



# TARA

Anglican School for Girls

# Annual Report 2016





Tara Chapel



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The 2016 Annual Report was published by 30 June 2017 and has been made available to BOSTES online. The report is available to the public on the School's website: [tara.nsw.edu.au](http://tara.nsw.edu.au) and may be supplied as a hard copy by the School on request.

Photos supplied by Peter Thiedeke and Angela Doubleday.

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

## REPORT FROM CHAIR OF COUNCIL

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 mySchool 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 their place on the world stage. So, having a breadth and depth of possibility is crucial to achieving this purpose.

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 Tara girls and their families.

In 2016, the first year of the current Tara Strategic Plan was undertaken. The plan supports our vision to be a leader in girls' Christian education and is purposeful in its intent. Our strategic plan is informed by research in best practice teaching and learning for girls from the early years of school through to the graduating Year 12 students.

Each of the five key pillars of the plan has goals we seek to achieve and within these, action plans developed by the Executive Staff, which guide the work on a daily basis. In this first year of the five-year plan, the School is tracking well and the School Council has worked closely with the School's management to help achieve the objectives.

A highlight of the year has been the completion of the School's Chapel. This beautiful and special building now forms a central part of the School's

offering for current Tara girls and families, past students and for Tara students for many generations to come. The School Chapel was identified by the School community as one of the priorities in the previous strategic plan in terms of the School's infrastructure and it is very gratifying that the project could be completed in time to celebrate Tara's 120th anniversary.

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 that our staff does in the life of the School.

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

Recently I had the honour of spending some time with Mr Paul Jones, a Tara Old Boy who attended Tara in 1938. Mr Jones had warm memories of his time at School and he shared his stories with students in the Junior School during his visit. As we move towards the School's 120th Birthday we look forward to many events where people from the past will join with us to rejoice in what this School has become from its very small beginnings in 1897. We are looking forward to a great birthday year for Tara!

I am passionate about the education of girls. I have taught and led in both co-ed and single sex schools. I have experienced the rich and unique culture of girls' schools and I have witnessed how liberating it is for girls to be free to develop to be who they really are without the pressure of having boys around. What is so important, no matter what form of education is received, is that boys and girls learn to treat each other with deep respect.

Parents choose girls' schools for the quality of teaching and learning and pastoral care and because girls' schools are designed specifically for girls. The culture, learning, and the articulate, confident graduates at a school such as Tara, provides evidence 'in spades' as to why girls' schools are, indeed, so good for our girls.

## THE TARA STRATEGIC PLAN

One year into the 2016-2020 Strategic Plan, I am pleased to provide you with an update on our five strategic priorities.

### The Tara experience:

- Middle Years Program of the International Baccalaureate (MYP) - in the first phase of this project, the MYP has been implemented across Year 7.
- Women in leadership - we are undertaking an audit of leadership opportunities from Junior School through to Year 12.
- Student tracking - we have implemented the "Project Me" program in the Senior School which has involved students setting their learning and co-curricular goals which are then worked on with their mentor. The School has also implemented the tracking of student progress through the analysis of data from internal and external benchmarks across the Junior and Senior School.
- STEM - in the Senior School, interdisciplinary units are being developed as part of the MYP framework which will focus on STEM areas. The SPOT (Astronomy) program has been reviewed and additional expertise will be available in 2017. The Junior School was involved in a STEM tour to the USA and had the opportunity to participate in workshops at NASA.
- Student wellbeing - The student wellbeing program has been reviewed this year and additional focus will be placed on this in 2017.

- The Boarding Experience - a review of catering, tutoring and the extension of the student wellbeing and personal development (life skills) program and weekend activities.

### Christian Identity:

- Christian perspectives - focus has been on research to consider an authentic examination of the Christian worldview in education.
- Nurturing faith and service - a restructuring of the Christian groups across the School to meet students' needs.
- Service Learning - we have completed a "map" of service learning across the School and are considering a service learning framework which will meet the developmental levels of students and promote true learning as part of service.
- Links with churches - Youth group leaders and speakers from local churches have spoken with students as part of Chapel to make them aware of what local churches offer youths and invite them to youth groups.

### Leaders of Learning:

- Professional Development Programs - In Junior School, the focus has been on developing a research based approach to reading and tracking the growth in student progress. The School has received a research grant for this purpose. In Senior School, a volunteer group of staff have trialed a research based peer coaching model which will be implemented in 2017. A student feedback model on teaching effectiveness was also trialed, which will be expanded to the Senior School staff in 2017.
- Staff have attended PYP and MYP training and conferences which has enhanced our global focus on learning. In addition, professional development for staff in curricular and co-curricular areas has been extended.

### Tara as a School of Choice:

- Marketing position and value proposition - enhancement of our public portals and communication channels, social media communications and training programs for students School ambassadors. We have also met with people from our rural communities and have developed an understanding of the commitment and needs of ex-pat and overseas families.
- Targeting areas of population growth - the School has extended the bus coverage for areas outside the current bus routes, where there is the enrolment demand.
- Strong links with alumni - there has been a



significant improvement in the School's ability to maintain contact with alumni due to work being done by the School Foundation and the Tara Old Girls' Association.

### **Resourcing our future:**

- Learning Spaces - Research was undertaken about the effectiveness of learning spaces. This has been reviewed and classrooms will be gradually set up under the new structure over time. The classrooms will allow for different types of learning spaces, collaborative learning and the use of technology in different ways and have been well received by students.
- Eggleton House (Boarding) refurbishment - a review and refurbishing of the Eggleton House common spaces has been undertaken.
- Technology requirements - an extensive review of technology has been undertaken in both the Senior and Junior School, to ensure the School is providing appropriate devices, infrastructure and software for students and teachers.

### **Higher School Certificate Results:**

The HSC results for 2016 were excellent and we have rejoiced in the girls' success. Six students achieved All-Rounder status, where they scored more than 90 in each of their subjects. Individual student achievements included 4th in NSW in Legal Studies, nominations for Art Express (Visual Arts) and Encore (Music), and an award of 'Excellence' from the History Teacher's Association for a History Extension project. In terms of ATARs, 20% of the cohort achieved over 95 and 45% over 90. Two students achieved an ATAR over 99.

Tara is the highest ranking comprehensive girls school in western and north western Sydney in 2016 (Source: SMH 2016).

### **The Student Experience and Some Achievements**

This year Senior School performed "High School Musical" and students reached the State Finals in the Shakespeare Carnival in both dance and performance. Year 11 students were involved in "The Addams Family" hosted by The King's School in March.

In addition to the Junior School STEM tour, Modern History students toured France, Belgium and Germany. Japanese students toured Japan and Music students travelled to Vienna, Paris and London to perform and participate in workshops.

Many students were acknowledged for their achievements by receiving awards for Business Studies, Economics, Geography, PDHPE, English, Mathematics, Science, Languages, and public speaking in State and National competitions.

Sport is a huge part of School life and Tara has been well represented and achieved considerable success in Saturday sports, athletics, swimming, rowing, gymnastics, dance, snow sports, cross country,

triathlon, golf, equestrian and sailing.

In 2016, students from our very youngest through to Year 12, have given thought and developed actions to make a difference to the life of others. The projects have raised awareness of local, national and global issues and students have demonstrated creativity and perseverance as they have sought to pursue service learning objectives.

### **Building of the Tara Chapel**

The Tara Chapel was almost complete by the end of 2016. The building of the Chapel has been a significant undertaking of the School. It has resulted in a place of worship and celebration that stands at the front and centre of the School connecting both the Junior and Senior School.

### **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 119 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 continues its journey with the Primary Years Program (PYP) framework, 2016 was a year of consolidation and innovation. The PYP prompts us to consider what excellent practice looks like across the curriculum, and in 2016, we turned our sights to evidence-based practices in reading instruction.

Some highlights of 2016 were:

1. Consolidation of our understanding of PYP as a concept driven, inquiry framework, focusing on growing the understanding and involvement of our parent community, including:

- Lightbulb seminar for parents on 'Welcome to the PYP'
- PYP Network induction day led by and held at Tara
- Visits from schools looking at how Tara works with PYP
- Lightbulb seminar for parents on what is involved in PYP Exhibition
- Year 6 Exhibition using the LAUNCH inquiry cycle
- Student-led conferences, bringing students into the heart of the reporting process

2. Strengthening our assessment practices with girls commencing at Tara

All girls in ELC-K were involved in short literacy and numeracy assessments prior to commencing school for the year.

3. International STEM Tour

2016 saw the first Junior School international school tour, a STEM tour to the United States of America. The trip included a visit to Space Camp, the Kennedy Space Centre and also Disney World.

4. Pre-service teachers were welcomed into the School as part of their teaching studies as Tara staff mentored students from Macquarie University.

5. Spanish as our Additional Language Offering

2016 saw the completion of our roll out of this program across the school with all girls from Years 1 to 6 developing both a love of languages and an understanding of the world around them through the program.

6. iPads and new interactive screens

Students in the Junior School have been using a variety of multimedia tools to enhance and demonstrate their learning.

7. Academic Enrichment

There were many events in 2016 which enriched the academic experience of girls in the Junior School including:

- Talkfest, Write a Book in a Day, Write On, The Dorothea Mackellar Poetry Competition, The Silver Screen Short Film Festival (Year 6), Mathematics Olympiad, IPSHA NSW Speakers' Challenge
- First Lego Junior Expo - a non-competitive expo that is part of the First Robotics Competition
- Code Camp, Debating, CPR Training, Leadership Program (Stage 3)
- Creative and Performing Arts - 2016 saw a significant growth in the Junior School's music program through increased participation in ensembles and bands
- IPSHA Saturday Sport and representation of the School at IPSHA, CIS or National level in hockey, cricket, snowsports, swimming, diving, cross country and athletics

8. Service Learning

In 2016 through House Service Learning days:

- Crawford: the girls learned more about our Compassion sponsor child, from Mexico, Nataly and raised \$485, enough to continue sponsoring her throughout the year
- Hake: acknowledged the Syrian Refugee Crisis by partnering with Anglicare's Syrian Refugee Appeal with donations to supply over 25 school kits
- Walker: to align with the 40 Hour Famine, all classes sacrificed one item for the day and raised over \$700 for World Vision
- Waugh: supported Anglicare's Toys and Tucker appeal
- The annual SRC Move and Food Fair raised awareness of eating well and daily exercise. The money raised contributed to the beautification of the playground, new House signs, and play equipment
- Year 6 gifted three large playground clocks to the School, financed through their efforts with a Dance-a-thon and Fun Day.

**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 Years 7 and 8, 2017. 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 suitably 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 58 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 courts, basketball courts and music rehearsal rooms. Eggleton House's size allows staff to know 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; the boarding 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 6.30-8.30pm. Learning and progress is tracked and 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. Regular check-in sessions are held weekly to ensure all boarders are well supported. This year we have researched and trialled a program that teaches life skills in a more direct approach. The programs are tailored for each year group and boarders learn essential skills to prepare for the challenges of life once they leave the boarding environment. For boarders staying in during weekends, group activities are available which include activities such as bushwalking, theme parks, movie and shopping trips. Combine these excursions with the Extra Curricular, Sport and Performing Art activities provided by the School and all boarders have access to a wide-ranging selection of pastimes at their doorstep.

The Extended Day Program is also run through the boarding house and 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.

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 in a safe, nurturing environment 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 - Junior School

### ICAS

Participation in the University of New South Wales ICAS for 2016 saw the girls achieve some outstanding results. There were High Distinctions in Computer Skills, Science, Spelling, English and Writing.

### NAPLAN

Overall in Year 3 and 5 our NAPLAN remain results strong, as evidenced in the comparison tables (Tara compared with State Government Schools and AIS Girls' Schools). The tables below however do not provide the important picture, which is about individual student growth when comparing our Year 5 students with their Year 3 results.

Tara is always above the State mean and in most areas the AIS Girls' School Mean. There are some years when this may not be the case. As evidenced in Year 3 Writing and Year 5 Grammar where there is a negligible negative difference.

Our Year 3 girls continued to excel in Reading and Grammar as well as performing strongly in Writing and Spelling. In Number, Patterns & Algebra and Data, Space & Measurement in the last three years at Tara there has been steady growth while the

State has remained relatively stable. The change in our results is significant as while our results have been strong they are always lower than our English results. It is encouraging to track ongoing and real growth in this area over time. Growth in our Year 5 Data, Space & Measurement results has also shown to be developing over time. The Junior School has been working to develop skills with the girls in these areas of Mathematics and we are now seeing steady growth across time.

### Growth from Year 3 to Year 5:

In Year 5, 76.6% of our students made greater than or equal to expected growth in Reading. In Spelling 50%, in Grammar and Punctuation 70% and in Numeracy 63.3 %.

In Reading approximately 26% of our girls not only made expected growth of 1.5 bands, they exceeded it by 2 or more bands and in Numeracy it was approximately 35% of our girls.

**Ms Ruth Adams**  
Head of Junior School

### Year 3 Results Summary 2016

	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Reading	55%	30%	3%	12%	0%	0%
Writing	42%	33%	21%	3%	0%	0%
Spelling	46%	24%	21%	6%	3%	0%
Grammar Punctuation	64%	21%	12%	3%	0%	0%
Numeracy	39%	18%	24%	12%	6%	0%

Year 3 (Top 2 Bands)	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Tara	85%	75%	70%	85%	57%
State	52%	55%	54%	53%	39%
Girls in AIS Schools	68%	73%	68%	71%	58%

## Year 5 Results Summary 2016

	Band 8	Band 7	Band 6	Band 5	Band 4	Band 3
Reading	27%	32%	32%	6%	3%	0%
Writing	18%	21%	41%	12%	6%	3%
Spelling	21%	27%	44%	3%	6%	0%
Grammar Punctuation	29%	32%	21%	15%	0%	3%
Numeracy	32%	24%	24%	15%	6%	0%

Year 5 (Top 2 Bands)	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Tara	59%	39%	48%	61%	56%
State	38%	19%	34%	41%	31%
Girls in AIS Schools	55%	33%	45%	58%	39%

## TESTING - Senior School

### NAPLAN

In 2016 Tara Senior School students performed well above the State and NSW AIS Girls means.

In Spelling and Punctuation & Grammar over 50% of Year 7 students performed in the top 2 Bands, whilst in Reading nearly 50% of students performed in the top 2 Bands. Performance in Writing was still strong with over 40% achieving in the top 2 Bands, which was significantly above State means but reflecting a general dip in this area across the State. Numeracy has been identified as a relative strength with this group, with 56% in the top 2 Bands and nearly 35% in the very top Band of achievement.

In Year 9 results, 53% of students performed in the top 2 Bands in Reading, and just over 57% of students performing in the top 2 Bands in Spelling and Numeracy, with over 27% in the very top Band for Spelling. In Grammar & Punctuation over 56% of students performed in the top 2 Bands with nearly 26% in the very top Band. Writing was slightly below the other tested areas with nearly 35% in the top 2 Bands, however, this compares well with State trends being well above the mean.

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 - Senior School**



## Year 7 Literacy Results Summary 2016

	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
<b>Reading</b>						
Tara	27.3%	22.1%	29.9%	11.7%	6.5%	2.6%
State	12%	18%	23.1%	27.1%	14.9%	4.8%
Girls in AIS Schools	19.3%	25.3%	26.1%	21.4%	6.8%	1.1%
<b>Writing</b>						
Tara	11.7%	28.6%	26%	27.3%	6.5%	0%
State	4.5%	13.3%	24.1%	30.8%	19.4%	8%
Girls in AIS Schools	8.9%	22.1%	32.5%	26.6%	8.4%	1.5%
<b>Spelling</b>						
Tara	26%	29.9%	23.4%	15.6%	3.9%	1.3%
State	12.3%	21.8%	28.1%	20.6%	11.8%	5.4%
Girls in AIS Schools	16.5%	29.3%	31.9%	15.8%	5.4%	1%
<b>Grammar and Punctuation</b>						
Tara	32.5%	19.5%	28.6%	11.7%	6.5%	1.3%
State	15.2%	15.6%	26.4%	19.9%	17.7%	5.2%
Girls in AIS Schools	25.6%	23%	28.5%	13.8%	7.8%	1.3%

## Year 7 Numeracy Results Summary 2016

	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
<b>Numeracy</b>						
Tara	34.7%	21.3%	26.7%	13.3%	2.7%	1.3%
State	13.7%	17.7%	29.3%	23.4%	12.9%	3%
Girls in AIS Schools	16.6%	25.4%	34.1%	18.1%	5.1%	0.7%
<b>Data, Measurement, Space and Geometry</b>						
Tara	37.3%	26.7%	20%	12%	2.7%	1.3%
State	16.2%	17.6%	23.1%	28.6%	10.3%	4.2%
Girls in AIS Schools	21%	24.5%	26.6%	22.6%	4.3%	1%
<b>Number, Patterns and Algebra</b>						
Tara	34.7%	20%	25.3%	14.7%	5.3%	0%
State	14.2%	18.3%	28.3%	22.8%	13.6%	2.9%
Girls in AIS Schools	16.9%	25.9%	33.1%	18.1%	5.3%	0.7%

## Year 9 Literacy Results Summary 2016

	Band 10	Band 9	Band 8	Band 7	Band 6	Band 5
<b>Reading</b>						
Tara	18.2%	34.8%	22.7%	16.7%	6.1%	1.5%
State	7.9%	16.9%	26.2%	26.7%	16.8%	5.6%
Girls in AIS Schools	13.5%	25.5%	29.6%	21.5%	8.2%	1.7%
<b>Writing</b>						
Tara	10.6%	24.2%	31.8%	21.2%	9.1%	3%
State	4.2%	8.2%	22.6%	26.2%	22.5%	16.3%
Girls in AIS Schools	8.4%	15.4%	33.1%	26.1%	13%	3.9%
<b>Spelling</b>						
Tara	27.3%	30.3%	24.2%	10.6%	4.5%	3%
State	8.4%	17.1%	29.5%	23.5%	12.9%	8.5%
Girls in AIS Schools	11.5%	25.1%	35.1%	19%	7.1%	2.3%
<b>Grammar and Punctuation</b>						
Tara	25.8%	30.3%	21.2%	13.6%	6.1%	3%
State	8.8%	13.4%	19.7%	30.8%	17.3%	10%
Girls in AIS Schools	15.7%	21.1%	24.9%	26%	9.2%	3.1%

## Year 9 Numeracy Results Summary 2016

	Band 10	Band 9	Band 8	Band 7	Band 6	Band 5
<b>Numeracy</b>						
Tara	18.2%	39.4%	28.8%	12.1%	1.5%	0%
State	11.5%	15.4%	25.9%	28.6%	16.3%	2.1%
Girls in AIS Schools	13.6%	23.3%	32.4%	22.6%	7.5%	0.6%
<b>Data, Measurement, Space and Geometry</b>						
Tara	25.8%	35.4%	24.2%	12.1%	1.5%	0%
State	12.9%	14.1%	26.9%	26.1%	17.4%	2.3%
Girls in AIS Schools	16.5%	21.7%	31.9%	20.4%	8.5%	0.9%
<b>Number, Patterns and Algebra</b>						
Tara	27.3%	25%	20%	16.7%	1.5%	0%
State	12.5%	13.6%	23.7%	33.3%	14%	2.8%
Girls in AIS Schools	14.7%	20.3%	30.5%	27.3%	6.4%	0.8%

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

## REPORT FROM DIRECTOR OF TEACHING AND LEARNING

In 2016 Tara Anglican School for Girls began implementation of the Strategic Plan (2016-2020), which has refocused all aspects of teaching and learning programs in the Senior School 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. In particular, 2016 saw the School complete a successful visit from the International Baccalaureate to review progress with implementation of the IBO Middle Years Program in preparation for the Authorisation process in 2017. Processes and action on tracking and monitoring student progress was strengthened by the use of new technology and the introduction of termly academic reports in the Senior School, ensuring that every student is 'known' and appropriately catered and cared for. Learning spaces continue to evolve as research in this area is applied systematically to a refurbishment program in support of innovative teaching and 21st Century learning.

### Granting of Records of School Achievement

There were 3 Year 12 students who requested and received a Record of Student Achievement in 2016.

### 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 11 students (16.4%) who studied VET Hospitality in Year 12 2016. Financial Services was studied externally by 1 student (1.5%).

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 101 Band 6 results from 67 candidates, with 16 courses achieving Band 6 results at more than double the State average, 11 courses with 100% of students achieving at Band 5 or 6 level, and 29 courses above the State average. With 20% of students achieving an ATAR over 95, 45% over

90 ATAR, and 64% over 80 ATAR this group have delivered an outstanding set of results, which statistically compare very favourably with the ongoing upward trend in Tara HSC results in recent years.

### Mr Scott Baker

Director of Teaching and Learning - Senior School

## Key successes in 2016 HSC

### All Rounders

Sarah Braga, Niamh Formosa, Laura Mallett, Leah Park, Kimberly Wybenga, and Katherine Zhang.

### Top ATAR

- Laura Mallett (99.45)

### Individual Achievers

- Sarah Braga: 4th in Legal Studies
- Leah Park nominated for 'Encore' in Music
- Katherine Zhang nominated for Art Express

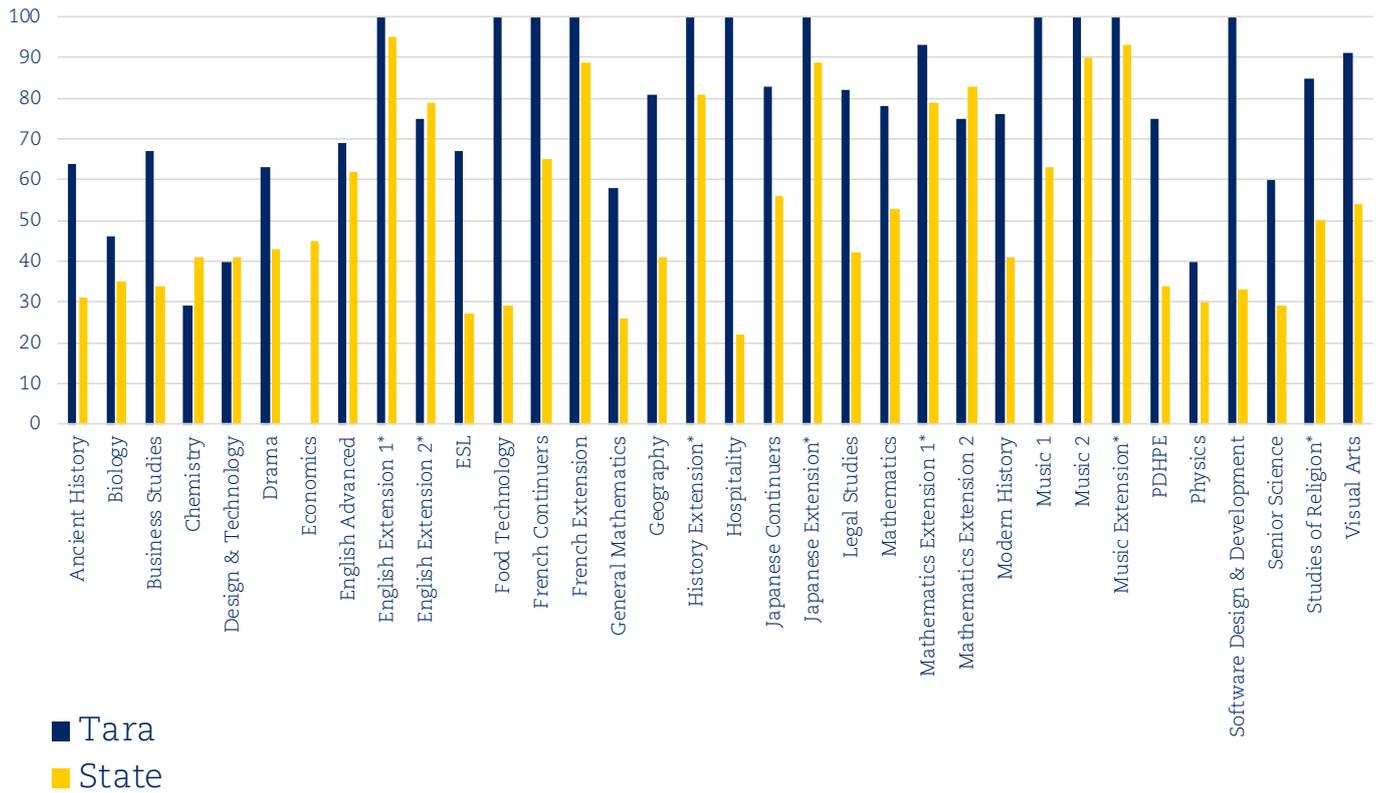
## Tara's Distinguished Achievers

### Number of students by course:

Ancient History - 4	Hospitality Exam - 4
Biology - 6	Japanese Continuers - 1
Business Studies - 3	Legal Studies - 5
Chemistry - 2	Mathematics - 4
Design & Technology - 1	Mathematics Ext 1 - 4
Drama - 2	Mathematics General - 6
English Advanced - 12	Modern History - 7
English ESL - 1	Music 1 - 2
English Ext 1 - 4	Music 2 - 1
Food Technology - 4	Music Ext - 1
French Continuers - 2	PDHPE - 3
Geography - 4	Senior Science - 1
German Continuers - 1	Studies of Religion - 7
History Ext - 3	Visual Arts - 6

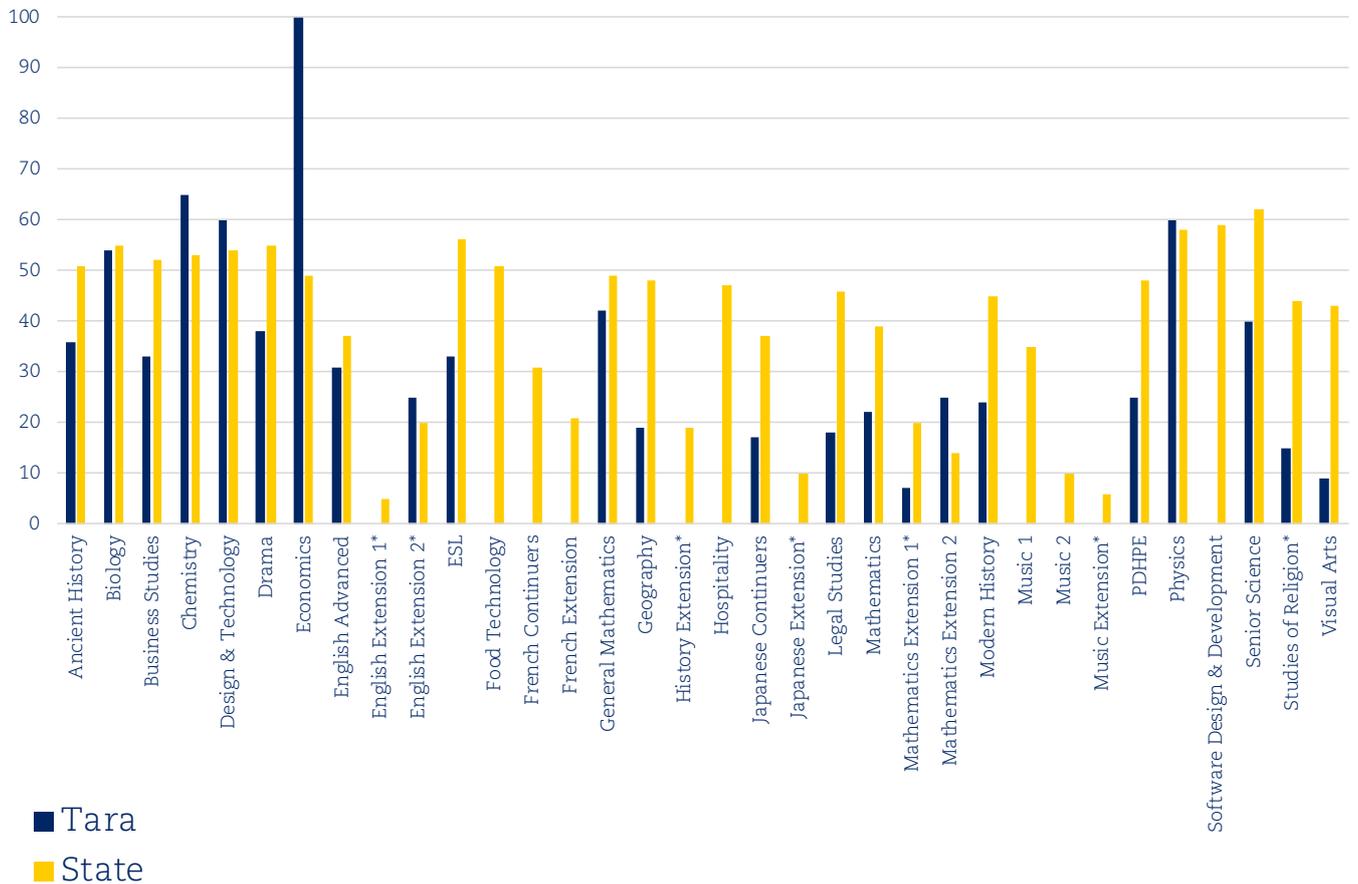
## Percentage of 2016 HSC students achieving Bands 5 and 6

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



## Percentage of 2016 HSC students achieving Bands 3 and 4

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

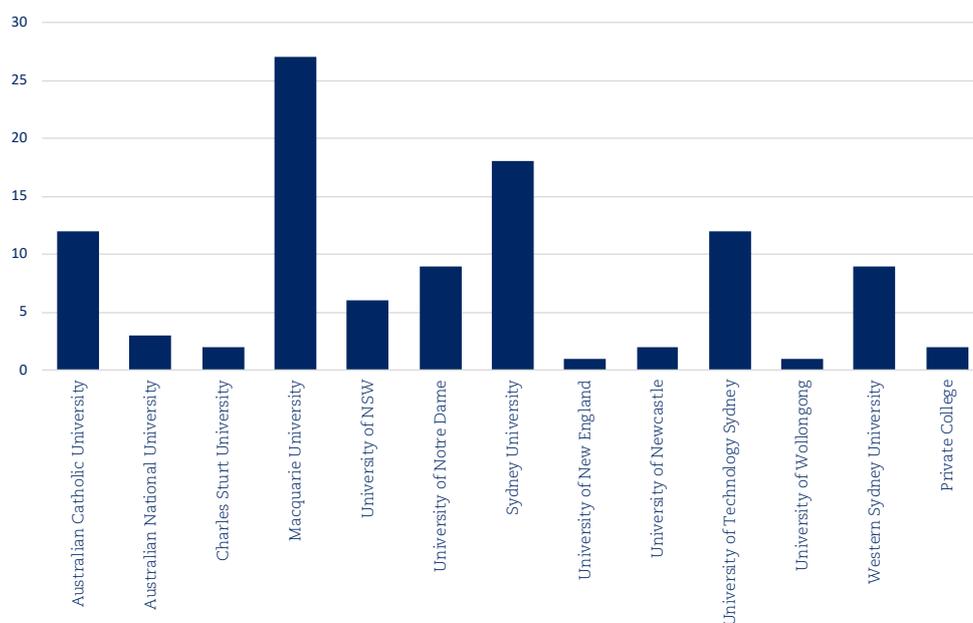


The graphs above compares Tara's students' performance to the state average results. With the ever increasing percentage of Bands 5 and 6 performances come a subsequent decline in the number of Bands 3 and 4 results.

## HSC Longitudinal Band Comparison (Bands 5 and 6 from 2014 to 2016)

Subject	% of Tara candidates in 2016	% of State candidates in 2016	% of Tara candidates in 2015	% of State candidates in 2015	% of Tara candidates in 2014	% of State candidates in 2014
English Advanced	69	62	78	58	60	59
English Standard	n/a	n/a	0	8	0	8
English Extension 1	100	95	100	94	94	83
English Extension 2	75	79	75	82	33	67
English as a Second Language	67	27	75	26	73	28
Mathematics	78	53	79	52	41	54
General Mathematics	58	26	56	26	71	25
Maths Extension 1	93	79	95	84	100	84
Maths Extension 2	75	83	100	86	100	86
Biology	46	35	72	28	68	28
Chemistry	29	41	74	41	67	46
Physics	40	30	42	29	45	31
Senior Science	60	29	67	28	62	36
Earth & Enviro. Science	n/a	n/a	n/a	n/a	n/a	n/a
Economics	0	45	50	46	63	44
Business Studies	67	34	67	36	44	37
Geography	81	41	83	41	100	44
Studies of Religion	85	50	100	51	86	49
Legal Studies	82	42	69	40	50	40
Ancient History	64	31	84	33	70	33
Modern History	76	41	92	44	79	45
History Extension	100	81	100	78	100	78
Visual Arts	91	54	70	53	100	49
Info. Processes & Technology	n/a	n/a	50	32	14	28
Software Design & Development	100	33	n/a	n/a	33	28
Drama	63	43	80	42	100	42
Design & Technology	40	41	33	36	42	37
Food Technology	100	29	55	28	82	28
Hospitality	100	22	67	22	87	31
PDHPE	75	34	57	30	100	30
French Continuers	100	65	67	66	100	66
French Extension	100	89	n/a	n/a	100	95
German Continuers	n/a	n/a	n/a	n/a	n/a	n/a
German Extension	n/a	n/a	n/a	n/a	n/a	n/a
Italian Continuers	n/a	n/a	n/a	n/a	n/a	n/a
Japanese Continuers	83	56	57	54	100	58
Japanese Extension	100	89	33	89	100	96
Music 1	100	63	n/a	n/a	75	60
Music 2	100	90	100	88	100	87
Music Extension	100	93	100	93	100	99

## Post School Destinations - Year 12, 2016

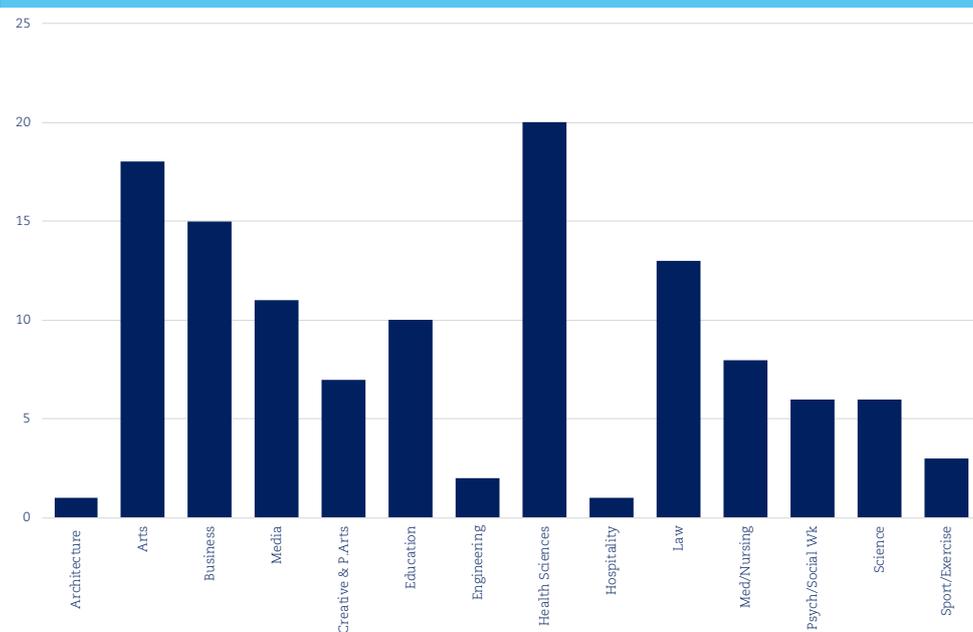


### Post School Destinations

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, 2016



### 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 2014

73

Year 12 2016

67

### Student Retention

The majority of students who left Tara at the end of Year 10 in 2014 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.

The Junior School staff were involved in a yearlong Literacy project in association with AIS. The Project is based on three international inquiries into reading instruction (Australian, British and United States). The research inquiries articulate the five critical components of reading instruction – the how (explicit instruction) and the what (phonemic awareness, phonics, comprehension, vocabulary, fluency). The reports from these inquiries illuminate what is missing from other less-explicit approaches to reading.

An overview of the project components:

- Information session for leadership/executive
- For teachers (and at Tara, leadership too), 8 school-based PL sessions + 8 companion online self-paced learning modules
- Instructional coaching – consultants model instructional strategies, observe lessons, provide feedback. The very definition of a critical friend.
- Administration of the Early Literacy Screening Tool – beg T1 (fit nicely with our initial assessments), end T2, end T4
- Independent evaluation – so much talk about changing practices and lots of action taken

Conditions for success:

- Effective approach to change management
- A staff who know how to learn, are keen to improve, are keen to be consistent

- Leadership support – release time given to undertake instructional coaching, observations, development of scope and sequences, resource purchasing, further PD (peer-to-peer, workshops) to sustain the initiative
- All in – not the responsibility of a few eg. K-2, learning support staff
- Being experienced with, and prepared for, the implement dip that invariably comes with innovation, knowing it caused disequilibrium and doubt
- Generous project dollars with multi-dimensional support – face-to-face, online, peer-to-peer, prof reading, instructional coaching

**Ms Ruth Adams**  
**Head of Junior School**



# PROFESSIONAL DEVELOPMENT

## Senior School

During 2016 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 2016, 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, three teachers are currently undergoing the process to be accredited at Experienced Teacher Level through ISTAA.

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, CANVAS and continued opportunities for the sharing of best practices in leadership teaching and learning.

## Mrs Sue Hammond

Deputy Principal - Head of Senior School

## 2016 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	94
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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	53
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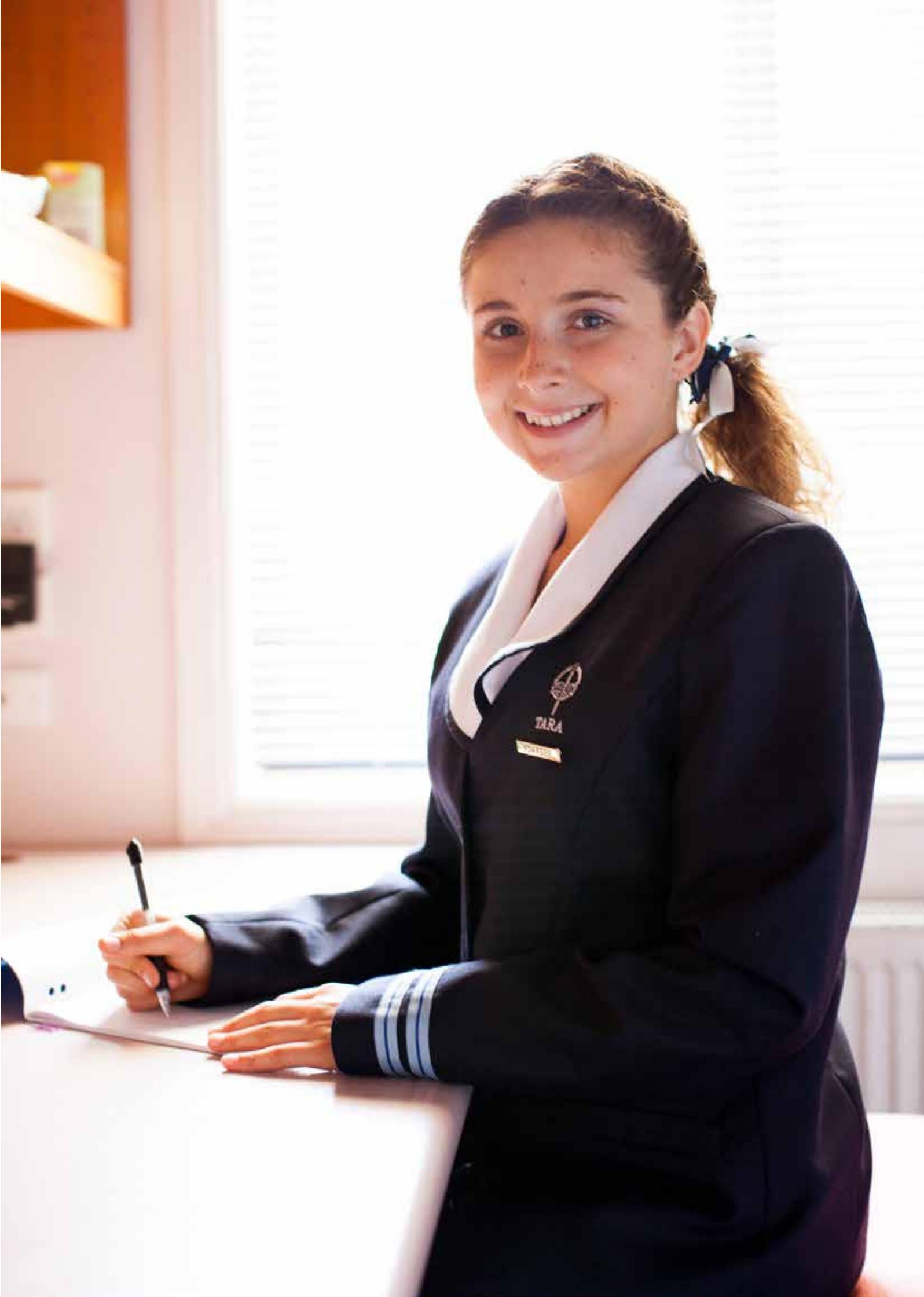
Professional Competence - Band 2	27
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Provisional - Beginning - Band 1	11
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## Staff numbers for 2016 were:

2016 Commonwealth Government Census

	Count	FTE
Teaching	91	76.93
Non Teaching	77	49.87



# Theme 5: Student attendance

## Junior School Student Attendance Rate for 2016 was 95%

ELC	KINDER-GARTEN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
92.7%	95.2%	94.4%	95.1%	95.7%	94.5%	96%	96.2%

## Senior School Student Attendance Rate for 2016 was 95%

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
97%	94.6%	95.7%	93.8%	96.5%	96.6%

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, other medical or specialist 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.
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 families for further consultation or assessment.
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.

### **New Enquiries**

Our Enrolments Office will send everyone enquiring about enrolment details of the procedure for enrolment at the School including:

- (a) A prospectus
- (b) A statement about the School fees
- (c) An application form for placement on the wait list

### **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 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 lists. 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 18 to 24 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 preinterview 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 preestimate 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**

For more information on overseas student enrolment policy relating to CRICOS visit the Tara International Student Compliance webpage:

<https://www.tara.nsw.edu.au/enrolment/international-students/international-student-compliance>

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 terms 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.

*Please note the information contained in this policy is current as of January 2017 but may have varied by the time of actual enrolment.*

### **Ms Nikki Williams**

**Director of Enrolments and Communications**



TARA  
Anglican School for Girls  
HEAD GIRL 2016



Anglican School for Girls  
TARA

CHURCH  
CAPTAIN

TENNIS  
CAPTAIN

TENNIS 2015  
MACQUARIE BROOKS CUP HONOR BADGE 2016  
WINDSLE RELAYING HONOR BADGE 2016  
WINDSLE CATHOLIC STATE FAULT BLUE 2016  
TARA SINGERS 2016  
SPACE ODYSSEY TEAM BLUE 2016  
THEATRESPORTS BLUE 2016  
SFL VOCAL BLUE 2016  
IRANA PERFORMANCE HONOR BADGE 2016  
SENIOR CHOIR 2016

# 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 victimisation 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 2016.

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 - Senior School**

# 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. In addition to this, activities focusing on mindfulness were introduced enabling students to develop a greater awareness of self management and respect for others in dealing with stressful situations.

In Year 8, the pastoral care program "Becoming Connected, Becoming You", 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 positive relationships and making good personal choices in relationships. 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 individual health practices in terms of respect for self. Emphasis was also placed on respectful relationships with others through attention to road safety and positive relationships activities.

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

Continuation of 'Project Me' across all year groups at Tara saw 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 every term. 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.

Pink Stumps Day, led by Year 11, saw students in the Senior School 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. The Year 12 'Sign Up and Serve Day' at the completion of the school year saw students donating meals, clothes and personal care packs to Dignity Homes, participating in Blood Banks and making sanitary pads for Dignity.

Year 7 learnt about and promoted the work of Ronald McDonald House as well as raising funds through the sale of Christmas Hampers at the Community Carol Service.

Year 8 embraced involvement in community and service to others through partnership with

'Wrap with Love'. 2016 saw the highest number of squares, in excess of 900, being knitted by students, parents, grandparents, staff and members of the extended Tara community. 'Slum Survivor', a poverty simulation event, saw all of Year 8 participate in a cross faculty learning experience allowing for an insight into the impacts of living in poverty.

For Years 9 and 10 the emphasis was on learning about, and providing goods for, Dignity Homes. Presentations from staff associated with the organisation, and visit by residents, 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.

### **School Values**

Tara's Service Learning program continues to develop. Junior School continues to raise support for Nataly, a sponsor child through Compassion Australia as one of their major Service Learning activities. In the Senior School we have begun a new partnership with World Vision. We have connected with a community in Basedth, Cambodia and will have a long-term relationship with them. We plan to support the development of this community and World Vision's work there but will also interact with members of the community in order to strengthen this partnership and our awareness of the life and needs outside our own experience. The Social Justice Committee is also an avenue through which students may extend their learning in this area. This committee raises awareness for social justice issues and raises support for a variety of charities throughout the year. There are also special opportunities for our boarders to engage in Service Learning projects. Many tutor younger students at Ronald McDonald House. The whole boarding house is engaged in supporting the Vanessa Grant Trust which provides educational opportunities for children in rural Kenya.

### **Student Leadership**

We aim to see all of our students take on a leadership role of some kind during their time at Tara. In Junior School, every Year 6 student is a member of a Tara Team and has a special role in which to serve the school. In Senior School, several are elected to the Student Representative Council which provides a student voice on many key and upcoming issues in the school. Those who wish to stand for election to the Prefect body must also undergo our 'Tara Leadership Diploma' which involves weekly meetings consisting of training and practice in preparation for potential Year 12 roles. The Year 12 body is then either elected in to specific Prefect roles or students become part of the wider Year 12 leadership team.

In the Senior School, leadership experiences have been extended for students across all year groups. For example, in Year 10 every student was offered the opportunity to become involved in leadership

either through a range of social or service events. In 2016, the Peer Support Program was extended to leadership of students in Years 8-9, as well as Year 7. This allowed for extended leadership opportunities for Senior students.

**Mrs Stephanie Griffiths**  
**Director of Student Engagement and Development -**  
**Senior School**

**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, and 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 - Senior School

## 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 and Sports Canteen, 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 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

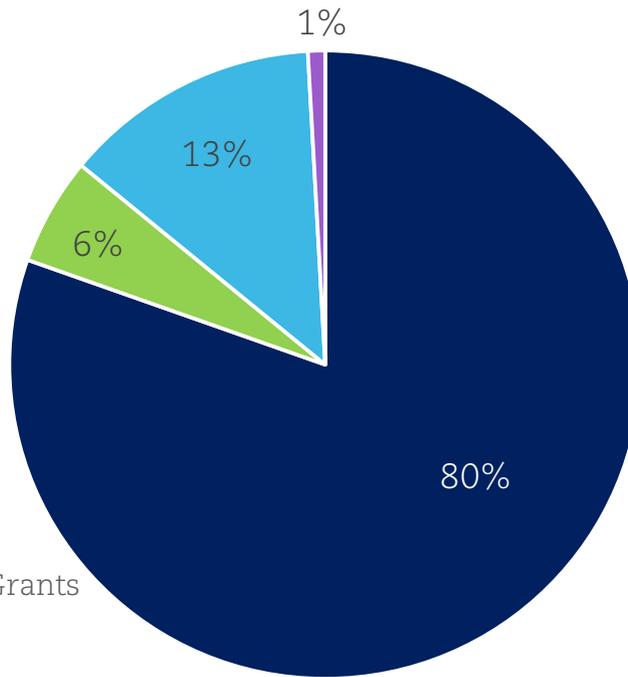


# Theme 10: Summary financial information

## Tara's Income 2016

\* INCOME - 80% from School fees and private income; 6% from state recurrent grants; 13% from government grants; 1% flow from other capital income.

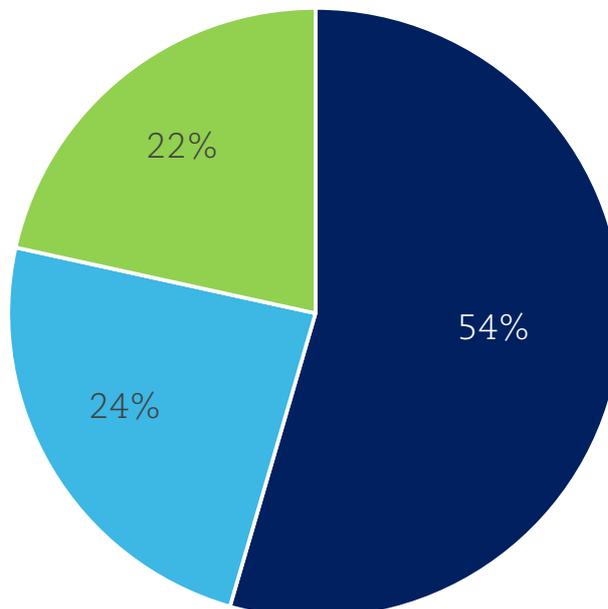
- Fees and Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Other Capital Income



## Tara's Expenditure 2016 \*\*

\*\* EXPENSES - 54% on salaries and other staff costs; 22% on capital expenditure; 24% on non-salary expenses such as insurance, computer costs, interest on loans, overheads and the like.

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



Mr Paul Ryan  
Business Manager

# Theme 11: The Tara Community

Our wonderful academic, boarding, administrative and operational staff, sports coaches, extra-subjects teachers and catering staff add so much to the experience of Tara girls. Your support for this School and the girls in your care as you serve each girl and assist in her development is one of the great strengths of this School. I admire the way you discuss your work and the joy you express as you describe the achievements of students.

We continue to be blessed at Tara with a supportive, energetic and vibrant parent community. Tara parents, grandparents and family members are very impressive in the way they support the myriad of School events that Tara girls are involved in each week and your presence and support makes a great deal of difference to the girls. I thank the army of unsung heroes who enrich the life of Tara girls each week.

The Tara Dad's Club was launched in 2016 with the "Into the Wild" event which brought more than 300 Dads and daughters together. Young women need the love and guidance of a significant male in their life and the opportunity for the "Dads" to get together to discuss the joy of being a parent to a girl and to build friendships for themselves resulted in a great night. This year we held a series of parent events across the School to support parents in their understanding of school curriculum initiatives, the understanding of external tests such as NAPLAN, and in seminars that may support parents in negotiating the complex task of parenting, especially in the teenage years.

The members of the Tara School Council and its subcommittees and the Tara Foundation, give many hours of their time to the good governance of this school. These men and women are outstanding in their support of the School's vision and mission and provide significant expertise. The result - Tara meets the highest standards of governance and the School is financially secure now and for future generations, which means we can look to the future and plan to continue to provide outstanding learning and education experiences for Tara students.

I am thankful for Tara, this great School which in 2017 will celebrate 120 years. I am thankful for every person that makes it such a great place for learning and empowerment of young women. I am thankful to God for the blessing he has given us in the resources we have and for the privilege of educating the young women in our care and for the families who trust us to do so.

**Mrs Susan Middlebrook**  
Principal





# TARA

Anglican School for Girls

Masons Drive, North Parramatta NSW 2151

Telephone: 02 9630 6655

[publications@tara.nsw.edu.au](mailto:publications@tara.nsw.edu.au)

[tara.nsw.edu.au](http://tara.nsw.edu.au)

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