



Tangara

Annual Report 2023



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Messages from Key Bodies

Message from the Chair of the Board

As Chairman of the Pared Board, it is my privilege to reflect on a year of remarkable achievements and progress at Tangara School for Girls. The 2023 Annual Report showcases the dedication and commitment of our entire school community, from both students and parents, to our staff and leadership team.

2023 was a year marked by academic excellence, artistic expression, and athletic prowess. Our students' exceptional performance in the Higher School Certificate (HSC) and NAPLAN assessments reflects the high standards of education at Tangara. Our Creative and Performing Arts programs flourished with notable achievements in Drama, Music, and Visual Arts, while our sports teams represented the school with distinction at regional and state levels.

One of Tangara's greatest strengths is our unique mentoring system, which fosters a partnership between school and parents to support each student's personal and academic growth. This system, combined with our strong Catholic ethos, ensures that our students are not only well-prepared academically but also grow in character and faith.

The school's commitment to service has been evident in various community outreach programs, where students have shown generosity, leadership, and a willingness to engage with and support those in need. These experiences are integral to developing well-rounded individuals who are ready to contribute positively to society.

Tangara's dedication to providing a holistic education is also evident in the wide range of co-curricular activities offered. From debating and public speaking to community service and leadership programs, these opportunities enable our students to develop essential skills and build confidence.

We are particularly proud of the efforts to support the diverse learning needs of all students. The school's focus on personalised education ensures that each student, whether they excel academically or face learning challenges, receives the attention and resources they need to succeed.

As we look ahead to 2024, we remain committed to our mission of guiding each student towards the fullness of virtue, as embodied in our school motto, *Ad Summam Virtutem*. We will continue to build on the strengths of our academic programs, enhance our co-curricular offerings, and deepen our commitment to the values that make Tangara a special place.

On behalf of the Pared Board, I extend my heartfelt thanks to our dedicated staff, supportive parents, and most importantly, our wonderful students, for making 2023 a year to remember. Together, we will continue to strive for excellence and nurture the growth of each student in our care.

Gary Doherty,
Chairman

Principal's Welcome

This Annual Report for Tangara School for Girls provides a comprehensive overview of the significant events held throughout 2023, as well as the numerous achievements of our school community. The report also includes an analysis of educational outcomes for the year. These accomplishments are a testament to the dedication, professionalism, and resilience of both our teaching and non-teaching staff.

At Tangara, our students are known and cared for by staff who are committed to providing a supportive environment. Students are given a wide range of opportunities to be the best version of themselves, reflecting our dynamic and hope-filled ethos as an independent Catholic girls' school.

As I reflect on 2023, I am filled with pride and gratitude for the vibrant year of learning, creativity, and achievement that has defined Tangara. This message aims to highlight some of the remarkable accomplishments and initiatives that have taken place.

This year, our music program once again demonstrated its excellence, notably through our spectacular musical showcase, "Shrek Junior." Music remains essential to cognitive development and enriches our students' appreciation of the true, the beautiful, and the good.

In the area of Performing Arts, our HSC drama students excelled, receiving 10 nominations for OnStage. Our creative arts students also made

us proud. Two students received recognition for their work in Art Express, showcasing their exceptional skill and creativity while addressing significant issues.

Debating and public speaking were significant areas of achievement. Our students competed in the ISDA and Archdale competitions, with our Mock Trial team finishing among the top 14 schools in NSW. Our secondary students performed impressively at the Festival of Speech, honing their talents alongside peers from across the state.

Public speaking remains a crucial skill for leadership and confidence. Our 2024 Public Speaking Captain was chosen to represent NSW at the National Schools Constitutional Convention in Canberra. Next year, we will introduce a Public Speaking Program for students in Years 3-8 to further enhance these essential skills.

2023 was a busy year for sports at Tangara. Our students represented the school at zone and regional levels in swimming, touch football, basketball, soccer, futsal, volleyball, and tennis. One of our students won the Hills Zone Tennis championship, and two of our secondary students became Australian National Champions in swimming. We also had a student who represented us at the Oceania Championships in chess. Our netball and basketball teams also achieved significant successes.

Service remains central to Tangara's ethos. This

year, our Year 10 students engaged in various community service programs, working with Foodbank, St Gabriel's, and Kids Giving Back. Other initiatives included participation in Vinnies Van, the Winter SleepOut, Operation Christmas Child, Dignity Dishes, the Intergenerational Program, and our ongoing partnership with Inala. Next year, our Year 11 students will have the opportunity to participate in the Philippines Service Project.

Academically, 2023 was another strong year for Tangara. Our HSC and Naplan results were impressive, with Tangara students averaging well above NSW and Independent schools. Our vision at Tangara is the growth of each student, whether exceptionally gifted, facing learning challenges, or somewhere in between. In 2024, we will focus on supporting the diverse learning needs of all our students.

Congratulations to the Class of 2023 for their remarkable achievements. Many have already gained early entry into prestigious courses such as Law, Engineering, Medical Science, Education, and Creative Arts. We continue to celebrate the incredible impact our alumni have on society.

Thank you to our parents for participating in our school survey. Your feedback is invaluable, and we will work over the coming months to update

our strategic plan. The survey results affirmed Tangara's strengths: the living Catholic faith that animates our endeavours, the collaboration between parents, mentors, and teachers through the Mentoring System, and the personal attention offered to each child and family.

Single-sex education often faces criticism, but girls' schools like Tangara prepare our students for the modern world. They provide a space to grow without the pressure of stereotypes and ideology, fostering academic excellence and positive attitudes toward traditionally male subjects. More importantly, they offer strong role models of femininity, instilling confidence and leadership in our students.

Thank you to our wonderful parents, students, and staff for making this year a success. Thank you also to the staff of Pared, our Chair Mr. Gary Doherty, the Pared Directors, and our CEO Mr. Eugene Choi for your ongoing support.

Looking forward to a successful and enriching 2024.

Rita Sakr,
Principal

Message from Class Parent Representative

As a parent representative of Tangara School for Girls, it is my honour to share my thoughts and reflections on the year 2023 in this Annual Report. This year has been filled with remarkable achievements, profound growth, and an unwavering sense of community, all of which underscore why Tangara holds a special place in our hearts.

As parents, we are deeply invested in our children's education and development. Tangara's commitment to providing a holistic and balanced education is something we value immensely. The unique mentoring system, which fosters a close partnership between parents, teachers, and students, ensures that our daughters are supported and encouraged in every aspect of their journey.

This year, our daughters have excelled academically, a testament to the dedication and expertise of Tangara's teaching staff. The impressive results in both the Higher School Certificate (HSC) and NAPLAN assessments reflect the rigorous academic standards upheld at Tangara. We have seen our girls develop a love for learning, a curiosity about the world, and a drive to excel.

The vibrant arts and sports programs have also been highlights of 2023. From stunning performances in Drama and Music to outstanding achievements in Visual Arts, our daughters have had countless opportunities to express their creativity and talent. On the sports field, they have

displayed determination and teamwork, achieving notable successes in various competitions.

Service to the community is a core value at Tangara, and this year, our girls have participated in numerous outreach programs. These experiences have not only taught them the importance of generosity and compassion but have also helped them develop a broader perspective on the world and their role in it.

As a parent, it is incredibly reassuring to know that Tangara provides a nurturing environment where faith and values are integral to the educational experience. The emphasis on personal prayer, the sacraments, and the teachings of Jesus Christ fosters a sense of care and respect that permeates the school community.

Looking ahead, we are excited about the continued growth and opportunities that Tangara will offer our daughters. The school's commitment to catering to diverse learning needs and providing a broad range of co-curricular activities ensures that each student can find their passion and thrive.

On behalf of all parents, I would like to extend our deepest gratitude to the dedicated staff, the leadership team, and the PARED Board for their unwavering commitment to our children's education and well-being. Thank you for making Tangara a place where our daughters can grow into confident, compassionate, and capable young women.

Message from the School Captain

As we wrap up another year filled with laughter, memories, challenges and struggles, we pause to reflect and celebrate a wide range of amazing achievements. These success stories are rooted in the strength of our Tangara school and community. The Tangara students would like to heartily thank each and every teacher for their dedication and support, the mentors for their constant guidance and the chaplains fr Paul and fr John for their spiritual direction throughout the year. Most importantly, to the parents, thank you for the unconditional love and care you have provided that has nurtured and continues to nurture us into women of character and leaders of the future.

We have been taught and challenged to make the right kind of difference, for our community and be an inspiration to others. A simple conversation can assist us to identify our talents, to persevere and to channel our efforts in reflecting truth and goodness in everything we do, everyday. A sense of purpose does not mean we should invest everything into our own accomplishments, rather such purpose will only come about by striving for something greater than ourselves.

We have been encouraged to stand strong in our convictions, live with purpose and defend human life, in all its forms; to value the dignity of every person. We value the opportunity to hold fast to what is true, and to live in hope of a better tomorrow; as bold, strong, women of character.

It is on this note I draw upon the Class of 2023's

motto 'never say never'. No matter where life leads you, remember that it is never too late to change. Tangara has equipped us with the skills required to see what is needed and to open a multitude of doors, embracing opportunities, creating ripples in the world's ocean of opinions, ideas and values.

Thank you especially to Mrs Sakr, for your constant support and kindness to our cohort over the years and for all the service you have shown us. Your leadership has truly inspired each and every one of us to be better but to never lose who we are.

Thank you also to Mrs Nassif for all the time that you have helped organise our fundraisers and events but most importantly the support you have provided. Many of the small to big accomplishments of the class of 2023 would not have been possible without your assistance.

Our many events and activities from fundraisers to Big Sister meetings became a core component in allowing Year 12 to guide groups of students, whilst making memorable experiences. Special events such as the sports carnivals and lunchtime house competitions successfully brought girls across the grades together. St Josemaria's feast day, with the newly introduced Spirit Week enabled both Primary and Secondary students to come together and share our culture and gain a stronger sense of community.

Thank you to all the students for making this year possible. Your enduring support, smiles and

kind words in all these moments have been a remarkable contribution to our goals. The class of 2023 is beyond grateful to have such a genuine and special community.

It is also of high importance to acknowledge the dynamic and vibrant leadership team of 2023. I'd like to thank Andrea, Judith, Samantha, Raquel, Margaret, Elysia, Gabrielle Tan, Madeline. Your constant encouragement but also dedication to making this year the best year yet by putting 100% to each of your roles has clearly reaped the rewards.

To my Vice Captain, the superwoman Natalie Georges. This past year has been a privilege to work by your side. Thank you for always being there for me and I couldn't have done those years without your constant support. I have learnt an incredible amount from you, and I am beyond lucky to have had you as my Vice Captain.

To the Class of 2023; I'm proud to say that we strived through the highs and lows of Year 12 and WE MADE IT. You all have so many gifts and so much to offer and it's been both a privilege and an honour to represent you during 2023.

May God continue to guide and bless you all in whatever you do. Thank you.

**Jemima Hanna,
2022 School Captain**

Tangara School Profile

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

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

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

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

Characteristics of the student body

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

In 2023, Tangara had 835 students enrolled across the Preparatory, Junior, and Secondary Schools. Our overall school enrolment remained robust, with a high level of interest in all year groups. Many classes had waitlists for 2023 and beyond, reflecting the strong demand for a Tangara education.

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

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

Student Outcomes in Standardised National Literacy and Numeracy Testing

Interpreting the table:



Comparison of Tangara's 2023 NAPLAN Results with All Australian Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	460	483	478	481	445
Year 5	544	546	547	569	525
Year 7	596	599	599	629	588
Year 9	633	637	630	655	646

Comparison of Tangara's 2023 NAPLAN Results with Similar Schools

Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	460	483	478	481	445
Year 5	544	546	547	569	525
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Year 9	633	637	630	655	646

Higher School Certificate Results 2023

Course Name	Bands 4-6			Bands 1-3		
	Students	Tangara	State	Students	Tangara	State
Ancient History	11	100	60	0	0	40
Biology	16	100	64	0	0	36
Business Studies	15	88	64	2	12	36
Chemistry	12	86	66	2	14	34
CAFS	13	100	71	0	0	29
Drama	8	100	88	0	0	12
Economics	10	91	76	1	9	24
English Standard	14	93	59	1	7	41
English Advanced	39	100	95	0	0	5
English Extension 1	6	100	94	0	0	6
English Extension 2	3	100	86	0	0	14
Food Technology	11	100	64	0	0	36
Geography	7	88	77	1	13	23
Mathematics Standard 2	27	100	57	0	0	43
Mathematics Advanced	18	95	75	1	5	25

Course Name	Bands 4-6			Bands 1-3		
	Students	Tangara	State	Students	Tangara	State
Mathematics Extension 1	5	71	72	2	29	28
Modern History	14	100	64	0	0	36
Music 1	3	100	89	0	0	11
Music 2	2	100	85	0	0	15
PDHPE	16	100	63	0	0	37
Physics	6	86	67	1	14	33
Studies of Religion 2	1	100	82	0	0	18
Visual Arts	10	100	91	0	0	9
Latin Continuers	1	100	95	0	0	5
Retail Services	1	100	42	0	0	58
Floristry	1	N/A	N/A	N/A	N/A	N/A

Post School Destinations

There were 54 students in the class of 2023. The data indicated that most will be continuing further education in 2024, with the rest moving into the workplace. The number of students receiving their first preference for university was high, with the majority of students offered their first choice of university course.

Main Destinations

Students choose courses across all fields of study at the most popular universities. Our students continue to study at all the major universities, including, Sydney, UTS, UNSW, Macquarie University, ACU, Western Sydney and Notre Dame.

Field of Study

The most popular courses in 2023 were in fields of Commerce, Economics and Finance, Law, Medical Science, Education and Nursing and Health Sciences.

HSC 2023 highlights

54 students attempted 283 examinations

100% of students scored Band 2 or higher

Performed well above the NSW average in most subjects

137 Band 5 results across all courses, achieving 80% or above

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

<i>Ancient History</i>	<i>Standard 2</i>
<i>Biology</i>	<i>Mathematics</i>
<i>Chemistry</i>	<i>Advanced</i>
<i>CAFS</i>	<i>Mathematics</i>
<i>Drama</i>	<i>Extension 1</i>
<i>English Advanced</i>	<i>Modern History</i>
<i>English Extension 1</i>	<i>PDHPE</i>
<i>English Extension 2</i>	<i>Physics</i>
<i>Food Technology</i>	<i>Retail Services</i>
<i>Geography</i>	<i>Visual Arts</i>
<i>Mathematics</i>	

Of the 16 students who sat for one or more extension courses 88% achieved the highest bands with 40 or more

ArtExpress

One student's body of work earned a nomination for ArtExpress, and another student's body of work was chosen for ArtExpress at the Art Gallery of NSW

Tangara Ranked 62nd in NSW

Drama

There were a total of 10 nominations for OnSTAGE for both group and individual performances

Food Technology

One student achieved 3rd place in the state

Record of School Achievement (RoSA)

Year 10

In 2023, there were 55 students enrolled in Year 10. The school did not have any students who required the formal award of a Record of School Achievement in this cohort.

Year 11

In 2023, there were 53 students enrolled in Year 11. The school did not have any students who required the formal award of a Record of School Achievement in this cohort.

Year 12

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

100%

Higher School Certificate (HSC)

0%

AQF Certificate III or above

3.7%

Vocational training courses (2 students)

Professional Learning and Workforce Composition

Accreditation Status

All teaching staff responsible
for delivering the curriculum:

2
Conditional

1
Provisional

61
Proficient

64
Total Teaching Staff

*Accreditations status as defined by the TA Act

Workforce Composition

The Tangara staff is comprised of:

102

All School Staff

64

Teaching Staff

1

Chaplain
(note: additional Chaplain onsite at Tangara is not a staff member)

38

Support staff

29

Permanent Full-time Teaching

11

Permanent Full-time Support

32

Permanent Part-time Teaching

24

Permanent Part-time Support

2

Temporary Full-time Teaching

Student Attendance and Retention Rates and Non-Attendance

Student Attendance Rates

In 2023, Tangara School for Girls maintained high student attendance. Regular attendance is crucial for students to maximise their potential, and promoting this is a shared responsibility between the school and parents. While parents are legally accountable for their daughters' consistent attendance, Tangara staff monitor full-day and part-day absences as part of their duty of care.

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

Student Non-Attendance

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

Attendance rates

The listing below shows in percentages the students attendance rates by year level in 2023.

92%	Kindergarten	94%	Year 7
94%	Year 1	93%	Year 8
94%	Year 2	94%	Year 9
93%	Year 3	92%	Year 10
94%	Year 4	91%	Year 11
93%	Year 5	93%	Year 12
94%	Year 6		

Retention rate 95%

Enrolments Policy

Purpose

This policy outlines the enrolment requirements and process Montgrove College ("the School").

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

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

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

Key Entry Points

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

1. Kindergarten
2. Year 2
3. Year 7

Summary of Enrolment Procedures

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

The Enrolment Process takes part in 5 key stages:

1. Enquiry

Parents who are interested in the School register their interest via an enquiry form to initiate the conversation with the school Enrolments Officer.

2. Application

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

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

3. Interview and Evaluation

Parents are interviewed by a member of the Interviewing Committee. For Year 2 to Year 12

applications, both parents and the child must be interviewed. For current *Pared* families, the interview must be attended by at least one parent and the child.

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

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

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

4. Enrolment Offer & Acceptance

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

The Letter of Offer is sent to both parents via the enrolment platform. To accept the enrolment, both parents are required to sign the Letter of Offer and the non-refundable acceptable fee must be paid.

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

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

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

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

1. Orientation

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

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

Enrolment Guidelines

Enrolment Eligibility

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

Offering Enrolment

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

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

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

The Family Relationship with the School

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

The Family's alignment with the School Values

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

The Student's

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

The School's

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

Accepting Students from Other Faith Backgrounds

The School may accept students from other faith backgrounds when:

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

Parent Conduct

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

Enrolment Process for Prospective Students with a Disability

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

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

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

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

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

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

Enrolling a Student on a Visa

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

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

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

Conditions for Continued Enrolment

Continued enrolment at the School is dependent upon:

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

Deferred Start Dates

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

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

Fees

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

The fees are outlined below:

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

Returning Families

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

Withdrawing an Enrolment

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

School Policies and Procedures

Summary of Policy

1. Child Protection Policy

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

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

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

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

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

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

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

Summary of Policy

3. Bullying Prevention Policy

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

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

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

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

4. Student Development Policy

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

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

Tangara is committed to creating a caring school climate based on Christian ideals and values. The School encourages the growth and development of the whole person—spiritually, intellectually, psychologically and socially—and aims to instill a deep sense of empathy and sensitivity towards the needs and feelings of others. All members of the school community have the right to be treated with respect and dignity and learn and work in a safe and supportive environment.

Initiatives Promoting Respect and Responsibility

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

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

The Virtues Program K-10

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

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

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

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

The Mentoring System

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

Community Service

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

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

Leadership

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

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

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

Chapel

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

Camps

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

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

School Assemblies and Guest Speakers

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

A variety of guest speakers present to various year groups each year. Some guest speakers and organisations who presented in 2023 included:

1. Elevate Study Skills
2. David Kobler
3. I4Give Day
4. Harmony Day
5. Ryda Day Excursion
6. Police Liaison Officer

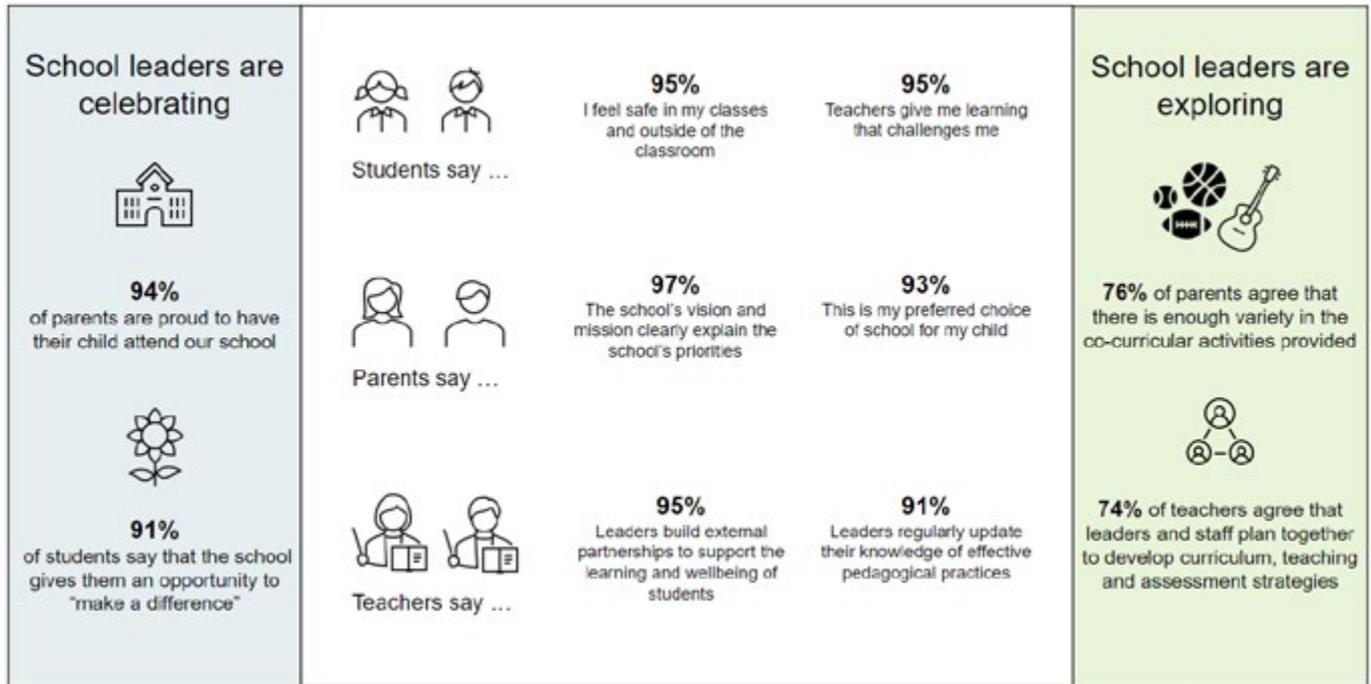
7. Former Tangara Graduates
8. RUOk Day
9. Big Sister Program
10. International Youth Day
11. Harmony Day
12. Feast of St Josemaria
13. St Vincent De Paul Society
14. Duke of Edinburgh Program
15. International Women's Day
16. Caritas Australia

Parent, Student and Teacher Satisfaction

Tangara continues to receive overwhelmingly positive feedback from parents, students, and staff alike. Overall, parents have expressed their deep appreciation for the nurturing and empowering environment provided by the school, noting how it has fostered their daughters' self-confidence, academic growth, faith, and overall well-being. Students have praised the school for its inclusive atmosphere, where they feel supported and encouraged to explore their interests and reach their full potential. They appreciate the diverse range of extracurricular activities and opportunities for leadership development.

Our dedicated staff members have received commendations for their commitment to education and their ability to inspire and guide the students. Their passion and expertise in their respective fields have greatly contributed to the overall success of the students and the school as a whole. Together, the positive feedback from parents, students, and staff speaks volumes about the exceptional learning environment and the profound impact Tangara has on its community.

Summary of results from our 2023 stakeholder survey:



Parent Satisfaction

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

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

There is ongoing communication between the School and the parents through the very well-developed Mentoring System. Parents are able

to communicate concerns and express their satisfaction each term in a personal interview. In addition, parents are encouraged to participate in parent surveys and to communicate with the Principal or members of the School leadership at any time.

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

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

Student Satisfaction

"I believe Tangara is a very unique school, we have things here that other schools don't have. Overall, I think Tangara is a very special place, where I can come to learn, increase friendships, and prepare myself for when I grow older."

A" positive learning environment where students are nurtured and encouraged to do their personal best academically.

More than just academic achievement, there is a strong emphasis placed on teaching students the importance of good character, faith and virtue. The school takes a holistic approach to learning, seeing students as valuable individuals."

Staff Satisfaction

"A kind and nurturing school with a high value on community care, good values and faith, plus a commitment to excellent academics and a healthy involvement in sport and other activities. There is a wonderful sense of community and belonging."

"The school is a beautiful place to teach."

Summary of Financial Information

Recurrent Income 2022

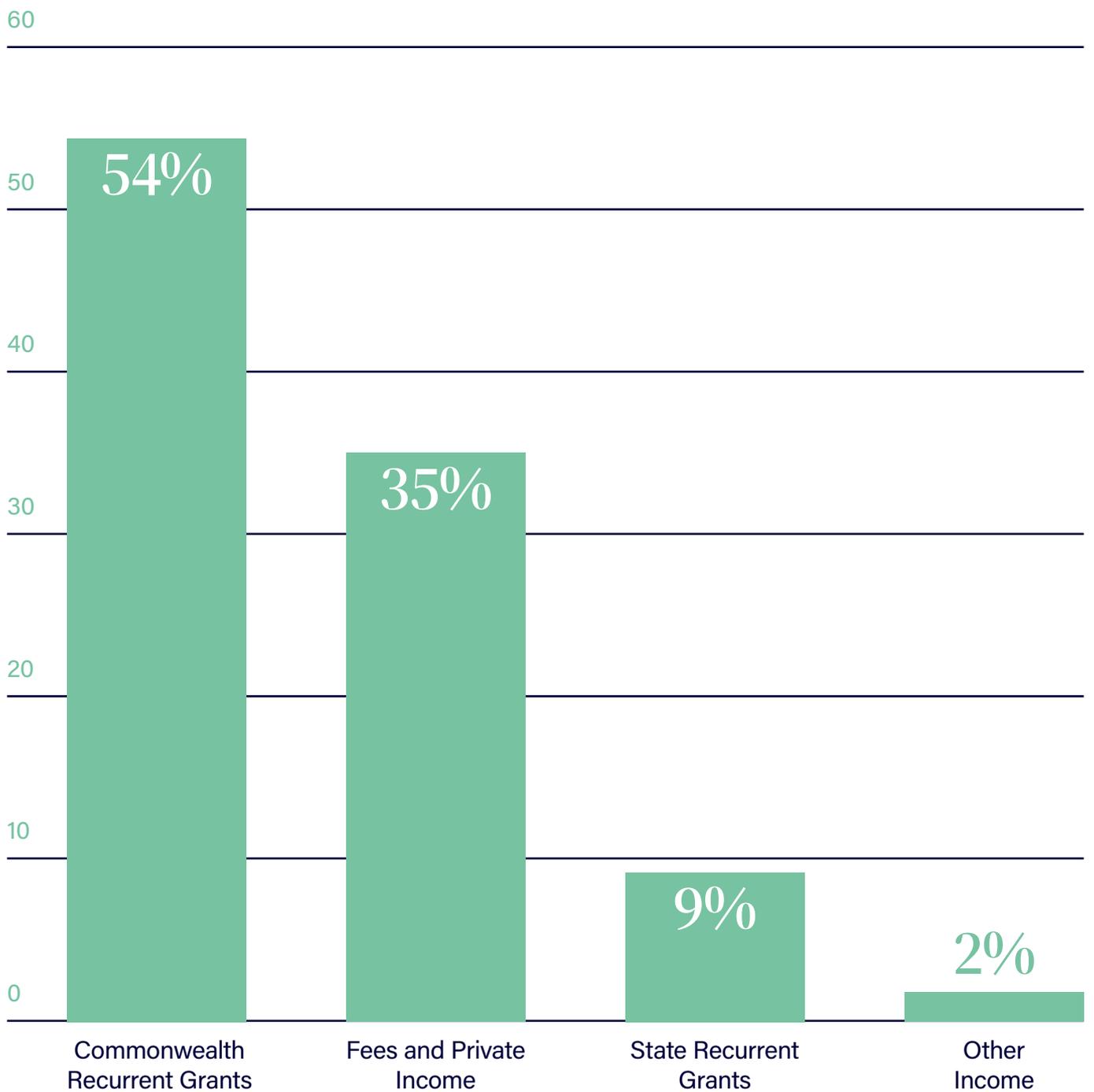
Fees and Private Income	54%	\$9,204,003.39
Commonwealth Recurrent Grants	35%	\$5,850,584.02
State Recurrent Grants	9%	\$1,462,645.95
Other Income	2%	\$410,475.00

Recurrent/Capital Expenditure 2022

Salaries, Allowances, Related Expenditure	60%	\$9,582,516.05
Non-Salary Expenses	37%	\$5,827,947.75
Capital Expenditure	3%	\$440,241.50

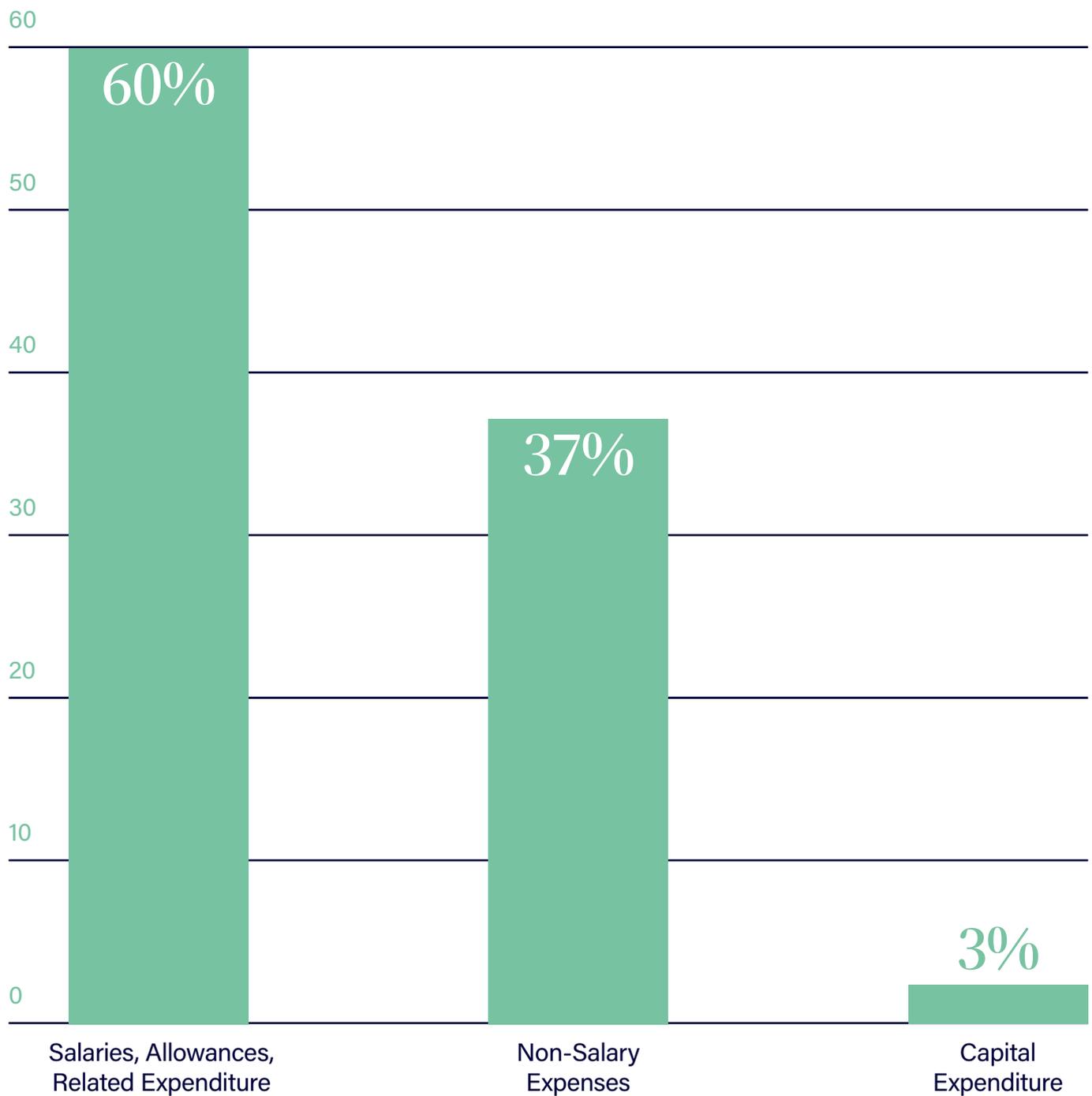
Recurrent/Capital Income

Tangara Recurrent Income 2023



Recurrent Expenditure

Tangara Recurrent Income / Capital Expenditure 2023





Tangara