



Annual Report 2022

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Messages from Key Bodies

Message from the Chair of the Board

Tangara has successfully returned to a normal school program after the disruptive academic year of 2021. This achievement is due to our dedicated professional staff and the commitment of our parents.

I have been to a number of Tangara activities over the last year and have been impressed with the students and enthusiasm of our families. I am confident that Rita and her team will continue to drive Tangara forward over the next decade!

**Gary Doherty,
Chairman**

Principal's Welcome

At Tangara we firmly believe that supporting our students to achieve their full potential is based on a genuine partnership between each student, their parents and our incredible team of educators and staff. 2022 has been another great year where our students have been challenged to be the best version of themselves and to think about the impact they want to have on the world. This report serves as a testament to the dedication, resilience, and outstanding achievements of our school community throughout the past academic year.

This year marked Tangara's 40th anniversary, a very significant milestone in Tangara's history. We were able to celebrate the gifts and blessings of the last 40 years and share wonderful memories at several anniversary celebrations. The special Birthday Assembly in February brought founding Board members, parents, staff and students together. This was followed by the fun and glamour of the 80's Disco and the 40th Anniversary Ball, ending with a bang at the end of the year with the Twilight Markets' fireworks.

The volunteer service of our parents is a critical dimension of our School—and not just in terms of fundraising and development. It is a reflection of our unique educational partnership which is so essential for building unity, friendship and the strong family environment at Tangara, hallmarks of the *Pared* schools. Tangara draws on the time and talents of our parents today, no less than in 1982. The School depends on our generosity, sacrifice and determination to maintain our vision. I trust that I will have our continued support to

help our vision become a reality for this generation and for many more generations to come.

And in that spirit I'm pleased to announce for the first time in many years that from 2023 Tangara will be operating at near full capacity, with waiting lists for most year groups. Looking ahead also means planning for some important and exciting projects at the School, including the development of the School's Master Plan, fundraising for and completion of Yarra Hall and the much awaited School Musical—'Shrek Junior'—in May 2023.

I am proud of our girls' achievements throughout 2022—academically, in sport, creative and performing arts, public speaking, community service, and in the area of personal and spiritual formation.

In 2022 there were some great wins in ISDA and Archdale debating and Mock Trial and some impressive performances at the Festival of Speech, competing with girls from across NSW.

This has also been a very busy year of sport. In Primary Athletics we were awarded the Best Performing Girls School, the Year 8 Cross Country team made it to CIS, the Opens Touch Football Team made the semi-finals, one of our students made it to the All Schools Swimming, and we had an array of Age Champions in Swimming, Athletics and Cross Country and some runners-up too.

In Netball there were 3 Grand Final appearances by Tangara and across the 2 seasons of Basketball, 8 Grand Final appearances. And this year, after the suggestion of one of our enthusiastic students, we launched Kickboxing!

In the musical arena, the Tangara Music Academy continues to support a range of peripatetic programs. We enjoyed 'A Night at the Movies', Live at Tangara and Live at the Library, and The Soiree which was a celebration of our Year 12 Music students. The Music Academy continues

to support all school events, providing music for our School Masses, the Twilight Markets and, of course, Presentation Day, just to name a few.

In personal and spiritual formation, 2022 highlights included guest speakers such as The Honourable Dominic Perrottet at our Leadership Induction Ceremony, David Kobler, and Brett Murray addressing our Secondary Students. There were our KPFs, with our very own Tangara dads in Term 2 addressing the importance of the role of fathers in their daughter's lives, and in Term 3 Mr Jonathon Doyle gave hope to parents by providing tools for how to parent into the future. In Community Service some highlights this year included outreach activities like Vinnies Van, supporting Inala our neighbours, providing care packs for NSW flood victims and the Vinnies Christmas Hampers.

Academically, students have continued on their learning journey in the spirit of our school motto *Ad Summam Virtutem*, negotiating inevitable challenges and celebrating personal bests. Our 2021 HSC class was ranked 37th in the State and received nominations for outstanding achievements.

In addition, outstanding NAPLAN results reflected real growth in our students, with Tangara girls performing at a historically high level in the 2022 NAPLAN Assessment, both in absolute terms and compared with the State average. These results mean the 2022 Tangara cohort's average results are stronger than those of the previous ten years.

The School's commitment to fostering a culture of excellence, while recognising the diverse nature of student needs, has driven the development of Student Tracking Cards which will be fully introduced in 2023. Every student's academic development will be tracked and monitored, helping us to make more informed decisions about teaching and learning.

While we delight in the achievements of our girls, the measure of their education will not come down to their HSC results or university entry. There is a much bigger picture.

At the heart of our School is our life of faith and service to others. The dignity of every person is intrinsic to our being. It is not conditional upon our race, or ethnicity, sex, religion, usefulness, stage of development, productivity, or, for that matter, their ATAR. If we were to pose the question "Who counts?" The answer is simple. People count: at Tangara, each and every person counts. It's people and their character development that truly matters.

This is the vision of the human person Tangara offers our students. It is a vision that cuts to the heart of every ethical debate, and speaks of what we value and prioritise. The only sure foundation of a truly just society is a shared commitment to the equal dignity of every person. At Tangara we challenge our students to lead the change necessary to make such a society a reality. As strong, educated and well-balanced, faith filled women, their place is at the front line of all debates that shape the future. I encourage our students to make their voices heard, and to make their lives matter at home, at school and in the wider community.

The members of our School community with its vital partnerships make everything possible. I would like to sincerely thank our wonderful parents and students. A special thank you also to the Tangara staff for their exceptional dedication. Thank you also to the staff of *Pared*, and the Chair, Mr Gary Doherty, the *Pared* Directors, and the *Pared* CEO, Mr Eugene Choi, for your ongoing encouragement and support.

**Rita Sakr,
Principal**

Message from the School Captain

As kids, we are often asked what we want to be when we grow up, and who we aspire to be like. Progressing throughout school, these questions become focused on what courses we want to study, and what universities we wish to attend.

I believe there is a greater question lying at hand; how can we make a difference? How can we use our gifts, passions, and strengths to help others?

To answer that, I often turn to Year 12's motto, *Unitas Vincit*, meaning *Unity Prevails*. An important phrase that pushed the Class of 2022 to promising success.

Over the course of the past year, the Class of 2022 and I had the wonderful opportunity to take on the journey of Year 12. Through many fundraisers, carnivals, special events and assemblies, the Class of 2022 often broke up our duties, delegating roles to groups and individuals who would work on their own parts, and when we came together, we were able to achieve something greater.

This is a beautiful value fostered at Tangara: working together to achieve greatness. Each member of my cohort, each student, staff and chaplain, and every individual out there has been

shaped by God for a different purpose. We all harbour different talents, strengths, and identities.

Alone, we can be successful, but when we come together and interlace our strengths to uplift others' weaknesses and our talents to educate others, we can be both successful and faithful. And to me, this is the definition of humanity: one where unity prevails.

As Christians we have to be the light in the darkness, the example of good faith and moral guidance. It is so fundamental to ground ourselves with our values, and firmly understand what we believe in.

We have to stick together in such moments, to lift each other up and strengthen our faith, because when all else fails, unity will prevail. And sometimes, we need to take the lead and show the way for others. This is what it means to be a leader.

At Tangara, we are incredibly blessed to have leaders that guide the way for us all. Every single teacher and staff member has helped each of us strive to achieve our potential, as they went above and beyond to aid us.

Year 12 couldn't have made it this far without all your diligence and enthusiasm that we are so appreciative of. Tangara is so fortunate to have amazing role models like all of you.

Thank you especially to Mrs Sakr for your devotion to our cohort over the years and for all the service you have shown us. You were always open to our ideas and we are so fortunate for your great and consistent support. You truly are an example of a great leader we aspire to be like.

Thank you also to Mrs Nassif for all your hard work in supporting our grade, our fundraisers and events. Many of these would not have been possible without your aid.

Our many fundraisers, including sausage sizzles and donut days, were able to support the Year 12 graduation activities. Big Sister meetings held frequently became a core component in allowing the Year 12 to guide groups of students, whilst making memorable experiences.

Special events such as the sports carnivals and lunchtime house competitions successfully brought girls across the grades together. St Josemaria's feast day, combined with World Youth Day, enabled primary and high school to share our cultures, and cherish our heritage.

So to all the primary and high school girls. Thank you for all your help in our special events, carnivals, and Big Sister catch ups. Your enduring enthusiasm in all these moments have been a remarkable contribution to our goals. Year 12 is lucky to have all of your support. You truly put a smile on our faces.

Of course, none of these initiatives would not have been possible without the amazing leadership team. I'd like to thank Brigid, Emma, Eliza, Sianna, Natalie, Chanel, Lara, Claire and Caitlin. Your commitment to each of your roles reached new heights, and I couldn't have asked for a stronger team to support the grade.

To my Vice Captain, the wonderful Ruby Tanna. This past year has been a privilege to work by your side. I could always rely on your devotion, and your strength and fortitude are admirable.

I have learnt an incredible amount from you, and will forever appreciate your support. I am beyond lucky to have had you as my Vice Captain, and my close friend.

To the Class of 2022; I'm proud to say that we strived through the past year and met hardships that Year 12 presents together, motivating and uplifting each other as a team. In doing this, we have grown so much closer, becoming a family that I hesitate to depart from so quickly.

I have enjoyed every step of the journey alongside you all. Thank you for always pushing me to fulfil heightened goals. I am thankful to have the opportunity to call you all my cohort, my close friends, and my sisters.

To the Class of 2023. Ensure to always strive to be the best you can be as a team, led by your leadership team and the wonderful School and Vice Captain Gabby and Natalie. We can't wait to see the amazing things you will achieve alongside your cohort, and have no doubt you will make Tangara proud.

So, whenever there comes a moment where you find yourself faced with a challenge, I encourage you all to reflect on what we're given, and how we can use our talents and strengths to uplift those around us. After all, we live in a world where unity prevails.

**Jemima Hanna,
2022 School Captain**

Tangara School Profile

Tangara School for Girls, established in 1982, is an Independent Catholic girls school. We cater for boys from Prep to Year 1, and for girls from Prep to Year 12. We are located in Sydney's Northwest suburb of Cherrybrook.

Tangara offers families and their children a total educational experience unlike any other through our one on one mentoring system. Combined with a strong academic foundation, our unique mentoring system enables a genuine partnership between school and parents, helping every child to achieve their personal best. Our mission is summed up in our school motto: *Ad Summam Virtutem, Towards the Fullness of Virtue.*

Tangara is built on the belief that the best education develops the whole person, integrating the pursuit of academic excellence, learning of diverse skills, building of character and the development of faith. We inspire young women to embrace leadership and thrive in all areas of life through our outstanding academics and co-curricular opportunities in sport, music, drama, public speaking, community service, leadership and much more.

The Catholic Faith and the teachings of Jesus Christ aim to foster an environment of care and respect. The students learn to recognise the love of God in their lives and to treat other people with kindness and love. We encourage the value of personal prayer and the sacraments. Our Chapel, where the girls may choose to attend daily Mass or spend time in quiet reflection, is the spiritual heart of our School.

Characteristics of the student body

Tangara accepts students at various stages of their education from Preparatory to Year 12. Most students join us on the Tangara educational journey in Kindergarten. At whatever point students and families join us, they are immediately made to feel welcomed, inspired and engaged in their learning.

In 2022 Tangara had 800 students enrolled, 66 in Preparatory, 419 in the Junior School and 315 in the Secondary School. The overall school enrolment remained strong with a very positive interest in all year groups across the school, many with waitlists for 2023 and beyond.

We are purposefully a relatively small school with big opportunities. Our smaller class sizes enable a personalised approach to education where every student is known, valued and inspired.

The School has a relatively diverse population of students which includes students with specific needs, students with very high ability, as well as students with particular talents in specific areas such as the Creative Arts, Sport and Creative Thinking. Though Tangara has a strong Christian ethos, families from other denominations and faiths are welcomed at the School.

Student Outcomes in Standardised National Literacy and Numeracy Testing



Interpreting the tables

509

**Year 3
Reading**
(Well above
average)

583

**Year 7
Writing**
(Above
average)

627

**Year 3
Numeracy**
(Close to
average)

Comparison of Tangara's 2022 NAPLAN Results with All Australian Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	509	482	471	530	447
Year 5	559	540	563	591	544
Year 7	596	581	600	618	613
Year 9	629	627	627	656	625

Comparison of Tangara's 2022 NAPLAN Results with Similar Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	509	482	471	530	447
Year 5	559	540	563	591	544
Year 7	596	581	600	618	613
Year 9	629	627	627	656	625

Higher School Certificate Results 2022

Course Name	Bands 4-6			Bands 1-3		
	Students	Tangara	State	Students	Tangara	State
Ancient History	1	100	63	0	0	37
Biology	12	86	53	2	14	47
Business Studies	9	90	64	1	10	35
Chemistry	6	86	64	1	14	36
CAFS	7	100	73	0	0	27
Drama	4	100	88	0	0	12
English Standard	15	88	55	2	12	45
English Advanced	23	100	93	0	0	7
English Extension 1	3	100	92	0	0	8
English Extension 2	2	100	85	0	0	15
Food Technology	11	92	56	1	8	44
Geography	11	79	72	3	21	28
Legal Studies	5	83	66	1	17	34
Mathematics Standard 2	14	82	54	3	18	46
Mathematics Advanced	14	100	76	0	0	24
Mathematics Extension 1	4	66	73	2	33	27

Course Name	Bands 4-6			Bands 1-3		
	Students	Tangara	State	Students	Tangara	State
Mathematics Extension 2	2	100	85	0	0	15
Modern History	5	83	67	1	17	33
Music 1	5	100	69	0	0	31
Music 2	2	100	86	0	0	14
Music Extension	2	100	97	0	0	3
PDHPE	8	100	50	0	0	50
Physics	4	80	68	1	20	32
Studies of Religion 1	1	100	80	0	0	20
Visual Arts	7	100	92	0	0	8
French Continuers	2	67	85	1	33	15
French Extension	1	100	87	0	0	13
German Continuers	1	100	87	0	0	13
Japanese Continuers	0	0	81	1	100	19
Latin Continuers	1	100	93	0	0	7
Spanish Continuers	1	100	85	0	0	15
Spanish Extension	1	100	91	0	0	9
Retail Services	1	100	41	0	0	59
Work Studies	1	N/A	N/A	N/A	N/A	N/A

Record of School Achievement (RoSA)

Year 10 completed the first part of their ROSA qualification. Year 11 completed the Preliminary courses and thus the second part of their ROSA qualification.

In 2022, two (4%) students participated in vocational training courses and 50 (100%) of students gained their HSC Certificate.



2022 School Leavers Destinations

University	Courses	
Australian Catholic University	B Laws B Physiotherapy B Exercise and Sport Science	B Nursing B Biomedical Science B Accounting and Finance
Macquarie University	B Commerce B Medical Science B Clinical Science B Business Administration B App Finance/B Actuarial Studies B Science	B Psychology (Honours) B Arts B Economics/B App Finance B Arts/B Laws B Marketing and Media
University of NSW	B Nutrition B Medical Science B Actuarial Studies	B Arts B Interior Architecture
University of Sydney	B Science (Medical Science) B Pharmacology (Honours)	B Nursing (Advanced Studies)
University of Technology	B Business B Health Science	B Nursing B Engineering (Biomedical)
Western Sydney University	B Design (Visual Communication) B Occupational Therapy B Paramedicine	B Business B Nursing

Professional Learning and Workforce Composition

All Tangara Staff undertook professional learning opportunities throughout 2022, which included:

Staff Professional Development Days

School Based Workshops

Online Training

External Conferences and Workshops

Tangara School For Girls is a professional learning community that seeks to explore and implement productive and effective learning practices. Teacher professional learning helps teachers gain insight into and knowledge of their area of discipline.

Tangara School For Girls encourages the development of new ways of thinking about content and embraces diverse approaches to teaching. The core focus is the design and delivery of effective pedagogy that leads to improved student outcomes.

To this end, teachers are involved in professional development experiences that advance pedagogical content knowledge, access current research on how students learn, build our professional community and are aligned with school priorities.

Our staff participated in the following professional learning opportunities in 2022:

Professional Learning, Junior School 2022

Description of the Professional Learning Activity	Number of Staff
Pat Workshop – PAT Maths adaptive data analysis	1
NSW Primary Curriculum Professional Learning Course English Syllabus K-2 (NESA)	18
NSW Primary Curriculum Professional Learning Course Mathematics Syllabus K-2 (NESA)	18
Improving Daily Spelling and NAPLAN Results	1
Making Students enthusiastic and Critical Readers	1
Sensory Regulation and Processing for ASD Students	1
Planning and Programming for the New English K-2 Syllabus (AIS)	2
Middle Leaders Program (AIS)	1
Reimagining Physical Education	1
AIS Mathematics Syllabus Familiarisation	22
AIS English Syllabus Familiarisation	14
Cleverboard training	18
High Impact Strategies	18
WRAP – Consistency from K-6	18
ACER Data Analysis	18
SCOUT and NAPLAN training	18
Engage – Writing Risk Assessments	18
Staff Formation	All staff

Professional Learning, Secondary School 2022

Description of the Professional Learning Activity	Number of Staff
Learning Walks Workshop	34
Using Data – Graham Wright – Educonsulting	34
ICT Training: Education Perfect	34
AIS Child Protection Training	All staff
CPD: First Aid Training	All staff
Tangara's Teaching and Learning Framework, embedding formative assessment.	28
Effective Practices for K-12 Whole-school Wellbeing Webinar: NESAC Accredited	5
Teacher Performance and Development Plans: Goal Setting and Evidence Review	34
Disability Legislation Self-paced Learning Experience: NESAC Accredited	63
Middle Leaders Program (AIS)	4
SCOUT Workshop	5
Analysis to Action: Graham Wright	2
Mathematics Head of Department Day MANSW	1
AIS History Conference: Contested discourse: Reframing the Discipline of History	1
CPR training	All staff
Selena Fisk: Data in Schools	1
St Andrew Research Convention Conference	2
HSC Marking	7

Description of the Professional Learning Activity	Number of Staff
Developing cultural responsiveness and reconciliation action plans	1
Metacognition	2
Developing success criteria to ensure learners can take ownership of their learning	1
Introducing the draft English 7-10 Syllabus	2
Introducing the draft Languages K-10 syllabuses	1
Online harmful sexual behaviours, misinformation and emerging technologies: NESAs Accredited	6
STAFF FORMATION: "We are all Character Educators"	All staff
Elevate Staff Training	34
ICT Training: Engage for Incursion/Excursion and Risk Assessments	All staff
Living Works Start: Suicide intervention	28
First Aid for Teacher Wellbeing	34
AIS NSW PDHPE Conference 2022	1
ACHPER PDHPE Conference	1
Teaching the Preliminary Course in Economics for the first time	1
Differentiation for students with a learning disability	2
Law Day Out: The Role of the Australian Court System	1
Sensory regulation and processing for ASD students	2
Differentiation for students with a learning disability	4
Lead professional learning for school improvement	1
Leadership – from teacher to principal	1

Description of the Professional Learning Activity	Number of Staff
Managing the learning of students with anxiety	5
Leading for Wellbeing - staff and students	1
Understanding ADHD	1
Leadership – psychologically safe conversations	1
Understanding servant leadership	1
Encouraging positive Mental Health practices in the classroom	1
Students with additional learning needs – engaging students with ASD	1
Differentiating teaching, curriculum and assessment	1
Improving writing in the secondary classroom	1
Understanding the impact of trauma on learning	1
Understanding Indigenous content with the curriculum	1

Workforce Composition

The Tangara staff is comprised of:

134

All School Staff

91

Teaching Staff

42

Support staff

1

Chaplain

(note: additional Chaplain onsite at Tangara is not a staff member)

Student Attendance and Retention Rates and Non-Attendance

Student Non-Attendance

1. Rolls are marked online each morning via Engage by the class teachers.
2. Absences are recorded on the School's attendance database.
3. Parents/Carers are required to notify the school via Engage if their child is not attending school for the day.
4. Engage is an online system for parents to explain their child's reason for absences.
5. Parents are notified via text message if their daughter is absent for some or all of the day or if she is late to school. Absence from school can be explained up to seven days. However, if the student's absence remains unexplained after seven days, the absence will be listed on the student's school report as unexplained.
6. An infringement is entered via Engage which notifies parents, students and mentors each time a student is late without a valid reason.
7. A lunchtime school detention is given in Secondary School when a student is late to school twice per term without parental explanation. An after school detention is given to students who are persistently late, without parental explanation, accruing 6 late infringements within the term. It is the responsibility of the Head of Secondary to investigate whether a student is at school and to investigate any patterns of lateness or absences.

Attendance rates

The listing below shows in percentages the students attendance rates by year level in 2022.

92%	Kindergarten	92%	Year 7
92%	Year 1	91%	Year 8
90%	Year 2	90%	Year 9
91%	Year 3	90%	Year 10
90%	Year 4	91%	Year 11
93%	Year 5	90%	Year 12
91%	Year 6		

Retention rates

89% of students who started Year 10 in 2020 completed Year 12 in 2022. The retention rates have remained reasonably constant over the past few years.

Year 10, 2020

89%

Year 12, 2022

Enrolments Policy

Purpose

This policy outlines the enrolment requirements and process for Tangara School for Girls ("the School").

Through the application process the School endeavours to select prospective families who:

1. Are aligned with the philosophy and values of Tangara School for Girls
2. Are seeking a collaborative approach between home and school in the education of their children
3. Are committed to the regular attendance at meetings with their child/children's mentor, the Key Parent Functions, and any other events requiring attendance of parents.

** Year 5 is a key entry point as many families use it as a pathway to secure a place in Year 7*

Key Entry Points

The School accepts applications from students in all grades. However, the key entry points are:

1. Prep
2. Kindergarten
3. Year 7

Summary of Enrolment Procedures

The Enrolment Procedures are detailed in full in the Enrolments Standard Operating Procedures Manual. However, a summary has been included as a reference point for the guidelines included in this policy.

The Enrolment Process takes part in 5 key stages:

1. Enquiry

Parents who are interested in the School register their interest via an enquiry form to initiate the conversation with the School Enrolments Officer. From there, they are invited to attend the next Open Day, School Tour, or Information Evening before they are invited to apply. This is a requirement before they are invited to apply for enrolment.

2. Application

The Application Form must be completed (in full), all required documentation attached, and non-refundable application fee paid to commence the admission process.

While a formal application is a pre-requisite, it is not a guarantee of admission.

3. Interview and Evaluation

Parents are interviewed by two members of the Interviewing Committee. For Year 2 to Year 12 applications, both parents and the child must be interviewed. For current *Pared* families, the interview must be attended by at least one parent and the child.

Students transferring to Redfield from the Tangara Infants campus are not interviewed again before they transition into Redfield as they were interviewed upon their entry into Infants. They'll be guided through an orientation process as they transition from Year 1 to Year 2.

The following documents must be submitted by the family before the interview: Birth Certificate, Immunisation Record, NAPLAN Report, Latest School Report, a photograph, and a complete Application Form with Application Fee paid.

After the interview, the reference check is conducted before the interview report is submitted to the Principal/Enrolments Committee for final review.

4. Enrolment Offer & Acceptance

The Enrolments Officer sends an email to the parents about the application result (either Letter of Offer or notification of unsuccessful application). The Letter of Offer includes links to the Medical Form, Privacy Collection Form and Direct Debit Form.

The Letter of Offer is sent to both parents via the enrolment platform. To accept the enrolment, both parents are required to sign the Letter of Offer and the non-refundable acceptance fee must be paid. The School is not obliged to hold places until the acceptance fee has been paid.

With the acceptance forms, parents are required to complete several school forms, including the 'Confidential Collection of Student Data Form' and Privacy Policy. If a parent or guardian withholds information relevant to the application/enrolment process, then the Principal reserves the right to refuse or terminate enrolment on that ground.

After the Enrolments Officer has received an acceptance of the offer by both parents, a final confirmation is sent to the parents that all requirements have been met for the enrolment.

Upholding the conditions of the enrolment contract and conditions set out in the Letter of Offer are the requirements for continuing enrolment at the School.

1. Orientation

The Enrolments Officer sends welcome letters and packs as part of the Orientation of the Students. Information on uniforms, books and stationery, house, additional handbooks etc. are also communicated prior to the students' first day of school.

Enrolled students are allocated to classes according to a combination of class size and student needs.

Enrolment Guidelines

Enrolment Eligibility

1. Applications for enrolment may be made at any time by the parent/carer(s) of prospective students. However, should this time be greater than 2 years from the commencement year or if there are no places available in the cohort for which entry is sought, applicants will be held on a waitlist before progressing through the interview process.
2. Students enrolling at school for Kindergarten at Tangara will be five years of age on or before 31 March and four years of age before 31 March for Prep School.

Offering Enrolment

The Principal, in consultation with the School Committee, reserves the right to offer a place to any student, irrespective of the date of application.

The School has absolute discretion in determining the weight of each of the factors it considers in determining whether to offer a place for the student.

Applications are processed in order of receipt; however, enrolment priority is given to:

The Family Relationship with the School

1. Siblings of current *Pared* families (siblings already enrolled at a *Pared* School)
2. Children of Alumni from a *Pared* School
3. Children of Staff Members

The Family's alignment with the School Values

1. Students from families practising the Catholic faith
2. Character feedback on the Family from the Referees

The Student

1. Academic ability
2. Character feedback on the Student from the Teachers of the previous school (if applicable)

The School

1. Ability to support the special needs or abilities of the student
2. The balance of numbers of boys and girls is taken into account in order to ensure that students offered a place in Infants also have a place in Primary onwards (for Prep, Kindergarten and Year 1 only)

Accepting Students from Other Faith Backgrounds

The School may accept students from other faith backgrounds when:

1. There is alignment of values between the School and prospective family
2. The parents are in agreement that the student will participate in Religious education classes, and faith-based activities of the School

Parent Conduct

The School reserves the right to withhold an invitation to apply or to progress further in the application process should any aggressive/abusive behaviour be shown to the Enrolment Officers, interviewers or any members of staff.

Enrolment Process for Prospective Students with a Disability

The same enrolment process and guidelines will apply to all prospective students and their families regardless of whether they have a disability or not. Primarily, the alignment of values and education philosophy between the School and the prospective family is key to a successful application.

When assessing an application for a student with a disability, the School needs to gather information to help identify the student's individual needs and consult health professionals and parents/carers to fully understand any adjustments needed to support those needs. This stage ensures that parents, carers, health professionals and the School are all on the same page, understanding

the needs of the student and how to reach the best outcome for them.

This process also ensures that the School meets their consultation obligations under The Disability Standards for Education 2005 by obtaining written permission from parents/carers for the School to gather information about the needs of the student from a previous school or childcare setting as well as from health professionals.

The School reserves the discretion to decline or defer an application when the parents, having been aware of their child's specific needs, fail to declare those needs or withhold relevant information pertaining to their child. This includes the submission of official documents relating to a diagnosis, any previous work with specialists or previous schools, and any other documentation required to make an assessment about whether or not the School will be able to support the student's needs.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

Enrolling a Student on a Visa

When the School is considering an application from a student on a visa, it is essential that the correct checks are made to ensure it is appropriate to continue their enrolment process. Student visas hold conditions that may or may not allow a student, or a parent and their dependent, to be received at the School or may impact their status as being eligible for funding from the Commonwealth.

Tangara School for Girls is not a CRICOS-registered school. CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students. The School is not a member of this Register, meaning students who are primary holders of a sub-class visa cannot move to Sydney to attend the School. Therefore, the School has decided not to engage in any advertisement opportunities overseas.

The School can accept students who hold visas that do not subject them to CRICOS-registered schools, and their eligibility can be checked by the Enrolments Officer through the Visa Entitlement Verification Online system (VEVO).

Conditions for Continued Enrolment

Continued enrolment at the School is dependent upon:

1. The student making satisfactory academic progress
2. The student attending school consistently and approvals sought to justify any inconsistent attendance as per government regulations in Sections 22, 24 and 25 of the Education Act 1990.
3. The student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.
4. Payment of fees

Deferred Start Dates

Offers are sent taking into account the start Term and Year a prospective family has applied for. Therefore, any families who have been offered a place but choose to defer their start date may forfeit their place if they do not accept based on the original application date.

In rare instances, a deferred start date may be accepted if there is no present waiting list for that cohort and there is no likelihood of filling all available places before the start of the next term/school year.

Fees

Throughout the Enrolment process and during a student's enrolment there are certain fees to be paid. The fees are outlined below:

1. Application Fee: a processing fee and a sign of commitment from the family.
2. Enrolment Fee: a "holding fee" and indicates a family's commitment to the School that they intend to follow through with enrolment, and they want to reserve their child's place, meaning the School forgoes another enrolment.
3. Tuition Fees: ongoing annual fees for a student's education are paid each term.
4. Levies: such as the "Annual Family Building Levy" and the "Annual Curriculum and Technology Levy (CTL)".
5. Extra-curricular Activities: for additional activities such as music, sport, excursions etc.

Returning Families

Any families which have left the School and are returning are required to pay the application and enrolment fees in full as they are re-applying for entry and for a place to be held for the Term and Year of Entry. They will also need to be interviewed again.

Withdrawing an Enrolment

As stated in the Letter of Offer upon enrolment, as well as within the terms and conditions in the annual Fees Letter, any student who is withdrawn from the School must have given a term's notice to the School. If a parent withdraws their child with insufficient notice, they will be charged one term's fees. The date that contact is made with the Principal regarding their students' withdrawal is regarded as the official date of notice.

School Policies and Procedures

Summary of Policy	Changes in 2022	Access to Full Text
<p>1. Student Welfare</p> <p>At Tangara the welfare and happiness of our students are always important concerns. The School is fully committed to promoting the welfare, safety and security of all its students and providing appropriate academic programs for all students.</p> <p>The pastoral and welfare program is aimed at recognising the interconnectedness of student well-being and achievements. The School fosters the development of respect for each individual and of service, within the Christian context of the School. Tangara seeks to provide a safe and supportive environment which minimises the risk of harm and ensures that students feel secure.</p> <p>The school works in partnership with parents to ensure all students are supported. This is achieved through our mentoring program, Chaplaincy program and availability of our school counsellor.</p> <p>Our Child Protection Policy and Procedures are rigorously employed in the protection of our students and in the engagement, induction and on-going training of all staff.</p>	<p>This Policy is reviewed annually.</p> <p>No changes made.</p>	<p>Upon request, Staff intranet, Parent Handbook and Student Diary</p>
<p>2. Complaints and Grievances</p> <p>Tangara is committed to providing a fair, safe and productive environment where grievances are dealt with sensitively and expeditiously.</p> <p>This policy relies on procedural fairness (as appropriate) in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by staff, students and parents. These processes specify the School's preferred mechanism for raising complaints and grievances and how the School will respond.</p>	<p>This Policy is reviewed annually.</p> <p>No changes made.</p>	<p>School Website, Staff Intranet, Parent Handbook</p>

Summary of Policy	Changes in 2022	Access to Full Text
<p>3. Anti-bullying</p> <p>Tangara is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.</p> <p>Tangara recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school is respected and accepted.</p> <p>Bullying is not tolerated at Tangara. It is our policy that:</p> <ol style="list-style-type: none"> bullying be managed through a 'whole-of-school community' approach involving students, staff and parents/guardians bullying prevention strategies are implemented within the school on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately bullying response strategies are tailored to the circumstances of each incident we establish procedures for reporting and responding to child safety concerns, including when the behaviour may be an indicator of child abuse and other harm staff establish positive role models emphasising our no-bullying culture bullying prevention and intervention strategies are reviewed on an annual basis against best practice. 	<p>This Policy is reviewed annually.</p> <p>No changes made.</p>	<p>School Website, Staff Intranet, Parent Handbook, Student Diary</p>
<p>4. Student Discipline</p> <p>The School's discipline policies expressly prohibit the use of corporal punishment of any kind in disciplining students attending the School. Further, the School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents or caregivers, to enforce discipline at the School.</p> <p>This policy aims to build an environment at Tangara that is based on positive behaviour which is the consequence of the responsible use of freedom, mutual respect and cooperation. The policy establishes principles and procedures for procedural fairness in managing behaviour in a positive and professional manner.</p> <p>Tangara is committed to creating a caring school climate based on Christian ideals and values. The School encourages the growth and development of the whole person—spiritually, intellectually, psychologically and socially—and aims to instill a deep sense of empathy and sensitivity towards the needs and feelings of others. All members of the school community have the right to be treated with respect and dignity and learn and work in a safe and supportive environment.</p>	<p>This Policy is reviewed annually.</p> <p>No changes made.</p>	<p>Upon request, Staff intranet, Parent Handbook and Student Diary</p>

School Determined Priority Areas For Improvement



Achievement of Priorities and Priority Areas for Improvement

Tangara's priorities that were identified as areas of focus in 2022 were:

Area	Achieved in 2022	Area for improvement in 2023
Teaching & Learning	<p>Expanded our Diverse Learning Team to meet the needs of the range of learners in our school community</p> <p>Continued our focus on STEM, giving all students opportunities to explore innovative applications of Science, Technology, and Mathematics</p> <p>Focused and will continue to focus on the use of our well established Wrap Program in the Junior School in promoting reading and writing</p> <p>Established a robust system for collecting and analysing student data to monitor student growth and direct our teaching and learning</p> <p>Provided collaborative Professional Learning classroom walkthroughs and peer feedback amongst for our staff</p>	<p>Provide enrichment opportunities and greater measures of classroom differentiation to help encourage more sustained growth of higher performing students.</p> <p>Develop a School specific Teaching and Learning Framework</p> <p>Develop a plan for professional learning and timeline that supports the implementation of new syllabuses</p> <p>Review current reporting system in Junior and Secondary School</p> <p>Develop a more consistent framework and procedures for teaching of Literacy and numeracy in Junior School</p> <p>Review Year 10 Curricular and Co-curricular program</p>
Staff Development	<p>Developed a more comprehensive Staff Handbook</p> <p>Revised and updated staff Induction Process</p> <p>Updated and maintained professional learning for Junior Staff in WRAP</p> <p>Identified and encouraged some members of staff to engage in professional learning in areas of leadership</p> <p>Reviewed Academic Policies and Procedures</p> <p>Developed Whole School Professional Learning Plan</p> <p>Established and will continue to foster a culture of visible wellbeing</p>	<p>Encourage a healthy work environment that promotes self-care, stress management, and work-life integration</p> <p>Growing Middle Leaders by investing in the development and growth of our middle leadership team</p> <p>Introduce a whole school targeted approach to professional development and training goals</p> <p>Provide greater opportunities for collaboration and peer learning</p> <p>Review staff mentorship program, particularly new and emerging teachers</p>

Area	Achieved in 2022	Area for improvement in 2023
Facilities and Resources	<p>Commenced our Master plan process as part of our vision for next 40 years</p> <p>Prioritised the completion of Yarra Hall as part of our fundraising initiative</p> <p>Completed the Security Upgrade commenced in 2021</p> <p>Continued to work with Hornsby Council to improve safety and traffic flow in streets surrounding our school</p> <p>Appointment of a Crossing Guard to improve safety at the Franklin Rd Pedestrian Crossing</p>	<p>Introduction of Innovation Fund and launch of Project for 2023</p> <p>Employment of facilities manager and additional general assistant</p> <p>Upgrade of some classrooms</p> <p>Upgrade of some parent and staff areas</p> <p>Purchase of additional Chromebooks for Junior School</p> <p>Review WHS measures</p>
Student Welfare and Formation	<p>Continued to partner with parents to help each child develop in character, reach their full potential and to shape robust and strong women of the future</p> <p>Appointment of a School Counsellor</p> <p>Mentoring and collaboration between the Secondary school leaders and the Junior school leaders.</p> <p>Professional Learning for our staff in the area of Character Development</p> <p>KPF topics targeted to supporting parents in fostering character building in their children</p>	<p>Continue to partner with parents to help each child develop in character, reach their full potential and to shape robust and strong women of the future</p> <p>Develop a student wellbeing framework that incorporates current programs as well looking at other measures that need to be included</p> <p>Review and make changes to student development policy in Junior School</p> <p>Promote greater opportunities for Community Service in Secondary and extend some of these to the Junior School</p> <p>Provide greater opportunities for student to be physically active during lunch time</p>
Communication and Engagement	<p>Communicated more effectively with our community regarding our academic programs and priorities</p> <p>Developed regular meetings with Tangara's Alumni</p> <p>Implemented a wider range of social media platforms to communicate with our community</p> <p>Continued our participation in Industry based STEM projects such as the Orbispace Initiative</p> <p>Continued our monthly exchange between Tangara heads and similar schools around the world</p>	<p>Continue our monthly exchange between Tangara heads and similar schools around the world</p> <p>Reintroduce a work experience program for students in Year 10 that partners with external organisations that provide experiences and credentials for future ready skills for students.</p> <p>Promote and grow Innovation Fund</p> <p>Review Tangara's branding</p> <p>Increase parent attendance at Key Parent Functions and Mentor Meetings</p> <p>Provide information evenings for parents regarding various academic initiatives</p>

Initiatives Promoting Respect and Responsibility

At Tangara, each student is supported to be the best person she or he can be. Students are encouraged to act with a spirit of genuine freedom and with personal responsibility, within a climate of respect, nurturing and care. As students develop in character and self-discipline, their behaviour is motivated internally as a consequence of personal convictions.

Tangara has a number of specific initiatives that support the development of character, helping students grow in the good habits, the virtues each one needs to flourish as human beings, including responsibility, respect, good judgement, resilience and self-control.

The Virtues Program K-10

Tangara's Virtues Program teaches our students not just the meaning of the virtues in a theoretical way, but more importantly how they can personally live out these virtues in their study, in the playground, and at home with their families and ultimately in society once they have completed their education at Tangara.

In the Infants years, the virtue program, GIVE (Grow in Virtue Everyday) is taught through themed units of work covering Obedience and Courtesy, Generosity and Friendship, Best Work and Best Efforts, and Responsibility.

In Primary there are lessons on virtue focused on the fortnightly GIVE focus. For example, the virtue of Honesty might be the focus in a given term, and how to live the virtue is highlighted and examples of how it can be lived are discussed, such as 'I admit when I am wrong' and 'I practise what I preach'. The teacher and students discuss virtue and how to integrate it into all aspects of home and school life. Ideas on how to practise it in the home are provided in the newsletter each fortnight to parents. The child's mentor also reinforces the virtue and works with the child to set a specific goal.

The REAL Program in Years 7 to 10 fosters the love for an authentic, 'real' character, rather than the fake, superficial images often promoted to girls by the media and society. REAL stands for Real Excellence and Attitude for Life. Modules include internet ethics and safety, friendships, resilience, emotional intelligence, leadership, and workshops challenging the hyper-sexualisation of girls. Mentors work with the students to put the theme of each term into practice by setting some practical and achievable goals.

The Mentoring System

At Tangara, a member of staff, the mentor, meets with each child once a fortnight to follow progress in his or her studies, as well as character, moral and social development. The meetings are informal conversations that help each student grow in self-knowledge, set goals, and bring out his or her full potential. The mentor and parents meet once a term to discuss their insights about the student's progress and to identify areas of growth for the child. The mentoring system ensures that the partnership between the school and home are aligned in helping every student achieve their personal best and develop into women of character.

Community Service

Students in Primary and Secondary are involved in a wide variety of community service experiences including with the elderly and disadvantaged, people with disabilities, the homeless and a range of other groups in our community who are less fortunate than us. Our secondary students are encouraged to contribute 20 hours of community service each year. These are opportunities for the students to develop a spirit of generosity, responsibility and respect for others. By engaging in activities that serve the wider community, students gain a deeper understanding of the needs and challenges faced

by others. This firsthand experience cultivates empathy and respect for individuals from diverse backgrounds and encourages students to treat everyone with dignity and kindness. Additionally, participating in community service requires students to take responsibility for their commitments and contribute meaningfully to the projects they undertake. Our community service program also empowers students to become responsible citizens who understand the value of giving back and actively work towards creating a more inclusive and compassionate society.

Leadership

At Tangara there are many opportunities for leadership for all age groups, which engender responsibility, respect and an ethos of service. In Primary the students can serve as Lost Property Monitors, Playground, Class and Library Monitors. These Monitors also serve on the School Council, working collaboratively with their teachers and the Head of Primary.

In the Secondary School, the key leadership positions are elected by the Senior students, together with their teachers, including the School Captain and Vice-Captain, House Captains, Sports Captain, Public Speaking Captain, Performing Arts Captain, Faith and Mission Captain and the Community Service Captain. Each class also has elected Class Leaders who meet every fortnight with the School Captains and report to the Principal.

Year 11 students are also involved in an annual Leadership Camp which involves a combination of outdoor activities, presentations by keynote speakers and workshops to help prepare them for school leadership and leadership for life.

Chapel

Our Chapel is strategically located at the entrance of our school, representing our Catholic faith and permeating all aspects of school life at Tangara. We have two Chaplains who serve our school community daily. The Chapel is open to everyone for private prayer, daily Mass and the sacrament of Reconciliation. The students in Primary attend Mass once a week with their class, and in Secondary, students are free to attend daily, if they choose to do so. On the first Friday of every month we have Eucharistic Adoration, where through guided meditation or quiet prayer, a personal relationship with God is fostered. Our Chaplains are open to serve all students, staff and families regardless of their religious background.

Camps

The various camps at Tangara play a crucial role in fostering an environment that promotes respect and responsibility. These camps provide an immersive experience where young girls can learn valuable life skills and develop strong character traits. By engaging in various team-building activities and challenges, girls are encouraged to collaborate, communicate, and respect one another's perspectives. These settings also encourage them to take responsibility for their actions, as they participate in tasks such as setting up activities, organising schedules, and maintaining order and cleanliness. Through these experiences, girls develop a deep sense of accountability and learn to appreciate the importance of respecting others' opinions, boundaries, and personal space. Furthermore, the supportive atmosphere of the camp encourages



A visit from the Honourable Mr Dominic Perrottet

girls to take ownership of their choices and behaviours, helping them grow into responsible individuals who understand the significance of their actions and their impact on the wider community. Overall, our school camps provide a transformative platform that nurtures respect and responsibility, equipping our young girls with essential life skills to navigate the challenges of the future with confidence and integrity.

School Assemblies and Guest Speakers

Once per week in Primary and once a fortnight in Secondary, students attend Assembly where achievements are highlighted and celebrated, announcements are made about upcoming events and activities and there are opportunities for music, dance or drama performances and items to showcase student achievement and talent. The assemblies are also an opportunity to celebrate student and staff successes and to promote a sense of belonging and unity.

A variety of guest speakers present to various year groups each year. Some guest speakers and organisations who presented in 2022 included:

1. Elevate Study Skills
2. The Honourable Mr Dominic Perrottet
3. The Honourable Julian Leeser
4. David Kobler
5. I4Give Day
6. Harmony Day
7. Ryda Day Excursion
8. Police Liaison Officer
9. Former Tangara Graduates
10. R U OK Day
11. Big Sister Program
12. International Youth Day
13. Feast of St Josemaria
14. St Vincent De Paul Society
15. Ward Angels
16. Not Even Once – Drug and Alcohol prevention Program
17. Duke of Edinburgh Program
18. International Women's Day
19. Caritas Australia

Parent, Student and Teacher Satisfaction

Tangara continues to receive overwhelmingly positive feedback from parents, students, and staff alike. Overall, parents have expressed their deep appreciation for the nurturing and empowering environment provided by the school, noting how it has fostered their daughters' self-confidence, academic growth, faith, and overall well-being. Students have praised the school for its inclusive atmosphere, where they feel supported and encouraged to explore their interests and reach their full potential. They appreciate the diverse range of extracurricular activities and opportunities for leadership development. Our dedicated staff members have received commendations for their commitment to education and their ability to inspire and guide the students. Their passion and expertise in their respective fields have greatly contributed to the overall success of the students and the school as a whole. Together, the positive feedback from parents, students, and staff speaks volumes about the exceptional learning environment and the profound impact Tangara has on its community.

Parent Satisfaction

Tangara recognises the important role parents play in the education of their children and that this needs to be supported by the expertise of professional educators. The school and parents must work in close partnership to bring out the very best in each child. There are a number of avenues for parents to express their level of satisfaction with the School.

Each class is assigned 'Class Parents', a couple whose job is to promote the School's family spirit and foster friendship and communication between parents, and between parents and the School. Class Parents meet on a regular basis with the Principal or an assigned senior staff member to discuss issues and any concerns. Class Parents are also in regular and close contact with the parents of students in their class.

There is ongoing communication between the School and the parents through the very well-developed Mentoring System. Parents are able to communicate concerns and express their satisfaction each term in a personal interview. In addition, parents are encouraged to participate in parent surveys and to communicate with the Principal or members of the School leadership at any time.

If parents decide to withdraw a student from the School, an Exit Interview is usually conducted with the Principal to determine whether there are issues related to parent satisfaction.

Parent involvement in school activities such as Key Parent Functions is strong. The level of parent satisfaction is generally very positive. Parents express particular satisfaction at strong academic results and effective classroom management. Retention of student enrolments has significantly improved, particularly in the transition from Year 6 to Year 7 and strong enrolment growth is also another indicator of parental satisfaction.

Student Satisfaction

The Mentoring System facilitates regular contact between individual students and members of the School staff who follow the personal needs of each student closely and respond to student feedback. In addition, the Class Leadership program and other student leadership structures provide students with opportunities to communicate their needs, satisfaction and concerns.

Students express a growing sense of school identity and pride. There is strong student morale, which is also demonstrated in increased respect in classroom behaviour, and overall positive student contribution and participation in all aspects of school life. There is also an increased willingness and desire for students to be involved in various school activities and to be of service to the school community.

Staff Satisfaction

Feedback regarding staff wellbeing is constantly sought by the Executive team and from the Heads of Departments. The Principal has oversight of pastoral matters relating to teachers and support staff. Staff are also supported through an Employee Assistance Program external to the school. All educational staff undertake annual performance reviews referencing the Australian Professional Standards for Teachers, in relation to personal and faculty/area goals. Staff are also provided with an opportunity to give one on-one feedback regarding relevant issues and to participate in regular staff surveys.

Overall, staff believe that the school's vision, mission and ethos of the school are lived out in all aspects of school life. The school successfully fosters the development of the Catholic faith and encourages the community to live this out.

Summary of Financial Information

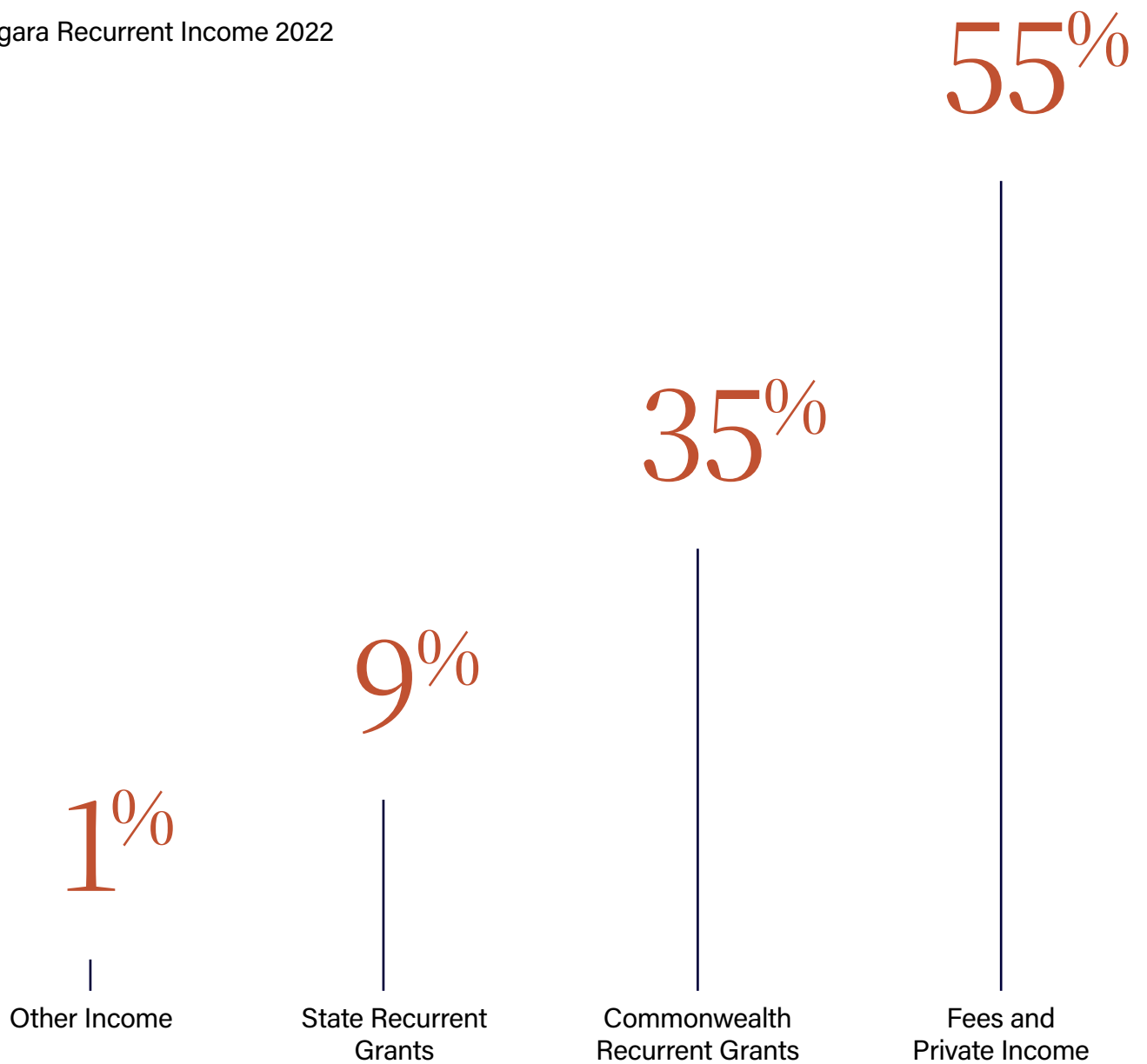
Recurrent Income 2022

Fees and Private Income	55%	\$8,270,222
Commonwealth Recurrent Grants	35%	\$5,168,440
State Recurrent Grants	9%	\$1,351,432
Other Income	1%	\$97,229

Recurrent/Capital Expenditure 2022

Salaries, Allowances, Related Expenditure	60%	\$8,424,803
Non-Salary Expenses	37%	\$5,155,381
Capital Expenditure	3%	\$382,488

Tangara Recurrent Income 2022



Tangara Recurrent/Capital Expenditure 2022

