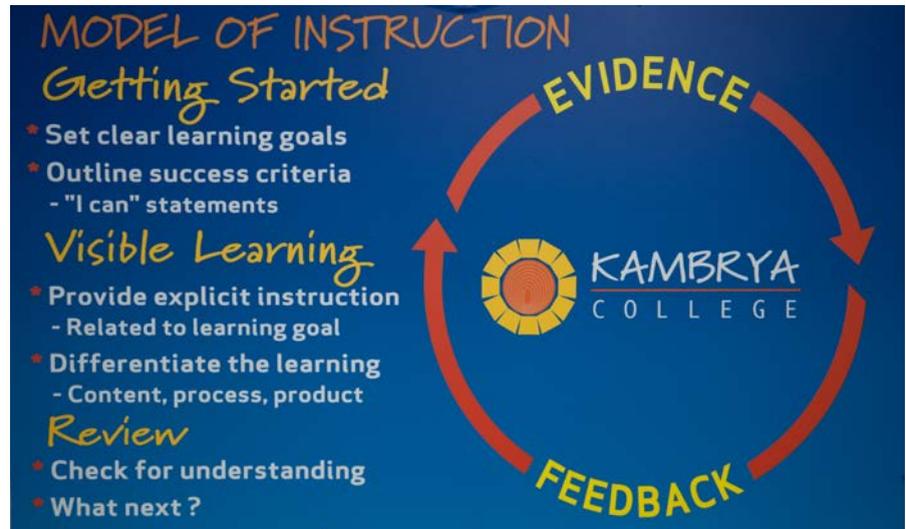


# 2016 Annual Report to the School Community



School Name: Kambrya College

School Number: 8421



Name of School Principal:	Joanne Wastle _____
Name of School Council President:	Ian Lorimer _____
Date of Endorsement:	May 10th 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Situated in the southeastern suburbs of Melbourne in the community of Berwick, Kambrya College offers a vibrant learning community for students within the local area. Catering to over 1200 students from diverse backgrounds, with an SFOE and SFO 0.4726 of 0.5543 the college provides a broad range of learning opportunities catering to a broad range of needs and interests. A robust VCAL and VCE program caters to the senior students, complemented by a suite of in house Vocational Education Training (VET) programs (Sport and Recreation, Plumbing, Hairdressing, Beauty, Hospitality and Automotive). Students in Years 7-10 have access to an accredited Select Entry Accelerated Learning (SEAL) program. We also offer the following specialist programs for students in the junior years: Athlete Development, Kambrya Kitchen, Accelerated Music Program and the Accelerated Learning Program (Year 7-8) which caters to the needs of students who have demonstrated that they do not have the academic prerequisites to transition to secondary school in line with their peers. The College's journey of improvement was profiled in the ABC documentary Revolution School, which aired in 2016.

### Framework for Improving Student Outcomes (FISO)

In 2016 Kambrya College's strategic focus targeted the following FISO initiatives:

***Excellence in teaching and learning:*** Building practice excellence:

This is an area of ongoing strategic focus for the college in line with our overall school improvement agenda. ATSS data indicated significant growth in the area of teaching and learning; accordingly, it is essential to harness this momentum with the view of decreasing the variance of teacher efficacy across the school.

***Positive climate for learning:*** Setting expectations and promoting inclusion:

Creating and sustaining an Orderly Learning Environment underpins all aspects of school improvement. This is evidenced at the college through setting high expectations across all aspects of school organization. As the college enters a stage of significant growth in 2017 and beyond the importance of promoting inclusion and maintaining high expectations cannot be underestimated.

### Achievement

Students at Kambrya College have access to a wide range of specialized programs that ensure they enjoy high levels of learning attainment and growth across all key areas; as evidenced by both NAPLAN, VCE and VCAL results. We recognize that students' success and achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements. Academic achievement is underpinned by a consistent approach to teaching and learning delivered through the college's Model of Instruction. Dedicated Numeracy and Literacy Programs contributed to NAPLAN results consistently above the State median scores.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Students at Kambrya College enjoy a high level of engagement with their learning as evidenced through the Attitudes to School Survey. This extends to a strong sense of connectedness with their peers. Students' motivation to learning is nurtured through a range of specialized programs from Years 7-12 that cater to a wide range of interests, vocations and needs. A strong transition program with feeder primary schools ensures smooth and successful transitions as students' transition into their secondary education. Equally, a rigorous approach to managed individual pathways; through course counselling and close collaboration between the college and the student and the parent/guardian ensures that critical transitions into further education and /or employment are effectively cultivated and supported.

### Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. Kambrya College's strong focus on pastoral care underpins all aspects of teaching and learning to promote the overall wellbeing of our students. Accordingly, all staff prioritise the wellbeing of students and work closely with the dedicated Student Wellbeing Team and College Leadership Team to ensure this. The Wellbeing Team is comprised of three full time members in addition to an Adolescent Health Nurse, First Aid Nurse, Integration Coordinator and ES staff (Integration Aides). We also provide the services of Oz Child Psychologists through



the Shine Assist program, in addition to Psychologists and Social Workers through our local regional network. Additionally, a General Practitioner is on site for half a day a week to provide medical services to students. A range of services and programs to support the holistic needs of our students continues to expand as new opportunities arise.

For more detailed information regarding our school please visit our website at [www.kambryacollege.com](http://www.kambryacollege.com)



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 1195 students were enrolled at this school in 2016, 596 female and 600 male. There were 20% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>47%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>49%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>49%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	47%	33%	Numeracy	23%	47%	30%	Writing	18%	55%	27%	Spelling	19%	49%	32%	Grammar and Punctuation	21%	49%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>31%</b>            VET units of competence satisfactorily completed in 2016: <b>93%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>91%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	92 %	90 %	93 %	92 %	94 %	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	92 %	90 %	93 %	92 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>												



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

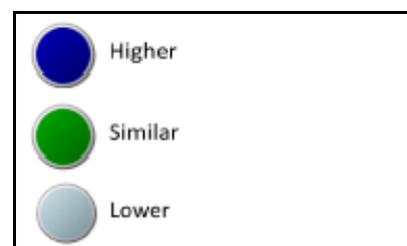
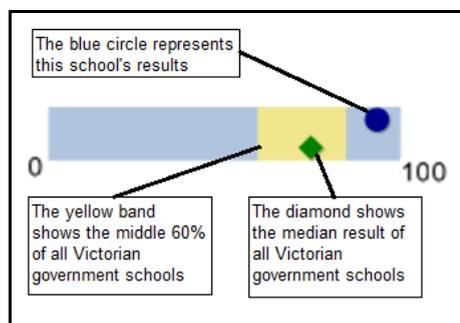
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

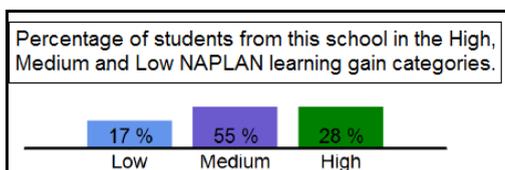
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

*Surplus funds are fully committed to ongoing improvement of facilities and resources.*

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$10,037,711
Government Provided DET Grants	\$1,970,875
Government Grants Commonwealth	\$20,000
Government Grants State	\$17,200
Revenue Other	\$219,879
Locally Raised Funds	\$802,844
<b>Total Operating Revenue</b>	<b>\$13,068,510</b>

Expenditure	Actual
Student Resource Package	\$10,010,604
Books & Publications	\$34,187
Communication Costs	\$36,159
Consumables	\$220,567
Miscellaneous Expense	\$908,923
Professional Development	\$31,859
Property and Equipment Services	\$705,085
Salaries & Allowances	\$272,809
Trading & Fundraising	\$12,155
Travel & Subsistence	\$9,349
Utilities	\$84,829

**Total Operating Expenditure** **\$12,326,525**

**Net Operating Surplus/-Deficit** **\$741,985**

**Asset Acquisitions** **\$63,780**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$2,001,497
Official Account	\$305,301
Other Accounts	\$41,534
<b>Total Funds Available</b>	<b>\$2,348,332</b>

Financial Commitments	Actual
Operating Reserve	\$347,354
Asset/Equipment Replacement < 12 months	\$204,023
Capital - Buildings/Grounds incl SMS<12 months	\$964,001
Maintenance - Buildings/Grounds incl SMS<12 months	\$60,000
Revenue Received in Advance	\$73,077
Asset/Equipment Replacement > 12 months	\$600,000
Capital - Buildings/Grounds incl SMS>12 months	\$99,877
<b>Total Financial Commitments</b>	<b>\$2,348,332</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*