

# 2017 Annual Report to the School Community



School Name: Montague Continuing Education Centre

School Number: 2784

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

In 2016 Montague Continuing Education Centre had a priority review. As a result of the review and at the beginning of Term 4, 2017, David Roycroft Principal of Oakwood School was allocated governance of Montague. Paul Newson was then nominated and through the DET expression of interest process became the Acting Principal on behalf of David Roycroft.

Montague CEC provides learning programs for students aged 15 – 19 years who have a mild intellectual disorder or have disengaged from mainstream school to reconnect with education.

The school is housed in a heritage building tracing its origin to 1889 when it was the Montague State School. The school is in close proximity to public transport so is accessible for students from all areas of Melbourne.

In 2017 under David Roycroft and Paul Newson governance Montague's educational programs were tailored to meet the individual needs and abilities of each student. Individual Learning Plan's (ILP) were implemented. A Trauma Informed Approach was implemented across the school. All levels of The Victorian Certificate of Applied Learning (VCAL) are now available.

Students can also access through our partnerships a range of VET modules and work experience placements. The school has established a strong relationship with Local Learning and Employment Networks (LLEN).

In 2017 enrolment averaged 25 students.

The school has 3 teaching staff (part time), 3 teacher support staff (part time), 1 principal and 2 office admin (1 full time 1 part time). Students enrol and exit throughout the school year. Montague is a child safe school, and student welfare is a paramount in all decisions.

### Framework for Improving Student Outcomes (FISO)

Montague Continuing Education Centre has been developed to engage students in Literacy, Numeracy, and Positive Behaviours within a full VCAL program

Montague selected the following improvement initiatives to focus on during 2017 – community engagement in learning and building communities by:

- Providing vocationally accredited courses on site to PSD students in secondary and specialist schools
- Developing an employability curriculum
- Creating whole school community engaged in improving students' readiness for post school placements.

### Achievement

Students apply themselves to learning in areas of personal interest and build the skills and confidence to meet new challenges.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals. Students undertook work experience and produced a reflection piece of their time spent in their chosen field.



## Engagement

Students were engaged in a building “Respectful Relationships” program whereby a personal trainer held weekly fitness sessions. All students enjoyed challenging themselves and pushing themselves out of their comfort zone. Improving attendance is a constant school wide focus based upon constant contact and regular student support group meetings.

Student voice is heard through positive relationships, goal-setting and decision-making.

Other programs included Duke of Edinburgh International Award Program and school camps.

## Wellbeing

All students who attended work experience placements completed evaluation sessions with staff after the event to discuss the experience and the positive and negative impact it had on them personally. Most students received a visit from a staff member during their work experience to assess their progress and discuss concerns. Staff had regular contact with supervisors and staff to hear their assessments of the students’ progress and potential issues.

Staff attended Mindfulness sessions every second week.

All students enrolled in the bronze and silver Duke of Ed program attended two camps throughout Term 2 and Term 3. Students were responsible for the planning of these camps including the menu preparation, timetable creation and pre-camp planning.

Students participating in interschool sporting competitions on Fridays. Staff used this opportunity to focus on team work and personal goals.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools: Results for this school: Median of all Victorian Government Special Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 28 students were enrolled at this school in 2017, 5 female and 23 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p>No Data Available</p> <hr/> <p><b>Results: Mathematics</b></p> <p>No Data Available</p>



## Performance Summary

Engagement	Student Outcomes												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>33.6</td> <td>36.9</td> <td>36.2</td> <td>43.9</td> <td>37.6</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	33.6	36.9	36.2	43.9	37.6
Year	2014	2015	2016	2017	4-year average								
Average absence days	33.6	36.9	36.2	43.9	37.6								
<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>66.7</td> <td>86.7</td> <td>50.0</td> <td>85.7</td> <td>72.3</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	66.7	86.7	50.0	85.7	72.3
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# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

### Achievement

Student achievements in :

- English and Mathematics

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

## What is the meaning of '*Data not available*'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

## Financial Performance and Position

### Financial performance and position commentary

*[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]*

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$624,681	High Yield Investment Account	\$100,724
Government Provided DET Grants	\$225,557	Official Account	\$17,868
Government Grants State	\$9,725	Other Accounts	\$53,645
Revenue Other	\$3,258	<b>Total Funds Available</b>	<b>\$172,237</b>
Locally Raised Funds	\$29,521		
<b>Total Operating Revenue</b>	<b>\$892,742</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$574,927	Operating Reserve	\$27,718
Communication Costs	\$6,826	School Based Programs	\$17,418
Consumables	\$16,851	Other recurrent expenditure	\$7,100
Miscellaneous Expense <sup>3</sup>	\$48,018	Maintenance -Buildings/Grounds incl SMS>12 months	\$120,000
Professional Development	\$8,377	<b>Total Financial Commitments</b>	<b>\$172,237</b>
Property and Equipment Services	\$64,103		
Salaries & Allowances <sup>4</sup>	\$11,231		
Trading & Fundraising	\$2,354		
Travel & Subsistence	\$15,132		
Utilities	\$7,618		
<b>Total Operating Expenditure</b>	<b>\$755,438</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$137,304</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*



### **Financial Performance and position commentary**

Montague Continuing Education Centre continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student learning outcomes as outlined in our strategic plan.

We have a net surplus of \$137,304 which will be carried over into the 2018 school year. This is largely due to the savings in salaries throughout the second half of 2017 which enabled us to request a credit to cash transfer of \$100,000 which was transferred to our High Yield account.

We received State Grants to fund our Advance Program, and Respectful Relationships Program.

Careful management of the Student Resource Package and Investments ensures we have the resources to meet our bus lease and budgeted improvements and maintenance in 2018 to our heritage listed building.

We continue to ensure we have funds to enable Montague's programs and to investigate innovative and interesting ways to deliver quality educational experiences to our student cohort.