



KAMBALA

Early Learning School to Year 12



PROSPECTUS

Humanity | Courage | Curiosity | Respect

Instilling unwavering courage and curiosity to educate women of ambition, integrity and consequence.





*“Instilling unwavering courage
and curiosity to educate
women of ambition, integrity
and consequence.”*

FROM THE PRINCIPAL

The Kambala girl is central to everything we do.

It is our mission to nurture and challenge every girl to realise her full potential for personal and academic excellence. We honour our heritage and Anglican traditions, whilst creating an environment of innovation and change. As a community we embrace diversity, foster inclusion, and celebrate our capacity to make a difference in the world.

Located in Sydney's eastern suburbs and overlooking the iconic Sydney Harbour, Kambala is a vibrant independent Day and Boarding school for girls which has been educating the 'whole girl' for over 130 years.

Kambala grew from humble beginnings, as a class of 12 girls taught in a terrace house in Woollahra by Miss Louisa Gurney, the daughter of an English clergyman. Louisa was later joined by Mademoiselle Augustine Soubeiran who became Co-Principal. The School moved in 1891 to a larger property in Bellevue Hill called 'Kambala'.

Kambala is a dynamic, contemporary school with a vision to provide a platform for 21st century education. We offer our girls a choice of learning pathways – girls can achieve the International Baccalaureate (IB) Diploma and NSW Higher School Certificate (HSC) – with the School consistently ranking among the top non-selective schools in Sydney. Our girls are academically ambitious and intellectually curious; empowered to inquire; driven to question; and inspired to make a difference.

The 21st century is also about embracing the value of every member of our community. At Kambala, support for each other is generous and real, and new families find themselves warmly welcomed into our vibrant School.

We are a school in the Anglican tradition. Our Christian heritage and practice provide a foundation for the moral and spiritual development of each girl, while at the same time respecting the diversity of cultures that make up our community.

Why Kambala?

- ◆ Your daughter's learning will be purposeful. We foster a culture of personal excellence and growth in our students, through academic rigour and a holistic approach to each girl's education.
- ◆ People, values, and learning is at the heart of what we do. Student and staff wellbeing, personal and professional, development and growth is our priority.
- ◆ We value and nurture community which links us to our heritage and creates a strong sense of belonging.
- ◆ As custodians of Kambala, we are committed to protecting our heritage, whilst creating a quality, dynamic learning environment for future generations.



Schools must be places that not only challenge students academically and spiritually, but must also be places where students feel safe, comfortable, cared for and accepted. For girls to enjoy school, staff also need to feel appreciated and valued. Central to our educational philosophy is a genuine commitment to the wellbeing and happiness of all staff and students.

Kambala is an exceptional and dynamic place of learning where girls can step out into the world confident in their capacity to make a difference. We welcome your daughter and family to join us.

Ms Jane Danvers

Principal



KAMBALA

HISTORY

Since our pioneering days in the late 1800s, the Kambala community has shared a common goal: to educate the whole girl.

Miss Louisa Gurney, the daughter of an English clergyman, founded Kambala in 1887. She conducted classes for 12 girls at a terrace house in Woollahra called Fernbank.

In 1891, Mademoiselle Augustine Soubeiran, who had assisted in the running of the School and taught French, joined Miss Louise Gurney as Principal and, to accommodate the growing number of girls, the School was moved to a larger property in Bellevue Hill called Kambala.

In 1913, with an enrolment of nearly 50, the School moved again, to its present site at New South Head Road in Rose Bay. Although the property was known as Tivoli, the School retained the name Kambala. The spacious home Tivoli, built in 1841, was the town house of Captain William Dumaesq.

Succeeding Principals, the Misses Clara and Minnie Roseby and Mrs Flora Stewart, continued to enrich the curriculum and increase the extra curricular activities offered to the girls.

In 1926 Kambala became a Church of England Foundation school controlled by an independent council. During Miss Fifi Hawthorne's tenure as Principal, 1933 to 1966, the School grew from 100 pupils to more than 660 and buildings and facilities expanded accordingly.

Miss Hawthorne's successor, Miss Joyce Gibbons, 1966 to 1984, contributed much to the role of art, music and public speaking in the curriculum. Mrs Barbara Monk, Principal from 1984 to 1987, did much for the growth of Junior School education and the introduction of computer technology.

Mr Peter Moxham, Principal from 1988 to 1999, led the School through a phase of curriculum consolidation and the completion in 1998 of a rigorous building program which commenced in 1994.

During Margaret White's tenure from 2000 to 2013, building on Hampshire House commenced, and the prestigious International Baccalaureate (IB) Diploma was introduced. Ms Debra Kelliher commenced as Principal in January 2014 until April 2017.

Mr Shane Hogan, Principal from 2017 to 2021, was a highly respected educator, holding previous leadership roles at St Aloysius' College, Saint Ignatius' College Riverview, The Scots College and St Vincent's College. During Mr Hogan's time his focus was the educational advancement and wellbeing of staff and students.

Kambala's Principal, Ms Jane Danvers is committed to continuing the Kambala tradition of academic excellence while nurturing each girl in our care. Ms Danvers has a global vision and believes in the importance of collaboration, structure and community. She continues to make Kambala a place of teaching excellence where we are led by a strong academic philosophy and every girl belongs.



The traditions and heritage we have inherited from our founders are, today, among our School's greatest assets. We take great care in our stewardship of our founders' mission to educate the whole girl through inspired learning, academic excellence, and empowering young women of integrity. We are fortunate that we can draw on the lessons and learnings of our School's forebears, recognising they were very much of their time, while looking forward and honouring our mission to nurture and challenge every girl to realise her full potential for personal and academic excellence.



STRATEGY

Purpose

Instilling unwavering courage and curiosity to educate women of ambition, integrity and consequence.

Mission

Kambala's mission is to challenge and nurture every girl to realise her full potential for personal and academic excellence.

We honour our heritage and Anglican traditions whilst creating an environment of innovation and change. As a community we embrace diversity, foster inclusion and celebrate our capacity to make a difference in the world.

Values

Humanity. We Cherish.

Inclusively and actively engaging with the world.

Courage. We Embrace.

Leading boldly, undaunted by challenge, advocating for ourselves and others.

Curiosity. We Seek.

Perpetually learning and forging our own meaning.

Respect.

We Honour.

Amplifying kindness with faith, empathy and heart.

Kambala has four strategic priorities that will be its focus until 2027.

Learning

We will ... engage our learners in a future-focused curriculum that fosters life-long curiosity and wellness designed with girls in mind.

Leading

We will ... amplify Kambala's position as a leading girls' school that prioritises growth, innovation and leadership in our staff.

Belonging

We will ... foster connection, inclusion, support and collaboration throughout our Kambala community.

Stewardship

We will ... provide judicious governance to ensure that Kambala continues to thrive as a leading girl's school in Sydney.



KAMBALA



HAMPSHIRE HOUSE – EARLY LEARNING SCHOOL

Kambala is a place where learning is an adventure. For our youngest learners, the adventure begins when they arrive at Hampshire House, our welcoming and nurturing Early Learning School.

Catering for girls and boys from six months to five years, Hampshire House embraces the Reggio Emilia education philosophy where children and adults learn and grow alongside one another. Children's learning develops from their involvement in long and short-term projects and play. These experiences help shape their understanding of their world. Central to daily life at Hampshire House is the partnership between educators, parents, children and the community. Kambala parents are active participants in their child's learning process, and educators encourage and welcome their input.

The design of Hampshire House has been carefully considered to maximise the potential and learning development of each child. The Nursery (six months to two years) allows for hands-on play and learning experiences, with a separate cot room for sleeping. The Toddler room (for children between two and three years) provides spaces for children to interact, learn and engage in both small and large groups with a focus on open-ended, child-directed learning. Two Pre-school rooms allow for children between three and five years to participate in learning experiences that foster and build on each child's skills, abilities, interests and knowledge.

Each room has its own shaded outdoor space and play area, sandpits and age appropriate play equipment and activities. Creative expression and learning is encouraged in our Atelier Creative Space where children can communicate through artistic pursuits that include drawing, painting, clay pottery, woodwork and more. The Harbour View Room is a multi-purpose activity room where movement and expression are promoted through music, dance, yoga and ballet.

At Hampshire House children:

- ◆ develop theories about the world and how it works and explore these collaboratively
- ◆ bring different experiences, ideas and opinions to discussion
- ◆ are unafraid of making mistakes and reconstructing their own ideas in a climate of respect
- ◆ develop self-confidence and self-image through discussion, debate and play.

More information regarding Hampshire House is available at the back of this prospectus.



JUNIOR SCHOOL

For girls in Preparation to Year 6, the Junior School builds on the foundations of Hampshire House, providing a supportive, vibrant and active learning environment while developing a deeper sense of community and togetherness.

During these important foundational years, the focus shifts to developing learning skills towards goals of academic achievement and personal excellence.

Our experienced classroom teachers, specialist staff and Learning Enrichment teachers provide differentiated programs, which cater for students of varying abilities. Students study a diverse and comprehensive curriculum based on six Key Learning Areas. These are enriched by specialist lessons in Science, Art, French, Music, Library, Instrumental Music (from Year 2), Drama (from Year 3) and Mandarin (from Year 5).

Our rich and varied curriculum makes learning fun and ensures that every student participates in activities that stimulate and interest them. An extensive extra and co-curricular program enables students to explore their interests and passions. Activities include Debating, Public Speaking, Tennis, Swimming, Gymnastics, Ballet, Jazz, Instrumental Music, Mandarin and Chess.

We believe that for a girl to reach her potential she must feel safe and supported. In the Junior School, wellbeing events promote a sense of community and togetherness and encourage girls to be supportive of each other. As a community, we focus on creating a positive and happy learning environment and promoting a sense of belonging among students.

In the Junior School you can expect:

- ◆ students to make decisions and choices about their learning
- ◆ collaboration and shared thinking to be encouraged
- ◆ learning in the six Key Learning Areas
- ◆ integrated experiences which cultivate curiosity
- ◆ students to reflect on their learning
- ◆ increased independence and responsibility.



*“Student and staff wellbeing,
personal and professional development
and growth is our priority.”*





SENIOR SCHOOL

Senior School is an exciting time in a Kambala girl's learning journey. Year 7 is a major intake year when new girls are welcomed into the Kambala community. Much importance is placed on induction for both new students and Kambala students transitioning from Year 6. This start provides an excellent academic foundation, growing independence and confidence, ready to further develop a love of curiosity and learning.

The Senior School encompasses approximately 600 students in Year 7 to Year 12. Kambala inspires academic excellence, consistently ranking among the top non-selective schools in Sydney. Students in Year 7 will follow a compulsory curriculum largely determined by NESA. As students progress through the years they can choose electives that diversify and individualise their study until Year 11 and Year 12 where the widest possible choice is made available through the option of the Higher School Certificate or International Baccalaureate (IB) Diploma Programme.

The strength and quality of a Kambala education is not limited to the public successes of our talented students. All students are important and all are encouraged to participate and achieve their best. We love the way our girls are academically curious and intellectually courageous. We support their willingness to embrace opportunity, to work hard and to be kind to one another.

Kambala's House system creates opportunities for participation and for leadership. It is particularly helpful in giving new girls a

sense of identity and the opportunity to make friends outside the classroom. Throughout the year inter-house competitions are held in areas such as Music, Debating, Theatresports and Sport. Students participate with a competitive spirit. Kambala has a well-developed pastoral care and student wellbeing structure that fosters strong relationships between girls and connection to our community. This includes:

- ◆ School House system
- ◆ Mentor Groups
- ◆ Academic professionals
- ◆ Wellbeing team (inclusive of school counsellors)
- ◆ On-site medical professionals
- ◆ Transition to Senior School programs
- ◆ Peer support/buddy groups
- ◆ Learning Enrichment

Kambala graduates are confident, embrace opportunities and live with purpose. They step out into the world confident in their capacity to make a difference. They have the ability to shape their own future and perhaps, the future of others.



BOARDING HOUSES

Boarding holds a special place in our community; a proud Kambala tradition.

Overlooking the iconic Sydney harbour, Kambala's Boarding homes provide a nurturing, safe and supportive Boarding experience for up to 50 girls. What makes Boarding so special here is the happy, positive environment where girls support each other, and the close-knit friendships that are forged.

From 2025 our Boarders will be accommodated in the purpose-built Fernbank where a family style Boarding offering will exist for girls from Year 7 to Year 12. We look forward to providing details to our Boarding families during 2024.

The School acknowledges that Boarders spend a significant amount of time away from family and strives to work collaboratively with parents and carers to create the ideal 'home away from home'. Students are supported by a pastoral care team which includes Boarding staff, academic tutors, medical professionals and counsellors. The team is overseen by the Director of Boarding. In addition, every new Boarder is paired with a buddy to help them settle in.

Our Boarding community is made up of young women from across NSW, Australia and overseas – bringing diversity and enhancing our girls' awareness of being part of a global community. The blend of cultures, personalities, interests and backgrounds makes Kambala's Boarding community of young women a truly dynamic one.

INTERNATIONAL STUDENTS

Kambala welcomes international students from around the globe. As well as international Boarders, we enrol the daughters of overseas visitors who hold appropriate business or temporary visas issued by the Department of Home Affairs.

Kambala is a CRICOS registered provider (02284M) for a limited number of Full Fee Paying Overseas students.

A Full Fee Paying Overseas student requires a Student Visa to attend school in Australia. This does not include Australian or New Zealand citizens, those carrying permanent or temporary resident visas or refugees.

Evidence of English language proficiency will be required and applicants will be asked to sit for the Australian Education Assessment Services (AEAS) testing, either in their own country or Australia.



EXTRA AND CO-CURRICULAR

At Kambala, education of the whole girl translates to a world beyond the classroom. A broad range of co-curricular and extra curricular activities complement our rigorous academic program, where girls can discover the amazing worlds of music, performing arts and sport in a safe and supportive setting.

Speech and Debating

Speech and Debating are an integral part of life at Kambala. The Kambala Speech and Debating programs cultivate critical thinkers who can articulate their views with confidence and clarity. The programs comprise weekly training activities, holiday workshops and participation in a variety of competitions.

Some competitions in which Kambala girls debate with great success include: Archdale Debating Competition, the Independent Schools' Debating Association Competition IPSHA Round Robin, Gala Day Competitions, Legacy Junior Public Speaking Competition Plain English Speaking Award, UN Voice of Youth Lion's Youth of the Year, Australian Individual Public Speaking and Debating Championships, Joyce Gibbons Public Speaking Competition and various social debates with other independent schools.

The fact that Kambala is one of Sydney's leading schools in Debating and Public Speaking results directly from the emphasis placed by the School on academic excellence and the development of articulate, confident speakers.

Other out of hours activities include Art, Ballet and Dance, Cheerleading, Chess, Gymnastics, Holiday Program, Mandarin, Photography, Swim School and Tennis. Kambala understands the demands on busy families and offers a range of activities and learning experiences 'from six to six'.

Future Problem Solving (FPS)

FPS is an international program that has been designed to challenge outstanding students so they may develop and apply critical and creative thinking skills, with a focus on the issues that the world will face in the future.





Music

Music is an integral part of every girl's life at Kambala. Our vibrant and progressive Music Department, offers many ensembles, a broad range of performance opportunities, and a thriving private tuition program.

Our Classroom Instrumental Program was one of the first of its kind in Sydney and remains one of the most comprehensive. From Year 3 every student begins learning an orchestral instrument of their choice, provided by Kambala, in small groups during class time. Students continue this program until the end of Year 6. In Year 7 to Year 8, a large majority of each cohort receive private lessons and are able to participate in our Extension Music Program where they complete advanced projects in composition and music analysis.

Our Music Ensemble Program features 33 ensembles, including choirs, concert bands, jazz bands, string orchestras, a symphonic orchestra, percussion ensembles and rock bands. These groups feature in numerous large-scale co-curricular concerts through the year that showcases the scope of each area from Year 3 to Year 12. About 65 percent of all students participate in these groups. Special events include the annual Festival of Music at Sydney Opera House and Speech Day at the Town Hall. Collaborations with other schools such as Cranbrook, The Scots College and Sydney Grammar in musicals create new and stimulating musical contexts for our singers and instrumentalists.

Approximately 430 Senior and Junior students participate in Kambala's Private Music Tuition Program, learning all manner of instruments from our 30 visiting specialist staff.

The calibre of Kambala's Music program is supported by our students' HSC Music results. The past 18 years have seen 91 exemplary Encore nominations for Performance, Composition and Musicology Essays. Numerous students have been placed in the top five of their courses, three times coming second in the state. High standards encourage our girls to achieve their personal best in an atmosphere of joyous and often autonomous music making. Music at Kambala offers its students the best of both worlds – academic rigour and fun.





Sport

Kambala has a fine tradition in sport. Playing sport encourages mental and physical fitness and promotes working together in a team. Kambala's facilities for sport include an indoor heated pool, playing field, multi-purpose hard courts and a gymnasium. Sports offered include: Athletics, Badminton, Basketball, Cross Country, Gymnastics, Hockey, Learn to Sail, Netball, Snowsports, Football, Swimming, Tennis, Touch, Triathlon and Water Polo.

Girls are strongly encouraged to play competitive sport and teams successfully take part in a number of local, club and school-based competitions. Kambala is a member of the Independent Girls' Schools Sporting Association (IGSA) and IPSHA (Independent Primary School Heads of Australia) and participate in the major carnivals for Athletics, Cross Country, Gymnastics, Swimming and Tildesley Shield Tennis.

Specialists, including Olympic and State level coaches, are employed to assist staff in the training of girls in all sports in both the Junior and Senior Schools.

Kambala maintains high levels of participation in sport. The girls enjoy the opportunity to play competitive sport for the School and we strive to have our teams playing at the top level. Kambala is well represented in the representative pathway with girls currently in IPSHA/IGSA, NSW CIS, NSW All Schools and Australian teams.



Drama

Kambala embraces the positive influence Drama and the performing arts has in developing the whole girl – their physical, emotional, intellectual, social, spiritual, creative and expressive capacities – as well as developing a healthy self-confidence and self-esteem.

Elective Drama students explore the values of humanity, courage, curiosity and respect as part of the core values inherent in the Drama curriculum. The Drama Department aims to further the spirit of courage by igniting students' enthusiasm and skill in improvisation and play building, encouraging a sense of play so that students learn to trust their instincts and innate creativity. Students are challenged to test their creative boundaries and take personal expressive risks while devising and performing creative work that demonstrates flair, innovation, collaboration and skill. Students explore historical and contemporary dramatic forms and techniques and employ these in group devised and scripted work.

Drama students are kept abreast of up-to-the-minute trends in performance and the theatre arts by participating in a range of workshops with theatre industry practitioners in Commedia Dell'Arte, long form improvisation, acting, physical theatre, theatre design and filmmaking.

Co-curricular drama opportunities at Kambala include involvement in the annual Senior School production and/or musical; the Inter-House Theatresports Competition and Inter-School Theatresports Challenge; co-production opportunities for students in Year 7 to Year 11 with The Scots College and Cranbrook School, and

involvement in the AHIGS Festival of Speech. The Kambala Krew, is also an exciting opportunity for girls who are interested in learning about and experiencing hands-on techniques in lighting, sound and audio-visual skills for the theatre.

Extra curricular Drama (Year 1 to Year 12) allows students to develop self-confidence through creative expression, learn how to work as an individual and within a team, and provides the opportunity to prepare and perform their own work both in and out of the classroom.

In each lesson, students develop a variety of skills that will assist them throughout their lives. Through acting, students learn to build and develop a character, use improvisation to improve spontaneity and remain focused whilst in role. Lessons also place an emphasis on the importance of voice and movement. Students learn the correct method of breathing, how to project and articulate and how to portray a message through tone, pace and emphasis.

Students may choose to undertake the internationally recognised Trinity Guildhall syllabus and examinations, which offer a wide range of subject choices. There are eight Grades within the ATCL Diploma (university level) available to committed Year 11 students.

All Extra Curricular Drama students from Year 3 to Year 12 have the opportunity to showcase their class work at Kambala's annual Performance Evenings which take place in Term 4.



ENROLMENT

A Kambala education fosters a culture of personal excellence and growth. Join us to discover how your daughter will thrive in a community that embraces diversity, fosters inclusion, and celebrates its capacity to make a difference in the world.

Entry points at Kambala are generally Preparation (must turn four by 31 March of that year), Year 5 and Year 7. A small intake is made in Year 3. Entry to other cohorts is dependent on availability. Entry after Year 7 is dependent upon an interview and assessment.

An application form is required for each student wishing to enrol at Kambala. Some priority is given to daughters or granddaughters of Old Girls, to those with sisters already attending, and to country Boarders. Places are routinely offered two years in advance of the year of intended enrolment. Once a place is accepted, a non-refundable entrance fee is required to secure the place.

Contact

For further information, please contact our Director of Enrolments, Tracy Mulligan, on +61 2 9388 6844 or email enrolments@kambala.nsw.edu.au.







KAMBALA

*Hampshire House –
Early Learning School*





WELCOME TO HAMPSHIRE HOUSE – EARLY LEARNING SCHOOL

Kambala's Early Learning School opened in May 2006 – originally to cater for children of staff, Old Girls and others connected with the School community.

In May 2009 the Early Learning School moved to new, purpose-built premises and is now known affectionately as Hampshire House, named after Diana Hampshire, a long-serving patron of the School.

Hampshire House's expanded facilities cater for a larger enrolment which includes children who have siblings in other parts of the School as well as children from the wider community.

Staff at Hampshire House are part of a dynamic learning community committed to high quality care and education for boys and girls aged six months to five years.

Hampshire House has an emergent curriculum which is influenced by the Reggio Emilia approach. Through play-based experiences, children have the opportunity to develop as individuals and learn about the world in which they live. Hampshire House aims to develop in each child a positive disposition towards learning, sparking curiosity and thinking within a supportive and educational environment.

Our educational program promotes children's sense of wellbeing and identity, their role as active participants in society and as confident and curious learners. We focus on encouraging each child to develop the necessary educational, social and self-help skills to prepare them to become independent and lifelong learners, with a focus on developing a love of learning.

Hampshire House has three main areas:

Nursery: The Rosebud Room

The Rosebud Room cares for children each day from six months to two years with an early childhood teacher and two co-educators. In the Rosebud Room the children have the opportunity to explore a variety of learning experiences daily that range from sensory experiences, exploratory play, engaging in books, art and craft experiences and music.

Toddler: The White Room

The White Room cares for children (aged two to three) each day with two early childhood teachers and four co-educators. Toddlers interact, learn and engage in both small and large group activities in a stimulating and caring environment. The children engage in meaningful, open-ended activities and experiences based on current interests.

Preschool: The Playfair Room

The Playfair Room caters for children each day, with Yellow Group (children three to four years of age) and Blue Group (children four to five years of age). Each group has an early childhood teacher and two co-educators to support the daily routine along with a floating co-educator. The Playfair Room implements a play-based program that allows children to focus on a range of developmental areas all while enjoying time with peers and educators. The educators endeavour to create an environment where the children feel safe, supported and secure and to promote deep level thinking and school readiness skills.

Hampshire House also provides specialist lessons in Art, Music and Library. These lessons are conducted by specialists teachers on a weekly basis.



FACILITIES

Hampshire House is located within Kambala's campus on the corner of Tivoli Avenue and Bayview Hill Road in Sydney's suburb of Rose Bay. Onsite car parking is available for parents to drop off and collect their children.

Electronic swipe card security access is used for all parents, providing a secure environment for the children.

Hampshire House's facilities include:

- ◆ Three separate teaching spaces plus specialist areas over two levels.
- ◆ A multi-purpose room with panoramic views over Sydney Harbour, used for extra curricular activities such as Dance, Music, Tennis, Playball, Yoga, Gymnastics and special events.
- ◆ Outdoor play areas equip the three age groups with their own outdoor spaces. Each area has shade and a sandpit and is well resourced with age-appropriate activities.
- ◆ A kitchen and dining room where fresh meals are prepared daily by a qualified chef and kitchen assistant. The dining room is a warm and relaxed setting that allows children to explore healthy eating and nutrition.
- ◆ Atelier space for children to create, imagine and explore through a range of art forms including wood work, clay, loose parts and wire construction.
- ◆ ICT incorporated throughout the rooms including access to coding and robotics, iPads and active boards.
- ◆ A laundry equipped with washing and drying machines.

STAFF

Hampshire House employs qualified and experienced staff with a background in early childhood education. All staffing ratios meet the licensing requirements from the Education and Care Services National Regulations and we are proud to have a high staff-to-child ratio across all rooms.

Collegiality between teachers, parents and children is highly valued and well supported. Staff work in teams supported by specialists.

All staff value relationships with families and believe in the importance of working collaboratively to promote a strong sense of community within Hampshire House and our wider community.

Staff place considerable importance on the quality of the environment and resources. Children need to feel safe, secure and supported. The environment and resources invite children to investigate and wonder about their world. Children learn and play with a range of natural, recycled, loose parts and open-ended materials that invite them to explore, create, discover and imagine.





MEALTIMES AND INCLUSIONS

Hampshire House provides five meals during the day including breakfast, morning tea, lunch, afternoon tea and a late snack.

Meals

- ◆ Breakfast
- ◆ Morning tea
- ◆ Cooked lunch
- ◆ Afternoon tea
- ◆ Late snack

Inclusions

- ◆ Wipes, nappies and lotions
- ◆ Sunscreen
- ◆ Linen
- ◆ Hat
- ◆ Raincoats

Hours of operation

Hampshire House remains open between 7.30am to 6.00pm, 48 weeks per year.

Hampshire House is closed for four weeks from mid-December to mid-January each year and on all public holidays.



HAMPSHIRE HOUSE PHILOSOPHY

Hampshire House's philosophy incorporates that of the Reggio Emilia schools in Italy.

The child is viewed as someone who is:

- ◆ Unique
- ◆ Rich in potential
- ◆ Strong
- ◆ Competent
- ◆ Confident in building relationships guided by values
- ◆ Respected for him/herself
- ◆ Curious
- ◆ Open minded.

We believe children:

- ◆ Develop theories about the world and how it works and explore these collaboratively.
- ◆ Bring different experiences, ideas and opinions to discussion.
- ◆ Are unafraid of making mistakes and reconstructing their own ideas in a climate of respect.
- ◆ Develop self-confidence and self-image through discussion, debate and play.

We believe children and adults learn alongside one another. Children's learning develops from their involvement in long and short-term projects and play. These projects and play develop out of firsthand experiences and their theories about the world. The importance of relationships is fundamental to Hampshire House's philosophy.

The play and learning experiences enjoyed by the children reflect Hampshire House's philosophy. The children are invited to learn using a variety of resources – prepared, natural and recyclable to encourage learning, exploration, creativity, discovery and imagination. Small group activities allow children and staff to interact throughout the experiences, giving staff more knowledge and understanding of individual children. It also allows children to engage with other children. This assists in the development of social and language skills among the children, which in turn boosts their confidence, and self-esteem. Children are provided with opportunities to be responsible, to make choices and be challenged within a flexible program that is driven by child initiatives and interests. Staff ensure each child's abilities are fostered daily.





NATIONAL QUALITY FRAMEWORK

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services through:

- ◆ The National Quality Standard for Early Childhood Education and Care and School Age Care (National Quality Standard or NQS).
- ◆ A national quality rating and assessment process.
- ◆ Streamlined regulatory arrangements.
- ◆ A national body jointly governed by the Australian Government and State and Territory Governments – the Australian Children's Education and Care Quality Authority (ACECQA).

The NQS is a key aspect of the National Quality Framework and sets a national benchmark for early childhood education and care services in Australia.

Hampshire House was assessed by ACECQA in March 2016 and we are very proud to have received a result of 'Exceeding the National Quality Standard'. Hampshire House continues to maintain and improve on the 'Exceeding National Quality Standard' rating.

Our certificate for 'Exceeding National Quality Standard' is displayed in the foyer of Hampshire House.

Hampshire House is recognised as a registered and approved Early Learning Centre and is part of the Child Care Management System (CCMS). Eligible families can apply for the Childcare Subsidy through the Australian Government Office of Family Assistance (Centrelink).







Remarkable in the making.



KAMBALA

794 New South Head Road Rose Bay NSW 2029, Australia

+61 2 9388 6777 info@kambala.nsw.edu.au www.kambala.nsw.edu.au CRICOS Registered Provider 02284M

