

2021 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 2021 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 05 May 2022 at 10:52 AM by David Casas (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2022 at 12:31 PM by christopher belden (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities 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').

About Our School

School context

Located in South Melbourne, Montague Continuing Education Centre (Montague 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. The school buildings and grounds include spacious classrooms, various teaching and learning spaces, library area, large hall (currently used as a dance studio), art room, maintained gardens, gymnasium and weight room, basketball/netball court, generous outdoor areas for students to play and socialise. The school also has a commercial kitchen space along with a student games room for indoor recreational use.

Montague School provides a safe, supportive, friendly and orderly learning environment that enables young people to connect with teachers and learning as embodied in Montague's intent of "Learning, Respect and Empowerment". We are a Special School for students aged 15 - 19 who present with a mild intellectual disability. Students are referred by mainstream schools where the student's individual needs may be difficult to accommodate. All students are funded under the Program for Students with Disabilities (PSD). There are currently 31 students enrolled and we envisage reaching a capacity of 50 students within the next 2 years. Student enrolment is through a comprehensive induction and orientation process, beginning with an Expression of Interest with the school online. A small percentage of students are referred from the Oakwood School and are dual enrolled. All students have an Individual Education Plan (IEP) and are introduced to learning at their point of need. One of the main roles we offer during the enrolment process is initial school referral support. In this role, we provide consultation to schools seeking a student placement, to ensure all avenues of support have been provided to the student and family prior to accepting an enrolment.

The programs at Montague School are guided by the principles that every student is valued and respected and has the right and the capacity to integrate fully into the community. Our education program is centered around developmentally responsive personalised learning and pathway planning. Personalised learning refers to the various educational programs, instructional methods, and academic support strategies to address the distinct learning needs of each individual student. The goal of personalised learning is to help each student achieve academic success by first understanding the learning needs, interests, and aspirations of individual students, and then providing customised learning. The foundation of personalised learning is for each and every student to become involved in making decisions about their education: what they would like to learn and how. This is supported by a functional educational curriculum to meet a student's individual academic, vocational, social, and behavioral needs. In addition to academic skills, this curriculum includes developing functional job-related skills, daily living skills, and social skills.

The school has an equivalent of 4 part time Teachers, a full time Principal, 2 part time Education Support staff, 1 full time Education Support staff, a full-time Business Manager, a part-time School Inclusion Coach, a part time Learning Specialist, a part time Mental Health Practitioner, a part time ICT Manager, and part time Ground Maintenance Officer. Staff work collaboratively in Professional Learning Teams (PLTs) to plan targeted instruction within the Victorian Curriculum context. Our PLTs work in partnership with the Oakwood School sharing expertise, resources and Professional Practice Days.

Framework for Improving Student Outcomes (FISO)

In 2021 our major FISO focus dimensions were Curriculum Planning and Assessment, Building Practice Excellence in Teaching and Learning, and a Positive Climate for Learning. This continued both onsite and through the lens of remote and flexible learning. The school provides personalised learning and support by acknowledging and celebrating the diversity of our students, staff and community. Our students have complex learning needs and are supported to progress to the level of which they are capable. This ranges from reasonable to extensive adjustments in learning to fully participate and benefit from schooling. Each student has an Individualised Learning Plan produced with the student's input which ensures they are motivated and interested in their own learning and meeting outcomes in areas that they find personally engaging.

The aims of the learning programs are to equip students with the educational knowledge, skills and abilities required, to obtain employment or to participate in further education and to provide students with the capacity to live as independent and contributing members of the community. The school is committed to providing a pathway to post school life via successful completion of the Victorian Certificate of Applied Learning (VCAL) at Foundation, Intermediate and Senior levels, accompanied by Vocational Employment and Training (VET) courses run with the assistance of the Inner Melbourne VET Cluster, Kangan and Holmesglen TAFE. Students also complete work experience or Structured Workplace Learning placements sourced with the assistance of the Local Learning and Employment Networks.

The focus on Building Practice Excellence continued to be an important focus for the school to strengthen explicit teaching skills in literacy and numeracy instruction. The school shares a common Instruction Model with Oakwood School with a focus on Learning Intentions, Success Criteria and Micro-credentialing. Similar to the previous 2 years, there was a need for a flexible approach in curriculum and its assessment. The emphasis in 2021, was placed on individualised curricula and monitoring. This would have been more difficult in a larger school with more students, but it seemed to work best to meet the needs of both students and staff. The compromise was in losing collaborative planning and moderation which will necessitate the need to revise SSP and AIP goals for 2022.

There was a focus on increasing the engagement of parents and carers in Student Support Group (SSG) meetings, either face-to-face or online. These SSGs continued to play an essential role in the school for both teachers and parents /carers in the learning partnership between the school and home. The school will continue to promote the importance of these meetings to the school community and set high expectations for student learning.

Achievement

Given the unique learning needs of our students, we prioritise expressive and receptive communication, functional adaptive and social skills development. These goals are addressed through Individual Education Plans (IEPs) for each student, delivered within the framework of the Victorian Curriculum. Our teaching and learning program are tailored to meet the individual needs of students and informed by data to establish priority learning goals and map student progress. Learning is aligned to the Victorian Curriculum/VCAA, with an emphasis on core learning sequences within the Victorian Certificate of Applied Learning (VCAL). The school delivers curriculum through a variety of engaging, hands-on contexts for learning. Embedded within the curriculum framework, is a strong student voice element to all learning sequences through feedback and co-creation opportunities between students and staff. Students participate in specialist programs to provide appropriate enrichment and stimulation. These include Art, Physical Education and Health, Music and Communication.

The continued development of a Guaranteed and Viable Curriculum (GVC) was impacted by periods of remote learning. However, the school was able to maintain its focus on evidence-based practice as a focus using the suite of new department resources to support remote learning. Consistency in curriculum delivery was managed through individual learning at the expense of increasing variability. We found that staff knowledge of the curriculum and assessment increased through remote learning practices. Feedback suggested this may be due to increased accountability in providing learning plans for students and parents (as quasi teachers). It will be interesting to see how/if this evolves and translates to better practices in school.

Montague School employed a Learning Specialist in a staff coaching role with a strong focus on staff accountability in lesson planning and documenting student progress. We were also extremely fortunate to have our school's Inclusion Outreach Coach located onsite. Inclusion Outreach Coaches are employed through specialist schools and provide strategically coordinated capability building opportunities to mainstream schools including whole-of-school training, in-class coaching and individual teacher support through school-to-school partnerships and collaborative learning. This partnership has been activated through consultancy and staff professional development.

Engagement

During 2021, Montague School staff reported that learning and student well-being was substantially impacted by high levels of anxiety during periods of remote learning. This was exacerbated by the frequency and immediacy of lockdowns, providing little confidence in when things would return to normal. Many teachers shared stories of families who struggled with periods of lockdown and of how the challenges in supporting student learning were exacerbated by stress. The need for students and parents to adapt to new ways of teaching and learning was an additional source of anxiety. Similar to many other schools, staff reported feelings of inadequacy at not being able to deliver high quality lessons for all students and additional stress related to student welfare concerns. For many teachers, the inability to meet face-to-face as regularly as usual with their most vulnerable students increased their own stress and anxiety.

We improved our Allied Health referral system for accessing services for families and students. This had a direct impact on the way we conducted our support processes, interventions and communication pathways. By refining the roles of our Education Support staff, student wellbeing was embedded in the daily routine of individual students to improve student engagement. We also focussed on staff wellbeing and mental health utilising our school's Mental Health Practitioner and the department's Employee Assistance Program (EAP). The focus on staff wellbeing was to establish work life balance strategies to strengthen the competing and complex demands on staff.

The school will continue to focus and prioritise the importance of students being at school. Long-term absenteeism continues to be of concern for a few students that have extended school absence due to illness, disengagement and truancy. We have thorough processes in place to monitor this and continue to work closely with families to support school attendance by daily contact with students that are absent from school. The school is committed to supporting vulnerable families as well as focussing on student voice and agency.

Wellbeing

Montague School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The school's Engagement and Wellbeing Policy outlines the student, staff and community expectations based on shared values and respect for one another. Positive behaviour support methodologies are integrated in all aspects of school practice and guide relationships, teaching, professional development priorities and school leadership.

Our school has implemented the Respectful Relationships education program. This is a prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Our school wellbeing framework is based on the 'Calmer Classrooms' model which addresses the needs of children who have been traumatised. These children may be involved in the child protection and family support systems. Some may not be able to remain in the care of their families and are living in foster care or other forms of state care. We adopt a whole school approach to trauma informed practices with a focus on consistent, relationally-based and predictable strategies. In an educational context, trauma-informed practice is a strengths-based framework in which staff understand, recognise and respond effectively to the impact of trauma on students. We aim to empower students through teaching healthy coping strategies, resilience, self-regulation and helping them to build positive peer relationships. Healthy coping strategies include physical activity, peer support, helping others, engaging in activities they enjoy and speaking with a counsellor. The school provides students with safe areas that have appropriate levels of sensory stimulation (for example, having calm, quiet areas students can utilise when required) and ensure our policies prioritise safety, empathy and predictability.

Throughout 2021, there has been a strong focus on ensuring compliance with the Child Safe Standards. This has involved the review of current policies and the development of new systems to support the implementation of these standards. Montague School employs a Mental Health Practitioner to provide short-term intervention for students with mild to moderate mental health needs and liaise with the relevant internal and external services where students need more intensive support. School Council members are extremely supportive and dedicated and under their guidance our school continues to provide the best education opportunities possible for our growing student numbers.

Finance performance and position

Careful planning and budgeting procedures for the school are reviewed annually. The school aims to expend or commit all funds received from the Department or raised by the school to support the achievement of educational outcomes and other operational needs consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

In 2021 we were able to maintain a surplus of \$136,540. We also had a number of key projects which need to be undertaken to ensure the health and wellbeing of our students and staff. We invested in consultancy and Mental Health counselling to support students and staff in these areas. The school's Strategic Plan continues to provide the framework for school council allocation of funds to support school programs and priorities. The school received a small amount of Equity funding, which contributed toward technological resources for equitable access to the school's remote learning program.

The school continues to offer specialist programs (eg Art/Cooking/PE/Animal Therapy). The surplus funds will be used to provide staffing to allow for teaching teams to be released from face to face duty for the purpose of planning and profession learning.

For more detailed information regarding our school please visit our website at
<https://www.montague.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 16 students were enrolled at this school in 2021, NDP female and NDP male.

NDP 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).

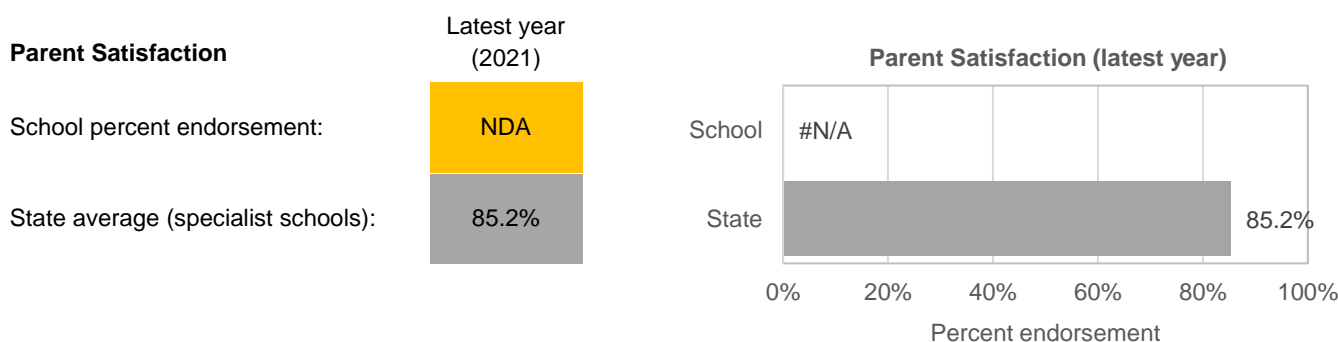
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

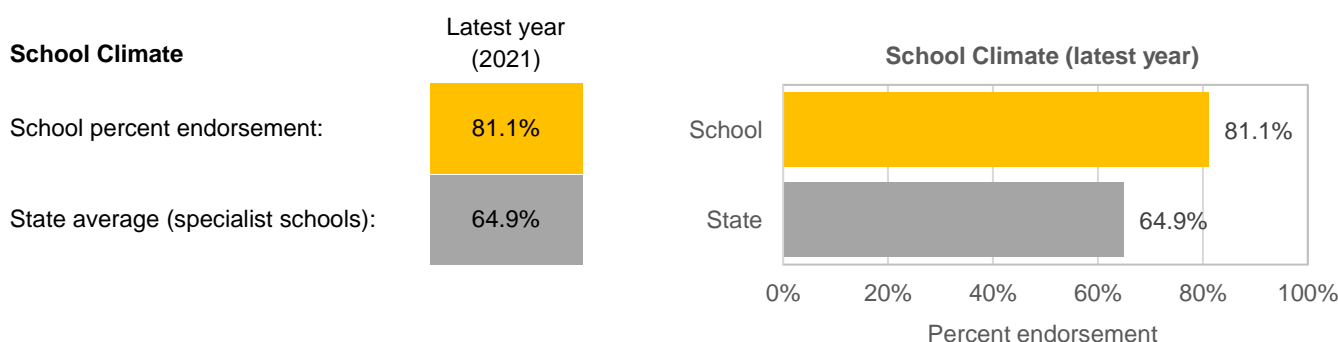


School Staff Survey

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.

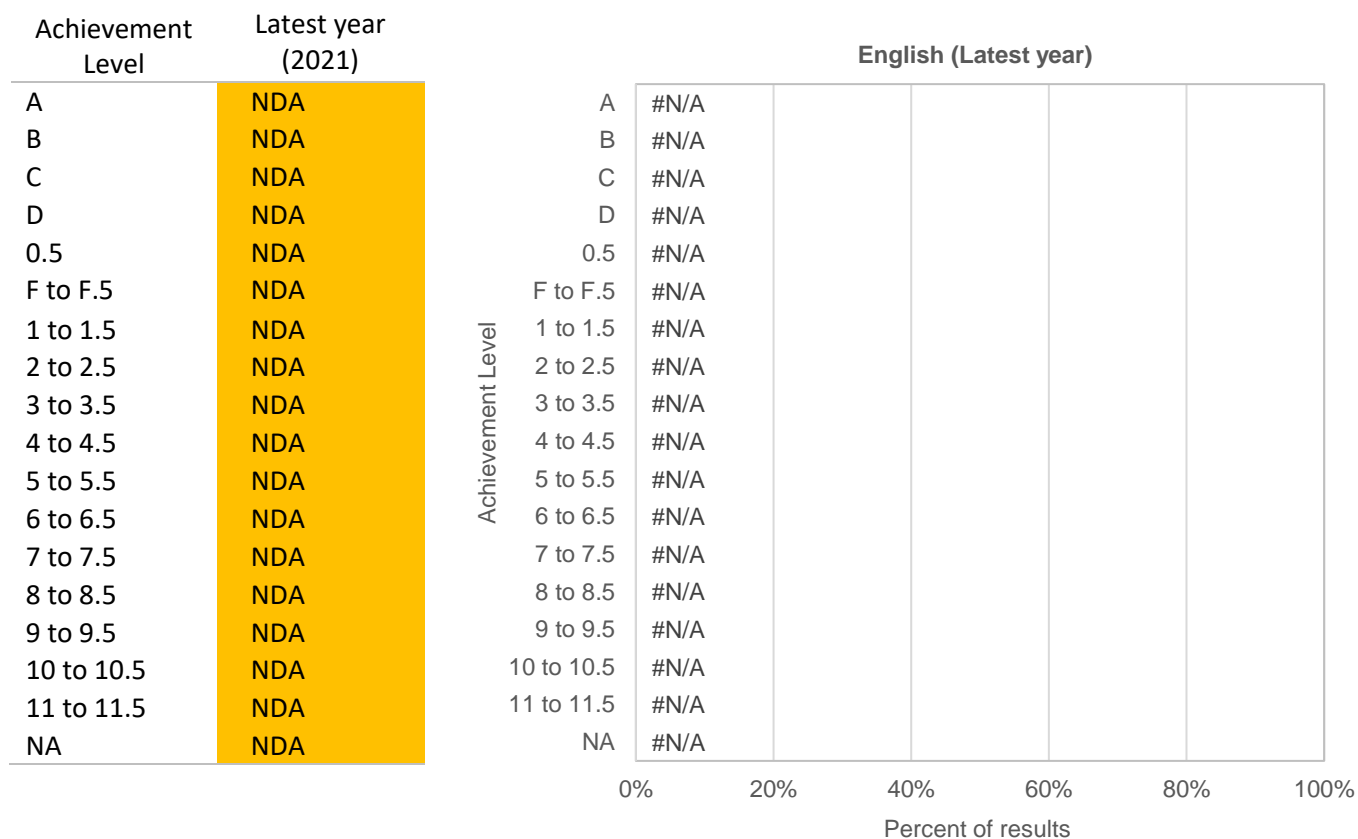


ACHIEVEMENT

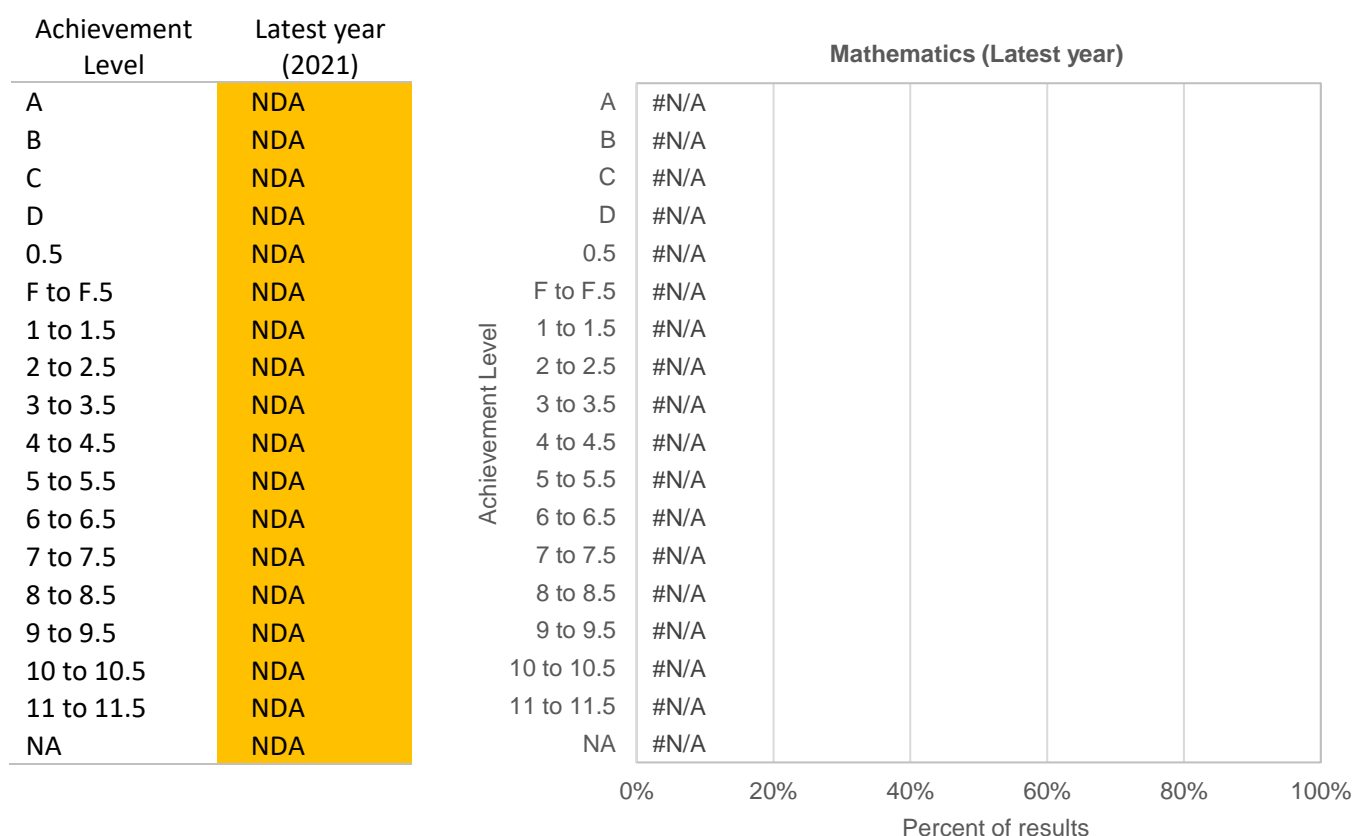
Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

English



Mathematics



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. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	53.0	39.6	1.4	87.5	48.6

Students exiting to further studies or full-time employment

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

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

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	100.0%	90.0%	97.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$690,318
Government Provided DET Grants	\$77,126
Government Grants Commonwealth	\$0
Government Grants State	\$12,000
Revenue Other	\$36,305
Locally Raised Funds	\$6,850
Capital Grants	\$0
Total Operating Revenue	\$822,598

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	\$553,021
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$912
Communication Costs	\$5,749
Consumables	\$12,009
Miscellaneous Expense ³	\$91,729
Professional Development	\$1,505
Equipment/Maintenance/Hire	\$11,645
Property Services	\$8,505
Salaries & Allowances ⁴	\$37,148
Support Services	\$15,094
Trading & Fundraising	\$0
Motor Vehicle Expenses	\$3,720
Travel & Subsistence	(\$509)
Utilities	\$7,443
Total Operating Expenditure	\$747,972
Net Operating Surplus/-Deficit	\$74,627
Asset Acquisitions	\$0

- (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 25 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$101,258
Official Account	\$23,853
Other Accounts	\$0
Total Funds Available	\$125,111

Financial Commitments	Actual
Operating Reserve	\$31,381
Other Recurrent Expenditure	\$556
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$24,000
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	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$29,174
Total Financial Commitments	\$125,111

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.