

2023 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 19 March 2024 at 07:50 AM by David Casas (Principal)

- This 2023 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 20 March 2024 at 12:33 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 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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Montague School is dedicated to providing a supportive and inclusive learning environment for students aged 15 to 18 with mild intellectual disabilities, empowering them to achieve their full potential and transition successfully into adulthood. Located in South Melbourne, our school serves as a beacon of opportunity and growth for students who require specialised support to thrive academically, socially, and vocationally. We recognise the unique abilities and strengths of each student and are committed to fostering a culture of respect, acceptance, and empowerment.

In the 2022-23 State Budget, the Victorian Government invested \$1.8 billion to build and improve schools. This includes \$616 million to upgrade classrooms and learning spaces at 67 schools, making it easier to equip students with the skills they need to thrive and reach their full potential. As part of this investment, Montague School received \$2.7 million to upgrade and modernise the school. The new build project will deliver new student toilets, a new reception and administration centre, a joint use library and careers room, new art studio, modernised learning spaces and general upgrades to school facilities and grounds. Building works are scheduled to be finished on 26 June 2024.

Montague School is a single-mode special school with specific IQ requirements. Enrolment is based on a student's disability and associated educational needs. Subject to capacity, student intake may be at any stage of the year, providing the student meets all eligibility criteria. Montague School is not zoned, and our enrolments are not restricted to the local geographic area like many schools. Typically, students are referred by mainstream schools where the student's individual needs may be difficult to accommodate. All students are funded under the Disability Inclusion Profile (DIP), formally the Program for Students with Disabilities (PSD). There are currently 25 students enrolled and we envisage reaching our capacity of 60 students within the next 2 years. Student enrolment is through a comprehensive induction and orientation process.

Through personalised learning plans and individualised support services, we ensure that each student receives the attention and guidance they need to succeed. Our dedicated team of educators, therapists, and support staff work collaboratively with students and their families to create a nurturing and inclusive learning environment where every achievement is celebrated, and every challenge is met with compassion and determination. In addition to academic and vocational training, Montague School provides comprehensive transition services to help students seamlessly navigate the journey from school to adulthood. From job readiness training and internships to community-based learning opportunities and independent living skills development, we prepare students to confidently transition into the workforce and lead fulfilling, independent lives.

As an integral part of the South Melbourne community, our school actively collaborates with local businesses, organisations, and stakeholders to create meaningful opportunities for our students to engage with the wider community and develop essential life skills. Through partnerships and community-based initiatives, we strive to promote inclusivity, diversity, and social integration, ensuring that our students are valued and respected members of society.

Montague School has developed a staffing structure that is tailored to meet the unique needs of our students with diverse abilities and challenges. Our team comprises dedicated professionals who bring a wealth of expertise, compassion, and dedication to their roles, ensuring that every student receives the individualised support and guidance they need to succeed academically, socially, and emotionally. The school has an equivalent of 6 part time Teachers, a full time Principal, 4 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 Communities (PLCs) to plan targeted instruction within the Victorian Pathways Certificate (VPC). Our PLCs work in partnership with similar schools sharing expertise, resources and Professional Practice Days.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Montague School, we are deeply committed to advancing our strategic goals, enhancing student outcomes, and fostering meaningful student engagement. Our strategic goals are rooted in the fundamental belief that every student, regardless of ability, deserves access to high-quality education and opportunities for personal and vocational growth. Through strategic planning and continuous improvement initiatives, we strive to create an environment where students can thrive academically, socially, and vocationally. One of our primary strategic goals is to provide personalised learning experiences tailored to the individual needs and aspirations of each student. We recognise that every student is unique, with their own strengths, interests, and learning styles. To achieve this goal, we offer a comprehensive curriculum that combines academic instruction with hands-on vocational training, ensuring that students receive the support and guidance they need to succeed.

Our school specialises in teaching the Victorian Pathways Certificate (VPC). The VPC is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). The Victorian Pathways Certificate (VPC) replaces the Victorian Certificate of Applied Learning (VCAL). The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. Our curriculum accommodates student aspirations and future employment goals. The four main curriculum areas are Literacy, Numeracy, Work Related Skills, and Personal Development Skills with a further 3 subjects under development for 2026. Our VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC, students gain the necessary foundation skills to allow them to make a post-schooling transition to open employment opportunities or further study. Additionally, we are committed to promoting student outcomes that empower students to achieve their full potential and transition successfully into adulthood. Through rigorous academic standards, individualised support services, and comprehensive transition planning, we prepare students to confidently navigate the challenges of post-secondary education, employment, and independent living. Furthermore, student engagement is at the heart of everything we do. We believe that engaged students are motivated, confident, and excited about their learning journey. To promote student engagement, we offer a wide range of extracurricular activities, vocational experiences, and community-based learning opportunities that allow students to explore their interests, develop new skills, and connect with their peers and the wider community.

Through ongoing assessment, data analysis, and stakeholder feedback, we continuously monitor our progress towards achieving our strategic goals, improving student outcomes, and enhancing student engagement. We are committed to a culture of continuous improvement, where we embrace feedback, learn from our experiences, and adapt our practices to better meet the evolving needs of our students and community.

Key Components:

Multi-Tiered System of Support (MTSS): Our MTSS framework provides a tiered approach to intervention and support, with increasingly intensive interventions for students who require additional assistance. By systematically screening, assessing, and monitoring student progress, we identify and address academic, behavioral, and social-emotional needs at each tier of support.

Universal Design for Learning (UDL): UDL principles guide our instructional practices to ensure that lessons are accessible, engaging, and meaningful for all students. By providing multiple means of representation, engagement, and expression, we accommodate diverse learning styles, preferences, and abilities, making learning more inclusive for everyone.

Individual Education Plans (IEPs): For students with disabilities or special learning requirements, we develop individualised education plans (IEPs) that outline specific goals, accommodations, and supports tailored to their unique needs. IEPs are collaboratively developed with input from educators, parents/guardians, support staff, and the student, and are regularly reviewed and updated to reflect progress and changing needs.

Collaborative Approach: We recognise that meeting the needs of every student requires a collaborative and team-based approach. Educators, support staff, administrators, families, and community partners work together to develop, implement, and monitor interventions and supports that promote student success. Regular communication, data sharing, and collaboration ensure that students receive coordinated and consistent support across all areas of their education.

Continuous Improvement: We are committed to continuous improvement and reflection to ensure that our practices are effective and equitable. We regularly review data, gather feedback from stakeholders, and evaluate the impact of our interventions to identify areas for improvement and make adjustments as needed. By continuously refining our practices, we strive to create learning environments that maximise the potential of every student.

Wellbeing

At Montague School, we are deeply committed to nurturing the holistic wellbeing of our students. Our wellbeing initiatives are designed to support the physical, emotional, and social health of each student, creating a positive and inclusive learning environment where all students feel safe, supported, and valued. Over the past year, we have made significant progress in advancing our wellbeing programs and initiatives. Through targeted interventions and proactive strategies, we have seen notable improvements in student wellbeing indicators, including increased levels of student engagement, attendance, improved emotional resilience, and enhanced social connections among peers.

One key aspect of our wellbeing approach is the implementation of social-emotional learning (SEL) programs. These programs focus on teaching students essential skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making. Through regular SEL activities and lessons, students develop the emotional intelligence and interpersonal skills necessary for success in school, work, and life. Furthermore, we have expanded our mental health support services to ensure that all students have access to the resources and assistance they need to address any mental health challenges they may face. Our dedicated team of counsellors and support staff provide individual and group counselling sessions, psychoeducational workshops, and crisis intervention services, creating a safe and confidential space for students to seek help and support.

In addition to our SEL programs and mental health support services, we have also implemented initiatives to promote physical health and wellness among our students. This includes offering nutritious meals and snacks, promoting regular physical activity through sports and recreational activities, and providing education on healthy lifestyle choices. Looking ahead, we remain committed to advancing our wellbeing initiatives and ensuring that all students have the opportunity to thrive academically, socially, and emotionally. Through ongoing evaluation, feedback, and collaboration with students, families, and community stakeholders, we will continue to refine and expand our wellbeing programs to meet the evolving needs of our student population.

Engagement

At Montague School, fostering meaningful student engagement is a cornerstone of our mission. Over the past year, we have made significant strides in enhancing student participation, promoting active involvement in learning activities, and creating opportunities for students to connect with their peers, educators, and the wider community. One of our key accomplishments in promoting student engagement has been the implementation of student-centred learning approaches tailored to the unique needs and abilities of students with mild intellectual disabilities. Through differentiated instruction, hands-on learning experiences, and personalised support, we have seen a notable increase in student motivation, confidence, and enthusiasm for learning.

We believe that regular attendance is fundamental to the academic success and holistic development of every student. Each day of school presents invaluable opportunities for learning, growth, and meaningful interaction, laying the foundation for future success in academics and beyond. We monitor attendance data closely and identify students with patterns of absenteeism and intervene early by reaching out to students and their families to understand the underlying reasons and provide necessary support. We also recognise that students with disabilities may face unique challenges that can impact their attendance, and we provide the necessary accommodation and support to help them succeed. While we strive to create an inclusive environment, we acknowledge that external support services may sometimes require students to attend appointments or receive specialised care during school hours. In such cases, we prioritise the wellbeing and academic progress of our students by working closely with external disability support services and families to minimise the impact on their attendance whenever possible.

We have strengthened our partnerships with local businesses, organisations, and community stakeholders to create authentic learning experiences and real-world connections for our students. Through internships, job shadowing opportunities, and community-based projects, students have the chance to apply their skills in real-life settings, gain valuable work experience, and develop important social and vocational skills. Looking ahead, we remain committed to fostering meaningful student engagement and creating a vibrant and inclusive learning environment where every student feels valued, supported, and empowered to reach their full potential. Through ongoing evaluation, feedback, and collaboration with students, families, and community partners, we will continue to refine and expand our engagement initiatives to ensure that all students have the opportunity to thrive and succeed.

Other highlights from the school year

As we reflect on the highlights from the school year, we are proud to celebrate the remarkable achievements of our students at Montague School. Throughout the year, our students have demonstrated exceptional dedication, perseverance, and talent, achieving significant milestones and making valuable contributions to their personal and vocational growth.

One of the most notable achievements of the year has been the academic progress made by our students. Through personalised learning plans, individualised support services, and innovative teaching strategies, our students have made remarkable strides in their academic development, surpassing expectations and reaching new levels of success. From mastering essential literacy and numeracy skills to excelling in specialised vocational courses, our students have demonstrated a strong commitment to learning and a determination to succeed.

In addition to academic achievement, our students have also showcased their talents and abilities in a variety of vocational and extracurricular activities. From participating in vocational training programs and internships to showcasing their artistic talents in school exhibitions, our students have embraced opportunities to explore their interests, develop new skills, and pursue their passions. These experiences have not only enriched their educational journey but also prepared them for future success in the workforce and beyond.

Moreover, our students have demonstrated exemplary leadership, resilience, and community spirit throughout the year. From organising events to supporting their peers and advocating for positive change, our students have shown a deep commitment to making a difference in their school and community. Their dedication to serving others and contributing to the common good is a testament to their character and values. As we celebrate the achievements of our students, we also recognise the invaluable support and guidance provided by our dedicated team of educators, support staff, community partners and families. Their unwavering commitment to student success and wellbeing has been instrumental in helping our students overcome challenges, realise their potential, and achieve their goals.

Thank you to the Montague School community for their unwavering support throughout the year. The teaching and support staff take great comfort and continue to be motivated to drive school improvement and success for all students knowing we have the full support of our community.

Financial performance

In 2023 Montague School ended the year with approximately \$310,000 cash and a Student Resource Package (SRP) credit deficit of \$121,590. While aiming to expend all funds to support the achievement of educational outcomes, it was necessary to commit some funds to future staffing costs in 2024.

The planned and targeted growth of the staff group was continued in 2023. By utilising the 2022 SRP surplus and our available cash Montague School invested in additional teaching staff including Art, Music and classroom teachers, along with a school nurse. The DET Jobs, Skills & Pathways Coordination funding allowed the employment of a Careers & Pathways professional and the Welfare funding meant an increase in hours for our Mental Health Practitioner. An increase in Integration funding resulted in employing additional education support staff.

A focus in 2023 at Montague School was student health and physical activity with an increase in camps, excursions and activities. Camps were run at Creswick Log Cabins in the Central Highlands and The Ranch on the Mornington Peninsula. Spending on excursions increased 6-fold and swimming safety and lessons 4-fold. The Duke of Edinburgh Program was introduced with an introduction to sailing for students on Albert Park Lake.

The curriculum at Montague School was enhanced with the introduction of a Music program 1 day per week and increased spending on Cooking, Maths, Art and Sport. External providers were engaged to bring our students a Dogs for Life program, classes on breathing exercises and sexual health, Vocational Education & Training (VET) courses, and a 5 day VET Job Camp on site. In the administration area, school marketing and exposure was targeted with the development and implementation of a new school website and school signage. A timetabling module was purchased from Compass to free up time for administrative staff. Additional investment was made into staff professional development, notably 3 staff enrolled in the Certificate IV in Training & Assessment (TAE40122). This will give them a qualification to support students in our new on-site VET programs in 2024, Art and Sport Coaching.

The school received a modernisation grant of \$2.7 million through the Government School Upgrades program, to be administered by the Victorian School Building Authority. Bent Architects and St Ferrer Builders were employed to lead the project. Some site assessments have been carried out, with the main building works to commence in January 2024 and aim to be completed by June 2024.

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 24 students were enrolled at this school in 2023, 9 female and 14 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).

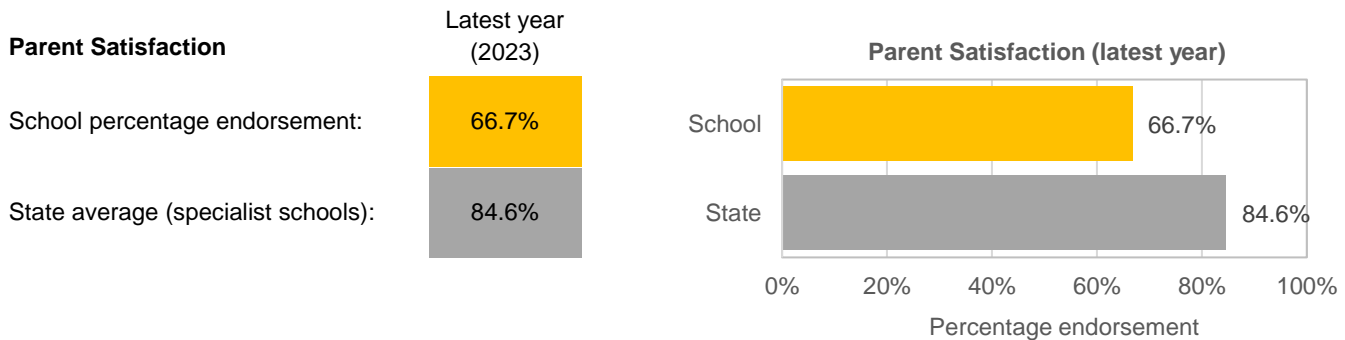
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

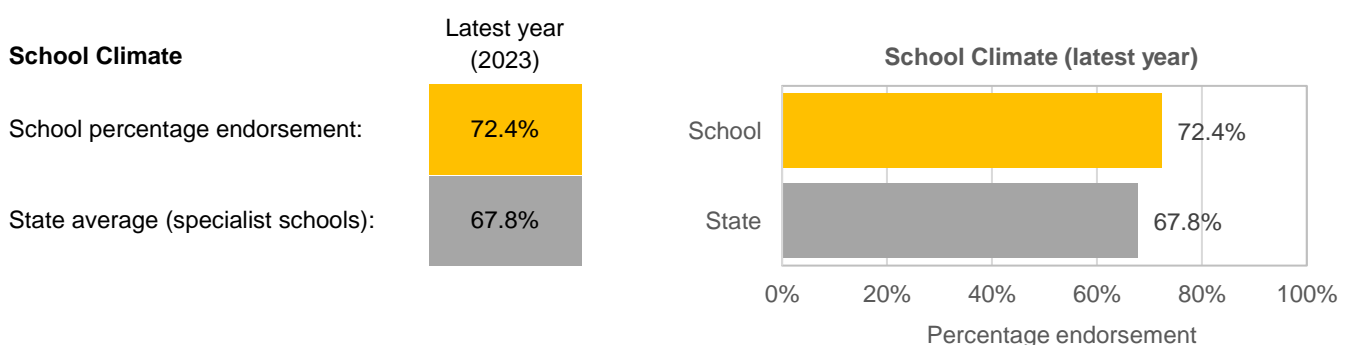


School Staff Survey

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.



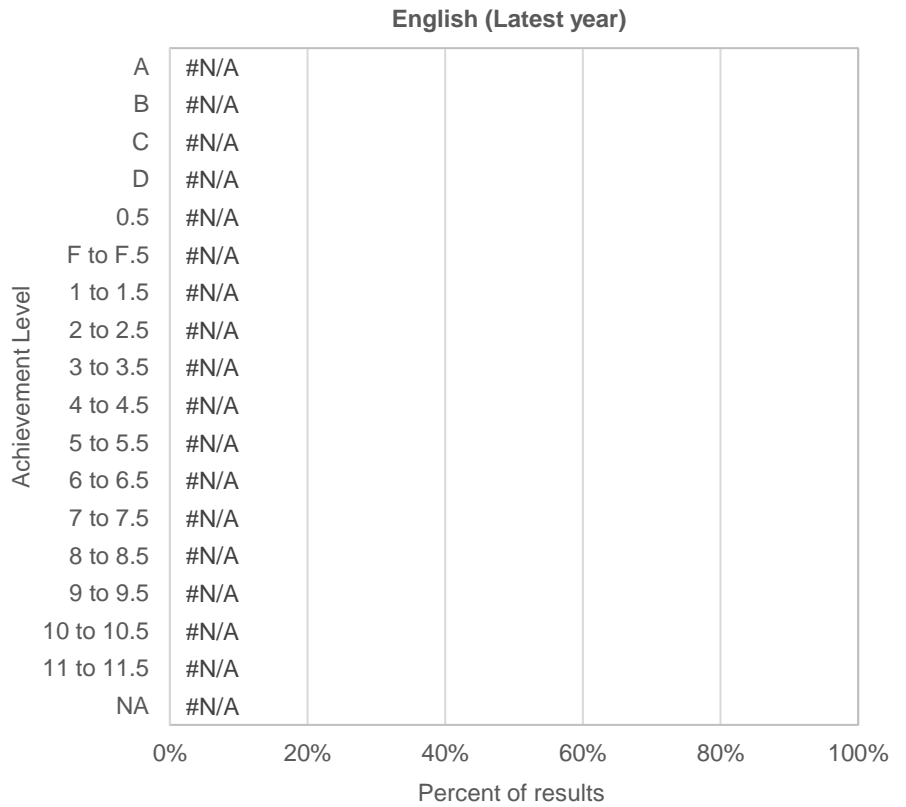
LEARNING

Teacher Judgement of student achievement

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

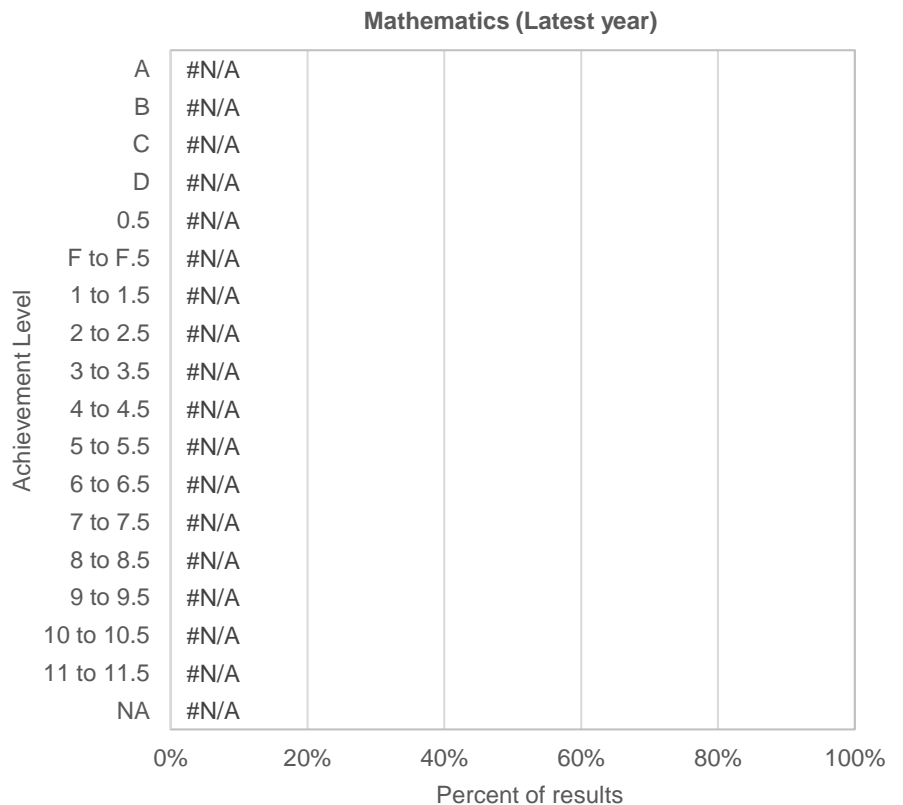
English

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



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	2020	2021	2022	2023	4-year average
School average number of absence days:	1.2	73.4	12.3	77.0	42.1

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	100.0%	85.7%	100.0%	92.9%	94.6%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,220,337
Government Provided DET Grants	\$248,034
Government Grants Commonwealth	\$0
Government Grants State	\$9,312
Revenue Other	\$120,099
Locally Raised Funds	\$5,071
Capital Grants	\$0
Total Operating Revenue	\$1,602,853

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,095
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,095

Expenditure	Actual
Student Resource Package ²	\$1,337,354
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$24,616
Communication Costs	\$4,206
Consumables	\$28,955
Miscellaneous Expense ³	\$20,388
Professional Development	\$15,381
Equipment/Maintenance/Hire	\$7,641
Property Services	\$16,260
Salaries & Allowances ⁴	\$87,545
Support Services	\$21,677
Trading & Fundraising	\$575
Motor Vehicle Expenses	\$5,497
Travel & Subsistence	\$0
Utilities	\$10,498
Total Operating Expenditure	\$1,580,591
Net Operating Surplus/-Deficit	\$22,262
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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$235,668
Official Account	\$18,851
Other Accounts	\$0
Total Funds Available	\$254,519

Financial Commitments	Actual
Operating Reserve	\$38,279
Other Recurrent Expenditure	\$4,985
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$161,255
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	\$10,000
Total Financial Commitments	\$254,519

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.