



KAMBALA

2011 ANNUAL REPORT



Contents

KAMBALA'S VISION	4
Introduction	4
I/ Message from Key School Bodies	5
From the President of Kambala School Council.....	5
From the Principal	5
From the Student Representative Council.....	5
From the President of Kambala Parents' Association (KPA)	6
II/ Contextual Information	7
III/ School Performance in Statewide Tests & Examinations.....	7
Higher School Certificate 2011	7
School Certificate Results 2011	10
Literacy and Numeracy Assessments 2011.....	14
IV/ Senior Secondary Outcomes	16
V/ Professional Learning and Teacher Standards	16
Teacher Standards	17
Professional Development	17
VI/ Workforce Composition 2011.....	18
Teacher Attendance and Retention	18
VII/ Student Attendance and Retention Rates	18
2011 Attendance	18
Student Retention Rate	19
Attendance Policy	19
VIII/ Post School Destinations	21
IX/ Enrolment Policies and Procedures	23
Enrolment policy	23
Enrolment procedures	24
X/ Student Welfare Policies, Discipline Policy, Reporting Complaints and Resolving Grievance Policy	24
Overarching Policy	24
Safe and Supportive Environment Policy	25
Discipline Policy	29
Grievance Procedures Overview	32

XI/ School Determined Improvement Targets.....	32
XII/ Initiatives Promoting Respect and Responsibility.....	33
Pastoral Care.....	33
Student Leadership.....	40
XIII/ Parent and Student Satisfaction	41
Year 12 Survey	43
Kambala Student Welfare 2011	43
XIV/ Summary of Financial Information.....	44
Total Income - 2011 actuals	44
Total Expenditure - 2011 actuals	45

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

The Kambala School Council consisted of thirteen members who met eight times during 2011. In addition, all Council Members served on one or more sub-committees which met regularly according to need. In May 2011 the School Council held a Strategy Day to determine future strategic priorities. The core financial focus is to accelerate the repayment of loans incurred during the capital works program. There were no new building projects started during the year however the refurbishment program continued in the classrooms, boarding house and support infrastructure.

Kambala's global focus on education was maintained and enhanced through the introduction of a Year 12 level in the International Baccalaureate. Our commitment to the Higher School Certificate remains unchanged and both curriculums continue to work well within Kambala.

Mr Waverley Stanley presented the prizes at the "Annual Distribution of Prizes" which was held at the Sydney Town Hall where the strong academic results of 2011 were acknowledged. The Council thanks the Principal, Mrs Margaret White for her continued strong leadership and commitment, and all staff members for their ongoing dedication and service to the school. Council also thanks all the members of the Kambala community for their support and generosity throughout the year.

FROM THE PRINCIPAL

The 2011 academic year was one of continued commitment to the pursuit of excellence in providing our students with opportunities to achieve their best.

We were pleased to see our first cohort of students undertaking the International Baccalaureate Diploma Program commence their studies at Year 11 level. Many of our graduates will undoubtedly live and study overseas at some point in their lives and it is important to have a global perspective as we prepare the students for what lies beyond our gates. The IBDP provides a choice for students as they enter their most senior years of academic study and we are proud to be able to offer such a breadth of educational opportunity here at Kambala.

The learning and teaching program is supplemented by an extensive co-curricular and extra-curricular program which ensures that girls are challenged to achieve their best even beyond the classroom. Developing independence and wise decision-making skills are supported by worthy personal characteristics and attributes. The co-curricular and extra-curricular activities offered help to enhance the acquisition of these values and traits. Girls at Kambala take up these opportunities with great enthusiasm.

The strategic vision has been the focus for all our endeavours to achieve continual improvement in all we do and the Council, Staff, Students and Parents should all feel proud of their contribution towards this goal.

Kambala remains 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.

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 2011 SRC members have been working with other schools to foster stronger links between schools in the area to develop a regional SRC body. They 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 reviewed many of the policies and worked with Head of Teaching and Learning on 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, Salvation Army, World Vision, Jeans for Genes, Legacy, Child Fund, Cancer Council, Sydney Children's Hospital, the Shepherd Centre, Kirabti, Earth Hour, recycling and involvement in Clean-Up Australia. Day. Two major events in 2011 were Shake for a Quake, a Year 11 initiative to raise funds for a school in Christchurch, New Zealand which was devastated by the earthquake, and Kambala Chef, a Year 12 initiative to raise funds for Child Fund.

FROM THE PRESIDENT OF KAMBALA PARENTS' ASSOCIATION (KPA)

Parent engagement in our children's education is a key factor in enhancing student achievement and well-being, contributing to higher quality education and better school performance. With this in mind, the Kambala Parents' Association (KPA) takes an active role in the Kambala school community. Our key focus is on creating opportunities for Kambala families to meet, communicate and join together with staff to positively support the education of our beautiful girls. The year's highlight in terms of our 'building community' events was Kambala Karnivale.

The KPA, through parent volunteers, provides practical support for a variety of activities within the School including car line rosters, reading and art support; help with excursions and examination supervision, assistance with music and drama productions, catering of Open Days and service in Outfitters and Kambala Canteen.

Fundraising activities are also organised to support the School. In the financial year to 31 December 2011, the KPA raised the sum of \$155,241 and donated funds to assist with completion of the Music Centre (\$100,000), for Design and Technology equipment (\$1,200), to facilitate upgrade of the Prep playground in Massie House (\$5,763) and for landscaping and enhancement of the Junior School carline area (\$38,585).

As at 31 December 2011, the KPA had a net asset position of \$164,020.

All parents and carers are automatically members of the KPA and are encouraged to take advantage of the opportunities it provides to connect into the Kambala community and advance their interest in the School and its activities.

II/ CONTEXTUAL INFORMATION

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 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 now 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 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 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. 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 an acknowledged leader in girls' education.

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

III/ SCHOOL PERFORMANCE IN STATEWIDE TESTS & EXAMINATIONS

HIGHER SCHOOL CERTIFICATE 2011

In 2011, 85 students sat for the NSW Higher School Certificate in 38 courses. The hard work of the cohort brought the reward of results which reflect their strong work ethic and their ability.

Highlights from the Class of 2011 included:

- Twelve students on the All-Round Achievers List, having achieved a Band 6 result, a mark of 90 or above, in ten or more units
- Eight students in the list of Top Achievers in Course across the State
- 66.29% of our students achieving at least one subject at Band 6 level
- 55.24% of our students gaining a Band 6 result in English courses
- 32.18% of our students gaining a Band 6 result in Mathematics courses
- Kambala's course average consistently above the State average in most subjects

Top Achievements in Courses included:

- 1st place in the State in Japanese Extension
- 2nd and 8th place in the State in English Advanced
- 3rd place in the State in Chinese Continuers
- 4th place in the State in Music Extension
- 6th and 9th place in the State in Information Processes and Technology
- 7th place in the State in English Standard
- 9th place in the State in History Extension
- 2 students achieved a mark of 50 in Music Extension
- 1 student's Visual Arts Major Work selected for ARTEXPRESS and another student's nominated for ARTEXPRESS
- 2 student's Musicology Essays recognised as exemplary works at ENCORE
- 4 student's Music Compositions nominated for ENCORE
- 1 student's Music Performance nominated for ENCORE
- 2 student's Design and Technology Major Works nominated for DesignTECH
- 1 student's Drama Individual Performance nominated for OnSTAGE

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 and Band 5 represents marks from 80 to 89. In general, student achievement was well above state level, which has been a consistent trend over many years.

Higher School Certificate Examination results - 2 Unit Courses

Course average and proportion of students in Bands 5 and 6 in 2 unit courses comparison table

Subject	Year	Number of students	Performance band achievement by %		Average	
			Bands 5 - 6 (marks from 80 - 100)		Kambala	State
Ancient History	2011	28	87.67	72.89	96.42	37.42
	2010	31	89.08	73.11	96.77	38.32
Biology	2011	10	86.52	72.65	90	30.96
	2010	22	84.03	73.41	77.26	33.34
Business Studies	2011	27	86.71	72.93	100	31.97
	2010	28	86.46	74.35	89.28	37.03
Chemistry	2011	22	82.24	74.99	63.63	39.98
	2010	18	83.24	74.49	72.21	39.39
Design and Technology	2011	20	83.89	75.86	75	38.28
	2010	12	81.85	75.37	58.33	34.09
Drama	2011	10	89.28	77.48	90	43.37
	2010	6	88.57	76.52	100	39.72
Economics	2011	16	86.23	74.20	81.25	43.46
	2010	27	87.77	73.46	96.29	41.14
English (Standard)	2011	13	83.51	65.02	84.61	38.86
	2010	16	80.25	63.83	62.5	34.31
English (Advanced)	2011	70	89.08	79.93	95.71	58.15
	2010	78	90.34	80.57	97.43	57.85
French Continuers	2011	5	86.68	81.71	80	63.78
	2010	9	88.20	80.90	100	59.67
General Mathematics	2011	17	78.94	69.41	41.16	24.26
	2010	30	81.21	71.33	63.32	26.10
Geography	2011	15	87.92	74.70	100	37.72
	2010	11	90.73	75.21	100	38.32

German Continuers	2011	1	84.80	78.49	100	54.04
	2010	2	92.10	78.73	100	55.02
Hospitality Examination	2011	7	83.11	76.28	85.71	34.29
	2010	4	77.00	75.55	50	31.69
Information and Processes Technology	2011	6	92.47	71.18	100	31.63
	2010	18	86.57	73.15	88.89	34.07
Japanese Continuers	2011	7	88.20	77.94	100	53.37
	2010	4	82.20	77.73	75	48.14
Latin Continuers	2011	7	84.03	86.19	57.13	79.41
	2010	3	92.27	87.37	100	80.67
Legal Studies	2011	11	85.56	74.23	81.81	38.52
	2010	11	87.29	72.88	90.9	37.74
Mathematics	2011	36	83.24	77.02	69.44	51.22
	2010	31	83.49	76.10	64.51	47.98
Modern History	2011	24	82.18	75.30	66.6	45.32
	2010	30	86.65	75.45	90	41.71
Music 1	2011	3	89.53	79.87	100	58.91
	2010	10	87.16	80.24	100	60.22
Music 2	2011	7	91.74	85.88	100	83.87
	2010	10	90.66	85.48	100	82.32
PDHPE	2011	21	82.63	73.93	61.9	34.2
	2010	12	84.60	75.07	75	38.39
Physics	2011	8	77.88	74.85	37.5	36.22
	2010	12	82.77	74.87	58.33	39.12
Visual Arts	2011	32	87.18	78.16	93.75	47.92
	2010	38	88.57	78.87	94.73	50.58

Higher School Certificate Examination results - Extension Courses

Course average and proportion of students in Bands 5 and 6 in Extension courses comparison table

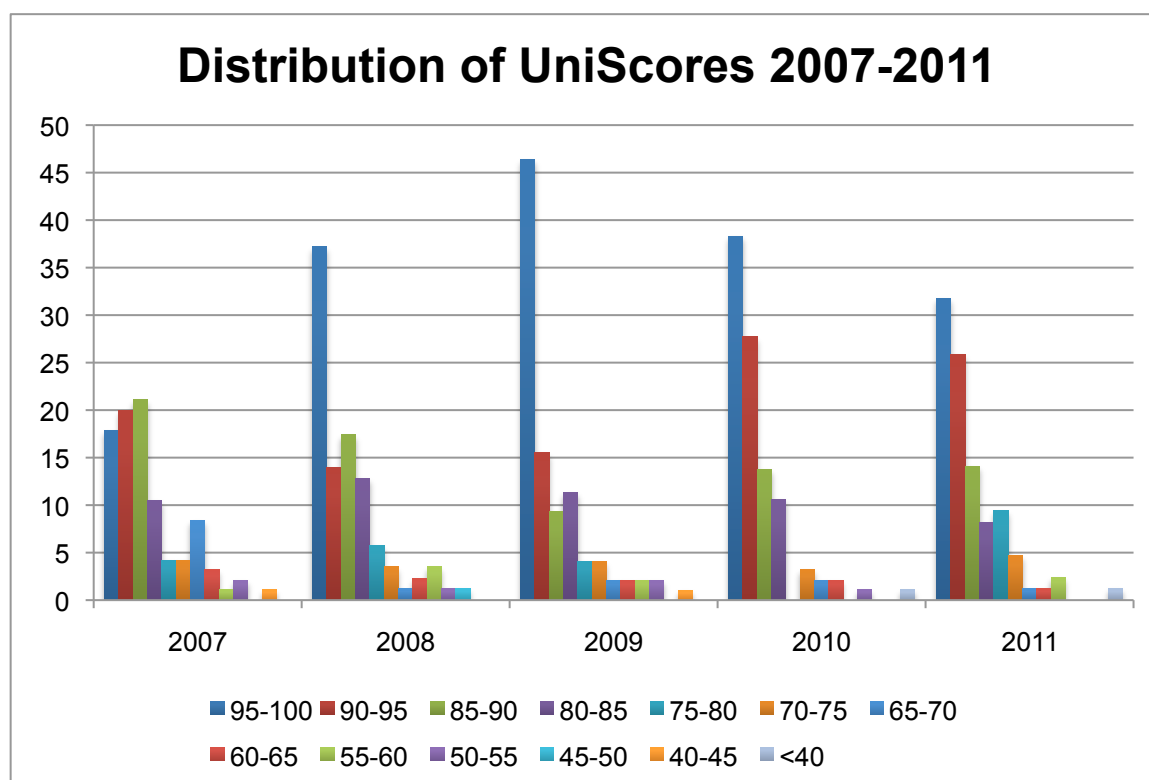
Subject	Year	Number of students	Performance band achievement by %		Average / 50	
			Bands E3 - E4 (marks from 35 - 50)		Kambala	State
English Extension 1	2011	17	45.95	39.87	100	83.95
	2010	21	44.64	39.93	100	85.56
English Extension 2	2011	5	46.66	39.44	100	84.01
	2010	6	44.37	39.44	100	81.46
French Extension	2011	3	44.63	40.69	100	84.57
	2010	4	42.7	41.98	100	90.04
History Extension	2011	14	43.76	38.57	85.7	74.16
	2010	26	43.3	37.81	100	70.98
Japanese Extension	2011	3	42.50	39.75	66.66	85.13
	2010	3	36	39.58	66.67	82.10
Latin Extension	2011	5	43.06	45.65	100	98
	2010	1	48.5	46.11	100	100
Mathematics Extension 1	2011	25	83.60*	81.09*	88	84.47
	2010	19	79.96*	80.65*	84.2	82.55
Mathematics Extension 2	2011	9	82.11*	83.53*	100	91.65
	2010	5	82.04*	83.38*	100	90.01

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

Although we do not receive exact information 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:

- 8 students gained an ATAR of 99 or more
- 31% of students gained an ATAR of 95 or over
- 61% of students gained an ATAR of 90 or over
- 80% of students gained an ATAR of 80 or over

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.



SCHOOL CERTIFICATE RESULTS 2011

In 2011, 101 Kambala students sat for the School Certificate Tests in English Literacy, Mathematics, Science, Australian History, Civics and Citizenship, Australian Geography, Civics and Citizenship and Computing Skills. This is the last year that the School Certificate Tests will be undertaken by Year 10 students.

Kambala students achieved outstanding results, notably above the State results in all School Certificate Tests particularly across the top two bands. This has been a consistent trend across many years. Fourteen students achieved Band 6 results in four or five of the School Certificate Tests.

School Certificate Test Results

The following tables provide information on the School Certificate Tests. The data includes comparisons relative to the State across the six Bands. For the School Certificate Band 6 represents marks from 90 to 100, Band 5 represents marks from 80 to 89, Band 4 represents marks from 70 to 79, Band 3 represents marks from 60 to 69, Band 2 represents marks from 50 to 59 and Band 1 represents marks below 50.

The number of candidates enrolled for the School Certificate Tests was 101.

Band	English - Literacy		Mathematics		Science	
	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %
6	17.64	5.02	20.79	8.89	26.47	8.97
5	62.74	33.91	37.62	17.15	47.05	24.71
4	18.62	45.32	29.75	21.39	23.52	35.35
3	-	8.71	10.89	27.39	1.96	22.59
2	-	3.06	-	21.1	-	4.73
1	-	0.62	-	0.46	-	0.21
None #	0.98	3.33	0.99	3.57	0.98	3.4

Band	Australian History, Civics and Citizenship		Australian Geography Civics and Citizenship	
	Kambala %	NSW %	Kambala %	NSW %
6	17.64	5.32	32.35	5.29
5	42.15	21.26	42.15	19.78
4	32.35	30.84	19.6	32.11
3	6.86	29.09	4.9	27.11
2	-	8.51	-	10.55
1	-	1.3	-	1.47
None #	0.98	3.65	0.98	3.66

Computing Skills		
Band	Kambala %	NSW %
Highly Competent	89.21	52.47
Competent	10.78	43.42
CND	-	0.5
None #	0	3.58

None indicates students absent from the School Certificate

Tests

A comparison of Kambala's results relative to the State of the average mark in each School Certificate Test is included in the table below.

Course	Kambala Mean	State Mean
English Literacy	84.42	77.34
Mathematics	81.74	70.88
Science	84.24	75.44
Australian History	81.46	72.42
Australian Geography	84.61	72.15
Computing Skills	89.04	79.20

School Certificate Grades

The following table provides information on the School Certificate 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. Five students gained a Grade A in all nine of their School Certificate subjects. Elective subjects studied in Years 9 and 10 can be taken for both years as 200 hour courses or just in Year 9 or Year 10 as 100 hour courses.

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	103	84958	46	12	21	26	31	37	2	17	0	6
Mathematics 200 hrs	102	85054	39	14	30	23	18	31	13	24	0	7
Science 200 hrs	103	84920	28	13	35	24	24	35	13	19	0	8
Australian Geography 100 hrs	103	84850	29	12	26	23	36	35	9	21	0	9
Australian History 100 hrs	103	84843	18	12	26	22	52	33	3	22	0	9
Commerce 100 hrs	6	3581	83	19	17	29	0	32	0	14	0	5
Commerce 200 hrs	44	16615	32	28	36	31	25	27	7	10	0	4
Geography 100 hrs	1	1003	0	26	0	30	100	27	0	13	0	4
Geography 200 hrs	16	495	25	40	25	33	50	17	0	7	0	3
History 200 hrs	39	4278	33	35	28	30	38	23	0	9	0	3
French 100 hrs	2	519	0	16	0	26	100	34	0	17	0	7
French 200 hrs	21	3180	48	37	29	30	24	21	0	9	0	3
Japanese 200 hrs	7	2527	57	37	14	25	14	21	14	12	0	5
Latin 100 hrs	1	40	0	15	0	33	100	33	0	15	0	5
Latin 200 hrs	6	461	67	56	33	28	0	13	0	3	0	1
Design and Technology 100 hrs	1	1393	0	16	0	29	100	35	0	15	0	5
Design and Technology 200 hrs	36	3135	22	26	19	31	58	29	0	10	0	4
Information and Software Technology 200 hrs	13	11222	15	22	23	27	54	29	8	14	0	6
Music 100 hrs	2	2333	0	13	100	25	0	33	0	18	0	9
Music 200 hrs	30	10953	37	25	47	30	10	26	7	12	0	6
Photographic and Digital Media 100 hrs	6	2704	17	16	33	29	50	30	0	17	0	8
Photographic and Digital Media 200 hrs	25	6237	16	21	40	28	40	29	4	14	0	7
Visual Arts 100 hrs	4	3588	25	16	50	30	25	32	0	15	0	7
Visual Arts 200 hrs	35	14698	34	25	20	31	40	27	6	12	0	4
Personal Development, Health and PE	103	17796	26	15	30	29	41	35	3	14	0	6

LITERACY AND NUMERACY ASSESSMENTS 2011

Literacy

NAPLAN 2011

In 2011 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 2008 and Year 5 2010, similarly Year 5 2009 and Year 7 2011, because these are the same students tested at different point in their schooling. However, this will not be the case for 2011. The Australian Curriculum Assessment and Reporting Authority changed the genre of the NAPLAN Writing test from narrative to persuasive writing. Testing has revealed that students perform differently in the two types of writing tasks. For this reason ACARA has introduced an additional NAPLAN reporting scale. The addition of an extra writing scale means that student results for writing in 2011 cannot be compared with their results from any previous years.

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 = 47

Literacy

Reading			Writing		Spelling		Grammar & Punctuation	
Band	State %	Kambala %	State %	Kambala %	State %		State %	Kambala %
6	29	62	18	43	25	40	28	60
5	18	17	43	55	26	36	22	26
4	21	15	21	2	21	19	24	9
3	18	6	12	0	18	4	15	6
2	10	0	4		7	0	7	0
1	4	0	2	0	4	0	5	0

Numeracy

Numeracy			Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
	State %	Kambala %	State %	Kambala %	State %	Kambala %
6	18	30	18	34	23	30
	22	32	20	30	14	28
4	27	34	23	26		
3	20	4	28	11	18	0
2	12	0	9	0	13	2
1	3	0	3	0	5	0

Year 5 Number of Students = 64

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State %	Kambala %	State %	Kambala %	State %	Kambala %	State %	Kambala
8	16	33	9	31	14	30	16	45
7	19	34	17	31	22	25		
6	21	22	31	30	27	31	23	16
5	26	11	31	5	24	9	21	5
4	11	0						
3	7	0	5	0	5	3	6	0

Numeracy

	Numeracy		Data, Measurement,		Number, Patterns & Algebra	
	State %	Kambala %	State %	Kambala %		Kambala %
8	15	45	15	41	15	39
7	14	16	16	25	18	25
6	29	22	30	20	28	19
5	28	16	24			
4	10					
3	4	0	4	0	6	0

Year 7 Number of students = 86

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State %	Kambala %	State %	Kambala %	State %	Kambala %	State %	Kambala
9	11	34	8	39	12	28	10	38
8	20	34	16	31	21	34	20	30
7	24	21	23	20	28	28	21	15
6	26	10	27	9	22	9	29	15
5	16	1	19	1	11	1	13	1
4	3	0	7	0	5	0	7	0

Numeracy

	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
	State %	Kambala %	State %	Kambala %	State %	Kambala %
9	16	31	14	30	19	36
8	16	23	16	22	16	21
7	25	28	24	29	25	21
6	24	15	25	15	21	16
5	16	2	15	3	15	
4	4	0	5			

Year 9 Number of students = 84

Literacy

Reading			Writing		Spelling		Grammar & Punctuation	
Band	State %	Kambala %	State %	Kambala %	State %	Kambala %	State %	Kambala %
10	9	22	10	34	8	21	6	16
9	16	26	12	24	20	37	13	16
8	25	28	23	24	28	27	32	45
7	25	19	21	10	24	13	25	23
6	18	5						0
5	6	0	16					

Numeracy

Numeracy			Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
	State %	Kambala %	State %	Kambala %	State %	Kambala %
10	13	17	14	20	15	17
9	16	25				
8	22	36	25	40	23	
7	26	15	25			
6	19	7	15	7	18	7
5	5	0		0	6	0

Overall Kambala students have again performed above the State in the NAPLAN assessment. Performances in NAPLAN are documented on the My School website:

<http://www.myschool.edu.au>

IV/ SENIOR SECONDARY OUTCOMES

In 2011, 9% 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
2011	HSC	100%
2011	VET qualification	9%

Senior Secondary outcomes are documented on the My School website:

<http://www.myschool.edu.au/>

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:

(i) 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	102
(ii) 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	2
(iii) 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	1

All teachers have a least one degree at Graduate level. Three teachers are studying towards a postgraduate teaching 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 2011 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:

- Australian Early Years Learning Framework National Conference
- Information Landscapes for 21st Century Learners
- Coaching Students through the Challenges of Adolescence
- Educating Girls for Achievement and Resilience
- Information Landscapes for 21st Century Learners

In 2011 Kambala staff took part in 170 different courses.

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

Department	No. Courses	Department	No. Courses
Archives	4	Boarding	7
Careers	19	Commerce	2
Counsellors	15	D & T	12
Development	5	Drama	6
ELC	34	English	16
Enrolments	3	Exec	37
Geography	3	History/Classics	17
IB	25	IT	15
Junior School	58	Languages/LOTE	11
Library	12	Maintenance	2
Massie House	58	Mathematics	25

Department	No. Courses	Department	No. Courses
Middle School/ Junior School	58	Music	12
National Curriculum		PDHPE	22
RE	2	School Nurse	1
Science	20	Student Services	2
Visual Arts	15		
Total no. of courses	518		

VI/ WORKFORCE COMPOSITION 2011

TEACHER ATTENDANCE AND RETENTION

Teachers at Kambala are committed and dedicated. The teaching attendance rate at Kambala in 2011 was 98.89% (1.11% absences). In 2011 the teacher retention rate was 89% (11% teachers left in 2011) which is similar to past years. 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 Staff
Teaching staff	104
Full-time equivalent teaching staff	98.7
Non-teaching staff	42
Full-time equivalent non-teaching staff	32.1

VII/ STUDENT ATTENDANCE AND RETENTION RATES

2011 ATTENDANCE

96.5% of students attend school on average each school day in 2011. This was similar to the daily attendance in 2009.

Year Level	Attendance Rate %
Kindergarten	96.8
Year 1	96.9
Year 2	95.1
Year 3	96.2
Year 4	95.7
Year 5	96.9
Year 6	96.2
Year 7	96.1
Year 8	95.8
Year 9	94.0
Year 10	95.0
Year 11	95.6
Year 12	98.3

STUDENT RETENTION RATE

The actual student retention rate from Year 10 in 2009 to Year 12 in 2011 was 92%. 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 the 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 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.

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. (The common code approved by the Minister will be used from 2012.)

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.

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. The register of daily attendances will be retained on the School's administrative database for seven years (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 - Junior School and Senior School

- Attendance should be regular and punctual. Students are expected to arrive at their Tutorial Room no later than 8.25am
- The Tutor/Class teacher takes a record of attendance which is recorded electronically in the School Database.
- Absence should be notified by parent, guardian or Boarding House by telephone 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.
 - The common code approved by the Minister will be used from 2012.
- On returning to School after absence, a student must bring a note of explanation to her Tutor/Class teacher. This note should:
 - be addressed to her Tutor/Class Teacher
 - state the student's name and Tutorial Group/Class
 - be signed by parent/guardian or Boarding House Staff member
- Email notifications must be followed up with a signed note. These notes are retained by the Head of School.
- In the Senior School absence of 3 or more days due to illness requires a medical certificate.
- Absence from assessments Years 11 - 12, requires a medical certificate.
- Students who are late to School are to report to Reception with a note from their Parent or Guardian. 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 Co-ordinator 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.

- Parents or guardians are required to provide a written explanation (within 7 days of the absence occurring) for all absences. These notes are retained in Reception and kept for a period of 1 year after the absence.
- 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 Co-ordinator. 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, written permission must be sought from the Head of School

Procedures - Massie House

- Students are expected to arrive in class no later than 8.45.
- The class teacher takes a record of attendance at 9.00am electronically in the School Database.
- Absences are noted in student records.
The common code approved by the Minister will be used from 2012.
- 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.
- The Head of Massie House maintains an overview of student absences and contacts parents or guardians in instances of excessive lateness or absence.
- Parents or guardians are required to provide a written explanation (within 7 days of the absence occurring) for all absences. These notes are retained by Massie Reception and kept for a period of 1 year after the absence.
- Requests for up to a few days leave are made to Head of Massie House and extended leave must be made in writing to the Principal and submitted in advance to allow sufficient time for leave to be granted.
- 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.

VIII/ POST SCHOOL DESTINATIONS

Post school destination of those students who left in Year 10 and Year 11

Destination	Other Schools	Overseas	Total
Year 10	4	2	6
Year 11	2	2	4

Destination by Institution (after final round of offers)

University	Number of Students
Australian Catholic University	3
Australian National University	5
Charles Sturt University	1
Macquarie University	2

University	Number of Students
Notre Dame University Sydney	2
University of Canberra	1
University of New South Wales	21
University of Melbourne	6
University of Sydney	34
University of Technology Sydney	12
University of Western Sydney	1
University of Wollongong	1
International College of Management Sydney	1

Course	Number of Students
B Applied Science (Occupational Therapy)	1
B Arts	15
B Arts (Advanced) (Hons)	1
B Arts/B Laws	1
B Biomedicine	1
B Business (City)	3
B Business & Communications (Hospitality Management)	1
B Business B Science Information Technology	1
B Combined Law	2
B Commerce	8
B Commerce (Co-op Scholarship)	1
B Commerce (Liberal Studies)	1
B Commerce/B Arts	4
B Commerce/B Laws	1
B Commerce - Professional Accounting	1
B Communication/B Advertising & Marketing Communication	1
B Communications (Information & Media)/B Laws	1
B Communication (Journalism)	1
B Communication (Media & Arts Production)	1
B Communication & Media Studies/B Laws	1
B Communication (Public Communication)	1
B Criminology & Criminal Justice	1
B Design	1
B Design/B Art Education	1
B Design - Fashion & Textile Design/BA International Studies	1
B Design Interior & Spatial Design	1
B Design in Visual Communication	2
B Economics	2

Course	Number of Students
B Education (Primary)	1
B Engineering/B Commerce	1
B Exercise & Sports Science	1
B Forensic Biology in Biomedical Science	1
B Information Technology	1
B International & Global Studies	3
B Laws B Arts International Studies	1
B Liberal Arts and Sciences	2
B Marketing & Public Relations	2
B Medical Science	1
B Medicine/B Surgery	1
B Organisational Learning & International Studies	1
B Philosophy (Hons) - Science	1
B Physiotherapy	1
B Psychology	1
B Political, Economic & Social Sciences	3
B Science	1
B Science (Advanced Science)	2
B Philosophy (Hons) - Science	1
B Physiotherapy	1
B Psychology	1
B Political, Economic & Social Sciences	3
B Science	1
B Science (Advanced Science)	2
B Science/B Arts	2
B Science/B Arts or Social Science	1
B Science (Computer Science)	1
B Science (Food Science & Technology)	2
B Social Work	1
B Visual Arts & Design	1

IX/ ENROLMENT POLICIES AND PROCEDURES

ENROLMENT POLICY

Students are enrolled at Kambala from Preparation - aged four years before the end of March of the year in which they commence.

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

Student population

Kambala P - 12 has an enrolment of 930 girls, of whom 550 are in the secondary school. There are approximately 90 boarders who come mostly from rural NSW, with some from outer localities of Sydney and overseas. It is a non-selective school.

ENROLMENT PROCEDURES

Entry into all year groups is possible if a vacancy is available in that particular year group.

Entry from Years 8 - 12 is subject to interview and assessment by the Principal, Deputy Principal/Head of Senior School and Director of Curriculum. Students are also tested via the Robert Allwell & Associates program, to provide information for class placement and academic needs.

A Registration fee is requested with the completed application form.

Names are placed onto the register and into the computer upon receipt of the application form. Letters of receipt of the form are sent to the parent advising them that they are either accepted or on a waiting list.

Confirmation of Entry forms are sent to parents no earlier than two years prior to the student commencing. At this point a non-refundable entrance fee is requested.

Interviews with the Principal and Heads of Infants' School and Junior School take place the year prior to entry.

Overseas students applying for the Senior School are required to sit an English and General ability test in their own country. (Provided that their own country is non-English speaking) They may sit in Sydney if they are currently in Australia. Upon receipt of the results of these tests, the enrolment of an overseas student may proceed to the interview and Kambala assessment stage, providing the results are of an acceptable standard. If a certain standard has not been reached, overseas students are encouraged to study further English and reapply.

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 My Schools Website: <http://www.myschool.edu.au>

Students leaving Kambala

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 the database.

X/ STUDENT WELFARE POLICIES, 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:

- Minimizes 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.

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

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.

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

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 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

Parents are expected to:

- be aware of signs that their daughter might be being bullied (e.g., mood swings, nightmares, headaches, loss of confidence, withdrawal from friends, and unwillingness to go to School)
- ask their daughters about their friendships and any bullying problems
- advise their daughters to report bullying problems
- report all cases of bullying that they are aware of, including those that do not involve their daughters
- be willing to work co-operatively with the School to address bullying

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.

Policy Review

It is important that the issue of maintaining a safe and supportive school environment remains a high priority each year. This policy was reviewed in 2011 and will be reviewed on a regular basis.

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 2011	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	Policy reviewed and revised. Updating of policy to include Keep Them Safe	Issued to members of School Council Staff Handbook School Intranet
Occupational Health and Safety Policy encompassing <ul style="list-style-type: none">• Responsibilities• Program• Evacuation procedures	Policy reviewed and revised to ensure compliance with changes to Workplace Health & Safety. Evacuation and Containment procedures revised.	Staff Handbook School Intranet

Policy	Changes in 2011	Access to Full Text
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 Cyber-safety Relationships with students Discipline of Students Communication Duty to Disclose Student encompassing <ul style="list-style-type: none"> Expectations of students 	All policies were reviewed. Nil changes	Staff Handbook School Intranet Student Yearbook School Intranet
Health Policies including <ul style="list-style-type: none"> Anaphylaxis Policy Drug Policy Health Centre Policy Sun Protection 	Health Care procedures were reviewed and revised, in relation to Communicable Diseases, Health Centre Medication, First Aid in the Boarding House New policies were implemented in 2011.	School Intranet
Excursion Policy encompassing <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 	Policy reviewed and revised. New guidelines for Overseas excursions were implemented in 2011.	Staff Handbook School Intranet
Communication Policy encompassing <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 well-being 	Policy revised to incorporate staff changes	School Intranet New Parent Information Booklet On-line School Newsletter Student Yearbook
Pastoral Care Policy encompassing <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 	All policies reviewed. Student Leadership policy was revised. A new policy was implemented in 2011. Homework Policy was revised. A new policy was	School Intranet New Parent Information Booklet On-line School Newsletter Student Yearbook

Policy	Changes in 2011	Access to Full Text
Students	<p>implemented in 2011.</p> <p>New procedures for Identification of students with learning difficulties implemented.</p> <p>New policies implemented in 2011 in relation to Accommodation, Support and Welfare of Full-fee Paying Overseas Students</p>	
<p>Critical Incident Policy encompassing</p> <ul style="list-style-type: none"> Prevention and Preparation Management 	Policy revised to incorporate staff changes	<p>School Intranet</p> <p>Staff Handbook</p>
Student ICT Policy	<p>Policy revised.</p> <p>New procedures regarding student use of mobile phones at school was implemented</p>	<p>Student Yearbook</p> <p>School Intranet</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> Premises and Facilities Policy Annual Fire Safety Guidelines Evacuation Procedures 	<p>Policies were revised.</p> <p>New policies were implemented in 2011</p>	<p>Staff Handbook</p> <p>School Intranet</p>

DISCIPLINE POLICY

Students are required to abide by the School's Rules and Code of Behaviour (published in the Year Book 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 eg: joining the class on a particular excursion. The child should be told why, ie: 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 about 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 grievances resolution is provided in:

- The Staff Handbook
- The School Intranet
- New Staff Parent Information Booklet
- The On-line School Newsletter.

Location of full text of policies

All are located on the Kambala Intranet. Some policies are also included in the annual Staff Handbook.

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 On-line School Newsletter - *Kambala View*

XI/ SCHOOL DETERMINED IMPROVEMENT TARGETS

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 School Certificate and Higher School Certificate. This analysis has a particular focus on 'value add'.

School Improvement Achievements 2011	School Improvement Targets 2011
TEACHING & LEARNING Implemented an educational program for Year 8 to specifically integrate social skills in academic program A cohort of year 11 students began studying the IB Diploma program Focused on the practices of assessment for learning A teaching team researched the use of Web 2.0 technology to support assessment for learning and effective student feedback	TEACHING AND LEARNING Assessment for Learning Intervention Instruction Curriculum Planning: learning by Design Evidence Based Research: using student performance data to inform learning Integration of IT Differentiation Professional Dialogue
STAFF Refurbished staff room for Senior Staff with new workspaces and furniture Introduced of a mentor program for new staff Physiotherapy workshop for staff Staff conference held to support the use of mobile computing technology	STAFF Establish regular opportunities for staff to use the services of a masseur and a reflexologist Staff code of respect to be developed in consultation with the staff, professional learning time to be dedicated to this initiative
PASTORAL CARE Integrated the theory of positive education through a strengths approach in Pastoral Care programs in Year 7	PASTORAL CARE Targeted groups of staff to be trained on methodology of

Student well being survey was conducted for all students in Years 5 - 12	Positive Psychology and Wellbeing Student surveys and interviews to be conducted in order to shape policy and strategies to ensure student well being
FACILITIES & ENVIRONMENT Improved Year 7 common areas Work on Music Centre Work on the Construction of tennis courts Improved landscaping to provide more open space for students	FACILITIES & ENVIRONMENT Completion of Music Centre and new Tennis Courts Refurbishment of Year 7/8 Common Area and bathrooms Refurbishment of 1 x Tivoli Boarding House bathroom Paving of Tivoli Avenue entrance and car-line (pick-up & drop-off area)

XIII/ INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

PASTORAL CARE

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 is to provide an environment which promotes the physical, emotional, social, spiritual and intellectual well-being 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 Head of Senior School and other members of the Executive are available to both students and parents.

Students also have access to the School's Counsellors. The School's 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.

Pastoral Care is embedded in many aspects of curriculum and extra curricular activities at Kambala. In the Senior School the timetabled Pastoral Care program, Years 7 -9, has 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
- 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
- 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, and Principal or outside agency.

Kambala strives to develop independent young women who possess the ability, integrity, desire and strength of purpose to make a positive contribution in our changing world. Kambala seeks to foster a capacity for reflection, a spirit of service and a passion for learning in every student.

Kambala dedicates significant resources to encourage all students to develop compassion and a capacity for giving of themselves to others. This is designed to ensure that each student develops an intuitive desire and authentic commitment to serve and contribute to their community and the world now and in the future.

Strategies

- Development and implementation of age-appropriate programs that enable students at all levels to participate in activities that connect with and give to those who are less fortunate
- Development of partnerships with a range of not-for-profit organisations that will provide content and connections for students in a well-structured, safe and secure environment
- Development of programs that inform about matters of social justice and provide a framework for reflection and exploration of complex social issues

In 2011, the School undertook an audit of all wellbeing programs from P - 12 (see table). Furthermore, a student wellbeing survey for all students in Years 5 - 12 was conducted by an independent organisation.

Year	Program
Preparation	<p>You Can Do It sessions</p> <ul style="list-style-type: none"> • Building Confidence • Persistence • Organisation • Resilience <p>Kidsmatter - Early Childhood Life Education Jump Rope For Heart Anti Bullying Week World Kindness Week Healthy Living incursion</p> <p>P.E. (i) Movement (ii) Gross Motor (iii) Games skills (iv) Skipping & Hooping</p>
Transition	<p>Bounce Back sessions (<i>Includes: Bounce Back/Friendly Kids, Friendly Classroom/You Can Do It programs</i>)</p> <ul style="list-style-type: none"> • Being Kind • Sharing • Approaching & Joining In • Including Others • Our Strengths • Not Giving Up, Solving Problems & Being Resourceful • It's Okay to Be Different • Being Respectful <p>Kidsmatter - Primary Life Education Jump Rope For Heart</p>

Year	Program
	Anti Bullying Week World Kindness Week Healthy Living incursion PD: Growing and Changing PE: (i) Gymnastics (ii) Athletics (iii) Minor Games (iv) Dance
Year 1	Bounce Back sessions (<i>Includes: Bounce Back/Friendly Kids, Friendly Classroom/Stop, Think, Do programs</i>) <ul style="list-style-type: none"> • Recognising Your Own Feelings & Those of Others • Managing Feelings • Making & Keeping Friends • Getting Along With Others and Being Accepted • Dealing With Fights and Arguments • Suggesting & Persuading (instead of bossing) • Playing Fairly • Being a Good Winner/Loser Kidsmatter Primary Fire Safety incursion Life Education Jump Rope For Heart Anti Bullying Week World Kindness Week PE: (i) Gymnastics (ii) Athletics (ii) Manipulative Games (iv) Minor Games (v) Dance (vi) Learn To Swim/Stroke Correction
Year 2	Bounce Back sessions (<i>Includes: Bounce Back/Friendly Kids, Friendly Classroom/Stop, Think, Do programs</i>) <ul style="list-style-type: none"> • What I Like About Myself/Others • Positive Tracking • Giving & Receiving Compliments • Responding to Provocation • Dealing With Annoying Behaviour • Saying "No" • Asking an Adult for Support/Help Kidsmatter - Primary Life Education Jump Rope For Heart Anti Bullying Week World Kindness Week PE: (i) Gymnastics (ii) Athletics (ii) Manipulative Games (iv) Minor Games (v) Dance (vi) Learn To Swim/Stroke Correction
Year 3	Me and My Mate/My Friends and I Drugs Affect Me/Keeping Safe and Healthy Action Packed Safe T Swimming/Stroke Work Life Saving Fitness Testing and Athletic Events Variety of Dances
Year 4	Happy Healthy and Safe Drugs Affect Me And Others/Road Safety Affects Me Me Myself And I Protecting Me Life Saving Fitness Testing and Athletic Events Gymnastics

Year	Program
Year 5	You Me and Us Keeping Myself Safe Around Drugs, Water and The Environment I Like Me Safe To Travel Life Saving Fitness Testing and Athletic Events Variety of Dances
Year 6	Fit For Life Personal Power Growing and Changing Making Decisions About Drugs Life Saving Fitness Testing and Athletic Events Gymnastics
Year 7	Aquatics, Athletics, Netball, Basketball and Fitness, Gymnastics Road Safety Health Changes and Challenges Adolescence and Change Healthy Habits Discovery by the Sea - Preparation for Senior School Enlighten Education - The Girl Journey Celebrating Character Strengths Gratitude Using character strengths to build positive relationships - Values and strengths Say No to bullying Reflection on learning - resilience Preparation for camp Friendship Cyber Safety Sense of Self Worth - Beyond Blue Kit
Year 8	Health Matters Supporting Myself and Others Drug Use - Reality and Risk Summer Fun PE: Aquatics, Games, Fitness, Hip Hop Dance Rites of Passage Celebrating Childhood Ceremony: severance - celebrating childhood and preparing to move on Key Concepts: (i) Rites of Passage (ii) Core Components (iii) Cultural Studies (iv) Reflection - deep connection with self, family and lineage Challenges and preparing for camp Friendship Taking responsibility Enlighten Education Workshop - Setting personal boundaries (safe partying, managing conflicts and cyber safety) Cybershots workshop Me books Sexualisation of teen girls through the media 'choices' DVD and program Making promises and taking responsibility Resilience Preparing for CASaK
Year 9	Overcoming Adversity - Dealing With Mental Health Issues - Mood Disorders, Anxiety and Teenage Depression Relationship Skills Safe Drug Use Healthy Eating Habits

Year	Program
	<p>Cyber Safety</p> <p>CASaK</p> <ul style="list-style-type: none"> • Preparation and Reflection • Role within the Community • An Individual's role in the Community • What is your role as a women in the world? • Celebrating CASaK <p>Oxygen Factory 'Half Day of Hope'</p> <p>Engaging and Reflecting on Community Service</p> <p>Inspiring Women: Tania Major, Tara Winkler, Catherine Hamlin</p> <p>Sense of Belonging – Beyond Blue Kit</p> <p>Project: Fistula or Indigenous Literacy Project</p>
Year 10	<p>WAYS Youth Services Forum - Teenage Pregnancy</p> <p>Women's Sexual Health & Sexual Transmitted Infections</p> <p>RYDA Safe Driver Program</p> <p>Dance Workshops</p> <p>Biathlon</p> <p>Self Defence Classes</p> <p>Shifting Knowledge</p> <p>Careers – World of Work</p> <p>Back Off program</p> <ul style="list-style-type: none"> - Mental Strength - Assertiveness - Conflict Psychology <p>Ethical issues in the World</p> <ul style="list-style-type: none"> - What is Ethics? - Why does it matter?
Year 11	<p>Fitness</p> <ul style="list-style-type: none"> • Cheer Leading • Indigenous Games • Body Conditioning • Pilates • Boxercise <p>Police Talks - Safe partying, IDs, Underage Drinking</p> <p>RSA Course</p> <p>Senior First Aid Course</p> <p>Leadership Training - Rising Generations</p> <p>Study Smart</p> <p>Happy Minds, Happy Body</p> <p>Team Building</p> <p>Relaxation</p> <p>Spiritual Journey</p> <p>Financial Planning - Wise Women</p>
Year 12	<p>Careers</p> <p>Guest Speakers - Post School</p> <ul style="list-style-type: none"> • University/Tertiary • Exchanges • Gap Year • Scholarship • KOGU <p>Oxygen Factory</p> <p>Police Talks - Safe partying, IDs, Underage Drinking</p>

Year	Program
Boarding	House Buddy System for new girls in each year Fernbank Mentor - Year 12 Boarders' Advisory Team International dinners Special cultural nights Boarders' Revue
Overall Senior School	Tutorial Groups World Challenge Outdoor Education Committees - eg Charity, Environment

A new initiative in the Junior School was to involve Enlighten Education in our Pastoral Care Program for Year 6. This involved a customised one day workshop which addressed issues and equipped the girls with the necessary skills to make safe, important decisions about their friendships. The girls were also encouraged to critically evaluate the messages that bombard them every day and develop strategies that help them respond intelligently and objectively.

Junior School Staff decided to support the Australian Chapter of Room to Read, a not for profit organisation working in collaboration with communities and local governments across Asia and Africa to develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the life skills they will need to succeed in school and beyond. The Staff donate to this charity each time they have coffee in the Staffroom - Lattes for Literacy.

Years 3-6, students were involved in workshops associated with leadership. The Junior School Officers' understanding of the term 'leadership' was enhanced by a full day spent exploring teamwork under the direction of a team from Rising Generations. At regular meetings the Officers decide upon a range of initiatives to help ensure the school is a friendly, clean and happy place to be. Charity monitors were energetic in raising both money and awareness for a range of worthy causes. Environment Monitors were persistent in their efforts to recycle paper and to save energy in the classrooms. Other initiatives were undertaken in the areas of Library and Art.

In addition to the programs listed in the table, the following information focuses on new initiatives and programs, which were introduced in the Senior School in 2011:

- Year 7 -A new initiative was the integration of the theory of positive education through a strengths based approach in the Pastoral Care program. The following topics were covered in dedicated Pastoral Care lessons as well as occasional workshops: transition into high school; character strengths and positive psychology; a sense of self worth and developing positive friendships and relationships.
- Year 8 - A new initiative was the implementation of an educational program that integrated social skills in the academic program - Rite of Passage. In Year 8 the following topics were covered in dedicated Pastoral Care lessons as well as occasional workshops: building and sustaining positive relationships with peers and the broader community; a sense of belonging and sharing your story; rite of passage and engaging in challenge.
- Year 9 - continued to develop the CASaK program where students are encouraged to take on responsibilities and challenges within their community and beyond. CASaK - Community, Service, Adventure at Kambala builds on Kambala's Pastoral Care program for Years 7 - 9 and involves a year of personal growth and reflection for each student. It promotes awareness of the individual's place in her community, builds knowledge of local and global communities, challenges each student to learn beyond the classroom and engages her in helping others by serving the community.

In 2011 an additional initiative was the integration of elements of the *Beyond Blue Kit - Sense of Belonging and Sense of Purpose* into the CASaK and Pastoral Care programs.

- Another initiative saw Year 9 participate in a series of 3 Interfaith Workshops with students from 3 other multi-faith schools- designed to promote tolerance and a sense of social harmony. The Respect, Understanding and Acceptance project addressed the issue of cultural and religious ignorance and associated intolerance. The focus of the project promoted tolerance and a sense of belonging to a shared peer group with shared concerns for social harmony. The workshops generated a knowledge and awareness of others and to take that awareness home to parents and others, to widen the impact of the engagement.
- Year 10 -The School developed a new model for Outdoor Education. Following the success of the 2010 Year 9 CASaK program, the Year 10 Outdoor Education Program 2011, was changed to allow choice and greater community service in the local area. Not only were girls given a range of program options to select, within the programs they were given opportunities to choose the level of challenge and were then presented with opportunities to define themselves as individuals, within both the school and global communities. The new program encouraged leadership, creativity and personal growth and wellbeing.
- Year 10 World Challenge Team members journeyed to Thailand and Cambodia for 4 weeks. This included a building project in a rural community. It provided opportunities for the girls to work in teams to build important leadership skills whilst travelling in developing countries.
- Years 10 and 11 students forged stronger links with Wairoa, a local school for students with intellectual and multiple disabilities in the 4-18 years age range. Students assisted Wairoa staff at sports days, concerts, in the classroom and playgrounds, constructing gardens and more importantly formed friendships. The relationship has greatly assisted in promoting respect for the individuals and the rights of others.
- Year 11 student initiative, *Community Building*, led by the Prefect team. Each girl made a strong commitment to work with each year group to encourage and strengthen positive relationship, build self-esteem and to feel that what we do in our lives is valuable and worthwhile. The key to the successful acceptance of this strength of purpose has been the wholehearted support given by all members of the cohort.
- International Baccalaureate Diploma Programme Year 11 students engaged in many projects that foster respect and responsibility on a local and global scale. Students have been involved in academic tutoring of Junior School students, and have worked at Taronga Zoo in animal husbandry; raising awareness for campaigns such as Fish for Life; and acting as guides. Students have also held a market stall at Glebe to raise money for charity: collecting, making and preparing the products for sale. Further afield, students have worked in Indonesia in a building project known as Habitat for Humanity. A Kambala IB DP Team also entered the annual City2Surf fun run.
- Year 12 student initiative *Kambala Chef* and 7-12 House Tutorial meeting once per cycle to build a positive competitive spirit and team ethos in each student, promote the development of understanding among year groups and promote a safe and supportive environment.

In 2011 Staff continued to develop their knowledge and understanding of the methodology of positive psychology and wellbeing. There were whole school workshops such as the presentations by Erica McWilliam, The Butterfly Foundation and Michael McQueen. Staff also attended in-services and conferences on Positive Schooling. Members of the Wellbeing team as well as teachers across a number of Faculties attended workshops and conferences on Mental Health Issues, Staying Safe in Cyber Space, Body Image, Crisis Management and Resilience.

A specific project for 2011 was to build capacity of the Senior School Wellbeing team. The project complemented existing programs and strengthened our approach to adolescent mental health and wellbeing. In addition to the audit of wellbeing programs and the student survey, nine staff from the Senior School Wellbeing team and Boarding staff attended an off-site workshop: *Coaching*

Students through the Challenges of Adolescence: A Workshop for School Welfare Professionals hosted by The Health Psychology Unit of the University of. The key learning objectives of the workshop were: Improved knowledge and understanding of key mental health problems affecting adolescents; Developing the necessary skills and strategies to effectively work with adolescents experiencing mental health difficulties; Increased confidence in applying the strategies necessary to manage adolescent mental health difficulties. An action plan was determined for improvement in the area of pastoral care. More specifically it was determined that the morning Tutorial program needed to be expanded with a focus on the development of teacher capacity around student wellbeing fostering stronger sense of connectedness between Tutors and students.

In 2011 information evenings (class, subject, careers, outdoor education, CASaK), and forums were held for **Parents**. In addition, social researcher, Michael McQueen ran three workshops - Decoding the Adolescent Mind, Engaging Gen Y @ Home and Leaving a Legacy. Danielle Miller from *Enlighten Education*, ran an information night for Years 8 and 9 parents so they could have a better understanding of the student workshops and to help assist their daughters. Topics covered were:

- Friendships - equipping the girls to make safe, important decisions about their friendships.
- Stop I Don't Like It - setting personal boundaries, safe partying, handling inappropriate text messages, managing conflict and using the internet safely. This focused on what's right and what's not right and how to tell the difference.
- Love the Skin You're In - to develop strategies to respond intelligently and objectively to negative stereotyping, media images etc.

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) 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)
- Yr 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. Kambala's SRC leaders combined with SRC leaders from other Eastern Suburbs schools to develop a regional SRC body. Training also occurred through the year for all girls in Years 9 through their involvement in the CASaK program.

XIII/ PARENT AND STUDENT SATISFACTION

Kambala is committed to listening to the views and expectations from key stakeholders and in 2011 commissioned independent, annual parent surveys to provide performance feedback on a wide range of related education topics.

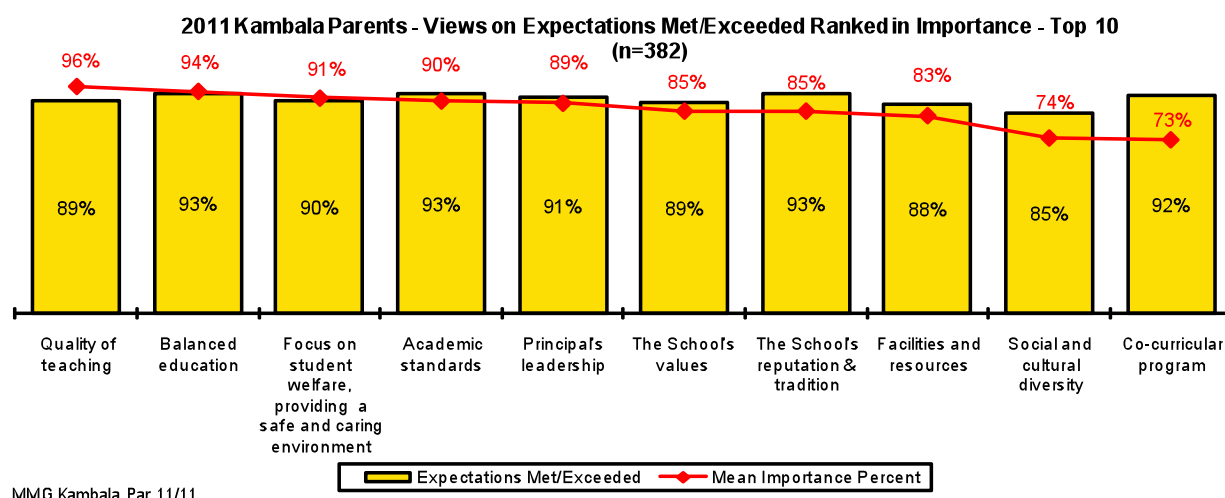
The feedback from these surveys greatly assists Kambala with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

In 2011, 382 parents participated in surveys and provided views on such areas as academic performance, religious education, student wellbeing, co-curricular, extra-curricular, teaching, communication, boarding, community engagement and administration and leadership.

Whilst we are very pleased with the results the feedback has provided some areas where further improvement can be made and the school executive will be using this input for their plans.

A selection of top level findings is detailed below:

- 89% of parents' expectations were met or exceeded with the quality of teaching at the school
- 93% of parents' expectations were met or exceeded with the balanced education at the School
- 90% of parents' expectations were met/exceeded in relation to the school's focus on student welfare
- 93% of parents' expectations were met or exceeded in relation to the school's academic standards
- 91% of parents' expectations were met or exceeded with the Principal's leadership



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

2011 Parents
Well balanced education
Safe, caring, welcoming and inclusive community
Caring and attentive staff
Opportunities for growth
Challenging academic program
Friendships made
The School's values
Individual attention provided to the girls
Student enjoyment and pride in the school

Some Parent Quotes

- *'Small classes. Boutique School.'*
- *'Family values and community spirit.'*
- *'Sense of community, standard of education, music program, sports program. Kambala gives my daughter a balanced all round education.'*
- *'They provide a nurturing environment for my daughter, have a strict uniform code, a high academic standard.'*
- *'Very good academic performance, high quality teaching, good community.'*
- *'What I most value about Kambala is a strong sense of belonging and a strong sense of support throughout the Kambala Community.'*
- *'I am impressed with the family feeling which exists between most of the staff/girls. The standard of schooling is very high.'*
- *'The quality of the teaching. The opportunities for the girls to experience lots of different academic and extra-curricular activities. The facilities. The location. We like that our daughter spends her days in such a stunning location.'*
- *'The sense of community. I wanted my daughters to grow up in a small community environment - where people know each other and the children learn to trust and engage with other adults and children confidently. Kambala's community is generous and engaging.'*
- *'The safety, diversity and challenges that my 7 year old daughter experiences each day.'*
- *'The beautiful location, the friendly and caring staff, the commitment to our daughter's academic and personal wellbeing and the spirit of positiveness, enjoyment, capability and professionalism constantly displayed by all at this extraordinary school. Our deep thanks and congratulations to Jenny Holt and Margaret White.'*
- *'High standards for education; variety of activities, strong sense of Pride and leadership values amongst the girls ,multicultural environment (where the girls can learn a great deal from others). I am VERY happy with Kambala.'*
- *'I feel that my daughters will have every opportunity to obtain a well balanced education at Kambala.'*

Results of surveys and focus groups indicated that there was a desire to focus on independent learning, resilience and student feedback.

YEAR 12 SURVEY

Every year the Year 12 girls are surveyed as they leave the school. Their experiences and evaluation are useful in providing information for future school improvement. In 2011 there was a very strong agreement by students that they felt motivated to achieve their best and a general consensus that teachers had provided effective feedback for improvement.

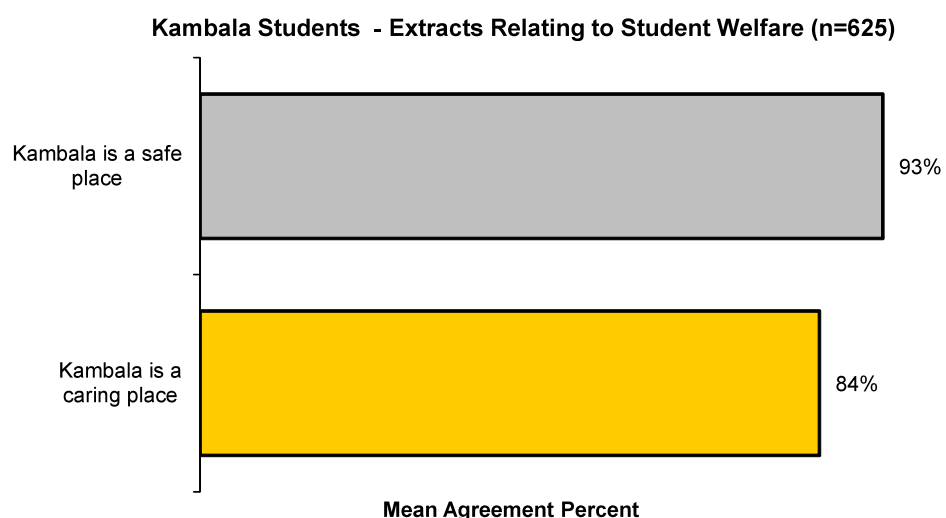
KAMBALA STUDENT WELFARE 2011

In 2011, the Principal commissioned research in relation to student welfare at the School. Students from Years 5 to 12 participated with a total of 625 students responding.

The results are most pleasing and from MMG Education's benchmark data places Kambala as a very high performing school.

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

The chart below shows the student agreement scores.



MMG, Kambala, JUNE11

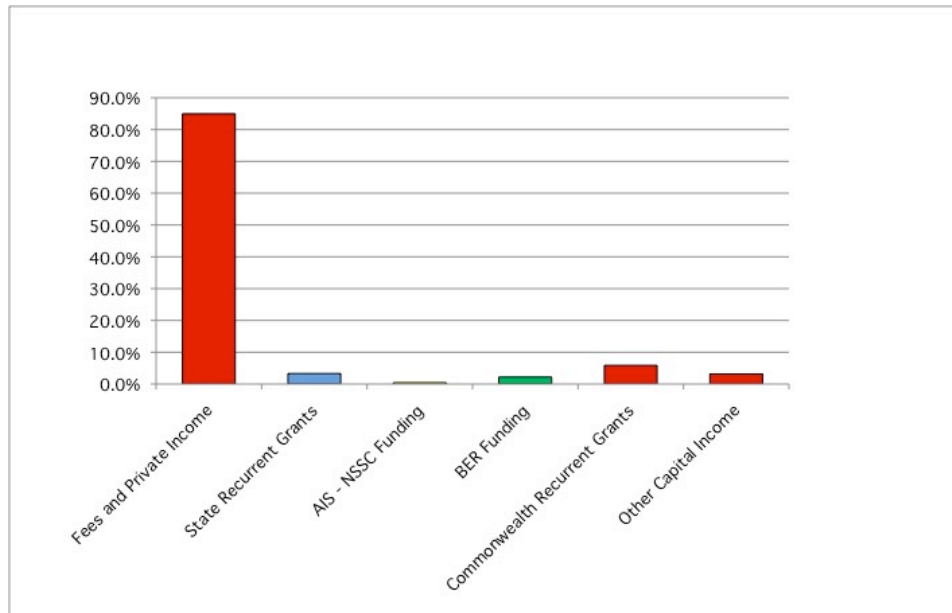
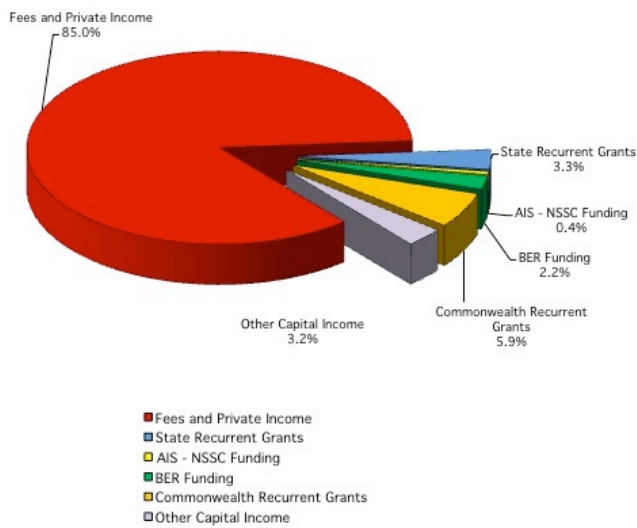
In summary:

- *93% of students agreed and strongly agreed that Kambala to be a safe place*
- *84% of students agreed and strongly agreed Kambala to be a caring place*
- *The overall student satisfaction score for student welfare is very high at 81%*

XIV/ SUMMARY OF FINANCIAL INFORMATION

TOTAL INCOME - 2011 ACTUALS

Fees and Private Income	24,094,099.52	85.0%
State Recurrent Grants	940,285.22	3.3%
AIS - NSSC Funding	126,939.65	0.4%
BER Funding	625,000.00	2.2%
Commonwealth Recurrent Grants	1,668,755.00	5.9%
Other Capital Income	900,788.64	3.2%
	<u>28,355,868.03</u>	<u>100.0%</u>



TOTAL EXPENDITURE - 2011 ACTUALS

Teaching Salaries	11,694,643.41	41.8%
Non Teaching Salaries	4,120,812.26	14.7%
Salary Related Expenses	2,217,012.99	7.9%
Teaching Expenses	1,120,020.95	4.0%
Non Salary Administration	749,741.58	2.7%
Building and Grounds	1,811,276.27	6.5%
Other Administration	715,201.97	2.6%
Interests and Leases	2,103,615.06	7.5%
Depreciation	2,536,406.93	9.1%
Boarding - Catering	462,723.75	1.7%
Boarding - Other	73,161.62	0.3%
Other Expenditure	365,257.91	1.3%
	<u>27,969,874.70</u>	<u>100.0%</u>

