



Tangara SCHOOL FOR GIRLS

ANNUAL REPORT 2019



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1. *A Message from Key School Bodies*

1.1 CHAIR OF THE BOARD – GARY DOHERTY

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

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

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

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

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

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

1.2 PRINCIPAL – DR KATRINA GEORGE

2018 marked another successful and vibrant year at Tangara celebrating success on a number of various levels.

Here we are again! It is difficult to believe that another year has come and gone. In the frantic fury of the end-of-term wrap up, I am forced to find time to stop, and reflect. And reflecting can be uncomfortable. Every year, there are successes and achievements, but also some failures and mistakes, professionally and personally. This time around, a well known dictum came to my mind: 'The unexamined life is not worth living'. I think Socrates was right: without reflection and self-examination, we easily surrender to the busyness of routine. It's safer that way, because we never have to face ourselves.

I suppose that is the long way of saying: I finally sat down, did some reflecting, and wrote this speech. And I began to think, maybe a bit too much: why do I do what I do? I mean, as the Principal. But actually, the reason I do what I do is pretty simple: I want to change

the world. It's a modest ambition, and as the Head of a girls' school, I am in a privileged position to do my little bit: "Empower women, and you change the world." Women represent half of the world's population and yet we account for 70% of the world's poor. Women contribute approximately 70% of working hours in the world, but we only earn 10% of the world's income. Women account for two thirds of the 750 million adults around the world without basic literacy skills. A big part of the solution to these problems is education. However, around the world, 130 million girls are out of school.

A world where all women and girls have the freedom to flourish would be a very different world. "Empower women, and you change the world."

Of course, in Australia the challenges for women are, for the most part, quite different. I dare to say that one of those challenges is the word 'empowerment' itself: it has become a cliché, synonymous with aggressive ambition and individualism. The empowered woman is some sort of hybrid of Wonder Woman, Xena Warrior Princess, and Buffy the Vampire Slayer.

I exaggerate with these examples, but what concerns me most about the 'female empowerment' mantra, is that it sounds suspiciously like the worst excesses of masculinity, with its focus on power, control and domination.

Of course, no one would dare say aloud that women's empowerment requires us to be like men. However, that is the message to young women when the private realm of children, home and family, is looked down upon as a second-class pursuit.

And when young women do take up their right to full and equal participation in the public world, they are faced with the same prejudice we openly criticize in more traditional societies: the belief that the ability to create and nurture life is incompatible with other forms of human fulfilment such as the pursuit of a profession. This is a prejudice that disadvantages not only women, but men and children too.

When workplaces, social and economic structures, truly value the nurturing of new life, and the formation of the next generation, it won't just be women who are empowered: men too, as more opportunities will open for them to play a greater role in child-rearing. Family life will be enriched and strengthened.

The day when media interviews with male executives start with the question of how they manage their families along with their jobs; when the average 22 year old man graduating from university ponders

with his mates how he will combine children with his professional life, then we will know we are getting somewhere.

"Empower women and you change the world." Genuine empowerment of women and men, requires formation in freedom and responsibility. In other words, a life of virtue, where we are empowered to flourish, by pursuing truth and goodness in our everyday choices. It is Tangara's privilege, dear parents, to partner with you in this great task. Working together in the education and formation of your daughters, we are already changing the world.

As we wind up another year, may I thank all the Tangara staff for their exceptional dedication. Thank you to the staff of PARED, and the Chair, Mr Gary Doherty, the PARED Directors, and the PARED CEO, Mr Eugene Choi, for your encouragement and support.

I look forward to the coming year with much optimism. Our precious school continues to grow: with many new students joining Tangara in 2020. Thank you to everyone for your part in this amazing success.

MESSAGE FROM SCHOOL CAPTAIN - CHANTAL KOS

It is now truly the end of the 2019 school year. You could call it the last 'teen' year of the century actually. When writing my speech, in which I have been reminded of since becoming school captain last year, I was forced to take a step back and to really ask myself, who am I? Why am I me? And how am I me?

And I know what you are all thinking. The school year is finished, no more philosophy classes, I'm done! ...I know. But seriously, I urge you all to reflect on who you are and where you are at this moment. And when we begin reflecting on our lives, we realise all the things we have to be grateful for. Our wonderful school, our faith, our friends, our teachers, our parents, and yes maybe even our siblings. And as I look out into the audience, I see teachers that care, I see parents that care and I see students that care.

And that is why we are who we are. Through the efforts of people that care.

The girls that I see before me have become the children and young women that they are because of your love and attention, because you cared. At Tangara we are taught, we are given guidance, but most of all we are given examples. Girls, parents, teachers, never forget the power of your example. Never forget how much

you can impact people. Never forget how your actions affect others.

And in saying that, tonight I stand here on this stage challenging you to do more. To be more of a person than you are. To care more. To start living your lives to the fullest. This life is the only one we will have. This is it!

Every single one of us who is so fortunate as to be sitting here right now today has been given so much. And it is now that we need to use what we have been given. It is now that we should stop living our lives in the shell of what they really could be.

Live your lives not according to how you feel or what you want. Live it according to what you aspire to, to what your dreams for yourself or your children are. Live your lives rich with care and in doing so, sacrifice. What better way to really show your care than to endure sacrifices for the good of another?

It is our responsibility to be the best friend, the best daughter, the best worker, the best spouse, the best mother or the best whatever we can be. And know that during this struggle, that people you are doing it for are grateful. Know that even if they may not show it or even realise it, they are grateful for its impact on their lives.

St Josemaria said "Understand this well: there is something holy, something divine hidden in the most ordinary of situations, and it is up to each of you to discover it." I truly believe these words and urge each and every one of you to follow them. Let us not take for granted the simple and ordinary moments in life that occur each and every day. Be grateful for each day of school, be grateful for the kiss or hug that your parents force upon you before you leave, be grateful for the attentiveness of your mentor, be grateful for when your friends make you laugh.

Each and every situation is so ordinary, but these are the ones that make up our lives. And therefore, it is when we begin to care more about each unique human person that we change lives. Parents, let your daughters know you care. Girls, let your friends know you care. Teachers, let your students know you care.

Whether it is attending their sports games, giving praise to a student where it is due or simply comforting a friend in distress - these ordinary moments make up our lives. At Tangara over the past 13 years I can honestly say that all 36 girls of the graduating class of 2019 have experienced this care.

We went to school knowing that we had friends there ready to cheer us up, stir up some mischief or have a deep conversation. We went to school knowing our teachers were ready to give up their lunchtimes in order to explain how exactly parametrics actually work.

To the teachers of Tangara, I thank you wholeheartedly for your efforts. You are the people who make Tangara what it truly is. Everyday without fail you were there, answering our questions, listening to our many complaints and sympathizing with us over the ineptitude of the new NESA syllabus.

To our mentors, how quietly you knock on the classroom door and ask the teacher if you may see a tutee. And how wonderful it is to hear that in a particularly long English lesson. And to our mentors, Miss Alvir in particular, those tutorials were the best 1hr knowing that someone completely and utterly cared enough about me to spend time talking to me.

I mentioned a few months ago that I recently realised that PARED stands for parents for education. And how fitting a name that is. Every single parent here today has been so instrumental in being part of their daughter's lives and being part of Tangara.

I would like to thank my own family who constantly encouraged me throughout my school life. My parents were so dedicated in caring for me, and my 3 brothers I guess... but having been on the receiving end of this care for the past 18 years, I ask all of you parents out there to never underestimate where all your often unseen hard work and sacrifice leads. We feel it and are grateful for it, even if we may not say it.

And finally to the Class of 2019. In previous speeches I know that I have complimented you all quite a lot. But here I am tonight to do it again. In the words of a close friend of all of us; you all really are the GOAT. And that is GOAT - greatest of all time. After spending a tenth of my lifetime with you, I am in awe of how far we have come together.

Last Sunday most of us attended the Baptism of our Vice-Captain Katie Lang in the Tangara Chapel. This in itself was a little miracle that reminded me how fortunate we are to have each other but also our school. Katie you have been the rock in our grade. You have supported us all with your quiet work and constant care. You really are the bomb!

To all students at Tangara, never take for granted what is given to us so freely at our school. We have all been given more than an education, we have been given a foundation for our lives with the virtues that were

taught to us. We really are still only at the beginning of our lives and so let us not end with our wings firmly clamped to our sides in the past, let us soar to the heights with our wings open and ready to catch any breeze that may help us along the way.

Ladies and Gentlemen, as 2019 is the last proper 'teen' year of the century I ask that you end it well. That you find those hidden divine meanings in each ordinary situation. I heard a story about a student who graduated a couple of years ago. She was in another country and sent postcards to Tangara for each of her teachers. The teachers were extremely excited and compared each other's postcards to see what she had written to each of them. This was a fairly ordinary situation, but for me, it was living proof of the care that has been given to us by Tangara and the gratitude that we all feel in return.

2. *Contextual Information about the School*

Tangara was founded in 1982 as the first of the PARED schools. Tangara's main campus at Cherrybrook in north-west Sydney is the location of the Primary and Secondary Schools which educate girls from Year 2 to Year 12. Tangara has now consolidated its past three Infants campuses at Cherrybrook, which cater for boys and girls from Reception to Year 2. At the commencement of Term 1, 2018, the Belfield campus was relocated to the main campus at Cherrybrook.

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

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

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

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

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

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The National Assessment Plan - Literacy and Numeracy (NAPLAN) tests the Numeracy and Literacy skills of all Australian students in Years 3, 5, 7 and 9.

The performance of each student is reported in National Achievement Bands for each year level. The national scale of achievement across the 10 bands makes it possible to monitor the progress made by individual students across their years of schooling. Year 3 achievement is reported across Bands 1-6. Year 5 achievement across Bands 3-8, Year 7 across Bands 4-9, and Year 9 across Bands 5-10.

LITERACY ACHIEVEMENT IN BANDS

Achievements in Literacy are reported in the separate domains in Reading, writing, Spelling and Grammar and Punctuation.

NUMERACY ACHIEVEMENT IN BANDS

Achievements in Numeracy have been provided as an Overall Numeracy score. Tangara students achieving in particular bands are compared to the state in the area of Overall Numeracy.

COMPARISON WITH OTHER SCHOOLS

TABLE 1 – Comparison of Tangara’s 2019 NAPLAN Results
With All Australian Schools

Compare to ☐ Students with similar background ☒ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	487	470	524	534	462
Year 5	549	526	569	581	548
Year 7	588	566	609	633	613
Year 9	623	591	632	641	614

NAPLAN participation for this school is 98%
NAPLAN participation for all Australian students is 95%
Interpreting the table

Selected school’s average when compared to all
Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

TABLE 2 – Comparison of Tangara’s 2019 NAPLAN Results
With Similar Schools

Compare to ☒ Students with similar background ☐ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	487	470	524	534	462
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Interpreting the table

Selected school’s average when compared to all
Australian students

- Well above
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2.1 SENIOR SECONDARY OUTCOMES

2.2 THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT

Tangara did not have any students who required the issuance of a Record of School Achievement in 2019.

2.3 HIGHER SCHOOL CERTIFICATE RESULTS 2019

In 2019, 35 Tangara students sat a total of 180 examinations. All students attained their HSC. Students achieved 30 listings on the Distinguished Achievers List for achieving a Band 6s or E4s (90% or above) in the following courses:

Biology	Business Studies	Chemistry
Drama	Economics	Food Technology
English Standard	English Extension 1	Music 2
Mathematics	Music 1	
PDHPE	Visual Arts	

Tangara students achieved 113 Band 5s or E3s (80% or above).

TABLE 3 - Higher School Certificate Results 2014 - 2019

Subject	Year	Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
			Tangara	State	Tangara	State
Ancient History	2019	6	83.32	64.79	16.6	33.78
	2018	7	100	36.1	0	37.4
	2017	12	100	61.87	0	38.13
	2016	11	100	58.57	0	41.43
	2015	17	100	61.13	0	38.87
	2014	9	100	61.75	0	38.23
Business Studies	2019	8	87.50	61.41	12.50	37.50
	2018	11	81.8	64.32	18.2	35.68
	2017	8	100	65.6	0	34.4
	2016	6	100	64.2	0	35.8
	2015	4	100	66.68	0	33.32
	2014	6	100	67.7	0	32.3
Biology	2019	15	79.99	60.03	20	39.30
	2018	14	100	69.82	0	30.18
	2017	11	100	68.71	0	31.29
	2016	11	100	65.04	0	34.96
	2015	16	100	59.96	0	40.04
	2014	16	100	62.19	0	37.81
Chemistry	2019	7	71.42	67.04	28.56	32.44
	2018	8	100	78.68	0	21.32
	2017	6	100	71.06	0	28.94

	2016	0	N/A			
	2015	8	100	73.56	0	26.44
	2014	11	90.91	75.69	9.09	24.31
Drama	2019	8	100	84.05	0	15.8
	2018	9	100	82	100	18
	2017	4	100	83.99	0	16.01
	2016	2	100	83.32	0	16.68
	2015	6	100	82.25	0	17.75
	2014	10	100	84.6	0	15.4
Economics	2019	4	75	74.45	25	25.15
	2018	0	N/A			
	2017	4	100	74.09	0	32.47
	2016	0	N/A			
	2015	1	100	74.91	0	25.09
	2014	5	100	73	0	27
English Advanced	2019	19	100	91.84	0	8.03
	2018	19	100	90.34	0	9.66
	2017	21	100	91.84	0	8.16
	2016	12	100	62	0	38
	2015	22	95.46	91.18	4.54	8.82
	2014	28	100	91.62	0	8.47
English Standard	2019	16	93.75	51.81	6.25	47.62
	2018	10	60	50.25	40	49.55
	2017	15	100	55.14	0	44.86
	2016	13	92.31	49.51	7.69	50.49
	2015	15	93.34	42.41	6.66	57.59
	2014	15	100	43.48	0	56.53
Food Technology	2019	5	100	66.63	0	31.78
	2018	5	60	61.28	40	38.72
	2017	8	87.5	59.9	12.5	40.01
	2016	6	85.71	59.49	14.299	40.51
	2015	13	92.31	56.56	7.69	43.44
	2014	6	100	55.57	0	44.43
Geography	2019	6	83.32	71.97	16.66	27.20
	2018	2	100	73.2	0	26.8
	2017	6	100	73.72	0	26.28
	2016	3	100	70.88	0	29.12
	2015	5	100	66.76	0	33.24
	2014	6	100	69.4	0	30.6
Mathematics Standard (General)	2019	8	100	56.16	0	42.91
	2018	13	92.31	52.64	7.69	47.36
	2017	20	85	50.71	15	49.29

	2016	15	93.33	52.09	6.67	47.91
	2015	12	75.01	50.55	24.99	49.55
	2014	23	100	51.32	0	48.68
Mathematics Advanced	2019	15	86.65	79.34	13.33	21.39
	2018	11	100	77.74	0	22.26
	2017	13	100	75.22	0	24.78
	2016	5	100	76.64	0	23.36
	2015	14	92.86	80.94	7.1	19.06
	2014	18	100	81.65	0	18.35
Modern History	2019	15	100	65.66	0	33.13
	2018	5	100	70.88	0	29.12
	2017	15	100	71.3	0	28.7
	2016	13	100	73.18	0	26.82
	2015	13	100	72.6	0	27.4
	2014	21	90.48	75.34	9.5	24.66
Music 1	2019	6	100	90.61	0	8.94
	2018	4	100	89.8	0	10.2
	2017	4	100	89.74	0	10.26
	2016	4	100	89.16	0	10.84
	2015	4	100	89	0	11
	2014	6	100	89.14	0	10.86
PDHPE	2019	14	85.70	61.78	14.28	37.42
	2018	8	87.5	60.54	12.5	39.46
	2017	10	90	59.81	10	40.19
	2016	5	100	62.81	0	37.19
	2015	10	80	62.58	20	37.42
	2014	10	100	63.44	0	36.56
Physics	2019	4	100	64.11	0	35.50
	2018	4	100	65.02	0	34.98
	2017	6	100	67.53	0	32.47
	2016	0	N/A			
	2015	5	100	66.41	0	33.59
	2014	3	100	66.69	0	33.31
Senior Science	2019	Course no longer offered by NESA				
	2018	4	75	61.06	25	38.94
	2017	6	100	60.2	0	39.8
	2016	5	100	68.73	0	31.27
	2015	3	100	61.1	0	38.9
	2014	5	100	69.65	0	30.35
Visual Arts	2019	11	100	89.66	0	10.01
	2018	3	100	91.6	0	8.4
	2017	6	100	90.27	0	9.73

	2016	7	100	87.71	0	12.03
	2015	4	100	87.96	0	12.04
	2014	6	83.33	85.48	16.67	14.52
Dance (outside tutor)	2019	1	100	82.36	0	17.52
Society and Culture (SDEHS)	2019	2	100	78.33	0	21.38
French Continuers (NSW SoL)	2019	1	100	87.48	0	35.16
	2018	1	100	88.83	0	11.17
	2017	0	N/A			
	2016	1	100	89.22	0	10.78
	2015	1	100	86.8	0	13.2
	2014	2	100	88.98	0	11.02

Subject	Year	Students	Performance Band Achievement %			
			Bands E3 –E4		Bands E2 –E1	
			Tangara	State	Tangara	State
Extension 1 Mathematics	2019	5	100	80.11	0	19.70
	2018	5	100	96.05	0	3.95
	2017	8	100	81.9	0	18.1
	2016	2	100	79.59	0	20.41
	2015	4	100	84.29	0	15.8
	2014	7	100	84.62	0	15.38
Extension 1 English	2019	6	100	93.87	0	5.83
	2018	3	100	99.57	0	0.43
	2017	7	100	93.51	0	6.49
	2016	6	100	95.15	0	4.85
	2015	4	100	94.24	0	5.76
	2014	6	100	93.18	0	6.82
Extension 2 English	2019	3	100	79.79	0	19.73
	2018	2	100	98.61	0	1.39
	2017	3	100	77.57	0	22.43
	2016	5	60	79.56	40	20.45
	2015	4	75	82.47	75	17.53
	2014	4	75	77.54	25	22.46
Music Extension	2019	1	100	97.83	0	2.15
	2018	0	N/A			
	2017	1	100	94.87	0	5.13
	2016	0	N/A			
	2015	2	100	93.16	0	6.84
	2014	3	100	99.16	0	0.84

2.4 VOCATIONAL EDUCATION AND TRAINING

In 2019, one Year 12 student participated in vocational or trade training.

3. Professional Learning and Teacher Standards

3.1 TEACHER STANDARDS

TABLE 4: Accreditation of Tangara Teachers 2018

Level of accreditation	Number of Teachers
Other	13
Conditional	0
Provisional	7
Proficient Teacher	54
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of teachers	63

TABLE 5: Qualifications of Tangara Teachers 2018

Category	No. of Teachers
(i) Teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	62
(ii) A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	1
(iii) No qualifications such as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. These teachers were employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

3.2 PROFESSIONAL DEVELOPMENT

External Professional Learning

With rapid changes in various syllabuses, there was a focus on professional learning (both internally and externally) to provide support to teachers programming for and resourcing these changes. These professional learning platforms provided staff with the opportunity to build professional networks, consider alternative approaches and share resources.

Internal Professional Learning

The various departments undergoing considerable syllabus changes this year included Languages, Mathematics, English, Science, TAS and HSIE. There were significant demands placed on teachers to prepare and implement these changes. Tangara provided staff in 2019 release time throughout the year to accommodate for these changes.

Staff Professional Development Days

These days allowed our staff to refocus on our Vision, Mission and Values and to reflect and assess and redefine our strategic goals. It also allowed opportunities for staff to work within their departments and with their grade teachers and ensure that their department goals were aligned with the school's mission and overall strategic goals. Regular weekly Professional Development Sessions covered aspects of academic, faith, wellbeing and specific professional development across the Junior and Senior school that are congruent with the overall ethos and philosophy of Tangara.

TABLE 6: Professional Development Activities 2019

Professional Learning Category	Number of Teachers
KLA specific courses	65
Pedagogy, including use of technology	65
Orientation	6
Staff Development Days (5) - pedagogy & curriculum sessions	75
Curriculum	65
HSC marking	3
Leadership	6
Differentiation & Adjustments for Disability	62
Student mental health and pastoral care	4
Child Protection	98
Visible Thinking	65
Character Formation	98
First Aid Course	28

2019 data – not sure how you want to represent?

First Name	Last Name	Date of PD	Subject
Jennifer	Bannon	28.02.19	Using NAPLAN SCOUT Data Analysis for Strategic School Planning
Jane	El-Rahi	23.03.19	Stage 6 History Teachers' Day
Katrina	Alvir	02.05.19	Reading to Learn across the KLAS Years 5-9
Eve	Esho	26.06.19	The AIS Economics Conference
Eve	Esho	29.07.19	Business Studies through the eyes of the student
Danielle	Sheppard	22.03.19	Exploring Big Ideas and Turning Points
Kathryn	Mitchell	01.04.19 - 02.04.19	GTA NSW Annual Conference
Danielle	Lazaris	25.05.19	Early Career History Teachers' Day
Cecilia	Herrera	29/30 or 31 October	Drama NSW Physical Theatre with Frantic Assembly
Elizabeth	Dirckze	20.06.19	3D Printing for Secondary Technologies Teachers
Elizabeth	Dirckze	06.06.19 / 28.08.19 / 11.11.19	Gifted and Talented Secondary Teachers' Network Meeting
Elizabeth	Dirckze	23.03.19	GAFE Gifted Awareness Forum
Eve	Esho	08.03.19	Issues in the global and Australian economies and economics education
Rita	Sakr	25-26 March 27-28 March	Senior Leaders Course
Tanya	John	04.04.19	The AIS Visual Arts Conference 2019- Art and About
Piaf	Kroeger	04.04.19	The AIS Visual Arts Conference 2019- Art and About
Gina	Engesser	04.04.19	The AIS Visual Arts Conference 2019- Art and About
Alexandra	Bell	3-4 May 2019	Orff Conference
Fleur	Tropea	12-13 August	The AIS Heads of Sport Conference 2019 - Tackling the issues in sport
Helena	Kaye-Smith	12.08.19	Extension 1 English Module : Literary Worlds
Dawn	Cross	19.05.19	HSC Extension 1 Student Day
Dana	Waalkens	9 & 10 April	HTA History Teaching Symposium
Anna	Greenwell	20/21 June	Seasons for Growth- Change, loss and grief program
Samantha	Ellis	30.04.19	Google For Education
Meree	Greenwell	27.7.19	Renaissance of Marriage Conference
Lynette	de Kock	31.5.19	Preparing for the 2019 HSC Physics Exam
Samantha	Ellis	22.5.19	IPSHA K-2 Umbrella Group Meeting - Term 2 2019
Annemarie	Hill	20.6.19	Preparing for the 2019 HSC Chemistry Exam
Benedicte	Uphill	25.06.19	Preparing for 2019 HSC Latin

Lorraine	Daher	18.06.19	Autism-Myths and Facts
Megan	Davis	18.06.19	Autism-Myths and Facts
Rachel	Rasmussen	22.06.19	2019 ASME NSW Annual Composition Day
Violete	Morad	23.08.19	The AIS Mathematics Conference:HoDs Day
Natalie	Nassif	31.09.19	Youth Mental Health First Aid

4. *Workforce Composition*

TABLE 7: Workforce Composition 2019

Category	Number
Teaching staff	66
Full-time equivalent teaching staff	53.8
Non-teaching staff	19
Full-time equivalent non-teaching staff	9.8
Indigenous staff members	0

5. *Student Attendance, Retention Rates and Post-School Destinations*

5.1 STUDENT ATTENDANCE

92.83% of students attended School each school day in 2019.

TABLE 8: Student Attendance Rates by Year 2019

Year	Attendance Rate %
KG	93.55%
1	93.12%
2	94.07%
3	93.76%
4	94.58%
5	94.34%
6	93.86%
7	94.03%
8	93.12%
9	89.75%
10	88.50%
11	90.94%
12	91.63%

5.2 MANAGEMENT OF NON-ATTENDANCE

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

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

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

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

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

Student attendance and absence figures appear on student Reports.

5.3 SECONDARY RETENTION

TABLE 9: Student Retention Rates

	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Actual retention rate** %
2004/2006	41	38	37	90
2005/2007	33	35	33	100
2006/2008	33	33	32	97
2007/2009	42	38	37	88
2008/2010	31	30	28	90
2009/2011	46	47	44	96
2010/2012	50	51	47	94
2011/2013	55	52	52	95
2012/2014	53	44	44	83
2013/2015	46	38	38	83
2014/2016	31	25	25	81
2015/2017	40	37	37	92
2016/2018	29	29	29	100
2017/2019	47	36	36	77

5.4 POST-SCHOOL DESTINATIONS

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

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

TABLE 10: Class of 2018 University Destinations

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

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

Enrolment Policy

Purpose

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

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

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

Scope

Tangara School for Girls.

Policy Statement

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

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

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

Procedures

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

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

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

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

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

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

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

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

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

7. School Policies

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

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

Policy	Changes in 2018	Access to Policy
Student Development Policy <ul style="list-style-type: none"> • Pastoral care principles • Award and Merit system • Student Behaviour Code • Prohibition of corporal punishment by the School and by non-school persons • Discipline guidelines & process • Suspension and expulsion, procedural fairness • Academic discipline 	Revised in 2018.	<p>Issued to staff and parents online</p> <p>Full copy available by request from the Principal</p>
Child Protection Policy <ul style="list-style-type: none"> • Definitions • Legislation • Reporting obligations • Risk management • Investigation • Employment screening • Notifications • Record keeping 	No changes in 2018	<p>Issued to staff and parents online</p> <p>Full copy available by request from the Principal</p>
Staff Code of Conduct <ul style="list-style-type: none"> • General expectations • Interaction with students • Establishing rapport with students • Classroom management • Communication with parents 	No changes in 2018	<p>Issued to staff and parents online</p> <p>Full copy available by request from the Principal</p>

Administration of Prescribed Medicines <ul style="list-style-type: none"> Guidelines and process for administering prescribed 	No changes in 2018	Issued to staff and parents online Full copy available by request from the Principal
First Aid <ul style="list-style-type: none"> Provision of First Aid facilities First Aid officer Duties of employees and parents 	No changes in 2018	Issued to staff and parents online Full copy available by request from the Principal
Bullying Prevention <ul style="list-style-type: none"> Staff & students' rights & responsibilities Investigation of alleged bullying Response to cases of bullying 	No changes in 2018	Issued to staff and parents online Full copy available by request from the Principal
Evacuation Policy and Procedures <ul style="list-style-type: none"> updated evacuation and lockdown procedures Support contacts 	Revised in 2018	Issued to Staff online Full copy available by request from the Principal
ICT Acceptable Use <ul style="list-style-type: none"> Definitions Illegal activities Network security Privacy 	No changes in 2018	Issued to Staff and students online Full copy available by request from the Principal
Grievance Policy <ul style="list-style-type: none"> Guiding principles, including responsiveness, visibility, confidentiality, procedural fairness, access and equity Definition of a complaint Investigation procedure Possible outcomes 	No changes in 2018	Issued to staff online Full copy available by request from the Principal
Critical Incident Management Policy <ul style="list-style-type: none"> Definitions Management Plan Staff Support of Students 	No changes in 2018	Issued to staff online Full copy available by request from the Principal
Student Suicide Risk and Self Harm Policy <ul style="list-style-type: none"> Definitions Risk factors & warning signs Staff duty to report Confidentiality & duty of care Staff response Risk assessment 	No changes in 2018	Issued to staff online Full copy available by request from the Principal

Mobile Device Policy <ul style="list-style-type: none"> • Definitions • Use of mobile devices at school • Misuse of mobile devices and consequences 	Revised in 2018.	<p>Issued to staff and students online and emailed to parents</p> <p>Full copy available by request from the Principal</p>
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8. *School Determined Improvement Targets*

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

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

TABLE 13: Priority Areas for Improvement in 2018

Teaching & Learning	<ul style="list-style-type: none"> • Expand Gifted and Talented opportunities in Primary & Secondary • Collect robust evidence of student learning to identify how best to advance each student and track student progress. Aim to focus on teachers in teams to collaboratively use data • Focus on differentiation: programming and planning. In particular: <ul style="list-style-type: none"> • Infants – Sensory Program • K-6: Reading Groups • 7-12: Learning Objectives & Success Criteria • Continue to integrate VT in teaching; evidenced in programs; documentation displayed • Years 7-12 - Integrate & reinforce Elevate study skills in teaching
Staff Development	<ul style="list-style-type: none"> • Provide professional learning about strategies to manage work/life balance • Classroom observations & peer feedback – at least 1 each year • Strengthen the Teacher & Tutor Professional & Development process by allocating time • Prioritise collaborative professional learning
Facilities & Resources	<ul style="list-style-type: none"> • All Secondary students will have a personal laptop: <ul style="list-style-type: none"> • Years 10-12 - take home • Years 7-9 - keep at school
Student Welfare and Formation	<ul style="list-style-type: none"> • Electronic Device Policy – information sessions with Year 7-12 to help them understand the rationale • Toastmasters & Aim at organising Public Speaking courses for Years 7-10 • Updated Student Development Policy
Communication & Engagement	<ul style="list-style-type: none"> • Introduce Skoolbag app for parent/ school communication • To continue with Parent/Teacher Nights Year 7-12 • Tangara Development Committee • Screen Smart has been updated – re-launch to parents

9. *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.

9.1 THE VIRTUES PROGRAM K-10

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

In the Infants years, virtue is taught through themed units of work covering Obedience and Courtesy, Generosity and Friendship, Best Work and Best Efforts, and Responsibility.

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

The REAL Program in Years 7 to 10 fosters the love for an authentic, 'real' character, rather than the fake, superficial images often promoted to girls by the media and society. REAL stands for Real Excellence and Attitude for Life. Modules include internet ethics and safety, friendships, resilience, emotional intelligence, leadership, and workshops challenging the hyper-sexualisation of girls.

9.2 THE TUTORIAL SYSTEM

At Tangara, a member of staff, the tutor, meets with each child once a fortnight to follow progress in his or her studies, as well as character, moral and social development. The meetings are informal conversations that help each student grow in self-knowledge, set goals, and bring out his or her full potential. The tutor and parents meet once a term to discuss their insights about the student's progress and to identify areas of growth for the child.

9.3 COMMUNITY SERVICE

Students in Primary and Secondary are involved in a wide variety of community service experiences including with the elderly and disadvantaged, people with disabilities, our Year 10 work camp in rural NSW and the Year 11 Philippines Project. These are opportunities for the students to develop a spirit of generosity, responsibility and respect for others.

9.4 LEADERSHIP

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

In the Senior School, the key leadership positions are elected by the Senior students, together with their teachers, including the School Captain and Vice-Captain, House Captains, Sports Captain, Public Speaking Captain, Performing Arts Captain and the Community Service Captain. Each class also has an elected Class Council which meets every fortnight and reports to the Principal.

10. *Parent, Student and Teacher Satisfaction*

10.1 PARENT SATISFACTION

Tangara recognises that education is the foremost responsibility of parents, the primary educators, supported by the expertise of professional educators. The school and parents must work in close partnership to bring out the very best in each child. There are a number of avenues for parents to express their level of satisfaction with the School.

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

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

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

Parent involvement in school activities such as Key Parent Functions is strong. The level of parent satisfaction is generally very positive. Parents express particular satisfaction at improved academic results and classroom behavior management. Retention of student enrolments has significantly improved, particularly in the transition from Year 6 to Year 7. Parents of Secondary students have expressed strong support for the newly introduced parent/teacher meetings which complement the Tutorial System, as well as the expansion of co-curricular sport offerings cross the school.

10.2 STUDENT SATISFACTION

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

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

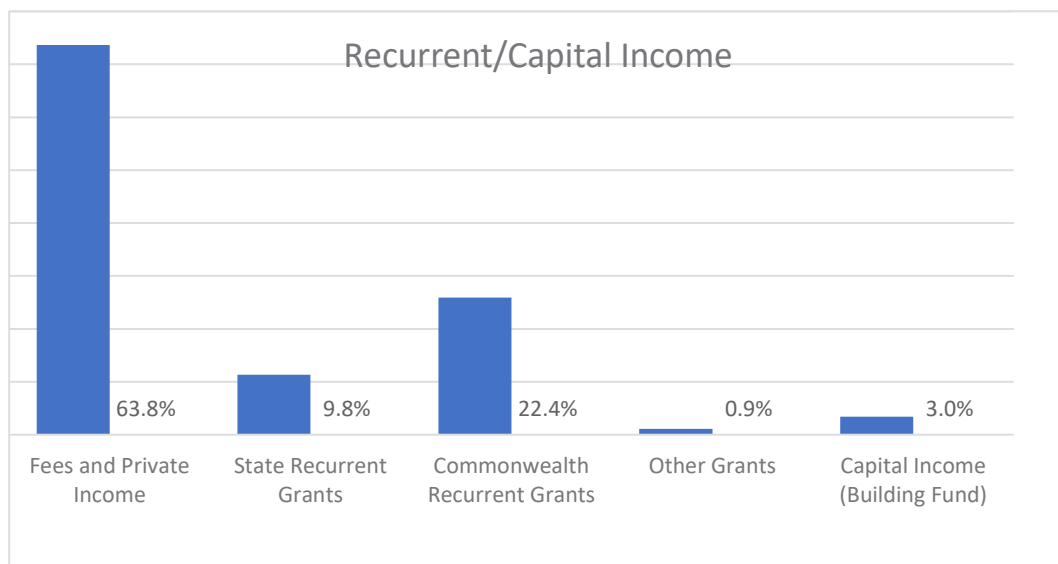
10.3 TEACHER SATISFACTION

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

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

11. Summary Financial Information 2019

Recurrent/Capital Income	Tangara	
Fees and Private Income	7,366,385	63.8%
State Recurrent Grants	1,133,440	9.8%
Commonwealth Recurrent Grants	2,589,751	22.4%
Other Grants	108,414	0.9%
Capital Income (Building Fund)	341,080	3.0%



Recurrent/Capital Expenditure	Tangara	
Salaries, Allowances and Related Expenses	8,719,324	64.9%
Non-Salary Expenses	3,696,881	27.5%
Capital Expenditure	1,022,270	7.6%

