



KAMBALA



ANNUAL REPORT 2022



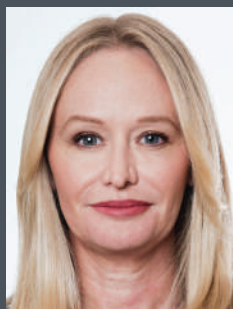
*Inspired learning.
Empowering young women of integrity.*

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MESSAGE FROM KEY SCHOOL BODIES

Message from The President of the School Council



In 2022 we celebrated Kambala's 135th birthday. We are proud of the first-class education that has been shared with generations of girls since Miss Gurney opened the doors to her first 12 pupils at Fernbank in Woollahra. As we reflected on 135 years of outstanding achievement, we look towards our future with faith and optimism. Kambala is poised to move confidently into the next

decade and to continue the tradition of teaching to the highest standards. We are intensely, and justifiably, proud of what we are, what we have achieved and what we are setting out to do in the years to come.

We were thankful for a full year of face-to-face teaching in 2022. We saw the return of all students from Preparation to Year 12 and we had minimal academic and co-curricular restrictions or disruptions. We appreciated the energy and enthusiasm that teachers and non-teaching staff displayed after "pivoting" back to a "normal" routine. We saw the re-engagement of our community. Not only did the classroom routines return to normal but also the community events and extracurricular activities for the full 12 months. The beginning of the school year saw an unprecedented number of parents coming together for the traditional Welcome Cocktail Party. A highlight of 2022 was the Shine Ball in September. The Kambala Parents' Association provided an amazing event at the Fullerton Hotel Sydney, with over 480 attendees. It was a wonderful opportunity to celebrate Kambala's 135-year birthday and reconnect with our community.

In mid-January 2022 we welcomed our new Principal, Ms Jane Danvers and on 3 March a formal Commissioning Service was held at the Sydney Town Hall overseen by Archbishop of Sydney, Kanishka Raffel. Since her appointment we have had the opportunity to witness her strong leadership qualities first-hand. Ms Danvers has made a commitment to attract and retain the best teachers in order to continue to make Kambala a place of teaching excellence where we are led by a strong academic philosophy. During her tenure at Kambala the School has witnessed her global vision, and her belief in the prime importance of collaboration, structure and community. Ms Danvers is committed to continue the Kambala tradition of academic excellence while nurturing each girl in our care.

The 2022 Year 12 cohort continued the School's long-standing tradition of academic excellence both academically and creatively in the HSC and IB examinations. In the HSC, the Class of 2022 ranked 14th most successful school in NSW by the Sydney Morning Herald. Kambala's 16 IB graduates achieved an overall average of 39, significantly higher

than the global average of 31. In relation to NAPLAN, the overall student achievement in 2022 remained well above the State average, which has been a consistent trend in recent years. We continued to have a creative approach to curriculum, teaching, and learning. The senior school's progressive reporting structure continued ensuring consistent and timely feedback. In 2022 we were able to access professional learning to further enhance teacher practice.

By having a full year of face-to-face education in 2022, we were also able to continue with our high-quality sport co-curricular and extracurricular activities. We continued to excel across the sporting field and remained very competitive in both the IGSA competitions and those at Club level. After two years of interrupted State and National sporting competitions, Kambala sporting teams contested the top divisions in: Basketball, Football, Netball, Tennis, Touch and Water Polo.

We continued to offer broad and diverse extra-curricular opportunities, including but not limited to drama, debating, languages and music, all of which proved to be both engaging and developmental. Service learning and reflection continued to be a focus and cultivating real and long-lasting connections continued to be encouraged.

The Kambala Institute of Teaching Excellence (KITE) continued to grow at Kambala. Since its inception in 2019, as a part of Kambala's Strategic Plan, KITE has strived to provide Kambala teachers with rich opportunities for professional development and growth.

We continued to place our teachers' professional growth high on the list of priorities, with staff attending a variety of courses, workshops, and development days to support their subject-specific pedagogy. Professional development opportunities for members of the School Leadership Team were a focus for 2022, including the participation in The Mindful Leadership Course by a nationally respected education expert, Gavin Clift. The Staff Development Days saw teaching staff work with Ms Jane Danvers, creating a shared vision for 'The Kambala Student' and 'The Kambala Educator'.

We further developed our partnership with Harvard University and appointed Dr Ron Ritchhart, a lead researcher at Harvard Graduate School of Education. A highly respected academic thought leader, he will commence working with our academic staff both in and out of the classroom from 2023 onwards. Kambala was well represented at the 2022 International Coalition of Girls' School Conference, the Global Forum on Girls' Education in Boston. Three members of the leadership team presented at the conference, sharing insights and research surrounding school transitions.

2022 saw us four years into a five- year strategic plan. We continued to focus on the four strategic pillars of academic excellence, care, community and sense of place. Our Strategy is underpinned by our core values and an evolved vision and mission, which best represents Kambala's heritage and future. We concentrated on fostering a culture of personal excellence and growth in our students through academic rigour and a holistic approach to education. We rejoiced in welcoming some of the Kambala Old Girls to the School for the 1951–1971 Kambala Old Girls Vintage Lunch in October, reminding us how important it is to treasure and acknowledge our heritage as well as our future. We were also delighted to reopen the Boarding House for our domestic and international Boarders, bringing back to the school the rich tapestry of community we had been missing over the past years. Being able to continue the legacy of nurture and care for those away from home remains a priority for Kambala.

The School continues to have a dedicated risk and compliance function responsible for maintaining the Strategic and Operational risk registers and providing regular reports to the Finance, Audit and Risk committee. In 2021 the schools' registration was renewed for a further five-year period with a NESA inspection of the boarding facilities undertaken in August 2022, with the boarding houses found to be fully compliant with NESA's requirements. In addition, the School's first Modern Slavery Statement was approved by the School Council on 19 September 2022 and is available on the school's website.

Kambala continued to encourage a culture of giving and the benefits from leveraging resources from and by our community cannot be underestimated. The aim of our philanthropic focus is to ensure we continue to lend support to worthy school causes. 2022 saw us resume our philanthropic focus with the view to further increase this in 2023.

The money raised from the 2022 SHINE Ball was in large part directed towards the Playfair Pool which will see a refurbished aquatic centre delivered in 2023 in two stages to minimise disruption of pool use. Stage 1 occurred over the 2022/23 holidays and resulted in completion of the change room refurbishment and Stage 2 during winter 2023 will see completion of the overall pool hall. Funds raised also went towards new water refill stations and fountains throughout the school, landscaping, and new outdoor teak furniture for student use.

Finally, we thanked the students of Kambala – they are at the heart of everything we do and bring joy and sunshine to the school. We wished the graduating class of 2022 the very best for their future. We encouraged them to reflect on their years at Kambala with fondness.

Ainslie van Onselen

President of School Council



Message from The Principal



It was with great honour that we celebrated our successes and shared with our community many face-to-face events in Kambala's 135th year. Our school has an enduring legacy of empowering young women of integrity, and it was a privilege to play my part in nurturing this ongoing and abiding tradition of excellence during my first year.

We are at a moment of great educational change. In these days when independent schools are often the focus of media interest and more broadly, educational standards in Australia are being held up to scrutiny, we know that at Kambala we offer something unique, a distinctive culture, where community is central and our aspirations for our students limitless. We are a school that for 135 years has been dedicated to the education of women. We are and always will be a school where girls are at the centre of all our decision making. In a contemporary world this is even more necessary. Our young people face a complex and changing future. It is our role to prepare them for both the personal and professional challenges they will encounter in their adult lives.

At Kambala our girls grow in an environment where there is a palpable moral and spiritual dimension. In 2022, I witnessed a community that reached out to the world with a genuine concern for a socially just and sustainable future and was proud to see that our school values provided a firm foundation to guide us.

We want our girls to be curious: to engage with their world filled with wonder and enthusiasm, always learning and growing, being seekers of excellence and success.

We want our students to foster and express their humanity: to make a positive difference to others driven by empathy, honesty and care; to become leaders, who act with integrity for a socially just world and a sustainable future for the Earth.

We believe at the heart of our school lies respectful relationships: we are courteous and considerate, listening and learning from each other as we honour and celebrate diversity, individuality, culture and heritage.

We intend that our girls will leave us courageous young women: with the strength of character to pursue truth, embrace challenges confident in themselves and appreciative of others.

Kambala is evolving into a new chapter of its life. It is crucial for us to continue to strive for the best, to vigorously engage in educational debate, to proudly advance gender equality, to drive change and pursue the best opportunities to enhance the experiences we offer our girls.

In 2022 there was an abundance of exciting opportunities for the girls, and for me the beginning of many wonderful new relationships encountered across the school community. I was conscious of the support and goodwill that came from so many. Our dedicated teachers worked tirelessly to develop students who were motivated and disciplined but at the same time who did not shy away from taking risks and making mistakes and, in doing so, became far more effective learners.

I sincerely thank the academic staff for their unstinting dedication and outstanding professionalism in ensuring that our students were well prepared to be independent, audacious learners, to take on the changing world around them with confidence, stamina and courage.

To the administrative and support staff who gave so much of their time to ensure the wheels ran smoothly, I would like to acknowledge all that you do behind the scenes and in countless other ways – your work was invaluable, not just in the tasks performed, but in the wonderful relationships and the sense of community you helped to create.

To the Governing Council, thank you for the crucial role that you played in making the School what it is today. I remain astounded by the time, energy and care that this dedicated group devoted to Kambala – they did so with demanding jobs of their own, and without any expectation of reward. In particular, my thanks to the President, Ms Ainslie van Onselen who always made Kambala a priority. Her astute understanding of situations and her readiness to engage in what was necessary enabled us to move forward with confidence and purpose. Thank you also to my senior leadership team, for the many extra hours we spent together and for the wisdom and experience you brought and the guidance and support you generously offered in 2022. In particular, Ms Katherine Mar, who left us after 26 years of generous service to our School. Katherine was unstinting in the effort she devoted to Kambala. She modelled the Kambala Values in all aspects of her role, and we were fortunate to have someone with such outstanding personal and professional qualities as a leader.

Developing a nurturing and challenging environment for students is a community effort. Throughout 2022 the focus of community responsibility was embedded within the activities organised through our hard working and dedicated support groups.

A true highlight of our 135th year was the SHINE Ball, led so enthusiastically by the Kambala Parents' Association. A night where the Kambala family was able to come together to celebrate our 135th year and in doing so raised more than \$1.5 million for our School. We thanked the families who generously supported this event. The funds raised provided us with a significant boost to the minor capital works project working towards the beautification of our campus.

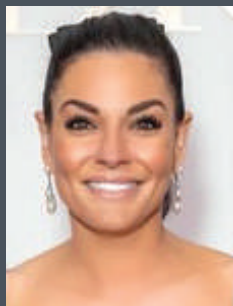
In 2022 I was privileged to meet so many alumnus and understand first-hand the legacy of a Kambala education. Our Kambala Old Girls Union led by Ms Jane Poole is testament to the way the spirit of the school can shape lives. A powerhouse of diverse, interesting, warm and fearsome women. They care deeply about their school and while celebrating the past are passionately invested in our future. As a statement of their belief in the school, KOGU presented the school with a generous artistic sculpture from Australian artist Donna Marcus, to celebrate our 135th birthday.

Finally, thank you to all the students for their enthusiasm, their energy and their willingness to take up all the many opportunities afforded to you over the year. It has been an absolute pleasure and delight getting to know you and learning about the things you care and love about Kambala. I look forward to continuing our journey together. Kambala has a bright outlook for 2023.

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.

2022 was a stellar year for the Kambala Parents' Association. We kicked off the year with our Annual Welcome Cocktail Party which was co-hosted by the Kambala School Council where we were able to welcome new and old parents back to campus after such a long hiatus away. We were also able to welcome our new principal, Ms Danvers to our school community. It was a record turn out with over 650 staff and parents in attendance, and it was extra special to see the school come to life again after being away for such an extended period due to the pandemic.

Term 1 was a busy one, we hosted our annual KPA Golf Day at The Lakes Golf Course in February, which was attended by over 50 parents, and thank Danny Doff for organising such a successful day. The KPA also hosted our 2022 parent class representatives for an induction morning tea with Kambala staff and thank all class parents for their continued support and enthusiasm in organising and managing social gatherings and supporting class teachers and school events. We also welcomed the incoming class of 2023 with a basket of 'Smarty Cookies' waiting for them in the Soubeiran room to wish all our girls all the best for their HSC and IB year.

2022 also saw the return of parent volunteers at the Kambala Canteen. The canteen is an integral part of the KPA, as it allows us to redirect the funds raised back to the school through various projects and initiatives. Thank you to all the parents who have volunteered their time in ensuring the canteen is run smoothly and everyone is well fed!

We ended Term 1 with a special visitor. The Easter Bunny surprised all the girls (and boys at Hampshire House) with a chocolate egg at the morning carline and at both the Junior and Senior School gates.

Term 2 kicked off with our Annual Chinese Parents Lunch which was

hosted at the Intercontinental Double Bay and was attended by over 60 parents from our Chinese Community. It was a huge success, and one event that many parents look forward to.

In May the KPA volunteers were busy sourcing, wrapping, and selling gifts for our Annual Mother's Day Stall. We sold over 750 gifts over 3 days that were very well received by all the Kambala Mothers, Grandmothers, and carers. Thank you to all the volunteers who came together to wrap and sell the gifts.

Term 3 was our busiest term with the organisation and management of the Kambala Shine Ball, which brought together over 500 members of the Kambala Community to commemorate the 135 years of Kambala's rich history, and to help build a legacy for its future. The energy in the room was electric and it was such a wonderful opportunity for the community to reconnect and celebrate our incredible school. With the generous support of our community, we were able to raise over \$1.6 million to be invested in the school's minor works projects that will enhance playgrounds, libraries and the Playfair Pool. The outpouring of generosity and support that we received is a testament to the strength and connections that resonates amongst the community.

In September we also hosted our Father's Day Gift Stall which saw an array of gifts suitable for all the Dads, Grandads and God Fathers. The stall was a huge success and the girls (and boys) loved coming and choosing something special for their loved ones.

The KPA treated our wonderful teachers and staff to celebrate World Teacher's Day in October with a delicious bag of biscotti to thank them on behalf of all Kambala parents, for their service and dedication to Kambala.

The busy year ended with the KPA supporting the Junior School Christmas Carols with a stall selling light up merchandise and other treats and of course a special visit from Santa on the last day of the year with special treats for the whole school.

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 2022, including picnics, parent catch ups and social gatherings for our girls. All of these events are pivotal in connecting our community. A huge thank you to all our parent volunteers for their tireless commitment.

Nicole O'Neil

President of the Kambala Parents' Association



CONTEXTUAL INFORMATION

About Kambala

Kambala was founded in 1887 and is one of Australia's leading independent girls' schools, situated in the eastern 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, the Class of 2022 had 87 students continue the School's longstanding tradition of Academic excellence and were ranked 14th most successful school in NSW by the *Sydney Morning Herald*. 10 girls placed on the All-Round Achievers list, three

students in the Top Achievers list and 78 students on the Distinguished Achievers list. Kambala's 16 IB graduates achieved an overall average of 39, significantly higher than the global average of 31. Across all of our IB students, 25% achieved an ATAR above 90, with two students achieving a perfect 45 score.

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 1003 girls, 614 of whom are in the Secondary School.

Approximately 10 percent of students are either daughters or granddaughters 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 21 percent of students are from non-English speaking backgrounds.

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

There are currently 63 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 2022

Proportion of students as a comparison of Kambala achievement with State achievement in 2022

The overall student achievement in 2022 remained well above the State average, which has been a consistent trend in recent years.

Year 3 2022 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	4.5	11.4	9.1	22.7	29.6	18.2	0	4.5	0	0
	State	0.7	2.1	5.4	11.2	17.5	21.0	19.4	11.6	8.4	2.7
Writing	Kambala	0	0	4.8	28.6	35.7	19.0	7.1	4.8	0	0
	State	0	0	0.7	4.4	19.5	35.0	23.8	10.0	4.8	1.7
Grammar and Punctuation	Kambala	9.1	2.3	13.6	22.7	25.0	15.9	9.1	2.3	0	0
	State	1.5	2.6	5.1	10.2	16.8	20.1	19.8	13.1	7	4
Spelling	Kambala	0	0	9.1	15.9	27.3	36.4	6.8	4.5	0	0
	State	0	1	3.4	9.2	17.9	23.0	19.7	13.0	6.9	6.0
Numeracy	Kambala	2.3	2.3	9.3	11.6	25.6	18.6	25.6	2.3	2.3	0
	State	0.4	0.5	1.8	5.4	11.4	20.4	26.2	20.2	10.5	3.3

Year 5 2022 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	12.5	29.2	30.6	20.8	5.6	0	0	0	0
	State	0.6	3.7	12.8	26.9	27.2	17.4	7.2	3.4	0.7	0.1
Writing	Kambala	2.7	9.6	28.8	26.0	20.5	8.2	2.7	0	0	1.4
	State	0.4	1.6	9.2	18.7	30.5	24.5	9.7	3.4	1.4	0.7
Grammar and Punctuation	Kambala	8.3	11.1	20.8	27.8	25.0	5.6	1.4	0	0	0
	State	2.1	4.0	10.4	20.0	26.5	23.2	10.1	3.0	0.5	0.1
Spelling	Kambala	1.4	5.6	26.4	29.2	26.4	9.7	1.4	0	0	0
	State	0.8	3.4	14.1	25.0	26.8	17.9	8.0	2.9	1.3	0
Numeracy	Kambala	1.4	12.9	24.3	30.0	21.4	8.6	1.4	0	0	0
	State	1.0	3.0	8.4	18.9	27.9	26.3	11.5	3.0	0.2	0



Year 7 2022 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	5.2	20.6	32.0	28.9	11.3	0	2.1	0	0	0
	State	2.4	8.8	19.7	29.5	24.6	10.2	4.1	0.7	0.1	0.1
Writing	Kambala	5.6	14.6	38.2	25.8	13.5	2.2	0	0	0	0
	State	2.3	6.5	21.0	26.2	25.0	13.0	3.7	1.2	0.5	0.6
Grammar and Punctuation	Kambala	13.1	20.2	17.2	37.4	9.1	2.0	1.0	0	0	0
	State	4.1	7.5	17.5	26.4	25.4	12.3	4.8	1.7	0.3	0.1
Spelling	Kambala	7.1	11.1	38.4	24.2	15.2	3.0	1.0	0	0	0
	State	2.8	10.5	26.6	26.6	19.2	9.2	3.5	1.5	0.2	0
Numeracy	Kambala	12.1	21.2	34.3	23.2	7.1	2.0	0	0	0	0
	State	6.9	10.8	19.4	25.4	20.4	11.1	5.0	0.9	0.1	0.1

Year 9 2022 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	5.6	33.7	44.9	11.2	3.4	1.1	0	0	0	0
	State	7.3	18.2	28.3	24.6	12.7	6.1	2.4	0.3	0	0.1
Writing	Kambala	14.6	26.8	32.9	19.5	7.3	0	0	0	0	0
	State	6.5	12.5	27.5	24.6	17.4	7.4	2.0	0.7	0.4	0.9
Grammar and Punctuation	Kambala	21.6	19.3	34.1	20.5	3.4	0	1.1	0	0	0
	State	11.1	15.7	23.9	24.4	14.3	6.8	2.8	0.9	0.2	0.1
Spelling	Kambala	6.8	21.6	43.2	23.9	2.3	2.3	0	0	0	0
	State	5.0	17.3	32.3	27.8	11.3	4.4	1.1	1.0	0	0
Numeracy	Kambala	11.2	28.1	36	20.2	5.6	0	0	0	0	0
	State	9.3	16.1	28.1	29.9	14.1	2.3	0.1	0.1	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.

NSW Higher School Certificate (HSC)

In 2022, 87 Year 12 students completed the HSC program seeking an Australian Tertiary Admission Rank (ATAR). 10 students were placed on the HSC All-Rounders list for students who achieved 10 or more units at Band 6 level while three students were on the Top Achievers list, having achieved one of the highest places in a HSC course. 78 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 the Creative Arts, a number of HSC students were nominated for HSC Design and Technology Showcase, SHAPE and Visual Arts students nominated for ARTEXPRESS. Five Visual Arts students have had their works exhibited at Galleries across NSW.

NSW Higher School Certificate (HSC) Examination Results – 2 Unit Courses

Proportion of students as a comparison of Kambala achievement with State achievement in 2022.

2022 HSC State vs School Band Analysis %

HSC 2 UNIT SUBJECTS	Number studying subject	Kambala Band 6 %	State Band 6 %	Kambala Bands 5 & 6 %	State Bands 5 & 6 %	Kambala Exam Average	State Exam Average	Kambala/ State Variation
Aboriginal Studies	1	0	14.54	100	33.5	82.6	72.61	9.99
Ancient History	13	69.23	8.37	92.30	33.35	89.58	71.98	17.6
Biology	26	19.23	6.31	76.92	26.65	82.5	70.03	12.47
Business Studies	30	33.33	10.38	66.66	34.5	83.27	73.95	9.32
Chemistry	15	0	9.18	66.66	33.03	79.57	72.51	7.06
Chinese Continuers	2	100	41.06	100	75.35	91.7	84.87	6.83
Design and Technology	20	40	12.73	85.00	47.02	86.4	77.62	8.78
Drama	7	71.42	20.51	99.99	58.44	91.6	80.71	10.89
Economics	17	47.05	14.46	88.22	49.23	86.61	77.26	9.35
English Standard	4	0	0.55	0	15.36	71.85	69.88	1.7
English Advanced	83	57.83	14.5	95.17	67.09	88.8	81.53	7.27
French Continuers	3	100	26.07	100.00	57.78	92.2	80.38	11.82



Comparison with Statewide Performance and Similar Schools

Overall student achievement in 2022 remained well above the State average, which has been a consistent trend in recent years. *The Sydney Morning Herald* ranked Kambala 14th 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.

2022 HSC State vs School Band Analysis % continued.

HSC 2 UNIT SUBJECTS	Number studying subject	Kambala Band 6 %	State Band 6 %	Kambala Bands 5 & 6 %	State Bands 5 & 6 %	Kambala Exam Average	State Exam Average	Kambala/ State Variation
Geography	5	20.00	10.73	60.00	41.94	80.56	75.19	5.37
Latin Continuers	7	0	38.29	57.14	74.46	81.53	84.31	-2.8
Legal Studies	16	43.75	14.48	68.75	40.55	83.56	73.78	9.78
Mathematics Standard 2	27	11.11	7.32	55.55	28.82	78.95	70.87	8.08
Mathematics Advanced	41	21.95	22.53	58.53	48.88	81.25	78.31	2.94
Modern History	31	30.00	9.76	73.33	34.17	84.12	73.67	10.45
Music 1	4	75.00	21.52	100	69.06	90.15	81.88	8.27
Music 2	3	0	33.91	100	86.1	88.33	86.4	1.93
PDHPE	10	20.00	5.15	50	25.81	79.44	69.75	9.69
Physics	6	0	12.31	50	41.3	73.65	74.25	-0.62
Studies of Religion I*	21	52.38	10.35	90.47	40.68	44.16	37.91	6.25
Studies of Religion II	6	0	10.05	50	46.25	80.33	76.82	3.51
Visual Arts	33	66.66	16.40	99.99	65.62	90.59	81.36	9.23

*1 unit subject /50.

Number of Students in Bands E3 and E4 in Each Subject Studied at Kambala

2022 HSC Band

EXTENSION COURSES	Number studying subject	Kambala Band E4 %	State Band E4 %	Kambala Bands E3 & E4, %	State Bands E3 & E4, %	Kambala average /50	State average /50	Kambala/ State variation
Chinese Extension	2	50	59.01	100	98.35	45.2	44.43	0.77
English Extension 1	29	89.65	39.51	99.99	92.36	46.53	41.79	4.74
English Extension 2	10	60.00	29.42	100	84.88	44.58	39.89	4.69
French Extension	1	100	13.26	100	86.72	45	39.34	5.66
History Extension	19	57.89	25.34	94.73	83.51	43.24	39.47	3.77
Latin Extension	4	100	78.31	100	95.17	46.25	45.59	0.66
Mathematics Extension 1*	21	19.04	34.67	66.65	73.36	73.05	77.45	-4.4
Mathematics Extension 2*	6	16.66	39.51	99.99	85	81.83	81.43	0.4
Music Extension	3	100	76.2	100	97.44	45.67	45.75	-0.08

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

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

SUBJECT	2022	2021	2020	2019	2018	2017	2016
Aboriginal Studies	100	-	-	-	-	-	-
Ancient History	92.30	71.43	100	81.81	90	92.29	100
Biology	76.92	68.42	57.13	83.32	61.53	71.42	70.83
Business Studies	66.66	91.18	86.19	87.50	90	85.70	84
Chemistry	66.66	66.66	91.67	50	40	61.10	60
Chinese in Context	-	100	-	100	-	-	-
Chinese Continuers	100	100	-	-	-	-	-
Design and Technology	85.00	81.25	83.33	100	80	89.46	100
Drama	99.99	100	100	100	53.83	100	100
Economics	88.22	95	69.22	100	100	100	80
English Standard	-	43.48	45.45	66.67	57.13	54.54	-
English Advanced	95.17	100	94.91	96.55	90.78	89.46	88.05
Food Technology ¹	-	-	-	-	-	50	100
French Continuers	100	100	100	66.67	75	87.50	75
Geography	60.00	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	57.14	100	-	100	100	100	75
Legal Studies	68.75	71.43	94.44	100	89.47	89.47	100
Mathematics General 2 ²	-	-	-	-	53.83	47.05	50
Mathematics Standard 2 ²	55.55	55	37.49	42.29	-	-	-
Mathematics Advanced	58.53	42.11	61.28	51.71	64.69	75.75	83.77
Modern History	73.33	68.88	47.04	84.61	86.48	62.95	79.16
Music 1	100	100	100	100	75	100	100
Music 2	100	100	100	87.50	100	100	100
PDHPE	50	64.71	63.63	56.25	73.32	58.81	76.91
Physics	50	75	100	66.67	60	60	66.67
Studies of Religion I ³	90.47	70	50	100	75	-	-
Studies of Religion II	50	80	-	-	-	-	-
Visual Arts	99.99	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)

Subjects Undertaken External to Kambala

SUBJECT	Number studying	Kambala Band 6 %	State Band 6 %
Engineering Studies	4	0	8.82
Japanese Continuers	1	100	23.86
Korean Beginners	1	0	26.12
Spanish Continuers	2	0	14.86

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

SUBJECT	2022	2021	2020	2019	2018	2017	2016
Chinese Extension	100	-	-	-	-	-	-
English Extension 1	100	100	100	94.73	100	100	100
English Extension 2	100	100	100	100	90.90	100	100
French Extension	100	100	100	100	-	100	100
History Extension	94.73	79.16	77.77	95.44	88	92.85	88.23
Latin Extension	100	100	-	100	100	-	100
Mathematics Extension 1*	66.65	83.34	76.18	100	78.94	100	73.33
Mathematics Extension 2*	100	100	66.67	75	100	100	100
Music Extension	100	100	100	100	100	100	100

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

International Baccalaureate (IB) Diploma

In 2022, 16 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 2022

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

SUBJECT	NO. STUDENTS	KAMBALA AVERAGE	AVERAGE GRADE (WORLD-WIDE)
English Literature SL	9	5.44	5.02
English Literature HL	7	5.57	5.45
Chinese – Mandarin SL	1	7.00	6.55
Chinese – Mandarin HL	4	6.75	6.70
French B SL	1	7.00	5.53
Latin B SL	1	6.00	5.63
Latin B HL	1	6.00	6.07
Spanish ab initio SL	8	6.13	5.40
Economics SL	1	6.00	5.47
Economics HL	4	5.25	5.58
Global Politics HL	4	7.00	5.35
History HL	4	6.25	4.32

Comparison of Kambala Average Grade and Global Average in 2022 continued.

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

SUBJECT	NO. STUDENTS	KAMBALA AVERAGE	AVERAGE GRADE (WORLD-WIDE)
Psychology SL	1	6.00	5.03
Psychology HL	3	6.33	4.85
Biology SL	6	5.67	4.01
Biology HL	3	6.33	4.85
Chemistry SL	3	5.67	4.22
Chemistry HL	3	6.33	5.49
Physics SL	2	5.50	3.98
Physics HL	1	6.00	5.43
Mathematics AA SL	10	5.70	4.40
Mathematics AA HL	2	7.00	5.41
Mathematics AI SL	4	5.25	4.20
Music SL	3	6.67	5.64
Visual Arts HL	6	4.83	4.80

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher Standards

In 2022 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 5 staff successfully attaining their proficiency. At the higher levels of accreditation, 4 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 (2023), 11 teachers are commencing their accreditation pathway to proficiency, 8 Experienced Teacher and one teacher is considering the Highly Accomplished Teacher pathway. Relevant information sessions began in 2022 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	180
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 2022, including casual staff

Teacher Accreditation

The number of teachers at the various levels of teacher accreditation by the end of 2022 is shown in the table below.

STAFF NUMBERS	
Level of accreditation	Number of Teachers
<i>Conditional</i>	17
<i>Provisional</i>	8
<i>Proficient Teacher</i>	155

Professional Learning

Kambala prioritises the professional learning of its staff through the provision of a variety of professional development opportunities. Kambala's Institute of Teaching Excellence (KITE) has continued to provide inspired learning for Kambala teachers through its professional development offerings and initiatives. In 2022, this included staff grants for further study, guest speakers, leadership workshops and supporting individuals to attend external courses and workshops.

Networking opportunities were facilitated under KITE, with staff attending branch meetings and participating in conferences designed for networking in the girls' school community. This included participation at the International Coalition of Girls' Schools Conference in Boston, USA, where three staff members presented.

Under KITE in 2022, teachers worked collaboratively in faculty and across-school groups, and through their learning together, a collaborative professional environment was the focus of meetings and staff days.

Teachers at Kambala are encouraged to continue their own professional learning in order to maintain their accreditation and also to commit to practice improvement and professional growth. Details of professional learning for 2022 are included in the Appendix.

Workforce Composition

STAFF NUMBERS			
Staff descriptions	Casual	Part-time*	Full-time*
Teaching staff	43.0	34.0	103.0
Full-time equivalent teaching staff	3.7	23.3	103.0
Non-teaching staff	166.0	39.0	66.0
Full-time equivalent non-teaching staff	15.7	22.9	66.0

*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 2022. The data range covers from 1 January 2022 to 31 December 2022 inclusive.

YEAR GROUP	ATTENDANCE %
Preparation	96.35
Transition (K)	96.54
Year 1	96.4
Year 2	96.81
Year 3	95.92
Year 4	94.86
Year 5	95.89
Year 6	95.23
Year 7	89.61
Year 8	90.56
Year 9	90.68
Year 10	90.15
Year 11	88.5
Year 12	88.54
Total Average	92.07

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 also records attendance during Mentor 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 – Edumate.
- 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 with Senior Reception. 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 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 Director of Students supports attendance as directed by the Head of Senior School. 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 sign out via Senior Reception 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 and Head of Year maintain an overview of student absences. The Deputy Principal – Wellbeing and Boarding, will contact parents or guardians in instances of excessive lateness or absence and unexplained absence. The Head of Student Life supports attendance as directed by the Deputy Principal – Wellbeing and Boarding. 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

The actual student retention rate from Year 10 in 2020 to Year 12 in 2022 is 90 percent. This is lower than the retention rate in previous years. Based on the information provided to the School, the majority of these students left owing to COVID-19 travel restrictions with a smaller number transferring to another comparable school for a change of environment for the final years of schooling.



Post-School Destinations

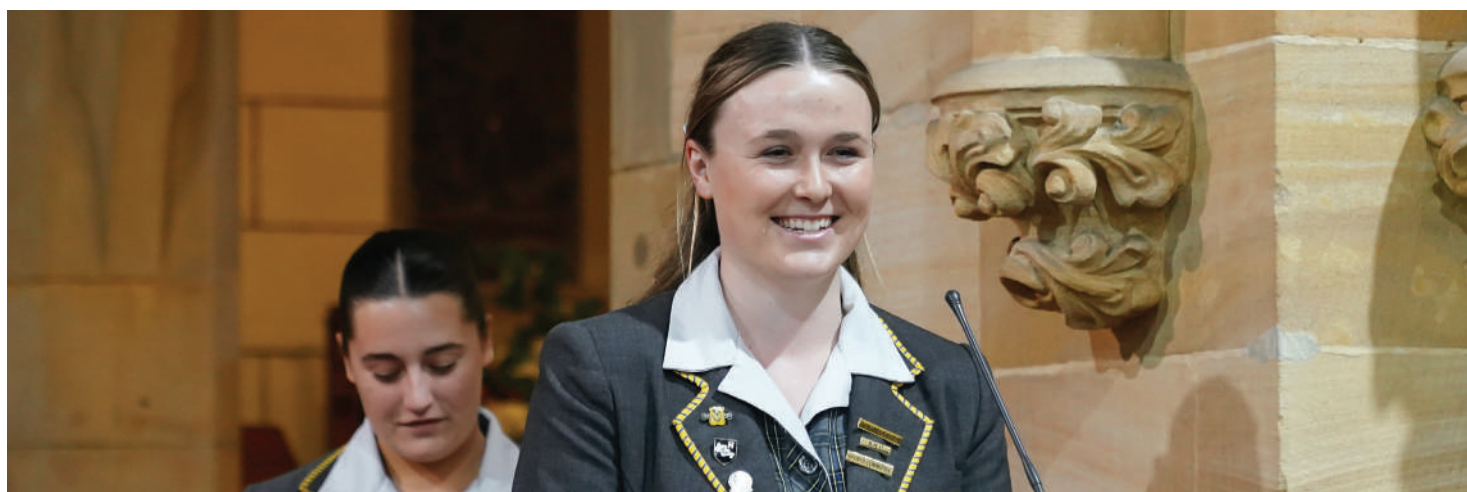
The Kambala 2022 cohort of students have accepted offers to study at universities in NSW, ACT, Queensland and Victoria. At an International level, Kambala students have accepted offers from Ivy League Colleges in the United States such as the University of Pennsylvania and Cornell University. In the UK, our graduating students of 2022 have accepted offers from Cambridge, Oxford, Durham University and UAL Central Saint Martins.

Kambala has provided extensive assistance to students in their applications through the various Tertiary Admission Centres in Australia, the Common App (USA), UCAS (UK) or direct to universities. Specific assistance has been given so that students can submit high quality personal statements, professional resume updates, comprehensive academic references and other relevant documentation such as transcripts, school reports and the Kambala School Profile.

UNIVERSITY OFFERS ACCEPTED	NO. STUDENTS
University of Sydney	37
University of Technology Sydney	19
University of New South Wales	18
Australian National University	8
Bond University	1
University of Queensland	1
University of Melbourne	5
University of Newcastle	1
Charles Sturt University	1
University of Wollongong	1
Overseas University	7

In relation to chosen courses, Commerce/Law degrees have proven the most popular among this cohort. Arts and Science degrees are next highest in popularity, as seen in the chart below. These selections follow a similar pattern to the previous cohort choices.

STUDY FOCUS OF THE 2022 HSC COHORT	NO. STUDENTS
Psychology	3
Communications	4
Arts/Music/Fine Arts	14
Science	9
Law/Commerce	20
Bio Med/Science	5
Inter Relations/Business	2
International Relations	3
Business/Sports Management	6
Vet Science	2
Commerce/Business	10
Environment/Sustainability	1
Physiotherapy	2
Nursing/Midwifery	2
Criminology	3
Engineering	3
Education	1
Radiology	1
GAP Year	5
Non-ATAR	1





SCHOOL POLICIES

Kambala strives to provide the best, most supportive and safe environment for learning, self-discovery and personal development which: minimises risk of harm and ensures students feel secure, ensures the emotional wellbeing of all students and provides student welfare policies and programs that nurture and support the individual needs of students.

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

Student Welfare: Pastoral Care Policy

No changes in 2022.

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.

All teachers and staff at Kambala are responsible for Pastoral Care and for administering Pastoral Care in all classes and extra-curricular activities. Kambala has a Counselling Department, which is led by the Head of Counselling.

Anti-bullying: Safe and Supportive Environment Policy

No changes in 2022.

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

- ◆ learning takes place in a safe and supportive environment
- ◆ personal possessions and School property are treated with care and respect
- ◆ School Values are upheld within the wider community
- ◆ a Christian ethos underpins our interactions.

The aim of Kambala's approach to bullying is to create a situation where all parties can co-exist peacefully in a caring and safe environment. The School promotes resolution and restorative practices rather than punishment. A positive approach, which seeks to bring about change in the behaviour and thinking of the student(s) who are bullying will be used wherever possible. Kambala endorses the method of shared concern, a non-punitive method for responding to bullying situations. It should be noted, however, that responses to bullying will be tailored to suit the situation. At all times, discretionary judgement will be applied according to the severity, frequency and the duration of the bullying situation and age of the students involved.

Discipline: Student Discipline Policy

No changes in 2022.

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

Kambala is committed to ensuring procedural fairness when disciplining a student. Students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and parent will be informed of the procedural steps to be followed.

Complaints and Grievances Resolution: Complaints Handling Policy and Procedures

Minor changes made to ensure accurate references to other policies and position titles.

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

SCHOOL DETERMINED IMPROVEMENT TARGETS

2022 marked the fourth year of implementation of the *Kambala Strategic Plan 2019–2023*, launched in 2018. We continued to assess progress throughout 2022 to ensure we were on the right track as we moved forward.

Academic Excellence

PRIORITIES	ACHIEVEMENT	STATUS
Enhancing our teacher practices and knowledge	Development of the strategic project, The Kambala Institute of Teaching Excellence (KITE). The program is designed to attract, retain and develop outstanding teachers and educators now and into the future. It is designed to support our Academic Excellence Key Pillar and to create the framework and conditions for teachers to reach new heights in their professional practice and career development.	Ongoing
	The KITE framework includes high quality professional development courses, peer observation programs, performance and development plans, peer coaching and research fellowships for further study.	Ongoing
	In 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
Review and develop creative approaches to curriculum, teaching and learning	A STEM internship program was planned and launched in 2020 with further opportunities offered in 2022 and continuing to grow in 2023.	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
Developing new frameworks for feedback	STEM Champions have continued 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 rolled 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
Enhancing Sport, co- and extra- curricular activities	Continued implementation of the Kambala Sports Strategy.	Ongoing
	A new newsletter (The Huddle) for sporting fixtures and results provided to the community has continued to be published in 2022.	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
Delivering a leading experiential education and service learning experience	Continued development of the SHINE Passport strategic project which will shape the students' experience at the School and provide the opportunity to participate across a diverse range of experiential and service learning activities, to prepare for life after school. Design and development will continue into 2023.	Ongoing
	Service learning immersion program to Cape York for all Year 9 students planned for 2020 delayed by COVID-19 took place in partially in 2021 and fully in 2022.	Ongoing
Visible culture of care for students and staff	Students 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 <i>Respect</i> 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 <i>Community</i> and <i>Care</i> . The opportunity to develop core values of the true whole girl that expose each students' mind, heart, body and soul to grow and strengthen. The goal of SHINE 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. 2022 has seen the further development of this program.	Ongoing
	Staff 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 and continued into 2022 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 the whole school including staff was postponed in 2022 and planned for 2023.	Ongoing

Community

PRIORITIES	ACHIEVEMENT	STATUS
Cultivating connections	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
	The Women in STEM Forum continued throughout 2022, 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
Diversity and inclusion	Reconciliation Week and NAIDOC Week celebrations were held at the School in 2022.	Completed
	Key days of significance that were celebrated throughout the School include: <ul style="list-style-type: none"> ♦ Harmony Day ♦ RUOK Day ♦ International Women's Day 	Completed

Sense of Place

PRIORITIES	ACHIEVEMENT	STATUS
Program of renewal and rejuvenation	In 2022 a number of capital works were completed to protect and enhance our beautiful historic campus. This work continues into 2023.	Ongoing
Develop learning precincts	Limited planning of new learning precincts took part in 2022. Plan to revisit and plan for learning precinct opportunities on the existing site in 2023.	Ongoing
Develop a sporting precinct	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 continuing to be developed for 2023.	Ongoing

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Pastoral Care in the Junior School continued to focus on enhancing and promoting the Kambala School Values of Humanity, Courage, Curiosity and Respect. Not only do these values guide our practice and interactions in the Junior School, but they also underpin our programming from Preparation through to Year 6. Our programs link to these values and ensure that our students are making real world connections while understanding the importance of Respect and Responsibility in the classroom, on the playground and in all they do. In the Junior School we take a proactive and preventative approach towards student wellbeing, informed by a Positive Behaviour for Learning framework. We ensure that our Pastoral and Personal Development Programs are evidence based and focused on using teachable moments for students to understand behavioural responses and social skills.

In 2022 we continued our work with the Yale University's RULER program which is covered from Prep to Year 6. This program helps to build emotional intelligence and supports students in understanding and appropriately regulating their emotions as well as dealing with conflict and building resilience. We continued to deliver evidence-based programs introduced in recent years that have proven to be effective. Prep to Year 2 utilises the resilience program "Bounce Back" (developed by Educational Psychologists Toni Noble and Helen McGrath) Year 3 and Year 4 utilise the Zones of Regulation program of social emotional learning (Kuypers 2011). In June we celebrated a "Day of Friendship" led by the socialisation program "URStrong" and parents attended a Parent/Daughter Webinar to further understand and develop the Language of Friendship. In 2022 the Butterfly Foundation's Body Positivity program was presented to Stage 3 students for the third year in a row and Junior School parents were invited to a seminar on supporting body confidence in their daughters. All parents were also invited to a YSafe Cyber Safety Information Session and the YSafe program was delivered to students in Stages 2 and 3.

Thanks to the initiative of Kambala Old Girl Chanel Contos, consent and building healthy relationships was a big focus in 2022. We introduced "My Underpants Rule" for our Kindergarten students and "Staying Safe with Emmy and Friends" for our Year 1 and 2 students. Students in Years 3 and 4 revisited these messages in units on Personal Safety and Healthy relationships and in Years 5 and 6 we introduced sessions focusing on body image and social media ("Real or Fake?") and peer pressure ("When to Say No") to further extend the work that students from Years 4 to 6 cover with expert Judith Krause in sessions 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. These workshops are placed 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. Stage 3 students were able to further extend their understanding of these protective factors in PDH lessons.

The pastoral, personal development and wellbeing programs in the Junior School ensure a continuity in messaging allowing our students to continue to build on their knowledge and understanding of the Kambala values and the importance of Respect and Responsibility to all.

Wellbeing

Experiential Education

The Cultural and Service learning immersion program to Cape York for all Year 9 students planned for 2020 delayed by COVID-19 finally took place in 2022 in it's full program. Established with our partners Red Earth for the SHINE program, it touched on the Heart, Service and Global Citizenship Dimension and the development of the following skills and capabilities: identity, Self-determination, Connection to community, Cultural appreciation and social justice, Spirituality, beliefs and values. Students spent 10 days in far north Queensland learning on country from elders on their homelands.

Service Education

Service programs were conducted within school as external opportunities were still hindered by COVID-19. Service programs included Year 9 creating hand sewn trinkets representing Kambala's motifs of the 'fair hill of flowers' and the 'sun'. These were given to Transition to celebrate their first year of school.

Year 8 worked with Kids Giving Back to create meal packs for underprivileged school children. This was facilitated in the Boarders dining room.

It is hoped that in 2023, more community based service opportunities can be experienced.

Visible Culture of Care for Students and Staff

School psychologists supported pastoral care with a range of initiatives that brought them into the classroom. Such initiatives not only foster a learning of skills but also a familiarity with the staff who the girls can access when needed. Initiatives include, the Resources Adolescent Program (RAP), Heroic Imagination and Mindfulness in Senior Years

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.



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.

The Yale University RULER program continued in 2022 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.

Wellbeing programs and mentor periods have provided opportunities for Senior School students to learn from a range of external providers on Drug and Alcohol, Cybersafety, Mindfulness, Body Image, Consent, Study Skills and Careers in STEM. This allows students to explore their approach to life and learning and work on relationships, develop resilience and manage challenging situations.

Wellbeing in boarding focused on positive relationship building and leadership. Students had the opportunity to work with Burn Bright in both these areas. Student leaders have been instrumental in the development of culture within boarding post COVID-19. Boarding students also celebrated National Boarding Week with invitations extended to friends and staff for an afternoon High Tea and Dinner with Boarding friends.

Staff

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.

Boarding staff engaged with professional learning conducted through ABSA (Australian Boarding Schools Association). Training ranged from Understanding Risk to How to celebrate boarding.

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 2022, 56 parents (Year 12) and 64 Year 12 students 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. There are feedback opportunities for staff 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:

- ◆ 88% of parents noted their expectations were met or exceeded in relation to the quality of teaching
- ◆ 93% of parents noted their expectations were met or exceeded in relation to the balanced education
- ◆ 93% of parents noted their expectations were met or exceeded in relation to academic standards
- ◆ 88% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
- ◆ 81% of parents noted their expectations were met or exceeded in relation to the School leadership

Students

A selection of the students' 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:

- ◆ 82% of students noted their expectations were met or exceeded in relation to the quality of teaching
- ◆ 92% of students noted their expectations were met or exceeded in relation to the balanced education
- ◆ 88% of students noted their expectations were met or exceeded in relation to academic standards
- ◆ 74% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
- ◆ 83% of students noted their expectations were met or exceeded in relation to the School leadership

Parent quotes on what they value about Kambala School

"I feel the morals are in line with our family values, such as empowering emerging generations to be the best versions of themselves and doing so in a compassionate and authentic way."

"Kambala has a great reputation as a leading school."

"Knowing my daughter is in great hands on every level of her development."

"My daughter loves going to Kambala – it makes her happy!"

"Support for wellbeing and academic emphasis."

"That they are taking good care of my daughters in terms of academic achievement and social development."

"The fact my daughter LOVES school and is clearly getting everything out of school life that I could hope for her."

"The pastoral care mix with student excellence in academic, sport and extra-curricular."

"Transparency and inclusion in my daughter's education."

"A long history, and an amazing opportunity for my daughter."

"Friendship, being valued, made to feel welcome, appreciated for what I do and our involvement in the life of the School."

"High quality education in a balanced caring environment."

"How my daughters and I have been supported in every way. I feel it is a great school overall and it's wonderful to be associated with passionate educators."

“My daughters delight and happiness. She really loves it and it’s an important part of her sense of belonging and her community. On this front it’s an amazing place.”

“The fact that my daughter is so incredibly happy at Kambala.”

“The quality of the education and music program. Plus, the extra opportunities that are available. The school counsellors are wonderful.”

“The sense of care and commitment to an all round education.”

“Support from some key staff members and the extraordinary commitment of some teachers. The teaching during the HSC years has been excellent and the dedication shown by the staff has been amazing.”

“The teachers are the most valuable asset of the school.”

Student quotes on what they value about Kambala School

“What I most value is the kind peers and teachers at this school.”

“Academics and having lots of different things to choose from.”

“I value that I get to come to such a good school, and they provide good opportunities for me.”

“I appreciate that we have the space to learn like the science lab, music centre, swimming centre, gymnasium and the oval. Also how we get the opportunities to expand our minds.”

“My academic and sporting opportunities and friendships.”

“I really like being at the school because it is a very supportive place and I also love being with my friends.”

“I value my excellent education and the many opportunities I am offered.”

“I love the amount of support the school gives you with your wellbeing”

“I value how caring not just some people, but everyone is and how inclusive everyone is.”

“I value the care the teachers have for the students.”

“Everyone is caring and respect each other.”

“I value the experience of teachers.”

“Nice learning environments and places to learn. They have a family sensation.”

“The bond between teachers and year groups.”

“The relationship that I have built during my school years.”

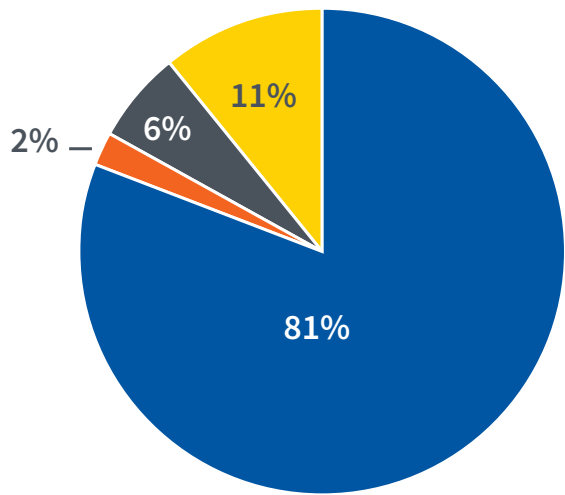
“The ongoing support and connections that I will have moving forwards from my time here.”



SUMMARY OF FINANCIAL INFORMATION

Total Income – 2022 Actuals

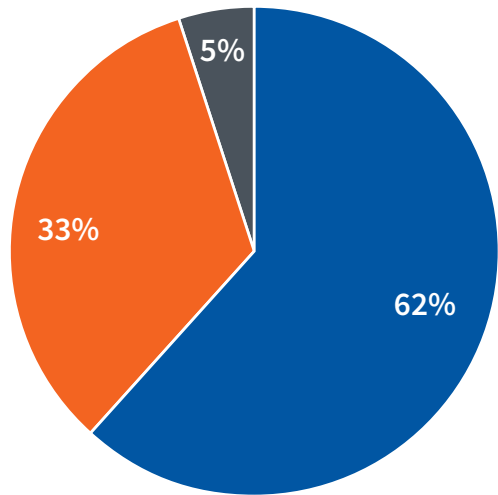
INCOME SOURCE	AMOUNT (\$)
Fees and private income	37,174,438
State recurrent grants	1,087,764
Commonwealth recurrent grants	2,740,094
Other capital income	4,915,188
Total income	45,921,483



- Fees and private income
- Commonwealth recurrent grants
- State recurrent grants
- Other capital income

Total Expenditure – 2022 Actuals

EXPENSE	AMOUNT (\$)
Salaries, allowances and related expenses	28,382,060
Non-salary expenses	15,304,082
Capital expenditure	2,291,172,877
Total expenditure	42,977,314



- Salaries, allowances and related expenses
- Non-salary expenses
- Capital expenditure

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). 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 2022.

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	NSW/ACT IB Coordinators Regional Meeting	1
Senior School	"Recovery During a Pandemic: Health Concerns, Supply Disruptions and Price Pressures (IMF)"	2
Senior School	"Review of the 2021 HSC Exam and Teaching Strategies in HSC Business Studies."	1
Senior School	14th - 16th October, 2022.	1
Senior School	2022 annual Bilingualism Matters National Conference	1
Senior School	2022 Disability Provisions, the why the what and the how	1
Senior School	2022 ECA National Conference- Passion to Power: Our Future Profession	1
Senior School	2022 Future Focussed STEM - STEM for the Global Learner - NESA Accredited	1
Senior School	2022 HSC Exam Committee - French Continuers	1
Junior School	2022 ICT Management and Leadership Conference	1
Senior School	2022 Winter Leadership Program	1
Senior School	A partnership of play'	1
Senior School	Aboriginal and Torres Strait Islander Perspectives in Creative Arts	1
Senior School	Aboriginal and Torres Strait Islander Perspectives in Mathematics Blended Learning Experience	1
Senior School	Aboriginal and Torres Strait Islander Voices in Literature	1
Senior School	ABORIGINAL EDUCATION MATTERS: AN INTRODUCTORY WORKSHOP	1
Senior School	ABSA Duty of Care Workshop 1	1
Senior School	Accreditation network	1
Junior School	ACEL Conference	1
Senior School	ACT/NSW Regional IB Coordination Quarterly Meeting	1
Junior School	ACTFL 2022 Boston Convention	1
Senior School	AHISA Director of Studies Conference	1
Senior School	AIS English Conference	1
Junior School	AIS Management and Leadership Conference	1
Senior School	AIS Research Symposium - Leading Evidence Informed Practice	1
Senior School	AIS Senior Leaders Online	1
Senior School	AIS Teacher Librarian Conference - Growing Green Libraries: Learning Centres of Sustainability	1
Senior School	AISNSW Aboriginal and Torres Strait Islander Boarding Network Symposium 2022 - Engaging with Aboriginal Boarding Students from a Cultural Perspective	1
Senior School	AISNSW Curriculum Leadership Conference: Riding the Waves of Curriculum Reform	1
Junior School	AISNSW Deep Learning Lab: Level Up: Precision in Pedagogy	1
Senior School	AISNSW ICT Management and Leadership Conference 2022	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	AISNSW Mathematics Conference 2022 - Mathematics Heads of Department Day	2
Senior School	AISNSW PDHPE Conference 2022 - The Power of Purpose	1
Senior School	AISNSW Studies of Religion Conference	2
Senior School	AISNSW Teacher Librarian Reading Symposium - Reimagining approaches to reading in schools	1
Senior School	AISNSW Wellbeing Conference 2022 - Along For The Ride	3
Senior School	Annual Careers Adviser Update	1
Senior School	Annual Conference Texts Actually	1
Senior School	Annual IB Mock / Trial Collaborative Project	1
Senior School	Anti-Discrimination Legislation Masterclass	1
Senior School	Archbishops Day for Chaplains	1
Senior School	Aspiring Heads of Department: English	1
Senior School	Assessor for 2022 French Extension Higher School Certificate examination	1
Senior School	AUSTRALASIAN WELLBEING IN EDUCATION CONFERENCE 2022	1
Senior School	Biology (Cat.1)	1
Senior School	breakfast with Andy Crouch	1
Senior School	Business Studies Examination Preparation	1
Senior School	Certificate in Early Education Leadership (CEEL)	1
Senior School	Chemistry Category 1	1
Senior School	Chemistry Category 2	1
Senior School	Chinese Extension Double Marking at The Kings School	1
Senior School	Collaboration meeting with Social Science teachers from Kambala, Pymble Ladies College; SCEGGS and SCOTS	1
Senior School	Compulsory Level 2 Training for Duke of Edinburgh's Award	1
Senior School	Connect Around Data – Continuous Reporting	2
Senior School	D2 ~ Timetable Development D2 Timetable Development Part 1 - The Timetabling Process	1
Senior School	Dealing with Difficult Parents	1
Senior School	Deepening the Learning in English – Communication and Collaboration	1
Senior School	Deepening the Learning in Technology Mandatory	2
Senior School	Digital Technologies Curriculum with the BBC micro:bit	1
Senior School	DUTY OF CARE WORKSHOP 2	1
Senior School	Dwell in Possibility: English Extension 1 and 2 Symposium	3
Senior School	Education Perfect EPIC Conference	1
Senior School	EduTech 2022	1
Senior School	Edval - D1 - Timetable Essentials	1
Senior School	Edval Webinar - Timetable Construction Tips And Tricks	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	Effectively Teaching the Big Ideas of Mathematics	1
Senior School	English: Studying Fiction	1
Senior School	EPIC - innovate and collaborate	1
Senior School	EPIC 2022	1
Senior School	Epic Sydney 2022 (Education Perfect)	1
Senior School	Essentially Ellington Teacher Workshop	3
Senior School	Extension 2 Pack plus student resources	1
Senior School	First Aid	1
Senior School	Focus on Stage 6 Science Webinar	1
Senior School	Fostering Creativity in the Classroom	1
Senior School	French Extension Lesson Observation	1
Senior School	French Teacher Immersion Course	1
Senior School	From Safe to Loving: Building Schools that Foster Individual and Collective Wellbeing for Gender & Sexual Minority Youth	2
Junior School	GARC	1
Senior School	Geography Conference - Geographies of impact	1
Senior School	Global Forum on Girls' Education® III	3
Senior School	Growing Green Libraries - Learning Centres of Sustainability	1
Senior School	HALT Assessor Training	1
Junior School	Helping Girls Manage Intense Emotions	1
Senior School	Helping girls manage intense emotions Dr Lisa Damour WEBINAR	2
Senior School	Hook Line and Sinker: Engaging the Upper Primary Student	1
Senior School	HSC Disability Provisions workshop (online)	1
Senior School	HSC Mathematics Extension 2 (Online Long Course)	1
Senior School	IB Classical Languages Cat 1 & 2	1
Senior School	IB Diploma History Category Three	1
Senior School	IB Feedback Day at Lauriston	1
Senior School	IB Mock collaborative project	1
Senior School	IB SEHS	1
Senior School	IBDP Languages Network Day	1
Senior School	IBDP/NESA Cross Mapping Day	1
Senior School	ICGS Webinar: Leadership, Entrepreneurship, & Global Connections	1
Senior School	ICT in schools Summit	1
Senior School	INSIDE THE EDUMATE-EDVAL SYNCING PROCESS	1
Senior School	Introduction to Adobe Illustrator	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	Introduction to Experienced Teacher 2023 Webinar	1
Senior School	Introduction to leadership coaching	3
Senior School	IPSHA Biennial National Conference	1
Senior School	IPSHA NSW PDHPE Workshop	1
Senior School	IPSHA Umbrella Group	1
Senior School	Kodaly Australia Conference	1
Senior School	Kodaly National Conference	1
Senior School	Koori Curriculum Book Summit	1
Senior School	LawSense Best Practice Note-Taking & Record Keeping In Schools NSW	1
Senior School	LawSense Dealing with Difficult Parents	1
Senior School	Leadership in Aboriginal Education e-Conference	1
Senior School	Leading the Implementation of the New English K-2 Syllabus	1
Senior School	Leading the Implementation of the New Mathematics K-2 Syllabus	1
Junior School	Learnership - the Skill of Learning	1
Senior School	Legal Studies – Authentic Teaching and Learning Practices for Student Success	1
Senior School	Legal Studies Association Conference 2022	1
Senior School	Legal Studies: Examination Preparation	1
Junior School	Library visit	1
Senior School	LSA Annual Conference 2022	1
Junior School	Making Assessment Count - Quality Assessment Matters	1
Senior School	Making Classroom Observations and Providing Feedback	1
Senior School	Managing the Extended Essay	1
Senior School	MANSW Annual Conference	3
Senior School	Mathematics Conference 2022 - Mathematics Heads of Department Day	1
Senior School	Middle Leaders Online	1
Senior School	Middle leaders, pedagogy and wellbeing workshop	1
Junior School	Mini-COGE Course	1
Senior School	NAFT (NSW Association of French language Teachers) Conference 2022	2
Senior School	Newington College Mock/Trial Paper Initiative	2
Senior School	Newington IB Mock/Trial Writing Project	1
Senior School	Note Taking, Record Keeping and Privacy	1
Senior School	NSW Schoolbox User Forum 2022 - Greater Sydney Region	1
Senior School	NSW/ACT Regional IB Coordination Meeting	1
Junior School	Numeracy Essentials for K-2 teachers	2

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	ony Attwood - Managing Anxiety in Autistic Children and Adolescents	1
Senior School	Orff Mini Conference	1
Senior School	PASS Workshop 14 Feb 2022	1
Senior School	Personalised Learning Processes for Aboriginal Students - Self-paced Learning Experience	2
Senior School	PESA Conference 2022	1
Senior School	Planning and Programming for the new English K-2 Syllabus	1
Senior School	Positive School 2022 Mental health and Wellbeing Conference	1
Junior School	Pre Lit workshop	1
Senior School	Professional network opportunity - 12 FRX	1
Senior School	Professional support for 2022 ETSB supervisors	1
Senior School	Programming for Differentiation in Science	1
Senior School	PsyBA Master class: Managing tricky situations and problems in supervisory relationships	1
Junior School	Reaie 2022 research symposium	2
Senior School	Reimagining assessment in PE	1
Senior School	Renaissance - Drama NSW State Conference	1
Senior School	Review of the 2021 HSC Exam and Teaching Strategies in HSC Business Studies	1
Senior School	School library professional visit	1
Senior School	Schoolbox Meetup	2
Senior School	SEHS Network Day Monte Sant' Angelo Mercy College, North Sydney	1
Junior School	STANSW K-10 Conference	1
Junior School	STEAMposium	1
Senior School	STEM CONFERENCE 2022 STEM education innovation and creativity	1
Senior School	STEM PD	1
Senior School	STUDENT COUNSELLING - BOARDING CONTEXT	1
Senior School	Student wellbeing in the spotlight: Strategies from schools in Australia and New Zealand Webinar	1
Senior School	Studies of Religion Teacher's In-Service - Islam Syllabus	1
Senior School	Study Without Stress: eTraining for Professionals Course	2
Senior School	Supervising Teachers Progressing to Proficient Teacher Webinar	1
Senior School	Supporting Aboriginal and Torres Strait Islander Students in Boarding - Self-paced Learning Experience	1
Senior School	Supporting Teachers through Experienced Teacher Accreditation 2023	2
Senior School	Supporting teens with autism workshop	1
Senior School	Teaching Drama in the English Classroom	1
Junior School	Teaching Mathematics Through Inquiry K-6 - Blended Learning Experience [Webinar].	1
Senior School	The AISNSW Curriculum Leadership Conference 2022	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	NO. STAFF
Senior School	The Fluency Puzzle	1
Senior School	The Inclusive Classroom: Differentiating for ALL Students - Blended Learning Experience	1
Senior School	The new K-2 English & Maths Syllabus	1
Senior School	Thesis Preparation - Data Analysis using Qualitative Methods	1
Senior School	Timetable Solutions - Daily Organiser	1
Senior School	Timetabling Solutions - Student options	1
Senior School	Timetabling Solutions - Timetable Development	1
Senior School	Topics in HSC Mathematics Standard	3
Senior School	Trial Collaborative Examination Writing Project	1
Senior School	Understanding PAT Progressive Achievement workshop	1
Senior School	Understanding Play Theory	1
Junior School	Using Powerful Routines in Mathematics K-6 - Blended Learning Experience	1
Junior School	Using Quality Literature to Inspire Young Readers and Writers Blended Learning Experience	1
Senior School	Vectors: The What and The How (Extension 1 and 2)	1
Senior School	Visual Arts & Design Educators' Association Conference	1
Senior School	Visual arts (Cat.1)	1
Senior School	Visual Arts IB Category 1	1
Junior School	Vocal PD with Toni Powell	1
Senior School	Women in Leadership	1



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