



KAMBALA

2016 Annual Report



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

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Message from key school bodies

Message from the President of the School Council

2016 was another rewarding and exciting year at Kambala for our students in Hampshire House through to our Year 12 girls. Our Class of 2016 is to be especially commended for their outstanding achievements in the HSC and IB. I also acknowledge and thank the dedicated staff who have supported and inspired them throughout their time at Kambala, enabling them to achieve their best in their final years of study. I received the same support and inspiration from my teachers when I was a student at Kambala, and I see it as vital that our school community maintains the warmth and spiritedness that we are known for now and into the future.

Our consistent ranking in the top five of all NSW independent girls' schools is not accidental; it is the manifestation of efforts by our hard-working young women, dedicated teaching and administrative staff, a highly engaged parent and Old Girl community and a School Council that truly cares. Together, we will continue to provide our young women with every opportunity to achieve their best.

In Term 1 of 2017, we regretfully announced the resignation of Ms Debra Kelliher after three and a half years of service as Principal of Kambala. Council has engaged Mr Shane Hogan as our Acting Principal who will lead our girls and community whilst we search for the next Principal of Kambala. Shane is a highly experienced school leader, bringing a wealth of experience leading schools over long tenures and also in transitional leadership positions.

Shane is spending time discussing ideas, concerns and aspirations with students, parents and staff. He will provide Council with regular feedback to influence our governance decisions and the requirements we seek in our next Principal. We want to ensure that our future planning and decision-making takes into account the true aspirations of the school community.

The Council is optimistic about the future of the school and is grateful for the ongoing support of the school community as we embark on another exciting period of development at Kambala.

Sally Herman

President of the School Council

Message from the Acting Principal

Kambala's academic results for 2016 demonstrate that the School continues to inspire academic excellence amongst its students with outstanding results in both the Higher School Certificate (HSC) and International Baccalaureate (IB) Diploma.

We are thrilled for our Class of 2016 and congratulate them on their outstanding achievements, as combined ATAR results reveal that:

- 8% of Kambala's HSC and IB students gained an ATAR of 99 or above;
- 40% gained an ATAR of 95 or above;
- 88% gained an ATAR of 90 or above; and
- 92% achieved an ATAR of 80 or above.

This year, 51 out of 67 students who sat the HSC course (76% of our candidature) achieved at least one subject at Band 6 level (a mark of 90 or over) and were thus included on the Distinguished Achievers List. Twelve of these students were also included on the All-round Achievers List, meaning they achieved a Band 6 result in 10 units or more. Overall, Kambala was ranked 16th in the state and the 4th highest independent girls' school.

Kambala's IB results are among the best in Australia with our graduates achieving an overall average of 35.5 (equal to an ATAR of 92.97). Nine students were enrolled in the IB in 2016 and undertook a demanding programme of study. In addition to six subjects studied, the girls also completed an individually researched extended essay, a Theory of Knowledge course and at least 150 hours of creativity, activity and service.

Outstanding IB achievements for 2016 include:

- Jasmine Rou and Yuting (Nancy) Sun congratulated on achieving an IB score of 42, out of a possible 45 points. This score is equivalent to an ATAR 99.45;
- A Theory of Knowledge Grade A was awarded to Lauren Aboud, Natalie Norman and Jasmine Rou; and
- An Extended Essay Grade A was awarded to Sohana Melwani, Bronte Mendham, Natalie Norman and Yuting (Nancy) Sun.

Celebrating learning and inspiring young women is at the heart of Kambala's educational philosophy. It is pleasing to see that Kambala continues to lead the way in academic excellence. The School consistently ranks among the top non-selective girls' schools in Sydney. Our 2016 cohort has continued this tradition and they should be enormously proud of their achievements. I wish the girls every success as they embark on their future.

Shane Hogan
Acting Principal

Message from the President of the Kambala Parents' Association (KPA)

2016 proved to be yet another successful year for the KPA by way of providing support to parents, strengthening community engagement and raising funds to drive important developments for our girls' education. We held a number of fantastic community events which would not have been possible if it weren't for the dedicated parents who generously gave of their time and resources to make it all happen.

Significant achievements included:

- A very well attended 2016 Junior School Cocktail Party raised \$53,190 to fund new STEM equipment and an agile learning space in the Junior School.
- The KPA donated \$360,000 to Kambala in order to fund the refurbishment of over ten Senior School classrooms.
- Our Cancer Council Morning Tea raised \$30,000 which was donated to the Cancer Council.
- Our Trivia Night event raised \$7,000.
- The KPA Canteen, run mostly by parent volunteers, raised \$95,062.

I am also delighted to report that 2017 has thus far been another incredible year of community support, with our Junior School Cocktail Party raising over \$64,000 for the Junior School and our inaugural Sports Lunch raising \$95,000 to fund improvements to changing facilities for Kambala athletes.

In addition to our fundraising success, we have received heartwarming feedback from new parents who have thanked the KPA for our efforts in making them feel welcome and informed in their first years at Kambala. We welcome all Kambala parents to attend our meetings held once per term and we encourage the community to stay updated on KPA happenings via our page on Sundial, the school's communication platform.

I would like to take this opportunity to sincerely thank the parents, staff and friends of Kambala who make our school truly special and who have given so generously over the past year. Your support in strengthening our community and ensuring our girls can thrive is deeply appreciated.

Lisa Zylstra
Kambala Parents' Association President

Contextual information

About Kambala

Kambala was founded in 1887 and is one of Australia's leading independent girls' schools. The school is situated in the eastern suburbs of Sydney on a beautiful site overlooking the Harbour. The school has nearly 1100 girls in its care, with 990 students (including 80 boarders) in Prep to Year 12 and 100 students in the Early Learning Centre.

The vast majority of day students live within a 10 kilometre radius of the school. The Boarding community is mostly made up of students from rural and regional NSW, with a small number coming from overseas and other parts of Australia.

A vibrant learning community, Kambala is dedicated to, and passionate about, the education of girls. Educational excellence is combined with a holistic approach to intellectual, social, emotional and spiritual development. Our Christian tradition affirms the worth of each individual and underpins our values of humanity, courage, wonder and respect. In 2016, Kambala ranked 4th out of all NSW independent schools for girls in the Higher School Certificate (HSC) and the International Baccalaureate Diploma. The school is non-selective with a small intake of Scholarship and Bursary students who show talent and would otherwise be unable to access a Kambala education.

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. The Kambala values of *Humanity, Courage, Wonder and Respect*, and our mission, '*Celebrating learning; inspiring young women*', are reflected in everything we do.

Whilst we celebrate academic excellence, 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 foster a passion for learning and critical thinking in all our students. Our broad curriculum and co-curriculum promote students' individual strengths and talents, inspiring a dual belief in the self and in the power and value of communities.

Kambala takes pride in the distinctive and impressive accomplishments of our students. Participation in a wide range of sports, music, art and drama activities, as well as community and charitable service is always high. The 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 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. A highly successful student laptop program supports learning in every curriculum area.

Our graduates have enjoyed success at the highest levels in a diverse range of professional areas such as law, medicine, economics, business, the arts, science and education. Kambala graduates are known for their commitment, dedication and generosity of spirit. An international perspective empowers Kambala students to become fully engaged global citizens who are open and responsive to a changing world.

Characteristics of the student body

Kambala's student body encompasses students enrolled from Hampshire House ELC to girls completing the Year 12 HSC and IB Diploma.

In 2016, Hampshire House ELC was licensed for 70 children (boys and girls) per day, and Preparation to Year 12 had an enrolment of 998 girls (596 of whom were in the secondary school).

Approximately 80 percent of Year 12 students completed the HSC and the remaining 20 percent of students undertook the IB Diploma.

Most 'day students' at Kambala live within Sydney's eastern suburbs, although around 10 percent travel from the lower north shore and other areas of Sydney.

Approximately 85 students were enrolled as boarders at Kambala in 2016. The majority of our boarders come from rural NSW, and a small number are from China and other Southeast Asian countries. Kambala is licensed to enrol full fee paying overseas students. Cricos Provider: 02284M.

Seven Indigenous Scholars were enrolled at the School through the Yalari Foundation program. These girls join us from as far away as Groote Eylandt in the Northern Territory.

Six percent of students at Kambala in 2016 were from non-English speaking backgrounds.

Approximately 10 percent of all students enrolled at the School in 2016 are either daughters or granddaughters of Kambala Old Girls.

Kambala has a non-selective enrolment policy.

Student Outcomes in Standardised National Literacy and Numeracy Testing

Kambala NAPLAN results 2016

In 2016, Kambala students enrolled in years 3, 5, 7 and 9 participated in the National Assessment Program - Literacy and Numeracy (NAPLAN). The NAPLAN program assesses the literacy and numeracy learning of all students in Australian schools. A full comparison of Kambala's performance against state and national averages can be accessed on the [My School website](#).

A comparison of NAPLAN results from year to year is not valid because different student cohorts are being compared. Instead, we analyse the performance and growth between Year 3 2014 and Year 5 2016, Year 5 2014 and Year 7 2016, and Year 7 2014 and Year 9 2016 because these are the same students, tested at different points in their schooling.

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, and Year 9 at Band 6.

Kambala achieved strong results in all areas of NAPLAN assessment in 2016.

NAPLAN results at Year 3 and Year 5

Year 3 Reading comments and trends

Reading for Year 3 is on the rise with the number of Band 6 students jumping from 43.5 percent in 2015 to 57.4 percent in 2016. The tail in Band 1 and Band 2 Reading has also diminished with 4.4 percent of girls in these bands in 2015 and no girls in these bands in 2016.

Year 3 Writing comments and trends

31.9 percent of girls are in Band 6 and 44.7 percent of girls are in Band 5 for Writing. As the genre was narrative, there is no longitudinal data available. Band 3 is the lowest band for students, with 1 student sitting in this range.

Year 3 Spelling comments and trends

In 2016, there are 36.2 percent of girls in the top band (Band 6) for Spelling. Whilst this is down from 2015, it is important to note that the tail of Band 2 students has decreased to 1 student and there are more students from 2016 in Band 5 than in Band 4.

Year 3 Grammar and Punctuation comments and trends

The number of girls in Band 6 has increased from 55.1 percent in 2015 to 59.6 percent in 2016. Band 5 has also seen an increase from 26.7 percent in 2015 to 29.8 percent in 2016. In 2016, no girls are below Band 3 and this is worthy of note.

Year 3 Numeracy comments and trends

In 2016, 59.6 percent of girls were in Bands 5 and 6 in contrast to 58.7 percent of girls in 2015. The figures in the top two bands remain constant. There appears to be a larger tail of support students in Band 2, with 8.5 percent of girls. No girls were in Band 1 and 2 in 2014 or 2015. 2014 was a stellar year for Mathematics in the Junior School with 60 percent of girls in the top band. Interestingly this trend is not replicated in 2016 Year 5 data (it is important to remember that Year 5 is an intake year).

Year 5 Reading comments and trends

There has been a drop in girls achieving Band 8 from 54.4 percent in 2015 to 47.1 percent in 2016. This trend was predicted in the Allwell and Associates Data gathered at the end of Year 4 for these students which saw a greater than 12 percent drop in girls in high stanines 7,8 and 9.

Year 5 Writing comments and trends

There is no long term comparative data on Writing due to the 2016 shift in writing genre to narrative. Allwell data did predict a significant drop in Writing performance; with approximately 48 percent of girls in the high Allwell stanines of 7,8 and 9 in 2014 compared to approximately 29 percent of girls in high stanines in 2015 data.

Year 5 Spelling comments and trends

Band 8 students have remained consistent from 2015 (27.1%) to 2016 (25.7%) whereas the drop reflected in Allwell testing of high stanines (7,8 and 9) was close to 20 percent over the similar period. 2016 has seen one student fall in the Band 3 range.

Year 5 Grammar and Punctuation comments and trends

50 percent of students achieved Band 8 NAPLAN scores in 2016. This was an 11.8 percent drop compared to 2015 data. This trend is mirrored in Writing results from the Allwell Assessment for the same period.

Year 5 Numeracy Comments and trends

Band 8 scores have remained consistent from 2015 (44.9%) to 2016 (42.8%). There are fewer Band 7 students in 2016 and more Band 6 students in the 2016 data. There is also a larger tail of four Band 4 students in 2016 compared to 1 student in 2015. This overall trend is mirrored in Allwell testing for Maths Performance.

NAPLAN Results at Year 7 and Year 9

Year 7

Number of Students = 104

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State %	Kambala %	State %	Kambala %	State %	Kambala %	State %	Kambala %
9	12.0	39.4	4.5	15.4	12.3	34.6	15.2	45.2
8	18.0	25.0	13.3	28.8	21.8	25.0	15.6	28.8
7	23.1	19.2	24.1	28.8	28.1	22.1	26.4	18.3
6	27.1	13.5	30.8	21.2	20.6	13.5	19.9	5.8
5	14.9	1.9	19.3	5.8	11.8	4.8	17.7	1.9
4	4.8	1.0	8.1	0.0	5.4	0.0	5.2	0.0

Numeracy

	Numeracy	
Band	State%	Kambala%
9	13.7	36.5
8	17.7	36.5
7	29.3	19.2
6	23.4	7.7
5	12.9	0.0
4	3.0	0.0

Year 9

Number of Students = 93

Literacy

	Reading		Writing		Spelling		Grammar & Punctuation	
Band	State %	Kambala %	State %	Kambala %	State %	Kambala %	State %	Kambala %
10	7.9	17.4	4.2	12.9	8.4	26.9	8.8	30.1
9	16.9	34.8	8.2	21.5	17.1	19.4	13.4	16.1
8	26.2	30.4	22.6	36.6	29.5	28.0	19.7	24.7
7	26.7	13.0	26.2	17.2	23.5	21.5	30.8	20.4
6	16.8	3.3	22.5	8.6	12.9	4.3	17.3	8.6
5	5.6	1.1	16.3	3.2	8.5	0.0	10.0	0.0

Numeracy

	Numeracy	
Band	State%	Kambala%
10	11.5	23.7
9	15.4	32.3
8	25.9	26.9
7	28.6	15.1
6	16.3	2.2
5	2.3	0.0

Aspects of Literacy and Numeracy - mean scores

Year 7	NSW 2016	AIS NSW 2016	Kambala 2016
Reading	543.2	569.3	612.5
Writing	515.5	538.4	571.8
Spelling	550.7	569.6	601.4
Grammar & Punctuation	545.2	572.6	630.2
Numeracy	554.0	581.4	625.2

Year 9	NSW 2016	AIS NSW 2016	Kambala 2016
Reading	583.6	610.5	632.9
Writing	546.8	574.9	611.7
Spelling	587.4	608.1	636.5
Grammar & Punctuation	572.5	598.6	640.3
Numeracy	595.5	622.7	646.4

In 2016, Kambala scored consistently above the State mean and above the mean score for AIS Schools.

Kambala mean above NSW State mean 2016

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	13%	11%	9%	16%	13%
Year 9	8%	12%	8%	12%	9%

Kambala mean above NSW AIS mean 2016

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	8%	6%	6%	10%	8%
Year 9	4%	6%	5%	7%	4%

Senior secondary outcomes (student achievement)

NSW Higher School Certificate (HSC)

This year, 67 Year 12 students completed the HSC program and all were eligible for an Australian Tertiary Admission Rank. We had eleven accelerant students completing single HSC courses in Year 11.

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 20th in the State in Modern History.
- One student came 3rd in the State in Music 2.
- One student came 6th in the State in Legal Studies.

On the Distinguished Achievers list, there were 51 out of the 67 students who sat a HSC course, (76 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:

- One student's Body of Work was selected for inclusion in ARTEXPRESS.
- Two students' Music Performances were nominated for consideration for ENCORE.
- One student's Individual Performance was selected for inclusion in OnSTAGE.
- One Group Performance was nominated for consideration for OnSTAGE.

In addition, we had 51 out of 67 HSC Candidates achieve a Band 6 or E4 in one or more subjects.

In the creative and performing arts, a significant number of HSC students were nominated or selected for inclusion in HSC showcase events:

- Portia Georgouras' Body of Work '*Life Before Me*' was selected for inclusion in ARTEXPRESS. It was displayed at the Art Gallery of NSW from 26 January to 23 April, 2017.
- Shanii Novak's '*Theatre Criticism*' was included in the OnStage Exhibition of Individual Projects.
- The Drama Group performance by Rosanna Scanlan, Alexis Thompson and Nicola Witt of their self-devised piece '*Sweet Charity*', was nominated for OnSTAGE.

Music students Dar'ya Moskalenko, Isabella Wang and Josephine White's performances have been nominated for HSC ENCORE.

In general, student achievement was well above state average in 2016, which has been a consistent trend over 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.

Numbers of students in Bands 5 and 6 in each subject studied at Kambala in 2016

Subject	Number studying subject	Kambala Band 6 %	State Band 6 %	Kambala Bands 5 & 6 %	State Bands 5 & 6 %	Kambala exam average	State exam average
Ancient History	11	45.45	8.21	100	30.68	89.33	71.16
Biology	24	50	8.72	70.83	35.11	84.88	73.71
Business Studies	25	32	8.81	84	34.33	85.51	73.21
Chemistry	15	20	9.65	60	40.94	80.23	75.59
Design and Technology	7	42.85	12.5	100	40.8	87.69	76.41
Drama	7	85.71	14.31	100	42.6	91.11	77.83
Economics	15	46.66	13.85	80	45.2	86.33	76.55
English (Advanced)	67	47.76	15.39	88.05	61.92	87.04	80.72
Food Technology	5	0	6.78	100	29.38	85.52	71.49
French Continuers	4	75	29.78	75	65.33	88.95	82.11
Geography	11	27.27	8.35	81.81	40.93	83.78	74.73
Inf. Proc & Technology	7	71.42	6.86	100	27.71	90.69	71.35
Latin Continuers	4	25	48.78	75	80.48	84.00	86.55
Legal Studies	11	81.81	12.07	100	42.27	91.71	75.01
Mathematics General 2	20	20	5.31	50	25.63	80.27	68.51
Mathematics	37	29.72	23.13	83.77	52.51	85.11	77.84
Modern History	24	37.5	9.33	79.16	40.84	85.31	74.45
Music 1	4	50	18.41	100	62.74	89.75	80.91
Music 2	8	50	34.44	100	89.53	92.03	86.97
PDHPE	13	61.53	11.1	76.91	34.41	86.32	72.13
Physics	3	33.33	8.32	66.63	29.94	82.67	72.65
Visual Arts	12	75	14.09	100	54.38	90.90	79.55

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

Extension courses	Number studying subject	Kambala Band E4 %	State Band E4 %	Kambala Bands E3 & E4, %	State Bands E3 & E4, %	Kambala average /50	State average /50
English Extension 1	17	70.58	35.31	100	94.94	45.39	41.91
English Extension 2	3	0	18.11	100	79.35	40.00	38.47

French Extension	2	0	39.03	100	88.76	44.00	41.36
History Extension	17	35.29	21.54	88.23	80.59	41.61	38.93
Latin Extension	4	75	70.17	100	98.24	45.25	45.08
Mathematics Extension 1	15	13.33	33.03	73.33	79.37	76.53	79.68
Mathematics Extension 2	4	0	32	100	85.34	79.60	81.03
Music Extension	6	50	51.87	100	93.59	44.63	43.17

International Baccalaureate (IB) Diploma

In 2016, nine students completed the International Baccalaureate Diploma Programme. Kambala IB graduates' average score of 36 (ATAR equivalent 94.60), greatly exceeds the global average of 31 (ATAR equivalent 87.40). The top possible score in the IB Diploma Programme is 45 points.

ATAR equivalent scores for Kambala's class of 2016 IB Diploma students were as follows:

- 22% gained an ATAR at or above 99;
- 33% gained an ATAR at or above 95;
- 67% gained an ATAR at or above 90; and
- 100% gained an ATAR at or above 80.

Each of the IB students studied six subjects, three at Higher Level and three at Standard Level, which were graded on a scale of one to seven, with seven being the highest possible mark. In addition, they undertook a 4,000 word extended essay (an academic research paper), and a course in Theory of Knowledge. Each 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 of 45. To be eligible for the Diploma, each student must also complete Creativity, Activity and Service. There is a significant proportion of time dedicated to service learning, in addition to physicality and creativity to provide balance and engage in authentic ways of serving the global community.

Summary of Grades 6 and 7 in each subject studied in 2016:

Subject	No. students	Kambala grades 6 & 7 (%)	Global grades 6 & 7 (%)
English Literature SL	6	100	36
English Literature HL	3	67	41
French B SL	2	100	55
French B HL	1	100	58
Japanese B SL	1	100	41
Spanish ab initio SL	5	80	61
Economics HL	5	60	48
History HL	3	67	20
Psychology HL	3	0	45

Biology SL	3	33	18
Biology HL	4	50	33
Chemistry SL	1	100	39
Chemistry HL	1	0	52
Design Technology HL	2	0	19
Mathematics Studies SL	6	33	25
Mathematics SL	1	0	30
Mathematics HL	2	50	42
Music SL	2	50	27
Music HL	2	50	44
Visual Arts HL	1	100	40

*Note: Global averages are against November 2015, as November 2016 are currently unpublished.

Teacher qualifications and professional learning

Teacher standards

Teaching standards/qualifications*	No. of teachers
Teachers 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.	201
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines, but lack formal teacher education qualifications.	0
Teachers not having qualifications, but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

* As defined by the Board of Studies, Teaching and Educational Standards (BOSTES) under the Education Act NSW.

Workforce composition

Staff description	No. of staff
Teaching staff	201
Full-time equivalent teaching staff	121
Non-teaching staff	228
Full-time equivalent non-teaching staff	98.46

Professional learning

Kambala staff are encouraged to continue their own professional learning. Kambala supports staff to maintain their professional accreditation with the BOSTES. In 2016, staff were involved in a range of courses, conferences and workshops to develop their content knowledge, experience as classroom practitioners and effective educators.

The following table details the titles and number of courses attended by Kambala staff in 2016.

Junior and Senior School Staff	
Course Title	Attended
Accidental Counsellor	All
Child Protection Legislation	All
Mental Health Awareness	All
Responding to Distress	30
Resuscitation	All
Staff End Term 1 PL Day	All
Staff Meeting: Wellbeing Sessions	All
Senior School Only	
Course Title	Attended
ACU Careers Advisers Advisory Conference	1
After the Bomb: The Prescribed Texts	1
AIS History Conference 2016	1
AIS TAS Conference 2016: The Sky's The Limit	1
AIS Teacher Librarian Conference 2016	1
AIS Teacher Librarian Meeting	1
Anaphylaxis Training	All
Assessment Practices	All
Assessment that Leads to Learning in Science	1
Australian Fitness Network FILEX Convention	1
Beyond 2014	1
Bond University - Sydney Career Advisors Luncheon	1
Business Studies Teachers Conference 2016	1
Career Avenues Annual Training and Review meeting 2016	1
Certified Laughter: Yoga Leader Training	1
Chemical Safety in Secondary Schools	1
Christians in Teaching Conference 2016	1
Corporate History Ext. marking	1
Creating Your Experienced Teacher Digital Portfolio	1
Crusaders' Teachers and Chaplains Day	1
Cultural Weeding - Challenging Library Design and Collection	1
Department/Faculty Building with Rolene Fane: Where to from Here - Part 2	All Depts
Department/Faculty Review with Rolene Fane: Faculty Review Part 1	All Depts
Draft Languages K-10 Framework Consultation Meeting	1
Drama NSW State Conference: Create, Innovate, Connect	1
EBE Annual Teachers Conference	1
EBSCO database training	1
Economics Teachers Conference 2016	1
Educator Impact Part 1	All
Educator Impact Part 2	All

Effective Pedagogy in English	1
Elevate Program	2
Exploring Films as Historical Sources & Alternative History	1
FabLearn Conference Australia	1
FutureSchoolsExpo - Teaching Kids to Code	1
GTA Annual Conference - 1 day	2
GTA Annual Conference - 2 days	2
Head of Department: Online	1
High Five for Stage 5	1
History Extension: Embedding Historiographical Understanding	1
IB Cat 1 Economics	1
IB Cat 1 Global Politics	4
IB Cat 2 Global Politics	1
IB Cat 2 Mathematics SL	1
IB Cat 3 Economics Internal Assessment Workshop	2
IB D&T Networking Day	1
IB DP Category 2 History	1
IB English A Dp Cat 1: Language and Literacy	1
IB Mathematics HL Category 1	1
IB Psychology Category 2 Workshop	1
IB Quarterly Coordinators Meeting - Term 4	1
IB Visual Arts Network Day	1
ICT Apps & Kurikku Nippon	1
ICT as a General Capability - What Does It Mean in Mathematics 7-10?	1
Imaginative Writing in Extension English 1	1
Integrate 2016	1
Interpreting School Assessment Data for Secondary Teachers	2
Leadership in Languages Day	2
Legal Studies State Conference 2016	2
Meet the Music 1 PL Seminar	1
Meet the Music 2 PL Seminar	1
Mental Health First Aid	1
Mentoring Module 1	14
Mentoring Module 2	14
Mentoring Module 3	14
Mindful Warriors: Workshop Day 1 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	5
Mindful Warriors: Workshop Day 2 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	5
Modern Language Teachers Assn NSW Annual Conference 2016: Practically Speaking	2
NAFT Annual Conference 2016	1
Part 1 Mentoring	All
Part 2 Mentoring	All
Paul Dillian	All

PD - visit to Abbotsleigh - meet Library HoD	1
PE & Sport Webinar: Respectful Relationships and Domestic Violence	1
Prospects for Growth in the Global and Australian Economies in 2016	1
Research Project and Report: Visitation to Schools in New Zealand re: Timetabling - Anne McFarlane	1
Revamping and Resourcing Commerce	1
Riding the Climate Rollercoaster	1
School Library Association of NSW and State Library NSW: 2016 Teaching and Learning: DISRUPTION	1
School Nurse Association of NSW Conference	1
Schoolbox Meet-up 2016	1
Spanish Language Teachers Conference 2016	1
Staff Meeting: Wellbeing & Elevate	All
Strategies for Managing Parental Complaints	1
Sydney University STEM Academy	6
Teaching HSC Food Technology Successfully	1
Technology for Personalised for Project Based Learning	2
The Thriving Adolescent: ACT and Positive Psych for Teens by Joseph Ciarrochi	1
THINK GROUP Careers Advisors Information Day	1
Timetabler Program Training (Melbourne): Kambala Dir Curriculum + A/Dir ICT + member of teaching staff	3
TOK Conference	2
Trinity Grammar - IB Group 4 Networking	1
Using Technology in the Secondary Science Classroom	1
Visual Arts Study Tour: BOSTES Learning Across the Curriculum - Asia and Australia's Engagement with Asia	3
Vivid Sydney: Lumifold-A STEM to STEAM Teachers Workshop	2
Wellbeing Literacy: Evidence for Wellbeing in Schools	1
Youth Mental Health First Aid Workshop	4
Junior School Only	
Course Title	Attended
Accidental Counsellor	1
AGSA Conference: Real Girls, Real Women	1
Anaphylactic Training	All
Assessment Practices	All
Building a Growth Mindset in Mathematics (Blended 10 Hour Learning Module)	25
Connecting & Inspiring: ICT in Schools Partnership	2
Debating Adjudicators Sydney University	1
Differentiated Learning in Languages Webinar: A Collaborative Discussion	1
Differentiation in the Classroom: a proactive, common sense approach	2
Educator Impact Part 1	All
Educator Impact Part 2	All
ELEVATE Workshop St Catherines	1
Getting Creative: Making Multimodal and Digital Texts for iPads K-6	1

Harvard Visible Thinking	6
IPSHA Annual Conference 2016	1
IPSHA Art Conference	1
IPSHA Country Weekend	1
IPSHA Deputies Conference	1
IPSHA Early Childhood Umbrella Meeting	1
IPSHA Gifted and Talented Umbrella Group	1
IPSHA Language Teacher's Umbrella Group	1
IPSHA Learning Support Umbrella Meeting	1
IPSHA Teacher Librarian Umbrella Group Meeting	1
IPSHA Term 1 Learning Support Group Meeting	1
MANSW K-8 Conference 2016: Mathematics; Opening Doors	4
Mentoring Module 1	2
Mentoring Module 2	2
Mentoring Module 3	2
Mindful Warriors: Workshop Day 1 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	4
Mindful Warriors: Workshop Day 2 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	4
Embedding Character Strengths	10
Modern Language Teachers Assn NSW Annual Conference 2016: Practically Speaking	1
Part 1 Mentoring	All
Part 2 Mentoring	All
Resilient Kids: Bouncing Back in the Classroom	1
Staff Meeting: Wellbeing & Elevate	All
Sundial	All
Synthetic Phonics Training	1
Visible Learning Plus	1
Words Their Way Workshop	33
Hampshire House Only	
Course Title	Attended
And now you are a room leader: Essential skills for successful room leadership	1
Asthma & Anaphylaxis Combined	10
Child Care First Aid Course	1
Children's Spirituality 2016	1
Dental Incentives	6
Double Trouble for Admin Staff	1
Early Childhood Australian Conference	3
Embedding Aboriginal Perspectives in Early Childhood Curriculum	2
Harvard Visible Thinking	3
Help Me From Sinking	1
Provide an emergency first aid response in an education and care setting	1
How to Find Beauty in an Early Childhood Environment	1

How to Identify and Respond to Children and Young People at Risk	1
I'm a New Director	1
Identify and Respond to Children and Young People at Risk	2
Moving Beyond Activities: How to make project work with children happen	1
MultiLit PreLit	1
Point Preschool Study Tour	2
Practice in Excellence	1
Provide an emergency first aid response in an education and care setting	1
Sustainability Through A New Lens	2
Teaching young children to manage their emotions in early childhood education and care settings	1
Thinking Outside - The Outdoor Teacher and the Environment	1
With Love From NZ	1
Executive Leadership Team Only	
Course Title	Attended
AGSA Conference: Real Girls, Real Women	3
AIS Student Wellbeing Conference 2016	1
Circus Skills: Executive Team Building - Observatory Hill	All
Elevate Program	1
Embedding Character Strengths	1
IPSHA Annual Conference 2016	1
IPSHA Country Weekend	1
Managing Requests for Flexible Working Arrangements Webinar	1
Mentoring Module 1	3
Mentoring Module 2	3
Mentoring Module 3	3
Mindful Warriors: Executive Team Workshop Day 1 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	All
Mindful Warriors: Executive Team Workshop Day 2 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	All
Mindful Warriors: Executive Team Workshop Day 3 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	All
Positive Schools - Mental Health and Wellbeing	1
Resilient Kids: Bouncing Back in the Classroom	1
School Law Conference	2
Team Building with Rolene Fane: Individual Workshop # 1 x 8 (Individual Sessions)	Indiv
Team Building with Rolene Fane: Individual Workshop # 2 x 8 (Individual Sessions)	Indiv
Team Building with Rolene Fane: Workshop 1	All
Team Building with Rolene Fane: Workshop 2	All
Team Building with Rolene Fane: Workshop 3	All
Team Building with Rolene Fane: Workshop 4	All
Team Building with Rolene Fane: Workshop 5	All
Using Data and Evidence for Effective Leadership	1

Year Coordinators	
Course Title	Attended
Mindful Warriors: Workshop Day 1 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	All + other
Mindful Warriors: Workshop Day 2 - Team Building (Cornelia Holden/Rolene Fane/Todd Di Rucci)	All + Other
Embedding Character Strengths	All
Kambala Council	
Course Title	Attended
AIS Governance Symposium	2
Governance: An Introduction to the OB for School Owners and Board Members (1.25 Days)	All

Student attendance, retention rates and post-school destinations

Student attendance

The following table details the total attendance average by the student body for each year level in 2016.

Year Level	Attendance average
Transition	83.9%
1	88.5%
2	86.8%
3	92.7%
4	91.2%
5	92.6%
6	92.4%
7	94.4%
8	89.4%
9	89.4%
10	88.8%
11	87.1%
12	89.2%
Total Average	90.5%

Managing attendance

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, via the Kambala Smartphone App or by contacting the School by telephone on the morning of the absence on the Student Absence Line:
 - Senior - 02 9388 6899 before 9am
 - Junior - 02 9388 6883 before 9am.
- 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, i.e. 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, or 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.
- Leaving 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.

Where the Principal considers that the travel is appropriate, a Certificate of Extended Leave 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 whereby undertakings are made by the student (where applicable), the parent/s and Kambala to restore 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. These can 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.

Student retention rates

The following list details the retention percentage across all year levels in 2016.

2016 Academic Year

Year Group	Percentage
Transition	83.9%
1	88.5%
2	86.8%
3	92.7%
4	91.2%
5	92.6%
6	92.4%
7	94.4%
8	89.4%
9	89.4%
10	88.8%
11	87.1%
12	89.2%
Total Average	90.5%

Year 10 to Year 12 retention rate

The actual student retention rate from Year 10 in 2014 to Year 12 in 2016 was 91.6 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 have left to attend like schools, because they want a change of environment for their final years of schooling.

Post-school destinations

This report covers the offers made in the final rounds to our 2016 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. Courses in bold are courses at overseas universities.

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

UNIVERSITY	Number of Students
Australian Catholic University	2
Australian National University	4
Bond University	2
Charles Sturt University	0
Macquarie University	2
University of New South Wales	17
University of Melbourne	15
University of Newcastle	2
University of Notre Dame Sydney	2
University of Sydney	32
University of Technology Sydney	19
University of Wollongong	2
Western Sydney University	2
Cambridge University	1
University of Pennsylvania USA	1
THINK Group	1

OVERSEAS UNIVERSITY OFFERS	
University of Cambridge UK	1 accepted
University of Pennsylvania USA	1 accepted

COURSE	Number of Students
B Arts	5
B Arts Media & Communications	2
B Arts/B Economics	2
B Flexible Double Arts/Social Science/Business/Science	2
B Biomedicine	1
B Brand Fashion Design	1
B Business B Science Information Technology	1
B Business	2
B Combined Law	7
B Commerce	5
B Commerce (Liberal Studies)	4
B Commerce/B Arts	3
B Commerce/B Science	1
B Combined Commerce	3
B Communications (Digital & Social Media)	1

B Communication (Media Arts & Production)	4
B Communication (Public Communication)	2
B Design (Honours)	1
B Design in Fashion & Textile Design	1
B Design Visual Communication B Creative Intelligence & Innovation	1
B Economics	2
B Education (Sec:Maths)/B Science	1
B Exercise & Sports Science	1
B Fine Arts (Hons)	1
B Health Sciences/M Nursing	1
B International Studies/B Media (PR & Adv))	1
B Liberal Arts & Sciences	1
B Laws	1
B Medical Biotechnology (Hon) (Dean's Scholar)	1
B Management	1
B Medical Science	1
B Music	3
B Music/B Adv Science (Hons)	1
B Nursing	5
B Nursing (Advanced Studies)	1
B Physiotherapy	1
B Political Economic & Social Sciences	1
B Psychology	2
B Science Information Technology B Creative Intelligence & Innovation	1
B Science	8
B Science (Computer Science)	1
B Science/B Business	1
B Science/B Arts	2
B Sport & Exercise Science	1
B Sport & Exercise Science BA International Studies	1
B Speech Pathology	1
B Teaching (Primary) (Hons)	1

Enrolment policies

Hampshire House, Kambala's Early Learning Centre, is licensed to enrol boys and girls from six months to five years. The centre is open 48 weeks per year from 7.30am to 6.00pm. 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 granddaughters of Kambala Old Girls, daughters of staff and siblings are afforded some priority.

Student population

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

Preparation to Year 12 has an enrolment of 998 girls, 596 of whom are in the secondary school. There are approximately 85 boarders. The majority of boarders are from rural NSW. A small number of boarders are from interstate and overseas.

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

Enrolment Procedures

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

To apply to Kambala an Application Form must be completed and returned with copies of recent School Reports (for school aged applicants), birth certificate 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 School take place the year prior to entry. Girls requesting entry to Years 8 to 12 are required to attend an interview with the Principal, Head of Senior School and Director of Curriculum prior to a position being offered.

Students from Year 3 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 (IB) 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 will be interviewed on her suitability for the Programme, 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 at www.kambala.nsw.edu.au or the My School website at 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.

Other school policies

Kambala strives to provide a 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;
- and provides student welfare policies and programs that nurture and support the individual needs of students.

All Kambala policies can be accessed by staff through Sundial, the school's communications and learning management platform. Policy content that is directly relevant to students is also published in the student handbooks. References are made to all or some of Kambala's policies in pastoral care lessons, parent information sessions and school/year assemblies. The full text of the current privacy policy is available from the Kambala website (www.kambala.nsw.edu.au) and parents can obtain copies of policies by contacting the office of the Principal. A summary of school policies for student welfare, anti-bullying, discipline and complaints and grievances follows in the table below.

Policy	Changes in 2016
<p>Student Welfare: Wellbeing Policy Kambala is committed to providing a safe, supportive and social environment where students feel nurtured as they learn. 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 their future. Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students including spiritual, emotional and social wellbeing. Kambala's Wellbeing Policy recognises the overarching principle of acting in the best interests of the child. To this end 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.</p> <p>All teachers and staff at Kambala are responsible for pastoral care, and for administering pastoral care in all classes and extra-curricular activities. Kambala has a Wellbeing Department, which is led by the Dean of Wellbeing.</p>	Minor changes to roles and positions.
<p>Anti-bullying: Safe and Supportive Environment Policy Kambala is a dynamic learning environment 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 acceptance and respect. This position is expressed in the following principles:</p> <ul style="list-style-type: none"> • 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. <p>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. Kambala endorses the method of shared concern, a non-punitive method for responding to bullying</p>	Minor changes to roles and positions.

<p>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.</p>	
<p>Discipline: Student Discipline Policy The student discipline policy sets the framework through which Kambala manages student discipline. It is our policy that we prohibit corporal punishment and we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. Kambala seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.</p> <p>Kambala is committed to ensuring procedural fairness when disciplining a student. Students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and parent will be informed of the procedural steps to be followed.</p>	<p>No changes in 2016.</p>
<p>Complaints and grievances resolution: Complaints Handling Policy Kambala is committed to the development and maintenance of positive relationships among all members of the community and to the timely resolution of any grievance which may arise. In the first instance, Kambala requests parents or other members of the school community to seek to informally resolve any issues that may arise. Staff will make every effort to resolve all enquiries, concerns, complaints and disputes promptly and in accordance with procedural fairness. If the issue remains unresolved, the formal complaints handling procedure will be followed.</p>	<p>No changes in 2016.</p>

School determined areas for improvement

In 2016 Kambala continued to focus and build on the Strategic Vision and the four pillars of Purposeful Learning; People, Values and Ethos; Communities, Partnerships and Alliances; and Transformation and Sustainability. External experts were engaged to provide rigorous analysis and reports of performance especially in relation to academic achievement in external examinations such as the International Baccalaureate Diploma Programme and Higher School Certificate. This analysis has a particular focus on 'value add'. The Priority areas for improvement in addition to academic achievement encompass qualities of connection with community, mental and emotional wellbeing and involvement in extra-curricular activities to encourage and celebrate the 'whole girl' focus of the school.

Teaching and learning

Priorities	Achievement
Appraisal system reviewed for academic staff Curriculum and timetable review <ul style="list-style-type: none"> Broaden subject combinations /selection for seniors Review length of lessons Review day start/finish times Research to support all review outcomes Introductory Elective Program Year 7 	<p>Launched new model of Appraisal System using Educator Impact (EI).</p> <p>Subcommittees completed further research of possible models presented to Executive. <i>Timetable Project put on hold for consideration by incoming Principal in 2018.</i></p>
Introduction of Junior School Christian Studies	<p>30 min Christian Studies lessons introduced for girls in Transition to Year 6.</p>
Major Initiatives/Projects undertaken by the Academic Growth Committee: 1. Future Teaching Program incorporating: Learning How to Learn (<i>cognitive and metacognitive learning strategies</i>); Knowledge Transfer; and Essential	<p>This research based program was designed and developed by the Academic Growth Committee in collaboration with an academic specialist in the area (Dr Ian Cornford). The program was put on hold</p>

<p>Our motivation and investment in the ELEVATE program is closely aligned to our new Strategic Vision, and aim for developing the whole student.</p> <p>Our Vision is supported by four pillars:</p> <ul style="list-style-type: none"> • Purposeful Learning • People, values and ethos • Communities, partnership and alliances • Transformation and sustainability 	<p>Elevate is a response to concerns about the underperformance of Australia's brightest school students in international assessments compared with our closest economic competitors. The most successful strategies from the project will be shared widely with schools across Australia.</p> <p>The impetus for ELEVATE stems from growing concerns about the underperformance of the top 40% of Australian learners, substantiated by national and international research and assessment.</p> <p>Kambala's application/involvement:</p> <ul style="list-style-type: none"> • Life-lasting implications • Data and research informed practice • Collaborative • Formal and accountable structure provided • Continuum - not rushed • Teacher expertise validated in the form of innovation of practice and pedagogy <p>Whilst all four of these align directly to the impetus for ELEVATE, the following pillar (Purposeful Learning), aligns with our community's vision to create life lasting implications for our learners, based upon progressive research, collaboration and dynamic innovation:</p> <p>PURPOSEFUL LEARNING</p> <p><i>At Kambala, we believe that effective learning is the consequence of science as well as art in teaching. Our pedagogy is driven by research, which leads to continuous improvement and the use of teaching strategies appropriate for individual girls.</i></p> <p>Achievements to date</p> <p>Community of practice formed:</p> <ul style="list-style-type: none"> • Elevate works on a model of three communities: Community of Practice, Community of Engagement and Community of Interest. The Community of Practice is limited to five members; this ensures investment, continuity and efficiency. <p>Our staff and students make up our Community of Engagement; they can become active members of the Community of Practice, but this is based upon their desire to do so. The Elevate model does not enforce Professional Development, but rather encourages individuals to find the right community within which to engage.</p> <p>Informed research base established:</p> <ul style="list-style-type: none"> • Ethnographic Profiles of High Potential (HP) students • Reflection on internal data sources • Review of current pedagogical models and practices for high performing learners from Prep to Year 12. <p>Reflected on current promising practices:</p> <ul style="list-style-type: none"> • Programs currently within the school which are catering to/fulfilling the needs of High Potential Learners were identified and reviewed. <p>Developed and refined a 'case for change':</p> <ul style="list-style-type: none"> • Key stakeholders identified • Possible challenges identified/considered
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	<ul style="list-style-type: none"> • Vision and rationale established <p>Design brief:</p> <ul style="list-style-type: none"> • Challenges from within the 'Case for Change' were unpacked and possible solutions were developed within a design brief format. <p>Our key challenges are as follows:</p> <ol style="list-style-type: none"> 1. <i>Student Academic Culture and Concerns</i> 2. <i>Student Socio-Affective Health & Needs</i> 3. <i>Using Data Differently</i> 4. <i>Shifting Teacher Perceptions</i> 5. <i>P.L. Cultures and Attitudes</i> 6. <i>Leveraging process of change positively</i> <p>Next stage</p> <p>Case for change:</p> <ul style="list-style-type: none"> • Launched to staff (key stakeholder) in Week 11, Term 1, 2016. The success of Elevate within Kambala relies on their 'buy in' and willingness to join the community of engagement to build upon the innovative pedagogical practices proposed. <p>Prototyping:</p> <ul style="list-style-type: none"> • The Design Brief(s) in response to key challenges identified now move into a stage of innovative practice development. • Each idea will be prototyped by core members of the Elevate team. • These ideas and practices will be critiqued by all stakeholders; students, staff and parents in order to effectively refine and improve. <p>Year two - Implementing</p> <ul style="list-style-type: none"> • This year will focus on the implementation, embedding and codifying of our newly developed practices and opportunities • Additional staff will join the 'Community of Practice', based upon their own desire to become engaged. <p>Year three - Scaling and school wide integration</p> <ul style="list-style-type: none"> • Practices and opportunities will be accessible to High Potential Learners school wide <p>All staff will be involved in this process - thus the Community of Practice has become school-wide.</p>
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Staff development

Priorities	Achievements
Mathematical Learning Pastoral Care and Wellbeing	<p>Junior School initiative: "Building a Growth Mindset and Building a Growth Mindset in Mathematics"</p> <p>Programs and presentations:</p> <ul style="list-style-type: none"> • JS Michael E Bernard - You Can Do IT • Alex Latouche - Managing ADHD in the classroom • Paul Dillon: Temptations - The role of pastoral care in harm prevention

<p>Summary of Whole School PL activities</p> <p>NB:</p> <ul style="list-style-type: none"> • EEIS Committee work to date informed all Staff Professional Learning Activities • Not including Faculty / Stage /Non-teaching PL <p>Professional Learning</p>	<ul style="list-style-type: none"> • Rocky Biasi: Mental Health Awareness and Accidental Counsellor Training • Headspace presentation: Recognising the signs • Wellbeing department: Responding to distress at Kambala • JS Words Their Way - Spelling Program • 7 selected staff completed “Building Capability Through Critical and Creative Thinking” Online Through the Harvard Project Zero Program. <p>PL Activities included all Staff Development Day activities - curriculum, pedagogical, updating staff on the latest research, Wellbeing; Senior Leadership professional learning e.g. Mentoring skills for HoDs; Wednesday afternoon PL activities and whole staff development to ensure compliance requirements.</p> <p>The following is a summary list of activities:</p> <p>Anaphylaxis and Asthma Courses; Compliance related PL; Coding Program; Educator Impact; KMeet; Sundial; Child Protection; Clickview Presentation; EEIS Presentations: (1) Timetable and Curriculum Review; (2) Reporting and Feedback (3) Teaching and Learning Framework (4) Differentiation; Elevate Study Skills Program Presentation; Faculty/Stage collegial discussions, teaching and learning resource preparation time, and programming; Accidental Counsellor; Resuscitation/CPR; General mental health and mental health in adolescents; Staff Code of Conduct Training</p> <p>Kambala staff led Projects:</p> <ul style="list-style-type: none"> • New Zealand Schools Research Project; • Asia and Australia’s Engagement with Asia: A Curriculum Project; • and Growth Mindset <p>Completed</p> <p>a. University of New South Wales/HoDs Mentoring Program - mentoring staff with a focus on the BOSTES Accreditation Process. To be implemented for all teaching staff commencing 2018. (Communities, partnerships and alliances).</p> <p>b. PL to promote and encourage HoDs to regain and develop their curriculum and resource management leadership.</p> <p>c. PL presented by Allwell to update Executive and Middle leaders of recent changes and developments in the program - a standardised test used by Kambala (Communities, partnership and alliances).</p> <p>d. Data analysis e.g. analysis of external testing/results; interpreting and applying data to inform program development.</p> <p>e. Assessment: latest research underpinning assessment (informal and formal) practices</p> <p>Completed</p> <p>The role of the 2015 Senior Leadership Team (SLT) was reviewed by the Academic Growth Committee. To enable the strategy to support and develop Middle Leaders at Kambala, the committee recommended the role of the SLT would transition into a research group which would provide comprehensive proposals, underpinned by research, to inform HoS, Directors of Curriculum and IB, HoDs, Stage Leaders, and the Dean of Wellbeing, as essential for them to make appropriate judgements about whole school matters that require</p>
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<p>Board of Studies NSW: Application for Kambala as an Endorsed Provider of Professional Learning</p> <p>Review of Professional Learning, Targeted</p>	<p>review/change in order for the Middle Leaders to discuss , debate and make informed decisions about the most beneficial outcome(s) for the students at Kambala.</p> <p>The review (completed) determined that the team will exist to:</p> <ul style="list-style-type: none"> • create an environment that encourages, supports and celebrates a passion for learning. • bring all areas and aspects of Kambala school community together through collaborative decision-making to engage our students in purposeful learning (informed by evidence based research) and to promote a culture of life-long learning. • provide a voice for, and enable and support, existing curriculum leaders to make informed decisions informed by research. • provide a voice for all in the decision-making process(es). • assist HoS, Directors of Curriculum and IB, HoDs, Stage Leaders, and the Dean of Wellbeing to inform and drive big picture change. • ensure a cohesive approach across the whole school to maximise learning and promote the vision. • galvanise, synthesize, committees and the work developed over the past 2-3 years i.e. use the many and varied existing initiatives (e.g. EEIS Committee work). • present/create opportunities for: <ul style="list-style-type: none"> - current and future leaders to identify, develop and implement bespoke programs to meet the current needs of our students and empower them to contribute to, and engage in, their world at the local, national and/or international level as productive, active global citizens. - coordinate existing practice(s) and build on, expand, and develop them in light of current feedback and current (highest) quality research. i.e. Review current practice by sourcing reliable evidence based research, to inform future practice. - use to shine a light on what works well, what could be improved, and explore what doesn't even exist at Kambala by supporting, encouraging and promoting thinking about, and ownership of, initiatives. <p>Completed.</p> <p>The successful application for Kambala as an Endorsed Provider of Professional Learning with BOSTES NSW was designed, developed and submitted by the Deputy Principal, Academic Growth. An essential staff support mechanism with the introduction of compulsory maintenance of Accreditation for all teaching staff was implemented as at January 2018. Completed.</p> <p>Review completed. This review resulted in:</p> <ol style="list-style-type: none"> a complete redraft of the existing application form all applicants were required to identify the Standards to be addressed - to encourage an understanding of the Australian Professional Standards for Teachers (APST) Heads of Department or Head of Junior School to identify the PL aligned with Faculty/Stage strategic vision. Completed and implemented.
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<p>Applications</p> <p>Timetable Program Professional Learning</p> <p>Wednesday afternoon Whole Staff Meetings - commenced Term 2 2016</p>	<p>Currently one staff member has a working knowledge of an outdated version of the <i>Timetabler Program</i>. Deputy Principal recommended 3 additional staff members (Dir Curriculum, teacher, Acting Coord IT) be trained in the <i>Timetabler Program</i>. Completed.</p> <p>Dean of Wellbeing led staff discussions about Wellbeing and Wellbeing strategies - program suspended end of Term 2 - program to be reviewed.</p>
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Wellbeing

Priorities	Achievement
<p>Wellbeing Team</p> <p>Parent education program</p> <p>Review of Pastoral Care</p> <p>Wellbeing Week - run for the 2nd year and planning for 2017</p> <p>Review of Camps, Experiential and Service Learning</p>	<p>Implemented programs and practices around Positive Education Review and renewed the Wellbeing Team. Development of a wellbeing diary for inclusion in the School Diary.</p> <p>Introducing a comprehensive parent education program related to wellbeing. Parent presentations in 2016 included:</p> <ul style="list-style-type: none"> • Paul Dillon - drugs and alcohol • Susan McLean - Cybersafety • Jonathan Gaston - Perfectionism • Headspace - Mental health literacy <p>Review continues in 2017. Initial changes to pastoral care programs in Years 7-9 made. Peer support program continued into 2016.</p> <p>Wellbeing Activities/Games Week and planning with the Wellbeing Team for 2017 program.</p> <p>Review across Senior School is ongoing and planned for implementation in 2017. International service learning experience be considered for the Year 10 camp. Review and implementation schedule delayed until 2017/2018.</p> <p>Junior School progression considered when looking at models for outdoor education experiences from Year 3 to 10.</p>

<p>Students in Years 3 and 5 Completed the ACER Wellbeing Survey</p> <p>Wednesday afternoon Whole Staff Meetings - commenced Term 2 2016</p>	<p>You Can Do IT - all Junior School teachers trained in framework. Teachers in Year 1-4 designing and implementing their own You Can Do It programs.</p> <p>Dean of Wellbeing led staff discussions about Wellbeing and Wellbeing strategies - program suspended end of Term 2 - program to be reviewed in 2017.</p>
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Facilities and resources

Priorities	Achievement
<p>STEM Room Junior School</p> <p>Renewal and remodelling of Senior School lockers in Year 11 and 12 areas</p> <p>IT Infrastructure and Online Communications strategy Design, development, implementation of online communication strategy for parent(s) and teachers for: a. Academic related matters b. Wellbeing/Pastoral Care related matters</p> <p>School building refurbishment(s)</p>	<p>STEM funds raised at JS Cocktail Party</p> <p>JS STEM Room Refurbishment completed.</p> <p>Designs to be trialled during 2017.</p> <p>Processes and procedures reviewed. Current DP Academic Growth designed and developed online communications strategy to enable parents to communicate with staff for: (a) Academic matters and (b) Wellbeing/Pastoral Care matters. Both strategies enabled line managers to track enquiries, their progress and outcome(s). This project is currently being further developed for implementation in 2017-2018.</p> <ul style="list-style-type: none"> KPA funding enabled 10 senior school classrooms including Minter, Hawthorne and Science labs refurbished - Completed Hawthorne staircase renovations (Senior School) put on hold by Principal. Staircase remains boarded up for safety reasons Eastern side Tivoli slate roof replaced - Stage 1 completed Junior School repainted (EJ Watt Building) Completed Head of Junior School (EJ Watt Building) and Dean of Wellbeing (Massie House) offices refurbishment including new furniture - Completed Walkway to, and canteen tiled area renovated with non-slip application - Completed.

Initiatives promoting respect and responsibility

During 2016 Kambala students from Years 3 to 6 participated in school camps where they faced a range of different challenges. By being away from their homes, students are outside of their comfort zone and encouraged to experience new and exciting activities. They learn to take on responsibilities related to looking after themselves and others. Added this year was a Year 2 sleep over which promoted greater respect and responsibility for our younger students.

The Year 7 experience focused on outdoor challenges and team initiatives as well as individual character strengths and respectful relationships. The camps for Years 8 and 9 involve increasing physical challenges and responsibility requiring students to cook for themselves and undertake activities such as hiking, rock climbing, mountain biking, surfing and canoeing. These camps promote respect for each other in a new environment and responsibility for members of the group and the natural environment.

Many senior school students undertook World Challenge excursions to Borneo and Sri Lanka that required them to take responsibility in a developing country and develop self-respect as they encountered challenges and setbacks with courage. In these experiences students underwent community service projects engendering respect for different cultures and people in less privileged environments.

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 visited nursing homes, talking with and entertaining the residents, and worked together at 'My Big Kitchen' completing voluntary work.

Year 10 undertook an Indigenous walk and on a separate occasion engaged in service learning participating in the Thread Together program as well as the Cook4Good program, preparing and serving meals to the underprivileged.

The Year 7 and 8 pastoral care programs included modules encouraging respect for self and others. Students learn about the character strengths within themselves and learn to spot them in others and use these to facilitate interactions with each other. Specific skills in communication were directly taught to encourage respect. This was further encouraged in the Junior School and included in personal development lessons.

In the Junior School, a new award system was introduced which called on students to anonymously peer nominate individuals who have demonstrated behaviours and actions for bookmarks in

alignment with the different school values of Humanity, Courage, Wonder and Respect. Harmony day was also actively celebrated.

You Can Do It awards were also introduced in Massie House Transition/Kindergarten to Year 2. Students are nominated by their teachers for exhibiting one of the following pillars of Michael E Bernard's You Can Do It Program. The pillars being Organisation, Persistence, Confidence, Resilience and Getting Along.

We held a 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 Wellbeing team, the Wellbeing committee and staff. It included activities such as handing out inspirational messages, dancing together, a petting zoo, education about mental health, and gratitude exercises.

Students undertook a range of fund raising activities in 2016 designed to raise awareness of need, show respect for others and promote responsibility as citizens. In addition to fundraising for their World Challenge Initiatives students raised funds for Red Shield Appeal and World Vision.

Kambala celebrated Reconciliation Day with Senior and Junior School girls coming together to place hands on Tivoli lawn. Kambala had its first Diversity week this year celebrating and embracing the diversity of our school and the community.

The girls in Junior School also raised funds for St Jude's School in Tanzania. It was hoped that in giving time and energy to raise money the girls would better understand the meaning of service learning. As a by-product of this initiative spelling outcomes were improved, awareness of educational initiatives in global contexts enhanced and \$28,000.00 was raised for St Jude's School in Tanzania.

Kambala's four school values: Humanity, Courage, Wonder and Respect; foreground respect in our everyday lives and interactions and the courage to act to oppose injustice. These values are prominently displayed in the School.

Parent, student and teacher satisfaction

In 2016, Kambala ranked 4th overall in NSW out of all independent girls' schools in the HSC and IB and had an average student retention rate of 90.5%; the School maintained sound financial health and enjoyed student success in a number of programs beyond the HSC and IB, including the World Challenge, Duke of Edinburgh, national and international sporting competitions, debating

competitions and creative and performing arts exhibitions. Many 2016 Kambala graduates gained admission into some of the world's leading universities in Australia and overseas. The Kambala Parents' Association (KPA) raised significant funds through various initiatives and community engagement events and maintained an average attendance of forty parents at meetings, with much larger numbers attending KPA events and making donations. Exit surveys were conducted with Year 12 students and parents; some areas for improvement were clearly identified. These included:

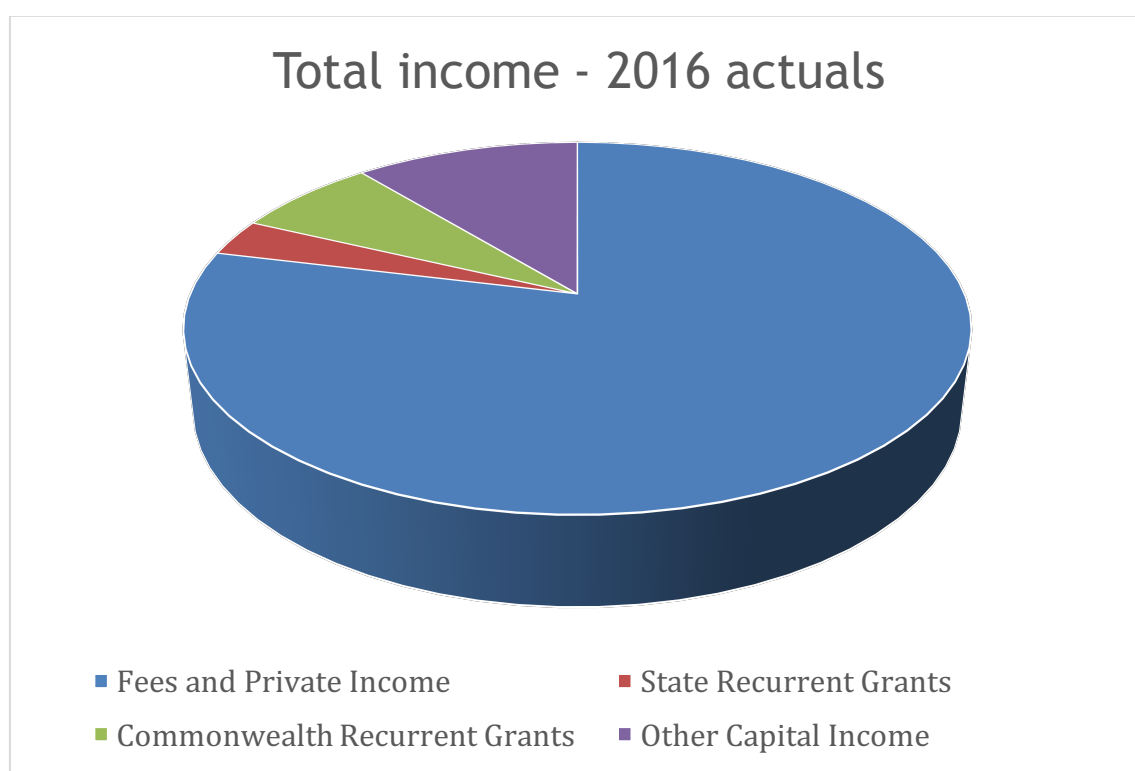
- Improved communication with parents, students and staff about staff movements.
- Improved channels for communication and consultation with the school community.
- An increased focus on academic excellence and staff professional development.

These areas for improvement continue to be addressed in 2017; the School will be conducting 360° reflection surveys in 2017 which will aid direction for further school improvement.

Summary financial information

Total income - 2016 actuals

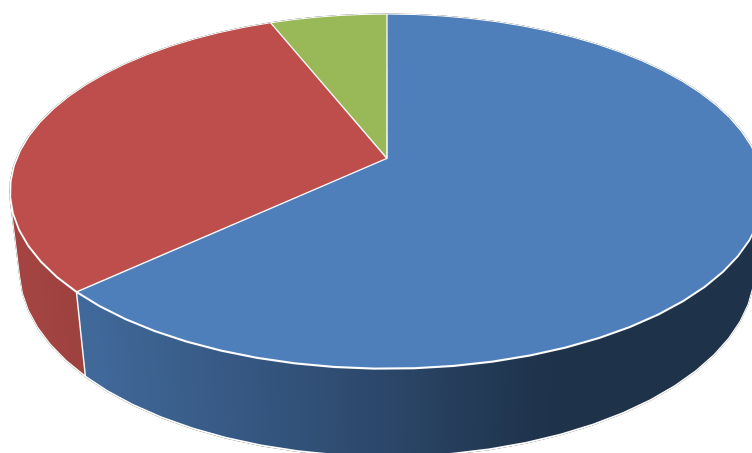
Income source	Amount
Fees and private income	26,043,285.50
State recurrent grants	1,062,666.50
Commonwealth recurrent grants	2,307,445.00
Other capital income	3,619,881.77
Total	33,033,278.77



Total expenditure - 2016 actuals

Expense	Total expenditure
Salaries, allowances and related expenses	19,270,948.73
Non-salary expenses	9,458,243.53
Capital expenditure	1,838,354.80
Total expenditure	30,567,547.06

Total expenditure – 2016 actuals



- Salaries, allowances, related expenses
- Non-salary expenses
- Capital expenditure



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