

2018 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).
- 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 2018 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 13 March 2019 at 02:17 PM by Paul Newson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 20 March 2019 at 10:27 AM by christopher belden
(School Council President)

About Our School

School context

In 2018 Montague Continuing Education Centre participated in a priority review. As a result of the review, at the beginning of Term 4, 2017, David Roycroft Principal of Oakwood School was charged with the oversight of Montague School. Paul Newson 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 2018 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 2018 enrollment averaged 23 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 2018

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 2018 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 2018 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 and all of 2018, all students were enrolled in VCAL. In 2018, 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.

Since the Oakwood School Trauma Informed Approach was introduced to Montague School our attendance has significantly increased. All programs now have a learning focus and are aligned with VCAL outcomes. There has been a significant shift in how students relate to and see their learning capabilities.

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. Significant initiatives for 2018 included, dogs for life, art, sport and gym programs. In the future we will focus on short targeted programs that have a well-being focus that align with VCAL outcomes.

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 \$76,174 for 2018 was recorded. This was due to the planning of building works costing \$120,000 including the installation of new fencing and an electronic gate system ensuring safety of our students. The student common area was also re-furnished allowing our students to attend a space to build on their social skills.

Just over \$25,000 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

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 along with additional funding for the Equipment Boost with the purchase of new technology equipment for our students. Minimal revenue was received through hiring out our facilities to two language schools.

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.

For more detailed information regarding our school please visit our website at
<http://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 21 students were enrolled at this school in 2018, 6 female and 15 male.

np percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	90.3	89.3	81.5	95.1

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	63.3	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)	English	Mathematics
Achievement Level	Percent	Percent
A		
B		
C		
D		
0.5		
F		
F.5		
1		
1.5		
2		
2.5		
3		
3.5		
4		
4.5		
5		
5.5		
6		
6.5		
7		
7.5		
8		
8.5		
9	100	100
9.5		
10		
10.5		
11		
11.5		
NA		

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning.

Common reasons for non-attendance include illness and extended family holidays.

Student Absence	2015	2016	2017	2018	4 year average
Average number of absence days	36.9	36.2	43.9	52.7	42.4

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment	86.7	50.0	85.7	100.0	80.6

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$458,775
Government Provided DET Grants	\$192,388
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$14,131
Locally Raised Funds	\$17,110
Total Operating Revenue	\$682,403

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$462,728
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$9,229
Consumables	\$14,993
Miscellaneous Expense ³	\$47,370
Professional Development	\$2,091
Property and Equipment Services	\$178,548
Salaries & Allowances ⁴	\$20,671
Trading & Fundraising	\$991
Travel & Subsistence	\$14,167
Utilities	\$7,788
Total Operating Expenditure	\$758,577
Net Operating Surplus/-Deficit	(\$76,174)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$48,611
Official Account	\$4,054
Other Accounts	\$55,136
Total Funds Available	\$107,801

Financial Commitments	Actual
Operating Reserve	\$28,408
Other Recurrent Expenditure	\$1,777
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$22,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$55,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$107,186

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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 two 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 'NP'?

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

'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').