



Tangara
SCHOOL FOR GIRLS

ANNUAL REPORT 2020

Table of Contents

1: A Message from Key School Bodies	3
2: Contextual Information About the School and Characteristics of the Student Body	9
3: Student Outcomes in Standardised National Literacy and Numeracy Testing	9
4: Senior Secondary Outcomes (Student Achievement)	10
5: Teacher Professional Learning, Accreditation and Qualifications	12
6: Workforce Composition	14
7: Student Attendance, Retention Rates and Post-School Destinations	14
8: Enrolment Policies	17
9: Other School Policies	19
10: School Determined Priority Areas for Improvement	20
11: Initiatives Promoting Respect and Responsibility	21
12: Parent, Student and Teacher Satisfaction	23
13: Summary Financial Information	25

1: A Message From Key School Bodies



1.1 Chair of the Board – Mr Gary Doherty

Pope Francis' Apostolic Exhortation *Amoris Laetitia* Chapter 7 is headed "Towards a Better Education of Children." The chapter contains concepts that have long been in the Tangara playbook such as:

263 - Parents rely on schools to ensure the basic instruction of their children, but never can completely delegate the moral formation of their children to others.

264 - Parents are also responsible for shaping the will of their children, fostering good habits and a natural inclination to goodness.

267 - Virtue is a conviction that has become a steadfast inner principle of operation.

274 - The family is the first school of human values, where we learn the wise use of freedom. Certain inclinations develop in childhood and become so deeply rooted that they remain throughout life, either as attractions

to a particular value, or a natural repugnance to certain ways of acting. Many people think and act in a certain way because they deem it to be right on the basis of what they learned, as if by osmosis from their earliest years. "That's how I was taught."

This is all familiar ground for our parents and teachers. Maybe in the next exhortation/encyclical the footnotes might reference the Tangara website!

Gary Doherty
Chairman



1.2 Principal – Mrs Rita Sakr

Like many of you, I began 2020 with a strong sense of optimism. And like all of you, I was completely unprepared for the dramatic global event that would change our lives and override all of our plans and intentions.

When our school – like many others – went into lockdown on Tuesday the 24th of March, none of us could foresee the impacts of the pandemic on the way we live, the way we work or the way we learn. We were all forced to accept profound changes to our own definitions of ‘normal’ and embark on an uncertain journey together without knowing the way, or what the final destination looked like.

Since that day, we’ve experienced fear, confusion, frustration, grief, anxiety and loss. For some in our community the impact was minimal, while for others it was, and continues to be significant. Everything changed. Parents became co-teachers, setting up make-shift classrooms within their homes, while continuing to work. Teachers juggled planning lessons for their students, while parenting their own children. Students were thrown into the world of Google classroom and Canvas, and no doubt used the extra time at home to catch up on sleep and lift their TikTok game.

In an extremely short period of time, teachers revolutionised the way in which they taught, and students revolutionised the way in which they learned.

Amongst all the disruption, the pandemic has also presented us with many gifts. It has forced us all to pause, to reflect and to prioritise. It’s allowed us to spend more time with our family. It’s provided us insight into the lives of many around the world who are far less fortunate. And while COVID has taken many things away, it has given us the chance to re-engage with the most important things in life: our community, our family, our health and our faith.

Despite the challenges, our school has achieved a great deal. Of course, unlike previous years, many of our events this year were either cancelled or greatly modified, so our achievements in 2020 must be measured differently. Nevertheless, we managed to successfully execute and enjoy a number of events including: Key Parent Functions, Eucharistic Celebrations, Debating, Tangara’s got Talent, School Assemblies, The Leadership Induction Ceremony, Grandparents Day and many others.

Tangara students are many and diverse. At our Presentation Day Ceremony we acknowledged and celebrated the achievements of specific students in specific areas, however throughout the year, all of you have achieved much more than you know. You’ve demonstrated amazing levels of resilience, kindness, empathy, leadership, service and many have achieved personal bests in your subjects, sport, public speaking and other co-curricular areas. While you may not have been recognised on stage on Presentation Day, your gifts are equally valuable and have not gone unnoticed. I encourage all of you to continue to nurture your talents, share your gifts, and happily receive and celebrate the gifts of others.

In November we also formally recognised and celebrated the achievements of the graduating class of 2020. It’s been a particularly challenging year for our Year 12 students. Their courage, determination

and exemplary leadership throughout the year has prepared them well for life's future challenges. I congratulate the class of 2020. They are outstanding young women.

While we delight in the achievements of these great girls, perhaps more so this year than ever before the measure of their education will not come down to a HSC result or university entry. The ultimate goal of a Tangara education is to form young women of character. Women who will go out into the world and make a difference in their homes, their community, their workplaces and ultimately make a tangible and positive contribution to our society.

One of the gifts presented to me personally during the year was the privilege to lead Tangara as your principal. I feel so humbled and privileged to have witnessed the strength of the Tangara family, and how we have all prayed together and come together to overcome some of the greatest challenges and obstacles we've ever faced in the history of our school.

This is what makes the wonderful community we call Tangara. A faith filled community, where our trust and hope in God feeds our inner peace and joy. We know that God our Heavenly Father uses every circumstance in our lives to bring us closer to him and closer to sainthood.

I would like to thank our students for their faith, resilience and perseverance throughout the year. I am proud of the manner in which you adapted to all the changes this year. Your positive attitude and commitment has been an inspiration, and one of my greatest joys each day is walking through the school and being greeted by your warm and cheerful personalities.

I would like to thank our highly professional and dedicated staff. They too have shown enormous resilience, and seamlessly adapted to the many changes and

challenges throughout the year. You have all demonstrated great leadership and service, always putting the needs of our students first - supporting, encouraging and facilitating the academic and welfare needs of each child. Our staff and educators are outstanding!

Thank you also to our parents, whose patience and support has been unwavering. The success of your child's education is reflected in the close and personal partnership that exists with Tangara, as you, your child's mentor and staff work closely together to help each student be the best they can be.

I would also like to acknowledge someone who has walked closely alongside me this year and been an incredible support. Thank you to our Deputy Principal, Mrs Natalie Nassif. I am deeply grateful for everything you do.

The word "unprecedented" has been used exhaustively throughout the year, but I'm not convinced that is true. The world has continually experienced significant disruption throughout history, and without doubt we will inevitably be faced with new challenges in the future. However I am absolutely certain that if we maintain our faith in each other and our hope in God, we will continue to stay "robust and strong" and arm our girls with the skills and beliefs to do incredible things and live their dreams.

In the words of St Josemaria - "God is here. This truth should fill our lives, and every Christmas should be for us a new and special meeting with God, when we allow his light and grace to enter deep into our soul." May your hearts and homes be filled with God's grace and love this Christmas and I hope you all enjoy the Christmas break. I look forward to seeing you all once again in 2021 - whatever it may bring!

Mrs Rita Sakr
Principal



1.3 Message from School Captains - Amy Weber (Captain) and Teresa Cullen (Vice Captain)

We are making history. Looking back in 2020, we have very literally become a part of history. But if anything, this chaotic and uncertain year has been a testament to the Tangara spirit that has been making history from its very establishment, and the spirit which continues to make history every single day.

This year, our school community was especially affected by the COVID 19 pandemic, forcing us to once again enter into a period of isolation amidst an already stressful time. But Tangara was simply unphased by this telling time, coming out the other side united, connected, a truly resilient community.

Not only did we make the news headlines, but we truly made history in the way we all supported each other in such a tough time, revealing the true nature of the Tangara Spirit, the very name of our school captures the Tangara spirit; Tangara is an indigenous word that means 'to go.' And that is what we did. We kept moving forward, taking everything in our stride.

But this spirit extends beyond 2020, and even further beyond the gates of the school. As mentioned in the opening address of the school in 1982, the world is lost because people have abandoned using their conscience as their compass but Tangara

hopes to produce young women grounded in human virtues. To create masters of the keys to knowledge and human culture through an academic education. To form women with consciousness and wills that will change the face of the earth. This is the Tangara spirit.

We are beyond fortunate to be a part of something so special, and none of us can take credit for it. Each of our parents made the decision and the sacrifice for us to attend a school which recognises the value of a holistic education of both the mind and the soul. We urge you to thank your parents for making that choice, not only through your words, but through your actions and by taking advantage of all the opportunities, big or small that come your way.

Something invaluable to all Tangara students and very much unique to this school is the commitment of the mentors to the personal development of each girl, as we hope you can appreciate. Having been here for 13 years, we encourage you to really take advantage of having a mentor, a person who is investing in you just because they care about your growth, not only academically but as a whole person. That is powerful and so special. You are not just another number in the system, or another desk to fill but a unique individual deserving of guidance and growth.

Today, we're talking about making history. But don't switch off and think that you will do it in 20 years time. This Tangara spirit, a spirit of virtue and genuine character, is making history everyday through each member of its community, a part of every student now, and well after they leave. If you let it, this spirit will become a light in your life and to others. It will be set ablaze in the workplace, in the lives of your future friends and colleagues, touching the heart of every person you meet. Led by this spirit, you will be guided by authentic truth and morality, determined to defend what is right especially in an increasingly secular world; defending all life,

the sanctity of marriage, the most vulnerable and defenseless among us; and what a difference you can make.

It is this very community that has created an unexplainable bond between us all. It's this community that looks out for one another in the most crucial moments and has the best interests of its members at heart. It is further strengthened by a shared faith in the power of prayer. And while you should always aim to make new friends beyond Tangara, you will never be able to replace the only people who understand where you've come from and why you believe what you believe. You are all united by the shared Tangara experience which comes with an understanding of common morality and values. This is why Tangara friendships are more often than not lifelong friendships; they are rare and irreplaceable.

The key to truly making history, and using every tool the school has given us is embracing the unique spirit of our unique school. Yes we are so lucky, and yes we are different, but it is all water under the bridge unless we make the choice to do something with it! Maybe you're thinking you've heard this all before, but if this is the last message we hope to leave with you, we urge each and every one of you to reflect, now, on your Tangara experience. Whether you've been here since kindergarten or if you joined us this year; who would you be if you had never come here? Would you be the same person? Because I can tell you, we certainly wouldn't be.

This is undoubtedly thanks to the dedication of our principal Mrs Sakr, the school executive committee, mentors, teachers and all of the staff at Tangara. You have all been so dedicated to your roles, ever-willing to support and guide us, the students, no matter how busy you may have been. We would especially like to thank you for all of your hard work this year, which involved a great deal of change not only for us but for the whole

Tangara community. The class of 2020, and all of the students really appreciate it and are so grateful.

We would especially like to thank our chaplains, Father Felix and Father John for their ongoing spiritual support. The spiritual formation we receive here is something that is so unique to Tangara, and made possible by their dedication, and ever-readiness to have a chat, hear confessions and celebrate daily mass. Thank you for your strong commitment to our spiritual formation.

What does it mean to be a Tangara girl? If the answer is simply to study and get good marks, think harder, because for us, it has come to mean a great deal more. It means to constantly strive for your personal best, "to go" and keep going in the face of adversity, to be led not by a compass of relativism and social norms, but of truth and conscience. It means to be an example of faith, hope and love in all areas of life, no matter what the cost may be. To put it simply, a Tangara girl carries the Tangara spirit.

It was the great physicist Albert Einstein himself who said that "Education is what remains after one has forgotten what one has learned in school". When we leave car line at the end of a school day, or eventually graduate for good, our education at Tangara is not suddenly made redundant and useless, but almost becomes more relevant and powerful than ever. It is our key to making history, told or untold and we must all treasure it and share it with those around us.

We hope that you can recognise the value of the education you are receiving, and we hope that you are all proud to be Tangara Girls. Whenever you do leave Tangara, whether it be this year, or in 5 years time we hope that you will continue to carry the Tangara Spirit, a spirit of character and virtue that is so desperately needed today. As the saying goes, you can take the girl out of Tangara, but you can't take the Tangara out of the girl.

While we are sad to be saying goodbye to our home away from home, we have complete confidence in the leadership of the class of 2021, led by Elizabeth Fernandez and Isabella Chee, and we know we leave you in very capable hands. On behalf of the whole of the class of 2020, we would like to thank you, the whole Tangara community, for your support over the years, especially this year, and commend you for all of your efforts and achievements, both recognised and unrecognised.



2: Contextual Information About the School and Characteristics of the Student Body

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 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.

Tangara is a warm, vibrant Christian learning community. The atmosphere of warmth, positivity, and support, along with a strong sense of belonging are valued by our staff, parents and students. Girls develop life-long friendships and we view our relationships as key to our success.

3: Student Outcomes in Standardised National Literacy and Numeracy Testing

Due to COVID-19, Naplan was cancelled in 2020 and therefore there is no available data to report on.

4: Senior Secondary Outcomes

4.1 Higher School Certificate Results 2020

In 2020, 32 Tangara students sat a total of 163 examinations. All students attained their HSC. Students achieved 58 listings on the Distinguished Achievers List for achieving a Band 6s or E4s (90% or above) in the following courses:

Biology	Business Studies	Chemistry
English Advanced	English Extension 2	Ancient History
English Standard	English Extension 1	Mathematics Standard 2
Mathematics Advanced	Mathematics Extension 1	Modern History
Music 2	Music Extension	Music 1
PDHPE	Latin Continuers	Latin Extension
Physics	Visual Arts	

Tangara students achieved 68 Band 5s or E3s (80% or above).

Subject	Year	Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
			Tangara	State	Tangara	State
Biology	2020	13	100	62.29	0	37.09
Chemistry	2020	6	83.32	69.14	16.66	30.27
Drama	2020	0	N/A			
Economics	2020	5	60	77.28	40	22.32
English Advanced	2020	21	100	94.62	0	5.23
English Standard	2020	11	72.72	57.31	27.27	42.11
Food Technology	2020	0	N/A			
Geography	2020	8	62.4	70.34	37.5	28.85
Mathematics Standard	2020	14	92.85	49.92	7.14	49.22
Mathematics Advanced	2020	9	88.88	80.82	11.11	18.9
Modern History	2020	8	100	65.63	0	33.54
Music 1	2020	3	100	90.18	0	9.2
PDHPE	2020	12	83.32	60.95	16.66	38.24
Physics	2020	4	75	66.72	25	32.59
Visual Arts	2020	12	100	89.71	0	9.83
Dance (outside tutor)	2020	1	100	87.2	0	12.66
Latin Continuers	2020	3	100	95.77	0	4.22
Music 2	2020	1	100	99.69	0	0.29

Subject	Year	Students	Performance Band Achievement %			
			Bands E3 –E4		Bands E2 –E1	
			Tangara	State	Tangara	State
Extension 1 Mathematics	2020	7	85.7	74.25	14.28	25.4
Extension 2 Mathematics	2020	2	100	83.86	0	15.95
Extension 1 English	2020	6	100	92.54	0	7.3
Extension 2 English	2020	4	100	82.4	0	17.51
Music Extension	2020	1	100	97.25	0	2.75
Latin Extension	2020	2	100	99.99	0	0

In 2020, 32 students sat for the NSW Higher School Certificate in 27 courses. In total 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 66% of these placed in Band 5 and 6 (80-100 marks). Of the 22 candidates who sat for a one unit extension course 100% achieved 25 marks or more out of 50 with 91% of these achieving in the highest bands with 40 marks or more.

In general, student achievement was at or above state level. This has been a consistent trend over the past three years.

Vocational Outcomes

In 2020, 6.25% of the Year 12 cohort participated in one course (2 units of their 10 units) of vocational training. Neither student was eligible for a vocational education and training qualification.

Year 12 students attaining Year 12 Certificate or equivalent VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2020	HSC	100%
2020	AQF Certificate III or above	0%

5. Teacher Professional Learning, Accreditation and Qualifications

5.1 Professional Learning

Professional Development in ICT was a priority throughout 2020 as our school equipped itself for online learning. Skills to further expand our online platforms, CANVAS and Google Classroom were developed and enhanced. This has strengthened and extended teacher's abilities to deliver online learning not only in the classroom but remotely.

A number of teaching staff are also engaged in post graduate study in the areas of teaching and learning, pastoral care and educational management. The school encourages teachers to seek further qualifications in their subject area and in any other area of

education. Teachers are also supported in their professional development through induction and mentoring programs for staff.

We have a large number of teachers involved in the Higher School Certificate as either markers or senior markers.

In December 2020, all staff participated in a Values Workshop. Collectively, staff identified the values which would direct our work and inform our interactions with staff and students.

As 2020 was the year of the global pandemic many professional activities were cancelled or moved online. Due to these cancellations many staff were unable to access this learning and as such there is not as much to report for 2020 as for previous years.

The following Professional Learning activities were undertaken by staff throughout 2020:

Description of the Professional Learning Activity	No. of Staff participating
Elevate Study Skills Workshop-provided staff with the information given to students at the various year levels with discussions of how staff could implement the techniques in the classroom.	32
Mathematics- HSC examiners meeting to discuss how the new syllabuses were marked, common errors and strategies to help students in future years.	2
Social and Emotional Learning Workshop-staff were able to discuss how they would include social and emotional learning into their teaching programs	32
First Aid course- to enable staff to gain a first aid certification	19
History of Tangara-to provide staff with the history of the schools which links directly to the mission, values and ethos of the school	64
Database-to provide staff with the knowledge and skills to access student information, mark book and reporting system in our new database	64
History Teachers Association Conference- workshops to discuss syllabuses, assessments, HSC requirements	2
Economic Teachers Meeting-meeting to share teaching ideas and strategies	1
GATSTA-Gifted and Talented teacher meetings to discuss different opportunities and strategies for helping these students	2
NSW Association of French Teachers-presentations and discussions around the teaching of French in NSW schools	1

5.2 Accreditation of Teachers

Level of Accreditation	Number of Teachers
Conditional Teacher	2
Provisional Teacher	3
Proficient Teacher	58
Highly Accomplished Teacher (voluntary)	1
Lead Teacher (voluntary)	0
Total number of Teachers	64

5.3 Teacher Standards

Category	Number of Teachers
Teaching staff having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	64
Teaching staff having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

6. Workforce Composition

Workforce Composition

Full Time teaching staff	22
Part Time teaching staff	51
Full Time non teaching staff	0
Part Time non teaching staff	43
TOTAL	116

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

7.1 Student Attendance

95% of students attended School each school day in 2020.

Student Attendance Rates by Year 2020

Year KG	96
Year 1	95
Year 2	94
Year 3	97
Year 4	95
Year 5	95
Year 6	96
Year 7	95
Year 8	94
Year 9	96
Year 10	92
Year 11	94
Year 12	92

7.2 Management of Non-Attendance

Student attendance/non-attendance is managed as per Tangara's Student Attendance Policy. As part of Tangara's duty of care to its students, the School maintains processes to ensure it is aware of the daily attendance of each student and promptly notifies parents of unexplained absences from School. It is a requirement that records be kept by each teacher of their class absences and Welfare Coordinators regularly receive reports on these records so that they can monitor non-attendance.

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

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
2017/2019	47	36	36	77
2018/2020	31	32	30	97



Class of 2020 University Destinations

7.4 Post-School Destinations

The great majority of 2020 graduates continued on to university following the completion of their school education. The Class of 2020 achieved excellent ATARs, to facilitate their university ambitions:

- An estimated 43.75% of students achieved an ATAR of 90 or above
- An estimated 59.38% of students achieved an ATAR of 80 or above
- Highest ATAR - 99.4
- Four of our students were All Round Achievers. These are the students who achieved a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses in their current pattern of study.

UTS

- B Law and Communications
- B Property Economics
- B Nursing

WSU

- B Project Management
- B Commerce

UNSW

- B Engineering
- B Engineering and Science

James Cook QLD

- B Medicine

USYD

- B Architecture
- B Space Engineering
- B Medical Science
- B Education

Macquarie

- B Psychology
- B Commerce
- B Security Studies
- B Arts/B Ed (Primary)
- B Arts/B Laws
- B International Studies

ACU

- B Law
- B Speech Pathology
- B Liberal Arts



8: Enrolment Policies

In 2020 Tangara enrolled students in accordance with the School's Enrolment Policy, set out below:

Purpose

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

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

Policy Statement

Tangara partners with parents to provide a personalised approach in the education of their children. Alongside the unique mentoring system at the school, each family is supported and coached with an assigned mentor who meets regularly one-on-one with the student as well as with the parents as a couple.

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

- Are aligned with the philosophy and values of the PARED Schools
- Are seeking a collaborative approach between home and school in the education of their children

- Are committed to the regular attendance at meeting with their child/children's mentor and the Key Parent Functions

Key Entry Points

The key entry points of the school are in Prep, Kindergarten, Year 3, Year 5, and Year 7.

Enrolment Procedures

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 Registrar. From there, they are invited to attend the next Open Day or school tour before they are invited to apply.

2. Application

Parents are required to attend an Open Day, a Tour of the School, or an Information Evening before they are invited to apply for enrolment. The Application Form must be completed (in full), all required documentation attached and non-refundable application fee paid in order 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 Yr. 2 to Yr. 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.

The following documents must be submitted by the family before the interview:

Birth Certificate, Immunisation Record, Naplan Report, Latest School Report, a complete Application Form with Application Fee paid

After the interview, the interviewers conduct the reference check before the interview

report is submitted to the Principal for final review.

4. Enrolment Offer & Acceptance

The Registrar 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 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 a number of school forms, including the 'Confidential Collection of Student Data Form' and Privacy Policy.

After the Registrar has received an acceptance of 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.

5. Orientation

The Registrar sends welcome letters and packs as part of the Orientation of the Students. Various information such as handbook(s), uniforms, books and stationery, house, etc. are also communicated prior to their first day of school.

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

Enrolment Guidelines

The Principal, in consultation with the School Committee, reserves the right to offer a place

to any student, irrespective of the date of application. Applications are processed in order of receipt, however, enrolment priority is given to:

- *Siblings of current PARED families (siblings already enrolled at a PARED School)*
- *Children of Alumni from a PARED School*
- *Students from families practicing the Catholic faith*

The School may accept students from other faith backgrounds when:

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

With regard to Prep, Kindergarten and Year 1, 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 Tangara School for Girls and Redfield College in Year 2.

Enrolments Overview

In 2020, Tangara had the following students enrolled:

- *Prep: 46*
- *Infants (K-1): 129*
- *Primary (2-6): 215*
- *Secondary (7-12): 278*

9. Other 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 2020 a number of policies were in place to safeguard the welfare of students and promote their intellectual, cultural, physical, and spiritual development. Our policies and procedures are located in the School Diary, Student Assessment Manuals and/or online.

Policy	
Student Development Policy <ul style="list-style-type: none"> • Pastoral care principles • Award and Merit system • Student Behaviour Code • Prohibition of corporal punishment by the School and by non-school persons • Discipline guidelines & process • Suspension and expulsion, procedural fairness • Academic discipline 	Evacuation Policy and Procedures <ul style="list-style-type: none"> • Updated evacuation and lockdown procedures • Support contacts
Child Protection Policy <ul style="list-style-type: none"> • Definitions • Legislation • Reporting obligations • Risk management • Investigation • Employment screening • Notifications • Record keeping 	ICT Acceptable Use <ul style="list-style-type: none"> • Definitions • Illegal activities • Network security • Privacy
Staff Code of Conduct <ul style="list-style-type: none"> • General expectations • Interaction with students • Establishing rapport with students • Classroom management • Communication with parents 	Grievance Policy <ul style="list-style-type: none"> • Guiding principles, including responsiveness, visibility, confidentiality, procedural fairness, access and equity • Definition of a complaint • Investigation procedure • Possible outcomes
Administration of Prescribed <ul style="list-style-type: none"> • Medicines • Guidelines and process for administering prescribed 	Critical Incident Management Policy <ul style="list-style-type: none"> • Definitions • Management Plan • Staff Support of Students
First Aid <ul style="list-style-type: none"> • Provision of First Aid facilities • First Aid officer • Duties of employees and parents 	Student Suicide Risk and Self Harm Policy <ul style="list-style-type: none"> • Definitions • Risk factors & warning signs • Staff duty to report • Confidentiality & duty of care • Staff response • Risk assessment
Bullying Prevention <ul style="list-style-type: none"> • Staff & students' rights & responsibilities • Investigation of alleged bullying • Response to cases of bullying 	Mobile Device Policy <ul style="list-style-type: none"> • Definitions • Use of mobile devices at school • Misuse of mobile devices and consequences

10: School Determined Priority Areas for Improvement

Achievement of Priorities during 2020

Area	Achieved in 2020
Teaching & Learning	<ul style="list-style-type: none"> Continued to collect robust evidence of student learning to identify how best to advance each student and track student progress. Increased opportunities for gifted and high potential students Continued to integrate VT in teaching; evidenced in programs; documentation displayed Years 7-12 - Integrate & reinforce Elevate study skills in teaching Investigate a "Deep Learning" Approach across K-12
Staff Development	<ul style="list-style-type: none"> Strengthened the Teacher & Mentor Professional & Development process Increase collaborative professional learning opportunities Facilitated the development of IT skills to further support online learning
Facilities & Resources	<ul style="list-style-type: none"> All Secondary students have a personal laptop: Years 10-12 - take home Years 7-9 - keep at school Upgrade of security system
Student Welfare & Formation	<ul style="list-style-type: none"> Review Student Development Policy in Primary Provide mentors with professional learning in identifying and supporting students at risk
Communication & Engagement	<ul style="list-style-type: none"> Continued with Parent/Teacher Nights Year 7-12 in addition to parent mentor meetings Continued collaboration with Tangara Development Committee Updated website Updated School Newsletter Improved marketing Improved enrolment policies and procedures

Priority Areas for Improvement in 2021

Area	Area for Improvement in 2021
Teaching & Learning	<ul style="list-style-type: none"> Prepare for Online Naplan Expand Stem opportunities Implement Deep Learning Program Provide teacher collaboration across the school K-12 Centralise collection of data to inform instruction
Staff Development	<ul style="list-style-type: none"> Improve and expand professional learning opportunities Provide professional learning about strategies to manage work/life balance Provide opportunities to develop leadership skills Continue classroom observations & peer feedback Review Staff Induction Process
Facilities & Resources	<ul style="list-style-type: none"> Develop a School Master Plan Complete implementation of Security Fence Work towards the completion of our Multi Purpose Hall Improve future learning spaces
Student Welfare & Formation	<ul style="list-style-type: none"> Provide additional opportunities for spiritual formation both on and off the campus Promote mental health initiatives amongst students Review Student Leadership Program in Primary Provide greater opportunities to celebrate Tangara's history, traditions, ethos and values
Communication & Engagement	<ul style="list-style-type: none"> Introduce a new parent portal Develop and improve partnership with Tangara graduates Provide greater opportunities for community service Review school's branding and marketing



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 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 practice what I preach'. The teacher and students discuss the virtue 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 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.

11.2 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.

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 Immersion Program and the Year 11 Philippines Project. These are opportunities for the students to develop a spirit of generosity, responsibility and respect for others. Students in secondary are encouraged to complete 20 hours of community service each year.

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, 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.

11.5 Spiritual Formation

Our Chapel is strategically located at the entrance of our school. Our Christian ethos permeates 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.

11.6 School Assemblies and Guest Speakers

Once per week, students attend Assembly where there are general notices about the day-to-day running of the School, music, dance or drama performances and items presented by various Captains and their departments. The assemblies are also an opportunity to celebrate student and staff successes and to promote a sense of belonging and unity.

In Secondary, a variety of guest speakers present to various year groups each year. Last year, many of these opportunities were not possible due to the COVID restrictions. Some guest speakers and organisations included:

- *Daniel Merza*
- *Elevate Study Skills*
- *Julian Leeser (Member for Berowra)*
- *Ryda Day Excursion*
- *Police Liaison Officer*
- *Former Tangara Graduates*
- *RUOk Day*
- *Big Sister Program*



12: Parent, Student and Teacher Satisfaction

1.1 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 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 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 Mentoring System, as well as the expansion of co-curricular sport offerings across the school.

The results from our 2020 Parent Survey were overwhelmingly positive. In summary, parents rated us highly on their child's engagement and learning experience in both Primary and Secondary. Parents also rated us high on communication and the professionalism and enthusiasm of our teachers. It was also evident that parents continue to value the mentoring system and the partnership this provides between the school and home.



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. There is a strong sense of belonging and positive relationships are maintained.

1.2 Student Satisfaction

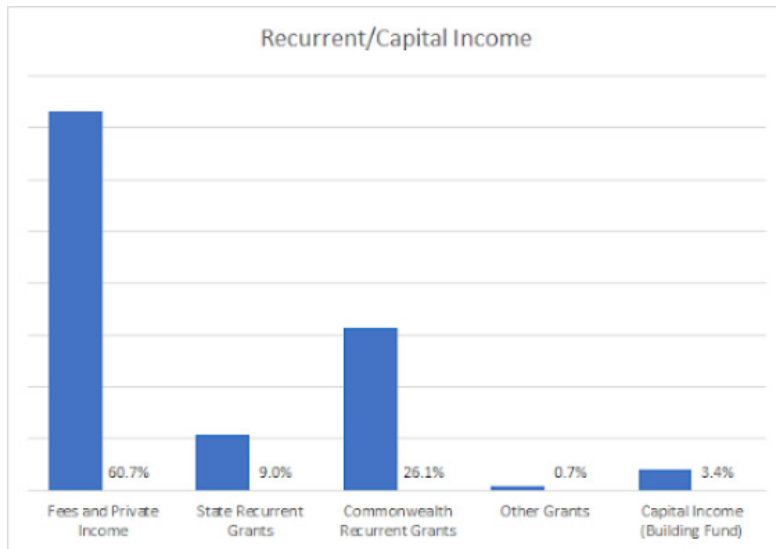
The Mentoring System facilitates regular contact between individual students and members of the School staff who follow the personal needs of each student closely and respond to student feedback. In addition, the Class Leadership program and other student leadership structures provide students with opportunities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

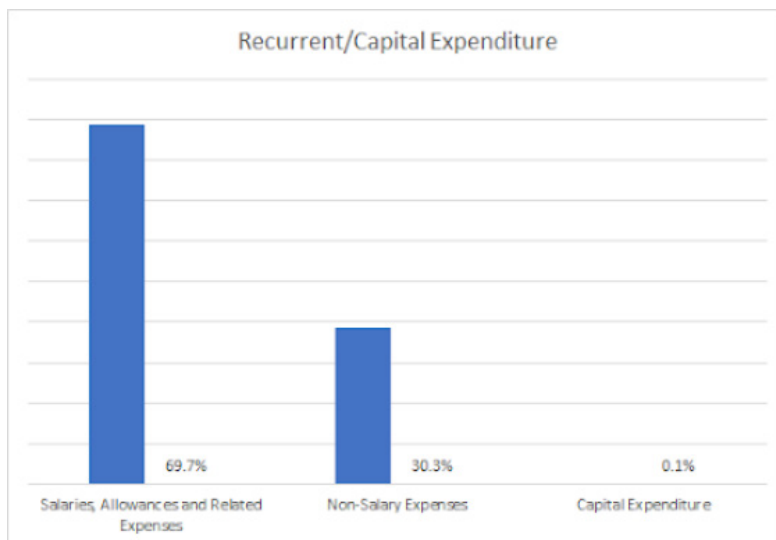
1.3 Staff Satisfaction

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.

13: Summary Financial Information



Recurrent/Capital Income	Tangara	
Fees and Private Income	7,315,596	60.70%
State Recurrent Grants	1,085,667	9.00%
Commonwealth Recurrent Grants	3,146,196	26.10%
Other Grants	83,145	0.70%
Capital Income (Building Fund)	412,350	3.40%



Recurrent/Capital Expenditure	Tangara	
Salaries, Allowances and Related Expenses	88,659,156	69.70%
Non-Salary Expenses	3,853,479	30.30%
Capital Expenditure	7,121	0.10%

ANNUAL REPORT 2020



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