



Tangara

Annual Report 2024

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Messages from Key Bodies

Message from the Chair of the Board

2024 has been a year of continued growth, opportunity, and gratitude at Tangara School for Girls. On behalf of the Pared Board, I extend my sincere thanks to the entire staff for their unwavering commitment to excellence in education and character formation.

Tangara is a school that forms not only strong minds but strong hearts—young women who are prepared to meet the world with integrity, compassion, and courage. This is made possible through the school's commitment to partnering with parents, working together to form each student in her unique strengths and personal vocation. It is a partnership that remains at the heart of the Pared philosophy.

In 2024, we have witnessed the fruits of this approach through the outstanding academic results, impressive achievements in the creative arts and sports, and the many examples of leadership and service demonstrated by Tangara students across all year levels. The mentoring system continues to offer personalised guidance

and support for each girl, and the school's strong Catholic identity continues to shape a culture where faith, joy and simplicity are lived each day.

As a Board, we remain focused on ensuring that Tangara is resourced and supported to deliver on its vision for the future. This includes continued investment in facilities, innovation, and strategic planning to meet the needs of our students and families today and in the years to come.

I thank our parents for their trust and partnership, our dedicated teachers and staff for their extraordinary work, and our students for the energy, kindness and purpose they bring to school life. Tangara is a special place, and it is a privilege to be part of this vibrant and faith centred community.

Gary Doherty,
Chairman

Principal's Welcome

2024 has been a year of outstanding growth, achievement, and collaboration at Tangara School for Girls. As a school community, we are proud of the many ways our students have flourished—academically, creatively, spiritually, and personally.

Our academic achievements continue to be a source of pride, with excellent HSC results from the Class of 2024 and strong NAPLAN outcomes across all year groups, consistently well above state averages. Tangara's students also shone in public speaking, debating, Mock Trial, and the creative and performing arts. This year, several students were recognised with nominations for ArtExpress and OnStage, and our teams reached state level in a range of sporting competitions, including basketball, swimming, and athletics.

At the heart of our educational philosophy is the belief that character formation is as important as academic success. Through service learning, mentoring, and faith development, our students are encouraged to grow in generosity, perseverance, humility, and a spirit of service. From Junior School community outreach to our Year 11 immersion program in the Philippines, Tangara girls are learning what it means to lead with compassion and integrity.

One of the distinctive strengths of Tangara is the strong partnership between parents and the school. Our mentoring system, Key Parent Functions, and personalised communication ensure that every family is known, valued, and supported. This deep level of parent engagement

is not only a hallmark of our school but a key contributor to our students' wellbeing and long-term success.

2024 also saw continued progress on our strategic priorities, with staff across the school committed to a culture of continuous improvement, innovation, and excellence. The success of events such as the Twilight Christmas Market and our growing enrolments speak to a thriving, joyful school culture.

As we look to 2025, we remain committed to nurturing young women of character - students who will contribute meaningfully to their families, professions, and society.

I thank our dedicated staff, our supportive parents, the Pared Board for their steadfast guidance, and our wonderful students for all they have given to Tangara in 2024.

Rita Sakr,
Principal

Message from the School Captain

Tollere Talea. We began this year with the motto 'raise the bar' and as we wrap up our journey as the class of 2024, we are proud to say that we believe that this year, each tangara girl has achieved this.

The outgoing graduating class has gone above and beyond to display this motto in each aspect of their life, along with the virtues Tangara has instilled in us over the past 13 years. Not only have they been role models to their peers but to the entire school community and we have no doubt they will continue to do the same as they venture into a world beyond Tangara. Because of this, we would like to extend a very special thank you to each of our fellow graduates which have left us with a lifelong impact and inspired us to forever remain rooted in our love for service and dedication to our community.

This year, we have had the privilege of creating and maintaining a range of initiatives, programs and events with the support of our leadership team and fellow classmates. Some notable mentions include, the big sister program, Tangara's Got Talent, the launch of a new student newsletter, the Voice of Tangara, musical Friday's and two successful carnivals. Each of these events were empowered and driven by the Class of 2024 who's enthusiasm and passion was transformational. A special thank you to the Leadership Team for 2024, including Sophia Kasalo, Abhimita Roy, Luahn Rahi, Marie Beaini, Liana Tedesco, Josephine Daher, Victoria-Rose Saliba, Catherine Kim and Dominique Sarkis, who particularly helped facilitate and bring to fruition our visions and hopes for the year, and with whom's support exceeded our own standards.

However, without the support of the Pared Community, our teachers and staff and the executive committee, we are certain that this year would not have been nearly as successful. The teachers and staff played an important role

in encouraging, motivating and supporting us throughout our last year of schooling. From the small words of encouragement after a captain's address to their unmatched organisational skills, words cannot express our gratitude and appreciation for your dedication and impact on each of us. Going into this year, we learnt that leadership is not purely based on the events you plan or how well you speak on stage, but rather the individual effect one can have on those around them. It is through our teachers, staff and greater school community that we have seen firsthand the power one person can have on so many lives. It goes without saying that the executive committee has been an enormous support channel and has allowed us to excel in our roles. Mrs Sakr, Mrs Vukovic, Miss Tropea and Mrs Bannon have particularly influenced us during our time as captains, always pushing us to stay motivated in our goals and raise the bar in all aspects of our lives.

We would like to thank our mentors, chaplains, parents and greater school community for your support this year through all our endeavours. Though we leave with countless happy memories, we acknowledge that we couldn't have made it past the challenges of this year without your unending prayers and words of wisdom.

When we began this year, our biggest goal and driving force was to give back to the school and community that have given us so much. Finally reaching the close of our schooling life, we are pleased to say that without fully knowing the extent of our impact on those around us, we are filled with pride knowing that every member of the graduating class has given their all and will forever be dedicated to this pursuit of service.

Though we are confident in our impact on the community, we are equally as confident in the class of 2025 whom we know will continue to "raise the bar" and foster unity through their own motto 'we're all in this together'. To end, we'd like to part with the encouraging words of St Josemaria, those being, "If God gives you the burden. God will give you the strength."

Natalya Rajakariar,
2024 School Captain

Tangara School Profile

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

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

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

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

Characteristics of the student body

Tangara School for Girls accepts students at various stages of their education, from Preparatory to Year 12. Most students begin their educational journey with us in Kindergarten. Regardless of when students and their families join Tangara, they are immediately made to feel welcomed, inspired, and engaged in their learning.

In 2024, Tangara had 835 students enrolled across the Preparatory, Junior, and Secondary Schools. Our overall school enrolment remained robust, with a high level of interest in all year groups. Many classes had waitlists for 2024 and beyond, reflecting the strong demand for a Tangara education.

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

Tangara boasts a diverse population of students, including those with specific needs, students with high academic ability, and those with particular talents in areas such as the Creative Arts, Sport, and Creative Thinking. Although Tangara has a strong Christian ethos, we warmly welcome families from other denominations and faiths.

Student Outcomes in Standardised National Literacy and Numeracy Testing

Interpreting the table:



Comparison of Tangara’s 2024 NAPLAN results with all Australian Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	455	471	442	495	437
Year 5	540	548	543	577	528
Year 7	607	619	611	649	628
Year 9	632	640	609	658	628

Comparison of Tangara’s 2024 NAPLAN Results with Similar Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	455	471	442	495	437
Year 5	540	548	543	577	528
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Higher School Certificate Results 2024

Course Name	Bands 4-6			Bands 1-3		
	Students	Tangara	State	Students	Tangara	State
Ancient History	9	100	65	0	0	35
Biology	20	100	70	0	0	30
Business Studies	16	94	64	1	6	36
Chemistry	6	100	67	0	0	33
CAFS	30	100	71	0	0	29
Drama	7	100	92	0	0	8
English Standard	16	94	67	1	6	33
English Advanced	36	100	96	0	0	4
English Extension 1	5	100	95	0	0	5
English Extension 2	3	75	87	1	25	13
Food Technology	3	100	60	0	0	40
Geography	11	92	73	1	8	27
Mathematics Standard 2	23	96	59	1	4	41
Mathematics Advanced	14	100	77	0	0	23

Course Name	Bands 4-6			Bands 1-3		
	Students	Tangara	State	Students	Tangara	State
Mathematics Extension 1	4	100	80	0	0	20
Mathematics Extension 2	4	100	86	0	0	14
Modern History	7	100	71	0	0	29
Music 1	8	100	89	0	0	11
Music 2	1	100	98	0	0	2
PDHPE	11	79	67	3	21	33
Physics	8	100	65	0	0	35
Visual Arts	9	100	94	0	0	6
Legal Studies	9	82	69	2	18	31

Post School Destinations

Destination	Course
Australian Catholic University	Bachelor of Psychological Science/Bachelor of Nutritional Science
	Bachelor of Occupational Therapy
	Bachelor of Creative Arts
	Bachelor of Education (Early Childhood and Primary)
	Bachelor of High Performance Sport
Macquarie University	Bachelor of Speech and Hearing Science
	Bachelor of Cognitive and Brain Science
	Bachelor of Commerce/Bachelor of Laws
	Bachelor of Finance
	Bachelor of Ancient History
University of Technology Sydney	Bachelor of Cyber Security
	Bachelor of Psychology
	Bachelor of Applied Finance/Bachelor of Professional Accounting
	Bachelor of Animation Production
	Bachelor of Design Interior Architecture
	Bachelor of Criminology
	Bachelor of Communication (writing and publishing)
	Bachelor of Sport and Exercise Science
	Bachelor of Midwifery

Destination	Course
Univeristy of Sydney	Bachelor of Psychology
	Bachelor of Science/Master in Nutrition and Dietetics
	Bachelor of Economics/B Advanced Standards
	Bachelor of Engineering Hons (Biomedical)
University of New South Wales	Bachelor of Science
	Bachelor of Food Science (Hons)
	Bachelor of Nutrition/Master in Dietetics and Food Innovation
	Bachelor of Psychological Science
	Bachelor of Interior Architecture
Western Sydney University	Double Commerce
	Bachelor of Medical Science
	Bachelor of Arts
	Bachelor of Social Work
	Bachelor of Paramedicine

HSC 2024 highlights

*1 All Rounder:
Nadine Ishak*

*100% of students scored
Band 2 or higher*

*73% of students placed in
Bands 5 and 6.*

*53 students sat the HSC in
23 courses.*

We accessed the NSW School of Languages for the following language: Italian Beginners. We accessed Sydney Distance Education High School for 1 student in each of Business Studies, Agriculture and Modern History. One student studied Dance with an outside tutor. Our 4 Mathematics Extension 2 students studied with Redfield College.

57 listings on the Distinguished Achievers List for achieving a Band 6 or equivalent in their course (90% or above) in the following subjects:

*Ancient History
Business Studies
Chemistry
CAFS
Drama
English Advanced
English Extension 1*

*English Extension 2
Food Technology
Mathematics
Standard 2
Mathematics
Advanced*

*Mathematics
Extension 1
Mathematics
Extension 2
Music 1
Visual Arts*

Of the 17 students who sat for one or more extension courses 94% achieved the highest bands with 40 or more (E3 and E4).

100% of students gained their HSC Certificate.

ATARS

17 students (32%) achieved ATARS of 90 or above with the highest ATAR 97.95

Record of School Achievement (RoSA)

Year 10

In 2024, there were 53 students enrolled in Year 10. All students completed their courses for Year 10 and were successful in moving to Year 11. The school did not have any students who required the formal award of a Record of School Achievement in this cohort.

Year 11

In 2024, there were 46 students enrolled in Year 11. All students completed their Preliminary HSC courses and successfully moved to Year 12. The school did not have any students who required the formal award of a Record of School Achievement in this cohort.

Year 12

Students Attaining HSC And/Or Vocational Education And Training Qualifications:

100%

Higher School Certificate (HSC)

0%

AQF Certificate III or above

0%

Vocational training courses (2 students)

Professional Learning and Workforce Composition

Accreditation Status

All teaching staff responsible
for delivering the curriculum:

0
Conditional

4
Provisional

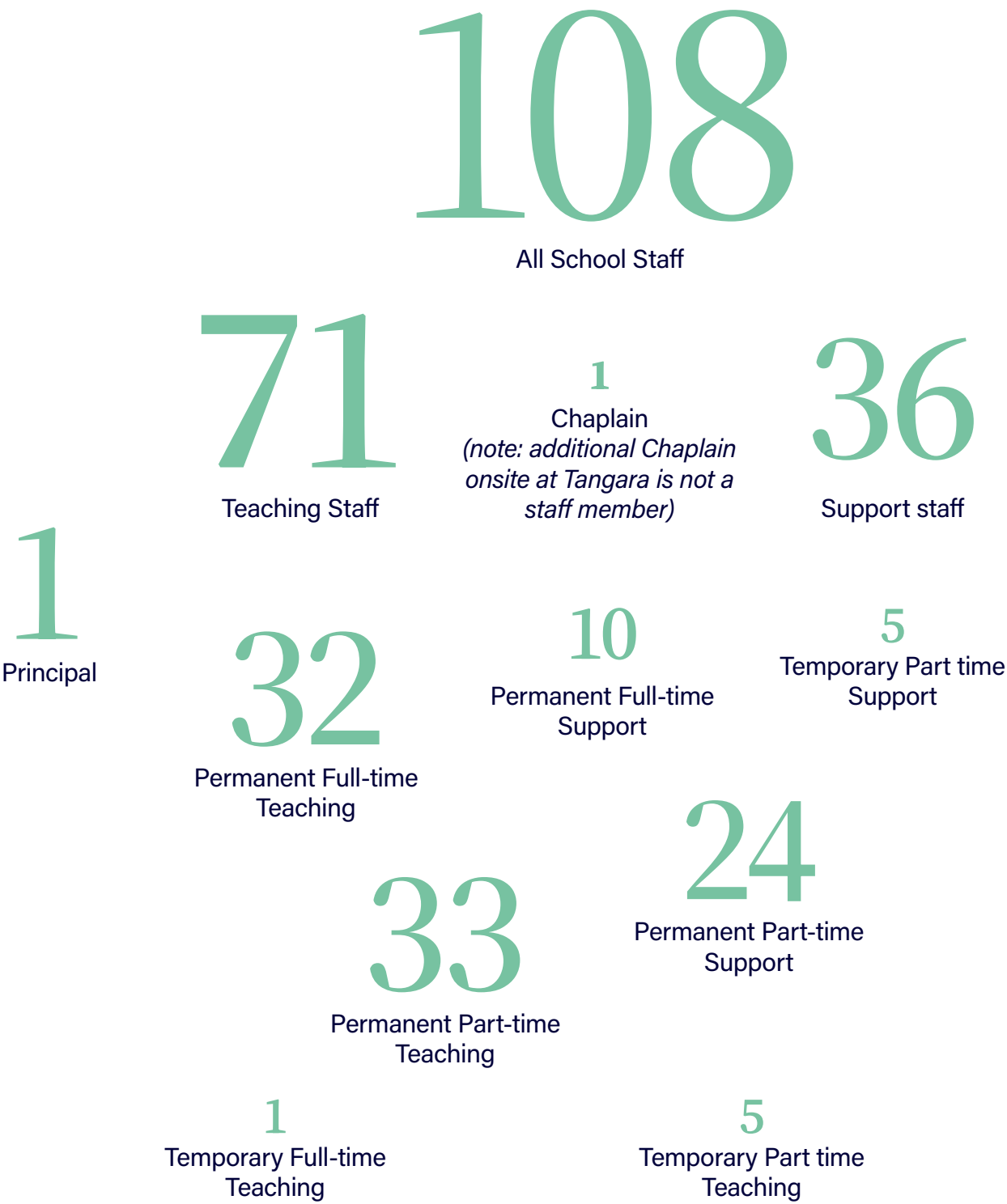
60
Proficient

64
Total Teaching Staff

*Accreditations status as defined by the TA Act

Workforce Composition

In November 2024, the Tangara staff is comprised of:



Student Attendance and Retention Rates and Non-Attendance

Student Attendance Rates

In 2024, Tangara School for Girls maintained high student attendance. Regular attendance is crucial for students to maximise their potential, and promoting this is a shared responsibility between the school and parents. While parents are legally accountable for their daughters' consistent attendance, Tangara staff monitor full day and part-day absences as part of their duty of care.

Tangara tracks daily attendance and absences using a register for each Homeroom in Engage, following the NSW Attendance Register Codes. Under the 1990 Education Act, schools must ensure students under 17 meet attendance standards unless exemptions apply. Attendance is essential for students' academic, spiritual, and social development at Tangara. Therefore, it is compulsory for students to attend the school for the entire duration of each term, including participating in carnivals, retreats, camps, excursions, and reflection days.

Student Non-Attendance

Prolonged or repeated non-attendance, unrelated to a significant injury or illness, is addressed by the Head of School and the Welfare Coordinators. They approach such issues pastorally, prioritising the student's overall wellbeing. Strategies to manage poor attendance include student and parent/carer interviews, developing a school based attendance improvement plan, and referrals to the school counsellor or external professionals, with support from the Diverse Learning staff. Persistent issues result in an interview with the Principal, followed by appropriate follow-up actions. If the situation continues, a report to the Department of Communities and Justice is made.

Attendance rates

The listing below shows in percentages the students attendance rates by year level in 2024.

93% Kindergarten

93% Year 1

93% Year 2

95% Year 3

93% Year 4

93% Year 5

93% Year 6

93% Year 7

92% Year 8

92% Year 9

92% Year 10

93% Year 11

90% Year 12

Whole School
attendance rate

93%

Enrolments Policy

Purpose

This policy outlines the enrolment requirements and process of 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:

1. Kindergarten
2. Year 2
3. Year 7

Summary of Enrolment Procedures

The Enrolment Procedures are detailed in full in the Enrolments Standard Operating Procedure 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.

2. Application

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

The School is not obliged to hold places until the acceptance fee has been paid.

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

After the Enrolment Officer has received an acceptance of the offer by both parents, a final confirmation is sent to the parents that all requirements have been met for the enrolment. Upholding the conditions of the enrolment contract and conditions set out in the Letter of Offer are the requirements for continuing enrolment at the School.

5. Orientation

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

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

Enrolment Guidelines

Enrolment Eligibility

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

Offering Enrolment

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

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

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

The Family Relationship with the School

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

The Family's alignment with the School Values

- | | |
|---|---|
| 1. Students from families 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 a diagnosis, any previous work with specialists or previous schools, and any other documentation required to make an assessment about whether or not the School will be able to support the student's needs.

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

Enrolling a Student on a Visa

When the School is considering an application from a student on a visa, it is essential that the correct checks are made to ensure it is appropriate to continue their enrolment process. Student visas hold conditions that may or may not allow a student, or a parent and their dependent, to be received at 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(s) 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 Headmaster regarding their students' withdrawal is regarded as the official date of notice.

School Policies and Procedures

Summary of Policy

1. Child Protection Policy

At Tangara the welfare and happiness of our students are always important concerns. The School is fully committed to promoting the welfare, safety and security of all its students and providing appropriate academic programs for all students.

The pastoral and welfare program is aimed at recognising the interconnectedness of student well-being and achievements. The School fosters the development of respect for each individual and of service, within the Christian context of the School. Tangara seeks to provide a safe and supportive environment which minimises the risk of harm and ensures that students feel secure.

The school works in partnership with parents to ensure all students are supported. This is achieved through our mentoring program, Chaplaincy program and availability of our school counsellor.

Our Child Protection Policy and Procedures are rigorously employed in the protection of our students and in the engagement, induction and on-going training of all staff.

2. Student and parent-Guardian Grievance and Prodecural Fairness Guidelines

Tangara is committed to providing a fair, safe and productive environment where grievances are dealt with sensitively and expeditiously.

This policy relies on procedural fairness (as appropriate) in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by staff, students and parents. These processes specify the School's preferred mechanism for raising complaints and grievances and how the School will respond.

Summary of Policy

3. Bullying Prevention Policy

Tangara is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.

Tangara recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school is respected and accepted.

Bullying is not tolerated at Tangara. It is our policy that:

- a. bullying be managed through a 'whole-of-school community' approach involving students, staff and parents/guardians
 - b. bullying prevention strategies are implemented within the school on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
 - c. bullying response strategies are tailored to the circumstances of each incident
 - d. we establish procedures for reporting and responding to child safety concerns, including when the behaviour may be an indicator of child abuse and other harm
 - e. staff establish positive role models emphasising our no-bullying culture
 - f. bullying prevention and intervention strategies are reviewed on an annual basis against best practice.
-

4. Student Development Policy

The School's discipline policies expressly prohibit the use of corporal punishment of any kind in disciplining students attending the School. Further, the School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents or caregivers, to enforce discipline at the School.

This policy aims to build an environment at Tangara that is based on positive behaviour which is the consequence of the responsible use of freedom, mutual respect and cooperation. The policy establishes principles and procedures for procedural fairness in managing behaviour in a positive and professional manner.

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.

Initiatives Promoting Respect and Responsibility

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

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

The Virtues Program K-10

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

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

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

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

The Mentoring System

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

Community Service

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

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

Leadership

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

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

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

Chapel

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

Camps

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

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

School Assemblies and Guest Speakers

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

Parent, Student and Teacher Satisfaction

In 2024, Tangara continued to receive overwhelmingly positive feedback from parents, students, and staff, reflecting the strong sense of partnership and shared purpose that underpins our school community.

Parents consistently express deep appreciation for the school's commitment to nurturing the whole person. They value the close collaboration between home and school, the personal mentoring system, and the emphasis on faith, character development, and academic excellence. Many parents have noted the positive impact Tangara has had on their daughters' confidence, resilience, and overall wellbeing.

Students speak highly of Tangara's inclusive and supportive environment, where they feel known, encouraged, and challenged to be their best. They appreciate the wide range of co-curricular opportunities—from sport to the arts—and the many avenues for leadership and personal growth. Most importantly, they feel a strong sense of belonging and purpose.

Staff members report high levels of professional satisfaction, citing the school's clear mission, collaborative culture, and focus on continuous improvement. They feel supported in their roles and inspired by the opportunity to contribute meaningfully to the formation and development of young women.

The consistent and positive feedback from all stakeholders affirms the strength of Tangara's educational approach and highlights the profound and lasting impact the school continues to have on its students and their families.

Summary of Financial Information

Recurrent Income 2024

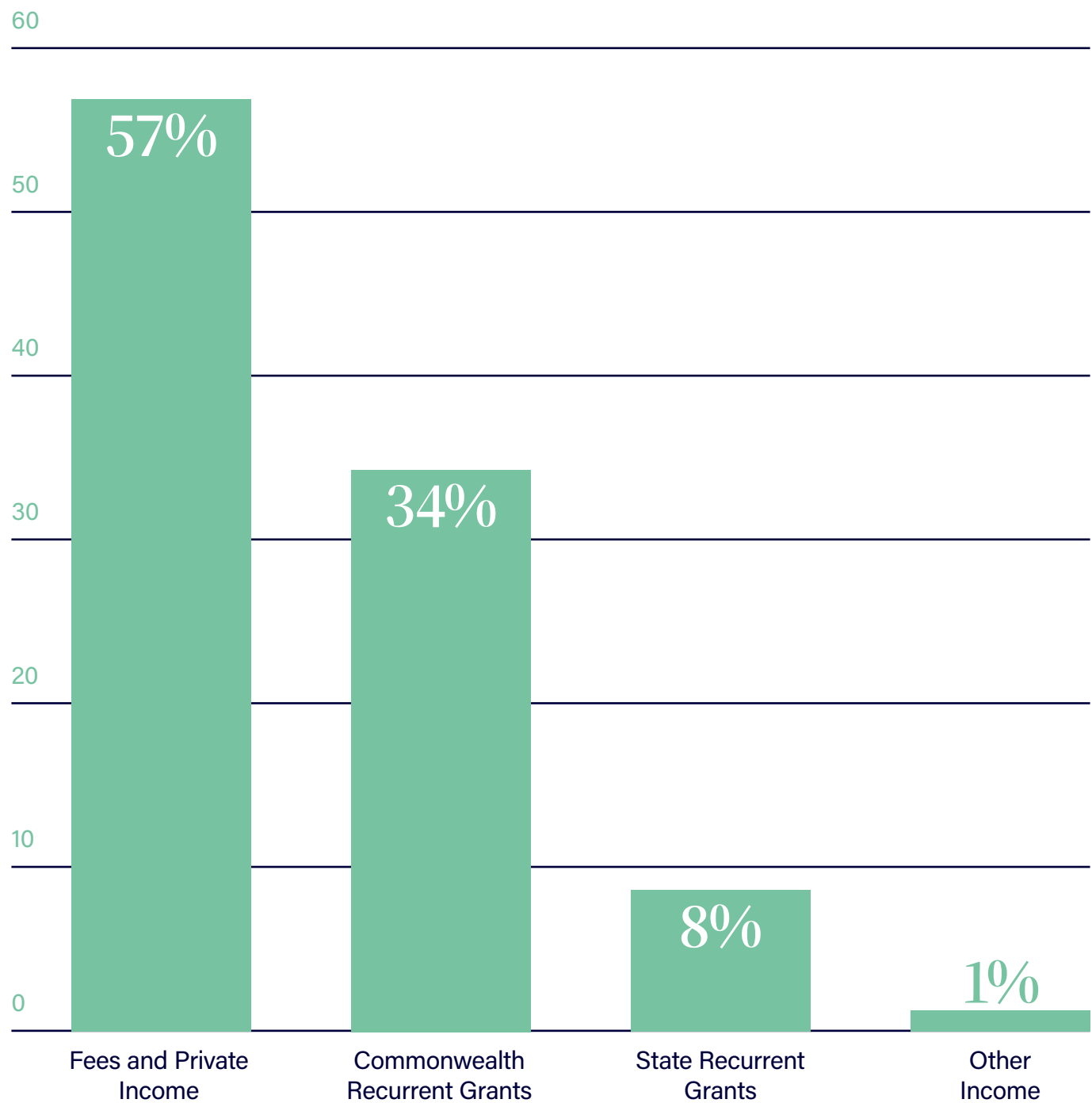
Fees and Private Income	57%	\$9,740,521.21
Commonwealth Recurrent Grants	34%	\$5,870,296.95
State Recurrent Grants	8%	\$1,458,067.52
Other Income	1%	\$169,213.10

Recurrent/Capital Expenditure 2022

Salaries, Allowances, Related Expenditure	62%	\$10,637,667.63
Non-Salary Expenses	37%	\$6,314,734.59
Capital Expenditure	2%	\$261,137.47

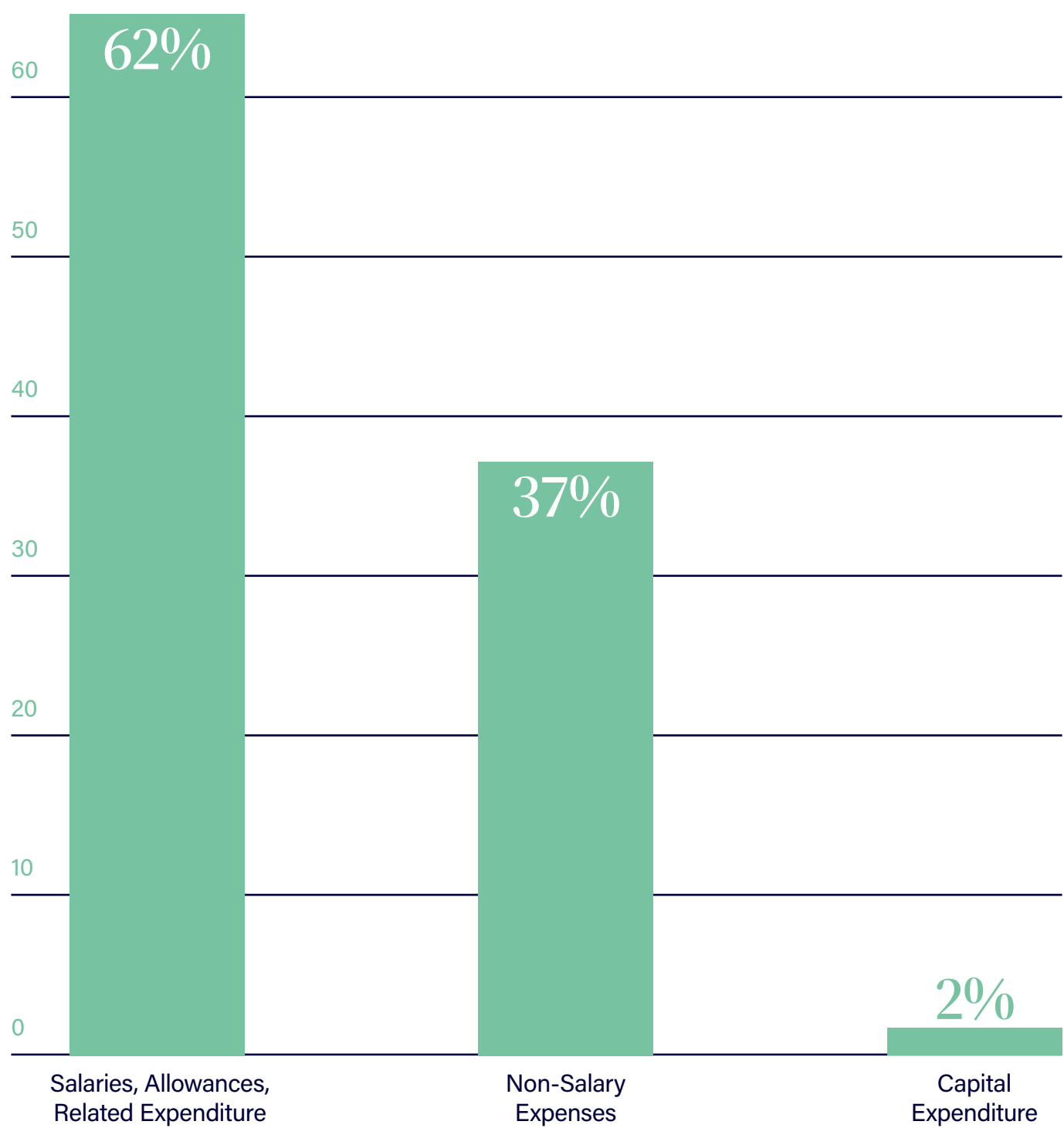
Recurrent/Capital Income

Tangara Recurrent Income 2024



Recurrent Expenditure

Tangara Recurrent Expenditure 2024





Tangara