



TARA

Anglican School for Girls

Annual Report 2015





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The 2015 Annual Report was published by 30 June 2016 and has been made available to BOSTES online. The report is available to the public on the School's website: tara.nsw.edu.au and may be supplied as a hard copy by the School on request.

Photos supplied by Peter Thiedeke and Eileen Opilas.

Theme 1: A message from key school bodies, priority areas for improvement and contextual information about the school

REPORT FROM CHAIR OF COUNCIL

During 2015, Tara Anglican School for Girls Council released the next five year plan for Tara Anglican School for Girls to cover 2016 to 2020. This plan was co-created by Council and the School Executive and had considerable input from the wider Tara Community.

In building the plan, we looked back at the wonderful blessing and heritage of the School. With so much to be thankful for, our Purpose and Core Values are unchanged. The previous 2011 to 2015 Strategic Plan had been substantially achieved and Council is very appreciative of the significant work that has been done on every facet and aspect of the School during this time.

Our vision is to be a leader in girls' Christian education. Clearly we want and expect every student to develop the knowledge and skills as they engage with the curriculum. At Tara, we want to use research-informed teaching and learning techniques to inform how we do this for our students. To this end, having already begun using the International Baccalaureate (IB) Primary Years Programme (PYP) in the Junior School, we are now implementing the IB Middle Years Programme (MYP) in the Senior School for Year 7, 2016 as we continue to look at ways to provide a world class learning environment for the girls at Tara.

We believe it is critical to have an emphasis on the holistic development of each student. Whilst it is tempting to focus attention on academic achievement, as this gets prominence via NAPLAN, HSC league tables and the My School website, Tara emphasises a wide range of co-curricular activities to allow our students to explore a wide range of opportunities and use this to develop their particular gifts and abilities. Our goal is to allow each girl to leave the School as a young woman of integrity and purpose with the confidence and ability to take her place on the world stage. So having a breadth and depth of possibility is crucial to achieving this purpose.

And in addition, we strive to have an environment where every student is cared for, challenged

and equipped. At different times through their school and life experience, girls will value and need different support and input. Our goal is to provide a Christian environment where we can authentically meet each girl's needs at every point in time. This may mean pastoral support, or it may mean providing the challenge to step out and take some risk. Irrespective of the situation, we have the mindset of providing a community experience for our girls and their families.

The School continues to be ably and excellently led by Mrs Susan Middlebrook and her wider executive team. One of God's blessings to the School is the superb teaching and administrative staff who are dedicated to the girls of the school and work hard every day at enriching and developing the lives of those in their care. The School Council continues to be grateful for all our staff do in the life of the school.

A full copy of the 2016 to 2020 Strategic Plan is available from the School and on our website and I commend this 2015 Annual Report to you.

We move into the future aware that all we have is thanks to God's rich blessing and we seek to use it to honour Him.

Mr David Braga
Chair of Council

REPORT FROM PRINCIPAL

Educators know more about what is important in teaching young people to thrive in their learning and development than we ever have before. There are many hot topics in education now: the importance of motivation, enthusiasm, tenacity, perseverance and the development of a growth mindset are important elements for personal success. Collaborative, inquiry based learning which provides relevant, real-world projects and problems that demand imagination, creativity, problem-solving and communication skills for their solution are important for students to thrive. Technology and its impact on pedagogy and the provision of access to information as well as its use in the development of higher order responses from students is a vital consideration. A knowledge of neuroscience- mental processes, brain functions, emotional behaviours and their links to managing well-being is proving supportive in developing young minds. The importance of the design of learning spaces, a mix of formative and summative assessment, differentiation within the curriculum, tracking of student achievement, the use and scheduling of time for various activities, the importance of performance, public speaking and developing skills in sport, the opportunities for first hand learning, the respectful understanding of different cultures, interests and prior experiences together with the creation of opportunities for students to develop leadership in themselves and of others are all part of the toolkit of educators today. At Tara, we give consideration to all of this, and so much more, in a Christian context.

In 2015, the Tara School Council together with the School's Executive team and the input of students, staff and parents, developed the next Strategic Plan for 2016 to 2020 for Tara. Our purpose is clearly defined and enduring: to be a Christian learning community characterised by excellence, which encourages girls to achieve and serve in a dynamic world. Affirmation, service to others, opportunity and integrity remain the core values which underpin the School's programs and the values we aim to develop in every Tara girl.

We know that education for a girl in an all-girls environment provides powerful learning experiences where gender is not an issue. It is place of freedom to explore knowledge, passions and develop skills where they are encouraged to take risks in a safe and secure environment. At Tara, there are no expectations that girls should fulfil traditional gender stereotypes in the subjects they study, the activities they participate in or the careers they pursue. Research demonstrates that girls feel empowered to behave in more competitive ways without the presence of boys and are more likely to study STEM (science, technology, engineering and maths) subjects at school and pursue tertiary studies and careers in STEM fields.

As a result of this deep knowledge of girls' learning and developmental needs, together with our research on the important issues in education currently and our commitment to the students as a Christian School, the Strategic Plan has the following focus areas:



- The Tara experience - strengthening academic focus and student engagement
- Christian identity - being witness to Jesus Christ through our programs, activities and events
- Leaders of learning - developing the capabilities and contributions of all staff
- Tara as the school of choice - increasing awareness of the School's point of difference
- Resourcing our future - utilising our resources to provide high quality facilities and programs

Each of these priorities has several projects within them and the School's Executive Team will take responsibility for leading and fulfilling the projects over the coming years.

We were thrilled for the Year 12 students in 2015 in terms of their outstanding success in the HSC. Six students achieved the distinction of achieving 'All Rounder' status, scoring more than 90% in all subjects. There were 140 Band 6 results for the cohort. One of our students placed 7th in NSW for Advanced English. The ATAR results were just as impressive with three students gaining over 99 and 34% of the group achieving over 95. In total, 46% of the cohort scored an ATAR over 90. This resulted in the School being ranked 2nd in NSW for ESL and Standard English and 18th in NSW for General Mathematics. Overall Tara ranked 31 in NSW for the 2015 HSC results.

As a non-selective School this is a most pleasing result for our students and we rejoice with them in their success.

In February 2015, the Junior School received verification as an International Baccalaureate World School for the Primary Years Programme (PYP). The PYP has been in place for three years at Tara and we are pleased with the learning gains this has provided for students. The curriculum is still the very robust syllabi provided by the NSW BOSTES but it is the approach to learning that has changed. Tara girls now pursue an inquiry based model of learning which is rich in curriculum that is engaging, relevant, challenging and significant for learners in the primary years.

The learning of Spanish in Junior School was trialled for one stage in 2014 and in 2015 was expanded into Years 1 and 2. In 2016, it will be further extended across the remaining grades. The students and staff have enjoyed learning and speaking another language in a range of subjects. Perhaps the highlight of the year in the PYP programme was the PYP Exhibition for Year 6 in Term 4. The students produced quite amazing outcomes as they presented their research and resulting actions to provide answers to some very complex global issues. The manner in which students articulated the learning process they had undertaken as a group and individually and the presentation of their work was very impressive.

After an intensive investigation of learning frameworks for the Senior School, Tara has become a candidate school for the Middle Years Programme (MYP) of the International Baccalaureate and the program will be introduced for Year 7 from 2016. The school will incorporate the NSW BOSTES syllabi into the framework, which we feel will offer so much more than the 'what' of learning and really focus on the 'why' of learning. The MYP aims to develop active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The development of students who are mindful of their goals and proactive in the achievement of their learning has taken a significant step forward in the Senior School in 2015, with introduction of student learner profiles and 'Project Me'. Students have set their learning and co-curricular goals for the year and have met with their academic mentors to monitor their progress and to provide assistance. Beyond the class room, Tara students in both the Junior and Senior Schools participated in many activities both for learning and service and represented the School and themselves admirably as they competed in eisteddfods, sport, academic competitions, debating and public speaking and school musicals and drama performances. Tara was one of four schools in NSW to participate in 'WotOpera', where the students wrote an opera, composed the music and designed the sets in a series of workshops and then performed their production at the Seymour Centre.

Tara students have been impressive in their outreach to people across the world. The important aspect though, is not just the provision of support for others but also the understanding and acknowledging of the School's values as a Christian School, in accepting the responsibility of improving life for other people. From our youngest Tara girls through to the graduating year, students have been involved in projects to raise awareness of big issues and to make a practical contribution. The students

across the grades have demonstrated creativity and perseverance as they have sought to pursue service learning objectives. In 2015, the 40th Anniversary of the World Vision 40Hour Famine, Tara was announced as the School who has raised the most funds over the history of this fund raising initiative in all of Australia and we are pleased to have an ongoing relationship with World Vision.

Thank you to the Tara staff, in all their various roles for the support of Tara girls, their learning and development as young women. Thank you to the parents and the parent support groups for their continuing support of the students, their activities and the School. Thank you to the School Foundation and the School Council for their wise governance that allows us to plan for the future and provide outstanding learning facilities and experiences for Tara girls.

Mrs Susan Middlebrook
Principal

ABOUT TARA

Tara is an inspirational learning environment from Pre-Kindergarten to Year 12 day and boarding school. It has a rich heritage of 118 years of education in Parramatta, Sydney.

Tara has a strong and proud tradition as an Anglican, non-selective school for girls which nurtures its students academically and spiritually and provides great opportunities in the co-curricular arenas of the arts, sports and the service of others. It is a school filled with energy and vitality and the students enjoy impressive facilities and excellent teaching by passionate and dedicated staff.

Our aim is to provide the environment which optimises each girl's ability to learn and develop as a capable, confident, articulate and resilient young woman who upon graduation is well prepared to embrace life's adventures.

Our focus is on learning and we constantly examine our practice to ensure we are providing the best for each of our students. Education within a framework of Christian faith has been the cornerstone of Tara since it was established in 1897 and it continues to be so whilst welcoming students of all faiths.

Within the guidelines of the NSW Board of Studies, learning programs can be adapted to take account of each girl's particular strengths and needs, as well as developmental stages.

The School's commitment to the development of young women with integrity who can stand strong in themselves makes Tara an exciting place for girls to learn and explore their potential.

TARA JUNIOR SCHOOL

As the Junior School (JS) continues its journey with the Primary Years Programme (PYP) framework, many aspects of 'best practice' teaching and learning have been implemented. In February this year we officially became an International Baccalaureate (IB) World School, a very exciting acknowledgment and encouragement due to the commendations received from the IB. It was very affirming for the teachers who have worked hard to provide the best education possible for the students in their care. Some of the key experiences of this year included:

1. Verification as an IB World School
2. PYP Assessment Workshop
3. Student-led conferences
4. Open Day and School Visits
5. Incursion/Excursion
6. Specialist collaboration
7. Exhibition
8. Language
9. Learning community
10. PYP Action workshop
11. Student Academic and Pastoral Tracking

We received a report from the IB following on from the Verification Visit in February. It gave feedback against some of the 73 practices of the IB, of which there are 30 which must be in place at the time of the Verification Visit. The report stated that we had met all of these 30 practices.

We have celebrated the commendations and incorporated the recommendations into our PYP Action Plan (a strategic plan for teaching and learning in the JS) and develop actionable items in order to follow through on the recommendations.

The teachers are continually reviewing our offering to ensure that each girl's learning experience is enriched with diversity and opportunity. This happens with daily learning programs that are differentiated and tailored, and further enhanced with experiences such as:

- Competitions like Performer of the Year, Write a Book in a Day, Mathematics Olympiad and Mathematics Cup, the Ryde Eisteddfod and ICAS
- Our involvement with IPSHA Friday afternoon debating, IPSHA debating gala day, IPSHA sport carnivals in athletics, gymnastics, swimming and cross country, and IPSHA Saturday sport, where in 2015, we fielded girls in nine different sports over the year
- Premier's Reading Challenge, Spelling Mastery, Stage 3 Maths problem solving, the Principal's Reading Challenge, Multilit, and the Move and Food Fair

In 2015, the Chaplain began collaborating with teachers to see how Christian perspectives within units of inquiry can enrich not only the girls' appreciation of each unit's central idea, but

also deepen their appreciation of the relevance of Christian faith in every aspect of their lives, that faith is not something to be boxed off and compartmentalised to one hour on a Monday! Additionally, every student participates in learning experiences within the regular classroom where they learn about the message of the Bible and have the opportunity to develop their relationship with God and build a genuine faith.

Leadership in the Junior School is unique. It is appropriate that every girl in Year 6 has a role that genuinely supports and improves the experiences of girls in ELC-Year 6. If there is one word that stands out for me this year about our Year 6 leaders, it is initiative. Year 6 have been assisting other girls to assemble after recess and lunch, monitored behaviours, clarified uncertainty, led engaging announcements, and even checked every week how to pronounce all the names of the girls receiving awards at Assembly! Seeing our Assemblies and House Jams, wholly run by girls for girls, is not only a great leadership skill development experience, but also does a great service for the girls in the School.

Our Elizabeth Medallist was a positive and engaging conduit between the teachers and girls. She represented her peers on regular occasions and was a warm, engaging and confident leader. Our SRC Chair led a wonderful, dynamic year of outstanding commitment to service and vision-setting, from shoe-shining, garden design, to the Move and Food Fair.

The biennial Junior School Musical 'Disney's The Little Mermaid' was a testament to the enthusiasm and commitment of the whole Junior School community. The girls rehearsed so diligently and quickly picked up their choreography and timings. The staff and many parents contributed greatly to the production. This was just one example of how well we all work together as a united learning community, working long hours to organise costumes, source and create sets, and manage rehearsal schedules all while ensuring our learning programs continue.

The K-12 Dinner event is one of the most eagerly anticipated in the Junior School calendar. It is a great example of how well the leaders in the Senior School cater for the needs of others. The announcement of this year's theme was a closely guarded secret, and for those of us who have sat through many a rendition of 'Let it go', aptly chosen. The girls had a fantastic night, and judging by the costumes, the parents had a wonderful time preparing them for it!

Ms Ruth Adams
Head of Junior School

TARA SENIOR SCHOOL

Senior School at Tara Anglican School for Girls is comprised of Years 7 - 12 with four classes in each year group. The Board of Studies curriculum is followed in all year groups, with preparations for the International Baccalaureate Middle Years Programme for Year 7, 2016. Special purpose classrooms are provided for all practical subjects, and technology such as Wi fi and data projectors are provided in all classrooms. Lessons usually begin at 8:30am and conclude at 3:20pm, although some senior students have lessons before and after school.

Sport is not compulsory, however, the majority of girls play Saturday Sport with IGSSA, and train two times a week, either before or after school. Tara students have achieved considerable success in sport with students representing through to national level in several areas this year.

Many cocurricular and extracurricular activities are on offer at Tara, ranging from a variety of music groups, performing arts, debating and public speaking as well as specialised sports.

Students at Tara are all involved in a Pastoral Care Program which involves each student meeting regularly with her Mentor for goal setting and discussions related to goals, service learning and welfare. All students participate in an annual camp at the start of the year. Leadership opportunities are provided to many age groups and are keenly sought after by many girls.

The Christian ethos of the School underpins all the programs within the School and informs the values and vision. Students and staff participate in weekly Chapel services and all students study Christian Studies as a subject. The voluntary Crusader Group is very popular, meeting weekly and having an annual camp.

Students participate in a variety of excursions each year, usually one per subject, so students experience a wide range of learning activities. Tara is not a selective school, although academic testing is conducted to ascertain any learning needs that should be addressed. Learning profiles are prepared for relevant students. There is a good support structure set up for students with special needs. This includes students from an English as a Second Language background.

All Tara teachers are well qualified, and many are involved in HSC marking and examination committees. The HSC results are well above average, especially considering Tara is non-selective.

Mrs Sue Hammond
Deputy Principal - Head of Senior School

TARA BOARDING

Eggleton House is situated on the grounds of Tara Anglican School for Girls and caters for up to 55 boarders. Full time, weekly and casual boarding is available for girls from Years 5-12. Senior boarders in Years 11 and 12 enjoy single private rooms. The girls have access to three separate common rooms and facilities which include a swimming pool, fitness centre, tennis court and music rehearsal rooms. Eggleton House's size allows staff to know each and every boarder personally, which enables us to tailor support programs to maximise student potential in a safe and caring environment. Comprised of country, local and overseas students; Eggleton House offers a multicultural atmosphere for up and coming leaders to experience life in a globally connected community.

Tara Boarders participate in supervised study known as 'prep' from Monday-Thursday 6:30pm-8:30pm. Academic staff offer general and specific support during prep across all subject areas as required. Workshops are held before exams by specialist teachers to ensure the boarders are fully prepared. Junior boarders regularly read to boarding house staff. 2015 also saw the introduction of the Extended Day Program which allows day students to dine with the boarding community and receive supervised homework time until 8:30pm. This is a valuable service for students with extra curricular commitments and busy parents.

For boarders staying in during weekends, group activities are available which include bushwalking, going to the movies and theme parks. Tara's core values are embraced in Eggleton House and nurtured through a range of activities. On International Women's Day guest speaker, Jess Kingsford (Vanessa's sister and ex Tara boarder), spoke about the Vanessa Grant Trust. The Trust was developed to promote education in East Africa for disadvantaged girls. Support through fundraising will be a continuing effort the Eggleton House boarding community will offer in years to come.

Boarding is a training ground for life, providing students with a great opportunity to develop their interpersonal skills while learning from a variety of students and staff from different backgrounds and cultures. The boarding experience will help to develop organisational skills, life skills and resilience while providing students with friendships that last a lifetime.

Mrs Samantha Cocks
Director of Boarding



Theme 2: Student outcomes in standardised national literacy and numeracy testing

TESTING

ICAS - Outstanding results

Participation in the University of New South Wales ICAS continues to be popular in the Junior School, and in 2015, the girls achieved some outstanding results, the strongest being in Years 3, 5 and 6. There were High Distinctions in Science, Mathematics, Writing, English, Spelling, Digital Technologies; and Distinctions in Science, Mathematics, Writing, English, Spelling, and Digital Technologies.

Junior School NAPLAN

In the Junior School, we endeavour to position NAPLAN sensibly within the curriculum: that is, we do not teach for the test, but we do seek to prepare the girls for what they will encounter in the test, particularly strategies for analysing and deconstructing a question or task within the assessments. In 2015, Tara was above State Mean and AIS Girls School's Mean in every test, with the exception of a negligible negative difference between Tara Mean and the AIS Girls School Mean in Year 5 spelling.

Our Year 3 girls attained some exceptional results, achieving our highest overall scores in the past six years. Our school average in Reading was high

Band 6, Writing and Spelling lower section Band 6, Grammar and Punctuation in the arrow above Band 6 and Numeracy high Band 5.

The comparison tables do not provide an important part of the 'NAPLAN picture', which is about individual student growth. This is the exciting story and something we are able to look at when comparing our Year 5 students with their Year 3 results. From Year 3 to Year 5 there is evidence of demonstrated growth in reading (13 points), writing (7 points), grammar (15 points) and numeracy (5 points) from when those same girls were in Year 3. Spelling there was a loss of 8 points.

In Year 5 many of our girls not only made expected growth, they exceeded it by 2 or more bands. In Reading 40%, Writing 50%, Spelling 29%, Grammar and Punctuation 29% and Numeracy 36%. This information, coupled with our high results provides a picture of strong growth and development in the Junior School.

Ms Ruth Adams
Head of Junior School

Year 3 Results Summary 2015

	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Reading	70%	18%	3%	6%	3%	0%
Writing	59%	38%	3%	0%	0%	0%
Spelling	50%	31%	6%	9%	3%	0%
Grammar Punctuation	66%	28%	6%	0%	0%	0%
Numeracy	47%	20%	17%	13%	3%	0%

Year 3 (Top 2 Bands)	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Tara	88%	46%	81%	91%	67%
State	49%	21%	47%	52%	38%
Girls in AIS Schools	65%	27%	60%	71%	49%

Year 5 Results Summary 2015

	Band 8	Band 7	Band 6	Band 5	Band 4	Band 3
Reading	50%	21%	21%	4%	4%	0%
Writing	7%	39%	39%	11%	4%	0%
Spelling	18%	32%	25%	21%	7%	0%
Grammar Punctuation	32%	29%	32%	3%	4%	0%
Numeracy	14%	21%	43%	18%	4%	0%

Year 5 (Top 2 Bands)	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Tara	61%	46%	50%	61%	35%
State	39%	21%	40%	39%	31%
Girls in AIS Schools	51%	37%	51%	56%	37%

Senior School NAPLAN

Tara Senior School students consistently perform well above the State and NSW AIS Girls means year in and year out, with 2015 being no exception.

In Spelling and Punctuation & Grammar over 75% of Year 7 students performed in the top 2 Bands, whilst in Reading, Writing, and Numeracy over 55% of students performed in the top 2 Bands.

In Year 9 results, over 75% of students performed in the top 3 Bands in Reading, Spelling, Grammar & Punctuation, and Numeracy, with just over 53% in the top 3 Bands for Writing.

Tara students continue to grow and develop, which is reflected in the upward growth statistics in all areas for most students. NAPLAN results are utilised by Senior School teachers to adjust teaching and learning programs to cater for areas of need for entire groups and individuals.

Mr Scott Baker
Director of Teaching and Learning

Year 7 Literacy Results Summary 2015

	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
Reading						
Tara	29.9%	29.9%	28.6%	9.1%	2.6%	0%
State	11.9%	19.9%	25.8%	26.3%	13.5%	2.6%
Girls in AIS Schools	18.8%	26.5%	28%	19.3%	6.6%	0.9%

	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
Writing						
Tara	14.3%	41.6%	23.4%	18.2%	2.6%	0%
State	4.5%	14.4%	21.9%	27.5%	21.4%	10.4%
Girls in AIS Schools	7.3%	20.7%	27.3%	26.5%	14.5%	3.7%

	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
Spelling						
Tara	42.9%	33.8%	16.9%	3.9%	2.6%	0%
State	11.6%	28.3%	27%	18.3%	8.3%	6.4%
Girls in AIS Schools	14.9%	34.9%	27.5%	14.8%	5.1%	2.1%

	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
Grammar and Punctuation						
Tara	46.8%	29.9%	14.3%	5.2%	2.6%	1.3%
State	15.9%	18.4%	22.6%	24.9%	10.8%	7.4%
Girls in AIS Schools	23%	24.4%	24.2%	20%	5.8%	2.6%

Year 7 Numeracy Results Summary 2015

	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
Numeracy						
Tara	38.2%	22.4%	27.6%	9.2%	2.6%	0%
State	13.3%	15.8%	26.1%	27.1%	15.9%	1.9%
Girls in AIS Schools	19.2%	22.8%	29.5%	20.7%	7.2%	0.6%

Data, Measurement, Space and Geometry

Tara	34.2%	22.4%	27.6%	11.8%	3.9%	0%
State	11.7%	15%	28.9%	26.9%	15.4%	2.1%
Girls in AIS Schools	17.1%	21.6%	32.2%	20.7%	7.5%	0.8%

Number, Patterns and Algebra

Tara	42.1%	23.7%	21.1%	10.5%	2.6%	0%
State	17.2%	13.2%	22.3%	29.7%	14.1%	3.4%
Girls in AIS Schools	24.8%	21.7%	25.3%	23.4%	6.7%	1.3%

Year 9 Literacy Results Summary 2015

	Band 10	Band 9	Band 8	Band 7	Band 6	Band 5
Reading						
Tara	25.4%	35.2%	19.7%	11.3%	8.5%	0%
State	14.3%	15.1%	24.5%	26.5%	16%	3.6%
Girls in AIS Schools	20.8%	22.6%	28.2%	19.8%	7.5%	1.2%

Writing

Tara	4.2%	9.9%	39.4%	23.9%	19.7%	2.8%
State	5.6%	9%	23.4%	22.1%	19.7%	20.3%
Girls in AIS Schools	9.3%	13.6%	30.2%	23.2%	14.6%	9.1%

Spelling

Tara	16.9%	32.4%	36.6%	9.9%	4.2%	0%
State	9%	18.7%	31.1%	22.4%	10.8%	8.1%
Girls in AIS Schools	11.4%	23.7%	34.6%	19.5%	7.1%	3.7%

Grammar and Punctuation

Tara	11.3%	26.8%	36.6%	12.7%	11.3%	1.4%
State	6.3%	12.9%	26.9%	22.4%	21.4%	10.1%
Girls in AIS Schools	9.1%	17.6%	33.1%	21.7%	14.4%	4%

Year 9 Numeracy Results Summary 2015

	Band 10	Band 9	Band 8	Band 7	Band 6	Band 5
Numeracy						
Tara	23.9%	36.6%	21.1%	15.5%	2.8%	0%
State	13.1%	15.5%	26%	28.3%	15.1%	2.1%
Girls in AIS Schools	19.2%	23.1%	29.9%	20.9%	6.3%	0.6%

Data, Measurement, Space and Geometry

Tara	22.5%	35.2%	16.9%	22.5%	2.8%	0%
State	10.8%	21.2%	20.6%	28%	17.1%	2.3%
Girls in AIS Schools	15.4%	29.9%	23.2%	22.4%	8.3%	0.8%

Number, Patterns and Algebra

Tara	25.4%	35.2%	19.7%	11.3%	8.5%	0%
State	14.3%	15.1%	24.5%	26.5%	16%	3.6%
Girls in AIS Schools	20.8%	22.6%	28.2%	19.8%	7.5%	1.2%

Theme 3: Senior secondary outcomes (student achievement) and post school destinations

REPORT FROM DIRECTOR OF TEACHING AND LEARNING

In 2015 Tara Anglican School for Girls finalised implementation of the Strategic Plan 2011 to 2015, which saw all aspects of teaching and learning programs in the Senior School focussed on the Core Purpose of being 'a Christian learning community, characterised by excellence, which encourages and empowers girls to achieve and serve in a dynamic world'. The Tara values of Affirmation, Service to others, Opportunity, and Integrity underpin the work of teachers and the desired educational outcomes of students. The year was marked by preparations for the implementation of the International Baccalaureate Middle Years Programme in 2016 and the ongoing review and refreshment of student tracking processes through 'Project Me' to ensure the best holistic care of Tara students.

Granting of Records of School Achievement

There were 2 Year 12 students who requested and received a Record of Student Achievement in 2015.

Percentage of students in Year 12 undertaking vocational or trade training

Nil in this category.

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification

There were 12 students (15.7%) who studied VET Hospitality in Year 12 2015.

Tara students obtained excellent results across a wide range of subjects in a non-selective environment. The entire Tara community takes pride in the success of each girl in making the best of her abilities.

There were 140 Band 6 results from 76 candidates, with 19 courses achieving Band 6 results at more than double the State average, 6 courses with 100% of students achieving at Bands 5 or 6 level, and 29 courses above the State average. With 34% of students achieving an ATAR over 95, 46% over 90 ATAR, and 68.5% over 80 ATAR, this group have delivered an outstanding set of results which statistically were the best in the past seven years.

Mr Scott Baker
Director of Teaching and Learning

Key successes in 2015 HSC

All Rounders

Sophie Alder, Alexandra Bateman, Megan Bullingham, Amanda de Havilland, Marisa Sakiris, and Su Sum Tang.

Top ATARs

- Marissa Sakiris (99.55)
- Amanda de Havilland (99.45)
- Su Sum Tang (99.25)

Individual Achievers

- Marissa Sakiris: 7th in Advanced English
- Courtney Hazel nominated for 'Call Back' in Dance
- Kirsty Lei nominated for 'Encore' in Music

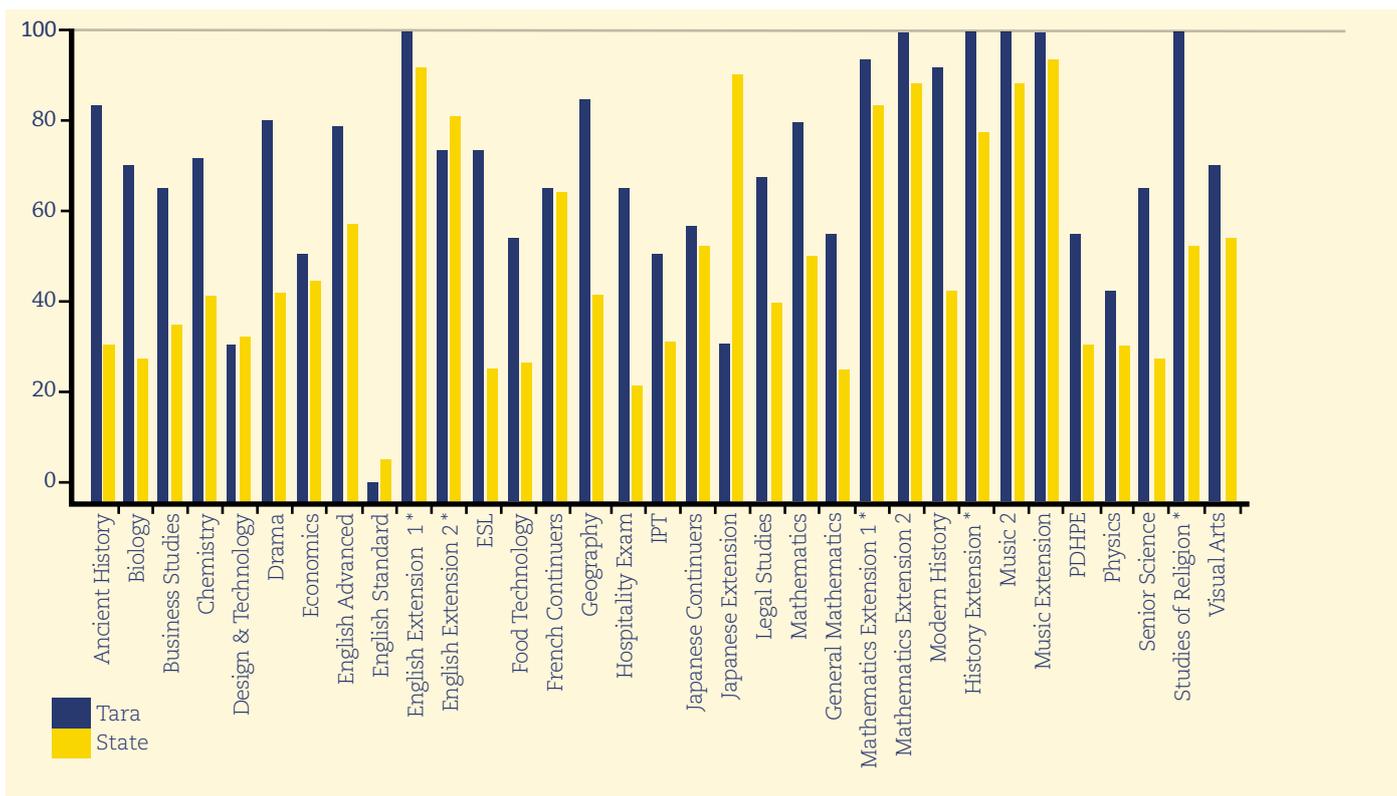
Tara's Distinguished Achievers

Number of students by course:

Ancient History - 10
Biology - 8
Business Studies - 7
Chemistry - 6
Drama - 2
Economics - 1
English Advanced - 18
English ESL - 3
English Ext1 - 5
Food Technology - 3
French Continuers - 1
Geography - 2
General Mathematics - 10
History Extension - 11
Hospitality Exam - 2
Legal Studies - 8
Mathematics - 12
Mathematics Extension 1 - 4
Mathematics Ext 2 - 2
Modern History 10
Music 2 - 2
Music Ext1 - 1
PDHPE - 1
Physics - 2
Senior Science - 3
Studies of Religion 1 - 2
Visual Arts - 1

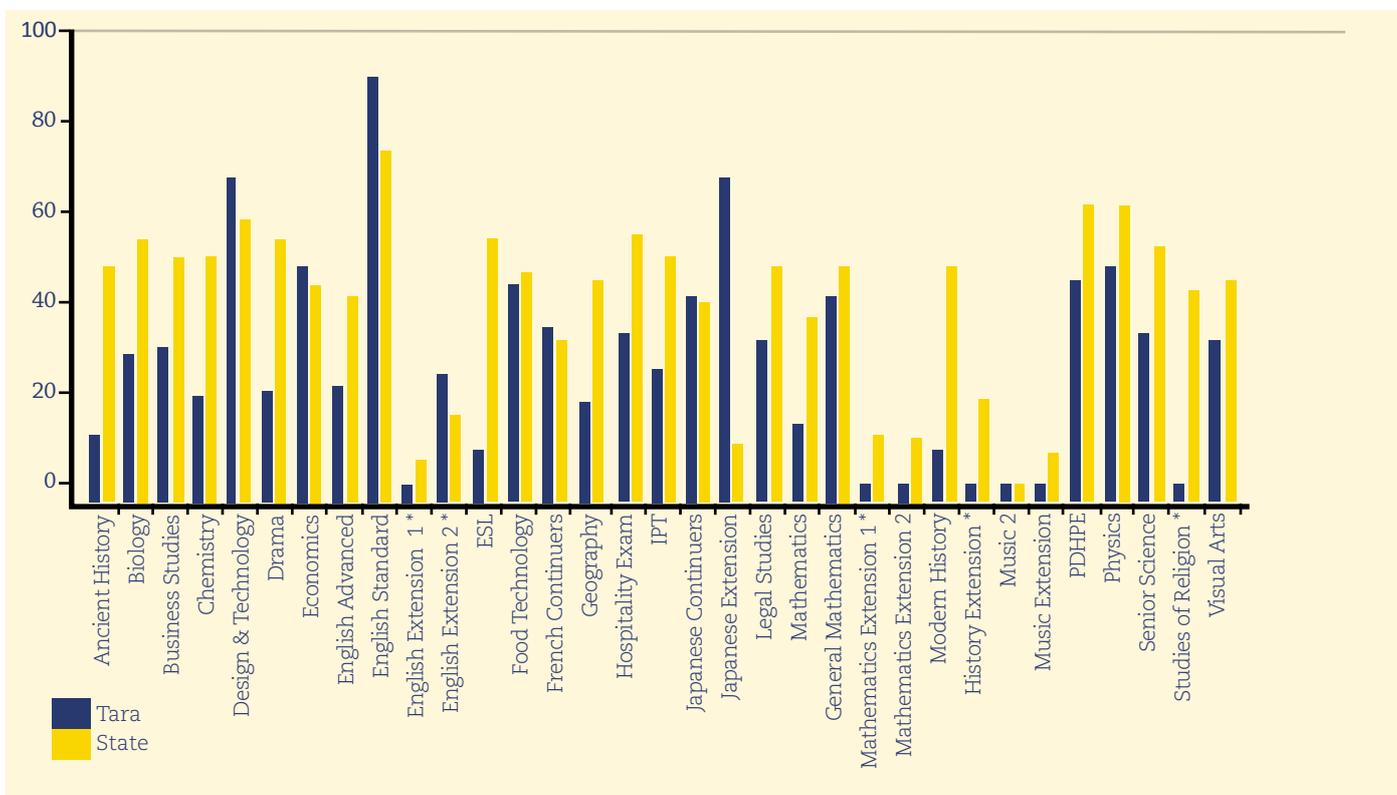
Percentage of 2015 HSC students achieving Bands 5 and 6

All subjects two unit unless marked with * (one unit)



Percentage of 2015 HSC students achieving Bands 3 and 4

All subjects two unit unless marked with * (one unit)

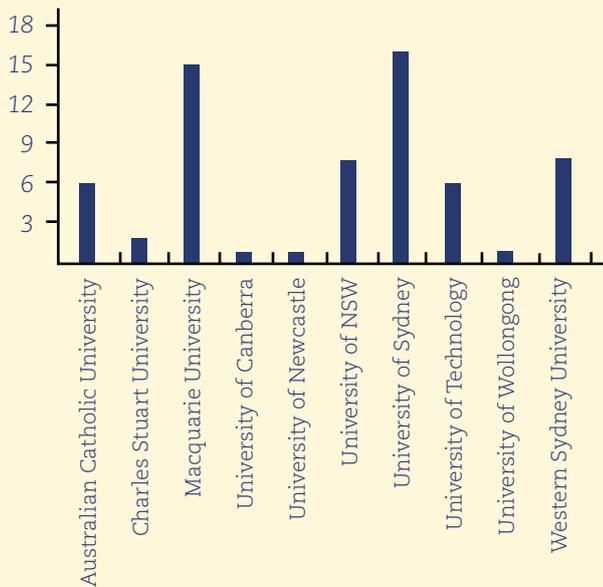


The graphs above compares Tara's students' performance to the state average results. With the ever increasing percentage of Bands 5 and 6 performances come a subsequent decline in the number of Bands 3 and 4 results.

HSC Longitudinal Band Comparison (Bands 5 and 6 from 2013 to 2015)

Subject	% of Tara candidates in 2015	% of State candidates in 2015	% of Tara candidates in 2014	% of State candidates in 2014	% of Tara candidates in 2013	% of State candidates in 2013
English Advanced	78	58	60	59	73	53
English Standard	0	8	0	8	0	7
English Extension 1	100	94	94	83	100	89
English Extension 2	75	82	33	67	86	78
English as a Second Language	75	26	73	28	33	23
Mathematics	79	52	41	54	53	49
General Mathematics	56	26	71	25	56	21
Maths Extension 1	95	84	100	84	100	84
Maths Extension 2	100	86	100	86	86	87
Biology	72	28	68	28	60	33
Chemistry	74	41	67	46	48	42
Physics	42	29	45	31	29	33
Senior Science	67	28	62	36	67	39
Earth & Enviro. Science	n/a	n/a	n/a	n/a	n/a	n/a
Economics	50	46	63	44	50	43
Business Studies	67	36	44	37	91	35
Geography	83	41	100	44	100	40
Studies of Religion	100	51	86	49	89	49
Legal Studies	69	40	50	40	71	43
Ancient History	84	33	70	33	72	37
Modern History	92	44	79	45	63	47
History Extension	100	78	50	78	100	74
Visual Arts	70	53	100	49	100	51
Info. Processes & Technology	50	32	14	28	67	36
Software Design & Development	n/a	n/a	33	28	75	29
Drama	80	42	100	42	63	44
Design & Technology	33	36	42	37	40	37
Food Technology	55	28	82	28	67	29
Hospitality	67	22	87	31	77	30
PDHPE	57	30	100	30	67	28
French Continuers	67	66	100	66	75	67
French Extension	n/a	n/a	100	95	n/a	n/a
German Continuers	n/a	n/a	n/a	n/a	n/a	62
German Extension	n/a	n/a	n/a	n/a	n/a	90
Italian Continuers	n/a	n/a	n/a	n/a	n/a	30
Japanese Continuers	57	54	100	58	14	55
Japanese Extension	33	89	100	96	100	91
Music 1	n/a	n/a	75	60	100	59
Music 2	100	88	100	87	100	85
Music Extension	100	93	100	99	n/a	n/a

Post School Destinations - Year 12, 2015

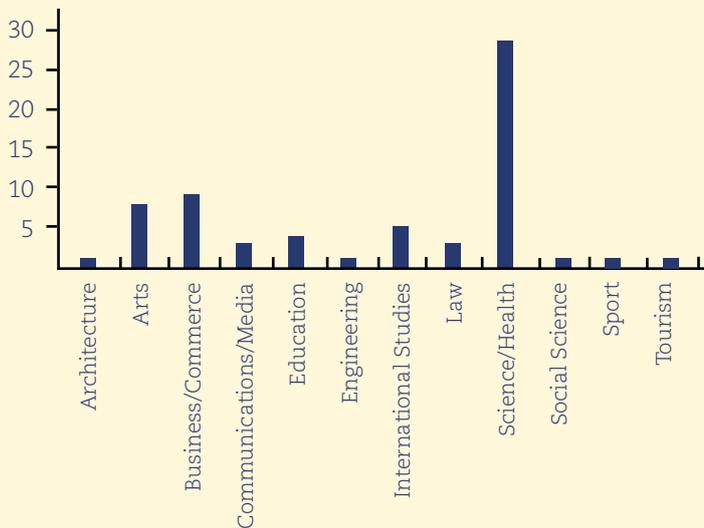


Post School Destinations

At Tara we “offer a differentiated approach for young women to excel and enjoy learning and studying in their most senior years to further develop girls’ learning for post school life” as stated in the Strategic Plan 2016 to 2020.

The graph (left) indicates the tertiary institutions at which students were enrolled.

Main Round Offers by NSW/ACT Universities - Year 12, 2015



Main Round Offers

Tara students received an offer in their preferred university or college course with a number of students offered scholarships as well as early entry offers.

The statistics provided in the graph (left) do not reflect all student enrolment numbers as some students have elected to study double degrees or study interstate and overseas.

Retention of Year 10 to Year 12

Year 10 2013
82

Year 12 2015
76

Student Retention

The majority of students who left Tara at the end of Year 10 in 2013 continued their education at a variety of educational institutions. The retention rates from Year 10 to Year 12 is similar to that of previous years.

Theme 4: Teacher qualifications, professional learning and workforce composition

PROFESSIONAL DEVELOPMENT

Junior School

Well educated and resourced teachers are essential for girls' learning. This year teachers and staff have engaged in a range of professional learning experiences that align with the strategic priorities of the Junior School.

They attended a workshop on 'Assessment in the Primary Years Programme (PYP)'. For the staff, it affirmed the imperative of 'feedback' as a powerful tool for student-directed learning.

Together we also attended the annual NorthWest Professional Development event, a gathering of educators from Tara, King's, Knox, Abbotsleigh, Arden and Barker where we hear about issues of educational relevance. In 2015, we heard from Mark McCrindle about the demographic picture of the Parramatta area and then attended a workshop of our choosing from a range on offer presented by our colleagues from Tara and the other schools.

In Term 1 staff undertook a professional reading project. Over the term break, every teacher read a book from our professional library that was about either the 'teaching reading' or 'assessment practices'. Upon returning to school we engaged in bookclubs for a few weeks. In small groups, sharing and discussing what we had learned from our reading and how we were putting it into practice. Teachers have also attended professional learning about the new Australian curriculum, PYP, spelling, reading, science, assessment, and a range of learning difficulties, to name a few.

We are excited to have been invited by the Association of Independent Schools (AIS) to participate in their Literacy Project in 2016. Our involvement will include significant amounts of professional learning delivered by experts from the AIS over eight modules that outline the processes involved in 'learning to read' and 'reading to learn'.

Lightbulb Seminars – bringing parents into the learning process

Our annual Welcome to the PYP 'Lightbulb Seminar' involved parents and grandparents exploring what makes the PYP such a unique and exciting learning

framework for the girls. The central idea chosen for this seminar: Partnerships within a learning community can enhance and enrich learning and promote action. This Lightbulb Seminar was an extremely positive way to kick off our year and left all stakeholders involved wiser and more prepared for the year ahead.

The Lightbulb Seminar 'Science in the PYP' was timely given the release of the new Australian Curriculum and science syllabus. All the teachers had previously undertaken professional learning (including support from our Senior School science colleagues!), 'mapping' the mandated scientific knowledge, skills and thinking across our units of inquiry. Parents benefited from learning about fair testing in this seminar.

The Lightbulb Seminar 'Reporting at Tara' outlined the philosophy behind our approach to reporting in the Junior School. It was great to see both parents and grandparents coming along to learn about how our reports work and how they are designed to be useful to both parents and girls.

Teachers benefit enormously from planning and implementing these seminars. The opportunity to engage with parents and see the passion which they share for education and their daughters is always impressive. These seminars fostered an ongoing collaborative process and allowed everyone the chance to be a part of the development of educational thinking and practice.

Ms Ruth Adams
Head of Junior School



PROFESSIONAL DEVELOPMENT

Senior School

During 2015 all Senior School teachers were provided with opportunities to undertake professional learning. Tara has offered internal professional development sessions before and after school, during extended faculty times and staff development days. It provided teaching support such as technology support.

In 2015, an average of \$400.00 per Senior School staff member, per subject, was allocated to fund attendance at external courses.

Additional expenditure was required to provide casual relief teachers to cover classes for teachers who attended professional development during the school week. Many of Tara's teachers have also had the opportunity to be involved with HSC Examination marking, HSC Examination committees and various Board of Studies committees.

At Tara, we have a highly qualified and dedicated teaching staff. Three of these teachers, who commenced their employment as a teacher in NSW after 1 October 2004 or returned to teaching after a five year break, are currently undergoing the processes to be accredited as a BOSTES Proficient Teacher.

As well, four teachers are currently undergoing the process to be accredited at Experienced Teacher Level through ISTAA.

The teacher retention rate for 2015 was 94%.

Future directions identified for staff professional development included innovations in pedagogy (with an emphasis on girls' education), pastoral care, curriculum differentiation, introduction of MYP, information technology including 1 to 1 laptops and continued opportunities for the sharing of best practices in leadership teaching and learning.

Mrs Sue Hammond
Deputy Principal - Head of Senior School

2015 Teacher Standards Category No.

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	91
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Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but lack formal teacher education qualifications	0
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Teachers who do not have qualifications as described above, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0
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Teacher Accreditation Details

Commenced Teaching prior to 1 October 2004 - Band 3	54
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Professional Competence - Band 2	34
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Provisional - Beginning - Band 1	3
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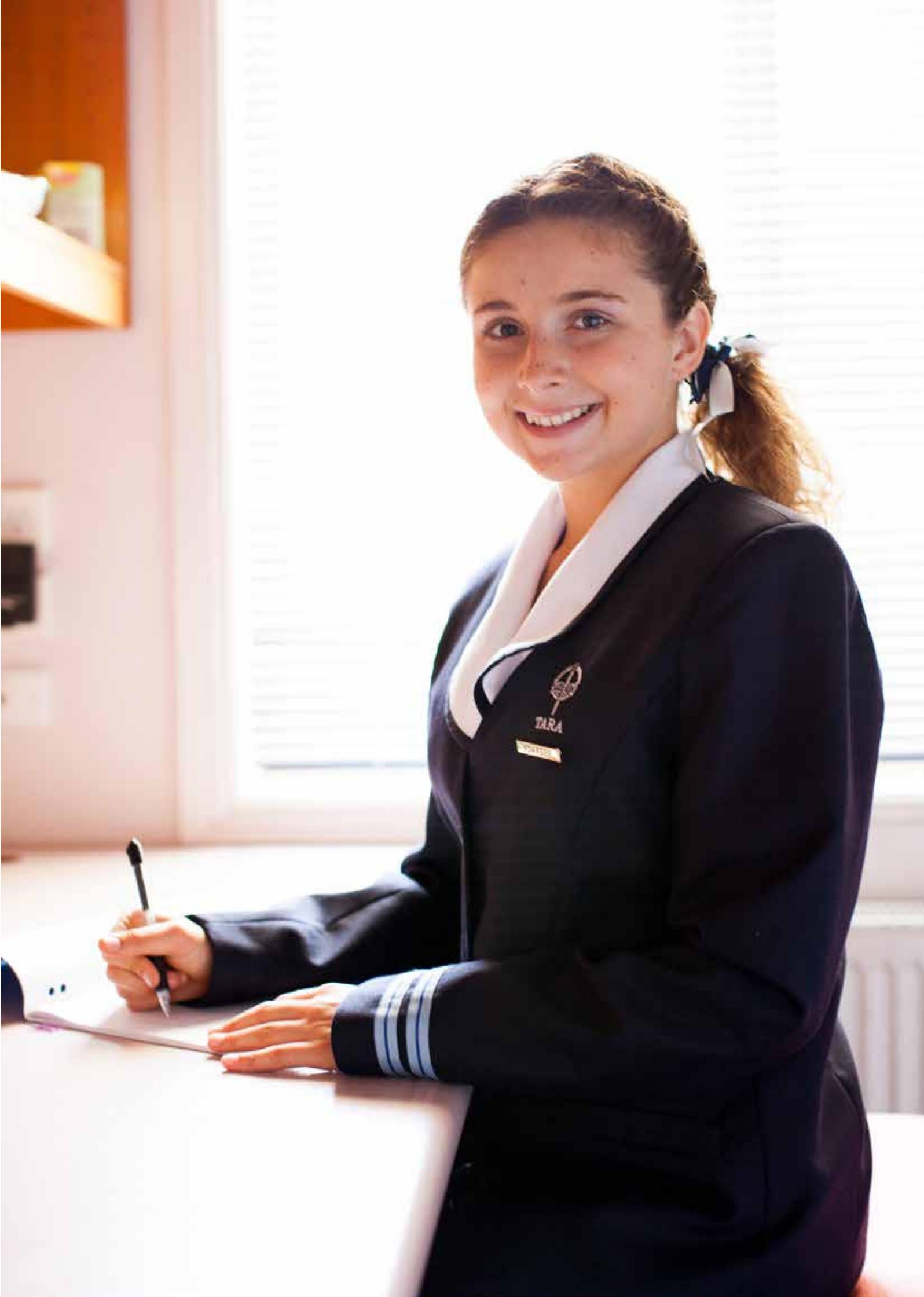
Staff Attendance

School Staff Attendance Rate for 2015 was 97.34%.

Staff numbers for 2015 were:

2015 Commonwealth Government Census

	Count	FTE
Teaching	83	73.6
Non Teaching	80	57.4



Theme 5: Student attendance

Junior School Student Attendance Rate for 2015 was 95%

ELC	KINDER.	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
93.3%	95.5%	94%	95.3%	95.1%	95.5%	96.1%	94.9%

Senior School Student Attendance Rate for 2015 was 95%

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
96.4%	95.6%	95%	94.4%	95.4%	93.8%

These excellent attendance rates may be partially attributed to the ongoing supportive environment that the girls enjoy, effective communication and efficient processes across the School. Some of these processes include:

- Contact is made to parents each morning if a student is absent from School without notification
- Letters are sent to parents requesting reasons for student absences in writing, if these have not been received within a reasonable time of the absence
- Extensive absences or absences of concern are followed up by the Year Coordinator or Class Teacher
- Awards are presented to students with full attendance each term

Mrs Sue Hammond
Deputy Principal - Head of Senior School



Theme 6: Enrolment policies

REPORT FROM DIRECTOR OF ENROLMENTS AND COMMUNICATIONS

Characteristics of the Student Body

Tara is an Anglican, non-selective day and boarding school for girls, which maintains an inclusive approach to the enrolment of students, regardless of their religious or cultural backgrounds. The School aims to provide the best educational outcomes for all students who become part of the school community.

The Application Process

1. Send out prospectus packages or direct families to the School's website to apply. Prospectus packages and the website contain all information relating to the School, including fee schedule and Conditions of Enrolment.

2. Tours and Open Days are important contact opportunities for engaging future parents and students to enrol by showcasing the School's education programs, co-curricular opportunities and facilities.

3. Applications to enrol at Tara may be made at any time. Making an early application increases the likelihood of securing a place. As Tara is a non-selective School, girls are placed on the School's enrolment list according to the date on which applications are received with priority given to some students (at the Principal's discretion), for example daughters of Old Girls. Return a completed enrolment application form, together with the \$220 non-refundable application fee and a copy of the student's birth certificate and current school reports, NAPLAN and English language testing results (if applicable).

4. If the student was born outside of Australia but is now a citizen, a copy of the Citizenship Certificate is also required at this time. For temporary or permanent residents of Australia, attach a photocopy of the student's passport and visa.

5. Students will be placed on the wait list for the requested year of entry. Please note that the application does not guarantee the student a place as this is an expression of interest for a place at the School. Tara's main entry points are the Early Learning Centre, Kindergarten and Year 7 however,

there are occasional vacancies in other years.

Students entering the School in the Early Learning Centre must be four (4) years of age by 31 May in the year she starts. Students entering the School in Kindergarten must be five (5) years of age by 31 May in the year she starts.

6. With no entrance examination, Tara caters to girls of all abilities across a wide range of subjects, activities and interests. Scholarship programs are offered as a parallel annual pathway for entry to Tara and can only be applied for certain year groups.

7. Two years prior to a student commencing at the School, students on the wait list will be invited to interview with the Director of Enrolments and Communications. It is not a test, but an important meeting for the School and parents so that together we can clarify the needs and expectations for the student's time at the School and her learning.

8. First round offers will be made to students from the interview. Interviews and offers will continue to be made until all vacancies are filled. Offers of places must be accepted or declined within two weeks. Alternatively the Principal will contact you for further consultation.

9. When accepting an offer of a position, parents are asked to complete and return the acceptance paperwork and any additional supporting documentation and make the payments detailed.

10. Following this process students will be enrolled in our exciting transition and orientation programs for both students and parents which aims to prepare students for life at Tara and to start communication with parents.

Enrolment Policy

Our purpose is to be a Christian learning community, characterised by excellence, which encourages and empowers girls to achieve and serve in a dynamic world. This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there

will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in these circumstances.

Relevant Legislation

- Disability Discrimination Act
- Sex Discrimination Act
- Race Discrimination Act
- Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Wait Lists

The Principal, through our Enrolments Office, is responsible for the maintenance of the wait list for entry to the School.

Entrance to the School is normally in Pre-Kindergarten (Tara Early Learning Centre), Kindergarten, Year 3, Year 5, Year 7 Year 9 and Year 10. Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances.

Names of girls will be entered on the appropriate wait list when their parents return:

- (a) the application form; and
- (b) a non refundable application fee of \$220;

In addition, overseas students as part of their application are required to provide documentation for all visas so the School can determine whether it can enrol the student either as a girl on a student visa, an eligible visa under recurrent funds, a visa not covered by recurrent funds or if a visa which does not allow enrolment. Overseas students need to provide evidence of their English language proficiency. This testing needs to be completed by a suitably qualified ELICOS provider and meet the requirements of the Department of Immigration's Migration Regulations. If the English level is not at the level specified for the visa, the School suggests that the girl undertakes an intensive language course before considering enrolling at the School.

Failure to provide all required information may result in the School declining to enter the girl's name on the appropriate wait list or delaying such entry, and may also result in the School declining or delaying the girl's enrolment.

Assessment

The School will undertake an assessment process at a time decided by the School after a girl's name has been entered on the wait list. As part of the assessment process, the School may ask the parents

to provide more information about the girl.

Any assessments or reports required from non-School personnel will be at the parents' expense.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or her delegate to contact:

- (a) the Principal of the girl's previous school to confirm information pertaining to the girl;
- (b) any medical or other personnel considered significant for providing information pertaining to the needs of the girl.

Interview

Approximately 12 to 18 months before the anticipated starting date, the School will invite the parents and the girl on the wait lists to attend an interview at the School. The School will send the parents a pre-interview form when it invites the parents and girl to the interview.

The School may request that parents bring any or all of the following documents to the interview:

- (a) the completed pre-interview form;
- (b) special needs referral form;
- (c) copies of the girl's school reports;
- (d) academic record form;
- (e) the girl's immunisation booklet; and
- (f) copies of relevant documents of any medical, developmental or behavioural condition that may require special educational consideration.

At the interview, among other things, we will:

- (a) discuss the answers in the completed pre-interview form;
- (b) inform the parents of their responsibility to the School in relation to fees and the expectation that the payment method is understood;
- (c) will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School. This expectation includes full participation of the student in the religious education program of the School.

Inappropriate Behaviours

Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the girl's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the girl be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Disability

Where a girl has declared educational support needs or a disability or other information has come to light indicating a possible need for educational support services or for some measures or actions to assist the girl to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the girl's needs. This will include consultation with the girl or the girl's parents. In addition, the Principal may:

- (a) require the parents to provide medical, psychological or other reports relevant to the girl's education.
- (b) obtain an independent assessment of the girl.

Where information obtained by the School indicates that the girl has a disability, the Principal will seek to identify the exact nature of the girl's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the girl, if enrolled, would require some measures or actions to assist the girl to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the girl's disability. Where the Principal determines that the girl would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular girl is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- (a) the girl's disability;
- (b) the views of the girl or the girl's parents about:
 - i) whether the particular measure or action is reasonable;
 - ii) the extent to which the particular measure or action would ensure that the girl was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a girl without the disability;
- (c) the effect of the adjustment on the girl, including the effect on the girl's:
 - i) ability to achieve learning outcomes; and
 - ii) ability to participate in courses or programs; and
 - iii) independence;
- (d) the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions,

even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the girl, the family of the girl, and the School community); and
- (b) the effect of the disability of the girl; and
- (c) the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and
- (d) the availability of financial and other assistance to the School.

Where the Principal determines that the enrolment of the girl would require the School to take unreasonable measures or actions to ensure that the girl is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

School Reserves Rights

The School reserves the right not to offer any girl a place at the School or to defer the offer of a place to any girl in its absolute discretion, but particularly when the parents, having been aware of their girl's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their girl.

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

Enrolment Offers

School's Considerations

When considering making offers of a place at the School, the School gives preference to:

- (a) the date of lodgement of the application to go on the wait list
- (b) sisters of students already at the School;
- (c) daughters or granddaughters of Old Girls of the School;
- (d) boarders;
- (e) daughters of ministers of the Anglican Church;
- (f) in Year 7, to students from the Junior School; and
- (g) scholarship recipients.

The School also considers: evidence of a place at a similar independent School elsewhere in Australia if a family relocates from interstate; a student's willingness and ability to contribute to the wider life of the School; evidence of good leadership and good character.

Offers to Australian Residents & Visas with Study Rights

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the girl. To accept the offer, the parents must within fourteen days of receiving it deliver to the School:

- (a) the acceptance of the offer of a place at the School document which includes acceptance by the parents of the then current Conditions of Enrolment. Please note these conditions may be updated as required.
- (b) new student information form
- (c) any special reports (if relevant); and
- (d) the non-refundable enrolment fee. The enrolment fee is additional to tuition and other fees and is non-refundable.

Failure to reply within the required time may result in the position being re-offered where other girls are waiting for entry to the School.

Notice to Withdraw

A full term's notice in writing must be received by the Principal before any student is removed from the School. [For example, to withdraw a student at the completion of Term 4, notice must be given in writing no later than the last day of Term 3]. If this notice is not provided, a term's fees plus GST is payable in lieu of notice. This amount is a genuine pre-estimate by the School of the loss that it would suffer if we do not provide the required notice. This condition also applies where a student is required to withdraw for non-payment of monies owing.

Offers to Overseas Students

Relevant Legislation: CRICOS, National Standards and the ESOS Act

If the School makes an offer of a place as an overseas student the offer is conditional upon:

- (a) the girl being granted a student visa; and
- (b) payment of the fees for Overseas Students.

To accept the offer, the parents must within fourteen days of receiving it deliver to the School:

- (a) the acceptance of the offer of a place at the School document which includes acceptance by the parents of the then current Conditions of Enrolment;
- (b) new student information (medical) form
- (c) guardianship agreement form;
- (d) the guardian declaration – working with children check;
- (e) copies of the girl's latest reports (including her English report);
- (f) The accommodation and welfare documentation if the student is not a boarder; and
- (g) payment of:

- (i) non-refundable enrolment fee;
- (ii) tuition fees for first term;
- (iii) refundable bond – tuition;
- (iv) boarding fees for first term;

- (v) refundable bond – boarding; and
- (vi) health cover.

Failure to reply within the required time may result in the position being re-offered where other girls are waiting for entry to the School.

The enrolment fee, refundable bonds and health cover are in addition to tuition and other fees.

After all required payments are received, the School will complete the confirmation of enrolment and accommodation and welfare documents (if under 18) and will send the parents a copy of these documents to apply for the girl's visa. The parents must immediately notify the School when the girl's visa is issued.

If a visa is refused then the School's refund policy will apply. Parents must notify the School that the visa has been refused in order to receive a refund.

The School's refund policy for overseas students on study visas is that refundable bonds, paid in advance, are not applied to School fees payable. This money is refunded when the student leaves the School, less any money owing. If fees remain unpaid at the end of a semester, the student will not be eligible to return to the School at the beginning of the next semester.

Parents must notify the School in writing if family circumstances change and for all changes of name, address, email and telephone number.

At least one semester's (two terms') notice of intended withdrawal must be given in writing to the Principal. In the event that such notice is not given, a full semester's fees will be payable. Similarly, one semester's notice must be given in writing to the Principal if a student wishes to change from boarding to day girl status (to live with parents only). If the student has to leave the School through illness or misadventure the School will refund actual tuition and boarding fees on a pro rata basis and will return the refundable bond minus student expenses.

Refunds will be paid within four weeks of notification to a nominated Australian bank account or by cheque in Australian dollars, following specific written instructions from the parents of the student.

Offers to Students on Temporary Visas

To accept the offer, the parents must within fourteen days of receiving it deliver to the School:

- (a) the acceptance of the offer of a place at the School document which includes acceptance by the parents of the then current Conditions of Enrolment;
- (b) payment of:

- (i) non-refundable enrolment fee;
- (ii) tuition fees for first term;
- (iii) boarding fees for first term; and

(iv) health cover (if applicable).

Failure to reply within the required time may result in the position being re-offered where other girls are waiting for entry to the School.

The enrolment fee and health cover are in addition to tuition and other fees.

Entry at the start of Early Learning Centre & Kindergarten

Both 4 year-olds, and 3 year-olds whose 4th birthday falls on or before 31 May of the proposed year of entry, are eligible to commence in the Early Learning Centre (ELC).

Both 5 year-olds, and 4 year-olds whose 5th birthday falls on or before 31 May of the proposed year of entry, are eligible to commence Kindergarten.

All girls must undertake a readiness for School assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who are assessed as being not yet ready for School, the Principal may require an additional assessment process to be undertaken to determine whether or not the girl has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit or contact the girl's preSchool, early intervention centre or (with the parents agreement) the home, to more accurately assess the learning needs of the girl.

Holding of Class Places

Places at the School will not be held for students who are withdrawn from the School for any longer than one school term and require one term's fees in advance to hold the place, which will be credited to your account once the student recommences at the School. Longer leave and re-enrolment is at the absolute discretion of the Principal.

Definitions

Throughout this policy, unless the context requires otherwise: parents includes guardians or any other person who has applied to have a girl entered on the waiting list or enrolled at the School and, where the girl has only one parent, means that parent.

Disability, in relation to a girl, means:

- (a) total or partial loss of the girl's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement

- of a part of the girl's body; or
- (f) a disorder or malfunction that results in the girl learning differently from a girl without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a girl's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Ms Nikki Williams

Director of Enrolments and Communications



ARCHDALE SHIELD BLUE 2011
DA VINCI DECATHLON STATE FINALIST 2011
DA VINCI DECATHLON FINALIST 2011
STATE ATHLETICS COMPETITOR BLUE 2012
ACADEMIC PROFICIENCY 2012
SENIOR CHORUS 2013
ACADEMIC PROFICIENCY BLUE 2013
SOFTBALL 2014
OFTD AND TRUSTED COMPETITOR 2014
HOCKEY 2014
SICAL VIKING BLUE WORLD-WIDE CHAMPION 2014
SPACE ODYSSEY TEAM 2014
SENIOR CHORUS BLUE 2014
ACADEMIC PROFICIENCY BLUE 2014
ACADEMIC EXCELLENCE BLUE 2014

TARA
HEAD GIRL 2015-16

Theme 7: Other school policies

REPORT FROM DEPUTY PRINCIPAL - HEAD OF SENIOR SCHOOL AND DIRECTOR OF STUDENT ENGAGEMENT AND DEVELOPMENT

The Deputy Principal - Head of Senior School oversees all policies relating to students and staff.

Discipline

It is recognised that discipline is an issue in every school and in every context. The institution and maintenance of what is considered to be acceptable behaviour is a direct reflection of the character of a school, the ethos and philosophy guiding its management. Discipline involves both instruction and training towards acceptable conduct. Boundaries and reasonable consequences should be established if standards are not met.

By their nature and developmental levels, children need boundaries within which to grow and assimilate into their environment. Apart from their families, the experience of children at school constitutes a major influence on their lives and provides a broader cultural context in preparation for entering society in general.

It is in this context that discipline as instruction and training benefits from being clear, consistent and presented in a rational and positive manner. There is value in stressing the common good and pursuit of shared goals. At the same time, it will be necessary to try to account for the individual needs and circumstances of some students.

Where it is necessary for discipline to take the form of correction, this will be most effective if approached as a context for learning rather than as an essentially punitive experience. It is important to establish consequences that relate to misdemeanours and to reflect on strategies that enable students to avoid repeating poor behaviours. Personal restoration, reconciliation and a sense of moving forward from misdemeanours should be the overriding goals when discipline measures are required.

At the same time, discipline will be most effective if it is shared by the immediate personal contacts of the student concerned. The involvement of the

teacher who instigated the discipline, and of the parents of the child, will be central to any successful disciplinary strategy. Disciplinary action of any kind will work best when there is a sense of consistency, transparency and agreement amongst those responsible for its implementation.

Code of Behaviour / Discipline for Students

- All students are expected to show courtesy, respect, kindness, consideration, and good manners towards others and to behave responsibly in regard to the safety and property of others and themselves.
- Within the classroom:
 - it is the right of the teacher to be able to teach; - it is the right of the student to be able to learn;
 - no student has the right to behave in any way which may inhibit others from learning
- Students should develop understanding and skills to keep themselves and others safe
- Students are not to leave the School grounds or go into 'out-of-bounds' areas without permission. They must be in the 'right place at the right time' and be where a teacher can see them or has given them permission to be
- Students should be aware they are representing the School and their behaviour, conduct, and uniform should always be impeccable
- Detentions: lunchtime detentions may be issued for unacceptable behaviour. In Senior School detentions may occur after school or in holidays
- Serious breaches of the Code of Behaviour may result in suspension or expulsion. A process based on procedural fairness will be followed before any such action is taken
- The Principal may exclude a student if the Principal considers that a mutually beneficial relationship of trust and cooperation has broken down
- Tara expressly prohibits corporal punishment and actively discourages others from using it. Tara does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at School

Anti-bullying, Harassment Guidelines and Plan

At Tara, bullying or harassment is not acceptable in any form. Students have the right to expect that they will be free from the fear of bullying, harassment, intimidation and victimization during the School day. Students and staff have the right to expect that they will be free from the fear of bullying, harassment, intimidation and victimisation during the School day. There are consequences for bullying and harassment. Students, teachers, parents and caregivers must be encouraged to be proactive in dealing with bullying, so that appropriate support can be provided to those students involved in any incident. All staff, students and parents have a responsibility in dealing with bullying so that the and the well-being of all students involved will be of paramount importance throughout the process. Students who become aware of bullying should inform a member of staff who will inform the relevant Year Coordinator.

Parents who become aware of bullying should inform the relevant Year Coordinator or if it is subject specific the Head of Department (HOD). Teachers who observe bullying out of lessons should inform the relevant Year Coordinator. Teachers who observe bullying in the classroom should inform the relevant HOD. The Year Coordinator supported by the Deputy Principal – Head of Senior School and School Counsellor will manage the response.

Professional learning for staff involved an annual review of School Anti-bullying/Harassment plan and updates from Professional Development (PD) courses attended by staff. Staff were also provided with opportunities to attend Social Skills PD courses.

For students anti-bullying / harassment programs were implemented in class PD programs and reinforced in assemblies / year meetings, mentor groups. Discussion groups and mediation programs were formed to address anti-bullying principles, resilience and positive social skills when incidents arise.

Student Complaints and Grievances

Kindergarten - Year 6

If a student has a complaint or grievance, the following procedures apply:

About another student:

- Talk to the classroom teacher or another trusted adult who will investigate the allegation and gather statements and evidence if required, following procedural fairness
- Classroom teacher to escalate the allegation to parents and Director of Teaching and Learning or Head of Junior School as appropriate
- Parents or support people for the student/s will be involved in interviews or discussions regarding the matter. Any discipline matters including suspension, expulsion or exclusion of students will be based on procedural fairness

About an adult in the school:

- Talk to the classroom teacher or another trusted adult who will report to the Director of Teaching and Learning or Head of Junior School, who will investigate the allegation and gather statements and evidence if required, following procedural fairness

Years 7-12

Students who have a complaint or grievance should go to Student Reception and ask to see their Year Coordinator, Director of Student Engagement and Development, Director of Teaching and Learning, Head of Academic Administration, Deputy Principal - Head of Senior School, or the Principal. Parents or support people for the student will be contacted and involved in interviews or discussions regarding the matter. Any discipline matters, including suspension, expulsion or exclusion of students will be based on procedural fairness. There have been no changes to these policies in 2015.

Further details can be found in the Student Planner, Staff Handbook and the Student Information Booklet.

Privacy

Tara has a Privacy Policy and this is communicated to all Tara families annually. It is also available on the Tara Portal. Particular privacy matters are notified to the Tara community in the fortnightly newsletter, Tara News.

Mrs Sue Hammond

Deputy Principal - Head of Senior School

Mrs Stephanie Griffiths

Director of Student Engagement and Development

Theme 8: Initiatives promoting respect and responsibility

REPORT FROM DIRECTOR OF STUDENT ENGAGEMENT AND DEVELOPMENT AND DIRECTOR OF CHRISTIAN FAITH AND VALUES

Promoting respect

Promoting a sense of respect for self and for others was a key element of the pastoral care programs across all stages. From the outset of Year 7 a strong emphasis was placed on establishing a culture of respect and understanding of others. This was introduced with the theme 'Be Kind' as part of the orientation program and reiterated throughout the year. As students in Years 7 and 8 seek to deal with inevitable changes in friendship groups there was a focus on friendships and promoting respectful relationships. In Year 7 elements of the 'Bounce Back' program were included, particularly in terms of developing resilience and promoting respect for self and others in dealing with friendship changes.

In Year 8 the pastoral care program initially focused on the Tara Values of affirmation, service to others, integrity and opportunity with students being led to have a stronger understanding of these and their application both personally and in interaction with others. In Term 2 the theme of 'Thinking Matters' was introduced as a focus for developing respect for self and others. With input from the School Counsellor, and material from 'Mind Matters', students were challenged to consider how their thinking impacts on their feelings and how they managed themselves and their interactions with others.

In Year 9 the theme of 'United We Stand' underpinned all activities. The camp at the beginning of the year established this theme with students having to work both collaboratively and effectively. This challenge took the form of teams having to negotiate their way around the city in order to complete the Urban Challenge. On this camp all students were allocated roles and responsibilities in the light of their particular strengths. The related pastoral program then focused on the value of a unified approach to issues and how students can foster this by promoting respect for others.

In Year 10 the program focused on respectful relationships with a particular emphasis on respect of self in social relationships. The Year 10 Mocktail evening provided an opportunity to celebrate these initiatives in a positive context. In addition to this, students also explored aspects of respectful relationships in order to gain a greater insight into the nature of domestic violence. Year 10 students also led the school in 'RUOK Day' activities, raising awareness of ways to support those dealing with mental health issues.

The students in Year 11 gave attention to ways by which they could foster positive group dynamics, particularly in terms of drawing on and respecting the strengths of others in leadership. This program commenced at the Year 11 camp with 'Learning to Lead' being the key focus of the Year 11 pastoral care program. In addition, supporting programs focused on conflict/resolution, respectful email etiquette and successful mediation.

The Year 12 theme of 'Aspiring and Being Inspired' underpinned their pastoral care program. Throughout the year the concepts of finishing well with respect to self, others and the broader school community were reinforced. In addition to this a unit on the value of fostering optimistic emotions and on forming positive relationships was included in this pastoral care program.

Promoting Responsibility

At the commencement of 2015 the launch of 'Project Me' across all year groups at Tara marked the beginning of students, mentors and parents working in partnership to establish personal goals for all students. Throughout the year Mentors tracked and met with students to review the progress of these goals and this was communicated to parents through the school reports. This process contributed significantly to the level of individual student responsibility and accountability particularly in regard to student achievement in the classroom and their contribution to Tara and the broader community.

Study skills programs presented at all levels throughout the year encouraged students to take personal responsibility for their learning. Attention to organisation, establishing effective study/homework routines, note taking and study skills were common themes being modified and presented age-appropriately. Presentations and online resources provided by Dr Prue Salter (Enhanced Learning Educational Services) provided students, parents and staff with ongoing access to materials related to promoting responsibility for individual learning.

Individual programs in each year level added further emphasis to promoting responsibility. Participation by all Year 11 students in a one day RYDA course provided those students with a greater awareness of the need for road safety as drivers and passengers. The Year 10 Work Experience program, which culminated in a week of placement in the work force provided students with the opportunity to develop a variety of skills in relation to promoting responsibility and subject selection for Stage 6. The emphasis on school values in the Year 8 pastoral care program, with particular focus on Integrity, challenged students to consider situations in which taking the best course of action may prove difficult and reliance on personal responsibility, values, ethics and beliefs to inform decisions.

Involvement in Community

Involvement and contribution to both the Tara community and beyond remains a significant aspect of the 'Outwards Looking' component of the pastoral care program. As a Christian school "learning to serve others as did Christ" is a key element in the holistic development of the girls at Tara and there is no doubt that this goal is fully embraced by the school community as a whole.

The inaugural visit of the 'Curve Lurve Bus', led by a committee of Year 12 girls, enabled all students in the Senior School to learn more about the work of the McGrath Foundation, to raise funds in support of this program as well as raising awareness concerning breast care. Participation in the 'Women's Classic' enabled further funds to be raised for breast cancer research with Tara also being recognised as the largest team supporting this event. Year 12 also completed their year in providing a day of service by variously assisting staff at school, donating to the Blood Bank, and working with a local women's refuge by cleaning and creating a spectacular mural. Year 7 sought various areas where a community contribution could be made and this search culminated in them presenting a report to parents and peers on organisations such as Destiny Rescue, Domestic Violence and World Vision. In addition to this, the girls raised funds through a variety of student led activities for their focus areas at the end of the year, Community Carols.

The Year 8 girls explored the contribution of 'Wrap with Love'. Both girls and staff developed their skills in knitting in the process of which they provided 750

squares which made blankets and were donated to that foundation. A student/parent high tea enabled all contributing groups to meet whilst having a final "knit off" to provide as many knitted squares as possible to be made into rugs.

For Years 9 and 10 the emphasis was on learning about, and providing goods for, Providential Homes. Presentations from staff associated with the organisation, and a visit by students, enabled the girls to develop a greater understanding of reasons why people in Sydney experience homelessness. This experience placed a particular emphasis on the impact of domestic violence on women. The provision of health products, clothes, bags, and home-cooked meals were all accompanied with notes of support, and delivered by a group of students.

School Values

The first two of our four school values are: Affirmation and Service to Others, and contained in the meaning of these values is the importance of respect and responsibility. Respect for others is not only taught, but also embodied through our Service Learning Program. In our Junior School, students have raised support for a Sponsor Child. Year 1 grew vegetables which they then sold to the wider school community in order to raise support for CareVan. Year 5 developed a relationship with a local aged care facility which involved visiting the facility and writing letters and Christmas cards to the residents. Students from our Boarding House have volunteered to tutor younger students at Ronald McDonald House, and they have also raised support and have developed a relationship with the Vanessa Grant Trust, who provide educational opportunities for students in rural Kenya.

In every year group in the Senior School, students are involved in service to others, this includes: choosing and raising funds for student-chosen charities, knitting for the displaced poor, providing goods for women escaping domestic violence through Providential Homes. Students are given the opportunity to extend themselves in this area by joining the Social Justice Committee who were involved in raising awareness and support for Westmead Children's Hospital, Anglicare's Winter Appeal, and Anglicare' Toys and Tucker. Year 10 students also led support for World Vision's 40 Hour Famine.

Student Leadership

Students are given considerable responsibility through our leadership programs. Students may be involved in the Student Representative Council, leading the school on a range of issues. In Junior School every Year 6 student belongs to a 'Tara Team' and has a particular area in which they are to serve the school community. Some students also form part of the Executive Leadership Team for the Junior School.

In Year 11 willing students undergo a Tara Leadership 'Diploma' – a year of leadership training and opportunity to prepare students for potential Prefect roles in Year 12. The Prefects of Senior School lead many specific areas of the School and are elected by the student body into those positions.

Mrs Stephanie Griffiths
Director of Student Engagement and Development

Reverend Nicholas Russell
Director of Christian Faith and Values / Chaplain



Theme 9: Student, staff and parent satisfaction

STUDENTS

One of the most important groups at Tara are the students and seeking their reflections upon their time at Tara is a vital aspect of planning for the future. Before moving on to their post-school plans, Year 12 students are asked to complete a survey indicating their level of satisfaction with the opportunities provided by Tara. There are ongoing trends reflected in data from year to year, and like previous years the 2015 cohort also identified the following area as strengths:

- Broad range of subjects were offered catering for diverse interests
- A diverse extra subject and co-curricular program was offered
- Christian ethos of the School was a significant aspect of school life
- Tara is a friendly educational environment where students are respected as young adults. Everyone from a range of cultural backgrounds are accepted and respected
- Tara values and supports personal achievement. The School encourages students to take responsibility for their own decisions, work well with and be considerate of others
- Tara is a safe environment where bullying is actively discouraged
- Teaching staff have good knowledge of their subject area, establish a positive classroom environment, explain concepts clearly, and provide extra assistance whenever required
- Students had opportunities to show initiative, take on leadership responsibilities, and learn to respect and be considerate of others.

Mr Scott Baker
Director of Teaching and Learning

STAFF

Tara teaching staff are encouraged to attend external professional development courses and often conduct workshops at these courses. Tara has generously hosted many professional development workshops, making available our wonderful facilities to teachers across the State. Staff were asked to complete an online confidential survey which highlighted aspects of the School, such as their satisfaction, and to

identify Tara's strengths and areas for improvement.

A majority of staff identified Tara as a School of academic excellence, promoting girls' education and providing a wide variety of opportunities for its students and teachers. The strong Christian ethos and caring environment of Tara were viewed by staff as areas of strength.

Staff appreciated the collegial and collaborative working environment as well as the professionalism and dedication of their colleagues. The School will continue to seek opportunities to integrate its activities to enhance student and staff connections from Pre K-12. Activities such as whole School assemblies and services, the sharing of resources, staff professional development, the School House system, the Year 6 Transition program and student mentoring were viewed by staff as strengths of the School.

Mrs Sue Hammond
Deputy Principal - Head of Senior School

PARENTS

As a School we encourage and value our communities' feedback and interaction. Parents have many opportunities to be involved in the School, such as the welcome 'Activate' event, Parents and Friends (P&F) meetings and events, assisting at the School Canteen and in the library as well as being a class parent. Tara has a staff member, the Community Coordinator, who works with and provides support for families in the School community.

Parent liaison representatives organise events for their year groups during the course of the year and liaise between the P&F, the School and other parents through the course of the year. Parents also have the opportunity to contribute to the Junior School Parent network as a forum for discussion as well as whole School surveys as a vehicle for feedback on their satisfaction with the School and certain services.

Ms Nikki Williams
Director of Enrolments and Communications



Theme 10: Summary financial information

REPORT FROM BUSINESS MANAGER

Financial Management - Ensuring Good Stewardship

The School remains in a strong financial position, with management and School Council working to ensure that the School is well placed to deliver on its vision and educational objectives.

Building Program - Planning for the Future

The School is continuing to deliver on the projects envisioned by the Campus Master Plan that was developed in 2012. The construction of a perimeter road and separate truck entrance in 2013 was the first stage of working on improving safety for pedestrians on site, and the installation of a boom gate at the turning circle in 2015 has furthered this cause.

The Cottage in Senior School quad was demolished in early 2015 to finish off the works associated with the Colonnade project. A sandstone outline has been laid, a garden planted and a commemorative plaque installed to remind the community of the existence and historic uses of this building.

Construction of the Tara Chapel began in November 2015. The positioning of this building at the entrance to the campus is designed to make a clear statement about the School's Christian focus, and once completed will become a centre for Christian community at the School.

Information Technology - 21st Century Learners

The School has continued to invest heavily in improving the wireless connectivity across the campus, and also in back-up and system redundancies. As well as rolling out replacement and new laptops to staff and students, there has also been a focus on projection and display systems in classrooms in both the Junior and Senior Schools.

Tara Foundation - Giving Back to the School

The Tara Foundation operates a number of funds that are invested to provide for particular needs of the School. For many years now, the Foundation's Building Fund has provided money to assist with building projects across the campus, and the School is benefiting in 2015 from a contribution towards

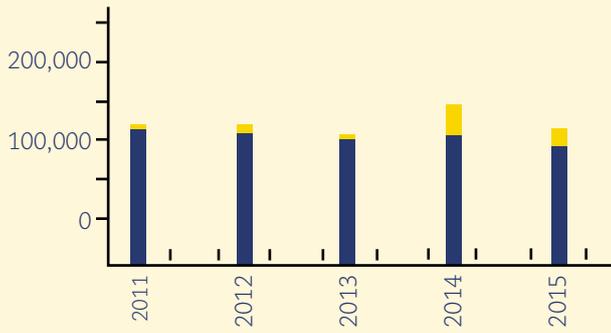
the cost of the Tara Chapel. The Foundation's Endowment Fund is also providing finance for this project, which is saving the School thousands of dollars in interest costs.

The Foundation trustees continued their support of low income families in 2015, by offering further means tested scholarships for students entering Year 7.

The School is fortunate to have as the Foundation trustees, a group of people prepared to give their time, expertise and commitment to the Tara Foundation each year. The 2015 trustees were Mr Martin Board (Chairman), Mr Dallas Booth, Mr David Braga, Dr Irmgard Pascoe and Ms Jill Sweatman.

Mr Paul Ryan Business Manager

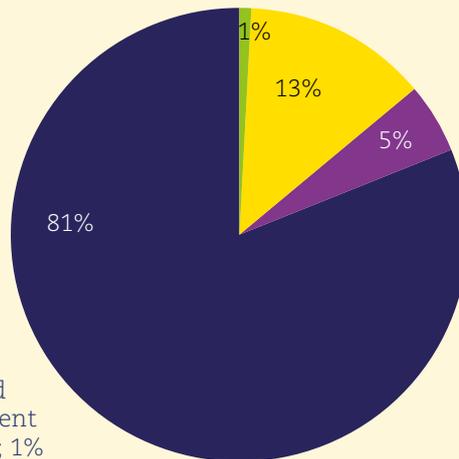
Tara Foundation Building Fund Donations



	2011	2012	2013	2014	2015
Building Fund Fundraising Office	\$3,950	\$6,300	\$2,800	\$40,428	\$23,850
Building Fund Termly Giving	\$118,074	\$109,210	\$100,188	\$109,119	\$96,400

Tara's Income 2015 *

- Fees and Private Income
- State Recurrent Grants
- Commonwealth (Government) Recurrent Grants
- Other Capital Income

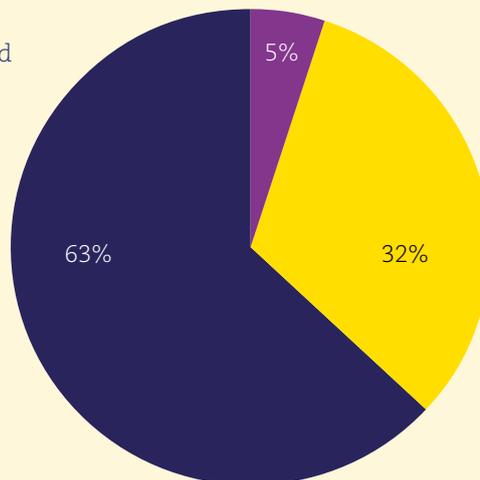


* INCOME - 81% from School fees and private income; 5% from state recurrent grants; 13% from government grants; 1% flow from other capital income.

Note - No capital grants received in 2015.

Tara's Expenditure 2015 **

- Salaries, Allowances and Related Expenses
- Non Salary Expenses
- Capital Expenditure



** EXPENSES - 63% on salaries and other staff costs; 32% on capital expenditure; 5% on non-salary expenses such as insurance, computer costs, interest on loans, overheads and the like.



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