

Mortlake College
5376

Annual Report to the
School Community



School Overview

Mortlake College is a P-12 school (population 269) which serves the rural district surrounding Mortlake, a sheep beef and dairy farming area about 50 kilometres north of Warrnambool. The school has 4 distinct teams to develop curriculum and learning approaches specific for the age groups of students. The physical layout of the school reflects that with areas set aside for P – 4, 5 – 7 and 8 - 12. The Hood Avenue site which now houses the whole school, boasts up to date and extensive facilities. These include technology rooms, 2 computer rooms as well as computers in every classroom in the college, home economics room, gymnasium with squash courts, canteen and a theatre with large screen viewing facilities. Four classrooms and a library have been added to accommodate the P-6 students on site. School council is working constantly to improve the learning conditions of all students. Attention is given to providing active and passive areas for students use. The school has a mini-farm on site and an adjacent man-made lake which both provide an excellent focus for many educational activities. An active and supportive Parents' Association have provided funds for many improvements, including the covered assembly area.

Principal's Report

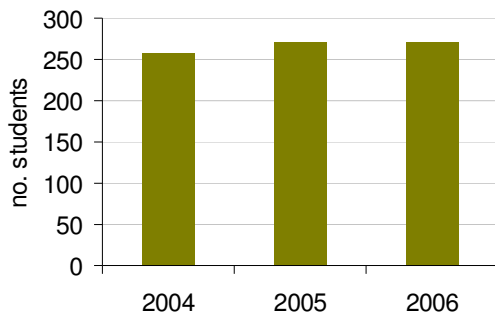
2006 has been a year of great achievement, with our school receiving excellent Year 12 results across a range of subjects. As a school, we were placed in the top ranks of schools with very few government schools with a higher ranking. Of these, 2 were select entry and many others drew their student population from very wealthy communities. We outranked many of the private schools who also have very different school communities to ours. Achieving results like these does not occur by accident, but as a result of an effective partnership between, students, parents and teachers. All 3 groups deserve recognition for the work they have done, not just in year 12, but also in the earlier years. We can celebrate success at VCE level, but I am very pleased with the development of students right across the school. We need to have a clear idea of how we are progressing, but need to be able to compare “apples with apples”, hence reference is made to Like School Groups (LSG). These are schools that have student populations like ours. We are a group 7 school, which is characterised by large numbers of students' families receiving the Educational Maintenance Allowance (EMA) but with very few immigrant families. For a group 7 school, we are very successful indeed.

The successes that students have are across a range of areas beyond the academic field. In the sporting field a number of students received awards in athletics, golf and swimming and our equestrian teams continue to grow and experience success in a range of different aspects. We are also able to provide students with the chance to take part in productions and the Kapa Haka. These events give students the chance to work together and find a means of self expression. The range of opportunities we offer reflect our mission statement “to create a progressive learning environment where students can achieve their maximum potential.”

The feedback we have had from staff, students and teachers is overwhelmingly positive with an improvement in all areas from 2005. While we have had a good year, it has not been without challenge and the effect of the drought on the Mortlake community has also been felt at school. I believe the resilience of our local community will see us through these times and look forward to continuing work with the school and general community.

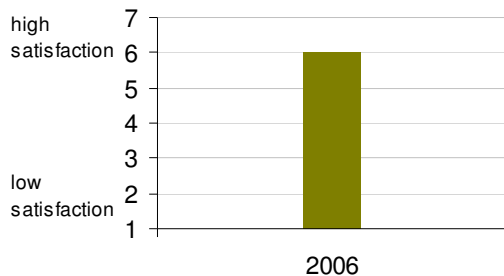
General Information

Total students enrolled in school



After a slight rise in students from 04 to 05, our numbers remained constant into 2006

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Direct comparison with earlier years parent satisfaction is not possible because of a change in the method of collecting data and the scoring scale used. The score of 6 out of a possible 7 indicates a very healthy regard for the school by parents.

Teacher satisfaction

This is measured by the rating on school morale. The value of 3.9 out of a possible 5 places Mortlake College at the 84% level of all P – 12 schools. This is in the excellent range.

Teacher absence

The average number of days absent per teacher was 6 while the benchmark figure was 7. The average number of days absent without a certificate was 1 with the benchmark figure at 2. Both of these figures are well below the normal levels indicating good levels of teacher health.

Teacher Retention

Of the 28 teaching staff at Mortlake College at June 2005 (including those on leave without pay) 26 or 93% were still at the school at June 2006. This figure across all Government Schools was 87%. The stability of staff contributes to the culture of the

school and allows for effective development of programs while still allowing for renewal by incoming staff.

Teacher participation in professional learning

All teaching staff have participated in professional learning throughout the year. Teachers have been involved in a range of activities. Many are centred around the new Victorian Essential Learnings Standards (VELS) and have involved writing new curriculum to ensure we are teaching to the Government requirements and engaging students in their learning. Staff have also been involved in professional learning around specific subject content, particularly at the senior levels, developing their Information and Communication Technology skills and learning to support students with learning and behavioural difficulties. New teachers have been supported through a formal mentoring program.

Teacher Qualifications

All teachers in Victorian Government Schools are registered with the Victorian Institute of Teaching. The requirements for this registration can be found at

http://www.vit.vic.edu.au/content.asp?Document_ID=241

School Council President's Report

Mortlake College has had much to celebrate in 2006. The outstanding successes of the school across many indicators including our VCE results and the positive feedback from the school community has highlighted our school's potential for excellence in education despite its relatively small size.

In this period we have also seen the development of the covered area (a wonderful vibrant space which is proving a great asset to the school); two colourful and highly entertaining musical productions; successes across a wide range of sporting activities; and continued growth in the diverse range of educational opportunities for our College students.

It is important to acknowledge the contribution made by the teachers, support staff, parents and friends of the College from the local community. The results achieved across the school in 2006 are a testament to their tireless efforts and commitment in making Mortlake College a wonderful community asset.

Thanks also to our dedicated councillors and volunteers who convene sub-committees including the Parents Association and those who support our maintenance program.

I would also like to thank those students who engage themselves in College life beyond just participating in the classroom including our College and House Captains as well as SRC and sporting representatives for the outstanding work they have done in representing the students and the school.

Finally, I would like to congratulate all the students on their achievements during 2006 and wish our leaving students every success in the future.

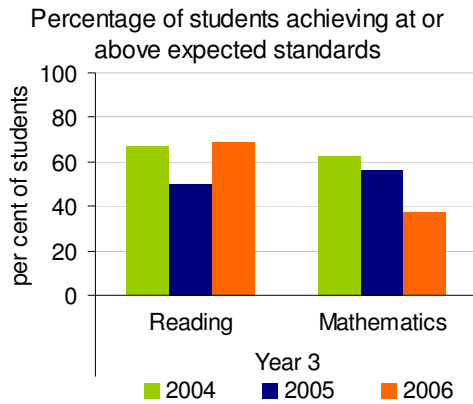
Ross Quail
School Council President

Student Progress & Achievements

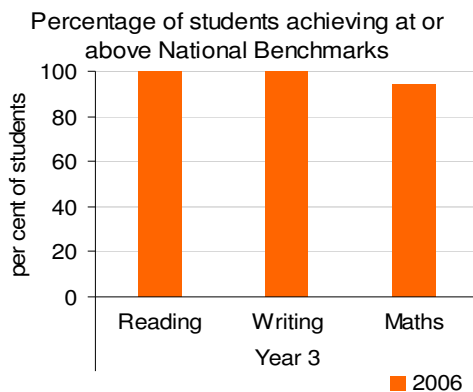
Student Learning

Student learning can be measured in different ways. AIM testing is a one off snapshot of where a group of students' learning is at one time. Considerable care needs to be taken in interpreting results when there are low numbers of students in a group. Below are graphs which show the result of AIM testing for grades 3, 5, 7 & 9. To gauge better how our students are progressing we compare our student results to those of other schools in group 7 (LSG).

Grade 3



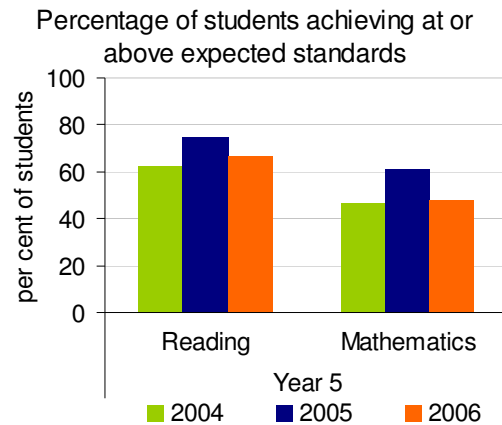
The median level for students in reading at grade 3 at Mortlake College is higher than 75% of like schools.



The median level for students in number at grade 3 at Mortlake College is higher than 20% of like schools

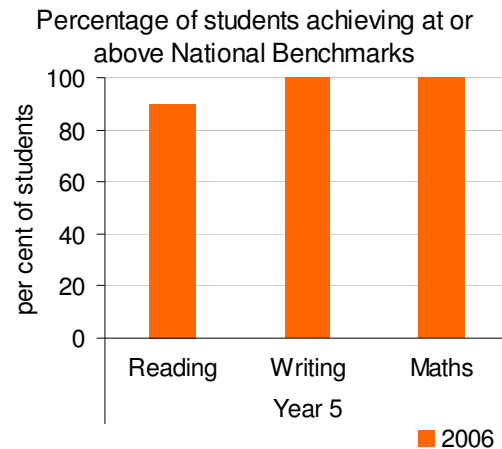
It is pleasing to see the improvement in reading for our grade 3 students, but there is concern over the trend for mathematics. As a result, the school is working on teaching students the skills of taking tests like AIM in grade 3. This is because the formal type of assessment used in AIM tests are very different from the ways in which student work is assessed in classes. The school has also set a one year target for 2007 to improve year 3 AIM mathematics results.

Grade 5



The median level for students in reading at grade 5 at Mortlake College is higher than 60% of like schools.

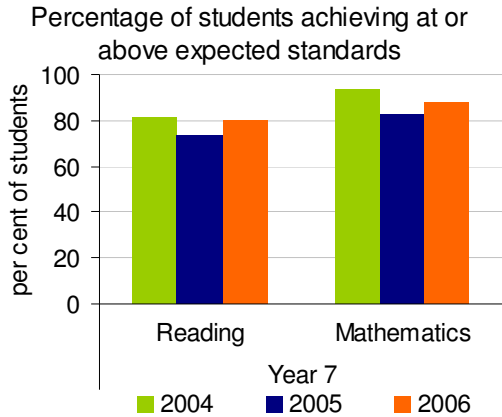
The median level for students in number at grade 5 at Mortlake College is higher than 75% of like schools.



When we examine the progress that students have made between grade 3 and grade 5 for reading, we find that they have shown a 20% greater improvement than would normally be expected.

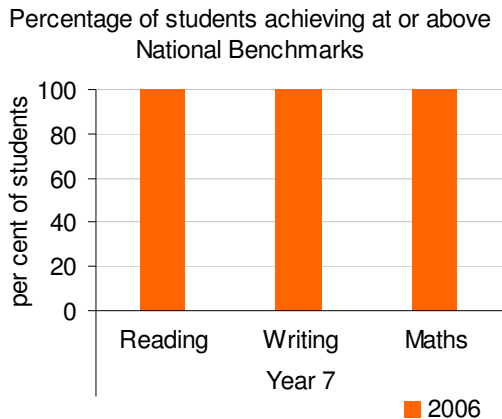
Examining the improvement for number indicates they have made expected progress. Both of these are very pleasing results.

Year 7



The median level for students in reading at grade 7 at Mortlake College is higher than all other like schools.

The median level for students in mathematics at grade 7 at Mortlake College is higher than 75% of like schools.

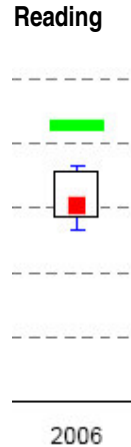


These results are extremely positive. They reflect the growth of students over time and the much higher than expected levels of student achievement.

Year 9

The data for year 9 is presented in a slightly different manner. The graph below shows that students in year 9 in reading are performing at a higher level than all other like school group schools. The bar at the top of the graph shows where Mortlake College students are compared to other students from the like schools.

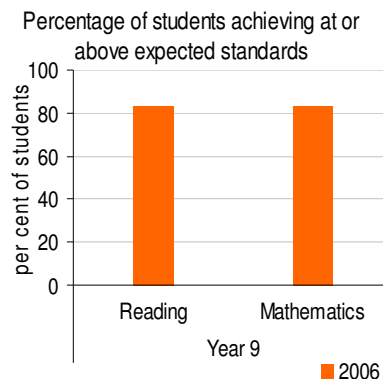
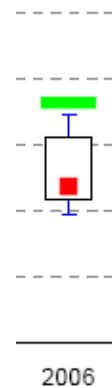
The median level for students in reading at grade 9 at Mortlake College is higher than all other like schools.



The graph below shows that students in year 9 in mathematics are performing at a higher level than 95% of students in like schools

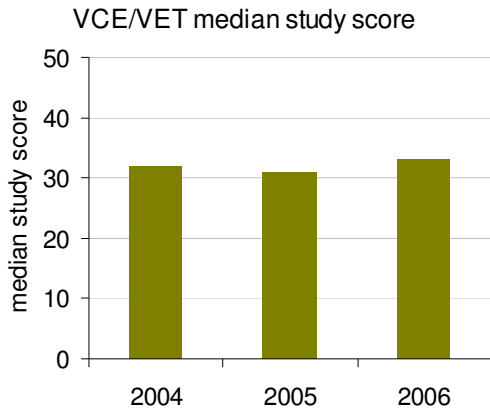
Mathematics

The median level for students in mathematics at grade 9 at Mortlake College is higher than 95% of students in like schools



These are extremely good results.

VCE/VET Scores



Once again, the school has outstanding study scores with a median study score of 33. This places the school in the top ranks of schools across the state.

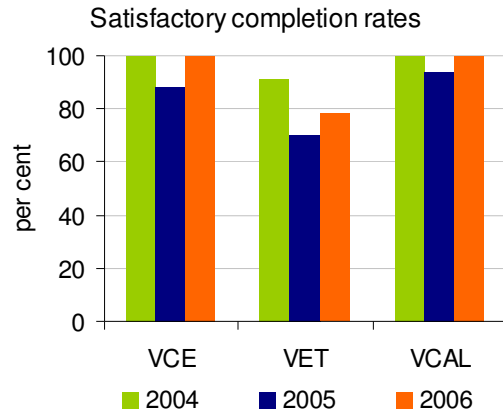
Percentage of study scores above 40.

The graph below shows the like school scores over 40 (box) and the percentage of study scores for Mortlake College (bar)



Mortlake College had 17.6% of study scores over 40 compared to a like school mean of 3.5%

Satisfactory Completion Rates



The completion rates for the 3 different pathways for students is excellent. The 100% completion rate for VCE and VCAL point to the effects of effective counselling and teaching for students. The completion rate for VET units, while improving continues to provide concern. We are very happy with the success rate of the units we deliver at school, but there are a number of students who undertake their VET through external providers. The 22% of unsatisfactory units can be tracked down to year 11 students. Most of these have failed to complete their units in studies conducted by an external provider. We have had discussions with the provider to try and improve communication of students' progress before the end of a unit.

Summary

For 2006, the school had target milestones of -:

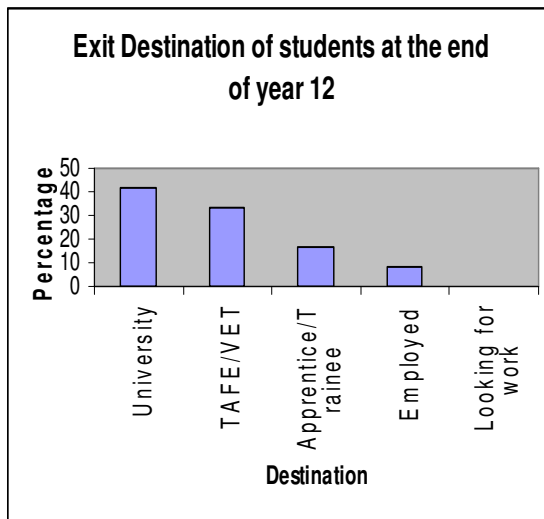
- Improvement in year 3 AIM reading from 2.0 to 2.2
- All study VCE scores to improve from 29.9 to 32.0
- Percentage of study scores above 40 to improve from 7.5 to 9.0

I am pleased to report that all of these milestones for student learning were achieved.

Student Pathways and Transitions

One of the great advantages of being a P – 12 school is the ability to smooth transitions from one part of school to another. Typically students moving to a new school are faced with many challenges, but as we have most students for all of their time at school, we can ease the transitions for them. This is shown up in our very positive Student Attitudes to School survey results. (see Student Engagement and Wellbeing section)

Student Destination Data

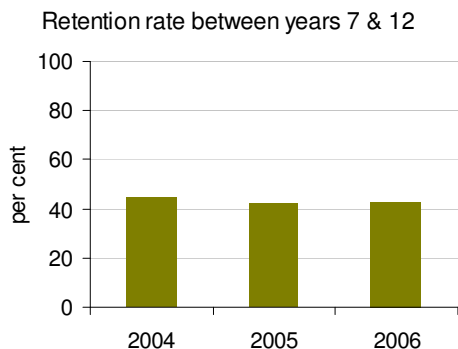


All students from year 12 are either employed or involved in further study. This is a very positive outcome. Effective career advice through the Managed Individual Pathways Program and a dynamic work experience program support students in their pathway to post secondary school study or work.

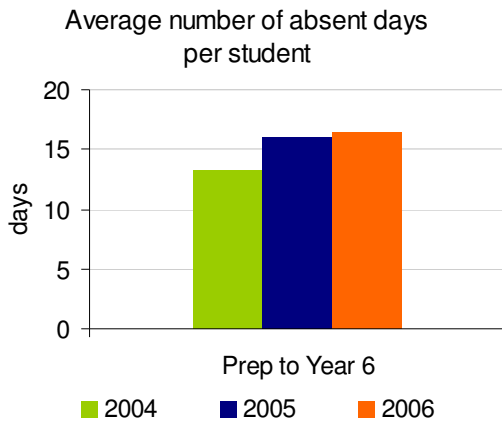
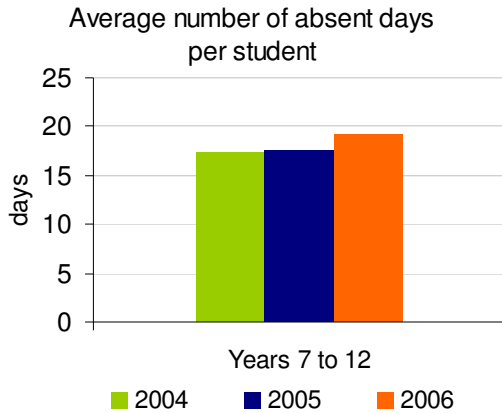
The results for 2006 are in line with other years and show a slight increase from 2005. Students who are leaving the school sometime between starting year 7 and leaving year 12 are going to non government schools, often at the end of year 8 in line with family history, going to employment, or in some cases, transferring to government schools to take up courses not available at Mortlake.

We have not had our apparent retention rates rise to those of other Like Schools, but we are pleased that within the constraints we work with, our students are finding a preferred pathway. We are very pleased that none of our students who have left have been unemployed. The fact that many students leave school before completing year 12 to start employment is something we are pleased about as it gives these young people entry into the world of work at a level they choose. Many of these young people take up apprenticeships and are continuing their education through TAFE providers. The other factors of school size and family history are factors over which we have no control. Only rarely do students leave because they are unhappy with the education they have received at Mortlake College.

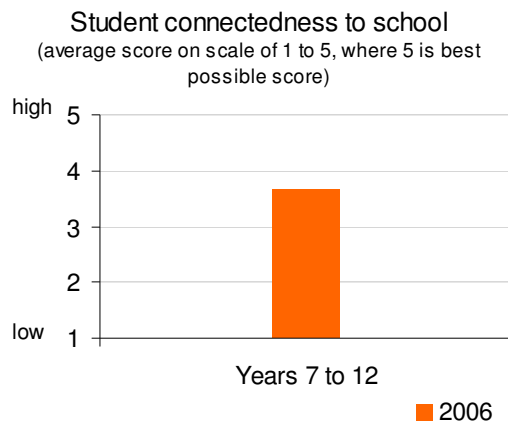
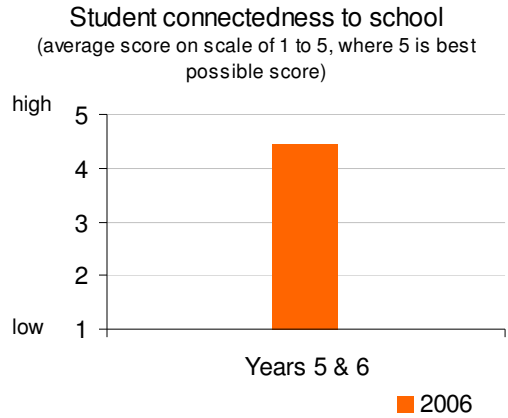
Retention Rate between years 7 & 12.



Student Engagement and Wellbeing



The trend for an increase in the average number of absent days per student has continued in 2006. This trend exists across our network and is linked to a number of factors. Families are taking students from school more often for a range of activities including shopping and holidays. We also have a number of students who are chronic absentees and they often appear to be absent with at least tacit family support. All of these are reasons of concern to us. In the second half of the 2007, we will examine a DoE package to determine what action we can take to reverse these trends.



To put this into context, our students at years 5 & 6 show a greater connectedness to school than 85% of all other students in P – 12 schools. Our students in years 7 – 12 show greater connectedness to school than 93 % of all other students in P – 12 schools.

These are excellent results and occur due to the structure of the school where there are distinct areas, curriculum and teams of teachers to work with students and the close personal care given to students by dedicated staff, both teaching and non teaching.

Future Directions

The school is currently examining its future directions as it considers demographic trends over the next 5 – 10 years. These trends include the increasing urbanisation to capital and major regional centres of Victoria and the movement of population to both the south and the coast. While we have results that are far better than most of the private schools we compete with for students, we operate in the context of increasing government support for the private sector school system and the drift to private schooling, particularly in the secondary years. We will examine ways in which we can continue to provide for the needs of our students to have a vibrant and engaging curriculum. As a government school, we are responding the Blueprint for Government Schooling and have implemented various parts of this. The continued roll out of the Victorian Essential Learning Standards and the development of a Performance and Development Culture are 2 key aspects of this Blueprint that will drive the school. The school will undergo a school review in 2008 which will then provide a strategic plan for 4 years.

We will have to manage our financial position carefully as it appears that we will have a slight decline in student numbers with many staff at the top of the salary scale. In the immediate future we will have to attract a small number of key staff to replace retiring teachers. This situation will grow in the medium term.

As a school we are working towards gaining accreditation as having a Performance and Development Culture. Teachers are working in Professional Learning Teams to constantly improve outcomes for students. As such, professional development is a critical factor and will receive increased funding in 2007, along with projects from the Innovations and Excellence cluster.

Financial Performance

Financial Performance for the year ending 31st December, 2006	
Revenue	2006 Actual
DE&T Grants	565, 636
Commonwealth Government Grants	7, 189
State Government Grants	14, 280
Other	20, 105
Locally Raised Funds	163, 647
Total Operating Revenue	770, 856
Expenditure	
Salaries and Allowances	46, 675
Bank Charges	1,472
Consumables	99, 894
Books and Publications	12, 996
Communication Costs	11, 628
Furniture and Equipment	89, 210
Utilities	55, 509
Property Services	162, 040
Travel and Subsistence	2, 663
Motor Vehicle Expenses	0
Administration	8, 631
Health and Personal Development	90
Professional Development	15, 211
Trading and Fundraising	42, 419
Support/Service	755
Miscellaneous	68, 152
Total Operating Expenditure	617, 345
Net Operating Surplus	153,511
Capital Expenditure (Cases 21 Finance Only)	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2006	
Funds Available	2006 Actual
High Yield Investment Account	320, 997.35
Official Account	4, 295.62
Other Bank Accounts	0
Total Funds Available	342, 485.90
Financial Commitments	
Accounts Payable Control	0
Camps/Excursions	19, 500
Building/Grounds including SMS	198, 000
Special Programs inc Student Services	2, 909.97
Region /Clusters Funds	0
Professional Development	12,500
Other – Parent Club	17,258
School Operating Reserve	75, 125
Total Financial Commitments	325, 292.97

The school's financial performance indicates a healthy position where our income exceeds expenditure. This has occurred as we have had income in 2006 for a number of significant projects including the development of a multipurpose building and received income from students for the New Zealand camp. Our total financial commitments are \$17, 192.93 less than our funds available at the end of the year. This is a pleasing result as the school has had to cope with a staffing (wage) deficit and as a result, operated tight budgets. School bank balances are now at near average levels for schools of our size and type. This is a tremendous effort by parents who have supported the school in the payment of voluntary levies, the Parents' Association who work to gather funds for school improvement and the business manager who manages the day to day running of school finances. The finance subcommittee of school council has provided sound advice and oversight of the school's financial position.

The school will examine requests for capital expenditure in 2007 and school council will prioritise these. If funds are available, Parents Association and School Council will support some of these requests.

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Mr. David Dowie