PRINCIPAL’S MESSAGE

It was another exciting and eventful year at Montgrove College. As the Secondary School continued to grow, so have the school’s efforts to provide more opportunities to enhance their learning in academic as well as co-curricular activities. This year Montgrove entered the Catholic Schools Debating Association (CSDA) Competition and the NSW Law Society Mock Trial Competition for the first time. It was wonderful to see the girls participating in both competitions with such enthusiasm and a hunger to improve with each round. Both competitions have equipped the students with greater analytical skills and the ability to think on their feet and develop an argument in a coherent manner.

The ICT Department has worked very hard this year to provide students and classrooms with better access to the myriad of digital resources that have become an integral part of learning in today’s world. All the Primary rooms were fitted with interactive whiteboards and individual tablets were supplied for our Senior students. Our new Food Technology room was also put into good use, with Food Technology being introduced as an elective subject for the first time.

We had another year of very good NAPLAN results. According to The Australian, Montgrove College came in 98th nationally among the Secondary Schools and 33rd in the New South Wales among the Co-educational schools and 49th among all schools in New South Wales. We look forward to seeing these students continue to improve as they progress through the rest of their schooling. These strong results are the consequence of much hard work on the part of teachers, students and parents. They serve as a testament to the effectiveness of a system that strives to build up an effective partnership between home and school.

Finally, I would like to thank all the school community for the marvellous support given to me in my first year here as Principal. I consider it a real privilege to be working in such a vibrant and caring community.

PROFILE

Montgrove College is a two campus school with 487 students enrolled. The Orchard Hills campus is a co-educational Infants school catering for students in Kindergarten, Year 1 and Year 2 and girls school 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 in Years 3, 4, 5, 6, 7, 8, 9 and 10. There are 296 girls and 191 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 Board of Studies 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 is 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. Students applying to the school are also 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**


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 – Orchard Hills Campus NAPLAN 2014

## How to interpret this chart

**SIM** Schools serving students from statistically similar backgrounds

**ALL** Australian schools’ average

- Student population below reporting threshold
- Year level not tested

Selected school’s average is:
- **substantially above**
- **above**
- **close to**
- **below**
- **substantially below**
  those schools’ average

Colour shows if the selected school’s average is above or below statistically similar schools’ average

Selected average

Margin of error at 90% level of confidence

Colour shows if the selected school’s average is above or below the Australian schools’ average

Average and margin of error at 90% level of confidence for statistically similar schools

Tell me more
Montgrove College – Werrington Campus NAPLAN 2014

How to interpret this chart

SIM: Schools serving students from statistically similar backgrounds
ALL: Australian schools’ average

Student population below reporting threshold
Year level not tested

Selected school’s average is
- substantially above
- above
- close to
- below
- substantially below
those schools’ average

Colour shows if the selected school's average is above or below statistically similar schools’ average

Selected average

Margin of error at 90% level of confidence

Colour shows if the selected school's average is above or below the Australian schools’ average

Average and margin of error at 90% level of confidence for statistically similar schools

Tell me more
Teaching Staff 2014

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 18 full time teaching staff, 15 part time teaching staff
4 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

<table>
<thead>
<tr>
<th>Description of the Professional Learning Activity</th>
<th>No of staff participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various workshops</td>
<td>All Staff</td>
</tr>
<tr>
<td>Child Protection</td>
<td>All Staff</td>
</tr>
<tr>
<td>Anti-Bullying</td>
<td>All Staff</td>
</tr>
<tr>
<td>First Aid/Asthma/Anaphylaxis</td>
<td>All Staff</td>
</tr>
<tr>
<td>Psychological issues in the classroom</td>
<td>All Staff</td>
</tr>
<tr>
<td>Maths K-6</td>
<td>2</td>
</tr>
<tr>
<td>English K-6</td>
<td>5</td>
</tr>
<tr>
<td>Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Learning Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>1</td>
</tr>
<tr>
<td>PDHPE</td>
<td>1</td>
</tr>
<tr>
<td>Parent communication</td>
<td>1</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>4</td>
</tr>
<tr>
<td>Learning support</td>
<td>1</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Careers</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
</tr>
</tbody>
</table>

The average expenditure for professional learning in 2013 was $12,515.
Teacher Retention Rates
The proportion of staff retained from 2013 is 98%.

STUDENT ATTENDANCE

The average attendance rate of students is 93.07%. 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.

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.
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 Codes of Conduct and ICT Policies.

Student Welfare Policies are located in the Policies folder in the Administration office.

Student Code of Conduct Policy:
The Principal has a duty to ensure that students are aware of the code of conduct they must observe.

Code of Conduct for Staff:
The Principal has a duty to ensure that staff is aware of the code of conduct they must observe.
The staff code of conduct protocol is included at the orientation for new staff and reminders are given during Staff Meetings.

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 appropriate use of technological devices.

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.

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.

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.
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 2014

In reviewing the School Determined Improvement Targets for 2014 it is pleasing to report that targets were achieved in the following areas:

- The management learning system CANVAS was implemented and is now being used by the Secondary Staff
- Co curricular activities: Mock Trial and Debating have been implemented for the Secondary students.
- The Community Service Program has been made more accessible through the partnership with the Lowana Study Centre. This is an ongoing partnership that will be developed.
- Specific testing resources have been purchased to identify and assist those students identified as having special needs.
- An outdoor playground was installed and is now being used by the students. This is promoting the development of the children’s gross motor and social skills.
SCHOOL DETERMINED IMPROVEMENT TARGETS 2015

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: Co-curricular activities for students
Goal: Promote a broader range of experiences for the students
Action Plans: Start chess in the Secondary. Encourage students to organise own initiatives that can be carried out at lunch time as well as participating in a Chess competition. Establish an internal Public Speaking competition that will then lead to the older students participating in the ROSTRUM Public Speaking Competition.

Key Result Area: Co-Curricular
Goal: Promote a broader range of musical activities for the students
Action Plans: To offer piano and vocal tuition for students

Key Result Area: Kindergarten Orientation
Goal: To review the structure of the current Kindergarten Orientation Program
Action Plan: Review the Kindergarten Orientation Program so that the program is more effective in identifying specific needs of the students when grouping them into class groups.

Key Result Area: Secondary Virtues Program
Goal: To review Pastoral Care within the Secondary
Action Plan: to provide the Secondary students with the opportunity to take part in a virtues program to encourage unity amongst each other.

Key Result Area: Parents
Goal: Provide support on key parenting issues at each developmental stage.
Action Plan: Develop a KPF Scope and Sequence for developmental stages. Offer FEA parenting courses and encourage attendance: First Steps, Middle Years, Teenage Years, Marriage Weekends. Offer FEA Parenting Courses and encourage attendance: First Years, Marriage Weekends.

Key Result Area: Community Service
Goal: To make community service involvement more accessible.
Action Plan: Work with Lowana Study Centre as a service project provider. The school will focus on raising funds for the WILL (Walk into Life and Learn) foundation in China. Year 9 students will develop and implement a service project for the Primary students to participate in.
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 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, students and teachers at the school.

Parents:

- The Key Parent Functions are so helpful in sharing with us valuable and practical ideas that we can implement with our family.

- The school really aims to bring out the best in the students. The teachers have a genuine concern of each individual child.

- The friendship and the support amongst the school community is so lovely. It’s like we are just one big family.

- The tutorial system is a great support for us as parents. It is so beneficial to have a member of staff that we can liaise with so closely while our daughter is at Montgrove.

Teachers:

- Parents are willing to help us help their child grow, both in academics and in character development.

- The teaching staff work together to develop and implement consistent teaching strategies and programs across Stages.

- Working at Montgrove is like being with friends the whole day who share your values and aspirations. Although as people we are all different, we all seem to have that special something in common with one another which is our faith.

- I always find inspiration from the people who surround me at work to be a better person myself and to try harder in whatever my task at hand may be. I am truly blessed to be working at Montgrove.
• There is a palpable atmosphere of support and caring for one another: staff, students and parents. We are a community who lives, learns and has fun together. There are always enriching activities to become involved in and enjoy!!

Students

• The Kindy’s enjoyed Year 3 reading to them. Year 3 thought it was fun as well. It was helpful for the Kindys because they could learn how to read a bit more than before. Reading to the Kindy’s was a nice thing to do. (Year 3 student)

• I found reading for the Year 1 students an interesting experience because I learnt to read with expression better and how to make them understand the book I was reading to them. It also taught me to read slower for them. (Year 5 student)

• "I loved watching the cowgirl crack her whip". "I saw two working dogs rounding up the sheep. I thought the working dogs were amazing" "The tractor ride was really bumpy but lots of fun. "I touched a duckling, it felt fluffy". "I had to sit on a little stool and squeeze the milk into a bucket." (Kindergarten students – excursion to the farm)

• For the cooking we made delicious yapinchagos and torta fria. For craft we made a caja de serpentinas which is a box made of different coloured streamers. At the end of the day we played a traditional Columbian game. (Year 4 students – Spanish Day)
Financial Information

Recurrent/capital income

Fees 12% 551,279
Commonwealth grants 58% 2,614,654
State grants 24% 1,093,135
Other private income 0% 10,017
Other capital income donations 5% 212,693

Recurrent/capital expenditure

Salaries and related expenses 71% 2,738,069
Non salary expenses 14% 546,838
Capital expenditure 14% 555,575