



KAMBALA



ANNUAL REPORT 2018



*Inspired learning.  
Empowering young women of integrity.*



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# MESSAGE FROM KEY SCHOOL BODIES

## Message from the President of the School Council

2018 was an exciting year for Kambala. A year where the School flourished, showcasing our talented and compassionate students and where our thinking was focussed on the strategic direction ahead with the setting and launch of the *Strategic Plan 2019–2023*. It has been an honour to take up the Presidency of such a well-regarded and esteemed school as Kambala in which the values of Humanity, Courage, Curiosity and Respect are witnessed every day in the actions of its students, staff, executive, council and community.

The Class of 2018 is to be congratulated for their outstanding achievements in the HSC and IB. I would like to take this opportunity to acknowledge all of the staff – from Prep to Year 12 – who have nurtured these students throughout their time at Kambala to achieve their best. Our ability to provide young girls an option of learning pathways in the HSC and IB allows them to take full control of their education, reaching great depths of engagement and understanding. Alongside the teaching staff are our passionate extra curricular, co-curricular and administrative staff, a highly engaged parent body and Old Girl community. I am grateful to each of you.

I would especially like to thank our Principal, Mr Shane Hogan, the Executive for their leadership and the role they have played in the success and stability of the year, as well as my fellow Council members for their dedication and stewardship.

The Council is enlivened about the future of the School and is grateful for the ongoing support of the School community as we embark upon an innovative period of strategic undertakings, focussed on building upon our traditions of Academic Excellence, Care, Community and historic Sense of Place, with the development of our KITE, SITE and SHINE programs. Together, we will continue to provide our young women with every opportunity to achieve their personal best.

When Miss Louisa Gurney and Mademoiselle Augustine Soubeiran retired their headship in 1914, the Kambala girls of the time paid tribute with these words: *“Wherever they may go, the example of their useful and well spent lives will always be with us”*. Girls, in the tradition of Kambala’s founders, wherever you may go, may your lives be useful and well spent.

## Ainslie van Onselen

President of School Council

*“Girls, in the tradition of Kambala’s founders, wherever you may go, may your lives be useful and well spent.”*



## Message from the Principal

2018 was an immensely successful year for Kambala for which we have much to celebrate and be thankful. We continued our commitment to being a leader in the field of educating girls in the wider Sydney community, providing a broad and varied curriculum to day and boarding students from rural NSW and overseas, while nurturing each student's personal development and fostering the exploration of sense of self as articulate, motivated and connected individuals ready to embrace their place in the world.

The Class of 2018 continued the School's fine tradition of academic excellence with outstanding results in both the Higher School Certificate (HSC) and the International Baccalaureate (IB). In the HSC, the School was ranked 14th in the state, the highest ranked non-selective girls' school in the Eastern Suburbs and the fourth ranked independent girls' school in NSW. Additionally, the cohort came second in NSW in English. Seventeen students were enrolled in the IB and the average score of our graduating IB students was 35, which is equivalent to an ATAR of 93.30. Sixty-five percent gained a Grade 7 result in one or more IB subjects. In addition, NAPLAN results continued to be outstanding across the board.

The School continues to excel in other areas. In 2018, the Festival of Music remained a highlight of our School calendar, the Senior School Production of *Gone* showcased the immense talent of our Drama students and NESA-nominated HSC students represented Kambala in OnSTAGE, ENCORE, ARTEXPRESS and SHAPE.

Our students raised funds for Rural Aid and the Red Shield Appeal and coordinated a successful winter clothing drive. Their efforts are to be commended and serve as an illustration of the real power of collaborating to affect change and helping those less fortunate or in times of hardship.

In 2018, the *Strategic Plan 2019 – 2023* was launched and outlines our vision for the future based on four key components: Academic Excellence, Care, Community and Sense of Place. The Strategic Plan seeks to ensure that Kambala remains a leading school for girls, both academically and developmentally, equipping each student for life beyond Kambala with a safe, modern and beautiful educational environment.

The Strategic Plan introduced three key strategic programs. The first being the SHINE Passport which will monitor and record each student's progress in developing key competencies essential to the formation of 'the whole girl'. The second is the Kambala Institute of Teaching Excellence (KITE), a targeted professional development program aimed at attracting, retaining and developing innovative and outstanding teachers now and in the future. This program will help facilitate further study and staff participation in programs such as Project Zero at Harvard and develop coaching and mentoring competencies amongst our teaching staff. The third program, SITE, involves the development, enhancement and rejuvenation of our campus to ensure that it reflects the needs of our diversely talented student community in the modern age and for years to come.

Kambala continues to be a place that inspires learning, achieves academic excellence and empowers young women of integrity in a joyful and inclusive environment, that celebrates the individual while cultivating a true sense of community.

**Shane Hogan**  
Principal

## Message from the President of the Kambala Parents' Association (KPA)

We are so fortunate to have a strong, cohesive community at Kambala. The Kambala Parents' Association (KPA) works with the School and the community across a broad range of activities by way of providing support to parents, strengthening community engagement and raising funds to drive important developments for our girls' education. The KPA seeks to be inclusive and welcoming and provide an effective communication channel between the School and the parent cohort.

We held a number of fantastic community events in 2018 which would not have been possible if not for the dedicated parents who generously gave of their time and resources to make it happen. From the Welcome Cocktail Party in the first week of school, the Father-Daughter Breakfast, the Junior School Cocktail Party, to the whole school Sports Lunch and numerous morning teas, picnics and drinks evenings, parents and volunteers celebrated the breadth and vibrance of the Kambala community.

A key goal for the KPA is to fundraise and contribute to specific projects around the School. The Junior School Cocktail Party raised almost \$30,000 to finalise the refurbishment of the EJ Watt Multi-Purpose Room, whilst the Sports Lunch raised \$90,000 to fund the purchase of a multitude of sports equipment from inflatable water polo goals to starting blocks and basketball hoops. The KPA Canteen, run mostly by parent volunteers providing healthy meals of excellent quality, raised almost \$70,000. A donation of one day's canteen takings of approximately \$3,400 was made towards Water Aid as part of the School's fundraising effort for drought relief.

Kambala Kind Hearts was established to help assist families experiencing difficult times due to illness or bereavement. A program of cook-ups at My Big Kitchen with daughters and parents has been rolled out to ensure a large supply of meals.

We welcome all Kambala parents to attend our meetings, held once a term, and encourage the community to stay updated on KPA happenings via our page on Sundial.

I would like to thank the parents, staff and friends of Kambala who make our School truly special and who have given so generously over the past year. Your support in strengthening our community and ensuring our girls can thrive is deeply appreciated.

**Amanda Kirton**

President of the Kambala Parents' Association



# CONTEXTUAL INFORMATION

## About Kambala

Kambala was founded in 1887 and is one of Australia's leading independent girls' schools, situated in the Eastern Suburbs of Sydney on a beautiful site overlooking the Harbour.

The vast majority of day students live within a ten kilometre radius of the School. The boarding community is mostly made up of students from rural and regional NSW, with a small number coming from overseas and other parts of Australia.

A vibrant learning community, Kambala is dedicated to – and passionate about – the education of girls. Educational excellence is combined with a holistic approach to intellectual, social, emotional and spiritual development. Our Christian tradition affirms the worth of each individual and underpins our values of Humanity, Courage, Curiosity and Respect. In 2018, Kambala ranked fourth out of all NSW independent schools for girls in the Higher School Certificate (HSC) and the International Baccalaureate Diploma. The School is non-selective with a small intake of scholarship and bursary students who show talent and would otherwise be unable to access a Kambala education.

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. The Kambala values of Humanity, Courage, Curiosity and Respect, and our mission, 'Inspired learning. Empowering young women of integrity', are reflected in everything we do.

Kambala students are encouraged to achieve their best in a safe, supportive and secure environment. We strive to foster a passion for learning and critical thinking in all our students. Our broad curriculum and co-curriculum promote students' individual strengths and talents, inspiring a dual belief in the self and in the power and value of communities.

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 Sydney 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. A highly successful student laptop program supports learning in every curriculum area.

Our graduates have enjoyed success at the highest levels in a diverse range of professional areas such as law, medicine, economics, business, the 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.



## Characteristics of the student body

The Kambala student body encompasses students enrolled from Hampshire House (Early Learning Centre) to girls completing the Year 12 Higher School Certificate (HSC) and International Baccalaureate (IB) Diploma.

Hampshire House (ELC) is licensed for 68 children (boys and girls) per day and caters for babies from six months through to school age. The main School commences for girls only in Preparation (four year old entry) and continues to Year 12. Preparation to Year 12 has an enrolment of 995 girls, 603 of whom are in the Secondary School as at the 2018 Census date.

In Year 12, approximately 80% of students complete the HSC and 20% undertake the IB Diploma.

Seven percent of students are from non-English speaking backgrounds.

Approximately ten percent of students are either daughters or granddaughters of Kambala Old Girls.

Most day students at Kambala live within the Eastern Suburbs of Sydney, with some ten percent travelling from other suburbs within the metropolitan area.

There are approximately 75 boarders. The majority of whom are from rural NSW. A small number of boarders are from Hong Kong, China and other Southeast Asian countries.

Kambala is licensed to enrol a small number of full fee paying overseas students. CRICOS Provider 02284M.

Kambala has seven Indigenous rural scholars enrolled in 2018 through the Yalari Foundation Program.

Kambala has a non-selective Enrolment Policy, which is included in full in the Appendix.



# STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

## Kambala NAPLAN results 2018

In 2018, Kambala students enrolled in Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The NAPLAN Program assesses the literacy and numeracy learning of all students in Australian schools. A comparison of Kambala’s performance against state and national averages can be accessed on the MySchool website.

A comparison of NAPLAN results from year to year is not valid as different student cohorts are being compared. Instead, we analyse the performance and growth between Year 3 in 2016 and Year 5 in 2018, Year 5 in 2016 and Year 7 in 2018, and Year 7 in 2016 and Year 9 in 2018, as these are the same students, tested at different points in their schooling.

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 and Year 9 at Band 6. Kambala achieved strong results in all areas of NAPLAN assessment in 2018.

## NAPLAN results at Year 3 and Year 5

In 2018 the School transitioned to NAPLAN online. The benefits of participating in NAPLAN online are said to include more precise results due to adaptive and tailored testing design and engagement amongst students. Adaptive testing design increased the range of results in the Junior School; this feature allowed our students more breadth to show their capabilities.

Of particular note was the strong achievement in higher bands that were previously unavailable in the scale of achievement. In previous years, Year 3 students’ results were reported on a NAPLAN scale of one to six. In 2018, with online adaptive testing design, it was interesting to see that overall in Year 3, 23% of students performed in Band 6 and 29% of students performed in Band 7 or above. Similarly, in Year 5, 27% of students performed in Band 7, 17% of students performed in Band 8 (previously the highest Band for Year 5) and 13% performed in Band 9 and above.

YEAR 3 GRAMMAR AND PUNCTUATION	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	81.3	18.8	

YEAR 3 NUMERACY	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	77.1	22.9	

In Year 4 we offer an Extension Mathematics group made up of 13 students. These students are identified as a result of this NAPLAN data, teacher records and Allwell data from previous years that indicate potential in non-verbal reasoning.

YEAR 3 READING	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	81.3%	14.6%	4.2%

In 2019, identified students in Year 4 work with the Learning Enrichment team on the MacLit Program. MacLit is an explicit and systematic reading intervention program for small groups of older low-progress readers.

YEAR 3 SPELLING	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	68.8	68.8	

YEAR 3 WRITING	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	85.4	14.6	

YEAR 5 GRAMMAR AND PUNCTUATION	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	68.1	29	2.9

YEAR 5 NUMERACY	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	59.4	39.1	1.4

With close to 60% in the top two bands for Year 5 Numeracy, we offer two Extension Mathematics classes for the Year 6 2019 cohort.

YEAR 5 READING	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	72.5	23.2	4.3

YEAR 5 SPELLING	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	60.9	36.2	2.9

In 2019, identified students in Year 6 are working with the Head of Learning Enrichment in a small group and targeted spelling program. High achieving spellers have been offered the opportunity to study Latin, allowing them to explore etymology and word origins of the English language.

The Year 5 cohort is participating in the Spelling Mastery Program, which has been implemented in the Junior School to address the individual needs of students and improve overall achievement in spelling. Direct instruction is the methodology used in Spelling Mastery, which has seen students in Years 2 to 5 participate in 20-minute differentiated and small group spelling lessons four times a week. Similarly, Prep to Year 1 have adopted the Initial Lit Program which is an evidence-based whole-class literacy program. It provides students with essential core knowledge and strong foundations to become successful readers and writers.

YEAR 5 WRITING	TOP 2 BANDS %	MIDDLE BANDS %	BOTTOM 2 BANDS %
% of Kambala students	26.1	69.6	4.3

Teachers have drawn upon the Seven Steps to Writing Success Program to engage the students in writing. This program equips students with skills and routines to employ when approaching more complex writing prompts. Additionally, as Year 5 NAPLAN is typed, Year 5 and 6 students have been given access to a typing program to teach them how to touch type. This has allowed the students to practise written expression in typed form.

## NAPLAN Results at Year 7 and Year 9

Kambala opted to undertake NAPLAN online, as opposed to paper NAPLAN, as part of a program of initial schools. This occurred in the early weeks of Term 2. The experience was generally positive for students, though certainly some technical issues were encountered. As a result of an inconsistency of schools and the NAPLAN approach undertaken, the Australian Curriculum, Assessment and Reporting Authority (ACARA) has not published the same comparative data as they have in the past ([www.myschool.edu.au/school/43920/naplan/bands](http://www.myschool.edu.au/school/43920/naplan/bands)). Hence the analysis below will be somewhat different to that presented in previous years.

The focus below is on the upper two bands of NAPLAN assessments as this is where Kambala students are generally performing. Comparison is shown between light green (Kambala performance), black (similar schools' performance) and red (Department of Education schools' performance).

In Year 9, Kambala outperforms similar schools in all assessments. Cohorts are different with strengths and areas of growth being individual to particular groups of students. Hence comparison year on year is not highly valid. The most significant performance for Year 9 was seen in Grammar and Punctuation and Reading, where students significantly outperformed similar schools.





**WAKATTAI**  
**Workbook Two**

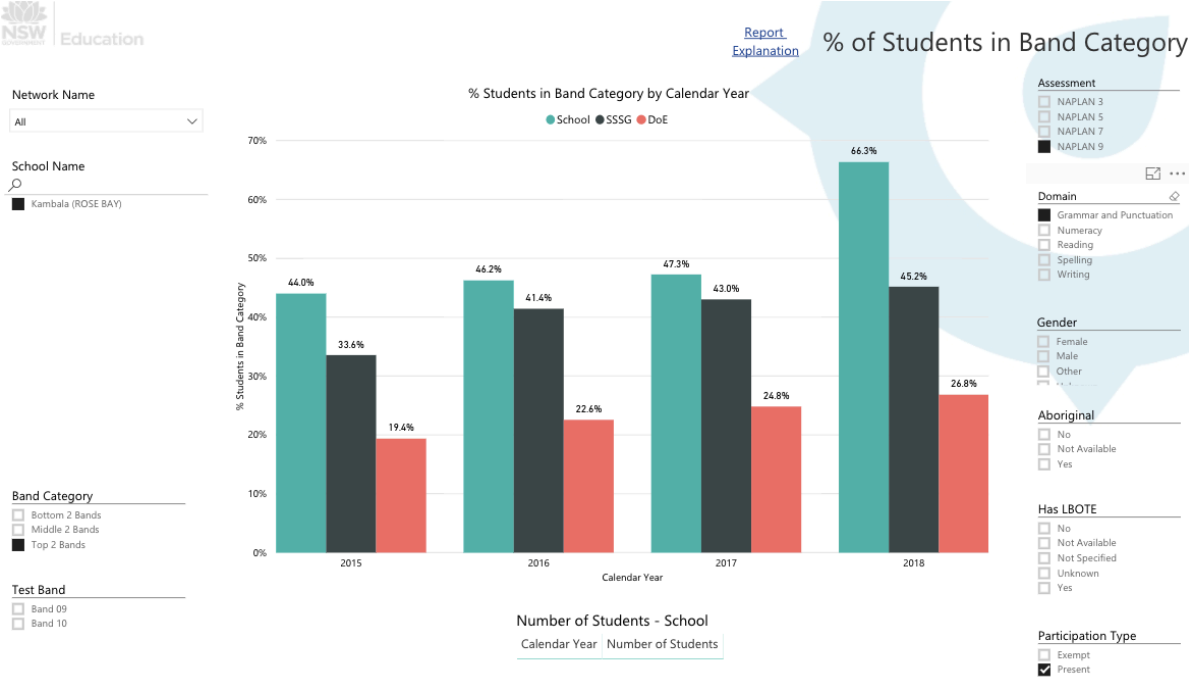
by David Little & Michael Smith

Wakattai Workbook 2 is an essential component of the Wakattai course. It is designed to help students develop their reading, writing and speaking skills. The workbook contains a variety of exercises and activities that will help students to improve their language skills. It is a valuable resource for students who are studying the Wakattai course.

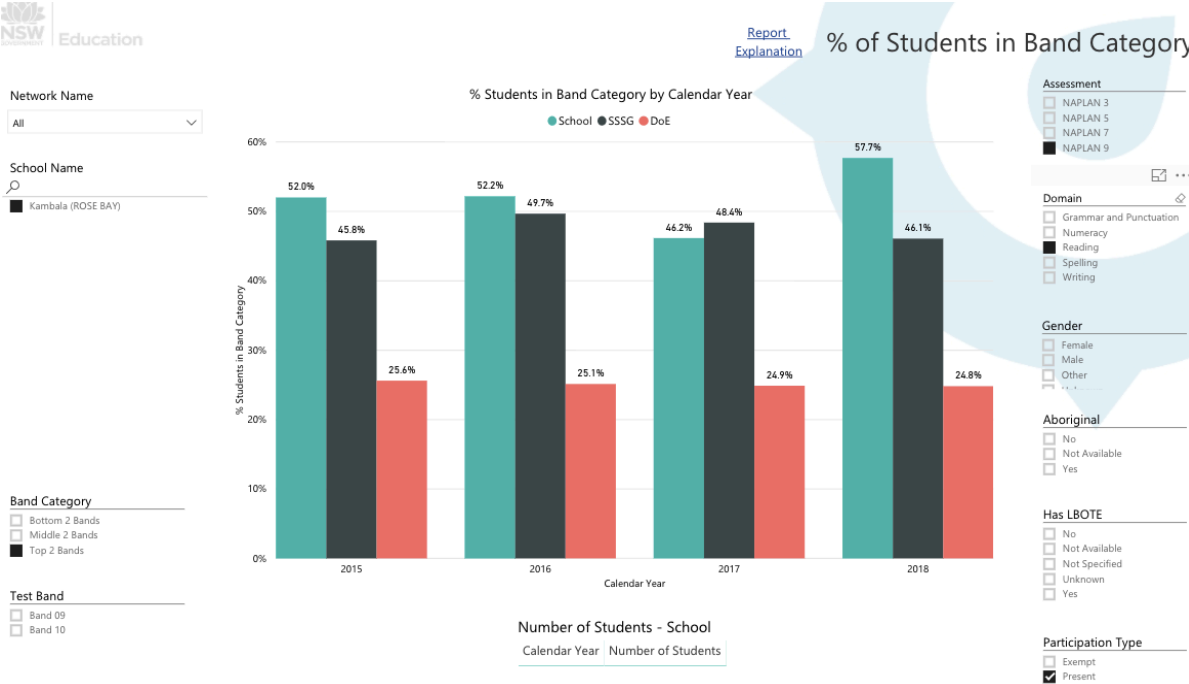
Each unit of the workbook provides a series of exercises and activities that will help students to develop their reading, writing and speaking skills. The exercises are designed to be done in class or at home. The activities are designed to be done in class. The workbook is a valuable resource for students who are studying the Wakattai course.

Year 9

Grammar and Punctuation – Top 2 Bands



Reading – Top 2 Bands



## Writing – Top 2 Bands



# Numeracy – Top 2 Bands



Network Name  

All

School Name  

Kambala (ROSE BAY)

Band Category  

☐ Bottom 2 Bands

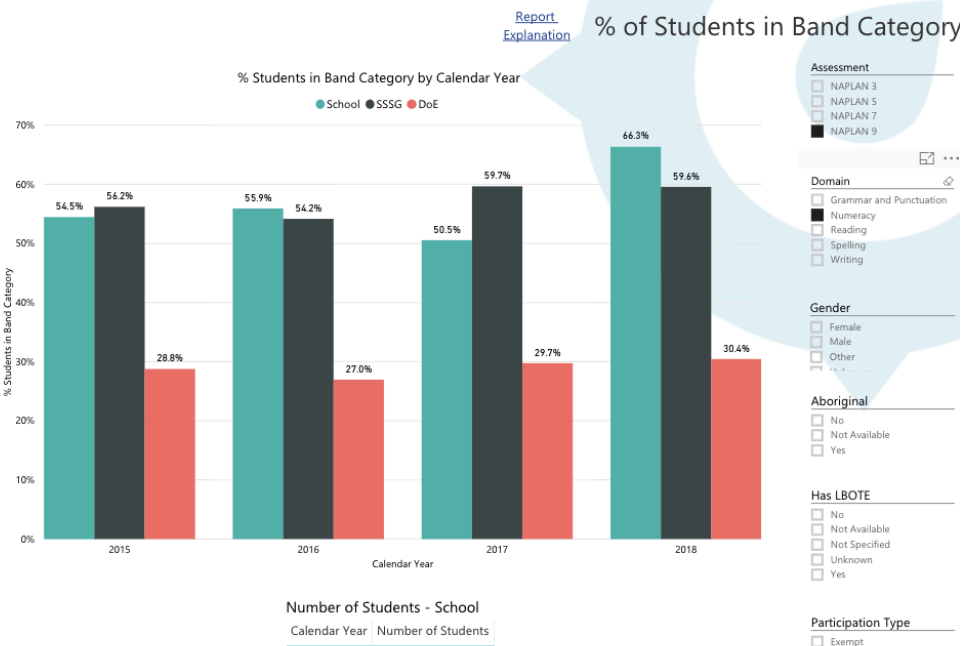
☐ Middle 2 Bands

☒ Top 2 Bands

Test Band  

☐ Band 09

☐ Band 10



## Year 7

In Year 7, it is noteworthy that *Reading* was below similar schools though above DoE schools. *Numeracy* was also slightly below similar schools. In particular, *Reading* corresponds with the Senior School’s experience of this particular cohort. The Reading program, planned in conjunction with Librarian’s and the English faculty and enacted by Library staff, has extended to include all students in Years 7 to 10. With interventions designed to support students, close tracking of this cohort, as with all continuers.

# Grammar and Punctuation – Top 2 Bands



Network Name  

All

School Name  

Kambala (ROSE BAY)

Band Category  

☐ Bottom 2 Bands

☐ Middle 2 Bands

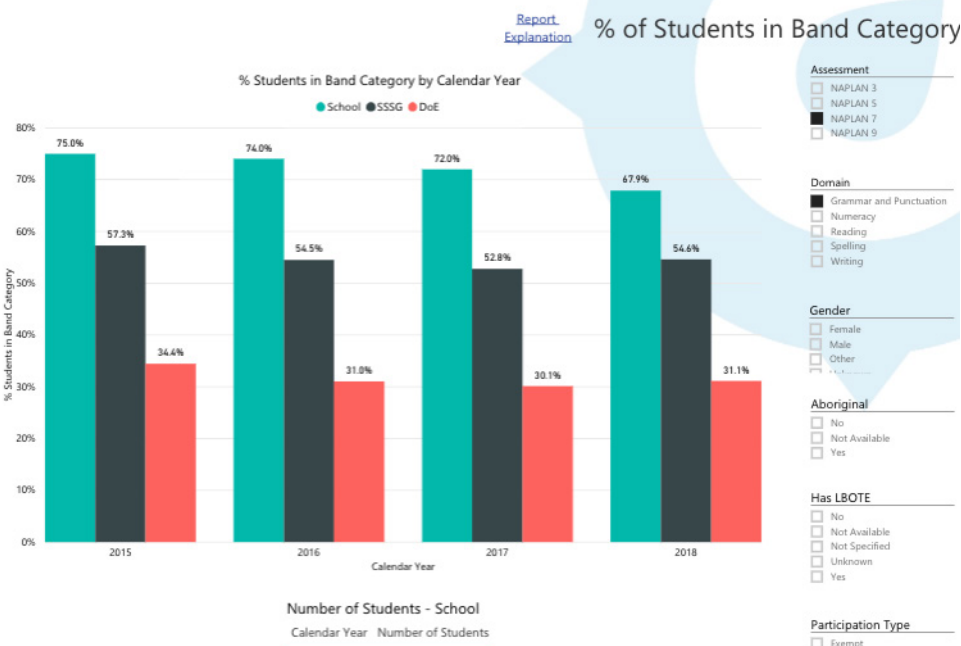
☒ Top 2 Bands

Test Band  

☐ Band 08

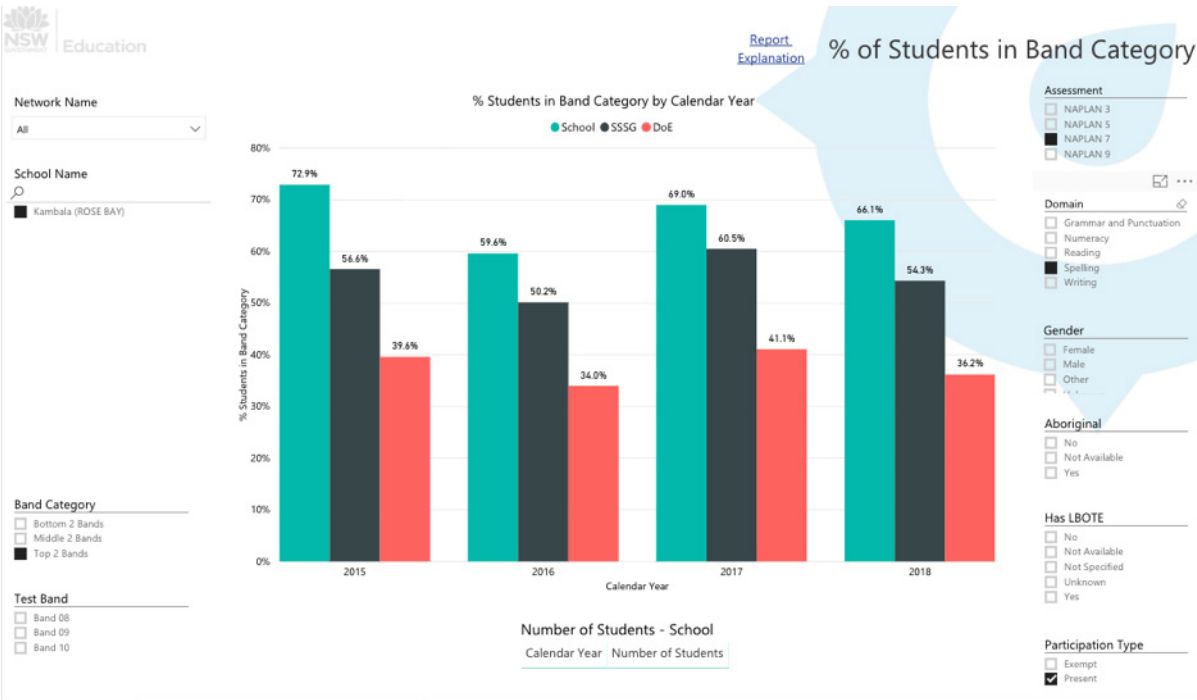
☐ Band 09

☐ Band 10

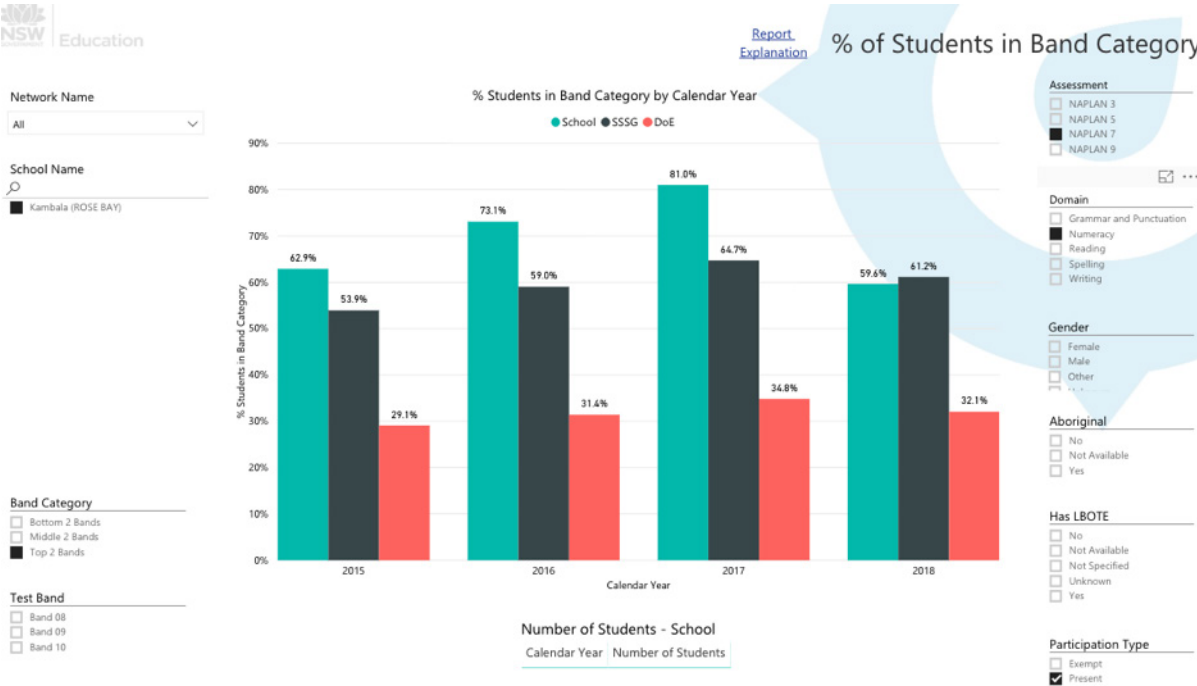




Spelling – Top 2 Bands



Numeracy – Top 2 Bands



# SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

## NSW Higher School Certificate (HSC)

In 2018, 93 Year 12 students completed the HSC program and all were eligible for an Australian Tertiary Admission Rank (ATAR).

Eleven students were placed on the HSC All-Rounders List for students who achieved ten or more units at Band 6 level.

In addition, 72% of Kambala students were placed on the 2018 Distinguished Achievers List, which highlights those students that scored a Band (90% or more) in a subject.

In Creative and Performing Arts, a significant number of HSC students were nominated for HSC showcase events, these included:

- ◆ One individual performance was a Drama nominee for OnSTAGE
- ◆ Three students were Music nominees for ENCORE
- ◆ Three students were Design and Technology nominees for SHAPE
- ◆ Four students were Visual Arts nominees for ARTEXPRESS

In general, student achievement was well above the state average in 2018, which has been a consistent trend in recent years. From the Sydney newspapers, Kambala was ranked 14th overall in the state. Of further note, Kambala was ranked second in the state in English. Kambala reviews results of all HSC subjects using the Results Analysis Package as well as an external consultant as a means to compare School performance relative to the whole candidature.

## Numbers of students in Bands 5 and 6 in each subject that studied at Kambala in 2018

SUBJECT	NUMBER STUDYING SUBJECT	KAMBALA BAND 6 %	STATE BAND 6 %	KAMBALA BANDS 5 AND 6 %	STATE BANDS 5 AND 6 %	KAMBALA EXAM AVERAGE	STATE EXAM AVERAGE
Ancient History	10	40.	9.51	90	36.1	87.26	72.76
Biology	26	3.84	8.69	61.53	36.87	80.8	74.09
Business Studies	30	46.66	8.35	89.99	36.96	87.64	73.62
Chemistry	10	30	9.19	40	42.08	75.82	74.82
Chinese Continuers	1	0	44.82	0	86.77	77.4	87.14
Design and Technology	10	30	11.79	80	46.69	85.3	77.91
Drama	13	23.07	13.79	53.83	42.37	81.32	77.71
Economics	10	70	13.13	100	46.39	90.72	76.25
English (Standard)	7	14.28	0.85	57.13	15.06	79.57	68.66
English (Advanced)	76	46.05	13.75	90.78	62.61	87.47	80.6
French Continuers	4	50	28.93	75	64.15	87.15	81.75
Geography	6	50	8.25	100	43.18	88.87	74.71
Information Processes and Technology	7	42.85	6.83	71.42	37.02	86.14	73.28
Japanese Continuers	2	100	28.67	100	61.02	89.6	81.2
Latin Continuers	1	100	50	100	86.53	93.6	87.31
Legal Studies	19	36.84	12.17	89.47	43.99	87.53	75.05

### Numbers of students in Bands 5 and 6 in each subject that studied at Kambala in 2018

SUBJECT	NUMBER STUDYING SUBJECT	KAMBALA BAND 6 %	STATE BAND 6 %	KAMBALA BANDS 5 AND 6 %	STATE BANDS 5 AND 6 %	KAMBALA EXAM AVERAGE	STATE EXAM AVERAGE
Mathematics General 2	26	11.53	6.54	53.83	26.64	80.58	69.92
Mathematics 2 Unit	34	23.52	22.46	64.69	51.8	82.67	78.2
Modern History	37	35.13	10.44	86.48	41.2	85.78	73.88
Music 1	12	33.33	20.99	74.99	64.5	85.72	81.5
Music 2	8	75	41.63	100	91.42	91.25	87.55
PDHPE	15	6.66	6.71	73.32	33.11	82.4	72.29
Physics	5	60	9.53	60	33.79	79.84	73.18
Studies of Religion 1	8	50	8.98	75	36.72	42.84*	37.03*
Visual Arts	27	59.25	12.34	96.28	53.28	88.44	79.8

\*Studies of Religion 1 averages are out of 50.

### Numbers of students in Bands E3 and E4 in each subject studied at Kambala

EXTENSION COURSES	NUMBER STUDYING SUBJECT	KAMBALA BAND E4 %	STATE BAND E4 %	KAMBALA BANDS E3 AND E4 %	STATE BANDS E3 AND E4 %	KAMBALA AVERAGE /50	STATE AVERAGE /50
English Extension 1	31	80.64	37.83	100	95.43	45.67	42.02
English Extension 2	11	45.45	16.59	90.9	71.12	41.56	37.46
History Extension	25	32	23.64	88	78.68	40.53	38.15
Japanese Extension	2	0	41.55	100	90.25	38.9	41.67
Latin Extension	1	100	85.1	100	98.92	45.6	46.18
Mathematics Extension 1*	19	42.1	32.84	78.94	79.6	82.06	79.29
Mathematics Extension 2*	6	16.66	33.19	100	85.41	85.3	81.36
Music Extension	5	100	66.96	100	96	48.76	44.78

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

### Subjects undertaken external to Kambala:

SUBJECT	NUMBER STUDYING SUBJECT	KAMBALA BAND 6 %	STATE BAND 6 %	KAMBALA BANDS 5 AND 6 %	STATE BANDS 5 AND 6 %
Aboriginal Studies	1	0	9.36	100	22.50
Chinese and Literature	2	0	12.57	50	70.37
Hindi Continuers	1	0	37.5	100	83.33
Modern Greek Beginners	3	100	48.75	100	66.25
Society and Culture	2	0	12.69	50	47.34

### International Baccalaureate (IB) Diploma

In 2018, 17 students were enrolled in the International Baccalaureate (IB) Diploma and undertook a demanding program of study. Kambala IB graduates averaged a score of 35 (ATAR equivalent of 93.30) which greatly exceeds the world average of 30 (ATAR equivalent 84.40). The top possible score in the IB Diploma Program is 45 points.

ATAR equivalent scores for Kambala's class of 2018 IB Diploma students were as follows:

- ◆ 12% gained an ATAR at or above 99

- ◆ 35% gained an ATAR at or above 95
- ◆ 65% gained an ATAR at or above 90
- ◆ 88% gained an ATAR at or above 80
- ◆ 100% gained an ATAR at or above 75

In addition to six subjects studied, three of which are studied at Standard Level and three at Higher Level, the girls also completed an individually researched Extended Essay of 4,000 words, a Theory of Knowledge course and at least 150 hours of Creativity, Activity and Service.

### Summary of Grades 6 and 7 in each subject studied in 2018:

SUBJECT	NO. STUDENTS	KAMBALA GRADES 6 AND 7 %	GLOBAL GRADES 6 AND 7 %*
English Literature SL	6	0	38
English Literature HL	11	45	39
French B SL	7	86	58
Japanese B SL	2	100	100
Latin B HL	1	100	87
Chinese – Mandarin SL	1	100	93
Chinese – Mandarin HL	1	100	97
Spanish ab initio SL	6	83	64
Economics HL	4	100	53
Global Politics HL	7	29	47
History SL	1	100	13
History HL	2	50	11
Psychology HL	13	77	44
Biology SL	3	33	12
Biology HL	8	50	27
Chemistry SL	7	43	22
Chemistry HL	1	100	40
Physics SL	2	50	24
Mathematics Studies SL	6	0	11
Mathematics SL	10	20	26
Music SL	1	0	39
Music HL	1	100	44
Visual Arts HL	1	0	31

\*Global Grades for November 2018 unavailable at time of publishing. November 2017 statistics provided as comparison.

# TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

## Teacher standards

In 2018, all Kambala teachers authentically engaged with the Australian Teaching Standards. All staff, including pre-2004 teachers must now complete the required professional development in each maintenance period to support their practice and ongoing professional growth.

The Dean of Accreditation and the assigned supervisors met regularly with New Scheme Teachers and staff seeking higher levels of accreditation both individually and as a group. Kambala's academic staff are active participants in their own learning and contribute to a culture of shared professional learning.

Teachers were supported and mentored in the collection of their documentary evidence, with ten staff successfully attaining their proficiency. At the higher levels of accreditation, eight teachers gained Experienced Teacher accreditation through ISTAA. Two staff are currently undertaking the Highly Accomplished Pathway. It is staff who set the benchmark for our excellent academic standards, who recognise the importance of individual strengths and differences within students and who strive to bring out the best in every student.

Also in 2018, Kambala's scope of endorsement as a Provider of NESA Registered Professional Development at Proficient Teacher level was broadened to include all standard descriptors.

TEACHING STANDARDS/QUALIFICATIONS	NO. TEACHERS
Teachers 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	177
Teachers having a bachelor from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

\*Staff numbers correct as at 31 December, 2018.

## Workforce composition

STAFF NUMBERS			
Staff Descriptions	Casual	Part-Time*	Full-Time*
Teaching staff	43	35	99
Full-time equivalent teaching staff	7.49	17.47	99
Non-teaching staff	160	37	54
Full-time equivalent non-teaching staff	18.77	17.43	54

\*Staff numbers effective as at 31 December 2018

## Professional learning

Kambala staff are encouraged to continue their own professional learning. In 2018, staff were involved in a range of courses, conferences and workshops to develop their content knowledge, experience as classroom practitioners and effective educators. A full Professional Development table for 2018 is supplied in the Appendix.

In 2018, the School also commenced the development of the Kambala Institute of Teacher Excellence (KITE). KITE will create the framework and conditions for teachers to reach new heights in their professional practice and career development. The KITE framework includes high quality professional development courses, peer observation programs, performance and development plans, peer coaching, instructional rounds and research fellowships for further study.



# STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

## Student attendance

Below is the student attendance data for 2018. The data range covers from 1 January to 31 December 2018 inclusive.

YEAR GROUP	ATTENDANCE %
Year -1	99.47
Year 0	93.82
Year 1	96.05
Year 2	94.6
Year 3	96.1
Year 4	96.79
Year 5	98.26
Year 6	96.79
Year 7	97.54
Year 8	96.35
Year 9	95.7
Year 10	95.35
Year 11	94.86
Year 12	96.2
<b>Total Average</b>	<b>96.28</b>

## Managing student attendance

Kambala has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from School:

- ♦ Attendance should be regular and punctual. Students are expected to arrive at their Period 1 classroom no later than 8.25am.
- ♦ The tutor/class teacher takes a record of attendance, which is recorded electronically in the School's database. The common code approved by the Minister for Education is used.
- ♦ Parents are responsible for ensuring that they notify the School to explain the absence of their daughter(s) on any particular School day. This may be provided by email, via the Kambala Smartphone App or by contacting the School by telephone on the morning of the absence on the Student Absence Line:
  - ♦ Senior – 02 9388 6899 before 9.00am
  - ♦ Junior – 02 9388 6883 before 9.00am.
- ♦ 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's Database.
- ♦ Justified reasons for student absences may include:
  - ♦ being sick, or having an infectious disease
  - ♦ having an unavoidable medical appointment
  - ♦ being required to attend a recognised religious holiday
  - ♦ exceptional or urgent family circumstances, i.e. attending a funeral.
- ♦ On returning to School after an absence, a parent, guardian or boarding staff must provide an explanation within seven days to the School, or to the student's tutor/class teacher. Parents can contact the School by telephone, written note, text message or email. Where an explanation has not been received within the seven-day timeframe, the School will record the absence as unjustified on your daughter's record.
- ♦ If a student's absence is due to sickness, which results in an absence of more than four days, or as the result of a medical appointment, then a medical certificate needs to be provided.
- ♦ These notes are retained in the student's file and kept for a period of one year after the absence.
- ♦ The Director of Students monitors records of attendance for FFPOS. A student is notified and interviewed if they have three or more consecutive days off and/or their attendance is over the pro-rata percentage of absence.
- ♦ Absence from assessment tasks in Years 11 and 12 requires a medical certificate.

- ◆ Students who are late to School are to report to Reception with a note from their parent, guardian or boarding staff. They must record time of arrival and reason for lateness via the electronic touch screens. The time of arrival is recorded electronically in the School's 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's database.
- ◆ The Head of Junior School maintains an overview of student absences and contacts parents or guardians in instances of excessive lateness or absence.
- ◆ In the Senior School, the tutor and Year Coordinator maintain an overview of student absences. The Director of Students will 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.
- ◆ All information in relation to unsatisfactory attendance is recorded on the students' files and information with respect to attendance is provided in each student's report.
- ◆ Leaving during the school day is discouraged. If it is essential to attend an appointment during school hours, a note requesting permission must be submitted at least 24 hours in advance. In the Senior School this must be approved by the Year Coordinator and communicated to Reception so that leave is recorded on the School's database. Students must go to Reception and check out via the electronic touch screens 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's database.

## Family holidays and travel

Families are encouraged to travel or take leave during school holidays. If this is not possible, parents are asked to contact the Principal about an Application for Extended Leave.

Where the Principal considers that the travel is appropriate, a Certificate of Extended Leave will be issued. Absences related to travel will be marked as leave on the roll and contribute to the student's total absence for the year.

## Unsatisfactory school attendance

- ◆ The Head of Junior School maintains an overview of student absences and contacts parents or guardians in instances of excessive lateness or absence.
- ◆ In the Senior School, the tutor and Year Coordinator maintain an overview of student absences. The Director of Students will 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.
- ◆ All information in relation to unsatisfactory attendance is recorded on the students' files and information with respect to attendance is provided in each student's report.
- ◆ Kambala is able to access legal recourse to resolve unsatisfactory school attendance where all attempts at resolving unsatisfactory student attendance have failed. One strategy that can be effective in restoring the unsatisfactory attendance of a student is placing the student on a Kambala Student Attendance Improvement Plan, whereby undertakings are made by the student (where applicable), the parent/s and Kambala to restore the student's attendance to a satisfactory level over a 20 consecutive school day period.
- ◆ If strategies such as the Attendance Improvement Plan are not successful in restoring the attendance of the student, then further action may be pursued, including compulsory schooling conferences and seeking compulsory schooling orders. These can be obtained by contacting the Association of Independent Schools of NSW, Education Regulations and Program Implementation Team on 02 9299 2845.
- ◆ In determining a course of action under this legislation, the Principal would also refer to the requirements under the Legislation for the Keep Them Safe reforms (Children and Young Persons (Care and Protection) Act 1998 No 157 and Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009) in determining whether the matter meets Risk of Significant Harm (ROSH). There should be significant consideration given to the online Mandatory Reporter Guide (MRG), specialist advice and professional judgement, where there are concerns about suspected risk of harm.



Student retention rates

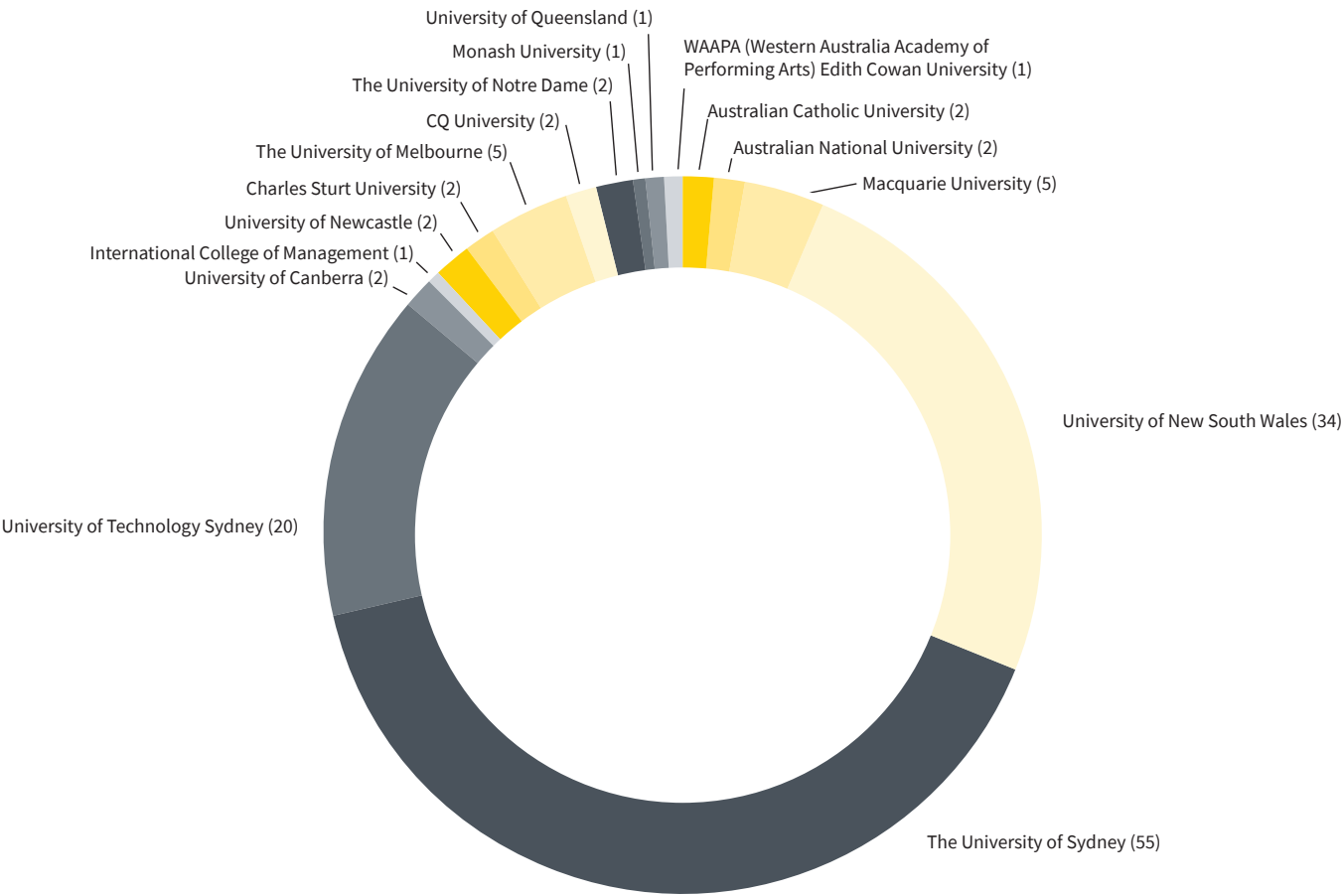
Year 10 to Year 12 retention rate

The actual student retention rate from Year 10 in 2016 to Year 12 in 2018 was 98%. 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 the majority of leavers were for relocation reasons. Other reasons include a decision to enrol in an industry-based course and a small percentage to other comparable schools for a change of environment for their final years of schooling.

Post-school destinations

This report covers the offers made in the final rounds to our 2018 Year 12 graduates. Information may not be accurate as it is gathered from a variety of sources. Some students apply and receive offers to several states in Australia and to universities in America, the United Kingdom and Asia. They may have multiple offers. Information about what they accept is not always available.

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



COURSE	NO. STUDENTS
B Applied Health Science – Exercise Physiology	1
B Design Architecture	2
B Arts/Advanced Studies	11
B Arts/B Commerce	1
B Arts and Business	1
B Arts and Advanced Studies	10
B Arts/B Advanced Studies	1
B Arts – Psychology	2
B Business/B Information Technology	1
B Business/Commerce Combined	31
B Communication (Public Communication)	2
B Communications	3
B Communication Design	1
B Commerce	9
B Engineering (Hons)	5
B Interior Architecture	1
B Pharmacy	1
B Media and Communications	1
B Medical Science/B Arts	1
B Music (Composition)	1
B Nursing	1
B Pharmacy	1
B Politics and International Relations	3
B Psychology	3
B Science – Psychology	4
B Science/B Business	2
B Science/B Law	3
B Science/B Arts	1
B Science	8
B Clinical Science	1
B Science/B Advanced Studies (Animal and Veterinary Bioscience)	1

COURSE	NO. STUDENTS
B Marketing Management/B Communications and Advertising	1
PATHWAYS	1
B Animal Science	1
B Music/B Advanced Science (Hons)	1
B Dual Law	4
B Exercise Physiology	1
B Physiotherapy	1
B Exercise and Sports Science	3
B Social Science	1
B Property Economics	1
B Business/B Science Information Technology	1
B Engineering/M Biomedical Engineering	1
Flexible Double B Arts Social Science/Business Science	1
B Arts/B Advanced Studies (Politics and International Relations)	1
B Law/B Arts International Studies	2
B International Security Studies	1
B Economics/B Advanced Studies	1
B Health Science	2
B Science/B Advanced Studies (Health)	2
B Design – Visual Arts/Textiles	5
B Law (Combined)	4
BACC Accounting (UTS Coop Scholarship)	1
B Engineering (Honours)/M Biomedical Engineering	2
B Music (Performance)	1
B Communications/B Advanced Studies (Scholars)	4
B Architecture (Including Interior)	4
B International Studies	2
B Criminology	1
B Medical Science	6
B Medicine MD	1
B Sports Exercise Science	3





# SCHOOL POLICIES

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

- ◆ minimises risk of harm and ensures students feel secure
- ◆ ensures the emotional wellbeing of all students
- ◆ provides student welfare policies and programs that nurture and support the individual needs of students.

All Kambala policies can be accessed by staff through Sundial. Policy content that is directly relevant to students is also published in the student handbooks each year. References are made to all or some of Kambala’s policies in Pastoral Care lessons, parent information sessions and School/year assemblies. A summary of School policies for student welfare, anti-bullying, discipline and complaints and grievances follows in the table below. The full text of these policies are available on the Kambala website. Parents can obtain copies of other policies by contacting the office of the Principal.

**Student Welfare: Pastoral Care Policy**

No changes in 2018

Kambala is committed to providing a safe, supportive and social environment where students feel nurtured as they learn. 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. Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students including spiritual, emotional and social wellbeing. Kambala's Pastoral Care Policy recognises the overarching principle of acting in the best interests of the child. To this end, students are made aware of and have access to, and use of, appropriate pastoral care arrangements and counselling within the School and appropriate external agencies.

All teachers and staff at Kambala are responsible for pastoral care, and for administering pastoral care in all classes and Extra Curricular activities. Kambala has a Counselling Department, which is led by the Head of Counselling.

**Anti-bullying: Safe and Supportive Environment Policy**

No changes in 2018

Kambala is a dynamic learning environment 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 acceptance 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.

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. Kambala 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.

**Discipline: Student Discipline Policy**

No changes in 2018

The Student Discipline Policy sets the framework through which Kambala manages student discipline. It is our policy that we prohibit corporal punishment and we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School. Kambala seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.

Kambala is committed to ensuring procedural fairness when disciplining a student. Students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. 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.

**Complaints and Grievances Resolution: Complaints Handling Policy**

No changes in 2018

Kambala is committed to the development and maintenance of positive relationships among all members of the community and to the timely resolution of any complaint which may arise. Complaints will be addressed professionally, competently and in a timely manner applying principles of natural justice, confidentiality and procedural fairness. Complaints may be received in person, on the telephone, in writing or electronically. While parents are encouraged to first raise any concerns informally, they do have the option of lodging a concern or complaint formally at any time. The Principal is responsible for encouraging an environment where complaints are handled seriously and thoroughly and ensuring an effective complaint management system is in place and resourced appropriately.



# SCHOOL DETERMINED IMPROVEMENT TARGETS

2018 was a transition year for Kambala, researching, developing, finalising and communicating the new 2019-2023 Strategic Plan. Using comments and data from our 2017 Cultural Audit and basing our vision for the future on the key pillars of our past — Academic Excellence, Care, Community and Sense of Place — the Strategic Plan provides

a framework for the School to achieve its vision: Inspired learning. Empowering young women of integrity. We will report our priority areas for improvement against each of our Strategic Pillars from this reporting period onwards.

## Academic Excellence

PRIORITIES	ACHIEVEMENT	STATUS (IF ANY)
Enhancing our teacher practices and knowledge	Development of the Strategic project – the Kambala Institute of Teaching Excellence. The program is designed to attract, retain and develop outstanding teachers and educators now and into the future.	Ongoing
	The KITE framework includes high quality professional development courses, peer observation programs, performance and development plans, peer coaching, instructional rounds and research fellowships for further study.	Ongoing
	In 2018 as part of the early formation of this program, five teachers, including the Principal, attended the Harvard Graduate School of Education, Massachusetts, and participate in Project Zero. It is planned for teachers to be selected to participate in this program each year.	Ongoing
Review and develop creative approaches to curriculum, teaching and learning	All Junior School completed the Mini Certificate of Gifted Education in the Junior School.	Completed
	Junior School staff implemented a new History and Geography syllabus.	Completed
	Senior School staff have been working on implementing changes to the Stage 6 syllabi for English, Maths, Science and History, focussing on a deeper knowledge and skills development.	Completed

## Care

PRIORITIES	ACHIEVEMENT	STATUS (IF ANY)
Enhancing Sport, Co- and Extra Curricular activities	Delivered key improvements in 2018 across the sporting program and within individual sports to improve the quality of coaching, communication, coordination and celebration of the sports program. Commenced the development of the Sports Strategy which will be signed off and implemented in 2019.	Ongoing
Delivering a leading experiential education and service learning experience	Commenced the development of the SHINE Passport strategic project which will shape the students experience at school and the opportunity to participate across a diverse range of experiential and service learning activities, to prepare for life after school. Design and development will continue in the 2019 year.	Ongoing

## Care (cont)

PRIORITIES	ACHIEVEMENT	STATUS (IF ANY)
Culture of care for students and staff	<b>Students</b> Introduced a Sustainable Action Plan in Hampshire House which included an edible garden project with the produce being used in student cooking experiences, together with the introduction of stingless bees.	Ongoing
	Junior School hosted a wellbeing week wherein students were encouraged to write messages of gratitude, participate in activities such as yoga, freestyle dancing and the 'You Can Sit with Me' lunch in an effort to promote respect for each other and encourage inclusivity.	Ongoing
	Senior School students explored their character, strengths and communication styles in an effort to explore their individual growth and identify ways in which they can make positive changes to their approach to learning: <ul style="list-style-type: none"> <li>◆ Year 7 focused on working collaboratively and as part of a team through outdoor challenges.</li> <li>◆ Year 8 students explored the moral and ethical dilemmas associated with social media use and considered the importance of developing resilience and managing challenging situations.</li> <li>◆ Year 9 students participated in the CASaK (Creativity, Activity, Service at Kambala) Program that seeks to enhance students' awareness of the broader community by asking them to identify and investigate an issue of concern and then coordinate a plan for community action.</li> <li>◆ Year 10 students participated in an Indigenous walk and the Cook4Good Program which had students prepare and serve meals to the underprivileged.</li> </ul>	Completed
	<b>Staff</b> Staff participated in the AIS School Wellbeing Conference, NSW Boarders' Wellbeing Conference (Positive Psychology Institute), fitness sessions, and mindfulness and wellbeing courses.	Completed
	The Teacher Wellbeing Toolkit was developed and rolled out.	Completed
	We introduced a Dean of Teacher Services to support staff in a wide range of areas including wellbeing.	Completed
	We commenced the design of the Wellbeing Framework for Staff, which will continue in 2019.	Ongoing



## Community

PRIORITIES	ACHIEVEMENT	STATUS (IF ANY)
Cultivating connections	The Kambala Internship Program, now in its second year, has provided ten internship opportunities to young Old Girls to gain professional work experience and improve career prospects across a wide range of professions. Similarly, the KOG Mentoring Program has provided a unique opportunity for Old Girls who have recently embarked on their careers, to be paired with an experienced individual in their chosen field, in an effort to inspire and support career development.	Ongoing
Diversity and inclusion	School Leadership endorsed the commitment to design a Diversity and Inclusion strategy to foster engagement and empathy.	Ongoing
	In 2018, the Kambala Indigenous Program was introduced. Developing an understanding of the Aboriginal and Torres Strait Islander culture and history. In May we celebrated National Reconciliation Week and its theme 'Don't keep history a mystery' with a special School Assembly, led by our proud Indigenous students.	Ongoing
	NAIDOC Celebrations were held in Term 3, 2018. A special Assembly which focussed on this year's theme, 'Because of her, we can' was led by our Indigenous students.	
	Key days of significance that were celebrated throughout the School include: <ul style="list-style-type: none"> <li>♦ Harmony Day</li> <li>♦ RUOK Day</li> <li>♦ International Women's Day</li> </ul>	

## Sense of Place

PRIORITIES	ACHIEVEMENT	STATUS (IF ANY)
Program of renewal and rejuvenation	In 2018, a number of capital works were completed to protect and enhance our beautiful historic campus, namely: <ul style="list-style-type: none"> <li>♦ Fernbank was renovated so that our Year 10 Boarders are now relocated with the Year 11 and 12 Boarders.</li> <li>♦ The Tivoli Boarding quarters for Years 7, 8 and 9 were refreshed to provide them with better sleeping and community spaces.</li> <li>♦ Additional space was made available in Tivoli, creating modern learning environments for individual year and subject groups.</li> <li>♦ A new stairwell and new locker facilities were built in the Hawthorne/ Minter Building.</li> <li>♦ Works to the Fernbank Cottage were completed and over the 2018 summer break the School's Business Office, KOGU and Marketing teams relocated there.</li> </ul>	Completed
Develop learning precincts	Commenced planning of new Learning Precincts as part of our third Strategic Project.	Ongoing
Develop a sporting precinct	Commenced planning of new Sporting Precinct as part of our third Strategic Project.	Ongoing
	Undertook and completed work on changing rooms.	Completed

## Initiatives promoting respect and responsibility

Kambala students across all year levels have continued to make a valuable contribution to the wider community by supporting several charitable causes throughout the year and raising much needed funds. These included a Spell-a-thon for The School of St Jude in Tanzania, doorknocking for The Salvation Army Red Shield Appeal, selling pillowcases for Orange Sky Laundry, completing the 40 Hour Famine Backpack Challenge and hosting a sausage sizzle to raise funds for Rural Aid.

During 2018, Kambala students from Years 3 to 6 participated in School camps where they faced a range of different challenges. Being away from home puts students outside of their comfort zone and encourages them to experience new and exciting activities; they learn to take on responsibility for themselves and others.

Years 7 to 10 took part in Outdoor Education with Southbound Adventures. These camps were developmentally scoped over the four years to develop skills with increasing physical challenges and responsibility, requiring students to prepare and cook meals and develop skills in mountain biking, canoeing, rock climbing, hiking and surfing. New service activities were incorporated into the Year 7 camp with a local National Parks Ranger. Indigenous education was also introduced into the Years 7 and 8 camp with a local elder sharing country knowledge.

Years 7 and 8 Pastoral Care programs incorporated modules encouraging respect for self and others. Students engaged in activities to explore character strengths and values within themselves and also within the School. They also undertook programs in friendship and critical thinking. The introduction of the High Resolves Program has also facilitated the development of global citizenship learning.

In 2018, we celebrated National Reconciliation Week and its theme 'Don't keep history a mystery' with a special School Assembly, and in Term 3 we celebrated NAIDOC Week with a special Assembly focussed on the theme, 'Because of her, we can'. Both assemblies were led by our Indigenous students.

As part of the Creativity, Activity, Service at Kambala (CAsaK) Program, Year 9 girls were required to undertake service learning. This gives students the chance to give back to the wider community. It aims to help them gain a better understanding of meaning and purpose in life. After completing their service, students were asked to reflect on their experiences. Girls were offered a number of different opportunities.

The areas of concern were identified by Year 9 girls were grouped together into four main categories. These included: care for the elderly, for animals, for those in need and for the environment. Kids Giving Back helped us to coordinate with our charity partners for Term 3. The girls have worked with Thread Together, Starlight Children's Foundation, Dignity, Sydney Dogs and Cats Home, WIRES, Maggie's Rescue, Voiceless and Regis Aged Care in Rose Bay. The Environmental Action group actively removed rubbish from Rose Bay foreshore and the National Park. The girls worked with these partners every two weeks.

In Junior School this year, an additional area of focus was the understanding of service learning and its link to the gift of time and effort. Teachers and girls have been examining ways that they can be active in their citizenship. In Year 6, the girls' studies of the plight of refugees has seen them embark on a refugee food drive and the Wrap with Love project. In Year 5, the girls have raised awareness with the Alzheimer's Association, Year 4 have complimented their scientific studies by cleaning up the Harbour foreshore, replicated as well by the girls and their studies of marine life in Year 2. Year 3 worked with St John's Church Darlinghurst to cook meals for the homeless as part of their Rough Edges Program. These teacher-led student learning initiatives help our girls develop holistically and complement our mission statement to celebrate the girls' capacity to make a difference in the world.

At Kambala we see it as our duty to present powerful role models to our girls. It is crucial for the girls to see women who make a difference in the world – women who they are one day able to become. Since 2016, Kambala has forged a relationship with The School of St Jude in Tanzania, focusing on the impressive work of Gemma Sisia, the foundress of the school. The girls in the Junior School at Kambala, through their yearly House Spell-a-thon and House Number-a-thon, have been able to contribute more than \$60,000 to The School of St Jude. Each year, Gemma shares elements of the educational journey at St Jude in our Junior School Assemblies.

The four Kambala School values, Humanity, Courage, Curiosity and Respect, are prominently displayed in our School and govern our everyday interactions with each other and our community.



# PARENT, STUDENT AND TEACHER SATISFACTION

Kambala School is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics. The feedback from these surveys greatly assists the School with both its operational and strategic planning as well as its determination to continually improve the educational experience offered to the students.

In 2018, 110 parents and 154 students participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular, sport, extra curricular, boarding, communications and reputation.

## Parents

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

In relation to the top five areas parents noted as most important, expectations met/exceeded were:

- ◆ 73% of parents' expectations were met or exceeded in relation to the quality of teaching.
- ◆ 89% of parents' expectations were met or exceeded in relation to the balanced education.
- ◆ 87% of parents' expectations were met or exceeded in relation to academic standards.
- ◆ 78% of parents' expectations were met or exceeded in relation to the focus on student wellbeing.
- ◆ 73% of parents' expectations were met or exceeded in relation to the School leadership.

## Students

A selection of the Year 12 students' top level findings are detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:

In relation to the top five areas parents noted as most important, expectations met/exceeded were:

- ◆ 75% of students' expectations were met or exceeded in relation to the quality of teaching.
- ◆ 78% of students' expectations were met or exceeded in relation to the balanced education.
- ◆ 90% of students' expectations were met or exceeded in relation to academic standards.
- ◆ 65% of students' expectations were met or exceeded in relation to the focus on student wellbeing.
- ◆ 83% of students' expectations were met or exceeded in relation to the School leadership.

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

- ◆ Friendships and relationships formed
- ◆ Learning curriculum
- ◆ High quality teachers/staff
- ◆ Opportunities provided
- ◆ Warm and welcoming community

**Parent quotes on what they value about Kambala School:**

*Friends we have made through our daughters, the journey our daughter has gone through over the years and how she has changed and developed.*

*How happy my daughter has been and the lovely friends she's made.*

*The day girls' parents have been extremely warm and inviting to the Boarding community and when your daughter is living so far from home that has been gold. The assistance of the day parents to get boarding students to Sport has done much to bring both communities closer together.*

*A sense of pride in the school.*

*Great education, lifelong friends.*

*I highly value the fact that my daughter can attend the same school which I was lucky enough to attend. I enjoy seeing the development of the school through the years and seeing my daughter experience the same things I did.*

*Common values of respect and value of education. I feel my daughters are privileged to attend a school with such a long and respected reputation.*

*I always feel welcome in the school.*

*The community, the achievements of the girls and how mature girls seem to be at graduation stage (Year 12).*

*The fact that our girls are so proud of being Kambala girls.*

**Student quotes on what they value about Kambala School:**

*That every day, you see your teachers and friends. That every day, you get to feel like you belong somewhere, and you see that others feel like they belong in the same place as you.*

*The connection that all the people from Kambala feel.*

*Our debating and public speaking opportunities.*

*I value that I am associated with a school that represents good ideas and cares about its students.*

*I value the care that the school has for my identity and personal development.*

*The school teaches us well and looks after us.*

*It follows our School values.*

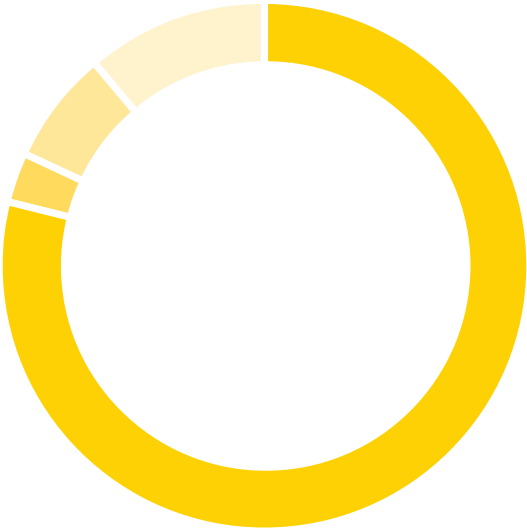
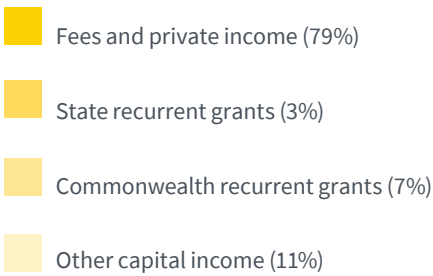
*The Music Program and the emphasis on music as well as the academic excellence.*



# SUMMARY OF FINANCIAL INFORMATION

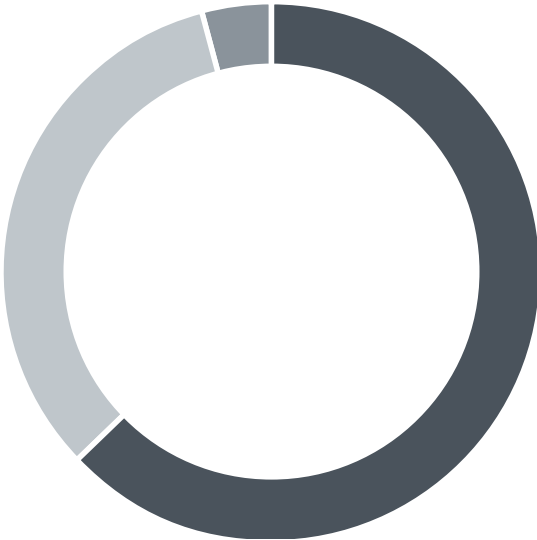
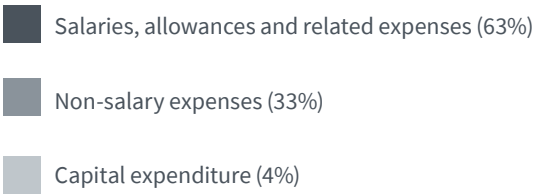
## Total income – 2018 actuals

INCOME SOURCE	AMOUNT (\$)
Fees and private income	29,433,887.54
State recurrent grants	1,168,037.50
Commonwealth recurrent grants	2,459,537.96
Other capital income	4,195,912.39
<b>Total</b>	<b>37,257,375.39</b>



## Total expenditure – 2018 actuals

EXPENSE	AMOUNT (\$)
Salaries, allowances and related expenses	21,101,343.04
Non-salary expenses	11,020,901.27
Capital expenditure	1,462,169.13
<b>Total</b>	<b>33,584,413.44</b>



# APPENDIX

## Enrolment Policy

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

Hampshire House, Kambala's Early Learning Centre, is licensed to enrol boys and girls from six months to five years. The centre is open 48 weeks per year.

Girls only are enrolled at Kambala from Preparation (girls must have turned four by 31 March in the year in which they commence) to Year 12. Preparation to Year 12 students attend on a four-term (approximately ten weeks) basis per annum from late January to early December.

## Student Population

Hampshire House, Kambala's Early Learning Centre, caters for 68 children per day.

Preparation to Year 12 has an enrolment as 2018 Census of 995 girls, 603 of whom are in the Secondary School. There are approximately 75 boarders. The majority of boarders are from rural NSW. A small number of boarders are from interstate and overseas. Kambala is licensed to enrol a small number of Full Fee Paying Overseas Students (FFPOS). CRICOS Provider 02284M.

## Enrolment Procedures

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

To apply to Kambala, an Application for Enrolment Form must be completed and returned with copies of recent school reports (for school aged applicants) and payment of a non-refundable registration fee.

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

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

Interviews for girls entering Preparation to Year 7 with the Principal and Heads of Junior School and Senior School take place the year prior to entry. Girls requesting entry to Years 8 to 12 are required to attend an interview with the Principal, Head of Senior School and Director of Curriculum prior to a position being offered.

Students entering from Year 3 onwards are tested by Academic Assessment Services to provide information for class placement and academic needs. These tests are usually conducted at orientation days but can be arranged during the school year on specific test dates.

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.

## Overseas students

Kambala welcomes international students from around the globe. As well as international boarders, Kambala enrolls the daughters of overseas visitors who hold appropriate business or temporary visas issued by the Department of Home Affairs (DoHA).

Kambala is a registered provider for a limited number of Full Fee Paying Overseas Students (FFPOS). Kambala's CRICOS provider number is 02284M.

A full fee paying overseas student requires a student visa to attend school in Australia. Australian or New Zealand citizens, those carrying permanent or temporary resident visas or refugees do not require student visas to attend the School.

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



## International Baccalaureate Diploma

The International Baccalaureate (IB) Diploma Programme is an integral part of Kambala's Senior School experience. It complements all elements of Kambala's traditional curricular, extra curricular and community service practice, and provides an internationally recognised curriculum and accreditation. At Kambala, the IB Diploma Program and Higher School Certificate are considered to be equal but different pathways to matriculation.

Selection of students for the IB Diploma Programme – any student who aspires to tertiary study at university in Australia or overseas, and who is interested in a senior certificate which is international in curriculum content, combines serious academic study with activities that encourage a sense of adventure and social responsibility, and is recognised by universities around the world, is well suited to the IB.

A student electing the IB Diploma Programme will be interviewed on her suitability for the Programme, taking into account the student's:

- ◆ style of learning
- ◆ level of independence
- ◆ likelihood of achieving a pass level in the IB (equivalent to an ATAR of 75+).

For further information visit Kambala's website  
[www.kambala.nsw.edu.au](http://www.kambala.nsw.edu.au) or My Schools website  
[www.myschool.edu.au](http://www.myschool.edu.au)

## Students leaving Kambala

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

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

## Professional learning

The following table details the titles and number of courses attended by Kambala staff in 2018.

JUNIOR AND SENIOR SCHOOL STAFF	
COURSE TITLE	ATTENDED
First Aid Course (Royal Life Saving Australia)	All
Cardiopulmonary Resuscitation (CPR) (Royal Life Saving Australia)	All
Anaphylaxis and Asthma Course (Royal Life Saving Australia)	All
Staff Code of Conduct	All
Giving and Receiving Feedback	79
Difficult Conversations	139
Child Protection Training	All

SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Educator Impact - Goal Setting	99
7-10 PDHPE New Syllabus Familiarisation	2
Aboriginal Education Matters: An Introductory Workshop	1
Adobe Photoshop Level 2 (University of Sydney Centre for Continued Learning)	1
AEAS International Education Seminar	1
AIS Aboriginal & Torres Strait Islander Education Conference 2018 - From Consciousness to Action	2
AIS DigiStem Conference 2018 - Wired Up and Unplugged	3
AIS English Conference: A Year in a Day	2
AIS English Conference: Learning for Tomorrow	1
AIS History Conference	1
AIS History Extension Symposium	1
AIS Mathematics Conference: HoDs Day	2
AIS Music Conference 2018	1
AIS New PDHPE Syllabus Course	4
AIS School Counsellor Conference	1
AIS School Wellbeing Conference	3
AIS Science Conference 2018 - Ignite, Inspire, Inquire	2
AIS Teacher Librarian Conference 2018 - Reflections on Reading	1
AIS NSW Boarding Network Meeting	1
Anglican Schools Australia Conference 2018	1
Annual Archbishop's Day	1
Annual Special Education Needs Summit	1
ANSTO Teacher Professional Development Day	1
Approaches to teaching and learning for DP/CP classroom teachers	1
Art, Music, Drama, Storytelling (Gowrie)	1
AUSTA National Conference	1

SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Australian Schools Copyright Survey Training Session for NSW Schools	2
Becoming Accredited at Experienced Teacher through the Standards-Based Pathway	1
Bring your questions: French Grammar explained	1
Cambridge Ancient and Classical Worlds Summer School	1
Category 3 Workshop: French B	1
CLTANSW PD Workshop for HSC Chinese in Context 2018	1
Coaching and Mentoring Training for Teachers	1
Connecting the Dots	1
Cru Teachers Day	1
Cultivating Learning Focused IB World Schools	1
Daily Organiser Course	1
Director of Studies Conference	1
Disco et Doceo: Classical Wisdom K-12 and Beyond	1
Dr Jeanette Hurst PD Workshop for Year 12 HSC New Syllabus	3
EBSCO Education and Training Day	1
Ed Summit 2018	1
ELC Business Studies Conference	3
ELC Economics Teachers Conference	1
Enhancing Your Child Protection Investigation Skills	1
ETA Conference	3
Ethical Student Travel: Protecting Children and Communities	1
Fablearn Conference	1
Familiarisation Workshops on New Chinese K-10 Syllabus	1
Familiarisation: Revised Stage 6 Mathematics Syllabuses	1
Familiarisation: Technology Mandatory Stage 4	2
FATFA/NAFT Biennial Conference 2018	2
FlipRobot Professional Development Course	2
Geography Teacher's Association Annual Conference	4
Getting your head around the new K-10 Language syllabuses course	1
Heads of Sport Conference	1
IB Asia Pacific Workshop	1
IB Diploma Economics Category 1 Online Workshop	1
IB Global Politics Category 1 Training	1
IB Mock Exams Writing Day 2	1
IB Workshop - History	1
IBAP DP Cat 1 and 2 (Mixed)	1
Imagine the Creative Revolution: Drama NSW State Conference	1
Independent Schools' Records Retention and Disposal Workshop Sydney	1
Leadership of Accreditation Network	1
Legal Studies Association 2018 State Conference	2
Level Up III - Problem Based Learning	1



SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Librarians Cat 1 and 2	1
Lucida Conference for Visual Arts and Photographic and Digital Media educators	1
Lucida Tin Type Professional Development Demonstration Day	1
MANSW Annual Conference 2018	10
Masterclass: Leadership in Aboriginal Contexts	1
Mathematics Standard for Stage 6	1
Modern History HSC - Core - Power and Authority in the Modern World 1919 - 1946	1
National Symposium on Japanese Language Education (NSJLE) 2018	1
New Syllabus Year 12 Biology Workshop	1
NSW Boarders' Wellbeing Conference (Positive Psychology Institute)	1
NSW Cross-sectoral Japanese Teachers' Conference 2018	1
NSW School Archives Professional Development Workshop (Australian Society of Archivists)	1
NSW School of Languages Supervisor Day	1
PDHPE State Conference 2018	2
Personal Learning Plan Workshop Day with LE Team	1
photoPhotographic processes - Wet Plate Collodion	1
PLP writing/planning for Yalari students	1
Positive Psychology and Mental Fitness in Education	1
Potentiality Workshop	1
Preparing for the new NSW Senior Secondary Curriculum	1
Preservation: Protecting Your Collection (UTS Information Innovation)	1
Programming for the New PDHPE Syllabus K-10	2
Programming the New K-10 Languages Syllabuses	3
Psych Cat 1	1
Psychology Discussions	1
Psychology Planning Day 2019	2
RAP Training	1
Reanimating History: Leading Learning, Embedding Understanding	1
Redlands Big 5 US University Information Session	1
Renaissance Women's Leadership Network - Strengthening your leadership muscles: Building a career in school leadership.	1
Resourceful Adolescent Resilience Program	4
RoSA and HSC Eligibility/Credentialing Workshop and Schools Online/Students Online Workshop	1
RZIM Academy Core Module on Apologetics	1
School-based Professional Learning	1
Schoolbox NSW user group meeting	1
Science in Focus Workshop	2
Shabbat Dinner 2018	1
Sharing with OFGS	1
Stage 6 Aboriginal Studies Twilight Conference	1
Stage 6 Assessment and Marking Workshop	1

SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Studies of Religion Conference - Exploring Meaning and Cross-Cultural Learning	1
Supervising Teachers Progressing to Proficient Teacher	1
Supporting Teachers through Accreditation at the Higher Levels	1
Supporting Teachers Through Accreditation- Experienced Teacher Standards-based	1
Teacher Accreditation ELC	1
Teacher Librarian Network Meeting	2
Teacher Observation Classes for Exam Students	1
Teaching and Learning in the IB classroom	1
Teaching Stage 6 PDHPE	1
Teen Mental Health First Aid	1
Tell Your Story With Maps	1
The Changing World Order	2
The Craft of Writing Advanced English	1
The European Union: Where to From Here?	1
The Teacher Wellbeing Toolkit	1
TS Eliot: A Critical Study	1
Union Representative Training	2
Unpacking Mandatory Technology	2
UNSWCAA Northern Region Meeting	1
UNSWCAA Regional Meeting	1
USYD 2019 Careers Advisor Day	1
Working Towards Proficiency for Casual Teachers	1
World Positive Education Accelerator	1

JUNIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Speech Pathology In-service on Best Practice in Spelling Pedagogy	36
Information Computer Technologies	36
AIS Spelling In-service	36
GERRIC Mini Certificate in Gifted Education In-service	36
Assessment For, As, and Of Learning in Mathematics	1
Designing Rubrics for Learning, Assessment and Reporting K-6	1
Improving the Outcomes of Students who are Deaf or Hard of Hearing in your School	1
Student Wellbeing	1
2018 Ignite the Spark, Fuel the Fire: Differentiating Assessment	1
Better Assessment: Improving Feedback, Reducing Correction	1
PS30 Strategies for Teaching Problem Solving in Mathematics (Years 5 and 6)	1
Acrylic Still Life with Charlotte Thodey	1
Mini-COGE Course 2018	1
Music- Choir, Singing Skills	1
National Future Schools Conference	1
Soulfood A Cappella	1
Synthetic Phonics Training	1
Teach Tech Play Conference	1

HAMPSHIRE HOUSE ONLY	
COURSE TITLE	ATTENDED
Art, Music, Drama, Storytelling (Gowrie)	23
All Embracing	2
Be a Birth to 3 Specialist	1
Creative Connections: Workshop for Early Childhood Educators	1
Early Childhood Australia National Conference 2018	3
Mana Baya - To Gather and Speak (Gowrie)	1
Mindfulness and Wellbeing (Gowrie)	2
PreLit	1
Quality Area 5	1
Taking Literacy Outdoors	1
The Aboriginal Early Childhood Conference	1
The Changing Face of Education	1
The Pedagogy of Loose Parts: An In-Depth Exploration of 'The Intelligence of Materials'	3
Young Children ARE Engineers: Exploring Science Technology Engineering and Mathematics	1

EXECUTIVE LEADERSHIP TEAM ONLY	
COURSE TITLE	ATTENDED
IB World Regional Conference	1
LawSense School Law	1
Breakfast Briefing: Updates for Human Resources Professions (AIS)	1
ACER Annual Research Conference: Teaching practices that make a difference: insights from research	1
NSW/ACT IB Coordinators Meeting	1

KAMBALA COUNCIL	
COURSE TITLE	ATTENDED
AIS Governance Symposium	14
Governance Online Modules 1-3	1
Governance Online Modules 4	2
Governance for School Council Members	4
Masterclass in Board Leadership	3





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