

**KAMBALA**

CELEBRATING 135

ANNUAL REPORT 2021





*Inspired learning.  
Empowering young women of integrity.*

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# MESSAGE FROM KEY SCHOOL BODIES

## Message From The President Of The School Council



2021 was a challenging year for everyone, particularly for the Kambala community where we were required to be flexible and resilient as we adapted to the changing circumstances in the ever-evolving context of COVID-19. Throughout the year the School moved between different models of teaching all the while maintaining our commitment to high quality educational outcomes for all our girls.

For the first half of the year, our students learned on-site led by the Principal, Mr Shane Hogan. He finished at the end of Term 2; serving Kambala with distinction. His passion and dedication to our girls shone brightly during his four years at Kambala. On behalf of the Council, I wish to thank Mr Hogan for his enthusiastic engagement in all aspects of his time with us.

In June 2021, Dr Amanda Bell joined Kambala as the interim Principal. Dr Bell brought a wealth of experience having been Principal of both Brisbane Girls Grammar School and The Women's College within the University of Sydney. After only a few days in the role, the severity of the Delta strain of Covid-19 forced us back into remote learning. Dr Bell steered the School through our most sustained time of home schooling with wisdom and commitment. When we were finally able to return to on-site learning in October for our youngest and oldest students (Prep, Transition and Year 12) and in November for all students, the school day was governed by rigorous restrictions requiring our staff and students to be adaptable and agile. Dr Bell worked closely with the Executive placing the safety of the community at the centre of her decision making. She also expertly navigated the introduction of mandatory Covid-19 vaccinations for all staff on-site in place by 8 November 2021.

At the commencement of the calendar year a specialist school executive search firm was appointed to recruit for the selection of a new Principal. Over a six-month period, the School Council conducted a global search and shortlisted several very high calibre candidates.

On 25 June, the governing Council was delighted to announce the appointment of Ms Jane Danvers to the position of Principal at Kambala Girls' School, commencing in 2022. Ms Danvers had been Principal of the renowned Wilderness School, South Australia's oldest independent girls' school, a position she held since 2006. Under her leadership, Wilderness has had a long-standing record of outstanding achievement and academic success. Prior to this role, she was the inaugural principal of University Senior College, a dynamic senior secondary college at The University of Adelaide.

Ms Danvers' credentials are exemplary, specifically the active role she has played in shaping policy and driving positive change across education sectors and in the broader community. Ms Danvers has served Australia's educational community for more than 20 years and her leadership extends far beyond the school gates.

Ms Danvers particularly impressed the School Council with her dedication to and significant achievements in the advancement of women and girls' education and the advocacy for gender equality and diversity.

On 18 October 2021 the Kambala Association resolved at a Special General Meeting to adopt a new Constitution for Kambala. The previous Constitution was over 40 years old. There have been many changes to corporate law and practice since then and what is considered good corporate governance has evolved, particularly in the not-for-profit sector. The new Constitution is a positive step forward and aligns Kambala with modern governance practices.

The issue of consent education in schools was highly topical this year with Kambala alumna, Chanel Contos, starting a national conversation on this important issue. In response to the many concerning case studies revealed in Chanel's survey we undertook several steps including:

- ◆ Commencing an audit of our consent and education relationships program from Prep to Year 12 and assembling a team dedicated to looking at this issue working with experts to improve programs and offerings;
- ◆ Reminding our community that avenues for disclosures or complaints are outlined in the Kambala School Diary, as well as in the School's Complaints Handling Policy and Procedures and Whistleblower Protection Policy (available on our website);
- ◆ Expanding the School's online complaints portal so that it was available to current students and Old Girls;
- ◆ Setting up a new independent and confidential avenue to raise concerns through an external agency, *Your Call*;
- ◆ Collaborating with Chairs, Principals and senior leadership and alumni associations around the eastern suburbs and continue to work with these groups going forward; and
- ◆ To strive to improve and review our programs, we issued a survey in October seeking the community's insights and feedback around consent and relationships education.

A review of Kambala's current approach to consent and relationships education found that Kambala follows an inclusive, whole school approach to provide age appropriate and accurate information on a range of consent and relationship topics. This work will continue in 2022.



In the creative arts, Kambala continued to offer opportunities for our students in 2021. The School was able to creatively showcase the talents of many of our students in a range of recorded and live streamed musical and drama performances including the “Addams Family” musical and an adapted Festival of Music.

Notwithstanding the pandemic, execution of the *Kambala Strategic Plan for 2019-2023* has progressed. The planned SITE Project to develop a new Sport and Senior Learning Precinct advanced this year when the development application was approved on 27 July 2021 following a public exhibition in 2020.

In supporting the School’s key pillar of Academic Excellence, KITE (Kambala Institute of Teaching Excellence) serves to provide inspired learning for Kambala teachers through its professional development offerings and initiatives.

Funds contributed by the Kambala Parents’ Association and KITE Patrons have allowed the KITE program to continue increasing its offerings. In 2021, our staff *Further Study Scholarship Program* expanded from two staff members in 2020 to nine staff members by the commencement of 2022. The granting of these scholarships to individuals enables staff to feel supported in their pursuit of

postgraduate degrees, a valuable avenue of professional enrichment and a means by which Kambala can maintain an atmosphere of scholarship and connection to academia.

Kambala has continued its commitment to the principles of *Project Zero*, a research arm of Harvard’s Graduate School of Education that focuses on nurturing human potential through effective design of learning and teaching. While the global pandemic restricted travel to *Project Zero’s* renowned Week Institute in Boston, 13 staff members still partook in the virtual conference equivalent in the *Project Zero Classroom*.

Finally, allow me to turn my attention to our Year 12 Class of 2021. A school is the most important place outside of your own home and no other institution in your future will ever really overshadow it in terms of the years and the impact it will have had on your life. Our vision is *Inspired Learning – Empowering young women of integrity*. The 2021 Year 12 cohort have certainly lived up to this vision. You are our strongest advocates and who knows – if you choose to have children - your daughters or granddaughters may attend Kambala some day.

**Ainslie van Onselen**  
President of School Council



## Message From The Principal



### Leadership, Resilience and Change

Taking over the school in 2022, I feel privileged and humbled to become a part of the Kambala community. As the incoming Principal I look forward to working in partnership with the Council, teaching and non-teaching staff and parents honouring our heritage and upholding Kambala's values. I am delighted and grateful

to be responsible for a School community which is filled with hope and optimism for the future and a readiness to embrace the many exciting opportunities ahead.

The School went through a transition in 2021, farewelling the outgoing Principal Shane Hogan and welcoming the interim Dr Amanda Bell. I would like to take this opportunity and share Dr Bell's message and thoughts on 2021:

*"Shane Hogan was a much-loved Principal with a gregarious and optimistic approach towards students, staff and the School community. An educator who obviously cared about people and remained intent on enacting his life-long vocation to serving schools. The community and I thank him personally for his leadership and wish him well."*

The impending impact of the Delta variant was not fully understood at that time. Most of us thought, erroneously in hindsight, that it would replicate 2020's pandemic response. We were wrong. It could be surmised that the Delta invasion of our lives was comprehensively negative, but historians and optimists will no doubt reflect on the subsequent changes to the way people adapted their lives and record the positive changes. One of the good outcomes has been the spotlight on mental health, and in our context, wellbeing for students and staff. Kambala cites a "visible culture of care" in its strategy and evidence is seen daily through interactions I have observed amongst students and staff.

More broadly, this spotlight has made the community and a nation more aware of the detrimental effects of side-lining mental health, or worse, ignoring it. As a result of the pandemic, we see the emergence of public discourse on ways good mental health can be enhanced, the early signs of deteriorating mental health, along with programs to support families, friends and colleagues when optimal wellbeing is at risk.

In schools, this has translated into tailored wellness programs delivered by pastoral care staff during lockdowns and creative activities to support students, especially when change has been unavoidable – such as the Year 12 milestone events and the uncertainties and delay of the HSC examinations.

In addition to this focus, and not unreasonably related to it, was the profiling of the Consent debate thanks to Kambala alumna, Chanel Contos. Her courage and determination to raise the issue of sexual assault and consent with the public, and specifically in relation to schools and their education programs, has gained traction throughout Australia and overseas. Chanel's advocacy illustrates the importance of young people having the confidence to speak up and lead by example in all situations, no matter how difficult or harrowing the circumstances. The School applauds Chanel on her initiative and sustained focus on this important aspect of our growth as a civil society.

This all highlights for us as educators and parents how crucial resilience and confidence is for young people to enable them to cope with the unexpected, worrying and scary things that arise in life. Karen Lewis, a Queensland educator, undertook research to better understand the importance of student feedback – especially during the pandemic. She explored those protective factors that build confidence and resilience in the context of how girls learn:

*'Girls are stereotypically social learners who thrive in collaborative situations and respond well if they have a strong working relationship with their trusted mentors ... [girls] with a growth mindset tend to be more resilient and confident students [are those] who can clearly identify their own skill development ... good feedback needs to be given early in the learning process, should be personalised and, ideally, should involve dialogue.'* (Lewis, 2021)

In support of this premise, girls thrive when they have a secure base of warm, caring relationships; particularly those 'who have a sense that [teachers] like them and are interested in them' (Lewis, 2021). This has been particularly important during the pandemic and during the remote learning challenges. Our 'visible culture of care' is more important than ever.

Since 1887 Kambala has always been about educating girls specifically and tailoring its academic and pastoral programs to respond to the way girls learn, interact and grow. Confidence, resilience and leadership traits flow naturally from a consistent, caring and targeted holistic education. It was challenging for our student leaders in 2021: a change of Principal mid-year; leading via remote learning for a term; traditional events cancelled or postponed. I would like to pass on the thanks of the Kambala community to the 2021 Prefects and to all of Year 12. I know all joining me are wishing you fulfilled and purposeful lives ahead.

In conclusion, I would like to thank the President, Ms Ainslie van Onselen and the Council for this very special opportunity to lead Kambala. It is a responsibility. It has been a pleasure to contribute to this leading

School's history at such a pivotal time. Thank you to the staff, who so kindly supported me so well over the past six months. I have appreciated the generosity of spirit I have encountered from the parents – especially the KPA – and of course the stewards of any longstanding school – the Kambala Old Girls (KOGU).

Finally, to all the students, who are the reason we are all here, thank you. You are part of a large school family, and you must relish every moment. Kambala has a bright outlook for 2022: Kambala's 135th year and a fantastic new Principal in Jane Danvers. Her wisdom, experience and leadership will take Kambala from strength to strength. I wish Kambala all the very best for the future."

#### Reference

Lewis, K. (2021) 'Feedback conversations to motivate adolescent girls' learning', In *Alliance* Vol 63, p 73 *The Alliance of Girls' Schools Australasia*.

#### Jane Danvers

Principal





## Message From The President Of The Kambala Parents' Association (KPA)

The unique and special experience Kambala provides is made possible through the strong partnership between the parent community and the School. The Kambala Parents' Association (KPA) facilitates this partnership by supporting and serving the School in various social, fundraising and practical ways, and by acting as a conduit of information and feedback. Its activities include providing practical daily assistance in the School canteen and raising funds for School initiatives and fostering community spirit through social events, including the annual Golf Day, Sports lunch and different gala events. We maintain strong links with the whole School community and value the interest and collaboration of all Kambala parents or carers.

The KPA holds a general meeting each term where all members are welcome, and we encourage parents to attend so they can hear about recent activities and plans for the future. Parents are welcome to contribute at meetings and encouraged to bring ideas to the meetings.

Due to the COVID pandemic we faced in 2021, a number of KPA activities were modified, cancelled, or postponed. Unfortunately, we were unable to host the annual KPA welcome drinks for the whole school, however a smaller event was organised for the Junior School in week 5, at Hyde Park House. Over 200 parents and teachers from the Junior School attended and made the most of the opportunity to come together. We gratefully acknowledge the Livingstone Family for donating their venue to enable this event to take place.

Also in Term 1, we held a successful morning tea in a private residence to welcome the 2021 Parent Year Representatives from the Junior School. This was attended by Mr. Coppin and enabled parents to learn more about their representative role and the KPA. The morning tea was very well received by our gracious and committed class parent reps.

Our annual Kambala Golf Day was held at The Lakes Golf Course on February 18, with over 40 parents competing to make the event a huge success. This same month we also sponsored a Chinese New Year celebration with decorations around the school, and every student, including members of Hampshire House, received a fortune cookie. The celebrations were topped off with a Lion dance in the Tivoli playground, that was enjoyed by all.

In March the KPA held a new Chinese parent community lunch at the Sofitel, which was attended by over 60 parents as well as the KPA President and Vice President.

The KPA ended Term 1 with the Easter Bunny distributing chocolate eggs and bunny ears at both the Senior school and Junior school gates. The Easter bunny even made a special visit to both Massie House and Hampshire House, and was excitedly received by the children.

In Term 2, we were fortunate to be able to host our Mother's Day gift stall which sold over 750 vouchers. We managed to source a great variety of beautiful gifts, which no doubt made any mother, grandmother or special person very happy. Thank you to all the very busy mums who came together to wrap and sell the gifts. We managed to raise approximately \$8000 for local women's charities.

The KPA also supported the Kambala Drama production of the Addams Family. We sold chocolate roses that were bought and distributed to the fabulous cast and crew with special messages of support. All money raised was donated to the Kambala Drama department. The KPA also supported the drama department with various jobs around the production, including costume and set production, as well as hair and make up for the actors.

To recognise Wellbeing Week, the KPA managed to secure a donation of over 600 'healthy, sugar free' NŌSHU rice krispy treats. These treats were handed out to the senior girls and disappeared in a matter of minutes. The KPA wishes to thank NŌSHU for their very kind and morish donation.

Sadly, due to COVID restrictions, we were forced to cancel the Farewell Cocktail Party in honour of outgoing Principal, Mr. Hogan. The KPA gifted Mr. Hogan a travel voucher to thank him for all his support and his commitment to the School.

The Kambala Sports lunch was also unfortunately postponed and rescheduled as The Kambala Shine Ball to be held in September 2022.

The KPA was also involved in forming the Eastern Suburbs Parents Association. A collaboration of local Eastern Suburbs schools that aims to encourage various co-curricular activities and interaction between the all-boys and all-girls schools. An inaugural event was organised between the Year 10 Kambala girls and Year 10 Cranbrook boys, a quiz night hosted by Kambala that unfortunately had to be postponed to early 2022 due to Covid.

For the rest of 2021, the KPA had to put most of the planned activities



# CONTEXTUAL INFORMATION

on hold, including the Father's Day Stall and Junior School Cocktail party. On World Teachers Day, however, the KPA managed to gift all Kambala Teaching Staff a premium bottle of Lomondo Olive Oil to thank them on behalf of all Kambala parents, for their service to Kambala, especially during a prolonged online learning period.

We were fortunate to be able to end the year with our annual Santa at Carline. Santa and his elves were very busy distributing Christmas chocolates and cheer throughout the whole school, from Hampshire House to the Senior School.

Despite restrictions and disruptions due to the COVID pandemic, our Parent Representatives were able to organise various events to come together. These ranged from parent dinners to family events such as picnics and bowling. We would like to thank all parent representatives from Massie House to Year 12 for all their hard work and effort in organising a wide variety of social gatherings throughout 2021, including a number of "experimental" online events, such as baking and arts and crafts. All of these events are pivotal in connecting our community.

A huge Thank you to all our parent volunteers for their tireless commitment and time to the KPA.

**Nicole O'Neil**

President of the Kambala Parents' Association

## About Kambala

Kambala was founded in 1887 and is one of Australia's leading independent girls' schools, situated in the eastern suburb of Rose Bay in 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 smaller 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 the Higher School Certificate (HSC), the Class of 2021 continued the School's longstanding tradition of academic excellence, being ranked the 11th most successful school by the *Sydney Morning Herald*. Kambala appeared 9 times on the Top Achievers List and 17 times on the All Round Achievers List. Our English students achieved by far the best result in NSW. We were also the highest ranked school offering both the International Baccalaureate Diploma Programme as well as the Higher School Certificate. Our 2021 International Baccalaureate (IB) results remain among the best in Australia. Kambala IB graduates achieved an overall average of 37 (equal to an ATAR of 95.20), greatly exceeding the global average of 32.

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.

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 annual Festival of Music provides students with the unique

experience of arranging and performing music in an iconic Sydney venue. Kambala girls are regularly involved in Drama productions with other schools in our local community. As part of the Experiential and Service Learning opportunities, our girls travel within Australia and overseas where they have first-hand opportunities to engage in experiential learning.

Our graduates or “Old Girls” 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 Higher School Certificate or International Baccalaureate Diploma.

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 1022 girls, 623 of whom are in the Secondary School.

Approximately 10 percent of students are either daughters or grand-daughters of Kambala Old Girls.

Approximately 80 percent of students complete the Higher School Certificate in Year 12 and 20 percent of Year 12 students undertake the International Baccalaureate Diploma.

Approximately 18 percent of students are from non-English speaking backgrounds.

The majority of day students live within eastern suburbs of Sydney. Approximately 10 percent travel from the lower north shore and inner west.

There are currently 60 boarding students, the majority of whom are from rural NSW. A small number of boarders are from southeast Asian countries. Kambala is licensed to enrol a small number of full fee paying overseas students (FFPOS). CRICOS Provider 02284M.

Kambala has 11 Indigenous scholars, the majority enrolled through the Yalari Foundation program. Some of these girls live interstate.

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 2021

Proportion of students as a comparison of Kambala achievement with State achievement in 2021

Overall student achievement in 2021 remained well above the state average, which has been a consistent trend in recent years.

### Year 3 2021 NAPLAN State vs School Band Analysis %

NAPLAN		BAND 10	BAND 9	BAND 8	BAND 7	BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Reading	Kambala	8	4	14	22	18	30	4	0	0	0
	State	0.7	1.3	4	8.3	21.5	21.9	19.1	12.8	7.8	2.6
Reading	Kambala	0	0	2	20	54	24	0	0	0	0
	State	0	0	0.6	3.9	20.2	37	23	9	4.3	1.9
Grammar and Punctuation	Kambala	0	4	18	20	36	18	2	0	2	0
	State	0.5	1	5.1	6.5	22.3	24.1	19.4	10.4	6.4	4.4
Spelling	Kambala	0	6	8	18	30	28	10	0	0	0
	State	0	0.6	1.6	7.2	23.1	23.4	20.2	13	6.5	4.6
Numeracy	Kambala	2	0	2	12	22	26	30	6	0	0
	State	0.2	0.3	1.3	4	13.6	22.1	27.4	18.5	9.8	2.7

### Year 5 2021 NAPLAN State vs School Band Analysis %

NAPLAN		BAND 10	BAND 9	BAND 8	BAND 7	BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Reading	Kambala	1.4	6.9	25	47.2	13.9	5.6	0	0	0	0
	State	0.4	2.7	15.5	24.7	27.2	18.3	7.5	3.3	0.4	0.1
Reading	Kambala	1.4	5.6	20.8	36.1	23.6	11.1	1.4	0	0	0
	State	0.2	1.1	7.5	17	32.6	26.8	9.7	3.2	1.2	0.7
Grammar and Punctuation	Kambala	4.2	9.7	34.7	29.2	13.9	6.9	1.4	0	0	0
	State	1.7	3.4	12.9	20.6	27.1	19.7	9.2	4.5	0.8	0.1
Spelling	Kambala	2.8	5.6	13.9	47.2	19.4	8.3	2.8	0	0	0
	State	0.5	2.5	15.1	27.5	24.4	17.2	8.2	3.8	0.9	0
Numeracy	Kambala	1.4	2.7	16.4	42.5	28.8	8.2	0	0	0	0
	State	0.7	2.4	10.2	20.9	28.8	23.6	10	3.1	0.2	0





## Year 7 2021 NAPLAN State vs School Band Analysis %

NAPLAN		BAND 10	BAND 9	BAND 8	BAND 7	BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Reading	Kambala	8.7	23.3	31.1	25.2	10.7	1	0	0	0	0
	State	1.5	9.6	20.5	26.9	24.5	11.7	4.6	0.6	0	0
Reading	Kambala	4.9	19.6	36.3	26.5	7.8	4.9	0	0	0	0
	State	1.7	5	19.2	24.9	27.4	14.5	4.3	1.6	0.6	0.7
Grammar and Punctuation	Kambala	18.6	19.6	25.5	21.6	11.8	2	1	0	0	0
	State	3.6	10.7	17.4	21.7	25.9	12	6.1	1.9	0.5	0.1
Spelling	Kambala	5.9	14.7	35.3	32.4	9.8	2	0	0	0	0
	State	1.2	11.6	23.3	31.7	18.3	8.8	3.8	1	0.3	0
Numeracy	Kambala	12.7	29.4	34.3	16.7	4.9	0	2	0	0	0
	State	3.7	14.2	19.4	25.9	20.8	10.8	4.5	0.5	0.1	0

## Year 9 2021 NAPLAN State vs School Band Analysis %

NAPLAN		BAND 10	BAND 9	BAND 8	BAND 7	BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Reading	Kambala	21.9	20.8	35.4	14.6	5.2	1	1	0	0	0
	State	7.5	17.5	26.4	24.9	14.8	7.1	1.5	0.3	0	0
Reading	Kambala	14.7	18.9	27.4	28.4	4.2	6.3	0	0	0	0
	State	5	10.3	26.5	24.7	19.7	8.6	2.4	1	0.5	1.3
Grammar and Punctuation	Kambala	23.7	28.9	20.6	19.6	4.1	2.1	1	0	0	0
	State	9	14.7	27	24	14.9	7.5	2	0.6	0.2	0.1
Spelling	Kambala	13.4	35.1	33	12.4	5.2	1	0	0	0	0
	State	6.5	18.9	30.6	23.4	13.4	5.5	1.1	0.6	0	0
Numeracy	Kambala	25.8	25.8	30.9	14.4	3.1	0	0	0	0	0
	State	11	15.4	28.7	28.2	13.6	2.9	0.1	0	0	0



# SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

## Record Of Achievement (Rosa)

All students completing Year 10 and 11 were eligible for the Record of Achievement, though no students required this as all continued to complete formal secondary education.

- ◆ Music students nominated for ENCORE
- ◆ Design and Technology student nominated for SHAPE
- ◆ Visual Arts students nominated for ARTEXPRESS

## NSW Higher School Certificate (HSC)

In 2021, 84 Year 12 students completed the HSC program and all were eligible for an Australian Tertiary Admission Rank (ATAR). 17 students were placed on the HSC All-Rounders list for students who achieved 10 or more units at Band 6 level while four students were on the Top Achievers list, having achieved one of the highest places in a HSC course. 67 out of 84 students achieved at least one Band 6 (a mark of 90 or over) for at least one subject and therefore were included on the Distinguished Achievers List.

In Creative and Performing Arts, a significant number of HSC students were nominated for HSC showcase Drama performances nominated for OnSTAGE

## Comparison With Statewide Performance And Similar Schools

Overall student achievement in 2021 remained well above the state average, which has been a consistent trend in recent years. The Sydney Morning Herald ranked Kambala 11th in the state. Kambala was the highest ranked school that also offered the International Baccalaureate. 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. This comparison demonstrates Kambala's consistently excellent performance to similar schools. School documentation published on the school website also demonstrates student excellence in domains in addition to academics.

## HSC Examination Results – 2 Unit Courses

Proportion of students as a comparison of Kambala achievement with State achievement in 2021.

### 2021 HSC State vs School Band Analysis %

HSC 2 UNIT SUBJECTS		BAND 6 %	BAND 5 %	BAND 4 %	BAND 3 %	BAND 2 %	BAND 1 %
Ancient History	Kambala	42.86	28.57	28.57	0	0	0
	State	9.58	24.77	27.92	16.78	12.55	8.39
Biology	Kambala	5.26	63.16	31.58	0	0	0
	State	7.17	24.14	34.80	25.15	6.68	2.06
Business Studies	Kambala	41.18	50	5.88	2.94	0	0
	State	9.49	26.60	30.40	20.54	9.07	3.89
Chemistry	Kambala	33.33	33.33	16.67	16.67	0	0
	State	10.97	29.43	25.89	22.43	9.23	2.06
Chinese Continuers	Kambala	100	0	0	0	0	0
	State	43.06	28.23	18.18	8.61	1.91	0
Chinese In Context	Kambala	100	0	0	0	0	0
	State	62.31	22.31	10.77	3.85	0.77	0
Design and Technology	Kambala	31.25	50	18.75	0	0	0
	State	17.07	37.58	28.10	14.30	2.33	0.61
Drama	Kambala	100	0	0	0	0	0
	State	18.28	27.27	37.22	15.71	1.37	0.15
Economics	Kambala	50	45	5	0	0	0
	State	14.87	35.38	27.40	16.68	5.06	0.61
English Standard	Kambala	4.35	39.13	43.48	8.70	0	4.35
		0.59	16.04	41.21	32.71	7.85	1.61

HSC 2 UNIT SUBJECTS		BAND 6 %	BAND 5 %	BAND 4 %	BAND 3 %	BAND 2 %	BAND 1 %
English Advanced	Kambala	88.52	11.48	0	0	0	0
	State	16.30	52.47	25.11	5.40	0.62	0.09
French Continuers	Kambala	100	0	0	0	0	0
	State	32.94	30.10	24.58	9.87	2.01	0.50
Geography	Kambala	66.67	33.33	0	0	0	0
	State	9.28	35.17	29.78	17.75	6.22	1.80
Information Processes and Technology	Kambala	0	62.50	12.50	12.50	12.50	0
	State	8.33	23.77	25.14	23.25	14.44	5.06
Latin Continuers	Kambala	33.33	66.67	0	0	0	0
	State	47.40	29.87	14.94	5.19	2.60	0
Legal Studies	Kambala	64.29	7.14	14.29	14.29	0	0
	State	14.79	27.56	26.82	17.20	9.69	3.95
Mathematics Standard 2	Kambala	10	45	30	10	5	0
	State	5.63	19.12	26.56	27.32	15.17	6.20
Mathematics Advanced	Kambala	15.79	26.32	42.11	15.79	0	0
	State	23.24	26.97	28.55	15.09	4.28	1.87
Modern History	Kambala	44.44	24.44	20	6.67	4.44	0
	State	10.71	27.29	27.09	19.11	10.26	5.53
Music 1	Kambala	36.36	63.64	0	0	0	0
	State	19.99	44.35	25.12	8.84	1.45	0.26
Music 2	Kambala	75	25	0	0	0	0
	State	45.21	43.24	11.13	0.42	0	0
PDHPE	Kambala	23.53	41.187	29.41	0	5.88	0
	State	6.95	23.98	29.44	26.11	10.79	2.75
Physics	Kambala	25	50	25	0	0	0
	State	12.42	28.20	30.71	19.52	7.40	1.75
Studies of Religion I *	Kambala	50	20	20	10	0	0
	State	13.04	28.92	27.40	22.56	7.14	0.94
Studies of Religion II	Kambala	40	40	0	0	20	0
	State	12.73	33.54	25.63	18.83	7.48	1.78
Visual Arts	Kambala	58.33	41.67	0	0	0	0
	State	16.95	46.23	27.51	7.73	1.39	0.18

+ data as provided by NESA Schools Online.

## HSC Examination Results – Extension Courses

Proportion of students in E1 to E4 in Extension courses as a comparison of Kambala achievement with State achievement in 2021

### 2021 HSC Band Analysis Extension Subjects

SUBJECT		E4	E3	E2	E1
English Extension 1	Kambala	94.74	5.26	0	0
	State	41.08	52.86	5.65	0.41
English Extension 2	Kambala	75	25	0	0
	State	25.15	59.17	14.76	0.92
French Extension	Kambala	50	50	0	0
	State	24.24	55.30	18.94	1.52
History Extension	Kambala	45.83	33.33	20.83	0
	State	23.42	54.02	20.49	2.07
Latin Extension	Kambala	100	0	0	0
	State	78.22	16.83	4.95	0
Mathematics Extension 1	Kambala	27.78	55.56	5.6	11.11
	State	37.26	37.00	19.94	5.80
Mathematics Extension 2	Kambala	42.86	57.14	0	0
	State	42.81	43.81	11.96	1.41
Music Extension	Kambala	100	0	0	0
	State	64.04	31.23	4.46	0.26



## Kambala HSC Course Report: Historical Analysis of % Cohort In Bands 5/6

SUBJECT	2021	2020	2019	2018	2017	2016
Ancient History	71.43	100	81.81	90	92.29	100
Biology	68.42	57.13	83.32	61.53	71.42	70.83
Business Studies	91.18	86.19	87.50	90	85.70	84
Chemistry	66.66	91.67	50	40	61.10	60
Chinese in Context	100	-	100	-	-	-
Chinese Continuers	100	-	-	0	-	-
Design and Technology	81.25	83.33	100	80	89.46	100
Drama	100	100	100	53.83	100	100
Economics	95	69.22	100	100	100	80
English Standard	43.48	45.45	66.67	57.13	54.54	-
English Advanced	100	94.91	96.55	90.78	89.46	88.05
Food Technology 1	-	-	-	-	50	100
French Continuers	100	100	66.67	75	87.50	75
Geography	100	100	71.42	100	66.66	81.81
Information Processes and Technology	62.50	100	-	71.42	57.14	100
Japanese Continuers 1	-	-	-	100	100	-
Latin Continuers	100	-	100	100	100	75
Legal Studies	71.43	94.44	100	89.47	89.47	100
Mathematics General 2 <sup>2</sup>	-	-	-	53.83	47.05	50
Mathematics Standard 2 <sup>2</sup>	55	37.49	42.29	-	-	-
Mathematics Advanced	42.11	61.28	51.71	64.69	75.75	83.77
Modern History	68.88	47.04	84.61	86.48	62.95	79.16
Music 1	100	100	100	75	100	100
Music 2	100	100	87.50	100	100	100
PDHPE	64.71	63.63	56.25	73.32	58.81	76.91
Physics	75	100	66.67	60	60	66.67
Studies of Religion I <sup>3</sup>	70	50	100	75	-	-
Studies of Religion II	80	-	-	-	-	-
Visual Arts	100	92	100	96.28	100	100

1 Subject no longer offered

2 The subject name changed from Mathematics General 2 to Mathematics Standard 2 in 2019

3 Condensed Year 12 (Accelerated Year 11)

## Kambala HSC Course Report: Historical Analysis of % Cohort In E3/4

SUBJECT	2021	2020	2019	2018	2017	2016
English Extension 1	100	100	94.73	100	100	100
English Extension 2	100	100	100	90.90	100	100
French Extension	100	100	100	-	100	100
History Extension	79.16	77.77	95.44	88	92.85	88.23
Japanese Extension <sup>1</sup>	-	-	-	100	100	-
Latin Extension	100	-	100	100	-	100
Mathematics Extension 1	83.34	76.18	100	78.94	100	73.33
Mathematics Extension 2	100	66.67	75	100	100	100
Music Extension	100	100	100	100	100	100

1 Subject no longer offered

### International Baccalaureate (IB) Diploma

In 2021, 21 students completed the demanding IB Diploma program, all of whom were awarded their Diploma. Kambala IB graduates averaged a score of 37 (ATAR equivalent of 94.56) which greatly exceeds the world average of 29 (ATAR equivalent 79.25). The top possible score in the IB Diploma Programme is 45 points. Three Kambala students achieved 45 points, an exceptional performance.

ATAR equivalent scores for Kambala's Class of 2021 IB Diploma students were as follows:

- ◆ 15 percent gained an ATAR at or above 99
- ◆ 71 percent gained an ATAR at or above 95
- ◆ 95 percent gained an ATAR at or above 90

In addition to six subjects studied, three of which studied at Standard Level (SL) and three at Higher Level (HL), students 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.

### Comparison Of Kambala Average Grade And Global Average In 2021

Note: Grades range from 7.00 as the highest grade possible to 1.00 being the lowest grade.

Events including:

SUBJECT	NO. STUDENTS	KAMBALA AVERAGE	AVERAGE GRADE (WORLD-WIDE)
English Literature SL	6	6.00	5.19
English Literature HL	18	6.06	5.56
Chinese – Mandarin SL	1	7.00	6.76
Chinese – Mandarin HL	1	7.00	6.77
French B SL	2	6.00	5.67
French B HL	2	6.50	5.58
Latin B SL	2	7.00	6.39
Latin B HL	1	7.00	6.00
Spanish ab initio SL	12	5.83	5.78
Spanish B SL	2	6.50	5.98

SUBJECT	NO. STUDENTS	KAMBALA AVERAGE	AVERAGE GRADE (WORLD-WIDE)
Economics HL	8	6.13	5.97
Global Politics SL	1	7.00	5.41
Global Politics HL	7	6.43	5.70
History SL	3	5.67	4.76
History HL	7	6.00	4.48
Psychology SL	1	6.00	5.42
Psychology HL	11	5.73	5.60
Biology SL	10	5.60	4.25
Biology HL	6	5.33	5.17
Chemistry SL	5	5.60	4.68
Design Technology HL	2	5.50	4.70
Physics SL	3	6.33	4.46
Physics HL	2	6.00	5.59
Mathematics AA SL	17	5.47	4.74
Mathematics AA HL	2	5.50	5.56
Mathematics AI SL	5	5.20	4.28
Music SL	2	7.00	5.49
Visual Arts HL	4	5.75	4.83

## TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Teacher Standards

In 2021 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 three staff successfully attaining their proficiency. At the higher levels of accreditation, ten 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. For the year ahead (2022), one teachers are considering the Highly Accomplished Teacher pathway and relevant information sessions began in 2021 to support these staff in their decision-making and preparation.



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	168

Teachers having a bachelor 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 2021, including casual staff

## Teacher Accreditation

The number of teachers at the various levels of teacher accreditation by the end of 2020 is shown in the table below.

STAFF NUMBERS	
Level of accreditation	Number of Teachers
Conditional	6
Provisional	9
Proficient Teacher	153

## Professional Learning

Kambala supports its staff to engage in relevant professional learning for professional development. This includes facilitating attendance at courses and workshops at external providers and through on-site learning experiences. Kambala staff are encouraged to continue their own professional learning in order to maintain their accreditation and also to commit to practice improvement and professional growth.

In 2021, staff were involved in a range of courses, meetings and workshops to develop their knowledge and broaden their perspective as educators and educational leaders. Most professional learning opportunities were taken-up via online formats due to the continuation of Covid-19 restrictions regarding gatherings.

The School provided meaningful learning that responded to teacher and student immediate needs surrounding the delivery of remote teaching, including sessions to guide new teachers in Kambala guidelines for remote teaching and ways to enhance learning using digital technologies.

Schools and faculties led training and upskilling within their own specific areas, allowing staff to develop and maintain knowledge specific to their teaching areas. Details of PL for 2021 is included in the Appendix.

## Workforce Composition

STAFF NUMBERS			
Staff descriptions	Casual	Part-time*	Full-time*
Teaching staff	35.0	32.0	101.0
Full-time equivalent teaching staff	4.7	20.9	101.0
Non-teaching staff	176.0	38.0	69.0
Full-time equivalent non-teaching staff	16.7	21.8	69.0

\*Includes full-time and part-time temporary staff

# STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

## Student Attendance

Below is the student attendance data for 2021. The data range covers from 1 January 2021 to 31 December 2021 inclusive.

YEAR GROUP	ATTENDANCE %
Preparation	97.3
Transition (K)	98.4
Year 1	98.2
Year 2	98.3
Year 3	96.6
Year 4	98.0
Year 5	96.4
Year 6	96.9
Year 7	92.9
Year 8	93.6
Year 9	90.6
Year 10	87.8
Year 11	89.4
Year 12	92.0
Total Average	93.5

## 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 Mentor 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. In the Senior School, the Mentor (previously Tutor) also records attendance during Mentor Period (previously Tutorial period). 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 smart phone 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 Senior School receptionist will send an SMS to the parents or guardians of unexplained absent students/late students to seek an explanation for absences.

- ♦ The Junior School receptionist will phone 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, eg 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 time frame, 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.
- ♦ 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 an assessment task, or the day prior to an assessment task 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 the 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. The arrival time and reason for lateness are recorded electronically.
- ♦ 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 Mentor (previously Tutor) and Head of Year 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. The Assistant Director of Students supports attendance as directed by the Director of Students. 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 Head of Year 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.

## 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 Mentor (previously Tutor) and Head of Year 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. The Assistant Director of Students supports attendance as directed by the Director of Students. Repeated lateness will be dealt with in accordance with the School's Discipline Policy.
- ◆ 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.
- ◆ 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

### Years 10 to 12 retention rate

The actual student retention rate from Year 10 in 2019 to Year 12 in 2021 was 100 percent. No student left in this cohort between 2019 and 2021. This is slightly higher than the retention rate in previous years. Based on the information provided to the School, students occasionally leave for relocation reasons or to another comparable school for a change of environment for the final years of schooling.





## Post-School Destinations

The Kambala 2021 cohort of students received offers to study at Universities in NSW, ACT, SA, Vic and internationally. Those offers were broad including Cambridge University and a highly regarded Tuckwell Scholarship to study at ANU.

December Round offers to HSC students to NSW universities are shown below:

COURSE	NO. STUDENTS
Uni of Sydney	52%
Uni of Tech Sydney	21%
UNSW	10%
Macquarie University	6%
Uni of Wollongong	3%
ICMS	3%
Aust Catholic Uni	3%

Prominent courses of the 2021 HSC cohort include:

COURSE	NO. STUDENTS
Arts and combined eg. Arts/Law	30%
Commerce and combined	16%
Pure and other Sciences incl Speech Pathology and Sports Science	10%
Bachelor Science (Medical Science)	8%
Business	8%
Architecture	2%
Engineering	6%
Psychology	5%
Art and Design	3%
Education	2%
Environment	2%

Post school destinations for IB students were unavailable at the time of writing this report.

## 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

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 their physical, social, spiritual, emotional and psychological 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 appropriate Pastoral Care arrangements and access to counselling within the School and appropriate external agencies.

No changes in 2021

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

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.

Updated to reflect current practice and change to titles.

### Discipline: Student Discipline Policy

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.

No changes in 2021.

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.

The Complaints Handling Policy and Procedures were updated to reflect a new avenue that Kambala has made available to the community to raise complaints or issues of concern. The new Speak Up Program enables any staff member, student, Old Girl or family member of the school community to report serious issues of concern freely and without fear of repercussion. It provides the Kambala community with an additional capacity for individuals to speak and be heard.



# SCHOOL DETERMINED IMPROVEMENT TARGETS

2021 marked the third year of implementation of the *Kambala Strategic Plan 2019–2023*, launched in 2018. We continued to assess progress throughout 2021 to ensure we were on the right track as we moved forward.

## Academic Excellence

PRIORITIES	ACHIEVEMENT	STATUS
<b>Enhancing our teacher practices and knowledge</b>	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 2021, 14 teachers completed Project Zero's online courses, and 13 staff members attended the Virtual Project Zero Sparks Conference (which replaced the annual Project Zero Classroom at Harvard Graduate School of Education in Boston). It is planned for teachers to be selected to participate in this program each year, and once Project Zero Classroom reopens for international travellers, Kambala scholarships will resume.	Ongoing
<b>Review and develop creative approaches to curriculum, teaching and learning</b>	A STEM internship program was planned and launched in 2020 with further opportunities offered in 2021 and continuing to grow in 2022	Ongoing
	Continuation of the critical literacy skill development program and spelling initiative introduced in the Junior School in 2019.	Ongoing
	Digital Technology lessons continued in the Junior School.	Ongoing
	Drop Everything and Read (DEAR) initiative continued school wide.	Ongoing
	Continued the implementation of the STEM Strategic Plan	Ongoing
<b>Developing new frameworks for feedback</b>	Further STEM champions appointed in the Senior School to facilitate the implementation of the STEM strategic plan.	Ongoing
	Continuous reporting system trialled and launched for Year 7 in 2020 was rolled out to Years 8 to 10 in 2021 and planned for roll out in Year 6 in 2022.	Ongoing
	Parent-teacher conferences and interviews continued online this year. This proved effective and was well-received and will continue into the future.	Ongoing

## Care

PRIORITIES	ACHIEVEMENT	STATUS
<b>Enhancing Sport, co- and extra- curricular activities</b>	Continue implementation of the Kambala Sports Strategy	Ongoing
	The new Huddle newsletter for sporting fixtures and results provided to the community has continued to be published in 2021.	Ongoing
	Continued the student fitness component of the SHINE program initiated in 2019, providing every student the ability to track and support their physical growth and development across Years 7 to 10.	Ongoing

## Care (Cont'd)

PRIORITIES	ACHIEVEMENT	STATUS
<b>Delivering a leading experiential education and service learning experience</b>	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 2022.	Ongoing
	Service learning immersion program to Cape York for all Year 9 students planned for 2020 delayed by COVID-19 took place in 2021 but was partially offered with an experience at Lake Mungo NSW again as a result of COVID-19 restrictions. The full Cape York immersion program is planned for 2022.	Ongoing
<b>Visible culture of care for students and staff</b>	<b>Students</b> Our School psychologists supported the students and pastoral staff across the Junior and Senior Schools with a range of programs.	Ongoing
	Manners Matter initiative continued 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.	Ongoing
	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.	Ongoing
	Pastoral Care programs and mentor periods 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 Community and Care. 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 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. 2021 has seen the further development of this program with further roll out of the platform with most senior students	Ongoing
	<b>Staff</b> The School Counselling Team facilitated a series of staff wellbeing sessions on a range of topics including vitality, managing stress and supporting students with mental health.	Ongoing
	The Yale University RULER program was more fully established in 2021 with sessions facilitated throughout the year with staff across the Junior School. RULER is an evidence-based approach for integrating social and emotional learning into a school community. RULER teaches the skills of emotional intelligence and outlines a range of tools that help manage the expression of emotions appropriately, in healthy ways and on how to regulate emotions with helpful strategies. Research shows that the RULER skills are associated with a wide range of important life outcomes including greater academic and workplace performance, better relationships, improved mental health, better conflict-resolution skills and greater wellbeing.	Ongoing
	A wellbeing framework for staff was postponed in 2021 and planned for 2022	Ongoing



## Community

PRIORITIES	ACHIEVEMENT	STATUS
<b>Cultivating connections</b>	The Kambala Internship Program, now in its fifth year, has provided many 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
	KOGU in partnership with the KPA, continued Kind Hearts, an initiative to provide support and help for Old girls and other members of the Kambala community.	Ongoing
	The Women in Stem Forum continued throughout 2021, often online. The aim of the forum is to inform students in Years 10 to 12 on the variety and different types of careers available in STEM.	Ongoing
	THE Kambala Thorny Issues Speaker Series continued in 2021, whereby prominent female figures are invited to speak on a chosen topic with our students. These students are then invited to ask questions.	Ongoing
<b>Diversity and inclusion</b>	School Leadership supported postponing the development of the Diversity and Inclusion Strategy in light of COVID but renewed its commitment to design it to foster engagement and empathy. To be developed and launched in 2022.	Ongoing
	Reconciliation Week and NAIDOC Week celebrations were held at the School in 2021.	Completed
	Key days of significance that were celebrated throughout the School include:	Completed
	<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
<b>Program of renewal and rejuvenation</b>	In 2021 a number of capital works were completed to protect and enhance our beautiful historic campus. This work continues into 2022.	Ongoing
<b>Develop learning precincts</b>	Limited planning of new learning precincts took part in 2021 and instead further consideration of cohort areas had been given. Plan to revisit and plan for learning precinct opportunities on the existing site in 2022.	Ongoing
<b>Develop a sporting precinct</b>	Continued planning of a new sporting precinct as part of our third strategic project. We reached a key milestone with the State Significant Development Application approved. Timelines are continued to be developed for 2022.	Ongoing

## Initiatives Promoting Respect And Responsibility

Pastoral Care continued to focus on enhancing and promoting a Visible Culture of Care. 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 2021 through proactive and preventative approaches towards student wellbeing. Cohorts have participated in a range of experiential wellbeing sessions.

The Junior School is underpinned by a framework of Positive Behaviour for Learning. This evidence based approach focused on using teachable moments for students to understand behavioural responses and social skills. Linked to Positive Behaviour for Learning the school has implemented Manners Matter and in 2021 implemented the Kambala Was which as valued based summary of “who we are” as Kambala students linked to our values of Humanity, Curiosity, Courage and Respect.

Much media coverage in recent weeks has focused on the mental health of our young people and the realisation that school is as much about socialisation as it is about academic learning.

The Junior School (Prep to Year 6) utilises a range of evidence-based approaches to support the students at this time of COVID and lockdown.

Chilled and Considerate Program linked to Dr Daniela Einstein from Macquarie University in Year 5 and Year 6. This is a COVID specific program offered specifically for lockdown and the broader pandemic.

In addition Year 6 utilise the Resourceful Adolescent Program from Queensland University of Technology. Year 3 and Year 4 utilise the Zones of Regulation program of social emotional learning (Kuypers 2011). This is a pre-existing program which we tailor then to this time of COVID and Lockdown. Prep to Year 2 utilises Bounce Back program and link learning specifically to this time of Lockdown and the COVID pandemic developed by Educational Psychologist Toni Noble and Helen McGrath.

To support parents and students our Junior School Psychologist Lorraine Cushing-Kleber also hosted a parent webinar entitled “Supporting parents and children through uncertain times” as part of our Wednesday Webinar Series.

In 2021, the Butterfly Foundation’s Body Positivity program was presented to Stage 3 students for the second time and Junior School parents were invited to a seminar on supporting body confidence in their daughters. The message of respect was further promoted with Junior School students and parents through the URStrong programs Socialisation.

To support the socialisation of the students at this time we have hold House lunches once a fortnight to build connection.

Our Deputy Head of Junior School/Director of Students also hosts open lunches for students to share topics of discussion. Book Week and STEM Week were also reconfigured to be online events to support the holistic development of the girls. Netfit is an online Year 3 to Year 6 Saturday Sport Initiative which our sport department has been conducting.

### Consent

Earlier this year the issue of consent was brought into the spotlight, thanks greatly in part to Kambala Old Girl Chanel Contos. The school has worked closely with Chanel since, to ensure we are doing all we can in delivering programs that support our girls. The issue of consent is a broad one that cannot be taught in one lesson, but rather the broader scope of it must underpin all we do.

Undertaking an audit of our pastoral care programs in the Junior School, we looked closely at how we teach our students to understand and expect healthy relationships, to feel empowered to use protective behaviours and to flourish in their positive self-image. The research into the issues of consent, harassment and assault is very clear on certain findings; teaching positive sexuality and relationships, emotional intimacy and self-love is the one thing that has been shown to positively support girls in their journey of sexual development. For those interested, researcher Peggy Orenstein has written some very eye-opening and useful books on the topic and you can find her work here.

For a number of years, Judith Krause has delivered expert workshops to our parents and students on personal and pubertal development. Judith shares with the girls age-appropriate information related to their development and growth during puberty and her work is linked directly to the NSW PDHPE Syllabus.

What is special about Judith’s presentations is that she places these workshops firmly in a context of positive self-image, healthy relationships and protective behaviours, all of which are vital to support our girls in avoiding the objectification and disconnection that is sadly often prevalent in social media. Judith was Australia’s first “Daring Way” facilitator interweaving the work of Brené Brown on building strength and courage through vulnerability.

Year 6 completed the Resourceful Adolescent Program which was added to the PDH curriculum in 2019. .

In 2021 Senior School Pastoral Care, students participated in a range of activities and programs promoting and supporting responsibility and respect:



- ◆ Year 7 Orientation and Year 8 commencement of the year involved **Enlighten Education** facilitating the journey, respectful relationship and establishing friendships.
- ◆ Year 12 students facilitated a **fun / fluro evening with Year 7** in order to raise awareness and create discussion around social justice issues and consider how to foster a sense of compassion. This included focus on St. Nicholas' Mission Academy in Ghana, a school established by Kambala Old Girl Anais Menounos.
- ◆ Years 7-10 were involved in the **High Resolves** programs, looking at Social Progress and a Just Society. 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?'.
- ◆ Years 7- 10 also engaged in a range of workshops designed to promote responsibility and respect such as:
- ◆ Year 7 **Resourceful Adolescent Program**. RAP is an evidence based mental health prevention program aimed at developing and improving coping skills and building resilience to promote positive development
- ◆ **Year 8 Heroic imagination Program**: HIP utilizes psychological research findings by translating them into the tools, knowledge, strategies, and exercises to help individuals and groups to overcome the social and psychological forces that can keep them from taking effective action at crucial moments in their lives. Students develop skills and awareness needed to make effective decisions in challenging situations through engaging in social interventions, focused on encouraging heroic behaviour.
- ◆ **ySafe** Cyber Safety presentations regarding safe and **responsible online behaviours** and different aspects of cyber safety and digital imaging. ySafe Social Media and Cyber Safety Experts, Australia's leading cyber safety education organisation which has educated and empowered over 250,000 students and 100,000 parents and advocates across Australia. Kambala collaborates with ySafe as part of our contract with Family Zone
- ◆ **Butterfly Foundation**: Session aims to strengthen students' media literacy skills and empower them through the way they use and view social media platforms, to have a **responsible, safer and more positive online experience**.
- ◆ Police liaison Officer: Presentation purpose to empower our students with knowledge and understanding to support their **decision making regarding risk taking behaviours**.
- ◆ IDEA: Years 9/10 workshops focus on **harm minimisation strategies and examine responsibilities**, societal norms, stereotypes and expectations communicated in the media and how they might influence the way young people think, and their attitudes towards the use of drugs and alcohol and their level of risk-taking behaviour.

## Experiential learning

Year 7- Attended Killalea State Park

Year 10 students participated in a 2 day **Outdoor Education experience** involving a range of hiking and canoeing challenges.

## Years 8/9 Service learning

Activities were impacted due to Covis 19 Restrictions.

The Year 9 Service Learning Day involved students creating cards with messages of congratulations to the Transition class of 2021. Students also sewed handmade suns and flowers for Transition students.

# 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 2021, 125 parents (Years 7 & 12) and 146 students (Years 7 & 12) participated in surveys and provided views on areas such as academic performance, student wellbeing, co-curricular sport, communications, reputation and facilities. Staff are surveyed every few years with the most recent survey being conducted in 2019. For staff there are feedback opportunities at weekly briefings in both the Senior and Junior Schools. There are also staff development meetings held each week as well. New staff have additional opportunities to provide feedback through twice termly meetings with the Dean of Teacher Services and scheduled follow ups with their Heads of Department. For staff who leave, there is an exit interview with the School's Human Resources Manager.

## 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.

The top five areas are noted below:

- ◆ 84% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
- ◆ 85% of parents noted their expectations were met or exceeded in relation to a Balanced education

- ◆ 84% of parents noted their expectations were met or exceeded in relation to Academic standards
- ◆ 80% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
- ◆ 94% of parents noted their expectations were met or exceeded in relation to HSC/IB Diploma results

#### Students

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

The top five areas are noted below:

- ◆ 80% of students noted their expectations were met or exceeded in relation to the Quality of teaching
- ◆ 84% of students noted their expectations were met or exceeded in relation to a Balanced education
- ◆ 97% of students noted their expectations were met or exceeded in relation to Academic standards
- ◆ 75% of students noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
- ◆ 90% of students noted their expectations were met or exceeded in relation to the HSC/IB Diploma results

#### Parent quotes on what they value about Kambala School

*"Connection to my daughter's wellbeing and development."*

*"Continuous high achievement in hsc"*

*"Getting a good education in the heart of Sydney, its good reputation"*

*"I value my daughter's happiness and her love of learning. That she has been fortunate to have had excellent teachers that have nurtured her interests and helped her find new ones."*

*"I have deep gratitude for the experience the staff and management and other students have given my daughter during her short time at Kambala."*

*"My daughter has found some lovely lifelong friends."*

*"My daughter started Kambala in Prep, and is finishing year 12 this year. I value and am grateful for Kambala in helping me bring up such an incredible young woman ready to go out into the world with so much potential. It was a joint effort and she has thrived under Kambala's care."*

*"My daughters enjoyment of her time at Kambala, she has gained so much from her teachers and peers. Her enjoyment and experience has been beyond our expectations."*

#### Student quotes on what they value about Kambala School

*"I like having a sister at Kambala as I feel I have someone I can talk to at school. I also enjoy my friends as they lift me up and make me laugh. I feel proud of my grades and I like my teachers. Most of them look out for me and encourage me to be the best person I can be. I feel I'm cared for by most people in the school and I'm proud to go here."*

*"I value my education and the results I am getting out of my assessments (how well I do in classes)"*

*"I most value the many opportunities I have been given in a wide variety of pursuits (including debating, music, sport and academic activities)."*

*"I value the academic opportunities at this school, as I have been able to excel in this area, and also appreciate the physical campus (which is very comfortable, bright and welcoming)."*

*"I value the climate of respect, appreciation and community culture of the school - I will always value the manners of Kambala girls and the overall positive behaviour with other people in the community. Further, I will highly value the opportunities the school has given me in sports, music and academics."*

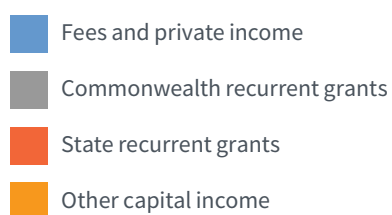
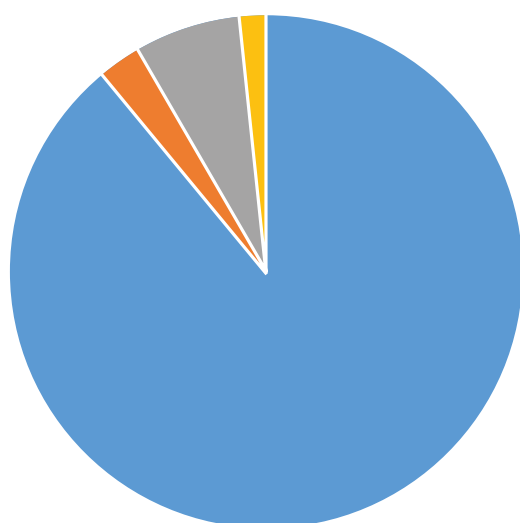
*"It has a wonderful and prestigious reputation with successful alumni. The school is also known for producing graduates with a feminist, critical outlook on society, which I think is such a valuable trait that I now have and can attribute wholly to the Kambala schooling environment."*



# SUMMARY OF FINANCIAL INFORMATION

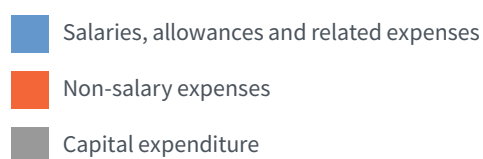
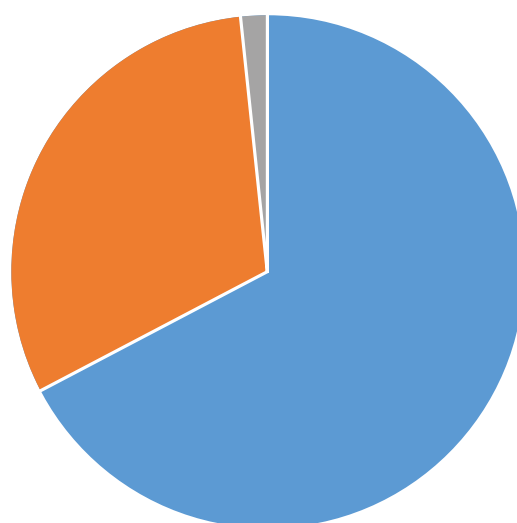
## Total Income – 2021 Actuals

INCOME SOURCE	AMOUNT (\$)
Fees and private income	36,925,823
State recurrent grants	1,130,702
Commonwealth recurrent grants	2,740,525
Other capital income	652,877
<b>Total</b>	<b>41,449,927</b>



## Total Expenditure – 2021 Actuals

EXPENSE	AMOUNT (\$)
Salaries, allowances and related expenses	28,649,956
Non-salary expenses	13,289,891
Capital expenditure	652,877
<b>Total expenditure</b>	<b>42,592,724</b>



# APPENDIX

## Enrolment Policy

Kambala is a non-selective school and students are admitted to Kambala generally in 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 6 months to 5 years. The centre is open 48 weeks per year.

Girls only are enrolled at Kambala from Preparation (girls must have turned 4 by 31 March in the year in which they commence) to Year 12. Preparation to Year 12 students attend on a 4 term (approximately 10 weeks) basis per annum from late January to early December.

## Enrolment Procedures

Intake classes are Preparation, Year 5 & 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 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 (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](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 IB Diploma Program 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 Program - 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 Program, 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 or My Schools website.

## 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 Development

The following table details the titles and number of courses attended by Kambala teaching staff in 2021.

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	2021 ICT Management and Leadership Conference	1
Senior School	2021 MANSW Annual Conference	1
Senior School	2021 Summit on Girls' Education	6
Junior School	2021 Summit on Girls' Education	2
Senior School	2021: Your Wellbeing Vision	1
Senior School	2022 HSC Exam Committee - French Continuers	3
Senior School	3D modelling for jewellery and objects-Teachers edition	1
Senior School	8th Annual STEM Education Conference	3
Senior School	ABSA Wellbeing and Leadership Conference	1
Senior School	ACT/NSW IB Diploma Coordination Meeting	2
Senior School	ACU Careers Advisor Annual update	1
Senior School	AHISA Director of Studies Conference	1
Senior School	AIS HoDs day for mathematics	1
Senior School	AIS NSW English conference: Putting the Pieces Together	1
Senior School	AIS NSW ICT Management and Leadership Conference 2021 - Embracing Opportunity - Vision with Action	1
Senior School	AIS Studies of Religion Conference	1
Senior School	AIS Teacher Librarian Committee Meeting	1
Senior School	AIS Teacher librarian conference	2
Senior School	AIS WELLBEING CONFERENCE 2021	1
Senior School	AISNSW Aboriginal and Torres Strait Islander Boarding Network Symposium 2021 - Engaging with Students from a Cultural Perspective	1
Senior School	AISNSW Aboriginal and Torres Strait Islander Education Conference 2021 - Bringing the Heart of our Nation into our Classrooms	2
Senior School	AISNSW Aboriginal and Torres Strait Islander Education Conference 2021 - If Not Now...Then When?	1
Senior School	AISNSW Education Research Symposium 2021 - Enabling Exceptional Education	2
Senior School	AISNSW History Conference 2021 - The Presence of History	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	AISNSW History Extension Symposium 2021 - Shared Past, Different Interpretations: Multidirectional Historiography	1
Senior School	AISNSW Mathematics Conference 2021 - Maths Heads of Department Day	1
Science	AISNSW Science Conference 2021 - Science Heads of Department Day	2
Junior School	An Introduction to the Circle of Security® for Early Educators	1
Senior School	Analyse the Impact of Everyday objects	1
Senior School	ASLA Virtual National Conference	1
Senior School	Assessing Common Content in Mathematics Stage 6	1
Senior School	Assessing the Adolescent at Risk, A Masterclass with Dr Michael Carr-Gregg	1
Senior School	Attendance and School Refusal Planning, Collaboration and Support Mastercalss	3
Senior School	Attending NESA examination Development as Delegate for Supervisor of Marking	1
Senior School	Australiasion wellbeing in Education Conference 2021	1
Senior School	Becoming Accredited and Supporting Teachers at Highly Accomplished and Lead Teacher	1
Senior School	Biology (Cat.1)	1
Senior School	CAS workshop	1
Senior School	Classroom Observation and Feedback	1
Senior School	CLTFA National Conference	1
Senior School	Conflict in Indochina (Modern History HSC)	2
Junior School	Consent education- the consent continuum	1
Junior School	Contexts for Coherent Pedagogy	1
Senior School	Creating Cultures of Thinking	1
Senior School	CRU Teachers Conference	1
Senior School	Cultural Competence	1
Junior School	Cultures of Thinking in Action Online Course	1
Senior School	Cultures of Thinking in Action Online Course	7
Senior School	Curriculum development	1
Senior School	Deepening the Learning in Commerce	1
Senior School	Designing Alternate Assessments for Stage 6 Mathematics	2
Junior School	Developing Conceptual Understanding in Maths K-6	1
Senior School	Digital Technologies Curriculum with the BBC micro:bit	5
Senior School	DP Extended Essay In Focus: A one Day Intensive Cat 3	9
Senior School	Experienced Teacher Assessment Panel 2020	1
Senior School	Economics Category 2	1
Senior School	Economics Conference	1



SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Junior School	Educational Leadership - Knowing how to make a difference	1
Senior School	ELC Business Studies Teachers' Conference 2021	1
Senior School	ELC Commerce & Business Studies Teachers' Conference	1
Senior School	English A Literature Workshop Category 1	1
Senior School	Essential university updates from University of Sydney	1
Senior School	Exercising Leadership: Foundational Principles	1
Senior School	EXPLORING THE EE IN ENGLISH A Masterclass	1
Senior School	Flagship Days 9 and 10	1
Senior School	Geogebra - become a proficient, inspired practitioner	1
Senior School	Google Classroom crash course: PART 2	1
Senior School	GTA annual Conference 2021	1
Senior School	Heads of Sport Conference	1
Senior School	How to create valid and engaging assessment tasks in Languages	1
Senior School	HSC Biology Marking	1
Senior School	HSC Marking	3
Senior School	IA moderation for the May 2021 exams	1
Senior School	IB Latin SL Coursework marking	1
Senior School	IB Virtual Conference, Asia-Pacific 2021	1
Junior School	Ignite the Spark 2021	2
Senior School	InitialLit	1
Junior School	InitialLit-F/1/2	1
Senior School	Intensive IA workshop	1
Senior School	International Women's Day - Empowering women to be safer online	1
Junior School	Introducing Aboriginal Language Programs into your School	1
Senior School	Introduction to Leadership Coaching	4
Senior School	Introduction to Schemas: re-imagining curriculum for infants	1
Senior School	Investigations Masterclass: Reportable Conduct	1
Senior School	Investigations Masterclass: Workplace Investigation	1
Senior School	Language B Category 1	1
Senior School	Lawsense School Sports Law 2021	1
Senior School	Macquarie University Annual Careers Adviser Day	1
Senior School	Managing the Extended Essay	1
Senior School	MANSW Annual Conference	4
Senior School	MANSW Different by Design Online event	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	Mathematics	1
Senior School	Mathematics Extension 1 Year 12: Proof and Vectors	1
Senior School	Mathematics: Analysis and approaches (Cat.2)	1
Senior School	Meet the Markers of the 2020 HSC Science Examinations	1
Senior School	Middle Leaders	2
Senior School	Middle leaders, pedagogy and wellbeing workshop	1
Junior School	Mini Cog	4
Senior School	MiniLit Sage bridging course	1
Senior School	Morrisby Testing Careers Training session	1
Senior School	Navigating the Online Classroom	1
Senior School	NESA's making consistent Proficient Teacher accreditation decisions online training	1
Senior School	Newington Trial Paper setting initiative	3
Senior School	NSW and ACT Regional IB Coordinators Meeting	1
Junior School	Numeracy Essentials K-2	1
Junior School	PETAA Leading with Literacy Conference: Powerful Practices for all Learners	1
Senior School	Philosophical Inquiry in the Secondary Classroom - The Thinking Classroom	1
Senior School	Physics Cat(1)	1
Senior School	Planning for programme evaluation	1
Senior School	Preparing for a Leadership Role	1
Senior School	Preparing for career progression	1
Senior School	Project Zero JusticeXDesign Pedagogy	1
Senior School	Project Zero Sparks Virtual Conference	3
Senior School	Promoting and Protecting Student Wellbeing and Mental Health - Self-paced Learning Experience	1
Senior School	Providing PD on Alternate Assessment	1
Senior School	Reading Matters: Diverse Voices and Stories that Shape our World	3
Senior School	Reflecting on Whole-school Wellbeing	1
Senior School	Refresh Your Geography Curriculum	1
Senior School	Resourceful Adolescent Program	1
Senior School	SASMA Archbishops Day	1
Senior School	Schoolbox Networking with Radford College	2
Senior School	Statistics in Extension 1	1
Senior School	Statistics in Mathematics Extension 1 Webinar	2
Senior School	Statistics The What and the How	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	Student Wellbeing	1
Senior School	Summit on Girls Education	1
Senior School	Supervision Teachers Progressing to Proficient Teacher	1
Senior School	Supporting students on the Autism spectrum	1
Junior School	Teaching General capabilities in Science Education K-10 Conference	1
Senior School	Teaching Metacognitive Thinking Skills	1
Senior School	Teaching Students to Ask Their Own Questions: Best Practices in the Question Formulation Technique	1
Senior School	The Adaptive Leadership Framework: The Balcony and the Dance Floor	2
Senior School	The Collaborative Planning Process: Individual Plans	1
Senior School	The Neuroscience of Learning and Leading	1
Senior School	The Road to Economic recovery from Covid-19: Global and Australian Policy Challenges	1
Senior School	Traditional Indigenous Games	1
Senior School	Turning A New Page	1
Senior School	UNSW Annual Careers Adviser Day	1
Senior School	UTS Annual Careers Adviser Updates Session	1
Senior School	Visual Art DP Cat 2	1
Senior School	Visual arts (Cat.1)	2
Junior School	When Change Has Legs: Leading Growth in Classrooms and Schools	2
Senior School	Whole-school Approaches to Positive Education Online Workshop (Aug 2021)	2



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