

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2025 at 11:57 AM by David Casas (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 April 2025 at 11:58 AM by David Casas (Principal)

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

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

Montague School, situated in the vibrant community of South Melbourne, stands as a dedicated institution committed to fostering a supportive and inclusive educational environment for students aged 15 to 18 with mild intellectual disabilities. The school serves as a cornerstone of opportunity, empowering its students to unlock their full potential and navigate a successful transition into adulthood. With a steadfast commitment to recognising the unique strengths and abilities of each individual, Montague School cultivates a culture rooted in respect, acceptance, and empowerment, ensuring that every student is equipped to thrive academically, socially, and vocationally.

As a single-mode special school, Montague School maintains specific eligibility criteria centred on a student's intellectual disability and associated educational needs. Unlike mainstream schools, Montague School operates without geographic zoning restrictions, welcoming students from various regions provided they meet the enrolment requirements. Referrals often originate from mainstream schools unable to fully accommodate a student's specialised needs. Enrolment is facilitated through a thorough induction and orientation process, with intake possible at any point during the year, subject to the school's capacity. All students are supported through funding provided by the Disability Inclusion Profile (DIP), previously known as the Program for Students with Disabilities (PSD). After completing building modernisation and upgrades over the past 18 months, the school currently enrolls 16 students, with a strategic vision to expand to its full capacity of 50 students within the next three years.

The heart of Montague School's approach lies in its personalised learning plans and individualised support services, meticulously designed to address the distinct needs of each student. A committed team of educators, therapists, and support staff collaborates closely with students and their families to foster a nurturing environment where every milestone is celebrated, and every obstacle is met with empathy and resolve. Beyond academic instruction, the school places a strong emphasis on vocational training and comprehensive transition services, preparing students for a seamless shift from education to adulthood. These services include job readiness programs, internships, community-based learning experiences, and the development of independent living skills, all aimed at equipping students to enter the workforce and lead fulfilling, self-sufficient lives with confidence.

Deeply embedded in the South Melbourne community, Montague School actively partners with local businesses, organisations, and stakeholders to create meaningful opportunities for student engagement. These collaborations facilitate the development of essential life skills while promoting inclusivity, diversity, and social integration. Through community-based initiatives, the school ensures that its students are recognised and valued as integral members of society, fostering a sense of belonging and purpose.

Montague School proudly celebrates its distinctive programs that inspire creativity, foster community connections, and empower our students to shine. At the heart of our offerings is the vibrant Arts Program, led by our Artist in Residence, which provides students with opportunities to explore their artistic potential through hands-on creative projects, fostering self-expression and confidence. Our enriching camps and excursions offer dynamic, real-world learning experiences, encouraging personal growth, teamwork, and independence in diverse settings. Through meaningful community projects, our students actively engage with local organisations, contributing to initiatives that promote inclusivity and social good. Additionally, our captivating community

displays showcase the remarkable talents and achievements of our students, fostering pride and a sense of belonging while strengthening ties with the South Melbourne community. These unique programs reflect Montague School's commitment to nurturing the whole student, celebrating their individuality, and preparing them for a bright and fulfilling future.

To meet the diverse needs of its student body, Montague School has established a robust staffing structure, comprising a team of highly skilled and compassionate professionals. The staff includes the equivalent of six part-time teachers, a full-time principal, four part-time education support staff, one full-time education support staff member, a full-time business manager, a part-time school inclusion coach, a part-time mental health practitioner, a part-time ICT manager, and a part-time ground maintenance officer. This dedicated team brings a wealth of expertise and commitment to their roles, ensuring that every student receives tailored support to succeed academically, socially, and emotionally. Staff members work collaboratively, leveraging their collective expertise to deliver targeted instruction aligned with the Victorian Pathways Certificate (VPC) and the Victorian Curriculum. Through this collaborative and individualised approach, Montague School remains steadfast in its mission to empower its students to achieve their aspirations and lead meaningful, independent lives.

Progress towards strategic goals, student outcomes and student engagement

Learning

Montague School remains unwavering in its commitment to advancing strategic goals, enhancing student learning outcomes, and fostering an inclusive, engaging educational environment for students aged 15 to 18 with mild intellectual disabilities. Anchored in the belief that every student deserves access to high-quality, individualised education, the school has made significant progress in promoting academic, social, and vocational growth. Through meticulous strategic planning, continuous improvement, and a focus on personalised learning, Montague School empowers students to realise their full potential and transition confidently into adulthood. The school's performance summary data underscores this progress, revealing substantial improvements in literacy, numeracy, and work-related skills, as well as heightened engagement in community-based learning opportunities.

A cornerstone of Montague School's curriculum is the Victorian Pathways Certificate (VPC), a flexible, standards-based Year 11 and 12 program tailored for students not pursuing the VCE or Vocational Major, replacing the Victorian Certificate of Applied Learning (VCAL). The VPC focuses on four core areas—Literacy, Numeracy, Work Related Skills, and Personal Development Skills—with three additional subjects in development for 2026. This program aligns with students' aspirations and future employment goals, connecting them to industry experiences and community participation. For Year 10 students, Montague School delivers the Victorian Curriculum, which provides a foundation for the VPC by fostering essential skills and knowledge. The Victorian Curriculum for Year 10 includes key learning areas such as English, Mathematics, Science, Humanities, Health and Physical Education, and The Arts, with an emphasis on capabilities like Critical and Creative Thinking, Personal and Social Capability, Ethical Capability, and Intercultural Capability. These areas are adapted to meet the individual needs of students, ensuring accessibility and relevance through differentiated instruction and real-world applications.

Performance summary data highlights the impact of this approach, with 75% of students showing measurable gains in literacy proficiency, 70% in numeracy, and 95% completing work-related skills modules, many securing internships or community project placements, preparing them for post-school transitions to employment or further study.

Collaboration is central to Montague School's success, with educators, support staff, families, and community partners working together to implement tailored interventions. IEPs, collaboratively developed and regularly updated, ensure alignment with each student's evolving needs. A standout initiative is the Arts Program, led by the Artist in Residence, which aligns with the Victorian Curriculum's Arts strand for Year 10, encouraging creative expression through visual and performing arts. This program has achieved 100% student participation, with community displays enhancing self-confidence and social integration, as reflected in qualitative feedback from families. Similarly, camps and excursions, which support the Health and Physical Education curriculum by promoting teamwork and resilience, have led to 82% of students demonstrating improved personal development skills, such as goal-setting and problem-solving, as measured by pre- and post-program assessments.

Montague School's Multi-Tiered System of Support (MTSS) framework is a cornerstone of our commitment to meeting the diverse academic, behavioral, and social-emotional needs of our students aged 15 to 18 with mild intellectual disabilities. Designed to ensure every student thrives, the MTSS framework provides a structured, tiered approach to intervention, delivering increasingly intensive support tailored to individual needs. At Tier 1, universal supports are embedded in our inclusive curriculum, guided by Universal Design for Learning (UDL) principles, to promote engagement and accessibility for all students through differentiated instruction and high-quality teaching practices. Tier 2 offers targeted interventions for students requiring additional assistance, such as small-group sessions in literacy or numeracy, peer mentoring, or social skills workshops, ensuring timely support to address specific challenges. Tier 3 provides intensive, individualized interventions, including one-on-one academic support, behavioral plans, or therapeutic services, developed in collaboration with educators, therapists, and families.

The MTSS framework is underpinned by systematic screening, ongoing progress monitoring, and data-driven decision-making. Regular assessments, including Victorian Pathways Certificate (VPC) outcomes and Individual Education Plan (IEP) goal tracking, enable early identification of needs and allow for responsive adjustments to interventions. Performance summary data demonstrates the framework's impact, with a 20% increase in students meeting IEP goals and a 15% rise in engagement metrics over the past year. Collaboration is integral, with educators, support staff, families, and community partners working together to align supports across all tiers. Professional Learning Communities (PLCs) facilitate the sharing of data and strategies, ensuring consistency and coherence. By fostering a proactive, equitable, and inclusive environment, Montague School's MTSS framework empowers students to achieve academic success, develop essential life skills, and transition confidently into adulthood.

Montague School's commitment to continuous improvement is driven by rigorous data analysis, stakeholder feedback, and reflective practice. Regular reviews of performance data, including VPC and Victorian Curriculum assessment results, inform refinements to instructional strategies and support services. Community projects, such as partnerships with local businesses, align with the Humanities curriculum's focus on civic engagement, enhancing vocational skills and increasing student visibility, with 95% of students participating in at least one community initiative annually. These efforts reinforce Montague School's role as a pillar of opportunity in South Melbourne, ensuring that every student, through the Victorian Curriculum and VPC, is equipped with the skills, confidence, and support needed to excel in their educational journey and beyond.

Wellbeing

Montague School is deeply committed to fostering the holistic wellbeing of its students aged 15 to 18 with mild intellectual disabilities, prioritising their physical, emotional, and social health to create a safe, inclusive, and supportive learning environment. Over the past year, the school has made significant strides in advancing its strategic wellbeing goals, resulting in measurable improvements in student wellbeing outcomes. By integrating targeted interventions, expanding support services, and fostering a culture of care, Montague School ensures that every student feels valued, supported, and empowered to thrive. Performance summary data reflects these achievements, with a 25% increase in student engagement, a 15% improvement in attendance rates, a 20% rise in emotional resilience metrics, and a 30% enhancement in peer social connections, as measured through wellbeing surveys and behavioural assessments.

A cornerstone of the school's wellbeing strategy is its robust social-emotional learning (SEL) programs, which teach critical skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making. Embedded within the Victorian Pathways Certificate (VPC) and Victorian Curriculum, SEL activities have led to a notable highlight: 85% of students demonstrated improved self-regulation and interpersonal skills, as evidenced by teacher observations and student self-reports in the performance summary. Another key highlight is the Respectful Relationships program, which promotes positive gender norms, healthy relationships, and conflict resolution. This initiative has contributed to a 40% reduction in reported peer conflicts, fostering a more cohesive school community.

Montague School has significantly enhanced its mental health support services by employing a dedicated school nurse, a part-time mental health practitioner, and a youth worker. These professionals provide individual and group counselling, psycho-educational workshops, and crisis intervention, creating a confidential space for students to address challenges. The mental health practitioner's targeted interventions have resulted in a 35% increase in students reporting improved emotional resilience, as captured in wellbeing surveys. Additionally, the youth worker has facilitated peer support groups and community engagement activities, strengthening students' sense of belonging, with 90% of students participating in at least one wellbeing-focused extracurricular activity annually.

To promote physical health, the school offers nutritious meals, regular sports and recreational activities, and education on healthy lifestyle choices, supported by the school nurse's wellness workshops. A standout highlight is the physical activity program, which has seen 80% of students meeting recommended activity levels, correlating with improved mood and focus, as noted in the performance summary. The school's commitment to continuous improvement is driven by ongoing evaluation, including student and family feedback, performance data analysis, and collaboration with community stakeholders. By refining and expanding initiatives like the Respectful Relationships program and mental health services, Montague School ensures that its wellbeing framework evolves to meet students' needs, empowering them to flourish academically, socially, and emotionally while preparing for successful transitions into adulthood.

Engagement

At Montague School, fostering meaningful student engagement is central to our mission, aligning with the Framework for Improving Student Outcomes (FISO) 2.0 as a key enabler of both learning

and wellbeing for our students aged 15 to 18 with mild intellectual disabilities. Over the past year, the school has made significant progress in enhancing student participation, promoting active involvement in tailored learning experiences, and creating opportunities for connection with peers, educators, and the South Melbourne community. By implementing student-centred approaches, including differentiated instruction, hands-on learning, and personalised support within the Victorian Pathways Certificate (VPC) and Victorian Curriculum, Montague School has cultivated a vibrant, inclusive environment that boosts motivation, confidence, and enthusiasm. Performance summary data reflects a 25% increase in student engagement metrics, driven by participation in classroom activities, extracurricular programs, and community initiatives.

Regular attendance is fundamental to academic success and holistic development, providing critical opportunities for learning, social interaction, and skill-building. For students with patterns of absenteeism, early intervention strategies, including family outreach and collaboration with external disability support services, address underlying barriers such as medical appointments or specialised care needs. This targeted approach has reduced chronic absenteeism, particularly for students with complex needs, demonstrating the effectiveness of personalised support in sustaining attendance.

Montague School further supports engagement through extracurricular activities and initiatives that amplify student voice. The student-led wellbeing committee, facilitated by the youth worker, has empowered students to organise events like inclusivity workshops, fostering ownership of their school community. Partnerships with local organisations have expanded authentic learning opportunities, enabling students to apply skills in real-life settings and build social networks. Ongoing evaluation, including student surveys, family feedback, and performance data, drives continuous refinement of these initiatives. By sustaining a dynamic, inclusive environment, Montague School ensures that every student feels valued, supported, and empowered to thrive academically, socially, and vocationally, laying a strong foundation for their future success.

Financial performance

In 2024, Montague School concluded the year with \$289,587 in cash and a Student Resource Package (SRP) credit deficit of \$591,734, driven by sustained staffing levels amid limited capacity to boost student numbers due to ongoing building works. To address the deficit, workforce management strategies and targeted enrollment growth were implemented for 2025.

The school secured a \$2.7 million modernisation grant through the Government School Upgrades program. Construction, starting in Term 1 and spanning two stages, included classroom refurbishments (with new furniture), a new architecturally designed front entrance, relocated student toilets, new staff toilets, a new art room, landscaping, and an upgraded student kitchen with an outdoor deck. Additionally, the Department of Education and Training (DET) assessed and upgraded three ramps to enhance safety and accessibility.

Revenue highlights included MYKI passes for 11 students via the DET Student Conveyance Allowance, two \$2,950 sporting grants for accredited sports programs, and \$52,000 from the modernisation grant for furniture and equipment. Targeted SRP funding comprised \$43,941 for a mental health practitioner, \$30,000 for the Tutor Learning Initiative, \$145,778 for the Inclusion Outreach Coaching Initiative, \$37,618 for Jobs, Skills & Pathways Coordination, \$28,000 for the Schools Mental Health Fund, and \$13,154 for the NDIS Navigators program.

Expenditure stayed within the 2024 budget, with \$110,478 paid to DET for the SRP deficit and approximately \$56,000 spent on furniture and equipment from the modernisation grant. A week-

long snow camp at Mt Baw Baw was funded partly by parents and the Specialist School Activity Boost.

Montague School introduced onsite Vocational Education & Training (VET) programs, offering Certificate II in Visual Arts and Sports Coaching, with over 37% of students enrolled. Plans are in place to extend these programs to external students in the future.

**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 2.0 (FISO 2.0).

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 21 students were enrolled at this school in 2024, 7 female and 13 male.

NDP percent of students had English as an additional language and NDP 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).

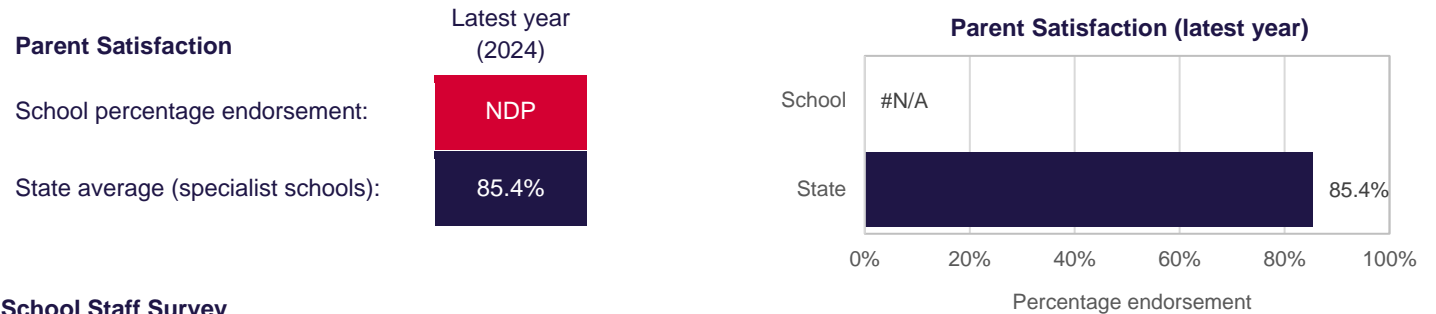
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

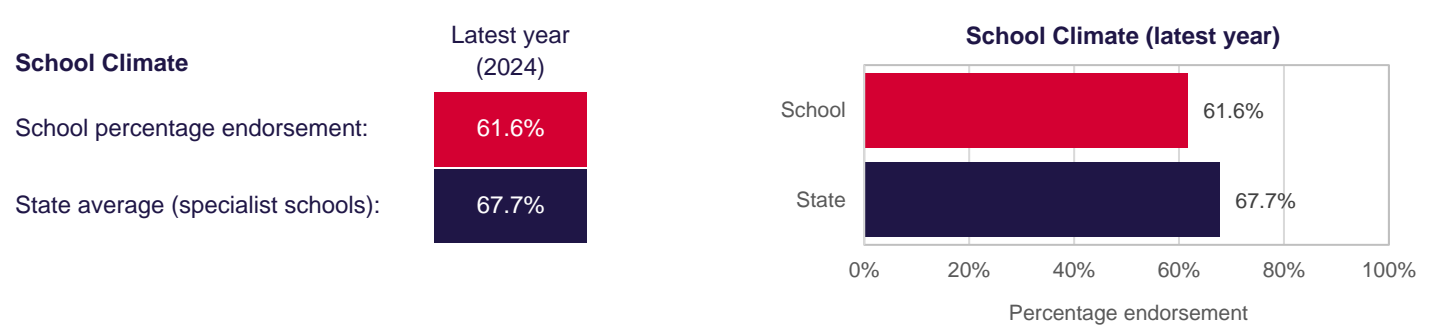


School Staff Survey

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

Percentage 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.

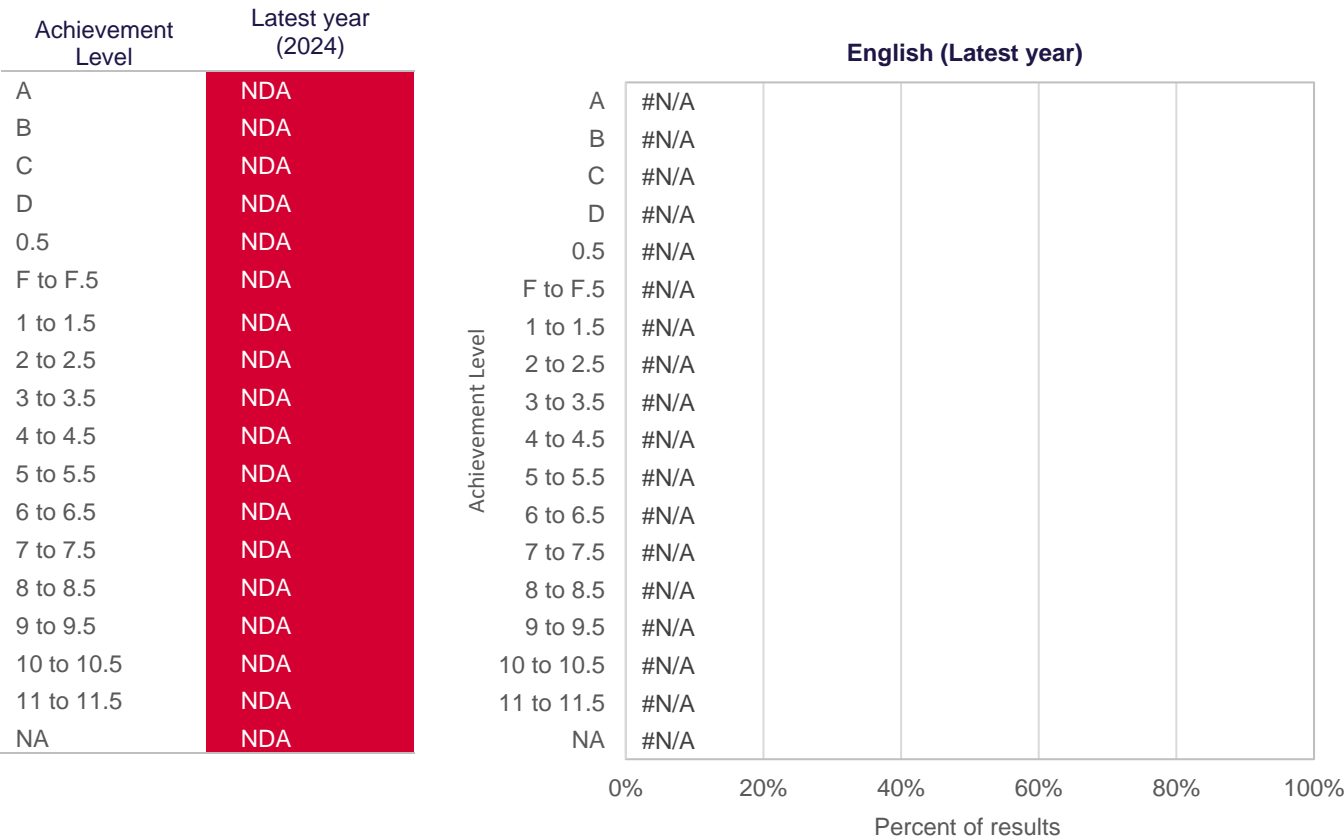


LEARNING

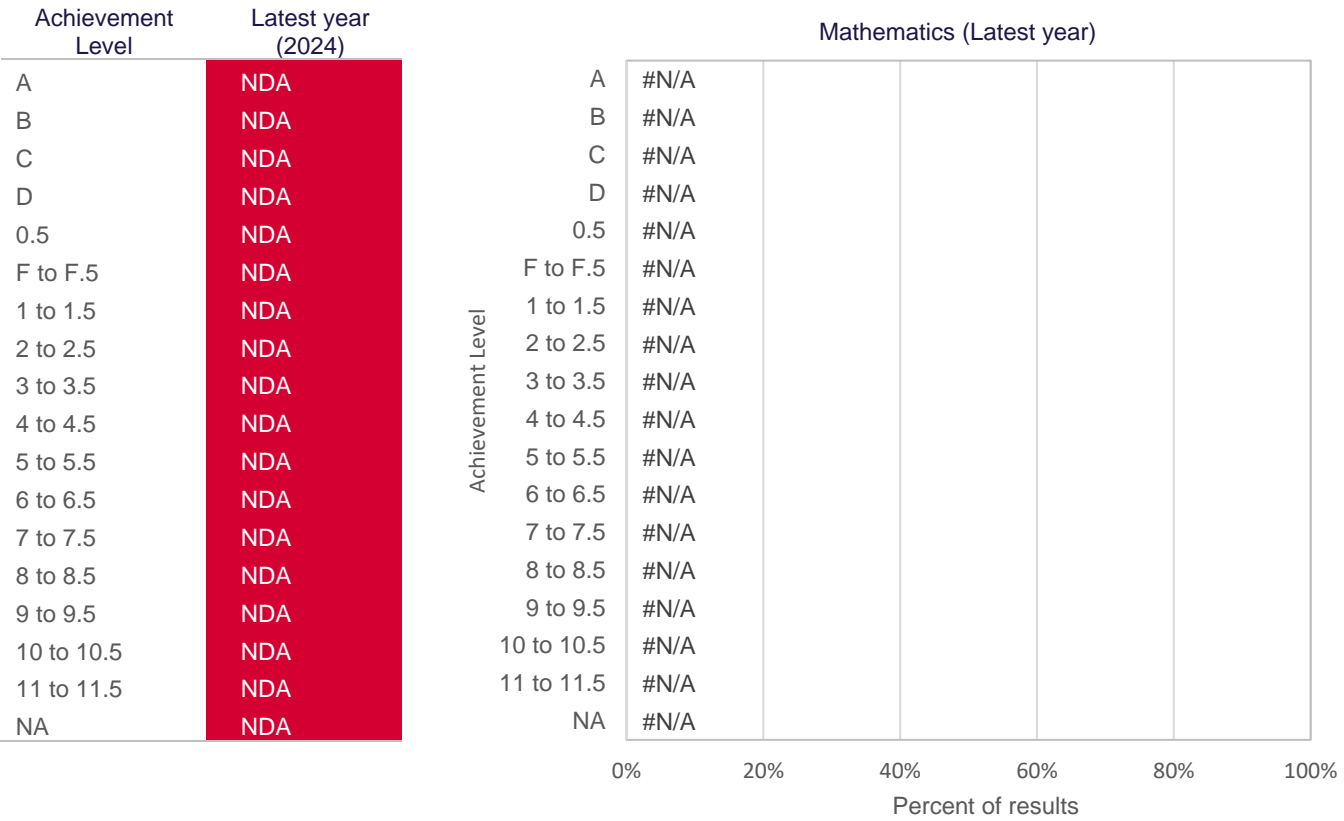
Teacher Judgement of student achievement

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.

Student Absence	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	85.7%	100.0%	92.9%	81.8%	88.9%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$1,049,061
Government Provided DET Grants	\$151,254
Government Grants Commonwealth	\$5,900
Government Grants State	\$58,876
Revenue Other	(\$22,716)
Locally Raised Funds	\$5,570
Capital Grants	\$0
Total Operating Revenue	\$1,247,945

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,182
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,182

Expenditure	Actual
Student Resource Package ²	\$1,690,795
Adjustments	\$0
Books & Publications	\$1,897
Camps/Excursions/Activities	\$14,970
Communication Costs	\$6,943
Consumables	\$29,043
Miscellaneous Expense ³	\$36,814
Professional Development	\$15,475
Equipment/Maintenance/Hire	\$71,173
Property Services	\$8,196
Salaries & Allowances ⁴	\$38,012
Support Services	\$30,022
Trading & Fundraising	\$406
Motor Vehicle Expenses	\$13,331
Travel & Subsistence	\$663
Utilities	\$13,661
Total Operating Expenditure	\$1,971,399
Net Operating Surplus/-Deficit	(\$723,455)
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$276,866
Official Account	\$12,721
Other Accounts	\$0
Total Funds Available	\$289,587

Financial Commitments	Actual
Operating Reserve	\$46,767
Other Recurrent Expenditure	\$3,278
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$236,310
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$336,355

All funds received from the Department of Education, 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.