board Report

The Chevalier College Board is responsible for nurturing the MSC ethos - Spirituality of the Heart and governs the College, on behalf of the Provincial-in-Council, in matters pertinent to legal obligations, risk management, strategic planning, implementation of policies and procedures, finance and compliance. I am pleased to report that the College remains in a very sound position going into 2024 and has no current debt.

2023 has been a particularly busy year for the Chevalier College Board and Committees. At the start of the year, we welcomed our new Principal, Mr Greg Miller, who arrived with great energy and enthusiasm to build on the long and successful history of the College. The Best Use of Time (BUOT) initiative put forward by Mr Miller has been the main focus of the board this year.

After much debate and careful consideration of the BUOT proposal, with the Board providing advice in areas of risk mitigation, legal considerations, policy and procedural changes, provisional approval was given in August for the College to proceed with the planning phase provided all aspects of the above were in place by the end of the year. In November, the Board endorsed a one-year trial to commence in 2024 with an independent review to be undertaken during the year.

This has been a substantial undertaking by the College Leadership and, on behalf of the Board, I congratulate and thank all staff for their continued hard work and commitment in the education and pastoral care of our students. Additionally, all Board and committee members have worked very hard this year and I thank them for their dedication to the College in these volunteer roles.

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



Finance, Audit and Risk Management (FARM) Committee

This year the committee has maintained focus on its primary functions of monitoring the College's financial position; reviewing the financial impacts of the College's strategic plans; and reviewing the risks to the College of both of these. The committee exists to undertake in depth analysis so that it may provide advice to the board for their consideration.

To support this process, the committee this year undertook a review and update of its Charter as well as the Risk Management Policy which the board has now adopted.

KPMG, the College's auditors, returned an unqualified audit of the 2022 financials. No exceptions were reported by KPMG in their report which was a great credit to the College staff.

While the board develops its long-term Master Plan for the College, the committee made its recommendation to support the Principal's Enhancement Capital Works proposal which has been underway through this year.

Peter Whittall (Chair), Chris Merlino, Jeremy Phillips, Greg Miller, Melissa McCoy, Jacquie Daly, Wendy Condon (minutes)

Building Committee

The Building Committee has had an exciting year with the engagement of Leaf Architecture and other sub-consultants to develop Chevalier's updated Master Plan which was shared with the College community in November.

The process included stakeholder engagement with students (past and present), parents and teachers, high level due diligence, and cost planning advice to develop a final set of architectural documents illustrating eight stages. These are: a Hospitality Precinct, new Library and dedicated SILC, Biomechanics and CAPA precincts, new STEM and science



labs, and a new administration and staff building. This is an imagining of how the College could look and would be staged over several years.

Early in the year the College was advised of changes to the way Catholic Block Grant Authority (CBGA) grants were to be administered, allowing the potential for increased funding. As a result, a revised CBGA application has been submitted and this will be determined in early 2024.

The Building Committee looks forward to finding ways to develop these exciting plans in the future.

Tristan McKelvey (Chair), James Dayball, Greg Miller, Chris Merlino, Melissa McCoy

Ethos and Governance Committee

The committee addressed a number of areas in 2023 in support of the College Board:

- further review and updates of the Governance Manual
- appointment of new committee and board members including appointing new chairs for several of our committees
- review of our board and committee skills matrix in preparation for seeking and selecting new board and committee members in 2024
- conducted a major review of the functioning of the board (required every five years) and implementing the recommendations
- prepared for and held our annual board retreat focussing on our ethos
- development of a board induction pack and board decision making placemat
- updated delegations protocol
- preparation for 2024 strategic review
- reviewed Ethos Policy, Enrolment Policy, committee charter

Lyn O'Connell (Chair), Greg Miller, Alison McKenzie, Sarah McKinnon, Chris Merlino, Wendy Condon (Minutes)



Education Committee

With the College engaged in the development of the Best Use of Time (BUOT) initiative, much of the operational work of this committee was focused on identifying any potential risks to the College, students, and staff. Through this, we safeguarded the reputation of the school within the community, ensuring financial stability, student safety and guaranteeing that the MSC culture and ethos of the College is enriched by this proposal. Risk minimisation strategies have been communicated to the Leadership team and discussed at board level. As this information was relevant to all Board members the committee only met in the first half of the year.

With the proposed recruitment drive for the Board, we will be looking forward to invigorating the education committee in 2024 as we evaluate the implementation of BUOT.

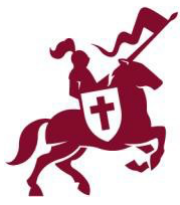
Greg Miller, Rebecca Graham, Sophia Thomas, Samantha Aebi (Minutes)

Foundation

Currently the Foundation Committee is supporting a record number of students through a range of scholarships. We have 2 Indigenous students supported through the Brennan Bursary Indigenous Scholarship, with a new student starting Year 7 in 2024, and several students receiving partial or full fee support. We acknowledge all the generous donors who have made it possible to support these students.

Scholarships include:

- The Br Dave Merrick msc Memorial Bursary
- The John Fahey Memorial Scholarship
- The Victor A Consunji Scholarship
- The Class of 1981 Scholarship



- The Chris Topp Memorial Bursary

Our focus this year has been on evaluating the role of the committee and our current operations with the view to building the College's reputation in the community.

Chevalier Past Students (CPS) will now staff and manage their own activities, giving clear accountabilities between the Foundation and the CPS. This year the CPS contributed to Winterfest by running the BBQs to feed the Chevalier community, generously donated the evening fireworks, and played an exciting match against the Rugby 1st team.

In 2023 the Esprit du Chevalier Medal was awarded to Chev past student Dr Andrew Browning, who came to the school in November to give an oration, sharing how his faith has underpinned his work in Africa to support vulnerable women suffering clinical problems post childbirth.

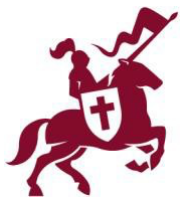
We would like to acknowledge and thank Jenni Woods, who left the College in 2023, for all her hard work and support provided to the committee.

Kate Hawke (Chair), Greg Miller, Chris Merlino, Tim Farrell, Simone Wilson, Melissa McCoy, Jenni Woods (Minutes)

Appointments

Peter Whittall was appointed to the board in October and has been a member of the Finance Audit and Risk Management Committee since the beginning of 2022. He assumed the role of Chair of that committee in August, is a current parent and has many years of experience in the aged care sector, the mining industry and board operations.

In July the board also welcomed Melissa McCoy, the new Director of Enterprise Services, as the new Company Secretary. At the same time, we say thank you to Will Rowland for his dedication and hard work in the role up till then.



Resignations

Our sincere thanks go to Dr Peter Andersen for his generous commitment to the College over the last 11 years. He has been a highly valued and professional board member, Chair of the Education committee, and his experience and expertise in the field of secondary and university education have been a huge asset to the board and College.

In July we farewelled Dick Simpson who joined the board in 2008, was Deputy Board Chair and Chair of the Foundation Council, which he established to find alternate funding streams which have benefitted many students and the College over the last decade. He has always given generously of his time and his contributions to both the Board and Foundation Council have been extraordinary. We pass on our gratitude for his outstanding commitment to the College and the board over the last 16 years.

Thanks

For the past 10 years Samantha Aebi, Assistant to the Principal, has also been the Minutes Secretary for the Board of Directors, the Education Committee, and the Building Committee. This has been an unenviable role and has meant many hours of additional work, often after the normal school day is over. Samantha will finish her role with the board and committees this year as she moves into a new role at the College, and all members wish to pass on their sincere thanks for her contribution, hard work, and commitment throughout the years.

Wendy Condon, Compliance Manager at Chevalier, also plays a significant role in the functioning of the Governance Committee and Finance, Audit and Risk Management Committee. She is the Minutes Secretary for both and her experience and knowledge in the areas of risk management, policy and compliance has been invaluable. We acknowledge and thank her for her hard work.

Chris Merlino, Chair of the Chevalier College Board



Principal's Message

Chevalier College Principal, Greg Miller

As I reflect on 2023 at Chevalier College, my first year as your Principal, I am filled with gratitude and feel quite humble. It has been a privilege to join this vibrant community, and I am eager to share some thoughts on the year that has passed.

Let me begin with gratitude. Our College is a tapestry woven with the threads of dedicated staff, committed families, and, most importantly, the bright souls of our students. In a year that, thankfully, did not grapple with the challenges of the previous Covid years, we were introduced to the challenges and opportunities that come with artificial intelligence, yet we still found joy in the simple yet profound interactions that define the essence of Chev.

2023 marked a year of continuity, growth, and firsts. The year began by asking the question, "What might education look like in 3-5 years?" This led to broad community engagement with staff, students, and parents as we continue to strive to be the best community we can be. Throughout the year we saw:

- Year 12 responsibly accept the offer of studying at home for lessons 1 and 5 each day.
- The creation of *Chev Today*, a student led Instagram page initiated, designed, and developed and which achieved phenomenal growth over its first 12 months.
- The outstanding musical production *Beautiful*.
- Our inaugural Winterfest where all sporting teams played at home with over 4,000 spectators onsite.
- The development of two new contemporary classrooms and a Virtual Reality laboratory.
- Engagement with Michael McDowell for high impact teaching strategies.



- The development of a Master Building Plan with contemporary buildings and facilities sustainable into the next 15-20 years.
- We celebrated milestones, acknowledged achievements, and navigated the ebb and flow of a bustling academic environment. The heartbeat of Chev, strong and steady, echoed through various endeavours – from academic pursuits, creative and performing arts,

community service, immersions, sporting challenges, and engagement with debating and public speaking. Our students, the lifeblood of this College, continued to shine. Their positivity, and warmth were evident in every aspect of school life. Their compassion towards others exemplified and showcased the true character of Chev.

In acknowledging the accomplishments of our community, I extend my deepest gratitude to our dedicated staff. Whether in classrooms, on the sports field or behind the scenes, their unwavering commitment to the wellbeing and growth of our students has been the cornerstone of another great chapter in the life of Chevalier College.

A special note of appreciation goes to the College Board, whose support has guided the Leadership team as we start to navigate the need for Chevalier to be a 'future facing community'. The Leadership Team has been committed to challenging, supporting, and inspiring middle leaders, dedicated teachers, and highly competent support staff, all united in providing high-quality learning experiences while preserving the rich traditions that define our identity.

Looking ahead to 2024, I am excited about the opportunities for growth, collaboration, and further enriching the Chev experience. The heartbeat of our school is sustained not just by infrastructure and programs but by the genuine connections, respect, and care that define our community.

In closing, it is obvious MSC Spirituality of the Heart thrives at Chevalier. The heart of our College beats strong, with a consciousness and commitment towards the values of compassion, kindness, respect and, most importantly, love. Nurtured by the collective



efforts of each member of this community, I am honoured to be a part of this journey, and I eagerly anticipate the years to come.

Many blessings

Greg Miller

Principal

School Captains Message

Annabel Brennan, 2023 School Captain

We've made it to the end, and there are now only a few weeks until our exams. I feel a great privilege to be speaking on behalf of Year 12, 2023 today, just as I feel a great privilege to have gotten to know you all over these past 6 years. This is what makes it so hard to say goodbye, not only to the physical place of Chevalier College itself, but to what you have all made Chev to be.

I think everyone says this of their year groups, but I truly believe that the class of 2023 has some of the most amazing and insightful young men and women I have ever met, and it has been such a pleasure to have been a part of such an incredible group. In line with our Valedictory theme, we are all different and we are all fantastic, yet together we are truly something else. So, my first thank you, is to the Year 12s of 2023. Thank you for making these last few years everything they were.

There are many more thank you's I would like to say today on behalf of Year 12, as we did not get here entirely by ourselves. It is incredible to see all the amazing achievements of



our year acknowledged and recognised this morning, but this is also an opportunity to thank the many people who helped us along the way.

To our parents. Thank you for continually being there for us and working tirelessly behind the scenes. For keeping us organised and accountable, and pushing us to be the very best we can be. You are always by our side, and you are always there to lift us up when we just need a helping hand.

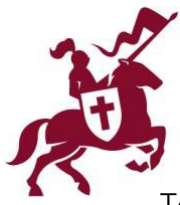
To our teachers. You have always worked so hard for us, and we cannot thank you enough. For all the extra hours of marking and feedback, and your ability to motivate and inspire us to do the best we can. It is thanks to you that these dreaded HSC exams now seem manageable. We also need to thank you for more than just the academic side; to our mentors and homeroom teachers, coaches, and coordinators, who have supported us in many areas of our life at Chev.

To Ms Clunn and Ms LaGarde, who have assisted and supported us in the new leadership model this year, helping us engage with all areas of the college. And thank you to all the captains and leaders of this year, who seamlessly stepped into their roles with passion and creativity. It has been a pleasure to work alongside you all.

To Oliver, thank you for being there by my side this past year and for always showing enthusiasm and dedication to the college. You have been a pleasure to lead beside with your kind heart and open mind, so thank you. I am also appreciative of our Vice Captains, Matt and particularly Annie, for their support and contributions.

To our coordinators, Ms Maronese, Mr Wilson, and Mr Brookes, for their dedication to Stage 6, and for looking after us as a whole, through various meetings, retreats and everything else (because they do a lot).

Unfortunately, Fr Mulrooney couldn't be here today, even though probably not unfortunately for him since he is currently in Rome, but he is so integral to the Chev community that there was no way I couldn't mention him. He's always there to greet us with a smile and leads the most beautiful liturgies that truly exemplify the MSC charism.



To Mr Miller. Again, he seemed to seamlessly blend into life at Chev, and it has been an honour to have you as our principal for our last year. We look forward to seeing what else you can bring to the college, as we know we are leaving it in good hands.

Lastly, to Hugh and Sarah, along with the leaders for 2024, and the rest of the incoming Year 12 students, enjoy every moment of the next year, as it all goes by too quickly. There will be challenges and difficulties, but you will face them together, as at Chev you are never alone.

That was a lot of thank you's, so thank you for bearing with me. And I know that there are countless others who have helped and supported us up until this point and will continue to support us until the very end.

This is the beginning of the end; but not really. This week has had many 'lasts' in it, last class, last homeroom, last school night. Yet even though it is the end of our time here at Chev, it is only the beginning of the next part of our lives. I feel so privileged and grateful to have spent the last 6 years with you all, but I am also so excited to see where you are all headed. We are such a diverse and vibrant cohort, and I know that each and every one of you will seize the opportunities that come your way with enthusiasm and dedication. So, as we all take this step into the next part of our lives, let me leave you with this. Everything will be alright in the end. If it is not alright, it is not yet the end.

Oliver Kesby, 2023 School Captain

It has been a long and at times difficult journey to arrive at this day of graduation, full of exciting and unforgettable moments. I can confidently say that Chevalier can change the life of a student and know that I have been shaped into the person you see before you today because of Chev.

To me, Chev has always been a significant place not just a school but my second home. I was 7 years old when my dad passed away from prostate cancer. He had been a boarder



at Chev and since his death his mates from Chev have been there for me, guiding me, living the MSc values they learnt at Chev. I know no matter how hard or challenging something may seem if you are in need of help the Chevalier community will always be here for you.

We don't develop in isolation rather through our relationships with friends and family we can become more. Without the student leadership group in Year 12, we would not have had the number of successful initiatives in 2023. I am amazed that through the Chev spirit, a small group was able to turn a goal of raising \$500 into an achievement of \$9000 towards The Prostate and Breast Cancer Foundation. I know that we all have benefited from having friends who kept us humble and those who reminded us of the importance of balance and having a social life. With all the lessons I have learnt at Chev I think this one is the most important - it is the amazing people around you - friends and family, staff and teachers that will provide all the strength and support that you need.

To Annabel, without you as my fellow captain throughout this journey, standing next to me when I talked in front of people for the first time, and guiding me with some of my speeches I would not have been able to do as well as I did. Your kind and understanding nature has continued to be a light brought to Chev by past captains and students.

To the parents of Year 12. I know you must be extremely proud of the men and women your children have grown into - even though some of us may need a little more growing - you have done an incredible job, your support, guidance and patience is truly appreciated. To my mum, I will never be able to put into words how truly amazing you are with all you have gone through. Thank you.

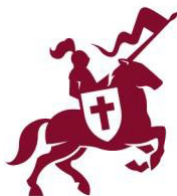
To Mrs Santos, you have been here for me every step of the way since I was a nervous little Year 7. Thank you. To Mrs Graham, Mr Byrne, and countless other teachers both past and present you have been there every step of the way with us and have believed in us during times when we may not have even believed in ourselves. You have been patient with us and on behalf of the graduating class I thank you.



To our former principal Mr McDermott, you made a major contribution to our first 5 years, and we will forever be grateful. Mr Miller, in one year you have injected a positive outlook at Chev and we can't wait to see where you take Chev in its next chapter.

In closing, I wish to address the Chevalier student body.

I urge you not to fixate or think of embarrassing moments as they will pass, and people will move on. Rather I encourage you to embrace those moments and learn from them. Enjoy the journey, Chev is a truly special place, and you don't realise it until you reach the end of the life-changing adventure. So, embrace every opportunity from fundraisers to sports, maybe even a half marathon, and I promise you that the more involved in Chev you are not only will your academics, sports and passions improve but you will develop into a person you never knew could exist. And the next time you think I'll do it next year, believe me, it goes by in the blink of an eye and before you know it you won't get a chance to do it again.



Performance in External Assessments

Student outcomes in standardized national literacy and numeracy testing

Attributes and areas of strength

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.

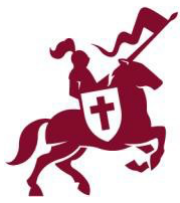
The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentage 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
Reading	572	536	565
Writing	562	534	560
Spelling	551	539	559
Grammar & Punctuation	564	539	566
Numeracy	565	538	568



Year 9 Performance

	Mean School	Mean State	Mean SIM
Reading	583	564	589
Writing	589	567	593
Spelling	579	568	585
Grammar & Punctuation	567	557	584
Numeracy	573	568	594

Record of School Achievement

The following table represents the distribution of grades awarded at the end of Year 10 for Board Developed Courses. All courses are 200-hour courses except for Australian History and Australian Geography, which are 100-hour courses.

Course	A(%)	B(%)	C(%)	D(%)	E(%)
English 200 hours (300)	9.8	26.2	43.3	20.7	
Mathematics 200 hours (323)	18.3	19.5	34.8	27.4	
Science 200 hours (350)	11.6	25.6	42.1	19.5	1.2
Australian Geography 100 hours (4015)	10.4	30.5	42	17.1	
History 100 hours (4007)	9.2	34.7	45.1	10.4	0.4
Personal Development, Health and P.E. 200 hours (2420)	30	30	40		
Agricultural Technology 200 hours (1605)	8.3	37.5	45.9	8.3	
Food Technology 200 hours (1625)	11.5	38.5	50		
Industrial Technology (Engineering) 200 hours (1814)	41.1	47.1	11.8		
Industrial Technology (Timber) 200 hours (1820)	14.3	25	57.1	3.6	
Drama 200 hours (2010)	52.6	36.9	7.9	2.6	
Music 200 hours (2050)	38.5	23.1	23.1	15.3	
Visual Arts 200 hours (2060)	30.4	56.5	13.1		

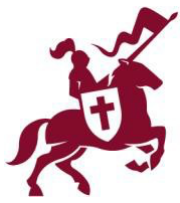


Higher School Certificate 2023

Chevalier College can be well pleased with the Higher School Certificate (HSC) results which were released on Thursday 14 December. Of the 36 courses completed by the 2023 Chevalier Year 12 cohort, 25 courses were above state average.

Subject and Percentage above state average:

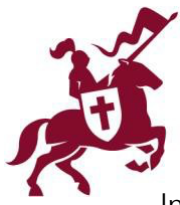
- Human Services Exam 16.57
- Modern History 12.5
- Ancient History 7.43
- Construction Examination 6.96
- Mathematics Standard 2 6.67
- Physics 6.47
- Music 1 6.31
- Primary Industries Exam 6.29
- Legal Studies 5.60
- Visual Arts 4.39
- PDHPE 4.18
- English Standard 3.91
- Business Studies 2.48
- Studies of Religion 1 2.48
- Science Extension 1 2.38
- Mathematics Extension 1 2.23
- History Extension 1 2.19
- English Advanced 2.05
- Society and Culture 1.90
- Studies of Religion 2 1.68
- English Extension 1 1.53
- English Extension 2 1.43
- Community and Family Studies 0.85
- Hospitality (Food and Beverage) Exam 0.74
- Mathematics Extension 2 0.24



Much of the media hype which surrounds HSC results focuses on Band 6 results. And whilst a school's value is much more than annual Band 6 results, there is still worth in recognising and celebrating academic rigour when it occurs.

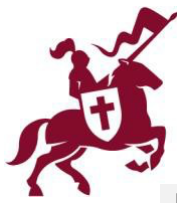
With that in mind, there were many 'data points' which confirm excellent results achieved by the 2023 Chevalier HSC cohort. They include the following:

- 55.55% of Music 1 students achieved a Band 6 as compared to 22.56% of the state.
- 50% of Chevalier students who sat the Human Services Exam achieved a Band 6 as compared to 1.99% of the state.
- 37.5% of Modern History students achieved a Band 6 as compared to 10.2% of the state.
- 35.71% of Mathematics Extension 1 students achieved a Band 6 as compared to 34.22% of the state.
- 33.33% of Physics students achieved a Band 6 as compared to 13.05% of the state.
- 30.76% of Visual Arts students achieved a Band 6 as compared to 18.48% of the state.
- 25% of Society and Culture students achieved a Band 6 as compared to 11.62% of the state.
- 24% of Studies of Religion 1 Unit students achieved a Band 6 as compared to 13.89% of the state.
- 20% of Mathematics Standard 2 students achieved a Band 6 as compared to 9.15% of the state.
- 18.18% of PDHPE students achieved a Band 6 as compared to 6.37% of the state.
- 16.66% of Legal Studies students achieved a Band 6 as compared to 13.86% of the state.
- 14.28% of Community and Family Studies students achieved a Band 6 as compared to 5.7% of the state.
- 14.28% of English Advanced Unit students achieved a Band 6 as compared to 13.78% of the state.



In 2023 we have 34 students on the Distinguished Achievers List with a total of 74 entries.

STUDENT	COURSES
Kurtis Ambrose	Physics
Annabel Brennan	English Advanced, Mathematics Ext 1, Physics, SOR1
Lani Brown	Mathematics Standard 2
Maddox Brown	Modern History, SOR1
Sarah Bull	Community and Family Studies, Mathematics Standard, PDHPE, Society and Culture
Lily Campbell	Community and Family Studies, Mathematics Standard, SOR1
Laura Cronin	PDHPE
Sebastian Cruz	Spanish Beginners
Lawrence Doyle	Mathematics Ext 1, Mathematics Ext 2, Music 1, Physics
Harriet Ellis	Music1
Christian Emerton	Visual Arts
Luc Fantuz	Modern History
Alexia Georgiou-Anderson	Mathematics Standard
Leah Gillespie	Ancient History, English Advanced, History Ext, SOR1 Visual Arts
Tate Goldsmith	PDHPE
Meg Gordon	Music 1
Annalise Huntrods	Design and Technology, English Advanced, Legal Studies, Mathematics Standard, SOR 2
Molly Jones	Design and Technology, Visual Arts
Matthew Kain	English Advanced, Mathematics Standard
Olivia Kington	Mathematics Standard 2, Modern History, Music 1
Ella Lillyman	Drama
Zach Moses	Drama, Mathematics Standard
James Murray	Mathematics Ext 1, Mathematics Ext 2
George Myers	Biology, Mathematics Standard, PDHPE



Lachlan Osbourne	Mathematics Ext 1, Music 1
Tilda Payne	English Advanced, English Ext 1, Physics
Lily Quartermaine	English Advanced, Visual Arts
Ashleigh Sawaqed	Mathematics Standard, SOR1
Dhyana Shah	Chemistry, English Advanced, Mathematics Ext 1, Mathematics Ext 2
Mackenzie South	PDHPE, Human Services Examination
Lily-Rose Stapleton	Mathematics Standard
Chelsea Su	English Advanced, Mathematics Advanced, SOR1
Willoughby Watson	PDHPE
Annie White	Legal Studies, SOR2

Senior Secondary Outcomes

Qualification	Percentage of Students
Higher School Certificate	100
Life Skills	0.009 (1Student)
Pathways	0
VET Qualifications	19

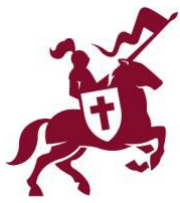
State Intentions for 2024

TAFE/Private College	3%
Trade/Training	14%
Work	6%
Gap Year/Travel	16%
Tertiary	61%

Retention Rate

Year 10 2022 going on to Year 11 in 2023 = 139 (from 148)

Year 11 2022 going on to Year 12 in 2023 = 123 (from 127)



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 qualification

Teacher retention rate (from 2022 to 2023): 92%

Average teacher attendance rate per day: 96%



Teacher Qualifications:

Masters	12
Bachelor	64
Post Graduate Diploma	9

Workforce Composition

Total staff employed - 121

	Male		Female		Total
	Full-time	Part-time	Full-time	Part-time	
Teaching Staff	31	2	40	7	66%
Maintenance	4	1			4%
Support	4	1	16	7	23%
Cleaning Staff	1			7	7%
Total	33.3%	3.3%	46%	17.4%	100%



Teacher Involvement in Professional Development

All members of staff are encouraged to access professional development opportunities. Wherever possible and relevant, traditional 'staff meetings' where information is distributed is replaced by a 'Professional Learning' meeting. This allows meetings to focus on whole school initiatives. In 2022 this focused on a shift in pedagogy to developing expert learners with high impact teaching strategies led by Michael McDowell and our Assistant Principal New Ambitions and Innovation.

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. Several teachers completed the accreditation process at the level of Professional Competence with the Institute during 2023. 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.

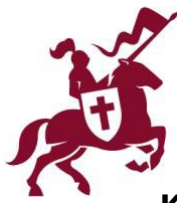
In addition, various members of staff attended professional development courses, workshops and conferences held away from the College. Individual records of attendance are maintained for each member of staff and access is monitored.



Student Attendance and Management of Non-Attendance

2023 Attendance Data

Year Group	Cohort Size	Attendance %	On-time %
Year 7	182	93.6	98.9
Year 8	162	91.6	98.8
Year 9	160	89.8	97.5
Year 10	163	90	97.3
Year 11	135	91.3	97.3
Year 12	121	91.1	94.8
College Average		91.2	97.4



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).

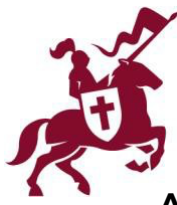
Key Legislation

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.

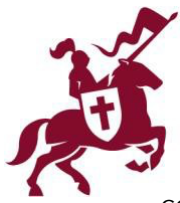
Policy

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 issue
- 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.



Senior 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

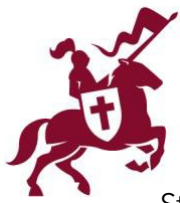
The model for the Chevalier College student leadership program is one that focusses on the 'web of relationships.' Selection, formation and monitoring of leaders grows out of the belief that by encouraging

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.

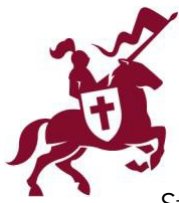
While high standards are expected of our leaders, it is also understood that students are fallible and in the process of maturing and that they will not consistently be able to meet these expectations.

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

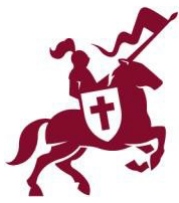
Applications for student leadership are conducted at the commencement of Term 2.

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

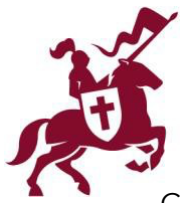
Australian Education Act Regulation 2013

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.

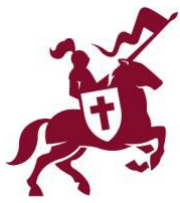
The college community embraces children from a wide variety of backgrounds, including other than Catholic faiths, the gifted as well as the needy.

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.

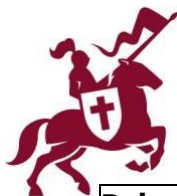
Related Documents

Fees Policy

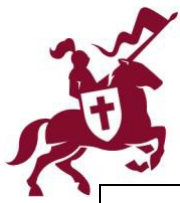
End of Policy

Key Policies

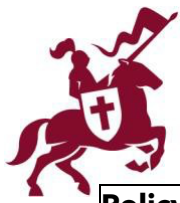
Policy	Changes to policies during the year	Disclosure
Alcohol and Other Drugs <ul style="list-style-type: none">- Education- Student expectations- Staff expectations- Student events- College events- Support	No change	Published on staff intranet and College website



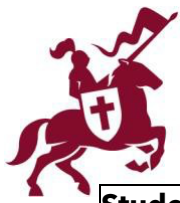
<p>Behaviour Management</p> <ul style="list-style-type: none"> - Positive safe environment - Support - Reconciliation - Responsibility and accountability - Positive relationships 	<p>No change</p>	<p>Published on staff intranet College website</p>
<p>Buildings and Grounds</p> <ul style="list-style-type: none"> - Safety and security - Accessibility 	<p>No change</p>	<p>Published on staff intranet</p>
<p>Bullying and Harassment Management</p> <ul style="list-style-type: none"> - Preventative strategies - Response strategies - Awareness programs - Support programs - Investigations - Responsibilities 	<p>No change</p>	<p>Published on staff intranet College website</p>
<p>Child Protection</p> <ul style="list-style-type: none"> - Introduction - Child Protection and Wellbeing - Mandatory Reporting - Reporting student welfare/wellbeing concerns - Training - Working With Children - Reportable Conduct 	<p>Updated in relation to the Children’s Guardian Act</p>	<p>Published on staff intranet College website</p>



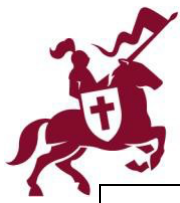
<ul style="list-style-type: none">- Criminal Offences		
<p>Code of Conduct for Staff</p> <ul style="list-style-type: none">- Professional conduct - general- Professional conduct - child protection- Communications- Conflicts of interest- Dress code- Extra curriculum- Information Communication Technology Code- Lesson Duties and Covers- Media- Meetings and events- Religious responsibilities- Student Wellbeing- Religious responsibilities- Supervision- Teaching- Tutoring	No change	Published on staff intranet



Policy	Changes to policies during the year	Disclosure
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



<p>Student Academic Handbooks</p> <ul style="list-style-type: none"> - Absences - Academic honesty - Assessment - Feedback - Special considerations - Appeals - Complaints - Examinations - Grades 	<p>Stage 4 and 5 handbooks amended (and simplified) to accurately reflect process</p>	<p>Published on staff intranet College website</p>
<p>Student ICT Usage</p> <ul style="list-style-type: none"> - Online safety - Appropriate use: bullying, harassment, illegal activity - Accessibility 	<p>No change</p>	<p>Published on staff intranet College website</p>
<p>Wellbeing Policy</p> <ul style="list-style-type: none"> - Wellbeing system - House structure - Behaviour Management - Wellbeing roles - Student Leadership Programs 	<p>Name change from Pastoral Care Policy</p>	<p>Published on staff intranet College website</p>
<p>Work Health and Safety</p> <ul style="list-style-type: none"> - Planning - Procurement and purchasing - Training - Hazard identification and control 	<p>No change</p>	<p>Published on staff intranet</p>



<ul style="list-style-type: none">- Incident reporting- Incident investigation- Supervision- Emergency response		
--	--	--

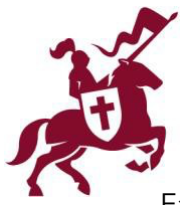
Respect and Responsibility

Respect and Responsibility

The development of values at Chevalier College occurs in the following ways:

- Liturgies, social justice programs, home room activities and SIM and Wellbeing lessons, charitable collections
- Leadership program based on service to others
- 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 revise 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 2023, the College appointed a Director of Enterprise Services 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 2023

