



KAMBALA 2014 ANNUAL REPORT



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KAMBALA'S VISION

Kambala is a dynamic learning community encouraging students to achieve personal excellence in a supportive environment.

Kambala strives to develop young women of courage and integrity who will be empowered to make a positive contribution to a changing world.

INTRODUCTION

The following report is a legislative requirement under the Education Amendment (non-Government Schools Registration) Act 2004.

I/ MESSAGE FROM KEY SCHOOL BODIES

FROM THE PRESIDENT OF KAMBALA SCHOOL COUNCIL

An extract from Speech Day Address

There is no more important decision for a Council to make than to appoint a new Principal. I thank Debra Kelliher for her extraordinary leadership of the School in her first year as Kambala Principal. As the community grows to know you, may you be strengthened by the support you have received.

Our thanks to the school executive members and the whole academic and non-academic staff. I wish the staff who are leaving us every happiness. I would like to give a particular acknowledgement to Ingrid Holden who leaves after 32 years of service to Kambala. Thank you Ingrid.

I am so grateful for the skills, support and time commitment that the Council Members give so willingly to the school. During the year we welcomed Mr Andrew McGill onto Council. Andrew is Managing Director and CEO of the Treasury Group and is a parent of the school. The new Kambala Foundation is being formed under the guidance of Mr Andrew McGill.

I would like to thank the previous Foundation's Chair Mr Warwick Miller for his wonderful efforts in raising funds and his ongoing support of the new Foundation.

Council is committed to ensuring that Kambala remains at the forefront of girls' education in Australia. To that end, and working closely with Debra Kelliher, Council has undertaken a strategic planning process this year designed to create a fresh blueprint for the school.

This process has been greatly assisted by many community groups through the "Kambala Conversations" held by Debra Kelliher earlier in the year and I wish to acknowledge and thank them for their valuable contributions. It is Council's intention that a document will be published in early 2015, identifying key strategic initiatives.

There have been some wonderful mountain top moments at Kambala this year, but there have also been some difficult times on the valley floor.

I get much time to reflect on all of these moments as I drive from my home in Mudgee to Sydney and to wonder on the why and the wherefores of these occurrences in life. Time to reflect on the importance of possessing a solid set of personal values that are an essential foundation for making sound choices at work, in our homes and in our relationships.

Our Year 12s, are embarking on the next stage of their life's journey. It is an exciting time leaving school to start their further studies or take a year off travelling or to start working. May they feel exhilaration from their future mountain top achievements and may they find comfort when things are not going well on the valley floor.

In achieving their career and family objectives, they will inevitably face difficult decisions. May they base those decisions on values like generosity, integrity, truthfulness and love, avoiding greed, dishonesty and selfishness.

To the parents of the Class of 2014 thank you for your support of the school and we look forward to your continuing association over future years.

On a personal note, this is my last year on Council after seven years. Ms Sally Herman, a business leader and Kambala Old Girl, will be assuming the role of Council President. I know that the Kambala community will warmly embrace and support Sally as has been my experience.

As country parents, Penny and I wanted our two daughters to belong to a boarder community, that was big enough to be an integral part of the school and also belong to a school, small enough for them to be a known member of that community.

What is more gratifying than to watch your daughters and their boarder and day friends find their talents, blossom and leave school as capable, confident and articulate women. Who can forget the support and friendship of other Kambala parents who took the girls to Saturday sport and into their homes. An absolute blessing.

As with any community group, issues, disagreements and disappointments can arise and do, such is the human condition. But above all the expectations, logistics and increasing complexities of running a school, I have always found it so reassuring to watch our School Councils, Principals and Staff strive to create a safe space, a true nest that nurtures and cherishes every student in their care.

Thank you

Philip Small
Council President

FROM THE PRINCIPAL

Kambala offers both the International Baccalaureate Diploma Programme and the Higher School Certificate as exit qualifications. In 2014 Kambala again achieved outstanding results academically, with over 42% of the total number of the 2014 Kambala combined HSC/IB cohort attaining ATARs over 90.

Our younger students also achieved excellent results in NAPLAN testing and enjoyed a full program of academic, sport and cultural activities. The beauty of Kambala as a school is that it offers education from prep through to senior secondary levels, all on the one campus. This creates a strong sense of community as the various age groups interact and relate to one another.

During 2014 Kambala students participated in a huge range of activities - travelling to global destinations with World Challenge, participating in CASaK (Community Action Service at Kambala) and creating wonderful works of art and drama.

Kambala's boarders continue to enjoy the delightful Horbury Hunt designed home of Tivoli House (Years 7-10) and the contemporary university style accommodation in Fernbank (Years 11-12). Most boarders are from New South Wales country areas with other students coming to Kambala from Singapore, Hong Kong and China. The site of Kambala is strongly valued by the boarders with its beautiful views overlooking Sydney Harbour.

After much consultation with parents, staff and students Kambala's Strategic Vision was refreshed in 2014. The new Strategic Vision led by the School Council is due to be published in early 2015. There is a strong sense of looking toward the future with confidence as we embrace new developments in education and complementary new trends in school design.

FROM THE PRESIDENT OF KAMBALA PARENTS' ASSOCIATION (KPA)

2014 has been another successful year for the Kambala Parents Association.

We have held numerous functions during the year, such as the traditional Massie House and Junior School Cocktail Parties and for the first time held a Senior School Trivia Night.

All events were well attended and a great deal of enjoyment was had by all. Year events were also held such as morning teas and lunches. Each in their own way providing an environment for parents and carers to come together in a relaxed and friendly environment

We have also worked in conjunction with the School to hold parent education events. This will be a continuing theme in the following year.

The KPA has continued to provide volunteers for the Massie House and Junior School Car Line, the Outfitters Shop, and the School Canteen. I would like to take this opportunity to thank all the volunteers for their assistance and commitment to the School and the girls.

The financials of the Association remain robust. We have had a very successful 2014 year where net income increased, leading to a net surplus of \$150,050, up from \$52,898. The total assets are now \$339,848.

We have donated \$4,100 to the School which is further enhancing the School environment for our daughters.

On a final note I would like to thank the KPA Executive, the Class Parents and all the many volunteers. Without everyone's involvement the KPA would just not function.

KOGU President's AGM Report 2014

Welcome to the Kambala Old Girls' Union Annual General Meeting for 2014 and thank you all for attending.

It's great to see so many Old Girls together from different generations and all supporting our new Principal, Debra Kelliher, just like the 'old days', face-to-face.

We are thrilled to have Debra with us this evening and we're so looking forward to hearing from her later and working with her in the years to come.

I've just spent the weekend settling my 'baby' into college at Charles Sturt University, Bathurst and some of the Vice Chancellor's words of wisdom about the direction of Universities really resonated with me, and the evolving focus of our Kambala Old Girls' Union.

As many students live on campus, the University now seriously assumes the responsibility for the whole education of their students from academia through to cultural awareness and personal development. For those living on campus, 'model' students are carefully chosen to be Resident Assistants, RA's and they are trained in First Aid, mental health, IT and all things University and community related. They are someone that the freshers can look up to and rely on.

In a similar fashion, I feel that the Old Girls of Kambala can work together with the School to provide an enriched life beyond the School grounds.

No longer do we feel our main purpose is maintaining communication between our members. This is handled so well via social media but we are in a position to focus on a more relevant and in many ways a more fulfilling role in today's world, to complement our traditional pursuit of communication, education and charity.

We have inspirational Old Girls in so many different fields including professional and charitable industries, entertainment, research, careers with and without children, and all these Old Girls are really meaningful 'models' for anyone to look up to, whether they are Old Girls or not.

Our Old Girls Committee is working hard to expose these examples of fine leadership, high

morale and community spirited Old Girls who are keen to share their experiences and journey, with their fellow Old Girls.

Last year under the guidance of Patria (Harris) Mann '80, a committee member, acting treasurer and one of our School Council representatives, we started the Conversation Networking Series which is our means to connect with Old Girls young and old. We organise Kambala Old Girl 'hostesses' to share their experiences with the aim that similar minded Old Girls can find each other and be enriched through the connection.

Our next meeting is focused on career paths and negotiating changes related to your life and career. With 3 other Old Girls, Emily (Smith) Behncke '96, our other School council rep, will be talking about her career as a Business Analyst and having a baby.

To date our events have been held in the city but do not only relate to careers associated with the city. It is a starting point for so many other topics that interest Old Girls. We have been really encouraged through the feedback and the enthusiasm and support, from our more experienced Old Girls to ones who have just left School and considering what to do next. We have also been approached by Old Girls in Brisbane and Melbourne, who want to start networking series in their own cities. We are looking forward to supporting them with our interstate expansion.

The Committee are endeavouring to remind current Kambala students of their rich inheritance and the traditions associated with a School that supports an Old Girl network. There is great potential for Old Girls to be more connected to current students and we look forward to considering the options in the future.

In recent years the Old Girls have been instrumental through a donation of nearly \$100,000, to ensure that tennis courts remain in the School grounds. Signage will be completed this year to highlight the significant involvement of the Old Girls in this achievement. The Old Girls really enjoy playing on the courts during our Tennis Day and also against the current girls in the Gibbons Shield, and I think we should be very proud of the vista that has been created from the courts across the oval, for everyone to enjoy.

The Old Girls were responsible for recording some lovely memories in the 120th Anniversary Quilt that reminds the girls daily that they are part of a journey that involves so many different and talented characters.

The Old Girls continue to provide financial support to The Infants' Home in Ashfield and have strongly supported the School to reconnect with The Infants' Home and become more involved through student visits and fundraising. We gave a significant donation to the Home in 2014. We have now supported The Infants' Home for over 100 years.

We are proud to have created the Memory Walk on the footpath outside Tivoli, decorated with pavers donated by Old Girls and how special it is when groups of Old Girls donate significant items to the School in memory of their friends. Every day current students can enjoy the view of Tivoli from a bench seat on the lawn, donated by the peers of Annette Elrington (McLean), who was their head girl in 1959.

Our involvement with the School's Back to School Day in 2012 highlighted some wonderful recollections of Kambala through the eras, presented and researched by a cross-section of very entertaining and talented Old Girls.

Through our articles in the Soubeiran we have featured Old Girls who ride horses in a circus, been honoured for their charitable work, live in dire drought conditions, survive and continue to serve others in the police force and we also highlight inspirational teachers and other family members who have contributed so much to the School and its community.

Our cherished event each year is the Vintage Lunch and we have so much respect for the Old Girls that make such a significant effort to attend. We hope their attendance and presence at the School is an inspiration to all the current girls from Hampshire House to Year 12. They have a wealth of experience and some amazing stories and memories are always shared on the day.

This year we will continue to improve our website and Facebook page and make them sites where Old Girls look forward to visiting, reconnecting and contributing.

We will work with the School to improve our database and accumulate details so communication can be more reliable, economical and sustainable.

We are very grateful that some younger Old Girls continue to be involved with the School through coaching and debating, and we look forward to having their youthful enthusiasm and expertise on the committee this year.

We are also appreciative of our younger Old Girls when they volunteer to share their experiences with Year 11 and 12 students as they work through their HSC and start thinking about their future after Kambala.

I would like to acknowledge the huge amount of work undertaken by our small Committee last year. We worked so cohesively with much multi-tasking and we really enjoyed exploring the options for ensuring that the Kambala Old Girls' Union remains sustainable and relevant for all Old Girls, whatever their age and interests.

I thought I'd finish with a recount of a meeting of the Kambala Union (that predates KOGU) as documented by Fifi Hawthorne in her book 'Kambala'. She wrote that on 20 September, 1899 it was decided that anything which the present pupils were doing at Kambala and what the past ones were doing should be put in the Report "to show that there is a feeling of kindness among Past and Present".

This is the feeling that still inspires members of the Kambala Old Girls committee.

FROM THE STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) consists of three elected representatives from Years 7 through to 12, chosen by the student body, as well as the Deputy Head Girl and Deputy Head Boarder. The SRC continued to develop a strong, positive role in the school community.

In 2014, SRC members have been focused on improving the physical environment, creating activities for the girls to be involved in at lunchtime and awareness-raising of social issues. The SRC also is the student focus group that provides an avenue for the student voice in establishing areas for whole school improvement.

The SRC, Charity and Environment committees (which also have representatives from each year group) organised a number of activities for students and the community, which raised awareness of and funds for Red Cross, World Vision, Jeans for Genes, Legacy, Cancer Council, Sydney Children's Hospital and Earth Hour.

The Environment Committee project proposal to develop a composting project at the school received a grant of \$1000 from the Woollahra Council Community Environmental Grants Program. As part of this project the Environment Committee aimed to change the packaging currently used in the schools canteen to plant based, biodegradable and compostable products.

II/ CONTEXTUAL INFORMATION

Kambala is an independent Anglican girls' day and boarding school offering outstanding education and opportunities from Early Learning to Year 12. Kambala is a non-selective school with an extensive record of exceptional results in the NSW Higher School Certificate (HSC) and is also an accredited International Baccalaureate (IB) World School, offering the Diploma in Years 11-12.

Whilst we celebrate academic excellence, at Kambala each individual's social, emotional and spiritual development is supported and nurtured. Kambala students are encouraged to achieve their best in a safe, supportive and secure environment. We strive to build in all students a passion for lifelong learning and for critical thinking. Our broad liberal arts curriculum and our co-curriculum programs foster students' individual strengths and talents, inspiring a dual belief in the self and in the power and value of communities. For many years our students have used technology as an integral part of their learning.

Kambala takes pride in the distinctive and impressive accomplishments of our students. Participation in a wide range of sports, music, art and drama activities as well as community and charitable service is always high. The Festival of Music held annually at the Opera House provides students with the unique experience of arranging and performing music in an iconic venue.

As part of the Community, Adventure and Service at Kambala (CASaK) program, our girls travel within Australia and overseas where they have first-hand opportunities to engage in experiential learning. At Kambala, our expert and dedicated staff lead and challenge students to achieve their potential. Our graduates have enjoyed success at the highest levels in a diverse range of professional areas such as Law, Medicine, Economics, Business, Arts, Science and Education. An international perspective empowers Kambala students to become fully engaged global citizens who are open and responsive to a changing world. Kambala graduates are known for their commitment, dedication and generosity of spirit.

Further contextual information about the school may be found at <http://www.myschool.edu.au>

III/ STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

In 2014 students in years 3, 5, 7 and 9 participated in the National Assessment program - Literacy and Numeracy (NAPLAN). This program assesses the Literacy and Numeracy learning of all students in Australian schools. Kambala achieved strong results in all areas of the NAPLAN assessment.

It must be remembered that comparisons from year to year are not valid because different student cohorts are being compared. What we can do is analyse the performance and growth between Year 3 2012 and Year 5 2014, similarly Year 5 2012 and Year 7 2014, and Year 7 2012 and Year 9 2014 because these are the same students tested at different points in their schooling.

A comparison of Kambala's performance with those of the State appears in the tables below. These tables show the percentage of students in each band.

The national minimum standard in reading, writing, spelling, punctuation and grammar, and numeracy for students is:

Year 3 at Band 2

Year 5 at Band 4

Year 7 at Band 5
Year 9 at Band 6

It should be noted that percentages in these tables might not always add up to 100% due to rounding.

Year 3 Number of Students = 46

Literacy

Band	Reading		Writing		Spelling		Grammar & Punctuation	
	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
6	29.7	68.9	11.5	46.7	26.3	31.1	32.5	51.1
5	19.6	17.8	36.3	48.9	24.5	48.9	22	31.1
4	22.9	11.1	22.5	2.2	22.8	13.3	20.7	11.1
3	14.3	2.2	19.3	2.2	11.7	4.4	14	6.7
2	8.5	0	7.1	0	11.2	0	11.1	0
1	4.9	0	3.3	0	3.4	0	3.2	0

Numeracy

Band	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
	State%	Kambala%	State%	Kambala%	State%	Kambala%
6	17.7	60	17.3	51.1	17.2	55.6
5	24.7	26.7	26	31.1	19.3	17.8
4	23.5	6.7	19.6	11.1	25.4	17.8
3	19.7	6.7	24.8	6.7	22.4	8.9
2	11.1	0	8.9	0	11.7	0

Year 5 Number of Students = 66

Literacy

Band	Reading		Writing		Spelling		Grammar & Punctuation	
	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
8	16.9	58.3	5.6	35.6	14.7	33.3	22.7	66.7
7	18.3	21.7	12	39	28.1	40	21.8	20
6	25.7	13.3	28.3	22	25.6	18.3	21.5	13.3
5	21.3	6.7	36.7	3.4	18.3	6.7	17.4	0
4	12.4	0	9.7	0	0	1.7	10.8	0
3	5.4	0	7.8	0	5.2	0	5.7	0

Numeracy

Band	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
	State%	Kambala%	State%	Kambala%	State%	Kambala%
8	16.9	58.3	5.6	35.6	14.7	33.3
7	18.3	21.7	12	39	28.1	40
6	25.7	13.3	28.3	22	25.6	18.3
5	21.3	6.7	36.7	3.4	18.3	6.7
4	12.4	0	9.7	0	0	1.7
3	5.4	0	7.8	0	5.2	0

Year 7 Number of Students = 101

Literacy

Band	Reading		Writing		Spelling		Grammar & Punctuation	
	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
9	12.9	35.6	4.9	21.8	14.7	33.7	14.9	46.5
8	18.5	29.7	13.9	24.8	23.4	25.7	18.7	22.8
7	27.2	23.8	21.1	30.7	26.3	21.8	27.3	18.8
6	25.1	5.9	28.5	17.8	18.9	14.9	17.5	7.9
5	12.8	4	23	5	11.2	4	15.4	3
4	3.5	1	8.6	0	5.4	0	6.2	1

Numeracy

	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%
9	14.8	36.6	14.8	35.6	17.4	42.6
8	16.6	28.7	16.6	26.7	17.1	22.8
7	24.5	25.7	27.6	27.7	21.4	24.8
6	26.2	8.9	25.4	8.9	24.4	8.9
5	15	0	13.6	1	16.2	1
4	2.8	0	2	0	3.5	0

Year 9 Number of Students = 104

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
10	7.9	22.1	6.5	23.1	12.2	22.1	7.5	31.7
9	19.3	36.5	9.7	26.9	14.3	29.8	16.7	29.8
8	26.4	31.7	22.7	29.8	28.5	30.8	19.9	24
7	23.3	7.7	21.6	12.5	25.9	13.5	26.2	8.7
6	15.6	1.9	20.2	5.8	11.5	3.8	19.1	4.8
5	7.5	0	19.3	1.9	7.6	0	10.5	1

Numeracy

	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%
10	14.1	32	13.2	24.3	17.6	38.8
9	15.1	29.1	13.8	30.1	12.3	21.4
8	24.6	21.4	25.3	23.3	22.9	23.3
7	26	14.6	26	16.5	25.2	11.7
6	17.2	2.9	17.6	5.8	17	4.9
5	2.9	0	4.2	0	5	0

Aspects of Literacy and Numeracy - mean scores

Year 3	NSW 2014	Kambala 2014	AIS NSW 2014
Reading	423.3	508.8	449.4
Writing	409	487.2	431.7
Spelling	423.9	467.8	445.9
Grammar & Punctuation	436	560	467.6
Numeracy	407.9	490.2	433
Data, Measurement, Space & Geometry	407.3	488.3	432.4
Number, Patterns & Algebra	408.6	489.4	433.3

Year 5	NSW 2014	Kambala 2014	AIS NSW 2014
Reading	504.7	593.1	531.1
Writing	474	561.6	493.6
Spelling	507.1	561.9	524.2
Grammar & Punctuation	512.4	612.9	542.1
Numeracy	494.3	563.2	518.6
Data, Measurement, Space & Geometry	493.1	553.5	515.5
Number, Patterns & Algebra	495.2	575	521.9

Year 7	NSW 2014	Kambala 2014	AIS NSW 2014
Reading	549.4	610.4	576.2
Writing	512.6	582.7	539.6
Spelling	552.8	596.8	571.4
Grammar & Punctuation	549.8	637.1	578.8
Numeracy	552.3	619.8	581
Data, Measurement, Space & Geometry	552.2	613.6	578.5
Number, Patterns & Algebra	551.9	623.7	583.1

Year 9	NSW 2014	Kambala 2014	AIS NSW 2014
Reading	585.4	648	614
Writing	548.7	636.7	585.2
Spelling	590.5	640.8	610.5
Grammar & Punctuation	578.6	660.4	608.5
Numeracy	597.7	650.8	626.7
Data, Measurement, Space & Geometry	595	640.2	620.2
Number, Patterns & Algebra	599.4	658.6	631.3

In 2014 Kambala scored consistently above the State mean and above the mean score for AIS Schools.

Kambala mean above NSW State mean 2014

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
Year 3	20%	19%	10%	28%	20%	20%	20%
Year 5	18%	18%	11%	20%	14%	12%	16%
Year 7	11%	14%	8%	16%	13%	11%	13%
Year 9	11%	17%	12%	14%	9%	8%	10%

Kambala mean above NSW AIS mean 2014

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
Year 3	13%	13%	5%	20%	13%	13%	13%
Year 5	12%	14%	7%	13%	9%	7%	10%
Year 7	6%	8%	4%	10%	7%	6%	7%
Year 9	6%	9%	5%	9%	4%	3%	4%

It must be remembered that comparisons from year to year are not valid because different student cohorts are being compared. What we can do is analyse the performance and growth between Year 3 2012 and Year 5 2014, similarly Year 5 2012 and Year 7 2014, and Year 7 2012 and Year 9 2014 because these are the same students tested at different points in their schooling.

IV/ SENIOR SECONDARY OUTCOMES

HIGHER SCHOOL CERTIFICATE

In 2014, 73 students completed their Year 12 Higher School Certificate programme and all were eligible for an Australian Tertiary Admission Rank. The results are a great credit to Year 12, 2014 and the work they have put into their studies. We had some outstanding individual Higher School Certificate results from this year.

Six girls were on the All-Round Achievers List, for students who achieved 10 or more units at Band 6 level. One student came 10th in the State in Legal Studies.

On the Distinguished Achievers list, there were 48 out of the 79 students, representing 61%, of our candidature who achieved at least one subject at Band 6 level, being a mark of 90 or above.

Other notable achievements in Year 12:

Five students had their major design projects nominated for possible inclusion in DesignTECH

One students' Music Extension Performance selected for possible inclusion ENCORE

One students' Body of Work was nominated for possible inclusion in ARTEXPRESS

The following tables show the Kambala candidature for each 2 unit and Extension HSC Course

over the last two years as well as comparative data regarding the average subject mark, relative to the State, and performance in the top achievement bands, relative to the State. For the Higher School Certificate a Band 6 represents marks from 90 to 100, Band 5 represents marks from 80 to 89, Band 4 represents marks from 70 to 79 and Band 3 represents marks from 60 to 69.

In general, student achievement was well above state level in 2014, which has been a consistent trend over many years.

Kambala reviews results of all HSC subjects using the Results Analysis Package as a means to compare School performance relative to the whole candidature.

Higher School Certificate Examination results - 2 Unit Courses

Course average and proportion of students in Bands 5 and 6, Bands 3 and 4 and Bands 1 and 2 in 2 unit courses comparison of Kambala Achievement with State Achievement

Subject	Year	Number of students	Kambala Average	State Average	Kambala Band 5 & 6 %	State Bands 5 & 6 %	Kambala Bands 3 & 4 %	State Bands 3 & 4 %	Kambala Bands 1 & 2 %	State Bands 1 & 2 %
Ancient History	2014	23	85.24	71.68	86.96	32.79	13.04	50.18	0	17.03
	2013	32	86.23	71.98	78.12	34.44	21.88	48.77	0	16.03
	2012	33	82.38	69.35	63.63	26.78	30.31	48.87	6.06	23.58
Biology	2014	26	78.82	71.65	50	28.24	50	57.33	0	14.43
	2013	19	85.13	73.99	84.22	32.93	15.78	58.41	0	8.05
	2012	19	84.71	72.46	78.96	26.76	21.04	62.79	0	10.06
Business Studies	2014	28	85.53	74.00	89.29	36.95	10.71	50.63	0	12.42
	2013	31	87.57	73.63	93.55	34.85	6.45	52.89	0	11.3
	2012	35	88.75	73.98	100	38.13	0	49.97	0	11.05
Chemistry	2014	12	79.48	76.13	50	46.1	50	45.42	0	8.48
	2013	18	84.58	75.85	94.45	41.63	5.55	50.12	0	7.76
	2012	17	86.32	75.51	88.24	42.6	11.76	47.07	0	9.88
Design and Technology	2014	11	89.04	75.86	90.91	37.23	9.09	57.75	0	5.02
	2013	17	87.06	76.10	94.12	37.02	5.88	59.66	0	2.85
	2012	18	86.14	76.08	94.45	39.66	5.55	53.13	0	6.65
Drama	2014	10	81.98	77.90	80	42.12	20	56.28	0	1.60
	2013	4	89.70	78.05	100	43.51	0	54.22	0	1.87
	2012	13	84.25	77.77	92.31	43.85	7.69	54.16	0	1.94
Economics	2014	11	86.16	75.73	90.91	44.53	9.09	46.52	0	8.95
	2013	15	86.31	74.31	73.34	43.11	26.66	43.27	0	13.28
	2012	20	90.22	75.23	100	47.2	0	39.69	0	12.82
English (Standard)	2014	8	81.58	67.46	75	8.16	25	77.01	0	14.83
	2013	10	77.26	65.48	60	6.83	40	71.71	0	20.82
	2012	11	79.65	68.27	54.54	15.75	45.45	62.24	0	21.42
English (Advanced)	2014	65	85.94	80.53	80	59.30	20	39.76	0	0.94
	2013	77	88.69	79.06	90.91	53.01	9.09	45.33	0	1.51
	2012	82	87.94	79.56	86.59	54.09	13.41	44.95	0	0.19
French Continuers	2014	8	78.68	82.60	50	65.71	50	31.66	0	2.63
	2013	7	92.31	82.51	100	66.94	0	30.73	0	2.3
	2012	4	91	81.80	75	64.59	25	31.78	0	3.48
Geography	2014	14	81.40	73.64	71.43	43.64	28.57	40.71	0	15.65
	2013	9	85.04	72.89	66.67	39.77	33.33	43.62	0	16.01
	2012	15	86.55	73.71	93.34	40.27	6.66	46.6	0	12.45
Hospitality Examination	2014	4	79.95	75.23	50	31.11	50	51.85	0	17.04
	2013	7	82.74	75.68	71.43	30.06	28.57	52.91	0	2.82
	2012	4	74.10	75.50	25	28.07	75	57.15	0	2.55
Information and Processes Technology	2014	4	87.50	72.94	100	28.44	0	59.28	0	12.28
	2013	10	87.16	74.11	80	36.60	20	51.16	0	10.53
	2012	5	87.32	71.05	80	31.16	20	48.65	0	18.74
Japanese Continuers	2014	1	79.40	79.02	0	57.92	100	37.92	0	4.16
	2013	3	75.47	78.05	33.33	54.62	66.67	39.02	0	6.03
	2012	4	86.20	76.04	75	46.67	25	43.2	0	10.11

Subject	Year	Number of students	Kambala Average	State Average	Kambala Band 5 & 6 %	State Bands 5 & 6 %	Kambala Bands 3 & 4 %	State Bands 3 & 4 %	Kambala Bands 1 & 2 %	State Bands 1 & 2 %
Latin Continuers	2014	2	80.20	84.79	50	74.53	50	20.50	0	4.97
	2013	4	84.90	85.30	100	81.92	0	16.25	0	1.8
	2012	6	84.40	86.98	66.67	82.65	33.33	17.33	0	0
Legal Studies	2014	20	89.43	73.36	90	39.63	10	43.92	0	16.45
	2013	7	90.71	75.00	100	42.57	0	45.57	0	10.97
	2012	8	86.63	74.44	100	40.24	0	47.02	0	11.85
Mathematics General 2	2014	23	82.23	68.89	69.57	25	30.43	49.98	0	25.02
	2013	22	82.47	67.46	63.64	20.83	36.36	54.28	0	23.32
	2012	27	82.49	69.20	59.26	22.05	40.74	57.51	0	19.52
Mathematics	2014	26	80.21	78.37	57.69	53.75	42.31	37.57	0	8.68
	2013	48	82.50	77.39	62.50	49.24	37.50	43.02	0	7.27
	2012	35	87.77	77.64	85.72	52.50	14.28	38.06	0	9.18
Modern History	2014	15	85.44	74.95	93.33	42.29	6.67	47.03	0	10.65
	2013	25	86.23	76.10	80	47.17	20	43.35	0	8.88
	2012	34	84.02	75.61	82.35	45.94	17.65	43.38	0	10.06
Music 1	2014	7	87.11	80.29	100	59.58	0	37.38	0	3.04
	2013	7	83.00	80.26	71.43	58.89	28.57	38.58	0	2.07
	2012	9	88.07	80.17	100	58.38	0	39.23	0	1.85
Music 2	2014	4	94.60	86.26	100	87.32	0	12.68	0	0
	2013	11	92.91	86.49	100	85.31	0	14.57	0	0
	2012	5	95.92	86.18	100	85.02	0	14.96	0	0
PDHPE	2014	10	82.76	72.86	70	30.50	30	57.80	0	11.70
	2013	15	82.97	70.98	73.34	28.39	26.66	53.99	0	16.99
	2012	18	83.24	72.58	77.78	32.88	16.67	52.55	5.55	13.93
Physics	2014	9	78.31	73.49	44.44	31.1	55.56	59.52	0	9.38
	2013	7	81.57	73.68	71.43	33.36	28.57	55.44	0	10.88
	2012	5	82.24	73.82	40	34.05	60	56.4	0	9.08
Visual Arts	2014	24	87.62	78.30	95.83	48.61	4.17	48.48	0	2.91
	2013	26	89.44	79.29	100	51.44	0	46.74	0	1.35
	2012	30	88.55	79.39	100	53.96	0	44.22	0	1.39

Higher School Certificate Examination results - Extension Courses

Course average and proportion of students in Bands E3 and E4 and Bands E2 and E1 in Extension courses comparison of Kambala Achievement with State Achievement

Extension Courses	Year	Number of students	Kambala Average /50	State Average /50	Kambala Bands E3 & E4 %	State Bands E3 & E4 %	Kambala Bands E1 & E2 %	State Bands E1 & E2 %
English Extension 1	2014	17	41.81	41.19	100	93	0	6.97
	2013	20	43.84	40.28	100	88.34	0	11.52
	2012	25	46.07	40.24	100	87.11	0	1.01
English Extension 2	2014	3	43.33	38.49	100	77.44	0	22.56
	2013	9	42.14	38.57	100	77.89	0	21.92
	2012	6	42.48	38.58	100	78.43	0	21.55
History Extension	2014	13	40.98	38.71	84.62	77.71	15.38	22.29
	2013	26	42.30	38.40	100	73.93	0	25.84
	2012	17	41.34	36.69	88.24	65.98	11.76	33.81
Japanese Extension	2014	1	41.00	41.50	100	96.34	0	3.66
	2013	2	33.40	40.78	50	90.63	50	9.35
	2012	3	40.93	40.01	66.67	84.81	33.33	15.18

Extension Courses	Year	Number of students	Kambala Average /50	State Average /50	Kambala Bands E3 & E4 %	State Bands E3 & E4 %	Kambala Bands E1 & E2 %	State Bands E1 & E2 %
Latin Extension	2014	2	40.50	43.34	100	97.14	0	2.86
	2013	4	44.55	44.12	100	97.17	0	2.83
	2012	6	42.65	45.65	83.33	96.97	16.67	3.03
Mathematics Extension 1	2014	16	81.26 *	80.58 *	87.50	84.41	12.50	15.59
	2013	28	79.88 *	80.46 *	89.29	83.54	10.71	16.25
	2012	17	85.06 *	81.42 *	100	84.98	0	14.81
Mathematics Extension 2	2014	4	78.90 *	81.58 *	75	86.40	25	13.60
	2013	8	81.63 *	82.07 *	100	87.17	0	12.81
	2012	7	83.63 *	82.78 *	85.72	88.37	14.28	11.44
Music Extension	2014	4	46.58	45.82	100	98.95	0	1.05
	2013	8	48.49	45.38	100	98.21	0	1.58
	2012	3	50.00	44.75	100	99.08	0	0.92

* Mathematics Extension 1 and Mathematics Extension 2 averages are out of 100.

INTERNATIONAL BACCALAUREATE

In 2014 twelve Kambala students completed the International Baccalaureate Diploma Programme. The top Kambala student scored 43 out of a possible 45 points, which converted to an ATAR equivalent of 99.70. Twenty-five percent of Kambala IB students achieved ATARs greater than 95 and 58% were above 90.

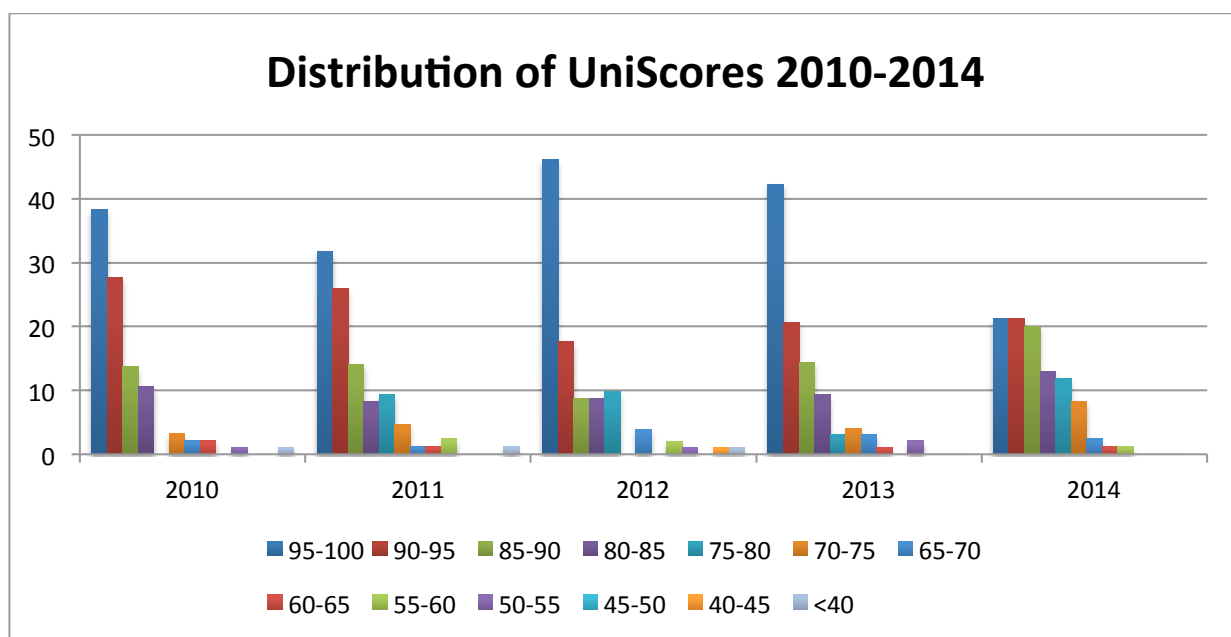
Each of the IB students studied six subjects, three at Higher Level and three at Standard Level, which were graded on a scale of 1-7. In addition, they undertook a 4,000 word Extended Essay research project and a course in Theory of Knowledge, each of which were graded on a scale of A-E. Together, the Extended Essay and Theory of Knowledge can contribute up to 3 points towards the maximum IB Diploma score of 45. To be eligible for a Diploma, each student must also complete 150 hours of creativity, action and service.

Although Kambala does not receive complete data regarding each student's performance on the Australian Tertiary Admissions Rank (ATAR) from our analysis and information provided by individuals the following statistics have been ascertained. Of the 85 students who gained an ATAR it appears:

- 21.2% gained an ATAR at or above 95
- 42.4% gained an ATAR at or above 90 (16.5% of the State received an ATAR at or above 90)
- 75.3% gained an ATAR at or above 80 (32.8% of the State received an ATAR at or above 80)
- The median ATAR was 88.20 (the median ATAR for the State was 68.95)

2014 Australian Tertiary Admissions Rank (ATAR)

Kambala employs a consultant to calculate estimates of ATARs, referred to as UniScores. These estimates are extremely close to actual ATARs. The following graph shows the percentage of Kambala students in each UniScore bracket over the last five years.



RECORD OF SCHOOL ACHIEVEMENT

The school did not have any students who required the issuance of a Record of School Achievement.

In 2014, 5% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2014	HSC	86%
2014	IB Diploma Programme	14%
2014	VET qualification	5%

Senior Secondary outcomes are documented on the My School website:
<http://www.myschool.edu.au/>

Year 11 Preliminary Grade Comparison Table 2014

Subject	Candidature		Grade A		Grade B		Grade C		Grade D		Grade E	
	Kambala	NSW	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %
English (Advanced) 2 unit	72	31252	52.78	18.53	38.89	39.02	8.33	34.06	0	7.32	0	1.01
English (Standard) 2 unit	7	34065	42.86	2.68	42.86	18.37	14.29	45.62	0	24.83	0	7.68
English Extension 1 unit	19	7415	100.00	35.41	0	40.27	0	20.34	0	3.29	0	0.65
Mathematics Extension 1 unit	22	12192	45.45	26.52	31.82	26.92	22.73	27.68	0	14.84	0	3.96
Mathematics General 2 unit	16	41281	31.25	7.31	37.50	19.44	25.00	34.71	6.25	25.18	0	12.08
Mathematics 2 unit	54	24453	46.30	25.70	37.04	25.92	9.26	28.96	7.41	14.76	0	4.53
Biology 2 unit	21	23461	28.57	13.52	38.10	27.80	33.33	36.41	0	16.54	0	5.29
Chemistry 2 unit	21	15908	38.10	17.52	33.33	27.28	23.81	33.76	4.76	16.31	0	4.75
Physics 2 unit	11	12935	36.36	16.07	36.36	27.79	27.27	34.68	0	16.13	0	5.08
Ancient History 2 unit	34	14348	35.29	16.03	41.18	28.13	23.53	33.13	0	15.44	0	6.34
Business Studies 2 unit	35	21707	28.57	13.88	37.14	27.18	25.71	34.33	8.57	17.39	0	6.55
Economics 2 unit	27	7109	37.04	23.62	25.93	31.85	33.33	30.24	3.70	10.85	0	3.25
Geography 2 unit	7	5669	42.86	18.75	14.29	30.66	42.86	31.19	0	14.11	0	4.80
Legal Studies 2 unit	18	14062	50.00	16.14	27.78	26.33	16.67	32.51	5.56	17.12	0	7.10
Modern History 2 unit	39	14554	28.21	18.25	56.41	28.64	15.38	33.07	0	14.37	0	4.97
French Continuers 2 unit	10	1035	10.00	35.75	40.00	35.17	40.00	21.16	10.00	6.28	0	1.64
Japanese Continuers 2 unit	2	891	100.00	31.65	0	32.55	0	24.13	0	8.87	0	2.69
Latin Continuers 2 unit	5	242	40.00	58.68	60.00	28.10	0	10.33	0	1.65	0	1.24
Design and Technology 2 unit	11	4565	36.36	15.09	18.18	28.87	45.45	31.17	0	17.52	0	6.44
Food Technology 2 unit	4	4833	0	14.24	25.00	26.38	50.00	32.24	25.00	17.11	0	8.26
Information Processes and Technology 2 unit	8	3848	25.00	14.68	62.50	26.33	12.50	33.91	0	16.27	0	8.26
Drama 2 unit	8	5938	37.50	22.92	50.00	36.27	12.50	27.89	0	9.46	0	2.66
Music 1 2 unit	6	6151	66.67	17.53	33.33	34.68	0	30.34	0	11.58	0	4.80
Music 2 2 unit	4	946	50.00	46.41	50.00	35.84	0	14.06	0	2.75	0	0.63
Visual Arts 2 unit	27	11786	25.93	19.09	44.44	30.62	29.63	31.55	0	13.04	0	4.67
Personal Development, Health and Physical Education 2 unit	24	18897	20.83	13.11	41.67	26.52	37.50	35.88	0	17.59	0	6.39

YEAR 10 STAGE 5 GRADES

The following table provides information on the Stage 5 Grading in all subject completed by Year 10 students. The data includes candidature size as well as percentage comparisons, relative to the State, in Grades. Grades are awarded on the 5-band A - E scale.

Year 10 Grade Comparison Table 2014

Subject	Candidature		Grade A		Grade B		Grade C		Grade D		Grade E	
	Kambala	NSW	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %
English 200 hrs	84	85116	38.10	12.60	33.33	26.96	28.57	36.56	0	16.73	0	6.20
Mathematics 200 hrs	83	85200	43.37	14.87	33.73	22.71	19.28	31.31	3.61	23.10	0	7.10
Science 200 hrs	84	85043	33.33	13.34	34.52	23.94	28.57	35.50	3.57	19.11	0	7.14
Australian Geography 100 hrs	84	85052	34.52	13.30	33.33	25.50	26.19	35.16	4.76	18.19	1.19	7.08
Australian History 100 hrs	84	85073	30.95	13.44	34.52	25.48	32.14	34.88	2.38	18.01	0	7.48
Commerce 100 hrs	5	4106	0	18.92	20.00	31.88	60.00	31.32	20.00	12.71	0	4.87
Commerce 200 hrs	56	16725	26.79	26.39	32.14	33.29	33.93	28.38	7.14	8.74	0	3.02
Geography 100 hrs	7	947	14.29	23.97	28.57	30.73	42.86	32.52	14.29	9.50	0	3.17
Geography 200 hrs	18	629	44.44	44.04	16.67	28.93	38.89	17.97	0	5.41	0	3.50
History 100 hrs	6	3341	0	25.89	50.00	32.57	50.00	28.49	0	9.25	0	3.62
History 200 hrs	40	5085	45.00	33.35	45.00	30.97	10.00	24.66	0	7.39	0	3.34
French 100 hrs	3	519	33.33	17.34	0	29.87	66.67	34.49	0	13.68	0	4.43
French 200 hrs	22	3147	36.36	34.29	22.73	32.16	31.82	23.80	9.09	7.85	0	1.87
Japanese 100 hrs	1	460	0	19.78	0	21.74	100.00	28.48	0	20.00	0	9.78
Japanese 200 hrs	4	2473	75.00	36.72	25.00	26.41	0	20.50	0	11.08	0	4.93
Latin 100 hrs	1	46	0	15.22	100.00	21.74	0	39.13	0	21.74	0	2.17
Latin 200 hrs	6	440	66.67	56.82	16.67	23.86	16.67	13.18	0	4.77	0	1.36
Design and Technology 100 hrs	3	1626	0	18.70	33.33	32.04	66.67	32.72	0	12.92	0	3.51
Design and Technology 200 hrs	10	3001	20.00	25.39	50.00	31.59	30.00	28.22	0	11.03	0	3.30
Information and Software Technology 100 hrs	3	2618	33.33	18.30	66.67	28.84	0	32.96	0	13.90	0	5.58
Information and Software Technology 200 hrs	8	9833	75.00	20.57	25.00	28.55	0	31.28	0	13.31	0	5.83
Music 200 hrs	24	10814	58.33	24.87	25.00	31.44	16.67	27.20	0	11.20	0	4.75
Photographic and Digital Media 100 hrs	2	2721	0	19.81	0	30.91	50.00	30.14	50.00	12.09	0	6.14
Photographic and Digital Media 200 hrs	10	6176	50.00	19.82	30.00	30.26	10.00	30.20	10.00	12.27	0	6.28
Visual Arts 100 hrs	3	3566	33.33	16.52	0	30.79	66.67	33.43	0	13.46	0	5.33
Visual Arts 200 hrs	24	14461	50.00	26.22	20.83	31.99	29.17	27.02	0	9.85	0	3.96
Personal Development, Health and PE 100 hrs	84	23787	28.57	16.41	39.29	33.79	32.14	34.18	0	11.49	0	3.33

V/ PROFESSIONAL LEARNING AND TEACHER STANDARDS

At Kambala, our expert and dedicated staff lead and challenge students to achieve their potential. Kambala students are encouraged to achieve their best in a safe, supportive and secure environment. We strive to build in all students a passion for lifelong learning and for critical thinking. Kambala benefits from a qualified and passionate staff.

TEACHER STANDARDS

The table below shows the details of all teaching staff (as defined by the Institute of Teachers Act 2004) who are responsible for delivering the curriculum in terms of the numbers in the following categories:

Teacher Qualifications

• having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	112
• having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications, or	0
• not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

Teacher Qualifications:

All teachers have a least one degree at Graduate level. Eight teachers are studying towards a postgraduate qualification.

PROFESSIONAL DEVELOPMENT

Staff at Kambala are encouraged to continue their own professional learning. Kambala supports staff to maintain their professional accreditation with the NSW Institute of teachers. In 2014 staff were involved in a range of courses, conferences and workshops to develop their content knowledge, experience as classroom practitioners and effective educators. Some of these courses included:

The Financially Empowered Woman (Commerce)
Guided Inquiry Design for the Australian Curriculum (D&T, Junior, Library)
Commedia dell'arte in Performance (Drama)
History, Mystery & Magic (English)
Creative Aspirations-Expressing Imagination Through Visual Arts (Hampshire)
EdTech Team Global Summit-Google Apps (I.T.)
Investigating Technology Solutions in film in languages (LOTE)
Improving the Outcomes of Hearing Impaired Students in Mainstream Schools (Massie)
Advancing Innovation & Research in STEM education and practice (Mathematics)
Choral Pedagogy with Richard Gill (Music)
Every teacher counts: addressing underperformance and negotiating for improvement (Science)
ACP Photography Workshop Intensive (Visual Arts)
Mental Health & Wellbeing of Young People (Wellbeing)

The table below shows the number of course attended by each department at Kambala.

Department	No. Courses	Department	No. Courses
IB	29	Health Centre	2
Archives	3	I.T.	6
Associate	1	Junior	25
Business Office	2	Learning Enrichment	2
Careers	20	Library	20
Classics/History	13	LOTE	11
Commerce	6	Maintenance	2
Counsellors	15	Massie	13
D&T	7	Mathematics	13
Development	4	Music	12
Drama	4	PDHPE	8
English	9	Religious Education	5
Executive	25	Science	10
Geography	1	Visual Arts	4
Hampshire	18	Wellbeing	6

VI/ WORKFORCE COMPOSITION

TEACHER ATTENDANCE AND RETENTION

Teachers at Kambala are committed and dedicated. The teaching attendance rate at Kambala in 2014 was 96.8%. In 2014 the teacher retention rate was 79.44% (20.56% left). Every year, of course, some teachers leave to achieve promotion, develop their career or seek to further their professional experience.

Workforce composition is available on the My Schools website: <http://www.myschool.edu.au>

Staff Descriptions	No. of Sta
Teaching staff	112
Full-time equivalent teaching staff	97
Non-teaching staff	67
Full-time equivalent non-teaching staff	58.7

VII/ STUDENT ATTENDANCE AND RETENTION RATES

ATTENDANCE

Year Level	Attendance Rate%
Transition	96.9
Year 1	96.7
Year 2	96.4
Year 3	96.4
Year 4	95.3
Year 5	96.6
Year 6	95.9
Year 7	95.6
Year 8	94.8
Year 9	95.9
Year 10	94.6
Year 11	95.1
Year 12	95.1

STUDENT RETENTION RATE

The actual student retention rate from Year 10 in 2012 to Year 12 in 2014 was 93%. This is similar to the retention rate in previous years. Based on the information provided to the school when students leave it would appear that only a minority of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for their final years of the schooling.

Management of Non Attendance

The school implements policy and procedures for the management of student non-attendance. An SMS notification is sent to parents of students who are absent and have not contacted the school. The school follows up where written explanation of an absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

STUDENT ATTENDANCE POLICY

A register of enrolments that includes the following details will be maintained for each student:

- Name, age and address
- The name and contact telephone number of parent(s)/guardian(s)
- Date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- For students older than 6 years, previous school or pre-enrolment situation

Notification must be received in writing from the parents/guardians of the student if a student is to leave Kambala. Confirmation of the student's destination is obtained from parents and recorded in Denbigh. Where the destination of a student below seventeen (17) years of age is unknown, the Department of Education and Communities officer with home school liaison responsibilities is notified of the student's full name, date of birth, last known

address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known occupational health and safety risks associated with contacting the parents or student. The proforma in Appendix may be used when contacting the Department of Education and Communities officer with home school liaison responsibilities. The Data entry person records this information in the student file record on the School database.

Kambala monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students, in Denbigh (the School database).

- Student absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible using the code approved by the Minister for Education
- New codes will be used in 2015

Attendance registers are moved off-site for storage at regular intervals. Unexplained absences from classes are followed up in an appropriate manner with the student and/or their parent or guardian. Mandatory reporting procedures apply where absences are extended or the student may be at risk. (e.g. Where a student is absent for 30 days, the Principal should access the mandatory reporters section of the Keep Them Safe website to determine whether a report is required).

The school notifies parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken is recorded, as appropriate, on the student file.

The register of enrolments will be maintained for a minimum period of 5 years before archiving. The register of daily attendances will be retained on the School's administrative database for at least 7 years after the last entry was made in respect of the student (previously held in archives).

Copies of the information in the register of enrolment and the register of daily attendance will be stored off-site at regular intervals.

Procedures - Massie House

- Students are expected to arrive in class no later than 8:45am
- The class teacher takes a record of attendance at 9:00am electronically in the School database
- Absence should be notified by parent or guardian by telephone on the Massie Reception line - 9388 6832 - before 9:00am
- Absences are noted in student records
- The common code approved by the Minister for Education is used.
- The Massie House Administrative Assistant telephones the parent or guardian of absent students to seek an explanation for the absence or lateness
- Students who are late report to Massie Reception. The time of arrival is recorded electronically in the School Database along with the reason for lateness.
- Parents or guardians are required to provide a written explanation by paper, email or fax (within 7 days of the absence occurring) for all absences. These notes are retained in student files and kept for a period of 1 year after the absence
- Absence of more than 4 days due to illness requires a medical certificate.
- The Head of Massie House maintains an overview of student absences and contacts parents or guardians in instances of excessive lateness or absence
- Requests for early leave during the day should be in writing to the class teacher. Students leaving early must report to Massie Reception. The time of departure and reason will be recorded electronically in the school database
- If extenuating circumstances require a student to take leave of absence during term, requests for up to a few days leave are made, in writing, to the Head of School. If a

student needs to be out of school for a period of time for a reason not sickness related then a letter should be written to the Principal seeking permission. Parents need to include a completed Application for Exemption from Attendance at School Form for any reason that is not sickness related (available on Kambala View)

- This needs to be submitted in advance to allow sufficient time for leave to be granted. (Please note that where the reason for application for exemption includes long term travel arrangements of more than 20 school days, copies of travel documentation should be included with the application.) See Exemption from School Procedures

Procedures - Junior School and Senior School

- Attendance should be regular and punctual. Students are expected to arrive at their Period 1 Class room no later than 8.25am.
- The Tutor/Class teacher takes a record of attendance, which is recorded electronically in the School Database. The common code approved by the Minister for Education is used. (New codes to be used in 2015)
- To explain an absence, parents, guardians or Boarding House staff are required to:
- Telephone the School on the morning of the absence on the Student Absence Line.
- 9388 6899 before 9am, Senior
- 9388 6883 before 9am, Junior
- The Receptionist will send an SMS to the parents or guardians of unexplained absent students/late students to seek an explanation for absences.
- In the Senior School a record of attendance is taken each lesson by the class teacher. This is recorded electronically in the School Database.
- On returning to School after an absence, a Parent, Guardian or Boarding staff must provide an explanation within 7 days to the School to the student's Tutor/Class teacher. Paper, email and fax are all acceptable means of communication.
- If a student's absence is due to sickness, which results in an absence of more than four days, or, as the result of a medical appointment, then a medical certificate needs to be provided.
- These notes are retained in the student's file and kept for a period of 1 year after the absence.
- Absence from assessment tasks in Years 11 - 12, requires a medical certificate.
- Students who are late to School are to report to Reception with a note from their Parent, Guardian or Boarding Staff. They must record time of arrival and reason for lateness in the Late Book. The time of arrival is recorded electronically in the School Database along with the reason for lateness.
- Students who are late due to a School music lesson or sporting commitment are to report to Reception. This is recorded electronically in the School Database.
- The Head of Junior School maintains an overview of student absences and contacts parents or guardians in instances of excessive lateness or absence.
- In the Senior School the Tutor and Year Coordinator maintain an overview of student absences and contact parents or guardians in instances of excessive lateness or absence and unexplained absence. Repeated lateness will be dealt with in accordance with the School's Discipline Policy.
- Leave during the school day is discouraged. If it is essential to attend an appointment during school hours a note requesting permission must be brought at least 24 hours in advance. In the Senior School this must be approved by the Year Coordinator. The students must show the approved note at Reception and sign the Early Leavers Book before leaving school.
- In the Junior School requests for early leave during the day should be in writing to the class teacher. Students leaving early must report to Junior School Reception. The time of departure and reason will be recorded electronically in the School database.
- If extenuating circumstances require a student to take leave of absence during term, requests for up to a five days leave are made, in writing, to the Head of School. If a

student needs to be out of school for more than five days for a reason not sickness related then a letter should be written to the Principal seeking permission. Parents need to include a completed Application for Exemption from Attendance at School Form for any reason that is not sickness related (available on Kambala View).

This needs to be submitted in advance to allow sufficient time for leave to be granted. (Please note that where the reason for application for exemption includes long term travel arrangements of more than 20 school days, copies of travel documentation should be included with the application.) See Exemption from School Procedures.

VIII/ POST SCHOOL DESTINATIONS

This report covers the offers made in the final rounds to our 2014 Year 12 graduates. Information may not be accurate as it is gathered from a variety of sources. Some students apply to several states in Australia and to universities in America, the United Kingdom and Asia. They may have multiple offers. Information about what they accept is not always available.

Offers to students including IB students (after final round of offers)

University	Number of Students
Australian Catholic University	4
Australian National University	7
Bond University	
Charles Sturt University	1
Deakin University	
Macquarie University	6
Monash	
Notre Dame University	3
RMIT	
University of Adelaide	
University of Canberra	1
University of Melbourne	2
University of Newcastle	3
University of New England	2
University of New South Wales	22
University of New South Wales ADFA	
University of Sydney	20
University of Technology Sydney	19
University of Western Sydney	1
University of Wollongong	
Victoria University	

Offers to United Kingdom Universities

University	Number of students
University of East London	Music Management Industry - Cond Offer
Greenwich School of Management	Events & Management Acc - Cond Offer
SAE Institute	Arts & Festival Management - Cond Offer
University of Brighton	Retail Marketing - Cond offer-Accepted
Oxford Brookes University	Conditional Offer - Not Accepted
King's College London	International Relations - Cond Offer-Declined

University	Number of students
London School of Economics	International relations-Cond Offer-Declined
University of St Andrews	International relations - Cond Offer-Declined
Durham University	Law - Uncond Offer-Accepted

Offers to American Universities

University	Number of students
The New School NY	1
Vanderbilt University	1
University of Hawaii	1

Offers to other Tertiary Institutions

University	Number of Students
FBI (Fashion Design School)	1

Offers by Course Local and Overseas Universities and Colleges

University	Number of students
B Applied Science (Exercise & Sports Science)	1
B Art Theory	1
B Arts	6
B Arts/B Commerce	2
B Arts/B Economics	1
B Arts Communication (Journalism)	1
B Arts (Flexible Double Degree)	1
B Arts (Public Communication)	3
B Arts Communications (Public Communication) BA International Studies	2
B Arts Communications (Digital & Social Media)	1
B Arts Communications (Media Arts & Production)	2
B Biomedical Science	1
B Business	2
B Business & Commerce (Property)	1
B Commerce	1
B Combined Commerce	1
B Combined Law	13
B Commerce/B Laws	1
B Commerce International	1
B Communications Advertising	1
B Communications (Journalism)	1
B Computational Design	1
B Construction Project Management BA International Studies	1
B Criminology & Criminal Justice/B Social Work Hons/B Criminal Justice	1
B Design (Honours)	2
B Design (Hon)/B Media (PR & Adv)	2
B Design Interior & Spatial Design	1
B Design Visual Communication	2
B Economics	1
B Engineering Hons/B Commerce	1
B Fine Arts(Hon)	1
B Food & Agribusiness	1

University	Number of students
B Health Sciences	1
B Health Sciences/M Nursing	1
B Information & Technology	1
B International Business	1
B International & Global Studies	1
B International Studies	1
B Liberal Arts & Sciences (Vanderbilt, The New School)	2
B Laws (University of Durham)	1
B Management	1
B Marine Biology	1
B Marine Science	1
B Medical Sciences	3
B Medicinal chemistry	1
B Medicine-Joint Medical Program	1
B Music/B Music/B Arts	1
B Nursing (Adv Studies)	1
B Occupational therapy	1
B Physiotherapy	2
B Primary Education	1
B Psychological Science	2
B Psychology (Hon)	1
B Retail Marketing	1
B Science	2
B Science (Biotech/Med/Biomed)	1
B Science/B Arts	1
B Social Work	1
B Urban & Environmental Planning	1
B Visual Arts	1

IX/ ENROLMENT POLICIES AND PROCEDURES

SCHOOL OVERVIEW

At Kambala we value each member of our community. We respect, acknowledge and encourage the development of the unique talents of each individual within a positive learning environment. We value integrity, independence, resilience and self-confidence. Kambala is an independent Anglican girls' day and boarding school offering outstanding opportunities from Early Learning to Year 12.

Kambala is a non-selective school with an extensive record of exceptional results in the NSW Higher School certificate (HSC) and now offers the International Baccalaureate (IB) Diploma Program in Years 11 and 12. Whilst we celebrate academic excellence, at Kambala each individual's social, emotional and spiritual development is supported and nurtured. Kambala students are encouraged to achieve their best in a safe, supportive and secure environment. We strive to build in all students a passion for learning and for critical thinking.

Our broad curriculum and co-curriculum foster students' individual strengths and talents, inspiring a dual belief in the self and in the power and value of communities. A highly successful student laptop program supports learning in every curriculum area. Kambala takes pride in the distinctive and impressive accomplishments of our students.

Participation in a wide range of sports, music, art and drama activities as well as community and charitable service is always high. The Festival of Music held annually at the Opera House provides students with the unique experience of arranging and performing music in an iconic venue. Kambala girls are regularly involved in drama productions with other schools in our local community. As part of Community, Adventure and Service at Kambala (CASAk) program, our girls travel within Australia and overseas where they have first hand opportunities to engage in experiential learning.

At Kambala, our expert and dedicated staff lead and challenge students to achieve their potential. Our graduates have enjoyed success at the highest levels in a diverse range of professional areas such as Law, Medicine, Economics, Business, Arts, Science and Education. Kambala graduates are known for their commitment, dedication and generosity of spirit. An international perspective empowers Kambala students to become fully engaged global citizens who are open and responsive to a changing world. Kambala is acknowledged leader in girls' education.

ENROLMENT POLICY

Hampshire House, Kambala's Early Learning Centre, is licensed to enrol boys and girls from 6 months to 5 years. The centre is open 48 weeks per year from 7.30am to 6pm. Applications are treated in order of date receipt of application with priority give to children of Staff. Some priority is also afforded to siblings and children of Kambala Old Girls.

Girls are enrolled at Kambala from Preparation (girls must have turned 4 by 31 March in the year in which they commence) to Year 12.

Kambala is a non-selective school and students are admitted to Kambala generally in date order of application. Daughters and grand daughters of Kambala Old Girls, daughters of staff and siblings are afforded some priority.

Student Population

Hampshire House, Kambala's Early Learning Centre, is licensed for 70 children per day. Preparation to Year 12 has an enrolment of 954 girls, 572 of whom are in the secondary school. There are approximately 90 boarders. The majority of boarders are from rural NSW. A small number of boarders are from interstate and overseas. Kambala is licensed to enrol a small number of full fee paying overseas students. CRICOS Provider 02284M.

ENROLMENT PROCEDURES

Intake classes are Preparation, Year 5 and Year 7. Girls may commence in other year groups if vacancies are available.

To apply to Kambala an Application Form must be completed and returned with copies of recent School Reports (for school aged applicants), 2 references (i.e. letter of introduction for the family as the child may be an infant at the time of application) and payment of a non-refundable registration fee.

Applicants are placed onto the register and into the database upon receipt of the application form. Letters of acknowledgement of the Application Form are sent to the parent advising them that they either have a confirmed place or have been placed on a waiting list.

Confirmation of Entry forms are sent to parents usually two years prior to the student commencing. At this point a non-refundable entrance fee is payable.

Interviews for girls entering Preparation to Year 7 with the Principal and Heads of Infants'

School and Junior School take place the year prior to entry. Girls requesting entry to Years 8 to 12 are required to attend an interview with the Principal, Head of Senior School and Director of Curriculum prior to a position being offered.

Students from Year 5 onwards are also tested by Robert Allwell and Associates to provide information for class placement and academic needs. These tests are usually conducted at orientation days but can be arranged during the school year on specific test dates.

Overseas students from non-English speaking backgrounds are required to sit an English and general ability test. Kambala prefers AEAS testing (www.aeas.com.au). AEAS testing is available in most countries and in Australia. Upon receipt of AEAS results, the enrolment of an overseas student may proceed to the interview and Kambala assessment stage, providing the AEAS results are of an acceptable standard. If a certain standard has not been reached, overseas students are encouraged to attend an intensive English language course and then re-apply at a later time.

Kambala takes reasonable steps to ensure that a prospective student with a disability is able to apply for enrolment in the school and has their enrolment considered on the same basis as a prospective student without a disability and without experiencing discrimination.

There are no pre-requisites for continued enrolment beyond the payment of fees.

For further information visit Kambala's website www.kambala.nsw.edu.au or My Schools website www.myschool.edu.au

Students Leaving Kambala

Notification must be received in writing to the Principal from the parents/guardians of the student if a student is to leave Kambala. Notification must be received no later than one term prior to a student leaving. If this notice period is not provided fees in lieu of notice may be charged.

Confirmation of the student's destination is required and recorded in the database.

X/ STUDENT WELFARE POLICIES, ANTI-BULLYING, DISCIPLINE POLICY, REPORTING COMPLAINTS AND RESOLVING GRIEVANCE POLICY

OVERARCHING POLICY

Kambala strives to provide the best, most supportive and safe environment for learning, self-discovery and personal development which:

- Minimises risk of harm and ensures students feel secure
- Ensures the emotional wellbeing of all students is central to the Kambala ethos of care
- Provides student welfare policies and programs that nurture and support the individual needs of students and are designed to encourage in each student a deep understanding of and responsibility for self and others, along with the confidence and resilience to positively shape her future.

WELLBEING POLICY

Kambala strives to provide the best, most supportive and safe environment for learning, self-discovery and personal development. Ensuring the emotional wellbeing of all students is central to the Kambala ethos of care. It is designed to encourage in each student a deep

understanding of and responsibility for self and others, along with the confidence and resilience to positively shape her future. The purpose of Pastoral Care (Wellbeing) is to provide an environment which promotes the physical, emotional, social, spiritual and intellectual wellbeing of all students. Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of counselling within the School and appropriate external agencies.

Procedures and Personnel

Although each staff member has a pastoral role, it is the Class teacher (Massie House and Junior School), Tutor and Year Coordinator (Senior School) to whom the students should speak about problems or concerns. The Head of Massie House, Head of Junior School and Deputy Principal-Head of Senior School and other members of the Executive are available to both students and parents.

In 2014 a P-12 Wellbeing Team was established.

Students also have access to the School Counsellors. The School Counsellors' Offices are located in the Tivoli Building above the Boarders' Dining Room. In the Senior School, students may make appointments with the Counsellor by speaking directly to her or by completing a "Request for Appointment" slip and placing it in the box outside the Counsellor's Office or under the door. Parents are welcome to make appointments by telephone. Massie House and Junior School students may be referred to a Counsellor.

Student wellbeing is embedded in many aspects of curriculum and cocurricular activities at Kambala. In the Senior School the timetabled Pastoral Care and CASaK programs, Years 7-9, have links with PDHPE, Outdoor Education and Religious Education programs to ensure that there are connections in the Scope and Sequence and an understanding of the shared values, which underpin each program.

At Kambala we strive to:

- Provide a safe and secure environment where students are treated with respect and fairness by teachers, other staff and other students
- Protect students from intimidation, embarrassment or degradation
- Clearly articulate expectations and consequences of breaching expectations.
- Apply consequences consistent with regard to procedural fairness and natural justice in accordance with privacy legislation
- Ensure that when disciplining students, the dignity of each person involved is maintained.
- Enhance student independence, autonomy and sense of self worth through opportunities for leadership, membership of committees such as Environment and Charity and Spirit of Service initiatives
- Maintain the confidentiality of information unless disclosure is required by law or is clearly in the best interest of the student
- Maintain professional standards of conduct in all dealings with students
- Maintain communication with relevant parties which may include parents, staff, School Nurse, School Counsellor, Principal or outside agency

SAFE AND SUPPORTIVE ENVIRONMENT POLICY

Preamble

Kambala is a dynamic learning community that encourages students to achieve excellence in a supportive environment. All members of the Kambala community have the right to enjoy a safe and positive environment that promotes tolerance and respect. This position is expressed in the following principles:

- learning takes place in a safe and supportive environment

- personal possessions and School property are treated with care and respect
- School values are upheld within the wider community
- a Christian ethos underpins our interactions

Kambala provides student welfare policies and programs that nurture and support the individual needs of students and are designed to encourage in each student a deep understanding of and responsibility for self and others, along with the confidence and resilience to positively shape her future. Bullying and harassment will not be tolerated at Kambala.

What is Bullying?

Our School defines bullying as follows:

Bullying is unfair and one-sided. It involves repeated and deliberate attempts to harm, harass, humiliate or distress another person. It occurs when someone keeps hurting, frightening or threatening someone or leaving someone out on purpose.

Bullying exists in a number of forms, including:

Verbal Bullying

- Teasing, name calling, offensive language, unwelcome comments, intrusive questions, and “nuisance” or abusive telephone calls.

Physical Bullying

- Fighting, pushing, hitting, offensive gestures, and invasion of personal space

Social/Emotional Bullying

- Standover tactics, extortion, threats, damage or disregard of property or possessions, and repeated exclusion

Safe and Supportive Environment Policy Revised 2014

Bullying is unfair and one-sided. It involves repeated and deliberate attempts to harm, harass, humiliate or distress another person. It occurs when someone keeps hurting, frightening or threatening someone or leaving someone out on purpose.

Cyber Bullying

Any destructive text or images posted on the Internet. This may be via personal websites or web logs (blogs), email messages, discussion groups, message boards, online personal polling sites, chat services or instant messaging (IM) or on mobile phones using short message service (SMS) or multimedia messaging service (MMS).

Bullying does not refer to negative behaviours that occur only once or are not repetitive in nature or conflict between peers.

Prevention and Intervention

The School aims to prevent bullying in the following ways:

- we encourage and maintain a climate of respect
- the School leadership and management reflect practices that contribute to building a safe and supportive learning environment for all students
- the School curriculum develops life skills to nurture personal development in an inclusive and equitable manner
- the Discipline Policy is implemented in a consistent manner
- the School promotes a common understanding of acceptable classroom behaviour
- the expectations for behaviour outside the classroom are communicated and practised by all members of the School community

In 2014 Kambala became an eSmart School.

It is the responsibility of all members of the School community to ensure the safety and protection of one another.

Students are expected to:

- treat others respectfully
- refuse to bully others
- refuse to let others be bullied
- refuse to watch, laugh or join in when someone is being bullied
- walk away, speak up, be a friend, or ask others for help if they observe someone being bullied
- report cases of bullying to an adult
- consider reporting cases of bullying using the School's electronic bullying notification system on Kambala View and Classrooms

Staff are expected to:

- supervise students in all areas of the school and the playground
- watch for signs of bullying and to deal with bullying appropriately
- respond quickly and sensitively to reports of bullying and to follow-up all reported incidents
- report all cases of bullying to the relevant Classroom Teacher, Year Coordinator , Head of School, and/or the Principal
- take seriously parents' concerns about bullying
- assign consequences for bullying as outlined below

In terms of cyber bullying, parents are expected to:

- take an active interest in their daughter's online activities place computers in open areas that are easily visible
- talk to their daughters about the potential dangers and teach them strategies for avoiding these dangers (e.g. if they come across inappropriate content they should hit the Back button and move on)
- supervise Internet access until their daughters are clearly capable of behaving safely and ethically in virtual environments
- ensure that their daughters do not put personal details online

Positive Approach to Bullying

The aim of Kambala's approach to bullying is to create a situation where all parties can co-exist peacefully in a caring and safe environment. The School promotes resolution and restorative practices rather than punishment. A positive approach, which seeks to bring about change in the behaviour and thinking of the student(s) who are bullying, will be used wherever possible.

The School endorses the method of shared concern, a non-punitive method for responding to bullying situations. It should be noted, however, that responses to bullying will be tailored to suit the situation. At all times, discretionary judgement will be applied according to the severity, frequency and the duration of the bullying situation and age of the students involved.

The method of shared concern consists of a series of stages in which those involved in the bullying situation are interviewed, including the suspected bullies and their target(s). This approach emphasises that bullying takes place within a group context and that an effective way to address bullying is to therefore work closely with all involved, not just the suspected

bullies. It is important to note that none of the students is accused of bullying. They are seen as important contributors to the emergence of a solution to the bullying problem.

The steps are as follows:

- information about the situation is obtained
- the suspected bullies are interviewed in turn
- the interviewer describes the distressing situation and the impact on the victim
- the interviewee is encouraged to generate solutions to the problem and to take ownership of these solutions
- an agreement is made to discuss progress at a later date
- the victim is interviewed
- the victim is asked about their current situation
- the interviewer acknowledges that he or she has spoken with the suspected bullies individually and that they have made a commitment to improve the situation
- after further meetings with individual bullies, a meeting with all of the suspected bullies is held to review the changes that have been made and to determine whether or not to invite the victim to a final meeting
- a final meeting with the victim is held if the interviewer is certain that all bullies will act in a positive manner towards the victim and that a constructive outcome can be obtained
- the final meeting may involve a written commitment to continue to improve matters

Other procedures that might be implemented include:

- counselling for those involved
- formal mediation between the parties
- detention(s)
- removal of privileges
- suspension
- expulsion

Throughout the process, care will be taken to ensure that all actions are based on the principles of procedural fairness and to maintain confidentiality as far as possible.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures are in place:

Policy	Changes in 2014	Access to Full Text
Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating 'reportable conduct' • Investigation processes • Documentation 	No changes were made in 2014	Issued to members of School Council Staff Handbook School Intranet
Workplace Health and Safety Policy encompassing <ul style="list-style-type: none"> • Responsibilities • Program • Evacuation procedures 	Policy reviewed 2014 Evacuation and Containment procedures revised	Staff Handbook School Intranet
Codes of Conduct Policies Staff encompassing <ul style="list-style-type: none"> • Legislative Context • Duty of Care and Legal Liability • Creating a safe environment • Supervision of students - on-site and off-site activities 	No changes were made in 2014	Staff Handbook School Intranet Student Handbook School Intranet

Policy	Changes in 2014	Access to Full Text
<ul style="list-style-type: none"> • Cyber-safety • Relationships with students • Discipline of Students • Communication • Duty to Disclose <p>Student encompassing</p> <ul style="list-style-type: none"> • Expectations of students 		
<p>Health Policies including</p> <ul style="list-style-type: none"> • Anaphylaxis Policy • Drug Policy • Health Centre Policy • Sun Protection 	No changes were made in 2014	School Intranet
<p>Excursion Policy encompassing</p> <ul style="list-style-type: none"> • Duty of Care and Risk • Management • Travel on school-related activities • Procedures prior to excursion • Overnight excursions • Overseas excursions • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	No changes were made in 2014	Staff Handbook School Intranet
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and wellbeing 	Policy reviewed 2014 Revised to incorporate staff changes	School Intranet New Parent Information Booklet On-line School Newsletter Student Handbook
<p>Wellbeing</p> <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counselling • Student Leadership • Homework Policy • Special Needs Policy • Full-Fee Paying Overseas Students • Safe and Supportive Policy including Anti-Bullying • Student at Risk Policy 	<p>All policies reviewed</p> <p>In 2014 a new Student at Risk Policy was implemented</p>	<p>School Intranet New Parent Information Booklet Online School Newsletter Student Handbook</p> <p>New Student Information Booklet Student Handbook</p>
<p>Critical Incident Policy encompassing</p> <ul style="list-style-type: none"> • Prevention and Preparation Management 	Policy revised to incorporate staff changes	School Intranet Staff Handbook
Student ICT Policy	Policy reviewed. No changes were made in 2014	Student Handbook School Intranet
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • Premises and Facilities Policy • Annual Fire Safety Guidelines • Evacuation Procedures 	Evacuation procedures revised	Staff Handbook School Intranet

DISCIPLINE POLICY

There were no changes to the Discipline Policy in 2014. Students are required to abide by the School's Rules and Code of Behaviour (published in the Handbook and on the School Intranet, Classrooms) and to follow the directions of teachers and other people with authority delegated by the School. The Code of Behaviour is designed to promote a high standard of conduct in each student. The purpose of the rules is to ensure the safety of all and the efficient running of the School.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

The penalties imposed will vary according to the behaviour and the prior record of the student as well as the seriousness of the alleged offence. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. The School expressly prohibits corporal punishment and does not explicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Kambala does not exclude a student from attending another school. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and parent will be informed of the procedural steps to be followed.

They will be:

informed of the alleged infringement;

informed as to who will make the decision on the penalty;

informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and

afforded a right of review or appeal

The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of the view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

Consequences

Individual teachers are initially responsible for the discipline of the students for whom they have a duty of care. However, no teacher should feel hesitant about asking for help if a student is causing problems.

Consequences should be connected to the rights being affected and the rules being broken.

They should:

Relate to the behaviour


Have a degree of seriousness and be reasonable

Allow for appropriate right of reply

Foster a restorative approach using questions such as: What happened? What harm has resulted? What needs to happen to make things right?

Logical Consequences

One or more of the following procedures may be implemented:

- Engage in discussion of behaviour
 - Counselling about behaviour, including how to repair the harm done
 - Parents contacted
 - Detention
 - Develop a behaviour contract
 - Appropriate withdrawal of privileges
 - Suspension
 - In School
 - From School
 - Expulsion
- 
- Based on the principles of Procedural fairness

Corporal Punishment is expressly prohibited.

Guidelines for Detentions

No student may be detained after school unless 24 hours' written notice has been given to parents/guardian.

No recess detentions

No detentions in the first half of lunch break.

Teachers on lunch duty do not supervise detention girls for other staff members, unless by prior agreement with the relevant Year Coordinator.

Massie House and Junior School

The atmosphere at Kambala is one of warmth and encouragement rather than pressure and anxiety. Positive reinforcement and encouragement are used rather than concentrating on the negative aspects of a child's work or behaviour. There should be obvious respect for the rights and feelings of others: teacher-child, child-teacher, child-child, and indeed, teacher-teacher. Girls at Kambala should feel secure in their school environment; they should not be afraid to make mistakes or to ask questions.

In accordance with the School's emphasis on personal development and pastoral care students are encouraged and helped to be responsible for their conduct which is closely monitored by teachers and parents. Should a very serious behavioural issue arise it will be referred to the Head of School.

The corporal punishment of students attending Kambala is not permitted. Neither do our policies and procedures, explicitly or implicitly, sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

In Massie House there is a strong focus on values education. Courteous manners, a willingness to cooperate with and help others, and social inclusion are shared expectations. Strategies to assist in social situations are given and discussions about day-to-day issues are treated sensitively. Support for individuals to develop problem solving and decision making skills is an important provision in Massie House. Through providing opportunities to apply thinking skills in real-life situations, the students are assisted to make good choices about their behaviour and interactions with others. In Massie House a restorative approach to behaviour management has been adopted. Therefore, when behaviour issues arise, students and teachers engage in a scripted conference to restore relationships. In Massie House the focus is on creating a safe and supportive environment where students feel positive about themselves and their relationships, and optimistic about the world around them.

In Junior School, from time to time it may be necessary to punish a child for inappropriate behaviour. A punishment should always 'fit the crime'. It is not appropriate for a child to be asked to pick up papers in the playground if she has neglected to complete her homework. It

is appropriate, however, for a child to be asked to pick up playground litter if a child has been seen to have littered. It is left to each individual teacher's discretion to give suitable punishments. A punishment is usually one in which a child loses a privilege e.g.: joining the class on a particular excursion. The child should be told why, i.e.: that she cannot be trusted to behave well because she has not done so in the past.

- There are no after school detentions in the Junior School. Girls may be asked to reflect on their behaviour, in writing, and to discuss with the teacher present how they will improve their behaviour.
- No child is to be sent out of a class, to wait outside a classroom unsupervised. It is recognised that, at times, it is necessary for a child to lose the privilege of being in her class, and in such cases teachers need only to make arrangements with another teacher and have the child 'visit' another classroom.
- Children must not be 'ridiculed' in front of other children.
- Sarcasm must never be used with children.
- If girls are 'kept in' at recess or lunch a teacher must be present at all times. Teachers need to make sure the girls have a break of some sort.
- Should there be any discipline problem in any specialist lesson, the specialist teacher is asked to inform the class teacher as soon as possible after the incident. It is understood that it is not always possible for a specialist teacher to follow up incidents that happen in her/his classes, and therefore it is important that the class teacher does so.
- The Head of Junior School should always be consulted if a child has continual behavioural difficulties. Parents also need to be informed, either through the class teacher or the Head of Junior School.

GRIEVANCE PROCEDURES OVERVIEW

Kambala is committed to the development and maintenance of positive relationships among all members of the school community and to the timely resolution of any grievance that may arise. All complaints and grievances will be treated seriously and investigated. The School will try to keep the matter confidential to the extent practical. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of Kambala's policy and processes for complaints and grievance resolution is provided in:

- The Staff Handbook
- The School Intranet
- The Online School Newsletter

Location of full text of policies

All are located on the Kambala Intranet. Some policies are also available on Kambala View. References are made to all or some of the policy and procedures at various times throughout the year in Pastoral Care lessons, Parent information sessions, School/Year assemblies as well as in the online School Newsletter - Kambala View

XI/ SCHOOL DETERMINED IMPROVEMENT TARGETS

School Improvement Targets

In 2014, Debra Kelliher Principal ran community feedback sessions. The information gathered from these sessions contributed to the 2014 project to revision the school. Kambala also received a grant from the AIS to use the Embedding Excellence in Schools (EES) program to help develop this new strategic vision. By the end of 2014 Kambala was able to develop a vision statement, identify our values and determine the supporting pillars and actions to make real this vision in the coming years.

The following strategic statement was developed:

Celebrating learning; inspiring young women. Kambala inspires every student to realise her won purpose with integrity, passion and generosity.

The four values identified were:

Humanity
 Courage
 Wonder
 Respect

Kambala is committed to continual improvement. Continued alignment with the School vision and mission statement informs improvement targets, as do regular surveys amongst parents students and teachers. Other sources include, the engagement of external experts to provide rigorous analysis and reports of performance especially in relation to academic achievement in external examinations such as the International Baccalaureate Diploma and Higher School Certificate. This analysis has a particular focus on 'value add'.

School Improvement Achievements 2014	School Improvement Targets 2014
TEACHING AND LEARNING <ul style="list-style-type: none"> • Four Year Thinking Based Learning (TBL) training program started for first group of teachers. Parent and Council Information sessions and workshops held. • First year of KPP program run and evaluated. Workshop on Action Research held • Kmeet and follow up workshops held with the theme of Feedback and Assessment: faculties have modified and shifted their approach to assessment and student agency • On-line Professional Learning share space launched and in use • Staff Day time allocated to faculty communication and focus on cross curricular points of intervention: ideas for Year projects developed to be run in 2015: ongoing 	TEACHING AND LEARNING <ul style="list-style-type: none"> • Fostering Skillful, Visible, Higher Order, Positive Learning Dispositions and Independent thinking • Kambala Professional Partners (KPP): staff action research projects drawn from goals and student needs program for all teachers implemented • Learning more about Assessment: assessing process of learning: descriptors for different levels of performance, different forms of assessment • Professional Learning Site: share space, reflection space, recording space, self assessment and goal setting: help request space ; publication to share learning of staff; foster staff presenting at external Conferences and Workshops, use Soubeiran to publish Staff findings/discuss projects • Trans-disciplinary/cross-curricular learning built • STEAM to be a focus in the school
STAFF <ul style="list-style-type: none"> • Staff Day focus on coaching and mentoring held • Workshop on Running Effective meetings and team communication held for all staff • Information sessions given and faculties worked with individually: question and answer session held to clarify and inform • Appraisal Committee established, process planned and ready to pilot for 	STAFF <ul style="list-style-type: none"> • Mentoring and coaching training for all, focus on goal setting and having challenging conversations • Fostering organization and effective communication • Understanding the Teaching Standards and Accreditation process, changes in legislation • Appraisal process planned for implementation in 2015

WELLBEING <ul style="list-style-type: none"> • Staff training for implementation of Peer Support in 2015: P-6; 7 - 10 • Commence staff training for Implementation of The Rite Journey, Year 8 Semester 2 2015 • Developed a new policy - Students at Risk • Reviewed and revised the Year 9 CASaK program 	WELLBEING <ul style="list-style-type: none"> • Peer Support to be implemented in 2015 • The Rite Journey to be implemented in 2015 • Planning for Wellbeing Week 2015 commenced • Continued development of cohesive language, goals and wellbeing program across the school
FACILITIES AND ENVIROMENT <ul style="list-style-type: none"> • Refurbishment of student bathrooms on second floor of Minter/Hawthorne, and second floor of Tivoli House • Extensive internal painting works and new curtains, all Tivoli House Dormitories • New storage and presentation joinery and new curtains for Art Studios 1 and 2 • Provision of musical instrument storage bays and classroom joinery • Upgrade to digital CCTV for external areas: Stage 1 Completed 	FACILITIES AND ENVIROMENT <ul style="list-style-type: none"> • Upgrade of Bathrooms • Upgrade of Boarding Facilities • Improvements to Senior Art Facilities • Improvements to Music Facilities • Improvements to Security Infrastructure

XII/ INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Massie House and Junior School

The four Kambala Values, humanity, courage, wonder and respect have been incorporated into all aspects of the curriculum. These values are discussed in most assemblies and special mention is made of children who display the values throughout a school day. Respect for those who are different has been a focus and this is reinforced in class Personal Development lessons, Assemblies and Special Incursions. The Bounce Back Program, taught in all K-6 classes, teaches students social and emotional skills which promote resilience, namely the capacity to cope and stay healthy even when things in life are difficult. Through story, song, games and discussion, students share their ideas and feelings about social matters and discuss strategies for how to cope in school situations. These lessons are aimed at creating a sense of belonging for all and at helping the students to 'bounce back' and develop their resilience skills.

Students in Years 2-6 are invited to represent their class on an eSmart Forum to help establish a safe, respectful and caring school community, with respect to bullying, cyberbullying, and cybersafety. and eLearning practices and issues. These meetings are guided by the eSmart Coordinator and include visits from the Senior School Communication Prefects and the Head of IT.

The committee were responsible for designing posters to present at Assembly and place on Kambala View:

- Year 2 and 3: What to do when you are searching and something inappropriate comes up
- Year 4: Friends being mean texting or emailing
- Year 5: Email Danger
- Year 6: What to do when you are on social media
- Some initiatives from the Library / eSmart Area were:
- Year 2: Investigating ocean habitats and signing up for National Geographic 'Say no to Plastic Pledge'
- Year 3: Running a campaign and personal fundraising endeavours following their unit on Then, Now and Tomorrow - inquiry about why we need National Parks - joining the campaign to save Victoria's Faunal Emblem, the endangered Fairy Possum
- Year 4: Investigating Daintree Rainforest area - sections not in the National Park that need protecting and how we can effectively join in the campaign

The Enlighten Education Workshop involves Year 6 every year. This customised one day workshop addresses issues and equips the girls with the necessary skills to make safe, important decisions about their friendships. The girls are also encouraged to evaluate critically the messages that bombard them every day and to develop strategies that help them respond intelligently and objectively. This is the highlight of the year for many girls.

Year 5 continue to take part in the puberty workshops 'Growing Bodies and Changing Minds'. The feedback from our students has been overwhelmingly positive that they feel more confident to deal with the physical and emotional changes they start to experience around puberty. The aim is to create an environment that is safe emotionally and psychologically where the girls feel comfortable discussing the physical, social and emotional changes they are experiencing around puberty and menarche.

Leadership is promoted at all year levels through the election of Class Captains and Vice Captains each term. Prior to voting for Year 6 Leaders, leadership and what it means is discussed and role modeled by teachers. Year 5 students vote at the end of the year for the House Officers who will lead in the following year. Each girl wishing to take up a position of responsibility must speak in front of the Grade, Teachers and Head of School about what leadership is and why she would be a good candidate. These House Officers are expected to role model leadership and are often seen interacting with the younger students in the playground. They also decide upon and implement a range of initiatives to help ensure the School is a friendly, clean and happy place to be.

Monitors are elected in different capacities across the Junior School. Library, Charity and Environment are all very active groups. Charities supported this year include, Breast Cancer (McGrath Foundation), Mitochondrial Disease, Heart Foundation, Children's Hospital, Jumpers in June, Jeans for Genes and Indigenous Literacy Day.

Additional Initiatives include:

Year 6/3 buddies and Transition/Prep buddies

Class helpers/leaders in Transition to Year 2

Waste Free Wednesdays, Prep-Year 2

Family involvement - Grandparents' Day, Mums in Massie picnic, Men in Massie, Open Day

Cultural Celebrations - Aboriginal Dance Performers, Family Heritage presentations, sharing Family Celebrations, Aboriginal Art Excursion to NSW Art Gallery, Reconciliation Week visit from Senior students, Indigenous Literacy Day

Special Days - Harmony Day, World Kindness Day, ANZAC Day

Parent Involvement in Art, Science and Integrated Studies Units, Years P-6

Incursions - Staying Healthy Show, Life Education, Fire Department, Storytelling -

Celebrating Differences

Religious Celebrations - Church Service for Easter and Christmas

Active Crusader Group, Years 3-6

Senior School (Years 7-12)

In 2014 the Principal held student focus groups to explore all aspects of a Kambala education. The Senior School continued to expand our commitment to nurture a global perspective, independent learning and resilience. We continued to strive to have an environment where girls are encouraged to possess humanity, courage, wonder and respect.

Our teachers guided and mentored their students in critical thinking skills, effective oral and written communication, accessing and analysing information, decision-making and personal excellence, goal setting, conflict resolution, leadership, risk-taking and relationship building.

Our girls need to understand and respect differences in a culturally diverse global community and be prepared for active informed citizenship. This has been encouraged through co-curricular activities, outdoor education, service learning programs, student exchanges, Duke of Edinburgh award and student conferences and forums.

We promote:

- Positive emotions and attitude,
- Positive relationships with other students and teachers,
- Engagement
- Health and wellbeing
- Building Resilience.
- Satisfaction with self and learning experiences at Kambala.
- Encouragement of student voice
- Restorative practices - social responsibility, repairing the harm done
- Strengths based pastoral care programs
- Opportunities to develop a sense of meaning and purpose
- Opportunities for student ownership and decision making
- Peer mentoring

Pastoral Care lessons use a variety of teaching methods that allow and encourage girls to be more reflective of themselves and their place in the world. We have a program that is tailored to the needs of the differing age groups but this also allows for variations so that as issues arise as they travel through Senior School we can deal with them in Pastoral Care directly. This is often through the lessons but also with workshops and outside presenters.

Tutorial Groups - Years 7-12

At the core of the Tutorial program is the building of positive relationships - staff and students. Tutorial time enhances:

- Connectedness
- Respectful relationships
- Routines
- Effective Study Skills
- Leadership
- Peer mentoring

Initiatives Years 7-12

Student Voice was encouraged through the Communications Committee and Social Justice group. 2014 initiatives were:

- The student blog: The Crest: Led by the Communications Prefects the blog's aim is to help increase awareness of global issues and foster community spirit at Kambala through technology based avenues. The Crest is a student run blog, which is updated frequently with posts ranging from school news to global events, advice columns to app recommendations and thought-provoking articles.
- Social Justice Group: The group serves to inform and discuss current global and national social and political issues. Each week, a member of the group brings forward a relevant issue, giving an overview, after which the group discusses the issue together.
- Continued development of an eSmart school
- The SRC, Charity and Environment committees organised a number of activities for students and the community, which raised awareness of and funds for Red Cross, World Vision, Jeans for Genes, Legacy, Cancer Council, Sydney Children's Hospital, Earth Hour.
- Our students participated in the REELise Film Festival, which is a youth empowerment program targeting cyber bullying. The Festival is designed to send a very strong message to students that our community takes cyber bullying very seriously and wants to empower them to speak out. The aim is to turn what is often the cyberbully's instrument

of choice - the mobile phone, into a device of empowerment, through which students share their stories, inform the community about the issues affecting them and inspire positive change.

- The Library staff facilitated a Human Library (the movement was born in Denmark, to challenge stereotypes and prejudice). We met people who were vision impaired, suffered cystic fibrosis, refugees and a foster parent. They all shared their stories with pairs of girls who were free to ask them any question about their lives. By holding this event at Kambala we aim to help our girls appreciate the lives of others. We wanted the girls to be able to meet with and talk to people who have different life circumstances from their own.
- Supporting World Vision. Led by Year 11, the Senior School girls raised over \$20,000. The World Vision leaders attended a workshop and reported the following:

On Wednesday, May 21 we had the opportunity to be a part of something special. The focus was on World Vision's 40 Hour Famine, and what we could do to become Active Global Leaders. We heard the devastating plights of Promise and Chantelle, children of Rwanda who had suffered so much, who were so poor and so malnourished that they were never able to enjoy childhood. Their biggest dream - was to survive. It was heartbreaking. As the day progressed, we were split up, assigned various countries and played a simulated game that forced us to become those children for a brief moment - we tried to understand their desperation and frustration with the world. We were inspired, and began to brainstorm solutions. We started with what the school could do. And then we thought bigger. What Australia could do. And then we thought even bigger. What the world could do... if everyone worked together. Suddenly, nothing seemed impossible. Although there was a lot of work to do in Rwanda, we suddenly realized that if we just started, if we just pushed our goals a little further and worked together, then we would be able to make a huge difference. We will be able to conquer global poverty. Although it's not something we can fix in a day - it is a challenge we are willing to take up. On the bus ride back to Kambala, we shared inspired ideas and together we came up with a plan. Get ready for the 40 Hour Famine of 2014! It's going to be the biggest one yet.

Have you changed your mind in any way about global poverty?

Yes, without a doubt, I have changed my mind entirely about global poverty. Global poverty has always been an issue that I have been aware of, as we all are. My mind has always acknowledged its existence yet I confess that I am guilty of not doing anything about it, except the spare coin donations and charity participations a few times a year. But sometime during the World Vision Convention, whilst watching their videos and speeches it hit me that global poverty wasn't something that should be ignored anymore. It wasn't something that could be put off forever and somehow the problem of poverty would fix itself. Sorette, one of the main speakers of the day highlighted her favourite quote from Nelson Mandela: "Overcoming poverty is not a gesture of charity. It is an act of justice." And this is how my mind has been set. I realised that global poverty was not simply about charity, it is about taking action big or small that will help in the achieving justice by eliminating global poverty and I have truly been inspired by these speakers and stories to come out of what I have heard and do something to achieve justice for the issue of global poverty.

Initiatives for specific year groups are as follows:

Year 12

Year 12 students understand that they have a commitment to assist the younger students in the School. Each Year 12 girl is a 'big sister' to a Year 7 girl. During the first few weeks they met regularly, attended classes together and had lunch and morning tea together. The relationship continued throughout the year.

Furthermore, during assemblies our Year 12 girls explored the concept of 'Not a freak, just

unique'. Inspiring others to make a difference, the girls encouraged random acts of kindness and promoted ways to develop and maintain positive relationships.

Student leaders coordinated drives and environmental workshops.

In 2014, Guest Speakers were welcomed to speak with Year 12 on the following:

- University/Tertiary
- Exchanges
- Gap Year
- Scholarship
- KOGU
- Wellbeing workshops

Year 11

In 2014, our senior girls ran workshops for Year 8 students, discussing how to navigate their way through friendship issues and what it means to be a good friend.

In Term 2, 10 students attended the Global Young Leaders Conference with students from 145 countries to fully explore cultural differences, gain firsthand exposure to the challenges of international diplomacy, build confidence and enhance decision-making skills in an atmosphere of mutual respect that aims to challenge and broaden their world view.

One group travelled to Vienna to take their seat with the Austrian Parliament and visit an international organization, such as the Organization of the Petroleum Exporting Countries. They explored Wenceslaus Square on a visit to Prague and took part in a case study on human rights in Berlin. A second group travelled to the USA and explored the nation's capital, Washington, DC, where they visited international embassies, participated in Global Issues Workshops and studied the art of conflict resolution. They then travelled to New York City and engaged with a speaker from the United Nations, drafted policy proposals, debated current issues and passed resolutions as part of a global summit simulation.

In Term 3 Year 11 participated in a Transition to Year 12 program at Kambala. This included specific subject information, study skills, relaxation and Mindfulness exercises, physical and team based activities. The overall aim was to help the girls develop self-awareness and confidence as they move towards the end of their secondary schooling. During this week the girls were involved in a service learning activity organised through Kids Giving Back. The girls attended Our Big Kitchen and prepared a Cook For Good Welcome Feast for refugees and asylum seekers. They shared the activity with refugees and asylum seekers and listened to stories about their experiences.

Year 10

Two Year 10 World Challenge teams spent four weeks in Zambia and Botswana. After 14 months in preparation they participated in a challenging trek and also undertook community work: the Mwandi project. This project was based in a village and the girls' main task was to help build traditional housing. They also spent time getting to know their host community and learning as much as they could about their way of life.

Year 10 Focus Week program addressed skills such as self-motivation, mental strength, assertiveness and conflict psychology. The girls explored the notion of positive choices and were encouraged to consider their values. Additionally, the girls were exposed to a variety of ways they can engage with, and even benefit, the global community. Some of the activities were:

- Back off Program: Brent Sanders, from Winning Edge Strategies, offered the opportunity for our girls to gain skills in self-motivation, mental strength, assertiveness and conflict psychology.

- YLead Experience: The program explored the idea that leadership is more than a badge or title. It inspires students to be leaders who understand their community, and serve through action
- Fresh Ed: Explored subjects on nutrition, Impressions of me, Skin Fresh and My Body.
- SLEG (Law students from UNSW): conducted discussions on Human Rights, Police Powers and Finance
- Digital Ambition OPTUS: Equipping students with strategies to ensure that technology aids rather than distracts from their ambitions
- Kambala Old Girls: Discussed with Year 10 the challenges of university and the real world, telling their stories to our girls and giving them practical advice

At the culmination of their Outdoor Education at school, Year 10 girls once again chose their final camp from a diverse range of activities and challenge. In addition girls participated in a weeklong Service Learning component at Wairoa School, Bondi.

Throughout the year additional activities were held in the following areas:

- RYDA Safe Driver Program
- Work Experience
- Self Defence Classes
- Ethical issues in the World
- What is 'Ethics'?
- Why does it matter?

Year 9

CASAK program. As part of the program students have the opportunity to participate in learning through service. Each Wednesday afternoon during lunch and Period 5 the girls visit three locations in our local community:

- Wairoa School, located at Bondi, which provides quality educational programs, in a caring environment, for 65 students with intellectual and multiple disabilities in the 4-18 years age range
- Edina Nursing Home, which is located in Waverley. Girls worked alongside staff and patients in a wide range of activities making cross-generational connections
- OBK (Our Big Kitchen) Bondi. Each visit, our girls were involved in making a different type of food in the commercial kitchen. The food they cooked each visit was distributed to various organisations such as soup kitchens, fundraisers for the Starlight Foundation or a homeless shelter
- CASaK adventures. These occurred in various parts of Australia at the end of Term 3 - Flinders Ranges SA, Bungonia (caving) in the Southern Highlands, Hawkesbury River NSW, Great North Walk Sydney/ Central Coast, Urban Explorer - Sydney. Not only were the girls given a range of program options to select, within the programs they are given opportunities to choose the level of challenge and are then presented with opportunities to define themselves as individuals, within both the school and global communities

Year 9 participated in an excursion to Hope Street -The girls studied the concept of love in action and how we best serve people in our own community. As a practical experience the girls were involved in a walking tour of Hope Street - URBAN COMPASSION facilities and learned about programs ranging from a homeless shelter to helping the long-term unemployed.

Additional workshops were held in the following areas:

- Overcoming Adversity
- Dealing With Mental Health Issues
- Relationship Skills
- Safe Drug Use

- Healthy Eating Habits
- Cyber Safety

Year 8

Mindfulness activities were introduced in 2014. Pastoral Care lessons were supported by sessions run by Bamboo Theatre, Digital Education-Optus and Enlighten Education helping students to develop their understanding of positive friendships and body image, coping with stress via relaxation techniques, and developing ideas as to what feminism truly means.

Year 8 students attended the 3 day Flat Connections conference.

In Term 3, Year 8 travelled to Our Big Kitchen, Bondi and took part in a Scones For Good initiative organised through Kids Giving Back. They prepared scones and then delivered them to Aged care facilities in Waverley, Randwick, Surry Hills and Kings Cross and shared in an inter-generational morning tea. The girls also have participated in a charity initiative with Operation Christmas Child.

Year 7

The focus is to ease the transition to Senior School and how to navigate their way more successfully. Workshops on Cyber safety commence the program. Year 7 has an introductory camp at Collaroy with an emphasis on the girl journey, introduction to senior school. An environmental service component continued in 2014.

Our strength-based programs use positive psychology and look at each student's 24 character strengths in order to promote happiness and wellbeing. This is in turn incorporated into their lessons throughout the year. The lessons build on this concept and help the girls to develop their intrinsic sense of self-worth, developing skills to deal with relationships and friendships in a positive manner and promote the development of key values.

These values are also reinforced in the Outdoor Education program in Term 3. Students are involved in making decisions which affect their own wellbeing and that of others, action and then reflection on the consequences. Such decisions usually involve consideration of a range of issues and values and draw on a range of skills and knowledge.

The P-12 Wellbeing team, as well as teachers across a number of Faculties attended workshops and conferences on Peer Support, The Rite Journey, Happiness Conference, Mental Health Issues, Staying Safe in Cyber Space, Body Image, Crisis Management and Resilience, Positive Psychology and Strategies for Leading Wellbeing teams. Two senior staff members attended the AHISA Senior Staff and Pastoral Care conference in QLD - Leading Learning, Caring. It was clear that across Australia, schools are grappling with the rise in Mental Health issues, particularly for girls. Schools shared developments in programs that foster connectedness, purposeful existence and engagement.

In August 2014, the Wellbeing Committee P-12 has decided to implement the new Peer Support Program across the whole school in 2015.

STUDENT LEADERSHIP

Developing leadership skills in students is an important part of education at Kambala. We recognise the benefits to students of being given both informal and formal opportunities to lead their peers.

In the Senior School, formal leadership takes the following forms:

- Membership of the Student Representative Council (Years 7-12)

- Membership of a Committee (Music, Drama, Debating, Sport, Charity, Environment, Visual Arts, Communications)
- Membership of the backstage 'Krew'
- Editor/production team for 'Kamblabla'
- House Officer (Year 11)
- Prefect (Years 11/12)

Informal leadership opportunities include:

- Roles performed on the Outdoor Education Program (Years 7-10), Duke of Edinburgh award and World Challenge (Year 10)
- Roles performed in CASaK program (Year 9)
- Peer Mediators
- Captaincy of a Sports team, leadership roles in Drama, FPS, Mock Trial, Debating
- Big Sister Program (All Year 12 girls)

Currently Years 10,11,12 and staff choose 28 Prefects to perform leadership roles across the School. The students chosen have both general responsibilities and specific roles. The Prefect positions are designated as follows: Head Prefect, Deputy Head Prefect, Head Boarder, Deputy Head Boarder (these 4 comprise the Student Executive), two prefects each for Charity, Communications, Debating, Drama, Environment, Music, Sport and Visual Arts and two House Prefects from each of the four Houses.

In the Junior School, formal leadership takes the following forms:

- School Captain (Year 6)
- School Vice Captain (Year 6)
- House Officers
- Music Officers
- Class Captains (Each Class elects 1 per term)
- Class Vice Captains (Each Class elects 1 or 2 per term)
- Year 6 Monitors

Every girl in Year 6 is given a position of responsibility. It may be as a monitor for a term or a year.

Prefects, House Officers and SRC members were involved in workshops on Leadership, during the year, conducted both internally and externally. Two Prefects attended the Alliance of Girls School Leadership conference in Sydney. The Prefects hosted an afternoon tea attended by Prefects from Sydney schools and they attended similar functions throughout Sydney.

XIII/ PARENT, STUDENT AND STAFF SATISFACTION

Kambala is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the school with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

In 2014; 24 Year 12 parents, 31 Year 12 students participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular activities, publications and communications, reputation and community engagement.

Whilst we are very pleased with the results, we have identified some areas where further improvement can be made and the School Executive will be using this input for their future plans.

Parent Views

A selection of the parent top level findings are detailed below, ranked in order of the importance the Parents placed on reasons for choosing a school for their child:

- 71% of parents' expectations were met or exceeded with the quality of teaching at the school
- 89% of parents' expectations were met or exceeded with the balanced education
- 91% of parents' expectations were met or exceeded with the focus on student welfare

Student Views

A selection of the student top level findings are detailed below, ranked in order of the importance the students placed on reasons for choosing a school:

- 65% of students expectations were met or exceeded with the quality of teaching
- 80% of students' expectations were met or exceeded in relation to the academic standards
- 85% of students' expectations were met or exceeded with the balanced education
- 81% of students' expectations were met or exceeded with the focus on student welfare
- 71% of students' expectations were met or exceeded with the facilities and resources

Parents and Students were asked to provide open responses to the most valued aspects of Kambala. The most frequently nominated aspects are:

Year 12 Parents

- Inclusive, friendly and welcoming community
- Excellent and caring teachers
- Wonderful and varied opportunities

Year 12 Students

- Friendship with students and teachers
- Dedicated and caring teachers
- Caring, safe and supportive community
- So many opportunities and experiences offered, especially the Outdoor Education Program
- So many opportunities offered

Some Year 12 Parent Quotes on what they value about Kambala

“ The exceptional quality of education; the outstanding pastoral support from teachers and leadership, and the values and actions of the girls were a wonderful reflection of the school culture.”

“ The importance of being multi-faceted and encouraging girls to develop themselves in many areas.”

“She was taught to think independently, and was rewarded for her academic achievements which encouraged her to perform consistently well.”

“Kambala helps students find something they are good at and nurtures their ability no matter what it might be.”

Some Year 12 Student Quotes on what they value about Kambala

“ The way the school makes me feel...the atmosphere, particularly amongst the teachers and the girls in older years. There are genuine friendships and I respect all of the teachers.”

“ What I value most about Kambala is how I have been given the opportunity to grow as a person...I also value the relatively small size of our cohort and the sense of community that Kambala offers.”

“It’s resources and support from most of the teachers, especially this year.”

The location and real-world connection the school provides.”

The sense of community. I think Kambala is very good at incorporating every student, parent and old girl into school celebrations.”

XIV/ SUMMARY FINANCIAL INFORMATION

TOTAL INCOME - 2013 ACTUALS

2014

Salaries, allowances, related expenses	29,047,202.00	89.6%
Non-salary expenses	1,211,985.00	3.7%
Commonwealth Recurrent Grants	1,880,687.00	5.8%
Other Capital Income	281,567.00	0.9%
	<u>32,421,441.00</u>	100.0%

TOTAL EXPENDITURE - 2014 ACTUALS

