

2016 Annual Report to the School Community



School Name: Montague Continuing Education Centre

School Number: 2784



| | |
|-----------------------------------|--------------------------------------|
| Name of School Principal: | Suzanne Trease (Acting Principal) |
| Name of School Council President: | Christopher Belden |
| Date of Endorsement: | 01/04/2017 |

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training





About Our School

School Context

Montague Continuing Education Centre provides exemplary learning programs for students aged 14 to 19 years with learning disabilities. Some students have an autism spectrum disorder. All of our students are a part of the Program for Students with Disabilities.

The school is housed in a heritage building tracing its origin to 1889 when it was the Montague State School. The facility and grounds are conducive to an open, relaxed learning atmosphere for students. The school is in close proximity to public transport so is accessible for students from all areas of Melbourne.

Montague's educational programs are tailored to meet the individual needs and abilities of each student. The curriculum is challenging and hands-on with a vocational emphasis. The Victorian Certificate of Applied Learning [VCAL], the Duke of Edinburgh's Award program, a range of VET modules and work experience placements are available. The school has established strong partnerships with Employment agencies, Local Learning and Employment Networks [IELLEN], Registered Training Organisations, Port Phillip Council, Local businesses/employers and Community organisations.

In 2016 enrolment averaged 22 with higher numbers of males to females, there were 5 teaching staff (2 full time and 3 part time), 1 principal, 1 school support officer (part time) and 2 office admin (1 full time and 1 part time). Students enroll and exit throughout the school year. Montague is a child safe school, and student welfare is paramount in all decision-making processes.

The school community is ethnically and culturally diverse, reflecting the multicultural nature of Melbourne.

Our School Council, membership being 4 parents, 4 Community members and 2 DET representatives, is most effective and ensures good governance protocols. Meetings are held regularly on a monthly basis and are always well attended.

Framework for Improving Student Outcomes (FISO)

Montague selected the following improvement initiatives to focus on during 2016 - 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

Students who successfully passed courses showed a sense of pride and achievement in their accomplishments.

Students enrolled in the Warehousing course responded positively to the course and started to consider Warehousing as a potential career option. 5 students passed this course.

3 students successfully completed Structured Workplace Learning placements with positive feedback.

1 student completed a full VCAL certificate at Foundation level.

6 students completed Literacy, numeracy, PDS and Work Related Skills units at Foundation Level.

8 students completed Personal Development goals through their attendance in the Duke of Ed program.

1 student has completed VCAL Literacy, Numeracy and Work Related Skills at Intermediate Level.

8 students undertook regular sessions with a visiting volunteer on bike maintenance.

Achievement

Integrated Literacy and Numeracy programs were delivered against all aspects of curriculum. Vocational Education activities included numeracy (counting, sorting, multiplication and division of product) and literacy (writing up procedures). VCAL Personal development goals included literacy (writing up projects for personal reflection) and numeracy (Gamemaker, mathematical components, kitchen technology etc). The Gardening Program incorporated literacy (research) and numeracy (measuring, planning planting). Students undertook work experience to reflect on their experience in written reports and include data related to time.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)



Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

20 VET or equivalent courses were undertaken in 2016, a 40% increase on the previous year.

18 work experience placements were conducted in 2016 with most receiving positive or very positive feedback. This represents a 200% increase from the previous year. At least three of these placements led to offers of further part time work over the Summer break.

Using resumes prepared in Work Related Skills sessions, and skills addressed in the class, two students obtained part time work positions. Four students are actively seeking part time employment by approaching businesses and completing online application forms.

2 students successfully completed a School Based Apprenticeship/Traineeship, one in Horticulture and one in Customer Service.

9 students participated in sessions with a visiting volunteer for bike maintenance – the students developed skills in caring for, repairing and maintaining the school's bikes.

Re-engagement programs at the school included meetings and discussions with the Principal and student agreements and plans drawn up to encourage the students to attend school This was followed with regular feedback with parents/carers to plan a pathway for the student.

Some students are referred to programs such as Head-Space or work with the Student Support Services Officers to ensure engagement and wellbeing.

Wellbeing

Three Montague staff attended a full day Professional Development session centred on the development and delivery of a Sex Education curriculum. A report on the special considerations of Montague students was prepared and work has commenced on developing a sex ed curriculum for implementation in 2017.

15 students attended the Resilience Survey funded activity at Clip n Climb in Richmond in Term 4. All students reported a positive experience and enjoyed challenging themselves and pushing themselves out of their comfort zone. A report on the effectiveness of the session was returned to Port Phillip City Council.

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 student's progress and potential issues.

Students attended Mindfulness sessions every second week.

All students enrolled in the bronze and silver Duke of Ed program attended two camps (three days, two nights) throughout terms three and four. Students were responsible for the planning of these camps including the menu preparation, timetable creation and pre-camp planning. Students assessed their performance and evaluated the camp and camp planning process.

Throughout terms three and four, students from SEDA visited Montague on Thursdays to run physical activities focusing on team work, cooperation and challenge.

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

All students participated in a school-based wellbeing survey. 90% of students indicated that Montague CEC meet their needs for feeling a sense of belonging; feeling safe at school; finding it a safe place to learn; and that they had been taught resilience strategies.

For more detailed information regarding our school please visit our website at www.montague.vic.edu.au

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 25 students were enrolled at this school in 2016, 4 female and 21 male. There were < 10% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p> | |
| <p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

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



Performance Summary

| Engagement | Student Outcomes | | | | | | | | | | | | | | | | | |
|---|--|------|------|------|----------------|--|------|------|------|------|------|----------------|--|------|------|------|------|------|
| <p>Average Number of Student Absence Days</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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>35.7</td> <td>33.6</td> <td>36.9</td> <td>36.2</td> <td>35.6</td> </tr> </tbody> </table> | | | | | | Year | 2013 | 2014 | 2015 | 2016 | 4-year average | Average absence days | 35.7 | 33.6 | 36.9 | 36.2 | 35.6 |
| Year | 2013 | 2014 | 2015 | 2016 | 4-year average | | | | | | | | | | | | | |
| Average absence days | 35.7 | 33.6 | 36.9 | 36.2 | 35.6 | | | | | | | | | | | | | |
| <p>Exit destinations</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 exclude destinations recorded as unknown.</p> | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>66.7</td> <td>86.7</td> <td>50.0</td> <td>67.8</td> </tr> </tbody> </table> | | | | | | Year | 2013 | 2014 | 2015 | 2016 | 4-year average | % of students to further studies or employment | ND | 66.7 | 86.7 | 50.0 | 67.8 |
| Year | 2013 | 2014 | 2015 | 2016 | 4-year average | | | | | | | | | | | | | |
| % of students to further studies or employment | ND | 66.7 | 86.7 | 50.0 | 67.8 | | | | | | | | | | | | | |



How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Changes in student achievement

Victorian Curriculum F-10

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F-10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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 other developmental delays (particularly students in the lower year levels).

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.



Financial Performance and Position

Financial performance and position commentary

Through the inclusion of locally raised funds and grants, we were able to maintain our surplus. We received grants from Advance, Duke of Edinburgh, Kefford Family Trust, South Melbourne Community Chest (for use in 2017). We also work in partnership with White Lion and Open Family. These grants were used to fund the Duke of Edinburgh, camps, gardening first aid, food handling, staff and student personal development and wellbeing programs.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2016 | | Financial Position as at 31 December, 2016 | |
|--|------------------|---|-----------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$673,028 | High Yield Investment Account | \$3,245 |
| Government Provided DET Grants | \$100,987 | Official Account | \$33,294 |
| Government Grants State | \$9,725 | Other Accounts | \$52,336 |
| Revenue Other | \$35,953 | Total Funds Available | \$88,876 |
| Locally Raised Funds | \$35,811 | | |
| Total Operating Revenue | \$855,503 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package | \$683,357 | Operating Reserve | \$25,162 |
| Communication Costs | \$6,059 | Asset/Equipment Replacement < 12 months | \$4,400 |
| Consumables | \$11,196 | Maintenance - Buildings/Grounds incl SMS<12 months | \$30,224 |
| Miscellaneous Expense | \$49,476 | Revenue Received in Advance | \$1,450 |
| Professional Development | \$3,758 | School Based Programs | \$5,400 |
| Property and Equipment Services | \$56,681 | Repayable to DET | \$10,190 |
| Salaries & Allowances | \$8,578 | Other recurrent expenditure | \$3,000 |
| Trading & Fundraising | \$1,131 | Asset/Equipment Replacement > 12 months | \$9,050 |
| Travel & Subsistence | \$14,158 | Total Financial Commitments | \$88,876 |
| Utilities | \$9,307 | | |
| Total Operating Expenditure | \$843,701 | | |
| Net Operating Surplus/-Deficit | \$11,802 | | |
| Asset Acquisitions | \$0 | | |

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.