

# 2019 Annual Report to The School Community



**School Name: Montague Continuing Education Centre (2784)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 02 September 2020 at 01:07 PM by Nathan Vogt (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 September 2020 at 11:49 AM by christopher belden (School Council President)

## About Our School

### School context

During Term 3, Paul Newson was appointed Principal of Berendale school. Nathan Vogt was then nominated through the DET expression of interest process as the Acting Principal of Montague.

Montague CEC (Montague School) provides VCAL learning programs for students aged 15 – 19 years who have a mild intellectual disability or have disengaged from mainstream school. 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 2019 Montague School's educational programs were tailored to meet the individual needs and abilities of each student. Individual Learning Plans were created for each student and a Trauma Informed Approach was implemented across the school. All levels of The Victorian Certificate of Applied Learning (VCAL) are now available.

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

In 2019 enrollment averaged 29 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). Montague School is a child safe school, and student welfare is a paramount in all decisions.

### Framework for Improving Student Outcomes (FISO)

Montague School selected the following improvement initiatives to focus on during 2019.

#### Curriculum Planning and Assessment

- Embed a culture of curriculum planning that assesses the impact of learning and adjust to suit individual student needs.
- Build teacher capacity to analyse data to inform teaching and learning.

#### Building Practice Excellence

- Build teacher capacity to differentiate teaching to challenge and ensure progress for each student.

#### Building Communities

- Build community awareness to strengthen the viability of Montague School.

All students were enrolled and made progress within the VCAL programs.

During 2019 there has been significant progress in the implementation of a professional learning culture. With a focus that ensures all staff use student achievement data to inform their teaching and lead improvement in student outcomes.

The joint focus for Montague School and Oakwood School in 2019 was to “Embed a consistent, holistic instructional model” (FISO Building practice excellence) and to “Develop a whole school attendance policy” (FISO Empowering students and building school pride). Highlights for the year included the facilitation of regular professional learning opportunities for staff from all campuses, the development of leadership teams that value collaboration, trust, risk taking and collaborative inquiry, and the creation of an attendance policy and streamlined procedures for data collection and analysis.

### Achievement

We are proud that our students are making good progress with their learning, although this progress is not necessarily reflected by the data in this report. All students receive intensive literacy and numeracy support with a focus on repairing their confidence and belief in their learning ability. Students apply themselves to learning in areas of personal interest and build the skills and confidence to meet new challenges. All students funded under the Program for Students with a Disability program showed progress at satisfactory or above in achieving their individual goals.

During 2016 the Priority review identified that there were some students completing some of Victorian curriculum and others completing VCAL outcomes, but none with the documentation to support a Viable curriculum. Since the end of 2017 all students have been enrolled in VCAL. In 2019, all students achieved significant progress with some students completing a full VCAL level within 12 months.

## Engagement

It is exciting to see that our students are extremely well connected to the school and demonstrate excellent attendance. Student voice is heard through positive relationships, goal-setting, decision-making and our student led reporting conferences.

A focus on seeking professional development for staff regarding improving student engagement has seen all staff reflect on their current practice and work in collaboration with their colleagues to improve student outcomes.

Since the Oakwood School Trauma Informed Approach was introduced to Montague School in 2017 we have seen continual improved attendance. Again this year our attendance has continued to significantly increased. All programs now have a learning focus and are aligned with VCAL outcomes.

## Wellbeing

We have provided effective and holistic case management for students and extensive professional learning for all staff on trauma informed practice and personalised learning. Targeted professional learning for staff has been conducted on managing the mental health needs of young people. Students are supported and guided to make positive lifestyle choices. The school provides case management based on the learning and behavioural needs of the young person. Partnerships with agencies provide holistic support and services as required. We have seen continued improvement in student engagement of various programs that compliment our VCAL program. These include 'dogs for life', art, sport and gym programs.

## Financial performance and position

Montague School continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student VCAL learning outcomes as outlined in our strategic plan. Extra resources were committed to enable small class sizes, individual learning support. A net operating deficit of \$74,003 for 2019 was recorded. This was due to the planning of building works including the installation of a new picket fence and painting of all classrooms. Just over \$40,000 was paid to external providers for Montague School students enrolled in courses with external educational facilities / providers. The Dogs for Life program compliments the program for students undertaking a Montague Continuing Education Centre (2784) Cert 2 in Animal Studies as well as personal development and work related VCAL outcomes. Students continue to achieve great success in this program that also provides great educational pathways and employment opportunities for them.

Local Government Grants were received seeing the purchase of extra technology equipment and the rejuvenation of our garden to provide students with extra ingredients in our commercial kitchen. Minimal revenue was received through hiring out our facilities to a language school. Montague School continues to ensure that funds are available for further expansion and to investigate innovative and engaging ways to deliver quality educational experiences to our student cohort.

## 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: ◆

### School Profile

**Enrolment Profile**

A total of 12 students were enrolled at this school in 2019, 4 female and 8 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

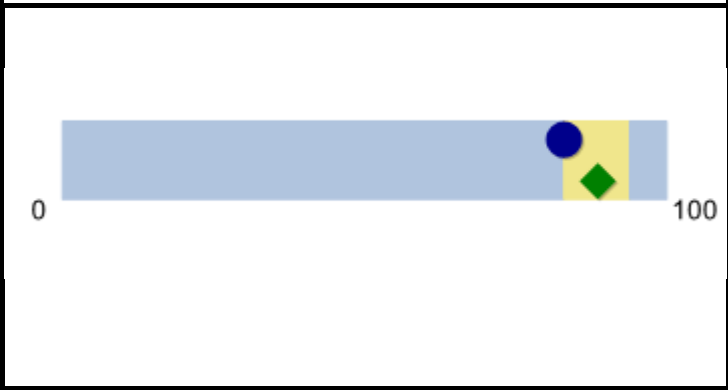
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



**Parent Satisfaction Summary**

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

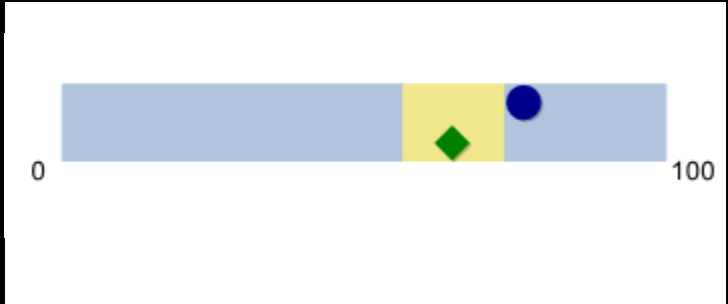
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



**School Staff Survey**

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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>	<div style="text-align: center;"> <p><b>Results: English</b></p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>0%</td></tr> <tr><td>C</td><td>0%</td></tr> <tr><td>D</td><td>0%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>0%</td></tr> <tr><td>1 - 1.5</td><td>0%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>10%</td></tr> <tr><td>8 - 8.5</td><td>10%</td></tr> <tr><td>9 - 9.5</td><td>12%</td></tr> <tr><td>10 - 10.5</td><td>68%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>0%</td></tr> <tr><td>C</td><td>0%</td></tr> <tr><td>D</td><td>0%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>0%</td></tr> <tr><td>1 - 1.5</td><td>0%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>22%</td></tr> <tr><td>8 - 8.5</td><td>8%</td></tr> <tr><td>9 - 9.5</td><td>15%</td></tr> <tr><td>10 - 10.5</td><td>58%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	0%	B	0%	C	0%	D	0%	0.5	0%	F - F.5	0%	1 - 1.5	0%	2 - 2.5	0%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	10%	8 - 8.5	10%	9 - 9.5	12%	10 - 10.5	68%	11 - 11.5	0%	NA	0%	Level	Percentage	A	0%	B	0%	C	0%	D	0%	0.5	0%	F - F.5	0%	1 - 1.5	0%	2 - 2.5	0%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	22%	8 - 8.5	8%	9 - 9.5	15%	10 - 10.5	58%	11 - 11.5	0%	NA	0%
Level	Percentage																																																																												
A	0%																																																																												
B	0%																																																																												
C	0%																																																																												
D	0%																																																																												
0.5	0%																																																																												
F - F.5	0%																																																																												
1 - 1.5	0%																																																																												
2 - 2.5	0%																																																																												
3 - 3.5	0%																																																																												
4 - 4.5	0%																																																																												
5 - 5.5	0%																																																																												
6 - 6.5	0%																																																																												
7 - 7.5	10%																																																																												
8 - 8.5	10%																																																																												
9 - 9.5	12%																																																																												
10 - 10.5	68%																																																																												
11 - 11.5	0%																																																																												
NA	0%																																																																												
Level	Percentage																																																																												
A	0%																																																																												
B	0%																																																																												
C	0%																																																																												
D	0%																																																																												
0.5	0%																																																																												
F - F.5	0%																																																																												
1 - 1.5	0%																																																																												
2 - 2.5	0%																																																																												
3 - 3.5	0%																																																																												
4 - 4.5	0%																																																																												
5 - 5.5	0%																																																																												
6 - 6.5	0%																																																																												
7 - 7.5	22%																																																																												
8 - 8.5	8%																																																																												
9 - 9.5	15%																																																																												
10 - 10.5	58%																																																																												
11 - 11.5	0%																																																																												
NA	0%																																																																												

## 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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>36.2</td> <td>43.9</td> <td>52.7</td> <td>40.4</td> <td>43.3</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	36.2	43.9	52.7	40.4	43.3
Year	2016	2017	2018	2019	4-year average								
Average absence days	36.2	43.9	52.7	40.4	43.3								
<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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>50.0</td> <td>85.7</td> <td>100.0</td> <td>ND</td> <td>83.9</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	50.0	85.7	100.0	ND	83.9
Year	2016	2017	2018	2019	4-year average								
% of students to further studies or employment	50.0	85.7	100.0	ND	83.9								

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

### Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$414,201
Government Provided DET Grants	\$116,220
Government Grants State	\$10,725
Revenue Other	\$89,932
Locally Raised Funds	\$25,098
<b>Total Operating Revenue</b>	<b>\$656,176</b>

Funds Available	Actual
High Yield Investment Account	\$80,581
Official Account	\$68,858
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$149,439</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$6,739
<b>Equity Total</b>	<b>\$6,739</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$483,552
Communication Costs	\$6,355
Consumables	\$11,007
Miscellaneous Expense <sup>3</sup>	\$65,044
Professional Development	\$3,445
Property and Equipment Services	\$48,575
Salaries & Allowances <sup>4</sup>	\$14,835
Trading & Fundraising	\$169
Travel & Subsistence	\$11,018
Utilities	\$6,992

Financial Commitments	
Operating Reserve	\$23,968
Other Recurrent Expenditure	\$479
School Based Programs	\$28,746
Repayable to the Department	\$74,003
Maintenance - Buildings/Grounds < 12 months	\$22,234
Maintenance - Buildings/Grounds > 12 months	\$27,002
<b>Total Financial Commitments</b>	<b>\$176,432</b>

<b>Total Operating Expenditure</b>	<b>\$650,992</b>
------------------------------------	------------------

<b>Net Operating Surplus/-Deficit</b>	<b>\$5,183</b>
---------------------------------------	----------------

<b>Asset Acquisitions</b>	<b>\$28,441</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 26 February 2020 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.

# 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*' or '*ND*' mean?

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.