



KAMBALA

SOL



2015 Annual Report

Humanity | Courage | Wonder | Respect
Celebrating learning; inspiring young women

Kambala

794 New South Head Road
Rose Bay NSW 2029
Australia



KAMBALA

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Kambala's vision

Kambala inspires every student to realise her own purpose with integrity, passion and generosity.

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

An extract from Sally Herman's Speech Day address

We are here to celebrate our girls and our teachers, especially the 2015 Year 12 girls. We celebrate all the non-teaching staff who work so hard to make Kambala special. In particular, we celebrate the contribution of Jenny Holt, who retires this year as head of the Junior School. Jenny is one reason Kambala can truly say we inspire our girls to achieve their full potential. I am honoured to be standing here at the end of my first year as Kambala Council President. I am part of three generations of Kambala women who have attended Kambala: my mother graduated in 1947, I graduated in 1974 and my sister Joanna followed in 1980. My niece Olivia is a current Kambala student and will graduate in 2018. I want to acknowledge my mother, Pamela, who is here today and who embodies the Kambala values of Humanity, Courage, Wonder and Respect.

I want to talk to you this morning about two topics. First, about the role of Kambala Council in the governance of the School, and second, about the importance of perspective. Before all of you drift off at the mention of the word governance, I want to remind you that good governance is the way that the School ensures that its intellectual, social, financial and spiritual capital are aligned to lead Kambala into a strong future.

The role of the Council, as defined by our Constitution, is to set and monitor the policies of the School and to attract and retain the best possible Principal. In practice, the Council provides a forum for rigorous review of the School's strategy and of its academic and financial performance. It allows the Principal to test the views of diverse stakeholders and to get a reality check from a group which includes Old Girls, parents of current and former students, and businesspeople.

It has been a big year for the Council. In 2015 we worked with the Principal and her team on a refreshed strategy and vision and started work on a long-term master plan for the School's facilities. We reviewed the Kambala Foundation Charter and Investment philosophy, and we assisted the Principal in adapting the organisational design in order to ensure that Kambala remains an educational leader in Australia. The Council is the forum which receives and acts on high-level or escalated feedback, and so our meetings involve discussion of that feedback, which includes academic as well as wellbeing issues. We also analyse and discuss trends in education around the world. In 2015 we worked closely with the police in bringing the charges against the former business manager. This theft was a terrible blow to the Council who had placed trust in him and in the operational processes led by the former Principal. I want to reiterate what I have said to you in my emails, that the financial position of the School is sound, that the processes have been appropriately enhanced and the new business manager, Candice Heapes, is doing an outstanding job.

While the Council's 10 members are volunteers, we are not amateurs. We each bring independence of thought, knowledge and devotion to our roles. The work is hard and time-consuming but the rewards are many. Just four weeks ago we met with our exceptional architects - all Old Girls - to discuss their brilliant ideas for our campus, which will build on our already strong foundations. Two weeks ago the Council had dinner with the boarders - such a wonderful, representative group of our smart, funny, community-minded girls. I extend my gratitude today to all the members of the School Council for their dedication, diligence and support. I particularly want to thank Ian Neal, who is retiring after six years on the Council. Ian has served the School tirelessly and brought his energy and intellect to every meeting.

Every time I am at the School, I am overcome with pride at the way our girls approach learning and life. I have no doubt they will achieve everything they set out to do. Kambala girls are the embodiment of our goal to inspire every student to realise her own purpose with integrity, passion and generosity. At the same time, we live in an environment that can be highly charged, and the teen years are a vulnerable time. I know that many of you share my concerns about the impact of this social climate on our young women and the implications of this. A recent University of New South

Wales study found that 42 percent of Higher School Certificate (HSC) students experience clinical levels of stress, with the highest levels felt by girls. That concerns me. Girls as young as eight are having several tutoring sessions a week, while school counsellors regularly support girls who feel bullied and excluded by their classmates. This concerns me. Police get called out to parties where unsupervised 15 year olds are drinking alcohol. This whole picture concerns me.

So in this environment, what is Kambala's role in addressing it? I believe that we must model our values of Humanity, Courage, Wonder and Respect to our girls, and at the same time, we must be ready to take a tough stance with those who do not live by those values, or who choose to flaunt the school rules. These are big issues, and tackling them requires collaboration between the School and parents. In my view, success in facing these issues can only happen through exceptional communication between us and a strong desire to find the best in each other. This is where developing perspective is so important, as it breeds resilience; a critical skill in our complex world.

True perspective is a rare gift. I think about 14 year old Aiesha Ross, who was born with severe organ abnormalities, meaning she has to wear a colostomy bag to school and cannot participate in many activities. Aiesha's perspective in the face of cruel and incessant bullying from her classmates was to give a speech to her school. She told them, "There is no such thing as being normal. I'm sick of the old normal. Let's take a stand and make a new normal, a normal where no matter who or what you are, you are normal."

Another exceptional example of perspective is Jake Bailey, the 2015 school captain of Christchurch Boys' High. Recently diagnosed with cancer, Jake still managed to deliver a speech days later at his school's prize giving. "None of us gets out of life alive," he said. "So be gallant, be great, be gracious and be grateful for the opportunities that you have."

The strongest influence on a girl's perspective is what she sees modelled by her parents. It is important that all of us, as parents, in encouraging our children, do not inadvertently suggest to them that anything less than an A is a failure, or that not winning a prize diminishes the year's other achievements. Girls, I won a prize in 1974 in Year 12 at Kambala and that is the last prize I have won in my life.... apart from the raffle at a charity dinner earlier this year! We are of course delighted for our prize-winners today and they should be proud of themselves. But there is more to who we are than that. In my experience, the deciding factor in life is how we handle setbacks and challenges. I think Golda Meir summed it up perfectly when she said, "Trust yourself. Create the kind of self that you will be happy to live with all your life. Make the most of yourself by fanning the tiny, inner sparks of possibility into flames of achievement."

Before I finish, I want to say a few words about Debra Kelliher, who has now been our Principal for two years. Debra is a rare breed of leader. She has technical excellence, but more than that, she takes responsibility, has a positive attitude, and aims to develop those around her. Debra knows how to manage setbacks, she has a sense of humour, she is decisive and she is always on the lookout for solutions to foster the long-term success of our girls and of the School. Change is easy to talk about, but very difficult to implement. I have been consistently impressed with the way Debra has actively sought input from teachers, parents, Old Girls and current girls before acting. When she takes action, it is always with a view to ensuring that Kambala remains a unique and special place to which families can confidently entrust their girls for generations to come, as well as being a centre of academic excellence in Australia.

Finally, to the amazing Year 12 girls, well done! It seems like only yesterday that I was sitting where you are, with my whole life ahead of me. We are all so proud of you, and will continue to be proud of you as you begin making the big choices that await you. You are leaving school with the knowledge that you have worked hard, showed leadership, supported each other, laughed and cried together and thought about the future of the planet. As you begin achieving your goals, do not forget that, you are like my mother Pam, my sister, my niece and me: once a Kambala girl, always a Kambala girl.

Sally Herman
Council President

From the Principal

2015 was a year of exciting change and transformation for Kambala. In September, the new Executive team was announced and throughout the year we undertook a process of transformation of our physical facilities. This culminated in the new Agile Learning Space in Hawthorne and the refurbished senior staff room in Minter.

We maintained a strong focus on encouraging and implementing our *Strategic Vision* - from wellbeing and student leadership initiatives to the implementation of progressive learning frameworks to promote quality teaching. As part of this process, we ran focus groups around the question: 'How will we measure our school?' Parents, Old Girls and staff talked about the need to encompass an education that offered more than simply academic results - they wanted the School to encourage community involvement, mental and emotional wellbeing and a sense of connection with others. Our focus on wellbeing culminated in a wellbeing week that saw Kambala awarded a prize as one of Australia's most innovative schools.

In 2015 Kambala again achieved its highest ever results academically, being ranked 3rd in New South Wales in the Higher School Certificate results, out of non-selective independent girls' schools and 12th in the state overall. Four candidates - two from the Higher School Certificate course and two from the International Baccalaureate course, gained the highest possible ATAR score. Also, 50 percent of the candidates in all English courses achieved a Band 6 result and 31 percent of the candidates in all Mathematics courses achieved a Band 6. More than 30 percent of the HSC students gained an ATAR of 95 or above and more than 55 percent gained an ATAR of 90 or above.

Kambala also instigated the Global Education My Science program in the Junior School, the inaugural Headington Exchange and STEM initiatives in the Senior School. The 2015 Music Festival in the Sydney Opera House was outstanding and continued the brilliant reputation and success of Kambala's music students.

Our success in sport in 2015 was amazing - some of those achievements included:

- Kambala girls progressed to NSW Combined Independent Schools teams in Athletics, Cross Country, Hockey, Netball, Swimming, Touch and Water Polo.
- In Snowsports - Kambala is ranked 3rd in NSW and is now in the top 10 Snowsports schools in Australia.
- Our Senior A Netball and Soccer teams were IGSSA champions.
- Kambala's status changed to playing in the top divisions of IGSSA in Netball, Hockey, Touch, Water Polo and Football.

Numerous individual stars also competed and gained great glory for Kambala.

None of the achievements of 2015, sporting and otherwise, could have been achieved without the extraordinary work, dedication and kindness of Kambala staff, without the commitment of caring parents, without the good stewardship of our Council and the energy and hard work of our Kambala students.

I am proud of what we achieved together, as a community, in 2015. I am also proud of our students who have worked so hard to continue Kambala's tradition of academic excellence. The young women we have raised together, are well-equipped for the future.

Debra Kelliher
Principal

President of Kambala Parents' Association (KPA)

2015 has been a year of much development in the KPA. We completed the construction of the Prep playground, and from all accounts it has been well received by the Kambala Community. It provides a wonderful nurturing environment for some of our youngest girls at the School. Giving them the opportunity to play in a colourful and educational environment. This playground was fully funded by the KPA.

We have also provided financial support for many other areas in the School, from hockey masks to drama masks. The KPA continues to focus on providing funds for items that will enhance our girls learning and thereby provide them with countless opportunities.

The KPA continues in the vein of providing a community feel to the School, whereby parents and carers can be involved with the School so as to benefit not just their daughters, but also to support the ethos of the School, being Humanity, Courage, Wonder and Respect.

The KPA provides many volunteers, from the carline and the Canteen to class parents. I would like to thank the many volunteers for their support; to me it is this involvement that makes Kambala the special place it is.

The KPA also donated over \$30,000 to the Cancer Council of Australia, which demonstrates the generosity of the community and the acknowledgement that we look further than the gates of the School.

The Canteen continues to provide the girls with a healthy and varied selection of food and a balanced view on eating. It is important that we instill this in our girls, as society continues to place sometimes unreal expectations on our girls when they are at such an impressionable age.

This year concludes my three years as President of the Parents' Association. I have found it incredibly rewarding and have seen many changes and developments over the past three years. I feel grateful for the time and feel the School is in a very strong position to continue to develop and provide our girls with an outstanding education in a compassionate and caring environment.

I would like to thank my Executive and the School Executive for their support over the last three years, and wish Lisa Zylstra as the new President every success. Finally, I would like to thank the Development Office for their incredible assistance; it has been paramount in the running of the KPA.

Catherine Happ
President of the KPA

Kambala Old Girls' Union President's AGM Report 2015

This year is the 120th anniversary of the Kambala Old Girls' Union (KOGU). I would like to take a moment to acknowledge those Old Girls who in 1896 were the trailblazers in establishing the Union and those who over the years have continued to maintain and build on the legacy they created.

Looking at the history of KOGU, like all organisations, it has gone through various life cycles. I feel last year was a period of renewal for Kambala Old Girls (KOG).

Fuelling this period of renewal has been:

- a. A strategic planning session held by the Committee
- b. Governance
- c. Support of the School, and
- d. A dedicated Committee.

1. In August, a strategic planning session was held by the Committee and facilitated by an outside resource.
 - We investigated:
 - What does it really look like for KOGU to be a high performing Old Girls' organisation (by stakeholder group)?
 - Our vision: To what do we aspire?
 - What are the initiatives to close the gaps and what can we control versus not control?
 - The result of this session was the creation of a strategic plan for the next 12 months and three years as well as the identification of the three pillars that will guide everything we do:

COMMUNICATE CONNECT CELEBRATE

The key to everything we hope to achieve is the database. Up until the late 90's the database was managed meticulously, manually, by the Old Girls. I think Laurie White deserves special mention. Unfortunately, once our database went digital the upkeep has not been so meticulous. We are about to undertake a cleanse of the database - over 7,000 records.

2. Governance - ongoing revision of our policies and procedures, overseeing and monitoring our performance and return on membership experience etc., the identification of portfolios:
 - Database - a total cleanse to be undertaken
 - Events - formalise and communicate calendar. We looked at what was working and what was not. Individual events assigned to various Committee members - introduction of Year 13 Music Festival Drinks, Multi Generational Morning Tea and the inaugural Reunion Day.
 - KOG Regional Chapters locally and globally
 - Networking - expanding
 - Mentoring - creating
 - Publications - *The Soubeiran* magazine
 - Social Media - Facebook, LinkedIn
 - Donations/fundraising - we are not a fundraising body but support the School - donation of \$60,000 to fund a pod in the new Agile Learning Space. Ongoing support to the Infants' Home - annual donation of \$2.5k
 - Branding - developing consistent communications and collateral, referring to ourselves at KOG, build a story for KOG.
3. An open and collaborative relationship with the School and strong support from:
 - Principal - Debra Kelliher
 - President of Council - Sally Herman
 - Development Office - Sarah Gregory and Maja Andersen
 - Business Office - Candice Heapes
 - Archivist - Kathryn Hillier

Feeling that KOGU is valued, supported and an integral member of the Kambala Community. The School further demonstrated their commitment by employing Brooke Kathriner four days per week as KOG Relations Manager. Brooke comes with extensive experience in relationship and event management and a proven ability to develop and implement communications strategies. In the few months Brooke has been working with the Committee it has become apparent that she will play an integral role in helping us achieve our goals. Further, I was honoured by the invitation to represent KOGU as guest speaker at Speech Day.

Of course, none of it would have been possible without the Committee. Each member brings a different skill set to the table, however, there is a common theme as to why they are involved ... to reconnect, to give back, to bring about change, to be part of a strong community of educated and empowered women, and give the old boys' networks a shake up! Essentially to **COMMUNICATE CONNECT CELEBRATE**.

Melinda Hudson
KOGU President 2015

Student Representative Council

An extract from Margaux Dagleish's Speech Day address

A very warm good morning to Mrs Herman, Mrs Hudson, parents and family, staff, Kambala girls, and a special good morning to Ms Kelliher. Today is such a significant occasion within our school year, because we are reminded once again of how truly blessed we are to be part of such a nurturing and close community.

For many, today marks a rather important milestone - whether its the 2015 cohort's last time gathered as students, the beginning of a new chapter, or the end of a long road. On this note, on behalf of the entire Kambala community, I would like to acknowledge our dear Mrs Holt, who we are incredibly sad to see leaving us. We are forever indebted to your short 35-year stint at Kambala, and frankly it's easy to forget how long you have been here because you have not changed since I started Year 3. Now may you all please join with me in thanking this truly exceptional and inspirational woman.

I have had the honour of serving the School for the past year, and also am humbled to be responsible in thanking Mrs Hudson today on behalf of Kambala for her truly inspiring words. Mrs Hudson, as President of KOGU, you are living proof that staying connected to your school and those women who play an active role in your scholastic journey, will not only open new doors and retain the sense of sisterhood once experienced within the school gates, but build a stronger community.

So, on behalf of Kambala and the Class of 2015, thank you so much Mrs Hudson for your presence here today, and for inspiring every girl in this room to make the most out of the connections we establish from young girls, to free-thinking, independent women. I wish every girl bright and full futures, and encourage each of us to take time out today to appreciate how blessed we truly are to be part of such a special school and community, where we are led by the virtues of Humanity, Courage, Wonder and Respect. You each have the potential to make a difference in your own, and other people's lives.

Now, not wanting to delay the holiday plans, family celebrations or pressing appointments for the Year 12 Formal tonight, I simply wish our community a very happy and safe holiday, and to the Kambala girls, I encourage you to stay in touch and support each other in the years to come, wherever your paths may scatter.

Margaux Dagleish
Head Prefect 2015

II/ Contextual information

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 and is also an accredited International Baccalaureate (IB) World School, offering the Diploma in Years 11 to 12. In 2015 Kambala was ranked the 3rd highest independent girls' school in New South Wales in the Higher School Certificate. This year two IB as well as two HSC students received perfect ATAR scores.

In 2015 we published our *Strategic Vision* and identified our school values as: Humanity, Courage, Wonder and Respect. We decided our mission was: 'Celebrating learning; inspiring young women.' 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.

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 liberal arts curriculum and co-curriculum fosters students' individual strengths and talents, inspiring a dual belief in the self and in the power and value of communities.

Kambala takes pride in the distinctive and impressive accomplishments of our students. Participation in a wide range of sports, music, art and drama activities as well as community and charitable service is always high. The 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 www.myschool.edu.au.

Characteristics of the student body

Kambala's student body encompasses students enrolled from Hampshire House, Early Learning Centre, to girls completing the Year 12 Higher School Certificate and International Baccalaureate Diploma. Hampshire House, Early Learning Centre, is licensed for 70 students (boys and girls) per day and caters for babies from six months through to school age. The main school commences for girls only in Preparation (four year old entry) and continues to Year 12. Preparation to Year 12 has an enrolment of 977 girls, 583 of whom are in the secondary school.

12 percent of students are either daughters or granddaughters of Kambala Old Girls. 80 percent of students complete the Higher School Certificate in Year 12 and 20 percent of Year 12 students undertake the International Baccalaureate Diploma. Seven percent of students are from non-English speaking backgrounds.

Most day students at Kambala live within the Eastern Suburbs of Sydney although some 10 percent travel from the Lower North Shore and South Eastern Suburbs.

There are approximately 95 boarders. The majority of whom are from rural New South Wales. A small number of boarders are from Hong Kong, China and other south-east Asian countries. Kambala is licensed to enrol a small number of full fee paying overseas students. CRICOS Provider 02284M.

Kambala has seven indigenous scholars enrolled through the Yalari Foundation program. Some of these girls live as far away as Groote Eylandt (Northern Territory).

Kambala has a non-selective enrolment policy.

III/ Student outcomes in standardised national literacy and numeracy testing

Kambala NAPLAN Results 2015

School performance and achievement

In 2015 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 2013 and Year 5 2015, similarly Year 5 2013 and Year 7 2015 and Year 7 2013 and Year 9 2015 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 percent due to rounding.

Year 3

Number of students = 46

Literacy

Band	Reading		Writing		Spelling		Grammar and punctuation	
	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
6	30.5	43.5	15.9	33.3	27.1	42.2	32.1	55.6
5	19.5	30.4	38.5	53.3	20.1	15.6	20.4	26.7
4	21	13	23	11.1	20.8	31.1	23.6	6.7
3	19	8.7	16.4	0	18.4	6.7	12.6	6.7
2	5.7	2.2	4.3	2.2	9.6	4.4	7.3	4.4
1	4.3	2.2	1.8	0	4	0	4.1	0

Numeracy

Band	Numeracy	
	State%	Kambala%
6	18.8	30.4
5	19.3	28.3
4	23.8	26.1
3	21.1	15.2
2	12.6	0
1	4.4	0

Year 5

Number of students = 68

Literacy

Band	Reading		Writing		Spelling		Grammar and punctuation	
	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
8	17.5	54.4	6.2	32.4	12.9	26.5	18.1	61.8
7	20.5	27.9	15.2	27.9	27	39.7	20.6	25
6	21.8	13.2	31.5	33.8	25.2	23.5	21.5	5.9
5	20.7	4.4	32.6	4.4	20	8.8	22.5	5.9
4	15	0	8.7	1.5	10.4	1.5	10.7	1.5
3	4.6	0	5.8	0	4.5	0	6.6	0

Numeracy

Band	Numeracy	
	State%	Kambala%
8	14.1	44.8
7	76.6	25.4
6	25.6	11.9
5	25.3	16.4
4	15.3	1.5
3	3	0

Year 7

Number of students = 97

Literacy

Band	Reading		Writing		Spelling		Grammar and punctuation	
	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
9	11.9	27.1	4.5	17.7	11.6	26	15.9	44.8
8	19.9	38.5	14.4	42.7	28.3	46.9	18.4	30.2
7	25.8	25	21.1	26	27	18.8	22.6	17.7
6	26.3	8.3	27.4	9.4	18.3	7.3	24.9	5.2
5	13.5	1	21.4	4.2	8.3	1	10.8	2.1
4	2.6	0	10.4	0	6.4	0	7.4	0

Numeracy

Band	Numeracy	
	State%	Kambala%
9	13.3	30.9
8	15.8	32
7	26.1	30.9
6	27.1	5.2
5	15.9	1
4	1.9	0

Year 9

Number of students = 101

Literacy

Band	Reading		Writing		Spelling		Grammar and punctuation	
	State%	Kambala%	State%	Kambala%	State%	Kambala%	State%	Kambala%
10	8.2	22.1	5.6	16	9	21	6.3	16
9	17	30	9.7	20	18.7	27	12.9	28
8	25.2	24	23.4	49	31.1	40	26.9	35
7	24.3	18	22.1	11	22.4	7	22.4	10
6	19	5	19.7	3	10.8	3	21.4	8
5	6.3	1	20.3	1	8.1	2	10.1	3

Numeracy

Band	Numeracy	
	State%	Kambala%
10	13.1	28.7
9	15.5	25.7
8	26	24.8
7	28.3	17.8
6	15.1	3
5	2.1	0

Aspects of literacy and numeracy - mean scores

Year 3	NSW 2015	AIS NSW 2015	Kambala 2015
Reading	430.3	457.5	487.5
Writing	423.1	442.9	464.1
Spelling	418.5	442.1	455.1
Grammar and punctuation	439.6	471.3	506.7
Numeracy	402.4	427.5	444.8

Year 5	NSW 2015	AIS NSW 2015	Kambala 2015
Reading	502	528.7	584.4
Writing	483.4	502.2	550.7
Spelling	506.4	525.5	555.4
Grammar and punctuation	509	540.5	605.9
Numeracy	498.4	520.9	563.4

Year 7	NSW 2015	AIS NSW 2015	Kambala 2015
Reading	549.5	576.1	609.8
Writing	511.5	538.7	589.2
Spelling	555.1	574.4	607.1
Grammar and punctuation	546.6	575.9	622.6
Numeracy	548.9	574.5	611

Year 9	NSW 2015	AIS NSW 2015	Kambala 2015
Reading	584.1	610.2	635.6
Writing	545	580.1	624.6
Spelling	591.9	611.3	639.5
Grammar and punctuation	571.5	597	632.3
Numeracy	599.5	626.3	653.8

In 2015 Kambala scored consistently above the State mean and above the mean score for AIS schools.

Kambala mean above NSW State mean 2015

	Reading	Writing	Spelling	Grammar and punctuation	Numeracy
Year 3	13%	10%	9%	15%	11%
Year 5	16%	14%	10%	19%	13%
Year 7	11%	15%	9%	14%	11%
Year 9	9%	15%	9%	11%	9%

Kambala mean above NSW AIS mean 2015

	Reading	Writing	Spelling	Grammar and punctuation	Numeracy
Year 3	7%	5%	3%	8%	4%
Year 5	11%	10%	6%	12%	8%
Year 7	6%	9%	6%	8%	6%
Year 9	4%	8%	5%	6%	4%

IV/ Senior secondary outcomes (student achievement)

Higher School Certificate

This year, 79 students completed their Year 12 Higher School Certificate and all were eligible for an Australian Tertiary Admission Rank. We had nine accelerants completing single HSC courses.

Twelve students were on the All-Round Achievers List, for students who achieved 10 or more units at Band 6 level.

Four students were among the Top Achievers in a course.

- One student came 2nd in the State in Modern History and 11th in Ancient History.
- One student came 3rd in the State and another 11th in the State in Mathematics General 2.
- One student came 1st in the State in Indonesian Beginners (studied through the Open High School).

On the Distinguished Achievers list, there were 62 out of the 88 students who sat for a HSC course, (70 percent of our candidature) who achieved at least one subject at Band 6 level, being a mark of 90 or above.

Other notable achievements in Year 12:

- Two students' Body of Work were nominated for consideration for ARTEXPRESS
- One student's Music Performance was nominated for consideration for ENCORE
- One student's Individual Performance was nominated for consideration for OnSTAGE
- One Group Performance was nominated for consideration for OnSTAGE
- Two students had their Major Design Projects nominated for consideration for SHAPE.

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 a mark from 90 to 100, Band 5 represents a mark from 80 to 89, Band 4 represents a mark from 70 to 79 and Band 3 represents a mark from 60 to 69.

In general, student achievement was well above State level in 2015, which has been a consistent trend for many years.

Kambala reviews results of 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, Bands 3 and 4 and Bands 1 and 2 in 2 unit courses comparison of Kambala achievement with State achievement

Subject	Year	Number of students	Kambala Average	State Average	Kambala Bands 5 and 6 %	State Bands 5 and 6 %	Kambala Bands 3 and 4 %	State Bands 3 and 4 %	Kambala Bands 1 and 2 %	State Bands 1 and 2 or none %
Ancient History	2015	28	86.71	71.34	82.14	32.60	17.85	49.98	0	16.6
	2014	23	85.24	71.68	86.96	32.79	13.04	50.18	0	17.03
	2013	32	86.23	71.98	78.12	34.44	21.88	48.77	0	16.03
Biology	2015	12	85.96	71.13	81.81	27.96	18.18	55.78	0	15.63
	2014	26	78.82	71.65	50	28.24	50	57.33	0	14.43
	2013	19	85.13	73.99	84.22	32.93	15.78	58.41	0	8.05
Business Studies	2015	27	88.24	73.65	96.29	35.88	3.7	51.58	0	11.31
	2014	28	85.53	74.00	89.29	36.95	10.71	50.63	0	12.42
	2013	31	87.57	73.63	93.55	34.85	6.45	52.89	0	11.3
Chemistry	2015	16	79.65	75.81	62.50	41.05	31.25	52.09	6.25	6.46
	2014	12	79.48	76.13	50	46.1	50	45.42	0	8.48
	2013	18	84.58	75.85	94.45	41.63	5.55	50.12	0	7.76
Design and Technology	2015	10	89.66	76.25	100	35.98	0	58.56	0	4.82
	2014	11	89.04	75.86	90.91	37.23	9.09	57.75	0	5.02
	2013	17	87.06	76.10	94.12	37.02	5.88	59.66	0	2.85
Drama	2015	7	91.06	77.81	85.71	42.36	14.28	55.58	0	1.83
	2014	10	81.98	77.90	80	42.12	20	56.28	0	1.60
	2013	4	89.70	78.05	100	43.51	0	54.22	0	1.87
Economics	2015	21	87.95	76.12	90.46	45.85	9.52	46.17	0	7.54
	2014	11	86.16	75.73	90.91	44.53	9.09	46.52	0	8.95
	2013	15	86.31	74.31	73.34	43.11	26.66	43.27	0	13.28
English (Standard)	2015	7	81.86	67.10	57.14	8.31	42.85	75.84	0	15.22
	2014	8	81.58	67.46	75	8.16	25	77.01	0	14.83
	2013	10	77.26	65.48	60	6.83	40	71.71	0	20.82
English (Advanced)	2015	72	88.08	80.43	95.83	57.81	4.16	41.21	0	0.86
	2014	65	85.94	80.53	80	59.30	20	39.76	0	0.94
	2013	77	88.69	79.06	90.91	53.01	9.09	45.33	0	1.51

Higher School Certificate Examination Results - 2 Unit Courses (continued)

Subject	Year	Number of students	Kambala Average	State Average	Kambala Bands 5 and 6 %	State Bands 5 and 6 %	Kambala Bands 3 and 4 %	State Bands 3 and 4 %	Kambala Bands 1 and 2 %	State Bands 1 and 2 or none %
Food Technology	2015	3	71.93	70.55	0	28.37	100	48.9	0	20.44
	2014	NA								
	2013	NA								
French Continuers	2015	9	86.29	82.16	88.89	66.29	11.11	31.21	0	2.47
	2014	8	78.68	82.60	50	65.71	50	31.66	0	2.63
	2013	7	92.31	82.51	100	66.94	0	30.73	0	2.3
Geography	2015	7	83.63	73.85	57.14	41.30				
	2014	14	81.40	73.64	71.43	43.64	28.57	40.71	0	15.65
	2013	9	85.04	72.89	66.67	39.77	33.33	43.62	0	16.01
Hospitality Examination	2015	NA								
	2014	4	79.95	75.23	50	31.11	50	51.85	0	17.04
	2013	7	82.74	75.68	71.43	30.06	28.57	52.91	0	2.82
Information and Processes Technology	2015	5	89.28	72.36	100	32.03	0	51.93	0	14.47
	2014	4	87.50	72.94	100	28.44	0	59.28	0	12.28
	2013	10	87.16	74.11	80	36.60	20	51.16	0	10.53
Japanese Continuers	2015	2	89.70	78.91	100	54.46	0	41.44	0	3.77
	2014	1	79.40	79.02	0	57.92	100	37.92	0	4.16
	2013	3	75.47	78.05	33.33	54.62	66.67	39.02	0	6.03

Higher School Certificate Examination Results - 2 Unit Courses (continued)

Subject	Year	Number of students	Kambala Average	State Average	Kambala Bands 5 and 6 %	State Bands 5 and 6 %	Kambala Bands 3 and 4 %	State Bands 3 and 4 %	Kambala Bands 1 and 2 %	State Bands 1 and 2 or none %
Latin Continuers	2015	4	80.45	86.97	75	82.04	0	41.44	0	3.77
	2014	2	80.20	84.79	50	74.53	50	20.50	0	4.97
	2013	4	84.90	85.30	100	81.92	0	16.25	0	1.8
Legal Studies	2015	16	92.13	74.6	100	40.12	0	48.75	0	9.95
	2014	20	89.43	73.36	90	39.63	10	43.92	0	16.45
	2013	7	90.71	75.00	100	42.57	0	45.57	0	10.97
Mathematics General 2	2015	15	83.43	68.64	66.67	25.64	33.32	48.55	0	24.83
	2014	23	82.23	68.89	69.57	25	30.43	49.98	0	25.02
	2013	22	82.47	67.46	63.64	20.83	36.36	54.28	0	23.32
Mathematics	2015	37	84.60	77.89	75.67	52.31	21.62	38.17	2.7	9.21
	2014	26	80.21	78.37	57.69	53.75	42.31	37.57	0	8.68
	2013	48	82.50	77.39	62.50	49.24	37.50	43.02	0	7.27
Modern History	2015	35	86.95	75.29	94.28	43.65	5.71	45.72	0	9.69
	2014	15	85.44	74.95	93.33	42.29	6.67	47.03	0	10.65
	2013	25	86.23	76.10	80	47.17	20	43.35	0	8.88
Music 1	2015	4	90.85	80.60	100	61.84	0	35.63	0	1.93
	2014	7	87.11	80.29	100	59.58	0	37.38	0	3.04
	2013	7	83.00	80.26	71.43	58.89	28.57	38.58	0	2.07
Music 2	2015	4	92.30	86.68	100	88.03	0	11.81	0	0.14
	2014	4	94.60	86.26	100	87.32	0	12.68	NA	NA
	2013	11	92.91	86.49	100	85.31	0	14.57	0	NA
PDHPE	2015	19	84.51	73.10	73.68	29.62	26.31	60.76	0	8.92
	2014	10	82.76	72.86	70	30.50	30	57.80	0	11.70
	2013	15	82.97	70.98	73.34	28.39	26.66	53.99	0	16.99
Physics	2015	8	77.80	72.66	37.50	28.75	62.50	60.56	0	10.12
	2014	9	78.31	73.49	44.44	31.1	55.56	59.52	0	9.38
	2013	7	81.57	73.68	71.43	33.36	28.57	55.44	0	10.88
Visual Arts	2015	14	89.72	79.21	100	53.40	0	44.56	0	1.7
	2014	24	87.62	78.30	95.83	48.61	4.17	48.48	0	2.91
	2013	26	89.44	79.29	100	51.44	0	46.74	0	1.35

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

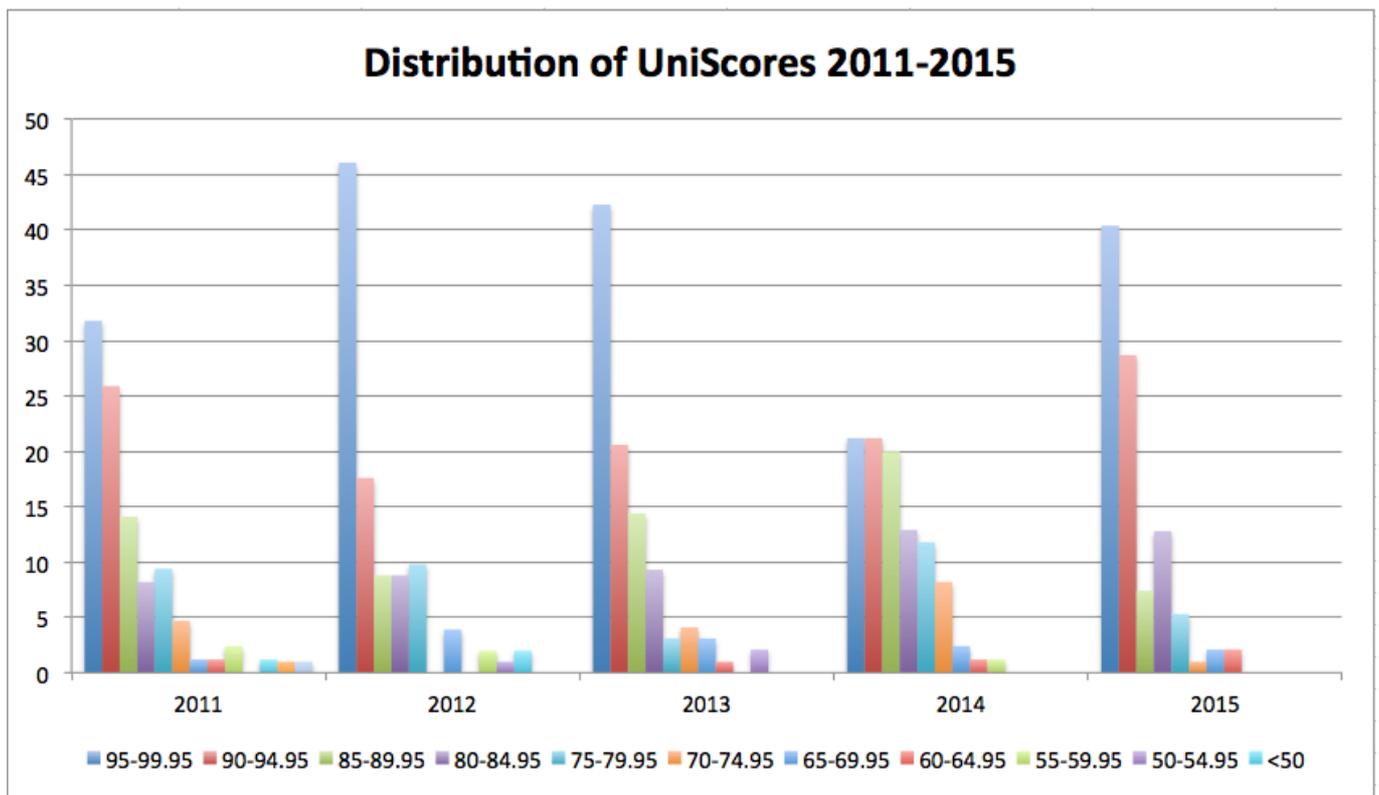
Extension Courses	Year	Number of students	Kambala Average / 50	State Average / 50	Kambala Bands E3 and E4 %	State Bands E3 and E4 %	Kambala Bands E1 and E2 %	State Bands E1 and E2 or none %
English Extension 1	2015	17	45.72	41.80	100	94.08	0	5.72
	2014	17	41.81	41.19	100	93	0	6.97
	2013	20	43.84	40.28	100	88.34	0	11.52
English Extension 2	2015	6	37.20	39.54	50	82.37	50	17.43
	2014	3	43.33	38.49	100	77.44	0	22.56
	2013	9	42.14	38.57	100	77.89	0	21.92
French Extension	2015	2	45.95	41.50	100	90.95	0	9.03
	2014				NA			
	2013	1	48.00	43.23	100	97.13	0	2.87
History Extension	2015	26	42.05	38.64	100	78.14	0	21.73
	2014	13	40.98	38.71	84.62	77.71	15.38	22.29
	2013	26	42.30	38.40	100	73.93	0	25.84
Japanese Extension	2015	2	46.10	40.69	100	87.97	0	12.01
	2014	1	41.00	41.50	100	96.34	0	3.66
	2013	2	33.40	40.78	50	90.63	50	9.35
Latin Extension	2015	3	38.80	45.32	100	96.92	0	2.3
	2014	2	40.50	43.34	100	97.14	0	2.86
	2013	4	44.55	44.12	100	97.17	0	2.83
Mathematics Extension 1	2015	20	78.19*	81.20*	85.70	84.11	14.28	15.64
	2014	16	81.26 *	80.58 *	87.50	84.41	12.50	15.59
	2013	28	79.88 *	80.46 *	89.29	83.54	10.71	16.25
Mathematics Extension 2	2015	3	92.50*	82.28*	100	86.14	0	13.71
	2014	4	78.90 *	81.58 *	75	86.40	25	13.60
	2013	8	81.63 *	82.07 *	100	87.17	0	12.81
Music Extension	2015	3	46.20	43.60	100	93.15	0	6.83
	2014	4	46.58	45.82	100	98.95	0	1.05
	2013	8	48.49	45.38	100	98.21	0	1.58

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

Although Kambala does not receive complete data regarding each student’s performance on the Australian Tertiary Admissions Rank (ATAR), the following statistics have been ascertained from our analysis and information provided by individuals. Of the 94 students who gained an ATAR it appears:

- Four students gained an ATAR of 99.95; two from the HSC pathway and two from the IB pathway. The two students from the HSC pathway represented two of the 46 students in the State with this ATAR, 21 of whom were female.
- 13.9 percent gained an ATAR at or above 99
- 40.4 percent gained an ATAR at or above 95
- 69.1 percent gained an ATAR at or above 90 (16.5 percent of the State received an ATAR at or above 90)
- 89.4 percent gained an ATAR at or above 80 (32.7 percent of the State received an ATAR at or above 80)
- 95.7 percent gained an ATAR at or above 70 (48.1 percent of the State received an ATAR at or above 70)
- The median ATAR was 93.45 (the median ATAR for the State was 68.70).

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.



International Baccalaureate

In 2015 fifteen Kambala students completed the International Baccalaureate Diploma Programme. Eighty-seven percent of Kambala IB students achieved maximum Grade 7 or Grade A in one or more of their subjects. Two Kambala students scored the maximum IB point score of 45, which converted to an ATAR equivalent of 99.95. Overall, the IB cohort's average points were 39 (ATAR equivalent 97.55); the Australian average was 34 points (ATAR equivalent 92.05).

ATAR equivalent scores for Kambala's class of 2015 IB students were as follows:

- 30 percent gained an ATAR at or above 99
- 67 percent gained an ATAR at or above 95
- 87 percent gained an ATAR at or above 90
- 93 percent gained an ATAR at or above 80
- 100 percent gained an ATAR at or above 70

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 to 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 to E.

Together, the Extended Essay and Theory of Knowledge can contribute up to three points towards the maximum IB Diploma score of 45. To be eligible for a Diploma, each student must also complete 150 hours of creativity, activity and service.

International Baccalaureate - summary of Grades 6 And 7 In each subject studied in 2015

Subject	Number studying subject	Kambala Grades 6 and 7 (%)	World Grades 6 and 7 (%)
English HL	4	50	21
English SL	11	90	31
Chinese B HL	2	100	91
French B HL	4	100	47
French B SL	7	86	33
Latin B SL	1	100	20
Spanish ab in SL	5	80	38
Economics HL	7	57	44
History HL	1	100	13
Psychology HL	10	80	24
Biology HL	7	43	22
Biology SL	3	66	19
Chemistry HL	6	33	27
Chemistry SL	3	100	18
Design Technology HL	1	0	19
Physics SL	1	100	21
Mathematics HL	1	100	25
Mathematics SL	8	38	26
Mathematical Studies SL	6	83	26
Music HL	1	100	16
Visual Arts HL	1	100	33
Core	Number studying core	Kambala Grades A and B (%)	World Grades A and B (%)
Theory of Knowledge	15	73	39
Extended Essay	15	100	35

Kambala IB school statistics November 2015	
Number of candidates registered in the session:	15
Number of candidates who passed the Diploma	15
Highest Diploma points awarded to Kambala candidate	45*
Average points obtained by Kambala candidates	39*
Average points obtained by Australian candidates who passed the diploma	34*
Global average points 2015 by candidates who passed the Diploma	31*
*Maximum point score for IB Diploma candidates is 45	

Record of school achievement

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

Senior secondary outcomes

In 2015, 5 percent 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
2015	HSC	86%
2015	IB Diploma Programme	14%
2015	VET qualification	5%

Senior secondary outcomes are documented on the My School website: www.myschool.edu.au.

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 five-band A to E scale.

Year 11 Preliminary Grade Comparison Table 2015

Subject	Candidature		Grade A		Grade B		Grade C		Grade D		Grade E	
	Kambala	NSW	Kambala %	NSW %								
Ancient History 2 unit	14	13547	42.86	15.30	50.00	28.42	7.14	33.99	0	15.49	0	5.93
Biology 2 unit	30	24056	36.67	12.95	33.33	27.34	26.67	37.42	3.33	16.62	0	5.28
Business Studies 2 unit	29	22673	41.38	13.32	37.93	27.71	20.69	35.62	0	16.35	0	6.27
Chemistry 2 unit	21	15745	42.86	17.52	38.10	26.28	19.05	34.32	0	16.37	0	5.23
Design and Technology 2 unit	9	4646	22.22	16.90	33.33	27.92	44.44	32.85	0	15.67	0	5.92
Drama 2 unit	8	6037	12.50	22.84	37.50	36.09	50.00	28.36	0	9.24	0	2.72
Economics 2 unit	21	7453	57.14	22.29	14.29	32.62	23.81	29.37	4.76	11.97	0	3.57
English (Advanced) 2 unit	69	31195	28.99	18.43	33.33	39.86	37.68	33.92	0	6.88	0	0.82
English Extension 1 unit	20	7026	30.00	34.26	70.00	42.87	0	19.16	0	3.12	0	0.54
Food Technology 2 unit	8	4935	12.50	14.00	37.50	26.69	50.00	33.56	0	17.30	0	6.83
French Continuers 2 unit	7	1044	57.14	40.71	42.86	32.28	0	20.98	0	4.69	0	1.15
Geography 2 unit	15	5726	46.67	18.30	26.67	28.61	13.33	33.71	13.33	14.01	0	4.72
Information Processes and Technology 2 unit	7	3845	85.71	15.29	14.29	26.97	0	32.93	0	16.12	0	8.06
Latin Continuers 2 unit	4	210	100.00	58.10	0	26.67	0	13.33	0	1.90	0	0
Legal Studies 2 unit	12	14171	41.67	16.24	33.33	27.36	25.00	32.11	0	16.88	0	6.77
Mathematics General 2 unit	21	41704	38.10	7.50	14.29	19.94	33.33	34.26	14.29	25.49	0	11.59
Mathematics 2 unit	50	24121	46.00	25.14	28.00	25.81	14.00	29.43	12.00	15.09	0	4.39
Mathematics Extension 1 unit	26	11935	38.46	25.81	30.77	27.58	30.77	28.18	0	14.24	0	4.16
Modern History 2 unit	31	14248	32.26	18.37	54.84	30.17	12.90	32.08	0	14.01	0	4.62
Music 1 2 unit	4	6167	25.00	17.42	75.00	34.07	0	29.98	0	12.86	0	4.56
Music 2 2 unit	10	891	50.00	49.05	40.00	35.35	10.00	12.35	0	2.81	0	0.22
Personal Development, Health and Physical Education 2 unit	14	19556	21.43	12.63	50.00	27.30	28.57	36.37	0	17.26	0	5.81
Physics 2 unit	8	12616	25.00	16.74	37.50	26.32	25.00	35.22	12.50	16.35	0	5.16
Visual Arts 2 unit	15	11656	46.67	19.00	40.00	32.76	13.33	29.61	0	12.54	0	4.92

Year 10 Grade Comparison Table 2015

Subject	Candidature		Grade A		Grade B		Grade C		Grade D		Grade E	
	Kambala	NSW	Kambala %	NSW %								
English 200 hours	102	86451	22	13	46	27	32	37	0	16	0	6
Australian Geography 100 hours	102	86652	17	13	27	26	54	36	2	18	0	7
Australian History 100 hours	102	86477	30	14	40	26	29	35	0	17	0	7
Mathematics 200 hours	102	86557	26	15	34	23	28	32	11	23	0	7
Personal Development, Health and PE 100 hours	102	47758	27	15	44	34	28	35	0	11	0	4
Science 200 hours	102	86555	33	13	25	25	39	36	3	19	0	7
Commerce 100 hours	5	4413	20	18	80	33	0	32	0	12	0	4
Commerce 200 hours	56	17895	36	27	34	34	23	27	7	9	0	3
Design and Technology 100 hours	4	1896	25	21	50	30	0	34	25	12	0	4
Design and Technology 200 hours	34	3035	32	26	32	33	24	29	12	9	0	3
Drama 100 hours	2	2076	0	19	0	33	100	31	0	12	0	5
Drama 200 hours	16	9010	38	28	38	35	25	26	0	8	0	3
French 100 hours	2	472	0	17	0	30	100	34	0	16	0	3
French 200 hours	28	3114	39	35	32	30	18	24	11	8	0	2
Geography Elective 100 hours	5	971	40	28	40	32	0	26	20	11	0	3
Geography Elective 200 hours	10	729	40	47	20	29	30	18	10	5	0	1
History Elective 100 hours	4	3308	0	24	25	33	75	29	0	10	0	4
History Elective 200 hours	43	5244	28	32	51	35	19	21	2	8	0	3
Japanese 100 hours	2	496	0	22	0	23	50	35	50	14	0	5
Japanese 200 hours	8	2558	50	37	38	25	0	23	13	11	0	4
Latin 200 hours	11	468	55	51	9	24	18	17	18	7	0	2
Music 100 hours	1	2377	0	13	100	28	0	34	0	17	0	7
Music 200 hours	25	10791	84	26	16	31	0	27	0	10	0	5
Photographic and Digital Media 100 hours	7	2731	14	20	29	29	43	32	14	13	0	5
Photographic and Digital Media 200 hours	24	5916	25	21	13	32	54	30	8	12	0	5
Visual Arts 100 hours	3	3530	0	16	0	32	67	32	33	14	0	6
Visual Arts 200 hours	25	14209	48	27	32	32	20	27	0	9	0	4

V/ Teacher qualifications and professional learning

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 Board of Studies, Teaching and Educational Standards (BOSTES) under the Education Act NSW) who are responsible for delivering the curriculum in terms of the numbers in the following categories:

<ul style="list-style-type: none">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	112
<ul style="list-style-type: none">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
<ul style="list-style-type: none">not having qualifications but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in New South Wales 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. Eight 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 BOSTES. In 2015 staff were involved in a range of courses, conferences and workshops to develop their content knowledge, experience as classroom practitioners and effective educators. There was a particular focus on STEM related courses, as detailed at the end of this table.

The table overleaf shows the titles and number of courses attended by each department at Kambala.

Professional Learning Courses Taken during 2015

Row Labels	Total
Archives	7
Australian Soc of Archivists Meeting	1
Child Protection Presentation	1
Fire Safety Training - Trimevac	1
Google Suite Training	1
Mentoring Session with Shore Archivist	1
NSW School Archives SIG PD Day: Managing Digital Images	1
User's Guide to Arranging and Describing Archives: rethinking archival processes for the digital world	1
Associate	63
AIS CRICOS Briefing	1
AIS Executive Personal Assistants	1
Child Protection Presentation	16
CPR Assessment Session	1
Critical Incident Management Session	11
Fire Safety Training - Trimevac	13
Fire Safety Training AS1851 & AS3745	3
Google Suite Training	15
Middle Leaders Conference	1
Provide First Aid Course	1
Boarding	25
ABSA State Conference	1
Child Protection Presentation	7
Critical Incident Management Session	5
Fire Safety Training - Trimevac	8
First Aid Assessment Session	4
Business Office	16
Agreement Interpretation Workshop: AIS Multi Enterprise Agreements	2
Business Manager Program (4 day course)	1
Child Protection Presentation	4
Critical Incident Management Session	3
Fire Safety Training AS1851 & AS3745	2
Google Suite Training	4
Careers	28
Australian Careers Service Seminar	1
Bond Uni Careers Advisers Breakfast	1
Bond University Christmas Luncheon for Sydney Careers Advisers	1
CAANSW Annual Conference	1
Careers Advisers Information Day Charles Sturt University	1
Careers Avenues Accreditation Programs	1
Careers Avenues Annual Review and Training Meeting	1
CDAA Conference 2015	1
Child Protection Presentation	1
Critical Incident Management Session	1
Fire Safety Training - Trimevac	1
Footpath to Finance	1
Google Suite Training	1
Macquarie University Careers Advisers and Teachers Day	1
New Frontiers, New Careers	1
Notre Dame University Careers Advisers Day	1
UNE Careers Advisers Summit	1
UNE My Future Finder Launch	1
University of Chicago and Johns Hopkins Counsellor Information Breakfast	1
University of Melbourne Careers Practitioners Seminar	1

University of Sydney Course Launch	1
University of Western Sydney Careers Advisers Day	1
University of Wollongong Careers Advisers Day	1
UNSW Australia Careers Advisers Day	1
US undergraduate admissions workshop	1
US Universities in Sydney - Information Session for Careers Advisers (Columbia, Duke, Georgetown, Nort	1
USYD Careers Advisers Day	1
UTS Careers Advisers Day	1
Counselling	16
Advanced Training: Managing Challenging Behaviours in Children & Adolescents - Collaborative & Proac	1
AIS School Counsellor Meeting: "What Really Works for Young People"	1
Child Protection Presentation	1
Critical Incident Management Session	1
Dialectical Behaviour Therapy Tools for Schools	1
Fire Safety Training - Trimevac	1
Google Suite Training	1
Law for School Counsellors 2015	1
Middle Leaders Conference	1
Professional Supervision	3
Professional Supervision and Case Management Planning	1
Suicide Preparedness & School WellBeing in Independent Schools	1
Teach .b Certification Course	1
The Rite Journey - Training	1
D&T	36
AIS TAS Conference: Real & Relevant	1
Arduino Robotics Workshop	1
Child Protection Presentation	5
Critical Incident Management Session	4
Fire Safety Training - Trimevac	2
Fire Safety Training AS1851 & AS3745	3
Google Suite Training	5
Improving STEM Education & Skills	1
Information & Software Technology: A Project-based Approach	1
Kmeet: Differentiation	4
Middle Leaders Conference	1
STEM Teachers Enrichment Academy	2
TBL Group 2 Coaching x 2	2
TBL Group 2 Workshop 1	2
TBL Group 2 Workshops 2 & 3	2
Debating	7
Child Protection Presentation	4
Future Problem Solving Workshop 2	1
Kmeet: Differentiation	1
USU Debating Training Day	1
Development	4
Adobe InDesign: Level 1	1
Critical Incident Management Session	3
Drama	15
AIS Drama Conference 2015	1
Child Protection Presentation	2
Critical Incident Management Session	1
Drama NSW - 2015 International Conference	1
Fire Safety Training AS1851 & AS3745	2
Google Suite Training	2
Kmeet: Differentiation	1
Middle Leaders Conference	2
Neighbourhood Watch On Stage	1

Orff Schulwerk Workshop Presentation	1
Time Management Essentials Course	1
English	59
Area of Study: Discovery	1
Becoming Accredited at the Higher Levels	1
Child Protection Presentation	6
Critical Incident Management Session	7
English - Curriculum Planning Day	6
ETA Annual Conference	1
Fire Safety Training - Trimevac	3
Fire Safety Training AS1851 & AS3745	2
Google Suite Training	6
I Can Learn All By Myself	1
Kmeet: Differentiation	3
Luminous Ghosts: Writing Historical Fiction	1
Master of Education (Gifted Education)	1
Middle Leaders Conference	2
TBL Group 2 Coaching x 1	1
TBL Group 2 Coaching x 2	1
TBL Group 2 Workshop 1	1
TBL Group 2 Workshop 1 & Coaching	1
TBL Group 2 Workshops 2 & 3	2
Teaching Scriptwriting	1
Teaching The Art of Travel for the First Time in Mod C.	1
The Art of Travel	2
The Great Gatsby and Browning's Poetry	2
Vanessa Alexander: Developing Ideas for the Screen	1
Year 10 English Curriculum Work	5
Executive	64
ACEL Conference 2015: Courage and Commitment to Lead	1
ACER Meeting	1
ACER Research Conference: 2015 Learning Assessments	1
Agreement Interpretation Workshop: AIS Multi Enterprise Agreements	2
AHISA DoS Conference	1
Child Protection Presentation	9
Creating Capacity for Learning	1
Critical Incident Management Session	9
Developing your Leadership Skills in Six Essential Domains	1
Director of Curriculum Term 2 Meeting	1
EduTech 2015	1
Evaluation Preparation with Robyn Howell	1
Fire Safety Training - Trimevac	3
Fire Safety Training AS1851 & AS3745	2
Google Suite Training	9
IB Asia Pacific Annual Conference	1
IB Asia Pacific Information visit to Sydney	1
Kmeet: Differentiation	4
Legalwise: Issues Involving Students and Parents; Teacher, Staff and School Issues	1
Middle Leaders Conference	9
National Coalition of Girls Schools Conference: From STEM to STEAM - Girls' Schools Leading the Way	1
STEM Leadership - Taking Teachers and Students Above and Beyond	1
Teaching and Tech Conference	1
Understanding and Promoting the Mental Health & Well Being of Young People	2
Extra-Curricular	5
Child Protection Presentation	5
GAP	3
Child Protection Presentation	3

Global Connections	1
Global Education My Science (GEMS) PL	1
Hampshire	97
AIS Early Childhood Leadership Program: Learning, Leading, Growing	1
Aspiring Leaders Forum	1
Big Idea, Best Practices and 21st Century Directions for Early Childhood	2
Child Protection Presentation	1
CPR Refresher Course	1
Critical Incident Management Session	1
EC Living Professional Development Day	2
Fire Safety Training	26
Get Creative with Natural Materials	1
Google Suite Training	1
Happy Families Family Education (whole staff)	1
HLTAID001 CPR	17
HLTAID004 Provide First Aid	7
Including and Valuing Aboriginal and Torres Strait Islander Perspectives	1
Inspired EC Annual Pedagogy in Nature Conference	3
Introduction to Reggio Emilia	1
Leadership at the Edge	2
Leadership Survival Skills	1
Leadership that Makes a Difference	1
Learning Hub - Partnerships with Families	1
Learning with Children with Additional Needs	1
Mia Mia Centre Tour	2
Mia Mia Child and Family Study Centre Open Day	1
Middle Leaders Conference	1
PreLiteracy PD Workshop	2
Reggio Emilia	2
Reggio Emilia Biennial Conference 2015	6
Reshaping Documentation - The National Quality Standards Documentation Conference	4
The Practice Room: Educational Leadership	1
The Traffic Jam in My Brain LIVE	3
The Wonders of Young Minds	2
Health Centre	10
Child Protection Presentation	2
Critical Incident Management Session	2
Fire Safety Training - Trimevac	2
Google Suite Training	2
School Nurses Conference	2
History	65
Becoming Accredited at Highly Accomplished or Lead with BOSTES	1
Child Protection Presentation	8
Corporate Marking of the 2015 History Extension Research Essays	2
Critical Incident Management Session	7
Data Analysis and Discussion to Assist Teaching and Learning	1
Fire Safety Training - Trimevac	1
Fire Safety Training AS1851 & AS3745	6
German Seminar - Richard Evans	1
Google Suite Training	8
Health & Safety Representative Refresher Course	1
History - Curriculum Planning Day	7
History Extension: Embedding Historical Understandings AIS	2
History Teachers Assn 2015 State Conference	1
HTAA National Conference 2015	2
Introduction to History Extension	1
Kmeet: Differentiation	5

LAN Meeting	1
Level Up Your History Classroom	1
Middle Leaders Conference	2
Middle Leaders Program	1
Modern History Master Class	1
TBL Group 2 Coaching x 2	1
TBL Group 2 Workshop 1	1
TBL Group 2 Workshops 2 & 3	1
Teaching the Holocaust - Supporting the National Curriculum	1
Thinking & Learning Institute 2015 - Hawker Brownlow	1
I.T.	30
Adobe Digital Marketing Symposium	1
CCA - Casper Certified Administrator Training	1
Child Protection Presentation	6
Critical Incident Management Session	4
Design and 3D Printing	1
Design Your Future: Making the Transition to Digital Design	1
Elevated Work Platform Awareness Training Yellow Card	1
Fire Safety Training AS1851 & AS3745	2
Google Suite Training	6
Height Safety Training	1
Middle Leaders Conference	1
Provide First Aid Course	1
Teaching and Tech Conference	1
The Future of Lighting is Smart	1
The Language of Light	1
WHS Awareness and Improve Safe Work Practices	1
IB	24
All IB Programmes Meeting	1
Approaches to Teaching and Learning	1
Catering for Gifted Learners in the IB	2
DP Category 1 Workshop: Administrators Workshop	1
Extended Essay Course Workshop	1
Extended Essay Preparation	1
Global Politics Cat 3 DP SSS	1
IB Asia Pacific Annual Conference	1
IB Asia Pacific Information visit to Sydney	1
IB CAS Network Day - Monte Sant' Angelo	1
IB Cat 1 DP Psychology Workshop	1
IB Cat 2 DP Chinese A: Literature, Chinese A: Language & Literature and Chinese B	1
IB Cat 2 DP TOK	1
IB Cat 2 DP Vis Arts	1
IB DP Workshop Cat 1 History	1
IB Mathematical Studies Category 1	1
IB Maths Networking Day	2
IB Planning	2
IB Supervising the Extended Essay Workshop	1
IB TOK Cat 1	1
NSW / ACT IB Coordinators Meeting	1
Junior	183
#connect#collaborate#conquer: New Curriculum across K-6	1
21st Century Skills: critical and creative thinking	1
AIM Workshop Sydney	1
Annual AIM Australia Conference	1
Assessing Students' Writing: Where to next?	1
Child Protection Presentation	30
Computational Thinking, Storytelling and Creative Problem Solving	1

Critical Incident Management Session	22
Designing Assessment to Maximise Achievement and Engagement	1
Designing for Deeper Learning	1
Effective Programming: Languages K-10 Webinar	1
Fire Safety Training - Trimevac	21
Fire Safety Training AS1851 & AS3745	7
Games based Learning in the Languages Classroom	1
Global Education My Science (GEMS) PL	4
Google Suite Training	29
Grammar Online: levels of delicacy	1
ICT as General Capability - what does it mean in Mathematics 3-6?	1
Improving outcomes for students with hearing loss in mainstream schools	1
Informed Practice to Build Student Learning	1
International Conference on Thinking	1
Kmeet: Differentiation	15
Languages through the technology lens	1
Making Classroom Observations and Providing Feedback	1
Middle Leaders Conference	3
Powerful Classroom Strategies from Neuroscience Research - Dr Judy Willis	1
STEM Teachers Enrichment Academy - Day 1	1
Strategic Assessment for Student Learning	1
Synthetic Phonics Training	2
TBL Group 1 Coaching	10
TBL Group 2 Coaching x 1	4
TBL Group 2 Workshop 1	1
TBL Group 2 Workshop 1 & Coaching	5
TBL Group 2 Workshops 2 & 3	6
Teaching Inference in Stage 2 & 3: Implementing English K-6	1
Thinking & Learning Institute 2015 - Hawker Brownlow	3
Learning Enrichment	33
Child Protection Presentation	5
Critical Incident Management Session	5
Fire Safety Training - Trimevac	1
Fire Safety Training AS1851 & AS3745	2
Google Suite Training	5
Improving outcomes for students with hearing loss in mainstream schools	1
Kmeet: Differentiation	3
Middle Leaders Conference	1
Mindsets - Developing a Growth Mindset Classroom	1
Synthetic Phonics Training	1
TBL Group 1 Coaching	4
TBL Group 2 Coaching x 1	1
TBL Group 2 Workshop 1 & Coaching	1
TBL Group 2 Workshops 2 & 3	1
Understanding and Overcoming Working Memory problems in the classroom	1
Library	33
2015 Abbotsleigh Teacher Librarian Conference	1
Abbotsleigh Teacher Librarians Conference	1
AIS Teacher Librarian Conference	1
AISTL Network Meeting	1
Child Protection Presentation	5
Critical Incident Management Session	5
Fire Safety Training AS1851 & AS3745	4
FPS workshop with Margaret Witts	1
Global Collaboration Primer	1
Google Suite Training	5
Kmeet: Differentiation	2

Middle Leaders Conference	2
Protecting Children and Youth Online: Implementing lasting cybersafety at your school	1
Rethinking the Collection: Principles and Practice for 21st Century School Libraries	1
TAFE Placement Meeting	1
Working with Copyright	1
LOTE	47
"Tech for Personalised and Project Based Language Learning" Workshop	2
Apple Learning Tour	2
Australian Curriculum: Languages - Ready? Set? Go!	1
Australian National Curriculum: Languages Train the Trainer	1
Child Protection Presentation	4
Critical Incident Management Session	5
Fire Safety Training - Trimevac	1
Fire Safety Training AS1851 & AS3745	3
Futures Schools Expo Conference	2
Global Collaboration Primer	1
Google Suite Training	4
iPads for Languages: Level 2	2
JTAN 2015 Stage 4 Japanese Resource Sharing Workshop	2
Kmeet: Differentiation	5
Languages through the technology lens	5
Middle Leaders Conference	1
MLTA 2015 Conference	2
Project Hanyu - Chinese Language Day	1
Spanish Teachers' Conference	1
Training at BOSTES for the HSC Oral Examinations	1
Visit to Scots College STEAM rooms	1
Maintenance	39
Chemical Safety for Property and Maintenance Staff	2
Child Protection Presentation	3
Construction WHS White Card	4
Creating Sager Independent Schools	1
Elevated Work Platform Awareness Training Yellow Card	4
Fire Safety Training - Trimevac	3
Google Suite Training	3
Healthy and Safety Law and Risk Management for Leaders	1
Height Safety Training	5
Middle Leaders Conference	1
Provide First Aid Course	6
WHS Awareness and Improve Safe Work Practices	6
Mathematics	66
AAMT 2015: Mathematics: learn, lead, link	1
Agreement Interpretation Workshop: AIS Multi Enterprise Agreements	1
Child Protection Presentation	8
Critical Incident Management Session	5
Developmental Mathematics Workshop	1
EduTech 2015	1
Fire Safety Training - Trimevac	3
Fire Safety Training AS1851 & AS3745	6
Focus on the Focus Studies	1
Google Suite Training	8
HoDs Mathematics Conference Day	1
HSC Examination Committee Briefing Session (Day 1 of 2)	1
HSC Examination Committee Briefing Session (Day 2 of 2)	1
Kmeet: Differentiation	8
Making Mathematics (2U) Meaningful and Memorable	1
Mathematics Extension 1 Long Course	1

Maths - Curriculum Planning Day	8
Middle Leaders Conference	2
Preparing to teach Unit 2 Mathematics HSC Course	1
Preparing to teach Unit 2 Mathematics Preliminary Course	1
STEM Teachers Enrichment Academy	2
TBL Group 2 Coaching x 1	1
TBL Group 2 Workshop 1	1
TBL Group 2 Workshops 2 & 3	1
Transforming Assessment in Years 7 to 12 Mathematics	1
Music	49
AKC Winter School - Conducting and Musicianship	1
AUSTA National Conference 2015	1
Child Protection Presentation	9
Conduction Workshop of his own orchestral piece	1
Critical Incident Management Session	6
Engadine Band Reading Day	2
Fire Safety Training - Trimevac	2
Fire Safety Training AS1851 & AS3745	3
From programming to proficient Practice: Years 7-10	1
Google Suite Training	9
HSC Music Composition Practical Marking Day	1
Kambala Musician in Residence 2015	1
Kmeet: Differentiation	4
Meet the Music Seminar 1	1
Meet the Music Seminar 2	1
Middle Leaders Conference	2
Orff Schulwerk Workshop Presentation	2
Presenter - Composition Workshop	1
Presenting at HICES Head of Music Meeting	1
PE and Sport	38
AIS Student Wellbeing Conference	1
Becoming Accredited at the Higher Levels	1
Child Protection Presentation	6
Critical Incident Management Session	5
Fire Safety Training AS1851 & AS3745	5
Google Suite Training	6
Kmeet: Differentiation	6
Mental Health and Wellbeing of Young People	1
Middle Leaders Conference	3
PDHPE Teachers Assn Conference	1
TBL Group 2 Coaching x 2	1
TBL Group 2 Workshop 1	1
TBL Group 2 Workshops 2 & 3	1
Religious Education	11
Biblical Studies Prof. Dev. Day	1
Child Protection Presentation	1
Critical Incident Management Session	1
Fire Safety Training - Trimevac	1
Google Suite Training	1
Interview with the Dalai Lama at the Happiness and its Causes Conference	1
Kmeet: Differentiation	1
Middle Leaders Conference	1
The Archbishops' Day	2
The Bible Society Master Class	1
School Council	1
AIS Governance Symposium 2015	1
Science	61

Advancing Science by Enhancing Learning in the Laboratory	1
AIS STEM Symposium Round 1 Grant Presentations	1
Arduino Workshop Sydney	1
Biology, Earth & Environmental Science & Senior Science Conference (STANSW)	1
Chemical Safety in Schools	2
Child Protection Presentation	7
Critical Incident Management Session	9
FabLearn Australia Conference	1
Fire Safety Training AS1851 & AS3745	5
Futures Schools Expo Conference 2 - ClassTech Conference	1
Google Suite Training	7
HSC Biology Marking Workshop	1
Kmeet: Differentiation	7
Leading Your Science Department	2
Mad Maker Training Workshop	1
Maker Spaces Online Module	1
Meet the Markers of HSC Exams	2
Middle Leaders Conference	2
Private Voice Coaching	2
Shadowing RE - Meriden	1
Shadowing RE - Roseville College	1
Shadowing RE - St Catherines	1
STEM Leadership - Taking Teachers and Students Above and Beyond	2
STEM Teachers Enrichment Academy	1
UNSW Engineering HSID Teacher Workshop	1
Social Science	53
AIS Geography Conference	1
Child Protection Presentation	7
Critical Incident Management Session	6
Discover Barangaroo	2
ELC Business Studies Teachers Conference	2
Fire Safety Training - Trimevac	1
Fire Safety Training AS1851 & AS3745	7
Google Suite Training	7
KMeet @ Riverview	2
Kmeet: Differentiation	6
Legal Studies State Conference	1
Middle Leaders Conference	3
NSW GTA Annual Conference: Our Place, Our Future	3
TBL Group 2 Workshop 1	1
Teaching Strategies and the Outlook for the Global and Australian Economies in 2015	2
Thinking & Learning Institute 2015 - Hawker Brownlow	1
Youth Mental Health First Aid	1
Sundial	4
Schoolbox Meetup Gold Coast	4
Visual Arts	28
Child Protection Presentation	5
Critical Incident Management Session	5
Designing Case Studies for Preliminary Visual Arts	1
Deus Ex Photomedia Conference 2015	1
Eat My Pixels: developing a HSC Photomedia B.O.W	1
Fire Safety Training - Trimevac	4
Fire Safety Training AS1851 & AS3745	1
Google Suite Training	5
Kmeet: Differentiation	1
MCA: Educator Exclusive Art Show	1
Middle Leaders Conference	1

Using inDesign in the Classroom	1
WHS Awareness and Improve Safe Work Practices	1
Wellbeing	5
AIS Student Wellbeing Conference	1
The Rite Journey - Training	4
Grand Total	1226

STEM Focussed Courses

Improving STEM Education & Skills

National Coalition of Girls Schools Conference: From STEM to STEAM - Girls' Schools Leading the Way

STEM Leadership - Taking Teachers and Students Above and Beyond

Computational Thinking, Storytelling and Creative Problem Solving

Futures Schools Expo Conference 2 - ClassTech Conference

Maker Spaces Online Module

Arduino Workshop Sydney

FabLearn Australia Conference

VI/ Workforce composition

Teacher attendance and retention

Teachers at Kambala are committed and dedicated. The teaching attendance rate at Kambala in 2015 was 96.8 percent. Every year, of course, some teachers leave to achieve promotions, develop their career or seek to further their professional experience.

Workforce composition is available on the My School's website: www.myschool.edu.au.

Staff descriptions	Number of staff
Teaching staff	192
Full-time equivalent teaching staff	107.64
Non-teaching staff	189
Full-time equivalent non-teaching staff	74.86

VII/ Student attendance and retention rates

Attendance

Year level	Attendance rate %
Transition	95.0
Year 1	94.5
Year 2	95.7
Year 3	94.8
Year 4	95.9
Year 5	96.4
Year 6	95.4
Year 7	95.8
Year 8	94.6
Year 9	95.5
Year 10	95.8
Year 11	96.4
Year 12	95.8

Student retention rate

The actual student retention rate from Year 10 in 2013 to Year 12 in 2015 was 93 percent. 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 schooling. In 2015, one student from Year 10 departed to take up a course elsewhere. All other students remained enrolled in Year 10 (either at Kambala or at another school).

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

The Principal keeps a register of enrolments that includes the following details 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, and 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 6) 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's 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 (Appendix 2).

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

The Principal or Head of 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 five years before archiving. The register of daily attendances will be retained on the School's administrative database for at least seven 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

Kambala has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from school:

- Attendance should be regular and punctual. Students are expected to arrive at their Period 1 classroom no later than 8.25am.
- The tutor/class teacher takes a record of attendance, which is recorded electronically in the School's database. The common code approved by the Minister for Education is used.
- Parents are responsible for ensuring that they notify the School to explain the absence of their daughter(s) on any particular school day. This may be provided by email or by contacting the School by telephone on the morning of the absence on the Student Absence Line:

02 9388 6899 before 9am, Senior

02 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's Database.
- Justified reasons for student absences may include:
 - Being sick, or having an infectious disease
 - Having an unavoidable medical appointment
 - Being required to attend a recognised religious holiday
 - Exceptional or urgent family circumstances for example attending a funeral.
- On returning to school after an absence, a parent, guardian or boarding staff must provide an explanation within seven days to the School to the student's tutor/class teacher. Parents can contact the School by telephone, written note, text message or email. Where an explanation has not been received within the seven-day timeframe, the School will record the absence as unjustified on your daughter's record.
- If a student's absence is due to sickness, which results in an absence of more than four days, or, as the result of a medical appointment, then a medical certificate needs to be provided.
- These notes are retained in the student's file and kept for a period of one year after the absence.
- The Overseas Students Coordinator monitors records of attendance for FFPOS. A student is notified and interviewed if they have three or more consecutive days off and/or their attendance is over the pro-rata percentage of absence.
- Absence from assessment tasks in Years 11 to 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's 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's 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. The Head of Senior School will 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.
- All information in relation to unsatisfactory attendance is recorded on the students' files and information with respect to attendance is provided in each student's report.

- Leave during the school day is discouraged. If it is essential to attend an appointment during school hours, a note requesting permission must be submitted at least 24 hours in advance. In the Senior School this must be approved by the year coordinator. The students must show the approved note at Reception and check out via the electronic touch screens before leaving school.
- In the Junior School requests for early leave during the day should be in writing to the class teacher. Students leaving early must report to the Junior School Reception. The time of departure and reason will be recorded electronically in the School's database.

Family Holidays and Travel

Families are encouraged to travel or take leave during school holidays. If this is not possible, parents are asked to contact the Principal about an **Application for Extended Leave** (Appendix 4).

Where the Principal considers that the travel is appropriate, a **Certificate of Extended Leave** (Appendix 5) will be issued. Absences related to travel will be marked as leave on the roll and contribute to the student's total absence for the year.

Unsatisfactory school attendance

- The Head of Junior School maintains an overview of student absences 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. The Head of Senior School will 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.
- All information in relation to unsatisfactory attendance is recorded on the students' files and information with respect to attendance is provided in each student's report.
- Recent changes to the Education Act, means that Kambala is able to access legal recourse to resolve unsatisfactory school attendance where all attempts at resolving unsatisfactory student attendance have failed. One strategy that can be effective in restoring the unsatisfactory attendance of a student is placing the student on a Kambala Student Attendance Improvement Plan (Appendix 3) whereby undertakings are made by the student (where applicable), the parent/s and Kambala that intend on restoring the student's attendance to a satisfactory level over a 20 consecutive school day period.
- If strategies such as the Attendance Improvement Plan are not successful in restoring the attendance of the student, then further action may be pursued including compulsory schooling conferences and seeking compulsory schooling orders. This be obtained by contacting the AIS Government Education's policy team on 02 9299 2845.
- In determining a course of action under this legislation, the Principal would also refer to the requirements under the Keep Them Safe Legislation in determining whether the matter meets Risk of Significant Harm (ROSH). There should be significant consideration given to the online Mandatory Reporter Guide (MRG), specialist advice and professional judgement, where there are concerns about suspected risk of harm.

1. Exemption from school

1.1 Introduction

1. A child may be exempt from being enrolled at and attending school if the Minister or delegate is satisfied that conditions exist which make it necessary or desirable that a certificate should be granted. A certificate of exemption may be given subject to conditions and limited to a period specified in the certificate.
2. A certificate of exemption must only be granted when it has been clearly demonstrated by the applicant that an exemption is in the student's best interest in the short and long term. Alternatives to exemption should have been fully explored. For example, it may be in the student's best interest and be more appropriate to access distance education.
3. In these procedures the term 'parent' or 'parents' includes any person or persons having the custody or care of a child.
4. A certificate of exemption should not be approved where the student has been the subject of contact with the Child Wellbeing Unit or a child protection report to Family and Community

Services and/or there are unresolved issues concerning a risk of harm. Prior to granting a certificate of exemption a risk assessment should be completed to identify and manage risks.

5. Where the delegate is aware of existing child protection concerns, (including where it may be in the child's best interest to grant the exemption) the Director, Student Engagement and Interagency Partnerships must be consulted prior to approval being granted.
6. If parents request authority not to enrol their child, this must be considered an application for exemption from enrolment.

1.2 Authority to grant exemptions

1. Under Section 25 of the Education Act 1990, the Minister may grant a certificate of exemption. This power is delegated, subject to these procedures, to: The Secretary, Department of Education and Communities, Deputy Secretary, Education and Communities with the responsibility for Schools, Executive Director (Schools), Director (Schools) and principals provided certain conditions are met.

1.3. General principles

1. Procedural fairness must be accorded to an applicant. If the delegate is considering refusing granting an exemption, the parent should be given an opportunity to respond to the delegate's concerns before a final decision is made. This opportunity should be offered to the parent in writing.
2. If an applicant wishes to appeal against a decision made by a delegate, the appeal would go to the next more senior delegate.
3. For most exemptions parents make an application by completing an *Application for Exemption from Attendance/Enrolment at School*. This must be made in writing and in advance (Appendix A). Parents can seek assistance from the Principal or delegate when completing an *Application for Exemption from Attendance /Enrolment at School*.
4. The parent is not required to apply for an exemption in cases of the child being prevented from attending school because of a direction under the Public Health Act 2010. The Principal may grant a certificate of exemption for the period determined by relevant authorities under this Act.
5. A delegate can refer the granting of an exemption to a more senior delegate where they identify circumstances that may make this more appropriate.
6. If there is any case where there are circumstances that may not be considered by these procedures and an exemption appears to be in the best interest of the child, the case should be referred to the Executive Director (Schools). The Executive Director (Schools) should discuss the case with the Director, Student Engagement and Interagency Partnerships prior to an exemption being granted.
7. A delegate can cancel the certificate of exemption where they identify circumstances that they believe warrants this action. For example, where the conditions attached to the exemption are not being met or cease to apply.
8. Schools are to retain copies of all documentation relating to the exemption in the student's file until the student reaches the age of 25, or for seven years, whichever is greater, and then destroy.

2. Exemption from attendance at school

2.1. Reasons for granting full day exemptions from attendance at school

1. Principals, Directors, Public Schools and Executive Directors (Schools) may grant exemptions due to:
 - Exceptional circumstances (including the health of the student where sick leave or alternative enrolment is not appropriate)
 - The child being prevented from attending school because of a direction under the Public Health Act 2010. (The parent is not required to complete an application for exemption)
 - Employment in the entertainment industry - refer to children's employment
 - Participation in elite arts or elite sporting events.

For any other matter not covered by the above points, the delegate must consult the next most senior delegate in their reporting line.

Note: students travelling during school terms are not to be exempt. If the Principal accepts the reason then leave is granted and the 'L' code should be used, consistent with the implementation of National Standards for Student Attendance Data and Attendance Register.

2. The attendance register must indicate full day exemptions with the code 'M'.

2.2. Reasons for granting part day exemptions from attendance at school

1. The Education Act 1990 gives the Minister or delegate the power to grant a certificate of exemption from the requirement to attend school during the times specified in the certificate.
2. For students participating in the entertainment industry, elite arts or elite sporting programs who are required to attend regular activities/training during school time an *Application for Exemption from Attendance/Enrolment at School* must be completed and submitted to the Principal for approval prior to commencing the program.
3. Students may participate in school based programs including behaviour management transition plans*. An Application for Part Day Exemption should be completed.
4. For part day exemption due to the requirements of a health care plan*, the Principal should seek the parents' consent to obtain information from health professionals responsible for the health care of the child.
5. Students participating in school programs may be granted part day exemptions for periods of time not exceeding the equivalent number of full school days. Close monitoring of exemption periods is necessary so that the approval period is not exceeded.
6. Participation in such school programs must be approved by the Director, Public Schools NSW. Principals should submit the transition plan to restore the child to full-time attendance to the Learning and Engagement Officer for recommendation who will forward it to the Director, Public Schools NSW.
7. The Attendance Register must indicate part day exemptions with the code 'P/M'.

Note: Students accessing Links to Learning Programs for part of a school day or part of the school week should not be exempt from attendance at school. Principals should use the school business symbol 'B' on the Attendance Register as an explanation of the student's absence.

* For school programs associated with behaviour management or health care plans it is not necessary to complete a separate *Application for Exemption from Attendance/ Enrolment at School*.

3. Exemption from enrolment at school

3.1. Reasons for granting exemptions from enrolment at school

1. The Deputy Secretary, Education and Communities with the responsibility for schools and Executive Director (Schools) may grant such exemptions due to:
 - A. Age, where a child turns six years on or after 1 October or later in a school year and is engaged in:
 - Full time preschool education at an accredited preschool for the remainder of that school year
 - Full or part-time accredited preschool programs for students with disabilities leading to enrolment and full time attendance at a government or registered non-government school not later than six months after the child's sixth birthday.

Note: The delegate will require proof of enrolment or participation in the preschool and the child should be involved in a transition-to-school program as a condition of their exemption.

- B. The health, learning or social needs or disability of a child necessitating the continuation of an individual program supported by medical specialists not longer than six months after the child's sixth birthday.

Note: The delegate will require a statement in support of the exemption from the child's medical specialist and the child should be involved in a transition-to-school program as a condition of their exemption.

2. Secondary Principals, Director, Public Schools and Executive Director (Schools) may grant exemptions to students from the requirement to be enrolled in school provided approval has been

given to their entering a full time apprenticeship or traineeship. This applies to students who have completed Year 9 and before they have completed Year 10. Such exemptions will only be granted where the:

- Principal considers that the student is a suitable candidate to complete his or her education through an apprenticeship or traineeship
- Student's parents give permission for this to occur
- Principal has sighted a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorised by the registered training organisation
- Employer agrees to notify the Department of Education and Communities (through the Principal) if the apprenticeship or traineeship is abandoned before the student turns 17
- Apprenticeship or traineeship is approved by the Commissioner for Vocational Training, State Training Services as suitable for the young person and the training contract attains 'registered' status following the probationary period. Where approval is granted by the Principal and the Commissioner subsequently notifies the student of her decision not to approve the contract following the probationary period, the approval and the exemption will be cancelled. The student's parents must then take steps to comply with their compulsory schooling obligations.

Note: If the student does not complete the apprenticeship or traineeship, she will not have completed Year 10. They will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school or seeking enrolment in TAFE NSW.

4. Issuing *Certificates of Exemption from Attendance or Enrolment at School*

4.1 On approval, a Certificate of Exemption must be issued and:

- Include any specific conditions that apply to the exemption
- State that the exemption may be cancelled if any such conditions are not met or cease to apply
- Specify dates for which the exemption has been granted including hours of program participation if a part day exemption period applies.

4.2. The original Certificate of Exemption will be provided to the parents.

4.3. A copy placed in the student's file. For exemption from enrolment a copy of the Certificate of Exemption will be provided to the School on subsequent enrolment and must be placed in the student's file.

Exemption from Attending School Policy

The NSW Education Minister has delegated the power to Principals of non-government schools, to grant and cancel a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

The NSW Registration Manual (3.8) provides that the Principal of a registered non-government school must have in place and implement policies and procedures for exercising the Minister's delegation and maintain records of the exercise of the above delegation including copies of all certificates issued under the delegation.

Exemption from school procedures

At Kambala we have developed policies and procedures for exercising the Minister's delegation of certificates of exemption from attending school, in accordance with the exemption from school procedures published by the NSW Department of Education and Communities.

Exemptions from attending school

A child of compulsory school age may only be absent from school, without a reasonable excuse, if they are granted a Certificate of Exemption from attending school.

Reasons for granting exemptions from attending and or being enrolled in school include:

- Exceptional domestic circumstances (including participation in family holidays during school term where they are in the best educational interests of the child);

- The health of a child where sick leave or alternative enrolment is not appropriate;
- The child being prevented from attending school because of a direction under Public Health Legislation;
- Employment in the entertainment industry or participation in elite sporting events for short periods of time;
- Where a student has completed Year 9 and before they have completed Year 10 where they have a full time apprenticeship or traineeship.

For more reasons and further detail refer to the NSW Department of Education and Communities Exemption from School - Procedures.

Who can grant an exemption?

The Minister has delegated the power to grant a certificate of exception to the Principal for a total of 100 days in a 12 month period for any one student. A full school day is six hours.

The Principal must ensure that exemptions granted for part day absence do not accumulate to over 100 days in a 12 month period. In other circumstances a certificate of exemption may be granted by the Minister for Education, or his or her delegate.

Powers - exemption from attendance at school		Delegates (note: delegates cannot delegate)	
Exemption from school attendance for students engaged in employment in approved entertainment industry activities up to 100 days in a 12 month period for any one student.	Principal	Note: in large scale productions or for long term commitments to such a production the application should be referred to the Director, Government Education Policy AIS NSW.	
Exemption from school attendance for students participating in elite arts or elite sporting events up to 100 days in a 12 month period for any one student.	Principal		
Exemption from school attendance totalling up to 100 days in a 12 month period for any one student, including part time exemption.	Principal		
Exemption from school attendance totalling 100 days or more in a 12-month period for any one student.	The application should be referred to the Director, Government Education Policy AIS NSW.		
For periods exceeding the delegate's authority the application should be referred to the next most senior delegate.			
Powers - exemption from enrolment at school		Delegates (note: delegates cannot delegate)	
Exemption from enrolment - age.	The application should be referred to the Director, Government Education Policy AIS NSW.		
Exemption from enrolment - health, learning or social needs or disability.			
Exemption from enrolment - completion of education under special circumstances or apprenticeships and traineeships only.	Principal		
Exemption from enrolment - completion of education under special circumstances-not an apprenticeship or traineeship.	Please complete form on the BOSTES website: http://tinyurl.com/z5ncsev .		

Appendix 1

Absentee notice

Dear _____ [Parent's name],
_____ Student's name], was absent from school on _____

and no satisfactory explanation has been received. Regular attendance at school is essential if

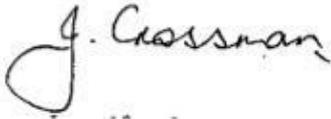
_____ [student's name] is to achieve her educational best, social and psychological potential, and increase her career and life options.

The Education Act 1990 requires you to ensure your daughter attends school each day that instruction is provided unless they are prevented from doing so by sickness or other acceptable reason and for you to provide an explanation for any absence. The Act requires you to explain your daughter's absences within seven days of their occurrence. Failure to do so will result in an unjustified absence being recorded.

Please assist us by completing the details below and return it to the School as soon as possible. If you have concerns that our records are incorrect please contact the school immediately.

Alternatively, you may wish to contact the School on 02 9388 6777 to discuss your daughter's attendance.

Yours sincerely



Jennifer Crossman
Head of Senior School

Please provide an explanation for the absence/s by returning this section or telephoning the School.

Dates of absences _____

Name of student: _____ Year/class: _____

Reason for absence:

Parent's name: _____ Signed: _____

Appendix 2

2015 Attendance Register codes

Definitions

Only the following attendance register codes must be used to record the:

- Explanation of student absence, and/or
- Variation in student attendance.

Attendance Register codes - symbols to be used for explanation of student absence	
Symbol	Meaning
A	The student's absence is unexplained or unjustified. This symbol must be used if no explanation has been provided by parents within seven days of the occurrence of an absence or the explanation is not accepted by the Principal. It is at the Principal's discretion to accept or not accept the explanation provided.
S	The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases: <ul style="list-style-type: none"> • The absence was due to sickness and the Principal accepts this explanation. • Principals may request a medical certificate in addition to explanations if the explanation is doubted, or the student has a history of unsatisfactory attendance.
L	An explanation of the absence is provided which has been accepted by the Principal. This may be due to: <ul style="list-style-type: none"> • Misadventure or unforeseen event • Participation in special events not related to the School • Domestic necessity such as serious illness of an immediate family member • Attendance at funerals • Travel in Australia and overseas • Recognised religious festivals or ceremonial occasions.
E	The student was suspended from school.

Attendance Register codes - symbols to be used to record a variation in attendance (not counted as an absence for statistical purposes)	
Symbol	Meaning
M	The student was exempted from attending school and a certificate of exemption has been issued by a delegated officer.
F	The student is participating in a flexible timetable and not present because they are not required to be at school. This could include participation in: <ul style="list-style-type: none"> • HSC Pathways program • Best Start assessments • Trial or HSC examinations • VET courses.
B	The student is absent from the School on official school business. This symbol is recorded where the Principal approves the student leaving the school site to undertake, for example: <ul style="list-style-type: none"> • Work experience • School sport (regional and state carnivals) or excursions • Student exchange.
H1	The student is enrolled in a school and is required or approved to be attending an alternative educational setting on a sessional or full time basis. The symbol is recorded where a student accesses education settings separate to their mainstream school such as: <ul style="list-style-type: none"> • Tutorial centre and programs • Behaviour schools • Juvenile justice • Hospital schools • Distance education.

Recording the duration of an absence or variation in attendance

In addition to recording the reason for an absence or the reason for a variation in attendance, the duration of the absence or variation must be recorded.

Appendix 3

Student attendance improvement plan

School: student: year: Date of birth: ____/____/____

Strategies:

Family responsibilities	Student responsibilities	School responsibilities	Intended outcome

Commencement of plan: ____/____/____ end of plan: ____/____/____

Agreement:

Principal/Executive

Parent

Student

Review date: ____/____/____ parent has meaningfully engaged with plan: yes/no

Plan is to be extended: yes/no

Recommendations:

Principal/Executive signature: _____ Date: ____/____/____

Appendix 4

Application for Extended Leave - Vacation and Travel

Note: Part A is to be completed by the student's parent and returned to their child's school Principal.

Part A: student details

Please complete table below with details of all students associated with the period of travel:

Family name	Given name	Date of birth	Age	Grade	Srn

Student address: _____
_____ Postcode: _____

School name: _____

Dates of extended leave applied for: from: ____ / ____ / ____ to: ____ / ____ / ____

Number of school days: _____

Reason for travel: _____

Relevant travel documentation such as an e-ticket or itinerary (in the case of non-flight bound travel within Australia only) must be attached to this application.

Part A: details of prior exemptions/extended leave - vacation/travel (if applicable)

Date of prior exemption/extended leave: from: ____ / ____ / ____ to: ____ / ____ / ____

Number of school days:

Copy of *Certificate of Extended Leave - Vacation and Travel* attached (Please tick) Yes No

Parent details (applicant)

Family name: _____ Given name: _____

Address: _____
_____ Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent and applicant, I hereby apply for a *Certificate of Extended Leave - Vacation and Travel* and understand my child will be granted a period of extended leave upon acceptance by the Principal of the reason provided.

I understand that if the application is accepted:

- I am responsible for her supervision during the period of extended leave.
- The provided period of extended leave is limited to the period indicated.
- The provided period of extended leave is subject to the conditions listed on the *Certificate of Extended Leave - Vacation and Travel*.
- The period of extended leave will count towards my child's absences from school.

I declare the information provided in this application is to the best of my knowledge and belief; accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the *Application for Extended Leave - Vacation and Travel* may result in the provided period of extended leave being cancelled.

Signature of parent/s: _____

Part B: to be completed by the principal

I accept this *Application for Extended Leave - Vacation and Travel* (Please tick one box

Yes No

Please provide more detail here (if required):

Principal's name (please print): _____

Telephone number: _____

Signature of Principal: _____ Date: ____ / ____ / ____

Note: Please complete the *Certificate of Extended Leave - Vacation and Travel* if requested leave is to be approved.

Appendix 5

Certificate of Extended Leave - Vacation and Travel

The student/s whose details appear below has been provided a period of extended leave from school for the purpose of travel.

Note: Where an application is made by a parent with more than one child a separate copy of this certificate should be placed in each student's file.

Student details

Please complete table below with details of all students associated with the period of travel:

Family name	Given name	Date of birth	Age	Grade	SRN

Student address _____

_____ Postcode _____

School name: _____ School telephone _____

Dates of extended leave applied for: from: ____ / ____ / ____ to: ____ / ____ / ____

Number of school days:

Reason for providing the period of extended leave - vacation/travel:

Conditions applicable to providing the period of extended leave - vacation/travel:

It has been explained to the parent of the above mentioned student/s that they are responsible for her supervision during the period of extended leave. The parent acknowledges that the period of extended leave is limited to the period indicated and acknowledges that the provided period of extended leave is subject to the conditions listed.

Principal's name: _____ Principal's signature: _____

Date: _ ____ / ____ / ____

This certificate has been issued without alteration and must be produced when requested by police or other authorised attendance officers.

Appendix 6

Student destination unknown notification

This form has been prepared to provide a Department of Education and Communities Home School Liaison Officer with details where the destination of a student below seventeen (17) years of age is unknown.

School details	
Name of school	
Location of school (street address)	
Student details	
Student name	
Date of birth	
Last known address	
Last day of attendance	
Parent (guardian) details	
Parent (guardian) name(s)	
Contact details of parent(s) (guardian)	Mailing address Telephone (home) Telephone (work) Telephone (mobile)
Further information	
Possible destination	
Other relevant information	
Any WHS risks associated with contacting the student or parent (guardian)	

Post school retention data

This report covers the offers made in the final rounds to our 2015 Year 12 graduates. Information may not be accurate as it is gathered from a variety of sources. Some students apply to several states in Australia and to universities in America, the United Kingdom and Asia. They may have multiple offers. Information about what they accept is not always available.

Offers to students including IB students (after final round of offers).

University	Number of students
Australian Catholic University	3
Australian National University	14
Bond University	1
Charles Sturt University	3
Deakin University	1
Macquarie University	1
Monash University	1
Notre Dame University Sydney	1
University of New South Wales	24
University of Melbourne	8
University of Sydney	19
University of Technology Sydney	16
University of Wollongong	1
The Holmes Institute Melbourne	1
THINK Group	2

Overseas university offers	
University of Oxford UK	1 accepted
University of Greenwich	2 unconditional
Oxford Brooks University	1 conditional
University of Westminster	1 unconditional
University of Warwick	3 conditional
Kings College London	2 conditional
University of Cambridge	1 conditional

Course	Number of students
B Arts	3
B Arts Media & Communications	1
B Arts/M Nursing	1
B Brand Fashion Design	1
B Business	2
B Combined Law	11
B Combined Commerce	3
B Commerce	5
B Commerce (Co-op Scholarship)	1
B Commerce (Liberal Studies)	2
B Commerce/B Arts	1
B Communication (Advertising)/ B Business Marketing	1
B Communication (Advertising)	1
B Communication & Media Studies /B Laws	1
B Communication (Journalism)/B Laws	1
B Communications (Creative Writing)	1
B Communications (Digital & Social Media)	1
B Communication(Social & Pol Sciences)/B Creative Intelligence	1
B Communication(Social & Pol Sciences)/B Laws	1
B Computer Science & Technology	1
B Criminology & Criminal Justice	1
B Design in Fashion & Textile Design	1
B Design (Integrated Product Design)	1

B Design in Visual Communication	2
B Economics	1
B Engineering (Honours)	1
B Exercise & Sports Science	1
B Finance, Economics & Statistics (Honours)	1
B Fine Arts (Honours)	1
B Information Systems (Co-oP) Honours	1
B International & Global Studies	2
B International Studies/B Media (Screen & Sound Production)	1
B Laws B Arts International Studies	1
B Marketing & Media	1
B Media (PR & Advertising)	1
B Medical Science	3
B Music Studies/D Medicine	1
B Philosophy (Honours) - Science	1
B Pre-Med Science & Health	1
B Psychology	1
B Politics, Philosophy & Economics	1
B Applied Science(Exercise & Sport)/M Nutrition & Dietetics	1
B Science	1
B Science International	2
B Advanced Science)(Honours)	3
B Advanced Science (Honours)/B Engineering (Honours)	1
B Science/B Arts	2
B Social Work	1
B Sport & Exercise Science	1
Flexible Double Arts/Social Science/Business/Science	1
Flexible Double Engineering & Advanced Computing	1
Diploma in Photo Imaging	1

VIII/ Enrolment policies

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 Programme 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 Sydney 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 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 teaches values relevant to young people today – integrity, respect for others, inclusivity and the importance of leadership skills such as teamwork, discipline and the ability to establish challenging and achievable goals. Kambala is acknowledged leader in girls' education.

Student population

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

Preparation to Year 12 has an enrolment of 977 girls, 583 of whom are in the secondary school. There are approximately 95 boarders. The majority of boarders are from rural New South Wales. 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 Policy

Hampshire House, Kambala's Early Learning Centre, is licensed to enrol boys and girls from 6 months to five 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 four 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.

Enrolment procedures

Intake classes are Preparation, Years 5 and 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), two 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 Senior and Junior Schools 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.

The International Baccalaureate (IB) Diploma Programme is an integral part of Kambala's Senior School experience. It complements all elements of Kambala's traditional curricular, extra-curricular and community service practice, and provides an internationally recognised curriculum and accreditation. At Kambala, the IB Diploma Programme and Higher School Certificate are considered to be equal but different pathways to matriculation.

Selection of students for the IB Diploma Programme - any student who aspires to tertiary study at university in Australia or overseas, and who is interested in a senior certificate which is international in curriculum content, combines serious academic study with activities that encourage a sense of adventure and social responsibility, and is recognised by universities around the world, is well suited to the IB.

A student electing the IB Diploma Programme will be interviewed on her suitability, taking into account the student's:

- Style of learning
- Level of independence
- Likelihood of achieving a pass level in the IB (equivalent to an ATAR of 75+).

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 School's 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 one term 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.

IX/ 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 (Junior School), tutor and year coordinator (Senior School) to whom the students should speak about problems or concerns. The Head of Junior School and Deputy Principal, Head of Senior School and other members of the Executive are available to both students and parents.

In 2014 a Preparation to Year 12 Wellbeing team was established. This team continued to build a strong identity through 2015.

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. Junior School students may be referred to a counsellor.

Student wellbeing is embedded in many aspects of curriculum and co-curricular activities at Kambala. In the Senior School the timetabled Pastoral Care and CASaK programs, Years 7 to 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 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 2014

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.

In 2014 Kambala became an eSmart School. 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 current School procedures

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.

Discipline Policy

There were no changes to the Discipline Policy in 2015. Students are required to abide by the School's Rules and Code of Behaviour (published in the Junior and Senior School Handbooks 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.

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 Prep to Year 2 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 Prep to Year 2. 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 Prep to Year 2 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 Prep to Year 2 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.

- 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.
- 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.
- Children must not be 'ridiculed' in front of other children.
- Sarcasm must never be used with children.
- 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.
- 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 and 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 grievance resolution is provided in:

- *The Staff Handbook*
- The School's intranet,
- The online school newsletter

Location of full text of policies

All are located on the Kambala intranet.

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 online newsfeed.

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 2015	Access to Full Text
Child Protection Policy encompassing Definitions and concepts Legislative requirements Preventative strategies Reporting and investigating 'reportable conduct' Investigation processes Documentation	No changes were made in 2015	Issued to members of School Council <i>Staff Handbook</i> School intranet
Workplace Health and Safety Policy encompassing: Responsibilities Program Evacuation procedures	Policy reviewed 2015, evacuation and containment procedures revised	<i>Staff Handbook</i> School intranet
Codes of Conduct Policies Staff encompassing Legislative context Duty of Care and legal liability Creating a safe environment Supervision of students - onsite and off site activities Cyber-safety Relationships with students Discipline of students Communication Duty to Disclose Student encompassing Expectations of students	No changes were made in 2015	<i>Staff Handbook</i> School intranet <i>Student Handbook</i> School intranet
Health Policies including Anaphylaxis Policy Drug Policy Health Centre Policy Sun Protection	No changes were made in 2015	School intranet
Excursion Policy encompassing Duty of Care and risk Management Travel on school-related activities Procedures prior to excursion Overnight excursions Overseas excursions Levels of supervision for on-site and off-site activities Guidelines for supervisors	No changes were made in 2015	<i>Staff Handbook</i> School intranet
Communication Policy encompassing 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 2015 Revised to incorporate staff changes	School intranet <i>New Parent Information Booklet</i> Online school newsletter <i>Student Handbook</i>
Wellbeing The pastoral care system Availability of and access to special services such as counselling Student leadership	All policies reviewed	School intranet <i>New Parent Information Booklet</i> Online school newsletter <i>Student Handbook</i> <i>New Student Information</i>

Policy	Changes in 2015	Access to Full Text
Homework Policy Special Needs Policy Full Fee Paying Overseas Students Safe and Supportive Policy including Anti-Bullying Student at Risk Policy		<i>Booklet</i>
Critical Incident Policy encompassing Prevention and preparation management	Policy revised to incorporate staff changes	School intranet <i>Staff Handbook</i>
Student ICT Policy	Policy reviewed. No changes were made in 2015	<i>Student Handbook</i> School intranet
Security Policy encompassing Premises and Facilities Policy Annual Fire Safety guidelines Evacuation procedures	Evacuation procedures revised	<i>Staff Handbook</i> School intranet

X/ School determined priority areas for improvement

In 2015, Kambala published its *Strategic Vision*, the product of an extensive consultation process with old girls, students, staff and parents. Debra Kelliher, Principal ran focus groups with parents centred on the question of, 'How will we measure our school?'. These groups discussed the need to move beyond a focus on external academic results and encompass qualities of connection with community, mental and emotional well-being and involvement in extra-curricular activities in order to encourage and celebrate the 'whole child'.

School Improvement Targets 2015	Completion
Purposeful learning 1. Complete application to become accredited provider with BOSTES 2. Establish STEAM focus 3. Appraisal system established for academic staff 4. Establish Kambala learning framework 5. Undertake curriculum and timetable review	1. Application completed 2. Curriculum suspended for two days for Year 8, to undertake STEAM project; Global Education My Science undertaken in Junior School 3. Appraisal system complete 4. Committee formed to work on learning framework 5. Review begun
People, values and ethos 1. Establish role of Dean of Wellbeing 2. Hold Wellbeing Week to establish and publicise Wellbeing	1. Role established for 2016 2. Wellbeing Week held, Kambala received award for being one of Australia's most innovative schools
Communities, partnerships and alliances 1. Further closer relationship with KOGU 2. Establish partnership with University of New South Wales to have student teachers at Kambala 3. Undertake exchange with United Kingdom school	1. KOGU morning teas and networking held, KOGU President invited as prize giving speaker 2. Partnership established 3. Exchange with Headington School (United Kingdom) undertaken
Transformation and sustainability 1. Refurbish old classrooms in Senior School to become an 'agile' learning space 2. Refurbish senior staff room 3. Conduct space audit 4. Renovate Massie House prep playground	1. Agile Learning pace established 2. Staff room refurbished 3. Space audit complete 4. Massie House playground renovated

XI/ Initiatives promoting respect and responsibility

During 2015 Kambala students from Years 3 to 6 participated in school camps where they faced the challenge of being away from their usual comfort zone and experienced new and challenging activities. In the camps from Years 7 to 10 students are also physically challenged and have to cook their own food and undertake new activities such as hiking, horse riding and canoeing. These camps promote respect for each other in a new environment and responsibility for members of the group and the natural environment.

A large number of senior school students undertook a World Challenge excursion to Peru which enabled them to take responsibility in a developing country and develop self-respect as they encountered challenges and setbacks with courage and perseverance.

The Year 9 Community Action Service at Kambala (CASaK) program is designed to encourage girls to build a sense of respect for their community and responsibility for the part they play in it, as active citizens. In the CASaK program, the students visit nursing homes and entertain the residents, work together at 'My Big Kitchen' and do voluntary work at the Wairoa School in Bondi. This school offers quality educational programs, in a caring environment, for 65 students with intellectual and multiple disabilities in the 4 to 18 years age range drawn from the Eastern and Inner West areas of Sydney.

A major undertaking in 2015 was Kambala's first Wellbeing Week designed to promote respect for each other and inclusivity as well as responsibility for our own and each other's mental health and wellbeing. This was led by the counselling team, the Student Representative Council and staff. It included activities such as creating a gratitude wall, mindfulness exercises, a Zumba class with the whole school on the oval and guest speakers for parent education on cyber-bullying topics.

Students undertook a range of fund raising activities in 2015 designed to raise awareness of need, show respect for others and promote responsibility as citizens. Students raised funds for World Vision, the domestic violence shelter Lou's Place and child cancer research among other causes.

Students in the Senior School also visited a mosque and listened to a guest speaker there as part of a Religious Education program designed to encourage respect for others.

Kambala selected as its four school values: Humanity, Courage, Wonder and Respect; foregrounding respect in our everyday lives and interactions. These values are prominently displayed in the School and formed the themes for our bi-annual magazine, *The Soubeiran*.

XII/ Parent, student and teacher satisfaction

During 2015 Kambala conducted parent focus groups using a key question for focus; 'How will we measure our school?'

Parents reported high levels of satisfaction with academic education at Kambala and the nurturing and care for each student. Discussion ranged around how to develop greater emphasis on Science, Technology, Engineering and Mathematics (STEM) to prepare students for the world of the future; how to improve students' wellbeing and develop resilience so that they could cope with setbacks and how to encourage and develop the 'whole child' not just have a narrow focus on academic results.

In student surveys, students reported that:

- "The teachers are very well educated and they know the subjects they teach."
- "All of my teachers put in a lot of effort to be the best teacher possible."
- "Teachers inspire us and encourage us to learn and enjoy learning and I personally think that teachers do focus on improving learning."
- "All teachers want the best for the students they teach."

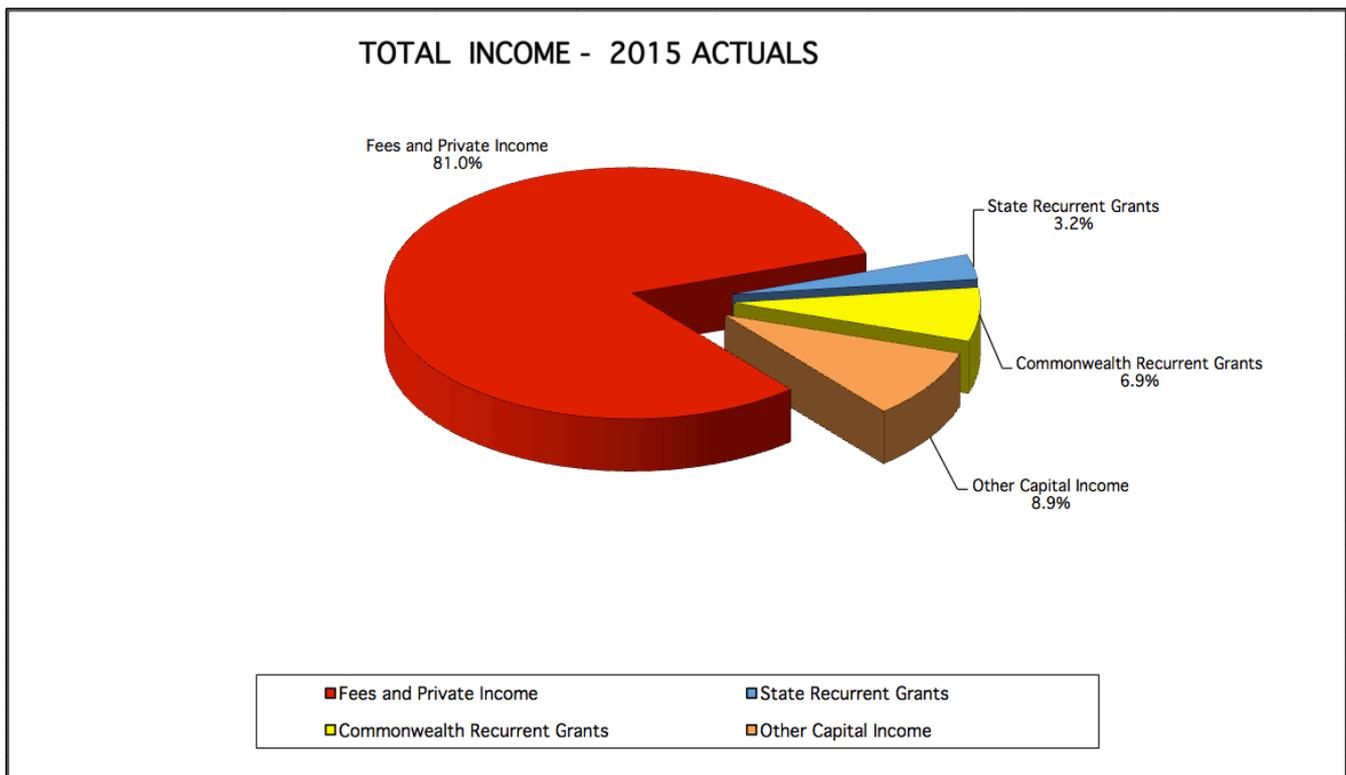
There was generally a high level of satisfaction with classroom teaching and an appreciation for the extra time teachers took with students in the form of extra help and lessons. Student retention is high and enrolments are oversubscribed.

Staff surveys showed generally high satisfaction and reported that: the area of students’ wellbeing was particularly well managed and cared for and that staff were committed to strategies for improving student learning. Staff expressed a commitment to the strategic vision created by the Embedding Excellence in Independent Schools’ process. Staff retention was high.

XIII/ summary financial information

2015 Total income - actuals

Fees and private income	26,048,699.93	81%
State recurrent grants	1,019,386.28	3.2%
Commonwealth recurrent grants	2,217,890.79	6.9%
Other capital income	2,874,085.36	8.9%
	32,161,062,36	100.0%



2015 Total expenditure - actuals

Salaries, allowances, related expenses	18,980,306.00	62.452%
Non-salary expenses	9,992,634.00	32.880%
Capital expenditure	1,418,737.00	4.668%
	30,391,677.00	100.0%

