

2019



Montgrove College
ANNUAL REPORT



Table of **CONTENTS**

3	Messages from Key School Bodies
5	School Profile
6	Enrolment Policy and Process
9	Student Outcomes
15	Teaching Staff 2019
17	Student Attendance
18	School Policies
20	Commentary on Improvement Targets 2019
21	School Determined Improvement Targets 2020
23	Initiatives Promoting Respect and Responsibility
24	Parent, Student and Teacher Satisfaction
27	Financial Information

Key School Bodies **MESSAGES**

FROM THE PRINCIPAL

This year marks the 20th anniversary of the PARED schools in Western Sydney. Although Montgrove College did not officially begin until 2007, its pre-history began 20 years ago with the commencement of Orchard Hills Preparatory School. It is wonderful to see the school growing, and at the same time, maintaining the same spirit of community that has been its hallmark from the school's early days.

Thank you to all the staff and parents who have been key to the successful establishment of Montgrove College. The 20 year Anniversary Gala Dinner was a fitting celebration of the foundation years and the generosity and sacrifice of those founding parents. May we never take this legacy for granted.

2019 was another strong year academically, with Montgrove continuing to be the top performing non-selective school in the area. We also enjoyed much success on the basketball court, with a record number of teams making it to the Grand final in their respective divisions. The Music department entertained us with a fabulous production of music through the decades, which was a great experience for performers and audience alike. Well done to all our students and staff.

Lourdes Mejia, School Principal

FROM A MEMBER OF THE BOARD OF DIRECTORS

Congratulations to all the Montgrove community for another successful year. Having seen through its fourth graduating class, the school has built a reputation for academic excellence as well as a strong sense of community. It is edifying to see the students involved in so many community outreach initiatives and endeavouring to make a positive contribution to the world around them.

I would like to thank the Montgrove leadership team, staff and parents for their untiring effort to make Montgrove the school that it is today. I am confident that it will continue to grow from strength to strength.

Dr Maria Vega Flores, Board Director

FROM THE SCHOOL CAPTAINS

It was such an honour to be the School Captain and Vice-Captain of Montgrove in 2019. We have had so much fun getting to know more students and have been privileged to make changes within the school. One of our achievements whilst being Captains was starting to run our Student Councils more regularly. Not only did we discuss changes we wanted to see in the school, but we also helped to develop the leadership skills in our fellow Student Council members such that, by the end of the year, the Year 11 members were running sessions by themselves.

Our other most memorable achievement was organising Spirit Week. Our Spirit week was organised with our Student Council, and without them it was a truly impossible task. We really wanted High School to get involved, so we organised different activities for each day and, by the end of the week, there was a mystery that the different groups had to solve. It was such a fun week for us as leaders but also for the students to get involved in.

As we move on from our positions as captains, we would like to send our best wishes to the students of Montgrove. We hope that you continue to be models of excellence and integrity, and take initiative within the school to be the leaders that we know all of you have the potential to be.

Finally, we would like to say thank you to our parents, teachers, class, Student Council and Miss Mejia. You have always encouraged us to be the best captains we could possibly be. We appreciate your guidance and support during this memorable journey and we are very grateful.

Montgrove College has been a truly great place to develop as leaders and we cannot wait to see how the school grows in the future. Thank you.

Izabella Cruz, School Captain, and Xanthe Brown, School Vice-Captain



School PROFILE

Montgrove College is a two campus school with 601 students enrolled.

The Orchard Hills Campus is a co-educational Infants school catering for students in Kindergarten and Year 1 and girls school from Year 2 progressing to Year 12. Montgrove College - Werrington Campus is an all primary school catering for boys in Year 2 to Year 6. Wollemi College is on the same campus caters for secondary boys.

- *The school offers a full curriculum in line with NESA requirements.*
- *The school caters for diverse learning needs within an atmosphere of mutual respect and where individual differences are valued.*
- *The spiritual growth and welfare of each student, along with sound educational practices are a shared responsibility of the teaching staff, mentors and parents.*

Characteristics of the School Body

The student population is made up of 3 co-educational Kindergarten and 3 co-educational Year 1 classes, boys at the Werrington Campus from Years 2 to 6, and girls at the Orchard Hills campus from Years 2 to 12. There are 389 girls and 212 boys in total including the Werrington Campus.

- *The school community reflects the diversity of Australian society with families of differing cultural and ethnic backgrounds.*

Enrolment **POLICY**

The primary purpose of the enrolment process is to ensure that the applicant family understands the philosophy of education of PARED schools, and to ensure that the school and family will be in agreement about the values that are essential to the development of a child. Applicant parents are expected to be willing to work closely with the school, especially through the mentoring system and attendance at Key Parent Functions.

ENROLMENT POLICY

RATIONALE

Children enrolling at Montgrove College and their parents should experience a smooth transition that enables them to become part of the college. All the support needed for this to be effective is given.

AIMS:

Montgrove College aims to provide an efficient process of enrolment that ensures that the needs of parents, students and the school are met.

IMPLEMENTATION

All children who are eligible to attend a government school are welcome to apply to our school.

Students enrolling at Montgrove College as part of a kindergarten intake must have turned five years of age by March 31st of that year. Parents or carers must provide an immunisation certificate.

A child who is less than the minimum age of entry but has transferred from an interstate school may be eligible for enrolment. Evidence of age and full-time enrolment at the interstate school must be provided. The child will be assessed to ensure that he/she will be able to cope with the academic demands of the class proposed for entry.

Students with disabilities are enrolled along with all other eligible children where the school has adequately qualified staff and adequate facilities.

All enrolments will require the completion of the 'Confidential Collection of Student Data Form', with details entered immediately onto the administrative computer systems.

The Principal or one of the deputies may contact the Principal of the enrolling student's previous school to discuss the circumstances of the transfer, to seek an immunisation certificate, and to discuss any academic or behavioural matters.

The Principal will consult with the School Committee regarding enrolments.

Enrolled students are allocated to classes according to a combination of class size and student need.

ENROLMENT PROCESS

Prior to making a formal application, parents who enquire about enrolment are required to attend an Open Day or to talk personally with the school principal.

While formal application is a pre-requisite to admission, it is not a guarantee of admission and the principal reserves the right to offer a place to any student irrespective of the date of application. Preference may be given to students transferring from other PARED schools and families with siblings already attending PARED schools.

The means for the school to determine an application is via an interview between applicant parents and the school principal. Students applying to the school may also be required to sit an entrance test.

If transferring from another school, previous report cards will be assessed and if required the school will seek further information.

Montgrove College offers enrolment to applicants regardless of race or creed.

Applicant families are asked to commit themselves to meeting financial obligations such as tuition fees and at times contribute to fundraising to finance particular projects.

Enrolment is confirmed upon receipts of a deposit and signed duplicate letter.

Montgrove College acknowledges that it uses its best endeavours to ensure that practices conform with the relevant Government Acts, both State and Federal relating to educational institutions.



Immunisation REQUIREMENTS

1. Montgrove College acknowledges its responsibilities under the Public Health (Amendment) Act 1992 (The Act) in relation to the control of vaccine-preventable diseases.
2. Since 1994, parents enrolling their children are required to provide the school with an Immunisation Certificate. The College encourages parents to seek medical advice on this issue, and makes available the Health Department's document, "Immunisation – An Essential Guide to the School Entry Requirements", further copies of which are available free of charge from Better Health Publications (9391.9000).
3. In the event of an outbreak of a vaccine-preventable disease, Montgrove upholds the provisions of the Act requiring that un-immunised children are excluded from the school for the duration of the outbreak. The word "outbreak" in The Act is used in the context of a child enrolled at the school or facility suffering from a vaccine-preventable disease

Montgrove College

NAPLAN 2019

Montgrove's NAPLAN results continue to be strong across all grade levels, particularly in Spelling and Grammar. There is a pleasing general trend for improvement in Reading, which is an area that has been targeted for improvement.

	2014	2015	2016	2017	2018	2019
Compare to	<input type="radio"/> Students with similar background		<input checked="" type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	472	448	477	494	435	
Year 5	538	510	546	553	540	
Year 7	600	570	626	615	604	
Year 9	637	599	631	640	626	

	2014	2015	2016	2017	2018	2019
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	472	448	477	494	435	
Year 5	538	510	546	553	540	
Year 7	600	570	626	615	604	
Year 9	637	599	631	640	626	

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN 2019

Montgrove v Similar schools/All Australian schools

Year 3

	Reading		Writing		Spelling		Grammar		Numeracy	
2019	472		488		477		494		435	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	466	432	446	423	450	419	479	440	437	408
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2018	457		434		456		471		420	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	461	434	432	407	443	418	460	432	432	408
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2017	442		450		456		500		444	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	468	431	441	414	446	416	480	439	443	409
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All

Year 5

	Reading		Writing		Spelling		Grammar		Numeracy	
2019	538		510		546		553		540	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	532	506	497	474	526	501	531	499	521	496
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2018	533		503		537		569		528	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	538	509	489	465	523	502	531	504	521	494
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2017	570		543		567		609		560	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	534	506	496	473	525	501	530	499	521	494
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All

NAPLAN 2019

Montgrove v Similar schools/All Australian schools

Year 7

	Reading		Writing		Spelling		Grammar		Numeracy	
2019	600		570		626		615		604	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	585	546	551	513	586	546	586	542	594	554
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2018	583		577		591		619		600	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	567	542	532	505	564	545	572	544	573	548
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2017	583		566		597		629		602	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	574	545	541	513	575	550	574	542	589	554
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All

Year 9

	Reading		Writing		Spelling		Grammar		Numeracy	
2019	637		599		631		640		626	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	610	581	577	549	607	582	601	574	613	592
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2018	668		620		656		666		649	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	604	585	573	542	599	583	600	581	620	596
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
2017	639		640		627		640		648	
	Montgrove		Montgrove		Montgrove		Montgrove		Montgrove	
	610	581	582	552	602	581	605	574	624	592
	Similar	All	Similar	All	Similar	All	Similar	All	Similar	All

Montgrove College

SENIOR SECONDARY SCHOOL OUTCOMES

RECORD OF SCHOOL ACHIEVEMENT

There was one student who required a Record of School Achievement to be issued to her.

HSC 2019

There were 24 students who sat a total of 121 examinations at Montgrove. Some highlights of their results include:

- 16 Band 6s or E4s (90% or above)
- 74 Band 5s or E3s (80% or above) plus 2 from subjects that were studied externally
- 11 students received at least one Band 6/E4 result
- Every student received at least one Band 5/E3 result
- Montgrove results were, on average, 6.5% above the State average

Summary of results for the top 2 bands for each HSC course

Course		Band 6/E4	Band 5/E3	% Band 5 & 6 Montgrove	% Band 5 & 6 State
Biology	2019	-	9	64.3	31.3
	2018	-	4	100	36.1
	2017	2	1	75.0	36.0
Business Studies	2019	-	7	70.0	33.0
	2018	2	3	62.5	37.0
	2017	1	6	87.5	39.3
Chemistry	2019	2	6	88.9	45.9
	2018	-	4	100	42.8
Drama	2019	-	2	66.7	43.7
Not offered previously					
English Standard	2019	-	6	54.5	11.8
	2018	1	3	50.0	15.1
	2017	1	4	71.4	15.9
English Advanced	2019	2	9	84.6	61.8
	2018	1	4	83.3	62.6
	2017	1	5	100	63.64
English Extension 1	2019	1	1	100	93.9
	2018	1	-	100	95.4
	2017	-	4	100	93.3

Course		Band 6/E4	Band 5/E3	% Band 5 & 6 Montgrove	% Band 5 & 6 State
English Extension 2	2019	1	1	100	79.8
	2017	2	2	100	46.9
Food Technology	2019	1	3	80.0	33.2
	2018	3	2	71.6	32.1
	2017	1	1	67.8	29.7
Geography	2019	1	2	75.0	24.1
Not offered previously					
Mathematics Standard	2019	4	5	75.0	24.1
	2018	2	4	75.0	26.6
	2017	2	5	71.4	38.1
Mathematics Advanced	2019	3	6	81.9	49.2
	2018	1	4	100	51.8
	2017	2	2	100	53.5
Mathematics Extension 1	2019	-	4	100	80.1
	2018	-	2	100	79.6
	2017	1	-	100	38.1
Modern History	2019	-	3	75.0	39.3
	2018	1	1	100	41.8
	2017	1	2	75.0	38.8
Music 1	2019	-	3	100	66.0
	2018	2	-	100	64.5
	2017	3	-	100	65.22
PDHPE	2019	-	5	62.5	31.3
	2018	-	2	40.0	33.1
	2017	3	2	100	30.6
Physics	2019	-	2	33.3	36.9
	2017	1	-	100	10.7
Visual Arts	2019	1	-	100	62.5
	2018	1	1	100	53.3
	2017	-	3	100	54.6

Trends in student performance

As a young school, the cohorts of the first few years are small, and the differences in results from year to year are significantly dependent on the ability of the individual students. However, there are some pleasing trends that can be noted. The English and Mathematics departments have consistently obtained results that are above the State average, with the Standard classes

around 10% or more above the State average. The 2019 results for Mathematics Standard were particularly pleasing, with the class scoring 14.35% above the State average.

The Creative Arts have remained strong from the first graduating class in 2016. Food Technology and Business Studies have consistently scored around 10% and 12% above the State average. It was good to see very high number of Band 5 results in the 2019 results. These scores allowed the students to receive excellent ATAR results, with around 30% of students receiving an ATAR of 90 or above.

VOCATIONAL AND EDUCATIONAL TRAINING

In 2019 there were 8% of Year 12 students undertaking Vocational Training and receiving a VET qualification. 100% of Year 12 students received an HSC qualification.

POST SCHOOL DESTINATIONS

All students continued on to tertiary education after completing their HSC, with 96% studying a university degree, with many receiving early entry offers for their chosen degrees. Courses undertaken included: medical health sciences, law, education and commerce.



Teaching STAFF 2019

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

- *Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* - 100%*
- *Have qualifications as a graduate from a higher education institution within Australia within AEINOOSR* guidelines but lack formal teacher qualifications -0%*
- *Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context - 0%*

*Australian Education Institution – National Office of Overseas Skills Recognition

Staff comprises of:

- *16 full time teaching staff, 35 part time teaching staff:*
- *3 part time teaching support staff*
- *4 administration and support staff*

Summary of Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year

Description of the Professional Learning Activity	Staff participating
Various workshops	All Staff
School Education Priorities	All Staff
Child Protection	All Staff
Wellbeing	All Staff
First Aid/Asthma/Anaphylaxis	5
Administration	1
Maths	1 plus All Primary
English	5
History	1
Legal Studies	1
Religion	1
Art	1
Music	1
Professional Practice	3
PDHPE	1
Geography	2
Learning support	4
Careers	1
Library	2
WHS	1

Teacher Retention Rates

The proportion of staff retained from 2015 is 93.5%.

Student ATTENDANCE

The average attendance rate of students is 93.8%.

The average attendance rate of students for 2019 per year level is shown in the table below.

Year	Average attendance	Year	Average attendance
Kindergarten	93.7%	7	95.5%
1	94.0%	8	92.7%
2	94.4%	9	93.5%
3	94.8%	10	87.5%
4	95.1%	11	94.4%
5	95.9%	12	94.7%
6	94.3%		

The attendance rate of students for 2019 was slightly higher than in 2018. The lower attendance rate for Year 10 is reflective of the fact that one of the students in that class was seriously ill and passed away in the middle of the year.

ATTENDANCE POLICIES

Attendance

The Class Roll must always be marked accurately so as to record daily attendances as required by the Education Reform Act 1990. The Principal has a duty to monitor the continued attendance at school by all students.

The following mechanisms assist in this monitoring:

- *Register of admissions*

This electronic register is maintained in the school office. The Register will include about each student: name, age, address, name and telephone contact numbers of parent/guardians, date of enrolment and, where appropriate, date of leaving the school and student's destination, for students older than 6 years old, the previous school or pre-enrolment situation.

Where the destination of a student under 17 years of age is unknown, the school office notifies the Department of the student's name, age and last known address.

The register of admissions is retained for 7 years minimum preceding the current year.

- *Monitoring daily attendance/absence of students*

Montgrove College manages student attendance using First Class on the SAS database.

In both the Primary and Secondary schools, attendance is recorded at the beginning of each school day. Absences are recorded daily along with the reasons for absences.

If a student is absent due to illness or family emergency/misadventure, a parent must notify the school by telephone in the morning and send in a note the day the student returns to school.

The note must be specific as to the reason for absence and must be signed by the parent/guardian.

All other forms of absence, including travel, require approval by the Principal

Absentee notes are kept with the class rolls and then moved to the students' file.

Unexplained absences will be referred to parents. In the event that a student is believed to have been removed from the school without notification from parents, the Home School Liaison Officer will be notified as per Montgrove College Attendance Policy.

RETENTION OF YEAR 10 TO YEAR 12

The table below provides data of Year 10 and Year 12 enrolments for the past 4 years

	Year 10	Year 12	Actual retention	Apparent retention
2104/2016	24	21	87.5%	87.5%
2015/2017	20	14	70.0%	70.0%
2016/2018	21	14	66.7%	66.7%
2017/2019	28	24	85.7%	85.7%

SCHOOL POLICIES

- *Student Welfare Policies:*

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

Policies relating to Student Welfare: Anti-Bullying, Child Protection, Code of Conduct for Students, Discipline, Enrolment, Excursions, Homework, Pastoral Care, Playground, Supervision, Aboriginal Education and Facilities.

Changes have been made to Codes of Conduct, Pastoral Care and ICT Policies, particularly in relation to the use of mobile devices.

Student Welfare Policies are located in the Policies folder on the Staff intranet. Relevant parts are also included in the Student diaries.

- *Student Code of Conduct Policy:*

The Principal has a duty to ensure that students are aware of the code of conduct they must Observe.

Changes have been made to clarify items of the Code of Conduct in student diaries.

- *Code of Conduct for Staff:*

The Principal has a duty to ensure that staff is aware of the code of conduct they must observe.

Policy changes have been made to ensure staff code of conduct is in keeping with Privacy legislation

- *ICT Policy:*

The Principal has a duty to ensure that all students are familiar with expectations regarding the use of ICT.

Policy changes have been made, including appropriate use of technological devices, particularly school laptops and mobile devices.

- *Pastoral Care Policy:*

Changes have been made to explicitly name personnel responsible in the first case for pastoral care. Refer to Pastoral Care Policy for details.

Identification of and provision of support for students with special needs:

The Principal has a duty to ensure that those students with special needs have support in place.

Relevant changes have been included in the Student Welfare Policy including updates to the mentoring system.

- *Security Policy:*

The Principal has a duty of care to ensure that the security of all students is assured and to oversee the security of all buildings and facilities.

Changes have been made to the following policies: WH & S, Premises and Buildings, Safe & Supportive Environment, Emergency Evacuation Procedures so that they are up to date in terms of personnel and building changes.

Security policies and procedures are located in the Policies folder on the Staff intranet.

- *Communication:*

Montgrove College strives to maintain effective and ongoing communication between staff and parents.

Policy changes include mode of communication between school and parents

Communication Policies are located in the Policies folder on the Staff intranet.

Emergency Procedures

Emergency evacuation and lockdown procedures have been amended to include the new buildings and current construction developments in the school. Paths to evacuation points have been altered due to the new buildings.

Evacuation points are easily identifiable. Routine evacuation and lock down drills take place as per policy requirements.

All Policy documents are available from the school upon request.

Commentary

ON SCHOOL DETERMINED IMPROVEMENTS 2019

In reviewing the School Determined Improvement Targets for 2019 it is pleasing to report that targets were achieved in the following areas:

- *The Deep Learning program was implemented in specific grades. The teachers worked in collaboration with the AIS through in-services, planning and consultation to deliver these programs. Staff involved were able to share their experiences with their colleagues and the wider school community.*
- *Montgrove College was recognised as an NESA Accredited Professional Development provider allowing the school to deliver onsite quality professional development for its staff.*
- *The Kindergarten to Year 6 reports were revised to reflect an outcomes approach. These outcomes are aligned to the NSW Curriculum.*
- *A Learning Support teacher was assigned to work more closely with Secondary Students who has specific learning needs. The program delivered is developed in consultation with the Diverse Learning Coordinator and the subject teachers.*
- *A second Year 7 class and a second Year 2 class was introduced*
- *The introduction of two new subjects in the Secondary: Latin in Stage 4 and Legal Studies in Stage 6*
- *After reviewing communication between teachers and parents in regard to students' progress, a Year 11 Parent Teacher Meeting was introduced in Term 2. This supplements the meeting that was introduced in 2018 for Year 12. This enabled parents and students to gain firsthand feedback regarding their progress for each of their subjects.*
- *The term 'tutor' was changed to 'mentor' and the tutorial system is now referred to as the Mentoring System to give a more accurate reflection of the role of Mentors. The Mentor Parent meetings were moved are now held at the beginning of each term.*
- *The school grounds were upgraded with the addition of an outdoor half basketball court and artificial grass outside the chapel. Work began on a Shrine to Our Lady.*
- *A designated Computer Lab was established for class use. There was also the addition of more chrome books within the school.*
- *Staff received personal Chrome Books to support their teaching.*
- *The school library was redesigned to cater for the needs of Stage 6 students' study sessions.*
- *A Fundraising Committee was formed to plan a major fundraising event celebrating 20 years of Pared schools in the Western Suburbs.*

School determined

IMPROVEMENT TARGETS 2020

While the school is pleased with our performance in a range of areas, we recognise that it is important to continually evaluate programs and set new goals to achieve improvements in specific areas.

Key Result Area: Whole School Learning Framework

Goal: To develop a learning framework that incorporates competencies relevant to contemporary learning needs

Action Plan: In collaboration with the AIS, staff will receive in-servicing on the school priority of Deep Learning. More classes will develop Deep Learning pedagogies within the school. There are the Six Global Competencies (or 6 Cs): creativity, critical thinking, communication, collaboration, character, and citizenship and teachers may select which competency they wish to focus on with their class. In the Secondary, this will continue to form the basis of the Honours Program.

Key Result Area: Professional Development

Goal: Staff to complete professional development to increase their capacity to use IT resources

Action Plan: Montgrove College will implement professional development sessions that will develop the capabilities of teachers in the areas of IT. The staff can use this knowledge and skills to supplement their teaching.

Key Result Area: Mentoring System

Goal: To develop Deep Learning Pedagogies within the Mentoring System

Action Plan: Mentors will use the Learning Progressions to focus on the competency of Character – Grit, Tenacity, Perseverance and Resilience. In collaboration with the mentee, staff and parents they will set goals for their mentee aligned with the learning progressions.

Key Result Area: Primary Curriculum

Goal: Develop and implement PDHPE Program in line with new syllabus

Action Plan: The PDHPE program will be implemented for all students from Kindergarten to Year 6. Staff have undertake relevant in-servicing to assist with the program's development and implementation.

Key Result Area: Secondary Curriculum

Goal: To further develop skills in students in keeping with new pedagogies and curriculum focus

Action Plan: To meet the changing focus of the curriculum and to complement the school's Deep Learning goals, STEM will be introduced as a subject to Year 7 students.

Key Result Area: Senior Secondary Curriculum

Goal: To improve subject choice for Stage 6 students

Action Plan: A new subject will be introduced to Stage 6, Legal Studies, to increase the choice for students as the numbers increase.

Key Result Area: Data Management

Goal: To have a more efficient and unified system for managing school data

Action Plan: The school, in conjunction with the other PARED schools, will be rolling out Engage, a database system that incorporates Academics, Wellbeing, Finance, Staff Payroll, Staff Professional Development and Enrolments.

Key Result Area: Buildings

Goal: Provide adequate spaces for learning

Action Plan: Continue with the building of more classrooms for the Secondary school. This will include a Music Room and Art Room.

Key Result Area: School Grounds

Goal: To develop and improve the outdoor areas of the school

Action Plan: Additional landscaping will be done around the school. This will include an outdoor creative space and continuation of the Shrine development and surrounding paved area.



Initiatives

PROMOTING RESPECT AND RESPONSIBILITY

The character development of students is aided by the practice of virtues which are taught to students as part of the curriculum and which are expected to be reinforced at home. Students have a weekly “Motto” which explains the virtues as a way of living. One virtue is emphasised each week, respect for self, others and property, and responsibility for words and actions are highlighted in many of the virtues taught. In the Secondary School, students are encouraged to help the community and learn to look out for others through the Community Service Program.

Parent, Student & Teacher

SATISFACTION

Montgrove carried out its bi-annual parent survey in 2019. Survey results were positive on all levels: Infants, Primary and Secondary. Parents were particularly positive about the following areas: Mentoring system, catering for students with needs, Deep Learning, community atmosphere.

Following are parent comments from the survey, as well as comments from teachers about working at Montgrove, and comments from students about their learning, community service and co-curricular experiences.

Parents

- *I find Montgrove College to be a happy and welcoming place. Children's education, welfare and spirituality are of paramount importance and it's an inclusive school. Since my involvement with Basketball, I have embraced the enthusiasm of the children and support of the parents to make it one of the school's top sport. I have watched the school grow from humble beginnings to the modern school it is today and still growing. Long may Montgrove continue to prosper.*
- *I like that the school encourages the students to delve deeper into their faith and put it to practice. The school also emphasizes more on character building and forming better relationships with everyone around them. I also like the sense of community within the school and that staff and teachers are very approachable.*
- *Having a mentor for the kids to monitor their character development and progress is the best thing that Montgrove has. We really felt the love and concern of our child's mentor for our son. She gives very good advice and insights and is very sincere in her desire to help in any way and is very prompt in addressing issues. The feeling of community and the parents are given opportunities to be involved. Families really support and help each other.*
- *I find it very helpful that the teachers listen to parent concerns are happy to help where they can. A lot has been done to make my daughter feel included and just as important as the other children despite her intellectual disability and Autism.*
- *Coding classes have been a fantastic addition to the school. This years deep learning program was received so well by the students. It should be available to more classes and become an active part of their education.*
- *My child has blossomed as a young woman and student in year 11. She is taking on the challenge with a positive attitude and spirit.*



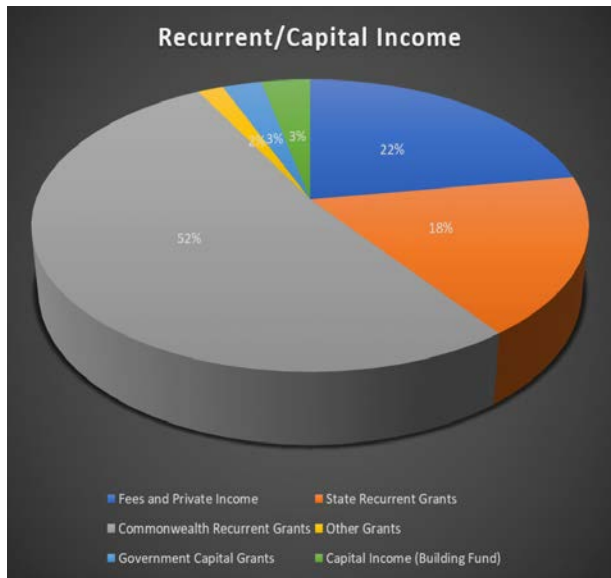
Teachers

- *Montgrove College aims to instil a passion for learning in its students by implementing pedagogies which underpin this ethos. With teachers, mentors and students working to achieve a common goal, it makes teaching here a real delight!*
- *I enjoy working at Montgrove because I can make meaningful and authentic relationships with the students. This has been one of the highlights in my time here so far and it makes teaching in the classroom and face to face that much more effective and enjoyable.*
- *Montgrove is a place of belonging. A place where professional relationships often become friendships. Coming to work is a joy. Even during times of increased pressure, the connectedness with colleagues makes difficult times easier.*
- *As a staff member of Montgrove, I enjoy working with people who have a genuine concern for all entrusted to their care, be it the children or the colleagues or the parents that they deal with. As the school grows, this warmth within the school community needs to be of paramount importance so that the growth of the school parallels the growth of the positive effects of the wider community.*
- *There are so many wonderful things that draw me to Montgrove. However, the first and most prominent thing that comes to mind at the moment is a quote from Dr. Esther Perell that says: "Ultimately the quality of our lives will be determined by the quality of our relationships." This ties in perfectly with the idea that Montgrove aims to shape our students holistically whilst ensuring that parents have a great hand in the raising and educating of their children. The long and the short of all of this means that, as a staff member, I have the privilege of enjoying a beautiful work environment filled with supportive heads of school, a wonderful school community, and amazing colleagues.*

Students

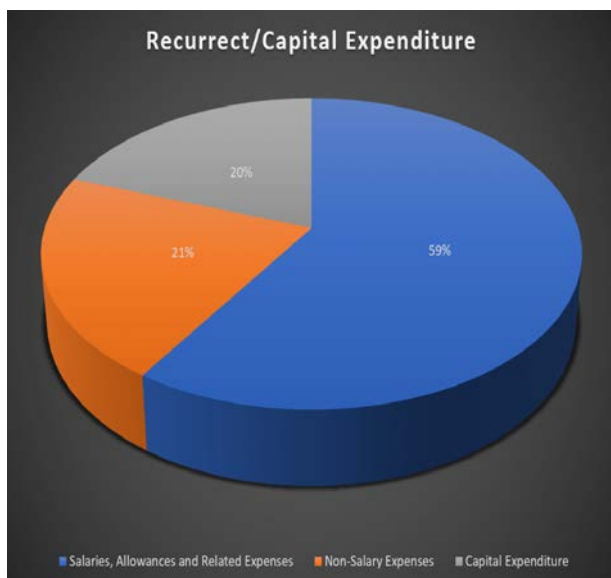
- *Year 1 have been focusing on the Deep Learning competency of Collaboration. During their Science Unit: Seasons they addressed the question of 'How Do the Seasons Impact Our Lives.?' They worked in groups to research, record and share their findings. Last Tuesday the Year 1's showcased their work to their parents. It was wonderful to see the initiative the students had and the high level of work they produced. (Year 1 Deep Learning Focus)*
- *Click, click click! This is amazing! Within a few blocks, we were able to make a video using Scratch! With Scratch, you can make a game, story, pictures and videos! Scratch is a fascinating program that teaches you to learn how to unbug, decode things and it also helps you to understand more about how video games are created. These are the skills that we are going to need in the future. (Year 5 students - Robotics Club)*
- *In the War Memorial, we discovered lots of historic artifacts. There were uniforms to helicopters, guns to trenches, boats to honoured soldiers. There was lots to explore! One of my favourites was the Discovery Zone. There you could touch and wear uniforms. They had life-like submarines and muddy trenches. You could even drive a replica helicopter! We also heard a heart warming story of a brave dog called Sarbie. Her body had been preserved and was now in the War Memorial. Sarbie had even received a medal for her bravery! (Year 6 student – overnight excursion to Canberra)*
- *Penrith Kitchen is a wonderful charity for those who are less fortunate than us. We help those people by donating specific non-perishable food. It is a such a great way to help others in the community. We encourage all classes to participate in this project. (Year 6 class – Community Service Project for Penrith Kitchen)*
- *On Monday 13th May, our Year 11 Geography class visited Penrith Lakes to learn how stormwater is managed to ensure healthy recreational water quality in the lakes. It was an enjoyable day, which allowed us to practise our fieldwork skills, using a variety of scientific equipment, including turbidity tubes, total dissolved solids and phosphate tablets, to establish which lakes have cleaner water. (Year 11 students -Geography Excursion to Penrith Lakes)*
- *The service leadership today was truly enjoyable. I felt so happy that I helped contribute to many children's presents. The Operation Christmas Child processing was great and I enjoyed sorting the presents. I would definitely would like to go back to Operation Christmas Child in my own time, as it helped the world become a better place, by bringing joy to children in poverty. (Year 12 – Service Leadership Day)*

Financial INFORMATION



Recurrent/capital income

Fees & private income	22.4%	1,817,597
Commonwealth grants	17.6%	1,423,191
State grants	52.2%	4,227,919
Other grants	1.8%	142,143
Government capital grants	2.7%	220,000
Capital income (Building Fund)	3.4%	272,934



Recurrent/capital expenditure

Salaries and related expenses	59.2%	4,899,342
Non salary expenses	21.4%	1,768,115
Capital expenditure	19.5%	1,611,655



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