



KAMBALA



ANNUAL REPORT 2020



*Inspired learning.
Empowering young women of integrity.*



KAMBALA

CONTENTS

Message from key School bodies	4		
Message from the President of the School Council	4	School policies	17
Message from the Principal	6	Welfare policy	18
Message from the President of the Kambala Parents' Association (KPA)	7	Anti-bullying policy	18
		Discipline policy	18
		Complaints and Grievances policy	18
Contextual information	7		
About Kambala	7	School determined improvement targets	19
Characteristics of the student body	8	Academic Excellence	19
		Care	20
		Community	21
Student outcomes in Standardised National Literacy and Numeracy Testing	8	Sense of Place	21
		Initiatives promoting respect and responsibility	22
Senior secondary outcomes (student achievement)	9		
NSW Higher School Certificate (HSC)	9	Parent, student and teacher satisfaction	23
International Baccalaureate (IB) Diploma	12		
		Summary of financial information	26
		Total income – 2020 actuals	26
Teacher professional learning, accreditation and qualifications	13	Total expenditure – 2020 actuals	26
Teacher standards	13		
Teacher accreditation	14	Appendix	27
Workforce composition	14		
Professional learning	14		
Student attendance, retention rates and post-school destinations	15		
Student attendance	15		
Managing student attendance	15		
Family holidays and travel	16		
Unsatisfactory school attendance	16		
Student retention rates	16		
Post-school destinations	16		
Offers to students including IB students (after final round of offers)	17		

MESSAGE FROM KEY SCHOOL BODIES

Message from the President of the School Council

The year 2020 was the most challenging year this country has faced in a generation. It was also a year in which the Kambala community shone very brightly. We can be grateful for the way Australia has avoided the worst of the pandemic and that despite hardships, we can be proud of the way we have excelled in adversity as a School community, adapting to the new environment as well as—if not better than—any school in the country. Our girls have shown resilience and embraced the Kambala Values of Humanity, Courage, Curiosity and Respect. Every level of the Kambala community can take credit for that; I thank all of you for your understanding and your efforts.

In a few short weeks, the School turned around traditional education delivery to ensure each and every girl was able to continue their schooling in the new environment. We felt it important that in a time of major upheaval, the one familiar and comforting constant outside home was our girls' education and their connection to the School, their teachers and their friends.

It is easy to forget that we were criticised in some quarters for the early decisions we made regarding quarantine and online learning, that was, until the state and the country soon followed suit. Staying ahead of the challenges 2020 presented is one of the reasons we have handled adversity.

We have also used 2020 to consider what we want from the Kambala of tomorrow. However, before I look to the future, let me provide a brief synopsis of the year just gone. It started with celebrations of the outstanding HSC and IB results for 2019. The results from our Year 12 students of 2019 ranked us third amongst non-selective girls' schools, state-wide, and first in the eastern suburbs. Also, for the first time in the School's history, ranked first in the state for English – overall an extraordinary result!

When the pandemic struck, we understood the threats. In total the School site was closed for six weeks, coincidentally the same amount of time as the only other occasion the School has closed in its 133-year history – one hundred years ago in 1919 due to the Spanish Influenza.

In response to COVID-19 we offered hardship and concession packages to affected families. We delayed some projects and fast-tracked others such as further investment in ICT infrastructure and resourcing. We applied a cash flow analysis for potential adverse implications such as low revenue or reduced student numbers. These actions culminated in strong results for the School, including a healthy surplus. I have been continuously impressed with the actions taken to manage this crisis and the exceptional leadership of Principal Shane Hogan and the Executive.

The culture of giving that we saw flow back to the School last year continued in 2020. In particular, I would like to thank the generous donation from one of our families for an additional bursary that will fund a student from Years 7 to 12 who would not otherwise have been able to attend our great school. This will bring the number who attend the School through the Kambala Bursary and Scholarship Program to 35.

As always, we saw many wonderful individual performances by our student body in 2020, including selection for the Youth Olympics, national and state representatives in Sports, Academia and Debating. One Year 10 girl was awarded the highest grade possible at the Australian Music Examination Board (AMEB), an L.Mus.A with distinction. All such achievements were detailed in the *Annual 2020*.

Now we examine our pursuit of our *Strategic Plan 2019–2023*. The Kambala Institute of Teaching Excellence (KITE) continued to attract, retain and develop the best teachers in 2020. We appointed our inaugural Director of KITE and 15 teachers completed the Harvard Project Zero Classroom online program. Unfortunately, our staff could not go to Harvard to attend in person, however due to the generous support of several Kambala families the program will resume once international travel reopens. KITE's signature Coaching Teacher Training Program has continued and whole-school performance and development plans have been renewed and invigorated. KITE aims to recognise and celebrate the important work of our wonderful teachers and give them the opportunity to further their own professional learning.

The SITE program is the ambitious capital works program supporting the School's Master Plan. Last year I announced that the NSW Government approved our submission as a State Significant Development. This year, the development application, along with over 30 technical and expert reports, was submitted. We published the visual renders of the project in *The Soubeiran 2020 Winter Edition*.

In the coming years, Kambala's school oval will be transformed into a state-of-the-art Sport, Wellbeing and Senior Learning Precinct, delivering two indoor basketball courts, 17 new learning spaces, a centre for students and a centre for staff. Designed by award-winning architect Michael Heenan of AJ+C Architects, it will also deliver a new sunny courtyard, new forecourt inside the New South Head Road gates and new courtyard to replace the Arts building. The amount of green open space will be significantly increased.





We cannot predict what the changes in pedagogy or technology will mean for the design of teaching spaces in 10 to 20 years' time, but we have allowed for the flexibility of this building to easily adapt to changes when they arise. Best of all, the design has a very light touch – once the project is completed and the field is reinstated on the roof of the new building, the aesthetic will not dramatically change beyond the impressive new finish. The benefits will be transformational for the Kambala community but the impacts on immediate neighbours will be minimal.

The School will retain its bespoke and intimate educational experience with no plans to increase the student cohort. We all love the intimate nature of our School community, unique amongst schools of Kambala's calibre.

Finally, allow me to turn my attention to our Year 12 Class of 2020. No one could have envisaged this time last year that the final year for this cohort would be so disrupted. The resilience and strength of the cohort provided valuable role modeling for the rest of the student body. For decades to come we will talk about the year group like no other and look back in awe at the adversity this cohort overcame with such grace.

I know that many Kambala girls will go on to do exciting, adventurous, technical and innovative things. In the words of Barack Obama, "this is your generation's world to shape". Kambala girls face mega trends in digital acceleration, automation and robotics, and environmental developments like climate change and renewable energy. I look at this challenge in anticipation instead of fear. I have confidence that Kambala girls will tackle the future with vigour and fervor.

Ainslie van Onselen

President of School Council

Message from the Principal

At the commencement of 2020, who would have thought or imagined that an educational revolution would or could have occurred in such a short time. For a school like Kambala that prides itself on traditions of academic excellence and quality teaching, the challenges of remote learning were immense. When asking teachers to maintain a standard of excellence to ensure Kambala continues to provide outstanding remote teaching and learning for its students, one could not imagine how quickly they would adapt to the task and with such flare and innovation.

In 2020, we have completed the second year of our *Strategic Plan 2019–2023* and we continue to make great progress across all Key Pillars. One key focus under the Pillar of Academic Excellence is the creative approaches to curriculum, teaching and learning.

COVID-19 has certainly necessitated a focus on being creative in the delivery of curriculum, assessment and feedback.

Despite our lack of travel this year, the world is becoming more automated, and globalisation is key in terms of trade and employment. Our girls will no longer choose one job and stick to it, they will need to be malleable and flexible in order to move from role to role. Therefore, the development of STEM based skills such as problem-solving, creativity, cultural awareness and critical thinking is also vital. STEM skills are critical in a changing future of Australia and the world.

But it is not just employment that holds the importance of STEM. The importance for our students to be familiar with new technologies, robotics, biomedical science, and engineering to name a few is vital for personal growth and development in any field.

The Kambala *STEM Strategic Plan 2020-2023* is taking us beyond today, it will continue to evolve as we address three Key Pillars that represent the main focus areas that will move us forward in preparing our students for the future.

1. Focus on independent STEM disciplines
2. Development of STEM-related capabilities and skills
3. Connections with Industry and the broader community

We are excited that as part of this strategy we will see the HSC Engineering introduced as a subject next year along with STEM champion teachers in the Senior School who will be supporting further integration of STEM skills into the curriculum.

As we look to 2021, we hope for normality but, rest assured, we are planning with contingencies in place.

This year of COVID-19 has seen a restriction in our ability to gather as a community, and as such I feel we have experienced a sense of loss with regards to our culture and spirit of community.

Significantly, next year we will be focusing on our visible culture of care for our staff and students. This will manifest with an initial change to our day in Senior School with a Mentor Period to start. This ensures our girls are greeted each day and feel known and feel cared for, as well as a shift to the role and title of Tutor for our girls to Mentor.

In the Junior School we will be further implementing RULER, a Yale University evidence-based approach for integrating social, emotional learning into a school community.

While I haven't addressed some of our other major achievements this year with regards to our *Strategic Plan 2019–2023*, I would like to draw your attention to the development of the SHINE Passport. This is a portfolio for life which aims to record and evaluate each girl's journey through her life at Kambala and is there as a tool for reflection or in later life for job applications.

There has also been tremendous work done in our KITE program this year under the direction of Samantha Gooch. Our desire to be a school that attracts, retains and develops outstanding teachers has been further enhanced, in spite of COVID-19, with courses and professional development and a zoom visit by Professor Emeritus Dylan Wiliam who is so inspirational in developing teacher feedback techniques and was a key guest last year.

Shane Hogan
Principal



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

We are so fortunate to have a strong, cohesive community at Kambala. The 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.

Community events were extremely limited in 2020. The welcome Cocktail Party on a beautiful summer's evening in January started the year on a great note and was quickly followed by the KPA Golf Day at the Lakes in February. A significant increase in numbers at this event, both women and men, reflects the great fun had by all participants getting to know other parents over a game of golf and BBQ lunch. Prizes and trophies added to the festive atmosphere. Sadly, the cancellation of numerous events then followed.

A key goal for the KPA is to fundraise and contribute to specific projects around the school, however fundraising was limited during 2020. With schooling conducted online for several weeks, the KPA Canteen receipts were significantly lower. This was compounded by the restriction on parents on-campus necessitating the employment of additional staff to cover canteen duties normally undertaken on a voluntary basis. We were excited to announce that parent volunteers were allowed back on a limited basis in Term 4. Total canteen receipts of almost \$40,000 were still raised, allowing the KPA to again contribute \$25,000 for the KITE Harvard Teachers' Scholarship Fund and donate speaking fees to ensure that girls, teachers and parents continue to access top level educators. Professor Dylan William from the University of London returned via zoom following the successful teaching seminar he ran in 2019.

We look forward to a return to the cocktail parties, numerous year morning teas, picnics and drinks evenings, where parents and volunteers celebrate the breadth and vibrance of the Kambala community. I am lucky to hand the role of KPA President to the safe and steady hands of Nicole O'Neil who will undertake the role with great flair and competence.

We welcome all Kambala parents to attend our meetings held once a term and encourage the community to stay updated on KPA happenings via our page on Sundial.

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

A vibrant learning community, Kambala is dedicated to—and passionate about—the education of girls. Educational excellence is combined with a holistic approach to intellectual, social, emotional and spiritual development. Our Christian tradition affirms the worth of each individual and underpins our School Values of Humanity, Courage, Curiosity and Respect.

In 2020, the Class of 2020 continued the School's longstanding tradition of academic excellence. In the the Higher School Certificate (HSC), the School was ranked as the 21st most successful school by the Sydney Morning Herald and 9th most successful non-selective school. The School appeared five times on the Top Achievers List, with one student earning First in Course. Kambala was also the highest ranked school offering both the International Baccalaureate Diploma Programme (IB) as well as the HSC. The 2020 IB cohort also attained fantastic achievements, whose results remain among the best in Australia. Kambala IB graduates achieved an overall average of 38 (equal to an ATAR of 94.5), greatly exceeding the global average of 29.8.

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, Curiosity and Respect, and our Vision, 'Inspired learning. Empowering young women of integrity', 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 (currently undergoing renovations),

provides students with the unique experience of arranging and performing music in an iconic venue. Kambala girls are regularly involved in drama productions with other schools in our local community. As part of the Experiential and Service Learning opportunities, our girls travel within Australia and overseas where they have first-hand opportunities to engage in experiential learning. A highly successful student laptop program supports learning in every curriculum area.

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

Characteristics of the student body

Kambala's student body encompasses students enrolled from Hampshire House (early learning centre) to girls completing the Year 12 HSC and IB.

Hampshire House is licensed for 68 students (boys and girls) per day and caters for babies from six months through to school age. The main school commences for girls only in Preparation (four year old entry) and continues to Year 12. Preparation to Year 12 has an enrolment of 1,009 girls, 610 of whom are in the Secondary School.

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

Approximately 80 percent of students complete the HSC in Year 12 and 20 percent of Year 12 students undertake the IB.

Approximately 16 percent of students are from non-English speaking backgrounds.

The majority of day students live within eastern suburbs of Sydney. Approximately 10 percent travel from the lower north shore and inner west.

There are currently 66 boarding students, the majority of whom are from rural NSW. A small number of boarders are from southeast Asian countries. Kambala is licensed to enrol a small number of full fee paying overseas students (FFPOS). CRICOS Provider 02284M.

Kambala has eight Indigenous scholars enrolled through the Yalari Foundation program. Some of these girls live interstate.

Kambala has a non-selective enrolment policy which is attached in the Appendix of this report.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Kambala NAPLAN results 2020

Due to the global COVID-19 pandemic NAPLAN assessments were cancelled nationally in 2020. The most recent information relates to 2019 and are available on My School (<https://www.myschool.edu.au>).



SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

Record of Achievement (ROSA)

All students completing Year 10 and 11 were eligible for the Record of Achievement, though no students required this as all continued to complete formal secondary education.

NSW Higher School Certificate (HSC)

In 2020, 70 Year 12 students completed the HSC program and all were eligible for an Australian Tertiary Admission Rank (ATAR). Ten students were placed on the HSC All-Rounders list for students who achieved 10 or more units at Band 6 level while three students were on the Top Achievers list, having achieved one of the highest places in a HSC course. In addition, 57 out of 70 students (81%) achieved at least one Band 6 (a mark of 90 or over) for at least one subject and therefore were included on the Distinguished Achievers List.

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

- ◆ Two Drama group performances nominated for OnSTAGE
- ◆ Six Music students nominated for ENCORE
- ◆ One Design and Technology student nominated for SHAPE
- ◆ Three Visual Arts students nominated for ARTEXPRESS
- ◆ Two Extension English students nominated for Young Writers Showcase

Overall student achievement in 2020 remained well above the state average, which has been a consistent trend in recent years. The Sydney Morning Herald ranked Kambala 21st in the state. Kambala was the highest ranked school that also offered the International Baccalaureate. 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. This comparison demonstrates Kambala's consistently excellent performance to similar schools. School documentation published on the school website also demonstrates student excellence in domains in addition to academics.

Higher School Certificate Examination results – 2 unit courses

Course average in Bands 6, 5, 4, 3, 2 and 1 in 2 unit courses as a comparison of Kambala achievement with State achievement in 2020.

SUBJECT		BAND 6 %	BAND 5 %	BAND 4 %	BAND 3 %	BAND 2 %	BAND 1 %
Ancient History	Kambala	80	20	0	0	0	0
	State	8.86	24.51	29.50	21.51	10.30	5.30
Biology	Kambala	21.42	35.71	32.14	10.71	0	0
	State	6.50	24.22	31.94	24.26	10.67	2.38
Business Studies	Kambala	44.82	41.37	6.89	6.89	0	0
	State	9.40	25.92	27.08	20.59	10.84	6.15
Chemistry	Kambala	16.67	75	8.33	0	0	0
	State	13.36	29.74	26.43	21.04	7.99	1.42
Design and Technology	Kambala	50	33.33	8.33	8.33	0	0
	State	15.72	31.54	35.96	14.63	1.92	0.20
Drama	Kambala	71.42	28.57	0	0	0	0
	State	19.22	28.19	42.87	7.68	1.46	0.56
Economics	Kambala	7.69	61.53	30.76	0	0	0
	State	13.45	38.04	26.08	13.73	6.14	2.53
English Standard	Kambala	0	45.45	36.36	18.18	0	0
	State	0.54	11.02	46.08	31.55	10.27	0.52
English Advanced	Kambala	52.54	42.37	5.08	0	0	0
	State	14.20	49.18	31.35	4.65	0.57	0.02
French Continuers	Kambala	50	50	0	0	0	0
	State	30.52	33.05	21.75	11.46	2.86	0.33

SUBJECT		BAND 6 %	BAND 5 %	BAND 4 %	BAND 3 %	BAND 2 %	BAND 1 %
Geography	Kambala State	40	60	0	0	0	0
		12.51	29.32	29.07	16.31	8.46	4.32
Information Processes and Technology	Kambala State	40	60	0	0	0	0
		7.70	24.75	26.28	23.32	12.15	5.78
Legal Studies	Kambala State	72.22	22.22	5.56	0	0	0
		15.20	24.71	28.26	21.05	8.27	2.47
Mathematics Standard 2	Kambala State	16.67	20.83	25	33.33	0	4.17
		5.35	19.36	25.63	25.19	17.32	7.12
Mathematics Advanced	Kambala State	29.03	32.25	35.48	3.22	0	0
		23.13	29.45	28.43	14.77	2.71	1.47
Modern History	Kambala State	23.52	23.52	41.17	5.88	0	5.88
		10.23	27.20	28.73	18.28	8.99	6.53
Music 1	Kambala State	71.42	28.57	0	0	0	0
		21.86	42.59	26.28	7.48	1.33	0.44
Music 2	Kambala State	85.71	14.28	0	0	0	0
		38.37	49.41	11.91	0.29	0	0
PDHPE	Kambala State	36.36	27.27	18.18	0	18.18	0
		9.20	25.26	26.97	24.15	10.26	4.13
Physics	Kambala State	0	100	0	0	0	0
		12.63	28	26.53	18.88	9.83	4.10
Studies of Religion I	Kambala State	33.33	16.67	33.33	16.66	0	0
		7.72	36.12	33.20	17.06	4.62	1.25
Visual Arts	Kambala State	44	48	8	0	0	0
		16.91	48.11	25.09	8.08	1.50	0.29

+ data as provided by NESA Schools Online.

Higher School Certificate Examination results – Extension courses

Proportion of students in Bands E4 to E1 in Extension courses as a comparison of Kambala achievement with State achievement in 2020.

EXTENSION COURSES		E4	E3	E2	E1
English Extension 1	Kambala State	61.11	38.88	0	0
		38.77	53.90	6.64	0.67
English Extension 2	Kambala State	55.55	44.44	0	0
		25.86	56.59	16.81	0.72
French Extension	Kambala State	100	0	0	0
		27.06	54.13	18.79	0
History Extension	Kambala State	55.55	22.22	22.22	0
		20.56	55.55	22.10	1.77
Mathematics Extension 1	Kambala State	28.57	47.61	23.80	0
		37.94	36.55	20	5.49
Mathematics Extension 2	Kambala State	16.67	50	33.33	0
		36.35	47.65	13.16	2.81
Music Extension	Kambala State	60	40	0	0
		68.50	28.75	2	0.75

+ data as provided by NESA Schools Online.



Kambala HSC Course Report: Historical Analysis of % cohort in Bands 5/6

SUBJECT	2020	2019	2018	2017	2016	2015
Ancient History	100	81.81	90	92.29	100	82.14
Biology	57.13	83.32	61.53	71.42	70.83	81.81
Business Studies	86.19	87.50	90	85.70	84	96.29
Chemistry	91.67	50	40	61.10	60	62.50
Chinese in Context	-	100	-	-	-	-
Chinese Continuers	-	-	0	-	-	-
Design and Technology	83.33	100	80	89.46	100	100
Drama	100	100	53.83	100	100	85.71
Economics	69.22	100	100	100	80	90.46
English Standard	45.45	66.67	57.13	54.54	-	57.14
English Advanced	94.91	96.55	90.78	89.46	88.05	95.83
Food Technology ¹	-	-	-	50	100	0
French Continuers	100	66.67	75	87.50	75	88.89
Geography	100	71.42	100	66.66	81.81	57.14
Information Processes and Technology	100	-	71.42	57.14	100	100
Japanese Continuers ¹	-	-	100	100	-	100
Latin Continuers	-	100	100	100	75	75
Legal Studies	94.44	100	89.47	89.47	100	100
Mathematics General 2 ²	-	-	53.83	47.05	50	66.67
Mathematics Standard 2 ²	37.49	42.29	-	-	-	-
Mathematics Advanced	61.28	51.71	64.69	75.75	83.77	75.67
Modern History	47.04	84.61	86.48	62.95	79.16	94.28
Music 1	100	100	75	100	100	100
Music 2	100	87.50	100	100	100	100
PDHPE	63.63	56.25	73.32	58.81	76.91	73.68
Physics	100	66.67	60	60	66.67	37.50
Studies of Religion 1	50	100	75	-	-	-
Visual Arts	92	100	96.28	100	100	100

1 Subject no longer offered

2 The subject name changed from Mathematics General 2 to Mathematics Standard 2 in 2019

Kambala HSC Course Report: Historical Analysis of % cohort in E3/4

SUBJECT	2020	2019	2018	2017	2016	2015
English Extension 1	100	94.73	100	100	100	100
English Extension 2	100	100	90.90	100	100	50
French Extension	100	100	-	100	100	100
History Extension	77.77	95.44	88	92.85	88.23	100
Japanese Extension ¹	-	-	100	100	-	100
Latin Extension	-	100	100	-	100	100
Mathematics Extension 1	76.18	100	78.94	100	73.33	85.70
Mathematics Extension 2	66.67	75	100	100	100	100
Music Extension	100	100	100	100	100	100

1 Subject no longer offered

International Baccalaureate (IB) Diploma

In 2020, 21 students completed the demanding IB program of study, 20 of whom were awarded their Diploma. Kambala IB graduates averaged a score of 38 (ATAR equivalent of 96.45) which greatly exceeds the world average of 29 (ATAR equivalent 79.25). The top possible score in the IB Diploma Programme is 45 points. Three Kambala students achieved 45 points, while two others achieved 44 points. This is an exceptional performance.

ATAR equivalent scores for Kambala's Class of 2020 IB Diploma students were as follows:

- ♦ 62 percent gained an ATAR at or above 95
- ♦ 76 percent gained an ATAR at or above 90
- ♦ 90 percent gained an ATAR at or above 80

In addition to six subjects studied, three of which studied at Standard Level (SL) and three at Higher Level (HL), students also completed an individually researched Extended Essay of 4,000 words, a Theory of Knowledge course and at least 150 hours of Creativity, Activity and Service.

Comparison of Kambala average grade and global average in 2020

Note: Grades range from 7.00 as the highest grade possible to 1.00 being the lowest grade.

SUBJECT	NO. STUDENTS	KAMBALA AVERAGE	GLOBAL AVERAGE
English Literature SL	7	5.57	5.09
English Literature HL	14	6.00	5.45
Chinese – Mandarin SL	1	7.00	6.72
Chinese – Mandarin HL	3	7.00	6.65
French B SL	1	7.00	5.53
French B HL	2	7.00	5.15
Latin B SL	2	6.50	5.94
Latin B HL	2	7.00	5.83
Spanish ab initio SL	10	5.80	5.57
Economics HL	8	5.50	5.28



SUBJECT	NO. STUDENTS	KAMBALA AVERAGE	GLOBAL AVERAGE
Global Politics SL	1	7.00	5.19
Global Politics HL	3	6.67	5.45
History HL	4	5.25	3.81
Psychology SL	2	7.00	5.10
Psychology HL	11	5.82	5.36
Biology SL	5	6.60	3.88
Biology HL	5	5.60	4.64
Chemistry SL	7	5.57	4.02
Chemistry HL	3	6.67	5.41
Design Technology SL	3	4.67	4.04
Design Technology HL	1	4.00	4.32
Physics SL	3	7.00	3.89
Mathematical Studies SL	6	4.83	3.88
Mathematics SL	11	5.64	4.06
Mathematics HL	4	6.25	5.04
Music SL	2	7.00	5.09
Music HL	2	6.00	5.56
Visual Arts SL	2	6.00	4.67
Visual Arts HL	1	5.00	4.11

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher standards

In 2020 all Kambala teachers authentically engaged with the Australian Professional Standards for Teachers. All staff actively engaged in the required professional development in each maintenance period to support their practice and ongoing professional growth.

The Dean of Accreditation and the assigned supervisors met regularly with New Scheme Teachers and staff seeking higher levels of accreditation both individually and as a group. Kambala's academic staff are active participants in their own learning and contribute to a culture of shared professional learning.

Teachers were supported and mentored in the collection of their documentary evidence with four staff successfully attaining their proficiency. At the higher levels of accreditation, six teachers gained Experienced Teacher accreditation through ISTAA. It is 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 student. For the year ahead (2021), three teachers are considering the Highly Accomplished Teacher pathway and relevant information sessions began in 2020 to support these staff in their decision-making and preparation.

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	189
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

*Staff numbers effective as at 31 December 2020, including casual staff

Teacher accreditation

The number of teachers at the various levels of teacher accreditation by the end of 2020 is shown in the table below.

STAFF NUMBERS	
Level of accreditation	Number of Teachers
Conditional	4
Provisional	12
Proficient Teacher	141

Workforce composition

STAFF NUMBERS			
Staff descriptions	Casual	Part-time*	Full-time*
Teaching staff	32.0	39.0	118.0
Full-time equivalent teaching staff	4.9	19.8	118.0
Non-teaching staff	151.0	33.0	64.0
Full-time equivalent non-teaching staff	16.4	19.6	64.0

*Includes full-time and part-time temporary staff

Professional learning

Kambala supports its staff to engage in relevant professional learning for professional development. This includes facilitating attendance at courses and workshops at external providers and through on-site learning experiences. Kambala staff are encouraged to continue their own professional learning in order to maintain their accreditation and also to commit to practice improvement and personal growth.

With the appointment of a Director of KITE, a clear framework was developed in 2020. Opportunities offered within the KITE framework aim to foster a culture of continuous improvement. Additionally, schools and faculties led training and upskilling within their own specific areas, allowing staff to develop and maintain knowledge specific to their teaching areas.

In 2020, staff were involved in a range of remote courses, meetings and workshops to develop their knowledge and broaden their perspective as educators and educational leaders. Despite many scheduled professional learning opportunities being cancelled or restricted, the School worked to provide meaningful learning that responded to teacher and student immediate needs. These included staff professional learning surrounding remote learning methodologies and student engagement in an online learning environment. Significant professional learning occurred for teaching staff through the experiential and reflective learning afforded through remote teaching. The full Professional Development table for 2020 is supplied in the Appendix.

STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

Student attendance

On the right is the student attendance data for 2020. The data range covers from 1 January 2020 to 31 December 2020 inclusive.

YEAR GROUP	ATTENDANCE %
Preparation	91.0
Transition (K)	93.0
Year 1	93.5
Year 2	93.8
Year 3	96.7
Year 4	95.1
Year 5	95.1
Year 6	96.3
Year 7	95.2
Year 8	95.2
Year 9	94.6
Year 10	95.0
Year 11	96.1
Year 12	95.3
Total Average	95.0

Managing student attendance

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

- ◆ Attendance should be regular and punctual. Students are expected to arrive at their Period 1 classroom no later than 8.25am.
- ◆ The class teacher takes a record of attendance for each lesson, which is recorded electronically in the School's database. In the Senior School, the tutor also records attendance during tutorial. 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 using the tab on Sundial Kambala smartphone app, via email or by contacting the School by telephone on the morning of the absence on the Student Absence Line before 9.00am: 02 9388 6899 (Senior) or 02 9388 6883 (Junior)
- ◆ The Senior School receptionist will send an SMS to the parents or guardians of unexplained absent students/late students to seek an explanation for absences.
- ◆ The Junior School receptionist will phone parents or guardians of unexplained absent students/late students to seek an explanation for absences.
- ◆ In the Senior School, a record of attendance is taken each lesson by the class teacher. This is recorded electronically in the School's Database.
- ◆ Justified reasons for student absences may include:
 - ◆ being sick, or having an infectious disease
 - ◆ having an unavoidable medical appointment
 - ◆ being required to attend a recognised religious holiday
 - ◆ exceptional or urgent family circumstances, i.e. attending a funeral.
- ◆ On returning to School after an absence, a parent, guardian or Boarding staff must provide an explanation within seven days to the School, or to the student's tutor/class teacher. Parents can contact the School by telephone, written note, text message or email. Where an explanation has not been received within the seven-day timeframe, the School will record the absence as unjustified on the student'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.
- ◆ The Director of Students 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 an assessment task, or the day prior to an assessment task in Years 11 and 12 requires a medical certificate. An illness/misadventure form must be completed.
- ◆ Students who are late to School are to report to Reception with a note from their parent, guardian or Boarding staff. They must record the time of arrival and reason for lateness via the electronic touch screens. 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 sport commitment are to report to Reception. The arrival time and reason for lateness are recorded electronically.
- ◆ The Head of Junior School maintains an overview of student absences with 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 Director of Students 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 and communicated to Reception so that leave is recorded on the School's database. Students must go to Reception and check-out via the electronic touch screens before leaving School.
- ◆ In the Junior School, requests for early leave during the day should be in writing to the class teacher. Students leaving early must report to the Junior School Reception. The time of departure and reason will be recorded electronically in the School's database.

Family holidays and travel

Families are encouraged to travel or take leave during school holidays. If this is not possible, parents are asked to contact the Principal about an Application for Extended Leave. Where the Principal considers that the travel is appropriate, a Certificate of Extended Leave will be issued. Absences related to travel will be marked as leave on the roll and contribute to the student's total absence for the year.

Unsatisfactory school attendance

- ◆ The Head of Junior School maintains an overview of student absences with 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 Director of Students 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 students' files and information with respect to attendance is provided in each student's report.
- ◆ 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 Association of Independent Schools of NSW, Education Regulations and Program Implementation Team on 02 9299 2845.
- ◆ In determining a course of action under this legislation, the Principal would also refer to the requirements under the legislation for the Keep Them Safe reforms (Children and Young Persons (Care and

Protection) Act 1998 No. 157 and Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009) 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

Years 10 to 12 retention rate

The actual student retention rate from Year 10 in 2018 to Year 12 in 2020 was 95 percent. This is similar to the retention rate in previous years. Based on the information provided to the School, students either left for relocation reasons or to another comparable school for a change of environment for the final years of schooling.

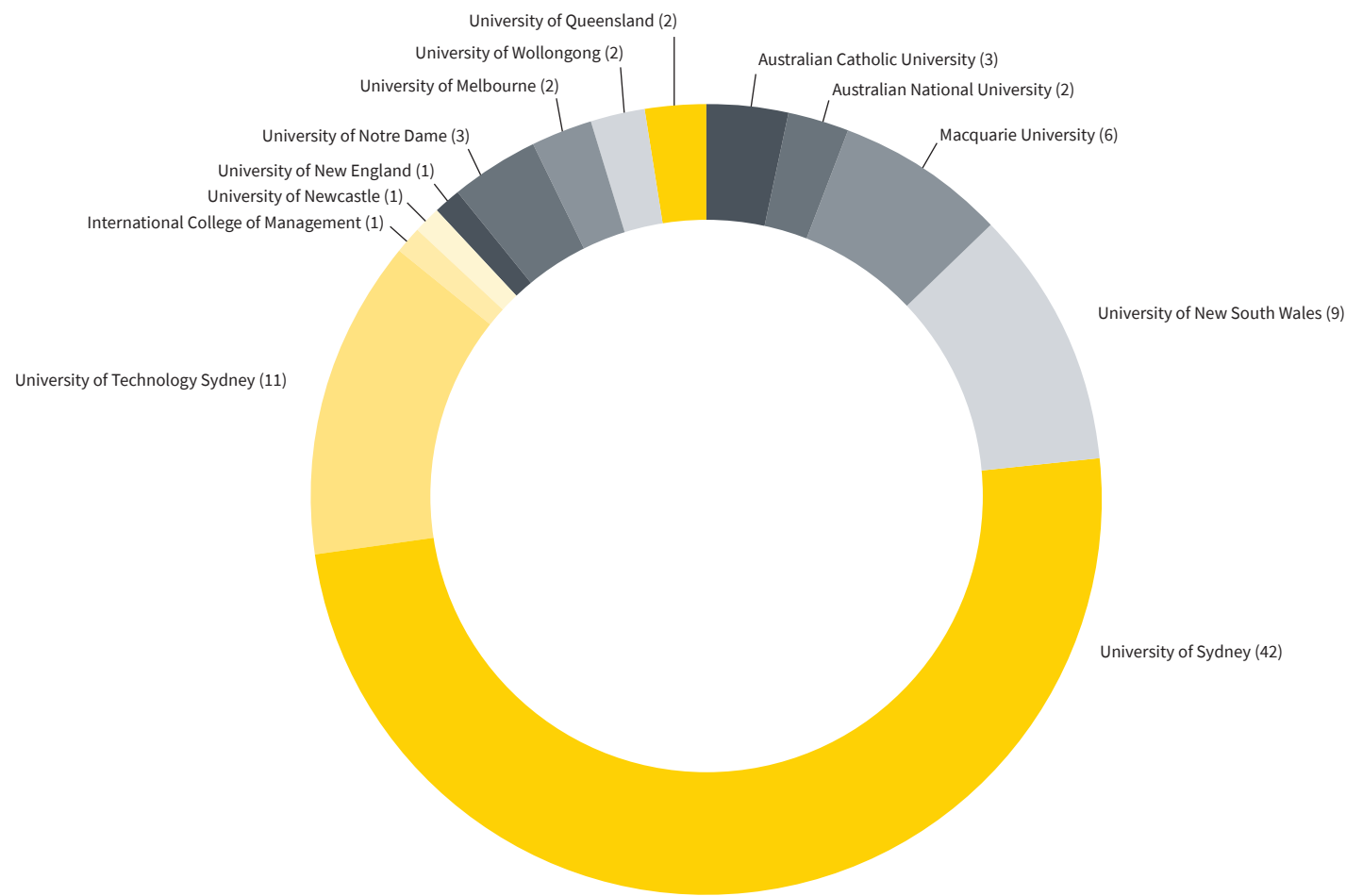
Post-school destinations

This report covers the offers made in the final rounds to our 2020 Year 12 graduates. Information may not be accurate as it is gathered from a variety of sources. Some students apply to several States in Australia and to universities in America, the United Kingdom and Asia. They may have multiple offers. Information about what they accept is not always available. No data is available from the Australian National University (ANU) on direct entries, available data is made accessed via the Universities Admissions Centre (UAC).

COURSE	NO. STUDENTS
Applied Health Sciences including Psychology/ Pharmacy	6
Design/Architecture/Fine Arts	2
Engineering	5
Business or Commerce	15
Information Technology	1
Undergraduate Medicine	2
Music	1
Arts	23
Combined Law	8
Law	1
Media/Communication/PR & Advertising	4
Global Politics and International Relations	3
Education Primary	3
Sciences	20
Science/B Advanced Studies (Animal and Veterinary Bioscience)	1
Property Economics	2
UNSW Coop Scholarship – Business information Systems	1
Arts Advanced Studies (Dalyell Scholar)	1
Number of Combined Degrees	26
TAFE	1
Number of International students	2



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



SCHOOL 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, ensures the emotional wellbeing of all students and provides student welfare policies and programs that nurture and support the individual needs of students.

All Kambala policies can be accessed by staff through Sundial. 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 follow in the table below. 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 their physical, social, spiritual, emotional and psychological 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 appropriate Pastoral Care arrangements and access to counselling within the School and appropriate external agencies.

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.

Changes made in "What is Pastoral Care" section to clearly define Kambala's aim to provide a visible culture of care and also define the support available to students.

Update in the "Students with disabilities and special needs" section to make reference to our Special Needs Policy and Learning Enrichment Procedures

Update in Procedures and Personnel section makes references to amended job titles (mentor, head of year) to be introduced in 2021.

Additional text inserted relating to regular timetabled Pastoral Care lessons across school.

No changes for 2020

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.

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.

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.

Updates to staff member job titles throughout and amendments to reflect current practice as they relate to breaches of expectations.

Complaints and Grievances Resolution: Complaints Handling Policy and Procedures

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. 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.

No changes for 2020



SCHOOL DETERMINED IMPROVEMENT TARGETS

2020 marked the second year of implementation of the *Kambala Strategic Plan 2019–2023*, launched in 2018. We continued to assess progress throughout 2020 to ensure we were on the right track as we moved forward. We will continue to report our priority areas against each of our Strategic Pillars.

Academic Excellence

PRIORITIES	ACHIEVEMENT	STATUS
Enhancing our teacher practices and knowledge	Development of the strategic project, The Kambala Institute of Teaching Excellence (KITE). The program is designed to attract, retain and develop outstanding teachers and educators now and into the future. It is designed to support our Academic Excellence Key Pillar and to create the framework and conditions for teachers to reach new heights in their professional practice and career development.	Ongoing
	The KITE framework includes high quality professional development courses, peer observation programs, performance and development plans, peer coaching and research fellowships for further study.	Ongoing
	In 2020, 15 teachers completed Project Zero's online courses. It is planned for teachers to be selected to participate in this program each year. This has already seen enhanced teaching and learning strategies executed in the classroom.	Ongoing
Review and develop creative approaches to curriculum, teaching and learning	A STEM internship program was planned and launched in 2020 with further opportunities planned for 2021	Ongoing
	Continuation of the critical literacy skill development program and spelling initiative introduced in the Junior School in 2019.	Ongoing
	Digital Technology lessons continued in the Junior School.	Ongoing
	Drop Everything and Read initiative continued school wide.	Ongoing
	Launched the <i>STEM Strategic Plan</i> at the conclusion of 2020	Completed
Developing new frameworks for feedback	STEM champions appointed in the Senior School to facilitate the implementation of the <i>STEM strategic plan</i> .	Ongoing
	New continuous reporting system trialled and launched for Year 7 in 2020 with plans to roll out to Years 8 to 10 in 2021.	Ongoing
	Parent-teacher conferences and interviews ran online this year. This proved effective and was well-received and will continue into the future.	Ongoing
	The School again hosted global expert Professor Dylan Wiliam from University College London this time via webinar who presented to staff on embedding formative assessment.	Completed

Care

PRIORITIES	ACHIEVEMENT	STATUS
Enhancing Sport, co- and extra- curricular activities	Begun implementation of the Kambala <i>Sports Strategic Plan 2019–2023</i>	Ongoing
	Launched <i>The Huddle</i> newsletter for sporting fixtures and results provided to the community.	Ongoing
	Continued the student fitness component of the SHINE program initiated in 2019, providing every student the ability to track and support their physical growth and development across Years 7 to 10.	Ongoing
Delivering a leading experiential education and service learning experience	Continued development of the SHINE Passport strategic project which will shape the students' experience at the School and provide the opportunity to participate across a diverse range of experiential and service learning activities, to prepare for life after school. Design and development will continue into 2021.	Ongoing
	Kambala students participated in the Basics for Beirut campaign in response to the explosion on Tuesday 4 August, collecting donation items for those affected.	Ongoing
	Service learning immersion program to Cape York for all Year 9 students planned for 2020 was postponed as a result of COVID-19. Plan to launch in 2021.	Ongoing
Visible culture of care for students and staff	Students	
	Both Senior and Junior School hosted a Wellbeing Week, with the Senior School combining this with Advocacy Week for the first time.	Completed
	Our School psychologists supported the students and pastoral staff across the Junior and Senior Schools with a range of programs.	Ongoing
	Manners Matter initiative continued in the Junior School this year which articulates clearly how the School Value of Respect translates into everyday matters and communication in our lives, at Kambala and at home.	Ongoing
	Girls in Years 4 to 6 worked with clinical social expert, Judith Krause, on a targeted and age-appropriate personal development program with an additional focus on personal protective behaviours.	Ongoing
	Pastoral Care programs and tutorials have provided opportunities for Senior School students to explore their character strengths and communication styles. This allows students to explore their individual growth and identify ways in which they can make positive changes to their approach to life and learning and work on relationships, develop resilience and manage challenging situations.	Ongoing
	The SHINE Program was born from the deep value that Kambala places on Community and Care. The opportunity to develop core values of the true whole girl that expose each students' mind, heart, body and soul to grow and strengthen. The goal of SHINE is to ensure every student undergoes a number of mandatory experiences designed to develop key competencies across four domains: future preparedness; social, emotional, physical and mental fitness; developing the heart through service; and global citizenship. 2020 has seen the further development of this program with piloting begun on the platform with some senior students.	Ongoing
	Staff	
	The School psychologist team facilitated a series of staff wellbeing sessions on a range of topics including vitality, managing stress and supporting students with mental health.	Ongoing
	Five Junior School staff trained with Yale University's Centre for Emotional Intelligence in the RULER approach and facilitated a series of training sessions for colleagues. RULER is an evidence-based approach for integrating social and emotional learning into a school community. RULER teaches the skills of emotional intelligence and outlines a range of tools that help manage the expression of emotions appropriately, in healthy ways and on how to regulate emotions with helpful strategies. Research shows that the RULER skills are associated with a wide range of important life outcomes including greater academic and workplace performance, better relationships, improved mental health, better conflict-resolution skills and greater wellbeing.	Ongoing
	The design of the wellbeing framework for staff was postponed in 2020 and planned for 2021.	Ongoing



Community

PRIORITIES	ACHIEVEMENT	STATUS
Cultivating connections	The Kambala Internship Program, now in its fourth year, has provided 12 internship opportunities to young Old Girls to gain professional work experience and improve career prospects across a wide range of professions. Similarly, the KOG Mentoring Program has provided a unique opportunity for Old Girls, who have recently embarked on their careers, to be paired with an experienced individual in their chosen field in an effort to inspire and support career development. The program successfully matched 21 pairs for the 12 month program.	Ongoing
	KOGU in partnership with the KPA, established Kind Hearts, an initiative to provide support and help for Old Girls and other members of the Kambala community.	Ongoing
	Years 10 and 11 held an online Careers Day.	Completed
	Inaugural Women in Stem Forum held. The aim of the forum is to inform students in Years 10 to 12 on the variety and different types of careers available in STEM.	Ongoing
	The Kambala Thorny Issues Speaker Series continued, whereby prominent female figures are invited to speak on a chosen topic with our students. These students are then invited to ask questions	Ongoing
Diversity and inclusion	School Leadership supported postponing the development of the Diversity and Inclusion Strategy in light of COVID but renewed its commitment to design it to foster engagement and empathy. To be developed and launched in 2021.	Ongoing
	Reconciliation Week and NAIDOC Week celebrations were held at the School in 2020.	Completed
	Key days of significance that were celebrated throughout the School included:	Completed
	<ul style="list-style-type: none"> ◆ Harmony Day ◆ RUOK Day ◆ International Women's Day 	

Sense of Place

PRIORITIES	ACHIEVEMENT	STATUS
Program of renewal and rejuvenation	In 2020 a number of capital works were completed to protect and enhance our beautiful historic campus. We carried out upgrades to Tivoli House, the Alexander and Hawthorne classrooms along with the senior reception area. The Alexander Building classrooms were completely modernised, opening up the existing dark corridors with glass walls and new facilities, including a maker space.	Completed
Develop learning precincts	Limited planning of new learning precincts as part of our building project in potential consideration of cohort areas instead.	Ongoing
Develop a sporting precinct	Continued planning of a new sporting precinct as part of our third strategic project. We reached a key milestone with the State Significant Development Application submitted. The development application is now being assessed and timelines developed for 2021.	Ongoing

Initiatives promoting respect and responsibility

Again several charities have been supported by many of our Kambala students throughout 2020, both through raising money and giving their time to undertake activities. It has looked different in 2020 in light of COVID restrictions which meant many planned activities were unable to proceed.

The students participated in the digital Red Shield Appeal which adopted a Digital Doorknock to help raise funds for the Salvation Army. Duke of Edinburgh students sought out unique volunteering experiences. The Basics for Beirut campaign was launched in response to the explosion on Tuesday 4 August, collecting donated items for those affected. In the Junior School the students organised a Bows for Beirut fundraiser, selling ribbons in the colours of the Beirut flag. Fundraising for Jeans for Genes Day was undertaken along with a spellathon in Junior School to raise money for St Jude's School in Tanzania.

The Manners Matter initiative was continued this year in the Junior School which articulates clearly how the School Value of Respect translates into everyday matters and communication in our lives, at Kambala and in the home environment. The Junior School also continued their Kambala Kindness Cards program, whereby students are awarded kindness cards in response to the small acts of kindness and respect they are noticed performing for fellow students and teachers, leading to a Kindness Ambassador awarded in each class.

In addition, the School psychologists supported the students and pastoral staff across the Junior and Senior Schools with a range of programs. Staff in the Junior School were trained with Yale University's Centre for Emotional Intelligence in the RULER approach. RULER teaches the skills of emotional intelligence and outlines a range of tools that help manage the expression of emotions appropriately, in healthy ways and on how to regulate emotions with helpful strategies. Kambala held an inaugural Senior School Wellbeing/Advocacy week in an initiative combining the two portfolios.

Kambala's Indigenous Program aims to educate and empower young Indigenous girls so they can go on to make a strong and positive contribution to their family, community and nation as citizens and leaders. The Program enriches the lives of all Kambala girls and the wider community, educationally and personally, through the presence of Indigenous students.

The theme for Reconciliation Week 2020 was 'In this together'. This was celebrated in a few different ways throughout the week. A lunchtime screening of a documentary *In My Blood It Runs*, workshops with Indigenous Author Anita Heiss, reconciliation assembly and promotion of a virtual Indigenous film festival.

NAIDOC week presented another important opportunity for our community to celebrate and reflect on the achievements, history and culture of Aboriginal and Torres Strait Islander people. NAIDOC activities were planned during Mentor Periods throughout the week and a special assembly was held with our Indigenous students performing a special dance. Our Indigenous girls have been fortunate to participate in a range of exciting and meaningful programs and events throughout 2020, for example the Blackfit Fitness program.

In 2020, Kambala students in the Junior School from Years 3 to 6 were unable to undertake camping experiences, apart from the Year 6 trip to Canberra which was undertaken before lockdown. Students, however, were instead provided with onsite activities where they were faced with a range of different challenges. Students in Years 5 and 6 participated in Dr. Einstein's Chilled and Considerate program. The School psychologist ran a resilience and coping program – Louis and Marge – with Year 3 and 4 students.

Year 6 completed the Resourceful Adolescent Program which was added to the PDH curriculum in 2019. In 2020, the Butterfly Foundation's Body Positivity program was presented to Stage 3 students for the first time and Junior School parents were invited to a seminar on supporting body confidence in their daughters. The message of respect was further promoted with Junior School students and parents through the URStrong programs.

In 2020 Senior School Pastoral Care, students participated in a range of activities and programs prompting and supporting responsibility and respect:

- ◆ Year 7 Orientation involved Enlighten Education facilitating the journey, respectful relationship and establishing friendships.
- ◆ Prefects facilitated a Wellbeing/Advocacy Week in order to raise awareness and create discussion around social justice issues and consider how to foster a sense of compassion. This included a presentation on St. Nicholas' Mission Academy in Ghana, a school established by Kambala Old Girl Anais Menounos '12.
- ◆ Students in Years 7 and 12 participated in Dr. Einstein's Chilled and Considerate program to manage stress during the pandemic.
- ◆ Years 7 to 10 were involved in the High Resolves programs, looking at Social Progress and a Just Society. The High Resolves peak experience focuses on developing students' understanding of the need to work together and address the many complex problems in our world. It addresses the core question, 'How do I mobilise and work together with other people to realise our vision for society?'.



Year 8 participated in an onsite program working with the organisation Kids Giving Back to participate in the following three activities. Making dog toys for Rough Sleepers, an organisation that provides homeless and vulnerable individuals with toys for their animal companions. Preparing breakfast boxes Will2Live who provide meals to homeless individuals in Pitt Street every evening. The girls in Year 8 made packs of food which included fresh fruit, cereal and a message of kindness on the lids of the boxes. The third activity was creating resource kits for drought affected families and Aboriginal communities in far western NSW. The kits were filled with items that Year 8 had donated.

The Year 9 Service Learning Day involved students creating puppets for children of families in shelters. The girls also made packs for children in hospital and adult packs which included toiletries. All of these packs were sealed with handwritten messages. During the final activity, Year 9 sewed handmade suns and flowers and wrote messages of congratulations to the Transition class of 2020. At the end of this experience, Year 8 produced: 964 Breakfast packs for Street kitchen and Will2Live, 216 Resource packs for Rural Connect and 143 dog chew toys for Ruff Sleepers. Year 9 students produced: 162 hospital activity packs, 53 care packs for hospital parents and 83 toys for women's shelters. Year 10 students participated in a two-day Outdoor Education experience involving a range of hiking and canoeing challenges.

The four Kambala School Values: Humanity, Courage, Curiosity and Respect, continue to govern our everyday interactions with each other and our community, and have been heavily promoted throughout 2020.

PARENT, STUDENT AND TEACHER SATISFACTION

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

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

In 2020, parents and students from selected year groups (Years 5, 7 and 12) participated in surveys and provided views on such areas as academic performance, student wellbeing, sport & extra-curricular, communications, community engagement, reputation and facilities. Staff are surveyed bi-annually with the most recent survey being conducted in 2019.

Parents

A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their daughter. The top five areas are noted below:

- ◆ 93 percent of parents noted their expectations were met or exceeded in relation to academic standards.
- ◆ 93 percent of parents noted their expectations were met or exceeded in relation to a balanced education.
- ◆ 88 percent of parents noted their expectations were met or exceeded in relation to a quality of teaching.
- ◆ 88 percent of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment.
- ◆ 81 percent of parents noted their expectations were met or exceeded in relation to the School leadership.

Students

A selection of the students' top level findings are detailed below, in relation to the importance parents placed on reasons for choosing a school.

- ◆ 92 percent of students noted their expectations were met or exceeded in relation to a balanced education.
- ◆ 88 percent of students noted their expectations were met or exceeded in relation to academic standards.
- ◆ 83 percent of students noted their expectations were met or exceeded in relation to the School leadership.
- ◆ 82 percent of students noted their expectations were met or exceeded in relation to the quality of teaching.
- ◆ 74 percent of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment.

Staff

The results below are from the most recent staff survey conducted in 2019. A selection of the staff's top level findings are detailed below:

- ◆ 98 percent of staff's expectations were met or exceeded in relation to HSC/IB Diploma results.
- ◆ 97 percent of staff's expectations were met or exceeded in relation to the academic standards.
- ◆ 97 percent of staff's expectations were met or exceeded in relation to quality of teaching.
- ◆ 92 percent of staff's expectations were met or exceeded in relation to the balanced education.
- ◆ 92 percent of staff's expectations were met or exceeded in relation to the focus on student wellbeing.

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

PARENTS
Academic standards
Balanced education
Quality of teaching
Student wellbeing, providing a safe and caring environment
School leadership
STUDENTS
Balanced education
Academic standards
School leadership
Quality of teaching
Student wellbeing, providing a safe and caring environment
STAFF
HSC/IB results
Academic standards
Quality of teaching
Balanced education
Student wellbeing, providing a safe and caring environment

Parent quotes on what they value about Kambala School

I feel the morals are in line with our family values, such as empowering emerging generations to be the best versions of themselves and doing so in a compassionate and authentic way.

Kambala has a great reputation as a leading school.

Knowing my daughter is in great hands on every level of her development.

My daughter loves going to Kambala - it makes her happy!

Support for wellbeing and academic emphasis.

That they are taking good care of my daughters in terms of academic achievement and social development.

The fact my daughter LOVES school and is clearly getting everything out of school life that I could hope for her.

The pastoral care mix with student excellence in academic, sport and extra-curricular.

Transparency and inclusion in my daughter's education.

A long history, and an amazing opportunity for my daughter.

Friendship, being valued, made to feel welcome, appreciated for what I do and our involvement in the life of the School.

High quality education in a balanced caring environment.

How my daughters and I have been supported in every way. I feel it is a great school overall and it's wonderful to be associated with passionate educators.

My daughter's delight and happiness. She really loves it and it's an important part of her sense of belonging and her community. On this front it's an amazing place.

The fact that my daughter is so incredibly happy at Kambala.

The quality of the education and music program. Plus, the extra opportunities that are available. The school counsellors are wonderful.

The sense of care and commitment to an all round education.

Support from some key staff members and the extraordinary commitment of some teachers.

The teaching during the HSC years has been excellent and the dedication shown by the staff has been amazing.

The teachers are the most valuable asset of the school. Our daughter has been very fortunate to have had great teachers this year who all are passionate and caring.

Student quotes on what they value about Kambala School

What I most value is the kind peers and teachers at this school.

Academics and having lots of different things to choose from.

I value that I get to come to such a good school, and they provide good opportunities for me.

I appreciate that we have the space to learn like the science lab, music centre, swimming centre, gymnasium and the oval. Also how we get the opportunities to expand our minds.

My academic and sporting opportunities and friendships.

I really like being at the school because it is a very supportive place and i also love being with my friends.

I value my excellent education and the many opportunities I am offered.

I love the amount of support the school gives you with your wellbeing.

I value how caring not just some people, but everyone is and how inclusive everyone is.

I value the care the teachers have for the students.

Everyone is caring and respect each other.

I value the experience of teachers.

Nice learning environments and places to learn. They have a family sensation.

The bond between teachers and year groups.

The relationship that I have built during my school years.

The ongoing support and connections that I will have moving forwards from my time here.

Staff quotes on what they value about Kambala School

(from 2019 survey)

Pride in the academic achievement, co-curricular and extra curricular programs. Friendly and caring staff who are strong advocates for women's issues in our community.

Opportunities to grow and develop my teaching career; working with and learning from the best in education; loyalty and hard work are recognised.

The feeling of community and the rewards I feel from parents and my students for putting the effort in. It is supremely satisfying to empower and serve these young people's development, the privilege of making a difference.

Opportunities to develop (and the girls obviously).

Collegiality, academic excellence, leadership at departmental level, reputation and the students.

The engagement of students with their academic development and their quirkiness and confidence.

Positive student-teacher engagement is a feature of daily life. There is an opportunity to be and to see positive role models and students engaging with one another in both the academic mainstream and the extra and co-curricular life of the School.

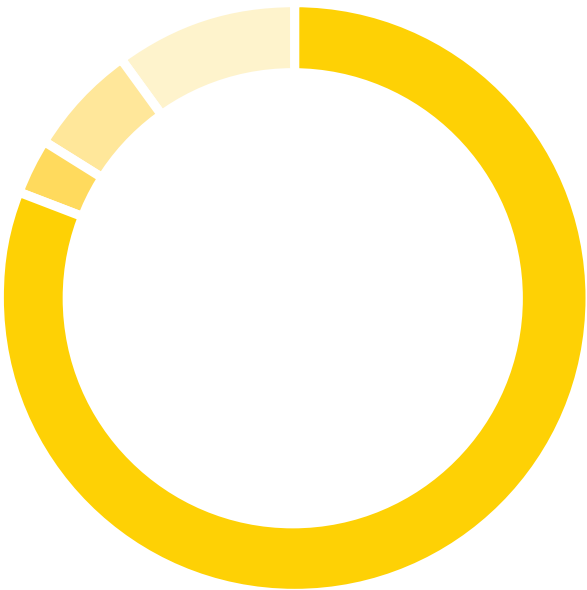
It has an excellent academic focus and it supports the development of the whole girl – numbers are not everything.

My colleagues and the opportunity to teach amazing students.

SUMMARY OF FINANCIAL INFORMATION

Total income – 2020 Actuals

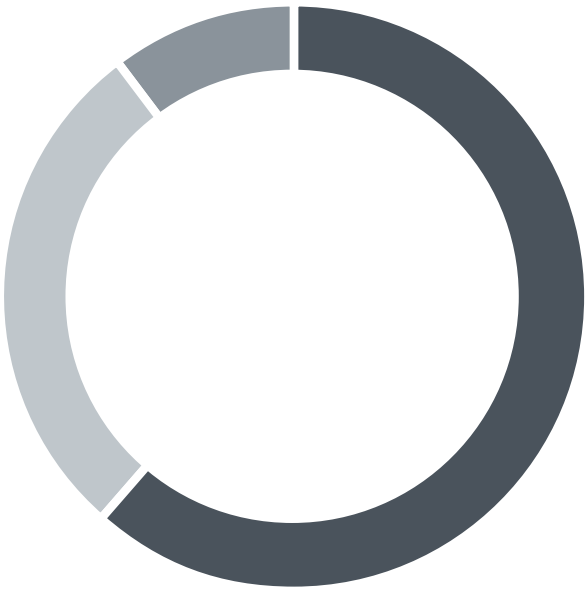
INCOME SOURCE	AMOUNT (\$)
Fees and private income	33,174,449
State recurrent grants	1,100,337
Commonwealth recurrent grants	2,523,541
Other capital income	4,176,792
Total	40,975,119



- Fees and private income (81%)
- State recurrent grants (3%)
- Commonwealth recurrent grants (6%)
- Other capital income (10%)

Total expenditure – 2020 Actuals

EXPENSE	AMOUNT (\$)
Salaries, allowances and related expenses	26,872,358
Non-salary expenses	12,327,462
Capital expenditure	4,567,095
Total expenditure	43,766,915



- Salaries, allowances and related expenses (61%)
- Non-salary expenses (28%)
- Capital expenditure (10%)

APPENDIX

Enrolment policy

Kambala is a non-selective school and students are admitted to Kambala generally on date order of application. Children and grandchildren 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 six months to five years. The centre is open 48 weeks per year.

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

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), birth certificate and/or passport, Australian Immunization History Statement, 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 Home Affairs (DHA).

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

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

A student electing the 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 or My Schools website.

Professional Development

The following tables detail the titles and number of courses attended by Kambala staff in 2020.

COURSE TITLE	ATTENDED
Tribal Warriors Cruise and Curriculum Integration Session (NSW Aboriginal Education Consultative Group)	All Staff
Remote Teaching (Tools for Feedback)	All Teaching Staff
RULER Training	Junior School Staff
Reflecting on Our Experiences (Building Back Better)	All Teaching Staff
Dylan Wiliam Guest Presenter Webinar	All Teaching Staff
Performance and Development Planning Training (Giving and Receiving Professional Feedback)	All Teaching Staff
Senior First Aid Certificate (Hero Headquarters)	87 staff members
Cardiopulmonary Resuscitation Training (Hero Headquarters)	76 staff members
Project Zero Online Courses	15 teaching staff members
KITE Coaching Program	Science and Mathematics Faculties
KITE Coach Training Program	5 staff members
Student Duty of Care Training	187 staff members
Overseas Students Training Modules	175 staff members
Child Protection Training	90 staff members
Whistle Blower and Complaints Handling Policy Training	177 staff members
Phishing and online safety information session	All Staff

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.

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	PROVIDER	NO. STAFF
Hampshire House	Participatory Planning – The Floorbooks Approach	ECA	1
Hampshire House	Creating Connections MCA	MCA	1
Hampshire House	An introduction to the Reggio Emilia Approach	Reggio Emilia Australia Information Exchange	1
Junior School	NAPLAN Coordinators and Test Administrators Training	AIS	1
Junior School	Attendance Requirements for Schools	AIS	1
Junior School	Designing Rubrics for Learning and Assessment K-6	AIS	1
Junior School	Briefing by NESA: Renewal of CRICOS School Provider Approval in 2021	AIS	2
Junior School	Using Quality Literature to Inspire Growing Writers in K-6	AIS	1
Junior School	From the Brain to the Classroom	Chapters International	1
Junior School	CRU Teachers' Conference	Crusaders Union Australia	1
Junior School	IPSHA Language Teachers Umbrella Group Meeting	IPSHA (Independent Primary School Heads of Australia Ltd.)	2
Junior School	Initial Lit Training	Macquarie University	1
Junior School	Schoolbox - Technology to Transform K-12 Schools	Schoolbox	1
Junior School	Friendology 101 Educator Training	URSTRONG	1
Junior School	Primary Curriculum Requirements for Registration	AIS	1
Junior School	Jodie Wassner: Parenting on the Spectrum	Jodie Wassner	1
Junior School	Running Teaching Sprints	Simon Breakspear	1
Senior School	Teaching Stage 6 PDHPE for the First Time	ACHPER NSW	1
Senior School	AHISA Director of Studies Web Conference	AHISA	1
Senior School	2020 English Conference	AIS	1
Senior School	Advanced English: The Craft of Writing	AIS	1
Senior School	Familiarisation of Stage 6 Syllabus	AIS	1
Senior School	Physical Activity and Sports Studies (PASS) Webinar	AIS	1
Senior School	AISNSW Aboriginal and Torres Strait Islander Boarding Network Symposium 2020 - Engaging with Students from a Cultural Perspective	AIS	1
Senior School	Attendance Requirements for Schools	AIS	1
Senior School	History Conference	AIS	1
Senior School	Supporting Teachers through Accreditation	AIS	1
Senior School	AISNSW History Conference 2020	AIS	1
Senior School	AISNSW History Conference 2020 - The Presence of History - Facing the Past - Shaping Our Future	AIS	1
Senior School	AISNSW Boarding Network Meetings	AIS	1
Senior School	English Extension 1 Training	AIS	1
Senior School	Standard English: The Craft of Writing	AIS	1
Senior School	Advanced English: The Craft of Writing	AIS	2
Senior School	English Module: Literary Worlds - Section 1	AIS	1
Senior School	Making Observations and Providing Feedback	AIS	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	PROVIDER	NO. STAFF
Senior School	Supporting Highly Accomplished and Lead teachers	AIS	1
Senior School	RoSA and HSC Curriculum Requirements for Registration and Accreditation	AIS	2
Senior School	Teaching Aboriginal Studies 7-12	AIS	1
Senior School	School-based Teacher Accreditation Authority TAA Approval	AIS	1
Senior School	Supervising Teachers Progressing to Proficient	AIS	1
Senior School	Attendance and School Refusal: Planning, Collaboration and Support Masterclass	AIS	1
Senior School	Athletics Australis Coaching Conference	Athletics Australia	1
Senior School	Barnabus Conference	Barnabus Schools Ministry	1
Senior School	Regional IB Diploma Programme Coordinator Meeting	Canberra Grammar School	1
Senior School	CRU Teachers' Conference	Crusaders Union Australia	1
Senior School	Economics Conference 2020	ELE	1
Senior School	HALT Network Meeting	HALT Network	1
Senior School	Strategies for Effective Facilitation	Harvard Graduate School of Education	3
Senior School	Evaluating your DP (IB)	IB	1
Senior School	DP Subject Specific Workshop for IB Music - Category 3	IB	1
Senior School	Online Workshop Visual Arts - Category 1	IB	2
Senior School	NSW + ACT Region IB Coordinators Network Meeting	IB	1
Senior School	IB in Music DP - Category 1	IB	1
Senior School	IB in Visual Arts DP - Category 1	IB	1
Senior School	IB Classical Languages Workshop - Category 2	IB	1
Senior School	IB History Workshop - Category 1	IB	1
Senior School	3rd National Indigenous Education and Boarding Symposium	Indigenous Education and Boarding Australia	1
Senior School	Studies of Religion In Focus Conference 2020	ISRA	1
Senior School	Back to School Day (Kodaly Workshop)	Kodály Music Education Institute of Australia	2
Senior School	Stage 6 Marking and Assessment Workshop	NAFT (NSW Association of French Teachers)	1
Senior School	HSC Examination Resource Creation Workshop	NAFT (NSW Association of French Teachers)	1
Senior School	Annual Careers Adviser Day	Notre Dame University	1
Senior School	What We Now Know About Stage 6 Standard	PD4Maths	1
Senior School	Schoolbox Marketing and Communications Leaders Forum	Schoolbox	1
Senior School	Schoolbox e-Learning Online Forum	Schoolbox	1
Senior School	STANSW Meet the Markers	STANSW	1
Senior School	Data Network Meeting	Sydney Schools Data Network Group	1

SCHOOL	TITLE OF PROFESSIONAL LEARNING ACTIVITY	PROVIDER	NO. STAFF
Senior School	Teaching Classical Languages Symposium 2020	Sydney University Dept of Classics and Ancient History	2
Senior School	Motivating Reluctant Learners	Teacher Professional Development Services	1
Senior School	Mathematics Extension 1 Year 12: In Depth Part II - Trigonometry, Calculus & Statistics	TTA	1
Senior School	UTS Annual Careers Adviser Day	UTS	1
Senior School	Registration Requirements for Schools Renewing Registration in 2021	AIS	1
Senior School	Supervising Teachers Progressing to Proficient Course	AIS	1
Senior School	School-based Accreditation Authority Approval	AIS	
Senior School	AISNSWTL Online Conference - #futurelibraries	AIS	2
Senior School	Courageously Navigating Hard Conversations	AIS	1
Senior School	Navigating School-Based Assessment in Stage 6 Languages Webinar	AIS	2
Senior School	AISNSW Virtual Masterclass Series: Learning Our Way into the Future	AIS	1
Senior School	AIS Teacher Librarian Conference	AIS	1
Senior School	EDUCOM IT - Learning with Mac	Apple Professional Learning Services	1
Senior School	New Ways to Think and Learn: Cultivate Inquiry in History with iPad	Apple Professional Learning Services	1
Senior School	2020 ASLA Virtual Literacy Research Summit	Australian School Library Association	1
Senior School	EduTech Virtual Congress and Expo	EduTech	1
Senior School	Civics Education and Youth Participatory Politics: Teaching for the 2020 Presidential Election	Harvard Graduate School of Education	1
Senior School	Theory of Knowledge Training	IB	4
Senior School	IB Economics Workshop - Category 2	IB	1
Senior School	NAFT Conference	NAFT (NSW Association of French Teachers)	1
Senior School	The NAFT Annual Conference 2020: les astuces à distance	NAFT (NSW Association of French Teachers)	1
Senior School	HSC Design and Technology Marking	NESA	1
Senior School	PZ Ideas in the Science Classroom	Project Zero (Harvard Graduate School of Education)	1
Senior School	Considering Project Zero ideas from a Mathematics	Project Zero (Harvard Graduate School of Education)	1
Senior School	Timely and Targeted Schoolbox Virtual Forum	Schoolbox	1
Senior School	Woollahra Aboriginal Heritage Talk: The Original Wentworths: Deep and enduring Aboriginal connections to Woollahra	Woollahra Council	



794 New South Head Road
Rose Bay NSW 2029, Australia

+61 2 9388 6777
info@kambala.nsw.edu.au
www.kambala.nsw.edu.au

CRICOS Registered Provider 02284M

