

2025 Annual Report to the School Community

School Name: Mortlake P-12 College (5376)



- 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 24 March 2026 at 02:35 PM by Linda Mooseek (Principal)

- As executive officer of the school council, I attest that this 2025 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 02 April 2026 at 07:01 AM by Linda Mooseek (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
 - Senior Secondary Completions and mean study score
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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.

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Mortlake P-12 College is a small rural school located in South West Victoria, providing education for students from Prep through to Year 12. The college serves a close-knit community and is characterised by positive relationships between students, staff and families.

Our vision is to create a learning community where every student is supported to achieve success through high expectations, inclusive practices and a commitment to continuous improvement. This is underpinned by our core values of Respect, Kindness and a Growth Mindset, which guide our work and shape a positive and supportive school culture.

Throughout 2025, the college had an enrolment of approximately 185 students, with a balance of primary and secondary learners. The college has a medium socio-educational profile and supports a diverse range of students with varying learning and wellbeing needs.

The college is structured to support learning across all stages, with dedicated teaching teams in both the Primary (Prep–6) and Secondary (Years 7–12) areas. Specialist teachers, education support staff and a wellbeing team work collaboratively to support student learning, engagement and inclusion.

Mortlake P-12 College offers a broad curriculum aligned with the Victorian Curriculum 2.0, alongside senior pathways including the Victorian Certificate of Education (VCE) and the VCE Vocational Major (VCE VM). The school places a strong emphasis on personalised learning, student wellbeing and the development of student voice and leadership across all year levels.

As a small school, students benefit from strong connections with staff and access to a wide range of opportunities across academic, sporting and community-based activities. These experiences support the development of confident, capable learners who are well prepared for further education, training and employment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Mortlake P-12 College continued to progress its goal of improving student learning outcomes through a focus on strengthening consistency in teaching practice, curriculum delivery and the use of data to inform instruction.

A key highlight has been the positive growth demonstrated by students, particularly in the secondary years. NAPLAN relative growth data shows that a high proportion of students achieved medium to high growth in both reading and numeracy, with Year 7 to 9 growth above similar

schools and the state. This reflects a continued focus on supporting individual student progress and ensuring that students are improving over time.

Teacher judgement data also indicates strong achievement in Mathematics across the college. In Years 7–10, 85% of students were assessed as working at or above expected standards, well above similar schools and the state. In the primary years, achievement in Mathematics and English remained broadly in line with similar schools, demonstrating a consistent foundation for student learning.

Literacy has remained a key focus area. The college has continued to strengthen structured approaches to teaching reading and writing, particularly in the primary years. NAPLAN data shows encouraging results in some areas, including strong performance in Year 9 reading, where results were above both similar schools and the state. However, data also indicates that further work is required to improve consistency across year levels, particularly in early years reading and numeracy.

Senior secondary outcomes remain a strength of the college. VCE results have continued to demonstrate strong and consistent performance, with a mean study score of 28.6 in 2025.

These outcomes reflect a school that is building greater consistency in practice while continuing to target areas of improvement identified through the school review. Throughout the year, the school strengthened professional collaboration through Professional Learning Communities (PLCs) and worked to align teaching practices with the Victorian Teaching and Learning Model (VTLM) 2.0. The next phase of work will focus on developing consistent, school-wide approaches to curriculum, assessment and differentiation to ensure all students are appropriately supported and challenged in their learning.

Wellbeing

In 2025, Mortlake P-12 College continued to prioritise student wellbeing through a focus on building a safe, inclusive and supportive learning environment. A key area of development has been strengthening whole-school approaches to wellbeing, including the ongoing implementation of School-Wide Positive Behaviour Support (SWPBS) and the development of a more structured, tiered approach to supporting student needs.

Students continue to report a positive sense of inclusion within the college, reflecting strong relationships between staff and students and a supportive school culture. The college also provides a range of opportunities for student leadership and connection, which contribute to students feeling valued and supported within the school community.

Data from the Attitudes to School Survey highlights both strengths and areas for continued focus. In 2025, positive endorsement for sense of connectedness was broadly in line with state levels in the secondary years, indicating that many students feel connected to the school. However, results in the primary years were lower than similar schools and the state, indicating a need to further strengthen students' sense of belonging across all year levels.

Student perceptions of how bullying is managed showed positive outcomes in the secondary years, with results above the state average. This reflects the work undertaken to build clear expectations for behaviour and support students to feel safe at school. Continued work is required to strengthen consistency in approaches across all year levels.

Attendance remains an important focus for the college. While primary attendance rates remain strong, with average absence days below similar schools and the state, attendance in the secondary years continues to require attention, with higher average absence days recorded. The college has continued to implement strategies to monitor and support attendance, including targeted follow-up and individualised support for students.

Throughout 2025, the college strengthened its capacity to support student wellbeing through the expansion of staffing. Additional Education Support Staff were employed, particularly within the primary area, enhancing the school's ability to provide targeted support for both learning and wellbeing. In addition, the employment of a Mental Health Practitioner has strengthened support for students in the secondary years, improving access to mental health and wellbeing services.

Moving forward, a key priority will be to embed consistent, school-wide wellbeing practices, strengthen student voice and connectedness, and further develop a multi-tiered system of support to ensure all students are ready to learn and thrive.

Engagement

In 2025, Mortlake P-12 College continued to focus on improving student engagement through strengthening attendance processes, increasing student voice and providing a range of opportunities for students to connect with their learning and school community.

Student attendance data highlights both strengths and areas for continued improvement. In the primary years, average absence days remained below similar schools and the state, indicating generally strong engagement in early years learning. In contrast, attendance in the secondary years continues to be a focus, with higher average absence days and lower attendance rates in some year levels. The college has continued to implement strategies to improve attendance, including regular monitoring, communication with families and targeted support for students with identified attendance concerns.

Student retention and post-school pathways data indicate opportunities for further improvement. The proportion of students remaining at the school from Year 7 to Year 10 and the percentage of students exiting to further education or employment are below state averages. This has informed a renewed focus on strengthening engagement in the secondary years and supporting students to remain connected to their learning and future pathways.

A key strength of the college is the range of opportunities provided to support student engagement. Students are offered leadership roles across all year levels, as well as opportunities to participate in extracurricular activities, camps, sporting events and community-based initiatives. These experiences contribute to a sense of belonging and provide students with meaningful ways to connect with their school.

Throughout 2025, the college has also worked to strengthen student voice and agency, recognising the importance of students having a greater role in their learning and school experience. Moving forward, a key priority will be to build more consistent opportunities for student feedback and to strengthen engagement strategies across all year levels, particularly in the secondary school, to support improved attendance, retention and student outcomes.

Other highlights from the school year

In 2025, Mortlake P-12 College provided a wide range of opportunities that enriched student experiences and strengthened connections within the school and broader community.

Camps and excursions continued to play an important role in supporting student learning and development across all year levels. These experiences provided opportunities for students to build independence, resilience and positive relationships outside the classroom, while also connecting learning to real-world contexts.

Whole-school events were a highlight of the year, bringing students, families and the community together. Events such as school sporting days, community activities and student-led initiatives fostered a strong sense of belonging and school pride.

Students were also actively involved in a range of leadership opportunities across the school. These roles enabled students to develop confidence, responsibility and a sense of ownership within the school, contributing to a positive and inclusive school culture.

Building works across the college were a key highlight in 2025, contributing to improved facilities for students and staff. This included the replacement of sections of the school roof in the main building, as well as a new roof and general maintenance works in the Activity Centre, enhancing both the safety and functionality of these spaces. Planning is also underway for further improvements, with proposed renovations to both the male and female change rooms in the Activity Centre in the near future.

The college also strengthened its support for students through the employment of additional Education Support Staff, particularly within the primary area of the college. In addition, the employment of a Mental Health Practitioner has supported improved access to wellbeing support in the secondary years, contributing to improved mental health and wellbeing outcomes for students.

The college continued to value strong community partnerships, working collaboratively with local organisations and families to support student learning and wellbeing. These connections are a key strength of the college and contribute to a supportive and connected learning environment.

Financial performance

Mortlake P-12 College maintained a sound financial position in 2025, with total operating revenue of approximately \$4.9 million and a net operating surplus of \$65,958. The college continues to manage its resources responsibly to support student learning and wellbeing priorities.

The majority of funding was received through the Student Resource Package, supplemented by equity funding to support students experiencing disadvantage, as well as additional government grants and locally raised funds. These funds were strategically allocated to support teaching and learning programs, wellbeing initiatives and the employment of additional education support staff.

Expenditure throughout the year reflected the college's commitment to maintaining safe and functional learning environments, including investment in property services, maintenance works and operational costs.

The college maintains appropriate reserves to support future planning, including ongoing maintenance and facility improvements. All funds were expended or committed in accordance with Department of Education requirements and School Council approvals.

**For more detailed information regarding our school please visit our website at
<https://www.mortlakep12.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

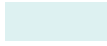

A total of 185 students were enrolled at this school in 2025, 80 female and 104 male. NDP had English as an additional language and 9% were Aboriginal or Torres Strait Islander.

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	57.1%	
	Similar schools	69.9%	
	State	70.6%	

School Staff Survey


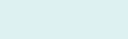





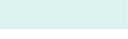




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	58.1%	
	Similar schools	62.6%	
	State	59.8%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	83.3%	
	Similar schools	84.6%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	66.1%	
	Similar schools	65.4%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.0%	
	Similar schools	82.6%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	85.0%	
	Similar schools	62.2%	
	State	70.5%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	62.5%	55.2%
	Similar schools	63.9%	63.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	66.7%	63.2%
	Similar schools	69.9%	69.7%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	50.0%	60.0%
	Similar schools	61.6%	63.4%
	State	65.9%	65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	77.8%	76.6%
	Similar schools	59.8%	59.0%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	37.5%	50.0%
	Similar schools	62.4%	61.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	58.3%	47.5%
	Similar schools	60.7%	61.2%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	66.7%	71.8%
	Similar schools	60.2%	60.3%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	66.7%	72.3%
	Similar schools	57.7%	58.4%
	State	61.9%	60.2%


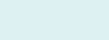





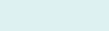




NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	School	72.7%
	Similar schools	70.6%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	School	81.8%
	Similar schools	70.1%
	State	71.9%

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	93.8%	
	Similar schools	72.8%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	50.0%	
	Similar schools	69.8%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	81.8%	
	Similar schools	72.5%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	93.3%	
	Similar schools	74.7%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).







This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	3-year average
VCE/VCE VM completion rate	School	80.0%	89.7%
	Similar schools	96.8%	96.3%
	State	97.2%	96.9%
Mean VCE study score	School	28.6	NDA
Total VCE VM students	School	NDP	NDP

WELLBEING







Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	63.9%		65.5%
	Similar schools	78.0%		77.9%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	49.0%		43.5%
	Similar schools	52.1%		49.5%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying




The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	60.2%		66.2%
	Similar schools	78.5%		78.9%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	58.6%		54.6%
	Similar schools	59.6%		57.0%
	State	50.8%		48.6%

ENGAGEMENT


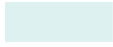

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	70.0%		81.9%
	Similar schools	75.1%		75.0%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	63.0%		68.1%
	Similar schools	71.3%		70.2%
	State	68.8%		68.7%




Average absence days per student











Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Prep - 6	School	19.5		20.2
	Similar schools	21.3		22.1
	State	21.5		21.7
Year 7 - 12	School	32.7		30.1
	Similar schools	32.5		32.1
	State	30.2		29.4

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	91.2%	
Year 1	School	94.1%	
Year 2	School	89.6%	

			2025
Year 3	School	84.4%	
Year 4	School	92.2%	
Year 5	School	93.6%	
Year 6	School	85.7%	
Year 7	School	84.8%	
Year 8	School	81.5%	
Year 9	School	90.6%	
Year 10	School	73.6%	
Year 11	School	86.7%	
Year 12	School	84.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$3,963,326
Government Provided DET Grants	\$729,125
Government Grants Commonwealth	\$3,102
Government Grants State	\$1,106
Revenue Other	\$45,508
Locally Raised Funds	\$183,117
Capital Grants	\$0
Total Operating Revenue	\$4,925,285

Equity	Actual
Equity (Social Disadvantage)	\$118,908
Equity (Catch Up)	\$23,740
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$142,648

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,909,601
Adjustments	\$0
Books & Publications	\$8,022
Camps/Excursions/Activities	\$52,223
Communication Costs	\$4,683
Consumables	\$146,471
Miscellaneous Expenses ²	\$38,093
Agency Staff	\$0
Professional Development	\$13,040
Equipment/Maintenance/Hire	\$68,462
Property Services	\$266,817
Salaries & Allowances ³	\$183,728
Support Services	\$11,387

Expenditure	Actual
Trading & Fundraising	\$99,969
Motor Vehicle Expenses	\$5,860
Travel & Subsistence	\$0
Utilities	\$50,970
Total Operating Expenditure	\$4,859,327
Net Operating Surplus/-Deficit	\$65,958
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$827,085
Official Account	\$15,923
Other Accounts	\$0
Total Funds Available	\$843,007

Financial Commitments	Actual
Operating Reserve	\$158,288
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$33,837
Beneficiary/Memorial Accounts	\$550
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,241
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$133,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$328,916

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.