



## **2006 ANNUAL EDUCATION AND FINANCE REPORT**

### **KAMBALA'S VISION**

Kambala is a dynamic learning community encouraging students to achieve personal excellence in a supportive environment.

Kambala strives to develop young women of courage and integrity who will be empowered to make a positive contribution to a changing world.

### **Introduction**

The following report is a legislative requirement under the Education Amendment (non-Government Schools Registration) Act 2004.

## **1. Message from Key School Bodies**

### **From the Principal**

This has been another outstanding year of achievements for the students of Kambala in a range of activities across the curriculum and the co-curriculum. This report brings together information from all areas of operation and in each sphere of endeavour where our students have excelled. They have done this with the assistance of a dedicated and skilled staff and supportive parents.

It is more important than ever that our young women understand the world they will enter and it is critical that they develop the skills and attitudes that will prepare them to strive to make a difference in a positive way. Those attributes are developed through the interactions, both formal and informal, of all those who come into contact with these students as they grow within our rich learning environment.

The following pages provide an incredible amount of information concerning the operation of the school throughout this year. While we are mindful of the past and planning for the future, the present has provided us with much to celebrate. "All of our goals are focused on assisting all students to achieve their full potential". 2006 has seen the implementation of further initiatives in response to the changing reality of the broader community in which we operate. The collective potential gathered in the classrooms of Kambala gives me much confidence, as I consider the legacy that this generation of students will leave for others to build their futures upon.

### **From the President of Kambala School Council**

The School Council of twelve members met 10 times during 2006. In addition several sub-committees met according to their Terms of Reference as set by Council.

The school received its re-registration from the Board of Studies.

At long last we saw the installation of traffic lights at the corner of Tivoli Avenue and New South Head Road after years of campaigning by the whole school community. During the year the Bayview Centre car park has been under construction and is due to be opened for use by mid-2007. Woollahra Council passed our Development Application for a new gymnasium and performing arts centre.

At the conclusion of the year Ms Helen Reddy presented the prizes at Speech Day. The Council acknowledges the leadership and vision of the Principal, Mrs Margaret White and thanks her, and the outstanding staff for their contribution to ensuring Kambala remains at the forefront of girls' education.

### **From the Student Representative Council**

The Student Representative Council (SRC), consists of three elected representatives from each year as well as the Deputy Head girl and Deputy Head Boarder. In conjunction with the Charity and Environment committees we organised a number of activities for students which raised funds for World Vision sponsorship, Red Cross, Salvation Army, Fistula project, Jeans for Genes, Paralympics Committee, Industry for Youth in the Valley, Legacy, Cancer Council and involvement in Clean-Up Australia Day. Each Year 11 student was also involved in Community Service, in the local and Sydney area, in Terms 2 and 3.

Another initiative in 2006 was in the area of Spirit of Service, to enhance the active participation of Kambala girls in global issues. An area that we became involved in was The Oaktree Foundation. The Oaktree Foundation is Australia's only completely youth-run charity and aid organisation. Oaktree has several programs, particularly in South Africa and more recently, East Timor. The programs are designed to encourage sustainable development, and include things like AIDS education centres and the building of schools.

In 2006, Kambala became involved with The Oaktree Foundation via the commitment and enthusiasm of students from Years 7 – 11 who met once a fortnight as part of the Kambala Seed Group. In their meetings, we discussed such things as the Make Poverty History campaign and ways to raise the awareness of the Kambala community.

In order to raise money and awareness for the Oaktree Foundation, the Year 11 girls organised Kambala's first ever Short Film Festival – Project Supernova. They invited schools within Sydney to submit a short film that focused on the theme 'Free'. They then screened these films for an audience of over 300, and a panel of judges from within the entertainment industry.

## From the President of Kambala Parents' Association

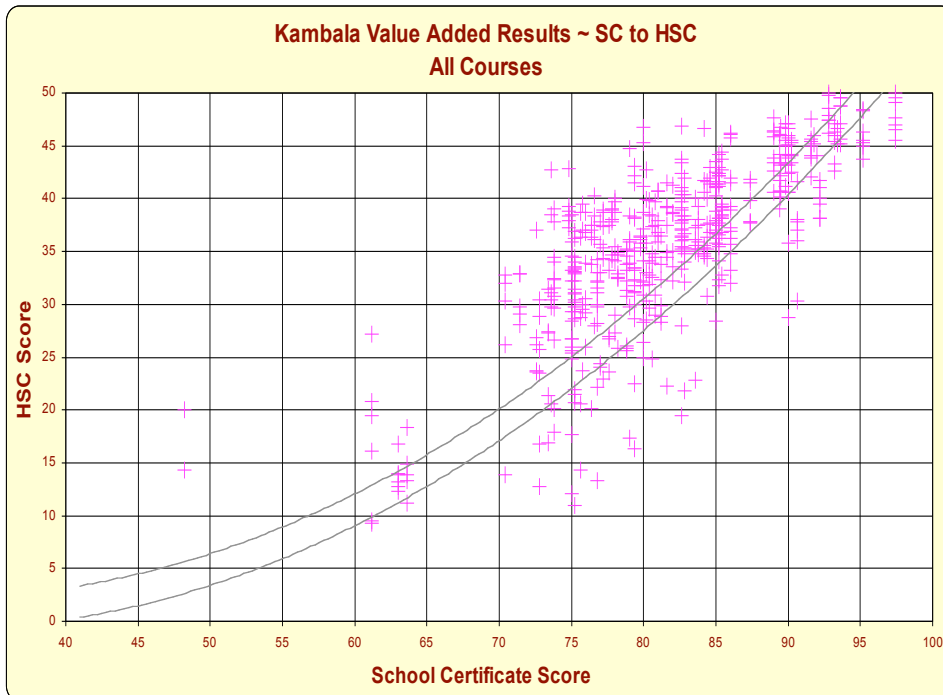
The Kambala Parents' Association supports and serves the School in various social, fundraising and practical ways. Its activities include providing practical daily assistance in the School Canteen and uniform shop, fostering community spirit through social events and raising funds for purchases that benefit all students.

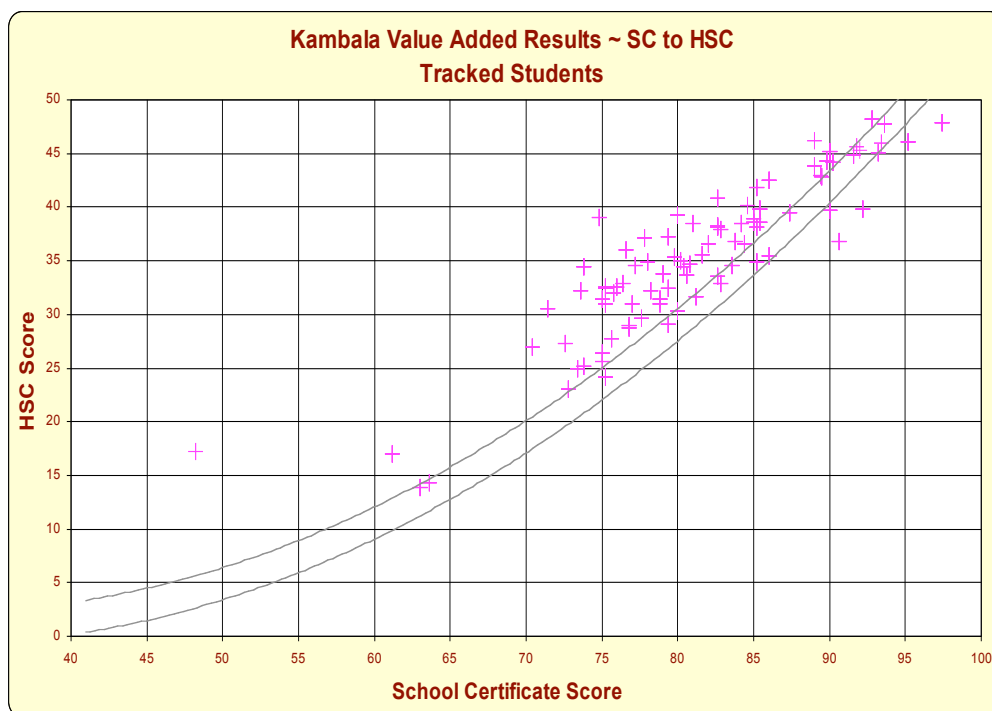
Membership of the KPA is automatic for parents or carers of girls attending Kambala. Parents gain a sense of deep satisfaction from making a valuable contribution to the School through their involvement in the KPA. The KPA maintains strong links with all other groups within the school community and values their interest and collaboration.

## 2: Value Added Information

The graphs below compare the School Certificate results for the 2006 Year 12 group to their HSC results. For the HSC 2006, 94% of the tracked students were at or above the Value-Added Benchmark.

The Value-Added figure rose from 87% to 94%, indicating an improvement in academic growth from 2005 to 2006. It was the equal best result with respect to academic growth in the 4-year period. Strong, consistent academic growth was evident across the ability range, with the strongest academic growth being recorded, in general, for students in the lower half of this range.





### **3: School Performance in Statewide Tests & Examinations**

#### **Higher School Certificate 2006**

##### **Outstanding individual results**

Two girls achieved a UAI of 100. Kambala girls also gained the top result in the state in Economics and in Extension 1 Mathematics. Other notable results were third and fifth in Advanced English, fifth and sixth in Extension 1 English, sixth in Extension Music and fourth in French Continuers.

Eleven girls received a Premier's Award for gaining a Band 6 result (90 or more marks) in ten units.

##### **Analysis of Results and UAIs**

Of the 98 girls in the Year 12 class of 2006 at least 11 girls gained a UAI of 99 or more. A further 5 girls gained UAIs between 98 and 99. It also seems that close to 50% of our girls will have achieved a UAI of 90 or more.

The list of students below indicates the numbers girls who gained Band 6 results in four or more of their units.

No. of students	No. of Units in Band 6
1	13
1	12
5	11
4	10
3	9
2	8
3	7
2	6
5	5
8	4

### Subject results

The average Kambala HSC mark was well above the state average in the vast majority of subjects studied here. Kambala's averages were up to 16.7 marks above the state averages. The table below gives the comparison of Kambala's average result to that of the state in each subject, as well as the percentage of Kambala and state students in Bands 5 and 6.

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

Subject	Number studying subject	Kambala Band 6 %	State Band 6 %	Kambala Bands 5 & 6 %	State Bands 5 & 6 %	Kambala average	State average
Ancient History	20	35.0	10.6	85	40.1	87.1	74.7
Biology	23	13.0	7.8	47.8	30.1	77.2	71.9
Business Studies	33	15.2	5.0	84.8	29.4	83.7	71.2
Chemistry	12	41.7	8.8	66.7	36.0	83.9	73.5
Drama	22	27.3	9.0	100	41.4	87.0	76.2
Economics	13	53.8	13.9	100	46.7	90.1	76.4
English (Standard) *	27	0	0	44.4	3.2	77.6	65.2
English (Advanced)	71	26.8	6.0	85.9	38.7	85.3	76.7
French Continuers	10	30.0	27.8	90.0	58.9	86.5	80.7
General Mathematics	52	0	3.07	23.1	17.8	71.8	67.7
Geography	30	33.3	9.8	96.7	47.6	86.7	76.7
German Continuers	1	100	30.1	100	58.2	92.4	80.9
Inf. Proc & Technology	8	37.5	7.8	62.5	33.8	82.4	72.1

Japanese Continuers	2	0	23.7	50	48.9	82.1	77.1
Legal Studies	9	33.3	8.1	100	37.4	88.5	73.9
Mathematics	24	54.2	14.6	91.7	38.7	89.3	72.6
Modern History	34	17.6	9.5	82.3	42.4	84.0	75.5
Music 1	4	50.0	15.3	50.0	46.9	81.6	77.8
Music 2	6	100	28.7	100	80.0	95.5	84.9
PDHPE	30	26.7	9.5	76.7	38.1	81.8	72.8
Physics	4	25	7.7	50	37.3	80.3	74.5
Textiles & Design	15	6.7	12.5	66.7	48.2	80.6	76.9
Visual Arts	34	44.1	13.3	97.1	55.7	89.0	80.2

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

<i>Extension courses</i>		<b>Kambala Band E4 %</b>	<b>State Band E4 %</b>	<b>Kambala Bands E3 &amp; E4 %</b>	<b>State Bands E3 &amp; E4 %</b>	<b>Kambala average</b>	<b>State average</b>
English Extension 1	20	40.0	16.9	85.0	83.7	41.5	38.9
English Extension 2	6	66.7	31.3	100	79.3	45.1	39.3
French Extension	4	75.0	43.5	100	88.1	46.7	41.6
German Extension	1	100	36.8	100	76.4	45.0	39.6
History Extension	23	34.8	14.9	91.3	65.9	41.1	36.3
Japanese Extension	2	0	19.4	50	75.3	35.9	38.4
Mathematics Extension 1	23	39.1	30.3	82.6	71.5	82.8	75.6
Mathematics Extension 2	7	28.6	28.7	85.7	81.9	77.5	79.1
Music Extension	5	100	58.7	100	92.8	47.6	43.4

## School Certificate 2006

Kambala's results for the 2006 School Certificate Tests were well above the State results in the top bands. The table below compares our achievement with that of the rest of the state:

Subject	Band 6 Kambala %	Band 6 State %	Bands 5 & 6 Kambala %	Bands 5 & 6 State %
English Literacy	16.7	5.5	81.0	31.0
Mathematics	12.0	5.6	46.8	19.4
Science	15.5	4.6	72.6	29.5
Aust. History	41.7	6.9	75.0	24.0
Aust. Geography	40.5	8.4	83.4	30.9
	<b>Highly Competent Kambala %</b>		<b>Highly Competent State %</b>	
Computer Skills	90.5		58.5	

Four students gained Band 6 results in all five tests. Six girls gained Band 6 results in four subjects. Two girls were on school-approved exchange programs and did not do the School Certificate Examinations.

In the school-based assessment eight girls gained A results in all but one of their subjects.

### School Certificate grading pattern for Kambala

Course name	No. sts	School pattern %				
		A	B	C	D	E
English 200 hours	86	31	40	27	2	
Mathematics 200 hours	94	40	22	32	5	
Science 200 hours	86	21	33	37	9	
Australian Geography 100 hours	86	16	29	42	10	2
Australian History 100 hours	86	29	36	28	7	
Commerce 100 hours	3		67	33		
Commerce 200 hours	46	22	37	28	13	
History 100 hours	5		40	60		
History 200 hours	47	23	38	36	2	
Information and Software Technology 100 hours	3	67			33	
Information and Software Technology 200 hours	23	26	35	22	13	4
French 100 hours	1			100		
French 200 hours	17	29	35	35		
German 200 hours	6	33	17	50		
Japanese 100 hours	1	100				
Japanese 200 hours	11	64		27	9	

Latin 100 hours	2	50	50			
Latin 200 hours	7	29	71			
Textiles Technology 100 hours	1			100		
Textiles Technology 200 hours	27	19	30	30	22	
Music 200 hours	17	41	29	24	6	
Visual Arts 100 hours	5	20	60		20	
Visual Arts 200 hours	36	32	26	35	3	3
PDHPE 100 hours	86	20	33	40	8	

## ELLA/SNAP Results Year 7 2006

### ELLA 2006

Eighty-three students undertook ELLA. All were Year 7 students and none were exempt. The following table shows the percentage of students in each level.

	<b>Achievement level</b>	<b>% of Kambala students</b>	<b>% of state</b>
<b>Overall Literacy</b>	Low	1	4
	Elementary	0	12
	Proficient	27	51
	High	72	33
<b>Writing</b>	Low	0	5
	Elementary	0	11
	Proficient	28	51
	High	72	33
<b>Reading</b>	Low	1	4
	Elementary	1	15
	Proficient	30	45
	High	67	37
<b>Language</b>	Low	1	5
	Elementary	0	12
	Proficient	29	49
	High	70	34

The following table shows the school means on each aspect compared to the state means.

	<b>School mean</b>	<b>State mean</b>
<b>Overall Literacy</b>	94.5	88.8
<b>Reading</b>	94.5	88.9
<b>Language</b>	94.2	88.8
<b>Writing</b>	95.2	88.8



## SNAP 2006

Eighty-four students undertook the SNAP testing. All were Year 7 students and none were exempt.

	<b>Achievement level</b>	<b>% of Kambala students</b>	<b>% of state</b>
<b>Overall Numeracy</b>	Low	0	7
	Elementary	14	30
	Proficient	29	39
	High	57	24
<b>Number</b>	Low	0	8
	Elementary	12	27
	Proficient	29	37
	High	59	28
<b>Measurement</b>	Low	0	11
	Elementary	20	31
	Proficient	30	33
	High	49	25
<b>Space</b>	Low	0	7
	Elementary	17	35
	Proficient	33	33
	High	51	26
<b>Data</b>	Low	2	10
	Elementary	6	28
	Proficient	39	36
	High	53	26
<b>Patterns and Algebra</b>	Low	2	12
	Elementary	20	28
	Proficient	24	34
	High	53	25

The following table shows the school means on each aspect compared to the state means.

	<b>School mean</b>	<b>State mean</b>
<b>Overall Numeracy</b>	91.5	84.7
<b>Number</b>	91.8	84.7
<b>Measurement</b>	91.1	84.7
<b>Space</b>	91.2	84.6
<b>Data</b>	93.1	84.7
<b>Patterns and Algebra</b>	93.3	85.4

## Basic Skills Test Results 2006

In 2006, Year 3 and Year 5 students participated in the statewide Basic Skills Test (BST) and Primary Writing Assessment (PWA).

In Year 5, 82% achieved bands 5 or 6 in overall literacy (writing, language and reading) compared to 51% of the state. 19% achieved bands 3 or 4 compared to 42% of the state. No girls were in bands 1 or 2.

In overall numeracy, 80% of our girls were in bands 5 or 6 compared to 56% of the state. 20% achieved bands 3 or 4 compared to 39% of the state. No girls were in bands 1 or 2. In Year 3, 78% achieved skill bands 4 or 5 in overall literacy compared to 42% of the state and 22% of students achieved skill bands 2 or 3 compared to 51% of the state. No girls were in bands 1 or 2 compared to 27% of the state.

In overall numeracy, 55% of our girls achieved bands 4 or 5 compared to 46% of the state. 44% achieved bands 2 or 3 compared to 45% of the state and 2% achieved Band 1 compared to 9% of the state.

Growth rates across all areas, determined by comparing Year 3 results 2004 with the Year 5 results 2006, were much greater than those expected in a normal 2 year period.

## 4: Professional Learning and Teacher Standards

In accordance with BOS guidelines, we report that all teachers of BOS curriculum have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills recognition guidelines.

### Kambala School data on teachers (including part-time teachers)

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	108
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines. (Two teachers are not teaching a Board Developed course, but are teaching, two are teaching practical components of music to small groups)	4
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. One teacher is a Transition scheme teacher who is currently completing her degree).	1

One teacher is a transition scheme teacher who is currently completing her degree.

The table below gives the external professional development undertaken by teaching staff over 2006.

### 2006 Professional Learning activities - Kambala teaching staff

	Area of school	PD title
1	Boarding	ahisa future leaders of independent schools
2	Careers	2006 uq interstate careers counsellor's conference
3	Careers	interstate careers counselling conference
4	Careers	psp school careers advisors conference
5	Careers	science-based careers forum
6	Careers	studying in nz
7	Careers	sydney university careers advisors information seminar
8	Careers	the hotel school careers lunch
9	Careers	unsw careers advisors seminar
10	Careers	uts careers advisors day
11	Careers	whitehouse open day
12	Classics	the cities of vesuvius

13	Classics	the cities of vesuvius
14	Counsellor	deliberate self-harm in young people
15	Counsellor	positive psychology with Martin Seligman
16	Counsellor	riding the boundary: school counsellor's conference
17	Counsellor	therapy with young people with eating disorders
18	curriculum	dos conference
19	curriculum	dos conference
20	D & T	compliance officer vet
21	D & T	dressmaking:all levels
22	D & T	drill press and drum sander workshop
23	D & T	drill press and drum sander workshop
24	D & T	drill press and drum sander workshop
25	D & T	drill press and drum sander workshop
26	D & T	hospitality conference
27	D & T	innovation and emerging textile technologies
28	Deputy	ahisa director of studies conference
29	DOS	academic care
30	DOS	ahisa director of studies conference
31	DOS	ahisa future leaders of independent schools
32	DOS	curriculum and year advisors' workshop
33	DOS	making measurement matter
34	DOS	principal's eeting A to E grading
35	Drama	hsc topic areas
36	ELC	exploring the Reggio Emilia approach
37	English	ahisa future leaders of independent schools
38	English	critical theory and critical study of King Lear
39	English	ETA Study Day: Extension 2 English
40	English	personal development & leadership program
41	English	physical journeys
42	English	picture books: from on page to online
43	English	picture books: from on page to online
44	English	registration and accreditation 2006 workshop
45	English	registration and accreditation 2006 workshop
46	English	speeches session
47	English	words don't really matter -as if
48	English	words don't really matter -as if
49	Executive	Apple ITSC
50	Executive	dimensions of learning
51	Executive	Mind Matters
52	Geography	Civics and citizenship strategies for Stage 5 Geography
53	Geography	using GIS in the classroom
54	History	blogging to learn
55	History	extension history forum
56	History	history conference
57	History	teaching and learning with interactive whiteboards
58	History	Turkey tour:supervisor
59	IT	copyright training
60	IT	curriculum corporation 13th national conference
61	IT	curriculum corporation 13th national conference

62	IT	gis in the field
63	IT	gis in the field
64	IT	ict integrators conference
65	IT	ict integrators meeting
66	IT	inurdz - ais mac user group workshop
67	IT	inurdz - ais mac user group workshop
68	IT	linux and unix - shell scripting
69	IT	mac osx support essentials v 10.4
70	IT	moodle conference
71	IT	moodle conference
72	IT	podcasting and streaming internet media
73	IT	using gis in the classroom
74	Languages	2006 german inservice conference
75	Languages	differentiation in mixed ability languages classes
76	Languages	effective assessment strategies in languages
77	Languages	japanese art as text
78	Languages	japanese stages 4-5 workshop
79	Languages	naft french immersion weekend
80	Languages	national 2-day workshop - hearsay language learning
81	Languages	strategic planning for languages
82	Languages	technology for languages: your new best friend
83	leadership	oaktree foundation - leadership training
84	Legal Studies	teaching about crimminal justice issues
85	Legal Studies	teaching about crimminal justice issues
86	Legal Studies	teaching focus studies in the hsc
87	Legal Studies	teaching focus studies in the hsc
88	Library	cbca conference
89	Library	copyright training
90	Library	creating an online reference collection of digital lg objects
91	Library	engaging with essentials
92	Library	lit fest
93	Library	lit fest
94	Mathematics	certificate of secondary mathematics education
95	Mathematics	convenor's meeting or cssa exam
96	Mathematics	mansw
97	Mathematics	mansw
98	Mathematics	mansw
99	Mathematics	mansw
100	Mathematics	mansw
101	Mathematics	mansw
102	Mathematics	mastering mathematics
103	Mathematics	maths hods issues afternoon and dinner
104	Mathematics	maths hods issues afternoon and dinner
105	Mathematics	maths network meeting
106	Mathematics	my favourite maths lessons 7-12
107	Mathematics	my favourite maths lessons 7-12
108	Mathematics	practical ideas for teaching years 7 - 10
109	Mathematics	registration and accreditation 2006 workshop
110	Mathematics	setting of cssa trial hsc exam

111	Mathematics	sta examination
112	Mathematics	teachers' guild of nsw 2006 annual conference
113	Mathematics	technology in general mathematics
114	Mathematics	using a range of technologies in 7-12 maths
115	Mathematics	using a range of technologies in yr 7-12
116	Mathematics	working mathematically with mental computation
117	Middle school	3rd international middle years o schooling conference
118	Music	2006 australian violin pedagogy conference
119	Music	addressing esl students' needs within the classroom
120	Music	austa national string conference
121	Music	Bachelor of music
122	Music	band reading
123	Music	band reading
124	Music	concert band reading day
125	Music	concert band reading day
126	Music	hollywood composer marco beltrani
127	Music	marking trial hsc performance examination
128	Music	midwest band clinic/iaje conference
129	Music	Private instrumental lessons
130	Music	private lessons with elizabeth willis
131	Music	private lessons with rose plummer
132	Music	sso education seminar
133	Music	vocal lessons
134	Nurse	puberty, panadol, privacy and school nurses
135	Nurse	puberty, panadol, privacy and school nurses
136	OHS	ohs consultation course
137	OHS	ohs consultation course
138	OHS	ohs consultation course
139	OHS	ohs consultation course
140	OHS	ohs risk assessment planning days
141	OHS	ohs risk assessment planning days
142	OHS	ohs risk assessment planning days
143	OHS	ohs risk assessment planning days
144	OHS	ohs risk assessment planning days
145	OHS	ohs risk assessment planning days
146	P - 2	ais maths conference
147	P - 2	best practice - teaching strat in early childhood education
148	P - 2	blogging to learn
149	P - 2	blogging to learn
150	P - 2	bronze medallion
151	P - 2	collaborative classrooms: using groupwork strats
152	P - 2	creating an online reference collection of digital lg objects
153	P - 2	e-library training
154	P - 2	everyone can draw
155	P - 2	hits and hots that hook students into learning
156	P - 2	hits and hots that hook students into learning
157	P - 2	if only they'd behave
158	P - 2	k-2 conference: making the links to lifelong learning
159	P - 2	keys for thinking

160	P - 2	learning in early numeracy workshop
161	P - 2	learning in early numeracy workshop
162	P - 2	learning in early numeracy workshop
163	P - 2	learning in early numeracy workshop
164	P - 2	linking literacies
165	P - 2	managing your literacy classroom
166	P - 2	managing your literacy classroom
167	P - 2	managing your literacy classroom
168	P - 2	national conference 2006
169	P - 2	pips nsw workshop
170	P - 2	pips nsw workshop
171	P - 2	pips nsw workshop
172	P - 2	planning for assessment
173	P - 2	playbuilding
174	P - 2	playbuilding
175	P - 2	programming for literacy using the english k-6 syllabus
176	P - 2	programming for literacy using the english k-6 syllabus
177	P - 2	sydney symphony 3-6 professional seminar
178	P - 2	teacher-librarian day with jamie mckenzie
179	P - 2	teaching and learning with interactive whiteboards
180	P - 2	teaching music made easy and fun
181	P - 2	teaching reading comprehension
182	P - 2	teaching writing K-3:implementing english k-6 syllabus
183	P - 2	thinking through curriculum - catering for diverse learners
184	P - 2	thross two day workshop
185	Pastoral care	curriculum and year advisors' workshop
186	Pastoral care	curriculum and year advisors' workshop
187	Pastoral care	enhancing skills for pastoral care
188	Pastoral care	mind matters professional development workshop
189	Pastoral care	teachers' guild of nsw 2006 annual conference
190	PDHPE	afl independent secondary schools coaching program
191	PDHPE	afl independent secondary schools coaching program
192	PDHPE	exploring band 6 in pdhpe
193	PDHPE	fitness insustry convention
194	PDHPE	from surviving to thriving
195	PDHPE	healthy eating and physical activity for kids
196	PDHPE	how to plan and deliver presentations
197	PDHPE	leadership development for head teachers
198	PDHPE	mind matters
199	PDHPE	mind matters professional development workshop
200	PDHPE	talking sexual health workshop for pdhpe teachers
201	Science	boosting science learning-what will it take?
202	Science	chemical safety in schools
203	Science	exploring further frontiers in hsc biology
204	Science	exploring further frontiers in hsc biology
205	Science	gifted and talented:psychological and dev perspectives
206	Science	leadership development for head teachers
207	Science	meet the markers 2006
208	Science	meet the markers 2006

209	Science	meet the markers 2006
210	Science	meet the markers 2006
211	Science	professional learning conference
212	Science	reviva first aid and resuscitation training
213	Science	STANSW conference
214	Science	STANSW conference
215	Science	STANSW conference
216	Science	STANSW conference
217	Science	STANSW conference
218	Science	surviving the middle years
219	Sport	13th commonwealth international sports conference
220	Sport	meet manager inservice
221	Sport	meet manager inservice
222	Sport	nsw hockey coaching conference
223	Student support	balanced leadership
224	Student support	Differentiating curriculum and instruction
225	Student support	dimensions of learning
226	Visual Arts	a fresh look at pastoral care
227	Visual Arts	artexpress teacher's day
228	Visual Arts	bully: the next stage
229	Visual Arts	cineliteracy workshop:robin anderson film awards
230	Visual Arts	digital micro movie
231	Visual Arts	environmental art
232	Visual Arts	fibre and textiles
233	Visual Arts	fibre and textiles
234	Visual Arts	figurative sculpture workshop
235	Visual Arts	masters of education
236	Visual Arts	underglazes
237	Yrs 3 - 6	book now - children's book council of australia conference
238	Yrs 3 - 6	hits and hots that hook students into learning
239	Yrs 3 - 6	JASON workshop
240	Yrs 3 - 6	national 2-day workshop - hearsay language learning
241	Yrs 3 - 6	tournament of minds inservice

In addition, all teaching staff attended 7 school-based Professional Learning days, where the focus was on aspects of learning and teaching.

## **5: Teacher Attendance and Retention Rates**

The average teacher staff attendance rate is 100% (ie there were no non-approved absences of more than 5 consecutive days).

The proportion of teaching staff retained from the previous year was 87.5%

## **6: Student Attendance and Retention Rates**

The average attendance rate per day was 94.3%. This is similar to previous years.



The actual student retention rate from Year 10 in 2004 to Year 12 in 2006 was 98%. This is similar to previous years.

## 7: Post School Destinations

Below is a summary in chart form of Year 12 students who completed their HSC in 2006.

### Destination by Institution (after First Round UAC Offers)

	<u>2007</u>
University of Sydney	30
UNSW	23
UTS	19
Charles Sturt Uni	1
Uni of Canberra	0
Macquarie	3
UWS	4
ACU	2
ANU	0
Uni of Wollongong	0
Uni of Newcastle	2
Bond	1
UNE	2

### Destination by Course (after First Round UAC Offers)

	2007		2007
B.Commerce/Ec	16	B.Sports Mgt	0
BA (Media & Comm)	11	Medicine	2
B.Arts	11	Med.Sc	1
B.Arch/Int Design	6	Human Mvt	1
B.Arts/Sc	0	Psychology	3
B.Tourism/Events	3	Vet	0
B.Combined Law	7	Dentistry (oral health)	1
B.Design	2	Health Sc.	1
B.International Studies	0	Education	1
B.Liberal Studies	1	Music	1
B.Sc	2	Planning	2
B.App Science	0		
B.Engineering	1		
Visual Communication	4		
B.Property Ec	1		
B.Nursing	5		
B.Social Work	3		
B.Socio.Legal Studies	1		

## **8: Enrolment policies and profiles**

### **Enrolment policy**

Students are enrolled at Kambala from Preparation – aged four years before the end of March of the year in which they commence.

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

### **Student population**

Kambala P – 12 has an enrolment of 950 girls, of whom 550 are in the secondary school. There are approximately 95 boarders who come mostly from rural NSW, with some from outer localities of Sydney and overseas. It is a non-selective school.

### **Enrolment procedures**

Entry into all year groups is possible if a vacancy is available in that particular year group.

Entry from Year 8 – 12 is subject to interview and assessment by the Principal, Deputy Principal Learning & Teaching and Head of Senior School. Students are also tested via the Robert Allwell & Associates program, to provide information for class placement and academic needs.

A Registration fee is requested with the completed application form.

Names are placed onto the register and into the computer upon receipt of the application form. Letters of receipt of the form are sent to the parent advising them that they are either accepted or on a waiting list.

Confirmation of Entry forms are sent to parents no earlier than two years prior to the student commencing. At this point a non-refundable fee is requested.

Interviews with the Principal and Heads of Infants' School and Junior School take place the year prior to entry.

Overseas students applying for the Senior School are required to sit an English and General ability test in their own country. (Provided that their own country is non-English speaking) They may sit in Sydney if they are currently in Australia. Upon receipt of the results of these tests, the enrolment of an overseas student may proceed to the interview and Kambala assessment stage, providing the results are of an acceptable standard. If a certain standard has not been reached, overseas students are encouraged to study further English and reapply.

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.

### **Students leaving Kambala**

Notification must be received in writing from the parents/guardians of the student if a student is to leave Kambala. Confirmation of the student's destination is obtained from parents and recorded in the database.

## **9: Student Welfare policies, discipline policy, reporting complaints and resolving grievance policy.**

### **Safe and supportive environment policy** (includes Anti-Bullying)

#### **Preamble**

Kambala is a dynamic learning community encouraging students to achieve excellence in a supportive environment. All members of the Kambala community have the right to enjoy a safe, positive and supportive school environment which promotes tolerance and respect. Expectations of behaviour at Kambala are based on 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
- Christian ethos underpins our interactions.

It is the responsibility of all members of the School community to ensure the safety and protection of one another. No form of bullying or harassment will be tolerated at Kambala.

#### **Our school defines bullying as...**

*Bullying is unfair and one-sided. It is typically when a person repeatedly and deliberately tries to harm, harass, humiliate or distress another person.*

*It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.*

**Bullying exists in a number of ways, including:**

Verbal

Teasing, name calling, offensive language, unwelcome comments, intrusive questions, 'nuisance' or abusive telephone calls, emails, MSN or text messages, spreading malicious gossip verbally or electronically.

Physical

Fighting, pushing, hitting, offensive gestures, invasion of personal space.

Social/Emotional

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

**Staff at Kambala will do the following things to maintain a safe and supportive environment:**

- Supervise students in all areas of the school and the playground.
- Watch for signs of bullying and deal with incidences appropriately, as outlined below
- Respond quickly and sensitively to bullying reports and follow up all reported bullying incidents.
- Take seriously parents' concerns about bullying.
- Assign consequences for bullying as outlined below.

**Students at Kambala will do the following things to engender a safe and supportive environment:**

- Treat others respectfully.
- Refuse to bully others.
- Refuse to let others be bullied.
- Refuse to watch, laugh or join in when someone is being bullied.
- Try to include everyone, especially those who are often left out.
- Report bullying to an adult.

**Parents/Guardians**

Parents will be made fully aware of the School's policy regarding a safe and supportive environment. When appropriate the parents of all parties will be informed. It will be stressed that if the bullying continues after an incident is acted upon then disciplinary sanctions will be used.

**Policy Review**

It is important that the issue of maintaining a safe and supportive school environment remains a high priority each year. The policy will be reviewed regularly to ensure this.

Processes and procedures to be followed by each section of the School will be decided by a group within Massie, a group within Junior School and a group within Senior School.

### **Processes and Procedures**

Responses to incidents of bullying and/or harassment will be tailored to suit the situation according to severity, frequency and duration. 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. At all times discretionary judgement will be applied according to the age of the students involved. The aim of our approach is to create a situation where all parties can co-exist peacefully at school in an environment of caring and safety.

### **Prevention**

- We encourage and maintain a climate of respect.
- School leadership and management reflect practices that contribute to building a safe and supportive learning environment for all students.
- The school curriculum develops life skills to nurture personal development in an inclusive and equitable manner.
- The Discipline Policy is implemented in a consistent manner.
- We strive for a common understanding of acceptable classroom behaviour.
- The expectations for behaviour outside the classroom are communicated and practised by all members of the school community.

### **Managing an incident**

The school's Safe and Supportive Environment Policy promotes resolution rather than punishment. Staff members are committed to a common response to bullying when incidents occur, using procedures outlined below:

- A member of staff who witnesses a bullying incident should respond to the students involved immediately, indicating that the behaviour witnessed is unacceptable and contrary to expectations at Kambala.
- A member of staff who is informed of, or witnesses, a bullying incident should act promptly to ensure the safety of the targeted student(s) where necessary and report the incident to the following people in the relevant sections of the school :
  - The Class Teacher and The Head of Junior School/Massie House
  - The relevant Year Co-ordinator, Head of Senior School or Principal.
- While the school will provide support for the offender, Kambala's first priority is to support those targeted and protect them from further bullying.
- Reports of bullying are taken seriously and investigated by the relevant person (Head of Junior School/Massie House, Year Co-ordinator, Head of Senior School, Principal, or external agency).

- Following a documented investigation, if bullying/harassment is found to have occurred, the following range of strategies may be implemented, depending on the severity of the incident :
  - Discussions with student(s) in order to bring about a positive reconciliation of the parties
  - Opportunities created for students to discuss and explore possible solutions that may resolve the issue and repair the harm done
  - Counselling for those targeted
  - Counselling for others involved (eg witnesses) if necessary
  - More formal mediation between the parties
  - Counselling of the offender to help her to understand the implications of her actions and the likely consequences if the behaviour continues
  - Notify parents
  - Isolation from peers
  - Detention(s)
  - Removal of privileges
  - Professional assistance from experts within the school or from outside the school (eg conflict resolution, anger management)
  - Suspension
  - Expulsion

Note: all actions are based on the principles of procedural fairness.

Throughout the investigation and subsequent actions, care should be taken to maintain confidentiality as far as possible.

No-one should be victimised for reporting bullying or for acting as a witness in a bullying investigation. Dishonesty in reporting an incident of bullying will be viewed extremely seriously and will lead to disciplinary action.

## **Discipline Policy**

Students are required to abide by the School's Rules and Code of Behaviour (published in the Year Book and on intranet) and to follow the directions of teachers and other people with authority delegated by the School. The Code of Behaviour is designed to promote a high standard of conduct in each student. The purpose of the rules is to ensure the safety of all and the efficient running of the school.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

The penalties imposed will vary according to the behaviour and the prior record of the student as well as the seriousness of the alleged offence. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. The school expressly prohibits corporal punishment and does not explicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and parent will be informed of the procedural steps to be followed. They will be:

- informed of the alleged infringement;
- informed as to who will make the decision on the penalty;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- afforded a right of review or appeal.

The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of the view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

## **Consequences**

Individual teachers are initially responsible for their own discipline. However, no teacher should feel hesitant about asking for help if a student is causing problems.

Consequences should be connected to the rights being affected and the rules being broken. They should:

- Relate to the behaviour
- Have a degree of seriousness and be reasonable
- Allow for appropriate right of reply
- Foster a restorative approach using questions such as
  - What happened?
  - What harm has resulted?
  - What needs to happen to make things right?

## Logical Consequences

One or more of the following procedures may be implemented:

- Engage in discussion of behaviour
  - Counselling about behaviour, including how to repair the harm done
  - Parents contacted
  - Detention
  - Develop a behaviour contract
  - Appropriate withdrawal of privileges
  - Suspension
    - In school
    - From School
  - Expulsion
- } Based on the principles of procedural fairness

Corporal Punishment is expressly prohibited.

## Guidelines for Detentions

- No student may be detained after school unless 24 hours' written notice has been given to parents/guardian.
- No recess detentions.
- No detentions in the first half of lunch break.
- Teachers on lunch duty do not supervise detention girls for other staff members, unless by prior agreement with relevant Year Co-ordinator.

## Child Protection Policy overview

A significant focus of Kambala's duty of care responsibilities is the protection of children from all forms of abuse. The procedures followed must be in accordance with the "Children (Care and Protection) Act 1987 NSW" and will also take into account other appropriate practices and guidelines aimed at the protection of children. Staff members at Kambala have an obligation to report all serious cases of abuse under the common law 'duty of care' responsibilities including physical assault (including sexual assault), ill-treatment or neglect and exposing or subjecting a child to behaviour that psychologically harms the child to the Principal.

## Grievance procedures overview

All complaints about grievances will be treated seriously and investigated. The School will try to keep the matter confidential to the extent practical.

## Location of full text of policies

All are located on the Kambala intranet. Some policies are also included in the annual Staff handbook.

## Changes made

The Safe and Supportive Environment policy was reviewed during 2006, as were the Discipline policy and the Grievance Procedures policy. The Child Protection policy was reviewed in March 2005.



## 10: School Determined Improvement Targets

Also refer to the document 'Continuing the Vision . . . in 2006', produced December 2006. We built on our priority areas as indicated in 2005 by:

Area	Priorities	Achievements
Learning & Teaching	<p>Engaging Gifted and Talented students</p> <p>Building skills and confidence in Mathematics &amp; Science</p> <p>Meeting the needs of individuals</p> <p>IT</p>	<p>Future Problem solving program Enhanced testing program</p> <p>Mathletics introduced Science Fair HSC Science lectures World of Mathematics excursion Additional teacher support for learning</p> <p>Introduction of VET Hospitality course at school Introduction of LEXIA program Further academic support provided</p> <p>IT Committee established IT student forum held Tech angels project</p>
Staff	<p>Professional learning</p> <p>Planning for two-day staff conference in 2007.</p>	<p>7 Staff days throughout the year. Significant staff involvement in ongoing professional development to encourage teachers to pursue the most effective teaching methods.</p> <p>Across school committee working together.</p>
Facilities	<p>Car Park.</p> <p>Master Plan</p> <p>Workplace Child Care Centre</p> <p>Music</p> <p>D &amp; T</p>	<p>Underway</p> <p>Approved by Council.</p> <p>In operation</p> <p>Additional practice rooms completed</p> <p>Planning for improved facilities for Design &amp; Technology</p>
Community	<p>Parent information evenings</p>	<p>Talks from visiting experts on educating girls, cyber safety</p>

## **11: Initiatives Promoting Respect and Responsibility**

In 2006 the position of Head of Senior School commenced and replaced the previous role of Deputy Principal Pastoral Care. This acknowledged that Pastoral Care is embedded in all aspects of curriculum and extra curricular activities at Kambala. The Pastoral Care program, Years 7-9, was reviewed in conjunction with Outdoor Education and Religious Education programs to ensure that there were connections in the Scope and Sequence and an understanding of the shared values that underpinned each program. Teachers across a number of faculties attended Mind Matters workshops, conferences on National Safe Schools framework, Resilience and in-services on Academic Care, providing opportunities for teachers to better understand their pastoral role and its impact on student learning and wellbeing. Students from Years 9, 10, 11 participated in Youth Forums on 'Safe Partying' and "Health Issues in the Eastern Suburbs". Year Co-ordinators continued to develop skills in counselling and monitoring student connectedness to the learning environment.

A number of Student Welfare policies were reviewed throughout the year, including the Pastoral Care policy. This reaffirmed that the purpose of Pastoral Care at Kambala is to provide an environment that promotes the physical, emotional, social, spiritual and intellectual well-being of all students. Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of counselling within the School and appropriate external agencies. Although each staff member has a pastoral role, it is the Tutor and Year Co-ordinator to whom the students should speak about problems or concerns. The Head of Senior School and other members of the Executive are available to both students and parents. At Kambala we strive to:

- Provide a safe and secure environment
- Protect students from intimidation, embarrassment or degradation
- Clearly articulate expectations and consequences of breaching expectations
- Apply consequences consistent with regard to procedural fairness and natural justice in accordance with privacy legislation
- Ensure that when disciplining students, the dignity of each person involved is maintained
- Enhance student independence, autonomy and sense of self worth through opportunities for leadership
- Maintain the confidentiality of information unless disclosure is required by law or is clearly in the best interest of the student
- Maintain professional standards of conduct in all dealings with students
- Maintain communication with relevant parties which may include parents, staff, School Nurse, School Counsellor, and Principal or outside agency.

### **Student Leadership**

Developing leadership skills in students is an important part of education at Kambala. There are both formal and informal leadership opportunities. In 2006 the Prefects and House Officers continued to be exemplary role models for the younger girls. The Student Representative Council has really developed a strong, positive role in the school community. They have been focused on improving the physical environment, creating

activities for the girls to be involved in at lunchtime and produced a new Kambala bag to be used around the school. Prefects, House Officers and SRC members were involved in workshops on Leadership during the year, conducted both internally and externally. A Year 12 student-led initiative, known as the Big Sister Program, commenced in 2006. Each girl in Year 12 became a big sister to a girl in Year 7. Sisters were grouped according to their House. The aims of the program were to:

- Increase House Spirit
- Allow for more leadership opportunities and responsibilities among the Year 12 students
- Make the transition into senior school for year 7s, as easy as possible
- Be pro-active in the campaign against bullying
- Encourage the integration of Year12s with the rest of the Senior School

*A Day on the Green* every few weeks allowed ‘sisters’ a chance to sit and chat together. Training also occurred through the year for girls in Years 9 and 10 to become Peer Support Leaders and Peer Mediators – to act as a resource to other students who are dealing with friendship issues and conflicts.

## **12: Parent, Student and Teacher Satisfaction**

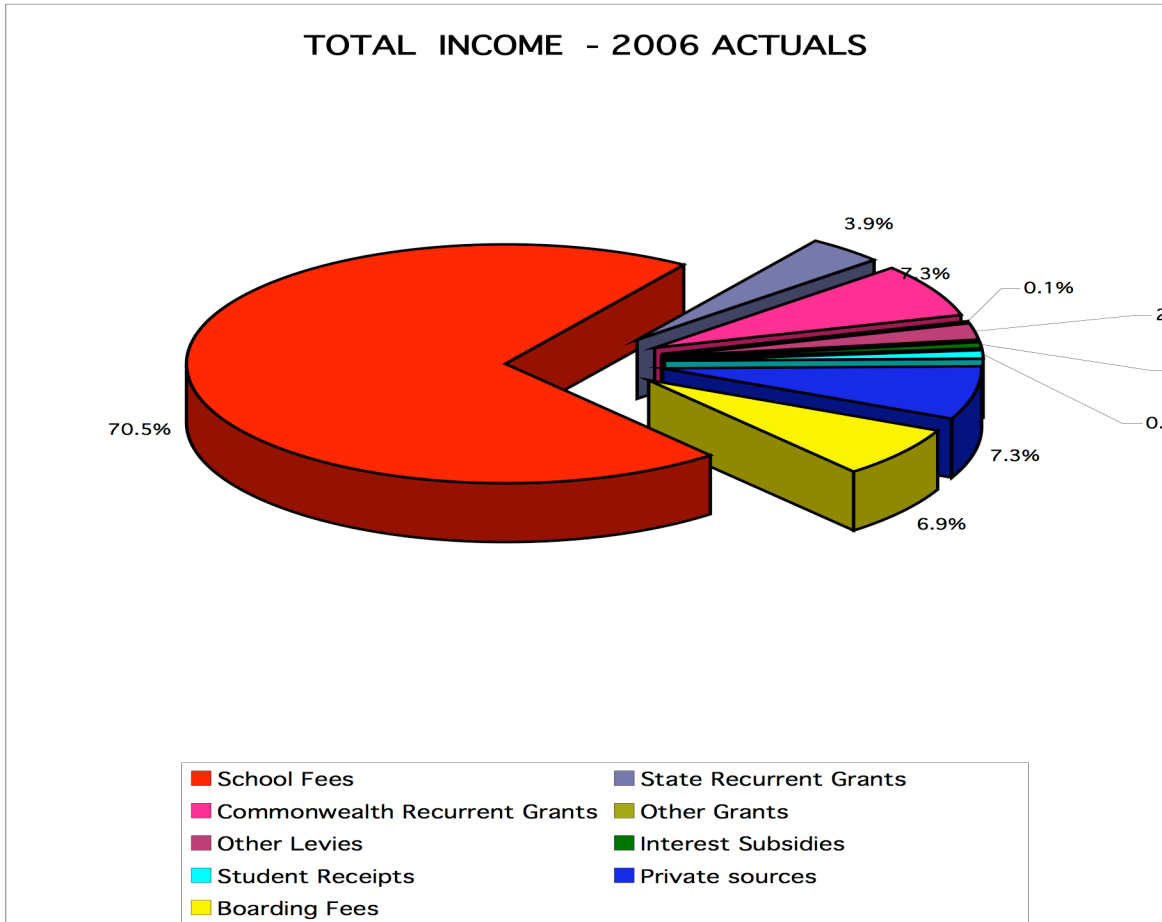
The Kambala Parents’ Association meets twice a term and provides parents with avenues to express their satisfaction. The Principal and Heads of Infants’ School, Junior School attend these meetings and it is a forum where questions are welcomed and answered by the Heads. There is strong support from parents with involvement in the School considered to be very high. Many parents serve on support committees, volunteer for canteen duty and reading support at the lower end of the school is strongly supported.

There is significant interaction with parents through social occasions, information evenings, parent/student/teacher meetings, forums on specific issues etc. There are many opportunities for parents to give feedback and discuss any concerns they might have.

At the end of Year 12 students are asked to evaluate their time at Kambala and to give specific feedback by way of a written survey. Surveys from 2006 HSC students were very supportive of the school and their education.

The school is continually seeking and acting on feedback from parents, students and teachers. Feedback is often anecdotal, but treated seriously and acted upon.

### 13: Summary of Financial Information.



## TOTAL EXPENDITURE - 2006 ACTUALS

