

2020



Montgrove College
ANNUAL REPORT



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Key School Bodies **MESSAGES**

FROM THE PRINCIPAL

I can not thank the staff and the parent community enough for their tremendous work and support during this very challenging year. We all pulled together through the many changes that occurred from week to week or even from day to day. The dedication of the teachers and parents was shown through the high student attendance rates and the level of learning that occurred during lockdown. Special mention should go to our graduating Class of 2020. They were a model for the rest of the school with their calm and cheerful resilience, persevering through their studies and producing some excellent HSC results.

During remote learning, the crucial role that parents play in the education of their children became a topic of discussion in mainstream media. Working in partnership with parents is part of what we do here at Montgrove and it is particularly in times like these that you can see its importance and effectiveness.

It was impressive to see all the students adapt to the restrictions implemented because of the pandemic, having to make significant changes such as moving from live to online assemblies and school events. Their willingness to participate in modified sport activities and games was a great show of school spirit and demonstrated their desire to encourage each other throughout the year. I hope the experiences of this year serve to strengthen each one of us in the coming years.

Lourdes Mejia, School Principal

FROM MEMBER OF THE BOARD OF DIRECTORS

2020 was such a challenging year in many ways and I would like to congratulate the whole Montgrove school community for how they navigated their way through a difficult year. The leadership team and staff displayed a high level of professionalism, continuing to deliver quality education throughout the pandemic. It was also encouraging to see the students continue to involve themselves in community initiatives, reaching out to the elderly and raising funds for those who suffered in the Beirut explosion. It is great to see this spirit of service shining through, even in challenging times.

Dr Maria Vega Flores, Board Director

FROM THE SCHOOL CAPTAIN

On 1st January 2020 we all celebrated the New Year, making resolutions and plans, ready to tackle the year ahead of us. But throughout this year a few things came up that turned our year around. Who would have thought we were going to be spending this year home learning, social distancing and missing out on Half Yearly Exams? But despite all these hurdles there were so many good things that came out of this year.

First off we all became closer with the others in our classes. This is especially since throughout home learning all we had was our own class to keep us company. As the year continued each class' unity became stronger and stronger as everyone fought the coronavirus together. As they say 'what doesn't kill you makes you stronger' and that is definitely what happened to us all. We all turned the lockdown experience into a positive experience and managed to find ways to make it more enjoyable for our classes.

We also learnt to value the shared experiences we have in our lives. This was evident when we all participated in the Sports Day, with each student making the most of all the activities and games. It was so wonderful to see everyone cherish the experience, even if it wasn't the Athletics Carnival we might have hoped for.

Finally the coronavirus has taught us to be more independent. During home learning we didn't always have the teacher or our classmates to help us. We all had to trust our academic abilities and we were forced to believe in ourselves. And I hope you all discovered that you were capable of doing whatever task you wanted to complete. And I hope that belief in yourself stays with you because it is a powerful attribute.

We have become more connected because, for the first time in our schooling history, we were all going through the same thing. We all felt so much closer to each other, knowing we were all going through the same fears, troubles and joys. I ask you never to let that go. We don't know how long this pandemic is going to last, but make sure you still keep the school spirit that has been strengthened through our experiences this year. Keep smiling at that person you haven't met, keep having chats with the random people you pass on the way to class and continue playing volleyball all together at lunch. Because if you keep this up, life becomes so much more fruitful and wholesome for everyone.

A special thankyou to our wonderful teachers, because without you we wouldn't have done as well as we have this year. You were there every day online for us ready to teach us and you constantly put up with our dog barking in the background or our sibling waltzing into our screen. And we also want to thank the parents who became teachers to some of us and looked after us as well as trying to work from home themselves. There is no way to express how grateful we are for you all. Thank you so much.

Annabelle McLoughlin, School Captain



School PROFILE

Montgrove College is a Kindergarten to Year 12 school with 525 students.

Montgrove is a co-educational Infants school catering for students in Kindergarten and Year 1 and an all girls school from Year 2 progressing to Year 12.

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

Characteristics of the School Body

The student population is made up of 3 co-educational Kindergarten and 3 co-educational Year 1 classes, and girls classes from Years 2 to 12. There are 437 girls and 88 boys in total including the Werrington Campus.

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

Enrolment POLICY

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

ENROLMENT POLICY

RATIONALE

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

AIMS:

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

IMPLEMENTATION

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

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

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

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

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

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

The Principal will consult with the School Committee regarding enrolments.

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

ENROLMENT PROCESS

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

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

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

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

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

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

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

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



Immunisation REQUIREMENTS

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

Montgrove College

SENIOR SECONDARY SCHOOL OUTCOMES

RECORD OF SCHOOL ACHIEVEMENT

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

HSC 2020

There were 23 students who sat a total of 120 examinations at Montgrove.

- 22 Band 6s or E4s (90% or above). 64 Band 5s or E3s (80% or above)
- 1 student received a Premier's Award
- 1 student received full marks for English Extension 2 and ranked 3rd in the State
- 1 student was nominated for ARTEXPRESS for her Visual Arts Body of Work and 2 students were nominated for OnSTAGE for Drama
- Montgrove results were, on average, 6.6% above the State average

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

Course		Band 6/E4	Band 5/E3	% Band 5 & 6 Montgrove	% Band 5 & 6 State
Ancient History	2020	-	2	100	33.1
	2018	2	-	100	36.1
Biology	2020	1	6	70.0	30.5
	2019	-	9	64.3	31.3
	2018	-	4	100	36.1
Business Studies	2020	1	5	66.7	34.9
	2019	-	7	70.0	33.0
	2018	2	3	62.5	37.0
Chemistry	2020	-	3	75.0	42.9
	2019	2	6	88.9	45.9
	2018	-	4	100	42.8
Drama	2020	1	4	100	47.2
	2019	-	2	66.7	43.7
English Standard	2020	-	8	50.0	11.5
	2019	-	6	54.5	11.8
	2018	1	3	50.0	15.1
English Advanced	2020	3	4	100	63.3
	2019	2	9	84.6	61.8
	2018	1	4	83.3	62.6

Course		Band 6/E4	Band 5/E3	% Band 5 & 6 Montgrove	% Band 5 & 6 State
English Extension 1	2020	2	-	100	92.7
	2019	1	1	100	93.9
	2018	1	-	100	95.4
English Extension 2	2020	1	1	100	82.4
	2019	1	1	100	79.8
	2017	2	2	100	46.9
Food Technology	2020	1	4	83.3	29.5
	2019	1	3	80.0	33.2
	2018	3	2	71.6	32.1
Geography	2020	-	1	33.3	41.5
	2019	1	2	75.0	24.1
Mathematics Standard	2020	1	9	62.5	24.5
	2019	4	5	75.0	24.1
	2018	2	4	75.0	26.6
Mathematics Advanced	2020	4	2	100	52.5
	2019	3	6	81.9	49.2
	2018	1	4	100	51.8
Mathematics Extension 1	2020	-	2	66.7	74.3
	2019	-	4	100	80.1
	2018	-	2	100	79.6
Modern History	2020	-	2	100	37.3
	2019	-	3	75.0	39.3
	2018	1	1	100	41.8
Music 2	2020	1	-	100	87.8
(not offered previously)					
Music 1	2020	-	-	-	64.1
	2019	-	3	100	66.0
	2018	2	-	100	64.5
PDHPE	2020	3	4	70.0	34.1
	2019	-	5	62.5	31.3
	2018	-	2	40.0	33.1
Physics	2020	-	2	100	40.4
	2019	-	2	33.3	36.9
	2017	1	-	100	10.7
Visual Arts	2020	1	2	100	64.7
	2019	1	-	100	62.5
	2018	1	1	100	53.3

Trends in student performance

As a young school, the cohorts of the first few years are small, and the differences in results from year to year are significantly dependent on the ability of the individual students. However, there are some pleasing trends that can be noted. The English and Mathematics departments have consistently obtained results that are above the State average, with the Advanced classes improving from year to year and the Standard classes continuing to achieve around 10% or more above the State average.

The Creative Arts have remained strong from the first graduating class in 2016. Food Technology and Business Studies have consistently scored around 10% and 12% above the State average. It was good to see a very high number of Band 5 results in the 2020 results. These scores allowed the students to receive excellent ATAR results, with around 40% of students receiving an ATAR of 90 or above.

VOCATIONAL AND EDUCATIONAL TRAINING

In 2020 no students were undertaking Vocational Training or receiving a VET qualification. 100% of Year 12 students received an HSC qualification.

POST SCHOOL DESTINATIONS

Almost all students continued on to tertiary education after completing their HSC, with 91% studying a university degree and many receiving early entry offers for their chosen degrees. Courses undertaken included: law, education, philosophy and commerce.



Teaching STAFF 2020

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:

- *17 full time teaching staff, 34 part time teaching staff:*
- *3 part time teaching support staff*
- *4 administration and support staff*

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

Description of the Professional Learning Activity	Staff participating
School Education Priorities	All Staff
Child Protection	All Staff
Wellbeing	All Staff
First Aid/Asthma/Anaphylaxis	All Staff
Remote Learning	All Staff
Maths	1 plus All Primary
English	3
History	1
Legal Studies	1
IT	All Staff
Music	1
Professional Practice	All Staff
PDHPE	1
Learning support	5
Library	2
WHS	1

Teacher Retention Rates

The proportion of staff retained from 2019 is 90.0%.

Student ATTENDANCE

The average attendance rate of students is 95.4%.

The average attendance rate of students for 2020 per year level is shown in the table below.

Year	Average attendance	Year	Average attendance
Kindergarten	95.1%	7	95.2%
1	95.0%	8	96.5%
2	95.9%	9	94.7%
3	95.9%	10	94.2%
4	96.2%	11	94.5%
5	96.3%	12	95.7%
6	96.4%		

The attendance rate of students for 2020 was higher than in 2019. During the pandemic lock-down periods, online learning participation was high. Attendance was marked through attendance on online platforms. On return from online learning, the overall reduction of flu cases in the broader community meant that less students were absent as compared to previous years.

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 Engage, the school database system. The Register will include about each student: name, age, address, name and telephone contact numbers of parent/guardians, date of enrolment and, where appropriate, date of leaving the school and student's destination, for students older than 6 years old, the previous school or pre-enrolment situation. Where the destination of a student under 17 years of age is unknown, the school office notifies the Department of the student's name, age and last known address.

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

- *Monitoring daily attendance/absence of students*

Montgrove College manages student attendance using 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 via Skoolbag or written note on the morning the student is absent. The note must be specific as to the reason for absence and must be signed by the parent/guardian. All other forms of absence, including travel, require approval by the Principal. Absentee notes are kept with the class rolls and then moved to the students' file.

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

RETENTION OF YEAR 10 TO YEAR 12

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

	Year 10	Year 12	Actual retention	Apparent retention
2104/2016	24	21	87.5%	87.5%
2015/2017	20	14	70.0%	70.0%
2016/2018	21	14	66.7%	66.7%
2017/2019	28	24	85.7%	85.7%
2018/2020	25	23	92.0%	92.0%

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 and Facilities.

Changes have been made to Codes of Conduct and Discipline Policies, particularly in relation to uniform and behaviour expectations.

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

- *Student Code of Conduct Policy:*

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

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

- *ICT Policy:*

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

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

- *Pastoral Care Policy:*

Changes have been made to explicitly name personnel responsible in the first case for pastoral care.

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

- *Security Policy:*

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

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

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

Emergency Procedures

Emergency evacuation and lockdown procedures have been amended to include the new building in the school. Paths to evacuation points have been altered due to the new building and the location of Primary and Secondary classes.

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

SCHOOL DETERMINED IMPROVEMENTS 2020

In reviewing the School Determined Improvement Targets for 2020 it is pleasing to report that targets were achieved in the following areas:

- *The Deep Learning program continues 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*
- *The Origo Stepping Stones Mathematics program was implemented in the Primary classes with a greater emphasis on the use of IT to facilitate and enhance their learning of concepts*
- *STEM classes were introduced in Secondary, incorporating Deep Learning Pedagogies*
- *Staff were in-serviced on various aspects of IT including new equipment that was installed in the school. As students had to move to remote learning during the lockdown periods of the pandemic, staff developed their skills in the use of online learning platforms, in particular Microsoft Teams and Google Classroom*
- *Mentors focused on developing character using Learning Progressions. This was done in collaboration with the parents and teachers*
- *The PDHPE program was fully implemented in the Primary School*
- *A new database system – Engage was introduced in the school. This system gives relevant members of the school quick access to necessary information and data on students*
- *The Music and Art room were opened in the new building with the fit out of required resources and equipment*
- *Simultaneous Storytime sessions were conducted by the Secondary Students for the Primary students*

School determined

IMPROVEMENT TARGETS 2021

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

Key Result Area: Whole School Learning Framework

Goal: To implement the third stage of Deep Learning Pedagogies

Action Plan: In collaboration with the AIS, staff will receive in-servicing on the school priority of Deep Learning. All teachers will develop a unit of work using Deep Learning pedagogies. There are the Six Global Competencies (or 6 Cs): creativity, critical thinking, communication, collaboration, character, and citizenship and teachers may select which competency they wish to focus on with their class.

Key Result Area: Professional Development

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

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

Key Result Area: Wellbeing

Goal: To establish a Wellbeing Committee

Action Plan: A wellbeing committee will be formed to focus on developing programs and initiatives within the school to develop the spiritual, mental, social, physical, and emotional wellbeing of the staff and students.

Key Result Area: Primary Curriculum

Goal: Develop and implement an improved Character Education program

Action Plan: The former Motto program will be revised for Kindergarten to Year 6. The program and resources will be updated and be named as the G.I.V.E Program – Growing in Virtue Every day.

Key Result Area: Primary Sport

Goal: To give Primary students a better opportunity to compete at interschool sports

Action Plan: Primary students will join the Hills Zone Association as their pathway for representative sports in Athletics, Swimming and Cross Country.

Key Result Area: Secondary Curriculum

Goal: To extend subject choices for Stage 5

Action Plan: Geography will be introduced as an elective subject in Years 9 and 10.

Key Result Area: Secondary Curriculum

Goal: To promote the study of STEM subjects

Action Plan: Secondary students will participate in Science Week to encourage a love of learning in the Science areas. Students with a passion for STEM will be given the opportunity to participate in programs to further develop their skills.

Key Result Area: Data Management

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

Action Plan: The school, in conjunction with the other PARED schools, will continue to roll out Engage, a database system, for Academics, Wellbeing, Finance, Staff Professional Development, Parent Communication.

Key Result Area: Information Technology

Goal: To introduce technology in the classroom that better assists teachers in delivery of lessons

Action Plan: The addition of Clever Touch screens in some of the classrooms and in servicing of staff for them to be used this resource effectively.

Key Result Area: School Grounds

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

Action Plan: Additional landscaping will be done around the school. This will include the placing of the Statue of Our Lady in the Shrine and completing the surrounding areas with pavers.



Initiatives

PROMOTING RESPECT AND RESPONSIBILITY

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

Parent, Student & Teacher

SATISFACTION

Following are comments from parents and teachers about Montgrove, and comments from students about their learning, community service and co-curricular experiences.

Parents

- *In enrolling our children at Montgrove College we have not only entered into a school but a community as well. A community that cares about the true well being of those around them and assists in forming the whole child and family. We could not have asked for a better environment in which to assist us as parents in forming our children to be what God has called them to be.*
- *We recently gave birth to our 5th child and were once again overwhelmed by the material and prayerful support that the Montgrove community so generously shared with us. We felt so well looked after; it truly is a school for families. Lately I gave some feedback to Miss Mejia regarding a safety issue with the route school children had to take in order walk to and from the bus stop in the mornings and afternoons. I am impressed with how quickly the matter was rectified, reassuring me that the health and safety of the kids is definitely a priority.*
- *Montgrove provides a mentoring program that supports the students, ensuring the girls have support that is connected both at home and at school. This support ensures students are not left feeling lost or overwhelmed and are supported with both schooling and home life.*
- *Montgrove is our extended family where we feel the warmth and the love of parents and teachers comes alive through action. The friendships we have made over the years are to last us a lifetime. This is why Montgrove is unique experience which will stay with you forever.*
- *We have all enjoyed the lovely Montgrove community spirit, the families and students are very warm, welcoming and friendly. We have been so impressed by the approachability and great commitment of the teachers, mentors and the Head of Primary to best support our child reach her potential, it's a true testament to the PARED philosophy. From students and families regularly visiting the Blessed Sacrament to the Principal spending time chatting with the families at school pick up, this all truly makes Montgrove a special and spiritual community to be part of.*



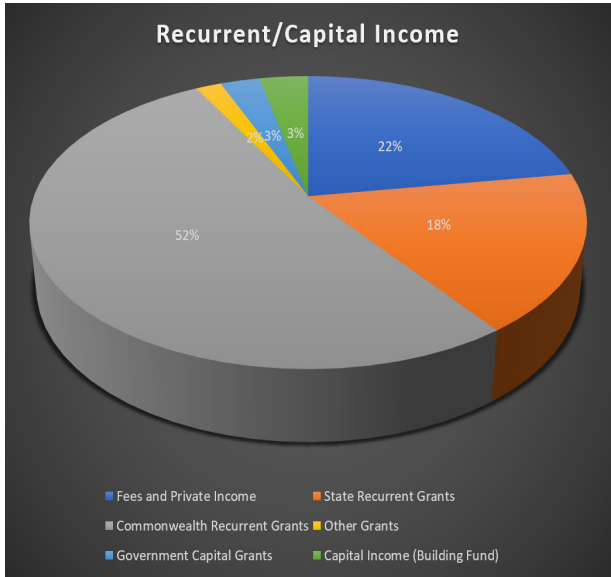
Teachers

- *Montgrove College is a wonderful school to work at. There is peace, harmony and camaraderie among staff, parents, and students. Everyone is included, looked after, and always valued. I knew this to be true when I got sick. The outpouring of prayers, support, assistance, and encouragement was overwhelming. I am so thankful and grateful to be a part of a school community that is very mindful, considerate, responsive, and understanding. It is a joy and an honor to work in such a distinguished school that lives the Christian Ethos that it teaches.*
- *Montgrove is not just a school, it is a community. Staff and families alike work together to provide the best education for their children. It is a school where teachers build and value each other's strengths and contributions, as well as provide constructive feedback and support for those who are struggling in their work and personal lives.*
- *One of my greatest joys at Montgrove is to see so many Primary girls throw themselves into learning the ukulele. I hear them playing and singing along before school and know that many of them continue 'jamming' well into the post school years. Keep strummin' girls. So worthwhile!*
- *Montgrove has a real spirit of friendship, learning and of collaboration. The partnerships between home and school are a great foundation for the students' learning and a cornerstone of the school community.*
- *Montgrove is a place of belonging. A place where professional relationships often become friendships. Coming to work is a joy. Even during times of increased pressure, the connectedness with colleagues makes difficult times easier.*

Students

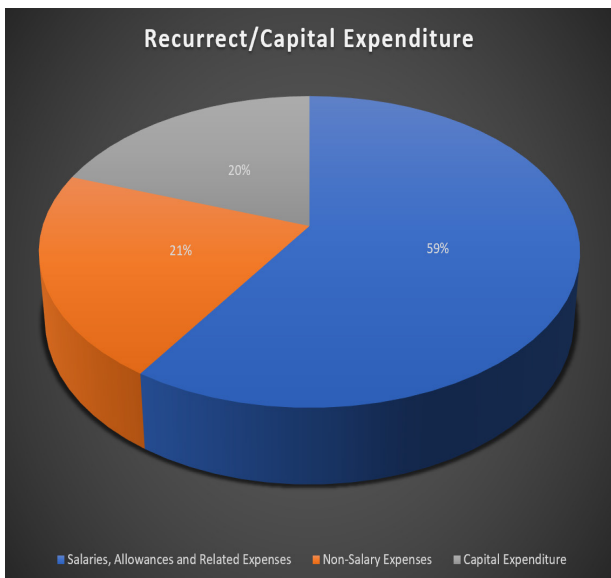
- *Year 6 are very grateful to have had a special talk and presentation given by Mr Tabone on Agriculture and Sustainability! We learnt so many new and wonderful things about how to keep soil healthy and good for growing food, as well as having the opportunity to grow our own mushrooms! We now have on loan our very own worm farm to see first hand how amazing nature can be at helping us to compost and create beautiful rich nutrient soil. (Year 6 Science Incursion)*
- *On Monday 23rd March, a lady arrived with 10 eggs for each of the Year One classes. That's 30 eggs! She put them in an incubator to keep them warm. Most of the eggs hatched the next day, apart from one little one that Mrs Wright had to help out of its shell. When the chicks hatched, they looked wet and tired. But very soon they had fluffed up and looked like the pictures. It was very interesting to see the chicks eating the inside of their eggs whilst they were in the incubator. 24 hours after the eggs had all hatched, we put the chicks into a brooding box. They were very happy in the brooding box. They had food, water and warmth from a light globe. We knew they were hot if they tried to keep away from the globe and cold if they were huddled up close to it. If they were walking around the brooding box, we knew they were just right! We had fun watching them and holding them carefully. We tried to give them just the right amount of food and water so that they would be healthy and strong. After almost 2 weeks it was time for us to say Good-bye to the chicks and give them to families who could look after them. We look forward to hearing all about them throughout the year. (Year 1 – Living Eggs Program)*
- *Last week we initiated an appeal for donations of necessary items needed by the victims of the tragic explosion in Beirut Lebanon, which has affected so many lives. On Monday, we had been overwhelmed by the generous response of the Montgrove family. Since our call out, we received so many supplies that the front office and sick bay were full. We even had some special helpers collect donations from the Primary rooms. Thank you everyone! (Year 9 - Beirut Appeal)*
- *Not even Covid-19 can stop us from celebrating Harmony Day in our own simple way! Thanks to the initiative of some Year 3 Parents, we were able to show our unity by wearing our national costumes in the comfort of our own homes via The Montgrove Harmony Day Facebook page. It was refreshing to see that, despite the chaos we are in, the members of our multicultural community still united and celebrated a beautiful occasion. May the occasion continue to unite us all in any crisis that we experience and may this make us all better members of the community! (Harmony Day celebration)*

Financial INFORMATION



Recurrent/capital income

Fees & private income	23.2%	1,935,709
State grants	15.6%	1,305,275
Commonwealth grants	55.4%	4,619,204
Other grants	0.4%	35,096
Government capital grants	1.8%	150,000
Capital income (Building Fund)	3.6%	297,000



Recurrent/capital expenditure

Salaries and related expenses	77.2%	5,584,252
Non salary expenses	21.6%	1,559,615
Capital expenditure	1.2%	87,694



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