KAMBALA



# ANNUAL REPORT 2025


and PAPA RED
STARTING SCHOOL
Aaron Blabey
Lollipop and Grandpa's
Garden Safari
JULIA DONALDSON
Princess Mirror-Belle
and the Dragon Pox
Mr McGee and the
Perfect Nest
Sank the Boat?

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# THEME 1: CONTEXT



## Message from The President of the School Council

2025 brought continued progress and achievement for our School, and it gives me great pleasure to report on the many successes we have accomplished.

A community's foundation is built on dedication and teamwork. Everyone at Kambala exemplifies how common purpose and personal involvement create something extraordinary - our School. Kambala's purpose is to instil courage and curiosity, educating women of ambition, integrity, and consequence. This was realised in our 2025 cohort, supported by expert teachers and loving families.

Kambala continues to offer both the Higher School Certificate (HSC) and the International Baccalaureate Diploma Programme (IB). In 2025, 72 students sat the HSC, with the highest ATAR being 99.75 and 24 sat the IB, with the highest ATAR being 99.90. Nine students across HSC and IB received an ATAR of 99 and above, representing just under 10% of the total cohort.

In the Higher School Certificate, 27% of students achieved an ATAR of equivalent of 95 and above. Ten students were placed in the All-round Achievers List (achieving a band 6 across 10 units or more units of study), 54 students were placed on the Distinguished Achievers List and there were three appearances in the Top Achievers List. Kambala had 15 nominations in the intensely competitive, creative success showcases and exhibitions including Drama (OnSTAGE), Music (Encore) and Design Technology (Shape).

Kambala was ranked as the top non-selective school in HSC English (Advanced), Extension 1 and Extension 2.

In the International Baccalaureate Diploma Programme, Kambala's average score was 36.3 out of 45, significantly higher than the global average of 29.3. 46% placed as Outstanding Achievers earning a Grade 7 in one or more subjects. 25% of IB students achieved a score of 42 or above. 2025 saw 42% of IB students earn the top grade, an A in Theory of Knowledge. 30% of students also earned the top grade, an A in their extended essay.

Our relationship with Harvard University and Dr Ron Ritchhart completed its final year in 2025. As part of our KITE undertaking, Kambala has been enriched by the Academic Residency of Dr Ron Ritchhart, whose collaboration has deepened our culture of thinking and strengthened our professional learning story. His sessions have invited staff to reflect on evolving practices, from applying research informed frameworks for global competence to embedding thinking routines that cultivate perspective-taking, criticality, and action. The final whole-faculty workshop in June 2025 provided a moment to celebrate three years of growth. The residency has established a strong foundation for a culture of thinking at Kambala, and we now look forward to diversifying and extending our work with Project Zero in the years ahead.

As pioneers in girls' education, we remain deeply committed to shaping the conversation and delivering outstanding, research-driven teaching that supports and empowers every student.

The School Council and Executive remain firmly focused on the future. As we reach the midpoint of our 2024–2027 Strategic Plan, we are encouraged by the progress made and energised by the work still ahead. Our strategic priorities – learning, leading, belonging, and stewardship – continue to guide decision-making at every level of the School, ensuring that each initiative strengthens both our present community and our long-term vision.

We are intentionally embedding a culture of continuous improvement in teaching and learning, nurturing leadership capacity among students and staff, fostering a deep sense of connection and inclusion, and exercising thoughtful stewardship of our people, resources, and environment. Underpinning all of this are our core values of humanity, courage, curiosity, and respect, which shape our relationships inform our choices, and define who we are as a community.

In 2025 Principal Danvers and Senior Deputy Principals held a series of "Learning in Focus" Parent and Student Information evenings. These evenings are designed to strengthen the partnership between home and school by clarifying learning priorities, developmental goals and what to expect at each stage. For those unable to attend (including boarding families), information was also shared electronically. Evenings are conducted in cluster year groups of Years 7 & 8, Years 9 & 10, and Years 11 & 12. Attendance is compulsory for both student and at least one parent.

In December of 2025 we announced to our broader Kambala community that The Multi-Purpose Auditorium and Sports Precinct project would commence construction in 2026. After years of planning, the transformative project is one that will benefit current and future Kambala girls for years to come.

This world-class facility, built on the northern side under an elevated oval, will feature:

- Multi-Purpose Auditorium for performances, whole school assemblies & events.
- Two full-size basketball courts.
- Strength and Conditioning Centre for fitness and wellbeing.
- Six flexible learning spaces.
- Three dance studios.
- All-weather oval surface.

This facility will truly be the heart of our community – a place where learning, wellbeing and sport come together. Thanks to sound historical financial management and to the generosity of the Kambala community to date, who have raised over half of our $20m fundraising goal, completion is expected within two-years, with little to no debt.

Kambala remains in a strong financial position, reporting a healthy surplus, enabling us to invest in our people and campus improvements. All projects have been delivered on time and on budget, and we carry no debt, with only 7% of revenue from the government.

From a risk and compliance perspective, Kambala remains in good shape. The school continues to have a dedicated risk and compliance function responsible for maintaining the Strategic Risk Register, ensuring compliance with government reporting requirements and providing regular reports to the Finance, Audit and Risk committee.

In 2025, we undertook a strategic program of capital improvements designed not only to enhance our learning environment, but also to ready our existing infrastructure for a major build scheduled for 2026.

Within the Senior School, two new classrooms and a dedicated staffroom were delivered, strengthening our academic capacity and staff collaboration spaces. Other works included updating the senior school art courtyard and new Year 7 and 8 lockers and the conversion of a staffroom to two senior classrooms. Throughout the year, extensive painting works were completed across the campus, alongside significant upgrades to mechanical services, including comprehensive air-conditioning improvements. These works were carefully planned to modernise core systems and ensure the campus is structurally and operationally prepared for the next stage of development.

As we moved toward the end of 2025, preparation for the 2026 building project became a central focus. This included implementing protective and acoustic measures to safeguard existing classrooms and facilities during construction. Particular attention was given to flooring, doors, and windows to ensure durability, minimise disruption, and preserve the quality of our current learning spaces throughout the build process.

The Junior School was also enhanced in alignment with this forward planning. Designated areas received new furniture, along with updated desks and seating for students, ensuring that both functionality and comfort support the evolving needs of our school community as we transition into this significant new phase of growth.

The School Council sincerely acknowledges Principal Jane Danvers for her outstanding leadership. Her insight, empathy, and dedication have made an enduring impact, advancing staff development and strengthening connections. Her leadership and strategic focus was evident this year with Kambala accepted to become part of the prestigious consortium of schools who offer the Global Citizen Diploma (GCD). The School Council deeply values Ms Danvers' steady and considered approach as we faced complex decisions together, always with the school's long-term wellbeing at heart.

In 2025 we extended our sincere appreciation to all members of our community – past and present – whose generous contributions to the Building Fund, Scholarships, Bursaries, and KITE strengthened our mission. Their commitment empowers us to create lasting impact, opening doors for students and equipping our teachers with meaningful opportunities and essential resources. Together, we celebrate the spirit of collaboration and the shared values that unite and inspire our community. Further, we look forward to the public facing campaign that will be launched in 2026/2027 for the Multi-Purpose Auditorium and Sports Precinct.

KOG and YOG (Young Old Girl's) continued their engagement strategy, deepening the momentum with fun and connected interactions throughout the year. Many activities were held throughout 2025.

During 2025, one School Councillor resigned: Ms Alix Rimmington (March 2025). We were delighted to welcome Ms Anna Kuperman as a new Council member and KOG representative.

The Council also continued to delegate responsibility for some functions to various Sub-Committees: Finance, Audit and Risk Committee (FARC); Building and Property Committee (BPC); Investment Committee (IC); and Nominations Committee (NC). In addition to Council Members, specialists from the school community also serve on these committees: Ms Portia Cerny on the FARC, Mrs Alex Belcastro and Mr Paul Richardson on the BPC, Mr Edward Burns, Mr Cameron Clyne and Ms Sue Delmenico on the IC.

To the 2025 members of Council and the Sub-Committees, thank you for your continued commitment and meaningful contributions. Your insight, experience, perseverance, and professionalism make a lasting impact. We are sincerely grateful for your ongoing support and direction.

On Speech Day 2025, the Council gave thanks to all the Kambala community. As we closed another remarkable year, we reflected on what defines us. In a world of uncertainty, it is our connections that ground us. Kambala's heartbeat is in its people. Together, we nurture young women who are confident, kind, and ready to lead.

**Ainslie van Onselen**
President of School Council



# Message from The Principal

At the end of 2025, we gathered as a united community to honour an inspiring year in the life of Kambala—a year marked by achievement, resilience, and meaningful progress. This occasion allowed us to acknowledge the exceptional determination of our learners, celebrate the steadfast commitment of our teachers, and extend heartfelt appreciation to the wider Kambala family whose unwavering encouragement anchors and elevates everything we do.

## A Refreshed Identity- A Global Sisterhood

In 2025, we proudly unveiled our refreshed identity—one that captures the heart of who we are and the aspirations we hold: A Global Sisterhood. It is a resonant and compelling expression of the strength of our connections, the values we share, and the precious, lifelong bonds formed here at Kambala.

Every student is part of this Global Sisterhood—a spirited, inclusive network of globally minded girls who support one another fiercely and empower one another unreservedly. This Sisterhood reflects our highest aspiration: that every girl at Kambala feels an unshakeable sense of belonging, the confidence of being truly known, and the strength that comes from standing within a community that champions her, challenges her, and celebrates her. It is more than a metaphor; it is a promise of belonging. One girl is powerful; a sisterhood, unstoppable.

We wrap this profound sense of connection around a contemporary, future-focused curriculum crafted intentionally for girls. Kambala does not simply provide opportunities; we ignite a holistic learning journey that enables each student to reach beyond what she first believed possible. We intentionally cultivate confidence, curiosity, and courage, enabling every young woman to become an active learner and an ethical participant in the world. Our aim is clear: to nurture global citizens who think broadly, who value humanity, and who cherish the richness of diversity.

Through strategic partnerships with world-leading institutions, we have embraced innovation and best practice, ensuring our students are equipped to meet a dynamic and rapidly shifting global landscape. We encourage them to take thoughtful risks, to rise to challenges, and to understand that leadership is always relational—that their success is intertwined with the success of others. This is how they elevate one another toward excellence.

The young women of Kambala are defined not only by their accomplishments, but by qualities that will serve them for life:

- Critical thinking
- Graceful strength
- Enduring empathy
- Global awareness

Yet what truly sustains them is the unwavering Sisterhood—a deep and abiding sense of belonging that affirms: *wherever you go, whatever path you take, you carry Kambala with you*. We give our girls the tools to succeed; the bonds they forge give them the strength to soar.

Our commitment to cultivating this Global Sisterhood means preparing our students not only for the world as it is, but for the world they will shape. The complexities of tomorrow will require ethical leadership, collaborative purpose, and a profound sense of responsibility to others.

## Acceptance into the Global Citizen Diploma Consortium

In that spirit, Kambala's acceptance into the prestigious Global Citizen Diploma (GCD) Consortium marks a transformative milestone. Established in Yokohama in 2015, the GCD shifts the emphasis of schooling from content alone to global competence and ethical engagement.

This Diploma ensures that every Kambala graduate is not only academically accomplished, but genuinely globally minded. Working alongside the HSC and IB, the GCD provides a structured pathway through which our students build future-ready competencies that universities and employers increasingly seek. It offers a clear, verified indication of their capacity to think critically about global issues and contribute thoughtfully to diverse communities.

This initiative powerfully advances our purpose to instil unwavering courage and curiosity, educating young women of ambition, integrity, and consequence—graduates ready to navigate, influence, and elevate an interconnected world. The GCD ensures that a Kambala education remains not merely an academic preparation, but a transformational, life-worthy learning experience.

As we prepare our students to lead confidently in an interconnected world, we must also confront the most powerful force reshaping that world: artificial intelligence. AI stands as the most significant catalyst of change, and our responsibility is clear—we must equip our young women to engage with it thoughtfully, ethically, and courageously.

## Artificial Intelligence Strategy and Framework

This is why our AI Strategy is not a technical addendum; it is the digital spine of our moral responsibility. If the GCD offers a framework for ethical global citizenship, our AI approach provides the literacy and discernment required to use technology with integrity.

Guided by national and international frameworks, our digital strategy strengthens capability across the curriculum, reinforces staff confidence, and ensures that digital learning supports wellbeing, privacy, and inclusion.

Our deepest educational obligation remains constant: to champion the critical and creative capacities that are uniquely human—empathy, moral imagination, refined judgment, and original thought. When our students use AI with intentionality, they are liberated to focus on these profoundly human endeavours.

To support this vision, we will continue to invest in structured professional learning so that every teacher feels confident, informed, and empowered in this evolving landscape.

## Our People: The Heart of our School

At the heart of Kambala's success are the remarkable people who bring this school to life each day.

Our teachers demonstrate extraordinary dedication to nurturing young minds. They spark curiosity, inspire courage, and guide each girl toward a deeper sense of her own capability.

Our professional and support staff ensure the school runs seamlessly through their meticulous work, creating the conditions in which learning flourishes.

Our Executive team leads the school as a shared endeavour, demonstrating vision, courage, and unity while navigating change and remaining grounded in our mission: to challenge and nurture every girl to realise her full potential, to honour our heritage and Anglican traditions, and to foster an environment of innovation, inclusion, and meaningful change.

Together, they embody excellence with purpose.

The spirit of the Kambala community is strongly evident.

Our parents place their trust in the school, and that confidence strengthens every endeavour.

Our Old Girls represent a living testament to the values upheld here, and their continued support inspires the next generation.

Our Governing Council provides stewardship and leadership during a year of significant decision-making and opportunity. Their commitment of time, expertise, and rigorous governance strengthens our direction and ensures that every decision is grounded in clarity, purpose, and long-term vision. This dedication enables the school to move forward with confidence and integrity. Mrs Ainslie van Onselen's leadership and deep commitment to school life is a notable part of this work.

Each of these contributions plays a vital role in shaping the past, present, and future of Kambala.

## The Multi-Purpose Auditorium and Sports Precinct

In late 2025, construction commenced on our extraordinary new Multi-Purpose Auditorium and Sports Precinct, a landmark development that will, for the *first time in our history*, allow the entire school to assemble together in one beautifully conceived space. Assemblies, celebrations, ceremonies, and moments of collective pride will finally be experienced as one united Global Sisterhood.

This precinct is far more than a building. It is a vibrant, multi-level environment where performance, sport, learning, and creativity come together with purpose and harmony. Designed with architectural elegance and to be built by an award-winning construction team, this project represents our belief in the immense potential of young women.

Within this precinct, our girls will step into an inspiring suite of spaces designed to elevate every dimension of their learning, performance, and wellbeing. A state-of-the-art auditorium will offer a breathtaking gathering place for our entire school, a venue where our girls will perform, speak, celebrate, and be celebrated. Light-filled, professionally equipped dance studios will invite movement, mastery, joy, and confidence, while contemporary classrooms and collaborative learning spaces will nurture inquiry and support the future-focused thinking our girls deserve. Purpose-built strength and conditioning facilities, alongside enhanced indoor sporting spaces and courts, will foster resilience, physical capability, teamwork, and athletic pride. An expanded all-weather oval, opening onto our magnificent harbour, will provide a sweeping field for training, competition, and play, giving our girls a horizon as expansive as their potential.

Across these facilities, we are elevating sport as a foundational element of whole-person learning, cultivating courage, determination, and a lifelong love of movement. Beyond these, the precinct as a whole stands as a testament to our belief in the capacity of young women to grow intellectually, physically, and creatively within an environment that inspires them to flourish.

This visionary project has been made possible through the generosity of several Kambala families whose belief in the promise of young women extends far beyond their own daughters and into the lives of those yet to walk our corridors. Their commitment is an act of faith in possibility, a gift to the future. As we invite our wider community to join us in the year ahead, we do so knowing that what we are creating is more than a precinct: it is a legacy shaped by hope, by courage, and by a shared conviction that every Kambala girl deserves a place where she can gather, aspire, and grow.

## The Class of 2025

The Class of 2025 arrived at Kambala curious, hopeful, and at times uncertain. During their years at school, they developed a clear sense of direction and purpose, alongside a character shaped by experience. They explored ideas, extended their capabilities, and embraced roles that required growth in ways they may not have initially anticipated.

Their most significant achievements were not captured in formal reports, but reflected in who they became, young women of principle, generosity, steadiness, and empathy. These qualities positioned them to navigate future challenges and opportunities with confidence and integrity.

As they prepared to step beyond Kambala, they carried with them an emerging understanding: that courage was not the absence of uncertainty, but the willingness to move forward with integrity; that curiosity opened pathways to possibility; and that a meaningful life was defined not solely by accolades, but by compassion, conviction, and purpose. They demonstrated a readiness to ask bold questions, to move toward challenges, and to apply their education as a force for good.

We celebrate everything they have accomplished and trust fully in the good they will bring to the world.

**Jane Danvers**
Principal



# Address: Head Prefect 2024/2025 Sophie Alexander

It is a privilege to celebrate the achievements of the past year, and the spirit of a community that consistently refuses to settle for anything less than extraordinary.

We often say it, and we say it with pride, that Speech Day is not solely about those who will walk across this stage, it is about the excellence embodied by every girl in this theatre. Every girl who showed up, tried again, lifted a friend, asked a courageous question, took a risk, or dared to imagine that she could become a better version of herself.

We tend to equate excellence with perfection, and while that may occasionally be true, this morning I want to speak about excellence in another way, as something measured by impact.

It feels like just yesterday that I learned I would have the privilege of serving the school as Head Prefect. My mum's first reaction, aside from bursting into tears, was to buy me a book of quotes from one of the most impactful leaders of the modern age, Winston Churchill.

I read the entire collection, front to back. And among the hundreds of quotes, only one page had its corner folded.

It read:
"What is the use of living, if it be not to strive for a noble cause and to make this muddled world a better place for those who will live in it after we are gone."

Today is about those who make our muddled world brighter, kinder, and more possible.

Today is about those who choose to impact.

Impact is the girl who didn't win the race, but still turned to cheer the loudest for the one who did.

Impact is the friend who notices someone sitting alone and chooses to sit beside them.

Impact is the courage to raise your hand when you are confused, because you know someone else is just as unsure.

Before I continue, there are a few people I would like to thank, individuals whose leadership, dedication, and generosity form the foundation on which both excellence and impact are built.

We thank our Principal, Ms Danvers, for your leadership, your vision for this school, and the belief you place in every girl who wears our yellow ribbon.

To our Chair of Council, Mrs van Onselen, and the School Council, thank you for the countless decisions made behind the scenes that enable our school to grow, to thrive, and to continually push the boundaries of what education can achieve.

And nowhere is impact more evident than in the teacher who stays back late because they believe in you more deeply than you believe in yourself. To our teachers, you are the heartbeat of Kambala. You challenge us, support us, listen to us, and inspire us. Thank you for the immeasurable patience, expertise, and care you pour into your classrooms every single day.

And to our parents, families, and the wider Kambala community, impact is you, too. Thank you for being our constant supporters, tired from work, busy with life, yet still here.

Impact is what this school leaves within us, consistently, quietly, and unmistakably.

Kambala teaches us that leadership is service, that excellence is generosity, and that success means little unless it lifts someone else with you.

So today, as we celebrate our high achievers, our quiet achievers, our emerging leaders, our artists, our athletes, and our scholars, let us also celebrate the impact-makers.

Because long after the applause fades, long after the certificates are framed, long after our final day here, impact is the thing that lasts.

Excellence is impressive.

But impact, that changes lives.

So may today serve as a reminder of what you are capable of becoming, and may we all continue striving, in ways both big and small, to make this muddled world a better place for those who will live in it after we are gone.

**Sophie Alexander**
Head Prefect 2024/2025



# A Message from the President of the Kambala Parents' Association



One of Kambala's greatest strengths is the strong partnership between the school and its parent community. At the heart of this connection is the Kambala Parents' Association (KPA), which plays a key role in supporting school life and providing opportunities for families to get involved, contribute, and connect.

All year, the KPA has been dedicated to enhancing the school experience for everyone involved. They support by volunteering at events, helping out in the canteen, organising fundraisers, and being active in daily school life. This effort builds a strong community and sense of belonging. Each term, general meetings invite all parents to reflect, share ideas, and plan ahead.

In 2025, the KPA hosted a range of events that helped strengthen connections within the school community. We began the year with the annual Welcome Cocktail Party, where more than 600 parents and staff gathered on the lawn to celebrate the start of the school year.

Term 1 also featured the much-loved Golf Day at the Lakes, the Class Parent Representative Morning Tea, recognising the important role these volunteers play in building connections among families. As well as our celebrations at the school for Chinese New Year!

Our canteen continued to thrive this year thanks to an extraordinary group of parent volunteers whose creativity, enthusiasm and commitment kept operations running smoothly. Beyond its day-to-day importance, the canteen also plays a key role in the KPA's fundraising efforts, with proceeds supporting initiatives that benefit the entire school community.

In 2025 we continued with our beloved traditions like the Mother's and Father's Day Gift Stalls, where hundreds of students chose meaningful gifts. Our Easter and Christmas events, from egg surprises to festive stalls and Santa's visit, brought joy to everyone. The City Country Lunch was a hit, and the Father Daughter's Pizza & game night in October is sure to become a yearly favourite.

Cultural inclusion remained a strong focus throughout the year, highlighted by the annual Chinese Parents' Lunch—an event that celebrates community and diversity and has become one of the most anticipated gatherings on the KPA calendar.

We were also proud to recognise our teachers on World Teachers' Day with a special morning tea, acknowledging the care, dedication and expertise they bring to Kambala every day.

As the year progressed, these milestone events and the many activities across the school continued to strengthen the sense of connection within our community. None of this would be possible without the generosity, time and spirit of the KPA committee. Together, we continue to build a vibrant and supportive community that enriches the Kambala experience for every student and family.

**Danny Doff**
KPA President





# About Kambala: Contextual Information

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 students also joining us from overseas and other parts of Australia.

As a vibrant early learning to Year 12 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.

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.

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.

Our central purpose is to instil unwavering courage and curiosity to educate women of ambition, integrity and consequence.

Our 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.

Our core values of Humanity, Courage, Curiosity and Respect are not merely aspirational; they are practical directives that shape the daily life of the school, influencing teaching methods, learning experiences and the personal development of girls and staff.

Our student body comprises of the following:

- Hampshire House (70 full-time equivalent students started Term 1).
- Hampshire House continued as an Early Learning School for children from six months to five years of age.
- 21 staff children (18 staff members) utilised the Early Learning Centre in 2025.
- Junior School (401 students started in Term 1).
- The Junior School continued to provide education for girls in Preparation to Year 6.
- 24 of the 42 Preparation students starting in Term 1, 2025 transferred from Hampshire House.
- While Year 5 remains a preferred intake year, a bubble class was created in Year 4 to cater for additional enrolments creating a third class for Years 4, 5 and 6.
- Senior School (629 students started in Term 1).
- Senior School continued to provide education to girls in Years 7 to 12.
- The International Baccalaureate (IB) Diploma Programme continues to be offered as an alternative pathway to the Higher School Certificate (HSC) to girls in Years 11 and 12.
- In 2025, the Year 7 cohort started with 111 girls.
- In 2025, 96 girls completed Year 12 sitting the HSC or IB.
- Boarding (49 students started in Term 1).
- Boarding was offered in Fernbank for Years 7 to 12.
- In Term 1, 2025 there were seven Year 7 boarders and ten boarders in Year 12



# THEME 2: Outcomes and Results

## Student Outcomes in Standardised National Literacy and Numeracy Testing

### Kambala Naplan Results 2025

Proportion of students as a comparison of Kambala achievement with State achievement in 2025.

The overall student achievement in 2025 remained well above the State average, which has been a consistent trend in recent years.

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing.

## Interpreting the Table

Kambala's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison avaialble

Compare to ● Students with a similar background ◉ All Australian students

| | Reading | Writing | Spelling | Grammar | Numeracy |
|---|---|---|---|---|---|
| Year 3 | 482 | 472 | 474 | 500 | 467 |
| Year 5 | 563 | 572 | 548 | 601 | 572 |
| Year 7 | 606 | 612 | 600 | 629 | 626 |
| Year 9 | 623 | 633 | 608 | 637 | 645 |

Compare to ◉ Students with a similar background ● All Australian students

| | Reading | Writing | Spelling | Grammar | Numeracy |
|---|---|---|---|---|---|
| Year 3 | 482 | 472 | 474 | 500 | 467 |
| Year 5 | 563 | 572 | 548 | 601 | 572 |
| Year 7 | 606 | 612 | 600 | 629 | 626 |
| Year 9 | 623 | 633 | 608 | 637 | 645 |

**Students with a similar background** – Students have a similar background as determined by parental occupation and education. The background of students has been shown to have an impact on NAP results.

# Senior Secondary Outcomes (Student Achievement)

## Record of Achievement (ROSA)

All students completing Years 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 2025, 71 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. Students achieved 3 rankings of being in the top 10 students across 3 subjects.

In the Creative Arts, a number of HSC students were nominated for the HSC Design and Technology Showcase - SHAPE, Music Showcase- Encore and Drama students were nominated for OnStage. Additionally, this year one student was nominated for their English Extension 2 work.

## Comparison with Statewide Performance and Similar Schools

Overall, student achievement in 2025 remained above the State average, which has been consistent. *The Sydney Morning Herald* ranked Kambala 36th in the State. 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 consistent performance to similar schools. School documentation published on the School website also demonstrates student excellence in domains in addition to academics.

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

Proportion of students as a comparison of Kambala achievement with State achievement in 2025.

### 2025 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 |
|---|---|---|---|---|---|---|---|---|
| **Ancient History** | 9 | 33.33 | 8.67 | 88.88 | 35.05 | 87.09 | 72.41 | 14.68 |
| **Biology** | 15 | 20 | 7.38 | 66.66 | 35.59 | 81.43 | 73.04 | 8.39 |
| **Business Studies** | 31 | 32.25 | 11.64 | 74.18 | 37.23 | 82.96 | 74.28 | 8.68 |
| **Chemistry** | 10 | 10 | 11.11 | 20 | 37.9 | 78.06 | 74.86 | 3.20 |
| **Chinese Continuers** | 3 | 33.33 | 54.79 | 100 | 78.74 | 88.47 | 86.55 | 1.92 |
| **Chinese and Literature** | 5 | 20 | 20.32 | 100 | 79.66 | 87.88 | 83.97 | 3.91 |
| **Design and Technology** | 10 | 50 | 11.1 | 100 | 48.78 | 89.12 | 78.25 | 10.87 |
| **Drama** | 4 | 0 | 23.28 | 100 | 58.63 | 87.00 | 81.30 | 5.70 |
| **Economics** | 23 | 17.39 | 14.31 | 60.86 | 52.6 | 78.77 | 77.69 | 1.08 |
| **English Standard** | 13 | 0 | 0.42 | 46.15 | 12.81 | 77.85 | 71.62 | 6.23 |
| **English Advanced** | 59 | 42.37 | 13.44 | 93.21 | 65.18 | 87.75 | 81.80 | 5.95 |
| **French Continuers** | 6 | 50 | 28.07 | 83.33 | 62.87 | 85.53 | 82.13 | 3.40 |

## 2025 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** | 7 | 14.82 | 11.58 | 57.13 | 41.06 | 79.91 | 75.66 | 4.25 |
| **Latin Continuers** | 2 | 0 | 56.73 | 0 | 80.13 | 68.00 | 87.96 | –19.96 |
| **Legal Studies** | 9 | 44.44 | 15.27 | 100 | 44.28 | 88.07 | 75.21 | 12.86 |
| **Mathematics Standard 2** | 22 | 0 | 8.5 | 22.72 | 29.65 | 75.35 | 71.56 | 3.79 |
| **Mathematics Advanced** | 25 | 12 | 23.11 | 44.00 | 51.35 | 80.03 | 78.83 | 1.20 |
| **Modern History** | 30 | 50 | 10.08 | 93.33 | 35.64 | 87.78 | 73.72 | 14.06 |
| **Music 1** | 6 | 66.66 | 21.72 | 100 | 66.5 | 91.13 | 81.27 | 9.86 |
| **Music 2** | 3 | 0 | 40.23 | 66.66 | 85.97 | 78.67 | 86.98 | -8.31 |
| **PDHPE** | 11 | 9.09 | 8.53 | 72.72 | 35.04 | 81.20 | 74.15 | 7.05 |
| **Physics** | 2 | 0 | 12.5 | 0 | 37.61 | 74.70 | 73.58 | 1.12 |
| **Studies of Religion I*** | 23 | 30.43 | 15.48 | 91.29 | 46.18 | 42.67 | 38.46 | 4.21 |
| **Visual Arts** | 24 | 29.16 | 16.32 | 95.82 | 64.11 | 86.85 | 81.38 | 5.47 |

*1 unit subject/50.

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

2024 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 |
|---|---|---|---|---|---|---|---|---|
| **English Extension 1** | 27 | 74.07 | 42.15 | 100 | 95.22 | 44.95 | 42.38 | 2.57 |
| **English Extension 2** | 14 | 92.85 | 34.57 | 100 | 88.39 | 45.96 | 40.94 | 5.02 |
| **French Extension** | 1 | 100 | 24.03 | 100 | 87.49 | 47.50 | 40.05 | 7.45 |
| **History Extension** | 20 | 45 | 25.56 | 100 | 87.3 | 43.14 | 40.09 | 3.05 |
| **Latin Extension** | 1 | 0 | 80 | 100 | 97.5 | 39.60 | 45.64 | –6.04 |
| **Mathematics Extension 1*** | 21 | 28.57 | 34.67 | 71.42 | 77.24 | 77.04 | 78.71 | –1.67 |
| **Mathematics Extension 2*** | 9 | 11.11 | 41.46 | 77.77 | 84.35 | 80.18 | 82.48 | –2.30 |
| **Music Extension** | 3 | 0 | 76.28 | 66.67 | 98.2 | 32.87 | 45.87 | –13.00 |
| **Science Extension** | 3 | 33.33 | 7 | 100 | 76.31 | 42.07 | 37.09 | 4.98 |

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

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

| SUBJECT | 2025 | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---|---|---|---|---|---|
| **Aboriginal Studies** | n/a | n/a | 28.57 | 100 | n/a | n/a |
| **Ancient History** | 88.88 | 87.5 | 85.71 | 92.30 | 71.43 | 100 |
| **Biology** | 66.66 | 68.75 | 61.28 | 76.92 | 68.42 | 57.13 |
| **Business Studies** | 74.18 | 81.07 | 65.38 | 66.66 | 91.18 | 86.21 |
| **Chemistry** | 20.0 | 72.22 | 62.5 | 66.66 | 66.67 | 91.67 |
| **Chinese Continuers** | 100 | n/a | n/a | 100.00 | 100.00 | n/a |
| **Chinese and Literature** | 100 | 50 | n/a | n/a | 100.00 | n/a |
| **Design and Technology** | 100 | 80 | 78.25 | 85.00 | 81.25 | 83.33 |
| **Drama** | 100 | 100 | 100 | 99.99 | 100.00 | 100 |
| **Economics** | 60.86 | 73.67 | 80 | 88.22 | 95.00 | 69.22 |
| **English Standard** | 46.15 | 21.42 | 33.33 | 0.00 | 43.48 | 45.45 |
| **English Advanced** | 93.21 | 98.62 | 90.9 | 95.17 | 100.00 | 94.91 |
| **French Continuers** | 83.33 | 50 | 100 | 100.00 | 100.00 | 100 |
| **Geography** | 57.13 | 83.32 | 83.32 | 60.00 | 100.00 | 100 |
| **IPT** | n/a | n/a | n/a | n/a | 62.50 | n/a |
| **Latin Continuers** | 0 | 100 | 100 | 57.14 | 100.00 | n/a |
| **Legal Studies** | 100 | 76.91 | 93.32 | 68.75 | 71.43 | 100 |
| **Mathematics Standard 2** | 22.72 | 19.22 | 31.81 | 55.55 | 55.00 | 37.50 |
| **Mathematics Advanced** | 44.0 | 52.5 | 30.76 | 58.53 | 42.11 | 61.29 |
| **Modern History** | 93.33 | 80.94 | 79.16 | 73.33 | 68.89 | 47.04 |
| **Music 1** | 100 | 90.9 | 100 | 100 | 100.00 | 100 |
| **Music 2** | 66.66 | 100 | 100 | 100 | 100.00 | 100 |
| **PDHPE** | 72.72 | 69.22 | 65 | 50 | 64.71 | 63.63 |
| **Physics** | 0 | 77.77 | 100 | 50 | 75.00 | 100 |
| **Studies of Religion I*** | 91.29 | 73.32 | 100 | 90.47 | 70.00 | 50.00 |
| **Studies of Religion II** | n/a | 55.55 | 75 | 50 | 80.00 | n/a |
| **Visual Arts** | 95.82 | 95.22 | 92.85 | 99.99 | 100.00 | 92.00 |

*1 unit subject /50

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

| SUBJECT | 2025 | 2024 | 2023 | 2022 | 2021 |
|---|---|---|---|---|---|
| **English Extension 1** | 100 | 100 | 94.23 | 100 | 100 |
| **English Extension 2** | 100 | 100 | 85.52 | 100 | 100 |
| **French Extension** | 100 | 100 | 84.06 | 100 | 100 |
| **History Extension** | 100 | 100 | 85.21 | 94.73 | 79.16 |
| **Latin Extension** | 100 | 100 | 97.82 | 100 | 100 |
| **Mathematics Extension 1*** | 71.42 | 94.73 | 71.8 | 66.65 | 83.34 |
| **Mathematics Extension 2*** | 77.77 | 100 | 85.67 | 100 | 100 |
| **Music Extension** | 66.67 | 100 | 95.84 | 100 | 100 |
| **Science Extension** | 100 | n/a | n/a | n/a | n/a |

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

## International Baccalaureate (IB) Diploma

In 2025, 24 students completed the IB Diploma Programme, a world recognised rigorous tertiary preparation program. Kambala IB graduates averaged a score of 36.3 (ATAR equivalent of approximately 92-93) which greatly exceeds the world average of 29.3 (ATAR equivalent of approximately 78). The top possible score in the IB Diploma Programme is 45 points. One Kambala student achieved 45 points. Within a candidature of over 23,000 students in November, approximately only 100 of these achieve a perfect score worldwide. One was from Kambala. Additionally, two students achieved 44 (99.50) while a further two students achieved 43 (98.90-99.35). The cohort achieved exceptionally well.

ATAR equivalent scores for Kambala's Class of 2025 IB Diploma students were as follows:

- 21 percent gained an ATAR at or above 99
- 38 percent gained an ATAR at or above 95
- 54 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 approximately 150 hours of Creativity, Activity and Service.

## Comparison of Kambala average grade and global average in 2025 **(latest available at time of publication).**

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 A: Literature SL** | 7 | 5.57 | 5.23 |
| **English A: Literature HL** | 17 | 6.00 | 5.34 |
| **Chinese B – Mandarin SL** | 7 | 5.71 | 6.49 |
| **Chinese B – Mandarin HL** | 1 | 7.00 | 6.49 |
| **French B SL** | 4 | 5.75 | 5.44 |
| **Latin SL** | 1 | 7.00 | 5.40 |
| **Spanish ab initio SL** | 11 | 6.09 | 5.34 |
| **Economics HL** | 14 | 6.00 | 5.25 |
| **Global Politics HL** | 8 | 6.38 | 4.84 |
| **Global Politics SL** | 1 | 5.00 | 4.12 |
| **Psychology HL** | 8 | 5.88 | 5.28 |
| **Biology SL** | 8 | 5.75 | 3.84 |
| **Biology HL** | 5 | 5.60 | 4.66 |
| **Chemistry SL** | 8 | 5.25 | 4.14 |
| **Chemistry HL** | 2 | 5.00 | 5.38 |
| **Physics HL** | 1 | 6.00 | 4.99 |
| **Sports Exercise Health Science HL** | 3 | 6.67 | 5.58 |
| **Mathematics AA SL** | 14 | 5.14 | 3.94 |
| **Mathematics AA HL** | 4 | 4.75 | 5.09 |
| **Mathematics AI SL** | 6 | 4.67 | 3.59 |
| **Music HL** | 4 | 6.00 | 5.36 |
| **Visual Arts HL** | 6 | 4.83 | 4.38 |

## Post-School Destinations

The 2025 cohort demonstrates a high level of academic ambition and geographic diversity, with 85% of students securing university placements and 15% pursuing structured gap years or entering the workforce.

The University of Sydney remains the primary destination, capturing 34% of total admissions, while a significant 8% of the cohort transitioned to elite international institutions such as Cambridge, UCLA, and Central Saint Martins. Academically, the cohort leaned heavily toward professional services, with Business, Commerce, and Law accounting for over a third of all enrollments (36%), followed by a robust showing in STEM and Health Sciences (18%).

Interestingly, the "Gap Year" contingent shows a sophisticated mix of domestic agricultural work and international boarding assistantships, reflecting a cohort that prioritises global experience and practical skill-building alongside traditional tertiary pathways.

This year's international offers came from the University of Cambridge, UAL (University Arts London), Exeter University, University of Hong Kong, University of Southern California, University of Mississippi. Approximately 20 students applied for study overseas but most decided to complete their study in Australia and look toward international exchange opportunities as part of their degrees.

Kambala has provided extensive assistance to students in the applications through various Tertiary Admission centres in Australia, the Common Application (USA), UCAS (U.K) or directly to universities. Individualised assistance has also been given so that students can submit high quality personal statements, professional standard resumes, comprehensive academic transcripts and other relevant documentation such as reports and the Kambala school profile.

In addition to the provision of individual references for each student in the 2025 cohort, over 100 additional references were provided to students to assist their applications for residential colleges, scholarships, university early entry and GAP year programs.

| UNIVERSITY OFFERS ACCEPTED | NO. STUDENTS |
|---|---|
| **University of Sydney (incl. Conservatorium)** | 33 |
| **UTS (University of Technology Sydney)** | 12 |
| **GAP Year / Not Specified** | 15 |
| **UNSW (University of New South Wales)** | 8 |
| **Macquarie University** | 5 |
| **ANU (Australian National University)** | 4 |
| **The University of Queensland** | 4 |
| **The University of Melbourne** | 4 |
| **University of Hong Kong** | 1 |
| **The University of Cambridge** | 1 |
| **University of the Arts London** | 1 |
| **Exeter University UK** | 1 |
| **UCLA (University of California, Los Angeles)** | 1 |
| **UCSB (University of California, Santa Barbara)** | 1 |
| **University of Mississippi** | 1 |
| **Notre Dame** | 1 |
| **Queensland University of Technology** | 1 |
| **Australian Catholic University** | 1 |
| **Whitehouse Institute of Design** | 1 |
| **Monash University** | 1 |

| STUDY FOCUS OF THE 2025 HSC COHORT | | TOTAL |
|---|---|---|
| **Business & Commerce** | Commerce, Applied Finance, Economics, Marketing, Property Economics, Business & Design | 24 |
| **Law & Paralegal** | Bachelor of Laws (Single & Double degrees), Criminology | 11 |
| **STEM (Science & Eng)** | Medical Science, Engineering, Geology, Mathematics, Forensic Science, Computational Design | 11 |
| **GAP Years** | Dragon School (UK), Cattle Station (WA), General Gap Year entries | 10 |
| **Arts & Social Sciences** | International Relations, Liberal Arts, Philosophy/Politics/Economics (PPE), Languages, Media | 9 |
| **Medical & Health** | Pharmacy, Physiotherapy, Nursing, Dental Science, Exercise & Sport Science | 6 |
| **Psychology** | Bachelor of Psychology (Honours), Psychological Science | 6 |
| **GAP Year or Not Specified** | "Not specified or GAP Year" entries | 5 |
| **Education** | Primary Education, Secondary Education | 3 |
| **Creative Arts & Design** | Fashion Design, Architecture, Drama/Film/TV, Music Performance | 5 |
| **Philosophy (PPE)** | Specific PPE programs | 3 |
| **Architecture/Design** | Design in Architecture, Computational Design | 4 |



# THEME 3: Staffing

## Teacher Accreditation

| STAFF NUMBERS | |
|---|---|
| **Level of accreditation** | **Number of Teachers** |
| *Conditional* | 5 |
| *Provisional* | 9 |
| *Proficient Teacher* | 146 |
| *Highly Accomplished/ Lead Teacher (voluntary accreditation)* | 1 |

Conditional accreditation: Allows teaching students in their final year of accredited teaching degree to work as teachers in NSW schools while still completing their studies (nearly graduated).

Provisional accreditation: Is a form of initial accreditation granted to teachers who have successfully completed a recognised initial teacher education program (newly graduated).

We continued our engagement with the International Coalition of Girls' Schools research program, the Global Action Research Collaborative on Girls' Education (GARC), with two staff members participating in this rigorous process. GARC is an 18 month program that includes training, cycles of research, report writing, and a presentation at a global ICGS conference. The research produced by GARC fellows enriches our understanding of best practice for girls.

2025 signalled the conclusion of Dr Ron Ritchhart's academic residency, during which time the Harvard Project Zero professor led whole-school professional learning, facilitated targeted workshops, and worked closely with faculties to strengthen pedagogical practice. This three-year partnership culminated in collective evaluation of the impact of our work with Dr Ritchhart and the next steps in deepening our culture of thinking.

In 2025, 23 staff from the Early Learning School to Year 6 completed professional learning opportunities.

In 2025, 79 staff from Years 7 – 12 completed professional learning opportunities.

## Workforce Composition

| SCHOOL STAFF 2025 | |
|---|---|
| **Teaching staff** | 161 |
| **Full-time equivalent teaching staff** | 143.99 |
| **Non-teaching staff** | 100 |
| **Full-time equivalent non-teaching staff** | 86.09 |

## Staff identification

At our School we embrace all faiths, backgrounds and diversity for all our staff.

In 2025 we had one casual and one part-time Boarding House staff members that identified as Aboriginal and Torres Strait Islander.



# THEME 4: Attendance

## Student Attendance

Below is the student attendance data for 2025. The data range covers from 1 January 2025 to 31 December 2025 inclusive.

| YEAR GROUP | ATTENDANCE % |
|---|---|
| **Preparation** | 96.48 |
| **Kindergarten** | 95.34 |
| **Year 1** | 94.64 |
| **Year 2** | 95 |
| **Year 3** | 94.39 |
| **Year 4** | 95.82 |
| **Year 5** | 95.56 |
| **Year 6** | 93.07 |
| **Year 7** | 92.99 |
| **Year 8** | 91.51 |
| **Year 9** | 90.5 |
| **Year 10** | 86.35 |
| **Year 11** | 90.81 |
| **Year 12** | 88.71 |
| **Year 11IB** | 91.72 |
| **Year 12IB** | 90.89 |
| **TOTAL** | 92.74 |

## Whole School Rates of Attendance

In 2025, 92.74% of students attended school each day. This is consistent with the daily attendance rate in 2024.

## Management of Non Attendance

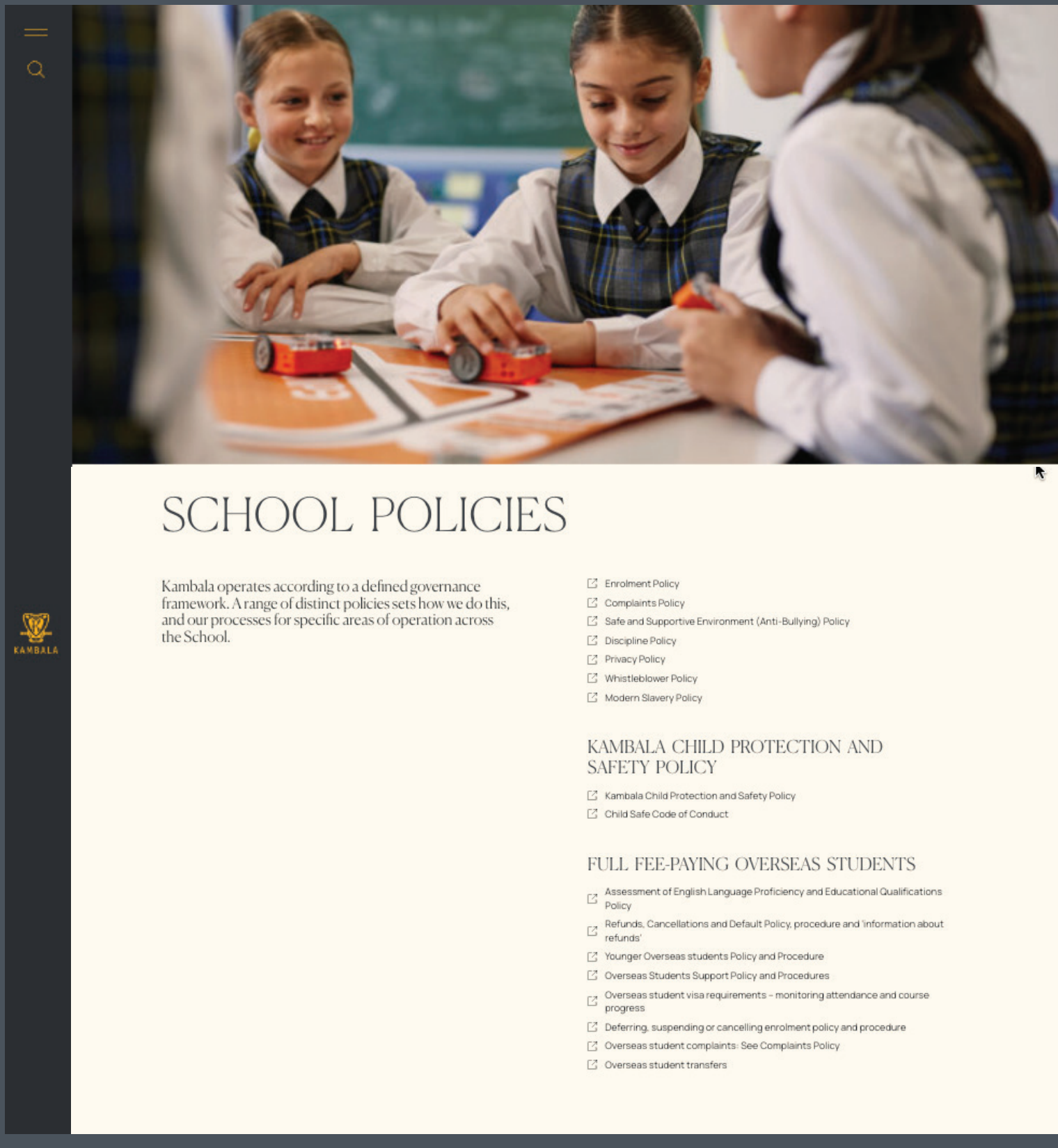
A parent is required to advise the school of their daughter/s absence on the school portal Sundial or by the school app. This reporting refers to a full or part day absences. This must be repeated daily for each day the student is unwell or away for appointments. In the event an absence is not reported, Student Services will send a SMS to the parents or carers to seek an explanation. On returning to school after an absence, a parent/carer must provide any supporting documentation i.e. medical certificate, within seven days to Student Services, otherwise the absence may be recorded as unjustified. It is noted that student absences are mostly due to short periods of illness.

Families are encouraged to travel or holiday during school vacations periods only. If this is not possible, parents need to complete the 'Apply to The Principal For Multiple Days Of Leave' form on Sundial.



# THEME 5: School Policies

Kambala has the following policies in the policies section on their website (https://kambala.nsw.edu.au/connect/policies/). School policies are reviewed regularly and updated accordingly.



## SCHOOL POLICIES

Kambala operates according to a defined governance framework. A range of distinct policies sets how we do this, and our processes for specific areas of operation across the School.

- Enrolment Policy
- Complaints Policy
- Safe and Supportive Environment (Anti-Bullying) Policy
- Discipline Policy
- Privacy Policy
- Whistleblower Policy
- Modern Slavery Policy

### KAMBALA CHILD PROTECTION AND SAFETY POLICY

- Kambala Child Protection and Safety Policy
- Child Safe Code of Conduct

### FULL FEE-PAYING OVERSEAS STUDENTS

- Assessment of English Language Proficiency and Educational Qualifications Policy
- Refunds, Cancellations and Default Policy, procedure and 'information about refunds'
- Younger Overseas students Policy and Procedure
- Overseas Students Support Policy and Procedures
- Overseas student visa requirements – monitoring attendance and course progress
- Deferring, suspending or cancelling enrolment policy and procedure
- Overseas student complaints: See Complaints Policy
- Overseas student transfers



# THEME 6: Stakeholder Satisfaction

Kambala School is committed to listening to the views and expectations of 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.

Staff are surveyed every few years with the most recent survey being conducted in 2025. 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 and scheduled follow-ups with their Heads of Department. For staff who leave there is an exit interview with the School's Head of People and Culture .

The staff  survey conducted in 2025 had an overall engagement score of 82%. Ratings across key areas are provided in a table below.

| Section | Rating | Definition |
|---|---|---|
| **Wellbeing** | 85% | Psychosocial safety, physical safety, social connection, general contentment. |
| **Enablement** | 81% | Being equipped with the right tools, resources, support, and knowledge to do your job. |
| **Engagement** | 87% | The emotional commitment an employee has to their work and the organisation's goals. |
| **Endorsement** | 79% | The perception an employee has about their organisation, generally; how they might talk about the company to others. |

In 2025, 49 parents and 76 students from Year 12 participated in surveys and provided views on areas such as academic performance, student wellbeing, co-curricular, communications, reputation and facilities.

## 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:

1. 71% of parents noted their expectations were met or exceeded in relation to quality of teaching
2. 81% of parents noted their expectations were met or exceeded in relation to the focus on student pastoral care
3. 94% of parents noted their expectations were met or exceeded in relation to a balanced education
4. 83% of parents noted their expectations were met or exceeded in relation to the academic standards
5. 80% of parents noted their expectations were met or exceeded in relation to the teaching facilities and resources

## 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:

1. 75% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 81% of students noted their expectations were met or exceeded in relation to a focus on student pastoral care
3. 80% of students noted their expectations were met or exceeded in relation to a balanced education
4. 83% of students noted their expectations were met or exceeded in relation to academic standards
5. 75% of students noted their expectations were met or exceeded in relation to teaching facilities and resources

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

| 2025 Kambala School Yr 12 Parents: What do you value most about your association with the School? (Top 5) |
|---|
| Academic excellence |
| Quality of teaching staff |
| Student personal development |
| Friendships and peer community |
| Support and wellbeing |

| 2025 Kambala Yr 12 Students: What do you value most about your association with the School? (Top 5) |
|---|
| Friendships and peer connections |
| Academic reputation and standards |
| Opportunities and future preparation |
| Community and belonging |
| Personal growth and development |

## What do parents value about Kambala School?:

*That both my girls loved their time at Kambala, and have maintained Academically and musically it can't be faulted. My daughter has excelled and has been given every opportunity to thrive and for that I am grateful.*

*I think Kambala has done a good job at helping my daughter have a good school life, both socially and academically and given her a good foundation to go away with.*

*Kambala girls are awesome. They are clever and kind and strong. I know my girls are well-equipped to face anything the future may hold. They have had an excellent education.*

*My daughter had an amazing peer group and she has developed into a confident and resilient young lady. Kambala certainly can take some credit for this.*

*My daughter's resilience to finish in a difficult environment.*

*Sense of belonging for my daughter, building great friendships.*

*Some very hardworking staff who have made a difference in the life of our girls.*

*That both my girls loved their time at Kambala, and have maintained friendships outside of school. They will leave with very happy memories of their time from Prep to Year 12.*

*The focus on the importance of girls education.*

*The group of friends the girls have made. They will do well in their studies which I am thankful for.*

*The high level of academic achievement has been extremely impressive.*

*The history, the high level of music and well-rounded education for young women. The connections made.*

*The leadership shown by principal and a number of standout teaching staff.*

*The mostly majority excellent staff that support the girls.*

*The reputation and the confidence which it has given my child. For example, the leadership skills which will be useful later in life.*

*The school is about the students – their growth, education and wellbeing.*

*The school's academic record and commitment influence.*

## What do students value about Kambala School?:

*How much of a community there is, everyone that I know that goes to kambala either as a past or present student have a great connection.*

*I value how this experience at Kambala has contributed heavily to my overall character in multiple areas.*

*I value my connection to all the friends that I have made through Kambala and the ability to try many different activities. I also feel like the academic support has been quite good.*

*I value my connections that I have formed here.*

*I value that I was lucky enough to go to well known private girls school that had some opportunities that public schools wouldn't have had.*

*Its good reputation, that will assist in helping me in my career path.*

*Learning about myself.*

*Making connections with friends for future purposes.*

*The English teachers and the extensive knowledge and critical thinking I have received from them. I loved the E2 course and student-run magazine, which have made me into a confident writer, free thinker and queer theorist.*

*The future opportunities and networking it has providing, as well as all the clubs and leadership opportunities and representative teams.*

*the lasting connections and strength of the teachers.*

*The legacy and friendship.*

*The majority of my teachers acknowledge my intellectual acuity, and the way it surpasses the NESA curriculum.*

*The opportunities given to me, the staffs enthusiasm to teaching students and aiming to assist in many ways, and the overall preparation for the future are things I will cherish about this school.*

*The opportunities to connect with old girls and the friendships I have formed.*

*The people I have met and the opportunities it has provided me with.*

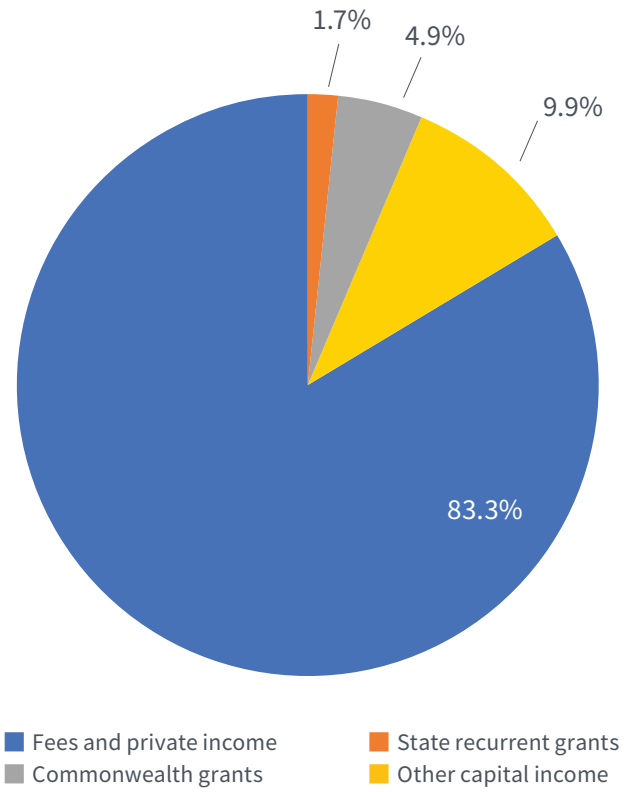
*The reputation of the school.*

*The strength and resilience it has taught me.*

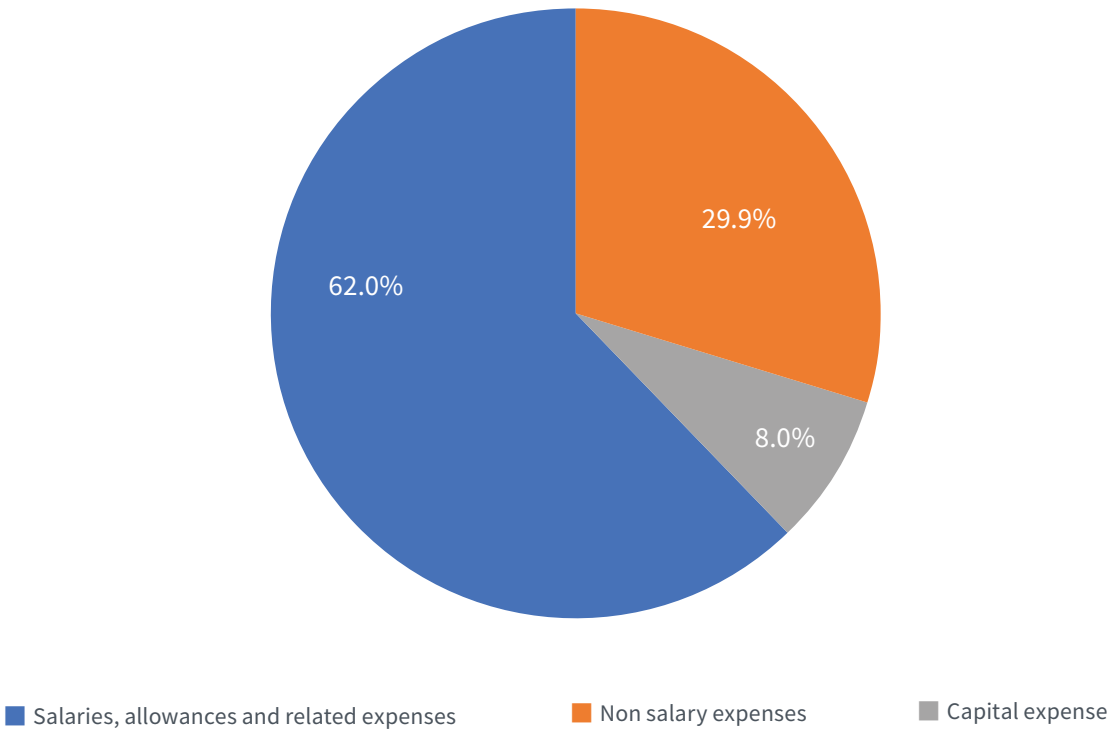
*The time I spent in the Boarding House have deeper connection with girls.*

# THEME 7: Financial Information

**Total Income – 2025 Actuals**




**Total Expenditure – 2025 Actuals**








KAMBALA

A GLOBAL SISTERHOOD

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Global Citizen Diploma

International Coalition of Girls' Schools ICGS Founding Member