



Let the
sun be
YOUR *witness*

KAMBALA'S VISION

Kambala is a dynamic learning community encouraging students to achieve personal excellence in a supportive environment.

Kambala strives to develop young women of courage and integrity who will be empowered to make a positive contribution to a changing world.

INTRODUCTION

The following report is a legislative requirement under the Education Amendment (non-Government Schools Registration) Act 2004.

CONTENTS

I /	MESSAGE FROM KEY SCHOOL BODIES	-----	4
	From the Principal From the President of Kambala School Council From the Student Representative Council From the President of Kambala Parents' Association		
II /	VALUE ADDED INFORMATION	-----	5
III /	SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS	-----	6
	Higher School Certificate (Year 12) School Certificate (Year 10) ELLA and SNAP results (Years 7 and 8) Basic Skills Test results (Years 3 and 5)		
IV /	ATTENDANCE AND RETENTION RATES	-----	8
V /	PROFESSIONAL LEARNING AND TEACHER STANDARDS	-----	9
VI /	POST SCHOOL DESTINATIONS	-----	11
VII /	ENROLMENT POLICIES AND PROFILES	-----	12
VIII /	STUDENT WELFARE POLICIES, DISCIPLINE POLICY, REPORTING COMPLAINTS AND RESOLVING GRIEVANCE POLICY	-----	12
	Safe and supportive environment policy Discipline policy Grievance procedures overview		
IX /	SCHOOL DETERMINED IMPROVEMENT TARGETS	-----	15
X /	INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	-----	16
	Student Leadership Student Representative Council		
XI /	PARENT AND STUDENT SATISFACTION	-----	17
XII /	SUMMARY OF FINANCIAL INFORMATION	-----	18
XIII /	FROM THE DIRECTOR OF FOUNDATION	-----	20

FROM THE PRINCIPAL

2008 has been a year of many challenges. The Global Financial Crisis has impacted in myriad ways, not the least of which was the pervading negativism ever-present within the media.

A wonderful antidote for such difficult times is the consistently positive attitude of the students of Kambala, as they take on a vast range of activities available to them. This Annual Report provides a comprehensive record of the operations of the School over a year in which considerable building has taken place while the learning needs and pastoral care of the girls has continued.

The academic achievements of our Class of 2008 were celebrated by the whole school community as being outstanding. As is often the case, these students were also involved in sport, music, drama, debating and were committed to serving the school through the Charity Committee, the Environment Committee, the Sport, Drama or Music committees or in fact through any number of other ways. Contribution is very much a way of life at Kambala and the girls at all levels should be proud of their input into endeavours aimed at benefitting others rather than themselves.

The young women of Kambala are leaders. Student leaders have instigated changes to this school over the course of the previous twelve months to benefit their peers. It is important for our students to be empowered and it is also true to say that change initiated by peers is often most effective. The work of the committees listed above has been invaluable in this regard.

A year of challenge also brings opportunity and, when a group of people like those of the Kambala community come together to advance a vision, an excellent outcome is almost guaranteed.

There is no doubt that once again in 2008, Kambala proved that it is 'a dynamic learning community encouraging students to achieve personal excellence in a supportive environment' and that 'Kambala strives to develop young women of courage and integrity who will be empowered to make a positive contribution to a changing world.'

FROM THE PRESIDENT OF KAMBALA SCHOOL COUNCIL

As President of the Kambala School Council I report to the Board of Studies that the Council of 14 members met 10 times during the year. In addition, all Council members served on one or more sub-committees which met regularly according to need.

The program of continuously upgrading facilities was maintained throughout the year. In addition, the Council agreed to proceed with two major projects.

The Development Application for the refurbishment and expansion of the Bain Library as an Independent Learning Centre was passed by Woollahra Council and construction commenced towards the end of the year with completion due early 2009. Towards the end of 2008 construction of the Early Learning Centre was commenced on top of the car park with a completion date also early 2009.

During the year the Council supported a staged introduction of the use of laptop computers in the Junior and Senior schools to commence in Term 1 2009.

Mr Hugh McKay presented the prizes at Speech Day which was held in the Sydney Opera House where the strong academic results of 2008 were acknowledged.

The Council thanks the Principal, Mrs Margaret White, and all staff members for their ongoing dedication and service to the school. Council also thanks all the members of the Kambala community for their support and generosity throughout the year.

FROM THE STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) consists of three elected representatives from Years 7 through to 12, chosen by the student body, as well as the Deputy Head Girl and Deputy Head Boarder. The SRC continued to develop a strong, positive role in the school community. They have been focused on improving the physical environment, creating activities for the girls to be involved in at lunchtime and assisting with the evaluation of policies such as 'Safe and Supportive Environment'.

The SRC, Charity and Environment committees (which also have representatives from each year group) organised a number of activities for students and the community, which raised funds for World Vision sponsorship, Red Cross, Salvation Army, Fistula project, Jeans for Genes, Legacy, Cancer Council and involvement in Clean-Up Australia Day. A number of highlights in 2008 included a review of recycling and fundraising and awareness raising for the OASIS centre. Each Year 11 student was also involved in Community Service, in the local and Sydney area, in Term 3.

In 2008, Kambala launched the second World Challenge program, an initiative originating in the UK that allows opportunities for young people to work in teams to build important leadership skills whilst travelling in developing countries. A team of 16 girls and 2 Kambala staff members, under the guidance of a World Challenge leader are working towards an expedition to Thailand/Cambodia in July 2009.

FROM THE PRESIDENT OF KAMBALA PARENTS' ASSOCIATION

The KPA or Kambala Parent's Association is a vibrant and positive part of the Kambala Community. The KPA works closely with the school and other parent and staff groups. All parents and carers of Kambala students are automatically members of the KPA and may choose to participate in the many social, fundraising and practical activities organized by this active body. Parents help with 'car line', the canteen, the uniform shop and organising or attending parent functions such as morning teas and cocktail parties to build the social 'glue' of the community and on occasion raise funds to benefit all students.

Parents and carers are warmly encouraged to be active participants in the KPA. They gain a better understanding of their daughter's school, contribute in a positive manner to the benefit of all and of course meet other parent and staff in a friendly and helpful environment.

II / VALUE ADDED INFORMATION

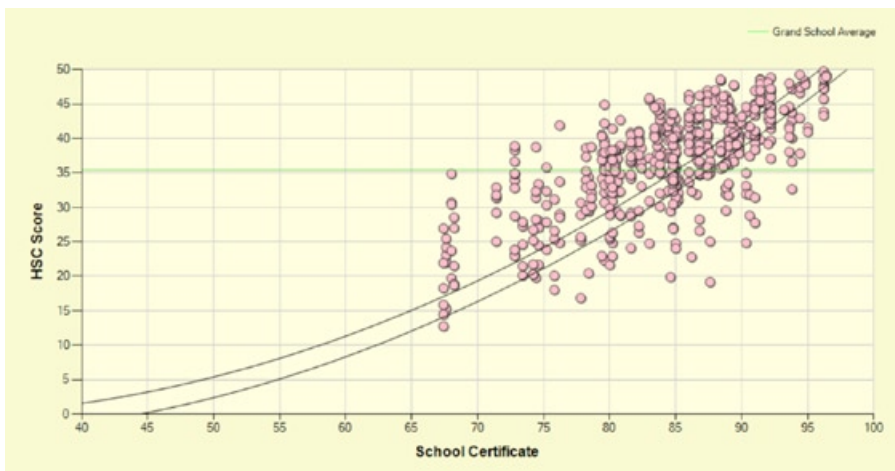
The graphs below compare the School Certificate results for the 2008 Year 12 group to their HSC results. For the HSC 2008, 88% of the tracked students were at or above the Value-Added Benchmark.

This value-added figure of was stable in 2008 from 2007. Academic growth was stronger and more consistent in the middle and towards the lower end of the ability

range. Twenty-two students exceeded the benchmark by a significant margin while none were significantly below it.

The graphs below show the value-added results in all courses and for tracked students from the School Certificate in 2006 to the HSC in 2008.

Kambala 2008 Value Added Results, SC to HSC – All Courses



Kambala 2008 Value Added Results, SC to HSC – Tracked Students



HIGHER SCHOOL CERTIFICATE 2008

The following headlines were reported in the press.

From the Sydney Morning Herald:

- 77 of our girls achieved at least one subject at Band 6 level (mark of 90 or over)
- 38% of our students gained a Band 6 in Mathematics courses, and Kambala was ranked 27th in the state in Mathematics.
- 46% of our girls gained a Band 6 result in English courses, and Kambala was ranked 7th in the state in English.

From the Daily Telegraph:

- Kambala was ranked overall at 14th in the state, when all subjects are considered.

In addition:

- Twelve students gained Premier's Awards
- Ten students were placed on the Honour Roll (in the list of Top Achievers in Course across the state)
- One student achieved the rare honour of a UAI of 100, along with only 22 other students in the state
- Approximately 10% of our girls gained a UAI of 99 or more and at least one third gained a UAI of 95 or over
- Nearly half of the class of 2008 achieved a UAI of 90 or over.

Below gives the numbers of girls who gained results in the top band for 5 or more of their units.

NUMBER OF STUDENTS	NUMBER OF UNITS WITH TOP BAND RESULTS
1	13
1	12
4	11
6	10
5	9
6	8
4	7
3	6
2	5

Numbers of students in Bands E3 and E4 in each subject studied at Kambala

EXTENSION COURSES	KAMBALA BAND E4 (%)	STATE BAND E4 (%)	KAMBALA BANDS E3 & E4 (%)	STATE BANDS E3 & E4 (%)	KAMBALA AVERAGE (%)	STATE AVERAGE (%)	
ENGLISH EXTENSION 1	25	68	25.8	100	83.9	45.1	39.8
ENGLISH EXTENSION 2	9	0	30.4	88.9	82.0	38.7	39.8
FRENCH EXTENSION	4	25.0	50.9	75.0	92.0	39.2	42.2
GERMAN EXTENSION	1	100	47.7	100	96.3	46.5	42.5
HISTORY EXTENSION	17	52.9	20.0	94.1	73.2	44.3	37.7
JAPANESE EXTENSION	4	0	17.2	50.0	73.8	32.0	37.4
MATHEMATICS EXTENSION 1	17	47.1	33.3	94.1	81.6	87.4	79.6
MATHEMATICS EXTENSION 2	5	80.0	37.1	100	90.4	92.0	83.2
MUSIC EXTENSION	4	75.0	51.8	100	93.4	43.3	43.1

Numbers of students in Bands 5 and 6 in each subject studied at Kambala in 2008

SUBJECT	NUMBER STUDYING SUBJECT	KAMBALA BAND 6 (%)	STATE BAND 6 (%)	KAMBALA BANDS 5 & 6 (%)	STATE BANDS 5 & 6 (%)	KAMBALA AVERAGE (%)	STATE AVERAGE (%)
ANCIENT HISTORY	27	70.4	11.3	92.6	37.3	91.1	72.5
BIOLOGY	22	22.7	7.5	59.1	31.5	81.74	73.2
BUSINESS STUDIES	28	39.3	6.1	92.9	31.7	87.7	72.2
CHEMISTRY	10	10.0	12.8	40.0	38.3	79.1	74.7
DRAMA	12	41.7	11.1	100	48.4	87.7	78.3
ECONOMICS	20	45.0	16.3	90.0	47.2	88.5	75.5
ENGLISH (STANDARD)	17	0	0.23	52.9	6.0	78.4	65.6
ENGLISH (ADVANCED)	70	55.7	10.8	95.7	49.4	89.1	79.0
FRENCH CONTINUERS	6	16.7	30.9	83.3	60.9	84.2	81.5
GENERAL MATHEMATICS	28	32.1	4.8	75.0	25.7	84.0	70.1
GEOGRAPHY	21	57.1	15.0	90.5	47.9	88.1	76.4
GERMAN CONTINUERS	2	100	25.0	100	51.3	96.0	78.3
HOSPITALITY EXAMINATION	11	9.1	4.8	36.4	23.5	79.5	73.5
INF. PROC & TECHNOLOGY	15	40.0	6.4	86.7	31.0	86.4	71.1
JAPANESE CONTINUERS	6	0	21.2	33.3	54.7	75.4	78.8
LATIN	6	33.3	66.35	66.7	90.8	82.2	89.7
LEGAL STUDIES	11	36.4	10.1	90.9	41.9	86.4	75.4
MATHEMATICS	35	31.4	16.8	74.3	44.8	83.4	75.7
MODERN HISTORY	17	17.6	9.6	70.6	41.6	81.4	75.8
MUSIC 1	5	20.0	14.8	100	53.9	86.6	79.2
MUSIC 2	6	100	30.3	100	78.6	92.3	84.9
PDHPE	17	41.2	8.2	64.7	32.2	84.0	72.6
PHYSICS	6	0	7.9	66.7	32.8	78.0	73.1
TEXTILES & DESIGN	10	0	12.8	50.0	53.4	78.7	78.4
VISUAL ARTS	31	58.1	14.5	100	61.0	90.6	80.7

Other outstanding individual results were:

- 2nd place in the state in Ancient History and a mark of 100
- 4th place in the state in English Advanced and 2nd place in the Philosophy Distinction Course
- 5th place in the state in Ancient History, 6th place in History Extension and 15th place in English Advanced

- 16th place in the state in Ancient History
- 10th place in the state in English Advanced
- 4th place in the state in German Continuers
- 9th place in the state in Visual Arts.

SCHOOL CERTIFICATE RESULTS 2008

The information below details Kambala’s results from the School Certificate tests in English Literacy, Mathematics, Science, Australian History and Australian Geography, Civics and Citizenship and Computer Skills.

Kambala’s results for these 2008 School Certificate Tests were very good, and well above the State results across Bands 5 and 6, the top two bands. Six of our most high-achieving girls were on school-approved exchange programs and did not sit for the School Certificate examinations. It should also be noted that 10% of this cohort accelerated in Mathematics and thus sat for their School Certificate in this subject in 2007.

Five students gained the superb achievement of Band 6 results in all five tests and Highly Competent in Computer Skills.

Five students gained a Grade A in their School Assessments in all nine SC subjects. Congratulations go these students and to all our students who did their best on the series of tests and achieved such very good results.

The following tables provide the School Certificate 2008 Test results.

SUBJECT	BAND 6 KAMBALA (%)	BAND 6 STATE (%)	BANDS 5 & 6 KAMBALA (%)	BANDS 5 & 6 STATE (%)
ENGLISH LITERACY	25.0	5.91	80.95	38.55
MATHEMATICS	6.17	7.25	45.67	25.39
SCIENCE	22.61	5.95	71.41	31.92
AUST. HISTORY	25.0	5.47	71.42	22.98
AUST. GEOGRAPHY	38.09	6.69	79.75	28.17
	HIGHLY COMPETENT KAMBALA (%)		HIGHLY COMPETENT STATE (%)	
COMPUTER SKILLS	91.66		57.27	

The following tables provide the School Certificate 2008 Grading pattern.

COURSE NAME	NO. STS	SCHOOL PATTERN (%)				
		A	B	C	D	E
ENGLISH 200 HOURS	86	31	40	27	2	-
MATHEMATICS 200 HOURS	94	40	22	32	5	-
SCIENCE 200 HOURS	86	21	33	37	9	-
AUSTRALIAN GEOGRAPHY 100 HOURS	86	16	29	42	10	2
AUSTRALIAN HISTORY 100 HOURS	86	29	36	28	7	-
COMMERCE 100 HOURS	3	-	67	33	-	-
COMMERCE 200 HOURS	46	22	37	28	13	-
HISTORY 100 HOURS	5	-	40	60	-	-
HISTORY 200 HOURS	47	23	38	36	2	-
INFORMATION AND SOFTWARE TECHNOLOGY 100 HOURS	3	67	-	-	33	-
INFORMATION AND SOFTWARE TECHNOLOGY 200 HOURS	23	26	35	22	13	4
FRENCH 100 HOURS	1	-	-	100	-	-
FRENCH 200 HOURS	17	29	35	35	-	-
GERMAN 200 HOURS	6	33	17	50	-	-
JAPANESE 100 HOURS	1	100	-	-	-	-
JAPANESE 200 HOURS	11	64	-	27	9	-
LATIN 100 HOURS	2	50	50	-	-	-
LATIN 200 HOURS	7	29	71	-	-	-
TEXTILES TECHNOLOGY 100 HOURS	1	-	-	100	-	-
TEXTILES TECHNOLOGY 200 HOURS	27	19	30	30	22	-
MUSIC 200 HOURS	17	41	29	24	6	-
VISUAL ARTS 100 HOURS	5	20	60	-	20	-
VISUAL ARTS 200 HOURS	36	32	26	35	3	3
PDHPE 100 HOURS	86	20	33	40	8	-

NAPLAN RESULTS 2008 (NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY)

YEAR 3	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
KAMBALA	469.33	469.62	431.51	483.78	444.69
NSW	412.30	427.60	419.20	417.20	408.90
NATIONAL	400.40	414.20	399.30	402.90	396.70
K % ABOVE NSW	13.83	9.83	2.94	15.96	8.75
K % ABOVE NATIONAL	17.21	13.38	8.07	20.07	12.10

YEAR 5	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
KAMBALA	542.41	541.43	522.11	572.53	546.00
NSW	494.70	495.40	499.40	504.90	487.80
NATIONAL	484.30	486.40	483.60	496.00	475.70
K % ABOVE NSW	9.64	9.29	4.55	13.39	11.93
K % ABOVE NATIONAL	12.00	11.31	7.96	15.43	14.78

YEAR 7	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
KAMBALA	596.13	576.28	588.10	605.11	603.01
NSW	542.50	535.30	550.10	536.60	551.30
NATIONAL	536.60	533.70	538.60	529.00	544.90
K % ABOVE NSW	9.89	7.66	6.91	12.77	9.38
K % ABOVE NATIONAL	11.09	7.98	9.19	14.39	10.66

YEAR 9	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
KAMBALA	637.68	628.80	634.79	644.67	639.11
NSW	583.10	569.40	586.60	576.10	591.40
NATIONAL	578.00	569.30	577.00	569.20	582.20
K % ABOVE NSW	9.36	10.43	8.22	11.90	8.07
K % ABOVE NATIONAL	10.32	10.45	10.02	13.26	9.78

IV / ATTENDANCE AND RETENTION RATES

Teacher

The average teacher staff attendance rate is 98%.

The proportion of teaching staff retained from the previous year was 96.5%

Student

The average attendance rate per day was 95.3%. This is similar to previous years.

The actual student retention rate from Year 10 in 2006 to Year 12 in 2008 was 90.7%.

In accordance with Board of Studies guidelines, we report that teachers of Board of Studies curriculum have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills recognition guidelines, with a few exceptions, as outlined below.

Kambala School data on teachers (including part-time teachers)

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	112
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines. (Two teachers are not teaching a Board Developed course, but are teaching, two are teaching practical components of music to small groups)	4
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. (One teacher is a Transition scheme teacher who is currently completing her degree).	1

The table below gives the external professional development undertaken by teaching staff over 2008.

AREA OF SCHOOL	NO.	PROFESSIONAL LEARNING EXPERIENCE
ACADEMIC SUPPORT	2	Challenging Challenging Behaviours
ART	1	Cinliteracy Conference
ART	4	AIS Art Conference
ART	2	ArtExpress Teachers Day
ART	1	Who's Afraid of Contemporary Art
ART	1	Andy Warhol Exhibition
ART	1	Everyone's an Artist: Drawing, Painting and Fibre
ASTHMA	2	Asthma Friendly Schools Training Session
BUSINESS STUDIES	2	ELC Business Studies Conference
CAREERS	1	Bond Uni Secondary Sch Partnership summit
CAREERS	1	AACC Conference
CAREERS	1	UNSW Careers Advisors Information Day
CAREERS	1	Uni Sydney Careers Advisors Information Day
CAREERS	1	Notre Dame University Careers Advisors Information Day
CAREERS	1	UTS Careers Information Day
CAREERS	1	ANU Interstate Careers Advisors information Sessions
CAREERS	1	Macquarie University
CAREERS	1	Bedford College Careers Advisors Luncheon
CAREERS	1	The Hotel School Annual Careers Advisors lunch
CAREERS	1	Curriculum & Year Advisors' Workshop
CAREERS	1	Tertiary Ed Info Evening
CHILD PROTECTION	1	Child Protection Investigation Training
CHILDCARE	2	Certificate III in childcare
COUNSELLING	1	Current Trends in the Treatment Anxiety Disorders
COUNSELLING	1	Diagnosis and Treatment of Bipolar Disorder
COUNSELLING	1	Term 1 AIS School Counsellors Meeting
COUNSELLING	1	Professional Supervision

AREA OF SCHOOL	NO.	PROFESSIONAL LEARNING EXPERIENCE
COUNSELLING	1	AIS Counsellor Conference
CSSA TRIALS	1	Catholic Trials MTG
CSSA TRIALS	1	CSSA Trials Meeting
CSSA TRIALS	1	CSSA Trials
D & T	5	PRO Desktop training
D & T	1	Cert IV Assessor Training
D & T	1	PRO Desktop training
D & T	2	AIS TAS Conference
DIRECTOR OF STUDIES	2	AHISA Director of Studies Conference
DRAMA	2	Playbuilding Advanced
ECONOMICS	2	ELC Economics Conference
ELC	1	Ectarc Certificate 3 Childcare Studies
ELC	1	OHS Consultation training No. 4
ELC	1	Introduction to Return to Work Co-ordination
ENGLISH	2	The HSC English Event
ENGLISH	1	HSC Modules Day
ENROLMENTS	1	Preparing for the VETAB CRICOS Code Audit
EXECUTIVE	2	Reporting NAPLAN results
EXECUTIVE	1	ACEL Conference, New Metaphors for Leadership in Schools
EXECUTIVE	1	Reporting NAPLAN results
GEOGRAPHY	1	GTA Conference
GERMAN	1	HSC Course Prescriptions German Extension
HISTORY	2	Macquarie Ancient History Teachers Conference 08
HISTORY	1	Rich Tasks in HSIE
IT	1	ICT Integration Meeting
IT	1	Final Cut World Tour
IT	2	IT Managers Conference 2008
IT	2	Technology Educates Conference-Sustainability

AREA OF SCHOOL	NO.	PROFESSIONAL LEARNING EXPERIENCE
JUNIOR SCHOOL	1	Future Problem Solving booklets
JUNIOR SCHOOL	1	The How 2 of Web 2.0-online learning program
JUNIOR SCHOOL	1	Masters of Education
JUNIOR SCHOOL	1	Developing Tasks Across K-6 in Mathematics
JUNIOR SCHOOL	2	Dealing With Challenging Parents
JUNIOR SCHOOL	1	The Why of the Web 2.0
JUNIOR SCHOOL	1	Developing and sustaining a growing christian ministry
JUNIOR SCHOOL	1	Mentoring Career Teachers
JUNIOR SCHOOL	1	Maximising Teaching Practice With Interactive Whiteboards
JUNIOR SCHOOL	1	Getting the balance right: formative and summative assessment
JUNIOR SCHOOL	1	Using Digital Resources in Primary Science and Tech
JUNIOR SCHOOL	1	Linking ICT to the Primary Mathematics Classroom
JUNIOR SCHOOL	1	Algebraic thinking K-8
JUNIOR SCHOOL	1	BOS Science and Technology K-6 Syllabus Revision
JUNIOR SCHOOL	2	Using Digital Interactive Resources in Primary Maths
LANGUAGES	2	HSC Course Extensions-French Extension
LANGUAGES	1	HSC Course Prescriptions-Japanese Extension
LANGUAGES	1	Introduction to AIM
LANGUAGES	1	French HSC Speaking skills Senior Marker training
LANGUAGES	1	AIM Conference
LANGUAGES	1	Introduction to AIM
LANGUAGES	1	Focus on German-Annual German Inservice
LEADERSHIP	1	JSHAA Country Weekend
LEADERSHIP	1	JSHAA National Conference
LEADERSHIP	1	Executive Leadership
LEADERSHIP	2	Middle Management Leadership Program
LEGAL STUDIES	2	Legal Studies State Conference
LIBRARY	2	AIS Teacher/Librarian Conference
LIBRARY	2	The Way of the Web 2
LIBRARY	1	State Library Day: Into the Research
MASSIE	1	Mindful Leadership Program
MASSIE	1	Inspiring Classrooms
MASSIE	1	Lift off to Learning
MASSIE	4	AIS K-2 Conference: Fostering Learning in the Digital era
MASSIE	1	Giving ALL Children a Chance to Achieve
MASSIE	1	Teacher Talk: Encouraging Language in Early Childhood Settings
MASSIE	1	A Closer Look at Guided Reading
MASSIE	2	Food handling in Childrens Services
MASSIE	1	Teachers and Students as Questioners
MASSIE	2	Unpacking- Possibiities of Representation
MASSIE	1	Getting Little Hands Working

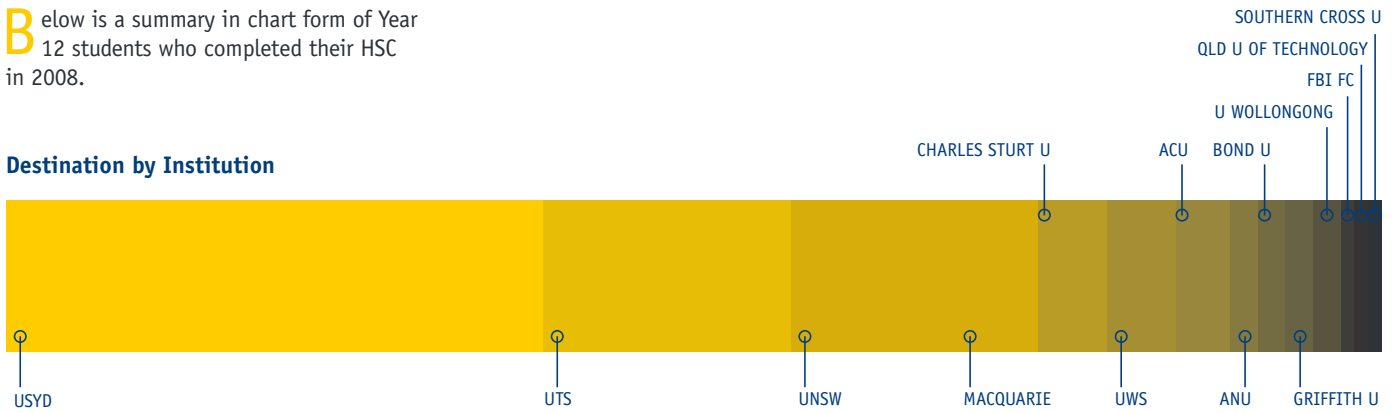
AREA OF SCHOOL	NO.	PROFESSIONAL LEARNING EXPERIENCE
MASSIE	1	Multiliteracies: Cracking the code of visual texts
MASSIE	1	Professional Development Stage 1 & 2
MASSIE	1	Fun Learning challenges for active thinkers
MASSIE	2	A Closer Look at Guided Reading
MASSIE	2	Planning and Teaching Integrated Units
MASSIE	3	Learning in Early Numeracy
MATHEMATICS	1	Using Digital Resources in Primary Maths
MATHEMATICS	1	HSC General Mathematics Marking Briefing
MATHEMATICS	1	AIS Maths research Conference
MATHEMATICS	1	Mastering Extension 1+2 Maths
MATHEMATICS	1	Stage 6 Mathematics Consultation Meeting
MATHEMATICS	1	New NSW Maths Courses
MATHEMATICS	1	Mathematics General 1 & 2 Stage 6
MATHEMATICS	1	Teaching Mathematics Extension 1
MATHEMATICS	1	Mastering Ext 1 and Ext 2 Mathematics
MATHEMATICS	1	Term 2 Maths Network Meeting
MUSIC	1	Music: Singing and Percussion
PASTORAL CARE	2	AIS Pastoral Care Conference: Optimism, Ethics and Young People
PASTORAL CARE	2	AHISA Pastoral Care Conference
PASTORAL CARE	1	AIS Pastoral Care Conference
PDHPE	2	Engaging Generation Y in PDHPE
PDHPE	1	Getting up to Speed-Teaching Stage 6 PDHPE for the first time
PDHPE	1	Teachers and Students as Questioners
PROFESSIONAL SUPPORT	2	Professional Support Session-Classroom Excellence
PROFESSIONAL SUPPORT	1	Classroom/Professionnal Excellence
RELIGIOUS EDUCATION	1	Teachers and Chaplains Professional Development Day
RELIGIOUS EDUCATION	1	Australian Anglican Schools Network Conference
RELIGIOUS EDUCATION	1	SASCA Development Day
SCHOOL VISIT	4	Laptop School Visit
SCHOOL VISIT	1	Visit PLC for laptops
SCIENCE	1	STANSW Meet the Markers
SCIENCE	2	Meet the Markers
SCIENCE	3	Differentiating the year & Science Curriculum
UNION REP	1	IEU Union Rep Training Day

In addition, all teaching staff attended 7 school-based Professional Learning days, where the focus was on a variety of aspects of learning and teaching, including planning for the introduction of laptops to Years 5 and 7 in 2009. Senior School staff members were also involved in two Quality Teaching Projects, one in Languages and one that focused on enhancing teaching programs to include quality units of learning that used relevant and effective technology.

VI / POST SCHOOL DESTINATIONS

Below is a summary in chart form of Year 12 students who completed their HSC in 2008.

Destination by Institution



- USYD — 33 students
- UTS — 15 students
- UNSW — 10 students
- Macquarie — 5 students
- Charles Sturt U — 4 students

- UWS — 4 students
- ACU — 3 students
- ANU — 2 students
- Bond U — 2 students
- Griffith U — 2 students

- U Wollongong — 2 students
- FBI Fashion College — 1 students
- Queensland U of Technology — 1 students
- Southern Cross U — 1 students

Destination by Course

COURSE	NO. OF STUDENTS
B Arts	10
B Business	8
B Commerce	7
B Combined Law	4
B Commerce/B Arts	4
B Psychology	3
B Arts (Psychology)	2
B Business & Commerce	2
B Creative Arts	2
B Liberal Studies	2
B Science/B Arts	2
B Agricultural Business Management	1
B Arts (Photography)	1
B Arts(Comm-Advtg)/B Bus (Mktg)	1
B Arts/Laws	1
B Business/B Laws	1
B Commerce/B Laws	1
B Commerce/B Medicine/B Surgery	1
B Communications(Business)	1
B Design in Architecture	1
B Design/B Art Education	1

COURSE	NO. OF STUDENTS
B Economics	1
B Education (Early Childhood & Primary)	1
B Engineering (Mining)	1
B Engineering/B Arts	1
B Engineering/B Commerce	1
B Environmental Management/B Laws	1
B Exercise Science & Nutrition	1
B Health Sci(Nutrition)/B Media & Comm	1
B Health Science(Occupational Therapy)	1
B International Studies/Laws	1
B Laws/B Arts International Studies	1
B Laws/B International Business	1
B Management in Events & Leisure	1
B Media (Communciations & Journalism)	1
B Music (Performance/Musicology)	1
B Music Studies/B Arts	1
B Philosophy (Hon) Arts	1
B Property & Sustainable Development/ Laws	1
B Science (Adv)	1
B Science (Hon)	1

COURSE	NO. OF STUDENTS
B Science (Nutrition & Food)	1
B Science(Adv)or B Med Science/MBBS	1
B Science/M Nursing	1
B Tourism Management	1
B Visual Arts and Design	1
BA Comm (Journalism) & Int Studies	1
BA Comm (Media Arts & Production)	1
BA Comm (Social Enquiry)	1
BA Comm(Public Comm)/B Laws	1
Diploma in Communications	1
Fashion Design/Business	1
GAP YEAR-working as freelance stylist	1

ENROLMENT POLICY

Students are enrolled at Kambala from Preparation – aged four years before the end of March of the year in which they commence.

Kambala is a non-selective school and students are admitted to Kambala generally in date order of application. Daughters and grand daughters of old girls and siblings are afforded some priority.

Student population

Kambala P – 12 has an enrolment of 926 girls, of whom 547 are in the secondary school. There are approximately 90 boarders who come mostly from rural NSW, with some from outer localities of Sydney and overseas. It is a non-selective school.

ENROLMENT PROCEDURES

Entry into all year groups is possible if a vacancy is available in that particular year group.

Entry from Year 8 – 12 is subject to interview and assessment by the Principal, Deputy Principal Learning & Teaching and Head of Senior School. Students are also tested via the Robert Allwell & Associates program, to provide information for class placement and academic needs.

A Registration fee is requested with the completed application form.

Names are placed onto the register and into the computer upon receipt of the application form. Letters of receipt of the form are sent to the parent advising them that they are either accepted or on a waiting list.

Confirmation of Entry forms are sent to parents no earlier than two years prior to the student commencing. At this point a non-refundable fee is requested.

Interviews with the Principal and Heads of Infants' School and Junior School take place the year prior to entry.

Overseas students applying for the Senior School are required to sit an English and

General ability test in their own country. (Provided that their own country is non-English speaking) They may sit in Sydney if they are currently in Australia. Upon receipt of the results of these tests, the enrolment of an overseas student may proceed to the interview and Kambala assessment stage, providing the results are of an acceptable standard. If a certain standard has not been reached, overseas students are encouraged to study further English and reapply.

Kambala takes reasonable steps to ensure that a prospective student with a disability is able to apply for enrolment in the school and has their enrolment considered on the same basis as a prospective student without a disability and without experiencing discrimination.

There are no pre-requisites for continued enrolment beyond the payment of fees.

Students leaving Kambala

Notification must be received in writing from the parents/guardians of the student if a student is to leave Kambala. Confirmation of the student's destination is obtained from parents and recorded in the database.

VIII / STUDENT WELFARE POLICIES, DISCIPLINE POLICY, REPORTING COMPLAINTS AND RESOLVING GRIEVANCE POLICY

SAFE AND SUPPORTIVE ENVIRONMENT POLICY

(includes Anti-Bullying)

Preamble

Kambala is a dynamic learning community encouraging students to achieve excellence in a supportive environment. All members of the Kambala community have the right to enjoy a safe, positive and supportive school environment which promotes tolerance and respect. Expectations of behaviour at Kambala are based on the following principles:

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

It is the responsibility of all members of the School community to ensure the safety and protection of one another. No form of bullying or harassment will be tolerated at Kambala.

Our school defines bullying as...

Bullying is unfair and one-sided. It is typically when a person repeatedly and deliberately tries to harm, harass, humiliate or distress another person. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Bullying exists in a number of ways, including:

- Verbal
Teasing, name calling, offensive language, unwelcome comments, intrusive questions, 'nuisance' or abusive telephone calls, emails, MSN or text messages, spreading malicious gossip verbally or electronically.
- Physical
Fighting, pushing, hitting, offensive gestures, invasion of personal space.
- Social/Emotional
Standover tactics, extortion, threats, damage or disregard of property or possessions, repeated exclusion.

Staff at Kambala will do the following things to maintain a safe and supportive environment:

- Supervise students in all areas of the school and the playground.
- Watch for signs of bullying and deal with incidences appropriately, as outlined below
- Respond quickly and sensitively to bullying reports and follow up all reported bullying incidents.
- Take seriously parents' concerns about bullying.
- Assign consequences for bullying as outlined below.

Students at Kambala will do the following things to engender a safe and supportive environment:

- Treat others respectfully.
- Refuse to bully others.
- Refuse to let others be bullied.
- Refuse to watch, laugh or join in when someone is being bullied.
- Try to include everyone, especially those who are often left out.
- Report bullying to an adult.

Parents/Guardians

Parents will be made fully aware of the School's policy regarding a safe and supportive environment. When appropriate the parents of all parties will be informed. It will be stressed that if the bullying continues after an incident is acted upon then disciplinary sanctions will be used.

Policy Review

It is important that the issue of maintaining a safe and supportive school environment remains a high priority each year. The policy will be reviewed regularly to ensure this.

Processes and procedures to be followed by each section of the School will be decided by a group within Massie, a group within Junior School and a group within Senior School.

Processes and Procedures

Responses to incidents of bullying and/or harassment will be tailored to suit the situation according to severity, frequency and duration. A positive approach, which seeks to bring about change in the behaviour and thinking of the student(s) who are bullying, will be used wherever possible. At all times discretionary judgement will be applied according to the age of the students involved. The aim of our approach is to create a situation where all parties can co-exist peacefully at school in an environment of caring and safety.

Prevention

- We encourage and maintain a climate of respect.
- School leadership and management reflect practices that contribute to building a safe and supportive learning environment for all students.
- The school curriculum develops life skills to nurture personal development in an inclusive and equitable manner.
- The Discipline Policy is implemented in a consistent manner.
- We strive for a common understanding of acceptable classroom behaviour.
- The expectations for behaviour outside the classroom are communicated and practised by all members of the school community.

Managing an incident

The school's Safe and Supportive Environment Policy promotes resolution rather than punishment. Staff members are committed to a common response to bullying when incidents occur, using procedures outlined below:

- A member of staff who witnesses a bullying incident should respond to the students involved immediately, indicating that the behaviour witnessed is unacceptable and contrary to expectations at Kambala.
- A member of staff who is informed of, or witnesses, a bullying incident should act promptly to ensure the safety of the targeted student(s) where necessary and report the incident to the following

people in the relevant sections of the school :

- The Class Teacher and The Head of Junior School/Massie House
 - The relevant Year Co-ordinator, Head of Senior School or Principal.
 - While the school will provide support for the offender, Kambala's first priority is to support those targeted and protect them from further bullying.
 - Reports of bullying are taken seriously and investigated by the relevant person (Head of Junior School/Massie House, Year Co-ordinator, Head of Senior School, Principal, or external agency).
 - Following a documented investigation, if bullying/harassment is found to have occurred, the following range of strategies may be implemented, depending on the severity of the incident :
 - Discussions with student(s) in order to bring about a positive reconciliation of the parties
 - Opportunities created for students to discuss and explore possible solutions that may resolve the issue and repair the harm done
 - Counselling for those targeted
 - Counselling for others involved (eg witnesses) if necessary
 - More formal mediation between the parties
 - Counselling of the offender to help her to understand the implications of her actions and the likely consequences if the behaviour continues
 - Notify parents
 - Isolation from peers
 - Detention(s)
 - Removal of privileges
 - Professional assistance from experts within the school or from outside the school (eg conflict resolution, anger management)
 - Suspension
 - Expulsion
- Note: all actions are based on the principles of procedural fairness.

Throughout the investigation and subsequent actions, care should be taken to maintain confidentiality as far as possible.

No-one should be victimised for reporting bullying or for acting as a witness in a bullying investigation. Dishonesty in reporting an incident of bullying will be viewed extremely seriously and will lead to disciplinary action.

DISCIPLINE POLICY

Students are required to abide by the School's Rules and Code of Behaviour (published in the Year Book and on intranet) and to follow the directions of teachers and other people with authority delegated by the School. The Code of Behaviour is designed to promote a high standard of conduct in each student. The purpose of the rules is to ensure the safety of all and the efficient running of the school.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

The penalties imposed will vary according to the behaviour and the prior record of the student as well as the seriousness of the alleged offence. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. The school expressly prohibits corporal punishment and does not explicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and parent will be informed of the procedural steps to be followed. They will be:

- informed of the alleged infringement;
- informed as to who will make the decision on the penalty;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- afforded a right of review or appeal.

The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of the view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend

the preliminary decision based on the additional information provided.

Consequences

Individual teachers are initially responsible for their own discipline. However, no teacher should feel hesitant about asking for help if a student is causing problems.

Consequences should be connected to the rights being affected and the rules being broken. They should:

- Relate to the behaviour
- Have a degree of seriousness and be reasonable
- Allow for appropriate right of reply
- Foster a restorative approach using questions such as
 - What happened?
 - What harm has resulted?
 - What needs to happen to make things right?

Logical Consequences

One or more of the following procedures may be implemented:

- Engage in discussion of behaviour
- Counselling about behaviour, including how to repair the harm done
- Parents contacted
- Detention
- Develop a behaviour contract
- Appropriate withdrawal of privileges
- Suspension

In school	}	<i>Based on the principles of procedural fairness</i>
From School		
- Expulsion

Corporal Punishment is expressly prohibited.

Guidelines for Detentions

- No student may be detained after school unless 24 hours' written notice has been given to parents/guardian.
- No recess detentions.
- No detentions in the first half of lunch break.
- Teachers on lunch duty do not supervise detention girls for other staff members, unless by prior agreement with relevant Year Co-ordinator.

CHILD PROTECTION POLICY OVERVIEW

A significant focus of Kambala's duty of care responsibilities is the protection of children from all forms of abuse. The procedures followed must be in accordance

with the "Children (Care and Protection) Act 1987 NSW" and will also take into account other appropriate practices and guidelines aimed at the protection of children. Staff members at Kambala have an obligation to report all serious cases of abuse under the common law 'duty of care' responsibilities including physical assault (including sexual assault), ill-treatment or neglect and exposing or subjecting a child to behaviour that psychologically harms the child to the Principal.

Pastoral Care Policy overview

The purpose of Pastoral Care at Kambala is to provide an environment which promotes the physical, emotional, social, spiritual and intellectual well-being of all students. Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of counselling within the School and appropriate external agencies.

GRIEVANCE PROCEDURES OVERVIEW

All complaints about grievances will be treated seriously and investigated. The School will try to keep the matter confidential to the extent practical.

Location of full text of policies

All are located on the Kambala intranet. Some policies are also included in the annual Staff handbook.

Changes made

The Child Protection, Discipline, Code of Conduct and Pastoral Care policies were reviewed in May 2008. The Safe and Supportive Environment policy will be reviewed in 2009.

AREA	PRIORITIES	ACHIEVEMENTS
LEARNING & TEACHING	Numeracy Years 5 – 8	Quality Teacher Project – interview program facilitated by external numeracy consultant
	Numeracy Trans – Yr 2	Learning in Early Numeracy Project, facilitated by external numeracy consultant
	Planning for introduction of laptops to Years 5 & 7	Faculty time devoted to enhancing teaching programs for further inclusion of technology
	Science Faculty	Differentiation project with external consultant
	Consideration of introduction of IB Diploma program	Decision taken to work towards introduction of IB DP in 2011
	Working towards the National Curriculum	Involvement in consultation process
	Meeting the needs of individuals	Further academic support provided
	Timetable	Review
	Cyber safety	Further development of formal and informal program for promoting cyber safety
	Building relationships between Yr 12 & Year 7	Student initiative – Powerful Picnic (big sister program)
	Spirit of Service	Co-ordinator appointed, participation in service activities enhanced
Music	Overseas tour of Europe	
STAFF	Professional learning	7 Staff days throughout the year. Significant staff involvement in ongoing professional development to encourage teachers to pursue the most effective teaching methods.
	Development Office	New team, building a new look to publications
FACILITIES	Library	Renovations underway
	Soubeiran classrooms	Renovations underway
	Early Learning Centre	Underway
	D & T	Completion of improved facilities for Design & Technology, including commercial kitchen for Hospitality
	Boarding House	Renovated bathrooms, upgrade of furnishings and improved technology facilities.
	Information Technology	Expanded IT infrastructure in preparation for the 1-1 Laptop program, including a new and upgraded wireless network and expansion of help desk facilities and space
	Visual Arts	Expansion and improvement of kiln area
ADMINISTRATION	Accounting and reporting software package	New software implemented, this has given the financial reporting process more flexibility in presentation and structure
COMMUNITY	Parent information evenings	Talks from visiting experts on resilience, cyber safety
	Parent forum	Consultation on Master Plan
	Strategic Vision	Review underway
POLICIES	Review	Acceleration, Child Protection, Discipline, Critical Incident, Communication with Parents, Code of Conduct, Media, Grievance, Pastoral Care

The purpose of Pastoral Care at Kambala is to provide an environment that promotes the physical, emotional, social, spiritual and intellectual well-being of all students. Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of counselling within the School and appropriate external agencies. Although each staff member has a pastoral role, it is the Tutor and Year Co-ordinator to whom the students should speak about problems or concerns. The Head of Senior School and other members of the Executive are available to both students and parents. At Kambala we strive to:

- Provide a safe and secure environment
- Protect students from intimidation, embarrassment or degradation
- Clearly articulate expectations and consequences of breaching expectations
- Apply consequences consistent with regard to procedural fairness and natural justice in accordance with privacy legislation
- Ensure that when disciplining students, the dignity of each person involved is maintained
- Enhance student independence, autonomy and sense of self worth through opportunities for leadership
- Maintain the confidentiality of information unless disclosure is required by law or is clearly in the best interest of the student
- Maintain professional standards of conduct in all dealings with students
- Maintain communication with relevant parties which may include parents, staff, School Nurse, School Counsellor, and Principal or outside agency.

Pastoral Care is embedded in all aspects of curriculum and extra curricular activities at Kambala. The Pastoral Care program, Years 7–9, has links with PDHPE, Outdoor Education and Religious Education programs to ensure that there are connections in the Scope and Sequence and an understanding of the shared values, which underpin each program. In 2008 staff continued to develop their knowledge and understanding of pastoral care issues on Cyber Safety; members of the Pastoral Care team as well as teachers across a number of faculties attended a number of workshops and conferences on Mental Health Issues, Staying Safe in Cyber Space, Body Image, Crisis Management, Resilience and in-services on Counselling skills and Coaching, providing opportunities

for teachers to better understand their pastoral role and its impact on student learning and well-being. All students in Years 7–12 completed a ‘Coping Skills Survey’ as the first step in reviewing our ‘Safe and Supportive Environment Policy’ which included anti-bullying. Students in Years 7 and 8 participated in workshops on ‘Girl World – Friendships, Rights and Responsibilities, Setting Boundaries and Staying Safe in Cyber Space. Students in Years 9, 10, 11 participated in Youth Forums ‘Health Issues in the Eastern Suburbs’; attended UN forums and workshops promoting Cultural Diversity and Acceptance of Difference, Cyber Space issues, Self-Defence, Resilience. Year 12 students participated in an ‘Inca Leadership’ Challenge. Year Co-ordinators continued to develop skills in counselling and monitoring student connectedness to the learning environment.

STUDENT LEADERSHIP

Developing leadership skills in students is an important part of education at Kambala. There are both formal and informal leadership opportunities. The Prefects (Year 12) and House Officers (Year 11) continued to be exemplary role models for the younger girls.

Prefects, House Officers and SRC members were involved in workshops on Leadership and Public Speaking, during the year, conducted both internally and externally. The Prefects hosted an afternoon tea attended by Prefects from other Sydney schools and they attended similar functions at other schools. Training also occurred through the year for girls in Years 9 and 10 to become Peer Support Leaders and Peer Mediators – to act as a resource for other students who are dealing with friendship issues and conflicts.

The Kambala Parents' Association meets once a term and provides parents with avenues to express their satisfaction. The Principal and Heads of Infants' School, Junior School attend these meetings and it is a forum where questions are welcomed and answered by the Heads. There is strong support from parents with involvement in the School considered to be very high. Many parents serve on support committees, volunteer for canteen duty and reading support at the lower end of the school is strongly supported.

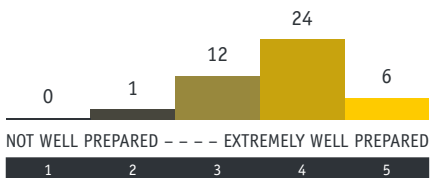
There is significant interaction with parents through social occasions, information evenings, parent/student/teacher meetings, forums on specific issues etc. There are many opportunities for parents to give feedback and discuss any concerns they might have.

At the end of Year 12 students are asked to evaluate their time at Kambala and to give specific feedback by way of a written survey. Surveys from 2008 HSC students were very supportive of the school and their education, as shown below. Years 7 and 8 were also surveyed at the end of 2008 to gain feedback on their attitudes to learning and experiences of learning.

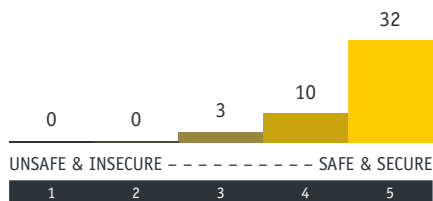
The school is continually seeking and acting on feedback from parents, students and teachers. Feedback is often anecdotal, but treated seriously and acted upon.

Some examples of questions asked to students in Year 12, 2008, follow. Responses were circled on the scale of 1 to 5, as shown. Students' responses have been collated and appear below.

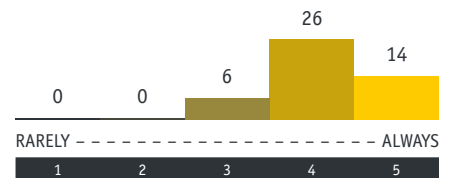
How well prepared do you feel for your future?



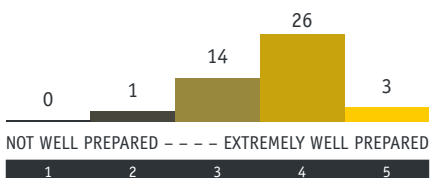
How safe and secure did you feel in general at school?



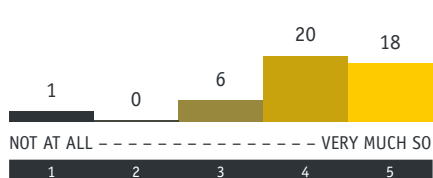
Did you feel that there was the right level of challenge for you in your learning?



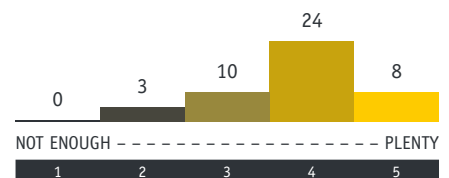
How well prepared do you feel for the HSC?



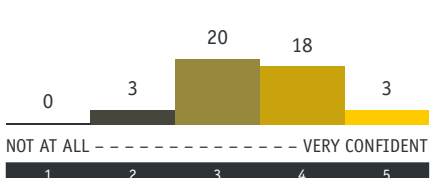
Did you feel that you could approach any teacher for additional help?



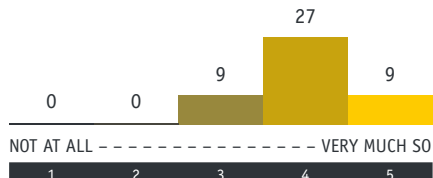
Did you feel that you received enough feedback from teachers to help your learning?



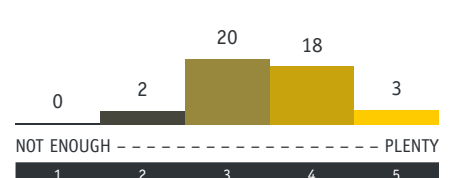
Are you confident that your study skills are effective?

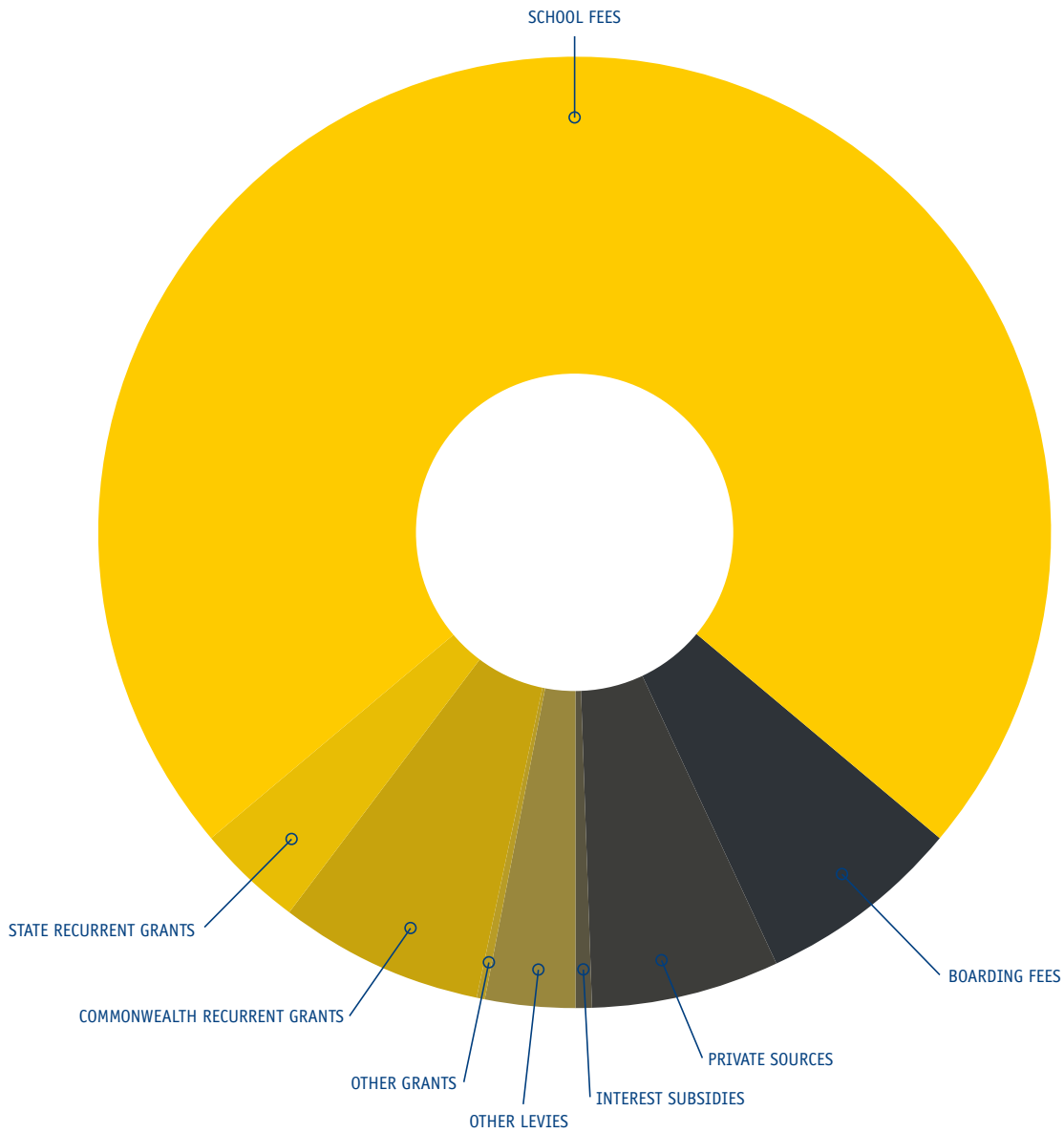


Were the teaching strategies used effective?



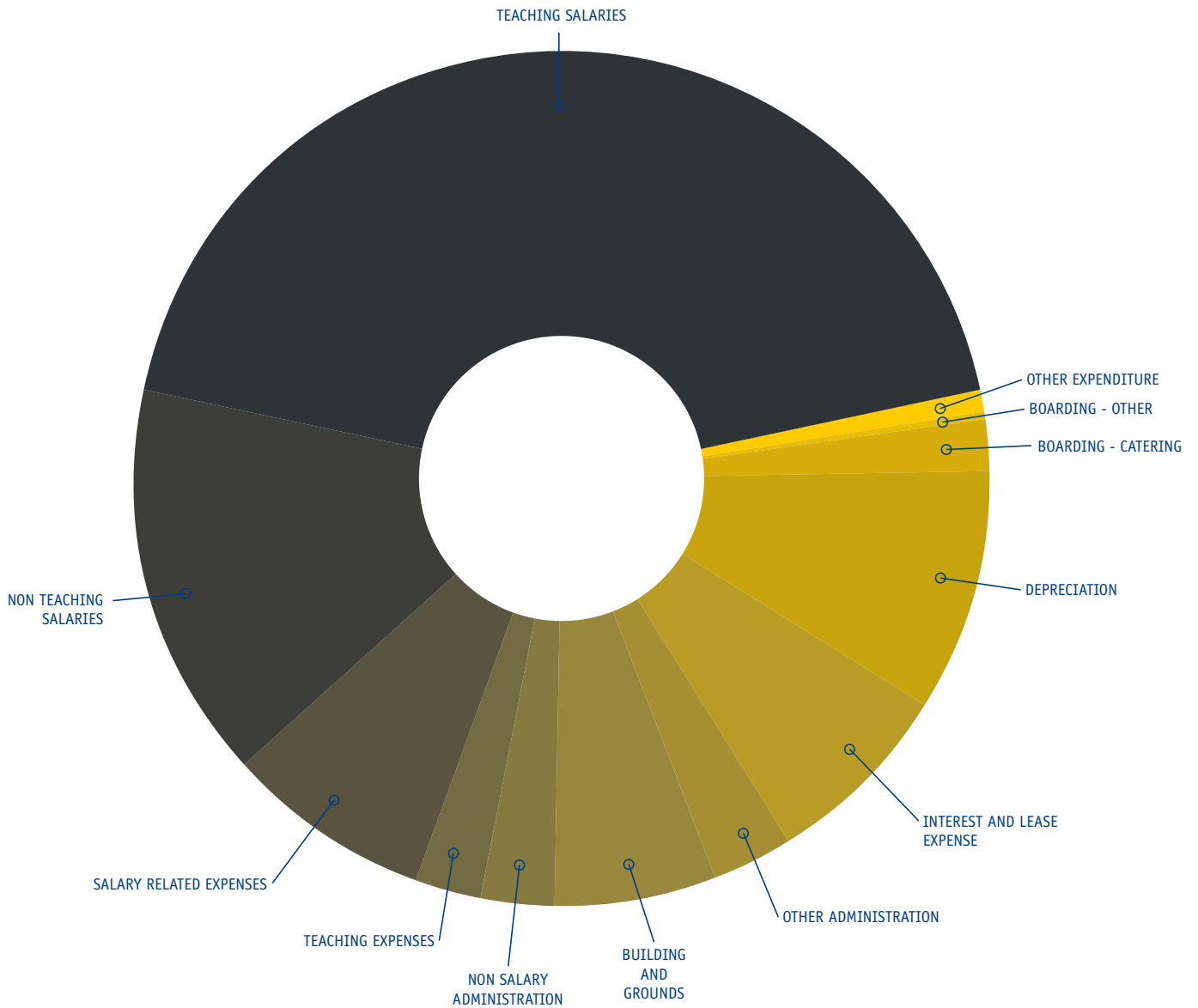
How was the pressure of schoolwork and assessments?





Total Income – 2008 actuals

- School Fees — 72.3%
- State Recurrent Grants — 3.7%
- Commonwealth Recurrent Grants — 7.0%
- Other Grants — 0.1%
- Other Levies — 3.0%
- Interest Subsidies — 0.6%
- Student Receipts — 0.0%
- Private sources — 6.3%
- Boarding Fees — 6.9%



Total Expenditure – 2008 actuals

- Teaching Salaries — 43.4%
- Non Teaching Salaries — 15.1%
- Salary Related Expenses — 7.7%
- Teaching Expenses — 2.6%
- Non Salary Administration — 2.7%
- Building and Grounds — 6.1%
- Other Administration — 3.2%
- Interest and lease Expense — 7.2%
- Depreciation — 9.2%
- Boarding - Catering — 1.8%
- Boarding - Other — 0.4%
- Other Expenditure — 0.6%

The chief activity of the Foundation is to support and assist the Kambala School Council by encouraging and fostering the interest and financial support of the past students, parents of the students, and friends of the School for the benefit of the School.

The Kambala Endowment Fund was established with gifts from Kambala families, the Kambala Old Girls' Union and the Kambala Parents' Association. The balance in the Endowment Fund stands at \$67,638.

A Director of Foundation was employed in 2008 to direct the School's fundraising activities. A Capital Appeal launched in 2008 netted \$340,821,65. The Old Girls' Heritage Walk raised \$17,500.

Donations to Kambala Capital Appeal, January – December 2008

Kambala thanks the following alumni, parents, staff and friends for their generous support as well as those donors who wish to remain anonymous.

Mr Nigel Adams & Ms Rebecca Nyman	Kambala Old Girls' Union
Dr David Adler	Prof J Lang
Mr & Mrs Nick Andriotakis	Dr Ann Lewis AO
Mr Christopher Arms	Mr Robert Linke
Dr Chris Borton & Dr Amanda Ng	Ms Kristen Mason
Ms Elizabeth Carr	Mr & Mrs Ross McDiven
Mr & Mrs Robert Cassen	Mr & Mrs David McGrath
Mr & Mrs Joe Chadwick	Mr & Mrs John McNiven
Mr & Mrs Jonathan Clarke	Mr & Mrs Bruce McWilliam
Mr Patrick Clarke	Mr & Mrs Edward O'Neil
Mr & Mrs Bill Collaros	Dr & Mrs Charles Oliver
Mr & Mrs Robert Doohan	Mr & Mrs Angus Rae
Mr Andrew Finlayson	Mr John Rafeletos
Mr & Mrs John Formosa	Ms Suzie Rosenberg
Mr & Mrs Ian Frykberg	Mr & Mrs Anthony Scali
Mr & Mrs Philip George	Mr & Mrs David Simpson
Mr & Mrs David Groves	Mr & Mrs John Szangolies
Mr & Mrs Con Haralambis	Mr Paul Taleb
Ms Carolyn Hewson AO	Mr & Mrs Gabrielle Thompson
Mr & Mrs Danny Hofbauer	Mr & Mrs Malcolm Thompson
Ms Denise Jago	Ms Prudence Weaver
Mr & Mrs Greg Jones	Ms Rosemary Yeap
	Prof L Zhang & Mrs X Wang
	Mr & Mrs Michael Zheng



794 New South Head Road
Rose Bay NSW 2029

TEL. (02) 9388 6844
EMAIL info@kambala.nsw.edu.au

<http://www.kambala.nsw.edu.au>