The one for all.

Fully co-educational schooling from Pre-Kindergarten to Year 12.
The one for all.

This is a key moment in the long, proud history of TAS. Our decision to move to a fully co-educational school environment from 2016 represents a shift in thinking that will open exciting doors and lay the foundations for a rich, diverse future. I am looking forward to greeting the next generation of students, both boys and girls from pre-kindergarten through to Year 12. It’s the chance to build on our tradition of shaping the lives of thousands of students, from all walks of life and from all around the world, stretching back to 1894.

Schools are uniquely placed to bring out the best in young people, allowing them to discover and develop their own sense of self and of the greater world around them. Our job – a challenge we revel in – is to provide a vast spread of learning experience and ensure close attention to student growth and nourishment. All our students deserve to experience the kind of success that builds self-esteem, promotes a sense of purpose, and instills confidence in facing new challenges.

We are thrilled now to be able to extend a powerful learning experience to girls in our Middle and Senior Schools. It’s not only a tremendous opportunity to expand our horizons with a more diverse array of students, but it brings about all the benefits of growth – spanning greater teacher specialisation, wider subject choice, a broader and deeper co-curricular program, as well as new facilities and new support structures for both students and staff.

The future at TAS will see us emerge with a stronger, more dynamic, and more rounded culture as we become the ‘one for all’ – and I sincerely hope that we will become the one for your child’s future.

Murray Guest

Headmaster
The Six Pillars

We believe that education is about the holistic development of character and willingness to engage in life, running parallel and not separate to, the pursuit of academic achievement.

At the heart of the TAS Vision are what we refer to as ‘The Six Pillars’. These principles guide our strategic development and ensure a consistency of approach across the school.

Individual Academic Focus
TAS is a school that values and actively encourages each individual to pursue their highest academic potential through effort and engagement. We aspire to be the highest achieving academic school in regional New South Wales and one of the best in the nation.

Holistic Wellbeing
At TAS, our foundations are firmly embedded in our Anglican faith. This is expressed through relationships based upon mutual respect and responsibility with the whole school community and is focused upon a culture of connectedness that is valued by all.

Residential Distinction
TAS is a residential school that embraces those intangibles that transform a place of residence into all the best aspects of home. The boarding houses provide academic support giving residential students a real advantage alongside an active and rich social and recreational life.

Education Beyond The Classroom
At TAS, education is more than the importance of academic pursuit; it is about the training and development of skills needed for life. Our co-curricular program, including sport and the creative arts, is designed to challenge, engage and broaden the experience of students to equip them for the future.

Leadership, Service and Adventure
TAS is a committed and active member of Round Square, an organisation of schools from around the world sharing a philosophy of personal growth through international understanding, student involvement in decision making, stewardship of the environment, regional and international exchange programs, adventure, leadership, and service to others. This lies at the heart of our Leadership, Service and Adventure programs, wherein students are challenged to extend both themselves and their expectations.

Resources and Facilities
TAS is positioned as a well resourced, forward thinking, economically and environmentally sustainable enterprise with high-standard academic, boarding and co-curricular facilities. Providing first-rate teaching and resourcing to match remains for us a critical objective. Engaging the whole TAS community from students and staff to parents and alumni is considered to be crucial in meeting this goal.
“This is a time of wonder and exploration ...”
This is an exciting time for our Junior School, as we embark on a new journey as a Candidate School for the International Baccalaureate (IB) Primary Years Programme (PYP). The PYP provides our school with a curriculum framework of essential elements – the knowledge, concepts, skills, attitudes and action that young students need to equip for successful lives, both now and in the future. Our teachers will work the five elements to construct a rigorous and challenging primary curriculum for international education.

This is a time of wonder and exploration – a time that sets children on their learning journey. From pre-kindergarten to upper primary, specialist teachers at TAS engage closely, providing individual attention and rich opportunities for us to nurture each student.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the three to 12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that traverse subject areas. From this foundation, and with the support of parents, each boy and girl is provided appropriate challenges in a caring, safe and happy environment.
Middle School

Having emerged from the directed learning environment of primary school, Middle School students are already starting to think differently and in more abstract, independent ways. Socially and emotionally, they are developing their own sense of self. They’re beginning to test boundaries, and to revel and experiment in deeper learnings.

At TAS, we recognise the unique needs of students in their early adolescence as they go through their physical, emotional and social changes. That’s why we established our award winning Middle School in 2000 – a distinct academic and residential precinct for students from Years 6 to 8.

At the heart of our Middle School is the supported guidance provided by the Homeroom teacher, whom for Years 7 and 8 is trained in core subjects across English, History and Geography. Students then access specialist classes and facilities for Mathematics, Science, Music, Drama, Visual Arts and Physical Education. We have found that this program manages the transition to Senior School better than a direct immersion into the busy demands of Secondary School. Students are encouraged to achieve by being exposed to an eclectic range of learning circumstances and by setting high standards.

At TAS Middle School, we foster the challenges our students seek, but give them the boundaries they need to reach and test. It is an environment that supports students – helping them to discover the kind of adult they want to be.
“... they are developing their own sense of self.”
“... to fuel their enthusiasm and provide them with the framework to excel.”
Senior School

As challenges grow and academic expectations rise, so does the level of support and guidance in our Senior School. At this crucial time, our goal is to develop students who are self-motivated, focused, and independent learners with high goals of personal achievement.

Senior School at TAS is about managing expectations – of attainment, responsibility, and independence. It’s an exciting time in which students begin to take control of their future and develop their own pathways. Our role at this stage is to fuel their enthusiasm and provide them with the framework to excel.

From 2016, students in Years 9 and 10 will be the first to benefit from the exciting new curriculum offering being introduced at TAS. In addition to the mandated Board of Studies subjects that all students must study, the range of electives on offer will increase from the traditional model of choosing three subjects from a choice of around 12 to study over two years, to a choice of up to 96 subjects offered over four semesters. This allows students to explore more areas of academic interest before having to choose subjects for the HSC.


It is fundamental to the belief of the school that desired academic outcomes are achieved without compromising participation in a broad and deep co-curricular program. With a belief that education is training for life, Senior School life at TAS is a place where experiences nourish the spirit and help develop character.
Our students reach their potential through experiences that engage and inspire.
“... an environment that’s caring, nurturing and supportive.”
TAS boarding houses are based on being homes away from home. They give our boarders a solid grounding and an environment that’s caring, nurturing and supportive.

Pastoral care in the boarding houses is lead by a Housemaster or Housemistress, who are members of the school’s teaching staff. In each instance they are supported by a deputy and residential assistant, as well as other teaching staff whose academic support after-hours grants boarders a distinct academic advantage.

Each boarding house has wi-fi access, study rooms, common recreation areas, and kitchens for student use, as well as access to the school’s sporting and recreational facilities. A Medical Centre is staffed seven days a week by qualified nursing sisters, while the school doctor visits three mornings a week. From rising time till lights out, life as a boarder is an active and fulfilling one, with age-appropriate routines designed to help residents flourish academically, physically, socially and spiritually.

Boarding for Boys

Our Middle School boarding house for boys is called White House and is home to over 60 boarders in Years 6 to 8, who enjoy dormitory style accommodation shared between four to eight others. To promote sound learning habits, homework, or ‘prep’, takes place in their home classrooms and is supervised by boarding staff.

TAS has three Senior boarding houses; Abbott, Tyrrell and Croft Houses that are designed to accommodate an average of 50 students each from Years 9 to 12, or roughly 12 students from each year group in each house. The accommodation varies between houses, with some students in smaller, shared bedrooms in Year 9 and 10 and separate study areas. Boys in Year 11 may share a twin room while all Year 12 students have their own study and bedroom.

Boarding for Girls

With the exciting move to co-education, introducing boarding for girls in Years 6 to 12 is a crucial first step that we are well prepared for. A dedicated, renovated boarding house, Dangar House, is situated in the heart of the school and is devoted to our new girl boarders.

Led by our Girls’ Education Director and supported by experienced residential staff, the leadership and pastoral care structures will be specialised to cater for specific co-curricular, sporting and wellbeing needs of the girls. Ensuring our girl boarders have the same level of academic support, access to sporting and creative arts facilities and the rich and vibrant social life of boarders at TAS is a key priority of the school.

Boarding in Dangar House for girls will follow the best models of boarding researched in other schools, with shared dorms of four to six for Years 6 to 9, double dorms for Years 10 and 11 and private rooms for all in Year 12. The fully functioning kitchen, casual social spaces and common rooms are designed to facilitate the advantages of boarding at TAS.

Much work has been done to ensure that the genuine interests and requirements of girls have been taken into account when designing the new boarding structure.
Wellbeing & Pastoral Care

TAS is committed to creating a caring community based on mutual respect and responsibility that govern all relationships between staff, students, parents and the broader TAS community. Using its size to create a pastoral care advantage, we foster a community based on a culture of connectedness that is valued by all.

Our Director of Pastoral Care works closely with the School Counsellor, Girls’ Education Director, Housemasters, Homeroom teachers, Advisors and the Chaplain. The principles of Positive Psychology and Restorative Justice are integral to how we value our relationships, enhancing resilience, optimism, hope and meaning in staff and students alike.

Alongside these principles are programs to help guide our boys and girls through the crucial stages of adolescence. Our focus on Positive Education is embedded in the curriculum from transition to Year 8 and is implemented through the Advisor system from Years 9 to 12. The focus is to develop skills in mindfulness and to build an awareness of the power of gratitude in relationship development and communication. The importance of developing skills in resilience, or ‘grit’, is another element of our comprehensive Wellbeing program. These important life skills are central to our ambition to prepare young people for all that later life will offer.

Underpinning it all is the TAS Homeroom and Advisor system, where students in Junior, Middle and Senior School meet with either their Homeroom teachers or Advisors in an informal setting four times a week in order to foster empathy, understanding and support.

“... a community based on a culture of connectedness ...”
Our commitment is to each individual student; understanding that for everyone, paths, interests and options will be different. We believe it is our role to prepare students for life as an adult beyond the school gates, founded on high expectations for individual academic success under the guidance of passionate, dedicated teachers.

The academic pathways and structures throughout the school are based on the understanding that academic success can only be achieved if students are engaged in what they are learning and have the depth of subject choices to meet their interests and passions. Our genuine knowledge about each student comes from having smaller class sizes, a strong pastoral care structure and the resources to track the academic progress of all students. Teachers in turn have a better understanding of student progress and the need for academic extension or learning support as needed.

Our goal from the earliest years is to embrace the basic blocks of literacy and numeracy taught within a framework of creative enquiry and curiosity about the world we live in. In the middle years we build on this approach by integrating learning across whole areas of curriculum, presented in a deeper, more relevant context. Our senior years are devoted to providing subjects, guidance and academic support to allow students to follow their academic passions. The Director of Studies meets with students in the Senior School to guide them in academic goal setting, subject selection, study skills and making the right choices to maximise final results.

Our vision is for TAS to be the pre-eminent boarding and day school in regional New South Wales and amongst the best in the nation.

“Our commitment is to each individual student ...”
Our students develop adventurous spirits that embrace challenge.
In Year 6, all students take part in Rangers, a program set to introduce them to Cadets in Years 7 through 9. From Year 10, students have the choice to continue Cadets in leadership positions or to engage in Pioneers, with its strong focus on independence and outdoor skills. Year 11 students may then choose to continue with Cadets or Senior Pioneers, join Surf Lifesaving in which they can achieve their Surf Bronze Medallion, or gain fire fighting skills and accreditation through the Rural Fire Service program.

Renowned for our adventure and expedition opportunities, TAS offers a bold array of challenging activities that range from the Hawkesbury Canoe Classic (a 111km overnight paddle from Windsor to Brooklyn Bridge), biennial Kokoda Track expeditions, the Myall Lakes Paddle, the Tour de Rocks charity cycling expedition, the Walcha Mountain Bike Challenge, a 2km Coffs Ocean Swim as well as the City2Surf – all with large numbers of students involved. All students participate in the community service program that engages them with those who have fewer opportunities. The diversity of programs on offer encourages students to draw out their natural curiosity, tenacity, and compassion.

All students are encouraged to use the skills gained in our Leadership, Service and Adventure programs to gain their Duke of Edinburgh qualifications, which are recognised with admiration throughout the world.

“... programs that engage and inspire them to go beyond.”

Through our Leadership, Service and Adventure programs, we challenge students to extend themselves and their expectations of what they can achieve. TAS aims to ensure all students – from Junior School onwards – participate in programs that engage and inspire them to go beyond.
“We challenge our students to be expressive and creative ...”
The co-curricular offering at TAS is broad and engaging, with students required to participate in opportunities for sport, music and drama, public speaking and debating, as well as a range of student clubs including chess, photography, film-making and electronics. Our membership of the AAGPS, North Coast Independent Schools and other sporting organisations provides platforms for competition and representative pathways at local, state and national levels.

TAS sees education as more than the mere pursuit of academic achievement; it is about the training and skill development required for life. The belief that academic endeavour should be balanced with activities beyond the classroom is one that is at the heart of the school’s philosophy.

We challenge our students to be expressive and creative, to build resilience, courage, teamwork, organisation and leadership skills. Our co-curricular pursuits form the natural heartland of our school spirit, where supporting each other’s efforts galvanises pride and a strong sense of belonging for each and every student.
Community

An extensive, supportive and proud community exists within TAS and has for over 100 years. The TAS community keeps alive the spirit, ethos and traditions of the school, offering kind support financially and preserving friendships and contacts forged by students in past years.

The partnership between all members of the TAS school community from our Parents and Friends, Alumni and the Foundation works to ensure its members keep in touch and build a sense of overall school community that exists for the benefit of all. Bringing former students, past and current parents and friends together at formal and informal events unites our community and contributes in many ways to the benefit of present and future students. This encompasses everything from year reunions to annual OBU weekends, sporting competitions, school activities and functions, as well as working bees and fundraising for specific community projects.

TAS fosters a close-knit and hugely active community based on a long, proud history and a wonderfully dynamic culture ingrained not just amongst, but also far beyond its school gates.

“TAS fosters a close-knit and hugely active community ...”