



KAMBALA



ANNUAL REPORT 2019



*Inspired learning.
Empowering young women of integrity.*



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MESSAGE FROM KEY SCHOOL BODIES

Message from the President of the School Council

I begin this report with a strong sense of pride following what has been another amazing year for Kambala. Whether academically, on the sporting field, on stage, in the Arts or in the broader community, this School has once again shone. It does so because of the extraordinary effort of all the students, our dedicated staff and supportive parents and families. It is the School's community spirit which sets it apart and is why Kambala girls remain Kambala girls for life.

In the 2019 Higher School Certificate (HSC) Kambala achieved an unprecedented first in the state for English, ranked 15th in the state overall and was the third ranked independent non-selective girls' school. The 2019 International Baccalaureate (IB) highlights include achieving an average point score of 35 out of 45, against an average global score of 29. The Class of 2019 is to be congratulated for these outstanding results and even more so given these results were achieved while they and other Kambala students achieved honours in activities including Drama, Music, Swimming, Athletics, Snowsports, Touch, Basketball, Future Problem Solving, Debating, Mathematics, Indigenous Leadership and Philanthropy.

Operationally, the School is in a very healthy position as a result of disciplined fee and expense management, renewed delegation policies and procedures and a focus on optimising projects for maximum efficiency. The School is net cash flow positive and carries very little debt. Strengthened risk and compliance frameworks this year include the development of the School's first ever Business Continuity Plan, which has since been invoked for a water outage, library flooding and other issues; renewed ICT Sub-Committee, resulting in world-class technology for staff and students; the commissioning of a Privacy Audit as well as an Internal Audit Plan; joining the National Redress Scheme; and updating Kambala's strategic and operational risk registers.

A positive balance sheet and strengthened governance and risk management has enabled the School to invest in the School's future with its three leading programs that underpin our *Strategic Plan 2019–2023* – The Kambala Institute of Teaching Excellence (KITE), SHINE and SITE. Highlights of each are included below.

- ◆ **KITE** – sending a record 14 teachers to Harvard University to participate in Project Zero, enhancing teaching and learning strategies in the classroom and increasing the number and quality of teacher applications, launching a signature Teacher Coaching Program and whole school Performance and Development Plan.

- ◆ **SHINE** – selecting the e-portfolio platform to guide students through their achievements and demonstrate foundational competencies, the School has determined the four key dimensions each with its own set of competencies to prepare its young women for the future. The School is also developing a well thought out Sports Strategy with enhanced coaching and dynamic programs such as tracking individual student fitness over time in their senior years.
- ◆ **SITE** – awarded State Significant Development Status for the School's Master Plan with continued progress towards achieving a DA for a three level, world-class building which will house a Senior Learning Precinct, Sporting Precinct and Wellbeing Centre; a renewal and rejuvenation capital works program including the repainting of the Tivoli façade, new change rooms, improvements to Boarding facilities and the transformation of parts of the Alexander and Hawthorne buildings with modernised classrooms and staff facilities.

2019 has seen a wonderful culture of giving and philanthropy within Kambala. Through a range of sources including parent philanthropy for KITE and Harvard, a generous bequeath and donations to the Building and Scholarship Funds, we have seen a 217 percent increase in donations from the previous year, totalling just over \$1.1million. I thank the School community, present and past, for this generous show of support. In addition, the School community is regularly involved in many and varied community-based charities.

I would like to take this opportunity to recognise the outstanding leadership of Mr Shane Hogan and his Executive Team. Their capacity for hard work and community building is a credit to their resilience and evidence of their love of the School. Thank you also to the teaching and support staff who tirelessly hold firm in their support and care for our students. Thank you to the Kambala Parents' Association (KPA) and the Kambala Old Girls' Union (KOGU) for their continued advocacy and support of the School and to our supportive parents and families. Finally, I would like to thank the Kambala Council and Committee members who, in addition to holding senior positions in business, law, finance, academia, technology, property and medicine, all voluntarily give up their time to help protect and safeguard the future of the School. All of the people I have mentioned above do what they do out of a common passion and commitment to the School.

Ainslie van Onselen

President of School Council



Message from the Principal

In 2019, as part of our *Strategic Plan 2019–2023*, Kambala commenced planning to revitalise School facilities and to enhance the historic campus and continue to care, nurture and prepare young women for life beyond school. The plans include a new multi-purpose sports, wellbeing and learning precinct that will provide students with state-of-the-art facilities to boost their personal, intellectual and physical development. The new precinct is planned at the site of the existing oval adjacent to New South Head Road, and involves replacement of the current oval, rooftop tennis and multisport courts.

A State Significant Development Application (SSDA) will be lodged with the Department of Planning, Industry and Environment in mid 2020. Pending approval, construction is anticipated to commence mid 2021, taking approximately 18 months. We will consult with neighbouring residents and the School community as we prepare the plans. Designed by award winning architects, Allen Jack and Cottier, the upgrades will include fitness facilities, an indoor multipurpose sports hall, flexible learning spaces and refurbishment of the existing Music building.

The Class of 2019 has proudly continued the Kambala tradition of outstanding academic results and, more importantly, completing their studies and graduated as young women with the capacity to shine in their post-schooling lives. This cohort has excelled in the Arts, Community Relations, Debating, Drama, Leadership, Music and Sports. Kambala offers an education that enhances each girl's HSC and IB results. By offering a choice of academic pathways, students are further encouraged to pursue what feels right for them.

The Class of 2019 has produced our best overall combined results since 2014. Congratulations to our English students and teachers who ranked number one in NSW in the HSC, an outstanding achievement. Kambala ranked 15th in the state and the third highest independent non-selective girls' school with 31 percent of students achieving an ATAR of 95 or above. Ten students were listed in the Premier's High Performers list, achieving a Band 6 in 10 or more units, while student Emily Scarlis achieved a perfect score of 99.95, placing her equal first in the state. NESA-nominated HSC students represented Kambala in OnSTAGE, ENCORE, ARTEXPRESS and SHAPE.

The School continues to excel in other areas. In 2019, the Festival of Music remained a highlight of our calendar and our Athletics and Swimming teams had outstanding years in IGSAA competitions. Overall, our sporting performance continues to improve, with targeted programs introduced to improve our coaches and support.

Our students raised funds for drought affected farmers, the Red Shield Appeal, schools in East Timor and Africa and coordinated a successful winter clothing drive. Their efforts are to be commended and serve as an illustration of the power of collaboration to affect change and help those less fortunate or in times of hardship.

KITE, a targeted professional development program to attract, retain and develop innovative and outstanding teachers, commenced a number of significant programs. It funded 14 staff to attend Project Zero Classroom at Harvard University, an experience complemented by online learning courses undertaken by 15 teachers across the School. Three teachers trained as teacher coaches and began their work coaching staff members looking to develop their classroom practice. A highlight of the professional learning calendar was welcoming Professor Emeritus Dylan Wiliam to Kambala; Professor Wiliam is a leading researcher in the field of assessment for learning and worked with Kambala staff on the topic of embedding formative assessment.

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 KPA works with the School and the community across a broad range of activities by providing support to parents, strengthening community engagement and raising funds to drive important development for our girls' education. The KPA seeks to be inclusive and welcoming and provides an effective communication channel between the School and the parent body.

We held a number of fantastic community events in 2019 which would not have been possible if it were not for the dedicated parents who generously gave of their time and resources. From the welcome Cocktail Party in the first week, the second annual Golf Day, the whole school Winter Ball 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, however our priority in 2019 was community building. The Winter Ball saw over 300 parents and teachers enjoy an evening winter wonderland created by a dedicated group of parents. A raffle held on the night raised over \$25,000 towards the Harvard Teachers' scholarships. The KPA Canteen, run mostly by parent volunteers, continues to provide healthy meals of excellent quality, and raised almost \$80,000. During the year, the KPA disbursed \$5,000 for the Indigenous Scholarship Fund, \$25,000 for the Harvard Teachers' Scholarship Fund and finalised payments of \$6,000 for sporting equipment and \$65,000 for building refurbishment. Speaking fees of \$20,000 were donated to ensure that girls, teachers and parents continue to have access to top level educators. Paul Dillon, speaking on drug and alcohol use, was this year's prime speaker.

Kambala Kind Hearts continued to expand and help assist families experiencing difficult times due to illness or bereavement. A program of cook-ups at My Big Kitchen has been rolled out to ensure a supply of meals and provides girls and parents with an opportunity to give back to the community. Blanket donation drives and fundraising at events including the Carols Evening have been some of the initiatives of Kind Hearts during the year.

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



KAMBALA

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 10 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 School Values of Humanity, Courage, Curiosity and Respect. In 2019, Kambala ranked third out of all NSW independent schools for girls in the Higher School Certificate (HSC). 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 Vision, '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, Action 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

Kambala's student body encompasses students enrolled from Hampshire House (early learning centre) to girls completing the Year 12 HSC and IB.

Hampshire House is licensed for 68 students (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 1,004 girls, 615 of whom are in the Secondary School.

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

Approximately 80 percent of students complete the HSC in Year 12 and 20 percent of Year 12 students undertake the IB.

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

Most day students at Kambala live within eastern suburbs of Sydney and some 10 percent travel from the lower north shore (e.g. Mosman) and south eastern suburbs (e.g. Maroubra).

There are approximately 70 Boarding students, 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 (FFPOS). CRICOS Provider 02284M.

Kambala has eight Indigenous scholars enrolled through the Yalari Foundation program. Some of these girls live as far away as Groote Eylandt (NT).

Kambala has a non-selective enrolment policy which is attached in the Appendix of this report.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Kambala NAPLAN results 2019

In 2019, Years 3, 5, 7 and 9 Kambala students 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:

<https://www.myschool.edu.au/school/43920/naplan/results>.

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 2016 and Year 5 2018, Year 5 2016 and Year 7 2018 and Year 7 2016 and Year 9 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 2019.

NAPLAN results Year 3 and Year 5

The transition to NAPLAN online has allowed for more precise results. The adaptive testing design of NAPLAN online has increased the range of results in the Junior School; this feature allowed our students more breadth to show their capabilities. Previously, the scale in Year 3 was from Bands 1 to 6. NAPLAN online now allows for students to be reported on up to Band 10.

In 2019, with online adaptive testing design, it was interesting to see that overall in Year 3, 29 percent of students performed in Band 6 and 24 percent of students performed in Band 7 or above. Similarly, in Year 5, 31.2 percent of students performed in Band 7, 25 percent of students performed in Band 8 (previously the highest Band for Year 5) and 14.5 percent performed in Band 9 and above.

Year 3 Grammar and Punctuation	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	89.7	10.3	—

Year 3 Numeracy	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	66.7	33.3	—

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 Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	89.4	8.5	2.1

Year 3 Spelling	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	68.7	29.2	2.1

Year 3 Writing	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	87.5	12.5	—

Year 5 Grammar and Punctuation	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	83.1	15.5	1.4

Year 5 Numeracy	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	70.4	28.2	1.4

Year 5 Reading	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	80.3	19.7	—

Year 5 Spelling	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	66.2	32.4	1.4

High achieving students in Literacy have been offered the opportunity to study Latin, allowing them to explore etymology and word origins of the English Language.

Students in Years 2 to 6 in 2020 are 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. Students 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 Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	26.7	71.9	1.4

There has been a significant growth in Writing in the percentage of students achieving the top bands. In 2018, 4.3 percent of students were in the top bands however in 2019, 26.7 percent of students scored in the top bands in Writing.

NAPLAN results Year 7 and Year 9

Kambala continued with NAPLAN online in the early weeks of Term 2 in May 2019. The early tests, as reported in the media, were impeded by ACARA technical issues. Some examinations had to revert to paper and the online version was negated. As a result of an inconsistency across schools with paper and online, ACARA no longer publishes the same comparative data as they have in the past (<https://www.myschool.edu.au/school/43920/naplan/bands>). Comparative data to the Department of Education (DOE) and statistically similar schools (SSS) is available to School administration and informs the tables below.

It is important to note performance can be related to a particular cohort/population and/or curriculum focus. Cohorts vary in strength and areas of growth being individual to particular groups of students. Hence comparison year on year is not highly valid.

Year 7

Year 7 2019 outperformed similar schools in all assessments. We saw particular improvement in Reading and Numeracy compared with the 2018 performance. Numeracy had an increase from 59.6 percent to 71.1 percent of students in the top two bands. Reading also increased from 52.3 percent to 61.4 percent of students in the top two bands. At the same time there was a decrease from 66.1 percent to 58.8 percent in the top two bands in Spelling. This however is still seen as performing well above DOE and SSS schools.

Year 7 Grammar and Punctuation	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	67.5	28.9	3.5

Year 7 Numeracy	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	71.1	27.2	1.8

Year 7 Reading	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	61.4	36.8	1.8

Year 7 Spelling	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	58.8	37.7	3.5

Year 7 Writing	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	45.6	49.1	5.3

+ data as provided by NESA Schools Online.

Year 9

In Year 9, Kambala outperformed similar schools in all assessments. While all areas show that Kambala outperformed DOE and SSS schools, some areas did not show as greater performance as in 2018. In Year 9, students in the top two bands fell in Grammar and Punctuation from 66.3 percent to 59.2 percent and Writing fell from 44.2 percent to 39.2 percent. It may be relevant that these were the assessments impacted by technical difficulties.

Year 9 Grammar and Punctuation	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	59.2	38.8	1.9

Year 9 Numeracy	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	67.0	32.0	1.0

Year 9 Reading	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	59.2	38.8	1.9

Year 9 Spelling	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	56.3	41.7	1.9

Year 9 Writing	Top Bands %	Middle Bands %	Bottom 2 Bands %
% of Kambala students	39.2	53.9	6.9

+ data as provided by NESA Schools Online.

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

NSW Higher School Certificate (HSC)

In 2019, 76 Year 12 students completed the HSC program and all were eligible for an Australian Tertiary Admission Rank (ATAR). Ten students were placed on the HSC All-Rounders list for students who achieved 10 or more units at Band 6 level while one student was on the Top Achievers list, having scored first place in a HSC course. In addition, 82 percent of Kambala students were placed on the 2019 Distinguished Achievers list, which highlights students for scoring a Band 6 (90 percent or more) in a subject.

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

- ◆ Two Drama group performances nominated for OnSTAGE.
- ◆ Four Music students nominated for ENCORE.
- ◆ Four Design and Technology students nominated for SHAPE.
- ◆ Two Visual Arts students nominated for ARTEXPRESS.

In general, student achievement in 2019 was well above the state average, which has been a consistent trend in recent years. From the Sydney newspapers, Kambala was ranked 15th overall in the state. Of further note, Kambala was ranked first in the state for 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.

Higher School Certificate Examination results – 2 unit courses

Course average and proportion of students in Bands 5 and 6, Bands 3 and 4 and Bands 1 and 2 in 2 unit courses comparison of Kambala achievement with State achievement in 2019.

SUBJECT	NUMBER OF STUDENTS	KAMBALA AVERAGE	STATE AVERAGE	KAMBALA BANDS 5 AND 6%	STATE BANDS 5 AND 6%	KAMBALA BANDS 3 AND 4%	STATE BANDS 3 AND 4%	KAMBALA BANDS 1 AND 2%	STATE BANDS 1 AND 2 OR NONE %
Ancient History	11	86.75	72.62	81.81	35.46	18.18	48.33	0	14.78
Biology	24	84.58	71.93	83.32	31.31	16.66	52.76	0	15.26
Business Studies	32	86.70	72.18	87.50	33.02	12.50	49.87	0	16.02
Chemistry	10	83.24	75.38	50	45.93	50	41.69	0	11.86
Chinese in Context	2	93.60	88.36	100	89.71	0	10.28	0	0
Design and Technology	10	88.64	77.82	100	46.53	0	48.51	0	4.67
Drama	7	91.77	78.31	100	43.66	0	54.46	0	1.73
Economics	14	88.71	77.34	100	51.73	0	40.49	0	7.41
English (Standard)	18	83.87	69.16	66.65	11.75	33.33	75.47	0	12.21
English (Advanced)	58	90.18	80.73	96.55	61.79	3.44	37.04	0	1.04
French Continuers	3	82.33	82.29	66.66	64.65	33.33	32.29	0	2.92
Geography	14	80.43	74.66	71.42	43.18	21.42	43.61	7.14	12.38
Latin Continuers	3	96.40	88.13	100	89.30	0	10.68	0	0
Legal Studies	14	91.46	73.66	100	41.05	0	42.16	0	15.54
Mathematics Standard 2	26	78.81	70.68	42.29	24.05	57.68	57.79	0	16.23

+ data as provided by NESA Schools Online.

Higher School Certificate Examination results – 2 unit courses

Course average and proportion of students in Bands 5 and 6, Bands 3 and 4 and Bands 1 and 2 in 2 unit courses comparison of Kambala achievement with State achievement in 2019.

SUBJECT	NUMBER OF STUDENTS	KAMBALA AVERAGE	STATE AVERAGE	KAMBALA BANDS 5 AND 6%	STATE BANDS 5 AND 6%	KAMBALA BANDS 3 AND 4%	STATE BANDS 3 AND 4%	KAMBALA BANDS 1 AND 2%	STATE BANDS 1 AND 2 OR NONE %
Mathematics	29	80.94	78.01	51.71	49.18	48.27	43.00	0	7.56
Modern History	26	84.86	73.44	84.61	39.33	15.38	46.33	0	13.46
Music 1	5	89.56	81.85	100	65.96	0	31.86	0	1.73
Music 2	8	91.18	87.67	87.50	90.95	12.50	9.03	0	0
PDHPE	16	80.16	72.57	56.25	31.26	43.75	56.51	0	11.43
Physics	3	79.27	73.20	66.66	36.88	33.33	48.53	0	14.20
Studies of Religion 1*	13	44.58*	38.24*	100	46.15	0	49.47	0	4
Visual Arts	28	88.89	80.77	100	62.50	0	35.14	0	2.03

Please note: *1 unit subjects are out of 50
+ data as provided by NESA Schools Online.

Higher School Certificate Examination results – Extension courses

Course average and proportion of students in Bands E3 and E4 and Bands E2 and E1 in Extension courses comparison of Kambala achievement with State achievement in 2019.

EXTENSION COURSES	NUMBER OF STUDENTS	KAMBALA AVERAGE /50	STATE AVERAGE /50	KAMBALA BANDS E3 AND E4 %	STATE BANDS E3 AND E4 %	KAMBALA BANDS E1 AND E2 %	STATE BANDS E1 AND E2 OR NONE %
English Extension 1	19	44.79	41.68	94.73	93.87	5.26	5.83
English Extension 2	4	43.05	39.14	100	79.79	0	19.73
French Extension	3	36.83	40.23	100	88.13	0	11.86
History Extension	22	42.92	38.92	95.44	76.59	4.54	23.18
Latin Extension	2	48.55	45.80	100	100	0	0
Mathematics Extension 1*	17	82.94*	79.98*	100	80.11	0	19.70
Mathematics Extension 2*	4	81.95*	81.59*	75	85.86	25	14.05
Music Extension	4	46.60	44.98	100	97.83	0	2.15

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

*1 unit subjects are out of 50

+ data as provided by NESA Schools Online.

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	41.86	37.46
History Extension	25	32	23.64	88	78.68	40.53	38.15
Japanese Extension	2	0	41.55	100	90.25	38.90	41.67
Latin Extension	1	100	85.10	100	98.92	45.60	46.18
Mathematics Extension 1*	19	42.10	32.84	78.94	79.60	82.06	79.29
Mathematics Extension 2*	6	16.66	33.19	100	85.41	85.30	81.36
Music Extension	5	100	66.96	100	96	48.76	44.78

*Mathematics Extension 1 and 2 averages / 100

+ data as provided by NESA Schools Online.

International Baccalaureate (IB) Diploma

In 2019, 22 students were enrolled in the IB and undertook the demanding program of study. Kambala IB graduates averaged a score of 35 (ATAR equivalent of 92.80) which greatly exceeds the world average of 29 (ATAR equivalent 81.25). The top possible score in the IB Diploma Programme is 45 points.

ATAR equivalent scores for Kambala's Class of 2019 IB Diploma students were as follows:

- ◆ 39 percent gained an ATAR at or above 95
- ◆ 59 percent gained an ATAR at or above 90
- ◆ 100 percent gained an ATAR at or above 80

In addition to six subjects studied, three of which 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 2019

SUBJECT	NO. STUDENTS	KAMBALA GRADES 6 AND 7 %	GLOBAL GRADES 6 AND 7 %*
English Literature SL	10	50	32.7
English Literature HL	12	50	37.7
Chinese – Mandarin HL	1	100	95.0
French B SL	5	100	41.2
French B HL	1	100	39.3
Japanese B SL	2	0	61.6
Japanese B HL	1	0	72.4
Latin B SL	1	100	80.0
Latin B HL	1	100	84.0
Spanish ab initio SL	11	73	55.4
Economics SL	1	0	45.7
Economics HL	1	100	49.7
Global Politics SL	3	100	31.6
Global Politics HL	7	86	38.0
History SL	2	50	12.4
History HL	6	67	7.7
Psychology HL	11	55	51.5

*Global grades for November 2019 are provisional at the time of publishing



Summary of Grades 6 and 7 in each subject studied in 2019

SUBJECT	NO. STUDENTS	KAMBALA GRADES 6 AND 7 %	GLOBAL GRADES 6 AND 7 %*
Biology SL	4	50	10.6
Biology HL	13	15	31.8
Chemistry SL	8	50	17.3
Chemistry HL	2	50	49
Physics SL	1	100	16.8
Mathematics Studies SL	11	55	13.3
Mathematics SL	7	29	16.5
Mathematics HL	4	25	44.3
Music HL	1	0	53.4
Visual Arts SL	1	0	5.1
Visual Arts HL	5	20	24.7

*Global grades for November 2019 are provisional at the time of publishing

TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Teacher standards

In 2019 all Kambala teachers authentically engaged with the Australian Professional Standards for Teachers. All staff actively engaged in 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 six staff successfully attaining their proficiency. At the higher levels of accreditation, seven teachers gained Experienced Teacher accreditation through ISTAA. 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.

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	193
Teachers having a bachelor's degree from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

*Staff numbers effective as at 31 December 2019

Workforce composition

STAFF NUMBERS			
Staff descriptions	Casual	Part-time*	Full-time*
Teaching staff	51	37	105
Full-time equivalent teaching staff	1.9	19.8	105
Non-teaching staff	148	26	65
Full-time equivalent non-teaching staff	4.77	14.7	65

*Includes full-time and part-time temporary staff

Professional learning

Kambala staff are encouraged to continue their own professional learning in order to maintain their accreditation and also to role model lifelong learning to students. In 2019, staff were involved in a range of courses, conferences and workshops to develop their content knowledge, experience as classroom practitioners, effective educators and educational leaders. The full Professional Development table for 2019 is supplied in the Appendix.

With the establishment of KITE, a clear framework was embedded in 2019 to enable teachers to grow in their own professional development. The Professional Development Planning (PDP) program and Harvard Project Zero fellowship were a highlight of 2019, resulting in innovative teaching ideas and excellent collaboration across faculties. The launch of high quality professional development courses, peer observation programs, peer coaching and research fellowships for further study also contributed to the 2019 learning framework for staff.

STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

Student attendance

Below is the student attendance data for 2019. The data range covers from 1 January 2019 to 31 December 2019 inclusive.

YEAR GROUP	ATTENDANCE %
Year -1	95.12
Year 0	97.32
Year 1	96.92
Year 2	96.37
Year 3	95.83
Year 4	97.14
Year 5	96.56
Year 6	96.71
Year 7	93.37
Year 8	93.77
Year 9	93.84
Year 10	93.11
Year 11	93.77
Year 12	95.74
Total Average	94.91



Managing student attendance

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

- Attendance should be regular and punctual. Students are expected to arrive at their Period 1 classroom no later than 8.25am.
- The class teacher takes a record of attendance for each lesson, which is recorded electronically in the School's database. The tutor also takes attendance during tutorial. 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 using the tab on Sundial Kambala smartphone app, via email or by contacting the School by telephone on the morning of the absence on the Student Absence Line before 9.00am: 02 9388 6899 (Senior) or 02 9388 6883 (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'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 the student'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. An illness/misadventure form must be completed.

- ◆ 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 Sport 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 with 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 the Junior School Reception. The time of departure and reason will be recorded electronically in the School's database.
- ◆ All information in relation to unsatisfactory attendance is recorded on 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 2017 to Year 12 in 2019 was 95 percent. 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 or financial reasons. One student left to another comparable school for a change of environment for her final years of schooling.

Post-school destinations

This report covers the offers made in the final rounds to our 2019 Year 12 graduates. Information may not be accurate as it is gathered from a variety of sources. Some students apply to several states in Australia and to universities in America, the United Kingdom and Asia. They may have multiple offers. Information about what they accept is not always available. No data available from the Australian National University (ANU) this year as ANU now provides offers directly to students instead of through the Universities Admissions Centre (UAC).

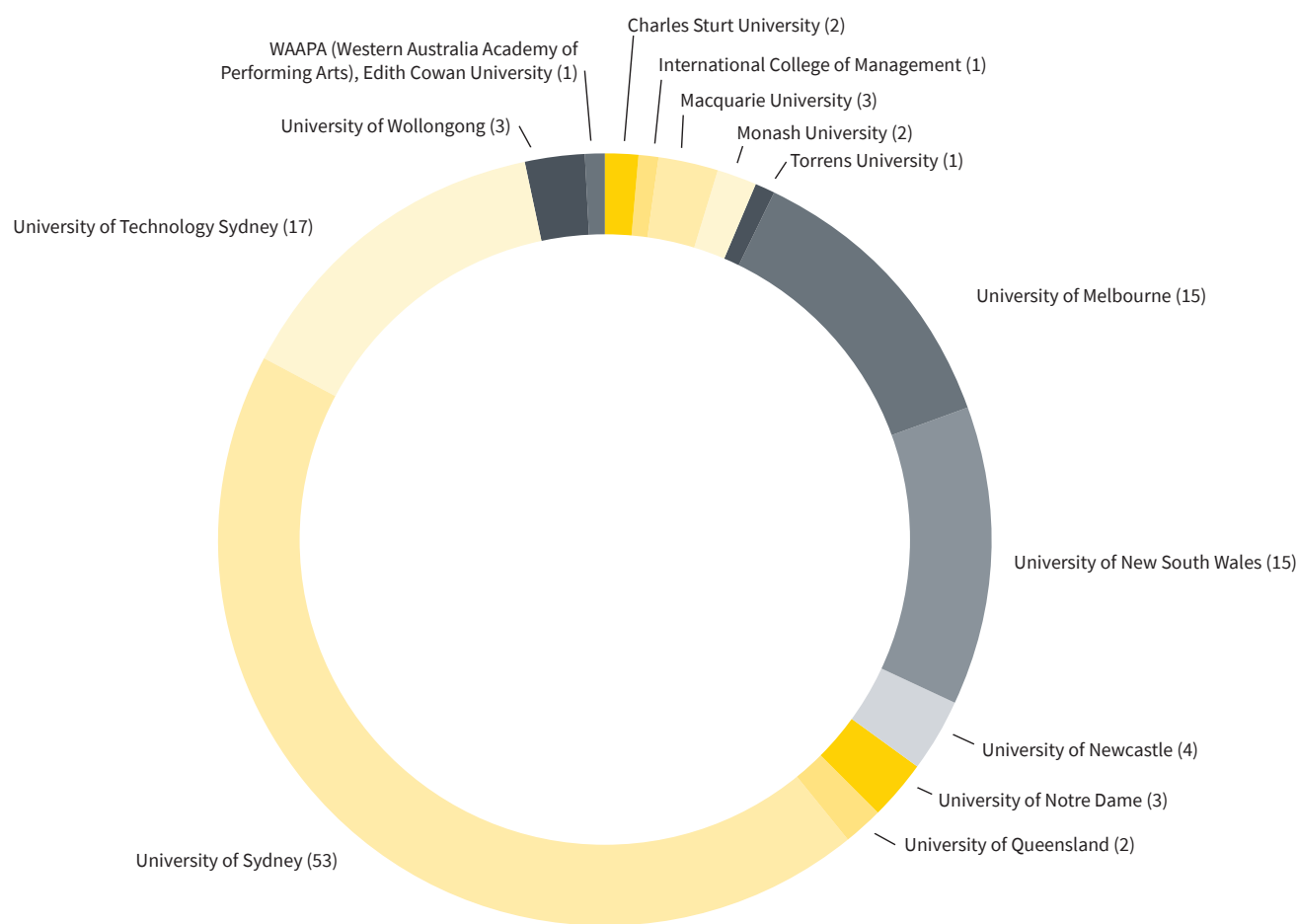
Family holidays and travel

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 with 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.

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



COURSE	NO. STUDENTS
B Applied Health Sciences	4
B Arts/B Advanced Studies	30
B Arts/B Advanced Studies (Dalyell Scholar)	1
B Arts/B Advanced Studies (Politics and International Relations)	2
B Arts (Psychology)	2
B Business/B Commerce	26
B Business/B Information Technology	2
B Business/B Science Information Technology	1
B Dentistry	2
B Design/Architecture/Fine Arts	7
B Engineering	4
B Engineering/M Biomedical Engineering	2
B International Studies	2
B Marketing Management/B Communications and Advertising	5
B Media/Communication/PR and Advertising	5
B Medical Science	4
B Music	1
B Music/B Advanced Science (Hons)	1

COURSE	NO. STUDENTS
B Politics and International Relations	3
B Property Economics	1
B Psychology	2
B Science/B Advanced Studies (Animal and Veterinary Bioscience)	2
B Science/B Arts	2
B Social Work	1
PATHWAYS	1



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 and 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 follow in the table below. The full text of these policies is 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 2019

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/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 2019

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 2019

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 and Procedures

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.

Complaints handling procedures were updated and the escalation protocol was also updated.

The internal complaints handling process has been refined so that it is an easier step-by-step guide to follow.

Timeliness of complaints investigations and resolutions has been updated.

A new section was added for Overseas Student Complaints with information about where and how overseas students can make complaints.

A new section was added about Complaints and Allegations of Staff Misconduct or Reportable Conduct. The procedures for this are available on the School website.



SCHOOL DETERMINED IMPROVEMENT TARGETS

2019 marked the first year of implementation of the *Kambala Strategic Plan 2019–2023*, launched in 2018.

Comments and data were collected at the end of 2019 to ensure we were on the right track as we moved forward. We will continue to report our priority areas against each of our Strategic Pillars.

Academic Excellence

PRIORITIES	ACHIEVEMENT	STATUS
Enhancing our teacher practices and knowledge	Development of the strategic project, The Kambala Institute of Teaching Excellence (KITE). The program is designed to attract, retain and develop outstanding teachers and educators now and into the future. It is designed to support our Academic Excellence Key Pillar and to create the framework and conditions for teachers to reach new heights in their professional practice and career development.	Ongoing
	The KITE framework includes high quality professional development courses, peer observation programs, performance and development plans, peer coaching and research fellowships for further study.	Ongoing
	In 2019, 14 teachers attended the Harvard Graduate School of Education, Massachusetts, to participate in Project Zero. It is planned for teachers to be selected to participate in this program each year. This has already seen enhanced teaching and learning strategies executed in the classroom.	Ongoing
Review and develop creative approaches to curriculum, teaching and learning	A STEM internship program is planned for development with a proposed launch in 2020.	Ongoing
	Senior School English staff implemented an academic writing program focusing on vocabulary and spelling for students.	Ongoing
	Enrichment and extension coordinators appointed in a range of Senior School faculty areas.	Completed
	A critical literacy skill development program and spelling initiative introduced in the Junior School.	Ongoing
	Digital Technology lessons introduced in the Junior School.	Ongoing
	Drop Everything and Read initiative continued school wide.	Ongoing
	Commenced the development of a STEM Strategic Plan which will be signed off and implemented in 2020.	Ongoing
Developing new frameworks for feedback	Development of a new continuous reporting system which will be trialled and launched for Year 7 in 2020.	Ongoing
	The School hosted global expert Professor Dylan Wiliam from University College London who presented to staff on feedback and using classroom formative assessment to empower students, increase their engagement and encourage their role as agents of their own learning.	Completed

Care

PRIORITIES	ACHIEVEMENT	STATUS
Enhancing Sport, co- and extra curricular activities	Developed and launched the Kambala Sports Strategy which will begin implementation in 2020.	Ongoing
	Student fitness component of the SHINE Program was initiated in 2019, providing every student the ability to track and support their physical growth and development across Years 7 to 10.	Ongoing
Delivering a leading experiential education and service learning experience	Continued development of the SHINE Passport strategic project which will shape the students' experience at the School and provide 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 into 2020.	Ongoing
	Kambala Kind Hearts, a KPA initiative where parents and Years 7 to 9 students come together on a weekend to help prepare meals at Our Big Kitchen, was initiated.	Ongoing
	Kambala students participated in Rose Bay Responsible Runners, a group of local high school students and parents who meet every Sunday afternoon to clean up the Rose Bay foreshore.	Ongoing
	Developed a service learning immersion program to Cape York for all Year 9 students. To be launched in 2020.	Ongoing
Culture of care for students and staff	Students	
	Both Senior and Junior School hosted a wellbeing week.	Ongoing
	Manners Matter initiative launched in the Junior School this year which articulates clearly how the School Value of Respect translates into everyday matters and communication in our lives, at Kambala and at home.	Completed
	Girls in Years 4 to 6 worked with clinical social expert, Judith Krause, on a targeted and age-appropriate personal development program with an additional focus on personal protective behaviours.	Completed
	Pastoral Care programs and tutorials have provided opportunities for Senior School students to explore their character strengths and communication styles. This allows students to explore their individual growth and identify ways in which they can make positive changes to their approach to life and learning and work on relationships, develop resilience and manage challenging situations.	Ongoing
	The SHINE Program was born from the deep value that Kambala places on <i>Community</i> and <i>Care</i> . The opportunity to develop core values of the true whole girl that expose each students' mind, heart, body and soul to grow and strengthen. The goal of SHINE over the next four years is to ensure every student undergoes a number of mandatory experiences designed to develop key competencies across four domains: future preparedness; social, emotional, physical and mental fitness; developing the heart through service; and global citizenship. 2019 has seen the initial development of this program with yearly experiences reviewed and revised according to the development of competencies within the program with a focus on Stage 5 (Years 9 and 10).	Ongoing
	Staff	
	Staff participated in the Australian Institute of Sport (AIS) School Wellbeing Conference, fitness sessions and mindfulness and wellbeing courses.	Ongoing
	We commenced the design of the wellbeing framework for staff which will continue in 2020.	Ongoing



Community

PRIORITIES	ACHIEVEMENT	STATUS
Cultivating connections	The Kambala Internship Program, now in its third year, has provided 12 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
	The School held the inaugural Kambala Winter Ball, hosted by the KPA.	Completed
	Numerous reunions and events, including a New York hosted Old Girl reunion, occurred in 2019.	Completed
	A briefing was offered to our local community on the future campus development.	Completed
	The launch of the Kambala Thorny Issues Speaker Series, whereby prominent female figures are invited to speak on a chosen topic with our students. These students are then invited to ask questions.	Ongoing
Diversity and inclusion	School Leadership endorsed the commitment to design a Diversity and Inclusion Strategy, to foster engagement and empathy. To be developed and launched in 2020.	Ongoing
	The Indigenous Program is close to our heart at Kambala as it helps support our Indigenous girls. In Term 1, we held Kambala's inaugural Indigenous Fundraiser which was a great success.	Completed
	Reconciliation Week and NAIDOC Week celebrations were held at the School in 2019.	Completed
	Key days of significance that were celebrated throughout the School included: <ul style="list-style-type: none"> ♦ Harmony Day ♦ RUOK Day ♦ International Women's Day. 	Completed

Sense of Place

PRIORITIES	ACHIEVEMENT	STATUS
Program of renewal and rejuvenation	In 2019 a number of capital works were completed to protect and enhance our beautiful historic campus. We carried out upgrades to Boarding, security, lockers, changerooms, the Junior School Multi-Purpose Room and tennis court resurfacing.	Completed
Develop learning precincts	Continued planning of new learning precincts as part of our third strategic project.	Ongoing
Develop a sporting precinct	Continued planning of a new sporting precinct as part of our third strategic project. We reached a key milestone when the NSW Government approved our submission for the project to have State Significant Development Status. The development application is now being prepared for submission in 2020.	Ongoing

Initiatives promoting respect and responsibility

Several charities have been supported by many of our Kambala students throughout 2019, both through raising money and giving their time to undertake activities such as sorting clothes, writing messages of positivity and kindness and cooking for the homeless and vulnerable. Passion for the environment has been demonstrated in 2019 through support for international climate change strikes and International Earth Hour.

The Manners Matter initiative was launched this year in the Junior School which articulates clearly how the School Value of Respect translates into everyday matters and communication in our lives, at Kambala and at home.

The Advocacy Committee, made up of a selection of Senior Students, created Advocacy Blasts, short informative web pages which assisted that School community to better understand a range of local and global issues, including climate change, safe relationships, homelessness, privilege, inequality and animal cruelty.

Kambala's Indigenous Program aims to educate and empower young Indigenous girls so they can go on to make a strong and positive contribution to their family, community and nation as citizens and leaders. The Program enriches the lives of all Kambala girls and the wider community, educationally and personally, through the presence of Indigenous students.

The theme for Reconciliation Week 2019 was 'Grounded in Truth, Walk with Courage'. NAIDOC week presented an important opportunity for our community to celebrate and reflect on the achievements, history and culture of Aboriginal and Torres Strait Islander people. Our special guest speaker and Yalari Alumni, Trey Patterson, spoke about his background and experience being a Yalari Scholar at St Ignatius' College, Riverview.

Our Indigenous girls have been fortunate to participate in a range of exciting and meaningful programs and events throughout 2019, including the AIS Aboriginal and Torres Strait Islander Student Leadership Program.

In 2019, Kambala students in the Junior School from Years 3 to 6 undertook camping experiences. Students were faced with 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. Year 2 students participated in a one-night sleepover at School, laying the foundations for their future camping experiences.

During Semester 1 Pastoral Care classes, students in Year 9 worked through the Social Progress and Just Society module of the High Resolves curriculum. The High Resolves peak experience focuses on developing students' understanding of the need to work together and address the many complex problems in our world. It addresses the core question, 'How do I mobilise and work together with other people to realise our vision for society?'. High Resolves is a major contributor to our citizenship education, with Years 7 to 10 participating in their peak experiences and repeated practice lessons. During Semester 2, Year 9 students were introduced to a number of service providers within the community, wonderful organisations support those less fortunate. Girls had the opportunity to work with these services at the end of Term 3 as part of Creativity, Action and Service at Kambala (CAsaK). At the end of the CAsaK experience, 100 Kambala girls had volunteered for 10 charities, prepared 300 meals, 250 care packages, created 25 puppets and 30 dog toys and leads.

Courage and Respect were displayed during Wellbeing Week where both Senior and Junior School girls celebrated with 'childhood spirit', a theme chosen by the Year 12 Leadership Team who wanted students to recall simpler times and enjoy making memories with their friends. To begin this week, girls in the Senior School had the opportunity to compete against friends in a jumping castle obstacle course on the oval. With each day, another new fun activity was experienced.

A new cultural immersion and service learning opportunity for Year 9 has been introduced in Cape York, the Indigenous homelands in Far North Queensland, with the inaugural trip set to commence in 2020. A pilot trip to Arnhem Land was conducted with select Year 9 students.

2019 also saw the launch of the Kambala Thorny Issues Speaker Series, whereby prominent female figures are invited to speak on a chosen topic with our students. These students are then invited to ask questions. The inaugural speaker was the then local Member for Wentworth, Kerry Phelps.

The four Kambala School Values: Humanity, Courage, Curiosity and Respect, continue to govern our everyday interactions with each other and our community and have been heavily promoted throughout 2019 as the themes for the School's bi-annual magazine, *The Souberian*.



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.

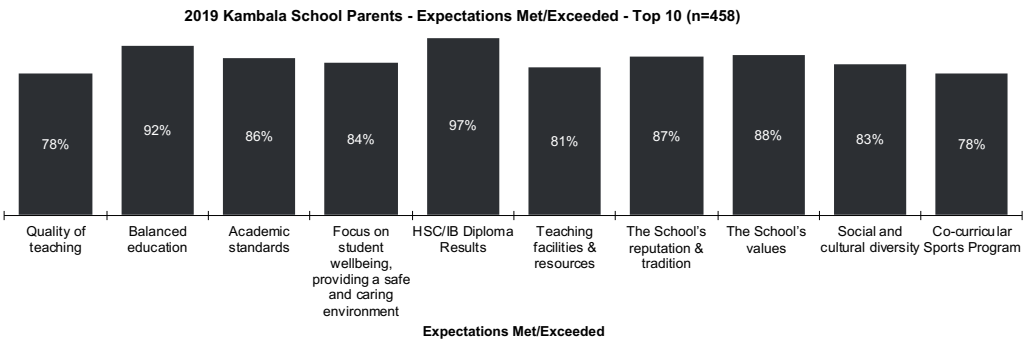
The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2019, 458 parents, 624 students and 160 staff participated in surveys and provided views on academic performance, student wellbeing, co-curricular and extra curricular activities, Boarding, communications, reputation and facilities.

Parents

A selection of the parents' top level findings are detailed below, ranked in order of the importance 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 are:

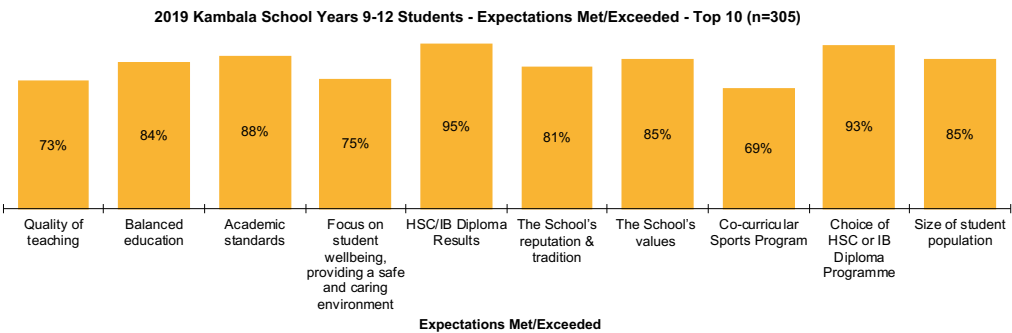
- ◆ 78 percent of parents' expectations were met or exceeded in relation to quality of teaching.
- ◆ 92 percent of parents' expectations were met or exceeded in relation to the balanced education.
- ◆ 86 percent of parents' expectations were met or exceeded in relation to the academic standards.
- ◆ 84 percent of parents' expectations were met or exceeded in relation to the focus on student wellbeing.
- ◆ 97 percent of parents' expectations were met or exceeded in relation to HSC/IB Diploma results.



Students

A selection of the students' top level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school. In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- ◆ 73 percent of students' expectations were met or exceeded in relation to quality of teaching.
- ◆ 84 percent of students' expectations were met or exceeded in relation to the balanced education.
- ◆ 88 percent of students' expectations were met or exceeded in relation to the academic standards.
- ◆ 75 percent of students' expectations were met or exceeded in relation to the focus on student wellbeing.
- ◆ 95 percent of students' expectations were met or exceeded in relation to HSC/IB Diploma results.



Staff

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

- 97 percent of staff's expectations were met or exceeded in relation to quality of teaching.
- 92 percent of staff's expectations were met or exceeded in relation to the balanced education.
- 97 percent of staff's expectations were met or exceeded in relation to the academic standards.
- 92 percent of staff's expectations were met or exceeded in relation to the focus on student wellbeing.
- 98 percent of staff's expectations were met or exceeded in relation to HSC/IB Diploma results.

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

PARENTS

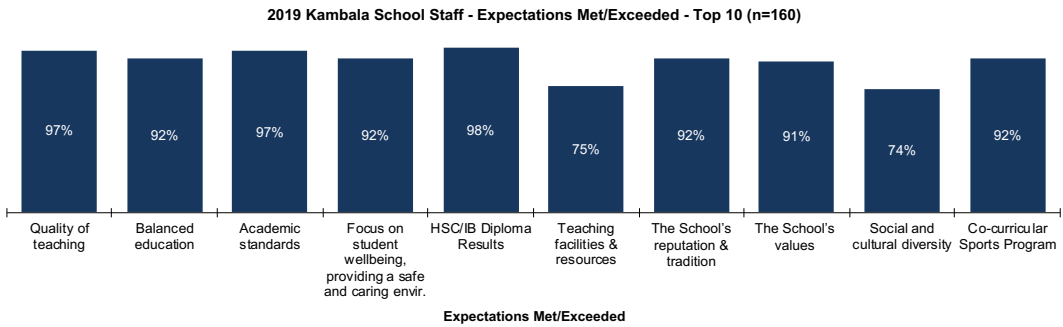
- Academic standards and curriculum
- The School community
- Friendships the family has developed
- The caring, safe and supportive environment
- Daughter's happiness attending School

STUDENTS

- Academic standards and curriculum
- Friendships the student has developed
- The School community
- High quality teachers and staff
- Opportunities available

STAFF

- The friendly, supportive environment
- The students at the School
- The sense of community
- The professional and hardworking staff
- The wide range of opportunities



Parent quotes on what they value about Kambala School

Making friends in the community. The opportunity for my daughter to have a good education if she gets good teachers.

The education of my daughters, relationship with teachers and the School community.

Its prestige history and distinguished reputations for being a school that created women of substance.

Teaching staff and the positive environment in which my girls are educated.

My daughters have been happy going to school each day and they have friends and are learning.

Quality of teaching, academic performance and opportunities for the girls to try and experience many different sporting and other activities.

Accessibility to caring teaching staff and great leadership in Mr [Stuart] Coppin.

The communication; my daughter's positive experiences when they happen; feeling patriotic being an Old Girl.

Girls have a good reputation for behaviour, academia and sport.

That my children will have a great education and access to amazing opportunities at a school with a nurturing environment and a strong sense of school community.

Student quotes on what they value about Kambala School

The extra activities and the teachers. Drama, Music and Sport are all really fun and I think that is one of the best parts of Kambala. The teachers from all areas like Music, Drama and more are all really supportive and recognise you and your achievements.

Seeing all my friends; the ability to play so many instruments I never even knew existed; the quality of the learning and knowing all the opportunities that I will achieve and get in the future.

I love the sport and most of the teachers are very kind.

The friendships I share with other students and my teachers; the academic support I have received; being at Kambala has shaped me into the person I am today. I've learnt to be compassionate and kind towards others, to persevere through hard times and to be grateful for being able to study at such an incredible school.

I love Boarding, Sport and Music. Kambala has helped me learn more in a very supportive way.

For me, the friends I have been able to make in the past two years have been incredibly valuable – at my old school I never really found my tribe, however at Kambala I have been able to find that. My academic performance has also improved dramatically thanks to my teachers and the IB, and I am so grateful for that because I feel more confident about embarking on tertiary studies and entering the workforce.

IB/HSC results, academic success, extra curricular Sport and the Music program.

Staff quotes on what they value about Kambala School
Pride in the academic achievement, co-curricular and extra curricular programs. Friendly and caring staff who are strong advocates for women's issues in our community.

Opportunities to grow and develop my teaching career; working with and learning from the best in education; loyalty and hard work are recognised.

The feeling of community and the rewards I feel from parents and my students for putting the effort in. It is supremely satisfying to empower and serve these young people's development, the privilege of making a difference.

Opportunities to develop (and the girls obviously).

Collegiality, academic excellence, leadership at departmental level, reputation and the students.

The engagement of students with their academic development and their quirkiness and confidence.

Positive student-teacher engagement is a feature of daily life. There is an opportunity to be and to see positive role models and students engaging with one another in both the academic mainstream and the extra and co-curricular life of the School.

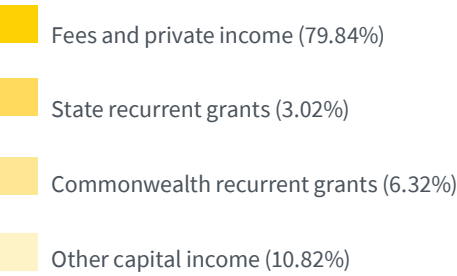
It has an excellent academic focus and it supports the development of the whole girl – numbers are not everything.

My colleagues and the opportunity to teach amazing students.

SUMMARY OF FINANCIAL INFORMATION

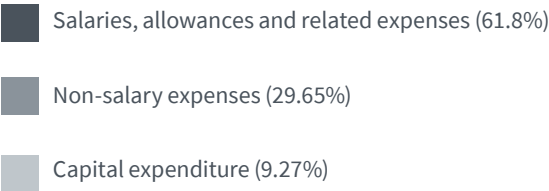
Total income – 2019 Actuals

INCOME SOURCE	AMOUNT (\$)
Fees and private income	31,341,797.16
State recurrent grants	1,184,679.72
Commonwealth recurrent grants	2,480,336.30
Other capital income	4,248,248.27
Total	39,255,061.45

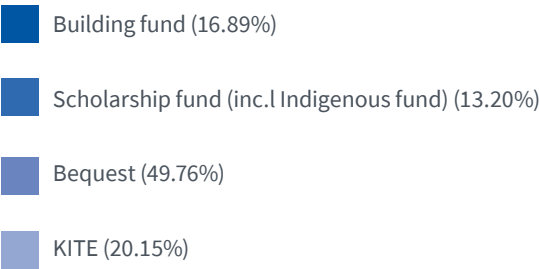


Total expenditure – 2019 Actuals

EXPENSE	AMOUNT (\$)
Salaries, allowances and related expenses	24,117,293.58
Non-salary expenses	11,705,152.21
Capital expenditure	3,661,403.08
Total expenditure	39,483,848.87



Funds raised/donated 2019



APPENDIX

Enrolment policy

Kambala is a non-selective school and students are admitted to Kambala generally on date order of application. Children and grandchildren 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 10 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 at 2019 Census of 1004 girls, 615 of whom are in the secondary school. There are approximately 70 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), birth certificate and/or passport, Australian Immunization History Statement 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 prerequisites 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 (DHA).

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). 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 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 Programme 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 IBDP will be interviewed on her suitability for the Diploma 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 or My Schools website www.myschool.edu.au.

Students leaving Kambala

Notification must be received in writing to the Principal from the parents/guardians of the student if a student is to leave Kambala. Notification must be received no later than one term prior to a student leaving. If this notice period is not provided fees in lieu of notice 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 2019.

JUNIOR AND SENIOR SCHOOL STAFF	
COURSE TITLE	ATTENDED
Professional Development Presentation – Glenn McLachlan	All staff
Dylan William	All staff
Child Protection training	All staff
Brent Saunders presentation	All staff
First aid	All staff
Harvard Project Zero	13

SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Accreditation Network Meeting	1
ACER Research Conference	4
ACU Annual Careers Adviser update	1
AHISA Director of Studies City Conference	1
AHISA Director of Studies Country Conference	1
AIS History Conference	3
AIS Wellbeing Conference	4
AIS A Day at The Hayes: Musical Theatre	1
AIS Texts and Human Experiences	1
AIS Arnhem Immersion	3
AIS PDHPE Conference	1
AIS Languages Conference	3
AIS Studies of Religion Conference	1
AIS Teacher Librarian's Reading, Critically, Deeply and for Enjoyment Symposium	1
AIS Visual Arts Conference	1
AIS Aboriginal and Torres Strait Islander Boarding Conference	2
AIS NSW Boarding Network Meetings (three in total)	1
AIS NSW Pilot Project: Improving Outcomes for Aboriginal and Torres Strait Islander Students	1
AIS NSW Teacher Librarian Meeting	1
AIS Becoming Accredited and Supporting Highly Accomplished and Lead Teachers	1
AIS Differentiation in Science	1
AIS English on Stage: Know Content and How to Teach it	1
AIS Exploring Assessment with the new PDHPE Syllabus Years 7 to 10	1
AIS Extension 1 English Module: Literary Worlds	3
AIS French Extension Course Workshop (two separate days)	1
AIS Literary Mindscapes	2

SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
AIS Multi-tiered systems of support for student success	3
AIS Educational Leaders Conference	1
AIS Supporting Aboriginal and Torres Strait Islander students in Boarding	1
AIS Supporting Teachers Through Accreditation	1
AIS Text and Human Experiences	5
AIS Mathematics Conference	1
AIS Music Conference	1
AIS Science Conference	1
AIS Viewing of Experienced Teacher Digital Portfolios	1
AIS What is Discursive Writing?	2
AIS Understanding Aboriginal and/or Torres Strait Islander Learners	1
AIS Developing Cultural Responsiveness Through Reconciliation Action Plans	1
AIS Heads of Sport Conference	1
Analysis and Approaches in Mathematics	1
Anglican Schools Australia Annual Conference	1
Antidiscrimination, Minimising Your School's Risk webinar	1
Art Gallery NSW: Teacher Salon: Archibald, Wynne and Sulman Prizes and The Essential Duchamp	1
Association for Learning Environments: The Great Educational Debate	1
Australasian Piano Pedagogy Conference	1
Australian Design Centre – STEEL Design Architecture	1
Australian School Library Association Conference	1
Careers Association of Victoria Bi-annual Conference	1
ChemEd Conference	1
CLTA NSW Annual Conference	1
Collaborative Meeting for RE teachers, Roseville	1
Conasta – Australian Science Teachers Association Annual Conference	1
Crooked Science – Preparation for HSC Physics, Chemistry and Biology Exams	3
Data Network Day	1
Drama NSW Conference	2
EEC 2019 Planning meeting	4
EBE – Revamping and Resourcing Commerce for the New Syllabus	1
Economic Literacy Centre – Teaching HSC Economics with Dr David Ormond	1
Economic Literacy Centre – Business Studies Teachers Conference	3
Economic Literacy Centre – Economics Conference	1
Education Perfect Conference – EPIC Conference	2
Enrich Education – Higher Levels of Accreditation at Randwick	1
Enrich Education – Higher Levels of Accreditation at Kambala	3
ETA – Extension 2 webinar	2



SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
ETA Annual Conference	4
ETA English Conference	4
European Studies Program – The European Union in the Era of Brexit	1
Future Schools – Class Tech	1
Gen Z Masterclass online	1
GTA Annual Conference	3
High Resolves – Curriculum Design Pilot Working Session	4
High Resolves – VIP School Leaders Day at Edsummit	1
HSC History Extension Major Works Marking	1
HSC 2020 Language Exam Committee Meeting	1
HTA State Conference	1
IB Diploma Programme Coordinators	1
IB DP Mathematics: Application and Interpretation	1
IB Schools Australia – Category 1 and 2	5
IB Global Conference, Hong Kong	1
IB Psychology Category 2, Singapore	1
IB Psychology Network Day	1
IB ToK: Helping Students Write Strong Essay and Assessing their Work	1
IB English A: Literature Seminar	1
IB Schools Australasia: The Learning Trajectory	6
IB DP Teachers Network Meeting	1
IB Coordinator Network Meeting	1
IB Regional Workshop for Mandarin, China	1
IB Economics Workshop, Singapore	1
IB English A: Literature Category 3	1
IB Extended Essay one-day intensive	1
IB Design and Technology online workshop	1
IB English workshop	1
IB Design and Technology Network Day	1
IB Coordination online workshop	1
IB Language B online workshop	1
IB Languages Network Day	1
IB ToK online workshop	1
IEU – sub branch AGM, Meeting and Training Day	1
IGSSA team selector	1
IGSSA Meeting	1
Inaburra School's Chaplaincy Department Visit	1
Independent Accreditation Members – LAN Network Meeting	1
Independent Schools Data Network Group – Data Network Meeting	1
ISLPR Language Test	1
ISRA – Studies of Religion in Focus Conference	1
ISTE EdTech Conference, Philadelphia	1
Learning Links – Dyslexia and Literacy Series: Conquering the Blank Page	2
Legal Studies Association State Conference	2

SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Legal Studies Association – Legal Information and Strategies for Commerce Teachers	1
Macquarie University – Annual Careers Advisers Day	1
Macquarie University – Study Without Stress workshop	1
MANSW – New Stage 6 Syllabus Content – Extension 1 and 2	1
MANSW – HSC Mathematics Advanced Course	1
Mock Trial Exam Writing Day, Newington	1
NAFT – Bac Blanc Creation Day 1	2
NAFT Annual Conference	3
NAFT – Stage 6 Marking and Assessment Workshop	1
National Art School – Studies en Plein Air	1
NESA – HSC Committee Meeting Briefing	1
NESA – HSC Examination Development Briefing	1
NESA – Year 12 HSC New Syllabus – Jeanette Hurst	1
NESA – Creation of Resources in French	1
NESA – HSC Committee Meeting 1	1
NESA – Chinese in Context and Japanese in Context	1
NESA – Understanding Higher Levels of Accreditation online	1
NESA – Briefing for Languages Oral Examination	1
NESA – Stage 6 School Based Assessment in Languages	1
NSW Drama Arts Unit – Teacher Professional Development with Frantic Assembly	1
NSW Association of French Teachers – French Trial Paper Writing	1
Online support for Languages programs	1
PD4Maths – Networks: the What and the How (NSW Version)	1
Philosophy Meeting, St Andrew's	1
PLP writing/planning for Yalari students	1
PLP workshop day with Learning Enrichment Team	1
Psychology Planning Day	1
Quarterly Diploma Coordinator Meeting	1
QUT – RAP Program	1
QUT – The Resourceful Adolescent Program	1
Reimagining Learning Schools Investing in a Confident Future! The AIS Educational Leaders Conference 2019	1
Religious Education visit to PLC Croydon	1
Rusticatio Australiana – Latin retreat	1
School Visit, Abbotsleigh	1
Schoolbox NSW User Forum	1
Secondary Education Directorate – new Prep to Year 10 language syllabuses	1
Ski and Snowboard Australia – National Participation Conference	1
STANSW – Teachers' Conference	1
STANSW – HSC Science Advantage	3
Syba Academy – Guided Inquiry Design: Creating Curious Inquirers	1

SENIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
Sydney Anglican Schools Ministry Association Dinner	1
Teacher Librarians Conference	1
The Resourceful Adolescent Program	1
Timetabling Solutions Training Course	1
TTA – Drawing to See and Experiment	1
TTA – Introduction to Adobe Illustrator	1
TTA – Challenging the Brightest Students Across the Curriculum	1
TTA – Communicating Scientifically	1
TTA – Digital Technologies Curriculum with the BBC micro:bit	2
UNSW Careers Advisors Day	1
UNSW Mini Certificate of Gifted Education	3
URSTRONG – Friendship Summit	1
USYD Careers Advisors Day	1
UTS Careers Advisors Day	1
UWS Careers Advisors Day	1
Workshop with Dr Giafranco Conti	2
World Vision – Building a Future on Faith	1
Yalari STEM Day	1
Seventh International Composition Competition Harelbeke, Belgium	1
ICT (Edumate) – Peter Anderson	116

JUNIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
ACER – Getting ahead with PAT	1
Adventedge – Student bBullying and Mental Wellbeing Conference	1
AIS – Wellbeing Conference	1
AIS – Student Services Conference	1
AIS – Enrolling and Supporting Students with Diverse Needs: Executive Masterclass	2
AIS – Introduction to Arduino	1
AIS – Making the Most of the Literacy Blocks 3 to 6	1
AIS – National Consistent Collection of Data: Moderation and Overview	1
AIS – Teaching EAL/D students Prep to Year 6	2
AIS – Teaching Writing from Prep to Year 4	1
APSMO – Strategies for Teaching Problem Solving in Mathematics Years 5 and 6	1
Beth Borowsky – A Calmer Classroom – Yoga, Breath and Mindfulness for Kids	1
Bialik College – Cultures of Thinking Conference	1
Bluebird Foundation – Early Years Music Education Accreditation Course	1
Curious Kids Psychology – Promoting Flexible Thinking in ASD Kids and Teens	1
Department of Education – Supporting Student Sustainability Leadership	2
Experience Teacher Assessment Panel	1

JUNIOR SCHOOL ONLY	
COURSE TITLE	ATTENDED
IPSHA – PDHPE Convenors Meeting (two in total)	1
IPSHA – Learning Enrichment Meeting	1
Karma Kids Yoga – Calm Classroom	1
Maggie Dent – Calming Today’s Anxious Kids	1
RAP – A Resourceful Adolescent Program	3
Resourceful Adolescent Program	1
SPELD NSW – Talk for Writing	1
SPELD NSW – Sounds Write four-day workshop	1
SPELD NSW – Word Aware Vocabulary Workshop	1
Syba Academy – Guided Inquiry Design: Creating Curious Inquiries	1
UNSW – Mini COGE Advanced	1
Initial Lit Training	34
Digital Technologies	34
EALD Inservice	34
Elizabeth Maher from AIS	34

HAMPSHIRE HOUSE ONLY	
COURSE TITLE	ATTENDED
CELA – Identify and Respond to Children and Young People at Risk	2
CELA – Community Early Learning Australia	1
Educational Leaders Conference	1
Identify and Respond to Children and Young People at Risk	1
MCA – Creative Connections – Early Learning	1
REAIE – Constructing a Hypothesis for Research: The Genesis of Learning and Teaching	1
REAIE – The Hundred Languages of Children: ‘The Fantastic Theory’	1
Semann and Slattery – Leadership	1
Semann and Slattery – Pedagogical documentation	2
Semann and Slattery – Early Childhood Coaching Clinic	1
Semann and Slattery – Educational Leader Conference	1
Semann and Slattery – Planning for Infants and Toddlers	1
Semann and Slattery – Building the Resilient and Happy Child	1
Semann and Slattery – Creating Beautiful Learning Environment	1
Semann and Slattery – Reflective Practise	1



EXECUTIVE LEADERSHIP TEAM ONLY	
COURSE TITLE	ATTENDED
AIS Educational Leaders Conference	1
Breakfast Briefing: Updates for Human Resources Professions (AIS)	1
Business Continuity Planning	7
Harvard Project Zero	1
IB Global Conference	1
LawSense School Law	1
Reimagining Learning Schools Investing in a Confident Future! The AIS Educational Leaders Conference 2019	1
The Principals' Centre in Australia: Leadership for School Excellence	1

KAMBALA COUNCIL	
COURSE TITLE	ATTENDED
AISNSW Governance Symposium – six hours (15 April 2019)	4
AISNSW Governance Online Module 1 – Introduction to School Governance – one hour	2
AISNSW Governance Online Module 2 – School Governance – one hour	2
AISNSW Governance Online Module 3 – Legal Compliance – one hour	2
AISNSW Governance Online Module 4 – Financial Compliance – one hour	2
AISNSW Governance Online Module 5 – Executive Supervision – one hour	1
AISNSW Governance Online Module 6 – Managing Risk – one hour	1
AISNSW Governance Online Module 8 – Child Protection Legislation – one hour	1
AISNSW Governance Online Module 9 – Strategy – one hour	1
AISNSW Governance Online Module 10 – Reputational Risk – one hour	1
Australian Institute of Company Directors (AICD) – Directors' Course	1



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