

Annual Report 2021

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Messages from Key Bodies

Message from the Chair of the Board

The difficulties that the Australian community has faced over the COVID-19 years has reinforced to me the importance of instilling in our students the virtue of resilience, the capacity to recover quickly from difficulties. Our Australian Saint Mary McKillop was an exemplar of this virtue, when she was excommunicated by an overzealous Bishop,

she waited patiently for vindication and still kept her education mission moving forward.

In my observation, those who had faith were often better able to work through adversity and become stronger for it. The example of families and the school community being able to cope with and survive the inconveniences, restrictions and difficulties over this period and emerge with energy and optimism is a lived example to the students of this virtue.

**Gary Doherty,
Chairman**

Message from the Principal of Montgrove College

The challenges of 2021 did not dampen the spirits of the school community at Montgrove. Once again my thanks goes to the parents and staff for the tremendous effort and support they gave to all the students, ensuring that students were able to continue with their learning despite the many disruptions that occurred throughout the year. I am particularly proud of the Class of 2021. They endured loss and the challenges of the pandemic with great courage and a generous spirit. They learnt to move forward, putting aside their own interests to be a support for each other. I thank them for their perseverance and bravery and thank their parents and teachers who have supported them at every step of their journey.

We were very pleased to have the Shrine to Our Lady completed over the July holidays. Thanks to the generous donation of many families, we were

able to have a beautiful marble statue of Our Lady made and installed in the circular garden bed in the middle of the school. We were also able to pave the whole area around the shrine with the funds that were raised. The Shrine is sure to be a focal point for the school and a reminder of Our Lady's maternal care for our school community.

Our Montgrove community continues to grow, and this year we added an additional class to Year 4 and Year 7. It is great to see more new families attracted by the school's philosophy in supporting parents as the first educators of their children and promoting a truly holistic education for each student.

**Lourdes Mejia,
Principal**

Message from the School Captain

This year has certainly been the year of delays. And yet, here we are, better chefs, hairdressers and technicians, venturing where no DIYer has gone before. Our own parents have certainly proved this: mums showcasing literary prowess and dads juggling complex algebraic formulas. Not to mention our very own teachers who had to sail uncharted waters and become IT masters themselves. For this we greatly thank you. In particular, many thanks must be extended to our principal, Miss Mejia and all the supporting staff at Montgrove. To the parents, thank you for your tireless efforts in supporting us. And to the students, well done. You made it.

I would like to leave you with, what I believe, is the best parting message I can give: a message of blessing and hope. When the Israelites were in the midst of a challenging time as they wandered the wilderness, God gifted them with an ancient priestly blessing found in Numbers 6:22-26. A blessing that is just as real and powerful for us today. A blessing that goes as follows:

"The Lord bless you and keep you; the Lord make his face shine on you and be gracious to you; the Lord turn his face toward you and give you peace."

Montgrove School Profile

Montgrove College is a Kindergarten to Year 12 school with 557 students enrolled. Montgrove College is co-educational in the Infants school, catering for students in Kindergarten and Year 1, and all girls school from Year 2 to Year 12. The student population is made up of 3 co-ed Kindergarten and 3 co-ed Year 1 classes, and mainly double stream classes for Years 2 to 12. There are 481 girls and 76 boys in total.

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, mentors 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 mentoring 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 a school readiness assessment.

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 to contribute to fundraising to finance particular projects.

Enrolment is confirmed upon receipt 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. The 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 essential 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, the College upholds the provisions of the Act requiring that unimmunised children be 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.

Enrolments Policies

Purpose

This policy outlines the enrolment requirements and process Montgrove College ("the School").

Through the application process, the School endeavours to select prospective families who:

1. Are aligned with the philosophy and values of the School.
2. Are seeking a collaborative approach between home and school in the education of their children.
3. Are committed to the regular attendance at meetings with their child/children's mentor, the Key Parent Functions, and any other events requiring attendance of parents.

**Year 5 is a key entry point as many families use it as a pathway to secure a place in Year 7.*

Key Entry Points

The School accepts applications from students in all grades, however, the key entry points are: Montgrove College:

1. Kindergarten
2. Year 2
3. Year 7

Summary of Enrolment Procedures

The Enrolment Procedures are detailed in full in the Enrolments Standard Operating Procedures Manual. However, a summary has been included as a reference point for the guidelines included in this policy.

The Enrolment Process takes part in 5 key stages:

1. Enquiry

Parents who are interested in the School register their interest via an enquiry form to initiate the conversation with the school Enrolments Officer. From there, they are invited to attend the next Open Day, School Tour, or Information Evening before they are invited to apply. This is a requirement before they are invited to apply for enrolment.

2. Application

The Application Form must be completed (in full), all required documentation attached, and non-refundable application fee paid to commence the admission process.

While a formal application is a pre-requisite, it is not a guarantee of admission.

3. Interview and Evaluation

Parents are interviewed by a member of the Interviewing Committee. For Year 2 to Year 12 applications, both parents and the child must be interviewed. For current *Pared* families, the interview must be attended by at least one parent and the child.

Students transferring to Wollemi from the Montgrove Infants campus are not interviewed again before they transition into Wollemi as they were interviewed upon their entry into infants. They'll be guided through an orientation process as they transition from Year 1 to Year 2.

The following documents must be submitted by the family before the interview: Birth Certificate, Immunisation Record, NAPLAN Report, Latest School Report, a photograph, and a complete Application form with Application Fee Paid.

After the interview, the reference check is conducted before the interview report is submitted to the Principal/Enrolments Committee for final review.

4. Enrolment Offer & Acceptance

The Enrolments Officer sends an email to the parents about the application result (either Letter of Offer or notification of unsuccessful application). The Letter of Offer includes links to the Medical Form, Privacy Collection Form and Direct Debit Form.

The Letter of Offer is sent to both parents via the enrolment platform. To accept the enrolment, both parents are required to sign the Letter of Offer and the non-refundable acceptance fee paid. The School is not obliged to hold places until the acceptance fee has been paid.

With the acceptance forms, parents are required to complete several school forms, including the 'Confidential Collection of Student Data Form' and Privacy Policy. If a parent or guardian withholds information relevant to the application/enrolment process, then the Principal reserves the right to refuse or terminate enrolment on that ground.

After the Enrolments Officer has received an acceptance of offer by both parents, a final confirmation is sent to the parents that all requirements have been met for the enrolment.

Upholding the conditions of the enrolment contract and conditions set out in the Letter of Offer are the requirements for continuing enrolment at the School.

1. Orientation

The Enrolments Officer sends welcome letters and packs as part of the Orientation of the Students. Information on uniforms, books and stationery, house, additional handbooks etc. are also communicated prior to the students' first day of school.

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

Enrolment Guidelines

Enrolment Eligibility

1. Applications for enrolment may be made at any time by the parent/carer(s) of prospective students. However, should this time be greater than 2 years from the commencement year or if there are no places available in the cohort for which entry is sought, applicants will be held on a waitlist before progressing through the interview process
2. Students enrolling at school for Kindergarten at Montgrove will by five years of age on or before 31 March.

Enrolment Eligibility

The Principal, in consultation with the School Committee, reserves the right to offer a place to any student, irrespective of the date of application.

The School has absolute discretion in determining the weight of each of the factors it considers in determining whether to offer a place for the student.

Applications are processed in order of receipt; however, enrolment priority is given to:

The Family Relationship with the School

1. Siblings of current *Pared* families (siblings already enrolled at a *Pared* School)
2. Children of Alumni from a *Pared* School
3. Children of Staff Members at Montgrove will by five years of age on or before 31 March.

The Family's alignment with the School Values

- | | |
|---|---|
| 1. Students from families practicing the Catholic faith | 2. Character feedback on the Family from the Referees |
|---|---|

The Student's

1. Academic ability
2. Character feedback on the Student from the Teachers of the previous school (if applicable)

The School's

1. Ability to support the special needs or abilities of the student
2. The balance of numbers of boys and girls is taken into account in order to ensure that students offered a place in Infants also have a place in Primary onwards (for Prep, Kindergarten and Year 1 only)

Accepting Students from Other Faith Backgrounds

The School may accept students from other faith backgrounds when:

1. There is alignment of values between the School and prospective family
2. The parents are in agreement that the student will participate in Religious education classes, and faith-based activities of the School

Parent Conduct

The School reserves the right to withhold an invitation to apply or to progress further in the application process should any aggressive/abusive behaviour be shown to the Enrolment Officers, interviewers or any members of staff.

Enrolment Process for Prospective Students with a Disability

The same enrolment process and guidelines will apply to all prospective students and their families regardless of whether they have a disability or not. Primarily, the alignment of values and education philosophy between the School and the prospective family is key to a successful application.

When assessing an application for a student with a disability, the School needs to gather information to help identify the student's individual needs and consult health professionals and parents/carers to fully understand any adjustments needed to support those needs. This stage ensures that parents, carers, health professionals and the School are all on the same page, understanding

the needs of the student and how to reach the best outcome for them.

This process also ensures that the School meets their consultation obligations under The Disability Standards for Education 2005 by obtaining written permission from parents/carers for the School to gather information about the needs of the student from a previous school or childcare setting as well as from health professionals.

The School reserves the discretion to decline or defer an application when the parents, having been aware of their child's specific needs, fail to declare those needs or withhold relevant information pertaining to their child. This includes the submission of official documents relating to the diagnosis, any previous work with specialists or previous schools, and any other documentation required to make an assessment about whether or not the School will be able to support the student's needs.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

Enrolling a Student on a Visa

When the School is considering an application from a student on a visa, it is essential that the correct checks are made to ensure it is appropriate to continue their enrolment process. Student visas hold conditions which may or may not allow a student, or a parent and their dependent, to be received at our School or may impact their status as being eligible for funding from the Commonwealth.

Montgrove College is not a CRICOS-registered school. CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students. The School is not a member of this Register, meaning students who are primary holders of a sub-class visa cannot move to Sydney to attend the School. Therefore, the School has decided not to engage in any advertisement opportunities overseas.

The School can accept students who hold visas that do not subject them to CRICOS-registered schools, and their eligibility can be checked by the Enrolments Officer through the Visa Entitlement Verification Online system (VEVO).

Conditions for Continued Enrolment

Continued enrolment at the School is dependent upon:

1. The student making satisfactory academic progress
2. The student attending school consistently and approvals sought to justify any inconsistent attendance as per government regulations in Sections 22, 24 and 25 of the Education Act 1990.
3. The student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.
4. Payment of fees

Deferred Start Dates

Offers are sent taking into account the start Term and Year a prospective family has applied for. Therefore, any families who have been offered a place but choose to defer their start date may forfeit their place if they do not accept based on the original application date.

In rare instances, a deferred start date may be accepted if there is no present waiting list for that cohort and there is no likelihood of filling all available places before the start of the next term/school year.

Fees

Throughout the Enrolment process and during a student's enrolment there are certain fees to be paid. The fees are outlined below:

1. Application Fee: a processing fee and a sign of commitment from the family.
2. Enrolment Fee: a "holding fee" and indicates a family's commitment to the School that they intend to follow through with enrolment, and they want to reserve their child's place, meaning the School forgoes another enrolment.
3. Tuition Fees: ongoing annual fees for a student's education are paid each term.
4. Levies: such as the "Annual Family Building Levy" and the "Annual Curriculum and Technology Levy (CTL)".
5. Extra-curricular Activities: for additional activities such as music, sport, excursions etc.

Returning Families

Any families which have left the School and are returning are required to pay the application and enrolment fees in full as they are re-applying for entry and for a place to be held for the Term and Year of Entry. They will also need to be interviewed again.

Withdrawing an Enrolment

As stated in the Letter of Offer upon enrolment, as well as within the terms and conditions in the annual Fees Letter, any student who is withdrawn from the School must have given a term's notice to the School. If a parent withdraws their child with insufficient notice, they will be charged one term's fees. The date that contact is made with the Principal regarding their students' withdrawal is regarded as the official date of notice.

Student Outcomes in Standardised National Literacy and Numeracy Testing

The NAPLAN results for 2021 were very pleasing. Overall, Montgrove results were mostly above or well above average as compared to students with similar background and also when compared to all Australian students. Montgrove shows a particular strength in the literacy strands. Although Numeracy results are above average as compared to all Australian students, the school continues to develop strategies to improve numeracy, particularly in the area of problem solving.

Interpreting the table:

634 **Year 9 Reading**
(Well above)

457 **Year 3 Numeracy**
(Above)

586 **Year 7 Numeracy**
(Close to)

Comparison of Montgrove's 2021 NAPLAN results with similar schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	501	481	484	501	457
Year 5	562	525	557	586	524
Year 7	594	574	626	600	586
Year 9	634	627	657	663	619

Comparison of Montgrove's 2021 NAPLAN results with all Australian schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	501	481	484	501	457
Year 5	562	525	557	586	524
Year 7	594	574	626	600	586
Year 9	634	627	657	663	619

NAPLAN participation for this school is 99%

NAPLAN participation for all Australian students is 95%

HSC 2021 highlights

23 students sat a total of 121 examinations at Montgrove

*42 Band 5s or E3s
(80% or above)*

*29 Band 6s or E4s
(90% or above)*

One student received the Premier's All Rounder Achiever's Award

*Montgrove results were,
on average, 6.4% above
the State average*

*Montgrove results were
10% above the State
average in 5 subjects*

Record of School Achievement

There were no students who required a Record of School Achievement to be issued.

Vocational and Educational Training

In 2021 there was one student receiving a VET qualification. 22 out of the 23 Year 12 students received an HSC qualification.

Trends in Student performance

The Class of 2021 overcame many challenges during the year and performed very well in the HSC. The class had a wide range of abilities and were particularly strong in Creative Arts. The top students in the cohort performed well, which resulted in many Band 5 and Band 6 results

across the subjects. All departments continue to achieve results above the State average. The Creative Arts subjects continue to do well with many students scoring in the top band for these subjects. These scores allowed the students to receive excellent ATAR results.

Post School Destinations

Almost all students continued on to tertiary education after completing their HSC, or are undertaking a gap year before continuing with further study. The vast majority are studying a university degree and many received early entry offers for their chosen degrees. Courses undertaken included: engineering, international studies, law, communications, creative arts and commerce.

Results of the higher school certificate and senior secondary outcomes

Percentages of Students Achieving Bands 5 & 6 (E3 and E4) Subject Percentage of Students in Bands 5 and 6 (i.e., an HSC mark over 80%)

Course Name	Year	Band 6 E4	Band 6 E3	Montgrove Band 5 & 6	NSW Band 5 & 6
	2021		1	100%	33.8%
Ancient History	2020		2	100%	33.1%
	2018	2		100%	36.1%
	2021	2	3	45.45%	31.1%
Biology	2020	1	6	70.0%	30.5%
	2019		9	64.3%	31.3%
	2021		2	33.33%	35.6%
Business Studies	2020	1	5	66.7%	34.9%
	2019		7	70.0%	33.0%

Course Name	Year	Band 6 E4	Band 6 E3	Montgrove Band 5 & 6	NSW Band 5 & 6
	2021	1		25%	40.2%
Chemistry	2020		3	75.0%	42.9%
	2019	2	6	88.9%	45.9%
	2021		3	30%	16.5%
English (Standard)	2020		8	50.0%	11.5%
	2019		6	54.5%	11.8%
	2021	4	8	92.3%	68.7%
English (Advanced)	2020	3	4	100%	63.3%
	2019	2	9	84.6%	61.8%
	2021	3	1	100%	93.6%
English (Extension 1)	2020	2		100%	92.7%
	2019	1	1	100%	93.9%
	2021		3	100%	83.4%
English (Extension 2)	2020	1	1	100%	82.4%
	2019	1	1	100%	79.8%

Course Name	Year	Band 6 E4	Band 6 E3	Montgrove Band 5 & 6	NSW Band 5 & 6
	2021	3		42.85%	44.1%
Food Technology	2020	1	4	83.3%	29.5%
	2019	1	3	80.0%	33.2%
	2021		4	66.7%	44.1%
Geography	2020		1	33.3%	41.5%
	2019	1	2	75.0%	24.1%
	2021	1	3	30.8%	24.5%
Mathematics (Standard)	2020	1	9	62.5%	24.5%
	2019	4	5	75.0%	24.1%
	2021	2	4	75%	50.1%
Mathematics (Advanced)	2020	4	2	100%	52.5%
	2019	3	6	81.9%	49.2%
	2021	1		100%	74.1%
Mathematics (Extension 1)	2020		2	66.7%	74.3%
	2019		4	100%	80.1%

Course Name	Year	Band 6 E4	Band 6 E3	Montgrove Band 5 & 6	NSW Band 5 & 6
	2021	2	1	100%	37.6%
Modern History	2020		2	100%	37.3%
	2019		3	75.0%	39.3%
	2021	3	1	100%	64.2%
Music 1	2020				64.1%
	2019		3	100%	66.0%
	2021		2	28.6%	30.6%
PDHPE	2020	3	4	70.0%	34.1%
	2019		5	62.5%	31.3%
	2021	1	1	50%	40.4%
Physics	2020		2	100%	40.4%
	2019		2	33.3%	36.9%
	2021	4	2	85.7%	63.1%
Visual Arts	2020	1	2	100%	64.7%
	2019	1		100%	62.5%

Professional Learning and Teacher Standards and Workforce Composition

Explanatory Notes: All classroom teachers delivering NESAs curriculum at Montgrove College fall within the accreditation guidelines of the NSW Institute of Teachers which defines a teacher as:

A person with direct responsibility in a school for the delivery of Board of Studies curriculum and assessment of student participation and progress. This includes people who have teaching roles such as teacher librarians or support teachers.

Montgrove Teaching Staff 2021

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

100%

Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR (Australian Education Institution – National Office of Overseas Skills Recognition)

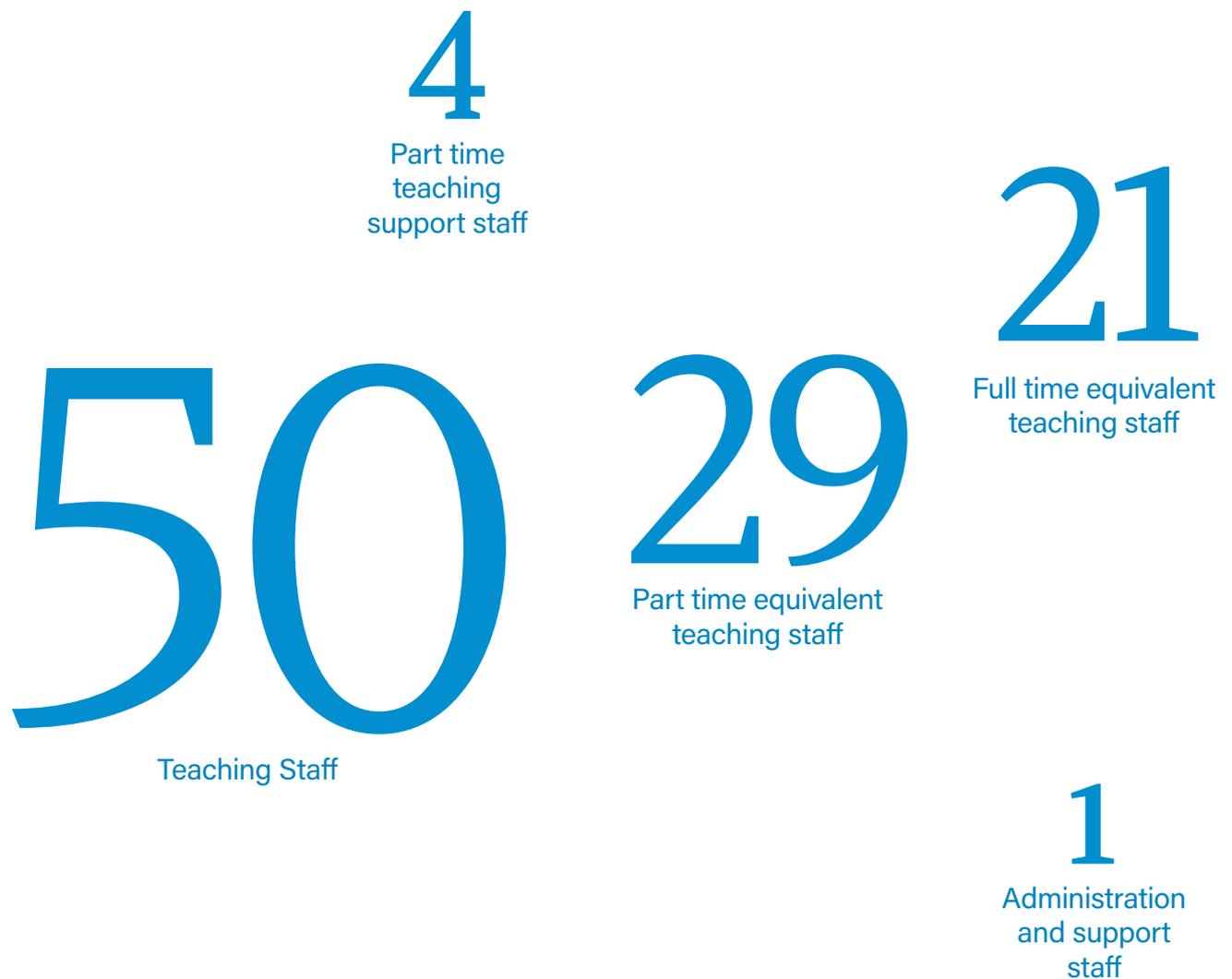
0%

Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR 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

The Montgrove staff comprises of:



Teacher Retention Rates: The proportion of staff retained from 2020 is 90%.

The average expenditure for professional learning in 2021 was \$1032.90

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

The number of PD undertaken by staff was impacted by Covid Restrictions in 2021

Description of the Professional Learning Activity	Number of Staff
Various workshops	All Staff
School Education Priorities	All Staff
Child Protection	All Staff
Professional Practice	All Staff
Well Being	All Staff
Diabetes Education	All Staff
IT	All Staff
Maths	Primary Staff
Science	2
History	1
Teacher Accreditation	1
Learning support	2
Library	2
Administration	All staff

Student Attendance Rates and Policies

Attendance Policies

Attendance

The Class Roll must always be marked accurately 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 monitoring:

Register of Admissions

This electronic register is maintained in Engage. 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 and absence of students

The Class Teachers maintain a daily electronic roll Montgrove College manages student attendance using Engage.

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 submit an entry via Engage explaining the student's absence. All other forms of absence, including travel, require approval by the Principal.

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 the Montgrove College Attendance Policy.

Student Attendance **96** Kindergarten

95 Year 1

97 Year 2

97 Year 3

96 Year 4

97 Year 5

The average attendance rate of students is 95.92%.

98 Year 6

%

96 Year 7

95 Year 8

96 Year 9

95 Year 10

96 Year 11

93 Year 12

Despite the challenges presented with COVID, the attendance rate of students for 2021 remained high. During the pandemic lock-down periods, remote learning participation continued to be high and students remained engaged with their learning. Attendance during remote learning was marked through attendance on online platforms.

Retention rates

The table below provides data of Year 10 and Year 12 enrolments for the past 5 years.

Start date bracket	Year 10	Actual retention and Apparent retention	Year 12	End date bracket
2015	20	70	14	2017
2016	21	66.7	14	2018
2017	28	85.7 %	24	2019
2018	25	92	23	2020
2019	26	88.5	23	2021

School Policies and Procedures

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.

The following are the policies relating to Student Welfare: Anti-Bullying, Child Protection, Code of Conduct for Students, Discipline, Enrolment, Excursions, Homework, ICT, Mobile Devices, Pastoral Care, Supervision and Playground and WHS.

Policy	Changes in 2021	
Anti-Bullying	The purpose of this policy is to promote consistency of approach and to create a climate in which all members of Montgrove College are valued and feel safe. The policy creates a framework to assure students and parents that they will be supported when bullying is reported.	There were no significant changes made in 2021
Child Protection	The School is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives.	Changes have been made following the National Catholic Safeguarding Standards and in keeping with the NSW Child Safe Scheme 2021.
Complaints Resolution	This policy aims to resolve complaints fairly, efficiently, promptly and in accordance with related legislation.	There were no significant changes made in 2021
Student Code of Conduct	Student Code of Conduct outlines the school's expectations for all students while at school, engaging in school related activities or representing the school. The school is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students.	There were no significant changes made in 2021
Staff Code of Conduct	Staff Code of Conduct seeks to formalise the current practices relating to the behaviour and manner in which staff members carry out their duties and responsibilities.	There were no significant changes made in 2021
Discipline	This policy aims to build an environment at Montgrove College that is based on positive behaviour which is the consequence of the responsible use of freedom, mutual respect and cooperation. The policy establishes principles and procedures for procedural fairness in managing behaviour in a positive and professional manner.	There were no significant changes made in 2021
Excursions	Students' experiences beyond the classroom contribute to their growth and development. This policy outlines the procedures and guidelines for planning and carrying out school excursions and incursions.	There were no significant changes made in 2021
Homework	This policy provides the rationale and guidelines for homework given to students.	There were no significant changes made in 2021

Policy	Changes in 2021
ICT The School has a duty of care toward both students and staff and, consequently, the use of ICTs within the School by students and staff must be responsible, legal, appropriate and for educational purposes. In addition, the use of ICTs must be consistent with the aims, values and objectives of the School.	There were no significant changes made in 2021
Mobile Devices This policy provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones during school hours.	There were no significant changes made in 2021
Pastoral Care Montgrove's system of education is personalised, seeking to integrate the pursuit of academic excellence, the acquisition of skills and the development of the student's character. This policy covers the mentoring system and access to special services.	There were no significant changes made in 2021
Supervision and Playground The School has a duty of care to provide a reasonable level of supervision both in the classroom, on the school premises and wherever students are under the teacher's care outside the school and on a school-related activity.	There were no significant changes made in 2021
WHS The School 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.	There were no significant changes made in 2021

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.

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

School Determined Improvement Targets

Commentary on 2021 Targets

In reviewing the School Determined Improvement Targets for 2021 it is pleasing to report that targets were achieved in the following areas:

In collaboration with the AIS, staff continued to receive ongoing support in the school priority area of Deep Learning. More classes developed Deep Learning pedagogies within the school. In the Secondary, the Honours Program focusing on the Deep Learning program continued to be implemented across the 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.

Montgrove College implemented professional development sessions that developed the capabilities of teachers in the areas of IT. The staff used this knowledge and skills to supplement their teaching, especially during the period of Remote Learning.

A well-being committee was formed to focus on developing programs and initiatives within the school to develop the spiritual, mental, social, physical, and emotional well being of the staff and students.

The former Motto program was revised for classes K-6. The program and resources were updated and named as the G.I.V.E Program – Growing in Virtue Everyday.

Geography was introduced as an elective subject in Stage 6.

Secondary students participated in Science Week to encourage a love of learning in the Science areas.

Clever Touch screens were installed in some of the classrooms and in servicing of staff was delivered for them to use this resource effectively.

Additional landscaping was done around the school. This included the placing of the Statue of Our Lady in the Shrine and completing the surrounding areas with pavers.

The Montgrove Newsletter was rebranded as ‘The Orchard’

School Determined Improvement Targets 2022

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	Goal	Action Plan
School Academic Focus	Deep Learning consolidation	Staff will look at ways of reporting the work the students are doing in the area of Deep Learning. This can be either formative or summative and will be dependent on the kind of work the students are undertaking.
Professional Development	To increase staff capacity to use IT resources	The staff will continue to develop their capabilities in the area of ICT. This will be implemented through Staff inservicing, independent professional development and staff collaboration.
Extra-Curricular Activities	Expansion of Clubs	New clubs will be introduced in the Primary and Secondary schools. This includes Book Club in the Primary and Drama in the Secondary. The Drama Club will work towards a performance showcase which will take place in 2022.
School Priority	Increase use of data to improve student outcomes	The staff will take part in a series on inservices—both online and face to face. This will give them an understanding of the purpose of collecting data, methods of collecting data, interpretation of data and ways to use data to inform our teaching practice.
Parent Community	Increase in Parent Activities	Due to various COVID-19 guidelines, it has not been possible to have the parents on-site for various activities. The school will focus on activities which will encourage the parents to return on-site. These include, but are not limited to: Mother's Day Morning Tea and Blessing, Father's Day Breakfast, Grandparents Day, activities to celebrate the 15 year anniversary of Montgrove College.
Primary Subjects	Specialised Music Lessons	A specialised Music teacher will give Music lessons to some Primary classes to improve the Music program in the School. This will focus on skill development and music appreciation looking at various genres of music.

Key Result Area	Goal	Action Plan
Secondary Curriculum	Encourage students' skills and interest in Science	The Secondary students will take part in Science activities to develop their knowledge as well as their love of Science. These activities include OrbiSpace and the Big Science Competition for Years 7-10.
Information Technology	Improve classroom technology in Primary	CleverTouch screens will continue to be installed across all classrooms from K-6. This technology will support and enhance the teaching that takes place as it allows teachers and students to use more interactive options when teaching and learning.
Maths Curriculum	Increased Focus on Problem Solving in Maths	After reviewing the NAPLAN and HSC results, a greater emphasis will be placed on problem solving activities in Maths. Other aspects of Mathematical teaching will also be reviewed including the way Maths is taught, the resources used and the time of day that the Maths lessons are taught.
Professional Development	To implement collaborative and reflective practices for ongoing teacher development	Teachers will identify and develop a goal for their professional development. Throughout the year, the teachers will take in group discussions with colleagues to target their goals and reflect on any implementations they have made. As part of the process, teachers will take part in lesson observations to assist them with improving an area they have identified to develop.
Wellbeing	Focus on Staff and Student Wellbeing	Activities will be organised to promote Staff and Student wellbeing. This will include activities encouraging increased staff interaction between the Primary and Secondary staff and Student led initiatives that promote school spirit.
Marketing	Revise the Montgrove Branding	The marketing department will look at rebranding the Montgrove logo and signage. Promotional videos will also be shared showcasing the various aspects of Montgrove College.

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, this the virtue focus is addressed in Character Education lessons. The students are also encouraged to help the community and learn to look out for others through the Community Service Program.

Parent, Student and Teacher Satisfaction

At the end of each school year parents, students and teachers are invited to give written and verbal feedback on aspects of school life during the previous year that have given them satisfaction or for which they have constructive suggestions. This feedback is facilitated by way of a survey form. Teachers are also apprised of parental responses in staff week prior to the commencement of the new school year. Responses are considered by the school executive in forward planning.

Following are comments from a number of parents, students and teachers at the school.

From Parents

"Montgrove College is a wonderful school that truly values each and every student and family. We feel very privileged to have our girls in an environment that is safe, supportive and encouraging and that our values and what we hold as important to us is reflected and supported by the school. Montgrove College is an extended family of friends that really care for each other and are always there in times of need, what else could you ask for?"

"We have the quarterly reports, keeping us up-to-date every term, so that communication is on-going. If we have any issues, they are dealt with promptly and satisfactorily. Our daughter really enjoys being at Montgrove. She has a lovely peer group, whose families share our values. This positive peer group and the fostering of our daughter's Faith is what we treasure the most about Montgrove and these can't be found at any school in the area or beyond."

"Montgrove College is a wonderful community and my family feel very blessed to be part of it. It is almost as if God led us to this Heavenly place, because we experience so much joy being here. Montgrove has so much to offer. There is the Mentor Program, which is so beneficial in keeping us informed of our daughter's progress, but more importantly, her character development. There are opportunities for us to socialise with other parents and families—at picnics and other functions that foster community spirit and a sense of belonging."

From Teachers

"Montgrove College is a beautiful community of teachers and families working together with a shared goal of living out the Christian Ethos while striving for academic success in all areas of the curriculum. I am very grateful to work with such passionate teachers who collaborate together to provide the best for our students. The mentoring system enhances the relationship between the families and school staff and it is wonderful to see the out-of-school connections the families have made with each other under the guidance of their class parents."

"As a staff member at Montgrove, I am very fortunate to be able to work in a supportive and collaborative environment. I admire the work and professionalism of my colleagues and the solidarity over the past two years. I also really enjoy teaching and mentoring Montgrove students. I love being part of their learning journeys and witnessing them grow more confidently as individuals."

"The camaraderie here at Montgrove College is unrivalled. Everyone is always happy to help out and pitch in and always up for a laugh. Working here doesn't feel like work, but rather a real joy as I get the opportunity to work with other leading professionals who I admire and love working alongside."

“Working at Montgrove College is like being a part of a large family where staff are supportive of each other and a sense of belonging to 'something greater' is felt on a daily basis. The families are supportive of the teaching and learning for their students and I feel privileged to spend every day with my Year 6—who are engaged, excited and all-in participants to their own learning. A wonderful, caring and kind community bubble!”

From Students

Despite the fact that many of our usual activities had to be modified due to covid restrictions, the students were able to participate in rich learning experiences. Following are some student reflections of some of these activities.

*"On Tuesday 4th May, Mrs Ryan organised an incursion for the Year 11 Drama class. This incursion went for 2 hours but since we had so much fun, the time went so fast! Our instructor, Danielle showed us some Physical Drama acrobatic shapes and tricks we can apply in our group performances. For example, we learned how to do 'the caterpillar', where we created a caterpillar shape with our bodies. Another movement also involved everyone as we climbed on top of each other like a pyramid. Danielle taught us how to open our minds and be more creative with using our bodies in any group performance. We as a class gained lots of knowledge and trust in each other and enjoyed every minute. We appreciate Mrs Ryan for preparing the lovely incursion. We had so much fun!
(Year 11 Drama Incursion)"*



Left: Year 11
Drama Incursion

Below: Year 8
Pitch for Planet



The Orbispace Initiative is an organisation that leverages professional networks to encourage and educate young females about going into the STEM industries. This was an exciting experience for me. We learnt about inventors and pioneers, marketing and networking, business models and prototyping, all in the lead up to the final pitch. As I learnt more, I became more interested in the STEM and innovation fields, which has helped me think more about pursuing a career in that direction. Having this deeper knowledge has also helped me in multiple subjects, as well as boosting my confidence and improving my skills when presenting to an audience. (Year 8 - Pitch for the Planet)

"Year 5 all travelled to the Bathurst Goldfields to learn about the Australian Gold Rush. We participated in a range of interesting activities, which included mud-brick making, damper baking and panning for gold! We experienced the hardships of panning for gold, in the freezing water pools! Embracing the cold and chilly conditions at Bathurst was definitely worth it, as we found many little flecks of gold! It was great fun!!"
(Year 5 Bathurst Excursion)

*"This term, 5G has been learning about forces in Science, involving many fun experiments and activities. On Wednesday, 9th of June, we took part in an experiment, in which we had to form groups of 6, and make 2 parachutes—one made with a napkin, string, sticky tape, and a small action figure, and the second one was made using the same things, only instead of a napkin, we used a plastic bag. Then we made a hypothesis. After inferring which parachute we thought would fall down slower, we went out to the balcony to drop them down, timing them with a stopwatch. The parachute with the plastic bag went slower, because it captured more air."
(Year 5 Science Experiment)*

"Year Two visited the Sydney Zoo to learn more about Living Things and their offsprings. We were also greeted by Indigenous Australians who spoke to us about tools, culture and traditions. We learnt that during traditional Aboriginal ceremonies, women decorate their bodies with dots or circles which represent 'the circle of life' and men decorate with lines representing 'warriors or protectors'." (Year 2 Excursion to Sydney Zoo)

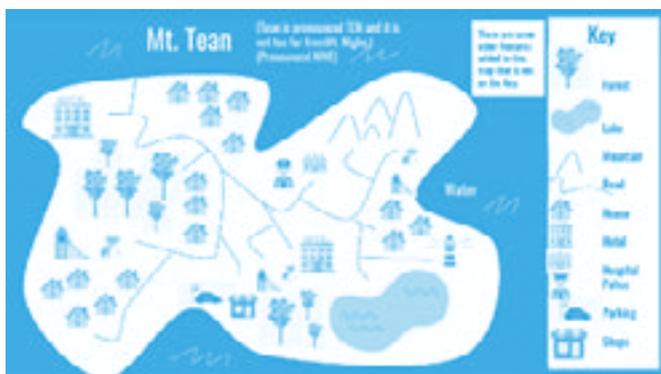
Right: Year 5
Science
Experiment



Below: Year 2
Excursion
to Sydney Zoo



*This term Year 6 have been learning mapping skills in Geography. We had to research about different features and types of maps, as well as design a few maps along the way.
(Year 6 Mapping Skills)*



Here are some of the creative suburb designs that we mapped out.
(Year 6 Mapping Skills)



On October 25, four Year 11 students participated in the Western Sydney University Kirby Cup Competition hosted online. The competition provides High School students with a unique opportunity to learn about the legal system and the role of lawyers, as well as engage in higher order legal skills, such as written advocacy and developing oral arguments. Teams of students work together to consider and write arguments for both the appellant and respondent in a hypothetical case, using contemporary practices and current legal principles. On the day, we had to complete the moot via Zoom and we were judged for the quality of our submissions, public speaking abilities and skills in answering questions directly from the judges. The questions by far were the hardest and most intimidating part of the competition as it tested our knowledge of the case, but also challenged us to think on our feet while adhering to court procedures. (Year 11 – Secondary Kirby Cup)

Summary of Financial Information

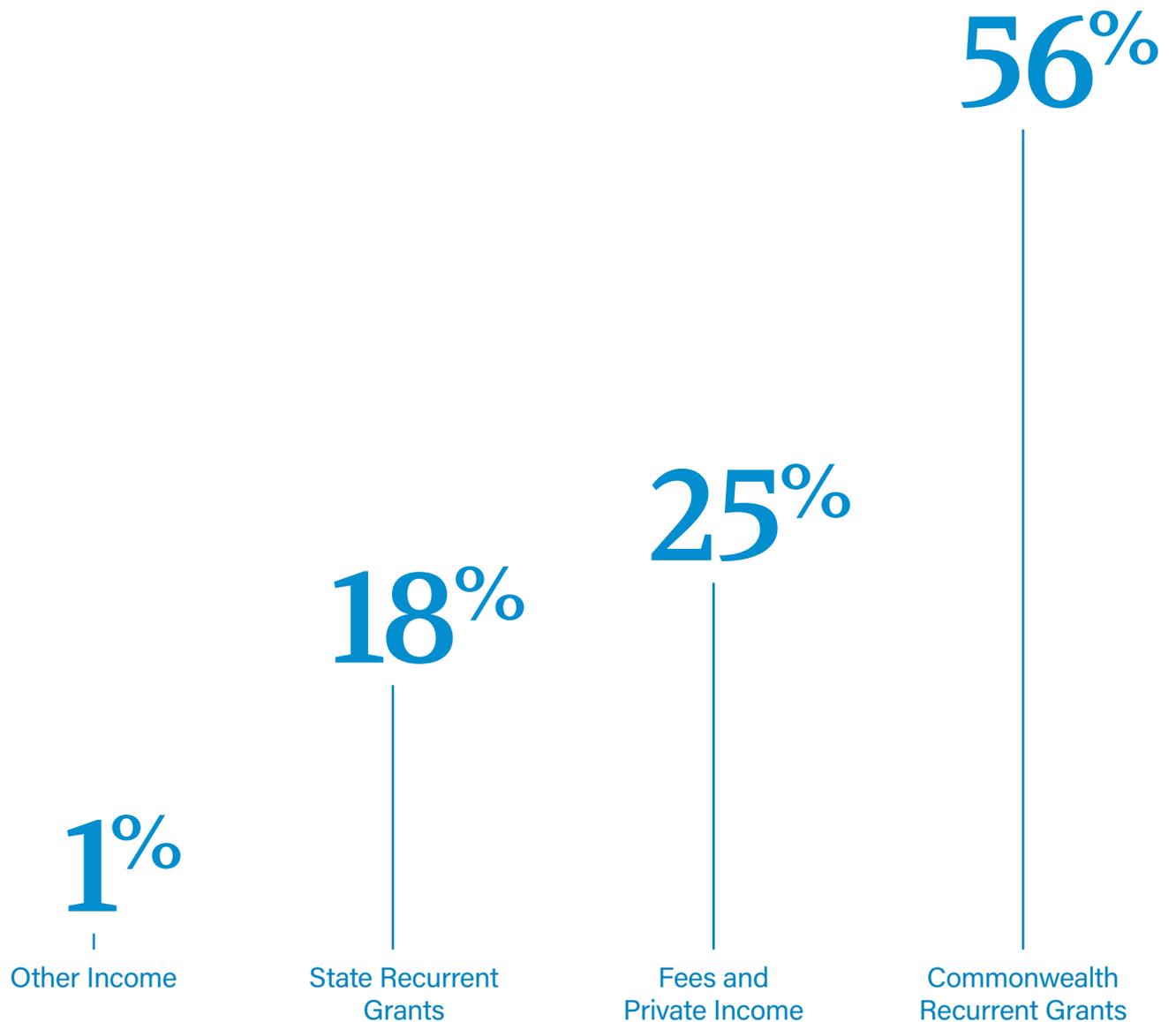
Recurrent/Capital Income

Fees and Private Income	25%	2,282,579
Commonwealth Recurrent Grants	56%	5,124,582
State Recurrent Grants	18%	1,632,842
Other Income	1%	131,787

Recurrent/Capital Expenditure

Salaries, allowances, related expenditure	67%	5,157,167
Non-Salary Expenses	32%	2,442,313
Capital Expenditure	2%	123,240

Montgrove Recurrent Income 2021



Montgrove Recurrent/Capital Expenditure 2021

