

# 2022 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 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

# About Our School

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## School context

Mortlake P-12 College is a school that serves the rural district surrounding Mortlake, heavily influenced by agriculture. The school enrolment in 2022 was 182. The student enrolment numbers again declined slightly from the previous year. This has been a continuous trend over the past 5-10 years and is due largely to population decline within the LGA. In 2022, the school employed 21.6 EFT staff which comprised of the Principal, Assistant Principal, 21.1 teaching staff and 8.9 school support staff. The school staffing profile continues to change and evolve through the introduction of new staff into the school.

The main challenge faced by the school in 2022 was the continued effects of the Covid-19 Pandemic and adjusting to the new normal. The school was able to adjust and support students and families as they returned to school full time and avoided remote learning. In addition to this, staff recruitment also emerged as a challenge.

The Mortlake P-12 College vision is to ensure that all students achieve their potential and that the values of respect, kindness and a growth mindset are promoted at all times.

A comprehensive curriculum is offered from Prep to Year 12 in a supportive and stimulating environment. The school has a strong focus on Literacy and Numeracy and targeted Literacy support is provided through our Literacy Intervention programs (Mini & MaqLit) where selected students undertake intensive support in individual or small groups. The TLI (Tutor Learning Initiative) continued in 2022 with positive effect. This provided provision of three 45-minute sessions each week for groups of no more than five students for 26 weeks of intervention by 1.0 teacher/tutor. In 2022 the Numeracy Intervention program, 'QuickSmart' continued to successfully provide targeted numeracy support for selected students across the school.

In 2022, the school introduced the School Wide Positive Behaviour Framework (SWPBS) as a key strategy in promoting and strengthening relationships across the school. A key feature of the education support team is the school Well-being Team at Mortlake that consists of a Wellbeing Officer, Mental Health Practitioner, School Nurse, School Chaplain and a Therapy Dog Program. In 2022 attendance data across the state of Victoria declined. Compared to the state averages, the Mortlake P-12 attendance data was above the recorded state averages.

- 28% of students in P-6 demonstrating 20+ absences compared to 44% across the state
- 40% of students in year 7-12 demonstrating 20+ absences compared to 44% across the state

Mortlake College values partnerships with parents and the community. We receive strong support from parents and community members through a range of programs including sports days, the SA Kitchen Garden, Kids in the Kitchen, student reading and the annual school productions and the end of the year school presentation night. The Parents' Association is a small but very hard-working and effective group who provide great support for the school. Unfortunately, during the Covid-19 Pandemic, limited onsite access for our parent volunteers has meant that our parent helpers and parent association participation declined. Work is underway to increase parent association membership in 2023.

The Performing Arts program

has long been a feature of the school; it is built into the curriculum in Years 6-10 culminating in a school production which involves approximately 70 students from years 6-12. This has also led to a very successful junior production for all students in Prep - Year 5. Both activities are an excellent means of building collaboration, school spirit, positive school culture, confidence in students and develop stronger and more meaningful relationships between staff and students.

FISO:

The school continued to implement the Strategic School Plan. This plan focuses on 3 key goals and FISO dimensions:

1. Optimise learning growth for all students
2. To improve literacy outcomes for all students
3. Empower all students as active learners

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

**FISO Dimensions:** Building Practice Excellence, Curriculum planning & assessment, Evaluating impact on learning, Evidence based High Impact Teaching Strategies, Empowering students and Building school pride

In 2022, the school focused primarily on the two DET prescribed AIP goals/areas:

- Student Learning
- Student Wellbeing

The following key actions were undertaken (Student Learning):

- Review of agreed effective pedagogies and the development of a dynamic school wide Instructional Model
- Developing and documenting an agreed GVC across all curriculum areas- continuous
- Increased and deep knowledge about Literacy & Numeracy pedagogies, increase of school wide instructional rounds/learning walks and building staff capacity & collaboration through inquiries: PLC, TLI, MYLNS
- Undertook professional learning- Leading Literacy & PLC Coaching

The following key actions were undertaken (Student Wellbeing):

- Implementation of the SWPBS Framework including setting expectations and promoting inclusion, a re-focus/design of the school values and developing a student reward & recognition system
- Identify new routines and expectations to help support and increase engagement & wellbeing e.g yard spaces

- Develop and document a scope and sequence for the teaching of the Personal and Social General Capability (P-6 RR & 7-10 Health)
- Support staff to understand what multi-tiered responses are and how to access them for students- agreed approach and model

In 2022, the School Wide Professional Learning focus included:

- Learner First
- School Wide Positive Behaviour Framework
- Leading Literacy - Victorian Academy of Teaching and Learning

In 2022 Teachers successfully planned and differentiate learning sequences to cater for all students. There were many areas that demonstrated improvement and some other areas that declined and achieved just below the similar school and state averages.

Teacher judgments in student performance in 2022 reflected the following achievements:

-79.5% of students in Years P-6 were working at or above the expected level in English. This was compared to 84.1% achieved in the similar school average and below the state average of 87.0%.

-72.3% of students in Years 7-10 were working at or above the expected level in English. This was above the 61.9% achieved in the similar school average and close to the state average of 76.3%.

-89.5% of students in Years P-6 were working at or above the expected level in Mathematics. This was above the 83.7% achieved in the similar school average and the state average of 85.9%.

-71.1% of students in Years 7-10 were working at or above the expected level in Mathematics. This was above the 51.4% achieved in the similar school average and the state average of 67.4%.

The schools NAPLAN performance in 2022 included:

-Year 3 Reading: -54.5% of students in Years 3 demonstrated achievement in the top 3 bands compared to 63.7% in similar schools average and the state average of 69.5%.

-Year 5 Reading: -61.9% of students in Years 5 demonstrated achievement in the top 3 bands compared to 67.2% in similar schools average and the state average of 70.4%.

- Year 7 Reading: -63.0% of students in Years 7 demonstrated achievement in the top 3 bands compared to 49.5% in similar schools average and the state average of 54.6%.

Year 9 Reading: -48.7% of students in Years 9 demonstrated achievement in the top 3 bands compared to 40.7% in similar schools average and the state average of 46.0%.

-Year 3 Numeracy: -53.1% of students in Years 3 demonstrated achievement in the top 3 bands compared to 60.4% in similar schools average and the state average of 66.6%.

-Year 5 Numeracy: -54.8% of students in Years 5 demonstrated achievement in the top 3 bands compared to 53.1% in similar schools average and the state average of 58.8%.

-Year 7 Numeracy: -77.4% of students in Years 7 demonstrated achievement in the top 3 bands compared to 50.5% in similar schools average and the state average of 54.8%.

-Year 9 Numeracy: -57.5% of students in Years 9 demonstrated achievement in the top 3 bands compared to 41.1% in similar schools average and the state average of 45.6%.

In 2022, the school again achieved outstanding VCE results with 100% completion achieved. The school achieved a median student score of 30.5. This again placed the school above the state average. The school has achieved a 4-year average of 30.8 compared to a similar school's average of 28.3 and a state average of 28.9. 86% of VET (Vocational Education & Training) units of competency were achieved and 87% Victorian Certificate of Applied Learning (VCAL) credits were satisfactorily completed in 2022.

## Wellbeing

Mortlake College continues to promote a stronger focus on student wellbeing. In 2022 the school commenced the implementation of the School Wide Positive Behaviour Framework. An SWPBS team was established and work commenced towards developing evidence-based practices that:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- increased positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- provided a more predictable learning environment with improved perceptions of safety and increased attendance.

Below is a list of the 2022 AtoSS results.

-Year 4-6 Sense of Connectedness: -65.1% of students in Years 4-6 provided a positive response compared to 78.9% in similar schools average and the state average of 79.5%.

-Year 4-6 Management of Bullying: -60.4% of students in Years 4-6 provided a positive response compared to 80.0% in similar schools average and the state average of 78.3%.

Further work and strategies continue to be implemented in 2023 to achieve significant improvements in these areas.

-Year 7-12 Sense of Connectedness: -44.0% of students in Years 7-12 provided a positive response compared to 49.5% in similar schools average and the state average of 48.1%.

-Year 7-12 Management of Bullying: -51.6% of students in Years 7-12 provided a positive response compared to 55.7% in similar schools average and the state average of 48.6%.

The school is committed to improving its 4 year average in: Sense of Connectedness and Management of Bullying. Despite the pandemic disruptions, the school worked hard to re-introduce camps and excursions at all year levels in 2022. Student leadership is an important focus across the school with class captains appointed each term at Years P-4, house captains at Years 5-12 and a senior leadership team consisting of school captains. The senior school student leadership team also comprises of 1x elected student members of school council. All our student leaders play an important role in ensuring that a strong student voice is heard and acted upon.

## Engagement

In 2022, the school engaged with Education Consultant- The Learner First. This was designed to focus on opportunities to build student agency in the classroom. The student attendance rates in 2022 were slightly better than similar schools and the state average. The Year P-6 school average number of absence days in 2022 were 20.4 compared to the similar school average of 24.5 and the state average 23.3. The Year 7-12 school average number of absence days in 2022 were 28.8 compared to the similar school average of 32.7 and the state average 27.7.

The revised P-6 & Year 7-12 curriculum structure (introduced 2021) and the delivery of a Core and Elective Subjects continued to be embedded in 2022. The school continues to work on strategies to address and improve the Year 7-10 retention rates. In 2022 the school's retention rates in year 7-10 improved dropped to 59.1%. This was lower than similar schools (74.0%) and the state (73.1%). It is important to note that the 4-year average in this area is improving.

In terms of exit destinations, 88.9% of the Mortlake P-12 College students from Year 10 to Year 12 who exited the school moved on to further studies or full-time employment. This was compared to the similar school average (85.4%) and the state average (90.0%).

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## Financial performance

Mortlake P-12 College is in a stable and sound financial position at the end of 2022. In 2022, the school continues to invest heavily in improving the school buildings and grounds. These improvements will again continue into 2023 with significant commitment for maintenance initiatives in the 2023 budget. The school administration are to be congratulated for providing valuable curriculum, parental, and administration support to everyone in our college community. The school places huge expectations on all employees however, over the past few years the Administration Team have taken a larger role in the day to day running of the college, so that most importantly teachers can teach and the students can learn. The school is in a sound financial position. I am pleased to say the school is held in high regard in the local community because of the diligence, commitment and cooperation of all staff.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at <https://www.mortlakep12.vic.edu.au/>