



KAMBALA 2013 ANNUAL REPORT



Contents

KAMBALA'S VISION	4
INTRODUCTION	4
I/ Message from Key School Bodies	5
FROM THE PRESIDENT OF KAMBALA SCHOOL COUNCIL	5
FROM THE PRINCIPAL	5
FROM THE STUDENT REPRESENTATIVE COUNCIL	6
FROM THE PRESIDENT OF KAMBALA PARENTS' ASSOCIATION (KPA)	6
KOGU PRESIDENT'S REPORT	7
II/ Contextual Information.....	8
III/ STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING	9
NAPLAN	9
IV/ SENIOR SECONDARY OUTCOMES	12
HIGHER SCHOOL CERTIFICATE	12
Higher School Certificate Examination results – 2 Unit Courses.....	14
Higher School Certificate Examination results – Extension Courses.....	15
INTERNATIONAL BACCALAUREATE	15
RECORD OF SCHOOL ACHIEVEMENT	16
YEAR 10 STAGE 5 GRADES	16
V/ Professional Learning And Teacher Standards	18
TEACHER STANDARDS	18
Teacher Qualifications:	18
PROFESSIONAL LEARNING.....	18
VI/ Workforce Composition	19
TEACHER ATTENDANCE AND RETENTION	19
VII/ Student Attendance And Retention Rates	20
ATTENDANCE.....	20
STUDENT RETENTION RATE	20
Management of Non Attendance	20
STUDENT ATTENDANCE POLICY	20
Procedures – Junior School and Senior School	21
Procedures – Massie House	22
VIII/ Post School Destinations	23
IX/ Enrolment Policies And Procedures.....	26
SCHOOL OVERVIEW.....	26
ENROLMENT POLICY	26
Student Population	27
ENROLMENT PROCEDURES	27
Students leaving Kambala.....	28
X/ Student Welfare Policies, Anti-Bullying, Discipline Policy, Reporting Complaints And Resolving Grievance Policy	28
OVERARCHING POLICY	28
WELLBEING POLICY	28
SAFE AND SUPPORTIVE ENVIRONMENT POLICY	29
Preamble.....	29
Positive Approach to Bullying	31
Policy Review	32
DISCIPLINE POLICY.....	33
Massie House and Junior School.....	35
GRIEVANCE PROCEDURES OVERVIEW	36
Location of full text of policies.....	36
XI/ School Determined Improvement Targets	37
School Improvement Targets.....	37

XII/ Initiatives Promoting Respect And Responsibility	38
Senior School	38
Junior School	43
Massie House	44
STUDENT LEADERSHIP	45
XIII/ Parent, Student and Staff Satisfaction	46
XIV/ Summary Financial Information	48
TOTAL INCOME – 2013 ACTUALS	48
TOTAL EXPENDITURE – 2013 ACTUALS	49

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.

I/ MESSAGE FROM KEY SCHOOL BODIES

FROM THE PRESIDENT OF KAMBALA SCHOOL COUNCIL

The Council held ten meetings during the year. In addition the following sub committees, which operate under their own charters met regularly:

Executive Committee

Finance Committee

Building and Property Committee

Information Technology Committee

During the year Council conducted a wide search for a new Principal to take over from Mrs Margaret White who retired after fourteen years as Principal. Council spent extensive time on this search to ensure that the best possible candidate was selected to lead Kambala into the next decade. We were fortunate that the interest and professional level of candidates for the position was exceptional.

There is no more important decision that a Council can make on behalf of a school community than the appointment of a new Principal.

Next year we look forward to welcoming Ms Debra Kelliher to our school as our new Principal.

The Council wishes to thank Mrs White, the Executive and staff for their dedication and commitment to our students. We also thank the school community for their ongoing support throughout the year.

FROM THE PRINCIPAL

In 2013 Kambala again achieved outstanding results academically, being ranked 13th in New South Wales in the Higher School Certificate results. Kambala's International Baccalaureate results were also excellent with fifty per cent of our Kambala IB candidates achieving ATARs greater than 95. This took the total number of the 2013 Kambala combined HSC/IB cohort with ATARs over 95 to 43%, with 63% of them scoring ATARs over 90.

2013 also marked the retirement of Mrs Margaret White after thirteen dedicated years as Kambala's Principal. The school acknowledged the enormous contribution of Mrs Margaret White with a concert at Angel Place featuring students and friends, both past and present.

During 2013 the new Music Centre was in full use, providing a wonderful venue for Kambala's exceptional Music students. Students participated in a huge range of activities - travelling to global destinations with World Challenge, participating in CASaK and creating wonderful works of art and drama.

Kambala's boarders continue to enjoy the delightful home of Tivoli House (Years 7 - 10) and the contemporary university style accommodation in Fernbank (Years 11 - 12). Most boarders are from New South Wales country areas with other students coming to Kambala from Singapore and Hong Kong and China. The site of Kambala is strongly valued by the boarders with its beautiful views overlooking Sydney Harbour.

Kambala's Strategic Vision is due to be refreshed in 2014, led by the School council and including consultation with staff, students and parents.

FROM THE STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) consists of 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.

In 2013 SRC members have been focused on improving the physical environment, creating activities for the girls to be involved in at lunchtime and awareness-raising of social issues. The SRC also is the student focus group that provides an avenue for the student voice in establishing areas for whole school improvement.

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 awareness of and funds for Red Cross, Salvation Army, World Vision, Jeans for Genes, Legacy, Child Fund, Cancer Council, Sydney Children's Hospital, Earth Hour, recycling and involvement in Clean-Up Australia. Day. We are proud of the Year 10 cohort who, on their own, raised almost \$20,000 for the 40 Hour famine! All girls in Year 10 gave up either food, technology, social media furniture, or talking.

FROM THE PRESIDENT OF KAMBALA PARENTS' ASSOCIATION (KPA)

The KPA has continued in its traditional vein of actively engaging parents in their child education and most importantly working towards the same goal of making this the best school for our daughters to grow and develop.

The success of the KPA enables us to purchase equipment for the school which would otherwise fall out of the general budget. The money raised does not go to the capital funds of the school, rather it enables the upgrading of facilities, e.g. the paving of the Junior School entrance or the purchasing of equipment for the Art Department. The list is too long to mention them all.

The Executive and the wider Committee has representatives from every area of the school, from Hampshire House right through to the Senior School, including parents of day girls and the Boarders. This will ensure that all views are taken into account and recognises the very different needs of the girls from young girls through to confident young women at the end of their schooling.

The KPA provides parent volunteers to many aspects of the school, from car line rosters, reading support, assistance at excursions and the Open Days, Outfitters and the Canteen.

The traditional Massie House and Junior School Cocktail Parties are held on an Annual basis, this not only raises funds for our projects but also provides opportunities for parents to meet and feel part of the wider Kambala Community.

The involvement of the whole community is crucial to the success of the KPA and success of the School as a whole. All parents and carers are welcome to attend the regular KPA meetings.

We all share the same interest in providing our daughters with the best opportunities available and the KPA is one of many ways at the school that parents can demonstrate that commitment.

KOGU PRESIDENT'S REPORT

The year of 2013 was a quiet year for the Kambala Old Girls' Union (KOGU), working together to build networks across our members and enjoying many of our traditional activities such as the Vintage Lunch, which bring us all together.

We have inspirational Old Girls in so many different fields including professional and charitable industries, entertainment, research, careers with and without children, and all these Old Girls are really meaningful 'models' for anyone to look up to, whether they are Old Girls or not.

Our Old Girls Committee is working hard to expose these examples of fine leadership, high morale and community spirited Old Girls who are keen to share their experiences and journey, with their fellow Old Girls.

In 2013 we started the Conversation Networking Series which is our means to connect with Old Girls young and old. We organised Kambala Old Girl 'hostesses' to share their experiences with the aim that similar minded Old Girls can find each other and be enriched through the connection.

To date our events have been held in the city but do not only relate to careers associated with the city. It is a starting point for so many other topics that interest Old Girls. We have been really encouraged through the feedback and the enthusiasm and support, from our more experienced Old Girls to ones who have just left School and considering what to do next. We have also been approached by Old Girls in Brisbane and Melbourne, who want to start networking series in their own cities. We are looking forward to supporting them with our interstate expansion.

The Committee is endeavouring to remind current Kambala students of their rich heritage and the traditions associated with a School that supports an Old Girl network. There is great potential for Old Girls to be more connected to current students and we look forward to considering the options in the future.

In recent years the Old Girls have been instrumental through a donation of nearly \$100,000, to ensure that tennis courts remain in the School grounds. Signage will be completed this year to highlight the significant involvement of the Old Girls in this achievement.

The Old Girls were responsible for recording some lovely memories in the 120th Anniversary Quilt that reminds the girls daily that they are part of a journey that involves so many different and talented characters.

The Old Girls continue to provide financial support to The Infants' Home in Ashfield and have strongly supported the School to reconnect with The Infants' Home and become more involved through student visits and fundraising. We also honoured Margaret White when she left in 2013, with a significant donation to the Home. We have now supported The Infants' Home for over 100 years.

We are proud to have created the Memory Walk on the footpath outside Tivoli, decorated with pavers donated by Old Girls and how special it is when groups of Old Girls donate significant items to the School in memory of their friends. Every day current students can enjoy the view of Tivoli from a bench seat on the lawn, donated by the peers of Annette Elrington (McLean), who was their head girl in 1959.

Through our articles in the Soubeiran we have featured Old Girls who are involved in a huge range of activities and professions. We also highlight inspirational teachers and other family members who have contributed so much to the School and its community.

Our cherished event each year is the Vintage Lunch and we have so much respect for the Old Girls that make such a significant effort to attend. They have a wealth of experience and some amazing stories and memories are always shared on the day. This year we will continue to

improve our website and Facebook page and make them sites where Old Girls look forward to visiting, reconnecting and contributing.

We will work with the School to improve our database and accumulate details so communication can be more reliable, economical and sustainable. We are very grateful that some younger Old Girls continue to be involved with the School through coaching and debating, and we look forward to having their youthful enthusiasm and expertise on the committee this year.

We are also appreciative of our younger Old Girls when they volunteer to share their experiences with Year 11 and 12 students as they work through their HSC and start thinking about their future after Kambala.

I would like to acknowledge the huge amount of work undertaken by our small Committee last year. We worked so cohesively with much multi-tasking and we really enjoyed exploring the options for ensuring that the Kambala Old Girls' Union remains sustainable and relevant for all Old Girls, whatever their age and interests.

I thought I'd finish with a recount of a meeting of the Kambala Union (that predates KOGU) as documented by Fifi Hawthorne in her book 'Kambala'. She wrote that on 20 September, 1899 it was decided that anything which the present pupils were doing at Kambala and what the past ones were doing should be put in the Report "to show that there is a feeling of kindness among Past and Present".

This is the feeling that still inspires members of the Kambala Old Girls committee.

II/ CONTEXTUAL INFORMATION

At Kambala we value each member of our community. We respect, acknowledge and encourage the development of the unique talents of each individual within a positive learning environment. We value integrity, independence, resilience and self confidence.

Kambala is an independent Anglican girls' day and boarding school offering outstanding education and opportunities from Early Learning to Year 12. Kambala is a non selective school with an extensive record of exceptional results in the NSW Higher School Certificate (HSC) and is now also an accredited International Baccalaureate (IB) World School, offering the Diploma in Years 11-12.

Whilst we celebrate academic excellence, at Kambala each individual's social, emotional and spiritual development is supported and nurtured. Kambala students are encouraged to achieve their best in a safe, supportive and secure environment. We strive to build in all students a passion for lifelong learning and for critical thinking. Our broad curriculum and co-curriculum foster students' individual strengths and talents, inspiring a dual belief in the self and in the power and value of communities. For many years our students have used technology as an integral part of their learning.

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 Festival of Music held annually at the Opera House provides students with the unique experience of arranging and performing music in an iconic venue. Kambala girls are regularly involved in drama productions with other schools in our local community.

As part of the Community, Adventure and Service at Kambala (CASaK) program, our girls travel within Australia and overseas where they have first hand opportunities to engage in experiential learning. At Kambala, our expert and dedicated staff lead and challenge students to achieve their potential. Our graduates have enjoyed success at the highest levels in a diverse range of professional areas such as Law, Medicine, Economics, Business, 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. Kambala is an acknowledged leader in girls' education.

Further contextual information about the school may be found at <http://www.myschool.edu.au>

III/ STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

In 2013 students in years 3, 5, 7 and 9 participated in the National Assessment program -Literacy and Numeracy (NAPLAN). This program assesses the Literacy and Numeracy learning of all students in Australian schools. Kambala achieved strong results in all areas of the NAPLAN assessment.

It must be remembered that comparisons from year to year are not valid because different student cohorts are being compared. What we can do is analyse the performance and growth between Year 3 2011 and Year 5 2013, similarly Year 5 2011 and Year 7 2013, and Year 7 2011 and Year 9 2013 because these are the same students tested at different points in their schooling.

A comparison of Kambala's performance with those of the State appears in the tables below. These tables show the percentage of students in each band.

The national minimum standard in reading, writing, spelling, punctuation and grammar, and numeracy for students is:

Year 3 at Band 2

Year 5 at Band 4

Year 7 at Band 5

Year 9 at Band 6

It should be noted that percentages in these tables might not always add up to 100% due to rounding.

Year 3 Number of Students = 46

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
6	27.9	67.4	17.2	60.9	25.3	50	30.7	73.9
5	18.7	21.7	37	32.6	24.3	19.6	23.7	15.2
4	24.6	6.5	23.1	4.3	22.8	21.7	20.7	8.7
3	16.3	4.3	15.2	2.2	17.6	8.7	14.2	2.2
2	9.7	0	5.5	0	5.6	0	7.5	0
1	2.8	0	2	0	4.4	0	3.2	0

Numeracy

	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%
6	14	52.2	12.3	47.8	15.3	47.8
5	24.8	21.7	29.5	26.1	17.3	21.7
4	28.7	19.6	22.2	17.4	31.6	26.1
3	21.5	6.5	23.9	8.7	18.5	2.2
2	8.3	0	7.7	0	12.2	2.2

Year 5 Number of Students = 66

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
8	15.3	45.5	7.8	28.8	13.2	25.8	19	54.5
7	22.1	31.8	15.2	31.8	24.7	43.9	23.1	22.7
6	28.9	16.7	29.7	30.3	27.3	22.7	22.3	15.2
5	22.6	6.1	32.3	9.1	21.1	7.6	21.8	7.6
4	9.4	0	8.8	0	8.1	0	9.3	0
3	1.8	0	6.3	0	5.5	0	4.6	0

Numeracy

	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%
8	14.1	31.8	13.8	27.3	15.8	37.9
7	13	21.2	19.3	31.8	12.9	22.7
6	26.4	36.4	25.7	31.8	24.8	24.2
5	25.7	10.6	24	9.1	24.7	13.6
4	15.1	0	10.6	0	17	1.5
3	5.1	0	6.7	0	4.7	0

Year 7 Number of Students = 103

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
9	11.4	22.8	6	13.7	13.1	27.5	15.1	40.2
8	20.1	31.7	14.8	36.3	24.4	34.3	19.4	27.5
7	25.2	28.7	22	30.4	29.9	31.4	22.3	18.6
6	24.6	13.9	27.5	17.6	19	5.9	19.5	9.8
5	14.1	3	21.1	2	8.3	0	13.4	2.9
4	4.7	0	8.7	0	5.4	1	10.2	1

Numeracy

	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%
9	14.6	40.4	16.8	43.4	14.9	40.4
8	16.3	22.2	15.4	16.2	13.8	18.2
7	24.8	11.1	22.1	14.1	25.8	13.1
6	25.4	21.2	24.5	19.2	28.9	22.2
5	16.2	4	16.9	5.1	13.6	6.1
4	2.8	1	4.2	2	2.9	0

Year 9 Number of Students = 85

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
10	5.9	17.6	7.9	29.8	9.8	29.8	10.3	31
9	18.9	37.6	10.7	26.2	14.8	21.4	12.3	21.4
8	26.6	27.1	22.8	28.6	31.5	32.1	22.7	33.3
7	26.9	12.9	21.3	13.1	26.8	14.3	28.8	10.7
6	16.9	4.7	19.1	2.4	11	2.4	14.5	2.4
5	4.8	0	18.3	0	6.1	0	11.4	1.2

Numeracy

	Numeracy		Data, Measurement, Space, Geometry		Number, Patterns & Algebra	
Band	State%	Kambala%	State%	Kambala%	State%	Kambala%
10	13	24	12	24	16	41
9	15	33	16	29	14	23
8	22	22	22	25	22	17
7	26	21	25	16	21	15
6	20	1	17	10	19	5
5	4	0	7	0	8	0

Aspects of Literacy and Numeracy - mean scores

Year 3	NSW 2013	Kambala 2013	AIS NSW 2013
Reading	424.8	506.6	447.9
Writing	422.7	493.4	441.2
Spelling	423.0	465.5	442.9
Grammar & Punctuation	404.6	476.9	424.2
Numeracy	404.6	476.9	427.2

Year 5	NSW 2013	Kambala 2013	AIS NSW 2013
Reading	507.0	572.6	529.5
Writing	484.1	548.7	504.5
Spelling	504.6	556.6	525.5
Grammar & Punctuation	508.5	583.7	534.7
Numeracy	495.1	562.0	521.9

Year 7	NSW 2013	Kambala 2013	AIS NSW 2013
Reading	544.5	587.8	570.1
Writing	516.9	576.9	545.1
Spelling	559.4	603.7	577.5
Grammar & Punctuation	542.0	613.4	571.4
Numeracy	549.5	613.1	576.5

Year 9	NSW 2013	Kambala 2013	AIS NSW 2013
Reading	585.6	639.8	611.6
Writing	554.2	645.2	592.2
Spelling	591.8	647.3	609.8
Grammar & Punctuation	579.3	654.4	612.0
Numeracy	596.0	664.5	629.8

In 2013 Kambala scored consistently above the State mean and above the mean score for AIS Schools.

Kambala mean above NSW State mean 2013

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	24%	17%	10%	18%	18%
Year 5	13%	13%	10%	15%	14%
Year 7	8%	12%	8%	13%	12%
Year 9	9%	16%	9%	13%	12%

Kambala mean above NSW AIS mean 2013

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	13%	12%	5%	11%	12%
Year 5	8%	9%	6%	9%	8%
Year 7	3%	6%	5%	7%	6%
Year 9	5%	9%	6%	7%	6%

It must be remembered that comparisons from year to year are not valid because different student cohorts are being compared. However, we can analyse the performance and growth between Year 3 2011 and Year 5 2013, Year 5 2011 and Year 7 2013 and Year 7 2011 and Year 9 2013 because these are the same students, tested at different points in their schooling. Such analysis is used to inform the value add index.

Average Growth

The mean scores enable us to set growth targets based on the performance of a whole cohort by using the raw score data.

Kambala has higher than average growth than the state in overall literacy and numeracy.

	Kambala	NSW State
Reading	53.64	52.07
Writing	NA	NA
Spelling	61.6	59.43
Grammar & Punctuation	54.4	52.03
Numeracy	75.83	60.93

Close analysis allows us to determine the distribution of growth and enables us to plan targets for improvement.

IV/ SENIOR SECONDARY OUTCOMES

HIGHER SCHOOL CERTIFICATE

In 2013, 85 students sat for the NSW Higher School Certificate in 38 courses. The work ethic of the cohort and their focused approach has brought results that reflect high achievement through effort.

Highlights from the HSC Class of 2013 included:

- Twelve students were on the All-Round Achievers List, having achieved marks of 90 or above, a Band 6 result, in ten or more units in the HSC
- Kambala students appeared five times in the list of Top Achievers in Course across the State
- 72% of our students achieved at least one subject at Band 6 level (a mark of 90 or above)
- 50% of our students gained a Band 6 result in English courses
- Kambala's course average consistently above the State average in most subjects

Top Achievements in Courses included:

- 1st in the State in Ancient History
- 2nd in the State in Music Extension
- 4th in the State in Modern Greek Beginners
- 8th in the State in English Extension 2
- =10th in the State in Information Processes and Technology
- A student's Visual Arts Body of Work selected for ARTEXPRESS and another students' Body

of Work nominated for ARTEXPRESS

- A Music Extension student's Performance selected for ENCORE and her Music 2 Performance selected for possible inclusion for ENCORE
- A student's Music Extension Essay recognised as exemplary at ENCORE
- A student's Music Extension Compositions selected for possible inclusion for ENCORE
- Six students' Music 2 Core Compositions selected for possible inclusion for ENCORE

The following tables show the Kambala candidature for each 2 unit and Extension HSC Course over the last two years as well as comparative data regarding the average subject mark, relative to the State, and performance in the top achievement bands, relative to the State. For the Higher School Certificate a Band 6 represents marks from 90 to 100, Band 5 represents marks from 80 to 89, Band 4 represents marks from 70 to 79 and Band 3 represents marks from 60 to 69.

In general, student achievement was well above state level in 2013, which has been a consistent trend over many years.

Kambala reviews results in all HSC subjects using the Results Analysis Package as a means to compare school performance relative to the whole candidature.

Higher School Certificate Examination results - 2 Unit Courses

Course average and proportion of students in Bands 5 and 6 and Bands 3 and 4 in 2 unit courses
comparison of Kambala Achievement with State Achievement

Subject	Year	Number of students	Kambala Average	State Average	Kambala Band 5 & 6 %	State Bands 5 & 6 %	Kambala Bands 3 & 4 %	State Bands 3 & 4 %	Kambala Bands 1 & 2 %	State Bands 1 & 2 %
Ancient History	2013	32	86.23	71.98	78.12	34.44	21.88	48.77	0	16.03
	2012	33	82.38	69.35	63.63	26.78	30.31	48.87	6.06	23.58
Biology	2013	19	85.13	73.99	84.22	32.93	15.78	58.41	0	8.05
	2012	19	84.71	72.46	78.96	26.76	21.04	62.79	0	10.06
Business Studies	2013	31	87.57	73.63	93.55	34.85	6.45	52.89	0	11.3
	2012	35	88.75	73.98	100	38.13	0	49.97	0	11.05
Chemistry	2013	18	84.58	75.85	94.45	41.63	5.55	50.12	0	7.76
	2012	17	86.32	75.51	88.24	42.6	11.76	47.07	0	9.88
Design and Technology	2013	17	87.06	76.10	94.12	37.02	5.88	59.66	0	2.85
	2012	18	86.14	76.08	94.45	39.66	5.55	53.13	0	6.65
Drama	2013	4	89.70	78.05	100	43.51	0	54.22	0	1.87
	2012	13	84.25	77.77	92.31	43.85	7.69	54.16	0	1.94
Economics	2013	15	86.31	74.31	73.34	43.11	26.66	43.27	0	13.28
	2012	20	90.22	75.23	100	47.2	0	39.69	0	12.82
English (Standard)	2013	10	77.26	65.48	60	6.83	40	71.71	0	20.82
	2012	11	79.65	68.27	54.54	15.75	45.45	62.24	0	21.42
English (Advanced)	2013	77	88.69	79.06	90.91	53.01	9.09	45.33	0	1.51
	2012	82	87.94	79.56	86.59	54.09	13.41	44.95	0	0.19
French Continuers	2013	7	92.31	82.51	100	66.94	0	30.73	0	2.3
	2012	4	91	81.80	75	64.59	25	31.78	0	3.48
General Mathematics	2013	22	82.47	67.46	63.64	20.83	36.36	54.28	0	23.32
	2012	27	82.49	69.20	59.26	22.05	40.74	57.51	0	19.52
Geography	2013	9	85.04	72.89	66.67	39.77	33.33	43.62	0	16.01
	2012	15	86.55	73.71	93.34	40.27	6.66	46.6	0	12.45
Hospitality Examination	2013	7	82.74	75.68	71.43	30.06	28.57	52.91	0	2.82
	2012	4	74.10	75.50	25	28.07	75	57.15	0	2.55
Information and Processes Technology	2013	10	87.16	74.11	80	36.60	20	51.16	0	10.53
	2012	5	87.32	71.05	80	31.16	20	48.65	0	18.74
Japanese Continuers	2013	3	75.47	78.05	33.33	54.62	66.67	39.02	0	6.03
	2012	4	86.20	76.04	75	46.67	25	43.2	0	10.11
Latin Continuers	2013	4	84.90	85.30	100	81.92	0	16.25	0	1.8
	2012	6	84.40	86.98	66.67	82.65	33.33	17.33	0	NA
Legal Studies	2013	7	90.71	75.00	100	42.57	0	45.57	0	10.97
	2012	8	86.63	74.44	100	40.24	0	47.02	0	11.85
Mathematics	2013	48	82.50	77.39	62.50	49.24	37.50	43.02	0	7.27
	2012	35	87.77	77.64	85.72	52.50	14.28	38.06	0	9.18
Modern History	2013	25	86.23	76.10	80	47.17	20	43.35	0	8.88
	2012	34	84.02	75.61	82.35	45.94	17.65	43.38	0	10.06
Music 1	2013	7	83.00	80.26	71.43	58.89	28.57	38.58	0	2.07
	2012	9	88.07	80.17	100	58.38	0	39.23	0	1.85
Music 2	2013	11	92.91	86.49	100	85.31	0	14.57	0	NA
	2012	5	95.92	86.18	100	85.02	0	14.96	0	NA
PDHPE	2013	15	82.97	70.98	73.34	28.39	26.66	53.99	0	16.99
	2012	18	83.24	72.58	77.78	32.88	16.67	52.55	5.55	13.93
Physics	2013	7	81.57	73.68	71.43	33.36	28.57	55.44	0	10.88
	2012	5	82.24	73.82	40	34.05	60	56.4	0	9.08
Visual Arts	2013	26	89.44	79.29	100	51.44	0	46.74	0	1.35
	2012	30	88.55	79.39	100	53.96	0	44.22	0	1.39

Higher School Certificate Examination results - Extension Courses

Course average and proportion of students in Bands E3 and E4 and Bands E2 and E1 in Extension courses comparison of Kambala Achievement with State Achievement

Extension Courses	Year	Number of students	Kambala Average /50	State Average /50	Kambala Bands E3 & E4 %	State Bands E3 & E4 %	Kambala Bands E1 & E2 %	State Bands E1 & E2 %
English Extension 1	2013	20	43.84	40.28	100	88.34	0	11.52
	2012	25	46.07	40.24	100	87.11	0	1.01
English Extension 2	2013	9	42.14	38.57	100	77.89	0	21.92
	2012	6	42.48	38.58	100	78.43	0	21.55
French Extension	2013	1	48.00	43.23	100	97.13	0	2.87
	2012	4	45.63	41.54	100	90.69	0	9.31
German Extension	2013	2	38.80	39.86	100	89.75	0	10.25
History Extension	2013	26	42.30	38.40	100	73.93	0	25.84
	2012	17	41.34	36.69	88.24	65.98	11.76	33.81
Japanese Extension	2013	2	33.40	40.78	50	90.63	50	9.35
	2012	3	40.93	40.01	66.67	84.81	33.33	15.18
Latin Extension	2013	4	44.55	44.12	100	97.17	0	2.83
	2012	6	42.65	45.65	83.33	96.97	16.67	3.03
Mathematics Extension 1	2013	28	79.88 *	80.46 *	89.29	83.54	10.71	16.25
	2012	17	85.06 *	81.42 *	100	84.98	0	14.81
Mathematics Extension 2	2013	8	81.63 *	82.07 *	100	87.17	0	12.81
	2012	7	83.63 *	82.78 *	85.72	88.37	14.28	11.44
Music Extension	2013	8	48.49	45.38	100	98.21	0	1.58
	2012	3	50.00	44.75	100	99.08	0	0.92

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

INTERNATIONAL BACCALAUREATE

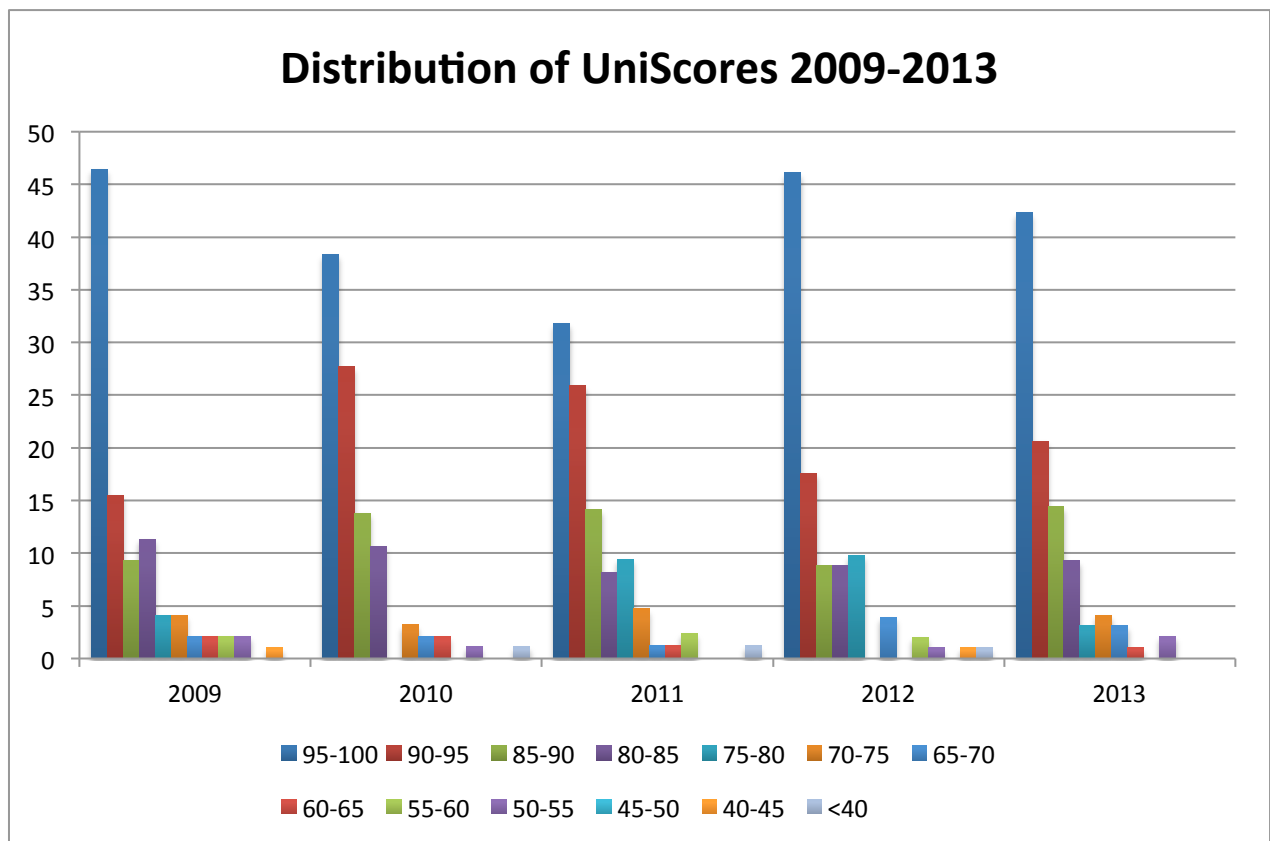
In 2013 twelve Kambala students completed the International Baccalaureate Diploma Programme. The top Kambala student scored 41 out of a possible 45 points, which converted to an ATAR equivalent of 98.70. Additionally, 83.3% of Kambala students earned subject grades of 6 or 7, compared with 58.3% of the world population. Fifty percent of Kambala IB students achieved ATARs greater than 95.

Each of the IB students studied six subjects, three at Higher Level and three at Standard Level, which were graded on a scale of 1-7. In addition, they undertook a 4,000 word Extended Essay research project and a course in Theory of Knowledge, each of which were graded on a scale of A-E. Together, the Extended Essay and Theory of Knowledge can contribute up to 3 points towards the maximum IB Diploma score of 45. To be eligible for a Diploma, each student must also complete 150 hours of creativity, action and service.

Although Kambala does not receive complete data regarding each student's performance on the Australian Tertiary Admissions Rank (ATAR) from our analysis and information provided by individuals the following statistics have been ascertained. Of the 97 students who gained an ATAR it appears:

- 42% gained an ATAR at or above 95
- 63% gained an ATAR at or above 90
- 87% gained an ATAR at or above 80

Kambala employs a consultant to calculate estimates of ATARs, referred to as UniScores. These estimates are extremely close to actual ATARs. The following graph shows the percentage of Kambala students in each UniScore bracket over the last five years.



RECORD OF SCHOOL ACHIEVEMENT

The school did not have any students that required the issuance of a Record of School Achievement.

YEAR 10 STAGE 5 GRADES

The following table provides information on the Stage 5 Grading in all subject completed by Year 10 students. The data includes candidature size as well as percentage comparisons, relative to the State, in Grades. Grades are awarded on the 5-band A - E scale.

Subject	Candidature		Grade A		Grade B		Grade C		Grade D		Grade E	
	Kambala	NSW	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %	Kambala %	NSW %
English 200 hrs	89	84899	53.93	12.43	29.21	26.37	16.85	36.82	0	17.08	0	6.14
Mathematics 200 hrs	88	85181	30.68	14.89	26.14	22.83	36.36	30.92	6.82	23.21	0	7.06
Science 200 hrs	89	84861	28.09	13.17	38.20	23.97	25.84	35.08	7.87	18.82	0	7.88
Australian Geography 100 hrs	89	84671	22.47	12.96	34.83	24.69	35.96	34.58	6.74	18.62	0	7.96
Australian History 100 hrs	89	84670	26.97	13.45	55.06	24.47	17.98	34.10	0	18.91	0	7.87
Commerce 100 hrs	5	3825	60.00	18.82	0	30.90	40.00	33.10	0	12.24	0	4.71
Commerce 200 hrs	44	16916	40.91	26.58	36.36	32.60	15.91	27.56	6.82	9.80	0	3.25
History 100 hrs	3	2966	0	27.92	66.67	32.10	33.33	27.11	0	8.87	0	3.88
History 200 hrs	39	4852	51.28	34.44	48.72	31.62	0	22.96	0	7.42	0	3.28
French 200 hrs	30	3150	40.00	36.86	30.00	30.16	26.67	23.08	3.33	7.71	0	1.94
Japanese 200 hrs	9	2489	44.44	36.24	44.44	23.95	11.11	21.74	0	12.86	0	5.10
Latin 100 hrs	1	54	0	22.22	0	22.22	100.00	37.04	0	16.67	0	1.85
Latin 200 hrs	14	475	57.14	53.26	21.43	25.26	21.43	14.11	0	6.95	0	0.42
Design and Technology 100 hrs	2	1473	0	16.90	50.00	29.60	50.00	33.67	0	13.24	0	6.18
Design and Technology 200 hrs	28	3030	17.86	25.64	39.29	31.06	39.29	29.11	3.57	10.10	0	3.53
Information and Software Technology 100 hrs	1	2625	0	14.48	100.00	27.31	0	32.84	0	16.27	0	8.99
Information and Software Technology 200 hrs	15	9773	40.00	21.58	33.33	27.94	26.67	29.97	0	13.46	0	6.53
Music 100 hrs	2	2161	50.00	13.51	50.00	26.89	0	31.79	0	17.12	0	10.04
Music 200 hrs	11	10761	54.55	25.04	36.36	31.88	9.09	25.91	0	11.24	0	5.25
Photographic and Digital Media 200 hrs	18	6566	22.22	20.30	22.22	29.90	50.00	27.37	5.56	13.39	0	7.84
Visual Arts 100 hrs	2	3460	0	15.69	0	31.10	100.00	33.44	0	13.32	0	5.66
Visual Arts 200 hrs	35	14514	22.86	25.51	34.29	31.59	40.00	27.48	0	10.01	2.86	4.60
Personal Development, Health and PE 100 hrs	88	42465	35.23	15.08	39.77	31.94	25.00	34.94	0	12.83	0	4.31

In 2013, 5% of the Year 12 cohort participated in vocational or trade training. Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2013	HSC	90%
2013	IB Diploma Programme	10%
2013	VET qualification	5%

Senior Secondary outcomes are documented on the My School website:
<http://www.myschool.edu.au/>

V/ PROFESSIONAL LEARNING AND TEACHER STANDARDS

At Kambala, our expert and dedicated staff lead and challenge students to achieve their potential. Kambala students are encouraged to achieve their best in a safe, supportive and secure environment. We strive to build in all students a passion for lifelong learning and for critical thinking. Kambala benefits from a qualified and passionate staff.

TEACHER STANDARDS

The table below shows the details of all teaching staff (*as defined by the Institute of Teachers Act 2004*) who are responsible for delivering the curriculum in terms of the numbers in the following categories:

(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	128
(ii) having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications, or	0
(iii) not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

Teacher Qualifications:

All teachers have a least one degree at Graduate level. Nine teachers are studying towards a postgraduate qualification.

PROFESSIONAL LEARNING

Staff at Kambala are encouraged to continue their own professional learning. Kambala supports staff to maintain their professional accreditation with the NSW Institute of teachers. In 2013 staff were involved in a range of courses, conferences and workshops to develop their content knowledge, experience as classroom practitioners and effective educators. Some of these courses included:

- The 2013 Middle Leaders Conference
- Staff Independent Learning Day
- Managing Our Time, Tasks, Email & Interruptions
- The National Curriculum: Developing a Guided Inquiry and Web 2.0 approach
- Strategies & Techniques to Promote Physical & Emotional Wellbeing
- Michael Carr-Gregg: Mental Illness in Young People
- KMeet - Professional Learning Presentation from Staff to Staff

In 2013 Kambala staff took part in 295 different courses.

The table below shows the number of course attended by each department at Kambala.

Department	No. Courses	Department	No. Courses
Archives	3	IB	2
Associate	5	Junior	2
Business Office	2	Learning	5
Careers	3	Library	2
Classics/History	13	LOTE	21
Commerce	5	Maintenance	1
Counsellors	9	Massie	16
D&T	12	Mathematics	11
Drama	3	Music	12
English	7	PDHPE	6
Executive (incomplete)	34	Religious Education	6
Geography	4	Science	10
Hampshire	12	Visual Arts	6
Health Centre	1	Well Being	4
I.T.	3		

VI/ WORKFORCE COMPOSITION

TEACHER ATTENDANCE AND RETENTION

Teachers at Kambala are committed and dedicated. The teaching attendance rate at Kambala in 2013 was 96.9%. In 2013 the teacher retention rate was 93.75% (6.25% left) which is similar to past years. Every year, of course, some teachers leave to achieve promotion, develop their career or seek to further their professional experience.

Workforce composition is available on the My Schools website:
<http://www.myschool.edu.au>

Staff Descriptions	No. of Staff
Teaching staff	128
Full-time equivalent teaching staff	107.1
Non-teaching staff	61
Full-time equivalent non-teaching staff	52.4

VII/ STUDENT ATTENDANCE AND RETENTION RATES

ATTENDANCE

93.9% of students attended school on average each school day in 2013. This was similar to the daily attendance in 2012.

Year Level	Attendance Rate%
Transition	95.9
Year 1	98.8
Year 2	97.8
Year 3	99.1
Year 4	97.6
Year 5	98.8
Year 6	98.6
Year 7	98.0
Year 8	98.8
Year 9	98.4
Year 10	97.5
Year 11	97.8
Year 12	98.4

STUDENT RETENTION RATE

The actual student retention rate from Year 10 in 2011 to Year 12 in 2013 was 95%. This is similar to the retention rate in previous years. Based on the information provided to the school when students leave it would appear that only a minority of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for their final years of the schooling.

Management of Non Attendance

The school implements policy and procedures for the management of student non-attendance. An SMS notification is sent to parents of students who are absent and have not contacted the school. The school follows up where written explanation of an absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

STUDENT ATTENDANCE POLICY

A register of enrolments that includes the following details will be maintained for each student.

- Name, age and address
- The name and contact telephone number of parent(s)/guardian(s)
- Date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- For students older than 6 years, previous school or pre-enrolment situation

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 Denbigh. Where the destination of a student below seventeen (17) years of age is unknown, the Department of Education and Communities officer with home school liaison responsibilities is notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known occupational health and safety risks associated with contacting the parents or student. The proforma in Appendix may be used when contacting the Department of Education and Communities officer with home school liaison responsibilities. The Data entry person records this information in the student file record on the School database.

Kambala monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students, in Denbigh (the School database).

- Student absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible using the code approved by the Minister for Education.

Attendance registers are moved off-site for storage at regular intervals.

Unexplained absences from classes are followed up in an appropriate manner with the student and/or their parent or guardian. Mandatory reporting procedures apply where absences are extended or the student may be at risk. (e.g. Where a student is absent for 30 days, the Principal should access the mandatory reporters section of the Keep Them Safe website to determine whether a report is required).

The school notifies parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken is recorded, as appropriate, on the student file.

The register of enrolments will be maintained for a minimum period of 5 years before archiving. The register of daily attendances will be retained on the School's administrative database for at least 7 years after the last entry was made in respect of the student (previously held in archives).

Copies of the information in the register of enrolment and the register of daily attendance will be stored off-site at regular intervals.

Procedures - Junior School and Senior School

- Attendance should be regular and punctual. Students are expected to arrive at their Period 1 Class room no later than 8.25am.
- The Tutor/Class teacher takes a record of attendance, which is recorded electronically in the School Database. The common code approved by the Minister for Education is used.
- To explain an absence, parents, guardians or Boarding House staff are required to:
- Telephone the School on the morning of the absence on the Student Absence Line.
9388 6899 before 9am, Senior
9388 6883 before 9am, Junior
- The Receptionist will send an SMS to the parents or guardians of unexplained absent students/late students to seek an explanation for absences.
- In the Senior School a record of attendance is taken each lesson by the class teacher. This is recorded electronically in the School Database.
- On returning to School after an absence, a Parent, Guardian or Boarding staff must provide an explanation within 7 days to the School to the student's Tutor/Class

teacher. Paper, email and fax are all acceptable means of communication.

- If a student's absence is due to sickness, which results in an absence of more than four days, or, as the result of a medical appointment, then a medical certificate needs to be provided.
- These notes are retained in the student's file and kept for a period of 1 year after the absence.
- Absence from assessment tasks in Years 11 - 12, requires a medical certificate.
- Students who are late to School are to report to Reception with a note from their Parent, Guardian or Boarding Staff. They must record time of arrival and reason for lateness in the Late Book. The time of arrival is recorded electronically in the School Database along with the reason for lateness.
- Students who are late due to a School music lesson or sporting commitment are to report to Reception. This is recorded electronically in the School Database.
- The Head of Junior School maintains an overview of student absences and contacts parents or guardians in instances of excessive lateness or absence.
- In the Senior School the Tutor and Year Coordinator maintain an overview of student absences and contact parents or guardians in instances of excessive lateness or absence and unexplained absence. Repeated lateness will be dealt with in accordance with the School's Discipline Policy.
- Leave during the school day is discouraged. If it is essential to attend an appointment during school hours a note requesting permission must be brought at least 24 hours in advance. In the Senior School this must be approved by the Year Coordinator. The students must show the approved note at Reception and sign the Early Leavers Book before leaving school.
- In the Junior School requests for early leave during the day should be in writing to the class teacher. Students leaving early must report to Junior School Reception. The time of departure and reason will be recorded electronically in the School database.
- If extenuating circumstances require a student to take leave of absence during term, requests for up to a five days leave are made, in writing, to the Head of School. If a student needs to be out of school for more than five days for a reason not sickness related then a letter should be written to the Principal seeking permission. Parents need to include a completed Application for Exemption from Attendance at School Form for any reason that is not sickness related (available on Kambala View).

This needs to be submitted in advance to allow sufficient time for leave to be granted. (Please note that where the reason for application for exemption includes long term travel arrangements of more than 20 school days, copies of travel documentation should be included with the application.) **See Exemption from School Procedures.**

Procedures - Massie House

- Students are expected to arrive in class no later than 8:45am.
- The class teacher takes a record of attendance at 9:00am electronically in the School database
- Absence should be notified by parent or guardian by telephone on the Massie Reception line - 9388 6832 - before 9:00am.
- Absences are noted in student records.
- The common code approved by the Minister for Education is used.
- The Massie House Administrative Assistant telephones the parent or guardian of absent students to seek an explanation for the absence or lateness.
- Students who are late report to Massie Reception. The time of arrival is recorded electronically in the School Database along with the reason for lateness.
- Parents or guardians are required to provide a written explanation by paper, email or fax (within 7 days of the absence occurring) for all absences. These notes are retained in student files and kept for a period of 1 year after the absence.

- Absence of more than 4 days due to illness requires a medical certificate.
- The Head of Massie House maintains an overview of student absences and contacts parents or guardians in instances of excessive lateness or absence.
- Requests for early leave during the day should be in writing to the class teacher. Students leaving early must report to Massie Reception. The time of departure and reason will be recorded electronically in the school database.
- If extenuating circumstances require a student to take leave of absence during term, requests for up to a few days leave are made, in writing, to the Head of School. If a student needs to be out of school for a period of time for a reason not sickness related then a letter should be written to the Principal seeking permission. Parents need to include a completed Application for Exemption from Attendance at School Form for any reason that is not sickness related (available on Kambala View).
- This needs to be submitted in advance to allow sufficient time for leave to be granted. (Please note that where the reason for application for exemption includes long term travel arrangements of more than 20 school days, copies of travel documentation should be included with the application.) **See Exemption from School Procedures.**

VIII/ POST SCHOOL DESTINATIONS

Offers to students (after final round of offers)

University	Number of students
Australian Catholic University	2
Australian National University	7
Bond University	4
Charles Sturt University	2
Deakin University	1
Macquarie University	3
Monash	2
Notre Dame University	4
RMIT	3
University of Adelaide	1
University of Canberra	1
University of Melbourne	15
University of Newcastle	2
University of New England	
University of New South Wales	27
University of New South Wales ADFA	1
University of Sydney	33
University of Technology Sydney	11
University of Western Sydney	2
University of Wollongong	
Victoria University	1

Offers to United Kingdom Universities

UNIVERSITY	Number of students
London School of Economics	1
University of Oxford	1
University College London	1
University of the Arts London	1
Warwick University	1

Offers to United Kingdom Universities

University	Number of students
London School of Economics	1
University of Oxford	1
University College London	1
University of the Arts London	1
Warwick University	1

Offers to American Universities

University	Number of students
NYU Shanghai	1
Rice University	1

Offers to other Tertiary Institutions

University	Number of Students
FBI (Fashion Design School)	1

Offers by Course Local and Overseas Universities and Colleges

University	Number of students
B Advertising	1
B Agriculture	1
B Agricultural Economics	1
B Animal & Veterinary Bioscience	1
B Anthropology & Law (London School of Economics)	1
B Applied Science (Exercise Physiology)	1
B Applied Science (Occ Therapy)	1
B Applied Science Forensic Science	1
B Architectural Studies	1
B Arts	14
B Arts & Business	1
B Arts Communication (Info & Media)	1
B Arts (Flexible Double Degree)	1
B Arts (Public Communication)	2
B Arts (Media & Communication)	1
B Arts/M Nursing	1
B Biomedicine	1
B Business & Commerce (App Finance)	1
B Business Administration	1
B Business B Science Info Technology	2
B Business	1
B Clinical Practice (Paramedic)	1

B Commerce B Psychology	1
B Combined Commerce	2
B Combined Law	9
B Commerce	7
B Commerce International	1
B Commerce (Co-oP)	1
B Communications	1
B Construction Management & Property	1
B Design Photography & Situated Media/BA Int Studies	1
B Design Visual Communication B Creative Intelligence & Innovation	1
B Design Computing	1
B Economics	1
B Education (Secondary Maths/ B Science	1
B Engineering (Chemical & Biomolecular)	1
B Engineering (Flexible First Year)	2
B Engineering/B Arts	1
B Engineering Technology Science/B Information Technology (CDFSP)	1
B Environments	3
B Exercise & Nutrition Science	1
B Exercise & Sports Science	1
B Fashion & Textile Merchandising Ass Degree	1
B Fine Arts (Hon)	1
B Fine Arts/B Arts	1
B History & Politics (Oxford)	1
B Information & Technology Systems	1
B Interactive Media & Design	1
B International & Global Studies	6
B International Studies	1
B International Studies/B Laws	1
B International Studies/B Media (Communications & Journalism)	3
B Liberal Arts & Sciences (Rice, NYU Shanghai)	2
B Laws	1
B Laws (University College London)	1
B Laws & Business Studies (Warwick University UK)	1
B Medical Science (First Year Entry)	2
B Medicine B Surgery	1
B Media (PR & Advertising)	2
B Management Events & Leisure	1
B Nursing	1
B Nursing (Adv Studies)	1
B Photography (Arts)	1
B Physiotherapy	3
B Psychological Science	1
B Psychology	2
B Science	2
B Science (Psychology)	1
B Science/B Nutrition & Dietetics	1
B Science/B Business	1
B Science/B Arts	3

B Science (Veterinary Bioscience)	1
B Veterinary Science/D Veterinary Medicine	1
B Visual Arts & Design	1
BA Communication (Information & Media) B International Studies	1
BA Communications (Media & Art Production) B International Studies	1
Diploma of Business/Cert Design	1
Diploma of Creative Industries	1
Foundation Diploma in Art & Design (UAL)	1

IX/ ENROLMENT POLICIES AND PROCEDURES

SCHOOL OVERVIEW

At Kambala we value each member of our community. We respect, acknowledge and encourage the development of the unique talents of each individual within a positive learning environment. We value integrity, independence, resilience and self-confidence. Kambala is an independent Anglican girls' day and boarding school offering outstanding opportunities from Early Learning to Year 12.

Kambala is a non-selective school with an extensive record of exceptional results in the NSW Higher School certificate (HSC) and now offers the International Baccalaureate (IB) Diploma Program in Years 11 and 12. Whilst we celebrate academic excellence, at Kambala each individual's social, emotional and spiritual development is supported and nurtured. Kambala students are encouraged to achieve their best in a safe, supportive and secure environment. We strive to build in all students a passion for learning and for critical thinking.

Our broad curriculum and co-curriculum foster students' individual strengths and talents, inspiring a dual belief in the self and in the power and value of communities. A highly successful student laptop program supports learning in every curriculum area. 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 Festival of Music held annually at the Opera House provides students with the unique experience of arranging and performing music in an iconic venue. Kambala girls are regularly involved in drama productions with other schools in our local community. As part of Community, Adventure and Service at Kambala (CASAk) program, our girls travel within Australia and overseas where they have first hand opportunities to engage in experiential learning.

At Kambala, our expert and dedicated staff lead and challenge students to achieve their potential. Our graduates have enjoyed success at the highest levels in a diverse range of professional areas such as Law, Medicine, Economics, Business, Arts, Science and Education. Kambala graduates are known for the 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. Kambala is acknowledged leader in girls' education.

ENROLMENT POLICY

Hampshire House, Kambala's Early Learning Centre, is licensed to enrol boys and girls from 6 months to 5 years. The centre is open 48 weeks per year from 7.30am to 6pm. Applications are treated in order of date receipt of application with priority given to children of Staff. Some priority is also afforded to siblings and children of Kambala Old Girls.

Girls are enrolled at Kambala from Preparation (girls must have turned 4 by 31 March in the year in which they commence) to Year 12.

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

Student Population

Hampshire House, Kambala's Early Learning Centre, is licensed for 70 children per day.

Preparation to Year 12 has an enrolment of 954 girls, 572 of whom are in the secondary school. There are approximately 90 boarders. The majority of boarders are from rural NSW. A small number of boarders are from interstate and overseas.

Kambala is licensed to enrol a small number of full fee paying overseas students. CRICOS Provider 02284M.

ENROLMENT PROCEDURES

Intake classes are Preparation, Year 5 and Year 7. Girls may commence in other year groups if vacancies are available.

To apply to Kambala an Application Form must be completed and returned with copies of recent School Reports (for school aged applicants), 2 references (i.e. letter of introduction for the family as the child may be an infant at the time of application) and payment of a non-refundable registration fee.

Applicants are placed onto the register and into the database upon receipt of the application form. Letters of acknowledgement of the Application Form are sent to the parent advising them that they either have a confirmed place or have been placed on a waiting list.

Confirmation of Entry forms are sent to parents usually two years prior to the student commencing. At this point a non-refundable entrance fee is payable.

Interviews for girls entering Preparation to Year 7 with the Principal and Heads of Infants' School and Junior School take place the year prior to entry. Girls requesting entry to Years 8 to 12 are required to attend an interview with the Principal, Head of Senior School and Director of Curriculum prior to a position being offered.

Students from Year 5 onwards are also tested by Robert Allwell and Associates to provide information for class placement and academic needs. These tests are usually conducted at orientation days but can be arranged during the school year on specific test dates.

Overseas students from non-English speaking backgrounds are required to sit an English and general ability test. Kambala prefers AEAS testing (www.aeas.com.au). AEAS testing is available in most countries and in Australia. Upon receipt of AEAS results, the enrolment of an overseas student may proceed to the interview and Kambala assessment stage, providing the AEAS results are of an acceptable standard. If a certain standard has not been reached, overseas students are encouraged to attend an intensive English language course and then re-apply at a later time.

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.

For further information visit Kambala's website www.kambala.nsw.edu.au or My Schools

website www.myschool.edu.au

Students leaving Kambala

Notification must be received in writing to the Principal from the parents/guardians of the student if a student is to leave Kambala. Notification must be received no later than five weeks prior to a student leaving. If this notice period is not provided fees in lieu of notice may be charged.

Confirmation of the student's destination is required and recorded in the database.

X/ STUDENT WELFARE POLICIES, ANTI-BULLYING, DISCIPLINE POLICY, REPORTING COMPLAINTS AND RESOLVING GRIEVANCE POLICY

OVERARCHING POLICY

Kambala strives to provide the best, most supportive and safe environment for learning, self-discovery and personal development which:

- Minimises risk of harm and ensures students feel secure
- Ensures the emotional wellbeing of all students is central to the Kambala ethos of care
- Provides student welfare policies and programs that nurture and support the individual needs of students and are designed to encourage in each student a deep understanding of and responsibility for self and others, along with the confidence and resilience to positively shape her future.

WELLBEING POLICY

Kambala strives to provide the best, most supportive and safe environment for learning, self-discovery and personal development. Ensuring the emotional wellbeing of all students is central to the Kambala ethos of care. It is designed to encourage in each student a deep understanding of and responsibility for self and others, along with the confidence and resilience to positively shape her future. The purpose of Pastoral Care (Wellbeing) is to provide an environment which promotes the physical, emotional, social, spiritual and intellectual wellbeing 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.

Procedures and Personnel

Although each staff member has a pastoral role, it is the Class teacher (Massie House and Junior School), Tutor and Year Coordinator (Senior School) to whom the students should speak about problems or concerns. The Head of Massie House, Head of Junior School and Deputy Principal - Head of Senior School and other members of the Executive are available to both students and parents.

Students also have access to the School Counsellors. The School Counsellors' Offices are located in the Tivoli Building above the Boarders' Dining Room. In the Senior School, students may make appointments with the Counsellor by speaking directly to her or by completing a "Request for Appointment" slip and placing it in the box outside the Counsellor's Office or under the door. Parents are welcome to make appointments by telephone. Massie House and Junior School students may be referred to a Counsellor. Student wellbeing is embedded in many aspects of curriculum and cocurricular activities at Kambala. In the Senior School the timetabled Pastoral Care and CASaK programs, Years 7-9,

have 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.

At Kambala we strive to:

- Provide a safe and secure environment where students are treated with respect and fairness by teachers, other staff and other students
- 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, membership of committees such as Environment and Charity and Spirit of Service initiatives
- 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, Principal or outside agency

SAFE AND SUPPORTIVE ENVIRONMENT POLICY

Preamble

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

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

Kambala provides student welfare policies and programs that nurture and support the individual needs of students and are designed to encourage in each student a deep understanding of and responsibility for self and others, along with the confidence and resilience to positively shape her future. Bullying and harassment will not be tolerated at Kambala.

What is Bullying?

Our School defines bullying as follows:

Bullying is unfair and one-sided. It involves repeated and deliberate attempts to harm, harass, humiliate or distress another person. It occurs when someone keeps hurting, frightening or threatening someone or leaving someone out on purpose.

Bullying exists in a number of forms, including:

Verbal Bullying

- Teasing, name calling, offensive language, unwelcome comments, intrusive questions, and “nuisance” or abusive telephone calls.

Physical Bullying

- Fighting, pushing, hitting, offensive gestures, and invasion of personal space

Social/Emotional Bullying

- Standover tactics, extortion, threats, damage or disregard of property or possessions, and repeated exclusion

Safe and Supportive Environment Policy Revised May 2013

Bullying is unfair and one-sided. It involves repeated and deliberate attempts to harm, harass, humiliate or distress another person. It occurs when someone keeps hurting, frightening or threatening someone or leaving someone out on purpose.

Cyber Bullying

Any destructive text or images posted on the Internet. This may be via personal websites or web logs (blogs), email messages, discussion groups, message boards, online personal polling sites, chat services or instant messaging (IM) or on mobile phones using short message service (SMS) or multimedia messaging service (MMS).

Bullying does not refer to negative behaviours that occur only once or are not repetitive in nature or conflict between peers.

Prevention and Intervention

The School aims to prevent bullying in the following ways:

- we encourage and maintain a climate of respect
- the 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
- the School promotes 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

It is the responsibility of all members of the School community to ensure the safety and protection of one another.

Students are expected to:

- 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
- walk away, speak up, be a friend, or ask others for help if they observe someone being bullied
- report cases of bullying to an adult
- consider reporting cases of bullying using the School's electronic bullying notification system on Kambala View and Classrooms

Staff are expected to:

- supervise students in all areas of the school and the playground
- watch for signs of bullying and to deal with bullying appropriately
- respond quickly and sensitively to reports of bullying and to follow-up all reported incidents
- report all cases of bullying to the relevant Classroom Teacher, Year Coordinator, Head of School, and/or the Principal
- take seriously parents' concerns about bullying
- assign consequences for bullying as outlined below

In terms of cyber bullying, parents are expected to:

- take an active interest in their daughter's online activities
- place computers in open areas that are easily visible
- talk to their daughters about the potential dangers and teach them strategies for avoiding these dangers (e.g. if they come across inappropriate content they should hit the Back button and move on)
- supervise Internet access until their daughters are clearly capable of behaving safely and ethically in virtual environments
- ensure that their daughters do not put personal details online

Positive Approach to Bullying

The aim of Kambala's approach to bullying is to create a situation where all parties can co-exist peacefully in a caring and safe environment. The School promotes resolution and restorative practices rather than punishment. A positive approach, which seeks to bring about change in the behaviour and thinking of the student(s) who are bullying, will be used wherever possible.

The School endorses the method of shared concern, a non-punitive method for responding to bullying situations. It should be noted, however, that responses to bullying will be tailored to suit the situation. At all times, discretionary judgement will be applied according to the severity, frequency and the duration of the bullying situation and age of the students involved.

The method of shared concern consists of a series of stages in which those involved in the bullying situation are interviewed, including the suspected bullies and their target(s). This approach emphasises that bullying takes place within a group context and that an effective way to address bullying is to therefore work closely with all involved, not just the suspected bullies. It is important to note that none of the students is accused of bullying. They are seen as important contributors to the emergence of a solution to the bullying problem.

The steps are as follows:

- information about the situation is obtained
- the suspected bullies are interviewed in turn
- the interviewer describes the distressing situation and the impact on the victim
- the interviewee is encouraged to generate solutions to the problem and to take ownership of these solutions
- an agreement is made to discuss progress at a later date
- the victim is interviewed
- the victim is asked about their current situation
- the interviewer acknowledges that he or she has spoken with the suspected bullies individually and that they have made a commitment to improve the situation
- after further meetings with individual bullies, a meeting with all of the suspected bullies is held to review the changes that have been made and to determine whether or not to invite the victim to a final meeting
- a final meeting with the victim is held if the interviewer is certain that all bullies will act in a positive manner towards the victim and that a constructive outcome can be obtained
- the final meeting may involve a written commitment to continue to improve matters

Other procedures that might be implemented include:

- counselling for those involved
- formal mediation between the parties
- detention(s)
- removal of privileges
- suspension

- expulsion

Throughout the process, care will be taken to ensure that all actions are based on the principles of procedural fairness and to maintain confidentiality as far as possible.

Policy Review

Throughout the process, care will be taken to ensure that all actions are based on the principles of procedural fairness and to maintain confidentiality as far as possible.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2013	Access to Full Text
Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating 'reportable conduct' • Investigation processes • Documentation 	Policy reviewed 2013	Issued to members of School Council Staff Handbook School Intranet
Workplace Health and Safety Policy encompassing <ul style="list-style-type: none"> • Responsibilities • Program • Evacuation procedures 	Policy reviewed 2013 Evacuation and Containment procedures revised	Staff Handbook School Intranet
Codes of Conduct Policies Staff encompassing <ul style="list-style-type: none"> • Legislative Context • Duty of Care and Legal Liability • Creating a safe environment • Supervision of students - on-site and off-site activities • Cyber-safety • Relationships with students • Discipline of Students • Communication • Duty to Disclose Student encompassing <ul style="list-style-type: none"> (i) Expectations of students 	Policy reviewed 2013 Discipline procedures were revised	Staff Handbook School Intranet Student Handbook School Intranet
Health Policies including <ul style="list-style-type: none"> • Anaphylaxis Policy • Drug Policy • Health Centre Policy • Sun Protection 	Policy reviewed 2013 Procedures revised	School Intranet
Excursion Policy encompassing <ul style="list-style-type: none"> • Duty of Care and Risk Management • Travel on school-related activities • Procedures prior to excursion • Overnight excursions • Overseas excursions 	Policy reviewed 2013 Nil changes	Staff Handbook School Intranet

Policy	Changes in 2013	Access to Full Text
<ul style="list-style-type: none"> Levels of supervision for on-site and off-site activities Guidelines for supervisors 		
Communication Policy encompassing <ul style="list-style-type: none"> Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and wellbeing 	Policy reviewed 2013 Revised to incorporate staff changes	School Intranet New Parent Information Booklet On-line School Newsletter Student Handbook
Wellbeing <ul style="list-style-type: none"> The pastoral care system Availability of and access to special services such as counselling Student Leadership Homework Policy Special Needs Policy Full-Fee Paying Overseas Students Safe and Supportive Policy including Anti-Bullying 	All policies reviewed Changes from Pastoral Care Policy to Wellbeing incorporating PERMA Policy revised	School Intranet New Parent Information Booklet On-line School Newsletter Student Handbook New Student Information Booklet Student Handbook
Critical Incident Policy encompassing <ul style="list-style-type: none"> Prevention and Preparation Management 	Policy reviewed 2013 Policy revised to incorporate staff changes	School Intranet Staff Handbook
Student ICT Policy	Policy reviewed and revised. Changes to Mobile Phone usage at School and introduction of ediarly	Student Handbook School Intranet
Security Policy encompassing <ul style="list-style-type: none"> Premises and Facilities Policy Annual Fire Safety Guidelines Evacuation Procedures 	Policies were reviewed. Evacuation procedures revised.	Staff Handbook School Intranet

DISCIPLINE POLICY

Students are required to abide by the School's Rules and Code of Behaviour (published in the Year Book and on the School Intranet, Classrooms) 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. Kambala does not exclude a student from attending another school. 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 the discipline of the students for whom they have a duty of care. 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
 - From School
 - Expulsion
- } Based on the principles of Procedural fairness

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 the relevant Year Coordinator.

Massie House and Junior School

The atmosphere at Kambala is one of warmth and encouragement rather than pressure and anxiety. Positive reinforcement and encouragement are used rather than concentrating on the negative aspects of a child's work or behaviour. There should be obvious respect for the rights and feelings of others: teacher-child, child-teacher, child-child, and indeed, teacher-teacher. Girls at Kambala should feel secure in their school environment; they should not be afraid to make mistakes or to ask questions.

In accordance with the School's emphasis on personal development and pastoral care students are encouraged and helped to be responsible for their conduct which is closely monitored by teachers and parents. Should a very serious behavioural issue arise it will be referred to the Head of School.

The corporal punishment of students attending Kambala is not permitted. Neither do our policies and procedures, explicitly or implicitly, sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

In Massie House there is a strong focus on values education. Courteous manners, a willingness to cooperate with and help others, and social inclusion are shared expectations. Strategies to assist in social situations are given and discussions about day-to-day issues are treated sensitively. Support for individuals to develop problem solving and decision making skills is an important provision in Massie House. Through providing opportunities to apply thinking skills in real-life situations, the students are assisted to make good choices about their behaviour and interactions with others. In Massie House a restorative approach to behaviour management has been adopted. Therefore, when behaviour issues arise, students and teachers engage in a scripted conference to restore relationships. In Massie House the focus is on creating a safe and supportive environment where students feel positive about themselves and their relationships, and optimistic about the world around them.

In Junior School, from time to time it may be necessary to punish a child for inappropriate behaviour. A punishment should always 'fit the crime'. It is not appropriate for a child to be asked to pick up papers in the playground if she has neglected to complete her homework. It is appropriate, however, for a child to be asked to pick up playground litter if a child has been seen to have littered. It is left to each individual teacher's discretion to give suitable punishments. A punishment is usually one in which a child loses a privilege e.g.: joining the class on a particular excursion. The child should be told why, i.e.: that she cannot be trusted to behave well because she has not done so in the past.

- (i) There are no after school detentions in the Junior School. Girls may be asked to reflect on their behaviour, in writing, and to discuss with the teacher present how they will improve their behaviour.
- (ii) No child is to be sent out of a class, to wait outside a classroom unsupervised. It is recognised that, at times, it is necessary for a child to lose the privilege of being in her class, and in such cases teachers need only to make arrangements with another teacher and have the child 'visit' another classroom.
- (iii) Children must not be 'ridiculed' in front of other children.
- (iv) Sarcasm must never be used with children.
- (v) If girls are 'kept in' at recess or lunch a teacher must be present at all times. Teachers need to make sure the girls have a break of some sort.
- (vi) Should there be any discipline problem in any specialist lesson, the specialist teacher is asked to inform the class teacher as soon as possible after the incident. It is understood that it is not always possible for a specialist teacher to follow up

incidents that happen in her/his classes, and therefore it is important that the class teacher does so.

The Head of Junior School should always be consulted if a child has continual behavioural difficulties. Parents also need to be informed, either through the class teacher or the Head of Junior School.

GRIEVANCE PROCEDURES OVERVIEW

Kambala is committed to the development and maintenance of positive relationships among all members of the school community and to the timely resolution of any grievance that may arise. All complaints about grievances will be treated seriously and investigated. The School will try to keep the matter confidential to the extent practical. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of Kambala's policy and processes for complaints and grievances resolution is provided in:

- The Staff Handbook
- The School Intranet
- New Staff Parent Information Booklet
- The On-line School Newsletter.

Location of full text of policies

All are located on the Kambala Intranet. Some policies are also available on Kambala View.

References are made to all or some of the policy and procedures at various times throughout the year in Pastoral Care lessons, Parent information sessions, School/Year assemblies as well as in the On-line School Newsletter - Kambala View

XI/ SCHOOL DETERMINED IMPROVEMENT TARGETS

School Improvement Targets

Kambala is committed to continual improvement. Continued alignment with the School vision and mission statement informs improvement targets, as do regular surveys amongst parents students and teachers. Other sources include, the engagement of external experts to provide rigorous analysis and reports of performance especially in relation to academic achievement in external examinations such as the International Baccalaureate Diploma and Higher School Certificate. This analysis has a particular focus on ‘value add’.

School Improvement Achievements 2013	School Improvement Targets 2013
TEACHING AND LEARNING <ul style="list-style-type: none"> • IB: most staff in teaching IB curriculum trained to the level of Category 2, links established with other schools in the IB network • eLearning: using ICT as a tool to support and enhance learning, group strengthened • Building Professional Learning Community: hosting of LAN network meeting • Focus on Inquiry Based learning: more teachers trained in Guided Inquiry and PBL 	TEACHING AND LEARNING <ul style="list-style-type: none"> • IB Network to be hosted by Kambala • eLearning Leaders to build departmental projects and support the skill development of their colleagues. Support the integration of iPads and evaluate their use in approaches to learning at Kambala • Professional Learning Committee established • Professional Learning and Development model designed and piloted
STAFF <ul style="list-style-type: none"> • Peer Mentoring Program for staff going through accreditation established • Staff Conference Day spent on developing personal resilience in young people • Code of Respect revisited and fine tuned • Middle Managers trained in conducting Challenging Conversations and Leadership 	STAFF <ul style="list-style-type: none"> • Reinforce the focus on resilience for all members of the Kambala community • Foster the appreciation of colleagues professionalism through Kmeet presentations and staff sharing of knowledge
WELLBEING <ul style="list-style-type: none"> • An integrated academic curriculum and pastoral care programs was developed as a means of making learning relevant and to increase students’ wellbeing. Specifically a strengths-based pastoral care program was integrated into the English curriculum. • Years 7 - 10 participated in a survey examining sleep and breakfast habits • P-12 Wellbeing Team was established • Student/Parent/Staff workshops on resilience 	WELLBEING <ul style="list-style-type: none"> • The Year 7 Camp at the beginning of the year will take a positive education theme, introducing the strengths. This will then be implemented at outlined in the Pastoral Care overview and lesson plans for year 7. • Focus on developing more cohesive based language, goals and wellbeing programs across the school based on PERMA • Positive Psychology to be embedded in academic programs
FACILITIES & ENVIRONMENT <ul style="list-style-type: none"> • Refurbishment of student bathroom on first floor of Minter/Hawthorne • Refurbishment of kitchens in Fernbank Boarding House, ground floor and first floor • New starting blocks for Playfair Pool • Wayfinder signs installed at Tivoli Lawn and Main gate • Provision of musical instrument storage bays 	FACILITIES AND ENVIRONMENT <ul style="list-style-type: none"> • Upgrade of Bathrooms • Upgrade of Boarding Facilities • Improvements to Swimming Facilities • Improvement to School Signs • Improvements to Music Facilities

XIII/ INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Kambala strives to develop independent young women who possess the ability, integrity, desire and strength of purpose to make a positive contribution in our changing world. Kambala seeks to foster a capacity for reflection, a spirit of service and a passion for learning in every student.

Kambala dedicates significant resources to encourage all students to develop compassion and a capacity for giving of themselves to others. This is designed to ensure that each student develops an intuitive desire and authentic commitment to serve and contribute to their community and the world now and in the future.

Strategies

- Development and implementation of age-appropriate programs that enable students at all levels to participate in activities that connect with and give to those who are less fortunate
- Development of partnerships with a range of not-for-profit organisations that will provide content and connections for students in a well-structured, safe and secure environment
- Development of programs that inform about matters of social justice and provide a framework for reflection and exploration of complex social issues

Senior School

In 2013 the Senior School continued to expand our commitment to nurture a global perspective, independent learning and resilience. We embraced opportunities to foster and develop ‘adventurous’ learning where failure is not to be feared but welcomed as an opportunity for personal challenges and to develop a growth mindset. We continued to strive to have an environment where girls are encouraged to possess courage, compassion, strength of purpose and a commitment to working for something that is bigger than them.

Our teachers guided and mentored their students in critical thinking skills, effective oral and written communication, accessing and analysing information, decision-making and personal excellence, goal setting, conflict resolution, leadership, risk-taking and relationship building.

Our girls need to understand and respect differences in a culturally diverse global community and be prepared for active informed citizenship. This has been encouraged through co-curricular activities, outdoor education, service learning programs, student exchanges and student conferences and forums.

We promote:

- Positive emotions and attitude,
- Positive relationships with other students and teachers,
- Engagement
- Health and wellbeing
- Building Resilience
- Satisfaction with self and learning experiences at Kambala
- Encouragement of student voice
- Restorative practices - social responsibility, repairing the harm done
- Strengths based pastoral care programs
- Opportunities to develop a sense of meaning and purpose
- Opportunities for student ownership and decision making
- Peer mentoring

Pastoral Care lessons use a variety of teaching methods that allow and encourage girls to be

more reflective of themselves and their place in the world. We have a program that is tailored to the needs of the differing age groups but this also allows for variations so that as issues arise as they travel through Senior School we can deal with them in Pastoral Care directly. This is often through the lessons but also with workshops and outside presenters.

Tutorial Groups - Years 7-12

At the core of the Tutorial program is the building of positive relationships - staff and students.

Tutorial time enhances:

- Connectedness
- Respectful relationships
- Routines
- Effective Study Skills
- Leadership
- Peer mentoring

In 2013 we supported the REELise Film Festival, which is a youth empowerment program targeting cyber bullying. It is a program supported by NSW Police, Woollahra Council, Holdsworth Community and the Black Dog Institute and is based in the Eastern Suburbs of Sydney. The aim is to turn what is often the cyber bully's instrument of choice - the mobile phone, into a device of empowerment, through which students share their stories, inform the community about the issues affecting them and inspire positive change.

In 2013, we surveyed all girls in Years 7-12 to develop a better understanding of their breakfast and sleeping patterns. Year 7 students participated in a Coping Skills survey.

Initiatives for specific year groups are as follows:

Year 12

Year 12 students understand that they have a commitment to assist the younger students in the School. Each Year 12 girl is a 'big sister' to a Year 7 girl. During the first few weeks they met regularly, attended classes together and had lunch and morning tea together. The relationship continued throughout the year. Furthermore, during themed assemblies our Year 12 girls urged the Kambala community to 'Take a stand together' against bullying and violence. Inspiring others to make a difference some of the senior girls shared their stories and promoted ways to develop and maintain positive relationships. Student leaders coordinated charity drives and environmental workshops.

In 2013, our senior girls ran workshops for Years 7 and 8 students, discussing how to navigate their way through friendship issues and what it means to be a good friend.

In 2013, Guest Speakers were welcomed to speak with Year 12 on the following:

- University/Tertiary opportunities
- Exchanges
- Gap Year
- Scholarships
- KOGU
- Wellbeing workshops

Year 11

In 2013 we began an **Introduction to Year 11** program, to help them in the transition from Year 10 into the expectations and demands of Years 11 and 12.

Topics included:

- Time management
- Study Routines
- Working smart
- Nutrition
- The power of positive thinking
- Relaxation techniques
- Controlling the chaos - digital organisation
- How the brain works and 'changes'.

During the year the girls completed:

- RSA Course
- Senior First Aid Course
- Leadership Training - Rising Generations
- Year 11 had a weekly Wellbeing program of:
 - Cheer Leading
 - Belly Dancing
 - Zumba
 - Pilates
 - Boxercise

During the June /July holidays three of our Year 11 girls were involved in international programs. Here is a brief snapshot of their journeys:

I had the miraculous opportunity to, during the recent holidays, travel to the United States to attend The Global Young Leaders Conference (GYLC). It was here that I learnt from and exchanged ideas with some of the world's top business leaders, policy officials, lobbyists, journalists, diplomats and academics. I spoke to, for example Aaron Snipe (US Department of State Near Eastern Affairs Spokesperson), and, as you can imagine, given the recent revelations of the Arab Spring, a particularly vehement Q&A, lead by students from Egypt, Syria, Iraq and beyond, followed. Similarly, I had the privilege to listen to the arguments of an economists' panel as they discussed the dependency, reciprocity and paradoxes of food aid given to developing nations. This was, however, starkly contrasted to the informal forums of a biotechnician (specializing in genetically modified foods): we heard of, for example, the various ethical issues that surround these "frackfoods"..... Kate Duke

Global Young Leader Conference (GYLC) in Europe

.....Berlin brought new excitements but also a small sadness, as we knew it would be the last place we would see. Here we saw Brandenburg Gate, Checkpoint Charlie, Potsdam Platz, the Holocaust Memorial, the Berlin Wall Memorial and toured Parliament. Our different groups finally presented solutions to water scarcity in India. Our speaker, Muhamed Mesic, was the perfect finale to our leadership talks. Playing a major role in human rights and international exchange he compelled us to make a difference, by "sharing what drives you". I formally questioned him about how he approached those who presented challenges to his leadership and with a laugh he answered, "I listen, even if they do have broad Australian accents". And so it was with a quiet reverence that we too continued to listen and with us we took his powerful words "failure was put inside our heads to make us forget our dreams". In a way I guess we had all had success in our heads, as we were all living our dream. Something we would all never forget, where lifetime friendships were formed and we learnt more from each other than any textbook..... Judith Ainge McLeish

During the June-July holidays, I went to India with a program called Rustic Pathways. I boarded a plane by myself in Sydney and arrived in New Delhi..... Whilst I stayed with my host family, my group taught English to refugees from Asia in a place called the Hope Centre, and cleaned a Tibetan nursing home..... In McLeodganj, we tried to embrace the culture by eating traditional Tibetan food, doing a two-hour yoga class, and listening to speakers. We heard the stories of both Tenzin Tsundue, a poet and lead protestor of the

independence of Tibet, and Ven Bagdro, a monk and political prisoner. My host family also told me their stories of coming from Tibet. My 'Pala' (my homestay father) was imprisoned for six months, when the supposed 'crime' he committed only allowed a twenty-four hour stay in prison. When he finally was let go, he fled to India with a friend whom had to hide under a box of shampoo (each weighing 2 kg) for eight hours whilst they crossed the border and went through police checks. When they were in the mountains, they almost drowned as they were crossing on small pieces of wood; and my Pala's friend couldn't swim. My Pala considers himself very lucky to be alive, out of prison and living in the beautiful Mcleodganj with my Amala and their sons. They were also happy to share their stories, as they could bring awareness to other countries, who could possibly help Tibet in their struggle for Independence..... Lorean Cassidy

Year 11 leaders participated in the 2013 Community Relations Commission Youth Leaders Day. The theme this year was Participate and Contribute and provided an opportunity for young people to discuss the 'why, how and what' it means to participate and contribute in today's world. The five workshops were: Leadership, Media, Education, Arts and Culture, and Maintaining Links and Volunteering.

Year 10

In 2013, a new program was devised for Year 10, which addressed skills such as self-motivation, mental strength, assertiveness and conflict psychology. Other aspects of the course developed skills in communication, decision-making and personal excellence, goal setting and personal vision, conflict resolution, leadership, risk-taking and relationship building. The girls explored the notion of positive choices and were encouraged to consider their values. Additionally, they developed skills to position themselves as global citizens and were exposed to a variety of ways they could engage with, and even benefit, the global community.

Two Year 10 World Challenge spent four weeks in Central America - predominantly Costa Rica and Nicaragua. These girls worked for over 14 months in preparation for this life-changing experience. They were involved in a challenging trek and also doing community work. One team spent a week in Ostional for their community project, helping the local school and council look after their beach, home to the largest population of egg-laying turtles in the world! The other team raised funds to construct a health centre in Las Characas. The girls assisted with the construction and also teaching English to the local children.

We are proud of the Year 10 cohort who, on their own, raised almost \$20,000 for the 40 Hour famine! All girls in Year 10 gave up either food, technology, social media, furniture or talking.

At the culmination of their Outdoor Education at school, Year 10 girls once again chose their final program from a diverse range of activities and challenge. Program options include: Our Secret City/Sydney Urban Explorer; The Great North Walk with a Twist; Bungonia-caving; Hawkesbury-Canoe Trip; Flinders Ranges Desert Walk; Tasmania East Coast Ramble Road Trip; Kosciusko-Bush Walking and Horse Riding. The Outdoor Education Group runs these experiences, with Kambala staff providing pastoral support for the students. In addition girls participated in a weeklong Service Learning component.

Additional workshops were held in the following areas:

- WAYS Youth Forum - Mental Health
- RYDA Safe Driver Program
- Self Defence Classes
- Ethical issues in the World
 - What is 'Ethics'? Why does it matter?

Year 9

The Year 9 CASaK program continued to grow in 2013. In February, we celebrated the Memory Book Project, which was launched by Ms Ita Buttrose AO, OBE and 2013 Australian of the Year. This project was a partnership between Kambala and the Holdsworth Community Centre who provide a range of programs for seniors with dementia. Furthermore, Year 9 2013, developed a close connection to War Memorial Hospital, Waverley and other local nursing homes with each Wednesday afternoon in Terms 2 and 3, all girls worked alongside staff and patients in a wide range of activities making cross-generational connections.

Year 9 participated in an excursion to HopeStreet - URBAN COMPASSION in Woolloomooloo. The girls studied the concept of love in action and how we best serve people in our own community. As a practical experience the girls were involved in a walking tour of HopeStreet - URBAN COMPASSION facilities and learned about programs ranging from a homeless shelter to helping the long-term unemployed.

Additional workshops were held in the following areas:

- WAYS Youth Forum
- Overcoming Adversity
- Dealing With Mental Health Issues
- Mood Disorders, Anxiety and Teenage Depression Workshop
- Relationship Skills
- Safe Drug Use
- Healthy Eating Habits
- Cyber Safety

Year 8

This year we implemented an action research program to instill Character Strengths further by creating an interdisciplinary program that ties their Pastoral Care outcomes with the English curriculum. The program's focus was to integrate academic curriculum and pastoral care lessons as a means of making learning relevant and to increase students' wellbeing. They used the Values Exchange with the initial activity. By including the cross curriculum component to the project it allowed for a greater number of teachers to be exposed to the ideas of Positive Education for wellbeing. English teachers in particular found the use of strengths to be very accessible for themselves and their students. It also provided a new framework with which to read texts, in particular Shakespeare. It also strengthened the learning that had taken place in Pastoral Care lessons.

These values are also reinforced in the Outdoor Education program in Term 2.

Additional workshops were conducted by *Enlighten Education* which focused on learning about positive body image, how to deal with stress, and dealing with changing friendships; and *Life Lessons* which focused on topics such as Alcohol and Other Drugs, Safe Partyng, dealing with Peer Relationships and Bullying.

Much of the above is based on the PERMA model developed by Martin Seligman and Positive Psychology. It identifies 5 essential elements to wellbeing and flourishing

- Positive Emotions - (P)
- Engagement - (E)
- Positive Relationships (R)
- Meaning (M)
- Achievements/Accomplishment (A)

Year 7

The focus is to ease the transition to Senior School and how to navigate their way more successfully. Workshops on Cyber safety commence the program. Year 7 has an introductory

camp at Collaroy with an emphasis on the girl journey and introduction to senior school. An environmental service component was introduced in 2013.

Our strength-based programs use positive psychology and looks at each student's 24 character strengths in order to promote happiness and wellbeing. This is in turn incorporated into their lessons throughout the year. The lessons build on this concept and help the girls to develop their intrinsic sense of self-worth, developing skills to deal with relationships and friendships in a positive manner and promote the development of key values.

These values are also reinforced in the Outdoor Education program in Term 3. Students are involved in making decisions which affect their own wellbeing and that of others, action and then reflection on the consequences. Such decisions usually involve consideration of a range of issues and values and draw on a range of skills and knowledge.

In Term 4 a copying skills workshop was conducted for Year 7 girls and their parents.

Junior School

Junior School continued to involve Enlighten Education in the Pastoral Care Program for Year 6. This involved a customised one-day workshop which addressed issues and equipped the girls with the necessary skills to make safe, important decisions about their friendships. The girls were also encouraged to evaluate critically the messages that bombard them every day and to develop strategies that help them respond intelligently and objectively. This is the highlight of the year for many girls.

For the past seven years Year 5 has taken part in puberty workshops on Growing Bodies and Changing Minds. The feedback from our students has been overwhelmingly positive in feeling more confident to deal with the physical and emotional changes they start to experience around puberty. The aim is to create an environment that is safe emotionally and psychologically where the girls feel comfortable discussing the physical, social and emotional changes they are experiencing around puberty and menarche.

Our Year 5 and 6 girls participated in several workshops on Cyber Safety and Year 5 takes part in the Australian Communications and Media Authority (ACMA) Cyber Detectives. Cyber Detectives is an interactive online primary school-based game that raises awareness of possible online dangers and teaches children key cybersafety lessons in a protected environment.

Leadership is promoted at all year levels through the election of Class Captains / Vice Captains each term. Prior to voting, leadership and what it means is discussed and role modeled by teachers. The Year Six Officers are expected to role model leadership and are often seen interacting with the younger students in the playground and sometimes in the classroom. The Deputy Head of Junior School meets each week with the Officers to decide upon and implement a range of initiatives to help ensure the School is a friendly, clean and happy place to be. Year Six Charity monitors were energetic in raising both money and awareness for a range of worthy causes. Environment Monitors continued their efforts to recycle paper and to save energy in the classrooms.

Since 2010 Junior School Staff have supported the Australian Chapter of Room to Read, a not for profit organisation working in collaboration with communities and local governments across Asia and Africa to develop literacy skills and a habit of reading among primary school children. It also supports girls to complete secondary school with the life skills they will need to succeed in school and beyond. The Staff donate to this charity each time they have coffee in the Staffroom - Lattes for Literacy.

Massie House

In Massie House there was a strong focus on values. Courteous manners, a willingness to share and help others, inclusion, and caring for our school environment were all given expectations. Alongside these the qualities of honesty, kindness, tolerance, persistence, fairness, respect, responsibility and the pursuit of excellence were among the many values promoted. The introduction of a Massie House Merit Certificate provides opportunities to celebrate those students who work hard to espouse our values.

Support for individuals to develop problem solving and decision making skills is an important provision in Massie House. Through providing opportunities to apply thinking skills in real-life situations, the students were assisted to make good choices about their behaviour and interactions with others. The introduction of Class Leaders, Monitors and Buddies provided our students with opportunities for leadership within the classrooms and on the playground. To give voice to Massie students within the school an eSmart Forum was formed to establish a safe, respectful and caring school community, with respect to bullying, cyberbullying and cybersafety.

In Bounce Back sessions each week, teaching the students social and emotional skills helps to promote resilience, namely the capacity to cope and stay healthy even when things in life are difficult. Through story, song, games and discussion, students shared their ideas and feelings about social matters and discussed strategies for how to cope in school situations. These sessions are aimed at creating a sense of belonging for all and at helping the students to 'bounce back' and develop their resilience skills.

Through our charities, we encouraged the students to reach out to others and to develop an awareness of the needs of others and the world around them. During the year, the students of Massie House donated generously to support MDF Pyjama Day and Indigenous Literacy Day, and to raise funds to protect the Orangutan habitat in Borneo and the Minke Whale.

To extend this awareness of the environment and our responsibility for it, the Massie students undertook a lunch waste audit. As a result of this, waste sorting bins were introduced into the playground for the students to use. In addition, the concept of Waste Free Wednesdays was introduced to further engage students in a Reduce, Reuse, Recycle program. A book swap took place in Book Week, and students and families undertook the Great Cardboard Challenge!

2013 saw the completion of the Mosaic Wall in the Massie playground. This beautiful wall stands as a testament to the Kambala community spirit. Staff, parents and students contributed countless hours to creating this wonderful tribute.

Sharing favourite family celebrations such as Mothers Day, Fathers Day and Grandparents Day is always a wonderful way to acknowledge and give respect to those special people in the students' lives. Whether it be visiting the classrooms to share family histories and stories, attending Assembly or Music Recitals, sharing a picnic morning tea, making boats and paper planes, engaging in art or science activities or inviting parents to speak to the students. These are just some of the many exciting moments that took place in Massie House.

Cultural celebrations such as Harmony Day provide opportunities to help students learn and understand how Australians of different backgrounds live together and make our country a better place. Massie House became a sea of orange as the students came to school dressed in orange play clothes on the day. Special Harmony Day activities took place within the classrooms. It was a great day of cultural celebration.

Staff and parent workshops focused on how to develop resilient young women and strategies to improve mindfulness, concentration, memory, sleep and behaviour. Kambala hosted presentations by Lee-Ellen Bresland, Dr Martha Herbert, Professor Paula Barrett, Dr Michael

Carr-Gregg and Dr Michelle Andrews. Teaching staff attended conferences such as Positive Psychology goes to school and the Strategies for Leading Wellbeing Teams. In 2013 the Wellbeing team was extended to become a P-12 Wellbeing team. Members of the Wellbeing team as well as teachers across a number of Faculties attended workshops and conferences on Mental Health Issues, Staying Safe in Cyber Space, Body Image, Crisis Management and Resilience, Positive Psychology and Strategies for Leading Wellbeing teams.

STUDENT LEADERSHIP

Developing leadership skills in students is an important part of education at Kambala. We recognise the benefits to students of being given both informal and formal opportunities to lead their peers.

In the Senior School, formal leadership takes the following forms:

- Membership of the Student Representative Council (Years 7-12)
- Membership of a Committee (Music, Drama, Debating, Sport, Charity, Environment, Visual Arts, Communications)
- Membership of the backstage 'Krew'
- Editor/production team for 'Kamblabla'
- House Officer (Year 11)
- Prefect (Years 11/12)

Informal leadership opportunities include:

- Roles performed on the Outdoor Education Program (Years 7-10) and World Challenge (Year 10)
- Roles performed in CASaK program (Year 9)
- Peer Mediators
- Captaincy of a Sports team, leadership roles in Drama, FPS, Mock Trial, Debating
- Big Sister Program (All Year 12 girls)

Currently, Years 10,11,12 and staff choose 28 Prefects to perform leadership roles across the School. The students chosen have both general responsibilities and specific roles. The Prefect positions are designated as follows: Head Prefect, Deputy Head Prefect, Head Boarder, Deputy Head Boarder (these 4 comprise the Student Executive), two prefects each for Charity, Communications, Debating, Drama, Environment, Music, Sport and Visual Arts and two House Prefects from each of the four Houses.

In the Junior School, formal leadership takes the following forms:

- School Captain (Year 6)
- School Vice Captain (Year 6)
- House Officers
- Music Officers
- Class Captains (Each Class elects 1 per term)
- Class Vice Captains (Each Class elects 1 or 2 per term)
- Yr 6 Monitors

Every girl in Year 6 is given a position of responsibility. It may be as a monitor for a term or a year.

Prefects, House Officers and SRC members were involved in workshops on Leadership, during the year, conducted both internally and externally. Two Prefects attended the Alliance of Girls School Leadership conference in Sydney. The Prefects hosted an afternoon tea attended by Prefects from Sydney schools and they attended similar functions throughout Sydney.

XIII/ PARENT, STUDENT AND STAFF SATISFACTION

Kambala is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the school with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

In 2013, all students in Years 7 to 10 participated in a Wellbeing survey. 23 Year 12 parents, 55 Year 12 students participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular activities, publications and communications, reputation and community engagement.

Staff surveys were conducted in relation to professional learning and the introduction of the electronic diary. Exit interviews and informal feedback indicated that staff were generally satisfied with all areas of the school.

However, whilst we are very pleased with the results, we have identified some areas where further improvement can be made and the School Executive will be using this input for their future plans.

Parent Views

A selection of the parent top level findings are detailed below, ranked in order of the importance the Parents placed on reasons for choosing a school for their child:

- 87% of parents' expectations were met or exceeded with the quality of teaching at the school
- 89% of parents' expectations were met or exceeded with the balanced education
- 90% of parents' expectations were met or exceeded with the focus on student welfare
- 92% of parents' expectations were met or exceeded in relation to the academic standards

Student Views

A selection of the student top level findings are detailed below, ranked in order of the importance the students placed on reasons for choosing a school:

- 87% of students expectations were met or exceeded with the quality of teaching
- 89% of students' expectations were met or exceeded in relation to the academic standards
- 89% of students' expectations were met or exceeded with the balanced education
- 87% of students' expectations were met or exceeded with the focus on student welfare
- 94% of students' expectations were met or exceeded with the facilities and resources

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

Year 12 Parents

- Inclusive, friendly and welcoming community
- Excellent and caring teachers
- Wonderful opportunities

Year 12 Students

- Friendship with students
- Dedicated and caring teachers
- Caring, safe and supportive community
- So many opportunities offered

Some Year 12 Parent Quotes on what they value about Kambala

“My daughter has enjoyed it so much I think she would happily have returned for one more year.”

“I was pleasantly surprised by the range of activities and opportunities offered to girls of differing interests and abilities. Kambala staff have always been highly responsive to any issues raised or concerns expressed.”

“...high standard of inspiring teachers.”

“Our daughter has said that she was happy and proud to have gone to Kambala.”

“A good academic program combined with great pastoral care.”

“The environment in which they grew into young women. I think Kambala has no peer when it comes to nurturing the girls and delivering girls with the right balance of grace, fun and compassion.”

“The relaxed environment where a love of learning is nurtured. The array of activities offered and the opportunities given to the girls.”

Some Year 12 Student Quotes on what they value about Kambala

“The environment and support of peers at Kambala.”

That the focus is not only on academics, but also on encouraging students to be well-rounded and independent young women.”

“...the strong work ethic, the ability to be an all-rounded student by being able to participate in many areas other than just academic studies and the nurturing environment.”

The friendliness of all staff and students and the close-knit loving community.”

The strong friendships I have gained with my year group and the ability for my interests in the world to thrive.”

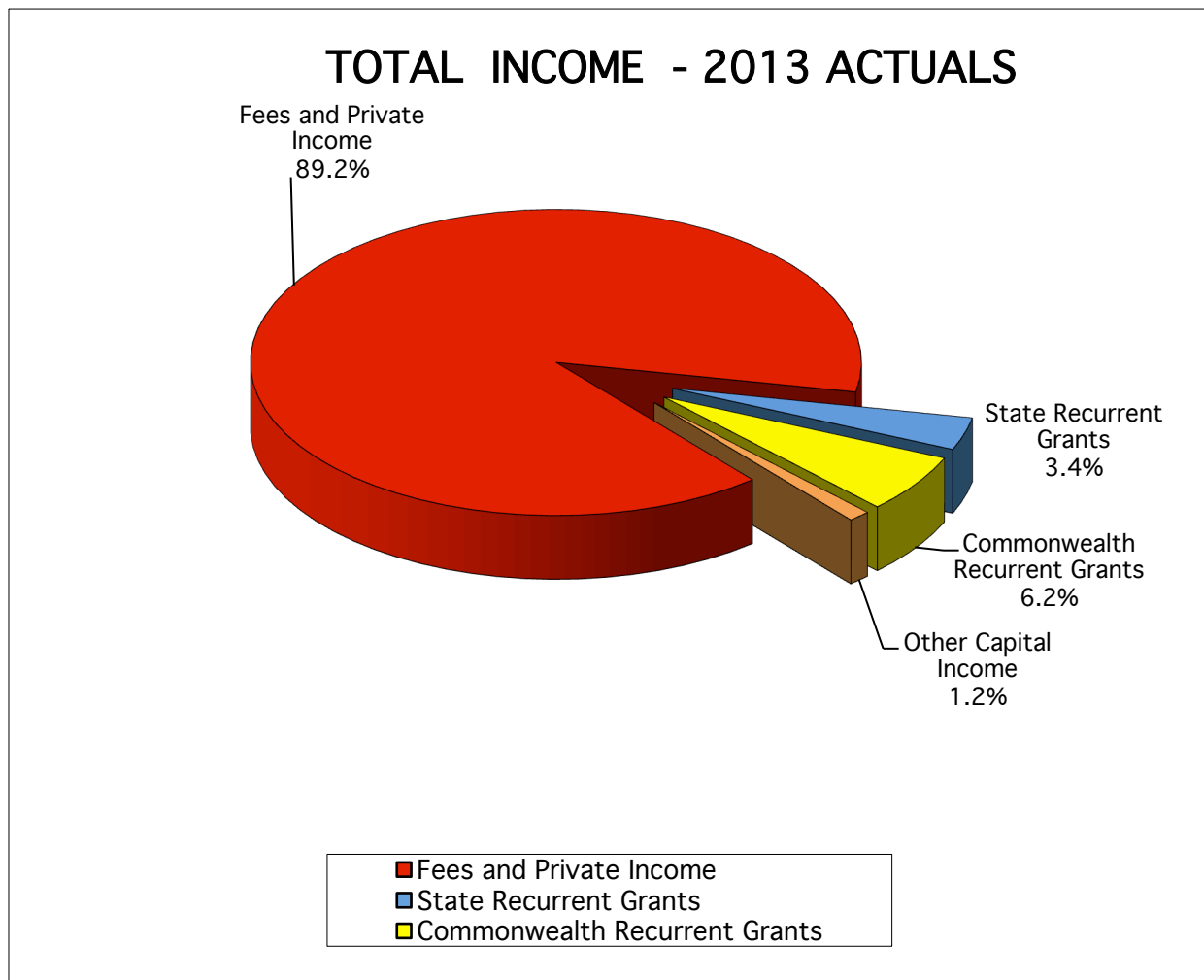
The opportunities I have been offered in sporting, academic and music have helped me establish who I am and what I am here to do. They have taught me to be enthusiastic and optimistic and to try my hard at all times.”

I value most that Kambala genuinely cares about the girls, their studies and opportunities.”

XIV/ SUMMARY FINANCIAL INFORMATION

TOTAL INCOME - 2013 ACTUALS

	2013	
Fees and Private Income	27,137,194.38	89.2%
State Recurrent Grants	1,045,543.00	3.4%
Commonwealth Recurrent Grants	1,880,687.00	6.2%
Other Capital Income	<u>354,861.31</u>	1.2%
	30,418,285.69	100.0%



TOTAL EXPENDITURE - 2013 ACTUALS

2013

Salaries, allowances, related expenses	20,612,724.00	62.4%
Non-salary expenses	10,932,988.00	33.1%
Capital expenditure	<u>1,499,611.00</u>	4.5%
	33,045,323.00	100.0%

