Tara circle

A publication for the Tara Community

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Tara Anglican School for Girls
Masons Drive, North Parramatta NSW 2151
Tel. 02 9630 6655 www.tara.nsw.edu.au

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Editors:
Mrs Angela Doubleday, Miss Carla-Ann Capolupo,
Mrs Kendra Stewart, Mrs Sue Hammond
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Meet Mrs Adele Ramsay: Leading Tara's Educational Journey

In an exclusive interview, we sat down with Mrs Adele Ramsay, the dynamic eleventh Principal of Tara Anglican School for Girls, to uncover her inspiring journey into education and her vision for Tara's future.

BACKGROUND AND EDUCATION

When asked about her path into education, Mrs Ramsay shares, "My journey into the field of education is deeply rooted in my personal experiences and upbringing." As the youngest of four siblings born to South African parents in New Zealand, Mrs Ramsay's childhood was spent on a dairy farm before her family relocated to Australia. Her Christian parents and her formative years at a Christian school on the Gold Coast played a pivotal role in shaping her values and aspirations. Reflecting on her time there, Mrs Ramsay expresses deep gratitude towards the teachers who supported her through teenage trials, encouraged her faith journey, and instilled in her a commitment to excellence and service. Her experience as Head Girl fostered a lasting love for leadership and a dedication to lifelong learning.

Following high school, she spent time in Sacramento, California, immersed in Youth Ministry, which solidified her passion for working with young people. Motivated by a desire to make a meaningful impact, she pursued a Bachelor's degree in Education, majoring in English and History, followed by Master's degrees in both Education and Business Administration. Currently, Mrs Ramsay is pursuing an Educational Doctorate focused on navigating contemporary issues in faith based schools.

LEADERSHIP PHILOSOPHY

Describing her leadership philosophy, Mrs Ramsay draws parallels between a ship's captain and a shepherd tending to a flock.

"As a captain of a ship, my primary responsibility is to navigate carefully, ensuring the vessel's smooth operation and safety," she explains.

"This entails maintaining a keen awareness of distant horizons, anticipating potential obstacles, discovering new opportunities and being vigilant of changing weather conditions. Effective leadership in this context relies on the collaborative effort of a skilled team, whose expertise I trust and support. Additionally, I prioritise building rapport with all stakeholders, ensuring their needs are met and their experiences enriching.

In my capacity as Principal at Tara, I envision myself as the Captain of our educational voyage. With



thoughtful consideration and precision, I aim to chart a course that propels Tara towards a bright and prosperous future. Embracing the role of a Captain, I endeavour to steer our School community with gentleness and foresight, navigating challenges and seizing opportunities along the way.

Similarly, as a shepherd to a flock, I recognise the importance of individual care and attention. Just as a shepherd knows each sheep by name and understands their unique needs, I am committed to knowing and nurturing every member of our School community. By fostering an environment of empathy and support, I hope to see each of our girls and our staff thrive and contribute to the collective success of Tara."

CHALLENGES AND OPPORTUNITIES

When asked about the biggest challenges and opportunities facing Tara today, Mrs Ramsay emphasised the School's commitment to honouring its legacy while forging a distinct path forward.

"As a school dedicated to empowering young women, our greatest opportunity lies in equipping our girls to confidently seize opportunities that may have seemed beyond reach. This endeavour requires fostering a culture of boldness, where our girls are encouraged to take some risks, learn from failures, and cultivate a spirit of courage and compassion. Moreover, it entails instilling in them a deep trust in themselves and in God, coupled with unwavering determination and discipline. By embracing these values, we aim to redefine resilience and fortitude, empowering our girls to navigate challenges with unwavering grit.

In essence, our challenge is to propel Tara Anglican School for Girls into a future where our girls not only dream big but also have the confidence and resilience to turn those dreams into reality. By embracing the opportunities before us and cultivating a culture of courage and perseverance, we are poised to usher in a new era of excellence and achievement for our School community."

INNOVATION IN EDUCATION

Mrs Ramsay stressed the importance of innovation in education to prepare students for the demands of the 21st century.

"I am pleased that at Tara we are already implementing some key initiatives in our curriculum School activities such as Project Based Learning (PBL), leveraging technology for personalised experiences, incorporating STEAM education, providing experiential learning opportunities and creating a culture that really values soft skills, curiosity, risk taking and continuous improvement.

GOALS FOR THE SCHOOL

"My immediate goal for the School is to immerse myself in the Tara community. By the end of this first year, I aim to personally know each staff member and student by name, with the aspiration of building connections with parents over time. I am also committed to maintaining excellent academic results and developing women of substance and good character.

Looking ahead, I recognise the importance of revitalising certain facilities within the School that are in need of improvement. Over the next few years, I plan to focus on upgrading these spaces to enhance the learning environment for our students. I'm thankful for the School Council's emphasis on master planning, which will support our intentions in building improvements and future developments."





delightful discoveries and valuable insights. Exploring Tara's rich history has been particularly fascinating, and meeting with the past three Principals has provided invaluable perspectives.

One unexpected pleasure has been discovering the culinary talents of Albert and our cafeteria staff. Their dedication to providing excellent meals is truly commendable.

Moreover, I've been deeply moved by the warmth and generosity of the Tara community's welcome. It's a reminder of the privilege and responsibility I have in leading such a supportive community.

With the guidance of our exceptional staff, I am gradually delving into the intricacies of the NSW curriculum, internal processes, and the myriad tasks our staff handle each day. Each new lesson learned reinforces my gratitude for the opportunity to serve as Principal of this remarkable School."

HIGHLIGHTS AND DISCOVERIES

"The most exhilarating aspect of being the Principal at Tara has been the daily joy of engaging with the vibrant Tara community. Every interaction, from learning another girl's name to witnessing their growth and achievements, fills me with gratitude and excitement. I feel immensely blessed to be part of Tara's journey and to have the opportunity to shape its future direction and success.

Transitioning to Tara as a newcomer both to the School and Sydney has been a journey filled with

> *"By fostering an environment of empathy and support, I hope to see each of our girls and our staff thrive and contribute to the collective success of Tara."*





Commissioning of Mrs Adele Ramsay

A Momentous Occasion at Tara Anglican School for Girls

Tara Anglican School for Girls witnessed an historic moment on 26 February as Mrs Adele Ramsay was formally commissioned as the 11th Principal of the School. The ceremony, presided over by the Right Reverend Archbishop Kanishka Raffel, was a poignant celebration of leadership and community spirit. Among the distinguished guests were Ms Simone Gilbert, Chair of the Tara School Council, Bishop Gary Koo, current and past Council members, members of the Ramsay family, and esteemed past Principals Mrs Susan Middlebrook, Mrs Carol Bowern and Dr Ruth Shatford. The presence of Tara staff, students and parents further enriched the event, marking it as a truly inclusive occasion.

Mrs Ramsay's commissioning represents not only a transition in leadership but also a reaffirmation of Tara's core values: affirmation, integrity, opportunity and service. Her commitment to upholding these values in her role as Principal resonates deeply with the ethos of Tara Anglican School for Girls. With her extensive experience and unwavering dedication,



Mrs Ramsay embarks on a journey to nurture and guide the Tara community, fostering an environment where every individual can thrive and flourish.

The significance of Mrs Ramsay's commissioning extends beyond the mere assumption of a new role; it symbolises continuity and evolution within the Tara community. As she steps into her position of













leadership, Mrs Ramsay brings with her a wealth of knowledge and a vision for the future, rooted in the traditions and aspirations of Tara Anglican School for Girls. Her leadership will undoubtedly steer the School towards greater heights of excellence, while staying true to its founding principles.

One of the most heartwarming aspects of the commissioning ceremony was the presence of Mrs Ramsay's family. Their support and encouragement not only underscored the importance of this milestone in her career but also highlighted the sense of familial warmth and belonging that defines the Tara community. As we warmly welcome Mrs Ramsay and her family into our midst, we embrace them as integral members of our School family, united in our shared pursuit of academic excellence and personal growth.

In Mrs Adele Ramsay, Tara Anglican School for Girls has found a leader who embodies the spirit of dedication, compassion and integrity that defines our School. As we look ahead to the future under her guidance, we do so with confidence and enthusiasm, knowing that together, we will continue to uphold the values that have shaped Tara into the esteemed school it is today.





2023 HSC RESULTS
Congratulations Class of 2023



Mrs Adele Ramsay
Principal

I would like to express my acknowledgement and congratulations to the Tara students and staff for the exceptional HSC results in 2023. We are thrilled for all our students, as this year marked a significant occasion with some of the most outstanding results ever achieved by Tara students.

While the statistics are impressive, the Year 12 cohort is more important than the numbers. Every student has been known, cared for, well taught and provided with many opportunities in her time at Tara, which have allowed the girls to grow and thrive.

I am grateful to the Tara staff, from Early Learning through to Year 12 who have walked with the students and participated in their growth. Thank you to all the staff, in all the varied roles that make 'Tara' what it is for each girl. As the girls have completed their final year, thank you especially to Mrs Crawford as Year Coordinator, the Year 12 mentors, Mr Baker, Mr Bonson and Mrs Griffiths in particular, for your leadership and care. My thanks also to Mrs Middlebrook for her strong educational leadership and passion for Tara which has also contributed to these outstanding results.

Congratulations Class of 2023 and God's richest blessings for you beyond the Tara gates.

Class of 2023

99.5
Highest ATAR
3 students

1st
1st place in NSW
Hospitality Examination

3
Students placed in the top 10 in NSW for a Course

8
Students on All-round Achievers List (90+ in 10 best units)

30th
Tara rank in SMH Top 100 Schools Report

28%
Of the year group with an ATAR of 95+

>90%
Students with early offers to Universities

155
Mentions on the HSC Distinguished Achievers List from 52 students with Band 6/E4 results (90+)

HIGHEST ATAR



99.5
Mylan Do



99.5
Alisha Vedi



99.5
Hannah Wang

TOP ACHIEVERS IN COURSE



Leyva Samuel
1st Place Hospitality



Cameron Khadi
3rd Place Hospitality



Hannah Wang
9th Place Chemistry

ALL-ROUND ACHIEVERS



Imogen Barber



Mylan Do



Ashiqca Manandhar



Siya Parikh



Leyva Samuel



Seungyeon (Sienna) Seo



Alisha Vedi



Hannah Wang

HSC SHOWCASE



Rhema Caldwell
SHAPE Nomination



Olivia Hay
SHAPE Nomination



Sarah Jiang
SHAPE Nomination



Isabella Kwak
SHAPE Nomination

DISTINGUISHED ACHIEVERS BY SUBJECT

ANCIENT HISTORY
Seungyeon (Sienna) Seo
Mabel Rose Sommer
Faith Wong

BIOLOGY
Cameron Khadi
Keisha Lewis
Brianna Loiacono
Ashiqca Manandhar
Siya Parikh
Nishita Prakash
Nina Xiong

BUSINESS STUDIES
Rhema Caldwell
Victoria Cornwall
Tavishi Goel
Nikhita Grover
Jovana Kacavenda
Henrietta Madison-Hanlon
Ashiqca Manandhar
Imogen Monck
Nishita Prakash
Enya Rose
Sanjula Seelan
Jessica Sherry
Krystal Wang
Ashley Xin

CHEMISTRY
Mylan Do
Jina Gu
Siya Parikh
Alisha Vedi
Hannah Wang
Junjian (Annabel) Xiong

DESIGN AND TECHNOLOGY
Nikhita Grover
Olivia Hay
Isabella Kwak

DRAMA
Evelyn Davidson
Lara Elliott
Anika Percival

ECONOMICS
Imogen Barber
Mylan Do
Katherine Sun

ENGLISH ADVANCED
Imogen Barber
Victoria Cornwall
Mylan Do
Tavishi Goel
Nikhita Grover
Jina Gu
Elianna Hemakumara
Cameron Khadi
Ashley Kim
Isabella Kwak
Keisha Lewis
Brianna Loiacono
Henrietta Madison-Hanlon
Ashiqca Manandhar
Siya Parikh
Enya Rose
Leyva Samuel
Seungyeon (Sienna) Seo
Alisha Vedi
Hannah Wang
Faith Wong
Nina Xiong

ENGLISH EAL/D
Junjian (Annabel) Xiong

ENGLISH EXTENSION 1
Victoria Cornwall
Elianna Hemakumara
Cameron Khadi
Ashiqca Manandhar
Alisha Vedi
Faith Wong
Nina Xiong

ENGLISH EXTENSION 2
Nina Xiong

FOOD TECHNOLOGY
Imogen Monck
Krystal Wang
Chiquita Whittingham

GEOGRAPHY
Brianna Loiacono

HISTORY EXTENSION
Imogen Barber
Jovana Kacavenda
Jessica Sherry
Katherine Sun
Faith Wong

HOSPITALITY EXAMINATION (FOOD AND BEVERAGE)
Cameron Khadi
Henrietta Madison-Hanlon
Ashiqca Manandhar
Leyva Samuel
Sanjula Seelan
Krystal Wang

INDUSTRIAL TECHNOLOGY
Rhema Caldwell

JAPANESE CONTINUERS
Leyva Samuel

KOREAN IN CONTEXT
Seungyeon (Sienna) Seo

LEGAL STUDIES
Imogen Barber
Lara Elliott
Ashley Kim
Enya Rose
Sanjula Seelan
Katherine Sun

MATHEMATICS ADVANCED
Tavishi Goel
Carmen Groves
Isabella Kwak
Keisha Lewis
Brianna Loiacono
Catherine Mo
Enya Rose
Leyva Samuel
Seungyeon (Sienna) Seo
Katherine Sun
Alisha Vedi
Hannah Wang
Hing Yee (Isabella) Wong

MATHEMATICS EXTENSION 1
Mylan Do
Jina Gu
Brianna Loiacono
Siya Parikh
Leyva Samuel
Alisha Vedi
Hannah Wang
Junjian (Annabel) Xiong

MATHEMATICS EXTENSION 2
Mylan Do
Siya Parikh
Junjian (Annabel) Xiong

MATHEMATICS STANDARD 2
Imogen Barber
Rhema Caldwell
Isabella Coombes
Anika Percival
Mabel Sommer

MODERN HISTORY
Imogen Barber
Katherine Sun
Nina Xiong

MUSIC 1
Victoria Cornwall
Charlotte Gastineau-Hills
Ashley Kim
Mandy Shang

MUSIC 2
Jina Gu
Alisha Vedi
Hannah Wang

MUSIC EXTENSION
Hannah Wang

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
Rhema Caldwell
Nikhita Grover
Cameron Khadi
Isabella Kwak
Henrietta Madison-Hanlon
Ashiqca Manandhar
Mena Tsaganas

PHYSICS
Mylan Do
Siya Parikh
Alisha Vedi

STUDIES OF RELIGION I
Dana Gharavi*
Mahima Gupta
Stephanie Holland*
Gabrielle Malek*
Grace Mihaljevic*
Marisa Sorbello*
Jasmine Xiao*

**Year 11 Accelerated in 2023*

VISUAL ARTS
Anika Percival
Leyva Samuel
Seungyeon (Sienna) Seo
Mabel Sommer

28% of the cohort have achieved an ATAR of 95+
57% of the cohort have achieved an ATAR of 90+
78% of the cohort have achieved an ATAR of 80+



EARLY UNIVERSITY OFFERS

A total of 236 early offers were extended, with an impressive 93% of the cohort securing at least one entry place. Notably, two students received 12 offers each, while another three received eight offers each.

In the 2023 cohort, there was a notable focus on universities within the wider Sydney basin, along with a particular interest in the Australian National University (ANU). This trend suggests a future inclination among students to seek opportunities from these institutions.

University and College offers were diverse, spanning across institutions:

Australian College of Physical Education
Australian Catholic University
Australian Institute of Music
Australian National University
Bond University
Charles Sturt University
Macquarie University
Southern Cross University
Torrens University
University of New England
University of Newcastle
University of Technology Sydney
University of Sydney
Western Sydney University

These diverse offers reflect the varied interests and aspirations of our 2023 cohort, showcasing the range of opportunities pursued across different institutions and disciplines.

Tara HUB

Your Community Connection

Mrs Jodie Doyle – Community Engagement Manager

Nestled at the core of the Tara community, Tara Hub is the vibrant cornerstone for all Tara parents, offering immediate inclusion into an active and engaging network. Evolving from its origins as the Parents and Friends Association, Tara Hub's mission is to facilitate the exchange of information, foster social connections, and support the School through various fundraising efforts.

Comprising three distinct interest groups — Tara Dads Club, Tara Class Parents and Tara Alumni — Tara Hub enriches the School's social fabric by catering to diverse interests and enhancing community participation. This initiative cultivates a sense of unity and cooperative spirit among Tara families, creating a welcoming and inclusive atmosphere for everyone.

Getting involved with Tara Hub or any of its associated groups is a prime opportunity for parents to immerse themselves in the School's community, leveraging their talents and knowledge to positively influence the School's direction.

Leadership within the Tara Hub is orchestrated by a dedicated committee, with positions of Chair, Deputy Chair, Communications Officer, Finance Officer and Events Officer, ensuring the smooth operation and success of the group's endeavours.

Throughout the year, Tara Hub and its special interest groups organise a series of events aimed at bringing the community together, including:

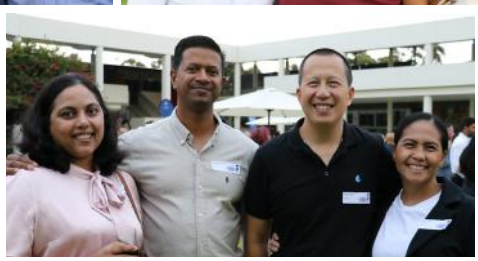
- The Welcome Cocktail Party to kick off the school year
- A celebration honouring mothers for Mother's Day
- A dedicated Father's Day event
- A festive Carols night

Joining Tara Hub is more than just a membership; it's an opportunity to be part of a community that values participation, inclusivity and the collective effort to enrich the School experience for everyone.




















Jane Furniss

Chair of Tara Hub

"It takes a village to raise a child"

It is an honour to serve the Tara community as the Chair of the new Tara Hub, our new structure established to unite and help nurture the Tara community.

For me the 'hub' needs to be an inclusive group bringing together our many diverse parts, always open at the edges to gather in all parents and wider community through year group connections, common interests (eg music and sport), the Tara Dads Club and Alumni. While we connect in different ways, our common purpose is to support the School.

As a current Tara parent and Old Girl, I care deeply about the School and have seen firsthand that the Tara community is enriched by our diverse experiences and stories. Lifelong friendships are formed and a strong sense of community is possible throughout our shared journey in this place.

The Tara Hub committee is conscious that Tara parents lead busy lives and plan to offer a range of opportunities to connect this year - small and large social gatherings as well our once a term community BBQ where the parent body can connect with each other and with the School around key issues.

Just as our daughters are known at Tara, we are striving to build this parent community into a 'village' where parents feel better connected, known and supported along the journey. We have some work to do together to achieve this! We warmly invite all members of the Tara community to find ways to participate in Hub activities this year. We would love to know your story and welcome your participation and engagement.

Future Event Dates

Mother's Day Classic	Sunday 12 May 2024
Sheen Family Prize Performer of the Year	Friday 17 May 2024
Mother's Day Celebration	Saturday 18 May 2024
Beyond the Gates	Friday 14 June 2024
Gala Ball	Saturday 24 August 2024
Tara Dads Club Camping Trip	Friday 15 November – Sunday 17 November
Carols in the Colonnade	Saturday 23 November

Learning How to Learn in the PYP

Mrs Holly Boardman – Dean of Learning E-6

This year, Tara enters its tenth year implementing the International Baccalaureate Primary Years Programme. We are one of 5,700 IB World Schools globally and one of 147 PYP schools across Australia. As part of this global education network, we are supported by the IB in providing rigorous, meaningful educational programmes that aim to develop internationally minded students with a strong sense of self efficacy. One way to ensure the effectiveness of the Programme is through the evaluation process, which IB schools take part in every five years, and Tara Junior School is currently undertaking. Throughout evaluation, the staff, students and School community engage in a reflective process, in which we evaluate all aspects of the teaching and learning programme with the aim of continuous improvement.

As we look back at the last five years of teaching and learning at Tara, there have been some significant changes including the implementation of new English and Mathematics curriculums and, of course, the staggering impact of the COVID-19 pandemic and the consequent shift and advancements in digital technology. With such stark changes to the world in such a short period of time, it begs the questions: What will the world be like as our children become adults? What global issues, such as climate change, AI and resource management, will they be facing? What changes to the workforce due to technological advancements will they experience? Our children will be more digitally connected than ever before with endless information at their fingertips. Equipping them with the skills and dispositions to thrive in this world has never been more important.

So, how does the Primary Years Programme prepare our girls for the rapidly changing world in which we live? Central to the PYP is inquiry based learning, where students are encouraged to use initiative, ask questions, explore new ideas and seek answers through research and investigation. This fosters curiosity, critical thinking and a desire to act on learning, which are essential skills for success in an ever changing world.









The PYP is structured around key elements that support students in learning how to learn:

- **Knowledge –** The IB organises learning into six transdisciplinary themes of global significance that allow students to assimilate knowledge from a range of subject areas and build understanding of themselves, the wider community and the world. Tara girls will explore these themes in every year from ELC to Year 6, connecting knowledge from a range of subjects in a compelling and authentic way. Rather than achieving a surface level of knowledge in subject areas such as science, mathematics, history and geography, girls learn how to learn, developing skills associated with thinking like a scientist, artist or historian.

  These are the six themes considered essential by the IB in an international education programme:

  Who We Are

  How We Express Ourselves

  Where we are in Place and time

  How the World Works

  Sharing the Planet

  How We Organise Ourselves

- **Concepts –** Through a concept driven curriculum, learners construct meaning about the world. The IB identifies seven concepts that underpin learning across the curriculum: *form, function, causation, perspective, responsibility, connection* and *change*. When our girls view *knowledge* through these concepts, it helps them make connections within, and across, subject areas and promotes the understanding of big ideas rather than memorisation of isolated facts.

- **Skills (Approaches to Learning) –** The IB identifies five categories of interrelated skills that support students to become self regulated learners: thinking, communication, research, social and self management. These skills are grounded in the belief that learning how to learn is fundamental to a student's education. Through developing these skills, Tara girls will learn how to ask good questions, set effective goals and achieve them with determination as life long learners.

- **Agency –** In the PYP, students have voice, choice and ownership for their own learning. Students with agency use their initiative and will, and take responsibility for their learning. By developing the skills and attitudes needed to take control of their learning, students are equipped to adapt to new challenges and opportunities as they arise.

- **Action –** Action makes learning meaningful. It is a student initiated, emotional response to learning and it cannot occur without agency. At Tara, in the PYP, students are encouraged to take action and make connections between learning and real life issues and opportunities. Through action, they develop a sense of belonging to local and global communities and begin to understand their responsibilities as global citizens.

As our School community, reflects on the teaching and learning that is happening at Tara Junior School through the Primary Years Programme, we feel a sense of pride knowing that we are equipping our girls to become life long learners with the skills and determination to achieve in an ever changing world. It is clear, as we look to the future, that education must continue to evolve and adapt to the changing needs of students and society as a whole. The evaluation process provides a valuable opportunity to not only reflect on our practices but also to celebrate our achievements and set goals for the future. We look forward to sharing the outcomes of the evaluation with the Tara community later this year and continuing to grow as an IB World School.

I acknowledge PYP: From Principles into Practice, the guidelines for the implementation of the PYP, in writing this article.

Rowing to Victory: A Season of Rowing Triumphs at Tara

Mr Aidan Smith – Head Coach | Rowing

While most of the Tara community sleeps, a contingent of dedicated rowers board a bus bound for Drummoyne Rowing Club (DRC), the home of Tara's rowing program. Years 10, 11 and 12 students arrive at the boatshed just after 5:00am, prepping their equipment before rowing 10-15km in anything from a single scull to a coxed eight. This enthusiastic group of student athletes will train a total of four times on the water and twice in the gym each week across a 21 week season. Not to be outdone, our Years 8 and 9 rowers make three or four appearances on the Parramatta River throughout the week while also utilising the new Tara Fitness Centre weekly.

A record number of 42 rowers competed for Tara in summer rowing in 2023/24, flying down the course at Sydney International Regatta Centre (SIRC) on seven occasions and our home ground of Iron Cove three times. The growth in numbers this season also saw the return of Tara racing in coxed eights, represented in the Year 10 and Under 17 eights on separate occasions.

The unwavering commitment of Tara's rowers was rewarded with impressive improvements in ergometer (rowing machine) testing, racing times and physical strength. The Junior Squad wiped an average of 5% off their 1000m ergometer times over the season, just trumped by the Senior Squad with an impressive 6.7% off their 2000m times! Personal bests on the water and in the gym were beaten as quickly as they were set thanks to the intensity that the athletes brought to each event.





Among the regattas this season was the inaugural Sisters Bay Cup, a head-to-head regatta with our boatshed neighbours PLC Sydney in Term 4 of 2023. An Oxford-Cambridge style long distance race in eights started the proceedings with Tara winning by over three boat lengths across 3500m. All members of the squad raced their hardest, but PLC Sydney won the Cup 4-2. Tara looks forward to contesting for the Sisters Bay Cup in Term 4 2024.

After a gruelling rowing camp in Penrith in January, the rowing squad started Term 1 with a bang. The first weekend of term brought two days of racing; groundwork for Sunday's IGSA Sport Regatta was laid with formidable racing at the PLC/King's Regatta on Saturday. Tara secured one first, one second and three third places alongside many personal best times.

Arriving back at SIRC on Sunday morning was a rowing squad with a clear goal; retain the Most Improved School Trophy won in 2023. Tara not only













achieved this goal - jumping from 10th to 8th rank for overall points - but walked away with two gold, four silver and a bronze medal. It only took until the 8th race of the day for Tara to claim its first gold, Naomi C in the Year 9 Single Scull. Less than two hours later, Mili S and Sarita W took gold in the Year 8 Double Scull. The squad's total of 202 points is the highest recorded at an IGSA regatta for Tara and shows the immense momentum of the program.

After four more weeks of training, racing, a pasta night and a week of School camp, the rowers came to the crescendo of the season, Schoolgirl Head of the River. This championship event crowns the best rowers in their year group and boat class. Amongst an incredibly competitive field, Tara's crews made 10 finals out of 17 entries, a marked improvement upon the previous season.

A special congratulations to Olivia B, Hannah R, Leila O, Amy R and coxswain Mareya K for winning the Year 10 Coxed Four. Keeping calm out of the starting blocks, the crew worked their way to the front of the pack by 350m into the race and then continued to extend their lead for the rest of the 2000m race, finishing two boat lengths clear of second place over the finish line. This commanding performance was Tara's first win in a big boat since 2013, strengthening the program's resolve to excel in big boat categories in years to come.

All our crews' efforts combined to produce the highest overall point score at a SIRC Head of the River since 2011 and climb the rankings six places in one season. The final regatta of the season was a triumph for the whole Tara rowing community. Mrs Ramsay and other members of staff eagerly supported from the grandstand, parents and supporters lined the shore and cheered our team on, and squad members ran to the pontoons to celebrate their teammates' achievements after every race.

A sport requiring some of the most physical effort, time and support from others is also one that has a most prolific impact on a young adult's life. The training schedule requires rowers to refine their time management skills, the repetitive movement of rowing demands discipline and the need for synchronisation in a boat encourages teamwork and camaraderie. Rowing can see students achieve incredible feats of physical and mental strength and Tara rowers are a shining example of making the most of this challenging and unique sport.

Tara Rowing is building toward a future of a bigger squad, more representation in big boats and continuing to build transferrable skills to school and working life. We cannot wait to see more Tara students out in rowing boats and swarming the pontoon to celebrate medals and trophies every season!

TARA
Anglican School for Girls

Boarding at Tara... an experience like no other



Excellence in boarding is our commitment at Tara.







Discover Eggleton House at Tara Anglican School for Girls, a boutique boarding school nestled amidst 12 hectares of gardens in North Parramatta. With dynamic learning environments and a strong focus on pastoral care, students become part of the welcoming Tara family. Our holistic education includes diverse cocurricular activities, empowering students for success beyond our gates. At Tara, our aim is to provide a safe and nurturing environment for our boarders to grow and flourish, giving them the independence to explore their passions and interests.

Boarding Expos

Dubbo	10-11 May 2024
Wagga Wagga	21-22 June 2024
Mudgee Small Farm Field Days	12-13 July 2024

Eggleton House

Tara Anglican School for Girls
Masons Drive, North Parramatta NSW 2151
02 9630 6655
enrol@tara.nsw.edu.au
www.tara.nsw.edu.au

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TARA

Anglican School for Girls

SAVE THE DATE

Tara's Gala Ball

Saturday, 24 August 2024

6:30pm - 11:30pm

The Fullerton Hotel, Sydney

Anglican Identity at Tara Anglican School for Girls

Dr Fiona Isaacs - Chaplain | Director of Christian Faith and Values

It is hard to miss the fact that Tara is an Anglican School. It is there in the name, Tara Anglican School for Girls, and there are aspects of School life that are unique to Christian schools. We have a Chapel and we have Chapel Services in that Chapel. All our students undertake Christian Studies and there are Crew Groups and prayer meetings. However, I want to suggest that these outward expressions of our Anglican identity are some of the more ephemeral aspects of being an Anglican School and that our Anglican identity is much deeper and realised in the core aspects of who we are.

Anglican Schools are, at their core, invitational. At Tara we welcome people of all walks of life, from every faith background and none. It might be that people think that we welcome everyone despite being an Anglican School, but it is actually because we are an Anglican School that we want everyone to feel welcomed into our community. More than just inviting people to belong, we also want to invite everyone to taste what it is that we as Christians believe to be true. That is to be invited to know about the good God who created the world, who made human beings in his image, and who, despite humans choosing to rebel against him, died for them so that they might be restored to him in a relationship of eternal love. An invitation can only be offered, never forced and so it is part of our School's identity to offer this invitation to girls and families.

Anglican Schools are incarnational. This means that at Tara we seek to make God's love incarnate, or put more simply, known, in the everyday actions of people as well as in the communal life of our School. The core of our Anglican identity is made known in the way we make our students feel affirmed, heard and respected. In the way we seek to value the uniqueness of every student and to care for them because they are human (not because they fulfil any performance requirement). It is seen in how we seek to remind students that they are never reduced to their worst or best moment, but rather, that as people made in the image of God, they are inherently valuable.

Anglican Schools are deeply committed to intellectual education. We believe in education because we believe in a good God who is the source of all truth and knowledge. This means that we have the confidence that the world that is not ultimately chaotic, but rather ordered and designed, so we





believe that education can be a fruitful endeavour. At Tara, we seek to offer a rich and rigorous education. At our core we want to do this in a way that glorifies God, to offer our students every opportunity to engage in critical thought and pursuit of knowledge. We believe truth is possible, so we are not afraid of what our students will find when they pursue it academically. However, we also seek to offer a distinctly hope shaped education, to see the gift of education as good and to seek to use this education as a tool to serve others. Our Anglican identity gives us a distinct framework through which to understand education as not just a tool for our own personal growth and wellbeing, but as a means by which we can join God in actions of compassion, love, generosity and justice. We hope that Tara students are equipped by their education to be people who change the world for the better.

These are all grand ideas about the Anglican nature of Tara, and it should be noted that any student or parent reading them will quite possibly only partially see them realised in the School. But that brings me to the final point I want to make about Tara as an Anglican school. At Tara we have the tools to make sense of the human experience. We all have ideals of what we think life should be; flourishing, justice, truth, hope and peace. We are often broken and hurting, we experience loneliness, isolation and pain. But part of what an Anglican school hopes to offer its students is a narrative that makes sense of the disconnect between what we hope is possible and the reality we experience. The Bible offers a clear and coherent account of what it is to be human, it humbles us in its honesty of our brokenness and lifts us up in our createdness by telling us of the transforming God who is on our side.



At Tara every student is offered an invitation into the life transforming love of God as shown in the person and work of Jesus Christ. But that also, regardless of her beliefs or personal views that each Tara student benefits in being here. That in leaving Tara, our students are shaped by this inclusive, incarnational and richly educational community, such that they can make sense of the world beyond its gates and live lives of flourishing, service, love, justice, compassion and peace.

> *"...our students are shaped by this inclusive, incarnational and richly educational community..."*

Tara Old Girls' Association

From the President

Ms Lucinda Beck - Tara Old Girls' Association President



Since its inception in 1957, the Tara Old Girls' Association has been a steadfast beacon of support and camaraderie for generations of Tara alumni.

At the core of our association lies a commitment to empowering women and nurturing connections that transcend time. Through a myriad of initiatives, from supporting School events to providing scholarships and bursaries, we strive to enrich the lives of current and future Tara girls, ensuring they have the tools and opportunities to thrive.

One such initiative is the Joan Waugh Scholarship, established in memory of Mary Elizabeth (Joan) Waugh, a revered Headmistress whose dedication to education left an indelible mark on Tara. This year, we proudly announce Alexandra Doubleday (Class of '21) as the recipient of the scholarship, recognising her outstanding contributions to her studies in the field of archaeology in Luxor, Egypt.

As we look ahead, we're delighted to invite all alumni to our upcoming Back To Tara Day on 4 August. This is a joyous occasion to reconnect with old friends, reminisce about cherished memories, and witness the evolution of our beloved alma mater. It's a testament to the enduring bonds forged at Tara and a celebration of growth and progress.

For those eager to deepen their involvement, whether through events, reunions or scholarship opportunities, we extend a warm invitation to join us at our meetings.

Stay connected with us through our social media channels, where you can share updates, reconnect with fellow alumni and contribute to the vibrant tapestry of Tara's legacy.

As we continue to cherish our past while embracing the future, we welcome donations of memorabilia to preserve the rich history of Tara for generations to come. Together, let us uphold the spirit of Tara and inspire future generations of women to lead with passion, integrity and resilience.

> *"Together, let us uphold the spirit of Tara and inspire future generations of women to lead with passion, integrity, and resilience."*

TARA
Anglican School for Girls

25th ANNIVERSARY

Sheen Family Prize 2024

PERFORMER OF THE YEAR

All members of the Tara Community - we invite you to commemorate the 25th Anniversary of the Sheen Family Prize for the Performer of the Year.

This esteemed event, generously sponsored by Dr Adrian Sheen and family, has been instrumental in fostering the performing arts at Tara Anglican School for Girls. Join us for an evening of musical excellence as we celebrate the remarkable achievements of our elite musicians, showcasing the exceptional talents of our young women.

Admission is complimentary.

Please join us for this special occasion to revel in the magic of music.

The Sheen Family Prize for
Performer of the Year

Friday, 17 May 2024
7:00pm in the Tara Theatre

RSVP: 10 May 2024

Special Guest Adjudicator: Renowned Conductor Mr George Ellis
Performer of the Year Prizes awarded by Dr Adrian Sheen

This is a free event - bookings essential for catering and planning purposes.
www.tara.nsw.edu.au/book-events/



Tara Old Girls' Association

Joan Waugh Scholarship Recipient

Theban Tombs Project Fieldwork - Alexandra Doubleday



Ally pictured holding a Coptic Period vessel used to store water (Image credit: Hannah Vogel and Macquarie University Theban Tombs Project)

I was lucky enough in Jan-Feb 2024 to attend fieldwork in Luxor Egypt on the Macquarie University Theban Tombs Project – working on the excavated material of Theban Tomb 147 (TT 147). Working on this project provided me with essential skills and experience in the field which cannot be gained in the classroom. Luxor is in Southern (otherwise known as Upper) Egypt and has a rich history and role in Ancient Egypt. Thebes, the ancient name for the region is well known for extensive funerary culture, specifically through the mountain necropoli: The Valley of the Kings, The Valley of the Queens, and The Valley of the Nobles. Our tomb, TT 147 is situated in the Valley of the Nobles, at Dra abu El-Naga, a beautiful series of limestone mountain ranges. The tombs our team was working on belong to the Ramesside period dating approximately 1292-1060BCE, with a long history of reuse over time.

My role on this study season of the excavation was wide reaching, with my focus on archaeological drawing of the ceramic material from TT 147. Arguably one of the most important parts of the excavation process following the physical digging up of the archaeological material is the documentation process. For material to be published, the artefacts, ceramics, texts, human remains and any other features need to be extensively categorised, catalogued, photographed, drawn and boxed, allowing for longevity and for the rigorous publication process. Throughout the field season, I worked on the drawing table, documenting the important features of ceramics and artefacts. Although we live in a digital age with brilliantly accurate photographic equipment, the skill of drawing, in a scientific matter is essential to capture details of shadow, texture and shape which cannot be accurately recorded by camera alone. Training my eye in this field is a critical skill for archaeological fieldwork, and has greatly improved my knowledge in ceramic types, shape and texture.

Another core part of my contribution to the team was assisting in the sorting and organisation of 'sherds' the term for broken pieces of pottery. As time and debris accumulate on the mountain, it is very rare that ceramics stay in a complete form. The sherds have identifiable features which can indicate the time period, purpose and possible complete vessel that it comes from. Working with this giant 3D puzzle of sherds was such a rewarding experience, where at the beginning of a session you may have a large box of ceramic material, and by the end of the week, a partial vessel begins to come into view (with the help of a lot of glue and many hands!).

In addition to my time on site, I was able to explore the heritage of Luxor, which historically has been one of the most important religious sites of Ancient Egypt. I visited some of the spectacular temples with brilliant colours still preserved to this day, descended underground to view the spectacular Ramesside



Ally pictured at the Ptolemaic Temple of Hathor at Deir El-Medina (Image credit: Hannah Vogel)



Ally pictured on site picking the next piece of pottery for drawing (Image credit: Hannah Vogel and Macquarie University Theban Tombs Project).

tombs (our site neighbours) decorated extravagantly from floor to ceiling with processional scenes and hieroglyphic registers and climbed to the highest points of The Valley of the Kings to be in the presence of ancient royalty. I was truly enthralled by these visits and this experience has unequivocally enriched my knowledge of Ancient Egypt, fueling my plans for further fieldwork and postgraduate research.

My onsite experience was something I have been dreaming about since I was little. My love for the ancient world was noticed and nurtured in the Tara History Classrooms – where I developed my skills in critical thinking, source analysis and curiosity – skills and attributes which have driven me to learn beyond the classroom. Tara prepared me for life long learning, which has served me so well in pursuing my passions and developing my skills. The generosity of the Joan Waugh Scholarship allowed me to have this incredible experience, funding my expenses, as a reality of travel and fieldwork. I'm incredibly grateful to the Tara community for facilitating this experience. It has been formative in the progression of my archaeological career, and has provided me with skills, knowledge and passion which I intend to share. For those with a deep interest and passion for the past, I encourage you to pursue it whole heartedly! It is such a rewarding, important and fascinating career path. I am incredibly grateful to the Theban Tombs Project team and look forward to future collaborations.

> *"I was able to explore the heritage of Luxor, which historically has been one of the most important religious sites of Ancient Egypt."*

Tara Old Girls' Association

Wedding Announcement

Kayleigh van den Berg - Class of 2013

Kayleigh van den Berg (Year 12, 2013) married David Smith on 8 March, 2024 at Montrose House in Sutton Forest. All three of her bridesmaids (Siobhan Kennedy, Alayna Topolovec and Sheerin Takoo) are from the Class of 2013.





Wedding Announcement

Felicity Smith - Class of 2007

Felicity Smith (Class of 2007) married John Butterworth in September 2023. Bridesmaids were Felicity's sister Catherine, and Tara Old Girls Ellie Powter, Sarah Hando, and Rebecca Nowell.



Join Us

To join the Tara Old Girls' Association send an email to taraoldgirls@tara.nsw.edu.au with your contact details.

Stay Connected:

Tara Old Girls can update their details by visiting the Tara School website Community page or via this link

www.tara.nsw.edu.au/community/tara-old-girl-update-your-details/

Tara Alumni

Dr Claudia Ng - Class of 2000



Favourite Memory at Tara

A favourite memory was on my 18th birthday, one of my friends decided to plaster my photo all around the School so random people would wish me "Happy Birthday" throughout the day.

Another favourite memory was around being the Head Girl in 2000. I remember the previous Head Girl walking in carrying the cross leading the procession and handing it to me to lead the recession at the end of the commissioning service. The year 2000 was also the first year we introduced the "Year Motto". The whole leadership team got together and painted "We'll all have a go in the year '00" on this giant banner and displayed it on the Year 12 balcony.

Further Study

After leaving Tara, I went to study Medicine at the University of Newcastle before returning to Sydney to work as a doctor in Western Sydney and later starting Paediatrics training at the Children's Hospital at Westmead.

I later did further post graduate studies in theology and cross-cultural studies.

Currently, I am finishing a Master Degree in Health Professional Education.

Career Highlights – Life beyond the gates

My career has not been the linear path I had imagined. I started my career working as a doctor and entering Paediatrics training which I loved. I left Paediatrics training and chose to work as a Career Medical Officer in the Child Protection Unit at Westmead Children's Hospital. The time there was one of my career highlights.

I am currently not practising in clinical medicine but am working as an academic and teaching at a medical school. I have really enjoyed teaching and training the next generation of health professionals. I am excited about the opportunity to influence how health professionals are trained and equipped to be good doctors, particularly for marginalised groups in our society such as those with disabilities. One of my passions is to incorporate the teaching of intellectual disability health in the medical curriculum.

Life Highlights – Life beyond the gates

My life highlights have been being the mum of my three kids. Being a parent has taught me so much more than any of my study or training. My youngest child, Micah is 4 years old and lives with Down syndrome. He teaches me something new every day and helps me to see the world from diverse perspectives.

> *"I have really enjoyed teaching and training the next generation of health professionals."*

Proudly presented by The King's School and Tara Anglican School for Girls - Jersey Boys

































THE KING'S SCHOOL
TARA





Meet the Dedicated Eggleton House Staff

Mrs Samantha Cocks - Director of Boarding



"Boarding at Eggleton House offers a safe, caring learning environment for the Tara girl to grow, develop her character, and learn essential life skills. The boarding staff holistically know and care for each girls' individual needs and provide a secure support structure in consultation with families for girls to challenge themselves and thrive. Our commitment to their safety and wellbeing is unwavering, creating a space where they can reach their full potential."

This is the Eggleton House vision, and it would not be able to be achieved without the dedicated staff who work tirelessly to ensure that our girls succeed.

As the Director of Boarding at Eggleton House, I am privileged to lead an enthusiastic team committed to ensuring that our girls experience a nurturing and supportive environment throughout their time with us. From the Assistant Head of Boarding to our Overnight Boarding Assistants, Tutors, Activity Coordinators, Kitchen and Laundry Staff, as well as our support teams of Nurses and Psychologists, each member of our team plays a vital role in enriching the boarding experience at Eggleton House.

Assistant Head of Boarding



Victoria Small - Assistant Head of Boarding

The Assistant Head of Boarding is a reassuring presence and a listening ear to our girls as they navigate the ups and downs of boarding life. Victoria Small joined our team in Term 1 this year and comes with plenty of experience. She has been in education for 20 years and has had a variety of roles in Sydney, regional NSW and interstate. Her experience has been in boarding, Chaplaincy and classroom teaching. Victoria works evenings Monday to Friday each week.
She plays a pivotal role in shaping the vibrant and supportive community that defines Eggleton House. We are so pleased to have her on the team.

Overnight Boarding Assistants

Our dedicated overnight boarding assistants ensure the safety and wellbeing of our girls throughout the night. With a watchful eye and a compassionate heart, they provide round-the-clock supervision and support, offering assistance with any issues or concerns that may arise after hours. Beyond their responsibilities for safety and security, our overnight boarding assistants serve as mentors and role models for our students, instilling values of responsibility, respect, and independence.

Tutors

Recognising the importance of academic support in a boarding setting, Eggleton House offers a team of dedicated Tutors who provide personalised assistance. All our Tutors are past Tara students who achieved excellence in their HSC results, and they cover a range of subject areas. Whether it's clarifying concepts, reviewing coursework, or offering guidance



Judy - Overnight Boarding Assistant



Julie - Overnight Boarding Assistant



Stella - Overnight Boarding Assistant



Kate - Overnight Boarding Assistant



Margaret - Overnight Boarding Assistant

on study strategies, our Tutors are committed to helping our girls excel academically and reach their full potential. Our Tutors also offer guidance on time management, organisation, and effective study habits. Sometimes they are just the motivation needed to get an assignment finished. Tutoring is compulsory for all year groups up to Year 10 from Monday to Thursday. Our senior girls are encouraged to utilise the Tutors as needed.

Activity Coordinators

Complementing our academic support services are our enthusiastic Activity Coordinators. They are responsible for organising a diverse range of extracurricular activities and events. From cultural outings to fun at Raging Waters, our activity coordinators ensure that there is always something exciting happening at Eggleton House on a Sunday.

These activities not only provide our students with opportunities for recreation and relaxation but also foster a sense of camaraderie and belonging within our boarding community.

Kitchen and Laundry staff

Food is an essential part of Eggleton House, and we are lucky to have a fabulous inhouse catering team. Led by our Head Chef, Albert, and supported by our dedicated kitchen staff, the team work tirelessly to craft delicious and nutritious meals that cater to the diverse tastes and dietary needs of our girls. They also lovingly prepare special birthday meals for each boarder.

Nicoleta, our Laundry Assistant, works diligently to ensure that all the washing in the boarding house as well as the wider School is complete. Nothing is ever too much trouble!

Psychologists and Nurses

The wellbeing of our girls is paramount, and this includes their physical, emotional and mental health. Our Psychologists and Nurses work Monday to Friday offering comprehensive nursing and psychological support services. Our dedicated teams provide compassionate care, counselling and support to help students navigate the complexities of adolescence and personal growth. Boarders have two check ins per year with our Head Psychologist, Mrs Harvey, to make sure they are coping with the complexities of school and boarding. Our Nurses are a friendly face when the girls are unwell and need some extra support. From administering first aid and managing minor ailments to coordinating medical appointments and supporting students with chronic health conditions, our Nurses are steadfast in their commitment to ensuring the wellbeing of every student under their care.

From the Director of Boarding to our dedicated support staff, each member of our team plays an integral role in shaping the vibrant and inclusive community that defines Eggleton House. Through our collective efforts, we are dedicated to ensuring that Eggleton House remains a place where students can flourish, thrive and embrace the journey of growth and discovery.

Eggleton House

From the Archives

Anniversary of the Tara Brooch

Ms Enid O'Carroll - Archivist

The first badge c1905 is said to have been designed by student, Dorothea Adams, and a local jeweller, who made the curved shield badge in silver. Inscribed with Tara LC, for Tara Ladies' College.

In 1912, the symbol changed to the name Tara within a silver shield outline and was embroidered on hat bands and blazer pockets. For a time, a motto was added: *Labor Vincit Omnia,* Work conquers all.

The now iconic Tara brooch replaced the shield design 60 years ago, in 1964. An initiative of the School Council and parents, the design had been seen in the Journal of the Royal Military College of Australia and related to the gift of a replica Tara brooch in memory of a soldier on exchange to Duntroon.

This brooch is currently on display in the Army Museum Duntroon. The framed brooch held at Duntroon was lent to Tara on the occasion of our 75th Anniversary, brought to the School by two officer cadets and proudly displayed at the 75th Anniversary dinner.

The Tara brooch, a Celtic emblem, provided associations with the Waugh family home name and their Irish origins. Permission to use the brooch as the Tara Badge was gained from the Royal Inniskilling Fusiliers, whose emblem it was.

Blazers with the new brooch design on pockets were sourced from Farmer's Department store. Whilst the early badges, following a search, including Harrods and Grieves of London, jewellers in Dublin were sourced locally from Amor in Surry Hills. Amor were medalists and die-sinkers and some of their dies are now housed in the Powerhouse Collection.

A circular to the School community dated 1964 includes a note on the history of the badge and its selection, along with instructions regarding the wearing of the new badge to be worn from the beginning of 1965:

> *From now on the official badge of the School will be the "Tara Brooch." Care should be taken that the pocket and hatband are put on so that the point of the brooch is pointing downward.....The complete set, consisting of hatband and blazer pocket, priced at £1.1.0 is now available.*

Quotes from a past Leader and Council member allow us to reflect on the continuum of the brooch.

> *We feel to use the design of the brooch for our badge would link us with our founders in an appropriate way and are therefore approaching you for your permission. We would be greatly honoured if you could see your way to granting this and know that the girls and our many "old boys", who attended Tara before proceeding to our neighbours The King's School, would appreciate the link with such a gallant regiment.*
>
> Miss Helen Claridge writing 29 June, 1964, to request permission from Royal Inniskilling Fusilliers to use the brooch as the School badge.



1908 Badge



Tara Brooch, Duntroon C1964



Tara Hats - c1964

There is no more lasting tribute to Miss Claridge's good taste than the Tara Brooch which is the School Badge. It is the shoulder pin worn in the plaid of the pipers of the Royal Inniskilling Fusiliers and much thought and care was given to its adaptation for the school's use.

Mrs Elizabeth Hake, Tara magazine 1971.

Look at the Tara Brooch – you can see the cross of Christ and the circle of community but what about all the little circles and squirls that link together to form the 'filigree' inside? .....circles and connections...the students.....you are the squirl that link all these little circles. You have the hearts, minds and joy of living that fuse all the smaller circles into a continuous and uninterrupted flow.

Mrs Carol Bowern, Principal, Tara Magazine 2008 speaking about the Tara community and its components.

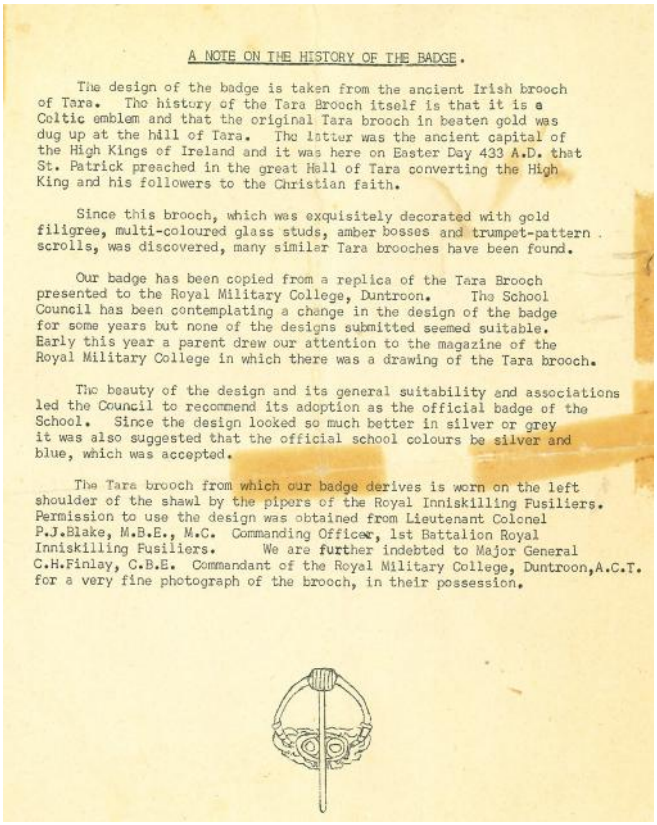


1972 Ser 50-18



Blazer c1972

Referenced from Tara: A Telling of the Tapestry by Bronwyn Hubbard, Tara Magazines, Journal of the Royal Military College of Australia, Dec 1963 and correspondence in the Tara Archives.



A NOTE ON THE HISTORY OF THE BADGE.

The design of the badge is taken from the ancient Irish brooch of Tara. The history of the Tara Brooch itself is that it is a Coltic emblem and that the original Tara brooch in beaten gold was dug up at the hill of Tara. The latter was the ancient capital of the High Kings of Ireland and it was here on Easter Day 433 A.D. that St. Patrick preached in the great Hall of Tara converting the High King and his followers to the Christian faith.

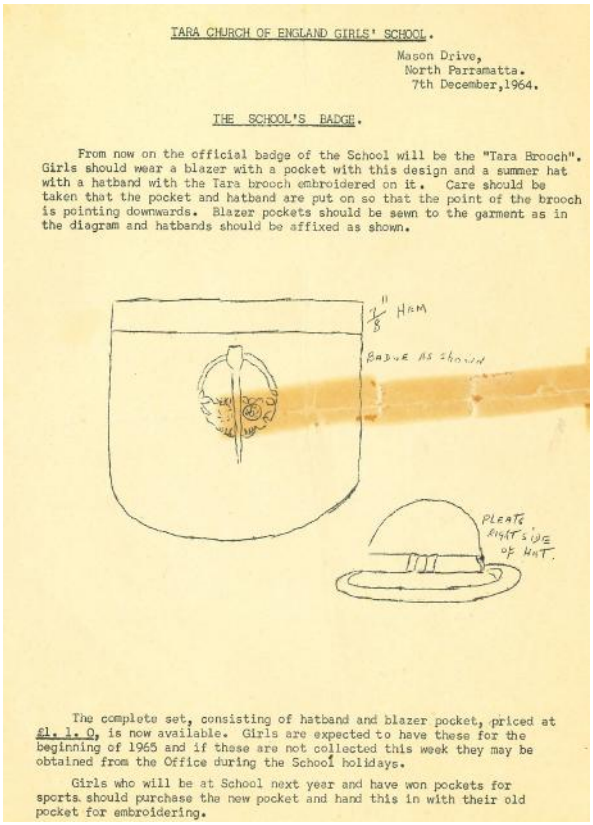
Since this brooch, which was exquisitely decorated with gold filigree, multi-coloured glass studs, amber bosses and trumpet-pattern scrolls, was discovered, many similar Tara brooches have been found.

Our badge has been copied from a replica of the Tara Brooch presented to the Royal Military College, Duntroon. The School Council has been contemplating a change in the design of the badge for some years but none of the designs submitted seemed suitable. Early this year a parent drew our attention to the magazine of the Royal Military College in which there was a drawing of the Tara brooch.

The beauty of the design and its general suitability and associations led the Council to recommend its adoption as the official badge of the School. Since the design looked so much better in silver or grey it was also suggested that the official school colours be silver and blue, which was accepted.

The Tara brooch from which our badge derives is worn on the left shoulder of the shawl by the pipers of the Royal Inniskilling Fusiliers. Permission to use the design was obtained from Lieutenant Colonel P.J.Blake, M.B.E., M.C. Commanding Officer, 1st Battalion Royal Inniskilling Fusiliers. We are further indebted to Major General C.H.Finlay, C.B.E. Commandant of the Royal Military College, Duntroon,A.C.T. for a very fine photograph of the brooch, in their possession.

Tara note 7 December 1964, Brooch history



TARA CHURCH OF ENGLAND GIRLS' SCHOOL.

Mason Drive,
North Parramatta.
7th December,1964.

THE SCHOOL'S BADGE.

From now on the official badge of the School will be the "Tara Brooch". Girls should wear a blazer with a pocket with this design and a summer hat with a hatband with the Tara brooch embroidered on it. Care should be taken that the pocket and hatband are put on so that the point of the brooch is pointing downwards. Blazer pockets should be sewn to the garment as in the diagram and hatbands should be affixed as shown.

The complete set, consisting of hatband and blazer pocket, priced at £1. 1. 0, is now available. Girls are expected to have these for the beginning of 1965 and if these are not collected this week they may be obtained from the Office during the School holidays.

Girls who will be at School next year and have won pockets for sports should purchase the new pocket and hand this in with their old pocket for embroidering.

Tara note 7 December 1964, re Brooch wearing

Staff News



Mrs Peggy Hull turns 100!

Congratulations to former Tara Teacher, Mrs Peggy Hull, who recently celebrated her 100th birthday on 12 December 2023.

Mrs Hull commenced her journey at Tara in 1959, where she taught Social Studies and Mathematics. Throughout her time at Tara, she made significant contributions, notably transforming the library into a spacious, purpose built facility and serving as the full time Librarian from 1971 until her departure in 1975.

Wedding Announcement

Mrs Temika Grove

Congratulations to Junior School Teacher, Mrs Temika Grove who married Joshua Grove on the 9 September at Jonah's - Whale Beach.





Pictured are Temika with Tara Alumni, Class of 2009 - *Brittany White, Caitlin Mackenzie, Katrina Hibberson (Ferguson) and Stephanie Lambert (Jones).*



Birth Announcement

Mrs Elise Mirabito

Congratulations to Senior School teacher, Elise Mirabito on the birth of her baby girl Billie Mirabito born on 2 April 2024.



Birth Announcement

Mrs Sasha Kamanga

Congratulations to Senior School Teacher, Mrs Sasha Kamanga on the birth of her baby boy Jeremiah Kamanga born on 7 April 2024.



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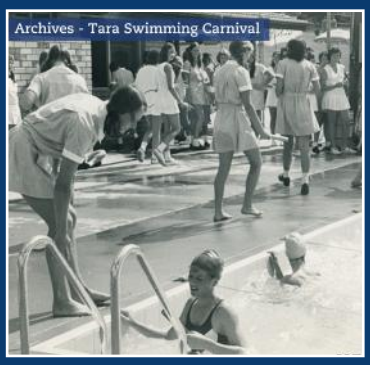
(02) 8838 2699

swimming@tara.nsw.edu.au









































Did you know...

You can view and catch up on all the latest Tara news and past events on our social media channels.

/TaraAnglicanSchoolforGirls

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