



# ANNUAL REPORT 2018

*Tangara*

SINCE 1982

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

### **1.1 Chair of the Board – Gary Doherty**

I congratulate the parents, staff and students of Tangara for another year of growth and achievement.

Tangara is the first of PARED's schools, founded in 1982. After 35 years, its core mission remains as important as ever: partnering with parents, the primary educators, to form each child's character, educating for personal and academic excellence.

The PARED Board consists of up to 13 directors from all walks of life. Each director brings his or her own professional training, talents and life experiences for the benefit of the School.

The Board is primarily responsible for the School's foundational mission of providing an integral education, characterised by the pursuit of personal and academic excellence and the acquisition of virtue.

The PARED Board met four times in 2018. The Executive Council of the Board met fortnightly throughout term time.

On behalf of the Board, I thank the staff of Tangara for their dedication and commitment to bringing out the very best in every child.

### **1.2 Principal – Dr Katrina George**

2018 was another busy and vibrant 12 months of learning, sport, creative and performing arts, public speaking, community service and so much more.

The year finished with the Twilight Christmas Market. The talent and creativity of so many families ensured it was a spectacular success, with a final profit of just under \$60,000, dedicated to improvements of Yarra Hall. The year also saw much needed landscape improvements, thanks entirely to the generosity of our parents, who donated professional expertise, time and money. I am energised by the knowledge that there is still more to develop and improve. Tangara does not stand still.

How can a school prepare the students of today for the challenges of tomorrow's world, with revolutionary changes in technology, global economics, artificial intelligence, urban development and yet-to-be-invented careers?

History teaches us something important about revolutions in their many forms, whether moral, social, political or technological. Nearly always, amidst all the convulsion of change, revolutions lose sight of what is unchangeable. Not something, but someone: the human person.

We are not a machine, or an animal, an economic unit, a thing that can be sacrificed to the collective, to the party, to the state. The human person must never be reduced to 'collateral damage' on the superhighway of so called 'progress'.

Each one of us is a centre of meaning and purpose, a unity of mind, body, and spirit, intelligent

and free. Each one of us is unique, and equal in our dignity. This is the vision of the human person Tangara offers to our girls. It is a vision that cuts to the heart of every ethical debate, and speaks of what we value and prioritise.

The dignity of every human being is intrinsic to our being. It is not conditional upon our race, or ethnicity, sex, religion, usefulness or stage of development, or health, productivity, sentience or, for that matter, one's ATAR.

People matter even if they are not wanted, including the poor and marginalised, the elderly, the disabled, and unborn children. The answer to the question "who counts?" is everyone.

Whatever revolutionary change we face, the only sure foundation of a truly just society is a shared commitment to the equal dignity of every person. Our girls cannot be bystanders. As Tangara girls, their challenge is to lead the change necessary to make such a society a reality. They must be protagonists of the revolution. As strong, educated and well-balanced women, their place is at the front line of the ethical, social and political debates that shape the future. We must place at the front and centre of everything we do, of everything we choose, the transcendent truth about the human person.

The unfathomable dignity of the human person is fully revealed in the mystery of a God who chose to become one of us. The gratuity of His love liberates us to take the amazing gift of our humanity and develop it to its fullest potential: *ad summam virtutem*.

Thank you parents, Tangara staff and students for another exceptional year. .

### **1.3 School Captain – Rebecca Lennon**

From humble beginnings to a community thousands strong, Tangara has grown, staying true to the initial vision set out over 36 years ago. It is a school founded by parents with emphasis on working in collaboration with them to help each and every student excel in all aspects of life. It is this vision, which remains the lifeblood of the school that has helped to maintain the exceptional holistic education each child receives.

This began with a choice made by the parents to send their children to Tangara. All our lives our parents have been there, making sacrifices that are often overlooked to give their child the best opportunities possible.

It was the great physicist Albert Einstein himself who said, "Education is what remains after one has forgotten what one has learned in school." One day we may forget what a galvanometer is, or fail to recognise the use of enjambment in Robert Frost's poetry, but the love of learning, the work ethic, but most importantly the respect for human dignity that Tangara has instilled in us will follow us around until the end of our days.

Each and every Tangara student is blessed to have been brought up in an environment where Christian values haven't just been tolerated, but embraced, encouraged and kindled into a flame that continues to provide warmth and light. However, with all this opportunity comes great responsibility. I was once said that "there is no greater tragedy than mediocrity where something exceptional could have been." Each of us here at Tangara have been given the tools to be more than just mediocre in modern society where moral direction has been lost.

I would like to thank the chaplaincy at Tangara, Father John, Father Felix and Father Phil, as it is their guidance and support that has been so influential in our lives and has strengthened us in our love and understanding of the faith, preparing us for the many battles that lie ahead.

The staff of Tangara teachers, administrators and tutors are some of the finest that this world has to offer. They do more than just teach; they are women of virtue and character who students can look up to. Their passion and work ethic is admirable and their dedication is far beyond what is simply expected of them.

It doesn't matter where a Tangara girl goes in life; the foundation given to us and the people we have come to know and love at Tangara will always be there on our life journey.

## **2. Contextual Information about the School**

Tangara was founded in 1982 as the first of the PARED schools. Tangara's main campus at Cherrybrook in north-west Sydney is the location of the Primary and Secondary Schools which educate girls from Year 2 to Year 12. During 2018 Tangara also had two Infants campuses at Cherrybrook and Belfield catering for boys and girls from Reception to Year 1, and to Year 2 respectively. At the end of Term 4, 2018, the Belfield campus was closed and relocated to Cherrybrook.

In 2018, there were 590 students from Reception to Year 12, the majority girls. Our students come from a wide range of backgrounds, including language background other than English. For further information, please see <http://www.myschool.edu.au>

Tangara is a non-selective school which respects the diverse learning needs of our students. We emphasise differentiation in the classroom, targeting the delivery of content, resources and activities to support individual students.

Our Tutorial System provides personal mentoring to bring out the very best in each child. A caring mentor meets one-on-one with each student every fortnight and works closely with the parents. Each child is treated as a unique individual and led to discover their special gifts and talents, building strength of character and sound study habits.

We offer a range of extra-curricular opportunities in sport, public speaking, performing and creative arts, community service and leadership.

The Catholic Faith and the teachings of Jesus Christ enliven 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 the School.

### 3. Student Outcomes in Standardised National Literacy and Numeracy Testing

#### 3.1 Comparison with Other Schools

In 2018, students in Year 3, Year 5, Year 7 and Year 9 sat for the NAPLAN (National Assessment Program Literacy and Numeracy) tests. Consistent with previous years, Tangara performed strongly across all elements of literacy and numeracy.

**TABLE 1 – Comparison of Tangara’s 2018 NAPLAN Results With All Australian Schools**

Compare to  Schools with similar students  All Australian students [Interpreting this table](#)

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	484	444	459	512	450
Year 5	548	526	558	578	532
Year 7	591	581	607	624	587
Year 9	650	629	659	660	667

Selected school's average when compared to all Australian students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

**TABLE 2 – Comparison of Tangara’s 2018 NAPLAN Results With Similar Schools**

Compare to  Schools with similar students  All Australian students [Interpreting this table](#)

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	484	444	459	512	450
Year 5	548	526	558	578	532
Year 7	591	581	607	624	587
Year 9	650	629	659	660	667

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

## 4. Senior Secondary Outcomes

### 4.1 The Granting of Records of School Achievement

Tangara did not have any students who required the issuance of a Record of School Achievement in 2018.

### 4.2 Higher School Certificate Results 2018

In 2018, 29 Tangara students sat a total of 157 examinations. All students attained their HSC. Students achieved 24 listings on the Distinguished Achievers List for achieving a Band 6s or E4s (90% or above) in the following courses:

Ancient History	Biology	Business Studies
English Advanced	English Standard	English Extension 1
Mathematics	Mathematics General	Music 1
PDHPE	Japanese Beginners	Modern Greek Continuers

Tangara students achieved 99 Band 5s or E3s (80% or above).

**TABLE 3 - Higher School Certificate Results 2014 - 2018**

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Ancient History	2018	7	Tangara: 100	State 36.1	Tangara: 0	State: 37.4
	2017	12	Tangara: 100	State 61.87	Tangara: 0	State: 38.13
	2016	11	Tangara: 100	State : 58.57	Tangara: 0	State: 41.43
	2015	17	Tangara: 100	State 61.13	Tangara: 0	State: 38.87
	2014	9	Tangara: 100	State 61.75	Tangara: 0	State: 38.23
Business Studies	2018	11	Tangara: 81.8	State: 64.32	Tangara: 18.2	State:35.68
	2017	8	Tangara: 100	State: 65.6	Tangara: 0	State:34.4
	2016	6	Tangara: 100	State: 64.2	Tangara: 0	State: 35.8
	2015	4	Tangara: 100	State: 66.68	Tangara: 0	State: 33.32
	2014	6	Tangara: 100	State: 67.7	Tangara: 0	State: 32.3
Biology	2018	14	Tangara:100	State:69.82	Tangara: 0	State:30.18
	2017	11	Tangara:100	State:68.71	Tangara: 0	State: 31.29
	2016	11	Tangara: 100	State: 65.04	Tangara: 0	State: 34.96
	2015	16	Tangara: 100	State: 59.96	Tangara: 0	State: 40.04
	2014	16	Tangara: 100	State: 62.19	Tangara: 0	State: 37.81
Chemistry	2018	8	Tangara: 100	State:78.68	Tangara: 0	State:21.32
	2017	6	Tangara: 100	State: 71.06	Tangara: 0	State: 28.94
	2016	0	N/A	N/A	N/A	N/A
	2015	8	Tangara: 100	State: 73.56	Tangara:0	State: 26.44
	2014	11	Tangara: 90.91	State: 75.69	Tangara: 9.09	State: 24.31
Drama	2018	9	Tangara: 100	State:82	Tangara: 100	State:18
	2017	4	Tangara: 100	State: 83.99	Tangara: 0	State: 16.01
	2016	2	Tangara: 100	State: 83.32	Tangara: 0	State: 16.68
	2015	6	Tangara: 100	State: 82.25	Tangara: 0	State: 17.75
	2014	10	Tangara: 100	State: 84.6	Tangara: 0	State: 15.4

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Economics	2018	0	N/A		N/A	
	2017	4	Tangara: 100	State: 74.09	Tangara: 0	State: 32.47
	2016	0	N/A		N/A	
	2015	1	Tangara: 100	State: 74.91	Tangara: 0	State: 25.09
	2014	5	Tangara: 100	State: 73	Tangara: 0	State: 27
English Advanced	2018	19	Tangara: 100	State: 90.34	Tangara: 0	State: 9.66
	2017	21	Tangara: 100	State: 91.84	Tangara: 0	State: 8.16
	2016	12	Tangara: 100	State: 62	Tangara: 0	State: 38
	2015	22	Tangara: 95.46	State: 91.18	Tangara: 4.54	State: 8.82
	2014	28	Tangara: 100	State: 91.62	Tangara: 0	State: 8.47
English Standard	2018	10	Tangara: 60	State: 50.25	Tangara: 40	State: 49.55
	2017	15	Tangara: 100	State: 55.14	Tangara: 0	State: 44.86
	2016	13	Tangara: 92.31	State: 49.51	Tangara: 7.69	State: 50.49
	2015	15	Tangara: 93.34	State: 42.41	Tangara: 6.66	State: 57.59
	2014	15	Tangara: 100	State: 43.48	Tangara: 0	State: 56.53
Food Technology	2018	5	Tangara: 60	State: 61.28	Tangara: 40	State: 38.72
	2017	8	Tangara: 87.5	State: 59.9	Tangara: 12.5	State: 40.01
	2016	6	Tangara: 85.71	State: 59.49	Tangara: 14.2	State: 40.51
	2015	13	Tangara: 92.31	State: 56.56	Tangara: 7.69	State: 43.44
	2014	6	Tangara: 100	State: 55.57	Tangara: 0	State: 44.43
Geography	2018	2	Tangara: 100	State: 73.2	Tangara: 0	State: 26.8
	2017	6	Tangara: 100	State: 73.72	Tangara: 0	State: 26.28
	2016	3	Tangara: 100	State: 70.88	Tangara: 0	State: 29.12
	2015	5	Tangara: 100	State: 66.76	Tangara: 0	State: 33.24
	2014	6	Tangara: 100	State: 69.4	Tangara: 0	State: 30.6
General Mathematics	2018	13	Tangara: 92.31	State: 52.64	Tangara: 7.69	State: 47.36
	2017	20	Tangara: 85	State: 50.71	Tangara: 15	State: 49.29
	2016	15	Tangara: 93.33	State: 52.09	Tangara: 6.67	State: 47.91
	2015	12	Tangara: 75.01	State: 50.55	Tangara: 24.99	State: 49.55
	2014	23	Tangara: 100	State: 51.32	Tangara: 0	State: 48.68
Mathematics	2018	11	Tangara: 100	State: 77.74	Tangara: 0	State: 22.26
	2017	13	Tangara: 100	State: 75.22	Tangara: 0	State: 24.78
	2016	5	Tangara: 100	State: 76.64	Tangara: 0	State: 23.36
	2015	14	Tangara:	State: 80.94	Tangara: 7.1	State: 19.06
	2014	18	Tangara: 100	State: 81.65	Tangara: 0	State: 18.35
Modern History	2018	5	Tangara: 100	State: 70.88	Tangara: 0	State: 29.12
	2017	15	Tangara: 100	State: 71.3	Tangara: 0	State: 28.7
	2016	13	Tangara: 100	State: 73.18	Tangara: 0	State: 26.82
	2015	13	Tangara: 100	State: 72.6	Tangara: 0	State: 27.4
	2014	21	Tangara: 90.48	State: 75.34	Tangara: 9.5	State: 24.66
Music 1	2018	4	Tangara: 100	State: 89.8	Tangara: 0	State: 10.2
	2017	4	Tangara: 100	State: 89.74	Tangara: 0	State: 10.26
	2016	4	Tangara: 100	State: 89.16	Tangara: 0	State: 10.84
	2015	4	Tangara: 100	State: 89	Tangara: 0	State: 11
	2014	6	Tangara: 100	State: 89.14	Tangara: 0	State: 10.86



Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
PDHPE	2018	8	Tangara: 87.5	State: 60.54	Tangara: 12.5	State: 39.46
	2017	10	Tangara: 90	State: 59.81	Tangara: 10	State: 40.19
	2016	5	Tangara: 100	State: 62.81	Tangara: 0	State: 37.19
	2015	10	Tangara: 80	State: 62.58	Tangara: 20	State: 37.42
	2014	10	Tangara: 100	State: 63.44	Tangara: 0	State: 36.56
Physics	2018	4	Tangara: 100	State: 65.02	Tangara: 0	State: 34.98
	2017	6	Tangara: 100	State: 67.53	Tangara: 0	State: 32.47
	2016	0	N/A		N/A	
	2015	5	Tangara: 100	State: 66.41	Tangara: 0	State: 33.59
	2014	3	Tangara: 100	State: 66.69	Tangara: 0	State: 33.31
Senior Science	2018	4	Tangara: 75	State: 61.06	Tangara: 25	State: 38.94
	2017	6	Tangara: 100	State: 60.2	Tangara: 0	State: 39.8
	2016	5	Tangara: 100	State: 68.73	Tangara: 0	State: 31.27
	2015	3	Tangara: 100	State: 61.1	Tangara: 0	State: 38.9
	2014	5	Tangara: 100	State: 69.65	Tangara: 0	State: 30.35
Visual Arts	2018	3	Tangara: 100	State: 91.6	Tangara: 0	State: 8.4
	2017	6	Tangara: 100	State: 90.27	Tangara: 0	State: 9.73
	2016	7	Tangara: 100	State: 87.71	Tangara: 0	State: 12.03
	2015	4	Tangara: 100	State: 87.96	Tangara: 0	State: 12.04
	2014	6	Tangara: 83.33	State: 85.48	Tangara: 16.67	State: 14.52
Mathematics Extension 1	2018	5	Tangara: 100	State: 96.05	Tangara: 0	State: 3.95
	2017	8	Tangara: 100	State: 81.9	Tangara: 0	State: 18.1
	2016	2	Tangara: 100	State: 79.59	Tangara: 0	State: 20.41
	2015	4	Tangara: 100	State: 84.29	Tangara: 0	State: 15.8
	2014	7	Tangara: 100	State: 84.62	Tangara: 0	State: 15.38
English Extension 1	2018	3	Tangara: 100	State: 99.57	Tangara: 0	State: 0.43
	2017	7	Tangara: 100	State: 93.51	Tangara: 0	State: 6.49
	2016	6	Tangara: 100	State: 95.15	Tangara: 0	State: 4.85
	2015	4	Tangara: 100	State: 94.24	Tangara: 0	State: 5.76
	2014	6	Tangara: 100	State: 93.18	Tangara: 0	State: 6.82
English Extension 2	2018	2	Tangara: 100	State: 98.61	Tangara: 0	State: 1.39
	2017	3	Tangara: 100	State: 77.57	Tangara: 0	State: 22.43
	2016	5	Tangara: 60	State: 79.56	Tangara: 40	State: 20.45
	2015	4	Tangara: 75	State: 82.47	Tangara: 75	State: 17.53
	2014	4	Tangara: 75	State: 77.54	Tangara: 25	State: 22.46
Music Extension	2018	0	N/A		N/A	
	2017	1	Tangara: 100	State: 94.87	Tangara: 0	State: 5.13
	2016	0	N/A		N/A	
	2015	2	Tangara: 100	State: 93.16	Tangara: 0	State: 6.84
	2014	3	Tangara: 100	State: 99.16	Tangara: 0	State: 0.84
French Continuers	2018	1	Tangara: 100	State: 88.83	Tangara: 0	State: 11.17
	2017	0	N/A		N/A	
	2016	1	Tangara: 100	State: 89.22	Tangara: 0	State: 10.78
	2015	1	Tangara: 100	State: 86.8	Tangara: 0	State: 13.2
	2014	2	Tangara: 100	State: 88.98	Tangara: 0	State: 11.02

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Japanese (external studies)	2018 (not offered previously)	1	Tangara: 100	State: 71.17	Tangara: 0	State: 28.83
Latin	2018	2	Tangara: 100	State: 97.42	Tangara: 0	State: 2.58
	2017	1	Tangara: 100	State: 94.95	Tangara: 0	State: 5.05
	2016	0	N/A	N/A	N/A	N/A
	2015	0	N/A	N/A	N/A	N/A
	2014	3	Tangara: 100	State: 92.55	Tangara: 0	State: 7.45
Modern Greek (external studies)	2018 (not offered previously)	1	Tangara: 100	State: 95	Tangara: 0	State: 5
Greek Extension (external studies)	2018 (not offered previously)	1	Tangara: 100	State: 97.92	Tangara: 0	State: 2.08
Spanish (external studies)	2018	1	Tangara: 100	State: 82.15	Tangara: 0	State: 17.85
	2017 (not offered previously)	1	Tangara: 100	State: 80.1	Tangara: 0	State: 19.9

### 4.3 Vocational Education and Training

In 2018, one Year 12 student participated in vocational or trade training.

## 5. Professional Learning and Teacher Standards

### 5.1 Teacher Standards

**TABLE 4: Accreditation of Tangara Teachers 2018**

Level of accreditation	Number of Teachers
Conditional	1
Provisional	12
Proficient Teacher	61
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of teachers	75

**TABLE 5: Qualifications of Tangara Teachers 2018**

Category	No. of Teachers
(i) Teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	74
(ii) A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0

Note: The teachers in category (ii) has been employed due to her expertise in the content areas and works directly under the supervision of a qualified teacher

### 5.2 Professional Development

During 2018, all teachers participated in on-site professional learning provided at Staff Days, meetings, forums and workshops. These on-site sessions included presentations on the new Australian Curriculum; Supporting Students with Disabilities; Learning Objectives and Success Criteria; Child Protection; Privacy Law; Personal Wellbeing; the School values; and integrating technology in teaching and learning.

In 2018 more teachers also completed online studies about Making Thinking Visible and Teaching for Understanding via the Harvard Graduate School of Education.

Tangara encourages our teachers to undertake professional development in areas of interest, to improve skills, widen knowledge and to support individual career aspirations. Teachers participated in a wide range of learning activities including:

**TABLE 6: Professional Development Activities 2018**

<b>Professional Learning Category</b>	<b>Number of Teachers</b>
KLA specific courses	75
Pedagogy, including use of technology	75
Orientation	6
Staff Development Days (5) - pedagogy & curriculum sessions	75
Curriculum	75
HSC marking	6
Leadership	6
Differentiation & Adjustments for Disability	75
Student mental health and pastoral care	4
Child Protection	75
Visible Thinking	65
Character Formation	75
First Aid	28

## 6. Workforce Composition

**TABLE 7: Workforce Composition 2018**

<b>Category</b>	<b>Number</b>
Teaching staff	75
Full-time equivalent teaching staff	55.1
Non-teaching staff	23
Full-time equivalent non-teaching staff	11.5
Indigenous staff members	0

## 7. Student Attendance, Retention Rates and Post-School Destinations

### 7.1 Student Attendance

93.16% of students attended School each school day in 2018.

**TABLE 8: Student Attendance Rates by Year 2018**

Year	Attendance Rate %
Kindergarten	92.85%
1	93.03%
2	93.68%
3	95.58%
4	94.07%
5	93.59%
6	93.67%
7	95.00%
8	92.61%
9	92.32%
10	89.27%
11	92.19%
12	90.66%

\* (during period February to December 2018)

### 7.2. Management of Non-Attendance

Student attendance/non-attendance is managed as per Tangara's Student Attendance Policy.

Rolls are marked by teachers at the beginning and end of each day. Parents are required to contact the School if their child is not attending the whole or part of a day. If a student's absence is identified in the morning and a parent has not notified the School, the School will contact parents to confirm their child's absence.

Secondary students are required to report to the Secondary School Secretary if they are late, or leave the School during the day. Junior School students report to their class teacher. Parents are required to give their child a note if their child will be leaving the School during the day for an appointment or write a signed note in their child's Diary.

Parents must send a note explaining their child's absence on the day she or he returns to school.

Parents of students with high levels of unexplained or unapproved absences are contacted in an appropriate manner, with the view to developing and implementing strategies to minimise absences.

Student attendance and absence figures appear on student Reports.

### 7.3 Secondary Retention

**TABLE 9: Student Retention Rates**

	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Actual retention rate** %
2004/2006	41	38	37	90
2005/2007	33	35	33	100
2006/2008	33	33	32	97
2007/2009	42	38	37	88
2008/2010	31	30	28	90
2009/2011	46	47	44	96
2010/2012	50	51	47	94
2011/2013	55	52	52	95
2012/2014	53	44	44	83
2013/2015	46	38	38	83
2014/2016	31	25	25	81
2015/2017	40	37	37	92
2016/2018	29	29	29	100

### 7.4 Post-School Destinations

The great majority of 2018 graduates continued on to university following the completion of their school education. The Class of 2018 achieved excellent ATARs, to facilitate their university ambitions:

- An estimated 27.6% of students achieved an ATAR of 90 or above
- An estimated 72% of students achieved an ATAR of 80 or above
- Highest ATAR – 96.55

**TABLE 10: Class of 2018 University Destinations**

<i>University of Technology</i> - Medical Science - International Studies - Property Economics	<i>Australian Catholic University</i> - Occupational Therapy - Physiotherapy - Speech Pathology
<i>University of Sydney</i> - Medical Science - Education - Arts - Psychology	<i>Macquarie University</i> - Law - Psychology - International Studies

## **8. Enrolment Policies**

In 2018 Tangara enrolled students in accordance with the School's Enrolment Policy, set out below:

### **Enrolment Policy**

#### **Purpose**

This policy and procedure outline the enrolment process at Tangara School for Girls.

Tangara School for Girls (the School) is an independent school for girls from Reception to Year 12. It was founded by the PARED Foundation. It incorporates Tangara and Redfield Infants. This Preparatory school is co-educational and incorporates Reception, Kindergarten and Year 1.

Tangara aims to work with parents in the education of their children.

#### **Scope**

Tangara School for Girls.

#### **Policy Statement**

At Tangara, the example of the teachers, the curriculum, the positive peer group and the unique Tutorial System all underpin family values. The Catholic Faith is taught. Tangara aims to provide a personalised approach to education.

All applications are processed in order of receipt and consideration is given to the applicant's support for the ethos and philosophy of the School, and the attendance of siblings at one of the PARED Schools. With regard to Reception, Kindergarten and Year 1, the balance of numbers of boys and girls is taken into account.

The primary purpose of the enrolment process is to ensure, as far as possible, that the applicant family understands the philosophy of education of the PARED Schools, and to reasonably ensure that the School and family will be in agreement about the essential human values that the School intends to reinforce on behalf of the parents. Applicant parents are expected to show a willingness to commit to working closely with the School, especially through the Tutorial System, through regular attendance at Key Parent Functions and through the support of standing School policies.

#### **Procedures**

Parents are required to attend an Open Day, a Tour of the School, or an Information Evening.

They then receive a copy of the School Prospectus and submit the Application for Enrolment documentation. While a formal application is a pre-requisite to admission, it is not a guarantee of admission and the Principal, in consultation with the School Committee, reserves the right to offer a place to any student, irrespective of the date of application.

A copy of the most recent report and any other relevant assessments are to be provided to the School prior to the first interview.

Parents are interviewed by a member of the Interviewing Committee. Students, from Years 2 to 8 generally take an assessment test to ascertain the applicant's literacy and numeracy levels. Secondary students need to write a one-page essay so as to ascertain the applicant's literacy levels and interests.

The Principal or Deputy Principal interviews secondary students. Applicants for Years 7 to 9 are required to present NAPLAN test results as well as a current or last School report.

The parents then have a financial interview with the School Bursar. The aim of this interview is to discuss the financial arrangements with the school. The results of the financial interview are held in strictest confidence.

It is only after these procedures that an offer of a place may be made. Prior consideration is given to siblings of current PARED families. The Letter of Offer is received in duplicate. One copy is signed by the parents and returned to the School together with the required deposit. The completion of a number of school forms, including the 'Confidential Collection of Student Data Form' is to be submitted. The school's Privacy Policy will cover the information collected in this form. These details are entered onto our administrative computer systems

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

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.



## 9. School Policies

Tangara aims to provide a safe and supportive environment where each student can grow to be the best person she or he can be. In 2018 a number of policies were in place to safeguard the welfare of students and promote their intellectual, cultural, physical, and spiritual development.

**TABLE 11: Summary of Policies Regarding Student Welfare, Anti-Bullying, Discipline, Complaints and Grievance Resolution**

Policy	Changes in 2018	Access to Policy
<p><b>Student Development Policy</b></p> <ul style="list-style-type: none"> <li>• Pastoral care principles</li> <li>• Award and Merit system</li> <li>• Student Behaviour Code</li> <li>• Prohibition of corporal punishment by the School and by non-school persons</li> <li>• Discipline guidelines &amp; process</li> <li>• Suspension and expulsion, procedural fairness</li> <li>• Involvement of parents in the processes of procedural fairness when sanctions result in suspension or expulsion of a student.</li> <li>• Disciplinary actions do not include exclusion</li> <li>• Academic discipline</li> </ul>	No changes in 2018	<p>Issued to staff and parents online</p> <p>Full copy available by request from the Principal</p>
<p><b>Child Protection Policy</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Legislation</li> <li>• Reporting obligations</li> <li>• Risk management</li> <li>• Investigation</li> <li>• Employment screening</li> <li>• Notifications</li> <li>• Record keeping</li> </ul>	No changes in 2018	<p>Issued to staff and parents online</p> <p>Full copy available by request from the Principal</p>
<p><b>Staff Code of Conduct</b></p> <ul style="list-style-type: none"> <li>• General expectations</li> <li>• Interaction with students</li> <li>• Establishing rapport with students</li> <li>• Classroom management</li> <li>• Communication with parents</li> </ul>	No changes in 2018	<p>Issued to staff and parents online</p> <p>Full copy available by request from the Principal</p>

<b>Administration of Prescribed Medicines</b> <ul style="list-style-type: none"> <li>Guidelines and process for administering prescribed</li> </ul>	No changes in 2018	Issued to staff and parents online  Full copy available by request from the Principal
<b>First Aid</b> <ul style="list-style-type: none"> <li>Provision of First Aid facilities</li> <li>First Aid officer</li> <li>Duties of employees and parents</li> </ul>	No changes in 2018	Issued to staff and parents online  Full copy available by request from the Principal
<b>Bullying Prevention</b> <ul style="list-style-type: none"> <li>Staff &amp; students' rights &amp; responsibilities</li> <li>Investigation of alleged bullying</li> <li>Response to cases of bullying</li> </ul>	No changes in 2018	Issued to staff and parents online  Full copy available by request from the Principal
<b>Evacuation Policy and Procedures</b> <ul style="list-style-type: none"> <li>Evacuation and lockdown procedures</li> <li>Support contacts</li> </ul>	Revised in 2018 and renamed Emergency Response Plan. Includes how the school will prepare for and respond to a disaster or emergency situations eg weather, biological or human events that pose risks to life, property, or the environment.  Revised evacuation and lockdown procedures.	Issued to Staff online  Full copy available by request from the Principal
<b>ICT Acceptable Use</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Illegal activities</li> <li>Network security</li> <li>Privacy</li> </ul>	No changes in 2018	Issued to Staff and students online  Full copy available by request from the Principal
<b>Grievance Policy</b> <ul style="list-style-type: none"> <li>Guiding principles, including responsiveness, visibility, confidentiality, procedural fairness, access and equity</li> <li>Definition of a complaint</li> <li>Investigation procedure</li> <li>Possible outcomes</li> </ul>	No changes in 2018	Issued to staff online  Full copy available by request from the Principal
<b>Critical Incident Management Policy</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Management Plan</li> <li>Staff Support of Students</li> </ul>	No changes in 2018	Issued to staff online  Full copy available by request from the Principal

<b>Student Suicide Risk and Self Harm Policy</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Risk factors &amp; warning signs</li> <li>• Staff duty to report</li> <li>• Confidentiality &amp; duty of care</li> <li>• Staff response</li> <li>• Risk assessment</li> </ul>	No changes in 2018	Issued to staff online  Full copy available by request from the Principal
<b>Mobile Device Policy</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Use of mobile devices at school</li> <li>• Misuse of mobile devices and consequences</li> </ul>	No changes in 2018	Issued to staff and students online and emailed to parents  Full copy available by request from the Principal

## 10. School Determined Improvement Targets

**TABLE 12: Achievement of Priorities during 2018 Identified in the 2017 Annual Report**

Teaching & Learning	<ul style="list-style-type: none"> <li>• Increase learning support in Infants and Primary</li> <li>• Expand Gifted and Talented opportunities in Primary</li> <li>• Consolidate Sensory Program in Infants</li> <li>• Consolidate use of Learning Objectives and Success Criteria in Secondary</li> </ul>	Completed Deferred Ongoing Ongoing
Staff Development	<ul style="list-style-type: none"> <li>• Provide professional learning to Executive and middle leaders about positive communication</li> <li>• Introduce policy regarding curriculum programming and planning in Secondary</li> <li>• Increase opportunities in the timetable for teacher collaboration</li> <li>• Develop staff's understanding of professional growth and goal setting</li> <li>• Provide professional learning about strategies to manage work/life balance</li> </ul>	Completed  Deferred  Ongoing Completed  Ongoing
Facilities & Resources	<ul style="list-style-type: none"> <li>• Renovate central garden</li> <li>• Improve acoustics in Multi-Purpose Hall</li> <li>• Introduce 1:1 laptops in Year 10</li> <li>• Review site security, carline and traffic management</li> <li>• Review administration support, structures and processes</li> <li>• Refurbish and upgrade internal public areas</li> </ul>	Completed Completed Completed Completed Completed Completed
Student Welfare and Formation	<ul style="list-style-type: none"> <li>• Improve management of in-class use of laptops, website access</li> <li>• Review evacuation and lockdown policies and procedures</li> <li>• Expand community service opportunities</li> </ul>	Completed  Completed Completed
Communication & Engagement	<ul style="list-style-type: none"> <li>• Introduce Skoolbag app for parent/ school communication</li> <li>• Implement parent, staff and student survey</li> <li>• Revise new parent induction</li> </ul>	Completed Completed Completed

**TABLE 13: Priority Areas for Improvement in 2019**

Teaching & Learning	<ul style="list-style-type: none"> <li>• Expand Gifted and Talented opportunities in Primary &amp; Secondary</li> <li>• Improve differentiation in programming and planning</li> <li>• Integrate &amp; reinforce Elevate study skills in Secondary teaching</li> <li>• Introduce new electives in Secondary: Physical Activity and Sports Studies and Textile Technology.</li> <li>• Introduce SALT religious education program in Infants</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Provide professional learning about strategies to manage work/life balance</li> <li>• Classroom observations &amp; peer feedback – at least 1 each year</li> <li>• Prioritise collaborative professional learning</li> <li>• Manage teacher accreditation process ‘in house’ as a TAA</li> <li>• Strategies to build mathematical thinking</li> <li>• Inquiry focussed teaching and learning strategies</li> </ul>
Facilities & Resources	<ul style="list-style-type: none"> <li>• Construct security fence around perimeter</li> <li>• Upgrade alarm system</li> <li>• Expand Infants School with 4 new classrooms and new playground</li> <li>• Renovate Primary and Secondary bathrooms</li> <li>• Expand staff bathrooms in Secondary</li> <li>• Upgrade multipurpose hall to a performance space</li> <li>• Purchase laser cutter and 3D printer</li> <li>• Complete roll out of laptops to all staff members</li> <li>• Introduce Chromebooks to Junior School students</li> <li>• Upgrade automated administration and finance systems</li> </ul>
Student Welfare and Formation	<ul style="list-style-type: none"> <li>• Revise virtue program in Junior School to enhance student wellbeing</li> <li>• Introduce Spanish exchange program in Year 10</li> </ul>
Communication & Engagement	<ul style="list-style-type: none"> <li>• Expand Parent/Teacher Nights to Infants and Primary</li> </ul>

## 11. 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 judgment, resilience and self-control.

### 11.1 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.

In the Infants years, virtue 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 weekly 'Motto'. For example, the virtue of Honesty might be the focus in a given term, and weekly Mottos highlight how it can be lived, such as 'I admit when I am wrong' and 'I practice what I preach'. The teacher and students discuss the Motto and how to integrate it into all aspects of school and home life. Ideas on how to practise it in the home are provided in the newsletter each week to parents.

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.

## **11.2 The Tutorial System**

At Tangara, a member of staff, the tutor, 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 tutor and parents meet once a term to discuss their insights about the student's progress and to identify areas of growth for the child.

## **11.3 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, our Year 10 work camp in rural NSW and the Year 11 Philippines Project. These are opportunities for the students to develop a spirit of generosity, responsibility and respect for others.

## **11.4 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 Senior 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 and the Community Service Captain. Each class also has an elected Class Council which meets every fortnight and reports to the Principal.

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

## **12.1 Parent Satisfaction**

Tangara recognises that education is the foremost responsibility of parents, the primary educators, 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 role 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 Tutorial System. Parents are able to communicate concerns and express their satisfaction each term in a personal interview. In addition, parents are encouraged 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 improved academic results and classroom behavior management. Retention of student enrolments has significantly improved, particularly in the transition from Year 6 to Year 7.

## **12.2 Student Satisfaction**

The Tutorial 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 Councils and other student leadership structures provide students with opportunities to communicate their needs, satisfaction and concerns.

## **12.3 Teacher Satisfaction**

Regular staff meetings and Staff Days incorporate many opportunities for discussion and communication. There are also regular meetings amongst academic departments, and between the Heads of Junior and Senior School and their staff. The Principal and School Executive make themselves available to listen to staff feedback and any issues of concern.

## **12.4 Surveys 2018**

At the end of 2018 surveys of parents, teachers and Secondary students were conducted with a total of 352 responses.

There was strong endorsement from parents, staff and students for the teaching and living of the Catholic Faith. For many parents this was an important factor in choosing Tangara. There was also strong endorsement from parents, staff and students for the Tutorial System. It is the other key reason parents say they chose Tangara.

Parents and students indicated strong satisfaction with the school. They were asked to rate on a scale of 1 (very dissatisfied) to 5 (very satisfied) the extent to which Tangara delivers on a number of priorities such as the tutorial system, teaching of the Catholic faith, communication,

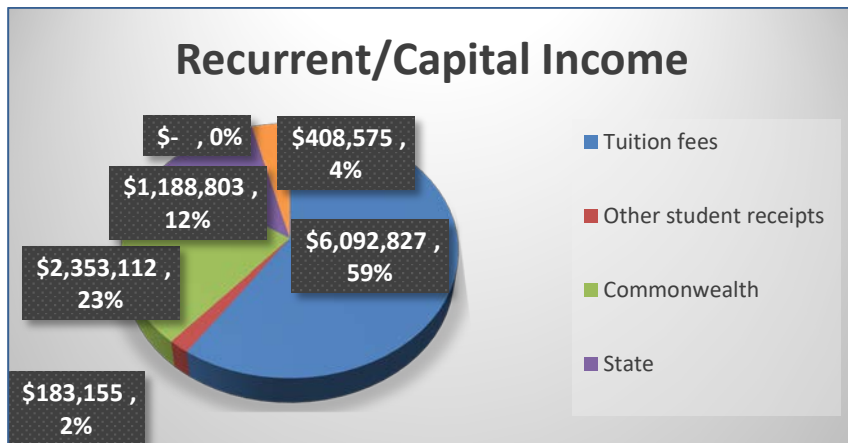
management and the quality of teaching. On average, parents scored the School 4.31, and students 4.09.

The questions in the teacher survey were based on the National School Improvement Tool. Teachers expressed a strong commitment to improving learning outcomes for all students; to the vision of the school; and to improving teaching and learning. They agreed strongly that the school ethos is one of excellence and high standards. They agreed that the school places a high priority on student wellbeing. They value the strong partnership between parents and the school.

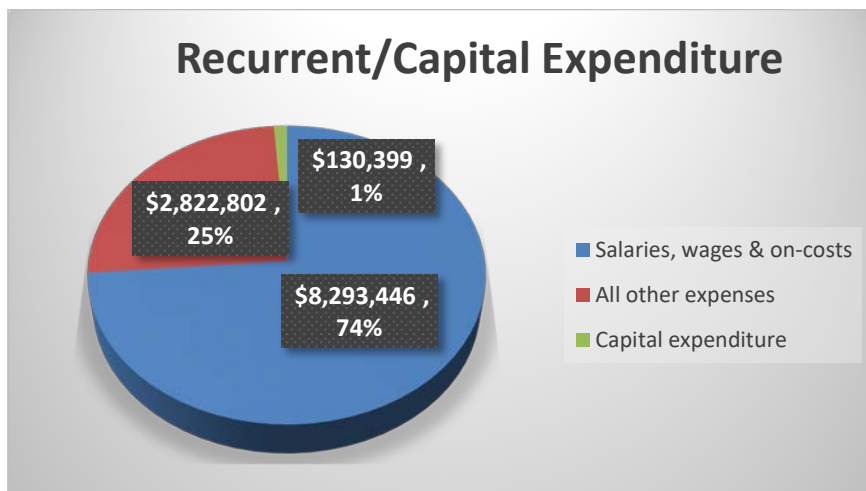
There were clear areas for improvement which have been built into our plans for 2019:

- Improve technology to support teaching and learning
- Improve learning support for students with learning difficulties or disabilities, and opportunities for students identified as gifted and talented
- Upgrade school security, particularly with the opening of Cherrybrook Metro Station
- Increase subject selection in Secondary
- Upgrade facilities, including toilets and the multipurpose hall

### 13. Summary Financial Information 2018



Recurrent/Capital Income 2018	
Tuition fees	59.6%
Other student receipts	1.8%
Commonwealth	23.0%
State	11.6%
Commonwealth capital grants	0.0%
Fundraising & capital receipts	4.0%
<b>Total</b>	<b>100.0%</b>



Recurrent/capital expenditure 2018	
Salaries, wages & on-costs	73.7%
All other expenses	25.1%
Capital expenditure	1.2%
<b>Total</b>	<b>100.0%</b>