



# ANNUAL REPORT 2017

*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 2017. 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**

In 2017, we celebrated Tangara's 35th birthday. Like every family Tangara has had its share of joys and sorrows, successes and failures, growth spurts and growing pains. The hallmark of successful families is resilience during tough times, the loving willingness to pull together as one. This is why the big family of Tangara has prevailed through the ups and downs of the last 35 years. This is how Tangara will continue to flourish over the next 35 years and beyond.

This was another busy and productive year. The creative highlight was our *Mary Poppins* musical. Its success was testament to the unity and generosity of our school community: thank you to our dedicated staff, students and parent volunteers who worked quietly but energetically behind the scenes.

In 2017 there were some great wins in ISDA and Archdale debating and Mock Trial, and some impressive performances at the Festival of Speech, as our girls competed against students from across NSW.

This was also a very busy year of sport. The introduction of extracurricular sport for all students in Years 3 to 10 was hugely successful. In Netball there were three Grand Final appearances by Tangara, and across the two seasons of Basketball, eight Grand Final appearances. Tangara was represented at zone and regional levels in Equestrian, Futsal, Gymnastics, Touch Football, Volleyball and Tennis. Our girls also made it to state level in a number of sports. Tangara girls even achieved international representation in Ice Skating and Taekwondo.

However, by far our most impressive sporting achievement was beating our sister school, Montgrove College at our inaugural competition. After a gruelling afternoon of Basketball, Futsal and Touch football, we finally brought home the Tangara-Montgrove Cup!

In personal and spiritual formation, 2017 highlights included guest speakers such as Glen Gerreyn on hope; Professor Marie Bashir, Kathy Kelly and Giulia Jones MLA on leadership. There was the Smart Loving seminar for couples; KPFs on Party Smart and parenting for character; our Fatima Centenary celebration; the Year 10 Community Service Camp; and our annual Philippines Service Project.

Academically, this was a very proud year for Tangara. In NAPLAN, we were particularly happy to see the improvement the girls in Years 5, 7 and 9 made since their last test two years ago. The results showed that most students achieved greater than or equal to their expected growth. The HSC results were truly outstanding, with 50 per cent of students achieving ATARS of 90 or above.

I thank the whole Tangara family for a vibrant year of learning, creativity and accomplishment.

### **1.3 School Captain – Taris Watson**

Every Tangara student enjoys so many wonderful opportunities, thanks to our school, our teachers and our parents. Most of us take this education for granted. We have been given so much that we have a greater obligation than most, not just to be thankful, but to give back and make a true difference. It's up to each and every one of us to act on this conviction. You don't need a captaincy or an official position to turn appreciation for our gifts into something tangible. When we listen to talks about leadership, we often hear about the idea of service. Small acts of service can seem almost deceptively simple, but they can, and usually do, have the biggest impact on those around you.

*'Never believe that a few caring people can't change the world. For indeed, that's all who ever have.'*

On behalf of the Class of 2017, I thank our teachers, administrative staff and our chaplains who have shaped the incredible experience of our time at Tangara.

We will be forever grateful to our parents for the daily sacrifice they have made to send us to Tangara. You have given us the tools to be confident young women, ready to make our mark on the world.

Our tutors are amazing women and role models: thank you for your guidance and support.

As Tangara girls we have been given an amazing opportunity at life, and we now have an obligation to make a real difference. *'Leadership is about the power we all possess, not to serve ourselves, but to change the world by serving others.'*

## **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. For most of 2017 Tangara also had three Infants campuses at Cherrybrook, Wahroonga and Belfield which cater for boys and girls from Reception to Year 2. At the commencement of Term 3, 2017, the Wahroonga campus was relocated to the main campus at Cherrybrook.

In 2017, there were 564 students from Reception to Year 12, the vast 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 2017, 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 2017 NAPLAN Results With All Australian Schools**

Compare to  Schools with similar students  All Australian students i Interpreting this table

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	474	472	481	523	452
Year 5	555	531	547	565	535
Year 7	576	557	603	628	591
Year 9	647	657	659	655	654

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 2017 NAPLAN Results With Similar Schools**

Compare to  Schools with similar students  All Australian students i Interpreting this table

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	474	472	481	523	452
Year 5	555	531	547	565	535
Year 7	576	557	603	628	591
Year 9	647	657	659	655	654

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 2017.

### 4.2 Higher School Certificate Results 2017

In 2017, 36 Tangara students sat a total of 195 examinations. All students attained their HSC. Students achieved 67 Band 6s or E4s (90% or above) in the following courses:

Ancient History	English (Advanced)	English Extension 1
Mathematics 2 Unit	Mathematics Extension 1	General Mathematics
Modern History	Biology	PDHPE
Music 1	Business Studies	Chemistry
Physics	Economics	Drama
Food Technology	Geography	Visual Arts
Latin Continuers (external studies)	Spanish Continuers (external studies)	Spanish Extension 1 (external studies)

Tangara students achieved 93 Band 5s or E3s (80% or above).

One student's HSC major work was selected for ARTEXPRESS.

One student's Drama performance was nominated for inclusion in OnSTAGE.

In every HSC course studied by our students, Tangara's mean score was above the state. In 57% of courses, Tangara's mean score was 10 or more marks above the state mean.

**TABLE 3 - Higher School Certificate Results 2014 - 2017**

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Ancient History	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Business Studies	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Biology	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

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Drama	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	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
English Advanced	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
English Standard	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Food Technology	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
Subject	Year	No. Students	Performance Band Achievement			
			Bands 4-6		Bands 1-3	
Geography	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
General Mathematics	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Mathematics	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: 92.86	State: 80.94	Tangara:	State: 19.06
	2014	18	Tangara: 100	State: 81.65	Tangara: 0	State: 18.35
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Modern History	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:	State: 24.66



Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Music 1	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	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Physics	2017	6	Tangara: 100	State: 67.53	Tangara: 0	State: 32.47
	2016	0	N/A		N/A	
	2015	5	Tangara: 100		Tangara: 0	State: 33.59
	2014	3	Tangara: 100	State: 66.69	Tangara: 0	State: 33.31
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Senior Science	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Visual Arts	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
Mathematics Extension 1	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
English Extension 1	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
English Extension 2	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
Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
Music Extension	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

### 4.3 Vocational Education and Training

In 2017, three students, being 8.3% of the Year 12 cohort, participated in vocational or trade training.

## 5. Professional Learning and Teacher Standards

### 5.1 Teacher Standards

**TABLE 4: Accreditation of Tangara Teachers 2017**

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	36
Conditional	1
Provisional	10
Proficient Teacher	19
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of teachers	67

**TABLE 5: Qualifications of Tangara Teachers 2017**

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	67
(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
(iii) No qualifications such as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. These teachers were employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	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 2017, 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 2017 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 2017**

<b>Professional Learning Category</b>	<b>Number of Teachers</b>
KLA specific courses	31
Pedagogy, including use of technology	54
Orientation	6
Staff Development Days (5) - pedagogy & curriculum sessions	52
Curriculum	12
HSC marking	3
Leadership	5
Differentiation & Adjustments for Disability	60
Student mental health and pastoral care	4
Child Protection	67

## 6. Workforce Composition

**TABLE 7: Workforce Composition 2017**

<b>Category</b>	<b>Number</b>
Teaching staff	67
Full-time equivalent teaching staff	50.4
Non-teaching staff	26
Full-time equivalent non-teaching staff	15.8
Indigenous staff members	0

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

### 7.1 Student Attendance

92.95% of students attended School each school day in 2017.

**TABLE 8: Student Attendance Rates by Year 2017**

Year	Attendance Rate %
KG	92.61%
1	93.42%
2	94.50%
3	93.88%
4	94.05%
5	94.01%
6	94.94%
7	93.58%
8	93.35%
9	91.38%
10	88.07%
11	90.56%
12	93.05%

\* (during period February to December 2017)

### 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

### 7.4 Post-School Destinations

The great majority of 2017 graduates continued on to university following the completion of their school education. The Class of 2017 achieved excellent ATARs, to facilitate their university ambitions:

- An estimated 50% of students achieved an ATAR of 90 or above
- An estimated 31% of students achieved an ATAR of 95 or above
- Highest ATAR - 99.35

**TABLE 10: Class of 2017 University Destinations**

<p><b>UNSW</b>          B Law          B Fine Arts/B Ed (Secondary)          B Adv Sc (Hons)/B Eng (Hons)          B Eng (Hons)/M Biomed Eng</p> <p><b>Notre Dame</b>          B Primary Education          B Nursing</p> <p><b>UTS</b>          B Sc Info Tech          B Design in Visual Communication          B Design Interior Arch</p> <p><b>WSU</b>          Dip Soc Sc/B Soc Sc          B Plan/M Urban Mgt &amp; Planning          B Arts          B Medicine/B Surgery</p>	<p><b>USYD</b>          B Sc (Medical Science)          B Pharmacy          B Nursing (Advanced Studies)          B Comm/B Adv Stds</p> <p><b>Macquarie</b>          B Psychology          B Commerce          B Security Studies B Laws          B Arts Psych B Hum Sc          B Media/B Laws          B Archaeology          B Com/BA Psychology          B Arts/B Ed (Primary)          B Arts/B Laws          B International Studies          B Commerce/B Laws</p> <p><b>ACU</b>          B Nutri Sc          B Speech Pathology</p>
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## 8. Enrolment Policies

In 2017 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 Kindergarten to Year 12. It was founded by the PARED Foundation. It incorporates Tangara Infants, Retaval Wahroonga and Retaval Belfield Prep Schools. These Preparatory school campuses are co-educational:

- Retaval Wahroonga incorporates Reception, Kindergarten and Year 1.
- Retaval Belfield incorporates Reception, Kindergarten and Years 1 and 2.
- Tangara Infants incorporates Kindergarten and Year 1

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

## **Scope**

All campuses of 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 2017 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**

<b>Policy</b>	<b>Changes in 2017</b>	<b>Access to Policy</b>
<b>Student Development Policy</b> <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>• Academic discipline</li> </ul>	No changes in 2017	Issued to staff and parents online  Full copy available by request from the Principal
<b>Child Protection Policy</b> <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>	Additional information re induction and annual briefings of staff  Additional requirements re outside tutors and external providers  Additional requirements for parent volunteers	Issued to staff and parents online  Full copy available by request from the Principal



<b>Staff Code of Conduct</b> <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 2017	Issued to staff and parents online  Full copy available by request from the Principal
<b>Administration of Prescribed Medicines</b> <ul style="list-style-type: none"> <li>• Guidelines and process for administering prescribed</li> </ul>	No changes in 2017	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 2017	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 2017	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>• updated evacuation and lockdown procedures</li> <li>• Support contacts</li> </ul>	Revised in 2017	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 2017	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 2017	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 2017	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 2017	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 2017	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 2017 Identified in the 2016 Annual Report**

Teaching & Learning	<ul style="list-style-type: none"> <li>• Increase learning support in Secondary</li> <li>• Consolidate use of learning objectives &amp; success criteria in Secondary, including more professional development</li> <li>• Introduce more STEM opportunities for students</li> </ul>	Completed Completed  Completed
Staff Development	<ul style="list-style-type: none"> <li>• Provide professional learning about teachers' responsibilities regarding students with disabilities</li> <li>• Introduce Learning Walks to provide immediate feedback to teachers</li> <li>• Conduct interactive Child Protection refresher</li> <li>• Introduce Policy regarding curriculum programming and planning</li> </ul>	Completed  Completed  Completed Completed
Facilities & Resources	<ul style="list-style-type: none"> <li>• Refurbish Undercroft</li> <li>• Redesign central garden</li> <li>• Complete installation of air conditioning in Primary &amp; Secondary</li> <li>• Install new Promethean Boards in Junior School</li> <li>• Upgrade Library computer lab</li> <li>• Introduce 1:1 laptops in Year 11</li> </ul>	Completed Completed Completed  Completed Completed Completed
Student Welfare	<ul style="list-style-type: none"> <li>• Develop research-based guidelines for parents about healthy socialisation for teenagers, including parties.</li> <li>• Introduce compulsory extra-curricular sport Years 3 to 10 to improve health</li> <li>• Improve follow-up of poor student attendance</li> </ul>	Completed  Completed  Completed

Communication & Engagement	<ul style="list-style-type: none"> <li>• Introduce Parent/ Teacher evenings for Secondary students</li> <li>• Introduce Skoolbag app for parent/ school communication</li> <li>• Establish Tangara Development Committee</li> <li>• Introduce Year 7 Orientation Evening</li> <li>• Conduct <i>Step Into Senior School</i> to promote 7–12 at Tangara</li> </ul>	Completed Deferred Completed Completed Completed
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**TABLE 13: Priority Areas for Improvement in 2018**

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>
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>
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>
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>
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>

## 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 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 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. Parents of Secondary students have expressed strong support for the newly introduced parent/teacher meetings which complement the Tutorial System, as well as the expansion of co-curricular sport offerings cross the school.

### **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.

Students express a growing sense of school identity and pride. There is strong student morale, which is also demonstrated in increased respect in classroom behavior and improved uniform standards. Students in Years 10, 11 and 12 appreciate the improved use of laptops and IT to support their learning, however, younger students have expressed the need for upgraded technology in the classroom.

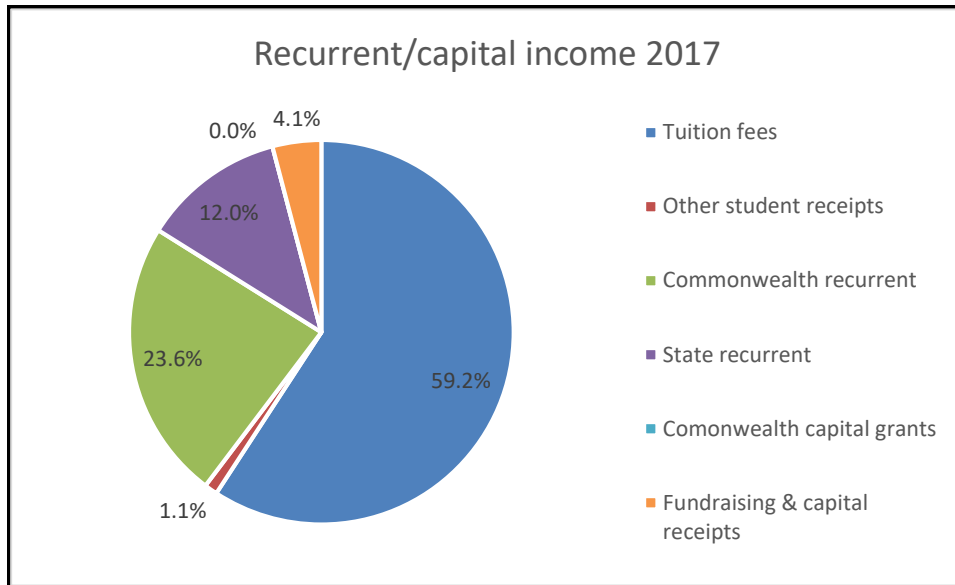
### **12.3 Teacher Satisfaction**

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

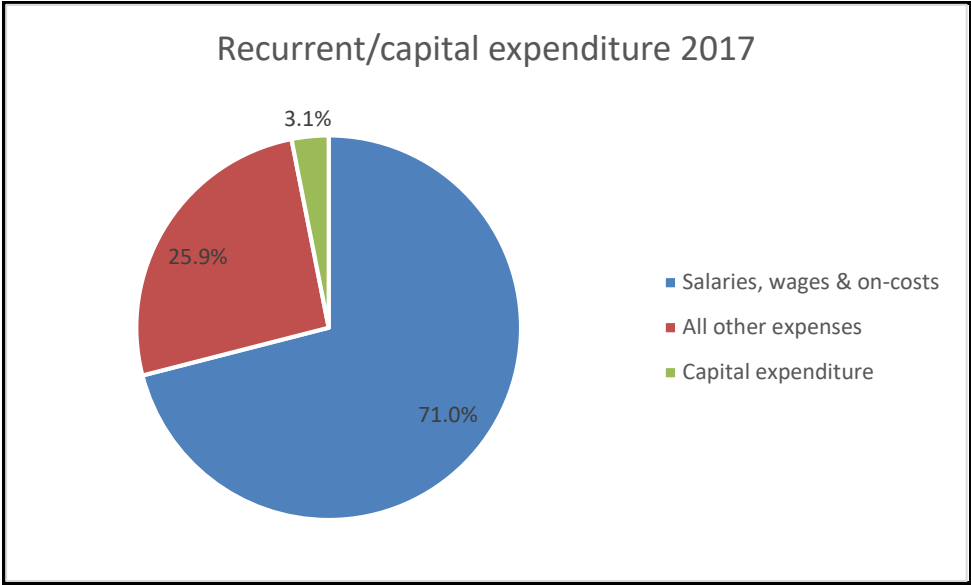
Executive make themselves available to listen to staff feedback and any issues of concern.

Informal feedback indicates that generally staff have a positive attitude about working at Tangara. They particularly appreciate the supportive relationships between colleagues and the School's strong family environment. There is an ongoing desire to improve ICT support and training for staff, and the need for more opportunities for teacher collaboration in planning, assessment and programming

### 13. Summary Financial Information 2017



Recurrent/capital income 2017	
Tuition fees	59.2%
Other student receipts	1.1%
Commonwealth recurrent	23.6%
State recurrent	12.0%
Commonwealth capital grants	0.0%
Fundraising & capital receipts	4.1%



<b>Recurrent/capital expenditure 2017</b>	
Salaries, wages & on-costs	71.0%
All other expenses	25.9%
Capital expenditure	3.1%