

2022 Annual Report to the School Community

School Name: Apollo Bay P-12 College (6203)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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.

Attested on 20 March 2023 at 12:32 PM by Brian Humphries (Principal)

- 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

To be attested by 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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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 'Victorian Curriculum'?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Apollo Bay is a beautiful coastal town located on Victoria's iconic Great Ocean Road and enveloped by the majestic Otway Ranges. The town's rich surrounds have attracted a community with a strong commitment to a healthy and active lifestyle, the natural environment and the arts. This commitment is reflected in our College educational programs and motto "Unique Environment, Extraordinary Opportunities". Our College is strongly supported by its students, parents and the wider community, with all playing an extensive role in the establishment of our school values of *Excellence, Respect, Integrity and Balance*. While Apollo Bay P-12 College is classified a small school, this year we have a total student population of 299 from Prep to Year 12.

The College is geographically isolated, being the sole provider of primary and secondary education within the Apollo Bay community, with its nearest neighbouring schools 45 minutes' drive away.

Our College is committed to developing in all its students the capacity, desire and tools to achieve their best in all endeavours. We work hard to foster a strong sense of awareness, responsibility and respect in our students from a global perspective right through to family and the local Apollo Bay community. With an emphasis on individual personal growth, we support, encourage and applaud across our school community the pursuit of excellence and are guided by a culture that is dynamic and able to embrace new ideas, opportunities and challenges to improve learning and equip our students with the skills to meet the demands of the 21st century. Each year our students are involved in activities that lift and extend skills, broaden experience and develop resilience and respect.

From our kitchen garden program and surf cadets and lifesaving classes to a curriculum focused on the traditional areas of learning, embracing literacy, numeracy, STEM, health and wellbeing and the Arts. The College also participates fully in the community by developing strong, supportive and respectful relationships and partnerships with a range of diverse community groups locally and within the broader region and State.

The staffing profile of the College in 2022 included a total of 46 staff, equating to 27.2 effective full time teachers, 1 Principal Class, 2 Leading Teachers, 2 Learning Specialist, 1 Para Professional, 6 Education Support Staff, and 1 Mental Health Practitioner for 3 days per week.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our College staff have continued to provide a comprehensive learning program that keeps our students engaged and challenged. In 2022 for the first time in over 10 years we introduced a consistent agreed instructional model. Our College is extremely proud of our students NAPLAN results. In Reading for Years 3, 5, 7 and 9, our students achieved higher than both Similar Schools and the State. In relation to Teacher Judgement, again, our students across Prep through to Year 10 are achieving at or above similar schools and the State, and at no point achieving lower in any category. Staff have focused on developing both more effective methods of collecting data and interpreting this data to improve student outcomes. To achieve this the College has begun to use the Edapt platform to more efficiently complete these tasks. NAPLAN learning gains will continue to be an area for future improvement. Our VCE results were again excellent in 2022 with all students moving into a pathway of their choosing. During 2022 staff also began the process of reviewing our curriculum which has not occurred for several years.

Wellbeing

Overall our results were again strong in the area of wellbeing. There was a slight drop in the results across the junior school that we are aiming to address with a more structured wellbeing program in 2023. The Student Attitudes to School results for 2022 primary levels include Years 4, 5 and 6 and for the purpose of this report, address the element of 'sense of connectedness' where a response of 'agree' or 'strongly agree' was reported by the students. 66.4% of students in Years 4-6 endorsed that they feel connected to school, with a four year average of 71.2%, both results being slightly lower than Similar Schools and the State. It was surprising that a 'Sense of Connectedness' was still being impacted again in 2022 when the students were back at school. As in previous years, when we speak at length with our students they report feeling very connected to school, they report feeling safe, engaged, motivated, and look forward to attending school each day, information that tends to contradict the survey results. Our Year 7 to 12 results again significantly exceed the State median for 'sense of connectedness' to school and 'management of bullying' and are also well above in like schools comparison. We link this positive outcome to the extensive opportunities for personal development afforded to our students by our close-knit school community, our vast curriculum offerings, our unique

geographical setting and our strong, purposeful and personalised student and teacher relationships. We are delighted by our senior students' survey results which clearly represent their positive daily interactions, endeavours and behaviours experienced over years at our school.

Engagement

The College continues to develop a diverse range of pathways offerings for our students and is always working on enhancing our extra curricular and community activities. The data reflects that this approach has continued to be successful with the average number of days absent for our junior students, Years Prep to 6, being lower than the state with an average number of absence days of 23.2. However, over a 4 year period, our average number of absent days is greater than both similar schools and the State. Student attendance averaged 86.3% across Years 7 to 12 in 2022, and 88.3% for Years Prep to 6. The local Apollo Bay economy is heavily dependent on tourism throughout the summer and school holiday breaks resulting in many local families scheduling their holidays in the off-season, hence, during school terms. This would normally negatively impact our student attendance data. We have made significant gains in improving student attendance over recent years. Stricter monitoring and recording of school attendance and active promotion of the importance of school attendance among the parent body also assisted in achieving these gains.

Student pathways and transitions is measured through retention and exit data as well as through subjective evaluation. Apollo Bay retention data demonstrates that of the students who started Year 7 at our school approximately, 84% remained with us in Year 10 in 2022. The number of students departing for further tertiary and vocational studies or full-time employment in 2022 are also extremely positive at 95.7%. Opportunities for full-time employment in Apollo Bay are limited given the small local economy, however, we are grateful for the local businesses who continue to employ a number of our students in apprenticeships at the end of each year. All students in 2022 who applied for a tertiary position were accepted.

Our College also continues to pride itself on the excellent transition program offered in conjunction with the local kindergarten. Additionally, our exceptional Year 9 inquiry based learning approach, extensive inter, intra and extra-curricular activities and overall student focused approach, gives us a unique ability to nurture and individualise learning to better meet the needs and aspirations of each and every student.

Financial performance

The financial position of Apollo Bay P-12 College has remained steady throughout 2022. The College is extremely grateful for the tireless work of our parents and community members to ensure we continue to generate a significant amount of locally raised funds. These monies are an essential component of our school's funding requirement. In 2022 College council also reviewed both the process and amount we ask families to contribute as part of their voluntary contributions in the hope of both increasing the amount we collect, but more importantly the percentage of families that choose to make this contribution.

Apollo Bay P-12 College is also very fortunate to receive financial support via donations from the Apollo Bay and District Health Foundation to the value of approximately \$20,000 per annum. Local members of our community also donate to our exceptional kitchen garden program, and we are extremely appreciative of their contributions.

Our College is proud of the educational opportunities and experiences we are able to deliver to our students despite our remote location and the ever escalating costs associated with access and provision due to this distance. The College will continue to maintain a fiscally responsible budget to ensure a solid financial base now and well into the future.



For more detailed information regarding our school please visit our website at
<http://www.apollobayp12.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 299 students were enrolled at this school in 2022, 149 female and 150 male.

5 percent of students had English as an additional language and 3 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).

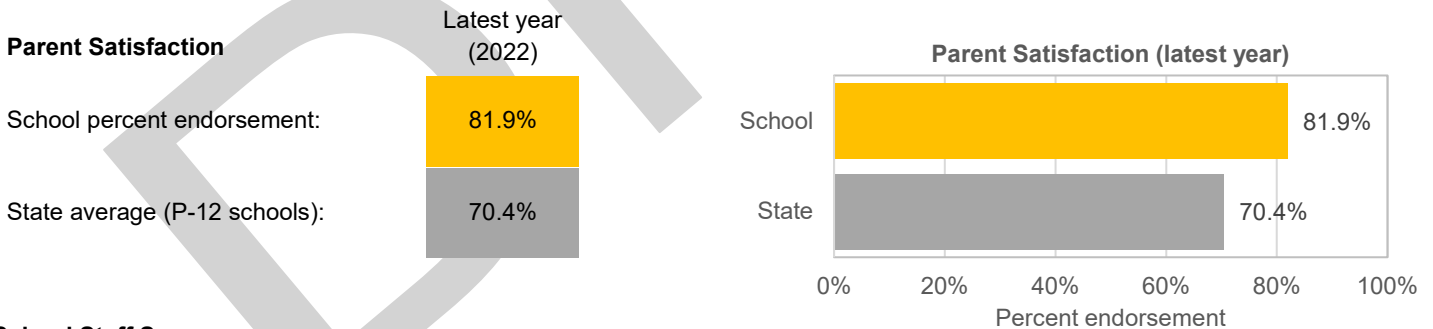
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

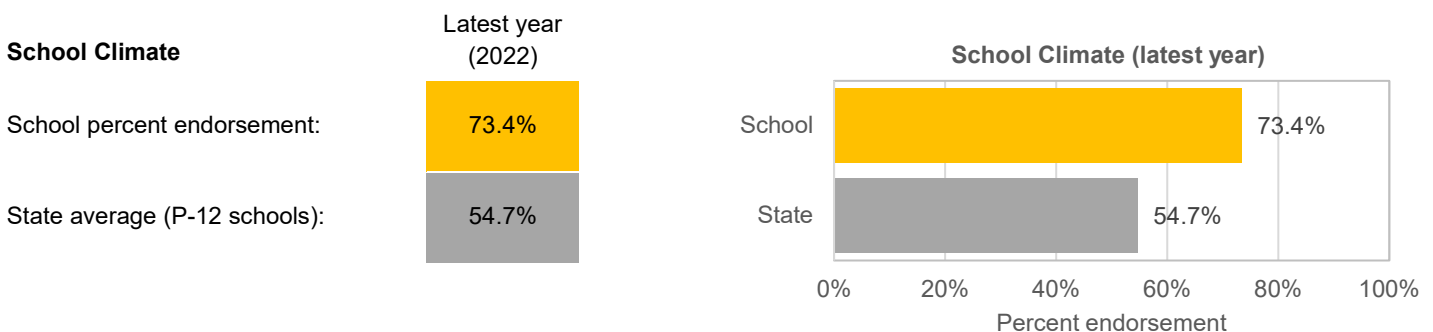


School Staff Survey

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

Percent 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

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

**English
Years Prep to 6**

Latest year
(2022)

School percent of students at or above age expected standards:

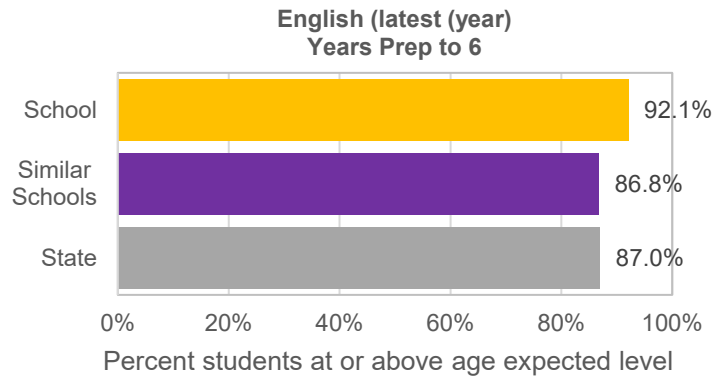
92.1%

Similar Schools average:

86.8%

State average:

87.0%



**English
Years 7 to 10**

Latest year
(2022)

School percent of students at or above age expected standards:

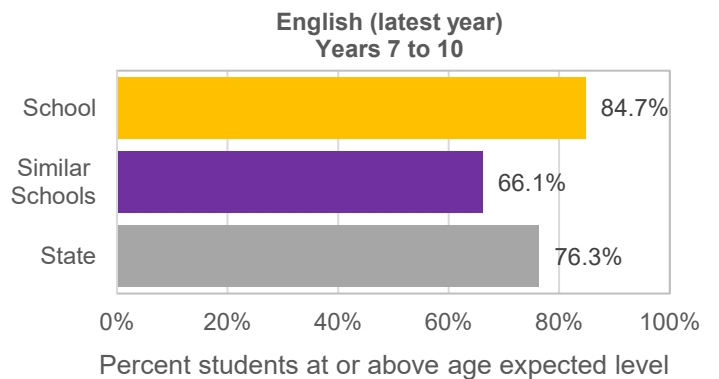
84.7%

Similar Schools average:

66.1%

State average:

76.3%



**Mathematics
Years Prep to 6**

Latest year
(2022)

School percent of students at or above age expected standards:

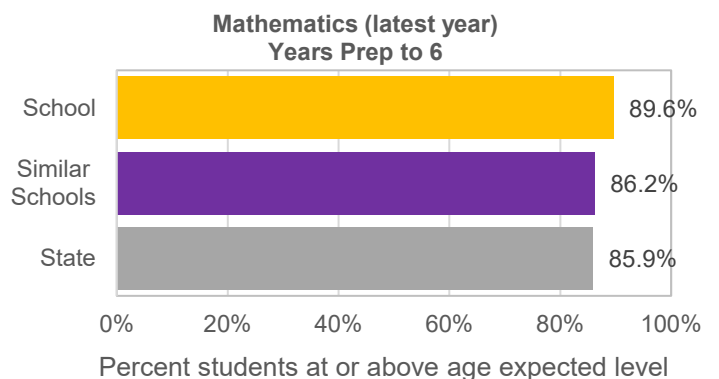
89.6%

Similar Schools average:

86.2%

State average:

85.9%



**Mathematics
Years 7 to 10**

Latest year
(2022)

School percent of students at or above age expected standards:

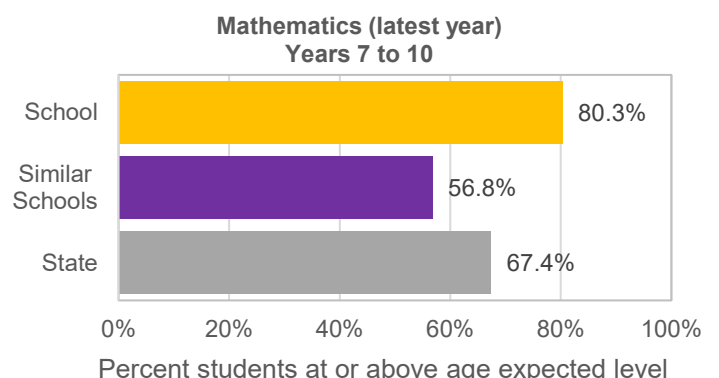
80.3%

Similar Schools average:

56.8%

State average:

67.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

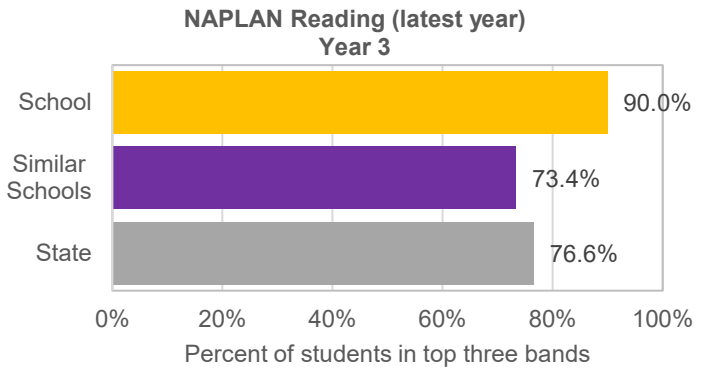
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

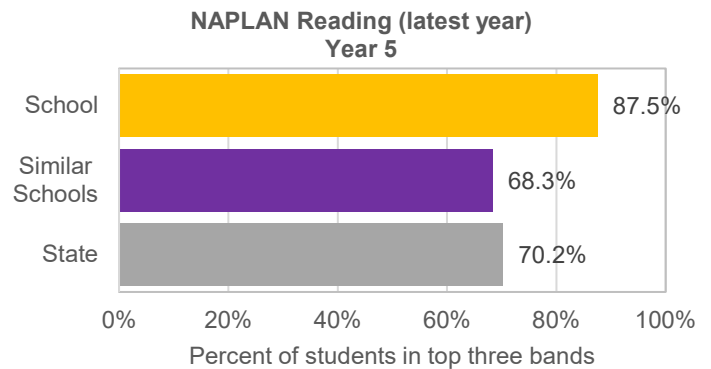
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	86.9%
Similar Schools average:	73.4%	75.0%
State average:	76.6%	76.6%



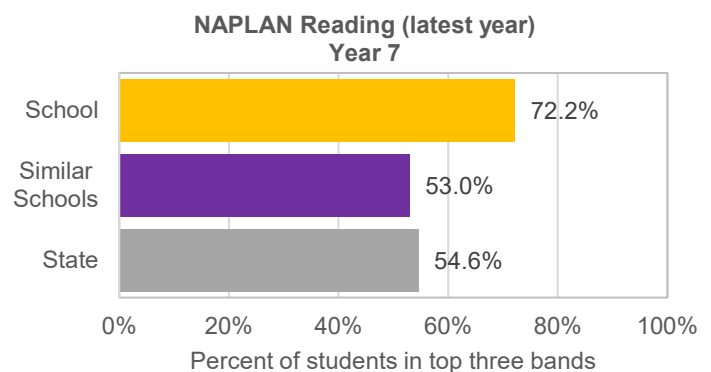
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	76.8%
Similar Schools average:	68.3%	70.7%
State average:	70.2%	69.5%



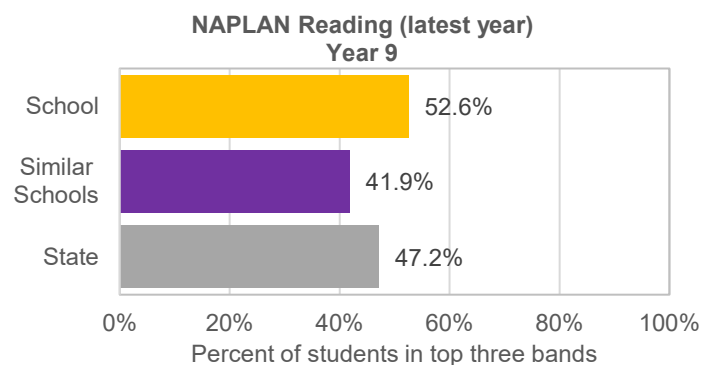
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.2%	76.7%
Similar Schools average:	53.0%	52.9%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.6%	55.7%
Similar Schools average:	41.9%	42.7%
State average:	47.2%	46.0%



LEARNING (continued)

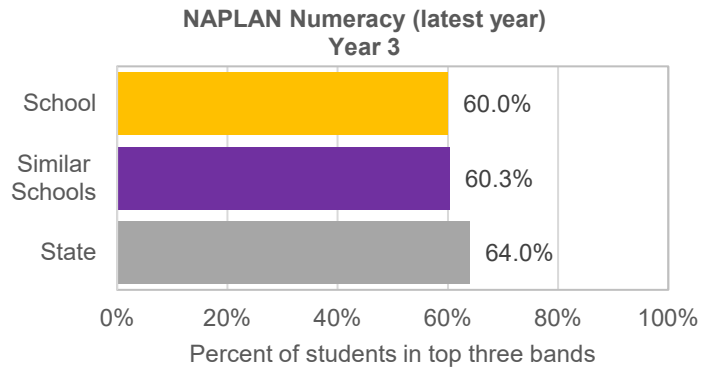
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

**Numeracy
Year 3**

School percent of students in top three bands:

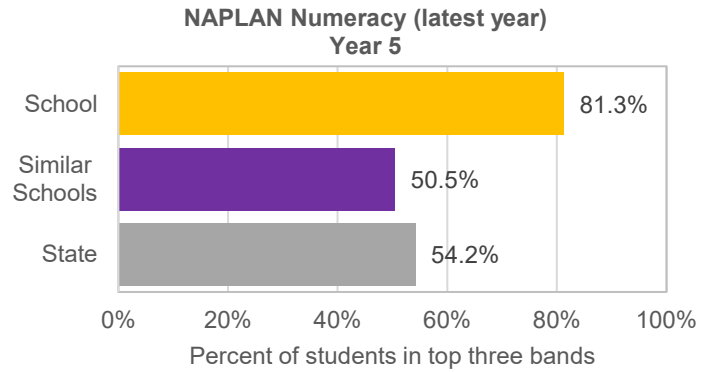
	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	72.1%
Similar Schools average:	60.3%	66.8%
State average:	64.0%	66.6%



**Numeracy
Year 5**

School percent of students in top three bands:

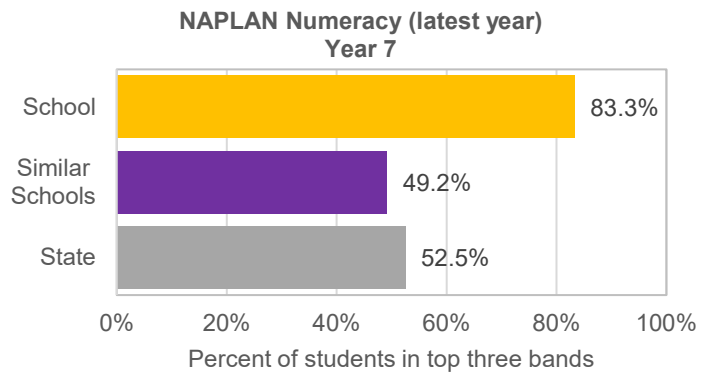
	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	64.3%
Similar Schools average:	50.5%	58.4%
State average:	54.2%	58.8%



**Numeracy
Year 7**

School percent of students in top three bands:

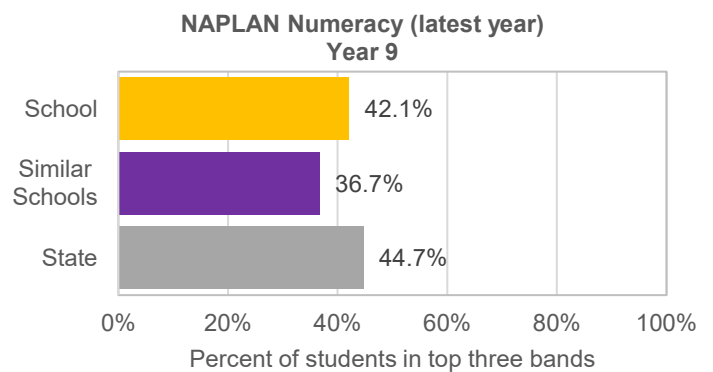
	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	73.3%
Similar Schools average:	49.2%	52.6%
State average:	52.5%	54.8%



**Numeracy
Year 9**

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.1%	47.6%
Similar Schools average:	36.7%	41.6%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

Latest year (2022)	4-year average
29.4	29.8
28.1	28.2
28.9	28.9

School mean study score

29.4 29.8

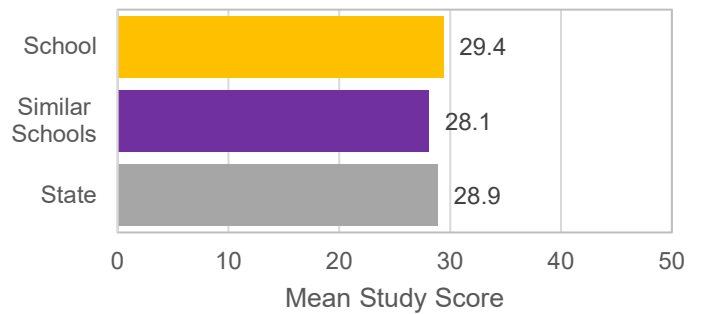
Similar Schools average:

28.1 28.2

State average:

28.9 28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

95%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

5%

VET units of competence satisfactorily completed in 2022:

45%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

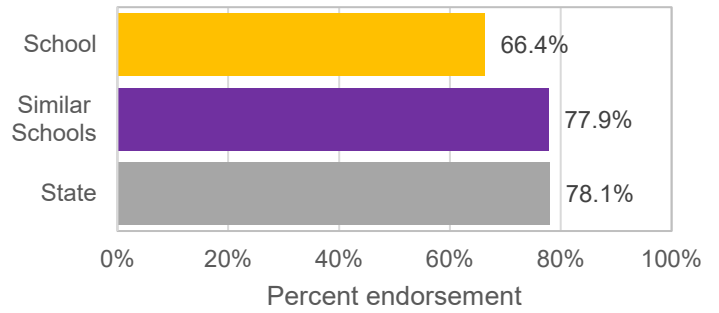
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

Latest year (2022)	4-year average
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School percent endorsement:	66.4%	71.2%
Similar Schools average:	77.9%	79.0%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

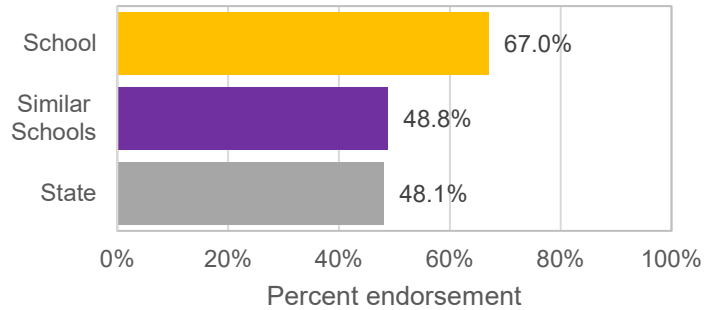


Sense of Connectedness Years 7 to 12

Latest year (2022)	4-year average
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School percent endorsement:	67.0%	63.8%
Similar Schools average:	48.8%	52.5%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent 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).

**Management of Bullying
Years 4 to 6**

Latest year
(2022) 4-year
average

School percent endorsement:

76.8% 79.9%

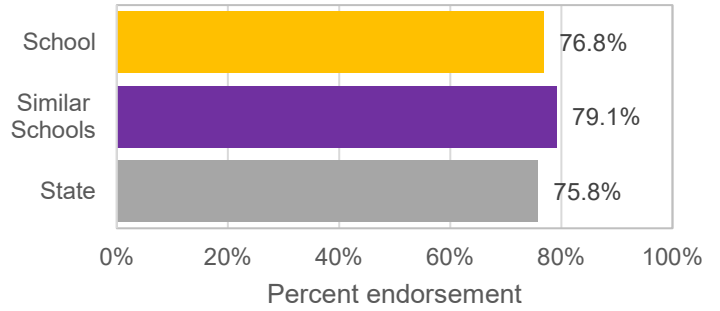
Similar Schools average:

79.1% 80.8%

State average:

75.8% 78.3%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:

67.5% 68.7%

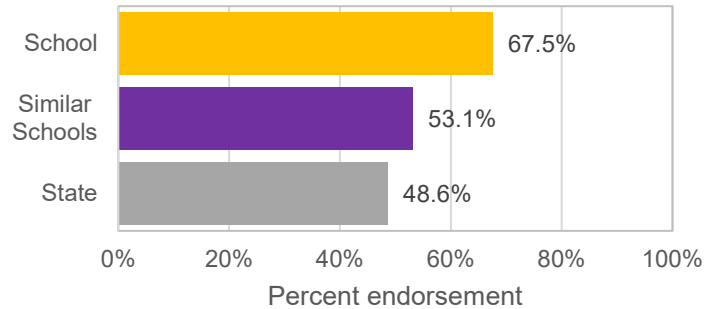
Similar Schools average:

53.1% 58.3%

State average:

48.6% 54.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

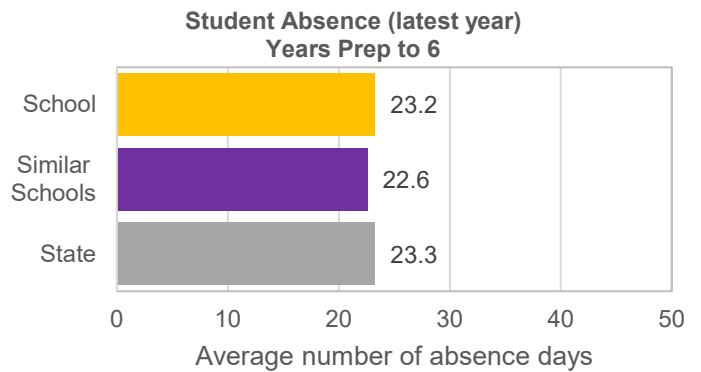
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

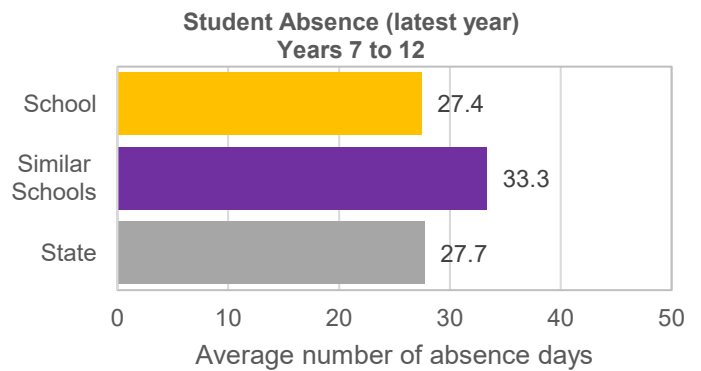
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.2	17.9
Similar Schools average:	22.6	17.1
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	27.4	19.8
Similar Schools average:	33.3	26.3
State average:	27.7	21.8



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	89%	91%	89%	87%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	85%	89%	81%	86%	87%	90%	

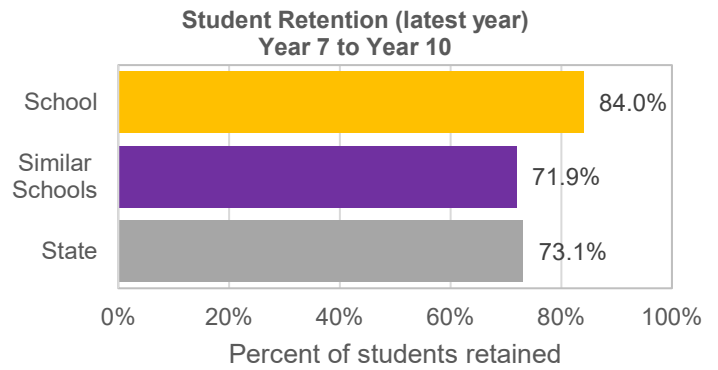
ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	84.0%	83.7%
Similar Schools average:	71.9%	71.8%
State average:	73.1%	73.0%



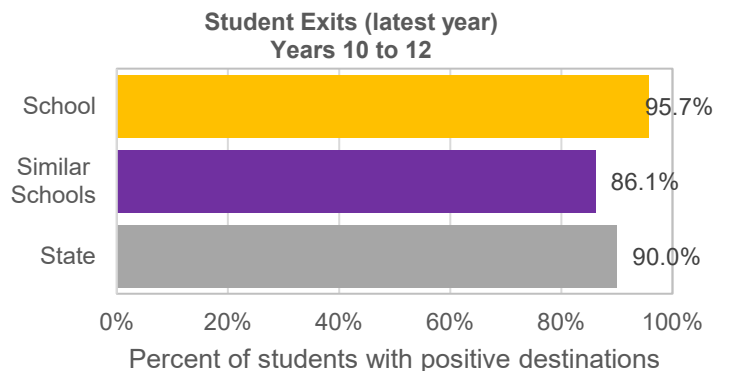
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	95.7%	95.7%
Similar Schools average:	86.1%	86.1%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,290,712
Government Provided DET Grants	\$674,926
Government Grants Commonwealth	\$31,221
Government Grants State	\$6,928
Revenue Other	\$245,174
Locally Raised Funds	\$268,575
Capital Grants	\$25,000
Total Operating Revenue	\$5,542,537

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,271
Equity (Catch Up)	\$3,534
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,805

Expenditure	Actual
Student Resource Package ²	\$4,044,128
Adjustments	\$0
Books & Publications	\$2,905
Camps/Excursions/Activities	\$138,640
Communication Costs	\$8,339
Consumables	\$91,373
Miscellaneous Expense ³	\$10,014
Professional Development	\$28,514
Equipment/Maintenance/Hire	\$66,528
Property Services	\$138,846
Salaries & Allowances ⁴	\$270,797
Support Services	\$110,242
Trading & Fundraising	\$79,794
Motor Vehicle Expenses	\$10,133
Travel & Subsistence	\$1,476
Utilities	\$70,053
Total Operating Expenditure	\$5,071,783
Net Operating Surplus/-Deficit	\$445,754
Asset Acquisitions	\$74,402

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$569,158
Official Account	\$47,161
Other Accounts	\$0
Total Funds Available	\$616,320

Financial Commitments	Actual
Operating Reserve	\$154,872
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,000
School Based Programs	\$265,432
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,442
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$433,747

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.