



# ANNUAL REPORT 2016

*Tangara*  
SINCE 1982

# CONTENTS

1. A MESSAGE FROM KEY SCHOOL BODIES.....	1
2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL .....	5
3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY STATEWIDE TESTING .....	6
4. SENIOR SECONDARY OUTCOMES .....	7
5. PROFESSIONAL LEARNING & TEACHER STANDARDS.....	11
6. WORKFORCE COMPOSITION .....	12
7. STUDENT ATTENDANCE AND MANAGEMENT OF NON- ATTENDANCE, SECONDARY RETENTION.....	12
8. POST SCHOOL DESTINATIONS .....	14
9. ENROLMENT POLICIES .....	15
10. SCHOOL POLICIES .....	17
11. SCHOOL DETERMINED IMPROVEMENT TARGETS .....	19
12. INITIATIVES PROMOTING RESPECT & RESPONSIBILITY ..	20
13. PARENT, STUDENT & TEACHER SATISFACTION .....	21
14. SUMMARY FINANCIAL INFORMATION 2016 .....	23

## **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 personal and academic excellence.

Tangara is PARED's 'flagship' school, founded in 1982. It is animated by an educational philosophy which upholds the primary role of parents in the overall character formation and academic development of their children, working together with teachers, through the Tutorial System.

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 2016. The Executive Council of the Board met fortnightly throughout term time.

On behalf of the Board, I thank the staff of Tangara for their professional work with the students. In particular, I express my gratitude to the teachers and each student's personal tutor for working in close partnership with the parents to bring out the very best in each child.

### **1.2 Principal – Dr Katrina George**

The year commenced with the launch of our strategic plan, *Towards 2020*, the result of consultation with parents, staff and students over the previous 18 months. *Towards 2020* renews our commitment to Tangara's foundational mission to form each child in partnership with the parents, primarily via the tutorial system. It sets out three focus areas for future development: Teaching and Learning; Personal Formation and Wellbeing; and Technology.

In 2016 there was strong academic achievement across all grades, including in the HSC and NAPLAN, detailed in this Report. While we celebrate our HSC and NAPLAN success, this is not the ultimate measure of academic excellence at Tangara. Our vision is the *growth* of each and every student, whether she is blessed with extraordinary gifts and talents; whether she is challenged with learning difficulties; or whether, like most of us, she is somewhere in between. We were delighted to have this 'growth mindset' affirmed when ACARA (the Australian Curriculum Assessment and Reporting Authority) identified Tangara as a school with 'substantially above average gain' in 2016 NAPLAN.

Music is essential to cognitive development and opens our girls to embrace the true, the beautiful and the good. This year our Primary strings and choir have flourished, as well as dance, drama and Secondary ensembles.

In debating, Our Primary A, year 8 and year 9 teams represented Tangara at the ISDA semi-finals. The budding legal brains of the Mock Trial team pushed through to the knock-out

rounds, winning three of the five trials. Our Secondary students had some impressive performances at the Festival of Speech, honing their talents with girls from across NSW. Our Year 12 leaders successfully completed the first training course at Tangara by Toastmasters International.

This was also a busy year of sport. Tangara was represented at zone and regional levels in Swimming, Touch Football, Basketball, Soccer, Triathlon, Gymnastics, Futsal, Equestrian, Volleyball and Tennis. Our girls also made it to state level in Cross Country, Athletics and Taekwondo. We even have our own Australian National Champions in Synchronised Ice Skating: Katie Koslow in Year 10 and her sister Nina from the Class of 2015. In Netball there were two Grand Final appearances by Tangara and across the two seasons of Basketball, three Grand Final wins.

This year was also a special time for Tangara to reflect on God's mercy and forgiveness, with the Extraordinary Jubilee of Mercy proclaimed by Pope Francis. Our students visited the holy doors to gain the indulgence. We were honoured to welcome Bishop Vincent Long of Parramatta who spoke to our staff and students about the need for mercy, social justice and his experience as a refugee. The closing of the Year of Mercy in November was observed at Tangara by hosting the Mercy Cross and the relics of St Mary of the Cross and St Teresa of Calcutta during our First Friday Vigil.

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

### **1.3 School Captain – Ann-Maree Sarkis**

As a young adult who has grown up within the security of a loving home and who has never experienced the realities of poverty, it would be fair to say that, like so many of us, I had developed a somewhat idealistic view of the world. This was shattered when, alongside our Vice-Captain and 18 leaders from other schools, I travelled to a remote Aboriginal community in the Northern Territory to participate in a service project run by the Hon. Dominic Perrottet.

As we toured the local communities, I was immediately confronted by the sight of devastating poverty; of the houses enclosed by barbed wire and the children running barefoot along the dry, hot sand. The reality of seeing such dire conditions in my own country was shocking.

As I spent time with the young indigenous students, I became aware that it was in fact the absence of opportunity which constituted the largest problem. The reality of this became most evident to me when I asked a student what he aspired to become in the future. His reply was simply, 'Nothing'. How many times had I been asked about my future occupation and how many times had I been told to pursue my dreams. How was it fair that, by privilege of birth, I was privy to this lifestyle while this young boy was trapped in an endless cycle of poverty?

While many talk of changing the world and solving such issues, I believe that change begins with an act of recognition. Recognition that with the privilege of opportunity comes the responsibility of hard work. Each of us students has been nurtured in an environment with an abundance of opportunity to pursue our own passions and dreams. It is therefore our duty to make the most of this opportunity and most importantly, to appreciate it.

The work ethic of the Class of 2016 proved that they truly appreciate the privileges they have been blessed with. I have watched each girl strive to be the very best she can be and make the most of all that has been given to us. Wherever life takes us, we will always work on becoming better versions of ourselves. It was Ernest Hemingway who once said “there is nothing noble in being superior to your fellow man, true nobility lies in being superior to your former self.”

I would like to thank a number of people whose hard work, dedication and sacrifice has given me and my friends so many opportunities. To our Principal Dr George and Deputy Principal, Mrs Nassif, thank you for the countless hours which you have dedicated to Tangara but most importantly, thank you for genuinely caring about each student and our future endeavours. To all the staff, including the teachers, tutors, administration, maintenance, library and IT staff. The Class of 2016 thanks you for making our schooling lives, over the last thirteen years, the best they can be. You have each contributed to making Tangara the welcoming, strong school that it is today.

I would also like to thank our school chaplains, those of the past Father Frank and Father Peter, and those currently serving us, Father Felix and Father John. The students of Tangara are immensely blessed to have the privilege of a priest present for daily Mass, frequent confession or even just for a chat. You have instilled in us a deep love for our Lord and a strong understanding of our faith; and that is the strongest and most important lesson we can ever learn.

To the whole of the student body, thank you for providing me with such an outstanding group of young women to lead. It is very evident that there is something unique about being a Tangara girl.

To the Class of 2016: thank you for giving me the privilege of serving you over the course of this year. As our roads diverge, I ask that you think of the little boy from the remote Aboriginal community as a reminder of the great opportunity which we have been given. Remember that with opportunity comes the responsibility of hard work. I truly believe that each of you has the potential to make a positive contribution to the world in which we live.

## **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. In 2016 Tangara also had three Infants campuses at Cherrybrook, Wahroonga and Belfield which cater for boys and girls from Reception to Year 2.

In 2016, there were 560 students from Reception to Year 12, the vast majority girls. Our students come from a wide range of backgrounds, including language background other than English. For further information, please see <http://www.myschool.edu.au>

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

Our Tutorial System provides personal mentoring to bring out the very best in each child. A caring mentor meets one-on-one with each student every fortnight and works closely with the

parents. Each child is treated as a unique individual and led to discover their special gifts and talents, building strength of character and sound study habits.

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

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

### 3. Student Outcomes in Standardised National Literacy and Numeracy Testing

#### 3.1 Comparison with Other Schools

In 2016, students in Year 3, Year 5, Year 7 and Year 9 sat for the NAPLAN (National Assessment Program Literacy and Numeracy) tests. Consistent with previous years, Tangara performed strongly across all elements of literacy and numeracy.

**TABLE 1 – Comparison of Tangara’s 2016 NAPLAN Results with Other Schools**

This table compares Tangara’s average with:

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	500 480 - 521		485 468 - 502		494 475 - 512		540 519 - 562		440 422 - 457	
	SIM 476 467 - 485	ALL 426	SIM 453 445 - 461	ALL 421	SIM 464 455 - 472	ALL 420	SIM 490 480 - 500	ALL 436	SIM 451 442 - 459	ALL 402
Year 5	541 522 - 560		529 511 - 547		551 534 - 568		582 562 - 602		525 509 - 542	
	SIM 546 538 - 555	ALL 502	SIM 508 500 - 517	ALL 476	SIM 528 520 - 535	ALL 493	SIM 552 543 - 561	ALL 505	SIM 539 531 - 547	ALL 493
Year 7	595 579 - 612		591 572 - 610		611 594 - 628		645 626 - 664		610 593 - 626	
	SIM 588 580 - 595	ALL 541	SIM 551 543 - 560	ALL 515	SIM 574 566 - 581	ALL 543	SIM 588 579 - 597	ALL 540	SIM 598 591 - 606	ALL 550
Year 9	617 601 - 633		617 595 - 639		633 615 - 651		626 607 - 644		638 623 - 653	
	SIM 626 618 - 633	ALL 581	SIM 590 580 - 599	ALL 549	SIM 615 607 - 623	ALL 580	SIM 617 609 - 626	ALL 569	SIM 639 632 - 646	ALL 589

i) the average of schools serving students from statistically similar socio-educational backgrounds (the SIM box); and

ii) the average of all Australian schools (the ALL box)

The colour code indicates whether Tangara’s performance is:

- substantially above
- above
- close to
- below
- substantially below

these other schools.

### 3.2 Student Gain

ACARA (the Australian Curriculum Assessment and Reporting Authority) identified Tangara as a school which had ‘substantially above average gain’ in Naplan in 2016 when compared to:

- previous years; and
- schools with students from similar socio-educational backgrounds; and
- other students at similar NAPLAN average score start points.

*“On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement,”* the ACARA CEO wrote to the School.

Further analysis of the NAPLAN testing is available on the My School Web Site <http://www.myschool.edu.au>

## 4. Senior Secondary Outcomes

### 4.1 The Granting of Records of School Achievement

Tangara did not have any students who required the issuance of a Record of School Achievement in 2016.

### 4.2 Higher School Certificate Results 2016

The 25 HSC students in 2016 achieved excellent results in the HSC, including 35 Band 6s or E4s (90% or above), across 11 courses:

- |                       |                           |
|-----------------------|---------------------------|
| • Ancient History     | • Mathematics 2 Unit      |
| • English (Advanced)  | • General Mathematics     |
| • Modern History      | • Mathematics Extension 1 |
| • English Extension 1 | • PDHPE                   |
| • Biology             | • Music 1                 |
| • Business Studies    |                           |

Two students achieved a listing as All-Round Achievers for being on the Distinguished Achievers List for courses totaling 10 or more units: they achieved the highest possible band for all their courses.

One student was placed 9<sup>th</sup> for Business Studies, out of 17,000 students in NSW.

There were also very strong Band 5 performances, where students achieved 80% or above in their course. The girls achieved 57 Band 5 performances across all courses.

In 18 of the 20 HSC courses offered at the School, Tangara's mean score was above the state: 3 subjects were 12 or more marks above the state mean; 9 were 8 or more marks above the state mean; and 2 were 5 marks or above the state mean. In general, student achievement was at, or above, state level. This has been a consistent trend over the last four years.

**TABLE 2 - Higher School Certificate Results 2013 - 2016**

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Ancient History	2016	11	Tangara: 100	State : 58.57	Tangara: 0	State: 41.43
	2015	17	Tangara: 100	State 61.13	Tangara: 0	State: 38.87
	2014	9	Tangara: 100	State 61.75	Tangara: 0	State: 38.23
	2013	10	Tangara: 80	State: 61.83	Tangara: 20	State: 38.17
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Business Studies	2016	6	Tangara: 100	State: 64.2	Tangara: 0	State: 35.8
	2015	4	Tangara: 100	State: 66.68	Tangara: 0	State: 33.32
	2014	6	Tangara: 100	State: 67.7	Tangara: 0	State: 32.3
	2013	13	Tangara: 92.31	State: 66.19	Tangara: 7.69	State: 33.8
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Biology	2016	11	Tangara: 100	State: 65.04	Tangara: 0	State: 34.96
	2015	16	Tangara: 100	State: 59.96	Tangara: 0	State: 40.04
	2014	16	Tangara: 100	State: 62.19	Tangara: 0	State: 37.81
	2013	14	Tangara: 92.86	State: 68.17	Tangara: 7.14	State: 31.83
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Drama	2016	2	Tangara: 100	State: 83.32	Tangara: 0	State: 16.68
	2015	6	Tangara: 100	State: 82.25	Tangara: 0	State: 17.75
	2014	10	Tangara: 100	State: 84.6	Tangara: 0	State: 15.4
	2013	11	Tangara: 100	State: 84.48	Tangara: 0	State: 15.52
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
English Advanced	2016	12	Tangara: 100	State: 62	Tangara: 0	State: 38
	2015	22	Tangara: 95.46	State: 91.18	Tangara: 4.54	State: 8.82
	2014	28	Tangara: 100	State: 91.62	Tangara: 0	State: 8.47
	2013	31	Tangara: 96.77	State: 86.11	Tangara: 3.23	State: 13.89
Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
English Standard	2016	13	Tangara: 92.31	State: 49.51	Tangara: 7.69	State: 50.49
	2015	15	Tangara: 93.34	State: 42.41	Tangara: 6.66	State: 57.59
	2014	15	Tangara: 100	State: 43.48	Tangara: 0	State: 56.53
	2013	21	Tangara: 85.71	State: 34.17	Tangara: 14.29	State: 65.83



Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Food Technology	2016	6	Tangara: 85.71	State: 59.49	Tangara: 14.2	State: 40.51
	2015	13	Tangara: 92.31	State: 56.56	Tangara: 7.69	State: 43.44
	2014	6	Tangara: 100	State: 55.57	Tangara: 0	State: 44.43
	2013	19	Tangara: 78.95	State: 56.49	Tangara: 21.05	State: 43.51

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
French Continuers	2016	1	Tangara: 100	State: 89.22	Tangara: 0	State: 10.78
	2015	1	Tangara: 100	State: 86.8	Tangara: 0	State: 13.2
	2014	2	Tangara: 100	State: 88.98	Tangara: 0	State: 11.02
	2013	4	Tangara: 100	State: 89.79	Tangara: 0	State: 10.21

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Geography	2016	3	Tangara: 100	State: 70.88	Tangara: 0	State: 29.12
	2015	5	Tangara: 100	State: 66.76	Tangara: 0	State: 33.24
	2014	6	Tangara: 100	State: 69.4	Tangara: 0	State: 30.6
	2013	9	Tangara: 100	State: 65.06	Tangara: 0	State: 34.94

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
General Mathematics	2016	15	Tangara: 93.33	State: 52.09	Tangara: 6.67	State: 47.91
	2015	12	Tangara: 75.01	State: 50.55	Tangara: 24.99	State: 49.55
	2014	23	Tangara: 100	State: 51.32	Tangara: 0	State: 48.68
	2013	22	Tangara: 77.27	State: 42.58	Tangara: 22.73	State: 57.42

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Mathematics	2016	5	Tangara: 100	State: 76.64	Tangara: 0	State: 23.36
	2015	14	Tangara: 92.86	State: 80.94	Tangara: 7.14	State: 19.06
	2014	18	Tangara: 100	State: 81.65	Tangara: 0	State: 18.35
	2013	19	Tangara: 84.22	State: 76.86	Tangara: 15.78	State: 23.14

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Modern History	2016	13	Tangara: 100	State: 73.18	Tangara: 0	State: 26.82
	2015	13	Tangara: 100	State: 72.6	Tangara: 0	State: 27.4
	2014	21	Tangara: 90.48	State: 75.34	Tangara: 9.52	State: 24.66
	2013	26	Tangara: 96.15	State: 77.03	Tangara: 3.85	State: 22.97

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Music 1	2016	4	Tangara: 100	State: 89.16	Tangara: 0	State: 10.84
	2015	4	Tangara: 100	State: 89	Tangara: 0	State: 11
	2014	6	Tangara: 100	State: 89.14	Tangara: 0	State: 10.86
	2013	4	Tangara: 100	State: 89.38	Tangara: 0	State: 10.62

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Music 2	2016	2	Tangara: 100	State: 99.86	Tangara: 0	State: 0.14
	2015	1	Tangara: 100	State: 99.71	Tangara: 0	State: 0.29
	2014	4	Tangara: 100	State: 99.22	Tangara: 0	State: 0.78
	2013	2	Tangara: 100	State: 99.53	Tangara: 0	State: 0.47

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
PDHPE	2016	5	Tangara: 100	State: 62.81	Tangara: 0	State: 37.19
	2015	10	Tangara: 80	State: 62.58	Tangara: 20	State: 37.42
	2014	10	Tangara: 100	State: 63.44	Tangara: 0	State: 36.56
	2013	9	Tangara: 66.67	State: 59.42	Tangara: 33.33	State: 40.58

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Senior Science	2016	5	Tangara: 100	State: 68.73	Tangara: 0	State: 31.27
	2015	3	Tangara: 100	State: 61.1	Tangara: 0	State: 38.9
	2014	5	Tangara: 100	State: 69.65	Tangara: 0	State: 30.35
	2013	2	Tangara: 50	State: 68.68	Tangara: 50	State: 31.32

Subject	Year	No. Students	Performance Band Achievement %			
			Bands 4-6		Bands 1-3	
Visual Arts	2016	7	Tangara: 100	State: 87.71	Tangara: 0	State: 12.03
	2015	4	Tangara: 100	State: 87.96	Tangara: 0	State: 12.04
	2014	6	Tangara: 83.33	State: 85.48	Tangara: 16.67	State: 14.52
	2013	7	Tangara: 100	State: 88.82	Tangara: 0	State: 11.18

Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
Mathematics Extension 1	2016	2	Tangara: 100	State: 79.59	Tangara: 0	State: 20.41
	2015	4	Tangara: 100	State: 84.29	Tangara: 0	State: 15.8
	2014	7	Tangara: 100	State: 84.62	Tangara: 0	State: 15.38
	2013	7	Tangara: 85.72	State: 83.7	Tangara: 14.28	State: 16.3

Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
Mathematics Extension 2	2016	0				
	2015	2	Tangara: 100	State: 88.53	Tangara: 0	State: 11.47
	2014	1	Tangara: 100	State: 86.5	Tangara: 0	State: 13.5
	2013	1	Tangara: 100	State: 87.18	Tangara: 0	State: 12.82

Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
English Extension 1	2016	6	Tangara: 100	State: 95.15	Tangara: 0	State: 4.85
	2015	4	Tangara: 100	State: 94.24	Tangara: 0	State: 5.76
	2014	6	Tangara: 100	State: 93.18	Tangara: 0	State: 6.82
	2013	11	Tangara: 90.91	State: 87.75	Tangara: 9.09	State: 12.25

Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
English Extension 2	2016	5	Tangara: 60	State: 79.56	Tangara: 40	State: 20.45
	2015	4	Tangara: 75	State: 82.47	Tangara: 75	State: 17.53
	2014	4	Tangara: 75	State: 77.54	Tangara: 25	State: 22.46
	2013	5	Tangara: 100	State: 78.04	Tangara: 0	State: 21.96

Subject	Year	No. Students	Performance Band Achievement %			
			Bands E3-E4		Bands E1-E2	
History Extension	2016	0				
	2015	1	Tangara: 100	State: 78.2	Tangara: 0	State: 21.8
	2014	3	Tangara: 0	State: 77.97	Tangara: 100	State: 22.03
	2013	0		N/A		N/A

### 4.3 Vocational Education and Training

In 2016, no students from the Year 12 cohort participated in vocational or trade training.

## 5. Professional Learning and Teacher Standards

### 5.1 Teacher Standards

**TABLE 3: Qualifications of Tangara Teachers 2016**

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	66
(ii) A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
(iii) No qualifications such as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. These teachers were employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

Note: The teachers in category (ii) has been employed due to her expertise in the content areas and works directly under the supervision of a qualified teacher

### 5.2 Professional Development

During 2016, all teachers participated in on-site professional learning provided at Staff Days, meetings, forums and workshops. These on-site sessions included presentations on the new Australian Curriculum; Differentiation: Research, Language and Best Practice; Accidental Counselling; Assessment; the School values; and integrating technology in teaching and learning.

In 2016 more teachers also completed online studies about Making Thinking Visible and Teaching for Understanding via the Harvard Graduate School of Education.

Tangara encourages our teachers to undertake professional development in areas of interest, to improve skills, widen knowledge and to support individual career aspirations. Teachers participated in a wide range of learning activities including:

**TABLE 4: Professional Development Activities 2016**

<b>Professional Learning Category</b>	<b>Number of Teachers</b>
KLA specific courses	28
Pedagogy	16
Orientation	10
Staff Development Days (6) - pedagogy & curriculum sessions	66
Assessment	15
Curriculum	6
HSC marking	6
Leadership	5
Student mental health and pastoral care	26

## 6. Workforce Composition

**TABLE 5: Workforce Composition 2016**

<b>Category</b>	<b>Number</b>
Teaching staff	66
Full-time equivalent teaching staff	45.2
Non-teaching staff	24
Full-time equivalent non-teaching staff	11.9
Indigenous staff members	0

## 7. Student Attendance and Retention Rates

### 7.1 Student Attendance

92.27% of students attended School each school day in 2016.

**TABLE 6: Student Attendance Rates by Year 2016**

<b>Year</b>	<b>Attendance Rate %</b>
Kindergarten	91.72%
1	94.10%

2	94.55%
3	90.82%
4	94.10%
5	94.43%
6	88.67%
7	95.37%
8	93.45%
9	92.47%
10	88.15%
11	91.08%
12	86.43%

\* (during period February to December 2016)

## 7.2. Management of Non-Attendance

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

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

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

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

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

Student attendance and absence figures appear on student Reports.

### 7.3 Secondary Retention

**TABLE 7: 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

### 8. Post School Destinations

The great majority of 2016 graduates continued on to university following the completion of their school education. The Class of 2016 achieved excellent ATARs, to facilitate their university ambitions:

- An estimated one third of Tangara students achieved an ATAR of 90 or above.
- Highest ATAR - 99.00

#### Class of 2016 University Destinations

<p><b>UNSW</b> Design, International Studies, Media, Economics</p> <p><b>Notre Dame</b> Primary Education, Nursing</p> <p><b>UTS</b> Sport Exercise Science, Commerce, International Studies</p> <p><b>ACU</b> Nursing, Business Administration</p> <p><b>Newcastle</b> Podiatry</p>	<p><b>USYD</b> Arts, Economics, Speech Pathology, International and Global Studies, Health Sciences, Engineering, Medical Science</p> <p><b>Macquarie</b> Commerce, Psychology, Arts, Education, Social Science, Speech Hearing Language Science, International Studies, Law, Science</p> <p><b>WSU</b> Business (Property)</p>
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## **9. Enrolment Policies**

In 2016 Tangara enrolled students in accordance with the School's Enrolment Policy, set out below:

### **Enrolment Policy**

#### **Purpose**

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

Tangara School for Girls (the School) is an independent school for girls from Kindergarten to Year 12. It was founded by the PARED Foundation. It incorporates Tangara Infants, Retaval Wahroonga and Retaval Belfield Prep Schools. These Preparatory school campuses are co-educational:

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

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

#### **Scope**

All campuses of Tangara School for Girls.

#### **Policy Statement**

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

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

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

#### **Procedures**

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

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

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

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

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

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

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

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

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



## 10. 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 2016 a number of policies were in place to safeguard the welfare of students and promote their intellectual, cultural, physical, and spiritual development.

**TABLE 8: Summary of Policies Regarding Student Welfare, Anti-Bullying, Discipline, Complaints and Grievance Resolution**

Policy	Changes in 2016	Access to Policy
<b>Student Development Policy</b> <ul style="list-style-type: none"> <li>• Pastoral care principles</li> <li>• Award and Merit system</li> <li>• Student Behaviour Code</li> <li>• Prohibition of corporal punishment by the School and by non-school persons</li> <li>• Discipline guidelines &amp; process</li> <li>• Suspension and expulsion, procedural fairness</li> <li>• Academic discipline</li> </ul>	No changes in 2016	Issued to staff and parents online  Full copy available by request from the Principal
<b>Child Protection Policy</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Legislation</li> <li>• Reporting obligations</li> <li>• Risk management</li> <li>• Investigation</li> <li>• Employment screening</li> <li>• Notifications</li> <li>• Record keeping</li> </ul>	No changes in 2016	Issued to staff and parents online  Full copy available by request from the Principal
<b>Staff Code of Conduct</b> <ul style="list-style-type: none"> <li>• General expectations</li> <li>• Interaction with students</li> <li>• Establishing rapport with students</li> <li>• Classroom management</li> <li>• Communication with parents</li> </ul>	No changes in 2016	Issued to staff and parents online  Full copy available by request from the Principal
<b>Administration of Prescribed Medicines</b> <ul style="list-style-type: none"> <li>• Guidelines and process for administering prescribed</li> </ul>	No changes in 2016	Issued to staff and parents online  Full copy available by request from the Principal

<b>First Aid</b> <ul style="list-style-type: none"> <li>• Provision of First Aid facilities</li> <li>• First Aid officer</li> <li>• Duties of employees and parents</li> </ul>	No changes in 2016	Issued to staff and parents online  Full copy available by request from the Principal
<b>Bullying Prevention</b> <ul style="list-style-type: none"> <li>• Staff &amp; students' rights &amp; responsibilities</li> <li>• Investigation of alleged bullying</li> <li>• Response to cases of bullying</li> </ul>	No changes in 2016	Issued to staff and parents online  Full copy available by request from the Principal
<b>Evacuation Policy and Procedures</b> <ul style="list-style-type: none"> <li>• updated evacuation and lockdown procedures</li> <li>• Support contacts</li> </ul>	Revised in 2016	Issued to Staff online  Full copy available by request from the Principal
<b>ICT Acceptable Use</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Illegal activities</li> <li>• Network security</li> <li>• Privacy</li> </ul>	No changes in 2016	Issued to Staff and students online  Full copy available by request from the Principal
<b>Grievance Policy</b> <ul style="list-style-type: none"> <li>• Guiding principles, including responsiveness, visibility, confidentiality, procedural fairness, access and equity</li> <li>• Definition of a complaint</li> <li>• Investigation procedure</li> <li>• Possible outcomes</li> </ul>	No changes in 2016	Issued to staff online  Full copy available by request from the Principal
<b>Critical Incident Management Policy</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Management Plan</li> <li>• Staff Support of Students</li> </ul>	No changes in 2016	Issued to staff online  Full copy available by request from the Principal
<b>Student Suicide Risk and Self Harm Policy</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Risk factors &amp; warning signs</li> <li>• Staff duty to report</li> <li>• Confidentiality &amp; duty of care</li> <li>• Staff response</li> <li>• Risk assessment</li> </ul>	No changes in 2016	Issued to staff online  Full copy available by request from the Principal
<b>Mobile Device Policy</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Use of mobile devices at school</li> <li>• Misuse of mobile devices and consequences</li> </ul>	New Policy in 2016	Issued to staff and students online and emailed to parents  Full copy available by request from the Principal

## 11. School Determined Improvement Targets

**TABLE 9: Achievement of Priorities during 2016 Identified in the 2015 Annual Report**

Teaching & Learning	<ul style="list-style-type: none"> <li>Establish a Special Educational Needs (SEN) Department, for learning support &amp; GAT students</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Continue to integrate Visible Thinking in teaching &amp; learning</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Implement the <i>Logos</i> philosophy program in Years 10 &amp; 11</li> </ul>	Completed
Staff Development	<ul style="list-style-type: none"> <li>Provide professional learning about teaching reading comprehension K–6</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Provide professional learning to improve differentiation</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Provide training for middle leaders</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Improve the professional development of tutors, including Professional Standards and a Performance and Development Policy</li> </ul>	Ongoing
Facilities	<ul style="list-style-type: none"> <li>Continue training in CANVAS and Google Docs</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Refurbish Undercroft</li> </ul>	Deferred
	<ul style="list-style-type: none"> <li>Complete installation of air conditioning in Primary &amp; Secondary</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Upgrade emergency alarm system</li> </ul>	Completed
Student Welfare	<ul style="list-style-type: none"> <li>Improve ICT on-site support and help desk</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Provide training to tutors and welfare staff about counselling skills</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Develop research-based guidelines for parents about age appropriate use of technology and social media.</li> </ul>	Completed
Communication	<ul style="list-style-type: none"> <li>Improve transition of Wahroonga and Belfield students to Cherrybrook campus</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Increase opportunities for face-to-face exchange &amp; collaboration between parents and their child's teachers</li> </ul>	Ongoing
Policies	<ul style="list-style-type: none"> <li>Promote staff achievements, expertise and involvement in professional activities to school &amp; wider community</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Develop Acceptable Use of Mobile Devices Policy</li> </ul>	Completed

**TABLE 10: Priority Areas for Improvement in 2017**

Teaching & Learning	<ul style="list-style-type: none"> <li>Increase learning support in Secondary</li> </ul>
	<ul style="list-style-type: none"> <li>Consolidate use of learning objectives &amp; success criteria in Secondary, including more professional development</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce more STEM opportunities for students</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>Provide professional learning about teachers' responsibilities regarding students with disabilities</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce Learning Walks to provide immediate feedback to teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct interactive Child Protection refresher</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce Policy regarding curriculum programming and planning</li> </ul>

Facilities & Resources	<ul style="list-style-type: none"> <li>• Refurbish Undercroft</li> <li>• Redesign central garden</li> <li>• Complete installation of air conditioning in Primary &amp; Secondary</li> <li>• Install new Promethean Boards in Junior School</li> <li>• Upgrade Library computer lab</li> <li>• Introduce 1:1 laptops in Year 11</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Develop research-based guidelines for parents about healthy socialisation for teenagers, including parties.</li> <li>• Introduce compulsory extra-curricular sport Years 3 to 10 to improve health</li> <li>• Improve follow-up of poor student attendance</li> </ul>
Communication & Engagement	<ul style="list-style-type: none"> <li>• Introduce Parent/ Teacher evenings for Secondary students</li> <li>• Introduce Skoolbag app for parent/ school communication</li> <li>• Establish Tangara Development Committee</li> <li>• Introduce Year 7 Orientation Evening</li> <li>• Conduct <i>Step Into Senior School</i> to promote 7–12 at Tangara</li> </ul>

## 12. 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.

### 12.1 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.

## **12.2 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.

## **12.3 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.

## **12.4 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.

## **13. Parent, Student and Teacher Satisfaction**

### **13.1 Surveys and Focus Groups**

At the end of 2016 surveys of parents and Secondary students were conducted with a total of 406 responses. The survey questions covered a range of issues:

- Tutorial System
- Catholic Faith
- Quality of teaching
- Academic outcomes
- Management
- Communication

Across all survey questions for parents and students the majority were satisfied or very satisfied. Focus groups were also conducted with parents, teachers and tutors from across the school. Some key messages emerged from the research.

## 13.2 Key Messages and Areas for Improvement

There was strong endorsement from parents, staff and students for the teaching and living of the Catholic Faith. For many parents this was an important factor in choosing Tangara. There were many positive comments about the teachings being genuine, having integrity and the School growing faith, rather than just instructing it.

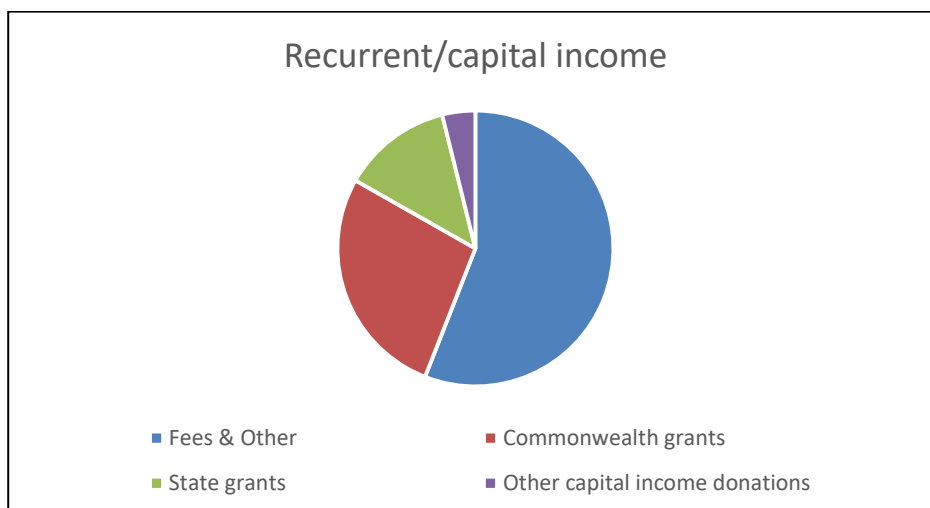
There was strong endorsement from parents, staff and students for the Tutorial System. It is the other key reason parents say they chose Tangara. Parents talked about the tutorial system preventing their children falling through the cracks. They described the tutor as a personal coach, someone to help their child navigate the emotions of growing up, while teachers focus on the academics. Teachers and tutors agreed that the regular professional development for tutors has improved the quality of tutoring in recent years. Teachers talked about getting more support from tutors for the benefit of the students, and tutors talked about teachers working more closely with them. Overall parents have also noticed an improvement.

There was recognition that academic standards have increased across the school. Students value the emphasis on high academic standards, combined with a supportive environment. Parents were clear that they expect us to keep it up!

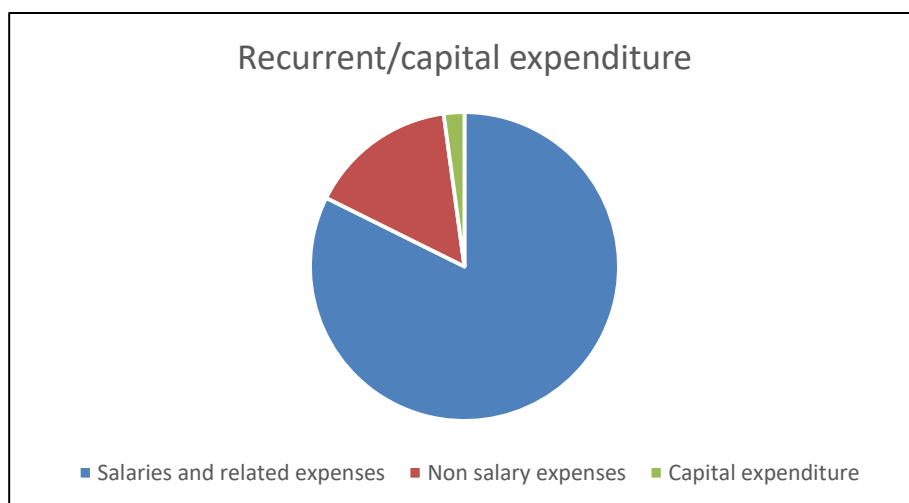
There were clear areas for improvement which will be built into our plans for 2017:

- Learning Support, especially in Years 7 to 12
- Communication to Infants and Primary parents about the Tangara Senior School, especially academics and subject selection.
- Technology to support student learning - parents, teachers and students appreciate that there have been improvements, but say we have more to do.
- Parent/teacher evenings to complement the meetings with tutors once a term.
- More opportunities for parents to actively engage with the School and contribute: fund raising, 'friend raising', events management, working bees.

## 14. Summary Financial Information 2016



Recurrent/capital income 2016		
Fees	56%	4,007,182
Commonwealth grants	27%	1,952,575
State grants	13%	924,682
Other capital income donations	4%	277,676



Recurrent/capital expenditure 2016		
Salaries and related expenses	82%	7,706,089
Non salary expenses	16%	1,451,395
Capital expenditure	2%	202,231