

Montgrove College



ANNUAL REPORT 2017

PRINCIPAL'S MESSAGE

Montgrove College continued to excel in many areas in 2017. We had our first Creative and Performing Arts Evening. It was a delightful event that showcased some fine talents from our Primary and Secondary students in Music, Drama and Dance. The School Captains and Student Council organised our first Spirit Week, using games, sport and music to bring both Primary and Secondary students and teachers together.

We were very pleased with the academic performance of the students this year. The graduating class of 2017 were a small cohort of only 13 students, but they worked very hard throughout the year and produced some amazing results in the HSC. Altogether the cohort were awarded 21 Honour Roll mentions for scoring in the top band in their course. Two students received the Premier's award for All Round Excellence, and two students were nominated for HSC Encore. One student came 9th in the State for Food Technology. On average, Montgrove students achieved marks that were 10.65% above the State average. The students in the younger years continued to do well in NAPLAN and ICAS competitions, and we had a record number of students completing the Premier's Reading Challenge.

The various sport and co-curricular activities also had a good year. The school choirs all placed well in the Penrith Eisteddfod, and the Primary Chess team was runner up in the One Day Primary Chess Competition. The students have shown greater interest in Debating and Public Speaking, with the girls being rewarded for their efforts by advancing further into the competitions. We had our first Futsal teams competing in the State competitions and playing competitively at that level. The basketball teams also had a good number of teams reach the grand finals of their division.

For 2017, the virtue focus for the school was Personal Responsibility. Through the school's Character Education program and individual mentoring, the students were encouraged to take ownership of their actions and develop a positive attitude to life's challenges. The different years came up with various projects that helped them to take more initiative and build their problem solving skills. The Community Service Program is growing, with more students trying to give more of their time to help others.

The school's achievements would not be possible without the dedicated work of its staff and parents. I would like to thank the school community for the effort they put into making sure the school continues to perform well in all the different aspects of school life and, more importantly, that the students are given the opportunity to grow to be the best persons that they can be.

PROFILE

Montgrove College is a two campus school with 565 students enrolled. The Orchard Hills campus is a co-educational Infants school catering for students in Kindergarten, Year 1 and Year 2 and girls only from Year 3 progressing to Year 12. Montgrove College - Werrington campus is an all primary school catering for boys in Year 3 to Year 6. Wollemi College on the same campus caters for secondary boys. The student population is made up of 2 co-ed Kindergarten, Year 1 and Year 2 classes, boys at the Werrington Campus in Years 3,4,5

and 6, and girls at the Orchard Hills campus from Years 3 to 12. There are 353 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.

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, tutors and parents.

ENROLMENT PROCESS

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 tutorial system and attendance at Key Parent Functions.

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 or principal delegate. 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.

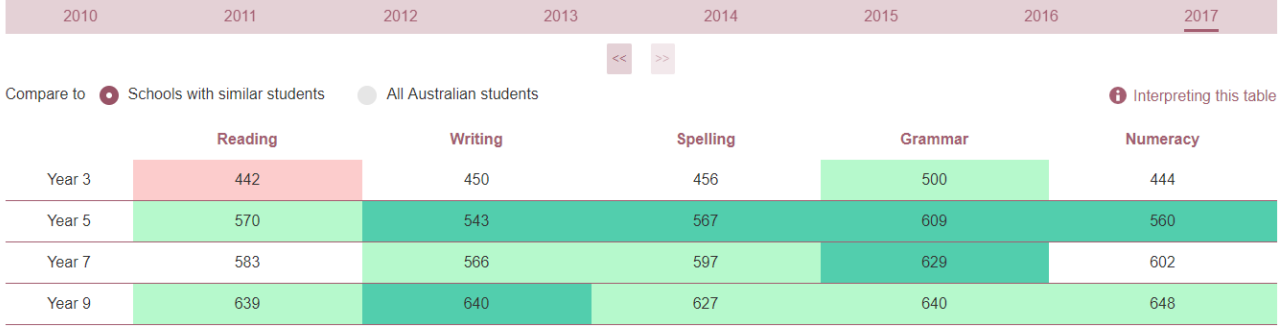
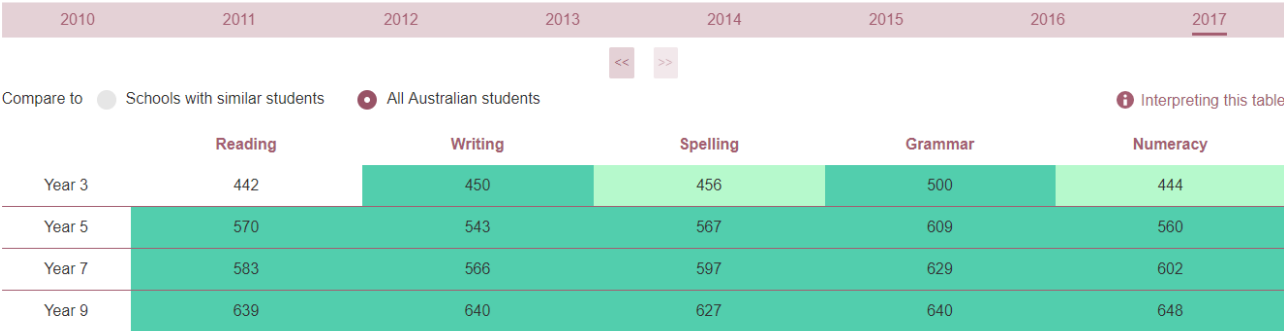
Immunisation Requirements for School Enrolment

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

STUDENT OUTCOMES IN NATIONAL AND STATEWIDE TESTS

NAPLAN results across both campuses and in both Primary and Secondary continue to be strong. Montgrove scored above or substantially above average in 95% of the categories on its main campus as compared to all Australian students. There were no results across both campuses that were below the national average.

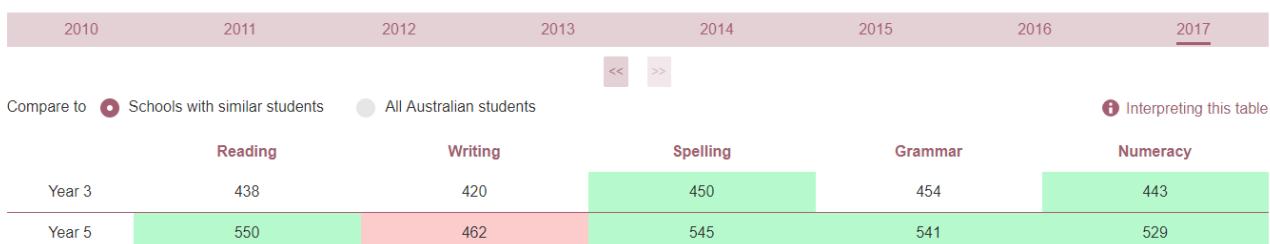
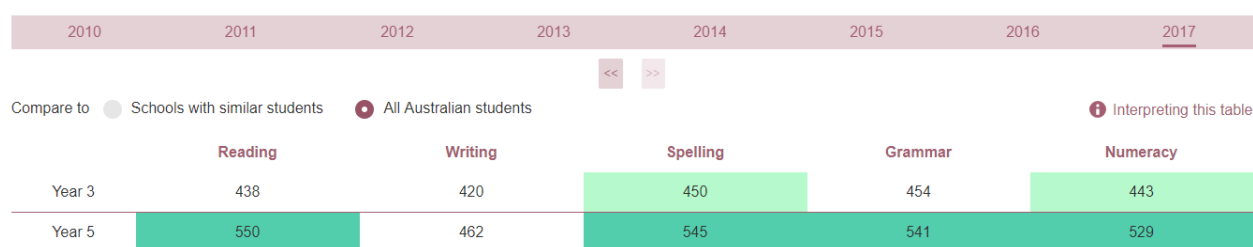
Montgrove College – Orchard Hills Campus NAPLAN 2017



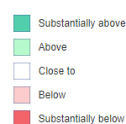
Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

Montgrove College – Werrington Campus NAPLAN 2017



Selected school's average when compared to schools with similar students is:



HSC Results

- 13 students sat a total of 70 examinations
- 21 Band 6s or E4s (90% or above)
- 41 Band 5s or E3s (80% or above)
- 9 students received at least one Band 6/E4 result. All students received at least one Band6/E4 or Band 5/E3 result.
- 2 students received a Premier's Award for All-round Excellence
- 2 students were nominated for HSC Encore for their Music Performances. They both received an overall mark of 97 for Music 1.
- One student placed 9th in the State for Food Technology
- One student received full marks for her English Extension 2 major work.
- Montgrove results were, on average, 10.65 % above the State average
- Montgrove scored more than 10% above the State average in 11 of its 16 courses

The following table shows the percentage of students who achieved within the top two bands for each course.

<i>Course</i>	<i>Number of Band 6/E4s at Montgrove</i>	<i>Number of Band 5/E3s at Montgrove</i>	<i>% in Band 6/E4 or Band 5/E3 at Montgrove</i>	<i>% in band 6/E4 or Band 5/E3 in State</i>
Ancient History	-	4	80	35.98
Biology	2	1	75	39.28
Business Studies	1	6	87.5	36.14
English (Standard)	1	4	71.42	15.91
English (Advanced)	1	5	100	63.64
English Extension 1	-	4	100	93.27
English Extension 2	2	2	100	46.88
Food Technology	1	1	67.76	29.74
Mathematics General	2	5	71.42	25.49
Mathematics Ext 1	1	-	100	38.08
Mathematics	2	2	100	53.48
Modern History	1	2	75	38.82
Music 1	3	-	100	65.22
PDHPE	3	2	100	30.56
Physics	1	-	100	10.69
Visual Arts	-	3	100	54.57

Granting of RoSA

All remaining students will continue at school to undertake Year 11 studies in 2017.

Secondary Student Outcomes

	<i>Percentage %</i>
Students in Year 12 with vocational trade / training	0
Students in Year 12 getting Year 12 Certificate or equivalent VET qualification	100

Teaching Staff 2017

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 21 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	No of staff participating
Various workshops	All Staff
Child Protection	All Staff
First Aid/Asthma	All Staff
Assessment	All Staff
Maths	3
English	7
History	6
Science	3
STEM	2
Spalding	Primary Staff
Music	1
Professional Practice	3
PDHPE	1
Parent communication	1
Student Wellbeing	6
Learning support	2
Spanish	2

The expenditure for professional learning in 2017 was \$9320

Teacher Retention Rates

The proportion of staff retained from 2016 is 88%.

STUDENT ATTENDANCE

The average attendance rate of students is 94.54%. On average students tend to be absent from school more in the winter terms due to colds, flu and asthma.

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 DET 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 or via Skoolbag.

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.

Secondary Retention Rates

Years compared	Year 10 total enrolment on 30 Jun	Year 12 total enrolment on 30 Jun	Year 10 enrolment at census date remaining in Yr 12 on census date	Apparent retention rate* %	Actual retention rate** %
2014/2016	23	21	21	91	91
2015/2017	20	14	14	70	70

* Apparent retention rates are calculated by simply comparing the number of students enrolled in the initial year to the number of students enrolled in the later year.

** Actual retention rates are calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for the later year.

Post-School Destinations

Of the graduates of 2017, all students will commence tertiary studies in 2017. 12 students will be studying at universities in a variety of courses, including: Combined Law, Commerce, Science, Liberal Arts and Education.

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 throughout the year to the ICT Policy.

Student Welfare Policies are located in the Policies folder in the Administration office. The Anti-bullying, Code of Conduct and Discipline Policies are in the 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. No changes were made in 2017. The Code of Conduct for Staff is available for staff on the School Staff Homepage.

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 to include protocol for use of mobile devices at school.

Pastoral Care Policy:

Changes have been made to personnel responsible in the first case for pastoral care as well as the list services. 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. No major changes were made to the policy in 2017.

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.

Security policies and procedures are located in the Policies folder in the Administration office.

Communication:

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

Changes were made to the New Staff Orientation program.

Communication Policies are located in the Policies folder in the Administration office.

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 construction.

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 IMPROVEMENT TARGETS 2017

In reviewing the School Determined Improvement Targets for 2017 it is pleasing to report that targets were achieved in the following areas:

- Students in the Primary and Secondary were selected as part of an extension group which allowed them to take part in a Robotics Program. They were given the opportunity to design and program a robot using the EV3 equipment.
- The Secondary Honours program was redesigned so that a more in depth study could be done within the program. Programs to be longer in duration and focus will be on higher order thinking.
- The Learning Support teacher and Learning Support Teacher's Aide worked with the Secondary teachers to make adjustments so that the program and activities were modified. The teacher's aide withdrew students or worked with them in the classroom.
- Montgrove College hosted its inaugural CAPA night which provided the students with the opportunity to showcase their talents. The funds raised from ticket sales were used to expand the Music Department's equipment.
- Before and After School Care was provided on the premises by external company Extend. After Term 1, Before School Care ceased operation due to low numbers. After School Care service continued.
- A Primary and Secondary Futsal team were established and they represented Montgrove College at various tournaments throughout the year.
- The K-6 timetable was reviewed. The lunch hour is in line with the Secondary School and the students in K-6 finish school at 3pm. This has alleviated traffic congestion during afternoon pick up time.
- The school investigated mobile app options to facilitate the communication of information to parents such as: school news, updates, permission notes and excursion details. This area is still being reviewed.
- The style of the summer school uniform was reviewed for girls in Year K-6. This change will be introduced from 2018 with a transition period until 2020.
- The Staff Appraisal was revised. The Principal met with teachers individually to discuss their goals as well as discuss any suggestions / concerns they may have. The points of discussion were linked to the Australian Professional Standards for Teachers. Further modifications are being developed for the process of Staff Appraisal.

- A full time IT staff member is now on site to assist with IT requirements such as updating IT resources in the school and providing Senior students with their own device.
- A designated senior study space is available for the Year 12s to work quietly. Additional HSC resources has been made available in this area.
- The Year 11 students took part in a Service Day where they worked with the organisation House with no Steps and developed skills in service leadership.

SCHOOL DETERMINED IMPROVEMENT TARGETS 2018

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: Playground

Goal: To encourage imaginative play

Action Plans: A new playground space to be constructed including equipment that will facilitate play for the children etc. This will give the students additional activities that they can do during play time at Recess and Lunch.

Key Result Area: Secondary Building

Goal: To accommodate for extra classes

Action Plan: Building will commence in 2018 with the addition of 5 classrooms. Two of these classrooms have an internal divider which can be opened for expanded use.

Key Result Area: Staff Appraisals

Goal: To link the Australian Professional Standards for Teachers with goal setting and teacher reflection.

Action Plan: A Teacher Development Program will be implemented in which the teachers will set goals linked to the Australian Professional Standards for Teachers, with an emphasis on self-reflection and collaboration with other teachers.

Key Result Area: Extension Maths

Goal: Students with an aptitude in Maths to be part of the Extension Maths Program.

Action Plan: Students from Year 2 – 6 with a high ability in Maths will be withdrawn to take part in Extension Maths classes. Student selection will be based on several diagnostic and formative assessments.

Key Result Area: Parent Teacher Year 12 Meetings

Goal: Increased communication between Year 12 teachers and parents.

Action Plan: After reviewing communication between teachers and parents in regards to students' progress, a Year 12 Parent Teacher Meeting will be introduced in Term 2. This will allow parents and students to gain first hand feedback regarding their progress for each of their subjects.

Key Result Area: FEA and KPF

Goal: To encourage FEA course participation

Action Plan: The school highly values the importance of the FEA courses offered. To encourage more parents to take part in FEA courses that are offered, the course may be attended in lieu of a Key Parent Function.

Key Result Area: Stage 6 Extension Subjects

Goal: Review the process for students wishing to enrol in Extension Subjects

Action Plan: Students wishing to take part in extension subjects in Stage 6 will need to meet specific criteria in order to be eligible for consideration for that subject.

Key Result Area: STEM

Goal: Implementation of a Coding Club

Action Plan: Students from Year 5 will be selected to take part in a Coding Club which will take part twice a week before school and during lunch time. The coding club will enhance the students' ability to collaborate, create, communicate and problem solve.

Key Result Area: Science

Goal: Establish a Science Fair / Week in the Secondary School

Action Plan: The Secondary students will lead and take part in a Science Fair that coincides with Science Week in Term 3.

Key Result Area: Staff Development

Goal: For Staff members to take part in Teacher Virtue Talks

Action Plan: Guest speakers will lead sessions for the Primary Staff focusing on Human Virtues. The development of human virtues is focused on in the character development of our students in the Pared schools.

Key Result Area: PDHPE

Goal: For Primary students to participate in Milo Cricket

Action Plan: NSW Cricket will run a series of after school workshops once a week over 6 weeks for Primary students to take part in. This will encourage outdoor and active play as well as introduce students to the sport of Cricket.

Key Result Area: Stage 6 Subjects

Goal: Introduction of Geography and Drama for Stage 6

Action Plan: After reviewing the choice of subjects in Stage 6, Geography and Drama courses will be introduced in 2018 to give the students greater subject selection.

Key Result Area: School Communication

Goal: Introduction of PTO booking system for Parent Teacher Meetings

Action Plan: An online booking system will be implemented for parents to access so that they can book their Parent Tutor Meetings.

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 emphasized 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 participate in the Character Education program, which teaches life skills, linked to the relevant virtues. Students are encouraged to help the community and learn to look out for others through the Community Service Program.

PARENT, STUDENT AND TEACHER SATISFACTION

Following are summaries of interviews with a number of parents and teachers at the school.

Parents:

- As a school, Montgrove College excels in many areas one of which is community service. By embracing this, the school is enabling the girls to fully demonstrate the Godly principles of compassion and generosity and the truth that it is truly "more blessed to give than to receive".
- 2017 was another special year at Montgrove College for our family with our twins starting in Kindy and the recent birth of another baby. With Kindy, it's like starting all over again, meeting new families, reconnecting with old ones and the frequent visits and chats with Kindy teachers to check on how the twins were going. We were reminded of that sense of security knowing that our kids and their young minds are in good hands. Being one of the older families in the school (our eldest started during the demountable classrooms era), it was also a nice opportunity to share our own experiences and sentiments about the school with the newer families and at the same time hearing their own stories of how they came upon our school, what attracted them and what they look forward to - and not surprisingly, very similar to what we had in mind when we first came here. And with the arrival of a new baby, we were once again showered with love and support from school families we now call our friends as well as other generous families who just wanted to help in any way they could, from cooking meals to helping with school pick-ups and drop offs. This year has truly given us a renewed appreciation for the school that we have both chosen and have been given.
- Montgrove College was the best choice we made for our children. Our daughters are being educated in an environment that encourages and supports our involvement as parents through the personalised tutorial system. Parents are encouraged to get to know each other and the school facilitates this. Our daughters feel at home when they are at school and they look forward to being

there. We feel comforted knowing that our daughters are being raised to be strong in their faith and virtuous in nature as the school works to support these girls into becoming strong, yet humble women of the future. Montgrove College is a school where people feel like they belong and are supported. We love the place!

- Very supportive school that takes into consideration the individual needs of the students. A school that assists parents in the raising of young ladies to be women for others.

Teachers:

- Montgrove is the most supportive environment I have worked in. My colleagues are so generous with their time and resources, and are always willing to lend a helping hand. This sense of community extends out to our students, who are always eager to volunteer, and even more enthusiastic to learn, which makes teaching them a joy. I consider myself very lucky to be a Montgrove teacher.
- Montgrove College is a pleasant workplace with supportive and positive staff who encourage me to build and improve my teaching practice to ultimately foster the learning goals of my students. The Character Education Program is fantastic in supporting and developing students in many more areas than just academia, which is enthusiastically supported by parents. The school grounds are well maintained making Montgrove College an appealing and pleasant work environment.
- Teaching at Montgrove is enjoyable as I am able to teach the girls content and concepts rather than always focusing on behaviour management. The camaraderie amongst the staff at Montgrove is evident with the teachers ready to welcome any new faces and always willing to lend a helping hand whenever needed.
- The Montgrove College community is a very welcoming community. Growing up in the greater Penrith area I appreciate a school environment that strives for the holistic development of the students both academically and spiritually. This allows them to partake in community activities and help build a better future for its people.
- I very much enjoy working at Montgrove College. As a mother and a teacher, Montgrove has provided me with a caring and flexible working environment. I am able to achieve a fulfilling work-life balance which allows me to spend time with my young family and reach my potential as a teacher. At Montgrove I have been provided with opportunities to develop my teaching strategies and professional engagement. I am very happy being part of the Montgrove Community.

Students

The best part about Montgrove is our family like community. That includes all the students who smile at you at lunchtime, teachers who give you that extra bit of help so that you can get your 'aha' moment, office staff who hand you an icepack and the IT staff who can fix anything.

As the School Captains for 2017, we would like to express our deep gratitude to everyone at Montgrove who has helped us along our 13 years education. To think that many of us entered this place not even knowing how to write our names. We have come so far because of the backbone that this community has given us. We are truly blessed and proud of who we are because of where we have come from.

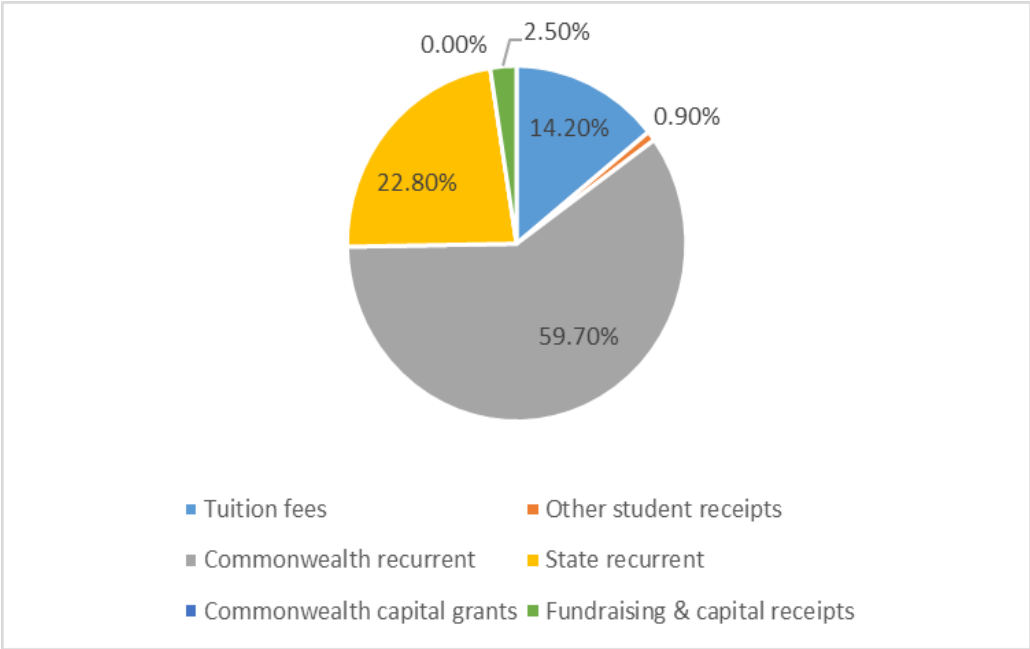
A Montgrove education is very well rounded. An important part of this education is the friendships we form. Thank you to the Montgrove students for always supporting us... for participating in our initiatives and fundraisers. A special thank you to our student council who worked tirelessly to complete the many Spirit Week tasks and gave up lunch times for meetings – you've got great School Spirit! To all the students: Keep being your beautiful selves, so much more than pretty faces. There is so much potential in each and every one of you. We have seen it first hand. Remember that you are the future leaders, mothers and world changers, we you owe it to this world to be great... Push your limits at Montgrove because, although this school may be small, big things come in small packages.

(Excerpts from end of year address by School Captain and School Vice Captain)

Financial Information

The 2017 income and expenditure information is represented in the charts below.

Recurrent/capital income



Recurrent/capital expenditure

