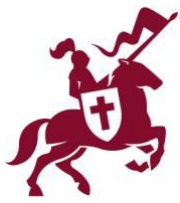




Annual School Report

2024

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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.

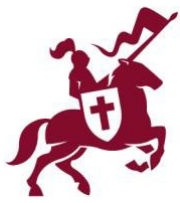
The report also outlines information about initiatives and developments of major interest and importance to the school community and the achievements arising from the implementation of the school's Strategic Intent Plan.

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 4861 1488 or visiting the school website:

www.chevalier.nsw.edu.au



The College

MSC Vision of Education

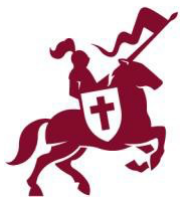
MSC schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.

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.



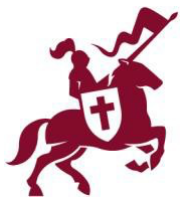
Mission Statement

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.

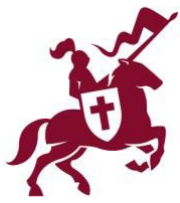
Chevalier College values:

- 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

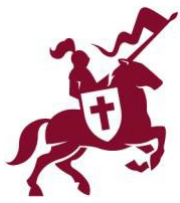
College Board Report

The Chevalier College Board is responsible for nurturing the MSC ethos - Spirituality of the Heart. It provides oversight of the College's governance on behalf of the Provincial-in-Council, including in relation to financial and legal matters, risk management, strategic planning and implementation of policies and procedures. As we head into 2025, the College remains in a sound financial position and has no current debt.

2024 has been another busy year for the Chevalier College Board and Committees. As I stepped into the role of Chair in July, the Board thanked and acknowledged Chris Merlino for his invaluable role in guiding the College for the past 11 years, many of those as Chair.

The year began in the most challenging way with the loss of two senior students, Violet and Chkye. Teachers, students and members of the wider community came together with their families and each other to share in their loss and grief, living the MSC values of love, kindness, compassion, hospitality and with just a touch of humour to light the way.

Our Principal, Mr Greg Miller, has continued to settle into the life of the College while encouraging us to think about how we can really make the Chev spirit shine. Flipped Mondays are starting to take shape as a permanent feature of the College timetable and the benefits for students and teachers are beginning to emerge. We know that there is still work to do to deliver on this significant and important change. A huge thank you to the College community for approaching the idea with open minds and a willingness to engage and for all the feedback received.



In June, the Board provided in-principle support for a Master Plan for the College that sees staged investment and development of College buildings and assets to cater for the future needs of our students. This will complement existing investment in College infrastructure to upgrade classrooms and digital assets, refresh the perimeter fence and improve outdoor and sporting facilities.

Looking forward, the Board's vision for the College is that it continues to deliver on the distinctiveness of an MSC education, to enable, nurture and empower heart-centred young people who are hope-filled, purpose driven, courageous and confident to thrive in the world. Mr Miller and the leadership team now have the task of identifying ways to action this vision, including consolidating existing work and continuing to learn about all that a future-facing education has to offer. A new Strategy and Direction Committee of the Board will oversee this important area of work.

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. Thank you also to all members of the Board and its committees who give generously of their time and expertise for the benefit of the College.

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

FINANCE, AUDIT AND RISK MANAGEMENT COMMITTEE

This year the committee has maintained focus on its primary functions of monitoring the College's finances and reporting as well as its risk management systems and processes. The committee exists to look closely at these matters so that it can provide sound advice to the board when decisions are made.



To support this process, the committee further reviewed and updated its Charter and updated its delegations and risk management policies and risk management register. College auditors KPMG again returned an unqualified audit of the 2023 financials. No exceptions were reported by KPMG in their report which was pleasing to see.

While the College develops its thinking on how best to deliver on the College Strategy and Master Plan, the committee recommended additional Enhancement Capital Works which will become more apparent as we approach the end of 2024.

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

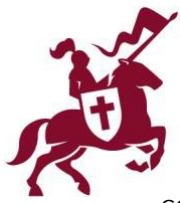
BUILDING COMMITTEE

In 2024, the Building Committee thanked Tristan McKelvey for his role as outgoing Chair and welcomed James Dayball as incoming Chair. After a lot of hard work in 2023, the Committee was pleased to recommend the College Master Plan, which was shared with the College community in November 2023, and to the Board to gain its approval. The eight stages of the Master Plan 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. A project manager has now been engaged to undertake preparatory works. Additional work is being done on developing a Sports Master Plan to upgrade sporting facilities at the College.

James Dayball (Chair), Tristan McKelvey, Jonathan Farrar, Greg Miller, Melissa McCoy

ETHOS and GOVERNANCE COMMITTEE

2024 was a busy year for the Ethos and Governance Committee, with new appointments to the various Board subcommittees, updates to Board policies, a review of the College Governance Manual and a review of the Board itself. In June 2024, the Committee



convened a Board Strategy Day which was an important opportunity for members of the Board and committees to reflect on our vision for the College over the next 5 years. It was heartening to see the resounding consensus that emerged. In November 2024, the Board shared its annual Retreat Day led by the Chevalier Institute and followed by a dinner to celebrate and acknowledge a successful 2024 together with the College Leadership Team.

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

FOUNDATION COMMITTEE

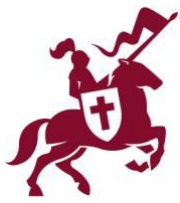
The Foundation Committee was proud to support the presentation of the Esprit du Chevalier Award to Father Bob Irwin in 2024 for his lifetime of dedicated service and commitment to the MSC, and MSC Education as a teacher, principal, faith formator, founder of the Chevalier Institute, Director of MSC Education and MSC Provincial. The Esprit du Chevalier Award is an important way to recognise those who embody the MSC values in their lives through their work with the College or even in their careers. As we recognise these individuals, we demonstrate to students the value of an MSC education and encourage them to make an impact in the world regardless of their passions or aspirations.

Similarly, the Foundation is pleased to provide ongoing support for a number of students through a range of scholarships, notably the Brennan Bursary Indigenous Scholarship, The King Scholarship, the Brother Dave Merrick MSC and Chris Topp Memorial Bursaries, and the Tyson Doneley and Victor A Consunji Scholarships.

Kate Hawke (Chair), Chris Arends, Tim Farrell, Greg Walsh

Sarah McKinnon

Chair - Chevalier College Board



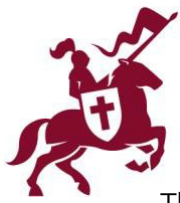
Principal's Message

Chevalier College Principal, Greg Miller

When I reflect on the past year, I find it necessary to pause to appreciate quite how much we, as a community, have achieved. With that pause, there comes an immediate and overwhelming sense of gratitude. Gratitude for the vibrant, heart-centred community of which I am a part, and for the variety of opportunities for progress and growth that we are presented with, all within the deeply meaningful framework of our MSC ethos. Ours is a special community, and it is with immense pride that I reflect on the year that has been.

No mention of 2024 can begin without acknowledging the profound grief that we experienced at the start of the year, with the tragic losses of our Year 12 students Violet Chanter and Chkye Tracz. Our Year 12 cohort was rocked, and their strength of spirit was tested in an unimaginably harsh way. They, and we as a community, came together and moved through the saddest days to walk onward, finding hope in shared grief. Observing these young people throughout this year as they finished their school education was humbling. They are a remarkable group, and I look forward to seeing what each of them will do with, in the words of Mary Oliver, "their one wild and precious life".

This year will also be remembered as an immensely exciting time for the College, as we collectively harnessed the courage to progress our Future Facing initiatives from vision to reality. We started the year with a reimagined timetable, drawing on the principles around Best Use of Time, and introducing flipped learning on most Mondays. Adapting to this change required all of us, staff, students and parents alike, to be open-minded, courageous, patient, and hopeful. As the weeks and months went by, we conducted extensive action research, and I am proud of the way that our community embraced this journey, navigating the curves and speed bumps that we inevitably encounter when we choose the road less travelled. Our unique school is evolving in a rapidly changing world, and our students stand to benefit enormously from our commitment to preparing them for life beyond our school gates.



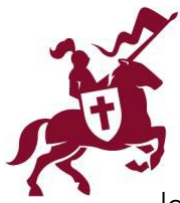
Throughout 2024, we celebrated many milestones, including:

- Continued engagement with Michael McDowell to implement high-impact teaching strategies.
- The captivating musical production, *High School Musical*, starring students from all year groups.
- Our second spectacular Winterfest with sporting teams playing at home and more than 2,500 spectators enjoying fireworks and food in our beautiful grounds.
- Year 10 - 12 students eagerly embracing the option to study at home on Flexible Mondays, and many more students in younger years attaining their Flipped Learning microcredential.
- Approval from the Board to move our Flexible Mondays from trial phase to a permanent feature of life at Chev as part of our Future Facing strategy.
- Progression of our Master Building Plan, which will provide our students with sustainable and contemporary facilities for the next 15 - 20 years.

2024 was a year when we recognised our strength, and what we can achieve when we work together. As an educational community, our purpose is to foster our students to achieve their potential and send them out into the world knowing who they are and what they can do, so they can find their place in the world. It has been said before, but the heartbeat of Chev resonates in all that we do. Whether it be the academic, creative, sporting, faith-based or service-oriented activities of school life, the actions of our students continually reflect the spirit of Chev.

I offer my heartfelt thanks to our committed staff. Whether in the classroom, in the creative and performing arts areas, on the sports field, the office, out in the grounds, or behind the scenes, their dedication to the wellbeing and development of our students forms the foundation for the heart-centred education that we provide at Chevalier College.

I acknowledge with deep gratitude the open-mindedness and vision of the College Board, whose support this year has enabled us to set our school apart as a bold and pioneering learning community, daring to challenge the status quo and reimagine what education will



look like in future years. I am also fortunate to work with a strong and highly skilled educational Leadership Team, who are willing to work tirelessly to ensure our students benefit every day from high-quality learning experiences.

As we close the 2024 school year, I look forward to being a part of another great chapter in the story of Chevalier College, the 2025 edition. Chev has a unique strength forged by the MSC values of compassion, kindness, a sense of humour, and, most importantly, love. Schools by their very nature have an enormous number of moving parts, from the engine room of the office systems, into the classrooms where the magic happens, and out into the wider world where our students spread their wings. It is an honour and a privilege to see how the work of Jules Chevalier lives on in the Southern Highlands of New South Wales and I take great pride in the knowledge that the MSC Spirituality of the Heart is evident for all to see.

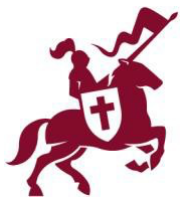
I would like to finish with a quote from Pope Francis' most recent encyclical, which resonates strongly both in our world at Chevalier College, and also speaks to all that is taking place around the world right now. *"It is only by starting from the heart that our communities will succeed in uniting and reconciling differing minds and wills, so that the Spirit can guide us in unity as brothers and sisters. Reconciliation and peace are also born of the heart."*

Our world needs young people who have been fortunate to receive an education of the heart, now perhaps more than ever before. I look to the future with hope and eagerly anticipate our next chapter in 2025.

Many blessings,

Greg Miller

Principal



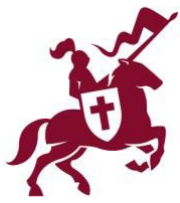
School Captains Message

Hugh Hansen, 2024 School Captain

It's hard to believe that our journey here at Chev is coming to an end. It feels like only yesterday that we were all sitting together in McGrath Hall on Orientation Day looking up at our 2019 Year 7 banner. Little did we know that over the next six years, Chev would grow to become a place that we call home. Chev has taught us the value of humility, compassion, humour, and friendship. In this way, Chev has guided us to embrace who we are as individuals modelled by Jules Chevalier and centred in the values of the MSC. It is going to be hard to say goodbye to such an important part of our lives. However, for many of us, this isn't goodbye, as the lessons and values taught at the college will be carried within our hearts and expressed in our daily actions for the rest of our lives.

In light of this, there are a few individuals that deserve our heartfelt thanks. On behalf of the graduating class, I would like to extend my thanks to Father John Mulrooney. You are a true embodiment of what it means to be an MSC. Over the last six years, you have become a role model for me and many throughout the college, as an exemplar of how to act as young men and women. Your genuine interest in every student is unparalleled and your love is felt across the entire MSC community. Chevalier is more than just school, and it is the actions of people like you that transform the college into a place that we now call home.

To Mr Abbey and the liturgy team, your hard work and commitment have helped transform each liturgy into an inviting and welcoming environment for all students. Thank you for effortlessly incorporating our leadership theme, "unite the room with the MSC tune," into each liturgy. Through your insight and creativity, you have created many unforgettable memories for the graduating class of 2024.



To all the maintenance and AV crew - Without your constant effort around the college, many of the things we take for granted would simply not happen.

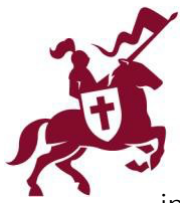
To Mr Miller - thank you for showing us the true meaning of courage as an individual and as leaders. The way you approach every challenge with compassion and a genuine desire to learn has inspired not only the graduating class but wider student cohort. Your vision for the college centred in the values of the MSC has further developed Chevalier into a place that truly embraces each individual student.

To Sarah - It has been a true pleasure to be able to work by your side over the last year. Your unrelenting commitment and work ethic towards every facet of school life has continually amazed me and is a credit to who you are as individual and as a leader. Thank you for always driving me to make the most of each and every day.

Now to Lucinda and Josh, and the Year 11 cohort - We wish you luck as you prepare to take on the challenge of the year ahead. I can say with confidence that the school is in good hands for the year of 2025. I know this is repeated every year, but Year 12 goes by in a flash. So, in the endless schedule of assignments and initiatives, make the most of the time you spend with peers. Prioritise the relationships within your life and fill every day with kindness and compassion. Never forget the power of a simple smile.

To the younger students - Be yourself. This is a lesson that I wish I learned or at least listened to in the younger years. We are privileged to attend a school that actively encourages us to find out who we truly are as individuals. Take this opportunity with both hands. Bold enough to stand out.

And finally, to the graduating class, whilst our gratitude towards our teachers is



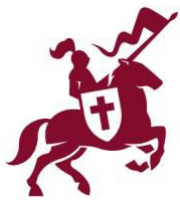
inexhaustible, we must recognise the hard work, dedication, and effort that we have all put in to get to this point. Over the past few years, we have faced many challenges together, and as we step out into the wider world, I'm sure we will be faced with countless more. But in the wise words of someone very close to our year, "don't fight it, work with it." Approach every challenge with kindness and compassion and I'm sure that the graduating class of 2024 will go on to achieve some truly extraordinary things.

Sarah Ruse, 2024 School Captain

Saying goodbye isn't easy. Afterall, it symbolises the letting go of our past, and it isn't the actual walking out of the school gates that's tough. It is the realisation that we will no longer see each other every weekday, that privilege is forfeited so we can move forward into the world. So, as we look back on the six years of schooling that we have spent together at Chev, it is clear that the warmth and support that we all value so highly is the greatest contributor to the difficulty of saying goodbye.

Good morning Mr Miller Father John, staff, students, and distinguished guests. As we come here today to celebrate the graduation of the class of 2024, I am humbled to be standing here congratulating everyone for all their efforts and achievements. I think that I have been looking forward to this speech the most, not because I am excited to leave, quite nervous actually, but rather because I am extremely proud of the 2024 cohort, and as always, I have much to say.

Year 12 is challenging, and the unwavering thought of the HSC exams doesn't make it any easier. Often, we find ourselves wondering what it would be like once we are out in the world. Then we bring ourselves back to reality, and that last hurdle is still there waiting to be jumped over. It's scary to say the least, however as we look to our left and right, we realise we didn't go through this alone. The support our peers provided, whether intended or not, brought on a certain feeling of comfort in us that made the trial exams, and now the HSC, a little less confronting.



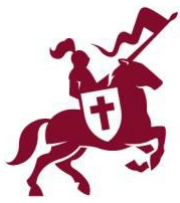
Our graduation doesn't just celebrate our academic achievements as Year 12 students, it also recognises the hard work that many people have put in throughout our schooling years, so there are some people who we need to show our appreciation to. To our parents, thank you for all that you have given up for us, and all the support you have provided us. I know that my parents have had to put up with many bouts of frustration, but nevertheless, they always have been and always will be my biggest supporters no matter what it is that I'm setting out to achieve.

To Mrs Graham and Mr Hargreaves, the support and wisdom you have provided us with for everything that we set out to do academically has put us in a position where we can trust our own abilities and skillset to get where we need to be. Mr Hargreaves, thank you for always greeting us with a smile and a 'good morning' every time we walk into SILC, it gave us something to look forward to on those early mornings. Mrs Graham, thank you for always being up for a conversation, the reassurance and advice you provided on all aspects of school life made the difficulties of school bearable.

To all of our stage coordinators through the years, particularly Ms Glase, Mr Wilson and Mr Brooks, thank you for all that you have done for us. All the effort that went into our stage and year meetings helped to make our year a more cohesive cohort and strengthen our relationships with one another. The genuine care for our wellbeing never went unnoticed or unappreciated.

Ms Lagarde and Ms Clunn, you were always willing to go above and beyond for our year group and always had each student's best interests in mind. Thank you for being a great example of leaders, guiding not only the leadership team, but the whole year.

Thank you to the Year 12 leadership team. Without the help of each and every leader, not much work would've been done this year. All the initiatives that have been done throughout the year come from the minds of our leaders, so thank you for your constant flow of ideas, your organisation, and your creative brains.



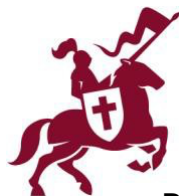
And to Hugh. This year would have been near impossible to complete if you hadn't been by my side for every step of the way, so thank you. The impact that your actions have made on the younger students of the college and myself is immeasurable. Your support for me never wavered, and the way you viewed each new day with a positive outlook helped me to continue on when times got tough. I am grateful that we got to spend the year working together.

To Mr Miller. You have stood as a role model for the entirety of the college, with your leadership inspiring us to "unite the room with the MSC tune". The MSC spirit has been nurtured and developed within Chev, each student has had their individuality welcomed, and everyone has been enabled to put their best selves forward, so thank you.

Finally, to the younger students of the college. I encourage you to get involved in as much as possible. Chevalier truly is a place where you receive as much as you put in, so don't let an opportunity pass on by, and make the most of your time here because it honestly does go by in the blink of an eye.

For many, Chev is not only a school, but also a community, and a second family. Taylor Swift sung, "They say home is where the heart is," and for me, it is here. As we prepare ourselves to say goodbye, it is painful to know that we will be leaving not only each other, but a piece of our heart here too.

So, to the class of 2024, it has been a privilege to experience high school with you. We are so proud of the people you have become, and we are honoured to be a part of such a remarkable cohort. Don't forget to be proud of yourself and all your achievements thus far, as even though there are a myriad of people who have helped along the way, it comes down to your efforts and your determination, so congratulations.



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 2024. 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	561	535	558
Writing	560	540	562
Spelling	548	540	556
Grammar & Punctuation	552	537	561
Numeracy	543	540	563



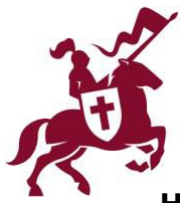
Year 9 Performance

	Mean School	Mean State	Mean SIM
Reading	596	565	585
Writing	602	574	595
Spelling	585	567	579
Grammar & Punctuation	588	555	577
Numeracy	590	565	584

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)	12.75	27.51	55.03	4.02	0.67
Mathematics 200 hours (326)	18.66	22.0	39.33	20.0	
Science 200 hours (350)	8.72	34.89	36.91	19.46	
Australian Geography 100 hours (4015)	13.33	51.33	27.33	6.66	1.33
History 100 hours (4007)	9.33	35.33	43.33	11.33	0.66
Personal Development, Health and P.E. 200 hours (2420)	12.66	40	40.66	6.66	
Agricultural Technology 200 hours (1605)	21.21	24.24	36.36	18.18	
Food Technology 200 hours (1625)	20	13.33	66.66		
Industrial Technology (Engineering) 200 hours (1814)	41.1	47.1	11.8		
Industrial Technology (Timber) 200 hours (1820)	26.31	42.10	31.57		
Drama 200 hours (2010)	50	30	20		
Music 200 hours (2050)	42.85	28.57	28.57		
Visual Arts 200 hours (2060)	5.88	41.17	47.05	5.88	



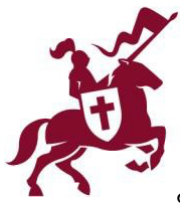
Higher School Certificate 2024

Chevalier College can be well pleased with the Higher School Certificate (HSC) results which were released on Thursday 19 December. Of the 36 courses completed by the 2023 Chevalier Year 12 cohort, 19 courses were above state average:

- Agriculture
- Engineering Studies
- Earth and Environmental Studies
- Modern History
- Ancient History
- Construction Examination
- Mathematics Standard 2
- Physics
- Music 1
- Primary Industries Exam
- Legal Studies
- English Standard
- English Studies Exam
- Studies of Religion 1
- Mathematics Standard 1 Exam
- English Extension 2
- Design and Technology
- Community and Family Studies
- Mathematics Extension 1

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 2024 Chevalier HSC cohort. They include the following:



- 80% of History Extension 1 students achieved a Band E4 as compared to 28% of the state.
- 75% of English Extension 1 students achieved a Band E4 as compared to 49.91% of the state.
- 40% of Music 1 students achieved a Band 6 as compared to 20.11% of the state.
- 28.57% of Engineering Studies students achieved a Band 6 as compared to 9.72% of the state.
- 22.22% of 1 Unit Studies of Religion students achieved a Band 6 as compared to 13.99% of the state.
- 12.5% of Design and Technology students achieved a Band 6 as compared to 12.06% of the state.

Furthermore, when considering Band 5 and Band E3 results, these pleasing results were achieved:

- 85.71% of Visual Arts students achieved a Band 5 as compared to 49.68% of the state.
- 50% of Agriculture students achieved a Band 5 as compared to 19.85% of the state.
- 50% of Construction Examination students achieved a Band 5 as compared to 28.99% of the state.
- 50% of Mathematics Extension 1 students achieved a Band E3 as compared to 45.29% of the state.
- 37.5% of Earth and Environmental Studies students achieved a Band 5 as compared to 26.75% of the state.
- 37.5% of Mathematics Extension 1 students achieved a Band E3 as compared to 27.66% of the state.
- 32% of Biology students achieved a Band 5 as compared to 28.75% of the state.
- 22.8% of English Standard students achieved a Band 5 as compared to 12.8% of the state. Please note, only 0.55% of the state achieved a Band 6.

When combining Band 6 (E4) and Band 5 (E3) results we note:

- 100% of English Extension 2 students achieved either a Band E3 or E4 as compared to 88.05% of the state.

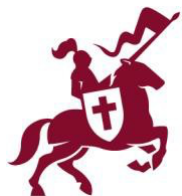


- 100% of Music 1 students achieved either a Band 5 or 6 as compared to 87.22% of the state.
- 100% of Mathematics Extension 2 students achieved either a Band E3 or E4 as compared to 86.27% of the state.
- 71.42% of Engineering Studies students achieved either a Band 5 or 6 as compared to 31.99% of the state.
- 66.66% of 1 Unit Studies of Religion Studies students achieved either a Band 5 or 6 as compared to 43.65% of the state.
- 57.13% of Ancient History students achieved either a Band 5 or 6 as compared to 36.05% of the state.
- 50% of Primary Industries Examination students achieved either a Band 5 or 6 as compared to 24.12% of the state.
- 50% of Design and Technology students achieved either a Band 5 or 6 as compared to 36.05% of the state.
- 47.05% of Physics students achieved either a Band 5 or 6 as compared to 38.25% of the state.
- 45.46% of Design and Technology students achieved either a Band 5 or 6 as compared to 38.93% of the state.

ATAR wise, the news is just as pleasing. 14 students out of a possible 96, that is 14.6%, attained an ATAR of 90 or more.

Senior Secondary Outcomes

Qualification	Percentage of Students
Higher School Certificate	118
Life Skills	0
Pathways	0
VET Qualifications	23



State Intentions for 2024

TAFE/Private College	6%
Trade/Training	19%
Work	5%
Gap Year/Travel	18%
Tertiary	52%

Retention Rate

Year 10 2023 going on to Year 11 in 2024 = 145 (from 162)

Year 11 2023 going on to Year 12 in 2024 = 119 (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.



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 2023 to 2024): 96%

Average teacher attendance rate per day: 94%

Teacher Qualifications:

Masters 12

Bachelor	64
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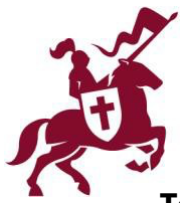
Post Graduate Diploma 9



Workforce Composition

Total staff employed - 112

	Male		Female		Total
	Full-time	Part-time	Full-time	Part-time	
Teaching Staff	35	0	36	4	66%
Maintenance	5	1	0	0	5%
Support	3	2	12	14	29%
Total	38%	2%	44%	16%	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 2024 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 2024. 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.

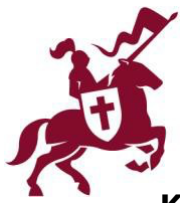
In addition, various members of staff attended professional development courses, workshops and conferences held away from the College. Individual records of attendance are maintained for each member of staff and access is monitored.



Student Attendance and Management of Non-Attendance

2024 Attendance Data

Year Group	Cohort Size	Attendance %
Year 7	162	90.21
Year 8	182	93.5
Year 9	144	92.6
Year 10	138	89
Year 11	145	90.3
Year 12	119	91.3
College Average		91.2



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.

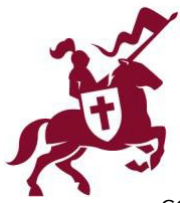
Policy

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:

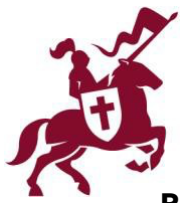
- maintain a register of the enrolments, in a form approved by the Minister, which includes information for each student
- maintain a register of daily attendances of all students at the school.

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:

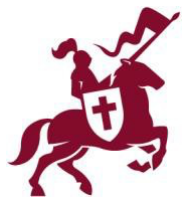
- the financial, ICT and records management processes, and the related resources necessary to maintain attendance systems in accordance with all statutory and college requirements
- ensuring that attendance systems use the New South Wales Attendance Register Codes.

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.



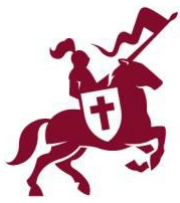
Senior Assistant Principal - Learning and Teaching

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

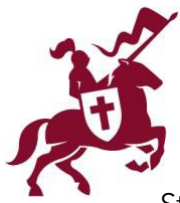
The model for the Chevalier College student leadership program is one that focusses on the 'web of relationships.' Selection, formation and monitoring of leaders grows out of the belief that by encouraging

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.

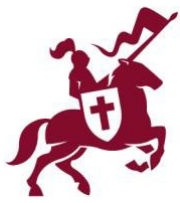
The role of a buddy leader is seen as an opportunity to develop leadership skills, and as a pathway towards the senior student leadership program.

→ **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.

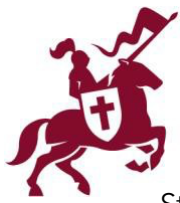
While high standards are expected of our leaders, it is also understood that students are fallible and in the process of maturing and that they will not consistently be able to meet these expectations.

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

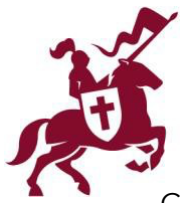
Australian Education Act Regulation 2013

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.

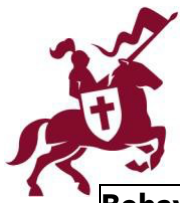
Related Documents

Fees Policy

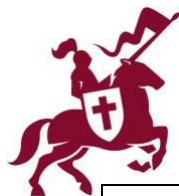
End of Policy

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



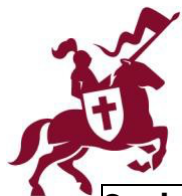
Behaviour Management <ul style="list-style-type: none"> - Positive safe environment - Support - Reconciliation - Responsibility and accountability - Positive relationships 	No change	Published on staff intranet College website
Buildings and Grounds <ul style="list-style-type: none"> - Safety and security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



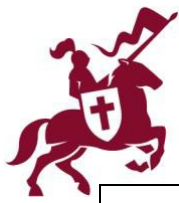
<ul style="list-style-type: none"> - Criminal Offences 		
<p>Code of Conduct for Staff</p> <ul style="list-style-type: none"> - Professional conduct – general - Professional conduct – child protection - Communications - Conflicts of interest - Dress code - Extra curriculum - Information Communication 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



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



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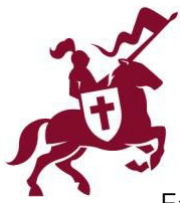
Respect and Responsibility

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.



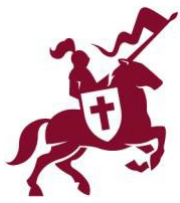
Faith Formation

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

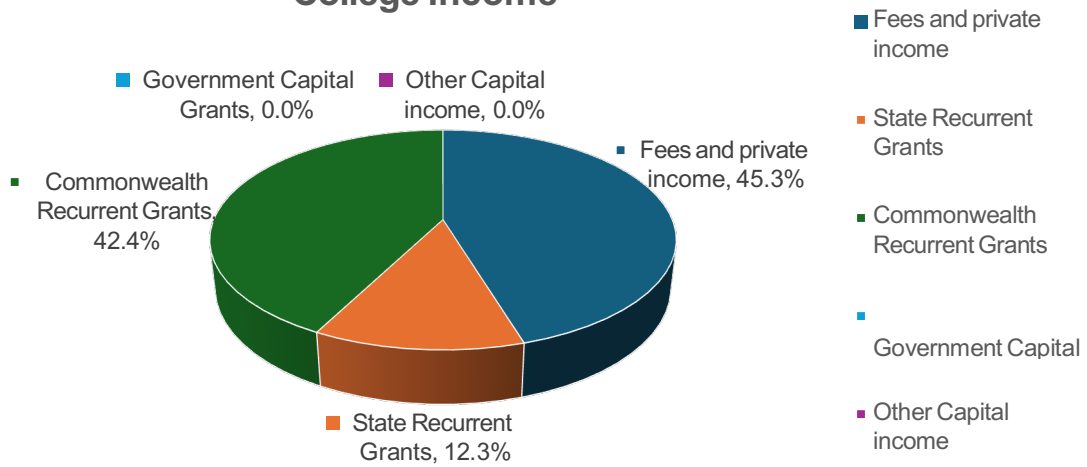
Parents are provided with ongoing opportunities to communicate their satisfaction levels regarding all aspects of College life. These included, but were not limited to:

- 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 2024

College Income



College Expenditure

