Montgrove College

ANNUAL REPORT 2015
PRINCIPAL’S MESSAGE

Montgrove continues to go from strength to strength as its first graduating class approaches its final year of schooling. The school has come a long way from its early days with its row of demountable buildings. The final stage of the Secondary Building is about to be completed, and we will soon be able to benefit from a fully equipped Food Technology room and a dedicated room for Video Conferences.

The whole school took full advantage of the Character Development focus for the year, which was ‘grit’ - “passion and perseverance for very long term goals” (Angela Lee Duckworth). It was great to see the students involved with different class initiatives and getting excited about the student nominated Grit awards, which were given out at each School Assembly.

Academically Montgrove continued to perform well. In the International Competitions and Assessments for Schools (ICAS), a good number of students were awarded Distinctions and High Distinctions in English, Spelling, Writing, Science and Mathematics. The school’s NAPLAN results were also pleasing, with Montgrove scoring substantially above the national average for each of the cohorts in the majority of the strands.

Community Service continues to be a focus at the school. This year the students from Year 10 completed a five day Community Service camp, which involved helping organisations on the Central Coast as well as the local Napean area. Year 9s dedicated an afternoon each fortnight to a community initiative that they worked on as a class. Both groups of students thoroughly enjoyed their experiences and some have continued to volunteer for these organisations in their own time.

The extra-curricular activities at the school continue to grow and improve. This year the Montgrove reached the quarter finals of the NSW Law Society Mock Trial Competition. This was a great achievement considering around 200 schools from all over New South Wales are involved in this competition. In sport, Montgrove was awarded the Best Performing School at the Hills Zone Cross Country and Hills Zone Athletics. The Music department also had a successful day at the Penrith Eisteddfod, with Montgrove placing in all the categories that it entered.

There were also some very memorable school events. Harmony Day allowed both parents and students to share their culture and talents, with a fine selection of performance items and national cuisines. The Art Exhibition was another wonderful event. We had quite a crowd on the Opening Night. We were all able to enjoy some live entertainment by the Music students as we viewed selected art works created by students from Kindergarten to Year 11. We also had the inaugural Montgrove Spelling Bee, which had all the students buzzing, practising new words, and conquering their nerves in front of the microphone on the actual day.

For a relatively young school, Montgrove continues to punch above its weight in many areas. I would like to thank all the parents and staff for their dedication, involvement and interest. All contribute to creating an environment in which the students at Montgrove can continue to grow and flourish.
PROFILE

Montgrove College is a two campus school with 528 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, 10 and 11. There are 328 girls and 200 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 – Werrington Campus NAPLAN 2015

<table>
<thead>
<tr>
<th>Year 3</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>447</td>
<td>441</td>
<td>429</td>
<td>423</td>
<td>468</td>
<td>514</td>
<td>444</td>
<td></td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>422</td>
<td>403</td>
<td>463</td>
<td>476</td>
<td>462</td>
<td>413</td>
<td>458</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>463</td>
<td>476</td>
<td>462</td>
<td>462</td>
<td>462</td>
<td>413</td>
<td>458</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>514</td>
<td>487</td>
<td>456</td>
<td>462</td>
<td>462</td>
<td>413</td>
<td>458</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>444</td>
<td>423</td>
<td>469</td>
<td>423</td>
<td>423</td>
<td>469</td>
<td>423</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>501</td>
<td>508</td>
<td>501</td>
<td>497</td>
<td>477</td>
<td>500</td>
<td>508</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>487</td>
<td>496</td>
<td>509</td>
<td>497</td>
<td>480</td>
<td>477</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>487</td>
<td>509</td>
<td>497</td>
<td>480</td>
<td>477</td>
<td>500</td>
<td>508</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>530</td>
<td>517</td>
<td>507</td>
<td>507</td>
<td>507</td>
<td>507</td>
<td>507</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>542</td>
<td>517</td>
<td>507</td>
<td>507</td>
<td>507</td>
<td>507</td>
<td>507</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>522</td>
<td>502</td>
<td>542</td>
<td>502</td>
<td>542</td>
<td>502</td>
<td>542</td>
<td></td>
</tr>
</tbody>
</table>

**How to interpret this chart**

- **SIM**: Schools seeing students from statistically similar backgrounds
- **ALL**: Australian schools’ average
- **Student population below reporting threshold**: Year level not tested
- **Margin of error at 90% level of confidence**
- **Colour shows if the selected school’s average is above or below statistically similar schools’ average**
- **Average and margin of error at 90% level of confidence for statistically similar schools**
- **Australian schools’ average**
Teaching Staff 2015

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 14 full time teaching staff, 22 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>First Aid/Asthma/Anaphylaxis</td>
<td>5</td>
</tr>
<tr>
<td>Psychological issues in the classroom</td>
<td>All Staff</td>
</tr>
<tr>
<td>Maths</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Learning Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>K-6 Staff</td>
</tr>
<tr>
<td>Science</td>
<td>K-6 Staff</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>1</td>
</tr>
<tr>
<td>PDHPE</td>
<td>2</td>
</tr>
<tr>
<td>Parent communication</td>
<td>1</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>2</td>
</tr>
<tr>
<td>Learning support</td>
<td>1</td>
</tr>
<tr>
<td>Careers</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Business Studies</td>
<td>1</td>
</tr>
</tbody>
</table>

The average expenditure for professional learning in 2015 was $8,200.
Teacher Retention Rates
The proportion of staff retained from 2014 is 94.44%.

STUDENT ATTENDANCE

The average attendance rate of students is 92.77%. 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, Pastoral Care 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.
Changes have been made to make plans to include student 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 protocol is included in contract letters of employment.

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 plan to include appropriate use of technological 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.

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: OH & 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.

Policy changes include schedules of staff and department meetings, changes to group emails for teaching and pastoral care staff and induction of new and casual staff.

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 2015**

In reviewing the School Determined Improvement Targets for 2015 it is pleasing to report that targets were achieved in the following areas:

- Piano and vocal tuition for students are being offered to students
- Extra curricular activities: Chess and Public Speaking have been implemented for the Secondary students.
- The structure of the Kindergarten Orientation Program has been changed. The students attend 3 sessions. This has proven to be more effective in identifying specific needs of the students when grouping them into class groups.
- The Secondary students were given the opportunity to take part in a virtues program to encourage unity amongst each other.
- The school has worked with Lowana Study Centre as a service project provider. The school focused on raising funds for the WILL (Walk into Life and Learn) foundation in China. Year 9 students developed and implemented a service project for the Primary students to participate in.
- FEA have spoken at the class parent meeting in Term 1 2015 to promote courses and explain what they do. They also spoke at the New Parent Orientation in 2015. FEA are working with Montgrove to have one of their speakers come to present at the KPF in Term 3 2016 and they will promote FEA courses to all the parents at this time.

SCHOOL DETERMINED IMPROVEMENT TARGETS 2016

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: School Website
Goal: To establish a new school website including a parent portal
Action Plans: Review the current website and upgrade to a new format. The website will be more interactive including links to school events and school publications. The website will also include a portal for staff and parents.

Key Result Area: School Building
Goal: Addition of new Secondary buildings
Action Plan: To have completed new rooms for Secondary students including a Food Technology room, Music room, Year 12 Common Room. This will allow the Primary to have a dedicated Spanish room.

Key Result Area: Professional Development
Goal: Focus Areas for Staff Professional Development
Action Plan: To provide inservices for the Staff focusing on Assessment. The staff will look at forms of assessment including summative and formative. School and student data will analysed to determine whole school areas of need. Opportunities will also be provided for the Primary teachers to observe their peers as part of their professional growth.

Key Result Area: Staff Service Program
Goal: To provide community service involvement for staff.
Action Plan: The staff will be invited to take part in Community Service Projects in the local area.

Key Result Area: HSC
Goal: Provide support on key parenting issues at each developmental stage.
Action Plan: Information sessions will be provided to the Senior students relating to University courses and scholarships that are offered by tertiary institutions. Guest speakers will also speak to students from years 10 – 12 on Careers.
Key Result Area: Work Experience  
Goal: Year 10 Work Experience  
Action Plan: The commencement of a Work Experience Program for all students of Year 10. Information sessions will be conducted prior to assist them in planning for this experience.

Key Result Area: Secondary Assessment Structure  
Goal: Review the current Assessment plan for Year 7  
Action Plan: The Year 7 assessment schedule will be reviewed to include less take-home assessments in Term 1.

Key Result Area: PDH Focus  
Goal: Re evaluate the PDH program from Years K-6  
Action Plan: The teachers will be provided with increased inservices on PDH. The focus will be on Road Safety. The students will be given access to resources and personnel to assist with programming and delivering of the new program.

Key Result Area: Spanish Classes  
Goal: To provide Spanish Classes for Parents  
Action Plan: As Spanish is the language taught at Montgrove College, opportunities will be provided for parents to attend Spanish classes on site.

Key Result Area: Performing Arts Evening  
Goal: Montgrove College’s Inaugural Performing Arts Evening  
Action Plan: Montgrove College will host its first Performing Arts Evening to showcase the achievements of the senior students. Year 12 Art students will also display their HSC bodies of work.

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. The Secondary School has a Character Education program, which covers two virtues each term. 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 anecdotal comments from parents, students and teachers at the school taken from surveys, interviews and commentaries.

Parents:
- The teachers have high expectations. They write informative reports that are clear and easy to read and understand.
Our son has had rich and wonderful start to school life. The teachers have gone the extra mile to ensure that the children feel a sense of belonging.

Clear and continuous communication occurs between the home and school and this is much appreciated.

Montgrove is very academic and we are pleased with this. We want our children to do their best and give of their best. They are always encouraged, by teachers, children & parents. We can’t ask for more.

Our tutor has always been a great support to us and our girls. If they are experiencing any "issues" it is really helpful to be able to suggest that they raise it with their tutor. Having had the same tutor for a few years now has made it easier for our girls to develop a relationship with her and be more open in discussing things with her.

KPF talks and other parent functions are fantastic. My husband and I always learn new things from these talks. Some very good topics and discussions - shows students that the parents are involved in the school.

Teachers:

Montgrove College is a workplace that fosters the development of high professional and personal standards, and demonstrates the morals and values of the school, similar to mine. I can then use this to nurture, develop and further educate the students to become the best that they can be.

I really enjoy working at Montgrove because everyone is so lovely. It is so wonderful to walk into a staff-room and be greeted by so many smiling faces, and everyone is always willing to lend a hand and help each other out.

I like working at Montgrove because it feels like a family, although all different we share one common task that is to do our work with love and offer our work to God. Having the Blessed Sacrament in our midst is special and I love to visit the Chapel when the day gets a bit hectic.

Working at Montgrove College is like teaching in Heaven! The Staff are friendly, kind and caring. The support of the parents is a key factor in creating the positive atmosphere at Montgrove and keeping the morale of all very high. Work is closer to Play when the ingredients for Happiness are all here!

Students

The careers market was GREAT! It was interesting to walk around and see the different varieties of universities you could choose from to suit you the best. Those at the stands were really helpful as they took the time to talk through things with you.
and give you a better understanding of the career you are interested in. The leaflets and booklets given to us were really informative and allowed us to know what subjects to take in Years 11 and 12 for our future careers. Overall it was very helpful and I would love to go again in future years. (Year 10 student – Careers Expo)

- On Tuesday the library was buzzing with excitement as KB teamed up with their Year 6 buddies to commence the Reading Eggs program. A great time was had by all. (Class teacher)

- Canberra was so interesting. I learnt so much. My favourite thing I learnt was about the voting system, how we use preferential voting and that you have to enrol at sixteen and vote at eighteen. Canberra was an experience I will cherish forever. (Year 6 student Camp to Canberra)

- Our experience with camp so far is one to remember, especially with the shopping at Aldi, our kayaking adventure and the hike. Monday was our chill day, although Aldi was a little bit stressful. We were all under our budget of $100. It taught us ways to budget and how to shop efficiently. Monday also gave us the opportunity to do some trust games and activities. This was a great chance for us to see how trustworthy our classmates are. (Year 9 student – Survival Camp)

- 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

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>8.3%</td>
<td>559,316</td>
</tr>
<tr>
<td>Commonwealth grants</td>
<td>57.2%</td>
<td>3,843,582</td>
</tr>
<tr>
<td>State grants</td>
<td>20.2%</td>
<td>1,357,893</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>11.9%</td>
<td>800,000</td>
</tr>
<tr>
<td>Other capital income donations</td>
<td>2.4%</td>
<td>159,423</td>
</tr>
</tbody>
</table>

Recurrent/Capital Income

- Tuition fees
- Commonwealth recurrent grants
- State Recurrent grants
- Capital Grants
- Fundraising
Recurrent/capital expenditure

Salaries and related expenses  67.3%  4,052,049
Non salary expenses  10.8%  651,746
Capital expenditure  21.9%  1,321,262