

2017 Annual Report to the School Community



School Name: Kambrya College

School Number: 8421



- 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 Regulation 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 2017 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 16 May 2018 at 03:45 PM by Keith Perry (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 17 May 2018 at 03:58 PM by Ian Lorimer (School Council President)



About Our School

School Context

Kambrya College is a large secondary school, located in the south-east growth corridor of Berwick. It is a place of outstanding learning and professional practice. Students enrol from diverse backgrounds, where the College provides a broad range of learning opportunities catering to a broad range of needs and interests.

We are in our sixteenth year of operation, with 2017 revealing a total enrolled student population of 1379 (646 female and 732 male). There were 77 EAL (English Alternate Language) students, 1% ATSI (8 Aboriginal and Torres Strait Islander students), with 420 students from the overall cohort receiving equity funding. The College has a Student Family Occupation and Education (SFOE) of 0.5955 and Student Family Occupation (SFO) of 0.4726 (Medium).

The total workforce composition of the College in 2017 consisted of 106 teachers, 5 Principal Class members, and 50 non-teaching staff. The College enrolls students from within its neighbourhood boundary, with Brentwood Primary being our major feeder school, which is situated adjacent to the College.

The College values are: Integrity, Compassion, Achievement and Respect. These are instilled in all that we do and create the foundation of our strategic intent; 'Maximising the Potential of Each Student'. In 2017, students were organised into a 'School within a School' (SWIS Model) approach at Yr.7-10 amongst four sub-schools: Gwonawa, Warin, Bulen and Mirrim. These sub-schools cater for students' core classes and provide the foundation for their management and welfare; giving students a sense of belonging to a close network of peers and teachers within a bigger school setting. Each Sub-School has a dedicated Sub-School Leader, Student Manager and access to a Wellbeing Leader to assist students, staff and parents.

Our College is an accredited International School and has Sister-School links in China, Cambodia, South Africa, Germany and Japan. Our students have abundant opportunities to undertake international tours to enhance their cultural awareness, academic and language skills; attending Germany, Japan and Cambodia in 2017. The College commenced its audit processes in Term 4, 2017; which accounts for modification to processes, policies, resources and marketing as required by the Commonwealth and Victorian Governments. These processes will be complete in Term 2, 2018, with full audit compliance anticipated.

The College has a large International Student Program; with 40 international students (predominantly from China) receiving education from across Yr.7 – Yr.12. We have a dedicated Language School situated on school grounds for our international cohort who undertake a six-month intensive English language program prior to their transition to mainstream classes. In 2017, our Language School also supported domestic students from other local Secondary Schools.

Ongoing consolidation and refinement of a structured curriculum continues (Vic Curriculum / VCE / VCAL); linked to on-line documentation (COMPASS) and new VCE study guides. This is complemented by a suite of in-house Vocational Education Training (VET) programs- (Sport and Recreation, Plumbing, Hairdressing, Hospitality, Beauty, Building and Construction, Health; whilst our Senior VCAL undertaken an in-house Cert II in Business Management). Students in Years 7-10 have access to an accredited Select Entry Accelerated Learning (SEAL) program. We also offered 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.

In response to consistency in pedagogical practice (highlighted through use of an instructional model, professional learning teams, assessment and reporting across all Domains), the College received significantly improved academic results across NAPLAN and VCE in 2017.

In Term 4, 2017, the building a permanent (stand-alone) education facility commenced. Upon completion (anticipated for the end of 2018), this facility will provide our students and staff with nine classrooms, kitchenette and staff offices.

Framework for Improving Student Outcomes (FISO)

In 2017, the College targeted four priority FISO dimensions, against the six priority initiatives-

1. **Excellence in Teaching and Learning**

- Building Practice Excellence
- Curriculum planning and assessment

2. **Professional Leadership**

- Empowering students and building school pride
- Setting Building leadership teams

3. **Positive Climate for Learning**

- Expectations and promoting inclusion

4. **Community Engagement in Learning**

- Building communities



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 improved 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.

Improvement in student learning outcomes was underpinned by a consistent approach to teaching and learning delivered through the College's *Model of Instruction*. Dedicated Numeracy and Literacy Programs contributed to Yr.9 NAPLAN results in 2017 being *Higher* in similar school comparison.

School comparison data of *teacher judgement of student achievement* (Yr.7-10 students) indicates that Literacy achievement is 'at the expected level' (at the higher end of the Government school median); however, Mathematic achievement is 'well above the expected level'.

In 2017, Kambrya College had 235 students enrolled in a VCE 3-4 Unit, 138 students enrolled in VCAL and 258 students enrolled in a VET unit. Student retention data (Year 7 students who remain at the school through to Year 10) for 2017 was *similar* to the national median as was the 4-year trend. Tracking data from Yr.12 (2017) students indicate:

- 74% of students applied for a University place.
- 47 students enrolled in Tafe.
- 42 students attained an apprenticeship / traineeship /other training provider.
- 38 students were engaged in full-time /part-time employment.

VCE achievements- Our individual results were:

- 97% of students satisfactorily completed their Victorian Certificate of Education.
- 5 students were awarded the VCE (Baccalaureate).
- Median study (subject) score was 30 (This was an increase from previous years).
- An increase in the percentage of ATAR scores over 80.
- An increase in the percentage of ATAR results over 50
- Total number of 40+ scores was 3.3% with one student receiving a perfect score (50 ATAR) in Japanese.
- The highest student ATAR was 98.1

VCAL and VET achievements

- 88% of VET units of competency were successfully completed.
- 83% of VCAL units successfully completed.

In 2017, the College consolidated classes (Yr.7-10) across the SEAL program, targeting highly-able students with a challenging and enhanced curriculum. On-Demand, NAPLAN and school-based academic results place this cohort well-above the State level mean; with many students successful in their enrolment into the pre-select government school (Nossal High) for 2018.

The interventionist and vocational *Daribi* (Yr.9) and *PreCAL* (Yr.10) programs continue to be holistic; providing alternate academic and pathway opportunities. It continues to be successful in offering students a direct pathway option to VCAL, improving retention data, rapport with teachers and connectedness to school.

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 and an educational setting which is perceived by students as being 'safe'.

Strong student connection with the College is seen via heightened attendance across all year levels: Yr.7 (92%) Yr.8 (90%) Yr.9 (90%) Yr.10 (88%) Yr.11 (91%) and Yr.12 (91%). This is a slight decrease from 2016 data; however, *similar* to like-schools.

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 engagement needs. Our 2017 data reveals that '*Retention*' and '*Exiting to Further Studies and Full-Time Employment*' data (across Yr.7-10) was *similar* to the State average, as was our 4-year trend.

The College continues to consolidate and deliver programs that provide links to social expectation, cultural sensitivities, equity and tolerance: Respectful Relationships, Safe Minds, Community Alliance Group and Student Leaders' programs support this area. The Wellbeing Team comprises of: Chaplin (full-time), Adolescent Health Nurse (part-time) and three full-time Wellbeing Leaders, who provide specialist assistance with support from a SSSO psychologist and external social workers. The College also facilitates connection to Oz Child Psychologists, Supportive Minds, and a General Practitioner who attends our site for half a day a week to provide medical services to students.

In 2017, the College supported twenty funded students who participated in the *Program for Students with a Disability*.

Strong networking connections with Narre Community Learning Centre, Adolescent Recovery Centre, Stepping Stones, Head Space and Operation New Start (Casey and Dandenong) have proven to be successful partnerships, providing variant pathways and options for 'at-risk' students where continued engagement and attendance at a structured school setting is a challenge.



Wellbeing

Kambrya College recognises that a 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. A focus on the holistic student 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.

A strong transition program with feeder primary schools ensures a smooth and successful movement 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.

The College is supported by DET through provision of a Student Support Services Officer (SSSO) and has access to additional Psychologists, Social Workers and Speech Pathologist services. Students considered 'at risk' are supported through a number of short and long-term welfare, social and / or academic programs and agencies, such as: Adolescent Recovery Centre (ARC), Connections, Operation New Start (Casey / Dandenong), Narre Community Learning Centre, Casey Youth Services and the Program for Students with Disabilities. Australian Indigenous Mentoring Experience.

The Parent Opinion Survey in 2017 was slightly lower than the previous year, although equal to the State average in parent satisfaction. Our 2017 student *Attitude to School* (ATSS) survey data is *similar* in comparison to other like-schools for 'Connectedness' and 'Management of Bullying'.

There were 77 students identified (across Yr.7-12) where English was an Alternate Language (EAL). To support this cohort (and any other identified student in need of literacy support), the EAL co-ordinator organised additional provision through the Literacy and Numeracy support programs, Homework Club, Individual Learning Plans and a consistent approach to curriculum differentiation.

The College has undertaken a pro-active approach towards decreasing student absenteeism through consistent College wide strategies, including: pro-active Pastoral Care communication with parents, COMPASS, College / DET policies, student wellbeing / SSSO interventionist involvement and Attendance Learning Plan (negotiated return to school / staggered timetable). During 2017, the College participated in a new DET endorsed program- '*Lift-Off*', which specifically supports students with anxiety and/or prolonged absenteeism issues, with the aim to re-engage with mainstream schooling.

Kambrya College is fully compliant in meeting all seven standards of **Ministerial Order 870- Child Safety Standards**. Teachers are annually provided with *Responding to Disclosures and Mandatory Reporting* professional development, along with completing DET provided E-Learning Modules; the College has developed its own *Child Safe- Code of Conduct Policy* and Commitment Statement, with a dedicated area within our website providing community booklets and DHHS / Protect resources for further explanation and supports. The College vigilantly follows the *Four Critical Actions* that must be followed when discharging their obligations to Mandatory Reporting.

For more detailed information regarding our school please visit our website at 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1379 students were enrolled at this school in 2017, 646 female and 732 male.</p> <p>22 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

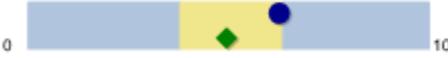
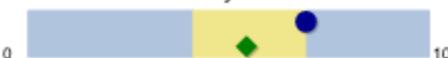
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Higher</p>



Performance Summary

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 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>● Higher</p> <p>● Similar</p> <p>● Higher</p> <p>● Similar</p>



Performance Summary

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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>48%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	52%	31%	Numeracy	20%	46%	34%	Writing	20%	48%	32%	Spelling	21%	50%	29%	Grammar and Punctuation	23%	50%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 42% VET units of competence satisfactorily completed in 2017: 88% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 83%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>90 %</td> <td>90 %</td> <td>88 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	90 %	88 %	91 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	90 %	88 %	91 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

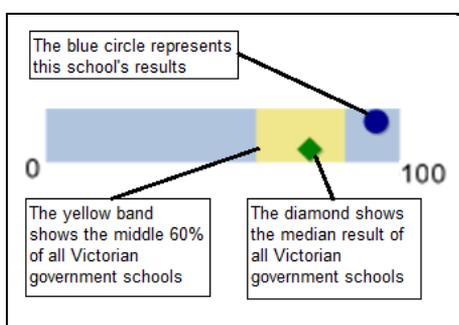
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

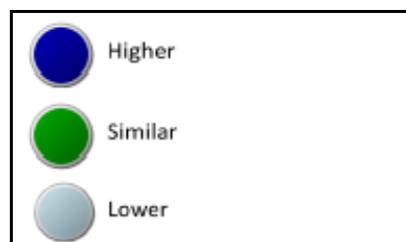


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

2017 saw an increase of 168 students from that of 2016, with a proportionate increase in our Student Resource Package. 2017 also saw Equity Funding (\$574,224) as a separate reporting line. These funds were vital in supporting the College's investment in additional Literacy and Numeracy resources (staffing and learning material). Kambrya College doubled its investment in Professional Development of staff in 2017, from \$31,000 to \$70,000 to build teacher capacity across the FISO dimensions of: (1) Excellence in Teaching and Learning (2) Community Engagement in Learning and (3) Positive Climate for Learning.

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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,946,437	High Yield Investment Account	\$2,750,285
Government Provided DET Grants	\$2,519,155	Official Account	\$89,954
Government Grants State	\$9,725	Other Accounts	\$73,062
Revenue Other	\$401,340	Total Funds Available	\$2,913,302
Locally Raised Funds	\$1,073,802		
Total Operating Revenue	\$15,950,459		
Equity¹			
Equity (Social Disadvantage)	\$477,768		
Equity (Catch Up)	\$96,456		
Equity Total	\$574,224		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,921,628	Operating Reserve	\$461,888
Books & Publications	\$42,877	Asset/Equipment Replacement < 12 months	\$210,000
Communication Costs	\$45,045	Capital - Buildings/Grounds incl SMS<12 months	\$1,160,000
Consumables	\$367,189	Maintenance - Buildings/Grounds incl SMS<12 months	\$55,000
Miscellaneous Expense ³	\$1,239,196	Revenue Received in Advance	\$181,657
Professional Development	\$76,126	Other recurrent expenditure	\$113,158
Property and Equipment Services	\$1,055,545	Asset/Equipment Replacement > 12 months	\$600,000
Salaries & Allowances ⁴	\$319,525	Capital - Buildings/Grounds incl SMS>12 months	\$131,598
Trading & Fundraising	\$17,357	Total Financial Commitments	\$2,913,302
Travel & Subsistence	\$40,009		
Utilities	\$89,515		
Total Operating Expenditure	\$15,214,013		
Net Operating Surplus/-Deficit	\$736,446		
Asset Acquisitions	\$61,154		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.