



*Celebrating learning;
inspiring young women*



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MESSAGE FROM KEY SCHOOL BODIES

Message from the President of the School Council

2017 was a year where the School demonstrated great resilience. Our teaching and non-teaching staff never lost sight of helping every girl to achieve their full potential. Our students stayed focused on their studies in a period of major change and media scrutiny. Our School families, Old Girls, the School Council and the wider School community, all kept faith in the School and provided support where needed.

The Class of 2017 is to be congratulated for its outstanding achievements in the HSC and IB, especially in a year of change. I also thank the wonderful staff who guided and inspired the students during their time at Kambala. Kambala remained in the top five of all NSW independent girls' schools in 2017, which is a testament to the hard work of the students and their teachers.

The School Council was very pleased to appoint our Acting Principal, Shane Hogan, to the permanent role in October 2017. Shane undertook a wide survey of the culture of the School during 2017, with responses from our students, parents, teachers and Old Girls on what was working well and what could be improved upon. Shane and his team have developed a plan to address the main improvement areas and our immediate future priorities include investing in two key assets – our very important and wonderful teachers and our historic School campus.

The cultural survey is a wonderful tool used to inform many strategic decisions for the School over the next five years. Part of this process is the reinvigoration of the School's physical assets, focusing on the historic Tivoli building as the centre of the School in terms of both positioning and culture. The key to long term success however, is not the physical place where we teach and learn, but the consistently high quality of our teachers. In order to ensure teaching quality of the highest standard, year in and year out, Shane and his team are reviewing all the feedback from the survey. Importantly, the focus will be on retaining, developing and attracting the best staff. This will begin with a targeted professional development program encouraging teachers to undertake further study. We are committed to ensuring staff feel valued and listened to and we will facilitate innovative teaching practices.

Another important area for improvement, as identified in the survey, was sport. Improvement in our sporting programs is critical to our long-term success and the wellbeing of the students. Shane and his team are addressing the quality of coaching, administration and communication to girls and their families and creating better facilities. The changes in Tivoli will enable the work to begin with improvements to change rooms.

I am delighted that Ainslie van Onselen has agreed to take on the role of President of the School Council, effective 15 May 2018. Ainslie is a current parent of two girls in the Junior School and is a Senior Executive at Westpac. I feel very privileged to have been on the School Council for the last four years and as President for three of those years. I want to thank the School community for its support, feedback and shared desire to have the School be the best it can possibly be for our current and future students. The Council, led by Ainslie, will continue to govern the School so that it will honour its 130-year tradition and be ready for all the challenges the next 130 years will bring.

Sally Herman

President of the School Council



Message from the Principal

2017 marks another successful year for Kambala for which we have much to celebrate and be thankful. We celebrated 130 years of educating young women and preparing them to take their place in the world as articulate, strong and motivated citizens, and with a strong boarding community, the School continues to nurture its students from rural New South Wales as well as overseas. Kambala is committed to leading the educational community of Sydney's independent girls' schools.

Academically, the Class of 2017 excelled in both the Higher School Certificate (HSC) and the International Baccalaureate. In the latter, one student achieved a perfect score of 45 and three students achieved a score of 44 points. The median score for the 15 IB students was 96.75.

In the HSC, Kambala was the fourth ranked independent girls' school in the State, and achieved 18th overall in NSW. Nine students were on the All-round Achievers list and two subjects garnered 100% Band 6 results for all students. Kambala also performed exceptionally in Visual Arts, Music, English and Economics.

The IB promotion campaign was a success, with 25 students now enrolled in the course. This includes a number of students from local schools who joined our Year 11 cohort at the beginning of the year.

NAPLAN results were outstanding across the board. Congratulations in particular to teachers in Years 3 and 5 who garnered particularly strong results.

Year 12 has taken on the ambitious task of raising \$35,000 to fund the construction of a school in East Timor. The motivation and determination of our students to reach this goal has been most impressive.

The School continues to excel in Music and Sport. The School Drama Production of the musical *WICKED* was fantastic, a real credit to the cast, crew and all who volunteered their time. As always, the Festival of Music again proved why it remains a highly anticipated Kambala calendar event.

Congratulations to Year 8 student, Lucy Ross and her sailing partner Alex South, who won the National Pacer Championships in January, held in Sydney at the Woollahra Sailing Club. Congratulations are also due to Year 10 student Xanthe Christopher for her outstanding performance in the Australian Surf Life Saving Championships, which took place in Perth in April. Xanthe made the finals in both the Board Rescue and Ironwoman, brought home gold in the Board Rescue with her partner Gracie Berry, and scored gold again in the U15 Female Cameron Relay.

One of the first actions undertaken in 2017 was to conduct a broad cultural audit, seeking the opinions and aspirations of students, staff and parents of Kambala. Thank you to everyone who took the time to complete it and provide additional commentary. The findings of the audit have been most informative as School Leadership and Council embark on strategic planning for the next five years.

Our plan to transform Tivoli into a space that can be used both socially and educationally by all Kambala girls commenced over the summer break. We renovated Fernbank so that our Year 10 boarders could be co-located with the Year 11 and 12 boarders and we refreshed the Tivoli boarding quarters for the Year 7, 8 and 9 girls to provide them with better sleeping and community space. We now look to develop the possibilities of the additional available space in Tivoli for modern learning environments for individual year and subject groups. This will create a unique student environment, bringing together Senior and Junior School girls to learn from each other.

The work at Tivoli will take place over the next five years, funded by a combination of operating surpluses, temporary bank borrowings and philanthropy. To this end, we have begun the work on a 10-year cashflow to give certainty about what we can afford for capital expenditure, and importantly, so we can give parents more certainty on school fees.

We have also utilised the data from the cultural audit in order to ensure teaching quality of the highest standard, year in and year out. Our focus is to retain, attract and develop wonderful, passionate staff who share our vision and values for educating the whole girl. This will begin with a targeted professional development program encouraging teachers to undertake further professional learning.

When the first Constitution of Kambala was adopted in 1926, it confirmed that the purpose of the School was to provide our students with a general education of the highest order. We are certain that for at least another 130 years, Kambala will not only provide a general education of the highest order, but will be a joyful, inclusive place where, as our School lesson says, faith, hope and love reside.

Shane Hogan

Principal

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

We are so fortunate to have a strong and cohesive community at Kambala. The Kambala Parents' Association (KPA) works with the School and the community across a broad range of activities by way of providing support to parents, strengthening community engagement and raising funds to drive important developments for our girls' education. The KPA seeks to be inclusive and welcoming and provide an effective communication channel between the School and the parent cohort.

In 2017, we held a number of fantastic community events which would not have been possible if it were not for the dedicated parents who generously gave of their time and resources to make it happen. From the Welcome Cocktail Party in the first week of school, the Father Daughter breakfasts, the Junior School Alice in Wonderland Cocktail Party, the inaugural Sports Lunch, to the Junior School Open Day and the *WICKED* production, parents and volunteers celebrated the breadth and vibrancy of the Kambala community.

A key goal for the KPA is to fundraise and contribute to specific projects around the School. In 2017, the Junior School Cocktail Party raised over \$64,000 towards the refurbishment of the EJ Watt Multipurpose Room, whilst the Sports Lunch raised \$95,000 to fund the complete overhaul of the Athletics change room facilities. Construction of the change rooms is imminent and anticipated to be undertaken during the July 2018 break. The KPA Canteen, run mostly by parent volunteers, continues to provide healthy meals of excellent quality, raised over \$65,000. We welcome all Kambala parents to attend our meetings, held once per term, and encourage the community to stay updated on KPA happenings via our page on Sundial.

I would like to thank Lisa Zylstra, the previous KPA President, for all her hard work during her tenure and especially for facilitating parent communications with the School during what was a difficult and uncertain time during 2017. Additionally, I would like to 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.

Amanda Kirton

President of the Kambala Parents' Association



CONTEXTUAL INFORMATION

About Kambala

Kambala was founded in 1887 and is one of Australia's leading independent girls' schools, situated in the eastern suburbs of Sydney on a beautiful site overlooking the Harbour. The School has nearly 1,100 girls in its care, with 990 students (including 90 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 the girls 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 2017, Kambala ranked fourth 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.

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 also 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 firsthand 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.

“We respect, acknowledge and encourage the development of the unique talents of each individual within a positive learning environment.”



Characteristics of the student body

Kambala's student body encompasses students enrolled from Hampshire House, the Early Learning Centre, to girls completing the Year 12 Higher School Certificate and International Baccalaureate Diploma.

Hampshire House Early Learning Centre (ELC) 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 in Preparation (4 year old entry) and continues to Year 12. Preparation to Year 12 has an enrolment of 995 girls, 595 of whom are in the Secondary School.

Approximately 10% of students are either daughters or granddaughters of Kambala Old Girls.

6% of students are from non-English speaking backgrounds.

Approximately 80% of students complete the Higher School Certificate in Year 12 and 20% of Year 12 students undertake the International Baccalaureate Diploma.

Most day students at Kambala live within the eastern suburbs of Sydney, with around 10% travelling from the lower north shore and south-eastern suburbs. There are approximately 85 boarders, the majority of whom are from rural and regional NSW. A small number of boarders are from Hong Kong, China and other Southeast 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, NT.

Kambala has a non-selective enrolment policy, which is included in full in the Appendix.



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Kambala NAPLAN results 2017

In 2017, 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.

“Kambala achieved strong results in all areas of NAPLAN assessment in 2017.”

A comparison of NAPLAN results from year to year is not valid as different student cohorts are being compared. Instead, we analyse the performance and growth between students in Year 3 in 2015 and Year 5 in 2017, Year 5 in 2015 and Year 7 in 2017 and Year 7 in 2015 and Year 9 in 2017 as 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 2017.

NAPLAN results at Year 3 and Year 5

Year 3 Reading comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 4.3 | 3.1 | 4.0 | 5.7 | 8.9 | 6.5 | 19.0 | 17.1 | 15.7 | 21.0 | 19.1 | 22.7 | 19.5 | 23.7 | 21.8 | 30.5 | 28.1 | 29.2 |
| State (All Students) % | 4.3 | 3.1 | 4.0 | 5.7 | 8.9 | 6.5 | 19.0 | 17.1 | 15.7 | 21.0 | 19.1 | 22.7 | 19.5 | 23.7 | 21.8 | 30.5 | 28.1 | 29.2 |
| School (All Students) % | 2.2 | 0.0 | 0.0 | 2.2 | 0.0 | 0.0 | 8.7 | 12.8 | 2.0 | 13.0 | 2.1 | 6.1 | 30.4 | 27.7 | 20.4 | 43.5 | 57.4 | 71.4 |
| Number of Students per band | 1 | 0 | 0 | 1 | 0 | 0 | 4 | 6 | 1 | 6 | 1 | 3 | 14 | 13 | 10 | 20 | 27 | 35 |

There has been a significant increase in top band achievement for girls in Year 3, 2015–2017. In 2016–2017, this increase was 27.9%. The Year 3 cohort average was at the top of Band 6.

Year 3 Writing comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 1.8 | 1.2 | 1.6 | 4.3 | 4.8 | 4.3 | 16.4 | 13.1 | 17.7 | 23.0 | 26.7 | 23.1 | 38.5 | 37.5 | 38.7 | 16.0 | 16.6 | 14.5 |
| State (All Students) % | 1.8 | 1.2 | 1.6 | 4.3 | 4.8 | 4.3 | 16.4 | 13.1 | 17.7 | 23.0 | 26.7 | 23.1 | 38.5 | 37.5 | 38.7 | 16.0 | 16.6 | 14.5 |
| School (All Students) % | 0.0 | 0.0 | 0.0 | 2.2 | 0.0 | 0.0 | 0.0 | 2.1 | 4.1 | 11.1 | 21.3 | 4.1 | 53.3 | 44.7 | 34.7 | 33.3 | 31.9 | 57.1 |
| Number of Students per band | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 5 | 10 | 2 | 24 | 21 | 17 | 15 | 15 | 28 |

There has been a significant increase in top band achievement in the 2016–2017 period, with 57.1% achieving Band 6.

Year 3 Spelling comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 4.0 | 3.1 | 3.1 | 9.6 | 9.2 | 9.1 | 18.4 | 11.5 | 14.1 | 20.8 | 21.7 | 21.1 | 20.1 | 27.0 | 24.4 | 27.1 | 27.4 | 28.3 |
| State (All Students) % | 4.0 | 3.1 | 3.1 | 9.6 | 9.2 | 9.1 | 18.4 | 11.5 | 14.1 | 20.8 | 21.7 | 21.1 | 20.1 | 27.0 | 24.4 | 27.1 | 27.4 | 28.3 |
| School (All Students) % | 0.0 | 0.0 | 0.0 | 4.4 | 2.1 | 4.1 | 6.7 | 10.6 | 4.1 | 31.1 | 21.3 | 6.1 | 15.6 | 29.8 | 34.7 | 42.2 | 36.2 | 51.0 |
| Number of Students per band | 0 | 0 | 0 | 2 | 1 | 2 | 3 | 5 | 2 | 14 | 10 | 3 | 7 | 14 | 17 | 19 | 17 | 25 |

Over 85% of the girls fall in the top two bands for Spelling. An area of focus will be to the girls who are sitting at the lower end of the average range.

Year 3 Grammar and Punctuation comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 4.1 | 3.0 | 6.0 | 7.3 | 4.8 | 6.9 | 12.6 | 20.2 | 10.7 | 23.6 | 19.0 | 14.4 | 20.4 | 18.3 | 26.2 | 32.1 | 34.6 | 35.8 |
| State (All Students) % | 4.1 | 3.0 | 6.0 | 7.3 | 4.8 | 6.9 | 12.6 | 20.2 | 10.7 | 23.6 | 19.0 | 14.4 | 20.4 | 18.3 | 26.2 | 32.1 | 34.6 | 35.8 |
| School (All Students) % | 0.0 | 0.0 | 0.0 | 4.4 | 0.0 | 0.0 | 6.7 | 4.3 | 8.2 | 6.7 | 6.4 | 8.2 | 26.7 | 29.8 | 4.1 | 55.6 | 59.6 | 79.6 |
| Number of Students per band | 0 | 0 | 0 | 2 | 0 | 0 | 3 | 2 | 4 | 3 | 3 | 4 | 12 | 14 | 2 | 25 | 28 | 39 |

We have maintained an increase in growth each year from 2016. The Year 3 cohort average was at the top of Band 6.





Year 3 Numeracy comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 4.4 | 3.1 | 2.9 | 12.6 | 11.4 | 9.6 | 21.1 | 24.5 | 16.9 | 23.8 | 22.3 | 27.3 | 19.3 | 19.0 | 20.3 | 18.8 | 19.7 | 23.0 |
| State (All Students) % | 4.4 | 3.1 | 2.9 | 12.6 | 11.4 | 9.6 | 21.1 | 24.5 | 16.9 | 23.8 | 22.3 | 27.3 | 19.3 | 19.0 | 20.3 | 18.8 | 19.7 | 23.0 |
| School (All Students) % | 0.0 | 0.0 | 0.0 | 0.0 | 8.5 | 0.0 | 15.2 | 10.6 | 4.1 | 26.1 | 21.3 | 14.3 | 28.3 | 29.8 | 32.7 | 30.4 | 29.8 | 49.0 |
| Number of Students per band | 0 | 0 | 0 | 0 | 4 | 0 | 7 | 5 | 2 | 12 | 10 | 7 | 13 | 14 | 16 | 14 | 14 | 24 |

Each year, during the 2015–2017 period, we have seen an increase in girls sitting in the top two bands. The average has moved from Band 5 (2016) to Band 6 (2017).

Year 5 Reading comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 4.6 | 6.0 | 4.5 | 15.0 | 12.9 | 12.7 | 20.7 | 18.8 | 17.0 | 21.8 | 23.7 | 26.1 | 20.5 | 23.2 | 21.3 | 17.5 | 15.4 | 18.4 |
| State (All Students) % | 4.6 | 6.0 | 4.5 | 15.0 | 12.9 | 12.7 | 20.7 | 18.8 | 17.0 | 21.8 | 23.7 | 26.1 | 20.5 | 23.2 | 21.3 | 17.5 | 15.4 | 18.4 |
| School (All Students) % | 0.0 | 1.4 | 0.0 | 0.0 | 2.9 | 1.4 | 4.4 | 1.4 | 6.9 | 13.2 | 22.9 | 20.8 | 27.9 | 24.3 | 33.3 | 54.4 | 47.1 | 37.5 |
| Number of Students per band | 0 | 1 | 0 | 0 | 2 | 1 | 3 | 1 | 5 | 9 | 16 | 15 | 19 | 17 | 24 | 37 | 33 | 27 |

We have observed an increase in girls sitting in Band 7 but a decrease in girls sitting in Band 8. It is important to note that Year 5 is an intake year and there is a greater diversity in Band placement.

Year 5 Writing comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 5.8 | 5.3 | 6.5 | 8.7 | 11.1 | 9.4 | 32.6 | 33.7 | 36.0 | 31.5 | 31.3 | 30.0 | 15.2 | 13.5 | 12.8 | 6.3 | 5.2 | 5.3 |
| State (All Students) % | 5.8 | 5.3 | 6.5 | 8.7 | 11.1 | 9.4 | 32.6 | 33.7 | 36.0 | 31.5 | 31.3 | 30.0 | 15.2 | 13.5 | 12.8 | 6.3 | 5.2 | 5.3 |
| School (All Students) % | 0.0 | 1.4 | 0.0 | 1.5 | 2.9 | 1.4 | 4.4 | 22.9 | 19.4 | 33.8 | 25.7 | 41.7 | 27.9 | 35.7 | 26.4 | 32.4 | 11.4 | 11.1 |
| Number of Students per band | 0 | 1 | 0 | 1 | 2 | 1 | 3 | 16 | 14 | 23 | 18 | 30 | 19 | 25 | 19 | 22 | 8 | 8 |

27% of girls sat in the top two bands for Writing.



Year 5 Spelling comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 4.5 | 5.4 | 5.0 | 10.4 | 9.2 | 8.1 | 20.0 | 21.8 | 19.3 | 25.2 | 30.4 | 29.5 | 27.0 | 17.7 | 20.8 | 12.9 | 15.5 | 17.4 |
| State (All Students) % | 4.5 | 5.4 | 5.0 | 10.4 | 9.2 | 8.1 | 20.0 | 21.8 | 19.3 | 25.2 | 30.4 | 29.5 | 27.0 | 17.7 | 20.8 | 12.9 | 15.5 | 17.4 |
| School (All Students) % | 0.0 | 1.4 | 1.4 | 1.5 | 2.9 | 4.2 | 8.8 | 10.0 | 4.2 | 23.5 | 32.9 | 36.1 | 39.7 | 27.1 | 27.8 | 26.5 | 25.7 | 26.4 |
| Number of Students per band | 0 | 1 | 1 | 1 | 2 | 3 | 6 | 7 | 3 | 16 | 23 | 26 | 27 | 19 | 20 | 18 | 18 | 19 |

Over 50% of girls were in the top two bands (Band 7 and Band 8) for Spelling.

Year 5 Grammar and Punctuation comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 6.6 | 4.0 | 6.4 | 10.7 | 11.4 | 15.6 | 22.5 | 20.4 | 16.0 | 21.5 | 23.4 | 25.7 | 20.6 | 19.9 | 14.4 | 18.1 | 20.9 | 21.8 |
| State (All Students) % | 6.6 | 4.0 | 6.4 | 10.7 | 11.4 | 15.6 | 22.5 | 20.4 | 16.0 | 21.5 | 23.4 | 25.7 | 20.6 | 19.9 | 14.4 | 18.1 | 20.9 | 21.8 |
| School (All Students) % | 0.0 | 1.4 | 0.0 | 1.5 | 2.9 | 4.2 | 5.9 | 8.6 | 8.3 | 5.9 | 14.9 | 16.7 | 25.0 | 22.9 | 22.2 | 61.8 | 50.0 | 48.6 |
| Number of Students per band | 0 | 1 | 0 | 1 | 2 | 3 | 4 | 6 | 6 | 4 | 10 | 12 | 17 | 16 | 16 | 42 | 35 | 35 |

70% of girls were in the top two bands (Band 7 and Band 8) over the 2016–2017 period.

Year 5 Numeracy Comments and trends

| | BAND 1 | | | BAND 2 | | | BAND 3 | | | BAND 4 | | | BAND 5 | | | BAND 6 | | |
|-----------------------------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| State All % | 3.0 | 4.3 | 3.0 | 15.3 | 12.9 | 11.6 | 25.3 | 25.8 | 23.6 | 25.6 | 26.6 | 29.3 | 16.6 | 15.0 | 19.1 | 14.1 | 15.5 | 13.4 |
| State (All Students) % | 3.0 | 4.3 | 3.0 | 15.3 | 12.9 | 11.6 | 25.3 | 25.8 | 23.6 | 25.6 | 26.6 | 29.3 | 16.6 | 15.0 | 19.1 | 14.1 | 15.5 | 13.4 |
| School (All Students) % | 0.0 | 0.0 | 0.0 | 1.5 | 5.7 | 1.4 | 16.4 | 12.9 | 8.5 | 11.9 | 20.0 | 35.2 | 25.4 | 18.6 | 28.2 | 44.8 | 42.9 | 26.8 |
| Number of Students per band | 0 | 0 | 0 | 1 | 4 | 1 | 11 | 9 | 6 | 8 | 14 | 25 | 17 | 13 | 20 | 30 | 30 | 19 |

These results are consistent with the cohort data gathered in Year 3. Over 50% of girls are in the top two bands (Band 7 and Band 8).

NAPLAN Results at Year 7 and Year 9

Year 7

Number of Students = 100

Literacy

| BAND | READING | | WRITING | | SPELLING | | GRAMMAR AND PUNCTUATION | |
|------|---------|-----------|---------|-----------|----------|-----------|-------------------------|-----------|
| | State % | Kambala % | State % | Kambala % | State % | Kambala % | State % | Kambala % |
| 9 | 11.8 | 45.0 | 5.4 | 36.0 | 14.3 | 39.0 | 12.7 | 43.0 |
| 8 | 11.8 | 28.0 | 15.9 | 32.0 | 27.0 | 30.0 | 17.3 | 29.0 |
| 7 | 29.6 | 19.0 | 21.6 | 22.0 | 26.9 | 26.0 | 30.2 | 22.0 |
| 6 | 23.5 | 7.0 | 27.3 | 9.0 | 17.3 | 2.0 | 21.5 | 5.0 |
| 5 | 11.1 | 1.0 | 21.1 | 1.0 | 9.8 | 3.0 | 10.5 | 1.0 |
| 4 | 5.2 | 0.0 | 8.7 | 0.0 | 4.7 | 0.0 | 7.8 | 0.0 |

Numeracy

| BAND | NUMERACY | |
|------|----------|-----------|
| | State % | Kambala % |
| 9 | 17.1 | 54.0 |
| 8 | 17.8 | 27.0 |
| 7 | 29.0 | 16.0 |
| 6 | 22.2 | 3.0 |
| 5 | 11.6 | 0.0 |
| 4 | 2.4 | 0.0 |

Year 9

Number of Students = 91

Literacy

| BAND | READING | | WRITING | | SPELLING | | GRAMMAR AND PUNCTUATION | |
|------|---------|-----------|---------|-----------|----------|-----------|-------------------------|-----------|
| | State % | Kambala % | State % | Kambala % | State % | Kambala % | State % | Kambala % |
| 10 | 7.6 | 15.4 | 7.3 | 24.2 | 9.1 | 16.5 | 11.1 | 20.9 |
| 9 | 17.1 | 30.8 | 10.7 | 24.2 | 22 | 37.4 | 13.7 | 26.4 |
| 8 | 33.7 | 46.2 | 27.2 | 37.4 | 24 | 29.7 | 26.7 | 34.1 |
| 7 | 21.1 | 5.5 | 20 | 9.9 | 25.8 | 13.2 | 24.6 | 13.2 |
| 6 | 14.9 | 2.2 | 18.7 | 4.4 | 12.8 | 3.3 | 15.3 | 5.5 |
| 5 | 5.6 | 0.0 | 16.1 | 0.0 | 6.2 | 0.0 | 8.5 | 0.0 |

Numeracy

| BAND | NUMERACY | |
|------|----------|-----------|
| | State % | Kambala % |
| 10 | 12.1 | 17.6 |
| 9 | 17.7 | 33 |
| 8 | 28.7 | 38.5 |
| 7 | 25.9 | 9.9 |
| 6 | 14.6 | 1.1 |
| 5 | 1.0 | 0.0 |

Aspects of Literacy and Numeracy - mean scores

| YEAR 7 | NSW 2017 | AIS NSW 2017 | KAMBALA 2017 |
|-------------------------|----------|--------------|--------------|
| Reading | 548.6 | 575.6 | 627.1 |
| Writing | 516.8 | 543.4 | 612.3 |
| Spelling | 558.3 | 578.8 | 614.5 |
| Grammar and Punctuation | 546.6 | 575.6 | 631.0 |
| Numeracy | 560.2 | 588.9 | 644.3 |

| YEAR 9 | NSW 2017 | AIS NSW 2017 | KAMBALA 2017 |
|-------------------------|----------|--------------|--------------|
| Reading | 588.8 | 614.8 | 640.4 |
| Writing | 559.1 | 592.2 | 638.8 |
| Spelling | 591.1 | 611.6 | 639.0 |
| Grammar and Punctuation | 582.7 | 609.4 | 634.6 |
| Numeracy | 602.9 | 628.9 | 644.4 |



SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

NSW Higher School Certificate (HSC)

In 2017, 87 Year 12 students completed the HSC program and all were eligible for an Australian Tertiary Admission Rank (ATAR).

Nine students were placed on the All-Rounders List for students who achieved ten or more units at Band 6 level.

Two students were among the Top Achievers rank, which acknowledges the top 20 students in the State in each HSC subject. These included one student who achieved this credential for English Extension 1 and Modern History, while another student was a Top Achiever for Japanese Extension.

In addition, 71% of Kambala students were placed on the 2017 Distinguished Achievers List, which highlights students for scoring a Band 6 (90% or more) in a subject.

In Creative and Performing Arts, a significant number of HSC students were nominated for HSC showcase events:

- ◆ Two group performances were Drama nominees for OnSTAGE
- ◆ Four students were Music nominees for ENCORE
- ◆ Eight students were Visual Arts nominees for ARTEXPRESS.

In general, student achievement was well above the State average in 2017, which has been a consistent trend in recent years. Kambala reviews results of all HSC subjects using the Results Analysis Package as well as an external consultant as a means to compare School Performance relative to the whole candidature.

Numbers of students in Bands 5 and 6 in each subject that studied at Kambala in 2017

| SUBJECT | NUMBER STUDYING SUBJECT | KAMBALA BAND 6 % | STATE BAND 6 % | KAMBALA BANDS 5 AND 6 % | STATE BANDS 5 AND 6 % | KAMBALA EXAM AVERAGE | STATE EXAM AVERAGE |
|--------------------------------------|-------------------------|------------------|----------------|-------------------------|-----------------------|----------------------|--------------------|
| Ancient History | 13 | 30.76 | 8.78 | 92.29 | 35.98 | 87.83 | 71.67 |
| Biology | 21 | 42.85 | 11.93 | 71.42 | 39.28 | 84.26 | 74.30 |
| Business Studies | 35 | 42.85 | 8.15 | 85.7 | 36.14 | 85.94 | 73.17 |
| Chemistry | 18 | 5.55 | 9.48 | 61.1 | 42.71 | 80.91 | 75.28 |
| Design and Technology | 19 | 47.36 | 11.27 | 89.46 | 43.2 | 86.86 | 76.75 |
| Drama | 8 | 100 | 12.88 | 100 | 42.13 | 93.40 | 77.68 |
| Economics | 16 | 56.25 | 14.46 | 100 | 48.98 | 90.59 | 76.60 |
| English (Standard) | 11 | 0.0 | 0.85 | 54.54 | 15.91 | 77.42 | 69.19 |
| English (Advanced) | 76 | 47.36 | 15.21 | 89.46 | 63.64 | 87.69 | 80.96 |
| Food Technology | 4 | 0.0 | 8.38 | 50.0 | 29.74 | 75.65 | 71.52 |
| French Continuers | 8 | 25.0 | 25.5 | 87.5 | 65.75 | 85.58 | 81.75 |
| Geography | 15 | 0.0 | 7.65 | 66.66 | 41.90 | 81.43 | 74.87 |
| Information Processes and Technology | 7 | 28.57 | 7.41 | 57.14 | 29.84 | 82.43 | 71.71 |

Numbers of students in Bands 5 and 6 in each subject that studied at Kambala in 2017

| SUBJECT | NUMBER STUDYING SUBJECT | KAMBALA BAND 6 % | STATE BAND 6 % | KAMBALA BANDS 5 AND 6 % | STATE BANDS 5 AND 6 % | KAMBALA EXAM AVERAGE | STATE EXAM AVERAGE |
|-----------------------|-------------------------|------------------|----------------|-------------------------|-----------------------|----------------------|--------------------|
| Japanese Continuers | 3 | 66.66 | 28.08 | 100 | 61.02 | 90.93 | 80.59 |
| Latin Continuers | 1 | 0.0 | 52.20 | 100 | 81.75 | 88.40 | 86.87 |
| Legal Studies | 19 | 52.63 | 12.89 | 89.47 | 43.61 | 88.61 | 75.86 |
| Mathematics General 2 | 34 | 8.85 | 6.79 | 47.05 | 25.49 | 78.54 | 68.51 |
| Mathematics 2 Unit | 33 | 42.42 | 23.47 | 75.75 | 53.48 | 84.73 | 77.96 |
| Modern History | 27 | 18.51 | 9.19 | 62.95 | 38.82 | 82.98 | 73.73 |
| Music 1 | 8 | 37.50 | 20.35 | 100 | 65.22 | 88.08 | 81.45 |
| Music 2 | 12 | 58.33 | 36.89 | 100 | 89.16 | 90.12 | 86.72 |
| PDHPE | 17 | 23.52 | 8.82 | 58.81 | 30.56 | 80.72 | 71.03 |
| Physics | 5 | 0.0 | 10.69 | 60.0 | 33.80 | 80.60 | 73.45 |
| Visual Arts | 18 | 77.77 | 12.7 | 100 | 54.57 | 92.47 | 79.74 |

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 AND E4 % | STATE BANDS E3 AND E4 % | KAMBALA AVERAGE /50 | STATE AVERAGE /50 |
|--------------------------|-------------------------|-------------------|-----------------|---------------------------|-------------------------|---------------------|-------------------|
| English Extension 1 | 26 | 57.69 | 29.92 | 100 | 93.29 | 44.53 | 41.26 |
| English Extension 2 | 4 | 25.0 | 20.52 | 100 | 77.38 | 39.95 | 38.68 |
| French Extension | 3 | 66.66 | 40.24 | 100 | 93.28 | 44.97 | 41.73 |
| History Extension | 14 | 28.57 | 21.61 | 92.85 | 79.62 | 41.15 | 38.74 |
| Japanese Extension | 2 | 100 | 36.8 | 100 | 89.56 | 46.85 | 41.25 |
| Mathematics Extension 1* | 13 | 30.76 | 38.08 | 100 | 81.61 | 83.28 | 81.09 |
| Mathematics Extension 2* | 1 | 0.0 | 33.52 | 100 | 50.48 | 82.40 | 81.17 |
| Music Extension | 9 | 100 | 63.32 | 100 | 94.86 | 46.71 | 44.19 |

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

International Baccalaureate (IB) Diploma

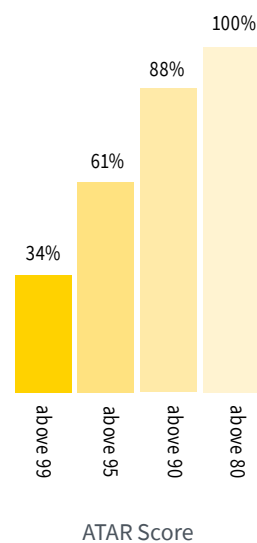
In 2017, 15 students were enrolled in the IB and undertook a demanding program of study. Kambala IB graduates' averaged a score of 37 (ATAR equivalent of 95.85) which greatly exceeds the world average of 31 (ATAR equivalent 87.40). The top possible score in the IB Diploma Programme is 45 points.

ATAR equivalent scores for Kambala's Class of 2017 IB Diploma students were as follows:

- ◆ 34% gained an ATAR at or above 99
- ◆ 61% gained an ATAR at or above 95
- ◆ 88% gained an ATAR at or above 90
- ◆ 100% gained an ATAR at or above 80.

In addition to the six subjects studied, three of which are studied at Standard Level and three at Higher Level, the girls also completed an individually researched extended essay of 400 words, a Theory of Knowledge course and at least 150 hours of creativity, activity and service.

ATAR Equivalent Scores



Summary of Grades 6 and 7 in each subject studied in 2017

| SUBJECT | NO. STUDENTS | KAMBALA GRADES 6 AND 7 % | GLOBAL GRADES 6 AND 7 % |
|------------------------|--------------|--------------------------|-------------------------|
| English Literature SL | 9 | 100 | 40 |
| English Literature HL | 6 | 83 | 42 |
| French B SL | 6 | 83 | 51 |
| French B HL | 1 | 100 | 60 |
| Japanese B SL | 1 | 100 | 73 |
| Latin B SL | 2 | 100 | 87 |
| Spanish ab initio SL | 5 | 60 | 64 |
| Economics HL | 6 | 83 | 51 |
| History HL | 6 | 50 | 14 |
| Psychology HL | 7 | 86 | 46 |
| Biology SL | 1 | 0 | 15 |
| Biology HL | 6 | 83 | 31 |
| Chemistry SL | 2 | 50 | 22 |
| Chemistry HL | 6 | 67 | 47 |
| Design Technology SL | 2 | 100 | 11 |
| Design Technology HL | 3 | 0 | 7 |
| Physics SL | 1 | 0 | 20 |
| Physics HL | 1 | 100 | 44 |
| Mathematics Studies SL | 8 | 13 | 19 |
| Mathematics SL | 7 | 86 | 29 |
| Music SL | 1 | 0 | 20 |
| Music HL | 2 | 50 | 41 |
| Visual Arts HL | 1 | 0 | 31 |

TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Teacher standards

It is our staff who set the benchmark for our excellent academic standards, who recognise the importance of individual strengths and differences within students and who strive to bring out the best in every girl. The delivery of high quality teaching and learning opportunities is the essence of what Kambala staff do and is of paramount importance. The School aims to maintain the highest standards in teaching practice. The School is most careful in its selection of teachers and is fortunate enough to have extremely well qualified staff. Many have postgraduate degrees including Masters and Doctorates.

| TEACHING STANDARDS/QUALIFICATIONS | NO. 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, or | 211 |
| Teachers having a bachelor from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications. | 0 |

Workforce composition

| Staff Descriptions | STAFF NUMBERS | | |
|---|---------------|------------|------------|
| | Casual | Part-Time* | Full-Time* |
| Teaching staff | 56 | 46 | 109 |
| Full-time equivalent teaching staff | 20.4 | 20.4 | 109 |
| Non-teaching staff | 133 | 24 | 46 |
| Full-time equivalent non-teaching staff | 15.8 | 14.2 | 46 |

* Note: includes full-time and part-time temporary staff

Professional learning

Kambala staff are encouraged to continue their own professional learning. The development of the role of Dean of Registration and Accreditation will ensure Kambala provides effective support to staff to maintain their professional accreditation with NESAs. In 2017, staff were involved in a range of courses, conferences and workshops to develop their content knowledge, experience as classroom practitioners and effective educators.

A full Professional Development summary for 2017 is supplied in the Appendix.



STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

Student attendance

Below is the student attendance data for 2017. The data range covers from 1 January 2017 to 31 December 2017 inclusive.

| YEAR GROUP | ATTENDANCE % |
|----------------------|--------------|
| Year -1 | 99.85 |
| Year 0 | 93.03 |
| Year 1 | 91.25 |
| Year 2 | 95.07 |
| Year 3 | 96.35 |
| Year 4 | 94.96 |
| Year 5 | 97.40 |
| Year 6 | 95.36 |
| Year 7 | 97.84 |
| Year 8 | 95.61 |
| Year 9 | 96.13 |
| Year 10 | 94.94 |
| Year 11 | 95.24 |
| Year 12 | 92.74 |
| Total Average | 95.41 |

Managing student 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 9.00am
 - ◆ Junior – 02 9388 6883 before 9.00am.
- ◆ 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, ie 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 and 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 the holidays must be taken in school time, parents are asked to contact the Principal for 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.
- ◆ 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

2017 academic year

The following list details the retention percentage across all year levels in 2017.

| YEAR GROUP | % |
|----------------------|-------------|
| Transition | 90.2 |
| Year 1 | 94.9 |
| Year 2 | 87.5 |
| Year 3 | 96.0 |
| Year 4 | 85.8 |
| Year 5 | 97.3 |
| Year 6 | 95.8 |
| Year 7 | 96.2 |
| Year 8 | 92.1 |
| Year 9 | 90.3 |
| Year 10 | 92.8 |
| Year 11 | 98.0 |
| Year 12 | 100 |
| Total Average | 94.8 |

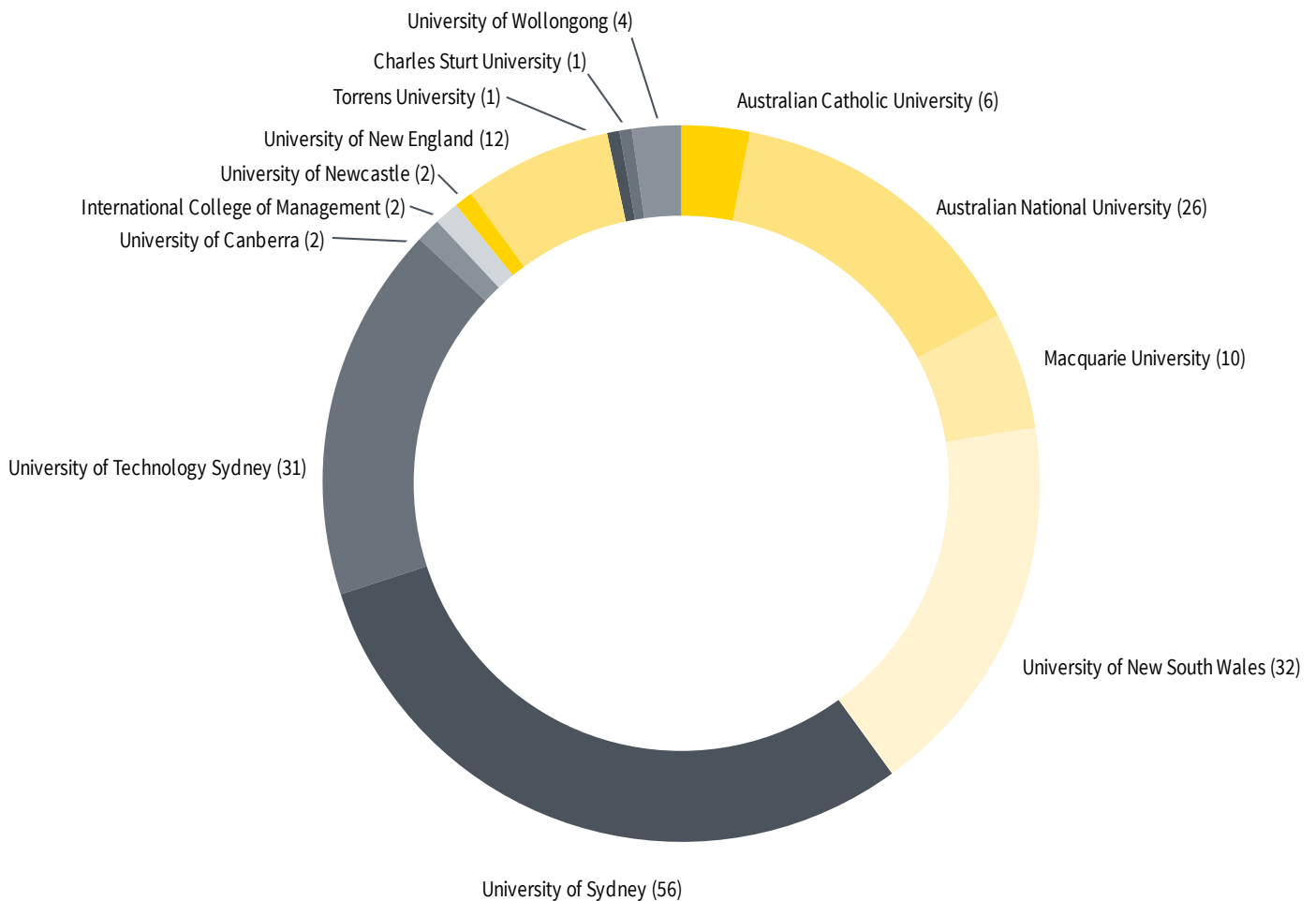
Year 10 to Year 12 retention rate

The actual student retention rate from Year 10 in 2015 to Year 12 in 2017 was 87%. 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 the majority of leavers were for relocation reasons. Other reasons include a decision to enrol in an industry-based course and a small percentage to other comparable schools for 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 2017 Year 12 graduates. Information may not be entirely 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 also have multiple offers. Information about what they accept is not always available.

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



| COURSE | NO. STUDENTS |
|---|--------------|
| B Applied Health Science – Exercise Physiology | 1 |
| B Design Architecture | 2 |
| B Arts | 7 |
| B Arts Media and Communications | 1 |
| B Arts/B Commerce | 1 |
| B Arts and Business | 1 |
| B Arts/B Ed (Secondary) | 1 |
| B Arts and Advanced Studies | 1 |
| B Arts/B Advanced | 1 |
| B Arts – Psychology | 1 |
| B Business/B Information Technology | 1 |
| B Business | 3 |
| B Commerce (Digital and Social Media) | 1 |
| B Commerce (Media Arts and Production/B Law) | 1 |
| B Commerce/B Arts | 1 |
| B Commerce Media/B Law | 1 |
| B Communication (Public Communication) | 5 |
| B Communications | 3 |
| B Communication Design | 1 |
| B Commerce | 8 |
| B Engineering | 5 |
| B Engineering (Honours) | 3 |
| B Interior Architecture | 1 |
| B Pharmacy | 1 |
| B Media and Communications | 1 |
| B Media (Screen and Sound Production) | 1 |
| B Medical Science/B Arts | 1 |
| B Music (Composition) | 1 |
| B Nursing | 4 |
| B Nursing/B Business Admin | 1 |
| B Politics and International Relations | 1 |
| B Politics, Philosophy and Economics | 4 |
| B Psychology | 8 |
| B Science – Psychology | 4 |
| B Science/B Business | 1 |
| B Science/B Law | 2 |
| B Science/B Arts | 1 |
| B Science | 4 |
| B Paramedicine | 1 |
| B Global Studies | 1 |
| B Science/B Advanced Studies (Animal and Veterinary Bioscience) | 3 |
| B Speech Pathology (Honours) | 1 |
| B Branded Environmental (DFEE) | 1 |
| B Marketing Management/B Communications and Advertising | 1 |
| PATHWAYS | 1 |
| B Animal Science | 1 |

| COURSE | NO. STUDENTS |
|--|--------------|
| B Speech Hearing Language Science | 1 |
| B Music/B Advanced Science (Honours) | 1 |
| B Management (Events) | 1 |
| B Occupational Therapy | 1 |
| B Agriculture/B Business | 1 |
| B Dual Law | 5 |
| B Exercise Physiology | 1 |
| B Physiotherapy | 1 |
| B Exercise and Sports Science | 1 |
| B Social Science | 3 |
| B Social Work | 3 |
| B Business Admin | 1 |
| B Business/B Science Information Technology | 1 |
| B Engineering/M Biomedical Engineering | 1 |
| Flexible Double B Arts Social Science/Business Science | 6 |
| B Arts/B Advanced Studies (Media and Communications) | 5 |
| B Arts/B Advanced Studies (Politics and International Relations) | 5 |
| B Law/B Arts International Studies | 1 |
| B International Security Studies | 1 |
| B Information Systems (Coop) (Honours) | 1 |
| B Economics/B Advanced Studies | 1 |
| B Health Science | 3 |
| B Communications (Social and Political Science) | 1 |
| B Science/B Advanced Studies (Health) | 3 |
| B Design (Honours) | 1 |
| UNSW Prep 17–19 | 1 |
| B Advanced Science/B Arts | 1 |
| B Law (Honours) | 1 |
| D Accounting | 1 |
| B Event Management (DFEE) | 2 |
| B App Public Health/B Global Studies | 1 |
| B Engineering (Honours)/M Biomedical Engineering | 1 |
| B Music (Performance) | 1 |
| B Design Photography | 1 |
| B Communications/B Advanced Studies (Scholars) | 4 |
| B Design Interior Architecture | 1 |
| B Education (Primary) | 1 |
| B Design/B Media | 1 |
| B International Studies | 2 |
| B Criminology | 2 |
| B Medical Science | 5 |
| B Medicine MD | 1 |
| B Science (Medical) | 2 |
| B Sports Exercise Science/B Arts | 1 |
| B Sports Exercise Management | 1 |





POLICIES

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
- ◆ safeguards 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. Policy content that is directly relevant to students is also published in the student handbooks each year. References are made to all or some of Kambala's policies in Pastoral Care lessons, parent information sessions and School/year assemblies. A summary of School policies for student welfare, anti-bullying, discipline and complaints and grievances follows in the tables overleaf and the full text of these policies is available on the Kambala website. Parents can obtain copies of other policies by contacting the Office of the Principal.

Student Welfare: Pastoral Care 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 her 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 Pastoral Care 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, and use of, appropriate pastoral care arrangements and counselling within the School and appropriate external agencies.

Change of title from wellbeing (pastoral care) policy.

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 Counselling Department, which is led by the Head of Counselling.

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:

- 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.

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 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.

No changes in 2017.

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.

No changes in 2017.

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.

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 complaint which may arise. Complaints will be addressed professionally, competently and in a timely manner applying principles of natural justice, confidentiality and procedural fairness. Complaints may be received in person, on the telephone, in writing or electronically. While parents are encouraged to first raise any concerns informally, they do have the option of lodging a concern or complaint formally at any time.

This policy was extensively updated in 2017 to reflect the provisions of the *Complaints Handling Standard (AS-ISO 10002-2014)* and to reflect changes in position titles.

The Principal is responsible for encouraging an environment where complaints are handled seriously and thoroughly and ensuring an effective Complaint Management System is in place and resourced appropriately.



SCHOOL DETERMINED IMPROVEMENT TARGETS

In 2017, Kambala continued to focus and build on the Strategic Vision and the four focus pillars:

- ◆ Purposeful Learning
- ◆ People and Values
- ◆ Ethos; Communities, Partnerships and Alliances, and
- ◆ Transformation and Sustainability

External experts were engaged to provide rigorous analysis and performance reports, especially in relation to academic achievement in external examinations such as the International Baccalaureate Diploma Programme and Higher School Certificate. This analysis continues to focus on 'value add'. The priority areas for improvement, in addition to academic achievement, comprise of the qualities of community connectivity, mental and emotional wellbeing and involvement in extra curricular activities in order to encourage and celebrate the 'whole girl' focus of the School.

“Kambala continues to focus and build on the Strategic Vision and the four focus pillars.”

Teaching and learning

| PRIORITIES | ACHIEVEMENT | STATUS (IF ANY) |
|---|--|-----------------|
| Implementing an appraisal system for academic staff | Continued implementation of the new model of Appraisal System using Educator Impact (EI) and continued improvement work. Three overarching goals were identified: review, reflect and revitalise. | Ongoing |
| Improving student engagement and interaction with the Junior School writing process | All staff in the Junior School undertook training, <i>Seven steps to writing success</i> , in addition to the online AIS Grammar module. All classes in the Junior School had authors visit Years 2 to 6. | Complete |
| Improving differentiation in the classroom | All Junior School teaching staff undertook the professional learning course, <i>The Universal Design for Learning</i> , through the Association of Independent Schools | Complete |
| | Two staff members undertook the Mini Certificate of Gifted Education in the Junior School. Decided that all Junior School staff to complete this in 2018. | Ongoing |
| Improving the delivery and emphasis on Science in the Junior School | Introducing a Science Specialist in the Junior School to take classes from Years 3 to 6. | Complete |
| Improving the academic care and support of students in Years 11 and 12 | Introduce a Year 11 and 12 Studies Coordinator role to support, advise and monitor academic progress. | Complete |
| Implement new syllabi | Junior School staff have been working on implementing a new History and Geography syllabus. Senior School staff have been working on implementing changes to the Stage 6 syllabi for: English, Maths, Science and History, focusing on deeper knowledge and skills development. | Ongoing |
| Review of timetable process | Work undertaken to improve the development and release of the timetable in Senior School. A new role, the Dean of Academic Administration, was developed to support this goal. | Complete |
| Developing student needs analysis | Junior School staff worked on student learning profiles and how these are documented. | Ongoing |

Staff development

| PRIORITIES | ACHIEVEMENT | STATUS (IF ANY) |
|--|--|-----------------|
| Summary of Whole School PL activities (Not including Faculty/Stage/ Non-teaching PL) | <p>PL Activities included all Staff Development Day activities – curriculum, pedagogical, updating staff on the latest research, Wellbeing; Senior Leadership professional learning, e.g. Wednesday afternoon PL activities and whole staff development to ensure compliance requirements.</p> <p>The following is a summary list of activities: Anaphylaxis and Asthma courses; Compliance related PL; Educator Impact; KMeet; Sundial; Child Protection; Clickview Presentation; Resuscitation/CPR; Positive Education conference run at the School for staff. Character strengths session and Global perspectives Professional Development.</p> | |
| Professional learning application process | Reviews of the existing Professional Learning applications are currently being conducted. | Ongoing |
| Timetable program professional learning | Currently, one staff member has a working knowledge of an outdated version of the Timetabler Program. Three additional staff members (Director of Curriculum, teacher, Acting Coordinator IT) were trained in the Timetabler Program. | Complete |
| Pastoral Care and wellbeing | <p>Programs and presentations:</p> <ul style="list-style-type: none"> • Group of seven staff attended a Positive Psychology Conference at Geelong Grammar. • Whole school Positive Education conference was provided to all staff at Kambala, run by the Wellbeing team. • Whole staff character strengths session provided to staff. | |

Wellbeing

| PRIORITIES | ACHIEVEMENT | STATUS (IF ANY) |
|--|---|-----------------|
| Wellbeing team | Implemented programs and practices around Positive Education Review and renewed the Wellbeing team. Development of wellbeing content for inclusion in the School Diary. | |
| Parent education program | <p>Included a comprehensive parent education program related to wellbeing. Parent presentations in 2017 included:</p> <ul style="list-style-type: none"> • Paul Dillon – responsible use of drugs and alcohol • Ian Wallace – managing challenging behaviour • UR strong parent and student presentation – managing challenging friendships • Yasmin London – Cybersafety • Project Rokit – Cybersafety and managing challenging friendships • Susan McLean – Cybersafety | |
| Wellbeing Week – planning and implementation | Wellbeing Week planning for 2018 program | |
| Review of Camps, Experiential and Service Learning | <p>Junior School progression considered when looking at models for outdoor education experiences for Years 3 to 10.</p> <p>Review across Senior School is ongoing and planned for implementation in 2018. International service learning experience to be considered for the Year 10 camp. Review and implementation schedule delayed until 2019.</p> | |



Wellbeing (cont)

| PRIORITIES | ACHIEVEMENT | STATUS (IF ANY) |
|---|---|--------------------------------|
| Review of Pastoral Care | <p>Review of Pastoral Care continued. Initial changes to Pastoral Care programs in Years 7 to 9 underpinned with positive psychology research.</p> <p>Peer Support program continued into 2017.</p> <p>Community Action Service at Kambala program shifted in Term 4 to run an Appreciative Inquiry process to contribute to future planning.</p> <p>Teachers in Years 1 to 4 designed and implementing their own <i>You Can Do It</i> and <i>Bounce Back</i> programs. Selected teachers in the Junior School were trained in the Bounce Back framework.</p> | |
| Days celebrated/introduced as part of our focus on wellbeing | <ul style="list-style-type: none"> You Can Sit With Me Day introduced R U Ok Day celebrated Inaugural Sports Lunch introduced, with parents raising \$95,000 for new change-rooms Bullying No Way Day Harmony Day | |
| Measuring wellbeing | <ul style="list-style-type: none"> Students in Years 3 and 5 completed the ACER Wellbeing survey. Measures for Senior School are being investigated. Senior School students in Years 10 to 12 took part in the Mission Australia survey. MMG benchmarking survey completed, assessing elements of wellbeing. | <p>Ongoing</p> <p>Complete</p> |
| Improving support for Senior School students | Introduced a new role in the Senior School – Director of Students. | Complete |
| Providing additional opportunities for students to gain leadership skills | Introduced the Core Leadership California program as an opportunity for students to work with world-class mentors in a culturally diverse residential setting for a two week immersive summer program. | |

Community, partnerships and alliances

| PRIORITIES | ACHIEVEMENT | STATUS (IF ANY) |
|--|---|--------------------------------|
| Nurturing our community connections | <ul style="list-style-type: none"> Host Old Girl morning teas and introduce a fellowship morning tea. Hold parent and community consultation sessions. Hold an inaugural Sports Lunch. | Complete |
| Improve communication with parents through Sundial | <p>Implement a Sundial improvement strategy, improving accessibility for parents.</p> <p>Introduce <i>The Whole Girl</i> e-newsletter to communicate regularly with parents.</p> | <p>Ongoing</p> <p>Complete</p> |

Facilities and resources

| PRIORITIES | ACHIEVEMENT | STATUS (IF ANY) |
|----------------------------------|--|--|
| School building refurbishment(s) | <ul style="list-style-type: none"> Hawthorne staircase renovations (Senior School) put on hold until 2018. Full Tivoli slate roof replaced. Junior School new smart boards. | <p>On hold</p> <p>Complete</p> <p>Complete</p> |
| Junior School Multi-purpose room | MPR funds raised at Junior School Cocktail Party. Work to be undertaken in 2018. | Ongoing |
| Junior School STEAM room | Junior School STEAM Room Refurbishment. | Complete |
| Change-rooms | Inaugural Sports Lunch raised \$95,000 to pay for change-rooms. Work to be undertaken in 2018. | |
| Facilities planning | <ul style="list-style-type: none"> The Business Manager is working on a 10-year cash flow to provide certainty regarding further capital expenditure. Staff, students and parents were surveyed to provide feedback regarding a range of areas including facilities and resources to facilitate planning for 2018. | Complete |

Initiatives promoting respect and responsibility

During 2017, 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 were outside of their comfort zone and encouraged to experience new and exciting activities. They learned to take on responsibilities related to looking after themselves and others. Added this year was a Year 2 sleepover 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 involved 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 promoted 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 Mongolia that required them to take responsibility in a developing country and develop self-respect as they encountered challenges and setbacks with courage. Through these experiences, students learnt about respecting 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 also 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 learned about the character strengths within themselves and how to spot them in others and use these to facilitate interactions. 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, the award system was continued which called on students to anonymously peer nominate individuals who have demonstrated behaviours and actions for bookmarks in alignment with the School values of: Humanity, Courage, Wonder and Respect. Harmony Day was also actively celebrated in both Junior and Senior School.

Wellbeing Week helped 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 again undertook a range of fundraising activities in 2017, 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 National Reconciliation Week which builds on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. Our Indigenous students had the opportunity to tell their story – where they came from, their family origins and relationships with a people and culture that have had ties to this country for longer than any other race or group on the planet. All Senior School students gathered on the oval to hear stories.

The Junior School 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.

Kambala's School values highlight respect in our everyday lives and interactions and the courage to act to oppose injustice. These values are prominently displayed in the School.

“Wellbeing Week helped to promote respect for each other and inclusivity as well as responsibility for our own and each other's mental health and wellbeing.”



PARENT, STUDENT AND TEACHER SATISFACTION

Kambala is committed to listening to the views and expectations from key stakeholders. In 2017, a number of independent surveys were commissioned to provide performance feedback on a wide range of related education topics.

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

In 2017, 558 parents from ELC to Year 12, 147 teaching and non-teaching staff and 650 students from Years 5 to 12, participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular music, sports, communications, reputation and facilities.

Parents

A selection of the parent top-level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their daughter.

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- ◆ 75% of parents' expectations were met or exceeded in relation to the quality of teaching.
- ◆ 90% of parents' expectations were met or exceeded in relation to a balanced education.
- ◆ 84% of parents' expectations were met or exceeded in relation to academic standards.
- ◆ 80% of parents' expectations were met or exceeded in relation to the focus on student wellbeing.
- ◆ 94% of parents' expectations were met or exceeded in relation to HSC/IB Diploma results.

Years 9 to 12 students

A selection of the Years 9 to 12 student top-level findings are detailed below; ranked in order of the importance parents placed on reasons for choosing a school.

In relation to the top five areas parents noted as most important, expectations met/exceeded for students are:

- ◆ 79% of students' expectations were met or exceeded in relation to the quality of teaching.
- ◆ 85% of students' expectations were met or exceeded in relation to a balanced education.
- ◆ 88% of students' expectations were met or exceeded in relation to academic standards.
- ◆ 96% of students' expectations were met or exceeded in relation to HSC/IB Diploma results.
- ◆ 76% of students' expectations were met or exceeded in relation to facilities and resources.

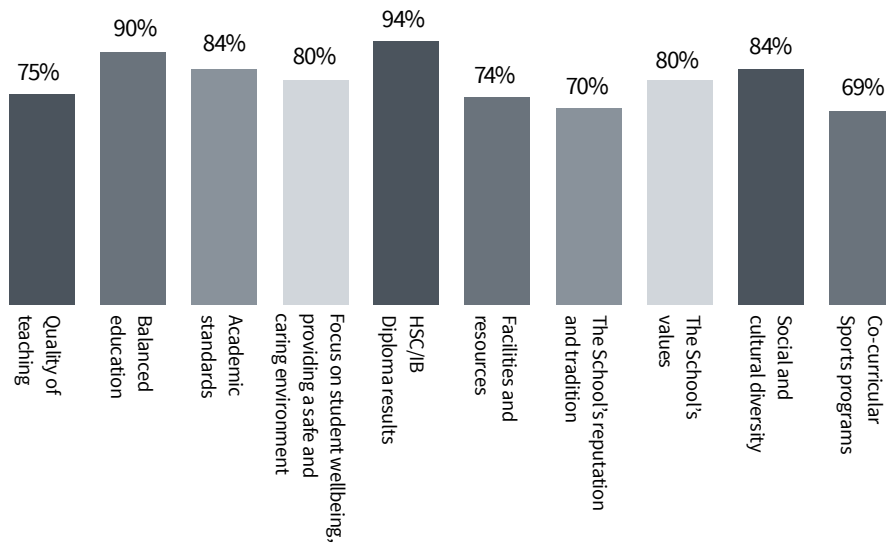
Staff

A selection of the staff top-level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their daughter.

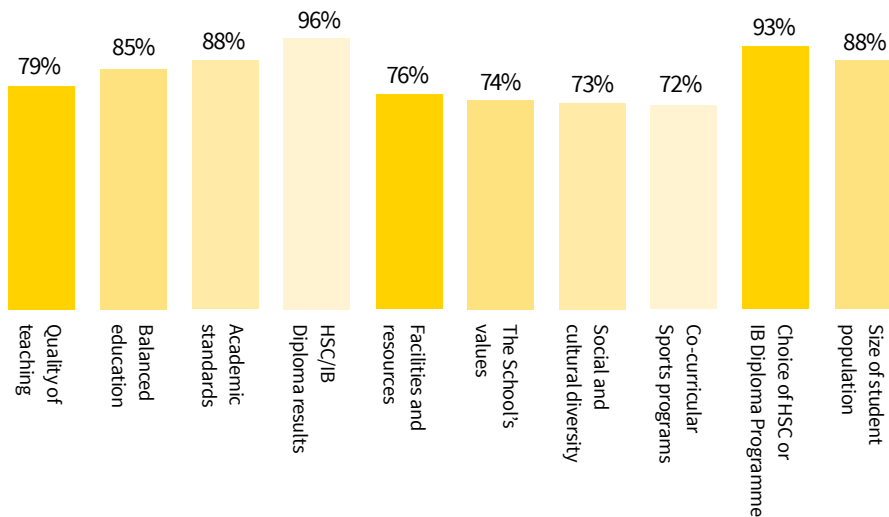
In relation to the top five areas staff noted as most important, expectations met/exceeded are:

- ◆ 95% of staff expectations were met or exceeded in relation to the quality of teaching.
- ◆ 93% of staff expectations were met or exceeded in relation to a balanced education.
- ◆ 94% of staff expectations were met or exceeded in relation to academic standards.
- ◆ 88% of staff expectations were met or exceeded in relation to the focus on student wellbeing.
- ◆ 99% of staff expectations were met or exceeded in relation to HSC/IB Diploma results.

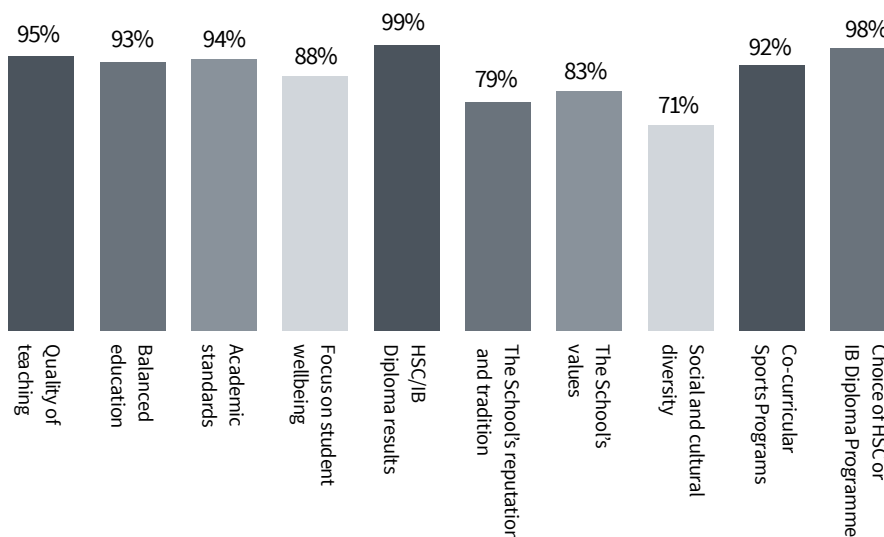
2017 Kambala School Parents – Expectations Met/Exceeded – Top 10 (n=558)



2017 Kambala School Years 9-12 Students – Expectations Met/Exceeded – Top 10 (n=336)



2017 Kambala School Staff – Expectations Met/Exceeded – Top (n=147)





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

| | |
|--|---|
| 2017 KAMBALA SCHOOL JUNIOR SCHOOL PARENT | 2017 KAMBALA SCHOOL SENIOR SCHOOL PARENT |
| High quality teaching staff | High quality teaching staff |
| Daughter's happiness | Daughter's happiness |
| Sense of community | Friendships and relationships formed |
| Friendships and relations formed | Balanced education |
| Personal growth and development | Sense of community |
| 2017 KAMBALA SCHOOL JUNIOR SCHOOL STUDENTS | 2017 KAMBALA SCHOOL SENIOR SCHOOL STUDENTS |
| Friendships and relationships formed | High quality teaching staff |
| Learning curriculum | Friendships and relationships formed |
| High quality teaching staff | High quality, balanced education |
| A safe, caring and supportive environment | Sense of community |
| Opportunities provided | A safe, caring and supportive environment |
| 2017 KAMBALA SCHOOL STAFF | |
| High calibre students | |
| Collegiality in the staff team | |
| Professionalism of staff | |
| Sense of community | |
| Professional opportunities and challenges provided | |

What parents tell us they value about Kambala

I believe I have chosen the school that will give my daughters the best opportunity to develop into confident, emotionally healthy and balanced young women.

My daughter is happy in herself and engaged with the School.

We love the opportunities for families to come together and bond in events such as the Christmas Carols by Candlelight evening.

I value the fact that I have two girls eager to enter school every day and come home excited to tell me about something that happened that day ... A lot of those things that excite them would not be at other schools.

I feel it has a beautiful community spirit. The girls look smart and are generally well spoken and polite.

I value the personal connections that our children feel with their teachers. I feel they are safe and hope they are seen as individual learners by all staff. I appreciate the emphasis that is trying to be placed on wellbeing, arts, individual expression and community.

The School cares for my child and has supported her through difficulties.

My girls are happy and eager to attend school. They have the opportunity to engage in and excel at a wide variety of academic, sporting and creative pursuits. They are encouraged to be kind, thoughtful and caring towards others.

I feel privileged to be part of a community that places such great value on the positive development of our next generation of women.

Kambala has supported my daughter fully in achieving her personal goals.

I always feel welcome. I enjoy coming into the School. It is a happy place to be. My daughter is very happy and that is all a parent can ask. I value the dedication of the excellent teaching staff.

What students tell us they value about Kambala

I value how Kambala gives me opportunities in various areas. It gives me options while providing an effective learning environment. I am taught a wide range of skills through all of my subjects.

The thing that I value most ... is the academic opportunities. At Kambala there are so many more than at most schools.

I value the academic results that are achieved at Kambala and I value the varied and unique opportunities that Kambala has given [me], compared to other schools.

I value the fact that I feel comfortable around anyone and I know mostly everyone ... Teachers are so lovely and are willing to spend their free time without being paid supervising and giving to their students. They always work hard to provide for girls at the School and are always looking out for the girls.

They always have challenges for students to participate in and the teachers all set a high standard for you, so you can maximise your potential and the teachers always offer support for you.

What staff tell us they value about Kambala

[I value] being a teacher at the School, being involved in the development of many aspects of the School, getting to know some wonderful staff and students and having access to some of the best professional development and resources to soar in the classroom.

I love working in an environment that does not expect me to 'dumb down' my offer as a teacher and that strives to provide even students who have learning difficulties with goals and a belief in their ability to achieve.

[I value] my professional and dedicated colleagues I am privileged to work with on a daily basis.

I felt privileged to have been employed here ... it had a great feel about it. I have grown while teaching here.

It's genuinely rewarding for me here on every level. I love it. I get to be social, creative, academically challenged and travel. I learn from amazing colleagues and leadership team, and I love that people respect Kambala. It empowers me, which I can then use to empower the girls.

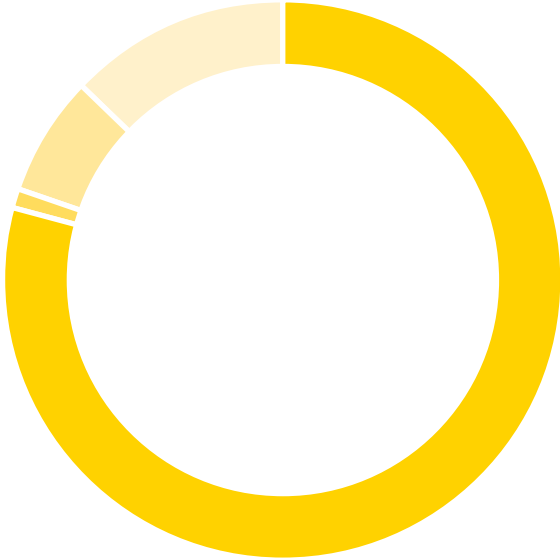
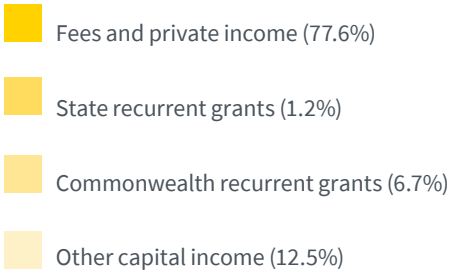
I value being a part of this wonderful staff. Kambala has high standards in every area, and that is what I am most proud of.



SUMMARY OF FINANCIAL INFORMATION

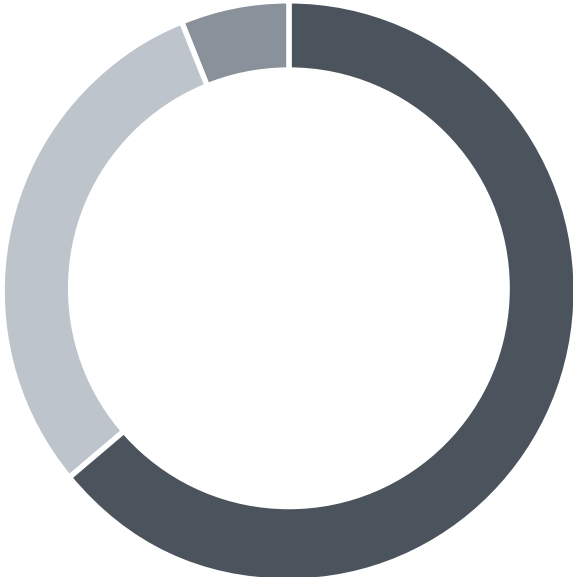
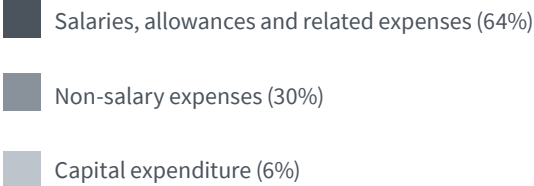
Total income – 2017 actuals

| INCOME SOURCE | AMOUNT (\$) |
|-------------------------------|----------------------|
| Fees and private income | 27,308,499.81 |
| State recurrent grants | 1,115,880.23 |
| Commonwealth recurrent grants | 2,373,769.02 |
| Other capital income | 4,379,840.10 |
| Total | 35,177,989.16 |



Total expenditure – 2017 actuals

| EXPENSE | AMOUNT (\$) |
|---|----------------------|
| Salaries, allowances and related expenses | 20,723,875.58 |
| Non-salary expenses | 9,719,173.23 |
| Capital expenditure | 1,952,477.58 |
| Total | 32,395,526.39 |



APPENDIX

Enrolment Policy

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

Hampshire House, Kambala's Early Learning Centre, is licensed to enrol boys and girls from 6 months to 5 years. The centre is open 48 weeks per year.

Girls only are enrolled at Kambala from Preparation (girls must have turned 4 by 31 March in the year in which they commence) to Year 12. Preparation to Year 12 students attend on a 4 term (approximately 10 weeks) basis per annum from late January to early December.

Student Population

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

Preparation to Year 12 has an enrolment as 2017 Census of 995 girls, 595 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 (FFPOS). CRICOS Provider 02284M.

Enrolment Procedures

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

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

Applicants are placed onto the register and into the database upon receipt of the application form. Letters of Acknowledgement of the Application for Enrolment 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 Junior School and Senior 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 entering from Year 3 onwards are tested by Academic Assessment Services 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.

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.

Overseas students

Kambala welcomes international students from around the globe. As well as international boarders, Kambala enrolls the daughters of overseas visitors who hold appropriate business or temporary visas issued by the Department of Immigration and Border Protection (DIBP).

Kambala is a registered provider for a limited number of full fee paying overseas students (FFPOS). Kambala's CRICOS provider number is 02284M.

A full fee paying overseas student requires a student visa to attend school in Australia. Australian or New Zealand citizens, those carrying permanent or temporary resident visas or refugees do not require student visas to attend the School.

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.



International Baccalaureate Diploma

The IB Diploma Program 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 Program and Higher School Certificate are considered to be equal but different pathways to matriculation.

Selection of students for the IB Diploma Program - 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 IBDP will be interviewed on her suitability for the Diploma Program, 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+).

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 will be charged.

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

Professional learning

The following table details the titles and number of courses attended by Kambala staff in 2017.

| JUNIOR AND SENIOR SCHOOL STAFF | |
|------------------------------------|----------|
| COURSE TITLE | ATTENDED |
| Creating Safer Independent Schools | All |
| First Aid | 30 |
| CPR | All |
| Anaphylaxis and Asthma Course | All |
| Staff Meeting: Wellbeing Sessions | All |
| Sundial | All |
| Clickview Presentation | All |

| SENIOR SCHOOL ONLY | |
|--|----------|
| COURSE TITLE | ATTENDED |
| Becoming accredited at Highly Accomplished or Lead Teacher with NES | 2 |
| HSC Drama – Individual Project | 1 |
| IB DP Network Day: English Lit and Lang and Lit | 1 |
| IB DT Network Day | 1 |
| IB English A networking day | 1 |
| Middle Leaders Program | 1 |
| Director of Studies Conference | 1 |
| IB World Regional Conference | 1 |
| Resurrecting the Cities of Vesuvius with sources and evidence | 1 |
| Term 3 Sydney Digital Learning forum | 1 |
| Development of assessment documentation and support materials on Sundial | 1 |
| NAFT Annual Conference 2017 | 2 |
| 2017 NSW Spanish Language Teachers' Conference | 1 |
| Schoolbox Languages Leaders' meeting | 2 |
| Term 3 Sydney Digital Learning forum | 1 |
| University of Pennsylvania Counsellor Workshop | 1 |
| John Hopkins University and University of Chicago Counsellors Session | 1 |
| AIS DigiSTEM Conference | 1 |
| AIS Mathematics Conference 2017 – HODs Day | 1 |
| UNSW Mathematics Teachers' Professional Development Day | 4 |
| Networks in the new Stage 6 Standard course | 1 |
| Schoolbox Workshop | 1 |
| (Presenter at) AIS Music Conference | 1 |
| Coaching and Mentoring Training for Teachers | 1 |
| Word Attack Skills – Extension | 1 |
| A coach-approach to building growth mindset | 1 |
| Archbishop's Anglican Schools' Chaplains' Day | 1 |
| Schoolbox Users' Meeting | 4 |

| SENIOR SCHOOL ONLY | |
|---|----------|
| COURSE TITLE | ATTENDED |
| RZIM Academy Core Module on Apologetics | 1 |
| Schoolbox workshop at Ravenswood | 5 |
| AIS DigiSTEM conference | 2 |
| Diving Deep into Depth Studies | 1 |
| IB Diploma Economics Category 1 Online Workshop | 1 |
| Aboriginal Education Conference, Leading For Change | 1 |
| Elevate Study Skills Program Presentation | All |
| Teaching and Learning and ICT Integration | All |
| NIDA one-to-one coaching for presentations and active listening techniques | 1 |
| IB Coordinator Meeting | 1 |
| Positive Sports Coaching | 1 |
| YARC Workshop and Disability Provisions | 1 |
| SANSW Meet the Markers | 3 |
| The AIS History Conference: Reinvigorating History – Excellence in leading learning | 2 |
| Psychology Category 3: Subject Specific | 1 |
| Consultation of Draft Technology Syllabus Stage 4 | 1 |
| NESA Technology Mandatory Years 7–8 Draft Syllabus Consultation Meeting | 1 |
| Stage 6 Marking and Assessment Workshop | 1 |
| Building Capacity – Creativity and collaboration in Languages Education | 1 |
| IB Annual Asia Pacific Regional Conference | 1 |
| AIS Drama Conference | 1 |
| IB English A: Literature | 2 |
| IBAP Regional DP and CONT Workshops – DP Librarians Cat 1/2 Mixed | 1 |
| NESA Science Extension Stage 6 Draft Syllabus Consultation Meeting | 1 |
| Economic Literacy Centre Business Studies Teacher Conference | 2 |
| ABSA Conference 2017 – Taking the reins | 1 |
| AIS TL Meeting | 1 |
| GTA Annual Conference | 4 |
| Legal Studies State Conference | 3 |
| ELC Economics Conference Programme | 2 |
| Early Career Teachers Course | 1 |
| MITIE Term 1 Conference | 1 |
| IB Art Teachers Network Day | 1 |
| STANSW Leadership in Science Course | 6 |
| Skype – The ultimate tool for the global classroom | 1 |



| SENIOR SCHOOL ONLY | |
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| COURSE TITLE | ATTENDED |
| Years 11 and 12 Science in Focus Workshop | 4 |
| Positive Psychology and Mental Health Fitness in Education | 2 |
| Youth Mental Health First Aid | 3 |
| AIS Teacher Librarian Conference: Looking Forward – Space, Technology, Pedagogy | 1 |
| AIS Creative Approaches to Assessment in Languages | 1 |
| Assessment and Treatment Approaches for Children with Reading and Spelling Difficulties | 2 |
| Keeping in step with our Boarders | 2 |
| Improving Student Learning through Wellbeing | 1 |
| SMBC Children’s Ministry Conference | 1 |
| AIS Studies of Religion Conference | 1 |
| Award Leader Training | 1 |
| 4Cing The Future – Drama NSW Conference | 1 |
| AIS TAS Conference – Leveraging Technology Education for the 21st Century | 1 |
| Familiarisation: Revised Stage 6 Syllabuses Course | 1 |
| CDAA National Conference | 1 |
| Mathematics HL Category 1 | 1 |
| Edutech Conference | 1 |
| Improving traditional assessment and non-traditional assessment | 2 |
| Macqlit Professional Development | 2 |
| IB Chemistry: A focus on internal assessment | 1 |
| The Business of Social Media in Schools | 1 |
| Strategies in Managing Parental Complaints | 2 |
| Stimulating 21st Century Geographers: Exploring learning through fieldwork | 2 |
| EBE Annual Conference | 1 |
| Theory of Knowledge – IB | 1 |
| AAMT Biennial Conference – Capital Maths | 1 |
| SCAD Educator Forum (Hong Kong) | 2 |
| CLTFA National Conference | 1 |
| Chemistry Teachers Conference | 1 |
| AIS Reconceptualizing Assessment: Unlocking learning and broadening practice | 1 |
| The Mental Health and Wellbeing of Young People | 3 |
| Developing Understanding of Major Project Marking | 2 |
| Abbotsleigh Teacher Librarian Conference | 1 |
| Building a growth mindset in mathematics | 1 |
| Union Rep Training Day | 1 |
| Great teachers give great feedback online module | 2 |
| Using technology in the Secondary Science Classroom | 1 |
| Planning and programming the revised Year 11 Extension 1 English Syllabus | 1 |
| Connecting the curriculum through concepts | 1 |
| ASBA National Conference | 1 |
| Reading to Write: Transition to Senior English | 1 |
| Inthinking IB DP Visual Arts (Cat 1) | 1 |

| JUNIOR SCHOOL ONLY | |
|---|----------|
| COURSE TITLE | ATTENDED |
| What Children Find Challenging about Naplan and What We Can Do | 2 |
| Bounceback and wellbeing resilience workshop | 1 |
| Deke Sharon – Acappella Workshop | 1 |
| Charlotte Thodey Acrylic Art Class | 1 |
| K–6 Physical Activity and Health Conference | 1 |
| Archbishop's Chaplains' Day | 1 |
| Junior School Chaplains collaborative meeting | 1 |
| Teaching Junior Science with Confidence | 1 |
| Grammar Online Levels of Delicacy | All |
| Spelling resource sharing/Grammar Online | All |
| Moving from Theory to Practice and Programming | All |
| Using the UDL Framework in classroom planning and programming | All |
| Seven Steps to Writing Success workshop | All |
| Universal Design for Learning – Module 1 | All |
| Grammar Online Delicacies AIS Online Course | All |
| Delving into UDL Principles, guidelines and checkpoints: A self-paced learning module | All |
| Assessment development and reporting | All |
| Seven Steps to Writing Success workshop | All |
| GERRIC Mini Certificate in Gifted Education Inservice 1 | All |
| Improving the Outcomes of Students with Hearing Loss in Mainstream Schools | 1 |
| IPSHA Deputies Conference | 1 |
| Teaching Reading K–2 | 3 |
| Programming Effectively in English K–6 | 1 |
| Orff Sculwerk of NSW | 1 |
| A Tournament of Minds – Introduction to TOM | 1 |
| Advanced Thinking Skills | 1 |
| You Can Do It (YCDI) Facilitator Workshop | 2 |
| AIS Teacher Librarian Conference | 1 |
| Assessment for, as and of Learning in Mathematics K–6 | 1 |
| A Taste of Art | 1 |
| APSMO Mathematics Symposium – Connecting Stage 3 and 4 | 1 |
| Reggio Emilia Conference | 1 |
| Copyright Education Seminars | 4 |
| Mini COGE (UNSW) | 2 |
| Challenging Learning | 1 |
| Words Their Way: A practical classroom approach | 1 |
| AIS Student Wellbeing Conference | 2 |
| Differentiation | 1 |
| Australian Teachers of French in France | 1 |

| HAMPSHIRE HOUSE ONLY | |
|---|----------|
| COURSE TITLE | ATTENDED |
| Little Scientists – Air | 1 |
| Positive Guidance of Children's Behaviour | 1 |
| Documenting Children's Learning | 2 |
| Identify and Respond to children and young people at risk | 1 |
| “So, I've got one of those” Supporting the rights of children with special needs | 2 |
| Little Scientists – Light, Colour, Vision | 1 |
| A Focus on the Arts: Drawing, Painting and Clay | 1 |
| REAIA Biennial Conference – Landscapes of identity | 2 |
| Developing musical experiences for young children | 1 |
| Creating beautiful learning environments for children. How to find beauty in an early childhood setting | 1 |
| Building a resilient and happy child: Helping children to succeed emotionally and build wellbeing | 3 |
| Practice into excellence: Educational bus visits | 2 |
| I'm New to Early Childhood Education | 1 |
| Rethinking Behaviour | 1 |
| What is it about Reggio? | 2 |
| Aboriginal Perspectives in Early Childhood Education | 1 |

| EXECUTIVE LEADERSHIP TEAM ONLY | |
|---|----------|
| COURSE TITLE | ATTENDED |
| Positive Education in School Association Conference | 1 |
| Positive Schools Mental Health and Wellbeing Conference | 1 |
| Managing common challenges in integrating family intervention for child conduct problems: Content and Process | 1 |
| Law for School Counsellors | 1 |
| Supervision Training – Online, face to face and assessment component | 1 |

| KAMBALA COUNCIL | |
|------------------------------|----------|
| COURSE TITLE | ATTENDED |
| The AIS Governance Symposium | 1 |





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