

A photograph of two young girls in school uniforms at a playground. They are both smiling and holding onto a teal horizontal bar. The girl on the left is wearing a dark blue jacket over a blue and white striped dress. The girl on the right is wearing a dark blue jacket over a blue and white striped dress and a wide-brimmed hat with a light blue band. The background is a blurred outdoor setting with greenery and a purple vertical post.

Tara circle

A publication for the Tara Community

Issue 1 2025

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Raising Women of Substance

Mrs Adele Ramsay - Principal



“We cultivate critical thinking, emotional intelligence, academic rigor, alongside moral reasoning, and individual excellence alongside collaborative leadership.”

Raising Women of Substance and Significance in an AI World

Recently, I came across an article by Pip Cleaves titled “The Kids Will Be More Than OK — If We Focus on What AI Can’t Do.” Her insights resonated with me, not merely as an educator, but as someone deeply committed to nurturing the young women entrusted to our care.

As artificial intelligence transforms education, careers, and society itself, Cleaves illuminates a crucial truth: the most pressing question isn’t *what* we teach, but *why* we teach—and fundamentally, *who* our students are becoming. This perspective aligns with our School’s foundational belief that our mission transcends academic achievement.

We exist as a Christian learning community, characterised by excellence, to cultivate women of *substance* and *significance*.

But what does this truly mean in practice?

Character as Foundation

A **woman of substance** is anchored in character. She embodies resilience, emotional intelligence, and unwavering moral conviction. She maintains her identity even as the world shifts around her. She listens with genuine intent, leads through empathy, has integrity, and speaks with purposeful conviction—not to seek validation, but because she understands her values and their importance.

She cultivates integrity in all her dealings, demonstrating honesty and authenticity even when it’s difficult. Her empathy flows from understanding that every person bears God’s image and deserves dignity and compassion.

She displays courage in standing for what is right, even when it’s unpopular or costly. Her pursuit of justice stems from God’s heart for the marginalised and oppressed. Most importantly, she walks in humility, recognising that her gifts and abilities are blessings to be stewarded wisely, not achievements to boast about.

This character foundation becomes her compass in an uncertain world, enabling her to navigate challenges with grace and make decisions that honour God and reflect her deepest principles.





Purpose Beyond Self

A **woman of significance** lives with purpose that extends far beyond personal achievement. She influences her relationships, community, and workplace not through titles or perfection, but through service, moral courage, and the intentional choices she makes each day. Her impact may not always be visible, but it endures. She consistently elevates others and leaves lasting positive change in her wake.

For Christians, this purpose is anchored in the call to love God and love others (Matthew 22:37-39), thereby seeking to use one's gifts not for personal gain, but to make an eternal difference in our world. Every interaction as an opportunity to reflect God's character.

The Irreplaceable Human Element

In an era where AI can generate essays, solve complex problems, and even simulate creativity, what remains irreplaceable is the human spirit—our capacity for moral judgment, authentic empathy, ethical



discernment, and relational wisdom. As Cleaves emphasises, education must evolve from mere transmission to genuine transformation. Our role isn't simply delivering content; it's forming character and nurturing the whole person.

Our Educational Commitment

At Tara, this philosophy translates into preparing our students not only for academic excellence, but for meaningful influence. Whether in their friendships, studies, families or future families and or careers, we envision them stepping forward as confident, compassionate, and courageous women who actively shape their world for good.

We cultivate critical thinking, emotional intelligence, academic rigor, moral reasoning, and individual excellence alongside collaborative leadership. This holistic approach ensures that beyond the Tara gates, our graduates are prepared not just to succeed, but to lead with integrity in whatever path they choose.

A Vision for the Future

As we move forward, we choose hope over fear, purpose over uncertainty, trusting in God's faithfulness and His good plans for our students. We remain fiercely committed to raising the kind of women our future desperately needs—women who understand that true success lies not in what they achieve, but in who they become and how they serve others.

The girls in our care will indeed be more than OK—because they are becoming women of profound humanity, unshakeable purpose, and genuine significance. In a world increasingly driven by artificial intelligence, they will stand as beacons of authentic human wisdom, compassion, and transformative leadership.

This is our calling, our privilege, and our promise to the future.

Celebrating 26 Years of Musical Excellence: The 2025 Sheen Family Prize

An enduring tradition of artistry, expression, and performance at Tara

On Friday 23 May, Tara Anglican School for Girls proudly hosted the 26th annual Sheen Family Prize for the Performer of the Year, a much-loved tradition that honours the depth and diversity of musical talent within our School community. Held in the Tara Theatre, the evening showcased thirteen accomplished students who performed a wide range of repertoire in front of a live audience of peers, families, and staff.

The Sheen Family Prize, generously sponsored by Dr Adrian Sheen and his family, continues to play a vital role in nurturing Tara's thriving music culture. Over more than two decades, the prize has provided a platform for young musicians to develop confidence, discipline, and personal expression—skills that underpin success both on and off the stage.

This year's event was adjudicated by acclaimed flautist and educator Lamorna Nightingale, who brought her expertise and warmth to the role. Ms Nightingale praised the performers for their musical sophistication, stylistic interpretation, and personal engagement with their chosen works.

We extend our congratulations to the 2025 prize recipients:

- **First Place** Kha-Thi (Year 10, Piano) – *Piano Sonata in F Major, Hob. XVI:23 No.1 Allegro* by Franz Joseph Haydn
- **Second Place** Ellie (Year 11, Trumpet) – *Sonatine* by Bohuslav Martinů
- **Third Place** Ella (Year 12, Voice) – *On the Steps of the Palace* from *Into the Woods* by Stephen Sondheim

Their performances exemplified the very best of Tara's Performing Arts program: technical excellence, expressive depth, and a confident stage presence.

Throughout the evening, the audience was treated to a wide-ranging program—from Chopin's lyrical piano waltzes and Saint-Saëns' cello concertos to theatrical vocal pieces from *Hamilton*, *Les Misérables*, and *Little Shop of Horrors*. The calibre of performance reflected the commitment of our students and the dedication of our Music staff.

At Tara, the Performing Arts Department is deeply committed to nurturing students in all aspects of creativity and performance. Whether pursuing music academically or as a cocurricular passion, students are supported to grow in confidence, resilience, and artistic expression. Through individual tuition, ensemble work, and public performance opportunities such as the Sheen Family Prize, Tara girls are empowered to explore their unique musical identities.

A heartfelt thank you to all our 2025 finalists, to our guest adjudicator Ms Nightingale, and to the Sheen family for their continued generosity and vision. We also acknowledge the tireless work of our Music staff and accompanists, whose support makes events like these possible.

As we reflect on 26 years of the Sheen Family Prize, we celebrate not just the winners but every student who has shared their gift of music with our community. Their voices, instruments, and courage bring vibrancy to our School and inspire those who follow.



Teacher Professional Learning at Tara

Mr Scott Baker - Deputy Principal - Head of Senior School



“For quite some time Tara has been working hard to build professional relationships through strategies such as Instructional Rounds, Peer Coaching, and Professional Learning Groups.”

It has been widely acknowledged for quite some time that one of the most significant contributors to student success and improved outcomes for schools is capable and effective teachers (Wenglinsky, 2000; Barber & Mourshed, 2007; Jensen, 2010; Hattie, 2009; Hattie & Anderton, 2013). While teachers have always sought to stay up to date with the latest requirements, research and best practice to provide the best possible learning programs and experiences for their students, at Tara the driving principles of the International Baccalaureate provide a valuable focus and point of reflection. The Learner Profile attributes are relevant to the ongoing growth of all members of the Tara learning community and are lived out by students and teachers alike. Most staff professional learning days will at some point ask of staff to consider their own journey as learners and attributes they could develop further through formal and informal professional learning experiences.

As part of their annual Professional Review planning and action, to date in 2025 Senior School teachers have attended nearly 100 formal external Professional Learning experiences in NSW, Australia and overseas, as well as numerous network meetings with colleagues from other schools and multiple in-house workshops covering academic, well-being and cocurricular programs. The opportunity afforded by being an IB World School gives teachers access to a global community of educators and education research and practice to enrich their own professional growth and the improved learning and outcomes of students.

Professional Learning Groups and Peer Coaching

One of the professional challenges of working in a High School or Senior School is that faculties can become silos that are disconnected from other parts of the school. Classrooms become closed environments where teachers and students are detached from and unaware of the excellent teaching and learning that is going on next door and across or down the corridor creating a static and non-dynamic learning community. So true in most professional spheres is that “Relationships are all there is. Everything in the universe exists because it is in relationship to everything else. Nothing exists in isolation. We have to stop pretending we are individuals who can go it alone.” (Wheatley, 2009)

For quite some time Tara has been working hard to build professional relationships through strategies



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

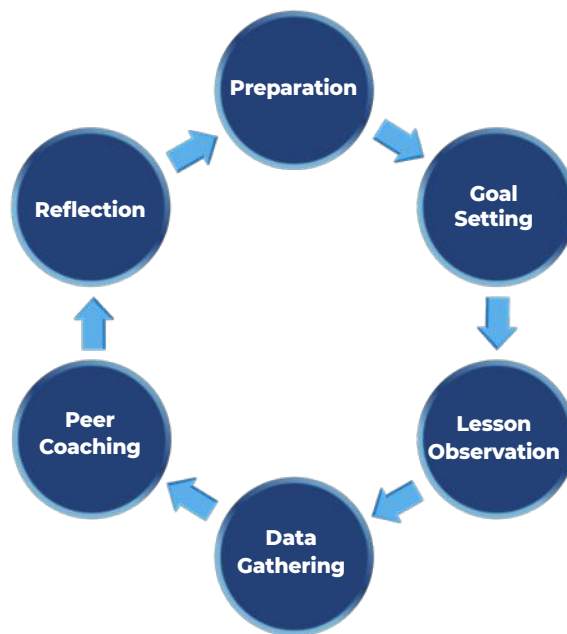
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

such as Instructional Rounds, Peer Coaching, and Professional Learning Groups. There have been a couple of incarnations of Peer Coaching at Tara since 2015 when a well-researched and resourced voluntary program saw small groups regularly meet in a structured manner to set and discuss goals for their classrooms which were observed and reported back to each other for reflection and further refinement. This was a very popular program with those involved and saw excellent outcomes, though not implemented across the whole teaching staff and an alternative program was sought to bring lesson observations and feedback for reflection to a broader group. In 2020 this was provided through Instructional Rounds, a program developed by the Harvard Graduate School of Education (City, 2011) based on the practice of medical professionals 'making rounds' in a hospital identifying and solving problems. While this led to many more classrooms being observed, the presence of multiple teachers in classrooms being normalised and 'challenges of practice' being identified, the snapshot nature of Instructional Rounds didn't build the professional trust and relationships that was provided by Peer Coaching.

As a result, in 2023 a working group of Heads of Department developed a renewed version of Peer Coaching based on the work of AITSL (Australian Institute for Teaching and School Leadership) and the Professional Learning Institute ready for implementation in 2024 with all Senior School teachers involved. Teachers were organised into cross-faculty Professional Learning Groups including a mix of early career teachers, teachers new to Tara, experienced teachers, Heads of Departments and Executive staff, creating hubs for regular professional discussion, goal setting and planning for lesson observations and Peer Coaching sessions. All supported by professional learning and protocols

from the Heads of Department Working Group and Professional Learning Institute. 18 months into the program and so far the feedback has been mostly positive. Hopefully we've found the sweet spot that serves Tara teachers and students best.



Somerville House Staff Exchange

Sometimes wonderful opportunities present themselves and when pursued develop into exciting and rewarding experiences. Such an opportunity came about as a result of Mrs Ramsay and Mr Baker meeting staff from Somerville House (Brisbane) while at an IB workshop in Singapore last year. Both schools share a commitment to high quality International Baccalaureate education for girls in a Christian environment and a desire to provide meaningful immersive learning experiences for staff and students.



Professional Learning Groups meeting to hear and reflect upon presentations from Scott Baker (Deputy Principal, Head of Senior School), Cassandra Winfield (Dean of Learning 7-10) and Lauren Morgan (Assistant Head of History) about their 'take-aways' from the International Baccalaureate Global Conference held in Singapore.

Over a number of months Mr Baker worked with key staff at Somerville House to develop an annual Staff and Student Exchange Program. The Student Exchange Program will operate in a similar manner to other Tara student exchanges and the first visits by students from both schools have been a terrific success. The Staff Exchange is something very new for Tara and involved staff applying, with clear purposeful goals and projects, to spend a week in Brisbane at Somerville House learning about their practices and processes across all aspects of the school and bringing their learning back to Tara for the benefit of our community.

The fortunate Tara staff who went to Somerville House in Term 2 were Mrs Rebecca Sultana (Senior School Teacher, EALD Coordinator and Year 12 Coordinator), Mrs Parul Roy (Junior School Teacher), and Mr Scot Foley (Facilities Manager). Some of their reflections are provided below. Tara will be likewise reciprocating by hosting Somerville House staff during Term 3. We're hoping this will grow into a long term fruitful relationship for both schools.

During the exchange programme I was interested in seeing how they approach assessment and more specifically how teachers evidence student learning. At Somerville I was able to observe how assessment practices differ and strategies in place to support and build confidence in young girls... This opportunity has inspired me to look at the way I view my role as an educator and how I can empower my students with having a voice, choice, and ownership in their learning. Sharing my experiences with my students has sparked conversations about how they learn best.

Mrs Parul Roy (Junior School Teacher)

It was my goal during the staff exchange to Somerville House to broaden my perspective of how girls' schools support wellbeing at a systemic level and have come away with a deeper understanding of how a wellbeing framework can be realised across pastoral, academic and extracurricular domains... What this experience solidified for me is that girls flourish in environments where they can authentically be themselves, where they feel deeply connected to those around them and they feel seen, heard and understood...I look forward to sharing my thoughts and reflections on how we can, as a school, continue to provide the most ideal circumstances for our Tara girls to thrive.

Mrs Rebecca Sultana (Senior School Teacher, EALD Coordinator and Year 12 Coordinator)

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Scott Baker leading a workshop on Peer Coaching and reflecting on teacher identified goals in relation to the IB Learner Profile.

International Baccalaureate Diploma Programme (IBDP)

Mrs Natalie Fairfax - IB Programme Coordinator/Head of Academic Administration

Confident Beginnings for Tara's IB DP Journey

This year marks another milestone for Tara as we made significant steps forward in our academic offerings. Tara has been preparing for the authorisation to become an IB Continuum school by bringing in the Diploma Programme (DP) as an option for students in Year 11 and 12. The DP is a two-year, academically rigorous programme often described as a 'pre university' course. Beyond its strong preparation for tertiary study, the DP nurtures holistic learners who are adaptable, globally minded, and committed to lifelong learning, qualities essential for success in today's dynamic professional landscape.

What can the DP offer Tara Students?

The DP offers unique courses that are not available to students studying the HSC. Psychology, Film and the compulsory Theory of Knowledge course to name a few. Courses that sound familiar as they are offered in the HSC, such as Biology, have content that is unique to the DP programme and can provide students with an edge over more traditional pathways. For example, the Group 4 Collaborative Project involves all DP science students from each discipline to come together to work on a real world challenge with each student looking at the issue with the lens of the science subject they are studying to find new insights. This sort of authentic learning in a collaborative way supports the development of critical thinking skills and interpersonal skills, skills that are invaluable in any future pathway.

What excites me most about teaching the IB SEHS course is providing opportunities for students to actively engage with real world health and sport science applications through hands on experiments and research.

Tracey Heaton DP Teacher Sports, Exercise, Health Science and Head of Department



The ATAR Conversion from the IB DP score out of 45 for entry to Australian universities is often seen as a selling point for students taking the DP as the conversion recognises the additional components such as the Extended Essay that students complete during their study. The DP is often seen as a high-risk, high reward pathway for students, however, Tara has a long history of supporting students to succeed academically, so for us, it is not so much a risk. Tara teachers are great at developing successful learners and these skills are transferable to the DP and the DP is an exciting extension of our strong academic tradition.

Our Journey

This year we welcomed our IB DP Consultant in to review our progress. He met with key stakeholders including parents and students, checking that we were well on our way preparing for our authorisation. During professional learning days, DP Teachers worked collaboratively planning curriculum documentation, reviewing how best to incorporate DP elements such as the Theory of Knowledge into their programs. We cannot wait to see this in action with our students as they consider their pathways for Years 11 and 12 and beyond.

Global Community

Beyond the benefits to students, becoming an IB DP School brings profound professional enrichment for educators and adds value to Tara remaining an employer of choice by strengthening our ability to attract and retain passionate, high calibre teachers. In a time of teacher shortages, the training and learning that is required to be in an IB school can enrich teachers and be a powerful investment in our teaching staff and school culture. Teachers at IB schools engage in continuous professional development that is internationally benchmarked and deeply reflective, showing a commitment to lifelong learning.

At the DP training, it was a pleasure collaborating with Visual Arts educators worldwide, gaining insight into their practices, sharing ideas on the new Arts guide, and building meaningful professional connections.

Mary Dorahy – DP Visual Arts Teacher and Head of Department

Looking Ahead

Recognising that the DP offers students a more globally focused curriculum and perspective, and that the IB itself responds flexibly to a changing educational environment—through the introduction of digital examinations and a swift response to AI in the DP—we look forward to the possibilities this new chapter brings for our entire Tara community.



I'm excited by the depth and more global perspective the DP History course encourages. It pushes students to think critically about the past while engaging with diverse viewpoints from around the world. As a faculty we have selected a wide diverse range of topics that align best with what we feel would be of interest to students including topics on Apartheid, Civil Rights, Authoritarian States of the 20th Century, the Cold War and more.

It's a privilege to guide students through complex historical debates and I am looking forward to seeing them grow as independent and internationally minded thinkers.

Christine Abadier – DP History Teacher and Head of Department



Life in Eggleton House: A Community of Opportunity and Connection

Mrs Samantha Cocks - Director of Boarding



“ As we reflect on the year so far, it is clear that the boarders continue to embrace every opportunity available to them. ”

As we reach the halfway point of 2025, it is rewarding to look back on the first two terms in the Boarding House. It has been a time of meaningful experiences, strong engagement and a continued focus on the unique opportunities available to our boarders. From welcoming new faces to celebrating longstanding traditions, the first half of the year has been marked by a vibrant sense of community and participation.

We began the year by welcoming Madeline Harper as Assistant Head of Boarding. With her background in social work and her experience supporting teenagers, Maddi has quickly become a valued member of the team. Her approachable and calm presence has been a steady support for the girls, and she has already made a positive impact on daily life in the House.

This term also saw 10 new boarders join our community, coming from across Sydney, regional New South Wales and overseas. It has been uplifting to see them settle in quickly and embrace all that

boarding life has to offer. Their enthusiasm has brought fresh energy, and it has been wonderful to see new friendships forming. Sam and Melanie, our Head and Deputy Head Boarders, have been instrumental in fostering this welcoming environment.

Throughout Term 1, boarders have been actively involved in both School and House life. Celebrations such as Chinese New Year, Galentine’s Day, International Women’s Day and Easter brought plenty of colour to the term, with the Boarding House filled with laughter, decorations and shared meals. Our annual Welcome Dinner was another highlight—bringing boarders, families and staff together at the start of the year to build connections and strengthen the sense of belonging.

Beyond the Boarding House, the girls have made the most of every opportunity to participate in School events. From the energy of the swimming carnival and cross country to the camaraderie of Year 7, 8 and 9 camps and the real-world learning of Year 10 work experience, the boarders continue to show enthusiasm and pride in everything they do. A favourite moment for many was the much-anticipated Day Girls vs Boarders relay at the swimming carnival—this year ending in a thrilling victory for the boarders, much to everyone’s delight.

As part of our ongoing focus on wellbeing and personal development, every boarder received an Eggleton House journal. The journal introduces Tara’s core values and the PERMAH wellbeing framework, with activities designed to prompt reflection and encourage connection.





PERMAH stands for Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health. Early feedback has been positive, with boarders appreciating the opportunity to pause and consider their experiences. We will continue to refine this initiative in response to their suggestions.

Building connections beyond Tara remains a priority. In March, I travelled to Hong Kong to meet with current and prospective families and education agents. These visits are an important way to share what life at Tara offers, and to remain connected with our international community.

Term 2 brought the familiar rhythm of assessments, reports and learning conferences, but the Boarding House also found time for creative activities and meaningful projects.

One of the standout events was our annual 'My Kitchen Rules' competition, where boarders worked in year groups to plan and prepare themed dinners. This year's winners, the combined Year 7 and 8 group, impressed everyone with their *Alice in Wonderland* theme. Their creativity and teamwork, along with many hours of preparation, resulted in a truly memorable evening. Chef Albert provided helpful guidance to each team throughout the process.

During the term, we also welcomed representatives from the Australian Boarding Schools Association for a formal review of the Boarding House. This comprehensive process involved boarders, staff, leadership and the broader School community. The feedback we received was affirming, with Tara recognised as one of the most supportive and caring boarding communities in Australia. The review also highlighted opportunities for future growth, which we are eager to pursue.

Our visits to Dubbo and Wagga Wagga for the Boarding Schools Expos were another highlight. These trips allow us to meet prospective families and stay connected with our regional community. Our Regional Dinner in Dubbo was well attended, and it was wonderful to share stories and enjoy good company alongside Mrs Ramsay. We are already planning for an even larger event next year.

National Boarding Week provided another chance to celebrate the unique spirit of Eggleton House. Sam (Head Boarder) and Melanie (Deputy Head Boarder)

led the creation of personalised Boarders' jerseys and caps, which were warmly received and have added to the sense of belonging. The week also included a fundraising effort for the Vanessa Grant Trust, featuring a sausage sizzle and bake sale. Many boarders spent their evenings preparing treats to sell, and their hard work paid off—more than \$1,600 was raised. We look forward to presenting the total donation, expected to be around \$2,000, at a dinner later in the year. This fundraiser has been a valuable reminder of the power of collective effort and the importance of supporting educational opportunities for others.

As we reflect on the year so far, it is clear that the boarders continue to embrace every opportunity available to them. From House activities and service projects to academic pursuits and regional connections, life in Eggleton House remains dynamic and full of purpose.

We look forward to all that the remainder of the year will bring—new adventures, shared successes, and more chances for our boarders to grow and thrive within this special community.



Eggleton House





Scholarships at Tara for 2027

Open 1 October 2025

The Tara Anglican School for Girls scholarship program is designed to celebrate students who not only excel academically, but also demonstrate outstanding personal commitment and involvement in a wide range of activities. Our Scholarship students enjoy more than just financial support – they are given the tools and encouragement to flourish in all aspects of their education and personal development.

As a scholarship recipient you will be joining a select group of driven individuals whose talents and dedication make a lasting impact on our School community. Your contributions will inspire others and in turn, you will gain access to a wealth of opportunities that will propel you toward even greater success. Don't miss out on the chance to be part of something extraordinary. Apply for our scholarship program today and take the next step in your journey to excellence!

Tara is pleased to offer the following scholarships:

- Academic All Rounder Scholarships for girls entering Years 7 or 9 in 2027
- Music for girls entering Year 7 in 2027
- Boarding Scholarship for girls entering Years 7-11 in 2027 (External students only)

All scholarship candidates are invited to showcase their talents by sitting the Scholarship Examination, held at Tara Anglican School for Girls. Scholarship applications come with a fee of \$180 and are exclusively available to Australian citizens or permanent residents – overseas students are not eligible to apply. Scholarships are awarded based on a combination of your examination results and the strength of your application and portfolio, which should highlight both your academic achievements and extracurricular contributions.

Don't miss your chance to be recognised for your hard work and dedication. Apply now and take the first step toward an incredible scholarship opportunity!

Applications Close	Friday, 6 February 2026 - Late applications will not be considered
Academic Examination	Saturday, 14 February 2026
Music Audition	Tuesday, 17 February 2026

**For more information contact the Tara Enrolment Team on
02 9630 6655 or scholarships@tara.nsw.edu.au**



TARA
Regional School for Girls

YEAR 11 DRAMA
proudly present

HOUSE ON FIRE
by Debra Oswald

Wednesday 7 May and Friday 9 May
6:00pm - Tara Theatre

Ticket sales and gold coin donations go to NSW Rural Fire Service





THEY DELIVERED THE PAPERS,
UNTIL THEY MADE THE HEADLINES...

THE KING'S SCHOOL

TARA
Anglican School for Girls

PRODUCTION OF

Disney
NEWSIES
THE BROADWAY MUSICAL

THE AUSTRALIAN PREMIERE

MARCH 19-29, 2025

boxoffice@kings.edu.au
kings.edu.au/tickets





Junior School Hispanic Festival: A Celebration of Culture, Community, and Global Citizenship

Ms Macarena C. Jaure Caceres - Junior School Teacher | Spanish

At Tara, language learning is far more than acquiring vocabulary and grammar. It is a window to understanding, empathy, and connection. This year's Hispanic Festival, offered our Junior School students, their families, and the broader community an inspiring opportunity to experience the rich diversity of the Hispanic world. In doing so, it brought to life one of the core aims of the International Baccalaureate (IB): developing students who are active, compassionate, and lifelong learners, prepared to engage meaningfully with the world around them.

The festival was designed to immerse students in authentic cultural experiences while encouraging them to reflect on the values of community, inclusion, and respect. The day began with creative crafts and painting activities in the classrooms, where

students explored traditional designs and symbols from Spanish-speaking countries. This hands-on experience allowed them to appreciate the artistic expression and cultural significance behind everyday objects and decorations.

Later in the morning, students from Years 1 to 6 participated in energetic Latin dance lessons led by Spanish-speaking instructors. From salsa to merengue, these dance sessions not only promoted physical activity and coordination but also gave students a joyful introduction to the rhythms that unite communities across the Hispanic world. The experience highlighted the importance of music and dance as universal languages that bring people together regardless of background.





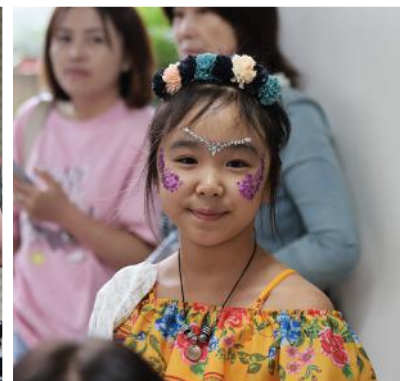
“The festival was designed to immerse students in authentic cultural experiences while encouraging them to reflect on the values of community, inclusion, and respect.”

A particularly special part of the festival was the alpaca experience. Students were delighted to meet and pat these gentle animals, learning about their significance in Andean cultures and the important role they play in local communities. Encounters like these foster a sense of curiosity about the wider world and encourage students to appreciate both the similarities and differences between cultures.

The lunch break saw the School grounds transformed into a bustling marketplace, where families gathered to enjoy a variety of Hispanic dishes. Food trucks served up favourites such as churros, paella, empanadas, arepas, chorizos, and nachos, while live music filled the air and children

enjoyed vibrant face painting. This relaxed and festive setting allowed students to share their learning with their families and experience first-hand how food, music, and celebration are central to building community in Hispanic cultures.

In the afternoon, the School came together for a special assembly hosted by Year 6 students. Through performances, dance, and storytelling, students showcased their talents and reflected on what they had learned about Hispanic cultures. It was a wonderful opportunity to see our students demonstrate confidence, collaboration, and communication—key skills that support their development as global citizens.



Importantly, the festival also provided opportunities for students beyond the Junior School to contribute. Members of the Senior School Spanish club joined the celebration during lunchtime, engaging with the food truck providers and demonstrating their Spanish skills. The vendors were impressed by the students' ability to communicate in Spanish, noting how well-prepared they were for authentic interactions. These moments of genuine connection underline how language learning at Tara is not confined to the classroom but extends into real-world contexts where it builds bridges between people.

Events like the Hispanic Festival support the IB's mission by encouraging our students to become internationally minded individuals who recognise their shared humanity and the importance of intercultural understanding. By participating in the

festival, students were able to experience the warmth, generosity, and joy that are central to Hispanic communities, and to reflect on how these values resonate with their own lives.

Above all, the festival was a celebration of community. It reminded us all that, while we may come from different backgrounds, we can find common ground through shared experiences, mutual respect, and a commitment to learning from one another. In this way, the Hispanic Festival helped nurture not only cultural awareness but also the qualities that will support our students as they grow into compassionate and engaged citizens of the world.



Explore. Extend. Excel.

The Tara Enrichment Centre

At Tara Anglican School for Girls, learning goes beyond the classroom through the dynamic programs offered by the Tara Enrichment Centre (TEC). From Kindergarten to Year 12, students have the opportunity to explore their interests, pursue passions, and develop new skills through a wide-ranging cocurricular program designed to enrich their School experience.

Whether it's experimenting in robotics, creating digital media, performing on a stage, training in competitive gymnastics, or refining their technique in photography, debating or public speaking—TEC programs inspire creativity, curiosity and confidence at every stage of learning.

Across both Junior and Senior School, courses are offered in:

- 🎨 Visual Arts and Ceramics
- 🎵 Music, Voice and Ensembles
- 🤖 STEM and Robotics
- 🎭 Musical Theatre and Speech Communication
- ⚽ Sport Skills and Specialist Coaching
- 🩰 Dance, Ballet and Gymnastics
- 👤 Taekwondo, Languages, Photography and more

The Tara Enrichment Centre is a vibrant part of School life, providing students with meaningful opportunities to connect, grow and flourish—both inside and outside the classroom.

🔗 Learn more or enrol: www.tara.nsw.edu.au



**Empowering students
to thrive—in school
and in life.**



Tracing the Twentieth Century: A Journey through Germany, France & Belgium

Ms Christine Abadier - Head of History



“Whether shopping on the Champs-Élysées or hunting unknown names on Pozières Memorial, the girls supported one another, turning a study tour into a shared adventure.”

During the April holidays, twenty two Modern History students and three Tara staff exchanged their classroom for Europe on a fifteen day tour that brought the Stage 6 Modern History HSC syllabus vividly to life. From standing in the shadows of Nazi architecture to greeting dawn on the Western Front, the trip transformed textbook case studies into lived experience.

The adventure began with a bleary eyed 6 a.m. departure from Sydney and a long haul flight to Munich (with a Dubai airport, and Dubai chocolate

stop on the way). Bavaria's capital offered an immediate window into the rise of Nazism: students traced Hitler's early footsteps through Odeonsplatz, then confronted the reality of persecution at the Dachau Concentration Camp Memorial. In nearby Nuremberg they felt the scale of Nazi propaganda on the rally grounds, contemplated justice in Courtroom 600, and discovered priceless artworks once hidden in underground bunkers to protect them from Allied bombs.

Berlin added fresh layers. From the Reichstag Dome's glass spiral to the graffiti covered East Side Gallery, the city revealed the arc from dictatorship to division and, finally, to reunification. Students navigated Cold War checkpoints, reflected at the Memorial to the Murdered Jews of Europe, explored life behind the Iron Curtain in the DDR Museum, and still found time for a chocolate tasting and an exuberant night of dancing at the Hofbräuhaus.

A short flight whisked the group to Paris, where the grandeur of Versailles linked absolutism and revolution to the modern world order forged in the Hall of Mirrors in 1919. Easter Sunday blended Napoleon's Tomb, the Eiffel Tower and a rain speckled cruise along the Seine.

Crossing into Belgium, Ypres became a classroom on World War I. The Flanders Fields Museum, trench networks at Passchendaele and the solemn Last Post beneath Menin Gate illuminated the courage and cost of the Western Front. Students were also able to partake in a wreath laying service in Ypres, on what happened to be the day that commemorated the





110th anniversary of the first use of chemical warfare in World War I. Back in France, visits to Fromelles, Le Hamel and the Sir John Monash Centre deepened understanding of Australia's role; an immersive light and sound experience placed students in the midst of a 1918 barrage.

The tour's most moving moment came before dawn on ANZAC Day at Villers-Bretonneux. Wrapped in Tara jackets against the cold, two students laid a wreath while the sun rose over thousands of white headstones – over 100 years after the fact, history felt very close indeed.

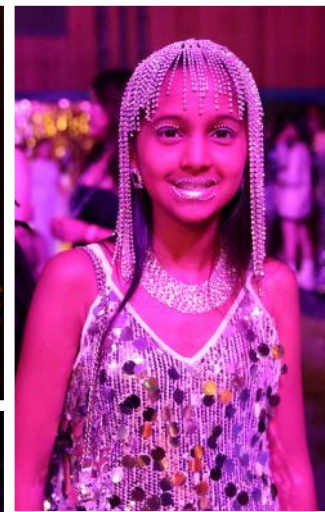
Long coach rides, birthday cakes, Ritter Sport chocolate, Belgian waffles and countless group photos threaded friendship through the itinerary. Whether shopping on the Champs-Élysées or hunting unknown names on Pozières Memorial, the girls supported one another, turning a study tour into a shared adventure.

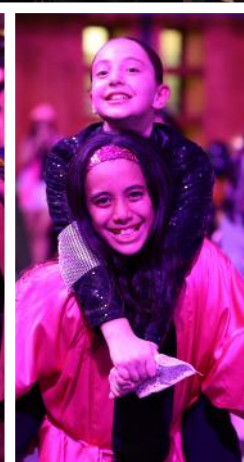
From Dachau's barbed wire to the poppies of the Somme, this journey traced the defining conflicts of the twentieth century and connected them to the lives of Tara students. They returned home tired but inspired, ready to bring fresh insight - and unforgettable memories - into the Modern History classroom.





Glitz & Glam





Community Events

Mrs Jodie Doyle – Community Engagement Manager

Winterfest 2025: A Magical Celebration of Community Spirit

On Saturday, 14 June 2025, Tara hosted its very first *Winterfest*—a spectacular celebration that welcomed over 900 members of our School community for an afternoon and evening of fun, food, music, and festivity. From the very first moment, *Winterfest* was bursting with colour, energy, and the unmistakable warmth of the Tara spirit.

Throughout the afternoon, families and friends were treated to a vibrant lineup of performances from our talented Junior and Senior performing arts students, showcasing the depth of creativity and skill within our School. Their energy and passion set the tone for a day full of joy and celebration.

A highlight of the event was the impressive array of stalls hosted by parents from our Junior School

grades. Each year group brought something unique—from face painting and hair braiding to light-up toys and a charming second-hand bookstall. A standout favourite was the lively Games Alley, coordinated and run by our Year 6 parents, which drew crowds all afternoon and raised the highest funds among the stalls—congratulations to Year 6 on this incredible achievement!

Our Senior School SRC students also joined in the fun, running a variety of engaging stalls that included slime-making, a lolly guessing competition, chocolate toss, mystery bags, and more. A huge well done to all the students involved in bringing these activities to life.

Another crowd favourite was the array of delicious international food stalls, where families generously



shared their cultural traditions and culinary talents. Our heartfelt thanks to the following contributors:

- **Yan Fu** – Chinese cuisine
- **Monika Thakur** – Indian cuisine
- **Jo and Trevor Lee** – Sushi
- **Kiran Khurram** – Pakistani cuisine
- And to the **Jabbour, Dib, Canceri, Mouawad, Raad, Doueihy, Hamdan, Sassine, Sakr, Khoudeir, Tabet, Nehme,** and **Mezher** families for your incredible contribution to the vibrant and much-loved Lebanese food stall.

The event could not have been possible without the remarkable efforts of our volunteers. From selling raffle tickets and drinks at the Tara Hub stall to coordinating

stalls and lending a hand behind the scenes, your time, energy and commitment were truly appreciated. A special mention must go to Nick Ross and the Tara Dads Club for expertly managing parking on the day—your support truly made a difference.

As the sun set, the festivities were brought to a close with a breathtaking fireworks display, lighting up the sky and leaving our community with lasting memories of an unforgettable day.

To every student, parent, carer, staff member, and volunteer—thank you. Your generosity, enthusiasm, and sense of community made Winterfest an extraordinary success. This event was more than just a fundraiser—it was a celebration of everything that makes Tara so special.

Hosted by



Thank you to our sponsors





Your Community Connection



Jane Furniss
Chair of Tara Hub

Tara Hub's role is to help foster community within the School (working closely with parents, carers, staff and our community groups) and to support the School with our joint fundraising efforts.

Our School community is built on relationships, person to person and family to family around our shared interests and often our daughters' year groups. As Tara Hub seeks to nurture this dynamic community, we hope to make this a space of meaningful connections and belonging where everyone feels welcome and is known in the School, just as our girls are known and supported in their learning journeys.

Tara Hub kicked off 2025 with Twilight at Tara Welcome drinks which incorporated a Tara community fair to allow particularly new parents to connect and find out about various Tara initiatives (Sport, Rowing, Badminton, Tara Dads' Club, Tara Aquatic Centre, Performing Arts and Tara Hub). Tara Hub was also able to present a cheque to the School for \$120,000 towards the new Tara bus, from recent fundraising efforts.

With the goal to foster community from the ground up, Tara Hub and the School community team helped to arrange and host a number of year group dinners from ELC to Year 7 to help parents and carers within cohorts to build connections with one another. These dinners held in Terms 1 and 2 were all well supported and much enjoyed by parents and staff who attended.

We were so excited to see Winterfest come together with over 130 volunteers and many more in-kind supporters, including every year group, giving generously to support our major community and fundraising event of the year. I loved seeing what each year group and community group brought to the event - people offered their unique skills, creative flair and rolled up their sleeves to make this an event that no one person created but many of us felt a part of.

Winterfest raised \$35,000 towards our community fundraising events for this year including the upgrade of the Tara drama theatre, as well as a seating and shade structure for the Mouleric oval.

Through the weekly Saturday Sports Cafe, we will continue to serve visiting schools and to raise funds for our community projects. We are grateful for the regular staff and volunteers who support the cafe, particularly Mel and Albert for their unwavering support!

In the second half of the year, we are planning a dinner in Mudgee and we look forward to the annual Tara Carols in Term 4.

Thanks to everyone for what you contribute to the Tara community - this year has been a lot of fun when we have come together and we look forward to building our future together in support of our girls.

“...we hope to make this a space of meaningful connections and belonging where everyone feels welcome and is known in the School..”

MOTHER'S DAY LUNCHEON



TWILIGHT AT TARA



Tara Old Girls' Association

From the President - Ms Lucinda Beck



instantly fall back into conversation and laughter as though no time has passed at all.

One of the highlights of the event was the spectacular archival display prepared by our wonderful School Archivist, Enid. Her thoughtful curation of physical artefacts was enhanced this year by the exciting addition of a new interactive digital archive experience. This engaging display invited guests to explore puzzles, games, timelines, and an incredible collection of photographs from Tara's history — bringing our past to life in an innovative and highly enjoyable way. It was particularly lovely to see Old Girls of all ages — from our most recent graduates to those who walked the Tara grounds decades ago — bonding over memories sparked by uniforms, old photos, School productions, and beloved buildings.

These shared moments remind us of the unique bond that exists within the Tara alumnae community. Whether it's a toast at a reunion, a quiet moment reading *The Tara Circle*, or a quick hello on social media, our connections matter — and they're worth nurturing.

I would like to take this opportunity to offer my sincere thanks to the wonderful 2024/2025 TOGA Committee.

Since its establishment in 1957, the Tara Old Girls' Association (TOGA) has been a proud and vital thread in the fabric of Tara's rich community life. Today, it is a joy to see the Old Girls' network flourishing — a dynamic and spirited group of women spanning generations who remain connected to Tara and to each other through shared memories, values and friendships.

This year, our calendar has already been filled with moments of reconnection and celebration — none more so than our annual *Back to Tara Day*, held on Saturday 14 June. Set in the Foyer of the Tara Theatre, the day was beautifully attended and radiated warmth and nostalgia. There's always something special about seeing alumnae reunite, often after many years, and



Back to Tara Day

It's a pleasure and a privilege to work alongside such a generous and dedicated group of women. Our committee includes alumnae from the Class of 1967 through to 2014, and it's this mix of voices, ages and perspectives that brings such richness to everything we do. From organising reunions and School events, to supporting the School and one another, the contribution of each member is invaluable and deeply appreciated.

As we look ahead to the rest of the year, I encourage all Tara Old Girls to stay involved — whether by attending a reunion, contributing to the next edition of the Tara Circle, or simply reaching out to a fellow alumna for

a coffee and a chat. Our strength lies in our sense of community, and there's always room for more joy, laughter and connection.



Class of 1975 – 50 Year Reunion

On Saturday, 3 May, the Class of 1975 gathered for their 50 Year Reunion — a truly special occasion. Twenty women attended, and for many, it was the first time seeing one another in over five decades.

Some began their Tara journey together in Junior School, others left after the School Certificate, and many were part of the HSC cohort. No matter where they left

off, the day was filled with warm conversations, laughter, and heartfelt reminiscing.

The group is now planning more casual get-togethers in the future.

A heartfelt thank you to Pauline (Adcock), March 1975, for organising such a memorable reunion.



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 Alumnae

Justice Jane Needham - Class of 1980



Justice Jane Needham Appointed to the Federal Court of Australia

The Honourable Justice Jane Needham was formally sworn in as a Judge of the Federal Court of Australia on 5 July 2024, marking a significant milestone in a distinguished legal career grounded in excellence, leadership, and a strong commitment to equity.

Justice Needham brings extensive experience to the bench, having practised across a broad range of legal areas and earning a reputation for intellect, integrity, and compassion. After graduating with honours from the University of Technology Sydney, she was called to the Bar in 1990 and appointed Senior Counsel in 2004. Her Honour went on to lead and appear in a number of complex and high-profile inquiries and royal commissions, including those focused on child sexual abuse, aged care, and disability.

Throughout her career, Justice Needham has been a powerful advocate for reform and gender equity in the legal profession. As President of the New South Wales Bar Association (2014–15), she championed key initiatives including equitable briefing practices, emergency childcare provisions, and robust protections against bullying and harassment.

Justice Needham's career has been shaped by a strong family legacy in the law—her father, Justice Denys Needham, served as a judge, while her mother was a solicitor and early pioneer for women in the profession. This legacy has inspired her continued dedication to public service, mentorship, and institutional progress.

Widely respected for her warmth, wisdom, and generosity, Justice Needham is known for her open-door approach and for handling complex and emotionally sensitive matters with both strength and empathy. Her work in equity litigation, administrative law, and international matters has earned her high regard across legal circles.

Outside the courtroom, she is a proud mother of three, a keen word-game enthusiast, and enjoys horses and Pilates.

Justice Needham's appointment has been met with widespread acclaim, with many viewing her as a jurist of exceptional ability and a symbol of thoughtful, principled leadership. Her presence on the Federal Court bench promises to bring both depth of experience and a human-centred approach to justice.

Justice Needham is a proud alumna of Tara Anglican School for Girls, graduating with the Class of 1980. We are honoured to celebrate her remarkable achievements and proud to count her among our distinguished Alumnae.

“Her work in equity litigation, administrative law, and international matters has earned her high regard across legal circles.”

Ms Sara McFarlane (nee Gajic) - Class of 2006



“ I now have my own company (E/S Collab.) where I produce and executive produce independent films. ”

Favourite Memories

The thoughtful education by Mrs Caulfield in Modern History and English, the diligence and patience of Mr Comerford in Chemistry class and the absolute blast we all had in Mr Griffiths' drama class, High School Musical absolutely taking over 2006, Hannah Meagher's speech for Head Girl (she got the gig!), muck up day, and above all else, the sisterhood and unbreakable bonds formed with my girlfriends (Kirsten Delaney, you're still my BFF 4 Lyf).

Career – Life Beyond the Gates

I started out at the ABC, then moved to Fulcrum Media Finance as business affairs financing predominantly Australian films. In 2018 I moved to New York City - hired by film productions to handle all the business parts of making a film (talent deals, film financing, budgets, insurances). I now have my own company (E/S Collab.) where I produce and executive produce independent films.

Life – Beyond the Gates

Moving to New York City was a huge highlight. I miss Sydney, the beaches, my family and friends so much, but the vibrancy of this city is like no other. I met my husband here, who is definitely a highlight. And I was nominated for an Oscar last year*! Walking the red carpet was the most insane experience I've ever had. Sunrise interviewed me and the people I gave a shout out to were Tara old girls!!

Further Education

B Laws / B Arts (Psychology) with Honors from Macquarie University

Master of Law from Sydney University

**Sara was nominated for the film Red, White and Blue, about a single mother whose life is affected by an unexpected pregnancy. Red, White and Blue was nominated in the live action short film category.*

Staff News

Leading Enrolments with Insight and Care

Emma Nealon: Head of Enrolments



We are delighted to welcome Emma back to Tara Anglican School for Girls, this time as our new Head of Enrolments. A proud Tara alumna, Emma graduated in 2006 and brings with her a strong understanding of our School community, along with a wealth of professional experience.

After more than a decade working in healthcare as a radiographer and sonographer across both public and private sectors, Emma made the move into education four years ago. She began her new chapter at Monte Sant' Angelo Mercy College, where she served as Registrar, supporting families as they navigated the enrolment process.

Emma now returns to Tara with a deep appreciation for the School's values and a genuine enthusiasm for helping prospective families discover what makes our community special. Her connection to Tara as a former student brings a personal insight that will be invaluable in her new role.

Outside of work, Emma enjoys travelling, relaxing by the beach, spending time with loved ones and staying active with yoga, Pilates and running.

We're excited for the knowledge and care Emma brings to this important role and the many families she will support in the years ahead.

“It's a real privilege to return to Tara, a place that holds so many formative memories for me. As a past student, I understand firsthand the strength of the Tara community and the care that surrounds each girl. In my new role, I'm looking forward to welcoming families and guiding them through the enrolment journey—helping them feel that same sense of belonging and support that I experienced as a student here.”

Making Waves: Aimee's Masters Swimming Success



Tara alumna and current staff member, **Aimee Sutton**, made a splash on the national stage at the **2025 Masters Swimming Australia National Championships**, held from 8–12 April at the Melbourne Sports and Aquatic Centre.

Representing the **Ryde Masters Swimming Club**, Aimee competed in an impressive **11 individual events and 2 relays**, achieving **7 personal best times**. Her standout performance in the **200m Breaststroke** earned her a **bronze medal**, and she proudly secured **8th place overall** in the **Women's 30–34 years** age group.

Congratulations Aimee! Your dedication to sport is an inspiration to both our students and staff, showing that a commitment to excellence extends well beyond School years.

Tara Values Awards

This award honours staff who exemplify the values of Service, Integrity, Opportunity, and Affirmation — not only in the work they do, but in the way they foster connection, collaboration and community.



Will Bickersteth – Assistant Director of Sport

Will brings a steady and thoughtful presence to all that he does. He is deeply committed to our students and to providing meaningful sporting opportunities that reflect the values of our School. His support for others, quiet leadership, and genuine care for his team are qualities that make a lasting impact. Thank you for the way you serve our community — with reliability, kindness, and a clear dedication to helping others thrive.



Sunny Choi – ELC Teacher Assistant

Sunny brings warmth and generosity to every part of School life. Whether supporting students in the classroom, lending a hand in the Boarding House, or contributing across teams, Sunny's care for others is always evident. Her willingness to step in wherever she's needed shows a deep commitment to ensuring those around her feel supported and valued. With her thoughtful approach and infectious energy, Sunny makes a positive difference to students and colleagues alike.



Pascale Warnant – Head of Science

Pascale leads with servant-hearted humility, empowers her colleagues, and goes above and beyond for every student. Her colleagues describe her as someone who sets the standard for excellence, affirms and supports others, and models our School values in everything she does. Pascale supports her team with unwavering dedication and inspires us all by running marathons in her spare time!



Sharon Addison – Assistant Enrolments Officer

Sharon has shown exceptional professionalism, resilience, and dedication throughout the term. Her attention to detail and commitment have been instrumental in Tara's continued growth. Her selfless service and strong work ethic embody the values that sustain and strengthen our community.



Nicky MacAskil – Junior School Teacher

Nicky is a compassionate and faith-filled leader whose quiet strength leaves a meaningful impact. Her deep care for students and staff reflects the heart of our Christian learning environment. Nicky leads with integrity and affirms others generously, consistently encouraging those around her to do their best.

Vale Dr Rod Jolly



It is with deep respect and gratitude that we remember Dr Rod Jolly, a much-loved and longstanding member of staff at Tara Anglican School for Girls, who passed away earlier this year.

Dr Jolly began his time at Tara in Term 2 of 1991, joining the Science Department to teach Chemistry and Junior Science after a distinguished career as a Senior teacher at Meadowbank TAFE. His impact on our School was immediate and enduring, as he shared his passion for learning and his incredible breadth of knowledge with students and colleagues alike.

Over his many years at Tara, Dr Jolly made invaluable contributions across multiple areas of School life. He was instrumental in planning and establishing the Design and Technology subject area and played a significant role in the development of the Science and Technology building. Never one to shy away from new challenges, he later retrained to join the

TAS Department, acquiring skills in wood turning, silversmithing, welding and stone masonry—adding to an already impressive skill set that included house construction, bonsai gardening and photography.

Dr Jolly was also a generous supporter of cocurricular and community life. He led the Amnesty International charity program at Tara, served as Hake House Patron for several years, and chaired the School's WH&S committee. He gave his time freely—running holiday workshops for Senior Design and Technology students, helping with set design for Tara and The King's School productions, supervising School events, and attending countless music and drama performances. Whether it was a K-12 dinner or an adventure camp, Rod was there—supporting students, staff, and the spirit of the School.

Beyond his professional roles, Rod was a man of many interests. He loved bushwalking, travel, ballet, poetry, watercolour painting and nurturing bonsai. A keen observer of beauty and complexity in the world around him, Rod delighted in sharing his knowledge of everything from Shakespeare and fine art to computing and Christian studies.

Above all, Rod was a man of deep Christian faith who loved and served his God wholeheartedly. Known for his kind heart and his willingness to help others, he enriched the lives of those around him in countless ways. His legacy is one of quiet strength, enduring curiosity, and a genuine love of learning and community.

“Dr Jolly’s presence at Tara will be dearly missed, but the contributions he made and the lives he touched will not be forgotten.”



Vale Norma Boston



We pay tribute to Miss Norma Boston, former Deputy Head of Tara, whose dedication and leadership shaped the lives of many within our community.

Norma dedicated 26 years of her life in service to Tara as Deputy Head, more than half of her long and distinguished career in education. Known for her unwavering commitment to people over paperwork, Norma was deeply respected by students, staff, and parents alike. Her thoughtful leadership quietly shaped the culture of Tara, creating a calm, nurturing environment where every girl felt known and valued.

Throughout her time at Tara, Norma was an exceptional teacher and mentor. She was particularly passionate about Christian Studies. Her gentle wisdom, deep Christian faith, and steady presence left an indelible mark on countless lives.

Colleagues admired Norma not only for her refined intellect and impeccable grammar but also for her kindness, compassion, and remarkable attention to detail. She was known for her fairness, her ability to

bring calm to difficult situations, and her genuine delight in celebrating student achievements—whether in the lead roles or the chorus.

Norma's warmth and thoughtfulness extended beyond her professional duties. New staff would find a handwritten card from her on their desks on their first day, and her acts of quiet generosity were countless. Her elegance and grace were matched by a sharp sense of humour, and she knew how to bring lightness to even the most serious roles.

Above all, Norma was a woman of steadfast faith. Her deep Christian beliefs guided her every action and brought a sense of peace that permeated Tara's community. Her legacy of compassion, integrity, and grace continues to inspire generations of Tara girls.

In the words of a former student: "We are truly blessed to have been guided by her wisdom, grace and compassion. Her deep Christian faith and her boundless kindness have led to a lasting legacy."

We give thanks for Norma's life, her extraordinary service, and her enduring impact on our school.

May she rest in peace and rise in glory.

“We are truly blessed to have been guided by her wisdom, grace and compassion.”





From the Archives

Tara's Early Students: The Triumphs and the Tragedies

Ms Enid O'Carroll - Archivist

Tara Archives has been piecing together the patchwork of our early students. The records for these early years are limited. However, Miss Waugh did leave us clues through the publication of students for each year when their annual Prizegiving or Prize Day in the Cumberland Argus and Fruitgrowers Advocate was reported.

To date, 545 names of early students have been collected. Researching using family history tools Ancestry.com, Trove, the Ryerson Index, Electoral Rolls and National Archives of Australia record searches. The date range covers Miss Waugh's years, so 1897 – 1946, however there are gaps as newspaper listings have not been found for the years 1912-1925. Links have been made to local history and war service. Many family connections of siblings attending and generations attending Tara. Bringing these early students to life can give a sense of connection and resilience by their stories, on whose shoulders we stand.

On Monday, 13th instant, the annual distribution of prizes to the pupils of Miss Waugh's school was celebrated as a children's afternoon party, and the little folk had a very merry and happy time. Miss Waugh was the recipient of a handsome handbag, as the gift of the pupils. Among those present were: Peggy Meyer, Margaret Knox, Marjorie Maund, Patricia Todhunter, Honor Sheridan, Valerie Benson, Kathleen Meyer, Rosamund Whiting, June Phillips, Lylie Brown, Khama Hely, Danella Hely, Helen Barder, Moira Sheridan, Sybil Whiting, Peter Waugh, Phillip Whiting, Monty Mutton, Stewart Thomas, Jim Blair, Douglas Todhunter, Ken. Barder, Broughton Mutton, George Blaxland, Peter Whittall, David Sheridan, Clement Benson, Beryl Crouch. Others were unavoidably absent, owing to sickness.

Prize list for 1926, Cumberland Argus and Fruitgrowers Advocate Friday 17 Dec, 1926



Robert Meyer, The King's School Archive

Students often went on to senior and tertiary study at other schools and university. Connecting students to schools, a number which no longer exist. Homer, Hanleyville, Meriden, The King's School, Parramatta High School, Methodist Ladies' College, Normanhurst, Hornsby High School, Sydney Grammar School, and Baulkham Hills Public School. 1927-1931 Tara student Bob Meyer served as School Captain at

The King's School in 1941. Esther Woolnough Dux of MLC 1937.

Using electoral rolls and newspaper listings we have found them qualify and practice in diverse careers. Musicians, public servants, doctors, dentists, shop assistants, nurses, librarians, solicitors, engineers, bookkeepers, teachers, along with a pilot, a ceramist, and a cricketer. Several of our early female students qualified as teachers c1920 and earlier. The first woman barrister in Parramatta district was a Tara student in the early 1940's. And we can also often follow their social life through reports of debutantes' balls, charity fundraisers and engagements. We have found a least one future centurion from this period, Doris Wing from the Tara classes of 1900-1901.

War service features both amongst our male as well as female students. Rosemary Ramsay attended Tara in 1927 when it was located at Hassall St. Her father was a Bank Manager in Parramatta her connections on her mother's side are of interest with a strong nursing and war service connection.

Tara Class of 1927, Tara Archives, Rosemary Ramsay is back row 5th from the left.



Her Auntie, Matron Sarah Melanie De Mestre served in WW1 including caring for the Gallipoli wounded. Whilst her cousin, Sr Margaret de Mestre served as a nurse in WW2, tragically lost in the bombing of Darwin Harbour whilst serving on a hospital ship. Rosemary also trained as a nurse.

Stories of heroism, adventure, and sickness and loss. Alice Faber (Tara student 1906-1911) died in 1935 when thrown from her horse in the act of saving a child. Mary Gilchrist (Tara student 1907) and Scott Mann (Tara student 1928-1929) both lost aged 8 years to illness. James and Gwenda Houison (Tara students c1908), orphaned at aged 3 and 4 years when both parents died of typhoid fever. Zillah Lear (Tara student 1906-1909) orphaned when her father was lost at Gallipoli. And then Netta Murray (aged 4) who survived the shipwreck of Suevic off the coast of Cornwall in 1907, attending Tara 1908 & 1909. And so the threads continue.

If you are able to add to our research or if we can check your ancestors' names against our database please contact; archives@tara.nsw.edu.au

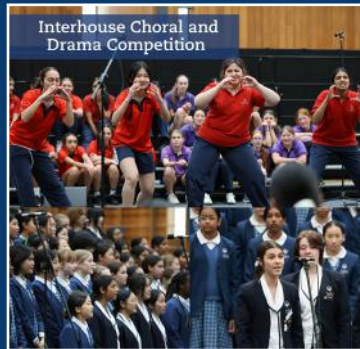
“Several of our early female students qualified as teachers c1920 and earlier. The first woman barrister in Parramatta district was a Tara student in the early 1940's.”



The Fairies, Tara Archives 1907, Zillah is top far right.



Wreck of the Suevic from the Australasian Saturday, 27 April 1907, p27



Did you know...

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



[/TaraAnglicanSchoolforGirls](https://www.facebook.com/TaraAnglicanSchoolforGirls)



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