

Tangara

Annual
Report
2021

2	Messages from Key Bodies	>
9	Literacy & Numeracy Outcomes	>
15	Standards & Workforce Composition	>
22	Attendance and Non-attendance	>
24	Post School Destinations	>
25	Enrolment Policies	>
30	Policies & Procedures	>
32	Improvement Targets 2022	>
35	Respect & Responsibility Initiatives	>
38	Parent, Student & Teacher Satisfaction	>
40	Summary of Financial Information	>

Messages from Key Bodies

Message from the Chair of the Board

The difficulties that the Australian community has faced over the COVID-19 years has reinforced to me the importance of instilling in our students the virtue of resilience, the capacity to recover quickly from difficulties. Our Australian Saint Mary McKillop was an exemplar of this virtue, when she was excommunicated by an overzealous Bishop,

she waited patiently for vindication and still kept her education mission moving forward.

In my observation, those who had faith were often better able to work through adversity and become stronger for it. The example of families and the school community being able to cope with and survive the inconveniences, restrictions and difficulties over this period and emerge with energy and optimism is a lived example to the students of this virtue.

**Gary Doherty,
Chairman**

Welcome from the principal of Tangara School for Girls

The 2021 school year is at an end. I am honoured to have led the Tangara family through another challenging yet equally successful year.

Despite the challenges of 2021, our school has achieved a great deal. We managed to successfully execute and enjoy a number of face to face and online events including: our annual swimming carnival, cross country, Athletics Carnival, Key Parent Functions, Excursions and Incursions, our memorable Eucharistic Procession, Public Speaking Competitions, School Assemblies, The Leadership Induction Ceremony, Graduations and much, much more. I am always inspired by the rich and diverse opportunities available to our students, adding to their overall educational experience at Tangara.

Academically, this was a very proud year for Tangara. There were the outstanding HSC results from the Class of 2020. Our NAPLAN results were also impressive. On every indicator for literacy and numeracy, across Years 3, 5, 7 and 9, Tangara's average was way above the state. Measured against the more demanding standard of independent schools, Tangara's average was, for the most part, above independent schools across NSW. This is a fantastic achievement.

Academic success can't be measured just in results. Tangara students are many and diverse. This year we acknowledged and celebrated the achievements of specific students in specific

areas, however throughout the year, all of our students have achieved much more than they know. They demonstrated amazing levels of resilience, kindness, empathy, leadership, service and many have achieved personal bests in their subjects, sport, public speaking and other co-curricular areas. And while not all students are publicly recognised for their achievements, their talents are equally valuable and have not gone unnoticed. I encourage our students to continue to nurture their talents, to aim high and to embrace the various opportunities they have been presented with at Tangara.

I would like to formally recognise and celebrate the achievements of the graduating class of 2021. 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 2021. 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 and success 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.

As outlined so far, there are many great things happening at Tangara and people are noticing the Tangara difference. It's not just the educational success and the co-curricular offerings that makes our school unique, but rather it is the genuine and unique partnership that exists between the school and home through the mentoring system and the faith filled community that is a true extension of your family - the Tangara family. I am proud to announce that next year Tangara's will educate 800 students, an increase

in enrolments of 170 students from the start of 2020. Equally impressive is our wait list with over 150 students. It's exciting to watch our school grow as we welcome more beautiful families to Tangara who want to embrace the school-home partnership that has become even more essential in developing well rounded individuals.

Now we look towards Tangara's 40th anniversary on 10 February next year. 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, to work towards the common good. This is why the big family of Tangara has prevailed through the ups and downs of the last 40 years. This is how Tangara will continue to flourish over the next 40 years and beyond. Every 40th should be celebrated in a special way and we have some great events lined up for our 40th next year. We can't wait to celebrate together!

Once again, It's been a privilege leading our school this year and working alongside beautiful students and families and amazing staff.

To our students, I would like to thank you for your faith, resilience and perseverance throughout the year. I am proud of the manner in which you adapted to all the changes once again 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. Thank you.

To 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. I'm sure you would agree, our staff and educators are

outstanding! Thank you to the Tangara Staff.

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. Thank you for continuing to entrust the education of your children to us. It is a privilege working with you in this most important task.

Special words of thanks to our School Executive, who this year have experienced many extraordinary demands placed on them in ensuring the educational continuity and operational management of our school was maintained during some very challenging times. I am honoured to be working alongside an exceptional group of selfless, hard working and dedicated professionals whose focus is always on our students and what is best for them.

Thank you to the Pared Board, and in particular Mr Eugene Choi, the Pared CEO for your guidance, encouragement and support throughout the year. It has been an absolute pleasure working with each member of our Board in leading our school community.

It was St Josemaria who inspired the development of schools like Tangara and who is often referred to as the saint of the ordinary. As we approach the 40th Anniversary of the establishment of our School I like to think of Tangara as a school that strives to help all its members do ordinary things, extraordinarily well.

**Rita Sakr,
Principal**

Welcome from the School Captain

“If you want to go fast, go alone.
If you want to go far, go together”,

And

“The greatest Oak Tree was once
a little acorn that held its ground”.

These are 2 quotes that have driven me through 2021. The first quote “If you want to go fast, go alone. If you want to go far, go together” is the year 12 motto that we decided on as a grade.

It means that we are always stronger in a team - so look to those teams you have around you. The ones that uplift you and that have your best interests at heart:

Your family, what a precious team - your mum, your dad, your siblings. They love and care for you deeply so open yourself to them and be transparent. Team family is going to be there your whole life so aim to be a great team player and you'll go far.

Let's look at the teams you have here at school - You have your friends. The girls who celebrate your talents and who are always there to listen. Be the best friend to them that you can be so you can spur each other on.

At school we also have our team of teachers, mentors and chaplains who care very much for us. Foster these relationships through doing your best work and having a laugh when you can. Your best effort then will always be good enough, and they can help you discover your unique mission in life.

Going solo and just relying on yourself to get the job done might seem like the easier and quicker option but I know from my experience that by tapping into all the teams around you that you will achieve more.

So now it's time for a quick thank you to my teams of support. To my school team of supporters.

Firstly to Mrs Sakr and Mrs Nassif, Our great role models of leadership here at Tangara. I am extremely grateful for the guidance you've given me and the hours that you've put into the planning and running of our school especially in these demanding days of COVID.

To all the teachers at Tangara, you've each made such a big difference in each of our lives. You inspire us with all things beautiful. You are raising happy, confident and motivated students.

Fr Felix and Fr John, thank you for your prayers, chats and humour that have helped us all through some difficult days this year.

To my team of primary girls, your enthusiasm, positivity and zest for life is truly infectious and your fun loving nature has never failed to put a smile on my face and on the faces of many of the high school girls too. Cherish your time in primary and make great memories with your friends.

And to the highschool girls. We all know that life can get complicated and tricky at times but

be confident in who you are and in the abilities you've been blessed with. Thank you for showing us year 12s the true meaning of unity through your consistent support and involvement in all our events.

I'd also like to thank my leadership team Jemma, Hannah, Romilla, Natalia, Sumika, Hanna, Angela, Ainara and Gaia. Thank you for your commitment this past year. Your work ethic and teamwork have taken us far. Events that stand out to me are the Harmony day assemblies, St Joseph's day fundraiser, big sister Easter egg hunt, Vinnies buddies day, First Friday Vigils, Keeping up with the Art kids, and Friday lunchtime dodge ball with year 12.

And to my Vice Captain, a big thank you to my co-host of the Lizzie and Izzy show and lovely friend Isabella. From the late night phone calls to our weekly to do lists of endless planning and many Lizzie and Izzy speeches- I'll never forget the memories we've shared together. We were always a team and even when we were both exhausted you always motivated me to keep pushing forward. I sincerely don't know what I would have done without you.

And of course I cannot finish the year without mentioning the class of 2021. We've made it! We're here! We've made it through trials amidst COVID restrictions being the first cohort ever in the history of Australia to sit our HSC trials online! We got through it all and we're still smiling. I've loved every single memory we've all created together from making noodles in the common room, sharing our dreams with one another during our free periods and starring in our online assemblies and videos. We promised last year that no matter what, no one would get left behind

and as I stand here today I can proudly say that Not one girl has been left behind. We were all in this together and I'm thankful that I got to spend every day in your company.

We congratulate the incoming leadership team led by Jemima and Ruby. I have full faith that along with the class of 2022 you're going to do some amazing things and I wish you the best of luck. Know that the leadership team of 2021 is always here for you.

Now quickly to my second quote "The greatest Oak Tree was once a little acorn that held its ground". At times we can feel down and disappointed with the circumstances we've been dealt and trust me I can relate to the disappointment that some of you may have felt about the school days we've missed out on because of COVID. But we've always got to make the best of our situation, stand firm and reach out to our teams around us so that one day our little acorn will bloom into a big oak tree. Just run your own race knowing that you've done your best. Be proud of yourself and your efforts and never give up.

Last year as I commenced my leadership role I promised on behalf of Year 12 that 2021 would be the best year tangara had ever had. And now one year on I can proudly say that with the support of Team tangara, we did in fact make 2021 Tangara's best year yet.

**Elizabeth Fernandez,
2021 School Captain**

Tangara School Profile

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

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

Tangara is built on the belief that the best education develops the whole person, integrating the pursuit of academic excellence, learning of diverse skills, building of character and the development of faith. We inspire young women to embrace leadership and thrive in all areas of

life through our outstanding academics and co-curricular opportunities in sport, music, drama, public speaking, community service, leadership and much more.

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

Student Outcomes in Standardised National Literacy and Numeracy Testing

^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Interpreting the tables

480	Year 3 Writing (Well above average)	583	Year 7 Writing (Above average)	627	Year 9 Numeracy (Close to average)
------------	--	------------	---	------------	---

Comparison of Tangara's 2021 NAPLAN Results with All Australian Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	488	480	483	516	442
Year 5	561	536	551	562	538
Year 7	607	583	619	629	610
Year 9	625	598	641	645	627

Comparison of Tangara's 2021 NAPLAN Results with Similar Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	488	480	483	516	442
Year 5	561	536	551	562	538
Year 7	607	583	619	629	610
Year 9	625	598	641	645	627

NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%

NB In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Senior Secondary Outcomes

Higher School Certificate Results 2021

In 2021, 38 Tangara students sat a total of 197 examinations including one student completing her HSC via Pathways and one Year 11 student accelerated in Polish Continuers by the Saturday School of Community Languages.. All 36 students eligible for the award attained their HSC. Students achieved 59 listings on the Distinguished Achievers List for achieving a Band 6s or E4s (90% or above) in the following courses:

Ancient History

Biology

Business Studies

Chemistry

English Advanced

English Extension 1

English Extension 2

Korean Beginners (NSL)

Mathematics Advanced

Mathematics Standard 2

Mathematics Extension 1

Mathematics Extension 2 (SDE)

Modern History

Music 1

PDHPE

Physics

Polish Continuers (NSL)

Spanish Beginners (NSL)

Visual Arts

**Tangara students
achieved 92 Band 5s
or E3s (80% or above)**

Higher School Certificate Results 2021

Course Name	Performance Band Achievement %				
	Students	Bands 4-6		Bands 1-3	
		Tangara	State	Tangara	State
Ancient History	6	100	61.18	0	38.92
Biology 2 Unit	15	93.33	65.61	6.66	34.39
Business Studies 2 Unit	8	100	65.64	0	34.36
Chemistry 2 Unit	7	100	65.97	0	34.03
Drama	6	100	82.63	0	17.37
Economics	0	-	-	-	-
English (Advanced) 2 Unit	21	100	93.71	0	6.29
English (Standard) 2 Unit	15	93.32	57.48	6.66	42.52
Food Technology	7	100	61.4	0	38.6
Geography	10	80	73.6	20	26.4
Mathematics (Standard) 2 Unit	17	76.45	50.8	23.55	49.2
Mathematics (Advanced) 2 Unit	14	100	78.58	0	21.42
Modern History	11	100	64.39	0	35.61
Music 1	7	100	89.32	0	10.68
PDHPE	14	85.7	59.82	14.3	40.18

Course Name	Performance Band Achievement %				
	Students	Bands 4-6		Bands 1-3	
		Tangara	State	Tangara	State
Physics	4	100	70.98	0	29.02
Visual Arts	10	100	90.53	0	9.47
Dance (outside tutor)	0	-	-	-	-
Latin Continuers	0	-	-	-	-
Music 2	0	-	-	-	-
Society and Culture SDE	1	100	79.75	0	20.25
Korean Beginners NSL	1	100	89.08	0	10.92
Polish Continuers SSCL	2	100	100	0	0
Spanish Beginners NSL	1	100	77.08	0	22.92

Course Name	Performance Band Achievement %				
	Students	Bands E3-E4		Bands E2-E1	
		Tangara	State	Tangara	State
Mathematics (Extension 1) 1 Unit	5	100	74.11	0	25.89
Mathematics (Extension 2) 1 Unit	1	100	86.48	0	13.52
English (Extension) 1 Unit	8	100	93.63	0	6.37
English (Extension 2) 1 Unit	6	100	83.86	0	16.14
Music Extension	0	-	-	-	-
Latin Extension	0	-	-	-	-

HSC 2021 highlights

36 students sat for the NSW Higher School Certificate in 24 courses

100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher)

77% of these placed in Band 5 and 6 (80-100 marks)

Of the 20 candidates who sat for a one unit extension course with 100% 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 2021, no Year 12 student participated in a course (2 units of their 10 units) of vocational training.

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

Year 12	Qualification/Certificate	Percentage of Students
2021	HSC	100%
2021	AQF Certificate III or above	0%

Professional Learning and Teacher Standards and Workforce Composition

All Tangara Staff undertook professional learning opportunities throughout 2020, which included:

- Staff Professional Development Days
- School Based Workshops
- Online Training
- External Conferences and Workshops

Professional learning for teachers of K-12

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

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

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

Professional Learning and Accreditation of Teachers

As we were still in the grips of the global pandemic in 2021 many professional activities were cancelled or moved online. This particularly affected professional learning opportunities in Terms 3 and 4.

However, the following Professional Learning activities were undertaken by staff throughout 2021:

Description of the Professional Learning Activity	Number of Staff
LEGISLATIVE	
Anaphylaxis Training	64
First Aid	20
Child Protection AIS online course	64
WELLBEING	
Identifying and Responding to Children and Young People at Risk-self paced learning	64
Staff wellbeing looking at how to care for self as a teacher and during a global pandemic, self care plans	64
Character Building-what influences a person's character and can it be altered?	64
Virtuous Leadership what is character? What are the various character types? What are their strengths and weaknesses? How do different character types interact with one another and how to work with people who do not share your character?	20
Secrets of those who've thrived through the pandemic-life lessons from the latest research	64
CURRICULUM	
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

Description of the Professional Learning Activity	Number of Staff
Various HSC examiners feedback sessions- staff from different departments went to various feedback sessions to learn what sections of the HSC papers students achieve well in and what hints, strategies and tips teachers could give students to improve their performance in future.	15
HSC Marker training and marking including a senior marker	7
Hattie: 10 Mind frames to Enhance Teaching- staff worked through Hattie's 10 Mind frames to discuss each one and how they impact teachers and their teaching	32
Edrolo Training- how to use Edrolo to enhance teaching and how to use the quizzes and set work from the bank of lessons	32
Adjusting Teaching During COVID-19 and consolidating and extending teaching during COVID-19- time was set aside for all staff to collaborate with colleagues about how to teach remotely, how to keep students engaged, to share ideas and resources	64
Project Zero: When Change has Legs: Leading Growth in Classrooms and School - we look at some recent research about how to bring about change in schools without causing staff to become overwhelmed and resistant, there was time for discussion and reflection	64
Data Analysis- the HODS looked at the data from the HSC and from NAPLAN to see where they could target areas for improvement	15
ICT Training Hattie and CANVAS Remote Learning Using lockdown software to run HSC Trials and Preliminary exams	18
Teaching the Preliminary Legal Studies Course and the Economics course, Business Studies Reloaded- our Business Studies teacher has three courses to teach and attended a professional learning course for each one	1
GATSTA-Gifted and Talented teacher meetings to discuss different opportunities and strategies for helping these students	1
Organic Spectroscopy Analysis and Linking Module 4 to Module 5 were two workshops attended by our Chemistry teacher to enhance her knowledge of the syllabus	1
New Syllabus K-2 Maths and English a first look and discussion was an introduction to the new syllabus for the Kindy to Year 2 teachers	10

Description of the Professional Learning Activity	Number of Staff
Tracking Cards - our primary teachers keep a tracking card of the standardised tests that are conducted in the primary school. It is a good method of following the students and ensuring that the students are progressing each year. The tracking cards need to be regularly update and staff do this collaboratively,	10
ACER feedback K-1 feedback is received by staff after the ACER testing is completed. Discussions around student progress are valuable for future planning	6
WUSKA Information PD was held for K-2 staff	10
Advanced Primary APSMO course	2
New syllabus PDHPE with a focus on K-6- new syllabus was discussed with new ideas, teaching strategies shared	2

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

Teacher Standards

64

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

0

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

The Tangara staff comprises of:

116
Teaching Staff

31
Full time equivalent
teaching staff

28
Part time equivalent
non-teaching staff

34
Part time equivalent
teaching staff

8
Full time
non-teaching staff

Student Attendance, Retention Rates and Post-School Destinations

Student Attendance

1. Rolls are marked online each morning by the class teachers.
2. Absences are recorded on the School's attendance database.
3. Parents/Carers are required to notify the school via the Parent Portal if their child is not attending school for the day.
4. The Parent Portal is a convenient online system for parents to explain their child's' reason for absences.
5. Parents are notified via text message if their daughter is absent for some or all of the day or if she is late to school. Absence from school

can be explained up to seven days. However if the student's absence remains unexplained after seven days, the absence will be listed on the student's school report as unexplained.

6. A lunchtime school detention is given in Secondary School when a student is late to school three times per term without parental explanation. An after school detention is given to students who are persistently late, with or without parental explanation. It is the responsibility of the Deputy Principal and Student Welfare Coordinator to investigate whether a student is at school and to investigate any patterns of lateness or absences.

2. For those electing to go to university, many students applied for and accepted early offers, and will study diverse disciplines at a wide range of universities.
3. Tangara alumnae of varying stages of their studies and careers are invited to share post-school experiences with current students, to pass on knowledge and inspire young women as they prepare to complete their schooling.

The great majority of 2021 graduates continued on to university following the completion of their school education. The Class of 2021 achieved excellent ATARs, to facilitate their university ambitions:

Student Retention Rate from Year 10 to Year 12

98.7% of students who started Year 10 in 2019, continued on to complete Year 12 in 2021. The retention rates have remained reasonably constant over the past few years.

Post-School Destinations

1. Students who completed Year 12 are encouraged to identify post-school options that will best suit their interests, talents, and career goals, and are supported with applications for scholarships, early entry schemes, Schools Recommendation Schemes (SRS) and Educational Access Scheme (EAS) as well as other pathways for non-university options.

An estimated 39% of students achieved an ATAR of 90 or above

Highest ATAR – 99.00

One of our students was an All Round Achiever, 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.

Post-School Destinations

University	Courses	
University of Technology	Medical Science Forensic Science	Marine Biology Visual Design and Communication
University of Sydney	Arts/Law Project Management	Science (Food and Agriculture)
Western Sydney University	Speech Pathology Arts/Teaching	Construction Management
Australian Catholic University	Education Speech Pathology	Paramedicine Nursing
Macquarie University	Medical Science Psychology Speech and Hearing Science	Commerce Business Administration Media and Communication/Laws
University of NSW	Design Engineering	Medical Science

Enrolments Policies

Purpose

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

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

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

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

Key Entry Points

The School accepts applications from students in all grades, however, the key entry points are: Tangara School for Girls:

1. Kindergarten
2. Year 2
3. Year 7

Summary of Enrolment Procedures

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

The Enrolment Process takes part in 5 key stages:

1. Enquiry

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

2. Application

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

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

3. Interview and Evaluation

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

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

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

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

4. Enrolment Offer & Acceptance

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

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

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

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

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

1. Orientation

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

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

Enrolment Guidelines

Enrolment Eligibility

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

Enrolment Eligibility

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

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

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

The Family Relationship with the School

1. Siblings of current *Pared* families (siblings already enrolled at a *Pared* School)
2. Children of Alumni from a *Pared* School
3. Children of Staff Members at Redfield will be five years of age on or before 31 March.

The Family's alignment with the School Values

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

The Student's

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

The School's

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

Accepting Students from Other Faith Backgrounds

The School may accept students from other faith backgrounds when:

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

Parent Conduct

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

Enrolment Process for Prospective Students with a Disability

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

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

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

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

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

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

Enrolling a Student on a Visa

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

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

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

Conditions for Continued Enrolment

Continued enrolment at the School is dependent upon:

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

Deferred Start Dates

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

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

Fees

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

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

Returning Families

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

Withdrawing an Enrolment

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

School Policies and Procedures

A full text of policies may be obtained from the School Principal upon request.

Summary of Policy	Changes in 2021	Access to Full Text
1. Student Welfare 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	This Policy is reviewed annually. No changes made.	Upon request, Staff intranet, Parent Handbook and Student Diary

Summary of Policy	Changes in 2021	Access to Full Text
<p>2. Anti-bullying</p> <p>Definitions</p> <p>Preventative strategies</p> <p>Procedures for investigations</p> <p>Possible consequences</p> <p>Procedural fairness statement (includes Safe School Practices)</p>	<p>This Policy is reviewed annually.</p> <p>No changes made.</p>	<p>School Website, Staff Intranet, Parent Handbook, Student Diary</p>
<p>3. Student Discipline</p> <p>Tangara is committed to creating a caring school climate based on Christian ideals and values. The School encourages the growth and development of the whole person – spiritually, intellectually, psychologically and socially – and aims to instill a deep sense of empathy and sensitivity towards the needs and feelings of others. All members of the school community have the right to be treated with respect and dignity and learn and work in a safe and supportive environment.</p>	<p>This Policy is reviewed annually.</p> <p>No changes made.</p>	<p>Upon request, Staff intranet, Parent Handbook and Student Diary</p>
<p>4. Complaints and Grievances</p> <p>Guiding principles, including responsiveness, visibility, confidentiality, procedural fairness, access and equity</p> <p>Definition of a complaint</p> <p>Investigation procedure</p> <p>Possible outcomes</p>	<p>This Policy is reviewed annually.</p> <p>No changes made.</p>	<p>School Website, Staff Intranet, Parent Handbook</p>

School Determined Priority Areas For Improvement

Tangara's Strategic Plan "Beyond 2020" is used to ensure the School delivers on priorities. Our strategic priorities each year align with the School's vision and mission whilst remaining focused on the school's future needs.

Achievement of Priorities and Priority Areas for Improvement

Tangara's priorities that were identified as areas of focus in 2021 were:

Area	Achieved in 2021	Area for improvement in 2022
Teaching & Learning	<p>Prepared for transition to Online NAPLAN</p> <p>Expanded Stem opportunities through Orbispace program</p> <p>Provided teacher collaboration across the school K-12</p> <p>Begun process of centralising collection of data to inform instruction</p>	<p>Expanding our Diverse Learning Team to meet the needs of the range of learners in our school community</p> <p>Continuing our focus on STEM, giving all students opportunities to explore innovative applications of Science, Technology, and Math</p> <p>Focusing on the use of our well established Wrap Program in the Junior School in promoting reading and writing</p> <p>Collecting and analysing student data to monitor student growth and direct our teaching and learning</p> <p>Provide collaborative Professional Learning classroom walkthroughs and peer feedback amongst for our staff</p>
Staff Development	<p>Improved and expanded professional learning opportunities</p> <p>Provided professional learning about strategies to manage work/life balance</p> <p>Provided opportunities to develop leadership skills</p> <p>Reviewed Staff Induction Process</p>	<p>Develop a more comprehensive Staff Handbook</p> <p>Revise and update staff Induction Process</p> <p>Update and maintain professional learning for Junior Staff in WRAP</p> <p>Identify and encourage staff to engage in professional learning in areas of leadership</p> <p>Review Academic Policies and Procedures</p> <p>Develop Whole School Professional Learning Plan</p> <p>Establish a culture of visible wellbeing</p>

Area	Achieved in 2021	Area for improvement in 2022
Facilities and Resources	<p>Develop a School Master Plan (initial consultation with architects has commenced)</p> <p>Completed implementation of Security Fence and System</p>	<p>Finalising our Master plan as part of our vision for next 40 years</p> <p>Prioritising the completion of our fundraising project "Raise the Curtain" for MPH</p> <p>Completing the Security Upgrade commenced in 2021</p> <p>Continue to work with Hornsby Council to improve safety and traffic flow in streets surrounding our school</p> <p>Appointment of a Crossing Guard to improve safety at the Franklin Rd Pedestrian</p>
Student Welfare and Formation	<p>Provided additional opportunities for spiritual formation both on and off the campus (this was facilitated prior, during and post lockdown)</p> <p>Promoted mental health initiatives amongst students</p> <p>Provided greater opportunities to celebrate Tangara's history, traditions, ethos and values</p>	<p>Continue to partner with parents to help each child develop in character, reach their full potential and to shape robust and strong women of the future</p> <p>Appointment of a School Counsellor</p> <p>Mentoring and collaboration between the Secondary school leaders and the Junior school leaders.</p> <p>Professional Learning for our staff in the area of Character Development</p> <p>KPF topics targeted to supporting parents in fostering character building in their children</p>
Communication and Engagement	<p>Introduced a new parent portal</p> <p>Developed and improved partnership with Tangara graduates</p> <p>Reviewed school's branding and marketing</p>	<p>Communicating more effectively with our community regarding our academic programs and priorities</p> <p>Develop regular meetings with Tangara's Alumni</p> <p>Implement a wider range of social media platforms to communicate with our community</p> <p>Continue our participation in Industry based STEM projects such as the Orbispace Initiative</p> <p>Continue our monthly exchange between Tangara heads and similar schools around the world</p>

Initiatives Promoting Respect and Responsibility

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

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

The Virtues Program K-10

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

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

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

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

The Mentoring System

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

Community Service

Students in Primary and Secondary are involved in a wide variety of community service experiences including with the elderly and disadvantaged, people with disabilities, 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.

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.

Chapel

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.

School Assemblies and Guest Speakers

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

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

1. Elevate Study Skills
2. Ms Guilia Jones (Member of Murrumbidgee)
3. I4Give Day
4. Harmony Day
5. Ryda Day Excursion
6. Police Liaison Officer
7. Former Tangara Graduates
8. RUOk Day
9. Big Sister Program
10. International Youth Day
11. Feast of St Josemaria

Parent, Student and Teacher Satisfaction

Parent Satisfaction

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

Each class is assigned 'Class Parents', a couple whose job is to promote the School's family

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

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

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

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

The results from our 2021 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.

Evidence of parental satisfaction with the school's response to COVID-19 was seen in the outpouring of gratitude by parents with a constant stream of emails expressing their sincere appreciation for the school's efforts in maintaining the quality education that we strive to provide and maintain.

Student Satisfaction

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

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

Staff Satisfaction

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

Overall, staff believe that the school's vision, mission and ethos of the school are lived out in all aspects of school life. The school successfully fosters the development of the Catholic faith and encourages the community to live this out. There is a strong sense of belonging and positive relationships were maintained throughout the challenging time of the COVID lockdowns.

Summary of Financial Information

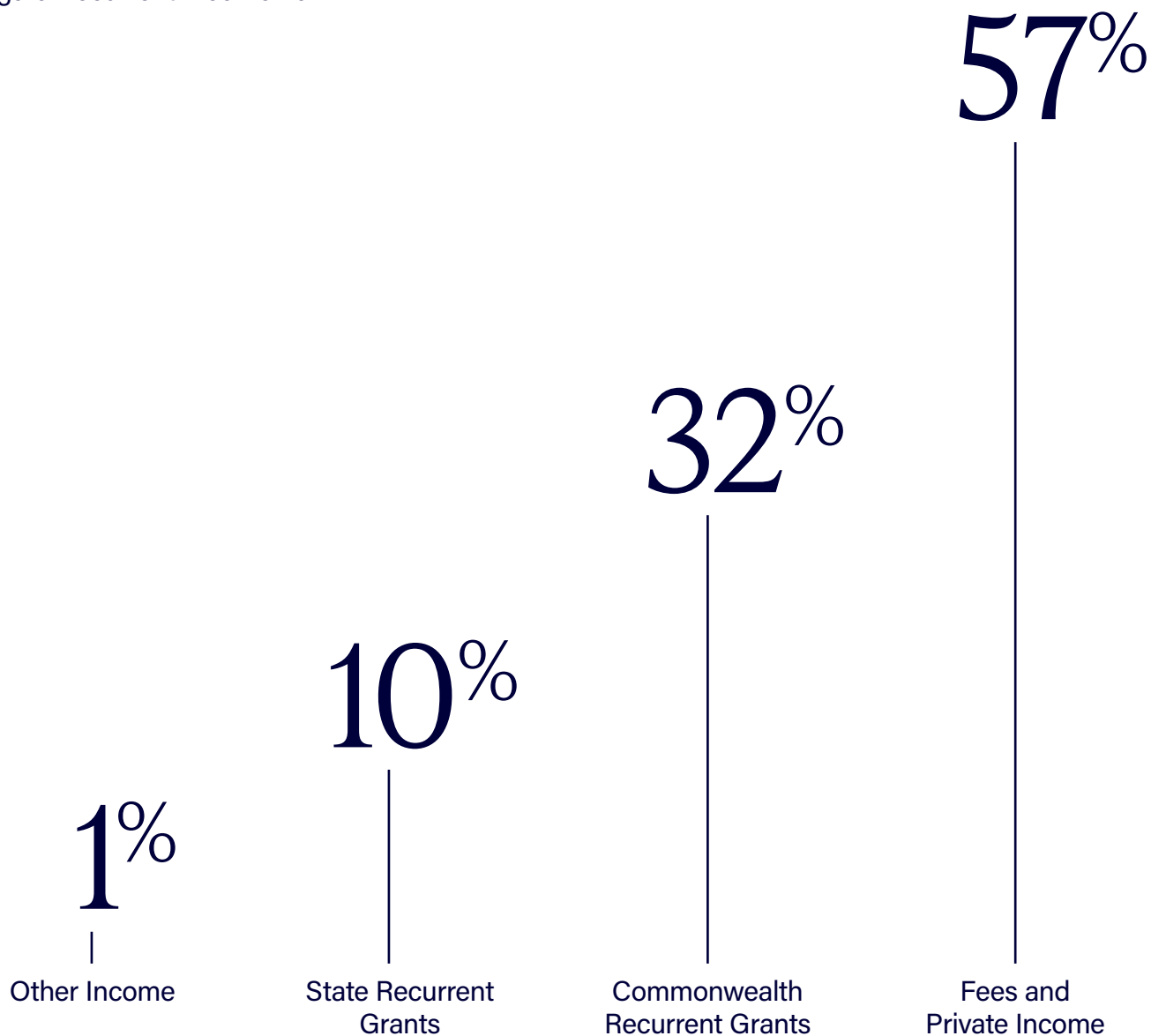
Recurrent/Capital Income

Fees and Private Income	57%	6,876,670
Commonwealth Recurrent Grants	32%	3,888,612
State Recurrent Grants	10%	1,186,776
Other Income	1%	151,297

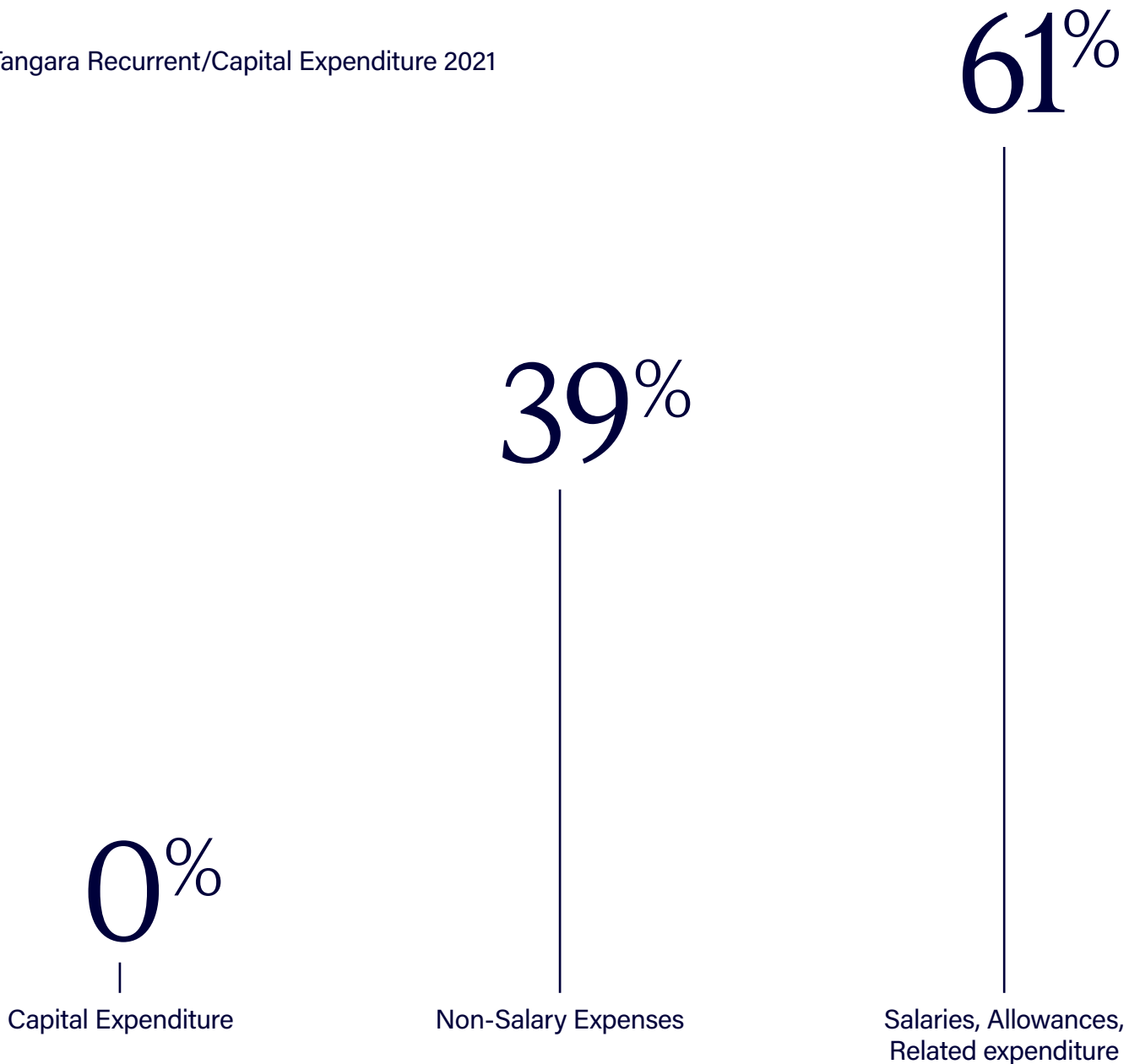
Recurrent/Capital Expenditure

Salaries, allowances, related expenditure	61%	7,766,104
Non-Salary Expenses	39%	4,973,718
Capital Expenditure	0%	54,314

Tangara Recurrent Income 2021



Tangara Recurrent/Capital Expenditure 2021



Tangara